

**INTIMATE VIOLENCE**  
**SOCIOLOGY 333**  
DePauw University  
Fall 2014

**Professor Rebecca Bordt**  
Cell: 765-720-9638 Office: 765-658-4521  
Office: 332 Asbury Hall  
Office hours: MW 1-3 p.m. or by appt.  
[rbordt@depauw.edu](mailto:rbordt@depauw.edu)

**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, poetry, 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 including rape, domestic violence, the global sex industry, femicide, 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 various forms of 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) Articulate the importance of studying intimate violence cross-culturally; 5) Conceptualize solutions to intimate violence that take into account the complexity of the problem; and 6) Demonstrate your ability to apply theory to a specific form of intimate violence not covered in class through the writing of a substantial paper.

**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.

Goodmark, Leigh. 2012. *A Troubled Marriage: Domestic Violence and the Legal System*. NY: NYU Press.

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

B. Additional required readings are available on Course Reserves.

### **COURSE REQUIREMENTS**

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. I will periodically ask you to write about the readings in class to serve as a basis for discussion.

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.

Current Event Discussion. At the beginning of the semester, you will sign up for a day when you are responsible for bringing in a news item (from any reputable source), presenting it to the class, and facilitating a 10-minute discussion of it in relationship to the course material. At the end, you will hand in a copy of the news item and your facilitation notes.

In-Class Group Project and Presentation. At the end of the semester, you will be assigned to a small group and given a task to complete. Each group will then present the final product to the rest of the class. All work will be done in class and will not require meeting at other times.

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, a full draft and a final version of the paper on the dates indicated in the schedule below. I will distribute a separate handout with more details.

Midterm and Final Examinations. There will be two in-class essay exams.

## 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 (including those not graded).

25 points--Class participation (1 <sup>st</sup> half)
25 points--Class participation (2 <sup>nd</sup> half)
0 points--Violence Narrative (required, but not graded)
25 points--Current Event Discussion
25 points--Group project and presentation
100 points--Research paper (final draft)
0 points--Topic statement (required, but not graded)
25 points--Annotated bibliography
25 points--Outline
0 points--Rough draft (required, but not graded)
100 points--Midterm exam
100 points--Final exam
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450 points--Total

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/email 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, senioritis, etc.) Unexcused late assignments will be penalized 5 points 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 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/files/resources/student-handbook-jan-30-2014.pdf>. 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 (beginning on page 59). 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. DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA). 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 Student Disability Services for further information on how to receive accommodations and support. Student Disability Services is located in the Union Building, Suite 200 (765-658-6267).

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. There may be students in this class whose lives have been directly touched by violence. There may be students who have family members who have experienced violence or who have worked with those who have. It is important to note that we will be approaching these highly sensitive matters from an academic, as opposed to a personal, perspective. But that does not mean you will be unaffected personally. Rest assured, 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. At the same time, it is imperative that everyone respects 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.

Laptops. Please do not use laptops in class, unless arranged through the ADA Coordinator. This is a discussion-based class and I have found laptops to hinder productive, focused exchanges. Many of the readings are on Course Reserves, therefore, you will need to either print the articles or take detailed notes so you can contribute to class discussion. We will refer to the assigned readings in class on a regular basis.

Final Note. This is a 300-level course. You should expect the reading load and my expectations for class discussion to be rigorous; some weeks we will be reading 100 pages. 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

<p><b>WEEK 1</b> <b>August 27, 29</b></p>	<p><b>Defining Violence</b></p> <p><b>W:</b> Introductions. <b>Get Violence Narrative assignment.</b></p> <p><b>F:</b> 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, NC: Carolina Academic Press. [Course Reserves]</p>
<p><b>WEEK 2</b> <b>September 1, 3, 5</b></p>	<p><b>M:</b> 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. [Course Reserves] <b>Violence Narrative due.</b></p> <p><b>Biological Theories of Violence</b></p> <p><b>W:</b> Niehoff, Debra. 1999. <i>The Biology of Violence</i>. NY: Free Press, pp. 31-53. [Course Reserves]</p> <p><b>F:</b> Niehoff, Debra. 1999. <i>The Biology of Violence</i>. NY: Free Press, pp. 150-187. [Course Reserves]</p>

<p><b>WEEK 3</b> September 8, 10, 12</p>	<p><b>Psychological and Individualistic Theories of Violence</b></p> <p><b>M:</b> Gilligan, James. 2001. <i>Preventing Violence</i>. NY: Thames &amp; Hudson, pp. 7-37. [Course Reserves]</p> <p><b>W:</b> Hattery, Angela J. 2009. <i>Intimate Partner Violence</i>. NY: Rowman &amp; Littlefield, pp. 25-50. [Course Reserves]</p> <p><b>Structural Theories of Violence: The Role of Capitalism, Patriarchy and Masculinity</b></p> <p><b>F:</b> Hattery, Angela J. 2009. <i>Intimate Partner Violence</i>. NY: Rowman &amp; Littlefield, pp. 51-113. [Course Reserves] <b>Research Paper Statement of Topic due.</b></p>
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<p><b>WEEK 4</b> September 15, 17, 19</p>	<p><b>M:</b> Johnson, Allan. 1997. <i>The Gender Knot: Unraveling Our Patriarchal Legacy</i>. Philadelphia: Temple University Press, pp. 75-98. [Course Reserves]</p> <p><b>Problems with Studying Violence</b></p> <p><b>W:</b> Jones, Ann. 1991. "Introduction," in Ferrato, <i>Living with the Enemy</i>. NY: Aperture, pp. 12-15. [Course Reserves]</p> <p><b>F:</b> Nordstrom, Carolyn and Antonius C.G.M. Robben. 1995. <i>Fieldwork Under Fire: Contemporary Studies of Violence and Survival</i>. Berkeley: University of California Press, pp. 1-23. [Course Reserves]</p>
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<p><b>WEEK 5</b> September 22, 24, 26</p>	<p><b>Interpersonal Violence Against Women: Rape</b></p> <p><b>M:</b> Benedict, Jeff. 2005. <i>Out of Bounds: Inside the NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. xviii-26. [Book]</p> <p><b>W:</b> Benedict, Jeff. 2005. <i>Out of Bounds: Inside the NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. 29-107. [Book] [Student news on rape]</p> <p><b>F:</b> Benedict, Jeff. 2005. <i>Out of Bounds: Inside the NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. 111-162. [Book] [Student news on rape]</p>
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<p><b>WEEK 6</b> September 29, October 1, 3</p>	<p><b>Interpersonal Violence Against Women: Domestic Violence</b></p> <p><b>M:</b> Benedict, Jeff. 2005. <i>Out of Bounds: Inside the NBA's Culture of Rape, Violence and Crime</i>. NY: HarperCollins, pp. 165-221. [Book] <b>Research Paper Annotated Bibliography due.</b></p> <p><b>W:</b> Goodmark, Leigh. 2012. <i>A Troubled Marriage: Domestic Violence and the Legal System</i>. NY: NYU Press, pp. 1-53. [Book] [Student news on domestic violence]</p> <p><b>F:</b> Goodmark, Leigh. 2012. <i>A Troubled Marriage: Domestic Violence and the Legal System</i>. NY: NYU Press, pp. 54-105. [Book] [Student news on domestic violence]</p>
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<p><b>WEEK 7</b> October 6, 8, 10</p>	<p><b>M:</b> Goodmark, Leigh. 2012. <i>A Troubled Marriage: Domestic Violence and the Legal System</i>. NY: NYU Press, pp. 106-159. [Book] [Student news on domestic violence]</p> <p><b>W:</b> Goodmark, Leigh. 2012. <i>A Troubled Marriage: Domestic Violence and the Legal System</i>. NY: NYU Press, pp. 160-197. [Book]</p> <p><b>F: Midterm exam</b></p>
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<p><b>WEEK 8</b> October 13, 15, 17</p>	<p><b>Interpersonal Violence Against Women: The Global Sex Industry</b></p> <p><b>M:</b> Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 1-37. [Book] <b>Research Paper Outline due</b></p> <p><b>W:</b> Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 86-128. [Book] [Student news on the sex trade]</p> <p><b>F:</b> Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 129-151. [Book] [Student news on the sex trade]</p>
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<p><b>WEEK 9</b> October 20, 22, 24</p>	<p><b>Fall Break</b></p>
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<p><b>WEEK 10</b> October 27, 29, 31</p>	<p><b>M:</b> Jeffries, Sheila. 2009. <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>. NY: Routledge, pp. 152-172; 198-210. [Book] [Student news on the sex trade]</p> <p><b>Interpersonal Violence Against Women: Femicide</b></p> <p><b>W:</b> Russell, Diana E.H. 2001. "Introduction: The Politics of Femicide" and "Defining Femicide and Related Concepts," Pp. 3-11; 12-25 in <i>Femicide in Global Perspective</i>, edited Russell and Harmes. NY: Teachers College Press. [Course Reserves] [Student news on femicide]</p> <p><b>F:</b> Arriola, Elvia. 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. [Course Reserves]</p>
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<p><b>WEEK 11</b> <b>November 3, 5, 7</b></p>	<p><b>M:</b> Film, “On the Edge: The Femicide in Ciudad Juarez.”</p> <p><b>W:</b> Discuss film. [Student news on femicide]</p> <p><b>F:</b> Staudt, Katheen and Irasema Coronado. 2010. “Binational Civic Action for Accountability: Antiviolence Organizing in Ciudad Juarez/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. [Course Reserves]</p> <p><b>Research Paper Full Draft due.</b></p>
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<p><b>WEEK 12</b> <b>November 10, 12, 14</b></p>	<p><b>Intra-personal Violence: Self-injury</b></p> <p><b>M:</b> Adler, Patricia A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 1-52. [Book] [Student news on self-injury]</p> <p><b>W:</b> Adler, Patricia A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 53-93. [Book]</p> <p><b>F:</b> Adler, Patricia A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 94-127. [Book] Film, “A World of Pain.”</p>
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<p><b>WEEK 13</b> <b>November 17, 19, 21</b></p>	<p><b>M:</b> Adler, Patricia A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 128-166. [Book] [Student news on self-injury]</p> <p><b>W:</b> Adler, Patricia A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 167-198. [Book] [Student news on self-injury]</p> <p><b>F:</b> Adler, Patricia A. and Peter Adler. 2011. <i>The Tender Cut: Inside the Hidden World of Self-Injury</i>. NY: NYU Press, pp. 199-217. [Book]</p>
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<p><b>WEEK 14</b> <b>November 24</b></p>	<p><b>Intra-personal Violence: Harmful Beauty Practices</b></p> <p><b>M:</b> Jeffrey, 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. [Course Reserves] <b>Research Paper due.</b></p> <p><b>W: No Class</b></p> <p><b>F: No Class</b></p>
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<p><b>WEEK 15</b> <b>December 1, 3, 5</b></p>	<p><b>M:</b> Hataum, Ida Jodette and Deborah Belle. 2004. "Mags and Abs: Media Consumption and Bodily Concern in Men." <i>Sex Roles</i> 51:397-407. [Course Reserves] Provenzano, Jim. 1998. "Reps," Pp. 383-388 in <i>Looking Queer: Body Image and Identity in Lesbian, Bisexual, Gay and Transgender Communities</i>, edited by Dawn Atkins. NY: Harrington Park. [Course Reserves] [Student news on harmful beauty practices]</p> <p><b>W:</b> Jeffreys, Sheila.2005. "A Culture of Resistance," Pp. 171-179 in <i>Beauty and Misogyny: Harmful Cultural Practices in the West</i>. NY: Routledge. [Course Reserves] Diaz-Duque, Ozzie. 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. [Course Reserves] [Student news on harmful beauty practices] Get Group Assignment.</p> <p><b>Strategies for Social Change</b></p> <p><b>F: Work on group assignment.</b></p>
<p><b>WEEK 16</b> <b>December 8, 10, 12</b></p>	<p><b>M: Work on group assignment.</b></p> <p><b>W: Group presentations (group 1-3)</b></p> <p><b>F: Group presentations (group 4-5)</b> End of semester wrap-up.</p>
<p><b>Final Exam Week</b></p>	<p><b>Final exam, Monday, December 15, 8:30-11:30 a.m.</b></p>