

WGST 3800-01/POLS 3880-01/CCJ 3800-01
Violence Against Women
Women's and Gender Studies
Fall 2022

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

Classroom: TGH 105
Meeting Time: T/TH 2:15-3:30pm
Course Credit Hours: 3

- Wednesdays (11:00am-2:00pm); Thursdays (10:00am-1:30pm)
- By appointment (email)

IMPORTANT:

- During weekdays, I will respond to emails within 24 hours or sooner; Normal weekday email hours are 8:30am-5:00pm; weekends vary. Plan accordingly.
- If I have to miss a class unexpectedly, expect an email with class instructions. Always check your email before class.

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) Readings posted on Canvas.
- 4) NYT Subscription (accessed through SLU library) → good for weekly responses and some articles assigned

Recommended Course Materials:

- 1) Katz, Jackson. 2019. *The Macho Paradox. 2nd Edition*. Sourcebooks.
- 2) Gay, Roxanne. 2018. *Not That Bad: Dispatches From Rape Culture*.

Note: Copies of the required and recommended books are available at the library Course Reserve for checkout.

Course Technology:

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

COURSE GRADING:

1) Introduce Yourself on Canvas (10 points): Instructions on canvas due August 29th

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

2) Attendance (100 points) (class voted):

Students must be no later than 5 minutes to get full attendance unless with an excuse; students can have two unexcused absences; I will not provide notes to absent students.

3) Weekly Responses (60 Points):

On weeks you are not a discussion leader, you will turn in a short writing response 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 Tuesdays 8:00am

4) Discussion Leadership Questions (60 Points):

Each student will be required to prepare discussion questions for 6 weeks of the class sessions.

- 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 Tuesdays 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 (40 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 FOUR brief 1-2 paragraph essays (10 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.

- You can only select one documentary from each category ONCE, so all 4 of your documentaries will be from different sections/categories.
- Documentaries should be a summary and be connected to course readings.
- Include the following in-text citation (Author’s last name YEAR: #) → (Ochoa 2019: 34)

6) WGS Community Support (30 points):

Students are required to attend two WGS-related events of their choosing this semester and will write a short summary (15 points each) on the event and its relation to the course.

7) Final exam (100 points):

The final exam will consist of a series of essay questions and students will choose which questions to answer.

*Open to discuss this format.

8) Media Project (100 points):

* Preliminary Analysis (50 points)

-Topic Due October 4th

*Includes short paper on topic and analysis

-Final Topic and Preliminary Project idea due October 25th

* Final Media Project/Presentation (50 points)

		My Grade:
Introduce Yourself On Canvas	10 points	_____
Attendance	100 points	_____
Weekly Response	60 points	_____
Discussion Leadership Questions	60 points	_____
Final Exam	100 points	_____
Documentary Reflection Essay (4)	40 points	_____
WGS Community Support	30 points	_____
Media Project	100 points	_____
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Total:	500 points	_____

TOTAL POINTS	PERCENTAGE	LETTER GRADE
443+	90-100%	A
433-442	87-89%	B+
408-432	82-86%	B
398-407	80-81%	B-
383-397	77-79%	C+
358-382	72-76%	C
348-357	70-71%	C-
298-347	60-69%	D
0-297	0-60%	F

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

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.

Tentative Course Calendar

Date	Class Readings & Materials
Intro Week Thursday, August 25	Syllabus Overview; Activity
Week 1 Misogyny & Femicide Tuesday, August 30	DL#1/WR #1 Due *Bosman, Julie, Kate Taylor, and Tim Arango. "A Common Trait Among Mass Killers: Hatred Toward Women." <i>NY Times</i> , 8-10-19. *Hackman, Rose. 2021. "Femicides in the US: The Silent Epidemic Few Dare to Name." <i>The Guardian</i> https://www.theguardian.com/us-news/2021/sep/26/femicide-us-silent-epidemic *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>Thursday, September 1</p>	<p>*Standish, Katerina. 2021. "Suicide, Femicide, and COVID-19" <i>Peace Review: A Journal of Social Justice</i>, 33: 71-79. READ ONLY p74-79</p> <p>*Santos-Hermoso, Jorge, Jose Luis Gonzalez-Alvarez, Juan Jose Lopez-Ossorio, Angel Garcia-Collantes, and Miguel Angel Alcazar-Corcoles. 2022. "Psychopathic femicide: The influence of psychopathy on intimate partner homicide." <i>Journal of Forensic Sciences</i> 67: 1579-1592.</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 & 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>Week 2</p> <p>IPV & Coercive Control</p> <p>Tuesday, September 6</p>	<p>DL#2/WR #2 Due</p> <p>*Stark, Evan. "The Technology of Coercive Control." Chapter 8 in <i>Coercive Control</i>, New York: Oxford University Press, 2007. READ ONLY:</p> <ul style="list-style-type: none"> • pp. 234-245 (start with "The Typology of Abuse" and stop at "Is Violence Cyclical?" • pp. 278-283 (start with "What Kind of Power is Control?" and stop at "The Economy of Rules" <p>*Jones, Ann. "Why Doesn't She Leave?" READ ONLY pp. 129-140 from Chapter 5 in <i>Next Time She'll Be Dead: Battering and How to Stop It</i>. Boston: Beacon Press, 2000.</p> <p>Recommended: *Listen to <i>The IA</i> podcast about Coercive Control, Feb. 11, 2020 (45 minutes long), available online.</p>
<p>Thursday, September 8</p>	<p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 1-17 (preface)</p> <p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 21-34</p>
<p>Week 3</p> <p>IPV & Gun Use</p> <p>Tuesday, September 13</p>	<p>DL#3/WR #3 due</p> <p>*Lynch, Kellie R., Dylan B. Jackson, and TK Logan. 2021. "Coercive Control, Stalking, and Guns: Modeling Service Professionals' Perceived Risk of Potentially Fatal Intimate Partner Gun Violence." <i>Journal of Interpersonal Violence</i> 36(15-16): 1-22.</p> <p>*Lynch, Kellie R., Amy Chanmugam, and Dylan B. Jackson. 2022. "Sticking to their Guns: Examining Firearm-Related Protective Actions Among IPV Victims." <i>Sociological Inquiry</i> 92 (S1): 792-813.</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>IPV & Animal Abuse</p> <p>Thursday, September 15</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>*Newberry, Michelle. 2017. "Pets in Danger: Exploring the link between DV and animal abuse." <i>Aggression and Violent Behavior</i> 34:1-9.</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> <p>Documentary Essay #1 Due Friday, September 16th</p>
<p>Week 4</p> <p>IPV & Impact on Children</p> <p>Tuesday, September 20</p>	<p>DL#4/WR #4 due</p> <p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 175-192.</p> <p>*Schneider, Elizabeth M. "Motherhood and Battering." READ ONLY pp. 148-157 from Chapter 9 in <i>Battered Women and Feminist Lawmaking</i>. New Haven: Yale University Press, 2000.</p> <p>*Groves, Betsy McAlister. "When Home Isn't Safe: Children and Domestic Violence." Chapter 3 in <i>Children Who See Too Much: Lessons from the Child Witness to Violence Project</i>. Boston, MA: Beacon Press, 2002.</p>
<p>Thursday, September 22</p>	<p>*McDonald, Shelby Elaine, Sandra A. Graham-Bermann, Anna Maternick, Frank R. Ascione, and James Herbert Williams. 2016. "Patterns of Adjustment among Children Exposed to IPV: A Person-Centered Approach." <i>Journal of Adolescent Trauma</i> 9: 137-152.</p> <p>*Hartman, Christie, Tina Hageman, James Herbert Williams, Jason St. Mary, and Frank R. Ascione. 2019. "Exploring Empathy and Callous-Unemotional Traits as Predictors of Animal Abuse Perpetrated by Children Exposed to IPV." <i>Journal of Interpersonal Violence</i> 34(12):2419-2437.</p> <p>*McDonald, Shelby Elaine, Anna M. Cody, Laura J. Booth, Jennifer R. Peers, Claire O'Connor Luce, James Herbert Williams and Frank R. 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>*Matijczak, Angela, Shelby E. McDonald, Kelly E. O'Connor, Nicole George, Camie A. Tomlinson, Jennifer L. Murphy, Frank R. Ascione, and James Herbert Williams. 2020. "Do Animal Cruelty Exposure and Positive Engagement with Pets Moderate Associations Between Children's Exposure to Intimate Partner Violence and Externalizing Behavior Problems?" <i>Child and Adolescent Social Work Journal</i> 37: 601-613. NOTE: Focus on Literature Review and Public Health</p>

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Week 5 IPV & Perpetrator Perspective Tuesday, September 27	DL#5/WR #5 due *Synder, Rachel Louise. <i>No Visible Bruises</i> . Bloomsbury Publishing, 2020. Pp 159-174. *Bancroft, Lundy. “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, 2002. *Snyder, Rachel Louise. "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 https://www.nytimes.com/2021/10/01/opinion/domestic-violence-hotline-uk.html
IPV & the Legal System Thursday, September 29	*Synder, Rachel Louise. <i>No Visible Bruises</i> . Bloomsbury Publishing, 2020. Pp 35-57. *Meloy, Michele L., and Susan L. Miller. “How Battered Women Lose: Unintended Consequences of Well-intentioned Legal and Criminal Justice Policies.” Chapter 6 in <i>The Victimization of Women: Law, Policies, and Politics</i> . New York: Oxford University Press, 2011. * Maryland Network to End Violence Against Women, “Lethality Assessment Program, Maryland Model,” 2014, READ ONLY p. 1 * Jill Messing, et al., “Oklahoma Lethality Assessment Study: A Quasi-Experimental Evaluation of the Lethality Assessment Program,” <i>Social Service Review</i> , Vol. 89, no. 3 (2015), READ ONLY pp. 506-508. *Waits, Kathleen. “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, 2001. *Logan, T.K., Lisa Shannon, Robert Walker, and Teri Marie Faragher. “Protective Orders: Questions and Conundrums.” <i>Trauma, Violence, and Abuse</i> 7, no. 3 (2006): 175-205.
Week 6 IPV in the LGBTQ+ Community Tuesday, October 4	DL#6/WR #6 due Media Presentation Topic due *Guadalupe-Diaz, Xavier L. <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, 2019. *Guadalupe-Diaz, Xavier L. <i>Transgressed: Intimate Partner Violence in Transgender Lives</i> , Chapter 5 (pp. 112-141) and pp. 155-161. New York: NYU Press, 2019 *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>*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>IPV & Race, Immigration, & Class</p> <p>Thursday, October 6</p>	<p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 58-73.</p> <p>*Yllo, Kersti. "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, 2017.</p> <p>*Das Dasgupta, Shamita. "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, 2000.</p> <p>*Sokoloff, Natalie J. "The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence: What Poor Women, Women of Color, and Immigrant Women are Teaching Us About Violence in the Family." <i>International Journal of Sociology of the Family</i> 34, no. 2 (2008), pp. 153-185.</p> <p>*Crenshaw, Kimberle. 1997. "Intersectionality & 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>*Chang-Yeh, Lark. 2022. "Missing White Woman Syndrome: A Historical and Sociological Look into the Case of Gabby Petito." <i>UC Berkeley</i> Read only pages 5-6.</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>Documentary Essay #2 Due Friday, October 7th</p>
<p>Week 7</p> <p>Decriminalizing & Rehabilitating IPV Perpetrators</p> <p>Tuesday, October 11</p>	<p>DL#7/WR #7 due</p> <p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 107-158. Pay extra attention to language.</p> <p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 200-208.</p> <p>*Goodmark, Leigh. <i>Decriminalizing Domestic Violence</i>, pp. 83-87 and 134-141. Univ. of California Press, 2018.</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>

Thursday, October 13	Guest lecture
Week 8 Solutions & IPV Advocacy Tuesday, October 18	DL#8/WR #8 due (use Week 9 Thursday's readings) WORK IN CLASS ON YOUR MEDIA PROJECT PRELIMINARY ANALYSIS & FINALIZING YOUR TOPIC
Thursday, October 20	<p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 84-97</p> <p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 211-221.</p> <p>*Synder, Rachel Louise. <i>No Visible Bruises</i>. Bloomsbury Publishing, 2020. Pp 267-280.</p> <p>*Coker, Donna. "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 2020.</p> <p>*Burkemper, Judge Bennett and Nina Balsam, "Examining the Use of Restorative Justice Practices in Domestic Violence Cases," <i>SLU Public Law Review</i>, vol. 27 (2007-08), READ ONLY pp. 132-33.</p> <p>*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.</p> <p>*Yaxley, Robyn, Kimberley Norris, and Janet Haines. 2018. "Psychological Assessment of IPV." <i>Psychiatry, Psychology and Law</i> 25(2): 237-256.</p> <p>*"Lincoln County Domestic Violence Victim Impact Panels (2007-2008): Comments from Panelists," read both pages.</p>
Week 9 Sexual Harassment in the Workplace Tuesday, October 25	Media Presentation Topics & Preliminary Presentation Ideas Due (Submit on Canvas) Mink, Gwendolyn. "Sexual Harassment Law from Carmita Wood to Paula Jones." Chapter 2 in Gwendolyn Mink, <i>Hostile Environment: The Political Betrayal of Sexually Harassed Women</i> (2002). READ ONLY pages 1-6 and 30-41. Bertram, Bonnie, producer. Watch Retro Report short video, "Why Hasn't Sexual Harassment Disappeared?" October 17, 2017 (11 minutes long). Available on YouTube at

	<p>https://www.retroreport.org/video/why-hasnt-sexual-harassment-disappeared/</p> <p>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 https://www.nytimes.com/interactive/2017/12/19/us/ford-chicago-sexual-harassment.html.</p> <p>*Elizabeth, Jordannah. "The Intersectionality of Believability." Ms. Magazine Blog, Nov. 8, 2017. Available online at https://msmagazine.com/2017/11/08/the-intersectionality-of-believability/.</p> <p>*Quinn, Beth A. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching.'" <i>Gender & Society</i> 16 (2002), pp. 386-402.</p>
Thursday, October 27	NO CLASS; FALL BREAK
<p>Week 10</p> <p>Environmental Sexual Terrorism- Stalking, Catcalling, Surveillance Labor</p> <p>Tuesday, November 1</p>	<p>DL#9/WR #9 due</p> <p>*Kissling, Elizabeth Arveda. 1991. "Street Harassment: The Language of Sexual Terrorism." <i>Discourse & Society</i> 2(4): 451-460.</p> <p>*Tuerkheimer, Deborah. 1997. "Street Harassment as Sexual Subordination: The Phenomenology of Gender-Specific Harm." <i>Wisconsin Women's Law Journal</i> 12: 167-206.</p> <p>*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.</p>
Thursday, November 3	<p>*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.</p> <p>*Chhun, Bunkosal. 2011. "Catcalls: Protected Speech or Fighting Words?" <i>Thomas Jefferson Law Review</i> 33: 272-295.</p> <p>*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.</p> <p>*McLachlan, Freya and Bridget Harris. 2022. "Intimate Risks: Examining Online and Offline Abuse, Homicide Flags, and Femicide." <i>Victims & Offenders</i> 17(5): 623-646.</p> <p>Documentary Essay #3 Due Friday, November 4th</p>
<p>Week 11</p> <p>Tuesday, November 8</p>	<p>DL#10/WR #10 due</p> <p>See No Evil Episode in Class</p>

<p>Rape & Legal Institutions</p>	<p>*Griffin, Susan. "Rape: The All-American Crime." <i>Ramparts Magazine</i>, September 1971, pp. 26-35.</p> <p>*Schulhofer, Stephen J. "Unchecked Abuses." Chapter 1 in <i>Unwanted Sex: The Crime of Intimidation and the Failure of Law</i>. Cambridge: Harvard University Press, 1998.</p> <p>*Miller, Chanel. 2019. <i>Know My Name</i>. Chapter 1, 2, 3, & 4</p> <p>*Martin, Patricia Yancey. "The Legal Institution: Why Police, Prosecutors, and Judges <i>Collaborate</i> with Rapists and Their Defenders." Chapter 3 in <i>Rape Work</i>. New York and London: Routledge, 2005.</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>Recommended: *The American Law Institute: Model Penal Code Preliminary Draft #9, Oct. 2018.</p>
<p>Rape & Toxic Masculinity/Rape Culture</p> <p>Thursday, November 10</p>	<p>TBD</p> <p>*Katz, Jackson. "It Takes a Village to Rape a Woman." Chapter 9 in <i>The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help</i>. Naperville, IL: Sourcebooks, Inc., 2006.</p>
<p>Week 12</p> <p>Tuesday, November 15</p>	<p>DL#11/WR #11 due</p> <p>*Crenshaw, Kimberle. "How R. Kelly Got Away With It." <i>The New York Times</i>, Oct. 21, 2021.</p> <p>*Neuhauser, Alan. 2018. "Border Patrol Has a Problem with Women." <i>The Report</i>.</p> <p>*Rivard, Ry. "Only Yes Means Yes," <i>Inside Higher Education</i>, 6/19/14 (2 pages total).</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 https://www.nytimes.com/2022/08/25/world/europe/spain-rape-consent-law.html</p> <p>*Erderly, Sabrina Rubin. "The Crime Against Women That No One Understands." <i>Self</i> (November 2008): 190-95.</p> <p>*Herman, Judith. "Terror." Chapter 2 in <i>Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror</i>. New York: Basic Books, 1997.</p> <p>* Shulevitz, Judith. "Regulating Sex," <i>New York Times</i> June 27, 2015, available at http://nyti.ms/1KhK2J0 .</p> <p>*Newman, Sandra. "What Kind of Person Makes False Rape Accusations?" <i>Quartz</i>, May 11, 2017.</p>

<p>Sexual Assault on Campus Thursday, November 17</p>	<p>* Kimmel, Michael. "Predatory Sex and Party Rape." Chapter 10 in <i>Guyland: The Perilous World Where Boys Become Men</i>. New York: Harper Collins, 2008.</p> <p>*Miller, Chanel. 2019. <i>Know My Name</i>. Chapters 5, 6, 7, & 8.</p> <p>*Brodsky, Alexandra. "Fair Process, Not Criminal Process, Is the Right Way to Address Campus Sexual Assault." <i>The American Prospect</i>, Jan. 21, 2015. Available online at http://prospect.org/article/fair-process-not-criminal-process-right-way-address-campus-sexual-assault</p> <p>*Lisak, David and Paul M. Miler. "Repeat Rape and Multiple Offending Among Undetected Rapists." <i>Violence and Victims</i> 17, no. 1 (2002): 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>*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>Documentary Essay #4 Due Friday, November 18th</p>
<p>Week 13 Tuesday, November 22</p>	<p>NO CLASS; THANKSGIVING</p> <p>* Miller, Chanel. 2019. <i>Know My Name</i>. Chapters 9, 10, & 11</p>
<p>Thursday, November 24</p>	<p>NO CLASS; THANKSGIVING</p>
<p>Week 14 Rape & Intersectionality Tuesday, November 29</p>	<p>DL#12/WR #12 due</p> <p>*Rennison, Callie Marie. "Privilege, Among Rape Victims. Who Suffers Most from Rape and Sexual Assault in America?" <i>New York Times</i> Dec. 21, 2014.</p> <p>*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.</p> <p>*Freedman, Jane. 2016. "Sexual and gender-based violence against refugee women." <i>Reproductive Health Matters</i> 24(47): 18-26.</p> <p>*Bedera, Nicole and Kristjane Nordmeyer. "An Inherently Masculine Practice: Understanding the Sexual Victimization of Queer Women." <i>Journal of Interpersonal Violence</i>, 2020. Published online at https://doi.org/10.1177%2F0886260519898439 .</p>

Thursday, December 1	*Pelka, Fred. "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, 1997. *Scarce, Michael. "Male-on-Male Rape." In <i>Just Sex: Students Rewrite the Rules on Sex, Violence, and Equality</i> , edited by Jodi Gold and Susan Villari, 39-46. New York: Rowman & Littlefield, 2000.
Week 15	
Tuesday, December 6	* Miller, Chanel. 2019. <i>Know My Name</i> . Chapters 12, 13, & 14
Thursday, December 8	Last day of class
Week 16	
Tuesday, December 13	FINAL EXAM Week
Thursday, December 15	FINAL EXAM Week

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; 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> and <https://www.slu.edu/general-counsel>.