DEPARTMENT OF GENDER AND WOMEN'S STUDIES
Fall, 2008

WS320: WOMEN AND VIOLENCE

Instructor: Nancy Worcester                      Credit: 3, Social Science, Intermediate Level
Time: Wednesdays 4:00-6:30pm                    Place: 224 Ingraham Hall

Office hours and contact information: I will hold office hours Mondays 2:15-5:15 and Wednesdays
1:00-2:00, in 104 Ingraham. These office hours are for you and my other students. Please call (608/265-
9050) or drop in during these times to have conversations with me. Please use my voice mail (608/265-
9050) rather than email for communication with me. Thanks! I check my voice mail much more regularly
than email.

Course description: This interdisciplinary course aims to develop an understanding of the many ways in
which violence generally and violence against women specifically have been issues for individual
women, women’s movements, and broader movements for peace and social justice. The course will
develop and build on an analysis of violence as an issue of power and control, the importance of listening
to and empowering survivors, and celebrating, critiquing, and building leadership for violence-against-
women movements. Frameworks will be studied for exploring a gender analysis of violence, the
intersections of violence with many forms of oppression, and institutional responses addressing violence-
against-women across the life cycle. Intimate partner violence will often be used as the “teaching tool”
for understanding key concepts, which can then be applied to other forms of violence.

Required reader/books/booklets:
    * = books are available at A Room of One’s Own Bookstore, 307 W. Johnson St.,
      257-7888, room@chorus.net, www.roomofonesown.com
    ** = booklets will be given to WS320 students by the Domestic Violence Training Project

1. The WS320 reader is available at Bob’s Copy Shop, 616 University Avenue (between Lake & Frances
   Streets), 257-4536.
2. * Beyond Bad Girls: Gender, Violence and Hype by Meda Chesney-Lind & Katherine Irwin,
   Routledge, 2008.
5. * Women’s Health: Readings on Social, Economic, and Political Issues, the 4th edition, edited by
   this book are required for WS320 so a reader of those ~85 pages is available at Bob’s Copy Shop & the
   book (required for WS103) is on reserve at H.C. White & the 8th floor Social Sciences Library.
   Perry, a University Health Services booklet.
7. ** Mutual Respect & Common Understandings: The State Role in Promoting Durable Collaborative
   Relationships (Between Child Protective Services and Domestic Violence Programs), a WI Department
   of Health & Family Services booklet.
8. ** Turn Off the Violence: An Education Idea Guide by Violence Coalition, Minneapolis.
9. ** Violence in Families: An Educator’s Guide to Protect Children of Battered Women edited by
    Linda M. Edington & Elizabeth G. Last.
Note to students with disabilities: I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodation in curriculum, instructions, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

Message to all students: Students will be expected to do their own work for this course. Although an environment of cooperation and support will be established to maximize learning and collaboration, all assignments (unless you get permission to do a collaborative paper) must be your own work. If there is a problem with the class or grading, please speak to me as soon as possible. If the problem is not resolved, please speak to Julie D’Acci, the Chair of Women’s Studies.

Course evaluation:

- Four “preparation for class” assignments (5% @) = 20%
- Two “critical thinking/analysis” papers (10% @) = 20%
- One five page “research” paper = 15%
- Mid-term take-home exam = 15%
- Final take-home exam = 15%
- Final in-class exam = 15%

Weekly attendance and active participation (including good preparation and active listening) is required and assumed for the course. If there is any difficulty in meeting this requirement, please discuss it with Nancy early in the semester. Otherwise, absences and lack of preparation for/involvement in class discussion will hurt a student’s final grade.

Attendance: You are responsible for signing the attendance sheet each week. Class will be planned with the assumption that you will be there for the entire class.

Participation: You are expected to complete assigned readings and “preparation for discussion” assignments and prepare to be an active, thoughtful contributor and listener. Please demonstrate that you share responsibility for the quality of class discussions.

If you are using WS320 to meet biological/health requirements for the Women’s Studies Major or Certificate, you are strongly encouraged to write on health related issues for the assignments.

Summary of deadlines:

Sept. 10 = “Key Issues” assignment is due at 4:00
Oct. 8 = “Personal Is Political” analysis paper is due at 4:00
Oct. 15 = “Anti-oppression/Specifities” assignment is due at 4:00
Oct. 29 = Mid term take home exam is due at 4:00
Nov. 5 = “Institutional Responses” assignment is due at 4:00
Nov. 19 = “WCADV Conf/VAW Movements” assignment is due at 4:00
Dec. 3 = 5 page “research” paper is due at 4:00
Dec. 10 = Final exam = 10:05-12:05pm (This exam will include both take-home and in-class components.)

You are strongly encouraged to plan ahead and hand in assignments early or on time. I feel strongly about students not skipping class to finish assignments so there is a 5% grade reduction for assignments handed in after class has started. Assignments will be marked down one grade for each day they are late, i.e. a paper found in my mailbox on Thursday morning will be marked down one grade. If you cannot hand an assignment to me in class, please deliver it yourself to my mailbox in 110 Ingraham. Assignments cannot be emailed to me.

See attached pages for detailed descriptions of assignments.
SYLLABUS

Class activities will be planned with the assumption that you have done assigned readings before class and are ready to make thoughtful, sophisticated contributions to class based on the readings. All listed readings are required unless they are marked as "supplementary."

I have many excellent resources, especially videos, from my work with the Domestic Violence Training Project. Where possible, these resources will be used to supplement course readings and to stimulate class discussions.

Assignment sources:

Chesney-Lind & Irwin = from Beyond Bad Girls: Gender, Violence and Hype
Koppelman = from Women In The Trees: U.S. Women’s Short Stories About Battering and Resistance
Levy = from In Love and In Danger
Reader = from the WS320 Course Reader.
“W/W” = from Worcester & Whatley’s Women’s Health: Readings on Social, Economic and Political Issues, 4th edition, 2004
** = booklet will be given to you

September 3  INTRODUCTION TO WS320: BUILDING ON AND SHARING WHAT WE KNOW ABOUT VIOLENCE AGAINST WOMEN AND CREATING OUR CLASSROOM COMMUNITY

Read the syllabus and plan your goals and deadlines accordingly.
Reader pp. 1-4:
“Teaching about Domestic Violence: Strategies for Empowerment” pp.1-4

September 10  KEY ISSUES IN STUDYING AND WORKING ON VIOLENCE-AGAINST WOMEN: STRATEGIES FOR EMPOWERMENT AND ACTION

“Key Issues” assignment is due at 4:00

Levy In Love and In Danger (skim the entire book, choosing at least 2-3 sections to read carefully)

Reader pp. 5-19:
- WCASA Sexual Assault Fact Sheet pp. 5-6
- “Violence Against Women,” Chapter 8 from Our Bodies, Ourselves: A New Edition for a New Era, pp. 7-16
- “Fighting Back,” Chapter 7, from Fight Like A Girl: How To Be a Fearless Feminist,” pp. 17-33
- “The ‘Rape’ of Mr. Smith” p. 34
- “Why Doesn’t She Leave?” pp. 35-37
- “Sexual Terrorism” pp. 38-40
- “The Perpetuation of the Division Between the Public/Private Sphere of Women’s Lives” p. 41
- “Ecological Model of Factors Associated with Partner Violence” p. 42
- “Supportive Circles of Social Institutions and Cultures” p. 43

W/W pp. 255-260:
“Introduction” pp. 255-257
“The Continuum of Family Violence” p. 258
“Power & Control Wheel” p. 259
“Equality Wheel” p. 260
September 17  UW-MADISON VIOLENCE AGAINST WOMEN RESOURCES AND ACTIVISM

The second part of this class will include a panel of campus leaders on violence against women work: Yolanda Garza, Dean of Students Office, Jenny Hansen, Promoting Awareness Victim Empowerment (PAVE), Carmen Hotvedt, UHS Violence Prevention, Jennifer Young, Counseling & Consultation Services, and Rape Crisis Center Campus Office Staff.

Koppelman pp. 256-267:
- "Women in the Trees" pp. 256-267
Reader pp. 44-62:
- "Breaking the Silence" pp. 44-45
- "Unique Aspects of Dating Violence for College Women" pp. 46-47
- "Campus Sexual Assault," "Sexual Violence and Substance Abuse" & "Rohypnol & Other 'Date Rape' Drugs" Fact Sheets, pp. 48-54
- "DV, Alcohol & Other Drugs" p.55
- "Discrimination & Teen Dating Violence" p.56
- "Fraternities and Rape on Campus" pp. 57-62

W/W pp. 261-264:

** Raising Voices: Eight UW-Madison Students Tell Personal Stories of Dating Violence

Supplementary reading:
Koppelman pp. xvii-xxx & 296-298:
- "Introduction" pp. xvii-xxx.
- "Afterword" pp. 296-298

Reader pp. 63-78:
- "Campus Violence White Paper" pp. 63-78

September 24  LISTENING TO, LEARNING FROM, AND BUILDING MOVEMENTS ON VOICES OF SURVIVORS

The second part of this class will include a panel of women who are survivors of violence who are now working to end violence against women: A.J. (WCASA, WCADV, District Attorney’s Office), Bonnie (WEAVE Older Battered Women’s Support Group, Governor’s Council on Domestic Abuse Access Committee, trains medical students on dv recognition), Hannah (author, speaker, Ph.D. history student, WS103 TA), and Joy (Women’s Studies PhD on “Survivors as Activists,” Peace Activist)

Koppelman pp. 54-66:
- "The Quiet Woman" pp 54-66

Reader pp. 79-120:
- "Methodological Perspectives/Women’s Voices/Testimonies" pp. 91-92
- "Community Mentors: Survivors of Family Violence as Faculty in Training Health Care Professionals about Partner Violence” pp. 93-94
- "Constructing the Victim: Popular Images and Lasting Labels" pp. 95-108
- "Violence in Intimate Relationships" pp. 109-113
- "Surviving Rape: A Morning/Mourning Ritual" pp. 114-120
October 1  VIOLENCE-AGAINST-WOMEN MOVEMENTS AND WOMEN AS ANTI-VIOLENCE ACTIVISTS

The second part of this class will include a panel of women who work with local and statewide anti-violence organizations: Shannon Barry (Domestic Abuse Intervention Services), Jen Burkel (Youth Services of Southern WI, former Rape Crisis Center Education Coordinator), Sharon Lewandowski (WI Department of Children & Families, Domestic Abuse Programs) and Diane Wolff (WCADV)

Koppelman pp. 276-285:
- “Wild Turkeys” pp. 276-285
Reader pp. 121-164:
- “Finding the Limits of Women’s Autonomy: Shelters, (Health Clinics) & the Practice of Property” pp. 153-164
W/W pp. 46-52:
- “The Women’s Health Movement in the US: From Grassroots Activism to Professional Agendas” pp. 46-52

October 8  KEEPING AN ANTI-OPPRESSIONS ANALYSIS & GLOBAL ANALYSIS CORE TO VIOLENCE AGAINST WOMEN THEORY AND PRACTICE: OVERVIEW

Analysis Paper 1 “The Personal is Political: The Importance of Violence-Against-Women Movements” is due at 4:00.

Koppelman pp. 94-103 or 188-193:
- “Sweat” pp. 94-103 or “Las Dos Hermanas” pp. 188-195
Reader pp. 165-207:
- “The Movement for Everyone” (Racism & Disability Rights) pp. 165-173
- “People with Disabilities & Sexual Assault” & “Sexual Violence & Communities of Color” Fact Sheets, pp.174-177
- “Sexual Violence” from Forsaken Females: Global Brutalization of Women, pp. 178-188
- “Intimate Partner Violence” from Forsaken Females: Global Brutalization of Women, pp. 189-199
- “How To Stop FGM” pp. 200-203
- “Corporate Violence Against Women” pp. 203a- 204
- “Black Feminist Reflection on AntiViolence Movement” pp. 205-207
W/W pp. 85-87 + 95-99 + 158-168 + 276-281:
- “White Privilege” pp. 85-87
- “Cultural Humility” pp. 95-99
- “Cultural Practice’ or ‘Reconstructive Surgery’? U.S. Genital Cutting, the Intersex Movement, and Medical Double Standards” pp. 158-168
- “Ruling the Exceptions: Same-Sex Battering and Domestic Violence Theory” pp. 276-281
October 15  KEEPING AN ANTI-OPPRESSIONS ANALYSIS CORE TO VIOLENCE AGAINST WOMEN THEORY AND PRACTICE: SPECIFICS

“Specific Anti-Oppression Issues” assignment is due at 4:00

Reader pp. 207a-283:
- “Not a Black & White Issue: For Battered & Abused Latinas & Black Women, Dialing 911 May Be Risky Business” pp. 207a-210
- “What Is It About the Walls? African American Women’s Experience of DV” pp. 211-221
- “Introduction,” & “Conclusion” from Compelled to Crime: The Gender Entrapment of Battered Black Women, pp. 222-233
- “Why Did He Want to Hurt Me? Sexual Violence in Latino Marriages” pp. 234-237
- “Defining Violence against Women by Immigration, Race, and Class” pp. 238-244
- “Hmong Women’s Peace” pp. 261-263a
- “The Evolution of DV & Reform Efforts Across Indian Country” pp. 264-269
- “Sexual Violence as a Tool of Genocide” pp. 270-283
W/W pp. 269-274 & 281-285:
- “Battered Women of Color in the Public Health Care System” pp. 269-274
- “Trans & Intersex Survivors of Domestic Violence” pp. 281-285

October 22  DEVELOPING A FEMINIST ANALYSIS OF GIRLS’ & WOMEN’S USE OF FORCE:
WEEK I = Adult Women in Same Sex & Heterosexual Relationships

Koppelman pp. 76-93:
- “A Jury of Her Peers” pp. 76-93
Reader pp. 284-312:
- “The Impact of Arrests and Convictions on Battered Women” pp. 284-286
- “LGBT Populations & Sexual Assault” Fact Sheet, pp. 292-294
- “Lesbian & Bisexual Women’s Battering” pp. 295-307
W/W pp. 276-281 + 286-296:
- reread “Ruling the Exceptions: Same-Sex Battering and DV Theory” pp. 276-281
- “Women’s Use of Force: Complexities/Challenges of Taking the Issue Seriously” pp 286-296

October 29  DEVELOPING A FEMINIST ANALYSIS OF GIRLS’ & WOMEN’S USE OF FORCE:
WEEK II = A Critique of the “Mean Girl” Fascination

Mid-term (take home) Exam is due at 4:00

Chesney-Lind & Irwin:
- Chapter 1: Girls Gone Wild?
- Chapter 2: The New Bad Girl: Constructing Mean & Violent Girls
- Chapter 6: Pathologizing Girls?: Relational Aggression & Violence Prevention
Reader pp. 313-316:
- “Dating Violence: What’s ‘Mean Girls’ Got To Do With It?” pp. 313-316

Suggested:
Chesney-Lind & Irwin: Chapters 3 & 4
INSTITUTIONAL RESPONSES TO VIOLENCE AGAINST WOMEN & CHILDREN

“Institutional Responses” assignment is due at 4:00

PART I: EFFECT OF DOMESTIC VIOLENCE ON CHILDREN AND THE ROLE OF SCHOOLS (AND CHILD PROTECTIVE SERVICES) IN RESPONDING

Preparation for discussion = Each student will be asked to sign up to report on one of these three Domestic Violence Training Project** booklets and how it complements assigned readings.

** Violence in Families: An Educator’s Guide to Protect Children of Battered Women
** Turn Of The Violence: An Education Idea Guide
** Mutual Respect & Common Understandings: The State Role in Promoting Durable Collaborative Relationships (Between Child Protective Services and Domestic Violence Programs)

Koppelman pp. 268-275:
- “The Man Who Loved His Wife” pp. 268-275
Reader pp. 317-323:
- “Hand-outs for teaching school professionals about their roles in recognizing and responding to domestic violence, dating violence, and the effects of domestic violence on children” pp. 317-320
- “The Batterer as a Parent” pp. 321-323

PART II: OTHER INSTITUTIONAL RESPONSES

A. CRIMINAL JUSTICE SYSTEM
Reader pp: 324-356:
- “Assault: Reporting to Law Enforcement” Fact Sheet, pp. 324-325
- “Criminal Justice System Response to Spousal Abuse” pp. 326-336
- “Developing Policies & Protocols in Duluth” pp. 337-346
- “Effective Interventions; Context is Everything” pp. 347-348
- “Outlawing Violence: Laws & Legal Reform” pp. 349-356

B. HEALTH SYSTEM
Reader pp. 357-369:
- Hand-outs on health system response, pp. 357-358
- “Asking About Domestic and Dating Violence in Child and Adolescent Health Settings: New Opportunities and New Challenges” pp. 363-369
W/W pp. 264-268:
- “The Unique Role Health Workers Can Play...” pp. 264-267
- “Graphics: Medical Power & Control and Advocacy” p. 268

C. RELIGIOUS ORGANIZATIONS
Reader pp. 370-395:
- “Sexual Abuse by Religious Leaders” pp. 370-374
- “I Just Raped My Wife! What Are You Going to do about it, Pastor?” pp. 375-388
- “Sustaining an Ethic of Resistance in Black Faith-Based Communities” pp. 389-393
- “A Garden of Healing” pp. 394-395
D. INSTITUTIONAL RESPONSE TO ADOLESCENT GIRLS
Chesney-Lind & Irwin:
- Chapter 5 “Policing Girls’ Peer Groups: Columbine & the Hunt for Girl Bullies”
- Chapter 7 “Policing Girlhood: Sexism, Schools, & the Anti-Violent Movement”
- Chapter 8 “Still ‘The Best Place to Conquer Girls’: Girls & the Juvenile Justice System”
- Chapter 9 “Policing Gone Wild”
Reader pp. 396-398:
- “Dealing with Dating Violence in Schools” pp. 396-398

November 12 WISCONSIN COALITION AGAINST DOMESTIC VIOLENCE CONFERENCE

Class meets at the WCADV 30th Anniversary Conference at Monona Terrace Convention Center (on the lake, two blocks from the Capitol Building, at One John Nolan Drive, 608/261-4000)

Students are expected to attend and report on one or both of these events at the conference:
5:00-6:30 = Reception sponsored by the Access (Anti-Oppression) Committee of the Governor’s Council on Domestic Abuse
7:00-8:30 = Public Forum: A Discourse on Domestic Violence = an opportunity to reflect on the history of dv work and generate new pathways for future responses.

Full conference program at www.wcadv.org
For scholarships for the rest of the conference, see Nancy Worcester

November 19 SOCIAL SERVICES OR SOCIAL CHANGE?: CRITICAL THINKING ABOUT VIOLENCE AGAINST-WOMEN MOVEMENTS AND LEADERSHIP DEVELOPMENT

“WCADV Conference/Critical Thinking about V-A-W Movements” assignment is due at 4:00

Koppelman pp. 291-295:
- “Happy Ending” pp. 291-295
Reader pp. 399-429:
- “Social Service or Social Change?” pp. 399-409
- “Gender Violence & The Prison-Industrial Complex” pp. 410-411
- “Shaping the Practices” & “Implications & Directions for Feminist Social Work Practice” pp. 412a-412m
- “Shifting Power for Battered Women” pp. 413-421
- “Looking to the Future” pp. 422-429
W/W pp. 46-52:
- reread “The Women’s Health Movement in the US: From Grassroots Activism to Professional Agendas” pp. 46-52

November 26 OPTIONAL - EVE BEFORE THANKSGIVING CLASS
NO! A Documentary by Aishah Shahidah Simmons

An opportunity to view and discuss this important new film that “unveils the reality of rape, and other forms of sexual violence, and healing in African-American communities.” (The DVD will also be put on reserve.)
Reader pp. 430-433:
- “The War Against Black Women & the Making of NO!” pp. 430-433
December 3  MASCULINITY AND VIOLENCE: HOLDING ABUSERS ACCOUNTABLE AND MEN'S ROLES IN ENDING VIOLENCE

Five page "research" paper is due at 4:00.

The second part of this class will feature guest speaker, Darald Hanusa, Midwest Domestic Violence Resource Center, discussing his work with abusers for more than two decades.

Koppelman pp. 137-146 or 147-157:
- "That She Would Dance No More" pp. 137-146 or "To Be a Man" pp. 147-157
Reader pp. 436-473:
- "Feminist Masculinity" pp. 436-438
- "Jackson Katz's hand-outs" pp. 439-441
- "The Making of an Abusive Man" pp. 442-450
- Articles (3) from off our backs' special issue on men and violence, pp. 451-462
- Darald Hanusa's hand-outs, pp. 463-473

December 10  PART I: THE BIGGEST PICTURES: WOMEN, THE STATE, CORPORATE GLOBALIZATION POWER AND CONTROL, AND MILITARISM

PART II: VISIONS FOR THE FUTURE; SURVIVING, THRIVING, AND ACTING FOR VIOLENCE-FREE LIVES AND VIOLENCE-FREE SOCIETIES

Analysis Paper 2 must be handed in by 4:00. (You are strongly encouraged to hand this paper in much earlier in the semester. December 10 at 4:00 is the last time that Analysis Paper 2 will be accepted.)

Preparation for discussion = Each student will be asked to prepare for the final class discussions on visions for violent-free societies and action plans for how UW-Madison students or people in the Madison community can be actively involved in work for a violence-free society and/or against violence against women. Students will also be asked to share one key new piece of information from their research papers.

Koppelman pp. 164-187:
- "The Day My Father Tried to Kill Us" pp. 164-187
Reader pp. 474-511:
- "Disappearing Acts: The State and Violence Against Women in the Twentieth Century" pp. 474-476
- "Militarism and Women’s Health" pp. 499-502
- "‘Living Room Terrorists’" pp. 503-504
- "The New War Zone" p. 505
- "Pink Thongs and Patriarchy" pp. 506-507
- "Ending Violence" pp. 508-511

December 19  Final exam = 10:05-12:05 (This exam will include both take-home and in-class components.)