I. Rationale for course
This course will examine domestic and sexual assault in intimate relationships from a feminist analysis. Historical, theoretical, and sociological perspectives on gender violence will be critically analyzed through social science and criminology research and theory. Course context will focus on Crenshaw’s perspective of intersectionality in which intimate partner violence is understood as co-occurring in a social context of power, dominance and control related to gender, race/ethnicity, socioeconomic class, age, sexuality, nationality, and other variables. Therefore the course will highlight the differential impact of gender violence on women of color, lesbians, older women, adolescent girls, poor women, immigrants and other groups of marginalized and disenfranchised women. Domestic and sexual violence will also be reviewed and analyzed in the context of local (Hawai‘i), national (U.S.), and international contexts.

II. Student Learning Objectives
Upon completion of this course, students will be able to:
A. Demonstrate understanding of the historical, social, and political contexts that contribute to violence against women
B. Describe key feminist and sociological theories relevant to violence against women
C. Be familiar with key social science research on intimate partner violence, domestic abuse, and sexual assault
C. Show evidence of critical thinking regarding the differential impact of violence in sub-populations such as women of color, lesbians, and poor, immigrant, and older women
D. Analyze intimate partner violence in the cultural, social and historical context of Hawai‘i and the Pacific basin.

III. Course Texts and Readings
There are three required texts for the course.

Additional readings and handouts will be distributed in class. In Section V. Course Content and Class Schedule, reading assignments from the required texts are designated by the initials of the author’s last names e.g., “R&B,” for Renzetti and Bergen. Supplemental reading assignments are designated by author’s last name, e.g., “Smith.”

IV. Assignments and the Criteria Used in Grading

As a graduate seminar, the main focus of this course is to engage learners in complex and critical thinking on the issue of violence against women, specifically domestic and sexual violence. Critical dialogue is a foundation of the course in the spirit and method of Paulo Friere’s *conscientization* and *praxis*, which refers to becoming fully conscious of one’s own social world, internal states, and “station” in life, and blending theory + practice → action with the goal of changing oppressive conditions in the world. We are engaged in learning through this course to understand how violence against women and children is socially constructed and reinforced, and what each of us can do to understand and ultimately help end this problem.

There are two main assignments for this course, both of which will equally comprise the final grade. Listed below is a description of each assignment, learning objectives, and how the assignment will be evaluated.

1. **Class Participation (50% of grade)**

   **Learning objectives of assignment:** To actively participate in one’s own learning; to contribute to others’ learning in the class; to show ability to think critically about diverse ways we teach and learn from each other.

   **Description of assignment:**

   As a graduate seminar, students are expected to interact with other students, the instructor, the reading materials, guest speakers, and other learning activities in the course. Active participation includes orally joining in class discussions, sharing external information of interest relevant to the course, and assisting yourself and others to enhance the learning environment of the class.

   In addition, students will facilitate class discussion of assigned readings throughout the semester. Students should prepare a brief summary of the reading they’ve selected, along with critical questions or issues to engage the class in an interactive discussion related to the reading.

   **Evaluation of assignment:**

   Class participation will be evaluated based on meeting objectives for the assignment as listed above.
2. Research Paper (50% of grade)

Learning objectives of assignment: To demonstrate in-depth knowledge of a specific topic related to the course; to engage in critical thinking and integration of content related to violence against women; to show research and writing skills at graduate level.

Description of assignment:
An integrative research paper related to domestic and sexual violence against women in intimate relationships will be the culminating assignment for the course. In addition to exploring in more depth any topic of interest that has been covered in the course, other examples of the final paper may include: report of a group or individual research project; a major required paper for the degree (thesis or dissertation proposal); a major policy or legislative initiative paper. Students are required to submit a brief outline of their research paper and topic with the instructor at least one month before the end of the semester.

All papers must be substantive, and therefore at least 15-20 pages in length not including references. References used in the paper must demonstrate in-depth research into the paper topic, e.g., while readings for the course can be used, they should not be the sole sources for the paper. Web-based sources also cannot comprise the main references for the paper. All papers should be written using the professional style guidelines of the student’s major discipline, such as the APA, ASA or Chicago.

Evaluation of assignment:
Papers will be graded on meeting learning objectives for this assignment above.

Course Accommodation:
Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagiarism
Plagiarism is a major violation of the learning environment and spirit in which my courses are taught. Any violations of the University’s code of ethics including plagiarism shall be addressed immediately and seriously.

The following definition of plagiarism is from the UH-Manoa Student Conduct Code (1992): “Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from

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other sections of a course or from previous terms.”

V. Course Content and Class Schedule

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Session Content</th>
<th>Readings for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Syllabus; Introductions; Framing Issues</td>
<td></td>
<td></td>
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<tr>
<td>History of Women’s &amp; Anti-Violence Movements I; Popular Culture</td>
<td>R&amp;B: Intro, Ch 11; Sokoloff: Ch 1, 2, 4</td>
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<tr>
<td>Feminist theory review</td>
<td>BE&amp;R: Ch 1, 2, 14, 19</td>
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<tr>
<td>Feminist theories of violence against women</td>
<td>Sokoloff: Ch 3, 12, 13; R&amp;B: Ch 3, 4</td>
<td></td>
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<tr>
<td>Social constructionist theory of violence against women</td>
<td>R&amp;B: Ch 10; Kanuha</td>
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<tr>
<td>Sexual Assault I: Definitions, Concepts, Theory</td>
<td>BE&amp;R: Ch 2, 5, 9</td>
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<tr>
<td>Sexual Assault II: Acquaintance/Date Rape; Marital Rape</td>
<td>BE&amp;R: Ch 7, 8, 9; Smith; Koss</td>
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<tr>
<td>Sexual Assault II: Intervention; Treatment; Public Policy &amp; Law</td>
<td>R&amp;B: Ch 6, 7; Nurius; Bannerji</td>
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<tr>
<td>Domestic Violence I: Definitions, Concepts, Theory</td>
<td>BE&amp;R: Ch 11, 12, 13; NIJ; Loseke readings; Shepard; Pence &amp; Dasgupta</td>
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<tr>
<td>Domestic Violence II: Victim/Survivor Issues; Same-Sex Violence</td>
<td>R&amp;B: Ch 2; Sokoloff: Ch 6, 9, 10, 11; BE&amp;R: Ch 17, 18; Richie</td>
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<tr>
<td>Domestic Violence III: Intervention; Treatment; Public Policy &amp; Law</td>
<td>BE&amp;R: Ch 15, 18; Sokoloff: Ch 5, 7, 15, 18, 23</td>
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<tr>
<td>Sex Offender Intervention: Theory and Intervention</td>
<td>BE&amp;R: Ch 21, 22, 23; Dutton; Wilson &amp; Daly; Gondolf; Dobash &amp; Dobash</td>
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<tr>
<td>Batterer Intervention: Theory and Intervention</td>
<td>R&amp;B: Ch 8, 12; BE&amp;R: Ch 16; Sokoloff</td>
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<tr>
<td>Batterer Intervention</td>
<td>Ch 16, 17; Mahoney</td>
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<tr>
<td>Controversies: Prison-industrial complex; state-sponsored violence; international perspectives</td>
<td>Sokoloff: Ch 8, 21, 22, 24; BE&amp;R: Ch 10; Colorlines</td>
<td></td>
</tr>
<tr>
<td>Innovations &amp; Future Directions: Community accountability; restorative justice</td>
<td>Sokoloff: Ch 19, 20; Zehr; Stubbs; Incite!</td>
<td></td>
</tr>
</tbody>
</table>
Supplementary Course Readings (SAMPLE)

2. Colorlines. (2000-2001). The color of violence against women. Colorlines (Winter, 2000-2001). [Selection of articles: The Color of Violence (Smith); Locked Up, Beat Down (Rodriguez); Warring on Woman (Okazawa-Rey); Better Dead than Pregnant (Smith); On the Cutting Edges (Smith); Fighting the Many Faces of Violence (Yeung)]