

GSWS9358F Gender-Based Violence as a Feminist Issue

Prof. Katherine McKenna

Fall 2021 Tuesday 1:30-4:30 on Zoom (linked in OWL)

Office Hours: By appointment on-line or by phone

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Course Description:

Gender-based violence was one of the earliest issues identified by feminists as a focus for grass-roots organization and continues today to be an important subject for community work, research and political struggle. This seminar will provide an overview of both the theory and practice of feminist anti-violence work locally and globally.

Violence against women was a virtually invisible social problem until it was brought to light by feminist activists some 40 years ago. Since then, there have been a number of political and scholarly controversies surrounding this issue. This course will examine key aspects of these debates in Canada and the United States, as well as in other parts of the world. These theoretical issues will also be connected with practice, that is, with the front-line work that is undertaken in the community to counter violence against women and their children.

Course Objectives:

- To understand the historical background to contemporary issues of violence against women and the many different forms it takes
- To learn about the broad systemic nature of gender-based violence while at the same time how it effects women differentially due to their multiple identities (such as race, class, sexuality, ethnicity, etc) and locations globally and in North America
- To analyze and understand research trends and debates on this subject
- To examine and evaluate the different theories of the root causes of gender-based violence
- To become informed about the many ways in which the community, particularly grass-roots feminist organizations respond to abused women and children
- To consider what would be necessary to ensure a violence-free future

Assignments and Evaluation:

Students will be assigned to provide an overview and introduce the discussion on the readings for one class based on their preferences. These presentations should not be detailed summaries of the readings, but rather overviews raising major points and discussion questions. The following week they will be expected to submit a 10 page paper based on the class readings.

There will also be a research paper of approximately approx. 3750-5000 words (15-20 pages) on a topic of the student's choice connected to gender-based violence. Students are required to submit for approval a proposal for their essay by November 16 and must consult with the professor about their topic before this date to ensure they are on the right track. The proposal

should consist of a 1-2 page outline of the essay with an annotated bibliography including a minimum of 10 sources. The annotations should consist of a short paragraph stating the main points made in each source along with a statement of how it is relevant to your paper. The final paper will be due in Assignments in OWL on December 10 in the final class of term, and also must be submitted electronically to turnitin.

Class participation and preparation by completing the assigned readings will be expected. 10% of the participation grade will be based on the reading presentation and 20% on overall class participation. An additional 5% is allocated to a class assignment which will require each student to make a short 2-3 minute presentation on a community agency working to end violence against women. These agencies must be selected in consultation with the professor. This course does not have a final exam. The mark breakdown will be as follows:

Essay based on class readings	20%	approx. 2500 words (10 pages)
Class Participation	20%	
Short in-class Presentation on a community resource	5%	
Class Introduction	10%	
Essay proposal and annotated bibliography (Due November 16)	10%	10 sources (approx. 6 pages)
Final Research Paper 3000-3500 words (12-14 pages) (Due December 10)	35%	approx. 3750- 5000 words (15-20 pages)

Course Website:

All course information and readings will be posted on the course website at <https://owl.uwo.ca/portal>.

Policies:

Enrollment in this course is restricted to graduate students in Gender, Sexuality and Women's Studies, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW) Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Course Schedule:

1. September 14 Introduction

Video: *Status Quo? The Unfinished Business of Feminism in Canada* (NFB.ca)

Background Reading:

Katherine M.J. McKenna. "Violence Against Women in Canada." in Nancy Mandell and Jennifer Johnson, eds. *Feminist Issues: Race, Class and Sexuality*. 6th ed. (Toronto: Pearson, 2017) 301-28.

2. September 21 Sexual Assault on University Campuses"

Video: *The Hunting Ground*

Available on-line through Weldon Library. (If you wish skip from 59 minutes to 1:27 which is more applicable to the US) Note- this video may be upsetting for some since it speaks so directly to the university context.

Reading:

Lindsay M. Orchowski et al. "Integrating Sexual Assault Resistance, Bystander, and Men's Social Norms. Strategies to Prevent Sexual Violence on College Campuses: A Call to Action." *Trauma, Violence, & Abuse*. 2020, Vol. 21(4) 811-827.

Elizabeth Quinlan. "Introduction: Sexual Violence in the Ivory Tower." in Elizabeth Quinlan et al, eds. *Sexual Violence at Canadian Universities*. (Waterloo: Wilfred Laurier University Press, 2017) 1-13.

Elizabeth Sheehy. "Making Universities safe for Women: Sexual Assault on Campus." in Wayne Antony et al. eds. *Power and Resistance: Critical Thinking About Canadian Social Issues*. 6th ed. (Winnipeg and Halifax: Fernwood Publishing, 2017) 260-84.

3. September 28 The Normalcy of Everyday Violence Against Women

Video: *Killing Us Softly 4* Available on-line through Weldon Library.

Reading:

Canadian Women's Foundation "The Facts About Gender-based Violence.:"
<https://canadianwomen.org/the-facts/gender-based-violence/>

Maria DelGreco et al. "Communicating by Catcalling: Power Dynamics and Communicative Motivations in Street Harassment." *Violence Against Women*. 2021, Vol. 27(9) 1402–1426

Jill Filipovic. "Blogging White Female: How Internet Misogyny Parallels 'Real-World' Harassment." *Yale Journal of Law and Feminism*. 19 (2007) 295-303.

Cassandra Hill and Holly Johnson. "Online Interpersonal Victimization as a Mechanism of Social Control of Women: An Empirical Examination" *Violence Against Women*. 2020, Vol. 26(12-13) 1681–1700.

Holly Johnson. "Women's Fear of Public Violence." *Dangerous Domains: Violence Against Women in Canada*. (Toronto: Nelson, 1996) 63-91.

4. October 5 Theories of Violence Against Women

Reading:

Annah K. Bender. "Ethics, Methods, and Measures in Intimate Partner Violence Research: The Current State of the Field." *Violence Against Women*. 2017, Vol. 23(11) 1382–1413.

Holly Johnson and Myrna Dawson. *Violence Against Women in Canada: Research and Policy Perspectives*. (Don Mills: Oxford University Press, 2011) 13-36.

Heather McCauley et al. “Advancing Theory, Methods, and Dissemination in Sexual Violence Research to Build a More Equitable Future: An Intersectional, Community-Engaged Approach.” *Violence Against Women*. 2019, Vol. 25(16) 1906–1931.

5. October 12 Violence Against Indigenous Women and Children

Video: *Finding Dawn*

Available through Weldon Library or at nfb.ca

Reading:

Cyndy Baskin. “Contemporary Indigenous Women’s Roles: Traditional Teachings or Internalized Colonialism?.” *Violence Against Women*. 2020, Vol. 26(15-16) 2083– 2101.

Sarah Fotheringham et al. “Strengthening the Circle: An International Review of Government Domestic Violence Prevention Plans and Inclusion of Indigenous Peoples.” *Violence Against Women*. 2021, Vol. 27(3-4) 425–446.

Smye et al. “Violence at the Intersections of Women’s Lives in an Urban Context: Indigenous Women’s Experiences of Leaving and/or Staying With an Abusive Partner.” *Violence Against Women*. 2021, Vol. 27(10) 1586–1607.

6. October 19 The Multiple Intersections of Violence: Race, Class and Sexual Identity

Kimberle Williams Crenshaw. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color." in Raquel Kennedy Bergen et al eds. *Violence Against Women: Classic Papers*. (Boston: Pearson, 2005) 282-313.

Okeke-Ihejirika et al. “A Scoping Review on Intimate Partner Violence in Canada’s Immigrant Communities.” *Trauma, Violence, & Abuse*. 2020, Vol. 21(4) 788-810.

Michaela M. Rogers. “Exploring the Domestic Abuse Narratives of Trans and Nonbinary People and the Role of Cisgenderism in Identity Abuse, Misgendering, and Pathologizing.” *Violence Against Women*, 2021, Vol. 27(12-13) 2187–2207.

Shah et al “Hidden Voices: Disabled Women’s Experiences of Violence and Support Over the Life Course.” *Violence Against Women* 2016, Vol. 22(10) 1189–1210.

For information purposes only:

Statistics Canada. Gay, Lesbian, Bisexual and Other Sexual Minority Canadians' Experiences of Violence and Inappropriate Sexual Behaviours. 2018.

Adam Cotter. "Intimate partner violence: Experiences of Visible Minority Women in Canada, 2018." *Juristat* Release date: May 19, 2021. Statistics Canada.

Laura Savage. Intimate Partner Violence: Experiences of Women with Disabilities in Canada, 2018 *Juristat*. Release date: April 26, 2021. Statistics Canada.

7. October 26 Intimate Partner Violence: Gender Symmetry?

Video: *Sin by Silence*

Available on-line through Weldon Library

Reading:

Jo Aldridge. "'Not an Either/or Situation': The Minimization of Violence Against Women in United Kingdom 'Domestic Abuse' Policy." *Violence Against Women*. 2021, Vol. 27(11) 1823–1839.

Walter S. DeKeseredy. "Bringing Feminist Sociological Analyses of Patriarchy Back to the Forefront of the Study of Woman Abuse." *Violence Against Women*. 2021, Vol. 27(5) 621–638.

Holly Johnson. "Degendering Violence" *Social Politics* 2015. Volume 22 (3) 390-410.

Chelsey Lee and Jennifer S. Wong. "99 Reasons and He Ain't One: A Content Analysis of Domestic Homicide News Coverage." *Violence Against Women*. 2020, Vol. 26(2) 213–232.

Statistics Canada. "Intimate Partner Violence in Canada, 2018." *The Daily*. Monday, April 26, 2021.

November 2 Reading Week

8. November 9 Sexual Assault, Rape Myths and the Legal System

Gwendolyn D. Anderson and Rebekah Overby. "The Impact of Rape Myths and Current Events on the Well-Being of Sexual Violence Survivors." *Violence Against Women*. 2021, Vol. 27(9) 1379–140.

Jane Doe. "10 Groups that Should STFU." in Trish Hennessy and Ed Finn, eds. *Speaking Truth to Power*. (Ottawa: Canadian Centre for Policy Alternatives, 2010) 27-30.

Cristine Rotenberg. "From arrest to conviction: Court outcomes of police-reported sexual assaults in Canada, 2009 to 2014." Canadian Centre for Justice Statistics, *Juristat*, October 26, 2017.

Elizabeth Sheehy. "The Victories of Jane Doe." in Elizabeth Sheehy, ed. *Sexual Assault in Canada*. (Ottawa: University of Ottawa Press, 2012) 23-38.

For information only:

Cristine Rotenberg and Adam Cotter. "Police-reported sexual assaults in Canada before and after #MeToo, 2016 and 2017." Canadian Centre for Justice Statistics, *Juristat*, November 8, 2018.

9. November 16 Violence and Sex Work

Video: *Buying Sex*

Available on-line through nfb.ca

Note: This film is important for understanding the Canadian legal background to our current laws on sex work. Everyone should view it and be prepared to discuss in class.

Catarina D. B. Alves and Klaus E. Cavallieri. "'Mongering Is a Weird Life Sometimes': Discourse Analysis of a Sex Buyer Online Community." *Violence Against Women*. 2021, Vol. 27(9) 1448–1474.

Statistics Canada. "Crimes Related to the Sex Trade: Before and After Legislative Changes in Canada." *The Daily*, Monday, June 21, 2021.

Jonel Thaller and Andrea N. Cimino. "The Girl Is Mine: Reframing Intimate Partner Violence and Sex Work as Intersectional Spaces of Gender-Based Violence." *Violence Against Women*. 2017, Vol. 23(2) 202–221.

Waltman, Max. "The Politics of Legal Challenges to Pornography: A Comparative Analysis." *Wisconsin Journal of Law, Gender & Society*. 2020, Vol. 35 (1) 1-41.

Essay proposal and annotated bibliography due

10. November 23 Violence Against Women as a World-Wide Political System

Video: *Umoja: No Men Allowed* posted on course page

Note: It is important to view this video to understand the Askew review.

Reading:

Kelly Askew. "Unmoja: No Men Allowed dir. by Elizabeth Tadic (review)." *African Studies Review*. 57, No. 3, (2014) 271-273.

Don Soo Chon and Janice E. Clifford. "Cross-National Examination of the Relationship Between Gender Equality and Female Homicide and Rape Victimization." *Violence Against Women*. 2021, Vol. 27(10) 1796–1819.

Jacqui True. *The Political Economy of Violence Against Women*. (New York: Oxford, 2012) 53-76.

World Health Organization, on behalf of the United Nations Inter-Agency Working Group on Violence Against Women. *Violence Against Women Prevalence Estimates, 2018 Executive Summary*.

11. November 30 Toxic Masculinity: Why are Some Men Violent?

Film: *Tough Guise 2* **Note:** 0:48-1:08 can be skipped.

Available on-line through Weldon Library

Michael Kimmel. "Contextualizing Men's Violence: The Personal Meets the Political" in Laura L. O'Toole et al. *Gender Violence: Interdisciplinary Perspectives*. (New York: New York University Press, 2007) 99-110.

Edward W. Morris and Kathleen Ratajczak. "Critical Masculinity Studies and Research on Violence Against Women: An Assessment of Past Scholarship and Future Directions." *Violence Against Women*. 2019, Vol. 25(16) 1980–2006.

Martin D. Schwartz. "Masculinities, Sport, and Violence Against Women: The Contribution of Male Peer Support Theory." *Violence Against Women*. 2021, Vol. 27(5) 688–707.

Jason R. Silva, Joel A. Capellan, Margaret A. Schmuhl, and Colleen E. Mills. "Gender-Based Mass Shootings: An Examination of Attacks Motivated by Grievances Against Women." *Violence Against Women*. 2021, Vol. 27(12-13) 2163–2186.

For information only:

Call it Femicide: Understanding Gender-Related Killings of Women and Girls in Canada 2019. Canadian Femicide Observatory.

12. December 7 Community and Institutional Responses to Violence Against Women

In this class, each student will be required to present a short report (3 minutes) on an agency doing community work on gender-based violence. It should be a description of the agency and

the work they do- why is it a useful organization/service? How does it work toward prevention of gbv? This can be based in any community globally. To avoid overlap, students must clear their topic with the professor ahead of time.