

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Women, Gender, and Sexuality Studies  <b>College</b> Arts and Letters		
<b>Current Course Prefix and Number</b> WST 6327		<b>Current Course Title</b> Women, Violence, Resistance	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Guidelines</a> . Please consult and list departments that may be affected by the changes; attach documentation. No other departments are impacted			
<b>Change title to:</b> Gender-Based Violence & Resistance  <b>Change prefix</b> <b>From:</b> n/a <b>To:</b> <b>Change course number</b> <b>From:</b> n/a <b>To:</b> <b>Change credits*</b> <b>From:</b> n/a <b>To:</b> <b>Change grading</b> <b>From:</b> n/a <b>To:</b> <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b> Examines violence based on gender, including violence against women and LGBTQ people, along with resistance to gender-based violence.  <b>Change prerequisites/minimum grades to:</b> N/a  <b>Change corequisites to:</b> n/a  <b>Change registration controls to:</b> n/a	
* Review <a href="#">Provost Memorandum</a> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Spring 2023		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Nicole Morse, morsen@fau.edu, 561-297-3083			
<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> _____ 3/14/22 3/14/2022 _____ _____ _____ _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

## WST 6327 Gender-Based Violence and Resistance

Professor Jane Caputi, Women, Gender and Sexuality Studies, [jcaputi@fau.edu](mailto:jcaputi@fau.edu), CU 229,  
This syllabus is subject to revision as needed.

Gender-based violence refers both to harmful acts (physical, psychological, emotional) directed against others based on their gender as well as acts in which the gender of perpetrators influence their violent behavior. This class offers an intersectional feminist approach to understanding and resisting such violence. We will study theoretical and historical literature on the topic, ways that activists have sought and made social change in relation to that violence, and also look at some representations of gender-based violence in popular culture. Topics will include but are not limited to: street harassment; domestic violence, sexual assault and rape, forced sterilization; criminal justice system violence; and hate violence directed against LGBTQ and trans people. We will pay particular attention to power relations related to race/ethnicity, class, sexuality, ability, gender expression, and nationality.

Please also be aware that I am a mandatory reporter if anyone discloses that they have experienced or are committing any “prohibited sexual conduct” according to FAU policy,

<http://www.fau.edu/policies/files/1.15%20Prohibited%20Sexual%20Conduct.pdf>.

### Local Resources:

FAU Women and Gender Equity Resource Center,

<http://www.fau.edu/owlscare/womenandgender/>

AVDA (Aid to Victims of Domestic Violence in Palm Beach County,

<http://www.avdaonline.org/>

SunServe (LGBTQ support, Fort Lauderdale), <https://www.sunserve.org/>

Compass (LGBTQ support, Lake Worth), <https://compassglcc.com/>

Women in Distress in Broward County, [www.womenindistress.org](http://www.womenindistress.org).

Emergency Medical Assistance, [www.emawpb.org](http://www.emawpb.org)

National:

RAI NN, <https://www.rainn.org/>

National Domestic Violence Hotline, <https://www.thehotline.org/>

### Required Books:

Laura L. O’Toole, Jessica R. Schiffman, and Rosemary Sullivan, *Gender Violence: Interdisciplinary Perspectives*, 3<sup>rd</sup> edition. New York: New York University Press, 2020.

Rachel Louise Snyder, *No Visible Bruises: What We Don’t Know About Domestic Violence Can Kill Us* (New York: Bloomsbury, 2019),

Beth E. Richie, *Arrested Justice: Black Women, Violence, and America's Prison Nation* (New York: New York University Press, 2012).

Tarana Burke, *Unbound: My Story of Liberation and the Birth of the Me Too Movement*. Flatiron Books, 2021.

Sarah Deer, *The Beginning and End of Rape: Confronting Sexual Violence in Native America* (Minneapolis: University of Minnesota Press, 2015).

Mogul, Joey L., Andrea J. Ritchie, and Kay Whitlock. *Queer (in)Justice: The Criminalization of LGBT People in the United States*. Boston: Beacon Press, 2011.

Documentaries to view and key issues they address:

*Lorena*, domestic violence

OJ Simpson: Made In America, domestic violence

Out in the Night, LGBTQ hate violence

Free CeCe, 2016, Transphobic violence

Two Spirits, hate-murder against Navajo nadle child and Indigenous two spirit people.

NO! Black women speak out against rape

The Hunting Ground, (student experience of and activism against campus rape

At the Heart of Gold: Inside the US Gymnastics Scandal, rapist Olympic Dr. Larry

Nassar, sexual abuse hiding in plain sight

Surviving R. Kelly (celebrity sex abuse)

Finding Dawn (femicide against Native women in Canada)

The Invisible War (military sexual assault).

This is How They See US (on the Central Park Exonerated, when boys of color were falsely accused and convicted of the rape of a white and upper class jogger.

Saving Face, 2011 (women victimized in acid attacks in Pakistan)

The Keepers. 6 part series, about sexual abuse by Catholic priests and enabled by the police and justice system in Baltimore in the 1960s and 70s.

Requirements: Students are expected to attend all classes and keep current with reading assignments and to be prepared to discuss them on the days they appear on the course outline. If you have to miss all or part of class, please let me know.

Assignments: Grades will be based upon:

1. Participation (10 points). Each class member should take responsibility for a reading of particular interest to them on at least four occasions throughout the semester. You will make a short presentation in class that day (5 minutes, more or less depending on the depth of the article). For a book or long article, you don't have to summarize it, just point to something of particular interest in it, or question about it, for the class. Please indicate this in the discussion section on Canvas.
2. Take-home midterm exam (40 points, with a choice of questions, 2 required for MA students, 3 for PhD students). One of your options is to keep a scrapbook of news, op-eds, and popular culture texts and items you find relating to class topics and then choose 4 of these to comment upon in depth, using class readings. Another question involves your analysis of a documentary or two (depending on the length) and again using class readings to discuss in relation to class topics.  
FIRST EXAM POSTED, Due Oct. 12

Final project of 50 points total. The first option to complete this is to do a final exam, you have a choice of questions and will answer three. One of those answers will entail a creative project or a service learning project, using class readings to support your answers. Final exam posted, Nov. 19, due Dec. 10

3. You also have the choice of a research paper for MA students. All PhD students must write a research paper worth 50 points, 5 for proposal, and 45 for final paper. For MA students 15 pages, for PhD students, 20 pages. Both should aim for a publishable piece. Your 3 page proposal should include: title; a thesis question or statement, and a precis of the central theme of your paper, what you are going to accomplish; background, which indicates your most important sources and relevant theories *outline*, mapping out its direction. This paper may have a creative component or it may be based in your service learning work for this class.

Creative option description: Please choose a creative mode that suits you: a YouTube-like video, a collage; original art work; a poem, short story, autobiographical excerpt, or creative non-fictional essay addressing a relevant issue or topic of this class. The written work on the exam accompanying this discusses your creative work in the context of relevant scholarship as well as mainstream discourse about the topic. If this is part of a final research paper, the paper can be 10 pages for MA students and 15 for PhD students.

Service learning is accomplished by devoting at least 10 hours in meaningful activity relevant to this class with an educational, governmental or non-profit group. You reflect on your academic service-learning experience in the paper, using class readings as well as additional research. If you have done the service learning, your paper need be 10 pages for MA students and 15 for PhD students. I report this to the Weppner Center and a line appears on your transcript, showing that you have performed service learning

Aug. 20: Introduction to Class. Please take a look at (prior to class) UN Women, Facts and Figures about Violence against women, <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>;

HRC violence against trans women;

<https://www.hrc.org/resources/violence-against-the-transgender-community-in-2019>

16 ways health care workers can stop gender based violence,

<https://www.intrahealth.org/vital/16-ways-health-workers-can-help-stop-gender-based-violence>

“A Common Trait Among Mass Killers: Hatred of Women,” *New York Times*, Aug. 10, 2019, <https://www.nytimes.com/2019/08/10/us/mass-shootings-misogyny-dayton.html>

Sexual Violence against Women with Disabilities, <https://now.org/wp-content/uploads/2018/05/Disabled-Women-Sexual-Violence-4.pdf>  
<http://www.stopstreetharassment.org/>

Assault Allegations against Donald Trump Recapped,  
<https://www.pbs.org/newshour/politics/assault-allegations-donald-trump-recapped>

Watch in class: Short film: “Stop Telling Women to Smile,” website for the project --  
<http://www.tlynnfaz.com/Stop-Telling-Women-to-Smile>  
6 minute film, <http://stoptellingwomentosmile.com/>  
View in class: Lorena (first episode)

Aug. 27 Basic themes and issues:  
Read: *Gender Violence*. Read all the articles included from pp. 1-176

Sept. 3: *Gender Violence*: Read 177-294.

Sept. 10: *Gender Violence*: 295-490.

Sept. 17: Read: *No Visible Bruises*, 1-174  
Read: Uma Narayan, “Contested Cultures” –  
<https://hamtramckfreeschool.files.wordpress.com/2014/05/narayan-uma-crosscultural-connections-bordercrossings-and-death-by-culture.pdf>

Recommended:

Listen to: Britney Spears, “Toxic”, Beatles, “Better Run for Your Life, Little Girl”

View in class, excerpts from *Lorena*, episode 2.

Sept. 24: Read; *No Visible Bruises* to completion  
Read: Patricia Evans, “Characteristics and Categories of Verbal Abuse,”  
excerpt from *The Verbally Abusive Relationship*

View in class, more excerpts from *Lorena*

Sept. 24: Police violence against Black Queer women

We will watch *Out in the Night* (76 minutes)

Read Beth Richie, *Arrested Justice*, first half

Oct 1: Finish *Arrested Justice*.

Recommended: Shateema Threadcraft, excerpt from *Intimate Justice: The Black Female Body and the Body Politic*, 2016.

Peruse this website, "Say Her Name: Resisting Police Brutality against Black women," <http://aapf.org/sayhernamereport>

Recommended viewing: *Say Her Name: The Life and Death of Sandra Bland* (HBO, 105 minutes).

Recommended: *Surviving R. Kelly* (Lifetime and Amazon Prime, 6 episodes)

Oct. 1: Breaking Silence

Roxane Gay, "The Careless Language of Sexual Violence," and "What We Hunger For," from *Bad Feminist* (2013).

Soraya Chemaly, excerpt from *Rage Becomes Her*, 2018

Martin Phillips, "What I Learned From One Mean Fucker," in *Male Lust: Pleasure, Power, and Transformation*, ed. Kerwin Kay, Jill Nagle and Baruch Gould (New York: Harrington Park Press, 1999), 109-11.

Jane Caputi, "Take Back What Does Not Belong to Me: Sexual Violence and the Transmission of Affect," *Women's Studies International Forum*, Vol. 26, No. 1, pp. 1 – 14, 2003.

Elena Featherstone, "On Becoming a Dangerous Woman," in *Sexual Harassment: Women Speak Out*, 1992.

"How Tough Is It to Change a Culture of Harassment? Ask Women at Ford" <https://nyti.ms/2oMtVRY>

Janet Halley, Currents: Feminist Key Concepts and Controversies: "The Move to Affirmative Consent," *Signs: Journal of Women in Culture and Society*, 2016.

<http://signsjournal.org/currents-affirmative-consent/halley/>

Recommended Viewing: *No!* Aishah Shahidah Simmons (2006), 92 minutes, HV6250.4.W65 N6 2006

*The Line*, A Kanopy streaming video, 24 minutes

*The Hunting Ground*, A Kanopy streaming video (Kanopy streaming available through Library) (rape on campus and student activism)

The Invisible War (on rape in the military)

FIRST EXAM POSTED, Due Oct. 12

Oct. 8: Read: Sarah Deer, *The Beginning and End of Rape*

View: *Finding Dawn* (in class) 73 minutes

Recommended: *Wind River* (2017 feature film)

Oct. 15: Violence against LGBTQ peoples.

Read: Mogul, Joey L., Andrea J. Ritchie, and Kay Whitlock. *Queer (in)Justice: The Criminalization of LGBT People in the United States*. Boston: Beacon Press, 2011.

View: *Free Cece* (2016)

Oct. 22: The #MeToo Movement

Read: Tarana Burke, *Unbound: My Story of Liberation and the Birth of the Me Too Movement*

#### PROPOSALS FOR FINAL RESEARCH PAPER DUE

Peruse these websites for #MeToo and JustBeinc (both initiated by Tarana Burke) and watch the #MeToo movement PSA videos

<https://metoomvmt.org/>

<https://justbeinc.wixsite.com/justbeinc/the-me-too-movement-cmml>

Read: Pierce Alexander Dignam, Deanna A. Rohlinger, "Misogynistic Men Online: How the Red Pill Helped Elect Trump." *Signs: Journal of Women in Culture and Society* 44, no. 3 (Spring 2019): 589-612. <https://doi.org/10.1086/701155>

Oct. 29: Debates on Pornography and Sex Work

Andrea Dworkin, "Pornography and Male Supremacy"

Eli Clare, excerpt from *Exile and Pride*

Cruz, Ariane, "A Black Feminist. . .," in Taormino, Tristan, et, al. Eds. *Feminist Porn Book: The Politics of Producing Pleasure*. Feminist Press of CUNY, 2013

Angela Jones, "'I Get Paid to Have Orgasms': Adult Webcam Models' Negotiation of Pleasure and Danger," *Signs: Journal of Women in Culture and Society* 42, no. 1 (Autumn 2016): 227-256.

<https://doi.org/10.1086/686758>

Kelly Oliver, excerpt from *Hunting Girls: Sexual Violence from The Hunger Games to Campus Rape* (New York: Columbia U Press, 2016).

Recommended: Lauri Shrage, "Feminist Perspectives on Sex Markets," *Stanford Encyclopedia of Philosophy*, <https://plato.stanford.edu/entries/feminist-sex-markets/>

Noah Berlatsky, "Why Violence against women in film is not the same as violence against men," <https://www.theguardian.com/film/2016/jul/29/the-killing-joke-batgirl-violence-against-women-men>

View: Caputi, *Pornography of Everyday Life* (30 minutes)

Nov. 5: Femicide, Feminicide

[https://www.vice.com/en\\_us/article/panpyn/we-dont-need-any-more-stories-about-ted-bundy](https://www.vice.com/en_us/article/panpyn/we-dont-need-any-more-stories-about-ted-bundy)<https://womencountusa.org/>, short video from Dawn Wilcox

Jane Caputi, *The Age of Sex Crime*, "Introduction," 1987.

Intro, in Rosa-Linda Fregoso and Cynthia Bejarano, eds., *Terrorizing Women: Femicide in the Américas* (Durham: Duke University Press, 2010).

Jia Tolentino, "The Rage of the Incels," <https://www.newyorker.com/culture/cultural-comment/the-rage-of-the-incels>

Alice Bolin, Intro from *Dead Girls: Surviving an American Obsession*.

Judith Butler: When Killing Women Isn't a Crime, *New York Times*, July 10, 2019, <https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html>

Caputi, "The New Founding Fathers" (read particularly the part about Bundy).

Ashlee Aleece Edwards, "Ted Bundy wasn't special or smart, he was just white," <https://www.refinery29.com/en-us/2019/01/222787/ted-bundy-white-male-privilege-documentary-tapes>

Masculinity vs. "Misogyninity": what Asian Americans can learn from #UCSB shooting | #YesAllWomen, May 28, 2014. <http://reappropriate.co/2014/05/masculinity-vs-misogyninity-what-asian-americans-can-learn-from-ucsb-shooting-yesallwomen/>

Recommended: Paulina Garcia-DelMora, The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional Reconceptualization of Femicide," *Signs: Journal of Women in Culture and Society* 2018, vol. 43, no. 4

View: first episode of Netflix Ted Bundy doc in class.

Recommended View: *The Grim Sleeper* (HBO documentary on serial sex killer of Black women in Los Angeles, 110 minutes).

Recommended viewing: Aileen Wuornos: The Making of a Serial Killer

Nov. 12: Ecofeminism/Ecowomanism

Delores Williams, "Sin, Nature, and Black Women's Bodies," in *Ecofeminism and the Sacred*, ed. Carol Adams (New York: Continuum, 1993), 24-29,

Carol Adams, excerpt from *The Pornography of Meat*, 2004.

M. Nourbese Philip, "Dis Place – The Space Between," in *A Genealogy of Resistance and Other Essays* (Toronto: The Mercury Press, 1997), 74-112

Jane Caputi, excerpt from *Call Your "Mutha'": A Deliberately Dirty-Minded Manifesto for the Earth Mother in the Anthropocene* (Oxford University Press, 2020).

View: *Feed the Green: Feminist Voices for the Earth*, 2016

Nov. 19: We will watch and discuss a documentary Townsend, Jennifer. *Catching Sight of Thelma and Louise*. Film. Far Beyond Film. 2021. Then, we will do a paper exchange where students read drafts of each other's research paper or the paper



accompanying creative projects and provide feedback. Final exam posted, due Dec. 10

Nov. 26: Last day of class –Creative Project presentations.

Dec. 3: Reading Days

Dec. 10” final paper due

Final paper due Attendance Policy Statements: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

1. I take attendance and reserve the right to take off a half point from a student’s final grade if the student misses 3 or more classes. A late arrivals or early departure from a class counts as ½ absence.
2. Disability policy statement In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).
3. *Counseling and Psychological Services (CAPS) Center* Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>
4. Code of Academic Integrity policy statement Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it

interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. I

Grading Scale:

94 -100 A The student has demonstrated a very high level of competence in each of the first three listed areas.

90-93 A- The student has demonstrated a high level of competence in each of the first three listed areas.

87-89 = B+ The student has demonstrated a good level of competence in each of the first three listed areas.

83-86= B The student has demonstrated an adequate level of competence in each of the first three listed areas.

80-83

B- and lower indicate unsatisfactory work.