CRJ 479: SAMPLE SYLLABUS

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DESCRIPTION, GOALS, AND EXPECTATIONS:
CRJ 479 is a historical-legal examination of gender violence and the responses of the legal system and society. It will expose students to feminist legal theory/thought including explanations for why such violence occurs and different perspectives on what the legal and societal responses to such violence have been, and should be. In this regard, the course will examine the topics of rape (sexual assault); sexual harassment; pornography and obscenity; prostitution and sex work, human and sex trafficking, and intimate partner violence. In exploring each, we will examine history and change in law and society bringing us forward to present debates.

This capstone course satisfies Core Objectives 10 and 13 of the Silver Core Curriculum:

CO10. Diversity and Equity: Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity.

CO13. Integration and Synthesis:
Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues

In addition, CRJ 479 will assist students in honing the skills described in Core Objectives 1 and 3:

CO1 Effective Composition and Communication. Students will be able to compose written, oral, visual, and other forms of discourse for a variety of scholarly, professional, and creative purposes.

CO3 Critical Analysis & Use of Information.
Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

STUDENT LEARNING OUTCOMES:

* Students will be able to demonstrate an understanding of historic and modern responses to gender violence focusing on Anglo-American law and processes (CO 10).
* Students will be able to demonstrate a basic understanding of feminist legal theory/thought, and its development, including analysis of different feminist perspectives regarding the nature of gender and gender violence and the role of law in society (CO 10, CO 13).
* Students will be able to analyze and compare and contrast feminist perspectives in regard to the legal concepts of equality, harm, consent, and coercion as they apply to the topics of the course (CO 10, CO 13).
* Students will be able to analyze the intersection, and interrelationship, of gender, class, race, and ethnicity in regard to the topics of the course, including an international context (CO 10, CO 13)
* Students will be able to integrate effective communication and the critical use and analysis of information in class discussion and a variety of assignments (CO 1, CO 3, CO 13).

The course utilizes lecture, group discussion and dialogue, and media to present information and
actively engage students in exchanging information and views. Each student brings different experiences and perspectives which will enrich class discussion. To that end, it is important to note that many of the class topics remain controversial and everyone will have a different comfort level in discussing them. That there will be difference of opinion is to be expected, not denigrated. Respect for each other and divergent views is essential. We can only learn by being willing to listen to other viewpoints. Perhaps in regard to gender, it is most difficult to ‘walk a mile’ in someone else’s shoes. It is also noted that many feminist scholars, both women and men, in addressing gender violence have traditionally focused on violence against women, and particularly male violence. This focus does not to deny that men may be victims and women may be perpetrators; rather, it underscores that violence against women in law and society has a history and is worthy of study in itself and this study builds a foundation for the analysis of the law and gendered violence in society today.

REQUIRED READINGS
Weekly readings posted on webcampus (see schedule below).

COURSE REQUIREMENTS AND GRADING

1. A Midterm Exam worth a possible 120 points. It will be a combination of objective questions, including multiple choice and true/false, and essay questions (CO 1, CO 3, CO 10, CO 13).

2. A Final Exam worth a possible 120 points. It will be a combination of objective questions and essay questions. While it will primarily cover the topics of the last half of the semester, each topic builds on a foundation throughout the semester (CO 1, CO 3, CO 10, CO 13).

Note on exams: You will be provided sufficient space to write on the exam, so no Blue Books are necessary or will be accepted. You will be permitted to bring to each exam one half-sheet of letter sized 8'x11' paper with whatever notes you wish to include on both sides. The Department DOES NOT GIVE MAKEUP EXAMS – check its website for the complete policy. The policy will be discussed in class.

3. Two integrative reflective essays worth a possible 40 points each, 3-4 pages. The first will be handed out at the midterm exam and due in one week. The second will be handed out during the last week of class and due in one week. Details will be discussed in class. They will vary in focus from examining your comprehension of a theory to comparing and contrasting theorists or using feminist perspectives to analyze a legal issue. (CO 1, CO 3, CO 10, CO 13).

4. Weekly reflections worth a total of 120 points, possible ten points each (1-2 pages). These will give you the opportunity to articulate in writing your understanding and analysis of class readings and discussions. While there will not be reflection assignments for every week (week one/week of midterm), for most weeks there will be reflections ranging between 2-4 issues/questions. Students will have a choice of which reflections to respond to but must submit a total of 12. (CO 1, CO 3, CO 10, CO 13).

5. A 10-12 page research paper on an approved topic of gender violence worth a possible 160 points. A guide with the due date will be posted on webcampus during the first week of class. The paper must include feminist analysis and legal analysis of the topic. (CO 1, CO 3, CO 10, CO 13).

6. Attendance will be taken and is required. Having a successful class depends on participation. This is a matter of quality, not simply quantity. With a larger class, certainly not everyone is expected to participate directly during each class; there will be opportunities for group discussions. Fifty points may be earned through your participation. Students who miss more than four classes will lose points. A sign-in sheet will be provided and you will be responsible for signing in for each class meeting. Consider the following as a guide not only regarding participation but effort:

A. The A student demonstrates that they have read the assigned materials thoroughly, identified important
questions. They participate regularly and thoughtfully in discussions, not as a matter of quantity but quality, not simply expressing opinions but supporting them. They treat all views expressed in class respectfully. They not only answer questions but are not hesitant to ask them.

B. The B student participates in group and class discussions. In answering questions, they demonstrate that they have read and have a basic understanding of the assigned materials. They may be more hesitant than A students to add analysis to their answers, or to express their own views and ideas. They recognize the importance of respecting different views.

C. The C student has good attendance but does not often participate in discussion. They may participate in group discussions but rarely participate in full classroom discussions. The C student may also be one who will participate but in giving opinions rarely is able to support them or simply shows that they have not read the materials closely.

D. The D student may be disinterested or inattentive in class, rarely making an effort to participate in either group or classroom discussion or they may participate but in a disruptive and disrespectful manner which discourages other students from joining class discussions.

F. The F student may not be present in the classroom in body as well as mind. If you are not present, you cannot participate.

Six hundred fifty (650) possible total points. Grades will be based on a traditional curve of 90% - A; 80% - B, etc. This is an upper division course with high expectations and rigorous requirements. Students will receive the grade they earn, so it is important to consider in advance what you are willing to put into the class experience. The instructor may assign pluses and minuses based on effort.

POLICIES AND RESOURCES

Policy on Audio and Video Recording: Under department policy, classes may not be videotaped in any form, and if you wish to audiotape a class, you must notify the instructor and obtain their permission. Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents. The Board of Regents policy states: This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Disability Services: Any student with a disability needing academic adjustments or accommodations should contact the Disability Resource Center (Thompson Building, Suite 101; phone 784-6000).

Academic Success Services: Your student fees cover usage of the Math Center (784-443 or www.unr.edu/mathcenter), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or http://www.unr.edu/writingcenter). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Academic Dishonesty

High ethical standards are essential to the legitimate functioning of our legal and criminal justice systems; so too, must they be expected of students anticipating careers in those systems or related fields. Compliance with all University & Department policies & rules regarding attendance, conduct, and academic honesty is required.

Academic dishonesty includes cheating in all forms as well as plagiarism. Students are expected to personally write and complete all assignments/exams/papers which are attributed to them by name. Any violation of university policy on academic dishonesty will not be tolerated. Violations can and will result in discipline which may range from a zero for the assignment to failing the course or other discipline as provided under university policy and procedures. For more detail on the definition of academic dishonesty and disciplinary policies and procedures, visit the Office of Student Conduct website.
CLASS SCHEDULE
NOTE: this is an approximation of the weekly schedule; some topics may take longer to examine and the readings are subject to change. It is your responsibility to keep current with class assignments and follow the schedule. The postings on webcampus will be by week with reading and discussion questions for each article, excerpt, or chapter. The reading assignments are listed for the class and week we expect to discuss them. Manage your time so that you not only have the time to complete the readings but also to think about them.

WEEK ONE: DEFINING TERMS AND INTRODUCING ISSUES. On the first day of class we will begin with definitions so jot down your answers to the following questions: what is violence and what violence is accepted in society? When we use the word feminism or feminist, what words and ideas come to mind? What is feminism? Lorber introduces us to the many types of feminism and the variety of issues they address. See below. We will continue this discussion to the next class. How should we define the terms 'sex' and 'gender'?

Readings for Week One:
* Skim through the notes on law and the legal system and brief excerpt from Inciardi, Criminal Justice (2007), an overview of criminal justice process. These readings will be references for the entire semester. Note, as the law relates to violence that there may be violence that is criminal, or simply illegal, or even legal.
* Excerpts and introduction to feminism(s). Judith Lorber, Gender Inequality: Feminist Theories and Politics (2005). From Lorber, it is evident that there are many different types of feminism, and their labels/titles may change. For our purposes can you summarize in a few sentences the key components or issues for first and second wave feminism? Also summarize, Marxist Feminism, Socialist Feminism, and Post-colonial feminism? As you read, consider the role of law. What do you think are the critical issues for feminists today?
* Lorber introduces terms such as sex and gender. Add the Newsweek article on defining gender and transgender today. What is female and male, man and woman, feminine and masculine (sexual orientation, transgender, transsexual)? Can we think of sex or gender on a continuum?

WEEKS TWO-THREE: BUILDING A FOUNDATION: INTRODUCING FEMINIST LEGAL THEORY/THOUGHT. Weeks two and three will introduce feminist legal theory/jurisprudences, its origin and approaches to gender issues in law. We will focus on the importance of history to feminist legal theory and particularly the impact of the nature-nurture and sameness-difference debates on such theory including dominant images of man and woman in history (expectations, roles, traits, archetypes or stereotypes).

Order of Readings for Weeks Two-Three: Focus on the readings and discussion questions which will be posted on webcampus
* Excerpt from Clare Dalton, “Where We Stand: Observations on the Situation of Feminist Legal Thought,” Berkeley Women’s Law Journal (1987/88). Note, this excerpt can be skimmed for its introduction to feminist legal thought. Focus on readings and discussion questions posted on webcampus. Gayle Binion, “The Nature of Feminist Jurisprudence,” Judicature (Nov.-Dec.,1993). This article was written to introduce judges to the feminist approaches to law/legal issues. While Binion suggests there have been stages in feminist jurisprudence, the approaches can also represent different feminist perspectives which continue to exist and impact feminist debate. Gender issues are not suddenly resolved: they evolve and transform, so the debates continue as we will see throughout the class. For example, how should equality be defined, achieved?
* Lentz notes, compare & contrast three feminist perspectives – liberal, radical, and conservative
- on the legal concepts of consent, coercion, and harm and their likely positions in the nature/nurture and the sameness/difference debates. Note, these perspectives do not equate with liberal & conservative political terms & labels used today. In addition, feminists often do not self-label; the perspectives are tools to use in examining law and society

* Adding an historical perspective to the nature-nurture debate: introducing man and woman, and nature in history - excerpts from the writings of western philosophers, theologians, thinkers, and commentators from Aristotle to Freud. Are there dominant roles or traits assigned to man and woman from past history which impact us today? In archetypes or stereotypes? While the readings are not that long, there is much to discuss, so class discussion on this may continue to week four.

**WEEKS FOUR-FIVE:** (weeks of Sept 15 and 22). FEMINIST PERSPECTIVES. Continuing discussion of history and the nature/nurture debate from the perspective of two influential feminists. Comparing and contrasting the perspectives of Susan Brownmiller and Camille Paglia on man and woman, society and nature. A central goal of Brownmiller is to acknowledge that rape has a history. Paglia also looks at history. In examining explanations (causal theory) for violence and rape, and law, the nature/nurture debate becomes central.

**Readings for Weeks 4-5:**

* Brownmiller 1 file: Discussion of Brownmiller’s theory of the origin and role of rape in woman’s subordination (Ch. 1) and on the crime of rape in ancient and medieval society (Ch. 2). Brownmiller 2 extends her analysis to rape in war as a reflection of a male ideology (excerpts Brownmiller Ch. 3). Add excerpt from Ch. 8 on power and rape.
* Excerpts from Camille Paglia’s *Sexual Personae* exploring Man’s responses to Nature, explanations for rape, the nature of sex and woman, and man’s achievement of western civilization.
* Compare/contrast Newsweek article on rape in military (2011) – men raping men.

**WEEKS SIX-SEVEN:** (weeks of Sept. 29- Oct 6) FROM CAUSAL EXPLANATIONS FOR RAPE TO THE LAW OF RAPE, PAST, PRESENT, FUTURE. Continue discussion of Brownmiller and contrast modern research and theories on sexual aggression (types of rape & rapists) with Brownmiller’s perspective. Focus on the law’s response to rape, past, present & future.

* Excerpts on understanding aggression from Irene Hanson Frieze, *Hurting the One You Love* (2005). Beyond Brownmiller’s theories, what are modern explanations for violence, particularly sexual violence, perpetrated by men, by women? What do you believe are the most important explanations for sexual violence?
* Lentz outline on the Law of Rape, Past, Present, and Future with examples of state rape/sexual assault statutes and significant changes in law in recent decades. We will start with discussion of scenarios.
* Recommended: Brownmiller Ch. 11-12 – these chapters provide background/a starting point for discussing the law of rape, past, present and future by giving us the voices of victims and an understanding of rape law in the past circa 1970 before widespread reform.

**WEEKS SEVEN - EIGHT:** A CONTINUUM OF COERCION AND INTIMIDATION – ADDING SEXUAL HARASSMENT. Sexual harassment from personal definitions (what is sexual harassment) to feminist perspectives and theories on sexual harassment in the workplace and educational setting to the law of sexual harassment (are there gender dimensions in the elements a plaintiff must demonstrate?)

* Lentz notes on the statutes and caselaw governing the law of sexual harassment
* Lentz notes, comparing/contrasting 3 feminist legal perspectives on rape and sexual harassment

In transitioning from rape to sexual harassment, certain issues in rape also exist in regard to such harassment even though the former is largely a matter of criminal law and the latter a matter of civil law (note, sexual harassment is a crime in many states but rarely prosecuted). Also consider that sexual harassment may address issues of speech in the workplace and recently some cases/advocates have challenged harassment claims which raise issues of freedom of speech, and this issue transitions us to pornography - sex in our culture – which will be addressed in the second half of the course.

**WEEKS NINE, TEN, & ELEVEN: THE SEX INDUSTRY, PORN AND THE LAW (our focus is on adults).** Defining pornography: Feminist perspectives on pornography and the sex industry (potentially empowering or simply domination and exploitation?); the constitution and freedom of expression: distinguishing pornography and obscenity.

**Readings for weeks 9-11:**
* The debate regarding porn and the law – from statutes to the constitution. Lentz outline on constitutional issues and caselaw: the right to privacy & regulating sexual conduct; Freedom of expression and obscenity Miller v. California

**Recommended readings:** Brownmiller, Ch. 9-10 - the cultural setting of gender violence, myths, archetypes & stereotypes; article from Portfolio magazine on the modern sex industry and pornography

**WEEKS TWELVE – FOURTEEN: PROSTITUTION AND THE PROSTITUTE.** Buying Sex, from pornography to prostitution, trafficking, and human rights – criminalizing the prostitute or prostitution. US trend to redefine prostitution as trafficking in media and law. Whose voices matter? Are we asking the right questions? Is consensus possible?

**Readings for weeks 12-13:**
* Notes on historical background & the Nevada Experience – Lentz.
* "Voices for Dignity" (2014) – videos and articles on Canadian Supreme Court overturning prostitution laws under Canadian Charter of Rights and Freedoms, focusing on the law not protecting safety of prostitutes, particularly street prostitutes.

**WEEKS FIFTEEN - SIXTEEN: INTIMATE VIOLENCE. COMING FULL CIRCLE – INTIMATE
VIOLENCE, POWER AND COERCION (revisiting Brownmiller); historical responses to domestic violence and wife abuse; theories of domestic violence - beyond gender; legal responses and the feminist debate.

Readings for weeks 15-16:
* Lentz notes, feminist perspectives on pornography, prostitution, and domestic violence
* S. Lentz, *Revisiting the Rule of Thumb: An Overview of the History of Wife Abuse* (longer version of published manuscript)