

WOMEN'S STUDIES 3290
SEXUAL AND DOMESTIC VIOLENCE AGAINST WOMEN
May Term – 2006

151 Ford Hall
M, T, R, F 8:30 – 12:15

May 22 - June 9
3 credits

INSTRUCTOR: ROBERTA GIBBONS
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Office Hours: I will hold office hours during the May Term on Tuesdays from 12:15-2:00 and by appointment:

Disability Accommodation: I am committed to making this course fully accessible. If you are in need of any accommodation in order to make this class accessible or in order to successfully complete the requirements of the class, please speak with me on the first day of class.

Course Description

This course explores the complexity of violence against women as it intersects with race, class, gender, ability and sexual orientation. Sexual violence will be studied as a part of culture of violence which includes sexual assault, domestic violence, sexual harassment, dating violence, child abuse, incest, hate crimes, the sex industry, and violence in the media. We will examine the social construction of violence, institutional responses to violence and the impact of violence on victims/survivors and on society as a whole. Students will gain a thorough understanding of the dynamics of sexual and domestic violence, learn about the resources available on campus and in the community, and develop crisis intervention skills.

This course meets the training requirements for becoming a "sexual assault counselor" as defined in MN Statute 595.02 and as established by the MN Sexual Assault Advisory Council.

COURSE REQUIREMENTS

The class format will be lecture (including guest speakers), group exercises, and small and large group discussion. Students are evaluated by writing assignments, class participation, and a final exam.

Because the success of this class is based largely on students talking with each other, I ask that each student wear a name tag each day of the class. This will also help when guest speakers come to class to present.

I encourage students to consider becoming crisis advocates, court advocates, violence prevention educators, or special projects volunteers with The Aurora Center. **Crisis advocates** provide crisis intervention, support, and referrals for victim/survivors of sexual violence on our 24-hour crisis line, at our office, the police department, and the hospital. **Court Advocates** writes Orders for Protection and accompany clients to court for hearings. **Violence Prevention Educators** educate others in the community about the issues of sexual assault, dating violence and gender stereotypes. **Special Project Volunteers** assist with outreach and planning events. We require that people make an academic year commitment to the program.

GRADING BREAKDOWN:

Thought Papers - 25%

Each student must complete two thought papers reflecting on the readings, presentations and discussions in class. Questions guiding the thought paper will be handed out in class. Papers are to be three pages, double-spaced, using 12 point font with one-inch margins. The papers will be graded based on the following:

- Effort: Does the work reflect a significant effort on the part of the writer?
- Clarity: Is the essay understandable? Did the writer thoroughly answer the question?
- Comprehension: Does the essay show a clear understanding of the reading and lecture material?
- Analysis: Does the author display a critical understanding of the material and how it fits into the broader themes of the course?

The thought papers are due on Tuesdays (May 30 & June 6). The questions for the thought papers will be distributed on the Friday prior to their due date.

Practical Advocacy Assignments – 25%

Assignment 1: Angela's family – access at www.globalvp.umn.edu

This is an interactive tale of a young woman who experiences domestic violence. It requires you to make choices about systems and helping behaviors. After you finish the exercise, submit to the instructor a 1-2 page reflection paper that summarizes the activity and discusses what about the exercise was useful to your learning and why.

Assignment 2: Virtual fieldtrips

1. Go to www.mincava.umn.edu
2. Click "service providers" in the FIND column
3. Click on the content of interest, i.e., "sexual assault," "domestic violence," or others
4. Visit and explore two different web sites of organizations in Minnesota
5. Submit a short paper (2-3 pages) that
 - a) identifies each provider visited and gives their URLs
 - b) gives information about the location and services provided
 - c) Discusses whom you might refer to each agency and why
 - d) compares and contrasts the providers

These two assignments are due by Thursday June 8, but can be turned in at any time.

Class Participation- 25% of grade

This course relies heavily on class participation for its success. Class participation will be graded on the following:

- Lecture participation: Is the student attentive and engaged in lecture sessions? Does he or she ask questions or participate in discussion? Is the student respectful to other students?
- Small and large group discussion participation: Is the student engaged in or attentive to the discussion? Does the student contribute comments and questions that reflect an understanding of the class lectures and readings?
- Attendance- Does the student attend class?

Students will receive 4 points for each class they attend and up to 4 points for class participation each day.

Final Exam – 25% of grade

The final exam for this course is a take-home final. It is due on **Friday June 9 at 9:00 am**. Exams that are late will be graded one grade down for each day or portion of a day that they are late. The final will be handed out at the end of class of Thursday, June 8. There will be no other assigned readings or homework for June 9. The final will be designed to take no more than three hours to complete. Please plan your schedule as needed to complete this final assignment.

The exam will be based on the readings, lectures, and guest presentations. The exam format may include matching, multiple choice, true/false, and essay questions. The exam will include at least 2 essay questions. There will be a page limit of two pages – double spaced with 12 point font and one inch margins - per essay response.

The essay portion of the exam will be graded based on the following:

- Effort: Does the essay reveal careful reflection on the part of the writer? Is it clear to the reader that time, thought, and energy was spent on the assignment?
- Clarity of thought: Does the essay have a clearly stated thesis? Do the ideas in the essay clearly support the thesis? Are there any glaring omissions in terms of content?
- Writing: Is the essay written in standard formal English? Are there grammatical or spelling errors?
- Supporting information: Does the essay incorporate information from course lectures, discussions, and readings?
- Comprehensiveness: Did the writer answer the entire question? Did the writer acknowledge opposing viewpoints?

Final grades:

I calculate final grades based on the grades you are awarded for each section above. Each section counts as one-third of your grade for the course. Here is an example of how a final grade would be calculated:

Grade section	Grade	Grade points
Thought papers (average grade)	A-	3.75
Participation	B	3.0
Assignments	C	2.0
Final exam	B+	3.3

Average grade points= 3.01

Grade = B

Grade/grade point correspondence

A	4.0	C+	2.3
A-	3.75	C	2.0
B+	3.3	C-	1.75
B	3.0	D+	1.3
B-	2.75	D	1.0

Absence Policy

This course only runs for 11 days. Missing one day of this class is equivalent to missing 4 days of a regular semester long 3 credit class. For this reason, attendance counts towards your participation grade.

Class Schedule

Monday, 5/22

Class Intro
Ground rules
Introduction to The Aurora Center
Intro to violence against women
Video: Rape Is

Tuesday, 5/23

Rape in the US
Rape on campus
Child sexual abuse

Readings:

Herman, Diane. "The Rape Culture," in *Women: A Feminist Perspective* ed. Jo Freeman. Mayfield Publishing: 1989, pg. 3-19.

Schwartz, Martin and W. S. DeKeseredy (1997) "Growing up in a rape supportive culture," in *Sexual Assault on the College Campus*, (pp.59-95). Thousand Oakes: Sage.

Schwartz, Martin and W. S. DeKeseredy (1997) "Sexual Assault on North American College Campuses," in *Sexual Assault on the College Campus*, (pp.1-29). Thousand Oakes: Sage.

Training Manual: Pages 1-31 and 110-115

Video: Scared Silent
Scenario Work

Thursday 5/25

Relationship Violence
Stalking
The media & violence against women

Readings:

O'Keefe, Maura (2005) "Teen Dating Violence: A Review of Risk Factors and Prevention Efforts" on VAWnet available via MINCAVA (in reading packet)

Zollicofer-Brown, Chatonia (2005) "It's not a family affair: Understanding the Dynamics of Domestic Violence," from the National Black Catholic Congress website (in reading packet).

Kilbourne, Jeane. (1999) "Buy this 24 year old and get all his friends absolutely free," in *Deadly Persuasion: Why women and Girls Must Fight the Addictive Power of Advertising*. Free Press: 1999.

Available at: <http://www.jeankilbourne.com/CantBuy/chapter1.html> (Not in the reading packet!)

Kilbourne, Jeane. (1999) "Two Ways a Woman Can Get Hurt," in *Deadly Persuasion: Why women and Girls Must Fight the Addictive Power of Advertising*. Free Press: 1999.

Training Manual: 79-84

Guest Speaker: Tamara Taylor, Tubman Family Alliance

Video: Killing Us Softly III

Friday 5/26

Media Images of Men

Pornography

Men in the Movement

Putting the pieces together

Readings:

Paul, Pamela (2005) "Me and my Porn," in *Pornified: How Pornography Transforms our Lives, our Relationships, and Our Families*.

Jensen, Robert (1998) "The pain of pornography," in *Pornography: The production and consumption of inequality*. New York:Routledge (pp. 155-162)

Sanday, Peggy Reeves (1998) "The Sociocultural Context of Rape: a cross-cultural study," in *Confronting Rape and Sexual Assault*, Mary E, Odom and Jody-Clay Warner, eds. Wilmington, Del.: Scholarly Resources.

Training Manual: 105-109

Video: Tough Guise

Tuesday 5/30**Thought Paper 1 Due**

Cultural Competency

Violence in oppressed communities

Oppression connections

Readings:

Frye, Marilyn (1983) "Oppression," in *Oppression in the Politics of Reality: Essays in Feminist Theory*. Trumansburg, NY: The Crossing Press, pp 1-16.

Pharr, Suzanne. "The Common Elements of Oppression," in *Homophobia – A Weapon of Sexism* by Suzanne Pharr. Chardon Press, 1998, pg. 53-64.

Das Dasgupta, Shamita (1998) "Defining violence against women by immigration, race and class," in *Issues in Intimate Violence*, Raquel Kennedy Bergen, Ed. Thousand Oaks, CA: Sage, pp. 209-219.

Family Violence Prevention Fund Culture Handbook, 2005

"No Resting Place: African American Women at the Cross Roads of Violence" Janette Y Taylor

OR

"Domestic Violence in South Asian Communities in America" Amita Bhandari Preisser

Natalie J. Sokoloff and Ida Dupont

OR

"Domestic **Violence** at the Intersections of Race, Class, and Gender: Challenges and Contributions to Understanding **Violence** Against Marginalized **Women** in Diverse Communities" Natalie Sokoloff and Ida Dupont

OR

"Redefining Abuse of **Women** With **Disabilities**: A Paradox of Limitation and Expansion" Stephen French Gilson, Elizabeth P. Cramer, and Elizabeth DePoy

Training Manual: 7, 50-60, 68-73

Thursday, 6/1

The Criminal Justice Response to Violence Against Women

Readings:

Frazier, P. and Haney B. (1996) "Sexual Assault Cases in the Legal System: police, prosecutor and victim perspectives." *Law and Human Behavior* 20(6): 607-628.

Training manual: 34-43, 74-78, 93-104

Guest Speakers:

Sgt. Erik Stenemann, UMPD

Carol Schwartz, RN, SARS

Sue Fite, Advocate, Hennepin County Victim-Witness Unit

Friday, 6/2

Campus Response

Readings:

Paglia, Camille (1992) "Rape and the Modern Sex War," in *Sex, Art and American Culture*. Vintage Books pp.49-54.

Roiphe, Katie. (1995) "Date Rape's Other Victim," in *Debating Sexual Correctness*, Stan, Adele ed. New York: Delta. (pp 149-161)

Pollit, Katha. (1995) "Not Just Bad Sex," in *Debating Sexual Correctness*, Stan, Adele ed. New York: Delta (pp 162-171)

Handout: NIJ Report: Sexual Assault on Campus: What Colleges and Universities are doing about it.

Training Manual: 61-67

Guest Speakers:

Wachen Bell Anderson and Mannix Clark – Housing and Residential Life

Jay Bergland – Student Judicial Affairs

Jaki Cottingham-Zieardt – Equal Opportunity and Affirmative Action

Monday, 6/5

Counseling Skills and Advocacy

Readings:

Frazier, P and Lisa Seales (1997) "Acquaintance Rape is Real," in MD Schwartz (ed), *Researching sexual violence against women: methodological and personal perspectives* (pp. 54-64). Thousand Oaks, CA: Sage.

Easteal, Patricia. "Dates and Boyfriends," in *Voices of the Survivors*. Pinifex Press: 1994, pp. 84-114.

Guest Speakers:

Dr. Bob Seybold, UCCS
Liz Borer, The Aurora Center

Tuesday, 6/6 DRESS FOR MOVEMENT TODAY – RAD TRAINING Thought paper #2 Due Today

Self Defense for Women
Men's Work
Perpetrators

Women: Meet at the south gym, 3rd floor of the Rec Center, at 8:30 AM. Be in classroom at 11:15.

RAD facilitators: Beth Asfahl and Lisa Lemler

Men: Meet with Jill Lipski and male volunteers to discuss men's work. Be back in classroom at 11:15.

Readings:

Lisak, David and Paul Miller (2002) Repeat rape and Multiple Offending Among Undetected Rapists, in *Violence and Victims*, 17(1) pp. 73-84.

Scully, Diana and Joseph Morolla (1985) "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape" in *Violence Against Women: Classic Papers* (2005) Bergen, RK, Edelson, JL and Renzetti, CM, eds. (pp 315-334) Pearson Education Inc.

Thursday 6/8 Final Exam is handed out today. Due Friday, June 9th at 9:00 AM**Assignments are due today**

The Aurora Center and advocacy
The Aurora Center and education

Readings:

Ledray, Linda (1986) "Your next move can make a difference," in *Recovering from Rape*. New York: Henry Holt & Co. pp 34-69.

Guest speakers:

Melissa Schmidt – Direct Services and Legal Advocacy Coordinator, TAC
Jill Lipski – Violence Prevention Education Coordinator, TAC
Sara Benning, Devi Chettiar, Robin Irwin, Carrie Janssen – TAC VPE's

Friday 6/9 Class begins at 9:00 SHARP!

Turn in exams
Working in the movement
Evaluations
FCQs

Guest Speaker: Cathy Siegel, Sexual Offense Services