

INTD / PAGES / WMNS 340: Sexual Violence in Societal Context (2004)

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Office Hours: I am happy to set up an appointment to meet with you. Please see me before or after class, call me in my office, or send e-mail, if you'd like to schedule an appointment. You may also call me at home, but please don't call after 9:00 p.m. unless it is an emergency.

Course Description: This course will be an adventure. It will provide us with the opportunity to think rigorously and deeply about the pervasive problem of sexual violence in the United States. In order to do this, we will examine this problem from a variety of disciplinary and interdisciplinary perspectives as we strive to understand both the causes and the expressions of sexual violence within contemporary U.S. society. In addition to this theoretical exploration, this course will challenge us to imagine and articulate both personal and systemic responses to and solutions for the problem of sexual violence on our campus and in U.S. society. Finally, we will do more than just articulate these responses; we will begin to live them out in our lives. We will accomplish this by participating in the experiential components of the course in which we will acquire practical skills in active listening and advocacy for survivors of sexual violence. Thus the goals of this course are:

- To provide an opportunity for the systematic, theoretical, interdisciplinary examination of the problem of sexual violence in the U.S.
- To raise our level of awareness of and discourse regarding the problem of sexual violence on our campus and in U.S. society.
- To provide an academic environment in which students can acquire and develop more fully the ability to listen sensitively and helpfully to survivors of sexual violence, whether as friends, partners, family members, allies, or as official advocates.

General Education: This course fulfills the academic portion of the Wellness Requirement. It will help you to discern more clearly what constitutes individual and communal wellness in the face of systemic and personal violence. It will also ask you to consider what changes need to occur in our society in order to improve it and to make it a healthier environment for all people. During our experiential workshops, we will pay attention to our mental, emotional, and physical health as we prepare to be good active listeners.

Texts: There are two required texts for this course: Bergen, Issues in Intimate Violence, (Sage); O'Toole and Schiffman, Gender Violence Interdisciplinary Perspectives, (NYU). Buchwald, et. al., Transforming a Rape Culture (Milkweed) is an optional text for this class. Readings will be assigned from this text, but they will also be available on reserve. Other readings will be assigned and either will be available on reserve or will be given as handouts in class.

Assignments:

Class Participation: The class will meet as a whole twice a week; these class meetings will primarily be devoted to discussing the assigned readings. We also will have several speakers join us throughout the semester. Class participants should be prepared each day to ask questions about the readings and to enter into dialogue with the authors, with other class members, and with speakers regarding the ideas presented in the texts, speakers' presentations, and discussions. Your class participation grade will be based upon your: 1) respectful, active, and informed participation in class discussion; 2)

participation in small group exercises done in class; 3) homework assignments; and 4) attendance and promptness. Participation in class will count for 20% of the course grade.

Discussion Groups: Students will meet weekly outside of class in smaller groups that will be facilitated by our Teaching Assistants. These discussion groups are part of the experiential component of the course. They may include brief homework assignments that will be used to prepare students for the discussion / activity for the week. Attendance and participation in the discussion groups will count for 20% of the course grade.

Journaling: Each student will be asked to keep a journal and to make at least two entries per week into the journal. The entries should include reflections on the readings, discussions, and speakers that we encounter in class. At times, specific reflection questions may be handed out in order to facilitate and guide the reflection process in your journals. Journal entries will be handed in to be read by me several times during the semester; see the schedule below for details. Additional information regarding this assignment will be given in class. The journaling assignment will count for 20% of the course grade.

Experiential Workshops: There will be four required, three-hour workshops for this class. The dates for these workshops will be announced in class during the first week of the course. These workshops will be the main venue in which you acquire the active listening and advocacy skills that are a part of this course. Some of the skills that you acquire in these workshops also will be practiced in your discussion groups. In order to pass the course, you must attend these workshops and demonstrate that you have acquired these skills. The work accomplished in these workshops will count for 20% of the course grade.

Rape Awareness Week Project: Rape Awareness Week is the first week of November. Working in groups of 2-3, students will develop either a poster presentation or a presentation in another medium that will contribute to the observance of Rape Awareness Week. As a part of this project, each member of the group will do library research and write an annotated bibliography that includes at least three academic articles. The group as a whole also will submit summary materials regarding their project. Additional details regarding this assignment will be given in class. This assignment will count for 20% of the course grade.

Summary of Work for this Course

• Class Participation	20%
• Discussion Group	20%
• Journal	20%
• Experiential Workshops	20%
• Project	20%
• Course Evaluation	0%
	<hr/> 100%

Teaching Assistants / Advocates: Our class is privileged to have the enthusiastic and skilled participation of three Teaching Assistants / Advocates. They are Brian Massey, Lola McQuaig, and Callie Modic. The Teaching Assistants will be responsible for facilitating the discussion groups and will be active participants in class discussions and experiential workshops. They will also function as Advocates during our times together. This means that if you get up to leave a class discussion or other class function at any time, one of the advocates will follow you out to check to make sure that you are okay, to see if you want to talk privately, or to assist you in any way that they can.

Other Resources to Talk Things Through: In addition to being able to talk with me and with the Teaching Assistants / Advocates, remember that other Advocates (listed on the bathroom lists), the

Campus Ministries Staff, and the Counselors on campus are available to talk with you about the issues that we are exploring in class. If you need additional support, don't hesitate to contact one of us (me, Advocates, Campus Ministers, or Counselors) – or more than one of us – in order to receive support.

Confidentiality: We will talk about confidentiality in class, but here are a few, quick reminders. What we say in class must be kept in confidence. These are difficult issues and although this class is not group therapy, and cannot function in that mode, individuals in class will be sharing their thoughts and feelings about intimate issues. Our utmost respect and honor is required and this means that confidentiality must be maintained. The Teaching Assistants / Advocates for this class are able to maintain confidentiality regarding what they hear under the provisions of the Sexual Assault Policy of the College. In addition, as a Campus Ministries Associate, the faculty advisor for AAR, and the teacher of this class, I also am able to maintain confidentiality regarding what I hear under the provisions of the Sexual Assault Policy.

Proposed Schedule: Please note, these dates are somewhat tentative, depending upon the speakers' schedules and our own pace in the class.

Key to Anthology Readings: GV (Gender Violence); IV (Issues in Intimate Violence) TRC (Transforming a Rape Culture)

Date	Readings	Reminders
Aug 26, 30 Sept 2, 6	Introduction to Class, Group Building, Expectations, and Self-Care Issues	
Sept 9, 13, 16	<p>Unit: Sexual Violence and U.S. Society</p> <p>"Introduction to Section One" pp. 3-9 GV "The Construction of Masculinity" pp. 30-51 GV "The Socio-Cultural Context of Rape" pp. 52-66 GV</p> <p>"Introduction to Section Two" pp. 67-73 GV "Need: A Chorale for Black Women Voices" pp. 74-79 GV "Sexual Coercion in American Life" pp. 80-91 GV</p> <p>"Sexual Terrorism" pp. 110-127 GV "Transforming the Rape Culture that Lives in My Skull" pp. 405-416, TRC</p>	<p>Discussion Groups start the week of Sept. 6</p> <p>Journals due by 5:00 p.m. on Sept. 17 (not a class day).</p> <p>Todd Denny's presentation and workshop are Sept. 9 and Sept. 11. You should attend at least one of these.</p> <p>Sept. 14 – Workshop</p>
Sept 20, 23, 27, 30	<p>Unit: Domestic Violence</p> <p>"Introduction to Section Three" pp. 243-251 GV "To Judge Faolain..." pp. 252-253 GV "Violence in Intimate Relationships" pp. 279-284 GV</p> <p>"Why Do Men Batter Their Wives?" pp. 181-195 IV "Women's Realities" pp. 209-219 IV</p> <p>"The Youngest Victims..." pp. 5-24 IV</p>	Sept. 23 – Speaker from Genesis

	<p>"Women and Children at Risk" pp. 25-41 IV "Definition and Scope of the Problem" pp. 352-361" GV</p>	
<p>Oct 4, 11, 14, 18, 21, 25, 28</p>	<p>Unit: We Call It Rape ...</p> <p>"Intro to Section Two: Rape" pp. 173-181 GV "Women and Sexual Violence" Wallace Handout</p> <p>"A Feminist Redefinition of Rape and Sexual Assault..." pp. 184-193 GV "Undeclared War..." pp. 194-208, GV "Facing the Facts" pp. 147-156 IV</p> <p>"Raped: A Male Survivor Breaks His Silence" pp. 209-214 GV "Sexuality, Homophobia, and Shame" Handout</p> <p>"The Anti-Rape Rules" Handout "Alcohol and Sexual Violence ..." Handout "Drug Facilitated Rape" Handout</p> <p>"Arrest and Conviction Rates for Athletes..." pp. 169-175 IV "MVP Program" Handout</p> <p>Earlham College Sexual Assault Policy (may be assigned earlier in semester, due to speaker schedule).</p>	<p>Discussion groups do not meet the week of Oct. 4. due to midterm break.</p> <p>Oct. 4th- Workshop</p> <p>Oct 7 – Midterm Break</p> <p>Journals Due on Oct. 22.</p> <p>Discussion groups start up again the week of Oct. 11.</p> <p>Oct. 24 – Workshop</p> <p>Oct. 25 – will be used to do more role plays in class.</p> <p>TBA – Speaker from Reid Hospital</p>
<p>Nov 1, 4, 8, 11</p>	<p>Unit: Child Sexual Abuse</p> <p>"Introduction to Section II" pp. 44-46 IV "Introduction to Section Four" pp. 305-312 GV "Sexual Victimization of Children" pp. 47-61 IV</p> <p>"The Second Photograph" pp. 313 GV "Child Sexual Abuse" Wallace Handout "Child Abuse" Herman Handout</p> <p>"Messages About Masculinity" Handout "Who Stole Incest?" pp. 331-335 GV "Child Sexual Abuse..." pp. 336-351 GV</p>	<p>Rape Awareness Week begins on Nov. 1st. You will make your presentations this week, but there will not be any discussion group meetings.</p> <p>Nov 8th – Director of Counseling visits</p> <p>Summary Materials from poster presentations due in class on the 8th</p>
<p>Nov 15, 18, 29</p>	<p>Unit: Gay and Lesbian Relationships</p> <p>"Introduction to Section IV" pp. 114-116 IV "Violence and Abuse in Lesbian Relationships" pp. 117-127 IV "Understanding Domestic Violence..." pp. 129-141 IV</p> <p>"I Couldn't Believe A Woman Did This To Me" Handout</p>	<p>Nov. 14 – Workshop</p> <p>Journals Due on Nov. 19.</p>

	<p>“Does She Call It Rape?” Handout</p> <p>“Sexual Assault: When Victims are Gay, Lesbian, or Bisexual Students” Handout</p> <p>“Ten Top Ways the Campus Movement Against Sexual Violence is Misunderstood” Handout</p>	
Nov 22, 25	Thanksgiving Break	
Dec 2, 6, 9	<p>Strategies and Reflections</p> <p>“Because Violence is a Weapon of Oppression, Anti-rape Must Mean Anti-oppression” Handout</p>	Active Listening and Advocacy Skill Evaluations will take place from the 10th through the 14th (including the weekend).
Dec 13		Final Journal Entries Due By 4:00 p.m.

General Policies

Absences: Regular class attendance and participation is an essential part of this course. If you must be absent, you may miss class three times. If you miss more than three times, you will not pass the course. Some activities in this course require your attendance. Missing a required event or activity will mean that you do not pass the course.

Lateness: Promptness is a sign of commitment to the class. Repeated lateness will have a significant impact on your course grade and may cause you to fail the course. Please note, every two times that you are late will count as an absence. Please see the policy above re: absences.

Assignments: Important information about assignments appears in this syllabus and will also be given verbally in class and on the assignment handout (if there is one). Information presented in one of these venues will not necessarily be repeated in another. You are responsible for knowing what is required for each assignment.

Due Dates: The syllabus includes a schedule showing the due dates and times for the assignments. Certain assignments will not be accepted past the due date/time; these are noted in the syllabus. Other assignments will be accepted late, but the grade will be adjusted downward by two steps (e.g., from an “A” to a “B+”) for each day that it is late.

Disabilities: Any student with a documented disability who needs to arrange appropriate accommodations must contact Donna Keesling in the Center for Academic Enrichment. If you have any questions about this process, please ask me about it.

Plagiarism: If a student is discovered to have committed plagiarism, whether deliberately or inadvertently, the student will fail the course and the situation will be addressed according to the guidelines set forth in the Student Handbook.

