**SOC 351 – Gendered Violence and Intersections of Power**

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**Office:** Berkey Hall, Room 317 **Phone:** (517) 355-6640

**Location:** Online **Faculty of Record:** Dr. Aaron McCright

**Virtual Office Hours:** Wednesdays 10:00 a.m.-12:00 p.m. EST or by appointment

*All office hours will be held online via D2L chat and Skype (*kbmaginot)

**D2L Helpline Phone:** local - (517) 432-6200 toll-free - (800) 500-1554

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**Course Objectives**

Gendered violence, or gender-based violence, is violence committed against a person based on their gender or gender identity. Most often we think of gendered violence as physical or sexual violence, such as a person beating their spouse or a man raping a woman. But it may also include violence committed by agents of a government, such as police brutality that takes on a gendered element, or verbal or physical abuse of transgender people on the street. While women generally are more prone than men to experiencing gendered violence, some men are also victimized by gendered violence, and both men and women who are marginalized by race, class, or other social statuses or locations are more vulnerable than men and women who have more privileges.

This course will introduce you to the sociological dynamics that make certain people more vulnerable than others to experiencing gendered violence, and make some people more likely than others to be punished for committing gendered violence. These dynamics are rooted in the idea that social inequality starts with hierarchies of race, class, and gender (as well as other social locations such as sexual orientation and nationality) that operate in interaction with one another. This idea is commonly referred to as the theory of intersectionality, and this theory will serve as the foundation of the course.

In this course, you will learn how overlapping systems of oppression contribute to people’s vulnerability to gendered violence and may make reporting, escaping, or in other ways challenging that violence more difficult. This course will also introduce you to ways that men sometimes are targets of gender-based violence, and how social inequality based on intersecting systems of oppression makes that possible. While intersectionality in gendered violence is a global issue, the materials in this course will focus primarily on the U.S. context, but you are welcome to explore different contexts in your own work (including the fact sheet final assignment).

**Reading list for SOC 351**

Getting Played: African American Girls, Urban Inequality, and Gendered Violence\* by Jody Miller (New York University Press: 2008) <https://nyupress.org/books/9780814756980/>

*\*Available on reserve at the MSU Library.*

Additional readings available on D2L.

**Course Requirements and Evaluation**

There are a total of **380 points** in this class, divided among the following requirements (note - all due dates are at 11:59 p.m. EST unless otherwise listed):

**Quizzes on Assigned Materials (20 points each, total 120 points)**

Each week for weeks 1-6 you will have assigned texts and other materials that you will need to read or view. On each Wednesday at 12:00 a.m. a quiz that covers those assigned materials will be released. You will be required to complete the quiz by the next Sunday at 11:59 p.m. You will have only one chance to take the quiz. Each quiz will have 16 fill-in-the blank questions and two short answer questions.

Quizzes are **not** cumulative. During the quiz, you will not be able to access the right-click option on your computer: printing, saving, and/or “capturing” are not permitted. Results and answers from each quiz will be posted on Mondays at 11:59 p.m.

**Discussion Board Participation (15 points, total 90 points)**

Each week except the last week, you will complete three (3) discussion board posts. You will first post a response to the weekly discussion question(s). You will then respond respectfully to two (2) other students’ responses on the discussion board contained within each lesson folder. In this way, you will think through the topic yourself and discuss it with your classmates.

Your first post must be at least 200 words long – this is so students do not post one-sentence comments but instead present a thoughtful response. Each post will be worth five points. ***Posts that do not answer the question prompt fully, lack intellectual rigor, and/or fail to meet the minimum length requirement will not receive full credit.***

Most students will receive full credit for their posts. However, responses that are:

* Less than 100 words will have 3 points deducted.
* 100-190 words will have 2 points deducted.
* Incomplete/partial answers will have 2 points deducted.
* Grammar, citations, and punctuation will not be graded but they are important. If your post is illegible it will be considered incomplete and will have 2 points deducted.
* If a student does not respond to his/her peers with two (2) posts, two points will be deducted for each missing post.
* You will receive feedback if you have points deducted.

Gendered violence is a sensitive topic, and we each bring unique experiences, beliefs, and perspectives to this course. Some material we read, discuss, and/or watch may be disturbing, triggering, and/or surprising. To ensure that everyone is able to post honestly, we must maintain a respectful and safe environment. For these reasons, the following participation guidelines will be strictly enforced:

* Determine your own boundaries on what you are willing to share with the instructor and your classmates.
* Keep posts within the discussion board—do not share these with friends or colleagues outside of this course.
* Listen and respond respectfully. Review your posts before you submit them to make sure they will not come across as rude, disrespectful, or inflammatory.
* Avoid blame and snap judgments. Allow yourself and others the space to make mistakes and ask questions while learning.

Your first weekly discussion board post is due by **Thursday at 10:00 p.m.** Remaining posts are due by **Sunday at 11:59 p.m.**

**Short Papers (20 points each, total 60 points)**

Every other week you will be required to write short papers that will help you process the assigned materials and think about how to apply them. **For each paper you will be given a general question that you should answer, using the materials assigned for the previous two weeks.** By thinking and writing about the application of course concepts, you will be creating material that you can use in the final project.

Short papers should be at least one full page and no more than two pages, double-spaced with 1 inch margins and 12 pt font. A detailed rubric is available in the “Introduction to Course” folder on D2L.

**Final Project – Fact Sheet (total 110 points)**

Your final project for this class is to create a 4-6 page fact sheet that provides information about a topic on gendered violence. Your fact sheet should provide information about your topic to a particular audience, **using an intersectional perspective**. You may choose any topic related to gendered violence, and any audience. The information that you use in the fact sheet may come from assigned course materials, but you will also be required to use outside texts. These should come from reputable sources, which include peer-reviewed scholarly articles and books but may also come from high-quality reports from think tanks, foundations, and other reputable sources. If you have a question about whether or not a particular text constitutes a reputable source, ask your instructor.

Once you have collected your information and your instructor has approved your sources, you should compile the information into a format that is compelling, easy to read, and eye-catching. The goal of this project is for you to create something that a particular audience will find useful and will want to read. You can use this fact sheet in a portfolio for job or some graduate school applications, so produce something that you will be proud to have your name on.

Different elements of this project have benchmarks with due dates that will help you complete the assignment on time. **You must complete these benchmarks on time to receive full credit for the assignment.** Additionally, by completing these benchmarks on time you will be able to receive helpful feedback from your instructor with sufficient time to incorporate that feedback and produce a better final project.

These are the benchmarks for the fact sheet:

* Topic and target audience **due Friday, July 14** (5 pts.)
* References used for fact sheet **due Friday, July 28** (need a minimum of 5 sources outside of assigned course material – 10 pts.)
* Description of information (in outline form) **due Thursday, August 10** (20 pts.)

There are examples of fact sheets available on the D2L website for this course. The final draft of your fact sheet is **due Friday, August 18, at noon** (75 pts.). A detailed rubric is available in the “Introduction to Course” folder on D2L.

**Grading Scale**

Grades are awarded based on the following scale:

4.0: 91-100%

3.5: 87-90%

3.0: 80-86%

2.5: 77-79%

2.0: 70-76%

1.5: 67-69%

1.0: 60-66%

0.0: < 60%

Grades between whole numbers will be rounded up from .5, rounded down from .4 (so 90.5% is a 4.0, while 90.4% is a 3.5).

**Late Policy for Assignments**

Summer sessions are compressed, so falling behind on assignments makes it very hard for you as the student to complete the work, as well as making it difficult for the instructor to complete grading in a timely fashion. Therefore it is imperative that you complete the assignments when they are due. The quizzes will close at midnight on the due date, therefore **you will not be able to complete quizzes after the due date**. For short papers and fact sheet benchmarks, your final score will be reduced by 5% (roughly half a letter grade) for each day that it is late. **Submissions of short papers and fact sheet benchmarks more than one week late will not be accepted**. To provide sufficient opportunity for discussion on the discussion boards, **you will not be permitted to submit your initial weekly discussion board posts after Thursdays at 10:00 p.m. or response posts after Sundays at 11:59 p.m.**

Because instructors must turn in grades by August 22, submission of completed fact sheets will not be accepted after **August 20 at noon**.

**Communication and Office Hours**

You are expected to check your D2L email account at least once per weekday (Monday-Friday) throughout the semester. **Please read all emails sent to you by the instructor and your classmates**. If you email me, I will respond within one business day (24 hours).

Office hours will be conducted **virtually** on Wednesdays. I will be available via Skype, D2L chat, and email during that time. If you cannot meet on Wednesdays between 10:00 a.m. and 12:00 p.m. EST, feel free to set up an appointment.

**Technology requirements**

In order to fully participate in this course, you will need access to the following:

* High-speed internet connection
* Access to Desire2Learn (D2L) course software
* Computer with Mozilla Firefox or Internet Explorer internet browsers. \*\*Note: Safari (the browser that comes with Apple computers) is NOT compatible with D2L and often presents problems when used to submit assignments.

If you have technical difficulties, including problems accessing assignments or uploading submissions on D2L, you must contact D2L tech support, NOT your instructor. The help desk will then email me so that I am aware of the problem and the suggested solution. The D2L Helpline can be reached 24 hours a day at these phone numbers: local - (517) 432-6200 toll-free - (800) 500-1554. You can also access their web-based technical support at <http://help.d2l.msu.edu/>.

**Academic Honesty**

Michigan State University adheres strictly to the policies on academic honesty as specified in General Student Regulations 1.00, Protection of Scholarship and Grades, and in the All-University Policy on Integrity of Scholarship and Grades, which are included in **Spartan Life Student Handbook** (<http://splife.studentlife.msu.edu/regulations/types-of-rules-and-regulations-2>).

I encourage you to take the Spartan Code of Honor academic pledge, which was put together by and for MSU students (see <https://honorcode.msu.edu/>):

*As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.*

In this course, academic dishonesty known as plagiarism is defined as presenting another person’s work or ideas as your own. This includes not properly citing the work of others as well as more blatant plagiarism such as copying texts found online or in books, purchasing papers, having someone else write a paper for you (in whole or in part), or giving or receiving questions or answers on quizzes or exams. **Students are prohibited from sharing questions or answers to quizzes. Please note that papers will be checked for plagiarism using TurnItIn.com.**

Academic dishonesty will result in severe penalties, including a zero on specific assignments or the course. Academic misconduct can also result in sanctions from the provost, including censure, suspension, or expulsion.

**Limits to Confidentiality and Resources**

Please be aware that MSU employees – including the instructor of this course – are *mandatory reporters*. While your essays, emails, comments, and discussion board posts are generally considered confidential, I **cannot** maintain confidentiality if you share any of the following information:

* Suspected child abuse and/or neglect, even if this maltreatment happened when you were a child.
* Allegations of sexual assault or sexual harassment if they involve MSU students, faculty, or staff.
* Credible threats of harm to oneself or to others.

If you wish to share personal stories in class, feel free to use the term “my friend” or “my acquaintance.” If you wish to speak with someone confidentially, I strongly encourage you to contact one of the following resources. These resources will be especially useful if you are triggered by something shared throughout this course:

* **MSU Sexual Assault Program**
	+ *Website:* [www.endrape.msu.edu](http://www.endrape.msu.edu)
	+ *24-hour anonymous crisis line:* (517) 372-6666
	+ *Business telephone number:* (517) 355-3551
	+ *Address:* Student Services Building Room 14
* **MSU LBGT Resource Center**
	+ *Website:* <http://lbgtrc.msu.edu/>
	+ *Telephone number:* (517) 353-9520
	+ *Email:* lbgtrc@msu.edu
	+ *Address:* Student Services Building Room 302

**Accommodations for Disabilities**

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at (517) 884-7273, (517) 355-1293, or at <http://www.rcpd.msu.edu/>.

Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this to me at the beginning of the term and/or one week prior to the accommodation date (quiz, exam, etc.). Requests received after this date will be honored whenever possible.

**Dropping this Course**

The last date to drop this course with a tuition refund and no grade reported is **July 17, 2017, by 8:00 p.m. EST.** The last date to drop this course with no refund and no grade reported is **July 27, 2017, by 8:00 p.m. EST.**

***Please see below for an outline of the course readings and assignments for this term.***

**Week-by-week Schedule**

WEEK 1: (begins July 5) – *Introduction to Intersectionality*

This week will introduce you to the concept of intersectionality and how it is a useful concept for understanding how people from different backgrounds experience gendered violence in different ways.

* View PowerPoint presentation on Intersectionality
* Read “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” by Kimberlé Crenshaw (available on D2L)
* Post in Week 1 discussion board
* Quiz #1 due **July 9**

WEEK 2: (begins July 10) – *Violence Against Women & Girls in Neighborhoods and Schools*

* Read Getting Played chapters 1-3
* Post in Week 2 discussion board
* Fact sheet topic and target audience due **July 14**
* Quiz #2 due **July 16**

WEEK 3: (begins July 17) – *Sexual and Relationship Violence Intersecting with Race & Class*

* Read Getting Played chapters 4-6
* Post in Week 3 discussion board
* Quiz #3 due **July 23**
* Short paper #1 – How do intersections of race, class, and sexuality shape women’s experiences of gender-based violence? - due **July 23**

WEEK 4: (begins July 24) – *Men and Transgender People as Targets of Gendered Violence*

* Read “The Sexual Victimization of Men in America: New Data Challenge Old Assumptions” from *American Journal of Public Health*
* Read “When Every Summer is Your Own Personal ‘Summer of Sam’” from the Black Girl Dangerous blog
* Read “Forty Years After Brownmiller: Prisons for Men, Transgender Inmates, and the Rape of the Feminine”
* Post in Week 4 discussion board
* List of references for fact sheet due **July 28**
* Quiz #4 due **July 30**

WEEK 5: (begins July 31) – *Interpersonal Violence and Migration Status*

* Read “Gender Equality and Immigrant Integration: Honor Killing and Forced Marriage Debates in the Netherlands, Germany, and Britain” by Gokce Yurdakul and Anna Korteweg (available in D2L)
* Post in Week 5 discussion board
* Short paper #2 – How does the state/the government (including state policies, laws, and institutions) play a part in gender-based violence? – due **August 6**
* Quiz #5 due **August 6**

WEEK 6: (begins August 7) – *Addressing the Culture of Global Gender-based Violence Intersectionally*

* Read “Intersex Surgery, Female Genital Cutting, and the Selective Condemnation of ‘Cultural Practices’” (available in D2L)
* Read “Empowerment Approaches to Gender-based Violence: Women’s Courts in Delhi Slums” by Veronica Magar (available in D2L)
* Post in Week 6 discussion board
* Description of fact sheet information due **August 10**
* Quiz #6 due **August 13**

WEEK 7: (begins August 14)

* NO READINGS DUE
* NO QUIZ DUE
* Short paper #3 – What do you see as the big challenges for ending gender-based violence (include a reflection on intersectionality in your answer)? - due **August 16**
* Fact Sheet due **August 18**