

INTIMATE VIOLENCE
SOCIOLOGY 333
DePauw University
MWF 10:30-11:30
Fall 2012

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COURSE DESCRIPTION

This course is a study of intimate violence using a historically grounded, cross-cultural and interdisciplinary approach. We will draw on anthropology, biology, psychology, sociology, and women's studies to understand the meaning of intimate violence, its relationship to violence in general, its root causes, and its universal and parochial forms. After establishing a theoretical foundation, we will turn to empirical documentation of specific types of intimate violence: intimate partner violence, femicide, sex trafficking, self-injury, and harmful beauty practices. The main objective will be to understand these micro-level phenomena in their broader social, cultural, economic and political context. We will consider throughout the semester the rationale for, and effectiveness of, collective strategies (e.g., social movements) and public policy efforts to ameliorate intimate violence.

COURSE GOALS

By the end of the semester, you should be able to do the following: 1) Understand how scholars have conceptualized intimate violence; 2) Analyze intimate violence from a variety of disciplinary perspectives and be able to identify theoretical distinctions; 3) Develop knowledge about the empirical reality of different types of intimate violence; 4) Demonstrate the importance of studying intimate violence cross-culturally; and 5) Conceptualize solutions to intimate violence that take into account the complexity of the problem.

REQUIRED READINGS

A. The following books are available at the university bookstore and on-line.

Adler, Patricia and Peter Adler. 2011. *The Tender Cut: Inside the Hidden World of Self-Injury*.
NY: NYU Press.

Benedict, Jeff. 2005. *Out of Bounds: Inside the NBA's Culture of Rape, Violence and Crime*.
NY: HarperCollins.

Jeffreys, Sheila. 2009. *The Industrial Vagina: The Political Economy of the Global Sex Trade*.
NY: Routledge.

B. The majority of required readings are available on Moodle.

COURSE REQUIREMENTS

I. Class Participation. You are expected to come to each class session having read and thought about the assigned readings. You are also expected to actively participate in class discussions and be ready to lead discussion when asked. You will be evaluated twice on your participation over the course of the semester. [See Appendix A for more details about my expectations.]

II. Violence Narrative. You will write a 3-page paper narrating an experience you have had with violence during your lifetime. Your experience may be as a victim, perpetrator, witness, agency worker, consumer of media, athlete, etc. Describe the experience and raise larger questions about it that you would like to explore in this class.

III. Research Paper. You will write a major research paper (15-18 pp.) applying the theoretical knowledge we gain from our readings to a form of intimate violence that we do not cover during the semester. You are responsible for turning in a topic statement, an annotated bibliography, an outline, a full draft and a final version of the paper on the dates indicated in the schedule below. [See Appendix B for more details.]

IV. Informal Presentation of Research. At the end of the semester you will be given 10 minutes of class time to informally discuss your research. This is not a formal presentation; it's an opportunity for others to benefit from the research you conducted over the course of the semester.

V. Midterm and Final examinations. There will be two in-class essay exams: October 8 and December 14. Please note that the final is scheduled for the last day of final exam week. If you do not want to be on campus the last day, please do not take this course. No one will be allowed to take the exam early.

COURSE POLICIES

How grades are calculated. Grades will be determined using the following point and percentage system. In order to pass the course, students must complete all of the assignments.

Class participation (1 st half)	25 points
Class participation (2 nd half)	25 points
Violence Narrative	25 points
Research paper	
Topic statement	required, but not graded
Annotated bibliography	25 points
Outline	required, but not graded
First draft	required, but not graded
Final draft	100 points
Research presentation	required, but not graded
Midterm exam	100 points
Final exam	100 points
Total	400 points

Final grade: 90% and above = A-, A
80-89% = B-, B, B+
70-79% = C-, C, C+
60-69% = D
59% and below = F

What Letter Grades Mean.

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world, and good organization and expression of ideas.

C = Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

Late Work/Make-up Work. All assignments are due in class on the dates indicated on the syllabus. Exceptions will be made if I receive in advance an official notification that you will be off campus on university business (e.g., athletic event) or a call from you prior to the due date indicating that you are gravely ill. Out of fairness to the entire class, no exceptions will be made (this includes minor illness, job interviews, weddings, delayed planes, etc.) Unexcused late assignments will be penalized one-half a letter grade for every 24 hour period in which they are late. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers.

Extra Credit. None. No exceptions.

Security Measures. Due to past experience, I ask that you keep copies (hard-copies and on disk) of your assignments before handing them in. In addition, if you are turning in your work late, do not put it in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

Honor Code. As with all courses at DePauw University, you are bound by the policy on academic integrity. I highly encourage you to reread the policy if you have not reread it this semester: <http://www.depauw.edu/handbooks/student/acadlife/app/aip/dishonesty/> Academic dishonesty includes the following: cheating, fabrication, facilitating academic dishonesty, plagiarism, multiple submissions, abuse of academic material, deception and misrepresentation, electronic dishonesty, and carelessness. Each of these violations is described in detail in the Student Handbook. See me if you have any questions about your obligation to uphold this policy. While I encourage you to work together in small groups and discuss the course material among yourselves outside of class, papers and exams should be written without collaboration and should reflect your independent ideas.

Special Accommodations. According to Pamela Roberts, Coordinator of Academic Success and Student Disability Services, “DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA). Accommodations are determined on a case by case basis. Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services for further information on how to receive accommodations and

support. Academic Success and Student Disability Services is located at 101 E. Seminary St., [765-658-6267](tel:765-658-6267). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”

Laptops. Because this is a discussion based class, I would prefer that you not use your laptops in class. This means that you will need to make hardcopies of the readings posted on Moodle and/or bring in notes from the reading.

Disclosure and Confidentiality. The topics discussed in this course can touch nerves and elicit strong emotions. We will be reading and discussing issues that you will disagree with, that challenge your personal/political/religious/cultural beliefs, or that may generally make you feel uncomfortable because the subject matter is so personal. No one is expected to make personal disclosures with which they feel uncomfortable. Your grade is not based on disclosure, on your beliefs or on your opinions. There may be students in this class whose lives have been directly touched by violence. There may be people who have family members who have experienced violence or who have worked with those who have. It is imperative that everyone respect the confidences of those who choose to relate their own experiences in class. Although I always encourage students to talk about what they are learning outside the classroom, no personal information should leave the classroom. Anyone who violates the trust of members of the class will be asked to withdraw from the class.

Final Note. This is a 300-level course. You should expect the reading load and my expectations for class discussion to be rigorous. We will be reading 100+ pages per week on a regular basis. Please look closely at the reading assignments below, so you can make a realistic determination as to whether you want to remain in the class.

COURSE SCHEDULE

The books you have been asked to purchase are identified with an asterisk (*). All other citations can be found on Moodle.

<p>WEEK 1 August 22, 24</p>	<p>Defining Violence</p> <p>W: Introductions. Get Violence Narrative assignment.</p> <p>F: Mini lecture. Discuss assigned reading.</p> <p>Iadicola, Peter. 2012. "Violence: Definition, Sphere, and Principles." Pp. 7-25 in Harper, Voigt and Thornton (eds.) <i>Violence: Do We Know it When We See it?</i> Durham, N.C.: Carolina Academic Press.</p>
<p>WEEK 2 August 27, 29, 31</p>	<p>M: Film, "Violence: An American Tradition." <i>Violence Narrative due</i>.</p> <p>W: Discuss film and assigned reading.</p> <p>Turpin, Jennifer and Lester R. Kurtz (eds.). 1997. <i>The Web of Violence: From International to Global</i>. Urbana, IL: University of Illinois Press, pp. 1-27; 207-232.</p> <p>Biological Theories of Violence</p> <p>F: Mini lecture. Discuss assigned reading.</p> <p>Niehoff, Debra. 1999. <i>The Biology of Violence</i>. NY: Free Press, pp. 31-53; 150-187.</p>

WEEK 3

September 3, 5, 7

Psychological Theories of Violence

M: Mini lecture. Discuss assigned reading.

Gilligan, James. 2001. *Preventing Violence*. NY: Thames & Hudson, pp. 7-37.

W: Discuss assigned reading.

Gilligan, James. 2001. *Preventing Violence*. NY: Thames & Hudson, pp. 38-79.

Structural Theories of Violence: The Role of Capitalism, Patriarchy and Racism

F: Mini lecture. Discuss assigned reading. *Research Paper Statement of Topic and Five Citations Due.*

Hattery, Angela J. 2009. *Intimate Partner Violence*. NY: Rowman & Littlefield, pp. 51-78; 115-128.

Johnson, Allan. 1997. *The Gender Knot: Unraveling Our Patriarchal Legacy*. Philadelphia: Temple University Press, pp. 75-98.

WEEK 4

September 10, 12,
14

Cultural Theories of Violence: Masculinity and Femininity

M: Mini lecture. Discuss assigned reading.

Hattery, Angela J. 2009. *Intimate Partner Violence*. NY: Rowman & Littlefield, pp. 79-113.

Challenges in Researching Violence

W: Photos by Donna Ferrato. Discuss assigned reading.

Jones, Ann. 1991. "Introduction," in Ferrato, *Living with the Enemy*. NY: Aperture, pp. 12-15.

Nordstrom, Carolyn and Antonius C.G.M. Robben. 1995. *Fieldwork Under Fire: Contemporary Studies of Violence and Survival*. Berkeley: University of California Press, pp. 1-23.

Recommended convocation: Byron Hurt, 7:30 p.m. Kresge.

Intimate Partner Violence: Rape and Battering

F: Mini lecture.

*Benedict, Jeff. 2005. *Out of Bounds: Inside NBA's Culture of Rape, Violence and Crime*. NY: HarperCollins, pp. xviii-26.

<p>WEEK 5 September 17, 19, 21</p>	<p>M: Discuss Part I of book. *Benedict, Jeff. 2005. <i>Out of Bounds: Inside NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. 29-107.</p> <p>Recommended convocation: September 18, David Lisak, 7:30 p.m., Peeler.</p> <p>W: Film, Wrestling with Manhood. *Benedict, Jeff. 2005. <i>Out of Bounds: Inside NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. 111-162.</p> <p>F: Discuss film and Part II of book. *Benedict, Jeff. 2005. <i>Out of Bounds: Inside NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. 165-221.</p>
<p>WEEK 6 September 24, 26, 28</p>	<p>Strategies for change</p> <p>M: Discuss assigned reading. Krishnan, Suneeta et al. 2012. "An Intergenerational Women's Empowerment Intervention to Mitigate Domestic Violence: Results of a Pilot Study in Bengaluru, India." <i>Violence Against Women</i> 18:346-370. Casey, Erin and Tyler Smith. 2010. "How Can I Not?" Men's Pathways to Involvement in Anti-Violence Against Women Work." <i>Violence Against Women</i> 16 (8): 953-873. <i>Research Paper Annotated Bibliography Due.</i></p> <p>Femicide</p> <p>W: Mini lecture. Discuss assigned reading. Russell, Diana E.H. 2001. "Introduction: The Politics of Femicide" and "Defining Femicide and Related Concept," Pp. 3-11; 12-25 in <i>Femicide in Global Perspective</i>, edited by Russell and Harmes. NY: Teachers College Press.</p> <p>F: Discuss assigned reading. Arriola, Elvia R. 2010. "Accountability for Murder in the <i>Maquiladoras</i>: Linking Corporate Indifference to Gender Violence at the U.S.-Mexico Border." Pp. 25-61 in <i>Making a Killing: Femicide, Free Trade, and La Frontera</i>, edited by Gaspar de Alba. Austin, TX: University of Texas Press.</p>

<p>WEEK 7 October 1, 3, 5</p>	<p>M: Film, “On the Edge: The Femicide in Ciudad Juárez.” <i>Research Paper Outline Due.</i></p> <p>W: Discuss film.</p> <p>Strategies for change</p> <p>F: Discuss assigned reading.</p> <p>Staudt, Kathleen and Irasema Coronado. 2010. “Binational Civic Action for Accountability: Antiviolence Organizing in Ciudad Juárez/El Paso.” Pp. 157-181 in <i>Making a Killing: Femicide, Free Trade, and La Frontera</i>, edited by Gaspar de Alba. Austin, TX: University of Texas Press.</p>
<p>WEEK 8 October 8, 10, 12</p>	<p>M: <i>Midterm exam in class</i></p> <p>Sex Trafficking</p> <p>W: Mini lecture. Discuss assigned reading. *Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 1-37.</p> <p>F: Discuss assigned reading. *Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 86-151.</p>
<p>WEEK 9 October 15, 17, 19</p>	<p>Fall break</p>

<p>WEEK 10 October 22, 24, 26</p>	<p>M: Discuss assigned reading. *Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 152-197.</p> <p>W: Film, “The Day My God Died.” Discuss film.</p> <p>Strategies for change F: Discuss assigned reading. *Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 198-210.</p> <p>Last day to withdraw from class—October 26</p>
<p>WEEK 11 October 29, 31, November 2</p>	<p>Self-injury</p> <p>M: Mini lecture. *Adler, Patrica A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 1-52.</p> <p>W: tba *Adler, Patrica A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 53-93.</p> <p>F: Discuss first half of book. *Adler, Patrica A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 94-127.</p>

<p>WEEK 12 November 5, 7, 9</p>	<p>M: Film, “A World of Pain.” *Adler, Patrica A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 128-166. Research Paper Draft Due.</p> <p>W: Discuss film. *Adler, Patrica A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 167-198.</p> <p>Strategies for Change F: Discuss second half of book. *Adler, Patrica A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 199-217.</p>
<p>WEEK 13 November 12, 14, 16</p>	<p>Harmful Beauty Practices</p> <p>M: Mini lecture. Discuss assigned reading. Jeffreys, Sheila. 2006. “Cutting Up Women: Beauty Practices as Self-Mutilation by Proxy.” Pp. 149-170 in <i>Beauty and Misogyny: Harmful Cultural Practices in the West</i>. NY: Routledge. Research Paper Drafts Returned.</p> <p>W: No class (RB at conference)</p> <p>F: No class (RB at conference)</p>
<p>WEEK 14 November 19, 21, 23</p>	<p>M: Discuss assigned reading. Hataum, Ida Jodette and Deborah Belle. 2004. “Mags and Abs: Media Consumption and Bodily Concerns in Men.” <i>Sex Roles</i> 51: 397-407. Provenzano, Jim. 1998. “Reps,” Pp. 383-388 <i>Looking Queer: Body Image and Identity in Lesbian, Bisexual, Gay and Transgender Communities</i>,” edited by Dawn Atkins. NY: Harrington Park.</p> <p>W: No class (Thanksgiving)</p> <p>F: No class (Thanksgiving)</p>

<p>WEEK 15 November 26, 28, 30</p>	<p>Strategies for Change M: Discuss assigned reading. Jeffreys, Sheila. 2005. "A Culture of Resistance," Pp. 171-179 in <i>Beauty and Misogyny: Harmful Cultural Practices in the West</i>. NY: Routledge. Diaz-Duque. 1998. "Why I Hate the Beatles and the Supremes." Pp. 413-414 in <i>Looking Queer: Body Image and Identity in Lesbian, Bisexual, Gay and Transgender Communities</i>," edited by Dawn Atkins. NY: Harrington Park. <i>Research Paper Due.</i></p> <p>W: Research Presentations (1-4).</p> <p>F: Research Presentations (5-8).</p>
<p>WEEK 16 December 3, 5, 7</p>	<p>M: Research Presentations (9-12)</p> <p>W: Research Presentations (13-16).</p> <p>F: Research Presentations (17-18). Concluding reflections.</p>

Final Exam: Friday, December 14, 8:30-11:30 a.m.

APPENDIX A CLASS PARTICIPATION

Expectations

An important component of this class is discussion. There are different kinds of contributions you can make to discussion, all of which you are expected to work on over the course of the semester. None of these are possible without coming to class each session having read the assigned readings:

1. Attentively listening to your colleagues, in order to build on what has already been said;
2. Asking colleagues to clarify unclear contributions;
3. Summarizing key ideas that have emerged during the discussion;
4. Articulating an answer to a posed question;
5. Raising questions that help advance discussion;
6. Proposing an original idea related to the topic of discussion;
7. Drawing on evidence (social scientific data, personal experience, popular culture) to either support or challenge ideas;
8. Constructively critiquing an idea offered in the readings or by a class member (including me);
9. Pointing out how various comments complement each other or are at odds;
10. Playing “devil’s advocate.”

I want to stress that we will be working on these skills. You are not expected to have these perfected by the first day of class or even by the end. All I am asking is that you make a good faith effort to practice them. My job is to provide a safe and non-threatening atmosphere that, hopefully, will facilitate discussion.

Ground Rules

1. Come to class on time, so discussion is not interrupted.
2. Come to class having read all the readings.
3. Address each other when speaking, rather than directing comments to me (unless, of course, you are referring to something I said or want to direct a comment or question specifically to me).
4. Understand that contributing more does not necessarily mean better. The best contributors are usually those who are the best listeners. I ask that people contribute regularly and meaningfully. Dominating discussion and or not being sensitive to the direction of the discussion are just as problematic as not saying anything at all.
5. Take to heart, especially those who have difficulty speaking up in groups, that there is no such thing as a stupid question or comment.

6. Respect silences. Some people become anxious when there is a lull in the conversation and feel compelled to say something just to fill the silence. Periodic silences are appropriate. For example, they give more reserved people the opportunity to jump in. Or, they can give the group a chance to think about what has been said and how various comments relate to each other. On occasion I will actually call for reflective periods of silence.
7. Personal information that people share in class should not be discussed outside of class.

APPENDIX B RESEARCH PAPER ASSIGNMENT

Apply one or more of the theories we have studied (biological, psychological, structural, cultural) to one form of intimate violence **not** covered in this course. Thoroughly research the topic by reading scholarly journal articles and books. In your paper, present the current state of knowledge on the subject and interpret the empirical data using the theory you have selected. Does the theory provide sufficient explanation for why this form of violence occurs? What limitations exist in applying this particular theory to this form of violence?

You should give equal space (roughly) in your paper to the following: a) Describe the theory (so someone who has not read the original work will understand it); b) Review what social scientists know about the form of violence you selected; b) Apply the theory to the data on this type of intimate violence; c) Critically analyze the application (e.g., Is such an application useful? Do some data challenge the theory? Do some data go unexplained? Are there other limitations?); d) Consider the implications your application has for strategies for ameliorating this form of violence.

Statement of topic and five citations. (1 paragraph and list of references) **Due September 7 in class.** In a one-paragraph statement, discuss the focus of your paper. Note the type of intimate violence you will be researching and your tentative ideas about what theory you will apply to it. Be sure to select a topic about which you are passionate and curious. I strongly encourage you to write a paper that will have relevance to you beyond this semester, perhaps serving as ground work for your senior thesis. List five sources (using proper ASA citation format) that you have read in a preliminary way on your topic.

Annotated Bibliography. **Due September 28 in class.** Your annotated bibliography will consist of a list of relevant sources typed in the format of the American Sociological Association (see link on Moodle and at the end of this document) and a short paragraph summarizing the content of the source, as it relates to your paper. You will have two sorts of sources: a) material on the form of intimate violence you select; b) material on the theory you will apply (readings in class and beyond, if necessary). Your bibliography should be based on *scholarly sources* in the social sciences and include both academic books and journal articles. Good on-line indexes to check include: *Academic Search Premier* (with icon for peer-review articles checked), *Annual Review of Sociology, Humanities and Social Sciences Retrospective, JSTOR, Project Muse, Sociological Abstracts*, and *World Cat* (for books). You should check multiple on-line indexes, not just one or two. Web pages or other on-line publications may be useful for background, but be sure to balance them with scholarly work. Popular sources from newspapers or magazines should be used sparingly. **At the end of your bibliography, list the indexes used in your search.** Please remember that Roy O. has a limited selection of academic journals, so you will need to acquire many through Interlibrary Loan. As you read each source, insert a summary of it under the citation in your bibliography. You may find out that some sources are irrelevant, so delete them. In the course of your reading, you will also come across new sources that need to be added.

Academic papers of this length should have roughly 20-25 citations.

Outline of paper. **Due October 1 in class.** Identify your thesis statement and outline the structure of your paper. Use a method of outlining that is most useful for you. For some, this will mean a formal outline (I, II, III, etc.). For others, this might be a diagram of some sort. The more detailed you are the more useful my comments will be in identifying gaps or leaps in logic.

Full draft of paper. (15-18 pp.) **Due November 5 in class.** Please note the descriptor “full.” This assumes you have written a rough draft before this version and it means this version should be a complete paper, including a title page, introduction, all sections, source citations in the text for all borrowed ideas, a conclusion and a bibliography. You may want to visit the Writing Center prior to submitting your full draft or wait until the next draft. I will provide you detailed comments on this draft of the paper.

Final version of paper. (15-18 pages) **Due November 26 in class.** In revising your full draft, you should take into account my comments *as well as find additional ways to improve the document.* Only addressing my comments is sufficient, but does not demonstrate your ability to be self-critical or your commitment to improving your writing at every turn. You may want to visit the Writing Center prior to submitting the final version. Please remember that the Writing Center is not an editing service. Tutors are trained to give you higher order suggestions. Your final paper should be carefully edited/proof-read and reflect your best work. I want this to be the paper that you have written in college that you are most proud of.

Citation Format. Use the American Sociological Association’s (ASA) citation format for your paper. You can find the guidelines by following this link, which is also posted on Moodle: <http://www.asanet.org/Quick%20Style%20Guide.pdf>