INTRODUCTION:
The goal of this course is for students to gain an in-depth understanding of the complexities of gendered violence on a national and global scale and to situate it within the larger transnational, gendered social/political/cultural context. We will cover a wide range of forms of gendered violence and will expand beyond the boundaries of our own culture in our analysis. Relying on a critical view of the cultural, social and economic factors that contribute to gendered violence, we will stress structural factors related to gender inequality that contribute to violence as well as the powerful but often invisible and nuanced streams of cultural ideology that produce and reinforce gendered forms of violence. We will view violence as a political, historical and personal reality, and as a reflection of economic and social inequality. Primary focus will be on gender relations, hierarchy, and the intersections of gender with race and class as they shape violence as well as responses to it.

Because this course is a capstone and diversity course, it will require a good deal of reading and writing, incorporating critical thought, integration of ideas and research, and analysis. You may find that more writing is required than in some other courses you are taking at this level. Please see me as soon as possible if you are having difficulties with the demands of the class and I will work with you and refer you to helpful resources. I appreciate your questions, your confusion, and your concerns and welcome your discussion of these in class. I like a lively class, one in which I am a resource for you, providing you with some information, some challenges to the way you are accustomed to understanding and with ways of seeing the problem and analyzing it. I sincerely hope that you will raise questions, contribute your knowledge, and expand the discussion through your contribution during class. Although this is a difficult and often painful area of research, I think the class can be intellectually enjoyable (stimulating, exciting, challenging). I look forward to an interesting semester with you.

Prerequisite
Prerequisites for Capstone courses are junior or senior standing and completion of all General Education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.

Catalog Description: Class and gender as related to an analysis of violence, including battery, rape, stalking, “honor crimes,” genital mutilation and corporate violence.
**Rationale:** This course satisfies Core Objectives 10 and 13. While sounding a bit complex, it is actually impossible to ask questions and to discuss topics that incorporate both gender and violence and that are global in nature without taking into account the range of different social and political locations and the complexity of identity intersections. This course will require students to demonstrate critical reading and understanding of the material in lecture and assigned readings, to evaluate the methods and theoretical perspectives underlying the materials and to draw their own conclusions about the material, including the forms of violence, the theories about it, and the complex debates in the field. Students will be asked to recognize and analyze the relationships between their own situation and that of the various historical periods, cultures, and societies in which gendered violence is being explored and to critically analyze both the practices and the responses to them by various political and social agents.

**Core Objective 10: Diversity and Equity.** Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Students will demonstrate an understanding of diversity through a focus on gender and social class with an emphasis on the analysis of gendered violence. Students will apply and evaluate approaches used to analyze gendered violence and the social barriers to gendered violence poses.

- to identify and apply multiple theoretical perspectives to describe and explain a range of gendered forms of violence.
- to apply various theoretical perspectives to describe the intersectionality of gender and social class in violence.
- to evaluate the relationship between various approaches to dealing with gendered violence from different ethnic, race and gender positions and the social barriers for addressing it.

**Core Objective 13: Integration and Synthesis:** Students will be able to integrate and synthesize Core knowledge, enabling them to analyze complex and nuanced problems in the area of gendered violence (C011). Therefore, students will be able to critically access the literature related to gendered violence, and evaluate the methodological and theoretical assumptions underlying that literature (C01). Students will be able to develop conclusions based on this integrative and critical reading and express those conclusions both orally and in writing (CO3). On the successful completion of this course, students will be able to:

- contrast and compare the complex and nuanced underpinnings of gendered violence in different political and social locations and trace similarities and differences between them.
• critically analyze the applicability of different theoretical perspectives to a range of gendered global violence.
• communicate the impact of their own social, geographic, and political location as it shapes their understanding and response to global gendered violence.

Assessment: Students will be evaluated on the basis of 4 written essay examinations. Each examination will contain questions related to theory, methods, and application in separate or integrated sections. Because Gendered Violence draws on a range of perspectives, raises difficult political and social questions and crosses local and global social terrain, exams will ask students to do cross-cultural/trans-societal comparisons, ask critical questions about global applications, incorporate the complexities of raced, classed and gendered societies and require integration and synthesis of these materials and perspectives.

Required Readings:


2. Articles: Numerous articles and chapters are assigned. The readings are accessible through UNR electronic reserves (Ares). I may give you several other articles throughout the semester and we will communicate with you about this through webcampus.

EVALUATION:

Your evaluation for the course will be based on the following factors:

Four Take Home Exams: Each exam will consist of one or more questions related to your readings, films, and lecture. The first exam will focus on theoretical perspectives. The second exam will focus on methodologies and critique. The third and fourth exams will integrate perspectives, methods and application. Your grade will depend on your ability to clearly articulate a response to the question that integrates your readings specifically and extensively. The purpose of the exam is to determine that a) you have read and understood all of the material and b) you have facility with the material to the extent that you can synthesize and integrate it, apply it and expand upon it. Please Note: Your grade will be dependent on the degree to which you competently incorporate your readings and other assigned materials as well as outside readings as appropriate. You will be graded, as indicated above, on your increasing ability to apply perspectives, utilize and criticize methods and integrate, critique and apply perspectives. You will be expected to compose your thoughts and communicate your ideas clearly. I will deduct ten points for each class day the take home exam is late. 5-7-pp.

Exams are worth 100 Points each: Total: 400 Points.

Exam Schedule:
Exam 1 Due Feb. 20 (Covers material from January 21-February 13)
Exam 2 Due March 27 (Covers material Feb. 18- March 13)
Spring Break: March 17-21
Exam 3 Due April 10 (Covers material from March 25-April 3)
Exam 4 due at 12:30 on May 13 (Covers material April 8-May 6)
*(In some of the sections, the issues with which we deal are more complicated theoretically than in others so I have decreased the number of weeks covered by the exam).

* In addition to the above, I will, if necessary, periodically give you an in-class pop quiz I think that students are not keeping up with the reading. Ten points each.

Total Points: **400 Points** (plus pop quizzes up to 100 points if determined to be necessary by professor)

**Extra Credit:** Students can receive up to 10 points extra credit (2 points per post) for posting relevant images, articles, experiences accompanied by a critical analysis (250 words) linking this with the readings or lectures. We will rely on your posts for class discussion

**Additional Expectations for Graduate Students:**

In addition to completing all of the work required of undergraduate students, graduate students are expected to meet the following expectations:

Graduate students will be expected to demonstrate a more sophisticated and nuanced understanding of the material than will undergraduates. Although both graduate and undergraduate students will be expected to be able to apply theoretical perspectives to the topics under consideration and to be able to use the lens of a sociological/feminist analysis in their approach to the material, graduate students will be expected to have developed their theoretical and analytical understandings in more depth.

Graduate students will be expected to read more extensively in each area that we cover; specifically selecting one additional scholarly article on each of the topics we study to introduce to the class. They should specifically add to the conversation from the article they have selected.

Graduate students will be expected to write three take home exams. Your take home exams should be longer than those of the undergraduates (10-15pp) and should indicate that you have a more thorough and sophisticated understanding of the material. In addition, your essay should reveal an in-depth understanding of the material, the relationship between articles, and the way in which the material connects with the theoretical perspectives that have been discussed in class.

Graduate students are expected to write a research paper (20-25 pp) that is theoretically based and that provides a comparative, critical analysis of a topic to be agreed upon with
me during our discussions. Students will meet with me on an ongoing basis throughout the semester to develop their research paper. You are expected to make appointments to see me throughout the semester so I may guide you as you develop your research paper. I may call upon graduate students to lead the discussion in class or to oversee the class if I am absent for any reason.

**Grading Scale:**

- 95%-100%=A
- 90%-94%=A-
- 87%-89%=B+
- 83%-86%=B
- 80%-82%=B-
- 77%-79%=C+
- 73%-76%=C
- 70%-72%=C-
- 67%-69%=D+
- 63%-66%=D
- 60%-62%=D-
- Below 60%=F

The grade you earn symbolizes your performance on each assignment and ultimately, in this class, based on the standards and requirements of the assignments and in relation to the work of other students in this class. Final grades are assigned on a modified scale, in which I take into account the student’s participation in class. So, an 88% may become an A- rather than a B+ depending on other factors weighing in the student’s favor. I will not use the plus/minus system to a student’s detriment.

Please read this carefully.

An A represents clearly **superior** work. Students who receive an A have demonstrated exceptional or outstanding performance. Student shows facility with the material and understands the nuanced and complexity of the material.

A B is **good** work—student has met all the course requirements in a competent way but without indication of more advanced theoretical understanding.

A C indicates that the student’s performance is **average** or adequate. The student may have errors and omissions as well as confusions on significant parts of the assignment.

A D represents **inadequate** work. The student has not fulfilled significant assignments or course requirements. Performance is insufficient although student has performed at a level beyond complete failure.

An F indicates that student has done **inferior** work, perhaps through omission or perhaps through not responding adequately to the question or assignment. In addition, an F will be assigned to students who have not dropped the class before the drop date.
ATTENDANCE: I strongly believe that students who have enrolled in a class have committed to attending the class sessions (in their entirety) and to participating in the class discussions. Please arrange to make doctor’s appointments, coffee plans and other appointments at times other than class times. I will take attendance daily. You are allowed to miss three classes with no penalty. After that, I will deduct ten points from the total number of points you have earned during the semester for each class you miss. Save your absences for the illnesses or unanticipated emergencies you may encounter during the semester. I will rely on your participation as I determine your final grade.

EXAMINATIONS: There will be three take home exams during the semester. These examinations will consist of one or more essay questions and these must be your own work. I will only allow late exams if the student has an acceptable written excuse and sees me to explain the lateness of the exam. I will take off ten points for each class day that the exam is late without an acceptable excuse. You must provide me with a hard copy in class on the due date and on that same day email a copy of your exam to Elizabeth Martinez at elizabethmmartinez2@gmail.com.

DISABILITY POLICY: Any student who has a documented disability and who presents me with the documentation of that disability will be accommodated according to the University Of Nevada, Reno's policy as outlined in your catalog.

ACADEMIC HONESTY: Any student who engages in plagiarism or other forms of cheating on their exams, papers, or presentations will receive a grade of "0" for that activity. In addition any student who signs the attendance list for another student will be considered to be engaging in academic dishonesty. Please see the University Of Nevada, Reno catalog for a complete description of the academic dishonesty policy.

OFFICE HOURS: I have listed office hours for two hours a week and would welcome seeing you to discuss not only your questions or progress in the class, but to discuss with you any ideas related to the class or to your area of academic interest. I strongly encourage you to take advantage of my office hours for help with your final paper or for any questions or concerns you have about the class, your participation or the materials. Please also feel free to call or email me for an appointment if the office hours I have listed do not work for you.

COURSE PLAN: The following outline expresses my plan for the term. However, because the teaching-learning experience is a fluid, complex, and interactive process, we will not be bound to it, but will make changes if those will enhance the quality of the educational experience. You can expect some changes in the assignments throughout the semester. I reserve the right to make changes in this syllabus, including deleting or adding materials.

ELECTRONIC DEVICES: Students may not use computers or other electronic devices, including cell phones during class. Please stow these devices appropriately before class begins. Practice the art of separation from the extraneous and commitment to the moment.
COMPORMENT: This class lasts one hour and fifteen minutes. I expect you to take care of your personal needs prior to or after class rather than getting up during class to do this. If you have special circumstances, please discuss them with me prior to class. It is both disrespectful and disturbing to have students enter and leave the classroom during class time.

January 21: Introduction and Expectations
Introduction to the area of gender, gendered violence and to the course and my expectations. This is a difficult and controversial topic, one that reflects our political beliefs and values. I will help you situate the discussions within the context of the disciplines of sociology and women's studies and provide you with an overview of the materials we will cover. I will also discuss the approach you will need to take to your paper.

January 23: Why Study Violence from a Gendered Perspective
Discussion of the importance of gender as a structure as well as identity and an analysis of the way in which violence is directly tied to gendered identities.


January 28-January 30: A Gendered Perspective on Violence
Here we discuss sociological and feminist approaches to understanding gender and gendered violence. Perspectives are "ways of knowing" that shape what we know and what we see as worth knowing. The assumptions implicit within perspectives shape the legal and social response to those things we construct as "problems." These perspectives we will discuss incorporate sociological, cultural and feminist perspectives and are not necessarily competing but may mutually enhance our understanding of gendered violence. One of our goals during this section is to understand the concepts: gender, violence, and gendered violence.

January 28:


January 30:

February 4-6: Complications of Studying Violence Transnationally and Transracially.  
Because our focus is global, we will look at the difficulties that emerge when scholars from one society, especially a society seen as a colonizer, make an effort to study violence and gender in another. How do class, privilege and race differences effect the construction of a problem and the solutions that are offered? Can people who occupy very different cultural and social locations share an understanding of a problem?

Feb. 4:  


Feb. 6:  


Feb. 11-13: Swept Away: Cultural Support for Violence against Women  
During this time we discuss messages about femininity and masculinity in film, music and advertising to reveal the intimate tie between specific cultural definitions of women and femininities, men and masculinities, and violence against women. We make the case that the depiction of women as sexual objects in film and music, disembodied parts in advertising, and air heads on television establishes a climate in which the seriousness of women's everyday economic and personal survival needs are made invisible. If women are depicted in cultural imagery as sexual innocents waiting to be awakened, as sexual animals always ready, or as disembodied body parts, they are bound to be the targets of interpersonal and structural violence. This imagery unilaterally devalues women, creating and reinforcing the illusion that they are peripheral to the economic and legal concerns of the real world. By the same token, if men are presented primarily as sexually and physically aggressive beings, naturally dominant and privileged, they learn messages about masculinity that are dangerous to them as well as to women and other men.
Feb. 11:

Feb. 13:


Feb. 18-20: Just Trying to Make a Living (Sexual Harassment).
Here we focus on sexual harassment experienced by women in the workplace and in the educational system as they prepare for employment. Sexual harassment is of major concern to us here and we look at it in relation to the ghettoization of women's work, their economic powerlessness and the socialization of both men and women that leads to the exploitation of women in work and educational hierarchies. This discussion is situated in an analysis of the structural characteristics of the workplace and schools and universities as they reflect and reinforce cultural imagery of women as peripheral workers and sexual objects and men as autonomous, powerful decision-makers. We address the issue of sexual harassment of men as well as the possibility of false accusations and their consequences. We will also discuss “street harassment.”


Feb. 25-27: Rape in Socio-Political Context
This section is devoted to the literature on rape with particular attention given the enormous changes that have occurred in our understanding of rape. We highlight the impact of the definition of rape as something that occurs between strangers and contrast that with the reality of rape as a less dramatic occurrence between acquaintances. Attention is given to the traditional explanations for rape and the traditional definitions of rapists and the impact of these on social and legal responses. We discuss the significant difference between the traditional definition of the rapist as sick or deranged and the view of the rapist as reflecting everyday cultural definitions of male and female sexuality. I discuss the powerful and far reaching impact of rape myths and stereotypes with particular attention to their impact on the women themselves and their assessment of their alternatives once they have been raped.
Feb. 25:
Stewart, Mary. Ordinary Violence. 2014 Chapter 6: Real Victims, Reasonableness and Rape..


Feb. 27:


March 4-6: Pornography as Violence?
Pornography, like prostitution, is a topic on which there is little agreement and about which feminists themselves differ strongly. Not only are there definitional issues, but there are debates about whether participating in porn is liberating or oppressive. How does participation in pornography relate to, encourage, or support violence against women?

March 4:


March 6:

Stewart, Mary Ordinary Violence, 20154. Pages 98-114.

March 11-13: Military Violence in Historical Perspective
From the Rape of Nanking to Comfort Women to the Charity Girls of WW 1 and the B Girls of WWII to the current problems of rape and harassment in the military, we look at similarities in the structures underpinning these forms of violence and the gendered assumptions that drive them.

March 11:

March 13

March 18-20: No Class, Spring Break Have Fun, Be Careful.

March 25-27: Trafficking and Sex Slavery: Complicating the Problem
Here we discuss the social and economic factors that support trafficking and discuss the relationships between the global economy and trafficking. What is the relationship between countries of origin and countries of destination and how does international corporate crime build on economic inequality support this form of violence. How is trafficking specifically gendered? We consider whether trafficking, on a global scale is the same as prostitution on a local scale, or whether we can really differentiate the local and the global. We carefully consider the hyperbole surrounding trafficking and discuss the difference between trafficking, sex slavery and prostitution.

March 25:
Stewart, Mary, Ordinary Violence, 2014. Chapter 8: Trafficking (continue to March 27)


March 27:
Davidson, Julia. 2006. “Will the real sex slave please stand up?” Feminist Review. 83. Pp. 5-22


April 1-3: Prostitution, Mail Order Brides and Sex Tourism
The sex industry is complex and highly organized, including sex tourism (men traveling to developing nations to purchase the sexual services of women), the trafficking of women and girls for sexual purposes, mail order brides (a tiny portion of marriage migrants), sex tourism and sexual
services offered to military. Women are often transported between borders by organized crime syndicates, aided by the lack of effective laws or their lack of enforcement. The sex industry relies on the economic disparities between rich and poor nations and reflects the growing importance of globalization and multinational corporations. While sex tourism is common primarily in Southeast Asia, trafficking also incorporates Eastern Europe and in both cases relies on the economic superiority of First World nations. In this section we discuss various perspectives on prostitution, from functionalist to feminist. Is prostitution a matter of free choice, an employment or career choice, or is it a reflection of sexism, powerlessness, and the oppression of women? To what extent is the involvement of the state simply the creation of a super-pimp to replace the street pimps and brothel owners? We will address the gender socialization of men and women, discussing the differential definitions of male and female sexuality.

April 1


April 3:


April 8,10,15,17 Just a Different Culture: FGM, Honor Crimes and Dowry Deaths
Please Note: For this entire section you will be referring to Chapter 11 in Stewart, Ordinary Violence: It’s Just a Different Culture, 2015.

In this section we consider forms of gendered violence that are culturally/socially or politically based and investigate their relationship with the gendered structure within which they occur.

April 8: Global Perspectives on Violence: Understanding Difference and Shared Foundations

April 8: Genital Mutilation
In this section we will consider whether this practice is a cultural variation or a form of gendered violence, addressing the ideal of value free inquiry and cultural relativity. We will trace the development of genital mutilation and discuss the variations of this practice as well as their consequences for children and women. We will consider the relationship between penile circumcision and "cutting" and we will also look at activist efforts to eradicate this procedure. Conflicts between women in African and other Muslim countries and women in Western cultures will illustrate the underlying deep suspicions and historical antagonisms between the colonizing
nations and the colonized. We will consider whether “female circumcision” is the same thing basically as “male circumcision.” Is it possible for there to be global understandings of violence against women and children, or must these always be understood within the confines of the particular culture in which they occur?

Johnsdotter, Sara. 2012. “Projected Cultural Histories of the Cutting of Female Genitalia: A Poor Reflection as in a Mirror.” History and Anthropology. 23:1, 91-114.


April 10:

April 15-17:
**Dowry Deaths**
Concerns about cultural relativity are less likely to be raised in discussion of bride burning or kitchen fires. Related directly to the dowry system, this practice, unknown to most of us until a decade ago, has resulted in the death of thousands of women whose dowries have proven inadequate for the family of their husband. Although there are significant rural-urban differences in this atrocity, it is related strongly to the economic and familial systems of India and Pakistan. There are also legal and political efforts to eradicate this practice through changes in the marriage practices or punishment of perpetrators but most research suggests that although dowries are not legal, the practice of providing gifts to the family of the man the woman is marrying remains a dangerous practice for young women. Think about this practice within the context of the history of marriage and expectations for marriage in contemporary American society. Can you see similarities and differences between the U.S. and India and Pakistan in regards to this practice? Is it possible for you to understand this practice with “western eyes”?

April 15:

April 17:

April 22-24: **Honor Crimes**
Why are women the victims of “honor crimes?” and why is there so much support for them among men as well as women in some Muslim countries? Whose honor is at risk and why are women
those who carry it? Honor crimes are often committed against women, sometimes men, who are suspected of adultery, disloyalty, or sexual interaction with an “inappropriate person,” usually by their family members who go relatively unpunished for their acts. In some cases, it is the state that carries out the death sentence for a woman guilty of adultery. We examine the notion of “honor” that results in honor crimes and discuss women as a vehicle for the family honor that maintains the economic and marital relations in many Muslim countries. Acid throwing and other forms of physical mutilation are also addressed as they reveal the consequences of the cultural oppression of women.

April 22:

April 24:

April 29-May 1 Corporate and Elite Crime
Corporate crimes occur within an invisible and powerful cultural, political, and economic context, just as do individual assaults. Many of these crimes, committed by major pharmaceutical companies, specifically target women, while others are more raced than gendered. The profit motive is probably the most basic and still the most accurate explanation for corporate crime. This motive is supported by two other major factors: a corporate culture that defines questionable actions as acceptable even though they may be illegal and the organizational goals of stability, prestige and growth.

April 29: Breast Implants and Corporate Crime

May 1: DES and Fen-Phen

May 6: Global Markets and Gendered Violence
In this section we expand our understanding of corporate crime to include the systematic reliance on cheap and easily replaceable labor in Mexico and Southeast Asia and the impact of foreign capital on the economy and the industrialization of these countries. Our focus is on work and its impact on the lives of workers, but also on the differential impact on men and women and on the relationships between them. An analysis of the maquiladoras as forms of gendered violence specifically relies on a broad definition of violence, one that includes not only the exploitation of workers, the violation of their physical existence, but the broader view that a society and a way of life can be violated, bringing extreme and sometimes unanticipated consequences to the lives of its people. Specifically, we draw the relationship between the maquiladoras established in free trade
zones and trafficking in women and children and trace the origins and expansion of this practice as well as its consequences.
