ST. LOUIS UNIVERSITY
DEPT. OF WOMEN'S AND GENDER STUDIES

VIOLENCE AGAINST WOMEN

WSTD 3800-01/POLS 3880-01

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Office hours: Tuesday and Thursday 1:30-2:30, and by appointment

Spring 2019
T-Th 11-12:15

COURSE DESCRIPTION AND OBJECTIVES

This course examines current issues and responses to the problem of gender-based violence. We will focus especially on the topics of rape/sexual assault, child sexual abuse, intimate partner violence, stalking, and sexual harassment. We will discuss ongoing controversies about the causes and effects of such violence and examine the psychological, legal, sociological, and political discourses surrounding these issues.

Upon completion of the course, students should be able to

- identify cultural and structural sources of gender-based violence;
- understand how the intersections of gender/sexuality, race/ethnicity, class, and other characteristics are reflected in women's experiences of gender-based violence;
- apply key concepts and approaches from a variety of disciplines, including Women's and Gender Studies, Political Science, Sociology, and Psychology, to analyze the problem of violence against women and responses to it in the U.S.;
- propose appropriate individual and policy responses to violence against women; and
- articulate the ways in which gender-based violence is a social justice issue.

PREREQUISITES

There are no prerequisites for this course.

TEXTS

The following required text is available in the university's bookstore:

- Alice Sebold, *Lucky* (New York: Back Bay Books/Little, Brown and Company, 2002).
- There are many additional assigned articles. Some are available through Pius Library and on the internet and others on Blackboard. Blackboard items are indicated with an asterisk.

TEACHING AND LEARNING METHODS

REQUIREMENTS:

Class attendance: It is important to attend each class meeting so that you remain engaged with the course material and discussions. **You may miss a total of two class periods during the**

semester for any reason (you need not provide an excuse); additional absences will lower your grade. I strongly urge you to save your excused absences for when you are sick.

Class participation and preparation: Since the class periods will be primarily discussion based, your substantial, consistent, and thoughtful contributions to class discussion (as both a speaker and a listener) are essential. I will use participation in class discussions as a factor in deciding borderline grades for the course.

Computer use: Based on studies about optimal student learning and classroom dynamics, students will NOT be allowed to use computers during class unless otherwise noted.

METHODS OF EVALUATION

Your final grade in this course will be determined as follows:

10% Daily discussion questions. By 9:00 a.m. the morning of one class period each week (I will assign you to either the Tues. or Thurs. class), email to me one open-ended question that can be discussed in class, along with a sentence or two about why you chose this particular question. I will grade these credit/no credit. You can skip doing these for one class period during the semester. If you successfully complete 90% of these, you will earn an "A" for this portion of your grade; 80% will earn a "B", and so on. Here are some ideas to get started:

Discussion question topic:

- Something in the reading that stood out to you, surprised you, or resonated with your experience;
- Something that connects (or contrasts) with things you have learned in this or other courses;
- Something in the reading that you want a deeper understanding about; or
- Something that has implications for your media project.

Open-ended questions: In general, these are questions that begin with the words What, Why, and How. Good questions will:

- Ask the class to reflect on the topic;
- Invite the class to think critically;
- Invite the class to think independently and creatively; or
- Allow for students to express opinions based on what was read.

10% Rape Law Analysis paper. You will be required to write a 500-750 word analysis of your state's laws regarding rape/sexual assault. The assignments is available on Blackboard.

50% Media Project. You will choose some everyday representations of violence against women in the media (for example, news reports, advertisements, magazine articles, or episodes of a TV show) and create a piece online that critically analyzes the assumptions and expectations they promote about gender-based violence. (For details, see separate handout, which is also posted on Blackboard.)

Your total grade for the Media Project will be comprised of the following:

- 10% Designer's statement (graded pass/fail)
- 10% Preliminary analysis paper (graded with letter grade)
- 30% Final project

30% Take-home final exam (2 essays worth 15% each). Available on Blackboard, choose 2 of the 4 essay questions and write a 500-750 word answer to each one. The topics span the entire semester. The final due date is specified at the end of this syllabus, but you can turn it in any time during the final exam period.

OTHER COURSE POLICIES

TRIGGER WARNING

This class contains a lot of information that may be triggering to people who have or have not experienced violence. If the material becomes emotionally overwhelming at any point during the semester, please talk to the instructor and/or seek the support of formal or informal resources that can help.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314/977-3484 to schedule an appointment. Confidentiality will

be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

Title IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:
http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy
www.slu.edu/here4you .

Student Success Center
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.).
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Writing Center
I encourage you to take advantage of the writing services in the Student Success Center. Getting feedback benefits writers at all skill levels. Trained writing consultants can help with any writing, multimedia project, or oral presentation. During the one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so make an appointment early! For more information, or to make, change, or cancel an appointment, call 977-3484 or visit http://www.slu.edu/writingservices.xml.

COURSE OUTLINE

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. Any changes will be announced at the beginning of the regularly scheduled class periods.

Class Schedule and Readings
(Blackboard items are indicated with an asterisk.)

January 15: Introduction to the course

Focus: • *How to understand men's violence against women*

In class video, Jackson Katz's TED talk. "Violence Against Women: It's a Men's Issue." Available online at https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

January 17: Rape history and law

Focus: • *Historical shifts in how we frame (interpret) rape*
- *Law enforcement frames*
- *Continuing problems with rape laws*

Griffin, Susan. "Rape: The All American Crime." Available online at www.unz.org/Pub/Ramparts-1971sep-00026

*Schulhofer, Stephen J. "Unchecked Abuses." Chapter 1 in *Unwanted Sex: The Crime of Intimidation and the Failure of Law.* Cambridge: Harvard University Press, 1998.

*Martin, Patricia Yancey. "The Legal Institution: Why Police, Prosecutors, and Judges *Collaborate* with Rapists and Their Defenders." Chapter 3 in *Rape Work.* New York and London: Routledge, 2005.

January 22: Rape and trauma

Focus: • *The experience of rape and its aftermath*
- *Characteristics and impact of trauma on victims*
- *Resources for dealing with trauma*

Sebold, Alice. *Lucky.* New York: Little, Brown, & Co., 1999/2002. READ ONLY pp. 1-90.

*Herman, Judith. "Terror." Chapter 2 in *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror.* New York: Basic Books, 1997.

Optional: National Center for PTSD. "PTSD Basics: Understanding PTSD." Available online at www.ptsd.va.gov/public/understanding_ptsd/booklet.pdf.

January 24: Trauma and interventions

Focus:
- *Navigating the criminal justice system*
- *Why aren't medical institutions more responsive?*

Sebold, Alice. *Lucky.* New York: Little, Brown, & Co., 1999/2002. Read pp. 91-201.

*Martin, Patricia Yancey. "Hospitals—The Reluctant Partner." Chapter 4 in *Rape Work.* New York and London: Routledge, 2005.

January 29: Anti-rape activism

Focus:
- *Cultural underpinnings of rape laws: Why are rape laws so hard to correct?*
- *What would a "good" rape law look like?*
- *The current effort to rewrite the model rape law*
- *Unique issues associated with date rape drugs*
- *False rape accusations: myths vs. reality*

Sebold, Alice. *Lucky.* New York: Little, Brown, & Co., 1999/2002. Read pp. 202-end.

Shulevitz, Judith. "Regulating Sex," *New York Times* June 27, 2015, available at http://nyti.ms/1KhK2J0.

*The American Law Institute: Model Penal Code Preliminary Draft #9, Oct. 2018.

*Erderly, Sabrina Rubin. "The Crime Against Women That No One Understands." *Self* (November 2008): 190-95.

Newman, Sandra. "What Kind of Person Makes False Rape Accusations?" *Quartz*, May 11, 2017. Available online.

January 31: Survivors who are often neglected

Focus:
- *Victims who are not college students*
- *Victims who are farmworkers*
- *Male rape victims: Who are they? How do they react?*
- *Lesbian rape: How can we understand this?*

Watch the PBS Frontline video, "Rape in the Fields," (55 minutes long) available at http://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/

Rennison, Callie Marie. "Privilege, Among Rape Victims. Who Suffers Most from Rape and Sexual Assault in America?" *New York Times* Dec. 21, 2014. Available online.

*Pelka, Fred. "Raped: A Male Survivor Breaks His Silence." In *Gender Violence: Interdisciplinary Perspectives,* edited by Laura O'Toole and Jessica Schiffman, 209-214. New York: NYU Press, 1997.

*Scarce, Michael. "Male-on-Male Rape." In *Just Sex: Students Rewrite the Rules on Sex, Violence, and Equality,* edited by Jodi Gold and Susan Villari, 39-46. New York: Rowman & Littlefield, 2000.

*Girshick, Lori. "Introduction" and "Speaking the Unspeakable." Introduction and Chapter 1 (NOTE: Read only pp. 3-19) in *Woman-to-Woman Sexual Violence: Does She Call It Rape?* Boston: Northeastern Univ. Press, 2002.

February 5: Rape on college campuses

Rape law analysis paper due (see handout, also posted on Blackboard, for details)

Focus:
- *Who are rapists? How do they get away with it?*
- *What does the term "rape culture" refer to?*
- *Affirmative consent: What is it? Why have it?*

*Lisak, David and Paul M. Miler. "Repeat Rape and Multiple Offending Among Undetected Rapists." *Violence and Victims* 17, no. 1 (2002): 73-84.

*Katz, Jackson. "It Takes a Village to Rape a Woman." Chapter 9 in *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help.* Naperville, IL: Sourcebooks, Inc., 2006.

* Kimmel, Michael. "Predatory Sex and Party Rape." Chapter 10 in *Guyland: The Perilous World Where Boys Become Men.* New York: Harper Collins, 2008.

February 7: Rape on college campuses

Focus:
- *What is problematic about how some universities have dealt with campus rape?*
- *How widespread is the problem?*

Watch the video, "The Hunting Ground." Available on Netflix.

*U.S. Senate Subcommittee on Financial & Contracting Oversight. "McCaskill Report: Sexual Violence on Campus." July 9, 2014. Read pp. 1-4.

Optional: "Date Rape Drugs Fact Sheet." Office on Women's Health. Available online at http://www.womenshealth.gov/publications/our-publications/fact-sheet/date-rape-drugs.html.

February 10: Post Preliminary Project Proposal to Blackboard before midnight

February 12: Rape on college campuses

In-class small group discussions of Preliminary Project Proposals at beginning of class

Focus:
- *Optimal key features of university judicial processes*
- *Should school investigations look like criminal procedures?*
- *Where does the University process typically break down?*
- *Are affirmative consent policies a good idea? Are they culturally acceptable?*

*Pearson, Douglas. "Sexual Assault and the University Judicial Process." In *Sexual Violence on Campus: Policies, Programs, and Perspectives,* edited by Allen J. Ottens and Kathy Hoetelling, pp. 218-253. New York: Springer, 2001.

Brodsky, Alexandra. "Fair Process, Not Criminal Process, Is the Right Way to Address Campus Sexual Assault." *The American Prospect*, Jan. 21, 2015. Available online at http://prospect.org/article/fair-process-not-criminal-process-right-way-address-campus-sexual-assault

Erica L. Green. "Sex Assault Rules Under DeVos Bolster Defendants' Rights and Ease College Liability." *New York Times,* Nov. 16, 2018. Available online.

Optional: "Dear Colleague Letter." U.S. Department of Education Office for Civil Rights, 2011. Available online at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html

February 14: Campus judicial responses

Focus: • *Strengths and weaknesses of SLU's sexual assault policy*

Guest speaker from SLU's Office of Institutional Equity and Diversity.

St. Louis University Sexual Assault Policy. Available on SLU website.

St. Louis University instructions for Reporting Sexual Assault. Available on SLU website.

Optional: Bogdanich, Walt. "Reporting Rape, and Wishing She Hadn't: How One School Handled a Sexual Assault Complaint." *New York Times,* July 13, 2014. Available online at http://nyti.ms/1zxdHIy.

February 19: Sexual violence in the military

Focus: • *What are the institutional supports for sexual assault in the military?*

• *Are the current remedies sufficient?*

Watch the film, "The Invisible War." Available online and streaming services.

Samuelsohn, Darren. "Claire McCaskill's Sexual Assault Bill Passes." *Politico Pro*, March 10, 2014. Available online at http://www.politico.com/story/2014/03/claire-mccaskill-military-sexual-assault-bill-104499.html

February 21: Child sexual abuse

Focus: • *Why does it matter how we define child sexual abuse?*

• *How does child sexual abuse differ from adult sexual assault?*

• *Long-term impacts of child sexual abuse*

• *How can we best respond?*

*Generation Five, "10 Frequently Asked Questions about Child Sexual Abuse"

*Crossen-Tower, Cynthia. "The Sexual Abuse of Children." Chapter 6 in *Understanding Child Abuse and Neglect*, 6th edition. Boston: Pearson, 2005.

*Herman, Judith. "Child Abuse." Chapter 5 in *Trauma and Recovery: The Aftermath of Violence--from Domestic Abuse to Political Terror.* New York: Basic Books, 1997.

February 24: Post Designer's Statements to Blackboard before midnight

February 26: Intimate partner violence: History, backgrounds, and contexts
In-class small group discussions of Designer's Statements at beginning of class

Focus: • *What is the difference between partner assaults and coercive control?*
• *How does coercive control work?*
• *Blaming the victim for IPV: Who benefits?*

*Stark, Evan. "The Technology of Coercive Control." Chapter 8 in *Coercive Control*, New York: Oxford University Press, 2007.
*Jones, Ann. "Why Doesn't She Leave?" READ ONLY pp. 129-140 from Chapter 5 in *Next Time She'll Be Dead: Battering and How to Stop It.* Boston: Beacon Press, 2000.

February 28: Intimate partner violence and the civil justice system
Turn in paper copy of Designer's Statement at start of class for instructor to grade

Focus: • *IPV and divorce: Is the process fair?*
• *Do civil procedures help the victim?*

*Waits, Kathleen. "Battered Women and Their Children: Lessons from One Woman's Story." In *Domestic Violence Law,* edited by Nancy K.D. Lemon, 43-66. St. Paul, MN: West Group, 2001.
*Logan, T.K., Lisa Shannon, Robert Walker, and Teri Marie Faragher. "Protective Orders: Questions and Conundrums." *Trauma, Violence, and Abuse* 7, no. 3 (2006): 175-205.
*Sample Order of Protection

March 5: Intimate partner violence and the criminal justice system
Focus: • *CJ responses to IPV: pros, cons, and inherent limitations*
• *Unintended consequences*
• *Shortcomings of the "battered women syndrome" defense*

*Wallace, Harvey. "The Criminal Justice Response to Spousal Abuse." Chapter 9 in *Family Violence: Legal, Medical, and Social Perspectives,* 3rd edition. Boston: Allyn and Bacon, 2002.
*Meloy, Michele L., and Susan L. Miller. "How Battered Women Lose: Unintended Consequences of Well-intentioned Legal and Criminal Justice Policies." Chapter 6 in *The Victimization of Women: Law, Policies, and Politics.* New York: Oxford University Press, 2011.
Editorial Board of the *New York Times*. "The One-Sided Gun War of the Sexes." *New York Times*¸April 14, 2017. Available online.

March 7: Intimate partner violence: Women as survivors/Survivor-defined advocacy

Focus: • *What are key features of victim-defined advocacy?*
• *Risks from abuser vs. risks from circumstances if she leaves*

*Davies, Jill M., and Eleanor Lyon. "Overview of Victim-Defined Advocacy" and "Risks Victims Face." Chapters 1 and 2 in *Domestic Violence Advocacy: Complex Lives/Difficult Choices.* Thousand Oaks, CA: Sage, 2014.

March 12 and 14: Spring break: No class.

March 19: Post Preliminary Analysis Paper to Blackboard before midnight

March 19: Intimate partner violence and children and their mothers

Focus: • *How does adult abuse affect the children?*
• *How can we best help the children of battered women?*
• *How do we treat mothers of abused children? Why?*

Alex Campbell, "Battered, Bereaved, and Behind Bars." Oct. 3, 2014. Available online at http://www.buzzfeed.com/alexcampbell/how-the-law-turns-battered-women-into-criminals

*Schneider, Elizabeth M. "Motherhood and Battering." READ ONLY pp. 148-157 from Chapter 9 in *Battered Women and Feminist Lawmaking.* New Haven: Yale University Press, 2000.

*Groves, Betsy McAlister. "When Home Isn't Safe: Children and Domestic Violence." Chapter 3 in *Children Who See Too Much: Lessons from the Child Witness to Violence Project.* Boston, MA: Beacon Press, 2002.

Edelson, Jeffrey L. "Emerging Responses to Children Exposed to Domestic Violence." VAWnet: National Online Resource Center on Violence Against Women. Available online at http://www.vawnet.org/Assoc_Files_VAWnet/AR_ChildrensExposure.pdf

March 21: Men and women who batter

In-class small group discussions of Preliminary Analysis Papers at beginning of class

Focus: • *Why do men batter?*
• *Is Lundy's explanation a feminist one?*
• *Do batterer intervention programs work?*

*Bancroft, Lundy. "The Mythology," "The Mystery," and "The Abusive Mentality." Chapters 1, 2, 3, and pp. 167-69 in *Why Does He Do That?: Inside the Minds of Angry and Controlling Men.* New York: Berkeley Publishing Group, 2002.

Optional: Edelson, Jeffrey L. "Groupwork with Men Who Batter: What the Research Literature Indicates." VAWnet: National Online Resource Center on Violence Against Women. Available online at http://www.vawnet.org/summary.php?doc_id=3159&find_type=web_sum_AR

March 26: Battered women's movement: Critiquing systems

Turn in paper copy of Preliminary Analysis Paper at start of class for instructor to grade. Attach any written feedback you have received from your discussion group members.

Focus:
- *Intersectionality and IPV*
- *How should battered women's programs take intersectionality into account?*

*Crenshaw, Kimberle. "Intersectionality and Identity Politics: Learning from Violence Against Women of Color." In *Reconstructing Political Theory: Feminist Perspectives,* edited by Mary Lyndon Shanley and Uma Narayan, 178-193. University Park, PA: The Pennsylvania State University Press, 1997.

*Koyama, Emi. "Disloyal to Feminism: Abuse Survivors within the Domestic Violence Shelter System." In *Color of Violence: The Incite! Anthology,* edited by Incite! Women of Color Against Violence, pp. 208-222. Cambridge, MA: South End Press, 2006.

March 28: Facing multiple oppressions

Focus:
- *Immigrant women and IPV*
- *Unique barriers for immigrant women seeking help*
- *Is there a "right" way for law enforcement and social services to take cultural background into account without ignoring it?*
- *Pros and cons of current federal policies regarding IPV and immigrants*

*Das Dasgupta, Shamita. "Women's Realities: Defining Violence Against Women by Immigration, Race, and Class." In *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture,* edited by Natalie J. Sokoloff, 56-70. Piscataway, NJ: Rutgers University Press, 2000.

**Optional:* Conyers, Jr., John. "The 2005 Reauthorization of the Violence Against Women Act: Why Congress Acted to Expand Protections to Immigrant Victims." *Violence Against Women* 13, no. 5 (2007), READ ONLY pp. 457-463.

Massoud Hayoun. "How the Trump Administration is Leaving Domestic Violence Victims to Fend for Themselves, Both at Home and Abroad." *Pacific Standard,* August 22, 2018. Available online.

April 2: An intersectional analysis of family violence

Focus:
- *Benefits of an intersectional understanding of IPV*
- *Non-criminal justice responses to IPV*
- *Connection between micro (individual) and macro/meso (community) level changes*

*Sokoloff, Natalie J. "The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence: What Poor Women, Women of Color, and Immigrant Women are Teaching Us About Violence in the Family." *International Journal of Sociology of the Family* 34, no. 2 (2008), pp. 153-185.

April 4: Facing multiple oppressions

Focus: • *Patterns of IPV against LGBTQ individuals*
• *VAWA 2013: What are the newest provisions? What gaps remain?*

The Takeway (NPR podcast), "Violence Against Transgender People is on the Rise," Oct. 11, 2018 (14 minutes long). Available online at https://www.wnycstudios.org/story/transgender-people-are-being-killed-alarming-rate

*Modi, Monica N., Sheallah Palmer, and Alicia Armstrong. "The Role of the Violence Against Women Act in Addressing Intimate Partner Violence: A Public Health Issue." *Journal of Women's Health*, 23, no. 3 (2014): 1-5.

Democracy Now. "New Violence Against Women Act Includes Historic Protections for Native American and LGBT Survivors." March 8, 2013. Available online at www.democracynow.org/2013/3/8/new_violence_against_women_act_includes

Optional: For an example of an effort to address violence against those who are most marginalized, look at the website of the *Bay Area Transformative Justice Collective.*

April 9: Stalking

Focus: • *Partner vs. non-partner stalking*
• *Relationship between stalking and IPV*
• *Law enforcement responses to stalking: What works?*

Logan, T.K. *Research on Partner Stalking: Putting the Pieces Together.* University of Kentucky Department of Behavioral Science & Center on Drug and Alcohol Research, 2010. Available online.

*Racine, Christopher, and Stephen Billick. "Classification Systems for Stalking Behavior." *Journal of Forensic Sciences* (2013): 1-5.

*National Center for Victims of Crime, "Stalking," Guide for Cops, 2012. READ ONLY pp. 17-24 (the section entitled "Responses to the Problem of Stalking")

April 9: Post First Draft of entire project to Blackboard or other agreed-upon platform before midnight.

April 11: Stalking

In-class small-group discussions of First Drafts of entire project at beginning of class

Focus: • *Uses of technology in stalking*

- *Ways to address stalking*
- *Campus stalking policies: How does SLU's measure up?*

Look at Marshall University Women's Center website, "Cyberstalking." Available online.
Stalking Resource Center. *Model Campus Stalking Policy.* Available online at http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=48282.
Look at online version of SLU's policy on stalking.

April 16: Sexual harassment in the workplace

Focus:
- *Criteria for classifying behavior as sexual harassment: What are the different standards? Why do they matter?*
- *What finally triggered adoption of sexual harassment policies and procedures?*
- *Obstacles to ending sexual harassment*
- *The history and future of the #MeToo movement*

*Mink, Gwendolyn. "Sexual Harassment Law from Carmita Wood to Paula Jones." Chapter 2 in Gwendolyn Mink, *Hostile Environment: The Political Betrayal of Sexually Harassed Women* (2002). READ ONLY pages 1-6 and 30-41.
Bertram, Bonnie, producer. Watch Retro Report short video, "Why Hasn't Sexual Harassment Disappeared?" October 17, 2017. Available on YouTube at https://www.retroreport.org/video/why-hasnt-sexual-harassment-disappeared/
Chira, Susan and Catrin Einhorn. "How Tough Is It to Change a Culture of Harassment? Ask Women at Ford." *New York Times,* Dec. 19, 2017, available online.

April 18: Easter break: No class

April 23: Sexual harassment

Focus:
- *What is the reasonable woman standard?*
- *Are all women equally likely to be believed?*

*DeBruin, Debra. "Identifying Sexual Harassment: The Reasonable Woman Standard." In *Violence Against Women: Philosophical Perspectives,* edited by Stanley G. French, Wanda Teays, and Laura M. Purdy, 107-122. Ithaca, NY: Cornell University Press, 1998.
Elizabeth, Jordannah. "The Intersectionality of Believability." Ms. Magazine Blog, Nov. 8, 2017. Available online at http://msmagazine.com/blog/2017/11/08/the-intersectionality-of-believability/

April 23: Post Final Draft of project to Blackboard or other platform before midnight.

April 25: Sexual harassment

In-class small group discussions of Final Draft of projects at beginning of class

Focus: • *Connection between masculinity and sexual harassment*
• *Solutions to sexual harassment: law, training, or something else?*

*Quinn, Beth A. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching.'" *Gender & Society* 16 (2002), pp. 386-402.

April 30: Using restorative justice to respond to IPV and sexual harassment

Focus: • *Why respond to violence against women outside of the criminal justice system?*
• *Models of restorative justice responses*

* Ptacek, James. "Resisting Co-optation," in *Restorative Justice and Violence Against Women* (2010), READ ONLY pp. 19-29.

* Burkemper, Judge Bennett and Nina Balsam, "Examining the Use of Restorative Justice Practices in Domestic Violence Cases," *SLU Public Law Review*, vol. 27 (2007-08), READ ONLY pp. 132-33.

* "Lincoln County Domestic Violence Victim Impact Panels (2007-2008): Comments from Panelists," read both pages.

May 3: Media projects due

Tuesday, May 14, noon: Deadline to turn in take-home final exam (you can turn them in before this, if you want)