



Gender and Violence
SYA 4930, Sect. 01
Spring 2009
TTH 2:00-3:15 PM
HCB 214

CONTACT INFORMATION

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COURSE OVERVIEW

This seminar explores the intersections of gender and violence. We shall analyze dynamics among men/boys, among women/girls, and between men/boys and women/girls and situate them within the context of U. S. society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence. We address the meanings and nature of interpersonal violence, the effects of being the recipient of violence, the effects of perpetrating violence, the intersections of race/ethnicity and sexuality/sexual orientation with violence and society's responses to various forms of violence. The role of gender in promoting and preventing violence is explored at three levels: individual, interpersonal, and macro (or structural, cultural, societal). The role of the entertainment industry and media in representing and perpetrating gendered constructions of violence is considered. Legal remedies (state & federal laws, law enforcement), education/public service campaigns, social movements (e.g., aimed at preventing or stopping violence such as the anti-rape movement), and other responses, remedies & prevention efforts are explored. In addition, specific forms of violence, such as domestic violence, sexual abuse, stalking, "honor" killings, and genital cutting are some of the topics discussed in this course.

COURSE OBJECTIVES

By the end of the semester, you will be able to:

1. Demonstrate an understanding of the relationship between gender and interpersonal violence
2. Demonstrate an understanding of *gender as a social institution*
3. Describe the scale and scope of violence in the U. S. relative to gender
4. Analyze data on the relationship between gender & violence
5. Demonstrate mastery of required readings and other pertinent sources on gender & violence (e.g., FBI and other credible data)

6. Compare and contrast two or more social science theoretical perspectives on violence and gender
7. Demonstrate skill at using the internet to (a) find recent and pertinent social science research articles on gender & violence; and (b) obtain statistics from official/governmental sources on gender and violence in the U. S.
8. Demonstrate understanding of societal conditions that encourage/foster and discourage/prevent violence by some men and boys toward each other and toward women and girls & conditions that foster violence by some women and girls toward each other and toward men and boys.

REQUIRED READINGS

Required Reading:

Books:

- Brown, Lyn Mikel. 2003. Girlfighting: Betrayal and Rejection Among Girls. NYU Press. (paperback)
- Martin, Patricia Yancey. 2005. Rape Work: Victims, Gender and Emotions in Organizations and Communities. New York & London: Routledge. (paperback)
- Messerschmidt, James W. 2000. Nine Lives: Adolescent Masculinities, the Body, and Violence. Boulder CO: Westview Press. (paperback)
- Sanday, Peggy Reeves. 1989. Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus. New York: New York University Press. (paperback)

***Other Required Readings can be found on BlackBoard in the Course Library and will be noted on the Course Outline.**

*In order to participate in class effectively you will **NEED** to have read the required readings prior to attending class. Unannounced quizzes to confirm that students are keeping up with the assigned readings and/or assignments may be given on occasion, in oral or written form and count against your participation grade.*

COURSE POLICIES.

Seminar vs. Lecture Format

Students must participate appropriately and competently for a seminar. What is a **Seminar**? A seminar is a joint endeavor among students and faculty where members work individually and collectively to better understand the issues of the course. In a seminar, members participate in discussions after reading assignments, completing assigned tasks, and considering data on and explanations for the phenomena under study. A seminar does not consist primarily of lectures by the professor nor is it based on the participants' personal opinions or biases. *See students' and professor's responsibilities, styles of participating, behavior toward each other, and grounds for student assessment below.* Films or DVDs/videos and invite guest speakers will be part of our seminar. This material should be considered required course content, the same as readings and other tangible assignments.

Courtesy in the Classroom.

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on vibrate. Entering and leaving is distracting to your instructor and other students.

Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade (see below). Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

(1) Scholarly comments are:

Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than personal beliefs; are delivered in normal tones and a non-aggressive manner.

(2) Unacceptable behaviors in the classroom are:

(a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by the discussion leader or myself to prevent this problem. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

Quality of Work

College-level quality is expected in all aspects of formal written work and in any oral class presentations. Grammar, neatness, spelling, punctuation, and proper referencing are included in the grading criteria. All work should be **scholarly in nature**, meaning it is based on established research and thus free from personal opinions or anecdotes

Academic Honesty

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of

students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>).

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Unless otherwise stated in writing, students **may not** work in groups or use multiple submissions. Examples of academic penalties include, but are not limited to, one or a combination of the following: (1) a lower or failing grade in the course, (2) a lower or failing grade or score on the assignment or examination, or (3) additional work to provide evidence of the student's academic performance and/or evidence that the student knows and understands the course material.

ADA Policy

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
(850) 644-7164
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Attendance Policy

Class attendance is required. Five or more unexcused absences will result in an F grade for the course. The following and only the following absences are eligible to be excused: Religious holidays, as specified in FSU policy (see elsewhere in syllabus); absences due to representing FSU at official functions, including intercollegiate debating or varsity

sports events; verified emergencies and/or medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals and/or surgical or other treatments. Colds, the flu, fatigue, and stress do not qualify as medical illnesses. If you have a chronic illness that could affect your attendance, it is imperative that you alert me to this at the beginning of class. Documentation for an absence to be excused is required. Please provide a copy of the documentation to your professor and keep a copy for your own records. While one is not penalized for the absence of excused absences, he or she remains responsible for all content missed, including assignments, knowledge, or skills that were covered in the missed class(es).

Absence from Tests

Anyone who misses a test for an *excused reason must contact the instructor within 48 hours of the test date for permission to make up that test. If you know you will be absent from a test, you must make arrangements to take the test prior to the test date. For the Final Exam, you must contact the instructor within 24 hours of missing the exam. Students taking make up exams will be given a different exam (i.e. questions and format) than the one given in class.

Late Assignments

Assignments should be turned in on time or earlier. Unexcused late assignments will receive a full letter grade reduction per calendar day after the due date.

Extra Credit

There will not be any extra credit in this course.

Incompletes

Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

COURSE EVALUATION AND GRADING

Quizzes (4 x 30 pts)	= 120 pts	(30%)
4 Assignments (each varying in point value)	= 100 pts	(25%)
Group Project and Presentation	= 60 pts	(15%)
Participation	= 20 pts	(5%)
Final Exam	= 100 pts	(25%)
Total	= 400 pts	(100%)

The grading scale for this course is based on 400 possible points. This translates into the following grading scale:

Grades: Total Points

A:	372-400
A-:	360-371.9
B+:	348-359.9
B:	332-347.9
B-:	320-331.9
C+:	308-319.9
C:	292-307.9
C-:	280-291.9
D+:	268-279.9
D:	252-267.9
D-:	240-251.9
F:	<239.9

I also assign pluses and minuses according to standard FSU guidelines. For grades A through D, the bottom 3 points in each grade range will receive a "-" (e.g., 80 to 82 = B-). For a grade of B, C, or D, the top 3 points in each grade range will receive a "+" (e.g., 77 to 79 = C+). There is no A+, F+ or F-. There is no rounding of scores (if your final percentage is 79.7%, this constitutes a C+ in the course not a B-).

Use of BlackBoard

This course will extensively use BlackBoard to aid in communication as well as to provide course materials in an efficient manner. We will go over a tutorial on the third day of class after the add/drop period. Please note that you will need an FSU Webmail account to use this interface.

Please note that this syllabus should be considered a course guide and is subject to change with notice.

Gender and Violence Course Outline – Spring 2009

Week	Dates	Topics	Assigned Readings	Assignment/Homework Due or Quiz
1	01/06 01/08	Introduction Intro: Gender and Violence	Gilligan Martin	
2	01/13 01/15	Studying Violence Against Women		
3	01/20 01/22	Theories on Violence	Jasinski (BB)	Assignment 1 Due (see Syllabus for details)
4	01/27 01/29	Masculinity and Violence	Messerschmidt 1-79	Quiz 1
5	02/03 02/05	Masculinity and Violence	Messerschmidt 79-147	Assignment 2 Due (see Syllabus for details)
6	02/10 02/12	Intro. to Domestic Violence	Meyers (BB) Benedict (BB)	
7	02/17 02/19	Physical Abuse Emotional Abuse	Loring (BB)	Quiz 2
8	02/24 02/26	Concluding Domestic Violence Deterrents to Domestic Violence	Weitzman (BB)	
9	03/03 03/05	Stalking	Emerson (BB)	
10	03/10 03/12	No Classes Spring Break		
11	03/17 03/19	Rape	Martin Intro & Ch's 1-5	Assignment 3 Due (see Syllabus for Details)
12	03/24 03/26	Rape on College Campuses	Sanday xi-135	Quiz 3
13	03/31 04/02	Rape on College Campuses	Sanday 135-197	
14	04/07 04/09	Intersections of Race, Gender, and Violence	Collins Ch.5 Collins Ch's 6-7 (All on BB)	Assignment 4 Due (see Syllabus for details)
15	04/14 04/16	Femininity and Violence	Brown Ch's 1-4 Brown Ch's 5-7	Quiz 4

16	04/21 04/23	Group Presentations	Presentations Presentations	<i>Absences this week will negatively impact participation grade</i>
17	04/27 (Monday)	Final Exam		Final Exam 10:00-12:00 Noon

Quizzes are scheduled on the Course Calendar. Complete the assigned reading for each class before the class period and come to class prepared to answer questions and discuss them. **ALL ASSIGNMENTS ARE DUE AT THE START OF CLASS ON THURSDAYS UNLESS OTHERWISE NOTED.**

*This calendar is just a guide. The instructor reserves the right to change this calendar is necessary and with advance notice to students.

Class Assignments

These assignments are generally due on a Wednesday and will vary week to week. *This course is titled Gender and Violence so there is an emphasis on gender. Be sure to include aspects of how gender plays a role in all assignments.*

Other Class Assignments

1. What is Violence? (worth 15 points)

Write a one page (or longer) essay (typed, double-spaced) on gender & violence that addresses what you view as “violence” versus “not violence” at this point in your thinking. **How** are gender and violence linked? **Why do you think** gender and violence are linked (as far as you understand)? You may look up terms in the dictionary, talk to friends, or do whatever you like but do NOT worry about ‘getting it right.’ Rather, explore your personal thoughts and beliefs and reasoning behind them. Include examples to show what you mean, e.g., is a teacher who spansks a child at school acting violently? Why or why not? Come to class prepared to discuss.

2. Media Advertisements (worth 30 points)

Select 5 (VERY GOOD) ads featuring people from any magazine that seemingly promote violence against women. Create a thesis statement which addresses this. Throughout this two to four page paper, support and defend your thesis. If you feel that some ads promote violence while others do not, differentiate which you view as being problematic and explain why and how you made the distinction. Explain what you mean by “promotes violence against women” and describe the images used and how gender is constructed in the ads and how violence is portrayed (if at all). Discuss the limits of your claim – if you argue that your ads promote violence against women because they depict women as passive objects, also describe any ways that they promote strong images of women. If possible, describe how race, class, and sexuality are constructed in your ads and discuss any patterns you notices which relate to your thesis.

3. Media and Violence (worth 25 points)

This assignment will require you to read through news accounts of violence against women and locate an article and critique, reflect, and react to it in two to four pages. The article must be current and you must include the clipping with your reaction. In this assignment you should do the following:

- Summarize the story in no more than half of a page.
- Locate any potential bias that might be observable in the story as we discussed in class. Who do the reporters interview? What arguments are they making? Do they adhere to myths about violence against women? Are the victims properly portrayed as victims? How do they refer to the victim and perpetrator?

4. Article Review (worth 30 points)

This assignment requires that you reflect on a peer-reviewed journal article related to violence against women. An example of this assignment will be posted on blackboard to help guide you. You should give a SHORT summary of the article(s) – meaning about a half page at most. The rest of your paper should

reflect on the article(s). *Although this is a reflective or reactive paper, it is nonetheless an academic paper. Here are a few guidelines to follow.*

- **Goals.** To reflect on the assigned readings, to address questions posed to you by the instructor, and to address your own questions. If you are in a quandary about what to do, reflect on the things you have read and ask yourself what they may mean, may be examples of or lead to, etc.
- **General advice.** Stay close to the readings; ponder the readings; think about what the readings are saying and their implications. Write about the assigned book or articles. Remember to finish reading the book (articles) before you write the RP; thus allow time to think and write before the due date.
- **Length.** Two pages, single-spaced maximum. Font **no smaller than** Times New Roman 10.
- **Framework.** Consider the RP a learning experience in how to think and write critically. Don't get up tight about it or try too hard to be "right." Write in the first person. I want to know what YOU are thinking about the readings. Please give yourself permission to be the "voice" in the Reflections Paper, although I do ask you to write from the readings.
- **When you make a claim (assert that something is "true") you must explain the claim/assertion and "back it up"** by reference to data, findings in the readings, to logic, or another source.
- **Refer extensively to the readings**, to their data and/or themes and claims. Write "from" the evidence in the readings. Reflect on the author's findings, data, interpretations, conclusions and assess the significance of what the author finds, concludes, etc.
- **I suggest you pose an analytical question for yourself and compare the evidence from the readings to address it.** Suppose your question were this: What prompts some boys or men to be rapists or to assault others? You might then assess the findings and claims of the readings for this question. Distinguish your opinion and interpretations from findings or interpretations of the author. Do **not** assume that anything is "obviously true."

5. Group Paper and Presentation (worth 60 points)

More information on this assignment will be provided in class. You will be expected to work as a group. Presentations will be presented during class meetings at the end of the semester. Unexcused absences the week of group presentations will negatively impact your participation grade.