NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

WGSS 270: Violence Against Women
Women’s, Gender, and Sexuality Studies Program
Oregon State University ECampus (3 credits)

Instructor: Cathleen Osborne-Gowey, M.A. Virtual office hours: Friday, 10-12 pm MST
Contact Information osbornca@onid.orst.edu (please specify your course number when emailing)
Days Offline: Friday 5pm to Sunday 2pm. Please allow 24 hours for me to respond to your queries.

Canvas: This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and with the Instructor. Within the course Canvas site you will access the learning materials and syllabus; discuss issues; and submit assignments. To preview how an online course works, visit the Ecampus Course Demo.

For technical assistance with Canvas and related issues see http://ecampus.oregonstate.edu/services/technical-help.htm/

COURSE DESCRIPTION
WGSS 270. VIOLENCE AGAINST WOMEN (3).
Addresses issues of domestic violence, rape, dating violence, as well as contemporary social debates about pornography and the media's impact on increasing violence against women. (SS)

Baccalaureate Core Course Attributes:
Liberal Arts Social Core

Welcome to Women Studies (WGSS) 270. This course examines a variety of forms of violence against women including sexual assault/rape and intimate partner violence, as well as systematic and institutionalized violence against women. We will investigate the sociological implications that contribute to violence against women, reflect upon and discuss women's lived experiences, and examine the ways in which the US media and popular culture impacts and perpetuates violence against women. We use the lens of intersectionality to analyze the ways in which women of color, specifically Native American women, women living in poverty and other marginalized groups experience violence.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.
COURSE OBJECTIVES
As a result of participating in this course, students will:

- Describe the major forms of violence against women including intimate partner violence, sexual harassment, stalking, sexual assault; discern the scope of each form.
- Discuss and critically analyze the sociological causes of violence against women including the role of gender, culture, and the media and subsequent influences on pornography, prostitution, and sexual trafficking.
- Depict the impacts of violence through the exploration of women’s lived experiences including personal reflections.
- Apply feminist theoretical principles to understand violence and craft advocacy strategies.
- Improve skills in academic research and writing about violence against women.
- Increase knowledge about community/activist responses to violence and develop skills to plan a response.
- Create an engaging online learning community that respects and incorporates diverse worldviews and life experiences into collective knowledge making.

Course Learning Outcomes

As a Baccalaureate Core Course that fulfills the DPD (Difference, Power, and Discrimination) requirement OR Social Processes and Institutions requirement, WGSS 223 meets the following criteria, as established by OSU Office of Academic Programs:

Difference, Power, and Discrimination (DPD)
1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

OR

Social Processes and Institutions
1. Use theoretical frameworks to interpret the role of the individual within social processes and institutions
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences

As a result of having taken and participated actively in this WGSS course, students will be able to:

1. Evaluate women’s differing and unequal statuses in history and contemporary society.
2. Recognize and utilize the vocabulary, terms, and theories essential to Women, Gender, and Sexuality Studies.
3. Acquire skills to help improve the status of women in U.S. society and Develop plausible solutions to real-world issues of social justice.
4. Articulate issues associated with the social construction of gender and the intersection of systems of oppression on women’s lives in the U.S. in verbal, visual, and written work.
5. Articulate how social and institutional factors affect both the individual and the collective in
terms of the development and progression of social justice.
6. Locate oneself in relation to systems of privilege and oppression and recognize how social location has affected you as an individual within said systems.
7. Develop elements of critical thinking, i.e., identify main arguments and assumptions of texts and be able to evaluate them in the context of concepts learned in the course.
8. Analyze the ways in which systems of privilege and oppression are perpetuated through the media and our everyday interactions with others.
9. Apply concepts about justice through artistic media.
10. Demonstrate application of critical thinking in your college-level writing skills.

Please note that course announcements, information, syllabus, assignments, etc. can be located through the web on the OSU Canvas system. Assignments and directions will be posted on CANVAS. Access it through http://my.oregonstate.edu

REQUIRED Text
- Surviving Domestic Violence: Voices of Women Who Broke Free by Elaine Weiss
- Sharing our Stories of Survival: Native Women Surviving Violence by Sarah Deer
- The Beginning and End of Rape: Confronting Sexual Violence in Native America by Sarah Deer (this book was just published in 2015...very cool).
- The Round House by Louise Erdrich
- Netflix subscription

The text is on sale in the OSU Bookstore. Purchase books at http://www.osubookstore.com or by calling 1-800-595-0357. If you purchase texts through other sources, be very careful to obtain the correct ISBN. Texts are also available through the OSU Library Interlibrary Loan at http://osulibrary.oregonstate.edu/

OSU diversity/discrimination statement: “OSU is dedicated to establishing a learning environment that promotes diversity of the student’s race, culture, gender, sexual orientation, and physical disability. Anyone noticing discriminatory behavior in this class, or if you feel discriminated against, please bring it to the instructor’s attention.”

Course Expectations and Requirements
Classroom Behavior: The goal of OSU is to provide students with the knowledge, skills, and wisdom they need to contribute to society. OSU has community rules and expectations that are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. We must treat each other with dignity and respect in order for teaching, learning, and scholarship to thrive. Behaviors that create a hostile, offensive, or intimidating environment based upon gender, race, ethnicity, color, religion, age, disability, socio-economic status, marital status, or sexual orientation will be referred to the Office of Affirmative Action.

Statement on Academic and Scholarly Dishonesty
*It is expected that all the work turned in for evaluation be your individual work unless you are given instructions for joint projects, and that you understand how to cite and reference others’ work (from journals, books, and web sites) in order to avoid plagiarism. There are no group assignments in this class. Anyone who cheats on exams or assignments will be immediately referred to the OSU Student Conduct Program for disciplinary action and will receive an automatic F for the class. We regularly check online sources and know what papers are available on the web. Do NOT copy or
purchase papers.
*At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:
(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
(iv) TAMPERING - altering or interfering with evaluation instruments or documents.
(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Statement Regarding Students with Disabilities:** Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.
Students who have any emergency or relevant medical information that the instructor should be aware of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, and no later than the first week of the term, in order to ensure positive learning outcomes.

**International Students and other students for whom English is not your first language:** Please see me by week 2 during office hours or special appointment to discuss your college experience so far and how we can help you succeed in this class that relies on much reading and writing.

I encourage all students to be in conversation with me early in the term about any special issues!

**Classroom Philosophy:** The classroom is a place of collaborative learning. We will be working with a varied body of literature, including texts like autobiographical narratives, poetry, and films.
Students are expected to carefully and critically read the assigned readings. Please remember that you are under no obligation to agree with the authors of the readings or with us as your instructors. Your obligation is to engage with the material of the course critically and with university level analysis be able to demonstrate your understanding of these concepts verbally and in writing.

For assistance with writing, OSU’s Online Writing Lab can give you feedback on your rough draft. Follow this link for the directions: http://cwl.oregonstate.edu/owl.php
You can also visit the Writing Center on Waldo’s first floor:
http://writingcenter.oregonstate.edu/making-appointment

ASSIGNMENTS, PAPERS, AND EXAMS


Only in-class writings can be hand-written. For all formal assignments, follow the formatting as described and APA guidelines.

Late Work Policy: I will NOT accept late work. This is a college level course and you’re expected to follow the schedule of when assignments are due. Except under extenuating circumstances that have been formally approved by the instructor, no late work is accepted. In the case of a Discussion Board assignment, NO late Discussion Board posts will be graded since this is your participation portion of your grade; it relies on the conversation you have with your classmates and the instructor.

Incomplete grades will only be considered in emergency cases (usually only for the death of a family member, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper and final exam). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Online Discussion Board Participation (2 posts weekly = 20 points/20% of final grade).
The discussion board provides a virtual classroom. It allows students to informally discuss topics with classmates and the instructor and create an engaging online learning community. Discussions may include insights from readings, responses to current events, or experiences with related activities such as Take Back the Night or other activist events. Posts should be between 50-100 words each (which is about as much as this paragraph). We will welcome diverse views, lived experiences, and new understandings into our collective knowledge making. Discussion board posts include 1 post for personal introductions in week 1 and 1 post for closing acknowledgments in week 10.
Discussion board posts and responses are graded on a credit/no credit basis. To receive credit, posts need to follow the instructions: be submitted by due dates, include thoughtful comments on at least one course reading, adhere to Netiquette, and honor the Guidelines to Create a Safe, Respectful, and Effective Online Community. Each student will respond to the discussion board prompts and reply to at least one other classmate weekly by Fridays 11 PM.

Reading/Film Responses (2 points each x 10 responses = 20 points/20% of final grade)
Students will respond to a prompt or question(s) provided by the instructor that relate to the readings each week. Responses must include at least two text specific connections (that is, a direct quote from an author and discussion about that quote) to the readings from that week. Students are encouraged to reflect on points that the authors make that are especially interesting or engaging, or that make students question and interrogate the learning process. Responses will be submitted on Blackboard under Assignments. Only the instructor will review these responses. Responses to each
prompt or question should be approximately 150-200 words and be free of grammar, spelling, and punctuation errors. Type answers to prompts or questions directly in the text box. Do NOT upload or attach documents. Submit your Reading Responses each week by Sunday 11 pm. See detailed syllabus on Canvas for a complete listing of readings, films, and due dates.

**Activist/Advocacy Project Proposal (25 points/25% of final grade).**

For this assignment, you apply what you’ve learned in this class and in other WOMEN'S STUDIES classes to address an aspect of violence committed against women. You are to research, design, and write a proposal for a do-able change-making activity (one-time event, on-going procedure, or practice, etc.) for a specific activist organization in the community or on campus that addressed the topic that you have chosen. Your project may include both service and change-making aspects.

The paper must be 4-6 pages (typed, 12 point font, MLA or APA format). It will be written as a formal proposal that you might present to the organization’s director or governing board. This paper must include research.

Directions, grading rubrics for this project are on CANVAS under Course Documents and detailed syllabus.

**Exams (Midterm: 15 points + Final: 20 points = 35 points/35% of grade)**

Complete two exams online. The midterm covers weeks 1-5. The midterm exam includes multiple choice, true/false, and essay answer questions. The final is comprehensive and covers material from throughout the course. Students are expected to work independently. Academic dishonesty policies apply. Exams address any of the material presented during the course as listed on the syllabus including course documents, readings, online resources, discussions, and films. While the exams are not comprehensive, students are expected to carry forward and apply understandings of important concepts throughout the term. Students are expected to complete exams as scheduled. With the exception of extreme medical emergencies accompanied by formal medical documentation, late exams will not be available. The Midterm exam is available Thursday through Saturday at midnight in weeks 6 and 10. You can take the exam any time during these days; once you open the exam, the timer starts and you must complete it in the specified time frame.

**Extra Credit Option (3 points/3% of final grade)**

Review one film of your choosing that addresses violence against women. To earn full credit, review should be 400-600 words and answer 1) What is the thesis of the film? 3) What forms of violence are being discussed? 4) What social/cultural influences are apparent? 5) Discuss 2 course concepts that relate to the film. 6) What actions can be taken to make changes in the experiences described in the film? Upload word document on Assignments by Wednesday at 5pm of Finals Week.

**Evaluation and Grading Scale**

Grades are posted on Canvas within one to two weeks of due date. Students are responsible to monitor grades regularly on Canvas. Questions about grades should be emailed to instructor as soon as possible. OSU does not offer the A+ grade. The scale follows:

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>Below 60</td>
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This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465
TECHNICAL ASSISTANCE:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

- COURSE DEMO
- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.