The department would like to recognize that we are located on the traditional land of the Anishinaabeg, Haudenausaune, Lenape, and Attawandaron peoples.

Course Description
The #Metoo movement has played a significant role in (re)positioning sexualized violence as an urgent sociopolitical issue in need of addressing. However, #Metoo is often treated as a means of expressing and/or a repository for experiences of sexualized violence. That is, #Metoo is often conceptualized as addressing instances of sexualized violence that are in or of the past. But is this the only way to conceptualize this digital movement? Could it also be possible that #Metoo’s retrospective tendencies have future implications for the status of sexualized violence?

In this course we will look to historical and contemporary perspectives and approaches to sexualized violence (like #Metoo) in order to consider how we might intervene in rape culture(s) in ways that make its future existence less of or no longer a possibility. To accomplish this, we will engage with theoretical texts and practical mobilizations of feminist theories of sexualized violence prevention alongside works that contemplate the unique challenge of addressing sexualized violence in diverse communities (i.e. black communities, queer communities, sex worker’s communities). Through this difficult but important work, the ultimate goal of this class will be to provide you with the knowledge and the tools to try your hand at your own intervention in rape culture(s) with your peers.
Course Objectives
By the end of the course, students will be able to:

- Articulate an understanding of feminist approaches to sexual violence and rape culture(s)
- Identify different approaches to sexualized violence prevention
- Apprehend the complexity of sexual violence as a sociopolitical issue
- Explain how vectors of identity impact, and are impacted by, experiences of sexualized violence
- Translate complex theoretical ideas into actionable prevention campaigns
- Critically analyze cultural and political objects that intersect with the (re)production of rape culture(s)
- Engage in thoughtful, critical, and respectful discussions regarding sensitive topics with peers

Required Texts
All reading materials will be available through OWL or placed on reserve at Weldon Library

Evaluation
Participation – 20%
Rape Culture Reflection Paper – 10%
Thesis and Annotated Bibliography – 10%
Final Research Paper – 30%
Sexualized Violence Prevention Group Project – 30%

Participation – 20%
Due Date: Various
On the first day of class you will be assigned two readings from the course syllabus. You will post a discussion question based on the week’s readings on an OWL forum on the Monday evening before Tuesday’s class. Each student will post 2 questions over the semester and will lead a small group discussion around this question prompted by the instructor. Each question is worth 5%. Participation in the discussion of your own and other students’ discussion questions is worth 10% over the semester. Class attendance and keeping up with the readings is central to this grade.

Rape Culture Reflection Paper – 10%
Due Date: Tuesday January 28th
Students will be asked to review a text about rape culture (tbd). Further instructions will be provided on OWL.
Length: approx. 1000 words

Thesis and Annotated Bibliography – 5%
Due Date: Tuesday February 11th
Students will submit an essay at the end of the semester that explains, analyzes, and argues for the importance of a particular intervention in a rape culture. In the first step of this assignment
Students will submit a topic statement, a thesis statement, and 3 annotated sources.
Approx. Length: 1000-1250 words

Final Research Paper – 30%
Due Date: Tuesday March 17th
Students will submit an essay at the end of the semester that explains, analyzes, and argues for the importance of a particular intervention in a rape culture. The purpose of the essay is to develop reading, argumentation, and analysis skills through the application of theory to a cultural object or text, including for example, visual texts, art works, music, video, literature, film.
Approx. Length: 2500-3000 words

Sexualized Violence Prevention Group Project – 35%
Due Date: Tuesday April 7th
In small or large groups (we will decide together) students will create their own sexualized violence prevention campaign or device. Examples of kinds of projects may include (but are not limited to): a poster campaign, a social media campaign, a short documentary/video/PSA, an art installation piece, etc.
As a group, students will create a short presentation explaining their campaign that will be delivered on the last day of class. Each group will also submit the project itself (i.e. proofs of posters, any digital material), and a 1000-word reflection that summarizes the goals of the campaign, and how the students imagine the project might accomplish those goals.
Students will individually submit a 1-page explanation and evaluation of each group member’s contribution, including their own. Students will receive an individual and group mark, which will be combined to produce your overall grade for this assignment.