

**SOC 426: Gender-Based Violence**  
Summer Session 1: 2015

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Course Description

This course will draw on theoretical, historical, and sociological literature in order to examine the problem of gender-based violence. Topics will include but are not limited to: domestic violence, sexual assault and rape, forced sterilization, and violence against LGBTQ and trans people. We will pay particular attention to power relations related to race/ethnicity, class, sexuality, gender presentation, and nationality within the context of gendered violence. Throughout the course, we will analyze collective resistance to violence, as well as the legal, medical, and social movement discourses surrounding these issues.

Lectures and readings will include diverse types of discussions about violence. However, we will not engage with voyeuristic accounts of violence meant only to incite strong reactions or produce pity or disgust. The purpose of talking about violence in this course is to understand its social relevance, its historical and political contexts, and what can be done to change it. If you are concerned about any of the course content, please approach the instructor or TA.

Course Materials

There is no textbook required for this course. All readings will be available on Blackboard.

Communication

Please put thought into emails before hitting 'send.' Here are some questions to ask about the email before you send it: Have you included your name? Have you included a salutation and the name of the person to whom you are writing? Have you been specific about the question you are asking? Have you double-checked to make sure that the answer to your question isn't on the syllabus? The TA and I will make every effort to respond to your emails in a timely manner.

Assignment and Grading Policy

Please be aware that we will *not* accept late assignments. If you have an emergency and are unable to complete the assignment, you need to notify us in advance of the due date. If you are struggling to complete the assignment, I strongly encourage you to meet with me in advance of the due date so that we can come up with a plan.

We are happy to discuss your grade with you at any point during the semester. Becoming a clear, concise writer and communicator is a critical part of college education – but it is not easy. We will work together to develop your writing skills, and our evaluations will become progressively more challenging as the course (and your skill) advances. We will provide you with detailed rubrics and expectations well in advance of each due date.

## Course Grading System

25% of total grade	Attendance and participation	Attendance is absolutely essential to your success in this course. I expect students to attend all classes. Because each class meeting of this course equates to one week in a semester-long course, more than one absence will result in a reduction of your grade.  Participation in class discussion is essential to your development as a critical scholar and for your understanding of the course material. Participation includes actively listening, as well as sharing your ideas, criticisms, and frustrations with course material.
15%	In-class Quizzes and Writing Exercises	We will frequently have reading quizzes or writing exercises during class sessions.
20%	Writing Assignment #1 (due May 26)	To be handed out the first week of class.
10%	Paper Proposal and Bibliography (due June 1)	Describe the set of literature you will be reviewing for the final paper. Select your 5 outside sources and write a summary of each.
30%	Final Paper (due June 12)	Pick a specific topic related to the range of issues we have studied in this course. Write a literature review about your topic, citing at least <i>five</i> outside sources and <i>one</i> current or historical event that illustrates the social importance of your topic. Make an argument about what this set of literature accomplishes, what it leaves out, and where future research should lead. 5-7 pages. Due on the last day of class.

### Academic Integrity

Make sure that you are familiar with the UIC guidelines and penalties for academic dishonesty, including cheating and plagiarism (<http://www.uic.edu/depts./pols/Plagiarism1.pdf>). Do not plagiarize. *We will be forced to report you to the Dean's office for disciplinary proceedings.* Plagiarism includes: copying material from the internet, copying from another student's paper, having someone else write your paper for you, using someone else's ideas without citing them, quoting or paraphrasing material without proper citation, and using a paper previously submitted for another class without approval from me. If you have any questions about what constitutes plagiarism, please ask the instructor or TA.

### Disability Services

If you are a student that has a disability, the UIC Disability Resource Center has resources available for you. *Please let me know if you need accommodations no later than the first week of the course* so that we can work together to find a good solution as soon as possible.

### Other Resources for Students

Writing Center: Provides tutoring help for improving writing skills and improving grades on written assignments. They are located at 105 Grant Hall or you can schedule an appointment online. <http://www.uic.edu/depts/engl/writing/about/> Their website also has excellent links to online resources about plagiarism, writing tips, and citation styles.  
<http://www.uic.edu/depts/engl/writing/resources/>

Writing academic papers can be especially challenging for students whose first language is not English. If you are having difficulty with written assignments for this or any other reason, please talk to me and/or schedule an appointment with the Writing Center. ESL students can also find resources online at <http://www.uic.edu/depts/tie/coolsites.htm>.

### **Sexual Assault and Domestic Violence Support**

Because this course will cover topics such as sexual violence that may be difficult for some students to deal with in a classroom setting, students are encouraged to look over the syllabus and consider whether they feel comfortable taking this course. There are many resources on and off campus for students who have faced interpersonal violence or other types of trauma.

UIC Counseling Center: <http://www.uic.edu/depts/counseling/services.shtml>

UIC Campus Advocacy Network: <http://www.uic.edu/depts/owa/advocacy.html>

UIC Women's Leadership and Resource Center: <http://www.uic.edu/depts/owa/index.html>

Chicago Rape Crisis Hotline: 312-443-9603, or visit [www.rapevictimadvocates.org](http://www.rapevictimadvocates.org)

Howard Brown Health Center (LGBTQ): <http://www.howardbrown.org>

City of Chicago Domestic Violence Help Line: 1-877-863-6338

## **Week 1: Violence Against Women & Intersectionality**

### Monday, May 18: Introduction: why study gender-based violence?

- No reading due

### Tuesday, May 19: Violence and Theories of Intersectionality

- Michelle Bograd, “Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender” (p. 25-38)
- Leti Volpp, “Feminism versus Multiculturalism” (pp. 39-49)
- Ann Jones, “Why Doesn’t She Leave?”

### Thursday, May 21: Interpersonal Violence: Gendered and Racialized

\*Guest speaker: Sangeetha Ravichandran from Apna Ghar

- Beth Richie, *Arrested Justice: Black Women, Violence, and America’s Prison Nation* (pp. 23-63)
  - “Chapter 2: The Problem of Male Violence against Black Women”

### Friday, May 22: Colonial Violence

\*Documentary: *Defending Our Lives*

- Andrea Smith, *Conquest* (pp. 7-33)
  - “Chapter 1: Sexual Violence as a Tool of Genocide”

## **Week 2: Law, History, and ‘The Movement’**

### Monday, May 25: Memorial Day – NO CLASS

### Tuesday, May 26: Rape, Domestic Violence, and the Law

#### **Writing Assignment #1 Due**

- Martha Mahoney, “Victimization or Oppression? Women’s Law, Violence, and Agency”

### Thursday, May 28: Violence and Black Women’s Activism

- Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (pp. 3-47)
  - “Chapter 1: ‘They’d Kill Me If I Told’”

### Friday, May 29: Intersections of Race and Violence Against Women

\*Documentary: *The Central Park 5*

- Shamita Das Dasgupta, “Women’s Realities: Defining Violence against Women by Immigration, Race, and Class” (pp. 56-70)
- Sylvanna Falcón, “‘National Security’ and the Violation of Women: Militarized Border Rape at the US-Mexico Border” (pp. 119-129)

### **Week 3: Masculinities & Compulsory Heterosexuality**

#### Monday, June 1: Masculinity and Rape Culture

##### **Writing Assignment #2 Due**

- Ayers Boswell and Joan Z. Spade. “Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?”

#### Tuesday, June 2: Compulsory Heterosexuality

- C.J. Pascoe, *Dude You’re a Fag: Masculinity and Sexuality in High School* (pp. 84-114)
  - “Chapter Four: Compulsive Heterosexuality: Masculinity and Dominance”

#### Thursday, June 4: Masculinity and Consent

- Jackson Katz, “It Takes a Village to Rape a Woman” (pp. 149-180)
- Michael Scarce, “Male-on-Male Rape” (pp. 39-46)
- Andrew Abrams, “Asking for Consent is Sexy” (pp. 123-125)

#### Friday, June 5: Queer and Gender Non-Conforming Bodies

##### \*Documentary: *Out in the Night*

- Valli Kalei Kanuha, “Compounding the Triple Jeopardy: Battering in Lesbian of Color Relationships” (pp. 71-82)
- Andrea Ritchie, “Law Enforcement Violence Against Women of Color” (pp. 138-156)
- Statement by TransJustice (pp. 227-229)

### **Week 4: Medical Violence and Models of Change**

#### Monday, June 8: Gendered and Racialized Medical Violence I

- Andrea Smith, *Conquest* (pp. 79-107)
  - Chapter Four: ‘Better Dead Than Pregnant:’ The Colonization of Native Women’s Reproductive Health
- Loretta Ross, “The Color of Choice: White Supremacy and Reproductive Choice” (pp. 53-65)

#### Tuesday, June 9: Gendered and Racialized Medical Violence II

##### \*Documentary: *La Operación*

- Dorothy Roberts, “From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control” (104-149).

#### Thursday, June 11: Looking Forward

- Rhea V. Almeida and Judith Lockard, “The Cultural Context Model” (pp. 301-320)
- Andrea Smith, “Looking to the Future: Domestic Violence, Women of Color, the State, and Social Change” (416-434)

#### Friday, June 12: In-Class Student Presentations **Final Paper Due**

## References

- Boswell, A. Ayres, and Joan Z. Spade. 1996. "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?" *Gender & Society* 10(2): 133-147.
- Gold, Jodi, and Susan Villari, eds. 2000. *Just Sex: Students Rewrite the Rules on Sex, Violence, Activism, and Equality*. Rowman & Littlefield.
- Michael Scarce, "Male-on-Male Rape" (pp. 39-46)
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- Katz, Jackson. 2006. *Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*. Sourcebooks, Inc.
- Mahoney, Martha. 1994. "Victimization or Oppression? Women's Law, Violence, and Agency." In Fineman, Martha, and Roxanne Mykitiuk, eds. *The Public Nature of Private Violence: The Discovery of Domestic Abuse*. Psychology Press.
- McGuire, Danielle L. 2011. *At the Dark End of the Street: Black Women, Rape, and Resistance -- A new history of the civil rights movement from Rosa Parks to the rise of black power*. New York: Vintage.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.
- Richie, Beth E. 2012. *Arrested Justice: Black Women, Violence, and America's Prison Nation*. New York University Press.
- Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage.
- Smith, Andrea. 2005. *Conquest: Sexual Violence and American Indian Genocide*. Cambridge, MA: South End Press.
- Smith, Andrea, Beth E. Richie, Julia Sudbury, and Janelle White, eds. 2006. *The Color of Violence: INCITE! Anthology*. Cambridge, MA: South End Press.
- Loretta Ross, "The Color of Choice: White Supremacy and Reproductive Choice" (pp. 53-65)
  - Sylvanna Falcón, "'National Security' and the Violation of Women: Militarized Border Rape at the US-Mexico Border" (pp. 119-129)
  - Andrea Ritchie, "Law Enforcement Violence Against Women of Color" (pp. 138-156)
  - Statement by TransJustice (pp. 227-229)
- Sokoloff, Natalie J., and Christina Pratt, eds. 2007. *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*. New Jersey: Rutgers University Press.
- Michelle Bograd, "Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender" (p. 25-38)
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