**Sexual Violence Against Women and Children: Theory and Response**

**WS 301**

**Spring 2018**

Instructor: Prof. Erin Graham

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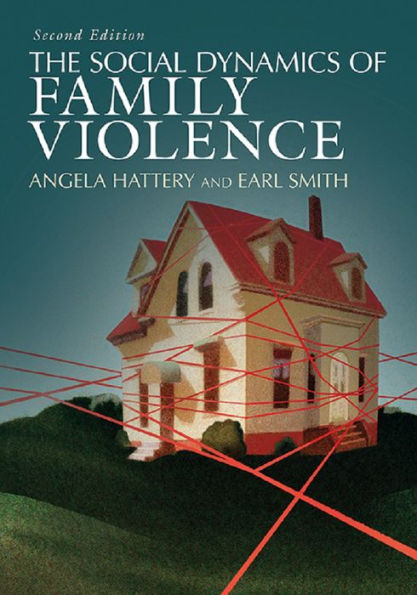
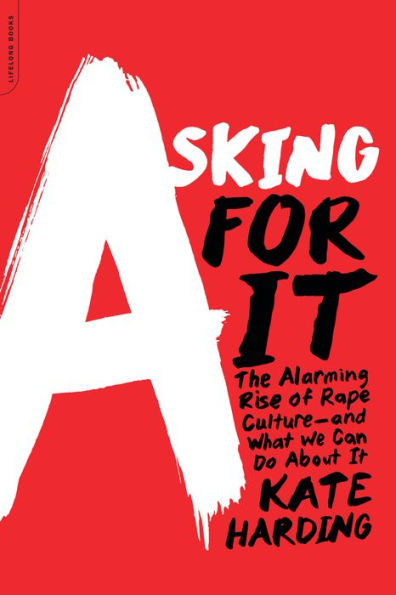
Office: 311 Old Horticulture

Class time: T/TH 3:00-4:20

Room number: 112A Berkey Hall

**Course Description:** WS 301 is an interdisciplinary course using feminist theories and applied perspectives to examine rape, relationship violence, the abuse of children, elder abuse, and sexual harassment against women and girls. You will be introduced to some of the major theoretical works regarding sexual violence along with readings that use those theories in applied research and practice. Particular emphasis will be placed on intersections between gender, race, ethnicity, class, age and sexuality. This interactive and discussion-based class requires strong engagement and participation from students.

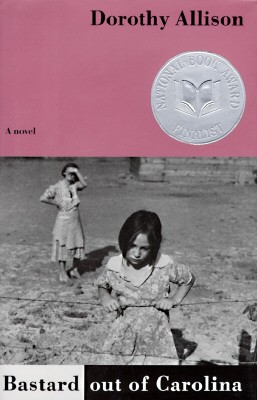
**Course Texts/Readings:**

* ***Bastard Out of Carolina*
* *The Social Dynamics of Family Violence*
* *Asking for It: The Alarming Rise of Rape*

*Culture--and What We Can Do About It*

* Additional readings will be available

electronically on D2L

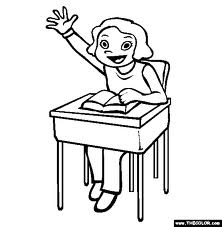


**Course Expectations**

**Attendance:**

This course depends on your attendance and participation in class. Plan on attending every class session; note that missing more than two classes will negatively affect your grade. A half of a point will be deducted from your final course grade for every class that you miss after your second missed class. For example, if you started out with a 100% in the course and then missed three classes, your grade would drop to 99.5%. If you missed four classes, your grade would drop to 99%. Exceptions to this rule are only made in cases of emergency and with written proof of that emergency. If you have to miss class, please contact me before class. You are responsible for the material covered on the days you miss.

**Participation:**

Your participation is a significant component of your grade. A high grade on participation means that you are actively engaged in the class on a regular and voluntary basis. Being actively engaged means having read and taken notes on the materials. You should also come into class with ideas and questions to share with your classmates. You need to bring the required readings for the day to class with you (you may bring this in electronic form). Participation also means active listening: taking notes and responding to your classmates' ideas. If something is inhibiting your participation, if you are shy or uncomfortable with the classroom climate, please come talk to me.

**Respect:**

Respect is essential for an open, positive, and engaging dialogue within the classroom. As part of this culture of respect, please:

• Be punctual

• Turn your cell phone off or to silent mode; do not text

• If using a computer or tablet, only use it to access your readings unless

otherwise advised by the professor

• Listen carefully and without interrupting

• Be prepared

• Participate actively in the class

• Turn assignments in on time

• Do your own work—I want to know what YOU think!

By adhering to these guidelines, you will earn full participation points in the class. Neglect of these will cause you to lose participation points.

**Assessments**

Grading Scale

92 to 100= 4.0

88 to 91= 3.5

84 to 87= 3.0

80 to 83= 2.5

75 to 79= 2.0

70 to 74= 1.5

65 to 69= 1.0

0 to 64= 0.0

Total Grade

In-Class Writing: 10%

Discussion Posts: 20%

Participation: 20%

Teaching Day: 25%

Final Essay: 25%

Total: 100%

**Discussion Posts:**

Every Thursday, except for your teaching day, you are required to submit one question, to potentially be asked during class that day, about the readings for the **week** and one reflection on the readings by 8 p.m. the night BEFORE we discuss the readings in class. This 1-2 page double spaced reflection portion of your post should adhere to the following guidelines (not necessarily in this order):

* Identify a concept from the readings that you wish to explore further.
* Write about how you have observed this concept in your own life. You may draw from something you have experienced or observed, internet articles, advertisements of all kinds, personal conversations, TV shows, movies, cartoons, comics, medical forms, wanted ads, job applications, wedding invitations, Facebook posts, family history, historical memory, etc.
* Explain the implications and/or effects of the issue. Why does it matter?
* Explain your personal reactions. For instance, are you shocked? Surprised? Upset? Worried?
* Connect your observation to the reading for the week.

These are to be submitted to **D2L**. **ALL** students must read the questions and responses of their classmates before class and be prepared to engage with these ideas. The reflection is often open ended but occasionally you will answer specific questions, as laid out in the syllabus or discussed in class. The students facilitating the class for the day should pay extra attention to the questions and reflections of their classmates. Ongoing and continuing engagement within this space, which translates into ideas being shared in class, will result in a higher grade in this course.

**Teaching Day:** Along with a partner, you will facilitate part of class for the day. In doing so, you will contextualize the readings by bringing in outside research. You must use at least three outside sources to help provide additional background and to clarify terms and/or ideas from the readings. Towards the beginning of the course, I will give you a handout with more detailed instructions. This assignment should take a significant amount of time to prepare, and it is suggested that you begin working on this as soon as you are assigned a topic.

**Three days BEFORE** your teaching day, you will submit your initial ideas and plan to me via dropbox on D2L. This plan will be modified and added to as you incorporate your classmates’ questions and reflections (see below). If you need guidance, I will be happy to meet with you, but I expect you to come to me with the readings completed and some ideas to discuss. If you miss your turn as a facilitator, you are not guaranteed another opportunity to complete that requirement for the course. Students not facilitating the discussion are expected to come fully prepared to engage in class discussion. All students should come to class with readings completed, notes taken, and questions ready.

**Research Project:** You will write a 10-12 page paper due at the end of the semester that falls under the umbrella of one of the following topics:

* Sexual Harassment
* History of Sexual Violence against women and/or children
* Campus Sexual Assault and/or Rape
* Rape, more broadly
* Child Sexual Abuse
* Intimate Partner Violence
* Elder Abuse
* Healing/Making Change

If you would like to pursue a topic outside one of the topics listed above, you must consult with me first. Over the course of the semester, you are required to turn in your research topic, an outline, and a draft of your paper on the dates specified in the syllabus. You will also present your research at the end of the semester. Additional information about this paper will be handed out early in the semester.

**Late Policy:** 2 points will be deducted for every day an assignment is late. If you miss your teaching day, you are not guaranteed an opportunity to make this up.

**Additional Information**

**Mandatory Reporter Status**

As a faculty member at MSU, I am a mandatory reporter for issues of sexual assault, sexual harassment, relationship violence and stalking. Disclosures of such behavior cannot remain confidential. Disclosures will be reported to the Office of Institutional Equity (OIE) and to the police, in some instances. An investigator from OIE and possibly the police, will contact you about the incident and in most cases, it will be your decision whether you want to speak with them. If you wish to talk about incidents of sexual harassment, sexual assault, stalking or relationship violence in a confidential manner, you should make an appointment at the MSU Counseling Center.

**Academic Integrity**

Academic Integrity is honest and responsible scholarship.  As a student, you are expected to submit original work and give credit to other peoples' ideas.  Maintaining your academic integrity involves:

* Creating and expressing your own ideas in course work;
* Acknowledging all sources of information;
* Completing assignments independently or acknowledging collaboration;
* Honesty during examinations.

Academic integrity is the foundation of university success.  Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career.  Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, a failing grade in a course, or even expulsion from the university for the student. From: https://www.msu.edu/~ombud/academic-integrity/What%20is%20Academic%20Integrity.html

**Online SIRS Evaluation Policy**

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (https://sirsonline.msu.edu). This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once final grades are submitted.

**Tentative Course Schedule\***

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| **Date** | Topics | **Readings and Assignments**  (All readings and assignments are to be completed before class on the corresponding date listed) |
| **1-9-18** | Introduction | Introduction |
| **1-11-18** | Feminist Theory and Difference | “Feminisms and their Contributions to Gender Equality” **D2L**  “Race and the Politics of Identity Formation in U.S. Feminism” **D2L** |
| **1-16-18** | Histories of Sexual Violence Against Women | “A Timeline of Women’s Legal History in the United States,” <http://wlh.law.stanford.edu/wp-content/uploads/2011/01/cunnea-timeline.pdf>  “Communities of Color and the Impacts of Sexual Violence,” https://sapac.umich.edu/article/57 |
| **1-18-18** | Histories of Sexual Violence Against Women | “The Sexual Politics of Black Womanhood,” Patricia Hill Collins, **D2L**  “Rape and the War Against Native Women,” Andrea Smith, **D2L** |
| **1-23-18** | Histories of Children | *Huck*’*s Raft* selections **D2L**  Age of Consent Laws **D2L** |
| **1-25-18** | Applying Theory to Sexual and Relationship Violence | SDFV, Chapter 1  Examples of Feminist Analysis of Rape **D2L** |
| **1-30-18** | Applying Theory to Sexual and Relationship Violence | Chapters 2 and 3 SDFV |
| **2-1-18** | Social Construction of Masculinity | Hegemonic Masculinity: Rethinking the Concept **D2L**  Ah, Ya Throw Like and Girl **D2L** |
| **2-6-18** | Social Construction of Masculinity | Masculinity as Homophobia **D2L**  Hey Stud: Race, Sex and Sports **D2L**  **REQUIRED EVENT: 5:30 dinner beforehand.**  ***The Mask You Live In,* Free Screening at East Lansing High School, 7:00 p.m., 509 Burcham Drive** |
| **2-8-18** | Rape Culture | *Asking for It*, Chapters 1-4  “Eve Ensler: I Never Defined a Woman as a Person with a Vagina,” http://time.com/3672912/eve-ensler-vagina-monologues-mount-holyoke-college/  Extra Credit Event:  Vagina Monologues, 7:00, **February 9th**, RCAH Theatre in Snyder-Phillips Hall |
| **2-13-18** | Rape Culture | *Asking for It*, Chapters 5-7 |
| **2-15-18** | Rape Culture | *Asking for It*, Chapters 8-11 |
| **2-20-18** | Institutions  and  Sexual Violence | SFDV Chapter 11  “Consequences of Teen Dating Violence” **D2L**  **Research Topic Due** |
| **2-22-18** | Sexual Violence on Campus | “Men’s and Women’s Perceptions of Non-Consensual Sexual Intercourse” **D2L**  “Not Alone: The White House Report on Sexual Assault” **D2L**  “Inside the Houses”: <http://specials.statenews.com/2017/11/msu-fraternity-sexual-misconduct/>  **Dolores Huerta event the following week-TBA** |
| **2-27-18** | Intimate partner violence in heterosexual couples/families | SFDV Chapters 8 and 9 |
| **3-1-18** | Intimate partner violence in same sex couples/families | SFDV Chapter 12 |
| **3-6-18** | Spring Break | No Class |
| **3-8-18** | Spring Break | No Class |
| **3-15-18** | Sexual harassment in the classroom and workplace | “How American women's growing power finally turned #metoo into a cultural moment,” https://www.theguardian.com/world/2017/dec/04/how-american-womens-growing-power-finally-turned-metoo-a-cultural-moment“Will Fury Over Harvey Weinstein Allegations Change Academe’s Handling of Harassment?” https://www.chronicle.com/article/Will-Fury-Over-Harvey/241453 “The Glaring Blindspot of the ‘Me Too’ Movement” https://www.theatlantic.com/entertainment/archive/2017/11/the-glaring-blind-spot-of-the-me-too-movement/546458/ |
| **3-20-18** | Child Abuse | Chapter 6, SDFV  **Outline Due** |
| **3-22-18** | Child Abuse  And Outcomes | Chapter 7, SDFV “Lessons learned from child sexual abuse research: prevalence, outcomes, and preventive strategies” https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3720272/ |
| **3-27-18** | Child Abuse  and Institutions | SDFV, Chapter 10  “MSU doctor’s alleged victims talked for 20 years. Was anyone listening?” http://www.mlive.com/news/index.ssf/page/msu\_doctor\_alleged\_sexual\_assault.html |
| **3-29-18** | Elder Abuse | SDFV, Chapter 5 |
| **4-3-18** | *Bastards Out of Carolina* | Read *Bastard Out of Carolina* |
| **4-5-18** | *Bastard Out of Caroline* | Read *Bastard Out of Carolina* |
| **4-10-18** | The Healing Process | Body Oriented Therapy **D2L**  “Feminist Family Therapy for Treating Female  Survivors of Childhood Sexual Abuse Feminist Family Therapy for Treating Female Survivors of Childhood Sexual Abuse” **D2L** |
| **4-12-18** | Response and Strategies for Change | Outside In **D2L**  Men Working to Stop Rape **D2L**  **Full Length Draft Due, Peer Review** |
| **4-17-18** | Response and Strategies for Change | SDFV Chapter 13  Choose at least three stories from here to read: http://www.lovewithaccountability.com/forum/ |
| **4-19-18** | Response and Strategies for Change | SDFV Chapters 14 and 15  Begin Research Presentations (Research Presentation Must be Completed by this Date) |
| **4-24-18** | Research Presentations | Research Presentations |
| **4-26-18** | Research Presentations | Research  Presentations  and  Wrap Up |
| **4-30-18** |  | Final Paper Due via D2L |

\*This is a tentative syllabus. Instructor reserves the right to amend as necessary.