

**WGST 3800-01/POLS 3880-01/CCJ 3800-01**  
**Violence Against Women**  
**Women's and Gender Studies**  
**Fall 2023**

Name: Dr. Melissa Ochoa  
Email: Melissa.Ochoa@slu.edu  
Office Location: MCG 123

Classroom: TGH 104  
Meeting Time: MWF 10:00-10:50am  
Course Credit Hours: 3

**IMPORTANT:**

- During weekdays, I will respond to emails within 24 hours or sooner; Normal weekday email hours are 8:30am-5:30pm; weekends vary. Plan accordingly.
  - If I have to miss a class unexpectedly, expect an email with class instructions. Always check your email before class.
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**Course Description:** 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, 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 individuals' 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 gender-based violence and responses to it in the U.S.
- propose appropriate individual and policy responses to gender-based violence; and
- articulate the ways in which gender-based violence is a social justice issue.

**Required Course Materials:**

- 1) Miller, Chanel. 2019. *Know My Name: Chanel Miller*. Penguin Books.
- 2) Synder, Rachel Louise. 2020. *No Visible Bruises*. Bloomsbury Publishing.
- 3) Harris, Jessica C., and Chris Linder (Eds). 2017. *Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences*. Stylus Press.
  - a. eBook
- 4) NYT Subscription (accessed through SLU library)

**Recommended Course Materials:**

- 1) Katz, Jackson. 2019. *The Macho Paradox. 2<sup>nd</sup> Edition*. Sourcebooks.

Note: Copies of the required and recommended books are available at the library.

## **Course Technology:**

Make sure you have access to a wireless network, Netflix, Microsoft Word, SLU libraries, and Canvas.

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## **COURSE GRADING:**

**1) Introduce Yourself on Canvas (10 points):** Instructions on canvas due August 30<sup>th</sup>

- a. Why are you taking this course?
- b. What do you hope to learn from this course?

**2) Attendance (200 points) (class votes):**

Students must be no later than 5 minutes to get full attendance without an excuse; students can have two unexcused absences; I will not provide notes to absent students.

**3) Weekly Responses (140 Points):**

On weeks you are not a discussion leader, you will turn in a short writing response (20 points each) that will cover the week's reading. Your short response should elaborate on one point of interest in the reading, which particularly drew you in. Must include:

- 1 page, single-spaced, Times New Roman, 12pt font.
- Focus on one controlling idea throughout your response (i.e., a critique of one of the author's main arguments or concepts, perspective you hadn't considered, etc.) rather than listing several ideas that you found interesting.
- One current (within the last six months) news article connected to your point/the readings.
- The weekly responses must be submitted via Canvas.
- Deadlines Wednesdays by 8:00am

**4) Discussion Leadership Questions (280 Points):**

Each student will be required to prepare discussion questions for 7 weeks of the class sessions (40 points each).

- To maintain a high level of academic rigor during our discussions, the format of the student questions will be based on Bloom's Taxonomy of Cognitive Domains, which includes 6 levels from simple recall (i.e., Knowledge Domains) to more complex and abstract levels (e.g. Evaluation Domain).
- Discussion leaders are required to target one question at each of the 6 levels (total 6 questions) and identify which domain each question relates to.
- Deadline Wednesdays by 8:00am.
- The questions must be submitted via Canvas.
- During the discussion, students will be responsible for leading their questions, so they should prepare by bringing notes to class for each question.

**5) Documentary Reflection Essays (50 Points):**

I will provide a list of documentaries on Canvas that can be found on Netflix, Hulu, Amazon Prime, and/or SLU library. You will need to write TWO brief 1-2 paragraph essays (25 points each) on your thoughts regarding the documentary—including three new perspectives you

learned--and how it is connected to course materials. Be sure to follow the instructions on canvas.

- You can only select one documentary from each category ONCE, so each of your documentaries will be from different sections/categories.
- Documentaries should be a summary and be connected to course readings with three facts listed below the summary.
- Include the following in-text citation (Author’s last name YEAR: #) → (Ochoa 2019: 34)
- Refer to “Pages” on Canvas for examples, grading scale, and more instructions.

**6) WGS Community Support (60 points):**

Students are required to attend two SLU WGS-related events of their choosing this semester and will write a short summary (30 points each) on the event and its relation to the course.

**7) Final exam (200 points):**

The final exam will be take-home with one week to complete it; It will consist of a series of essay questions (students will choose 10 questions to answer).

\*Open to discuss this format.

**8) In-Class Presentation (200 points):**

Each student will present 20 minutes of that week’s course materials (some weeks may have more than one student). Students will need to provide a visual presentation/outline format that can be uploaded to a shared folder for all students to access as a study tool for the final exam.

- Review the instructions and grading scale under “Pages” in Canvas

		My Grade:
Introduce Yourself On Canvas	10 points	_____
Attendance	200 points	_____
Weekly Response	140 points	_____
Discussion Leadership Questions	280 points	_____
Final Exam	200 points	_____
Documentary Reflection Essay (2)	50 points	_____
WGS Community Support	60 points	_____
In-Class Presentation	200 points	_____
<hr style="border: 1px solid black;"/>		
Total:	1140 points	_____

TOTAL POINTS	PERCENTAGE	LETTER GRADE
1026+	90-100%	A
991-1025	87-89%	B+
935-990	82-86%	B
912-934	80-81%	B-
878-911	77-79%	C+
821-877	72-76%	C
798-820	70-71%	C-
684-797	60-69%	D

**Classroom Policies:**

Please be respectful! Know that this is your opportunity to learn, and I have committed my time to teach you. I expect you to be on time for class and not use your cell phones during class. I start on time and end on time.

- Computer privileges: I prefer students to not use computers when taking notes as it creates a barrier during discussions, but students may use them if they stay participatory and do not abuse computer privileges.

**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 helpful formal or informal resources. You may also leave the classroom for a few minutes if you need a break from an emotionally difficult discussion.

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**Diversity, Inclusion & Equity:**

- My teaching is empathy-based → “The highest form of knowledge is empathy, for it requires us to suspend our egos and live in another’s world”
- It is important that students from all backgrounds and perspectives be heard and included in these conversations. Diversity is an invaluable resource and strength.
- It is up to all of us to actively work on creating an environment where people feel comfortable to be who they are, as they are accepted for who they are. There may be a diversity of viewpoints, but they must be expressed respectfully.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by students, myself, or guests) that made you feel uncomfortable, please talk to me about it immediately.

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**Student Wellness**

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](#).

**If you or someone you know is experiencing a crisis:** please consult [the Crisis Support and Warning Signs on the University Counseling Center website](#).

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

### Tentative Course Calendar

Date	Class Readings & Materials
<p><b>Intro Week</b></p> <p>Wednesday, August 23</p> <p>Friday, August 25</p>	<p>Syllabus Overview</p> <p>*Kulbaga, Theresa A. and Leland G. Spencer. 2019. "Introduction: What Can Consent Mean on Campus?" Pp. 1-19 In <i>Campuses of Consent: Sexual and Social Justice in Higher Education</i>. University of Massachusetts. (eBook)</p> <p>*Bubola, Emma and Jose Bautista. 2022. "Spain Passes Law Requiring Freely Expressed Consent for Sex" <i>The New York Times</i> August 25, 2022 <a href="https://www.nytimes.com/2022/08/25/world/europe/spain-rape-consent-law.html">https://www.nytimes.com/2022/08/25/world/europe/spain-rape-consent-law.html</a></p> <p>*Rivard, Ry. "Only Yes Means Yes," <i>Inside Higher Education</i>, 6/19/14 (2 pages total).</p>
<p><b>Week 1</b></p> <p><b>Sexual Violence on Campus</b></p> <p>Monday, August 28</p>	<p><b>Presentation #1 (Mai and Madysen)</b></p> <p>*Linder, Chris. 2018. "Chapter 3: Responding to Campus Sexual Violence." Pp. 57-79 In <i>Sexual Violence on Campus: Power-conscious Approaches to Awareness, Prevention, and Response</i>. Emerald Publishing. (eBook)</p> <p>*Marine, Susan B. 2017. "For Brandon, For Justice: Naming and Ending Sexual Violence Against Trans* College Students." Pp 83-97. In <i>Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences</i>. Eds Jessica C. Harris and Chris Linder. Stylus Publishing LLC. (eBook)</p> <p>*Tillapaugh, Daniel. 2017. "The Wounds of Our Experience: College Men Who Experienced Sexual Violence." Pp 101-116 In <i>Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences</i>. Eds Jessica C. Harris and Chris Linder. Stylus Publishing LLC. (eBook)</p> <p>*Scarce, Michael. 2000. "Male-on-Male Rape." Pp. 39-46 In <i>Just Sex: Students Rewrite the Rules on Sex, Violence, and Equality</i>, edited by Jodi Gold and Susan Villari. New York: Rowman &amp; Littlefield.</p> <p>*Scott, Ciera V., Anneliese A. Singh, and Jessica C. Harris. 2017. "The Intersections of Lived Oppression and Resilience: Sexual Violence Prevention for Women of Color on College Campuses." Pp. 119-133. In <i>Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences</i>. Eds Jessica C. Harris and Chris Linder. Stylus Publishing LLC. (eBook)</p>

	<p>*McQuiller Williams, LaVerne. 2017. "Sexual Victimization of Deaf &amp; Hard-of-Hearing College Students." Pp.140-150. In <i>Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences</i>. Eds Jessica C. Harris and Chris Linder. Stylus Publishing LLC. (eBook)</p>
Wednesday, August 30	<p><b>DL#1/WR #1 Due</b></p> <p>*Explore SLU's Title IX Resources:  <a href="https://www.slu.edu/about/safety/sexual-assault-resources/index.php">https://www.slu.edu/about/safety/sexual-assault-resources/index.php</a></p>
Friday, September 1	<p>Guest Speaker: Anna Kratky; SLU Title IX coordinator</p>
<p><b>Week 2</b></p> <p><b>Sexual Assault on Campus &amp; Beyond</b></p> <p>September 4-September 8</p>	<p>*Brodsky, Alexandra. 2015. "Fair Process, Not Criminal Process, Is the Right Way to Address Campus Sexual Assault." <i>The American Prospect</i>. Available online at <a href="http://prospect.org/article/fair-process-not-criminal-process-right-way-address-campus-sexual-assault">http://prospect.org/article/fair-process-not-criminal-process-right-way-address-campus-sexual-assault</a></p> <p>*Lisak, David and Paul M. Miler. 2002. "Repeat Rape and Multiple Offending Among Undetected Rapists." <i>Violence and Victims</i> 17(1): 73-84.</p> <p>*Smidt, Alec M., Marina N. Rosenthal, Carly P. Smith, and Jennifer J. Freyd. 2019. "Out and in Harm's Way: Sexual Minority Students' Psychological and Physical Health after Institutional Betrayal and Sexual Assault." <i>Journal of Child Sexual Abuse</i></p> <p>*Garvey, Jason C., Jessi Hitchins, and Elizabeth McDonald. 2017. "Queer-Spectrum Student Sexual Violence: Implications for Research, Policy, and Practice." Pp. 155-170. In <i>Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences</i>. Eds Jessica C. Harris and Chris Linder. Stylus Publishing LLC. (eBook)</p> <p>*Canan, Sasha N., Kristen N. Jozkowski, Jacquelyn D. Wiersma-Mosley, Mindy Bradley, and Heather Blunt-Vinti. 2019. "Differences in Lesbian, Bisexual, and Heterosexual Women's Experiences of Sexual Assault and Rape in a National U.S. Sample." <i>Journal of Interpersonal Violence</i>: 1-21.</p> <p>*Bang, Adriane, Anne Kerrick, and Christian K. Wuthrich. 2017. "Chapter 4: Examining Bystander Intervention in the Wake of #BlackLivesMatter and #TransLivesMatter" In <i>Preventing Sexual Violence on Campus: Challenging Traditional Approaches through Program Intervention</i>. Eds Sara Carrigan Wooten and Roland W. Mitchell. Routledge.</p>
Monday, September 4	<p>LABOR DAY; NO CLASS</p>

Wednesday, September 6	<b>DL#2/WR #2 Due Presentation #2 (Ella)</b>
Friday, September 8	Discussion
<b>Week 3</b>  <b>Toxic Masculinity &amp; Rape Culture</b>  <b>Misogyny</b>  Monday, September 11	<b>Presentation #3 (Valeria)</b>  *Katz, Jackson. 2006. "It Takes a Village to Rape a Woman." In <i>The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help</i> . Naperville, IL: Sourcebooks, Inc. *Kimmel, Michael. 2008. "Predatory Sex and Party Rape." In <i>Guyland: The Perilous World Where Boys Become Men</i> . New York: Harper Collins. *Crenshaw, Kimberle. 2021. "How R. Kelly Got Away With It." <i>The New York Times</i> . *Neuhauser, Alan. 2018. "Border Patrol Has a Problem with Women." <i>The Report</i> . *Erderly, Sabrina Rubin. 2008. "The Crime Against Women That No One Understands." <i>Self</i> 190-95. *Newman, Sandra. "What Kind of Person Makes False Rape Accusations?" <i>Quartz</i> , May 11, 2017. *Shupp, Matthew R., Stephanie Erdice, and Cecil Howard. 2017. "Creating a Culture Shift in Response to Sexual Violence on College Campuses." Pp. 107-117. In <i>Preventing Sexual Violence on Campus: Challenging Traditional Approaches through Program Innovation</i> . Eds Sara Carrigan Wooten and Roland W. Mitchell. Routledge.
Wednesday, September 13	<b>DL#3/WR #3 due</b> .
Friday, September 15	<b>Guest Speaker: Librarian Dr. Emery</b> Discussion
<b>Week 4</b>  <b>Rape &amp; Legal Institutions</b>  Monday, September 18	<b>Presentation #4 (Shruti and Riniyah)</b>  *Rennison, Callie Marie. 2014. "Privilege, Among Rape Victims. Who Suffers Most from Rape and Sexual Assault in America?" <i>New York Times</i> . *Griffin, Susan. 1971. "Rape: The All-American Crime." <i>Ramparts Magazine</i> , pp. 26-35. *Falcón, Sylvanna M. 2001. "Rape as a Weapon of War: Advancing Human Rights for Women at the U.S.-Mexico Border." <i>Social Justice</i> 28(2): 31-50. *Freedman, Jane. 2016. "Sexual and gender-based violence against refugee

	<p>women.” <i>Reproductive Health Matters</i> 24(47): 18-26.</p> <p>*Bedera, Nicole and Kristjane Nordmeyer. 2020. "An Inherently Masculine Practice: Understanding the Sexual Victimization of Queer Women." <i>Journal of Interpersonal Violence</i>. Published online at <a href="https://doi.org/10.1177%2F0886260519898439">https://doi.org/10.1177%2F0886260519898439</a> .</p> <p>*Miller, Chanel. 2019. <i>Know My Name</i>. Chapter 1, 2, 3, &amp; 4</p> <p>*Martin, Patricia Yancey. 2005. “The Legal Institution: Why Police, Prosecutors, and Judges <i>Collaborate</i> with Rapists and Their Defenders.” In <i>Rape Work</i>. Routledge.</p> <p>*Gómez Cervantes, Andrea, Cecilia Menjívar, and William G. Staples. 2017. “‘Humane’ Immigration Enforcement and Latina Immigrants in the Detention Complex.” <i>Feminist Criminology</i> 12(3): 269-292.</p> <p>*Pelka, Fred. 1997. “Raped: A Male Survivor Breaks His Silence.” In <i>Gender Violence: Interdisciplinary Perspectives</i>, edited by Laura O’Toole and Jessica Schiffman, 209-214. New York: NYU Press.</p>
Wednesday, September 20	<b>DL#4/WR #4 due</b>
Friday, September 22	<b>Visit SLU Archives in Pius Library Room 307 (Archives &amp; Rare Books Reading Room)</b>
<p><b>Week 5</b></p> <p><b>Misogyny</b></p> <p>Monday, September 25</p>	<p><b>Presentation #5 (Elizabeth and Sophie)</b></p> <p>*Bosman, Julie, Kate Taylor, and Tim Arango. "A Common Trait Among Mass Killers: Hatred Toward Women." <i>NY Times</i>, 8-10-19.</p> <p>*Hackman, Rose. 2021. “Femicides in the US: The Silent Epidemic Few Dare to Name.” <i>The Guardian</i> <a href="https://www.theguardian.com/us-news/2021/sep/26/femicide-us-silent-epidemic">https://www.theguardian.com/us-news/2021/sep/26/femicide-us-silent-epidemic</a></p> <p>*Wright, Melissa W. 2011. “Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-US Border.” <i>Signs: Journal of Women in Culture and Society</i> 36(31): 707- 731.</p> <p>*Eriksson, Li, Paul Mazerolle and Samara McPedran. 2022. “Giving Voice to the Silenced Victims: A Qualitative Study of Intimate Partner Femicide.” <i>Australian Institute of Criminology: Trends &amp; Issues in Crime and Criminal Justice</i> 645: 1-12.</p> <p>*Standish, Katerina and Shalva Weil. 2021. “Gendered Pandemic: Suicide, Femicide, and COVID-19.” <i>Journal of Gender Studies</i> 30(7):807-818 Read only pp 811-815.</p> <p>*McLachlan, Freya and Bridget Harris. 2022. “Intimate Risks: Examining Online and Offline Abuse, Homicide Flags, and Femicide.” <i>Victims &amp; Offenders</i> 17(5): 623-646.</p> <p>*Miller, Chanel. 2019. <i>Know My Name</i>. Chapters 5-14</p>



Wednesday, September 27	<b>No Classes; Wellness Day</b>
Friday, September 29	<b>DL#5/WR #5 due (with extension if needed)</b> <b>Discussion day</b>
<b>Week 6</b>  <b>Environmental Terrorism, Catcalling, Sexual Harassment, &amp; Surveillance Labor</b>  Monday, October 2	<b>Presentation # 6 (Kiara)</b>  <ul style="list-style-type: none"> <li>*Kissling, Elizabeth Arveda. 1991. "Street Harassment: The Language of Sexual Terrorism." <i>Discourse &amp; Society</i> 2(4): 451-460.</li> <li>*Tuerkheimer, Deborah. 1997. "Street Harassment as Sexual Subordination: The Phenomenology of Gender-Specific Harm." <i>Wisconsin Women's Law Journal</i> 12: 167-206.</li> <li>*Bastomski, Sara and Philip Smith. 2017. "Gender, Fear, and Public Places: How Negative Encounters with Strangers Harm Women." <i>Sex Roles</i> 76: 73-88.</li> <li>*Fisher, Sophie, Danielle Lindner, and Christopher J. Ferguson. 2017. "The Effects of Exposure to Catcalling on Women's State Self-Objectification and Body Image." <i>Current Psychology</i> 1-8.</li> <li>*Chhun, Bunkosal. 2011. "Catcalls: Protected Speech or Fighting Words?" <i>Thomas Jefferson Law Review</i> 33: 272-295.</li> <li>*Scarduzio, Jennifer A., Sarah E. Sheff, and Matthew Smith. 2018. "Coping and Sexual Harassment: How Victims Cope Across Multiple Settings." <i>Arch Sexual Behavior</i> 47:327-340.</li> <li>*Mink, Gwendolyn. 2002. "Sexual Harassment Law from Carmita Wood to Paula Jones." In <i>Hostile Environment: The Political Betrayal of Sexually Harassed Women</i>. READ ONLY pages 1-6 and 30-41.</li> <li>*Chira, Susan and Catrin Einhorn. "How Tough Is It to Change a Culture of Harassment? Ask Women at Ford." <i>New York Times</i>, Dec. 19, 2017. Available online at <a href="https://www.nytimes.com/interactive/2017/12/19/us/ford-chicago-sexual-harassment.html">https://www.nytimes.com/interactive/2017/12/19/us/ford-chicago-sexual-harassment.html</a>.</li> <li>*Elizabeth, Jordannah. "The Intersectionality of Believability." Ms. Magazine Blog, Nov. 8, 2017. Available online at <a href="https://msmagazine.com/2017/11/08/the-intersectionality-of-believability/">https://msmagazine.com/2017/11/08/the-intersectionality-of-believability/</a> .</li> <li>*Quinn, Beth A. 2002. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching.'" <i>Gender &amp; Society</i> 16: 386-402.</li> </ul> <b>VIEW IN CLASS:</b> <ul style="list-style-type: none"> <li>*Bertram, Bonnie, producer. Watch Retro Report short video, "Why Hasn't Sexual Harassment Disappeared?" October 17, 2017 (11 minutes long). Available on YouTube at <a href="https://www.retroreport.org/video/why-hasnt-sexual-harassment-disappeared/">https://www.retroreport.org/video/why-hasnt-sexual-harassment-disappeared/</a></li> </ul>

Wednesday, October 4	<b>DL#6/WR #6 due</b>
Friday, October 6	<b>Discussion Day</b>
<b>Week 7</b> <b>Missing, Murdered, Indigenous Woman (MMIW)</b>  Monday, October 9	<b>Presentation #7 (Savina)</b>  *Parsloe, Sarah M., and Rashaunna C. Campbell. 2021. "Folks Don't Understand What It's Like to Be a Native Woman": Framing Trauma via #MMIW." <i>Howard Journal of Communications</i> , 32(3): 197-212. *Linquiti, Megan. 2020. "No More Stolen Sisters: America's Murdered and Missing Indigenous Women." <i>Women's Policy Journal of Harvard</i> 14:52-55. *Skylar, Joseph A. 2021. "A Modern Trail of Tears: The Missing and Murdered Indigenous Women (MMIW) Crisis in the US." <i>Journal of Forensic &amp; Legal Medicine</i> 79 *Brooks, Justin E. 2023. "Two Countries in Crisis: Man Camps and the Nightmare of Non-Indigenous Criminal Jurisdiction in the United States and Canada." <i>Vanderbilt Journal of Transnational Law</i> 56(2). *Lara, Trista. 2023. "The US Government's Legislative Shortcomings are to Blame for MMIW" <a href="https://newuniversity.org/2023/05/23/the-u-s-governments-legislative-shortcomings-are-to-blame-for-murdered-missing-indigenous-women/">https://newuniversity.org/2023/05/23/the-u-s-governments-legislative-shortcomings-are-to-blame-for-murdered-missing-indigenous-women/</a> *Murdoch-Crane, Sierra. 2013. "On Indian Land, Criminals Can Get Away with Almost Anything." <i>The Atlantic</i> *McKie, Scott. 2019. "Commentary: Let's Talk About the Oliphant in the Room." <i>Cherokee One Feather</i> <a href="https://theonefeather.com/2019/03/19/commentary-lets-talk-about-the-oliphant-in-the-room/">https://theonefeather.com/2019/03/19/commentary-lets-talk-about-the-oliphant-in-the-room/</a> *Kunze, Jenna. 2022. "Signing the VAWA of 2022, Notes New Tribal Court Jurisdiction." <i>Native News Online</i> <a href="https://nativenewsonline.net/currents/president-biden-addresses-nation-after-signing-the-violence-against-women-act-of-2022-notes-new-tribal-court-jurisdiction">https://nativenewsonline.net/currents/president-biden-addresses-nation-after-signing-the-violence-against-women-act-of-2022-notes-new-tribal-court-jurisdiction</a>
Wednesday, October 11	<b>DL/WR #7 Due</b>
Friday, October 13	Discussion Day

<p><b>Week 8</b></p> <p><b>IPV, Coercive Control, &amp; Gun Use</b></p> <p>Monday, October 16</p>	<p><b>Presentation #8 (Grace and Olivia)</b></p> <p>*Stark, Evan. 2007. "The Technology of Coercive Control." In <i>Coercive Control</i>, New York: Oxford University Press. <b>READ ONLY:</b></p> <ul style="list-style-type: none"> <li>• pp. 234-245 start with "The Typology of Abuse" and stop at "Is Violence Cyclical?"</li> <li>• pp. 278-283 start with "What Kind of Power is Control?" and stop at "The Economy of Rules"</li> </ul> <p>*Jones, Ann. 1994. "Why Doesn't She Leave?" In <i>Next Time She'll Be Dead: Battering and How to Stop It</i>. Boston: Beacon Press. <b>READ ONLY</b> pp. 129-140</p> <p>Recommended: Listen to <i>The IA</i> podcast about Coercive Control, Feb. 11, 2020 (45 minutes long), available online.</p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing. Pp 1-17 (preface)</p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing. Pp 21-34</p> <p>*Lynch, Kellie R., Denise Paquette Boots, Dylan B. Jackson, and Claire M. Renzetti. 2022. "Firearm-related Abuse and Protective Order Requests Among IPV Victims." <i>Journal of Interpersonal Violence</i> 37(15-16): 1-25.</p> <p>*Editorial Board of the <i>New York Times</i>. "The One-Sided Gun War of the Sexes." <i>New York Times</i>, April 14, 2017.</p>
<p>Wednesday, October 18</p>	<p><b>DL/WR #8 due</b> <b>TBD</b></p>
<p>Friday, October 20</p>	<p><b>TBD</b></p>
<p><b>Week 9</b></p> <p><b>IPV: Impact on Children &amp; Pets</b></p> <p>Monday, October 23</p>	<p><b>Presentation #9 (Arrabella)/ Documentary #1 Due</b></p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing. Pp 175-192.</p> <p>*Schneider, Elizabeth M. 2000. "Motherhood and Battering." In <i>Battered Women and Feminist Lawmaking</i>. New Haven: Yale University Press. <b>READ ONLY</b> pp. 148-157</p> <p>*Groves, Betsy McAlister. 2002. "When Home Isn't Safe: Children and Domestic Violence." In <i>Children Who See Too Much: Lessons from the Child Witness to Violence Project</i>. Boston, MA: Beacon Press.</p> <p>*McDonald, Shelby Elaine, Anna M. Cody, Laura J. Booth, Jennifer R. Peers, Claire O'Connor Luce, James Herbert Williams and Frank R.</p>

	<p>Ascione. 2018. "Animal Cruelty among Children in Violent Households: Children's Explanations of their Behavior." <i>Journal of Family Violence</i> 33: 469-480 NOTE: Focus on intervention</p> <p>*Cleary, Michelle, Deependra K. Thapa, Sancia West, Mark Westman, and Rachel Kornhaber. 2021. "Animal Abuse in the Context of Adult IPV: A Systematic Review." <i>Aggression and Violent Behavior</i> 61: 1-17.</p> <p>*Riggs, Damien W., Nik Taylor, Heather Fraser, Catherine Donovan, and Tania Signal. 2021. "The Link Between DV and Abuse and Animal Cruelty in the Intimate Relationships of People of Diverse Genders and/or Sexualities: A Binational Study." <i>Journal of Interpersonal Violence</i> 36(5-6): 1-27.</p>
Wednesday, October 25	<b>DL#9/WR #9 due</b>
Friday, October 27	<b>NO CLASS; FALL BREAK</b>
<p><b>Week 10</b></p> <p><b>IPV &amp; Perpetrator Perspective</b></p> <p>Monday, October 30</p>	<p><b>Presentation #10</b></p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing Pp 159-174.</p> <p>*Bancroft, Lundy. 2002. "The Mythology," "The Mystery," and "The Abusive Mentality." Chapters 1, 2, 3, and pp. 167-69 in <i>Why Does He Do That?: Inside the Minds of Angry and Controlling Men</i>. New York: Berkeley Publishing Group.</p> <p>*Snyder, Rachel Louise. 2021. "I Don't Want to Hit My Children. I Don't Want to Hit Anybody." In <i>The New York Times</i>, Oct. 1, 2021, available online at <a href="https://www.nytimes.com/2021/10/01/opinion/domestic-violence-hotline-uk.html">https://www.nytimes.com/2021/10/01/opinion/domestic-violence-hotline-uk.html</a></p>
Wednesday, November 1	<b>DL#10/WR #10 due</b>
Friday, November 3	
<p><b>Week 11</b></p> <p><b>IPV &amp; the Legal System</b></p> <p>Monday, November 6</p>	<p><b>Presentation #11</b></p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing, Pp 35-57.</p> <p>*Meloy, Michele L., and Susan L. Miller. 2011. "How Battered Women Lose: Unintended Consequences of Well-intentioned Legal and</p>

	<p>Criminal Justice Policies.” In <i>The Victimization of Women: Law, Policies, and Politics</i>. New York: Oxford University Press.</p> <p>* Maryland Network to End Violence Against Women. 2014. “Lethality Assessment Program, Maryland Model.” READ ONLY p. 1</p> <p>* Messing et al. 2015. “Oklahoma Lethality Assessment Study: A Quasi-Experimental Evaluation of the Lethality Assessment Program,” <i>Social Service Review</i>, 89(3) READ ONLY pp. 506-508.</p> <p>*Waits, Kathleen. 2001. “Battered Women and Their Children: Lessons from One Woman’s Story.” In <i>Domestic Violence Law</i>, edited by Nancy K.D. Lemon, 43-66. St. Paul, MN: West Group.</p> <p>*Logan, T.K., Lisa Shannon, Robert Walker, and Teri Marie Faragher. 2006. “Protective Orders: Questions and Conundrums.” <i>Trauma, Violence, and Abuse</i> 7 (3): 175-205.</p>
Wednesday, November 8	<b>DL#11/WR #11 due</b>
Friday, November 10	Guest Speakers: Shannon Bogolin (Assistant Polk County Attorney—Domestic Violence Unit) & Gabby Chiodo (SLU Student, Truman Scholar, and Polk County Attorney Intern in the Domestic Violence Unit)
<b>Week 12</b>  <b>IPV in the LGBTQ+ Community</b>  Monday, November 13	<b>Presentation #12 (Kylie)</b>  <p>*Guadalupe-Diaz, Xavier L. 2019. <i>Transgressed: Intimate Partner Violence in Transgender Lives</i>, pp. 1-3, 5-6, Chapter 2 (pp, 24-50), and Chapter 3 (pp. 51-85). New York: NYU Press.</p> <p>*Guadalupe-Diaz, Xavier L. 2019. <i>Transgressed: Intimate Partner Violence in Transgender Lives</i>, Chapter 5 (pp. 112-141) and pp. 155-161. New York: NYU Press.</p> <p>*Cannon, Claire and Frederick Buttell. 2015. “Illusion of Inclusion: The Failure of the Gender Paradigm to Account for IPV in LGBT Relationships.” <i>Partner Abuse</i> 6:65-77.</p> <p>*Dolan, C.V. and Nicole E. Conroy. 2021. “Centering Transgender Survivors’ Experiences of IPV Victimization: A Critique of Dominant Approaches to Research and Service Provision.” <i>Violence and Victims</i> 36(4): 493-508.</p> <p>*Yllo, Kersti. 2017. "Gender, Diversity, and Violence: Extending the Feminist Framework." In Susan Ferguson, ed., <i>Shifting the Center</i>, 5th edition, pp. 611-622. Newbury Park, CA: Sage Press.</p>
Wednesday, November 15	<b>DL #12/WR #12 Due</b>
Friday, November 17	

<p><b>Week 13</b></p> <p>Monday, November 20</p> <p><b>IPV &amp; Race, Immigration, &amp; Class</b></p>	<p><b>Presentation #13 (Valentina)</b></p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing. Pp 58-73.</p> <p>*Das Dasgupta, Shamita. 2000. "Women's Realities: Defining Violence Against Women by Immigration, Race, and Class." In <i>Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture</i>, edited by Natalie J. Sokoloff, 56-70. Piscataway, NJ: Rutgers University Press.</p> <p>*Sokoloff, Natalie J. 2008. "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." <i>International Journal of Sociology of the Family</i> 34(2): 153-185.</p> <p>*Crenshaw, Kimberle. 1997. "Intersectionality &amp; Identity Politics: Learning from Violence Against Women of Color." In <i>Reconstructing Political Theory: Feminist Perspectives</i>. Pp.178-191. Eds. Lyndon Shanley and Uma Narayan, Pennsylvania State University Press.</p> <p>*Sommers, Zach. 2017. "Missing White Woman Syndrome: An Empirical Analysis of Race and Gender Disparities in Online News Coverage of Missing Persons." <i>The Journal of Criminal Law and Criminology</i> 106(2): 275-314. Note: Focus on the research questions and the findings, less on analysis</p> <p>*Messing, Jill Theresa, David Becerra, Allison Ward-Lasher, and David K. Androff. 2015. "Latina's Perceptions of Law Enforcement: Fear of Deportation, Crime Reporting, and Trust in the System." <i>Journal of Women and Social Work</i>, 30(3) 328-340.</p>
<p>Wednesday, November 22</p>	<p><b>DL#13/WR #13 EXTRA CREDIT NO CLASS; THANKSGIVING BREAK</b></p>
<p>Friday, November 24</p>	<p><b>NO CLASS; THANKSGIVING BREAK</b></p>
<p><b>Week 14</b></p> <p><b>Decriminalizing &amp; Rehabilitating IPV Perpetrators</b></p> <p>Monday, November 27</p>	<p><b>Presentation #14 Documentary #2 Due (Anna and Ellie)</b></p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing. Pp 107-158. Pay extra attention to language.</p> <p>*Synder, Rachel Louise. 2020. <i>No Visible Bruises</i>. Bloomsbury Publishing. Pp 200-208.</p> <p>*Goodmark, Leigh. 2018. "Introduction" and "Intimate Partner Violence Is..." Pp. 1-33. In <i>Decriminalizing Domestic Violence</i>. Univ. of California Press. (eBook)</p> <p>*Gomez-Casillas, Amalia, Mariona Lozano, and Elisensa Renteria. 2021. "Expected Years Lived with IPV: A New Approach for Public Health." <i>Global Health Action</i> 14: 1-8.</p>

	*Goodmark, Leigh. 2023. "The Criminalization of Survival." Pp. 1-24. In <i>Imperfect Victims: Criminalized Survivors and the Promise of Abolition Feminism</i> . University of California Press. (eBook)
Wednesday, November 29	<b>DL #14/WR #14 DUE</b>
Friday, December 1	
<b>Week 15</b>  <b>Solutions &amp; IPV Advocacy</b> Monday, December 4	<b>Presentation #15 (Matthew and Hayden)</b>  *Synder, Rachel Louise. 2020. <i>No Visible Bruises</i> . Bloomsbury Publishing, Pp 84-97 *Synder, Rachel Louise. 2020. <i>No Visible Bruises</i> . Bloomsbury Publishing. Pp 211-221. *Synder, Rachel Louise. 2020. <i>No Visible Bruises</i> . Bloomsbury Publishing. Pp 267-280. *Coker, Donna. 2020. "Restorative Responses to Intimate Partner Violence." In <i>Comparative Dispute Resolution</i> , ed. Maria Moscati, Michael Palmer, and Marian Roberts, pp. 46-63. Northampton, MA and Cheltenham, UK: Elgar Press. *Burnett, Camille, Jolie Crowder, Loraine J. Bacchus, Donna Schminkey, Linda Bullock, Phyllis Sharps, and Jacquelyn Campbell. 2021. "It Doesn't Freak Us Out the Way it Used to': An Evaluation of the Domestic Violence Enhanced Home Visitation Program to Inform Practice and Policy Screening for IPV." <i>Journal of Interpersonal Violence</i> 36(13-14):1-28. *Yaxley, Robyn, Kimberley Norris, and Janet Haines. 2018. "Psychological Assessment of IPV." <i>Psychiatry, Psychology and Law</i> 25(2): 237-256. Goodmark, Leigh. 2018. "A Balanced Policy Approach." Pp 121-155. In <i>Decriminalizing Domestic Violence</i> . University of California Press. (eBook)
Wednesday, December 6	<b>DL #15/WR #15 Due</b>
Friday, December 8	<b>LAST CLASS</b>
<b>Week 16</b>	

Note: Syllabus subject to change at any point. Please check your email daily.



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Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.