

WGS 2267 SEMINAR ON GENDER AND VIOLENCE

Spring 2020

Tuesdays and Thursdays, 4:00 pm – 5:15 pm

Buttrick 204

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Office: Project Safe Center, 304 West Side Row (Cumberland House)

Office hours: By appointment (email or call to schedule)

REQUIRED TEXTS:

- *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*, Danielle L. McGuire, Vintage Press, 2011
- *The Political Economy of Violence Against Women*, Jacqui True, Oxford University Press, 2012
- *Queering Sexual Violence - Radical Voices from Within the Anti-Violence Movement*, edited by Jennifer Patterson, Riverdale Avenue Books, 2016
- Additional readings and assignments available through Brightspace

COURSE DESCRIPTION WGS 2267. Seminar on Gender and Violence

In-depth study of violence against women, with a service-learning component in a community setting. Topics include domestic abuse, rape, sexual harassment, pornography, and global violence. Focus on problems and potential solutions, examining violence on a societal, institutional, and individual level, interrogating the “personal as political,” and exposing power structures that shape our communities. [Formerly WGS 267] Prerequisite: 1150 or 1150W. [3] (P)

WHAT IS A SEMINAR?

This course is offered as a seminar, meaning that students are expected to have completed the reading assignment prior to the class period, so that the class period may be devoted to engaging with the course material. Proper preparation is key to your success in the class, as participation during the class period through discussion, questioning, and completion of exercises will be expected.

SERVICE-LEARNING COMPONENT (OPTIONAL)

Students may choose to engage with the campus and/or local community through a mutually beneficial collaboration with gender and/or sexual violence prevention, support, and advocacy organizations, such as the Nashville Sexual Assault Center, Tennessee Coalition to End Domestic and Sexual Violence, You Have the Power, Thistle Farms/The Magdalene Project, The Hannah Project, End Slavery Tennessee, Hope for Justice, the Oasis Center, Stop Sexual Assault in Schools, etc. Other sites may be proposed by the student but must pertain to the course material and require pre-authorization by the instructor. Prompt, professional communication with site leaders is expected.

Students must engage in as much online research about a proposed organization as possible and confirming appropriateness for this course requirement with the instructor *before* contacting the organization via email or phone. You should expect to complete approximately 20 hours over the course of the semester working with a violence prevention/response organization.

GRADE DISTRIBUTION

Attendance—25%

Class participation, in-class assignments/activities—25%

Take-home short-essay exams (2)—25%

Final Project—25%

POLICIES

ATTENDANCE: Regular course attendance is expected, and optimal student learning depends upon the full participation and preparedness of class members. You may miss up to 2 class periods without excuse, justification, or grade penalty. Three (3) or more unexcused absences will result in a 10% reduction of your overall course grade. If you miss class for any reason, you are responsible for contacting one of your classmates to find out what went on in class, including any course or assignment changes. Do not email an instructor to ask if you have “missed anything important” – you have. You should inform instructor in advance of anticipated absences, lateness, or early departures, when possible. If there are other extenuating circumstances, please contact me as soon as possible and keep me informed, as appropriate regarding matters impacting multiple class periods over the course of the semester. Attendance during your classmates’ presentations is also expected.

ELECTRONICS/USE OF TECHNOLOGY: Use of cellphones, tablets, and personal computers for non-course purposes during class time is prohibited. If you are experiencing a personal or family emergency, please notify the instructor before the class period in which you are expecting a call or other disruption.

ACADEMIC INTEGRITY: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty, and to adhere to the Honor Code. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own may result in disciplinary action by the Honor Council.

Statement of the Honor Code:

Vanderbilt University students pursue all academic endeavors with integrity. They conduct themselves honorably, professionally, and respectfully in all realms of their studies in order to promote and secure an atmosphere of dignity and trust. The keystone of the honor system is self-regulation, which requires cooperation and support from each member of the University community.

For more detailed information regarding the Undergraduate Honor Council and Academic Integrity violations, please visit the Undergraduate Honor Council’s website at <http://studentorgs.vanderbilt.edu/HonorCouncil/>. For more detailed information regarding the Divinity School Honor Code and Process, please see <https://divinity.vanderbilt.edu/portal/VDS-honor-constitution.pdf>.

ACCOMMODATIONS & ACCESSIBILITY: It is my goal to create an accessible learning experience for all students. If you anticipate any issues related to the format, materials, or requirements of this course, please email me to schedule a time to meet with me outside of class, so we can explore potential options. For information about the University’s disability services and accommodations, please consult

with the Office of Student Access Services by visiting their website: <https://www.vanderbilt.edu/student-access/disability/> or by contacting their office via email disabilityservices@vanderbilt.edu or phone (615) 322-4705 (V/TDD). If you have already been approved for accommodations through the Office of Student Access Services, I will likely receive official communication regarding accommodations. Please let me know if you would like to meet to develop an implementation plan together. Such a meeting/discussion is entirely optional; in lieu of a meeting, I will follow the recommendations of the Office of Student Access Services.

Notes on course content:

CIVILITY AND RESPECT IN THE CLASSROOM: In this course we will discuss a variety of sexually explicit and/or violent behaviors, practices, and viewpoints on those behaviors and practices, some of which are controversial. Our readings and discussions will provide you the opportunity to develop a language for and comfort level with discussing a full range of topics related to gendered and sexual violence in the classroom in a respectful and articulate way. In this course, the aim of our inquiry is critical understanding. No student will be expected to reveal or discuss their own sexual experiences, preferences, or desires. You will be expected to participate in our class discussions in a way that is respectful of others. If you do not feel comfortable hearing about, viewing, and discussing gender-based violence, sex and sexualities in a frank and respectful way, you may wish to reconsider your intention to take the course.

***CONTENT WARNING*:** This course and course materials will involve the use explicit language, including descriptions and examples of sexual situations, violent and abusive behaviors, to discuss gender-based violence and forms of abuse. The situations and behaviors examined will include physical, emotional, and sexual abuse and neglect. Participating in class discussions, reading course materials, and completing course assignments may remind you of experiences that you, a friend, or family member may have gone through. If you need support and/or would like to talk to someone about questions or concerns relating to power-based personal violence, please contact the Project Safe 24-hour hotline at (615) 322-SAFE (7233) or visit Project Safe online at www.vanderbilt.edu/projectsafe in order to learn more about on and off-campus resources. Project Safe is a confidential (limited) resource; other confidential resources on campus include the Psychological and Counseling Center, Student Health, and the University chaplains. Reports may be made to and assistance is also available through Vanderbilt's Title IX Coordinator (www.vanderbilt.edu/title-ix) and VUPD (police.vanderbilt.edu). A non-campus local resource, the Nashville Sexual Assault Center also offers a 24-hour hotline: 1-800-879-1999. Many free, private resources are available; please see instructor for further assistance.

MANDATORY REPORTING REQUIREMENT/NOTICE: Most University faculty, teaching assistants, research assistants, graduate assistants, staff and certain undergraduate and graduate student leaders are required to report incidents of sexual assault, sexual harassment, dating violence, domestic violence, stalking, and child abuse to the University's Title IX Coordinator, as required by University policy and state and federal law. If you disclose an experience of interpersonal violence, child or elder abuse, and/or suicidal ideation to classmates with mandatory reporting obligations or to the instructor, whether in class discussion or through a course assignment, your disclosure will be kept private but may not be able to be kept confidential. Please consult with instructor with any questions before sharing an intimate or concerning personal experience or that of another Vanderbilt-affiliated person.

FINAL PROJECTS: Undergraduate students must complete a final project. Graduate/professional students must complete both a final paper and offer a presentation. The final project should address themes explored during the class. Topics must be approved by instructor in advance. Options include

but are not limited to: research paper, slide presentation, podcast, prevention program design, educational video for non-profit organization; etc. All projects will require thorough citations and evidence of planning. Fundraising/philanthropy events will not be considered. Students who participate in 20+ hours of service-learning throughout the semester are exempt from this requirement; however, they must complete a service-learning reflection form and present on their experience. Further instructions related to final projects and the service-learning reflection form will be provided after Spring Break.

GRADUATE STUDENT COURSEWORK: Students enrolled in this course for graduate or professional student credit should consult with the instructor in the first week of class in order to identify the additional coursework required for satisfactory completion. Please call or email instructor to schedule this meeting. Prior to the meeting, the student should identify a particular area of interest for further study that aligns with the course themes.

EXTRA CREDIT: Extra credit opportunities may be offered occasionally throughout the semester, likely through event attendance or film viewing and reflection assignments. Students are encouraged to share information pertaining to *related* events and activities, particularly those organized by our community service-learning sites, with the class. *With prior approval*, relevant community events may count as extra credit opportunities.

READING ASSIGNMENTS/CLASS SCHEDULE

January 7	First Day of Class: Introduction & Course Overview (<i>no preparation necessary</i>)
January 9	Language of Violence Workshop (<i>no preparation necessary</i>)
January 14	Supplemental Reading #1: Service Learning is a Feminist Issue (Brightspace); Supplemental Reading #2: "Understanding Patriarchy," bell hooks (Brightspace)
January 16	<i>The Political Economy of Violence Against Women</i> , Chapter 1
January 20	<i>Last day to drop a class with no entry on record; last day to add a class; last day to register for pass/fail status (4 PM deadline)</i>
January 21	<i>The Political Economy of Violence Against Women</i> , Chapter 2 <u>Service-learning site proposals due</u>
January 23	<i>The Political Economy of Violence Against Women</i> , Chapter 3
January 28	<i>The Political Economy of Violence Against Women</i> , Chapter 5
January 30	<i>The Political Economy of Violence Against Women</i> , Chapter 6
February 4	<i>The Political Economy of Violence Against Women</i> , Chapter 9; <u>Service-learning site work should begin</u>
February 6	<i>The Political Economy of Violence Against Women</i> , Chapter 10

February 11 *At the Dark End of the Street*, Prologue & Chapter 1

February 13 *At the Dark End of the Street*, Chapter 2

February 18 *At the Dark End of the Street*, Chapter 3; Final paper/project proposals due in class

February 20 *At the Dark End of the Street*, Chapter 4; Pick up take-home exam #1 in class

February 25 *At the Dark End of the Street*, Chapter 5

February 27 *At the Dark End of the Street*, Chapter 6; Take-home exam #1 due in class

March 3 & 5 *NO CLASS: Spring Break; March 4 Instructors submit mid-semester deficiency reports*

March 10 *At the Dark End of the Street*, Chapter 7

March 12 *At the Dark End of the Street*, Chapter 8 & Epilogue

March 13 *Last day undergraduate students may withdraw from spring semester classes; last day to change from pass/fail to graded status (4 PM deadline)*

March 17 Supplemental Reading #3

March 19 Supplemental Reading #4

March 24 *Queering Sexual Violence*, Foreword, Introduction, and select 1 reading from the section “Redefining”

March 26 *Queering Sexual Violence*, select any 2 readings from “Reclaiming”

March 31 *Queering Sexual Violence*, select any 2 readings from “Resisting”

April 2 *Queering Sexual Violence*, select any 2 readings from “Reimagining”
Pick up take-home exam #2

April 7 Student presentations

April 9 Student presentations; take-home exam #2 due by 4 PM

April 14 Student presentations

April 16 Student presentations;

April 18 Student presentations

April 20 *Last day of classes*

April 21 *Reading Day*

April 24 Alternate Final Exam Period 12:00-2:00 PM

April 30 **Final Exam Period 3:00-5:00 PM**
(Thursday) **(There is no final exam in this class but class may meet.)**
Class presentations continue, if needed
All coursework due by 3:00 PM.

May 2 Grades due to Registrar (instructors must submit by 11:59 PM)

** This syllabus is intended to provide the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and revise the course as needs arise. Students will be notified of alterations to the syllabus in class.*