

WS 301: Sexual Violence Against Women and Children: Theory and Response
Summer 2021
Online | Asynchronous

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Course Description and Goals:

This course investigates sexual violence against women and children from theoretical and applied perspectives, including intersections of race, class, gender and violence and individual and collective strategies to prevent or deter assault, race, class, and gender violence. Upon completion of this course, you will have a greater understanding of feminist responses to sexual violence. You will be able to write critically about these concepts and apply the critical thinking skills that you have honed this class in your personal and professional lives.

Required Materials:

You do not need to buy any materials for this class. We will use Hypothesis to collaboratively annotate and discuss the readings together, and printable versions of the readings will be uploaded to D2L. You will need:

- Access to our D2L classroom: <https://d2l.msu.edu>
- A free account for Hypothesis annotation
- Access to Google Chrome
 - Use the Hypothesis plug-in for Chrome to begin annotating:
<https://web.hypothes.is/start/>

Assignments:

Assignment	Points Possible	Due Date
Presentation	15	Variable
Reflection	10	Variable
Advocacy Spotlight	20	Week 3
Final Paper Proposal	5	Week 4
Final Paper	35	Week 7
Participation	15	Ongoing
	Total Points: 100	

Course Grade Scale: Michigan State uses the following grading scale, based on 100 points.

4.0: 95-100; 3.5: 89-94; 3.0: 82-88; 2.5: 75-81; 2.0: 70-74; 1.5: 65-69; 1.0: 60-64; 0.0: 0-64

Sensitive Material and Mandatory Reporting

Because this course is about sexual violence, the readings and discussions will engage with a variety of topics and material that may be frank, discomforting, or potentially triggering. It is likely that some members of this class are survivors of sexual violence, and we will discuss these topics respectfully, academically, and with self and community care in mind. Please consider the nature of this course and your own health and well-being before committing to this class. If this is the not the right time for you to engage with this material, that is okay and you can take this course in another semester. Due to the sensitive nature of the material and discussions, please do not record or share materials from this class that are not your own individual writing. This protects your classmates' privacy and maintains the integrity of our classroom discussion spaces.

You should also know that as an MSU Instructor, I am a mandatory reporter. Here is MSU's mandatory reporting policy:

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others.

This means I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

A campus official may reach out to talk with you about the incident that you have shared, and it will be your decision whether you wish to speak with them. If I have to make a mandatory report based on something you share in class or in your writing, I will always let you know before I do so. If you'd like to talk about these events in a more confidential setting, you're encouraged to make an appointment with the MSU Counseling Center.

[Other university policies have been redacted.]

Assignment Descriptions

Participation – 15 points

This is an asynchronous class, meaning we will not meet on Zoom for real-time discussion. Instead, your participation will be assessed through your engagement with the readings and annotations. All of the readings will be uploaded to Hypothesis, with printable access copies available on D2L. As you read, use Hypothesis to highlight and add comments, questions, or relevant outside material to sections of the readings. You are welcome to respond to each other's annotations, much like you would reply to each other if we were having a "real-life" conversation. Strive to complete your readings and annotations by Friday of each week so that your thoughts can be included in that week's reflection (see below).

Presentations – 15 points

Once during the semester, you'll work with 1-2 of your classmates to present an additional reading to the class. This presentation should contain the following elements:

- A summary of the main thesis or argument: What is the main point of the article or chapter?
- Context: Who wrote it, when was it written, and where was it published?
- Analysis: What are the major sections, themes, or contributions of the text? What does it add to our ongoing conversation of feminism and gender studies?
- Discussion questions: What would you like the class to talk about from this article as we discuss the core readings for the week?

Presentation texts are listed in the schedule, and you'll sign up for presentation groups in the first week of class. Since we aren't meeting together for a live class, you have several options to format your presentation. Once you have created your slides, you can type your narration into the speaker notes below the slides, record audio of yourself narrating the slides in PowerPoint or Google Slides, or embed short videos discussing the content into the slides themselves.

Presentations are due no later than Friday of the week assigned. Post a copy of your presentation in the discussion forum for that week so your classmates can view it, then submit a copy to the assignment dropbox so I can give you points for it.

Reflections – 10 points

One week during the semester, you will carefully read through your classmate's annotations of the week's readings, identify themes, and write a reflection of your perspective on the conversation to post to D2L. Your reflection should be more than a simple summary of the readings discussed. You might ask and answer such questions as

- What themes emerged in the readings and discussion?
- How do these themes relate to previous readings and discussions?
- Can you connect the week's topics to "real life" examples to help us better understand what we've read and discussed?

These reflections will help you process what you've read and discussed in class and help you build toward your final paper. There will be multiple people reflecting each week, and it's okay

if there is some overlap between the themes you identify and the themes your classmates identify in their reflections. At the same time, feel free to draw on your own academic and activist experiences, your prior knowledge, and your interests in the material to add your own perspective. There isn't a "right" way to write these reflections—instead, they are an exercise in [feminist reflexivity](#).

You'll sign up for reflections during the first week of class, and they will be due the Wednesday of the following week. (For example, if you sign up to reflect on Week 2's conversation, your reflection will be due by Wednesday of Week 3.) Reflections will be posted in the discussion forum for that week on D2L.

Advocacy Spotlight – 20 points

For this assignment, you will research an advocacy group or organization that responds, in some way, to issues of sexual violence covered in this class. You will create a presentation or slide deck introducing the group or organization and responding to the following questions:

- What is the purpose or goals of the group?
- Who do they serve?
- What approaches, theories, or frameworks do they use to respond or intervene in sexual violence?

You can consider groups local to MSU and East Lansing (MSU Center for Survivors, Reclaim MSU, Women's Center of Greater Lansing, Firecracker Foundation, etc.), groups local to your hometown, or national organizations (Survived and Punished, Incite! Women of Color Against Violence, The Breathe Network, etc.).

Final Paper and Proposal– 40 total points

For your final paper, choose a recent event—such as the recent anti-trans legislation in Florida enabling genital checks on children, MSU's refusal to release documents regarding the Nassar case, or the murder of Asian massage workers in Atlanta—to analyze through 5 or more of the texts read in this class. Rather than summarizing the arguments of these texts, consider either 1) how you can use these theories to build an argument for a particular feminist response to the event or 2) how two feminist theories might conflict around your event. Your paper should be 4-6 pages long and use MLA or APA citations. You are welcome to use outside sources as needed, but please use sources from this class for the bulk of your paper.

In Week 4, you will submit a proposal for your final paper identifying a potential topic and approach (5 points). The paper itself will be due in Week 7 (35 points).

WS 301 Course Schedule

<p>Week 0: Sample Week</p> <p>This is an example of how to read our course schedule.</p>	<p>Core readings are listed here. These are required of all class members. Please read and respond to them in Hypothesis by Friday night of each week.</p> <p>Printable copies of the readings are also available on D2L.</p> <p>Presentations are required reading for the 2-3 people presenting each text to the class. They're optional for everyone else but may be helpful resources for your final paper!</p> <p>You can find additional supplemental readings in D2L, if you would like to learn more about a topic beyond what we read together.</p>	<p>What's Due:</p> <p>You'll find due dates for projects here.</p> <p>After our first week of class, I'll update this column with the names of presenters and reflectors for each week.</p>
<p>Week 1: Introduction to Gender and Sexual Violence</p> <p>05/17 – 05/23</p>	<p>Core Readings:</p> <p>Campbell, R., & Townsend, S. (2011). Defining the scope of sexual violence against women. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen <i>Sourcebook on Violence against women</i> (pp. 95-110). SAGE Publications, Inc.</p> <p>DeKeseredy, W., & Schwartz, M. (2011).</p>	<p>No presentations this week.</p> <p>Reflecting:</p>

	<p>Theoretical and definitional issues in violence against women. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen <i>Sourcebook on Violence against women</i> (pp. 3-22). SAGE Publications, Inc.</p> <p>Lugones, M. (2016). The Coloniality of Gender. In W. Harcourt (Ed.), <i>The Palgrave Handbook of Gender and Development: Critical Engagements in Feminist Theory and Practice</i> (pp. 13–33). Palgrave Macmillan UK.</p>	
<p>Week 2: Purity Culture, Virginity, and Intimate Partner and Family Violence</p> <p>05/24 – 05/30</p>	<p>Core Readings:</p> <p>Klement, K. R., & Sagarin, B. J. (2017). Nobody wants to date a whore: Rape-supportive messages in women-directed Christian dating books. <i>Sexuality & Culture, 21</i>(1), 205-223.</p> <p>Valenti, J. (2009). <i>The Purity Myth: How America's Obsession with Virginity is Hurting Young Women</i>. Seal Press. [excerpt]</p>	<p>Presenting:</p> <p>Reflecting:</p>

	<p>Whittier, N. (2016). Where Are the Children? Theorizing the missing piece in gendered sexual violence. <i>Gender & Society</i>, 30(1), 95-108.</p> <p>Presentations:</p> <p>Cannon, C., Lauve-Moon, K., & Buttell, F. (2015). Re-theorizing intimate partner violence through post-structural feminism, queer theory, and the sociology of gender. <i>Social Sciences</i>, 4(3), 668-687.</p> <p>Messing, J. T. (2011). The social control of family violence. <i>Affilia</i>, 26(2), 154-168.</p>	
<p>Week 3: Reproductive Justice</p> <p>05/31 – 06/06</p>	<p>Core Readings:</p> <p>Hernández, L. H. (2019). Feminist approaches to border studies and gender violence: Family separation as reproductive injustice. <i>Women's Studies in Communication</i>, 42(2), 130-134</p> <p>Morrison, J. C. (2019). Resuscitating the Black Body: Reproductive Justice as Resistance to the State's Property</p>	<p>Advocacy Spotlight due by 11:59 Friday, 06/04</p> <p>Presenting:</p> <p>Reflecting:</p>

	<p>Interest in Black Women’s Reproductive Capacity. <i>Yale Journal of Law and Feminism</i>, 31(1), 35–56.</p> <p>Ross, L. J. (2017). Reproductive Justice as Intersectional Feminist Activism. <i>Souls</i>, 19(3), 286–314.</p> <p>Presentations:</p> <p>Nelson, J. (2010). “All this that has happened to me shouldn’t happen to nobody else”: Loretta Ross and the Women of Color Reproductive Freedom Movement of the 1980s. <i>Journal of Women’s History</i>, 22(3), 136–160.</p>	
<p>Week 4: Violence on College Campuses</p> <p>06/07 – 06/13</p>	<p>Core Readings:</p> <p>Green, E. (2018). "Sex Assault Rules Under DeVos Bolster Defendants' Rights and Ease College Liability." <i>New York Times</i>.</p> <p>Katz, J. (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>. Sourcebooks, Inc.</p> <p>Méndez, X. (2020). <i>Beyond Nassar: A</i></p>	<p>Final Paper Proposal due by 11:59 Friday, 06/11</p> <p>Presenting:</p> <p>Reflecting:</p>

	<p>Transformative Justice and Decolonial Feminist Approach to Campus Sexual Assault. <i>Frontiers: A Journal of Women Studies</i>, 41(2), 82-104.</p> <p>Presentations: Watch: <i>The Hunting Ground</i>, available on Kanopy.</p>	
<p>Week 5: State Violence 06/14 – 06/20</p>	<p>Core Readings: Harris, A. P. (2000). Gender, violence, race, and criminal justice. <i>Stanford Law Review</i>, 52(4), 777.</p> <p>Survived and Punished. (2016). "Analysis and Vision."</p> <p>Ticktin, M. (2008). Sexual Violence as the Language of Border Control: Where French Feminist and Anti-immigrant Rhetoric Meet. <i>Signs</i>, 33(4), 863-889.</p> <p>Presentations: Critical Resistance Statement. (2018, July 31). INCITE! https://incite-national.org/incite-critical-resistance-statement/</p>	<p>Presenting:</p> <p>Reflecting:</p>
<p>Week 6: #MeToo, Sexual Violence Legislation, and Anti/carceral feminisms</p>	<p>Core Readings: Bumiller, K. (2008). <i>In an Abusive State: How</i></p>	<p>Presenting:</p>

<p>06/21 – 06/27</p>	<p><i>Neoliberalism Appropriated the Feminist Movement against Sexual Violence</i>. Duke UP. [excerpt]</p> <p>Dadas, C. (2020). Making Sense of #MeToo: Intersectionality and Contemporary Feminism. <i>Peitho</i>, 22(3),</p> <p>Kim, M. (2018) From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 27(3), 219-233.</p> <p>Presentations:</p> <p>Hopkins, C. Q., & Koss, M. P. (2005). Incorporating feminist theory and insights into a restorative justice response to sex offenses. <i>Violence Against Women</i>, 11(5), 693-723.</p> <p>Phipps, A. (2019). "Every woman knows a Weinstein": Political whiteness and white woundedness in #MeToo and public feminisms around sexual violence. <i>Feminist Formations</i>, 31(2), 1-25.</p>	<p>Reflecting:</p>
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<p>Week 7: Feminist Futures</p> <p>06/28 – 07/01</p>	<p>Bierria et al. 2006. "Taking Risks: Implementing Grassroots Community Accountability Strategies." <i>Color of Violence: The INCITE Anthology</i>. South End Press.</p> <p>Rentschler, C. A. (2014). Rape culture and the feminist politics of social media. <i>Girlhood Studies</i>, 7(1), 65-82.</p>	<p>Final paper due by 11:59pm Thursday, 07/01</p> <p>No presentations or reflections this week.</p>
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