Sample Course Syllabus

Women Studies 270
Violence Against Women

Instructor: molly m. heck, MSW
Instructor contact: email - phone-

Course Description

Welcome to Women Studies (WS) 270. This course examines the myriad of forms of violence against women including sexual assault, rape, stalking, intimate partner violence, and systematic violence against women. We will investigate the sociological implications that contribute to violence against women, reflect upon and share women's lived experiences, and examine the ways in which the US media impacts and perpetuates violence against women.

Learning Objectives

As a result of participating in this course, students will:
1. Describe the major forms of violence against women including intimate partner violence sexual harassment, stalking, sexual assault; discern the scope of each form.
2. 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.
3. Depict the impacts of violence through the exploration of women's lived experiences including personal reflections.
4. Apply feminist theoretical principles to understand violence and craft advocacy strategies.
5. Improve skills in academic research and writing about violence against women.
6. Increase knowledge about community/activist responses to violence and develop skills to plan a response.
7. Create an engaging online learning community that respects and incorporates diverse worldviews and life experiences into collective knowledge making.

♦ Blackboard — This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

Required Readings


Both texts are 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/

The following required readings are either available on Blackboard or at the website provided:
<table>
<thead>
<tr>
<th>Weekly Topic</th>
<th>Weekly Readings</th>
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</table>
| **Week 1 – Introduction to Violence Against Women** | Our Bodies, Ourselves: The Boston Women’s Health Book Collective - Chapter 8: Women and Abuse  
http://www.futureswithoutviolence.org/content/action_center/detail/754 Review Facts on Domestic Violence and International Gender Based Violence.  
| **Week 3 – Theoretical Explanations** | Katz- Chapter 1  
Sourcebook on Violence Against Women  
Chapter 1: Theoretical Explanations for Violence Against Women by Jana L. Jasinski  
Watch film: Human Trafficking. |
| **Week 4 – Gender Roles and Socialization** | Katz- Chapters 5 and 6.  
| **Week 5 – Cultural Considerations** | Katz- Chapters 1 and 8  
Sourcebook on Violence Against Women  
| **Week 6 – Media and Pop Culture** | Watch film: Dreamworlds 3.  
Katz-Chapters 9 and 10 |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Week 7 - Anger</th>
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<tr>
<th>Week 8</th>
<th>Week 8 - Survival</th>
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<tr>
<td></td>
<td>Weiss –Prologue and Introduction</td>
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<td></td>
<td>Weiss-Chapters 1-3</td>
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<tr>
<th>Week 9</th>
<th>Week 9 - Survival</th>
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<tr>
<td></td>
<td>Weiss Chapters 10-12</td>
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<table>
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<tr>
<th>Week 10</th>
<th>Week 10 – Responses to Violence</th>
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<tbody>
<tr>
<td></td>
<td>Katz-Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Lomas, Tamara &amp; Begerstein, Lindsay. Two Views on Slutwalk: Is there Room for Everyone on this Road? bitch magazine. Issue No. 52, Fall 2011.</td>
</tr>
</tbody>
</table>

The following assigned film is available through Netflix at [http://www.netflix.com](http://www.netflix.com)

*Human Trafficking* (2005). Christian Duguay (Director)

The following assigned film is available through....


Additional Fact Sheets may be reviewed on the following Websites for further research:

Recommended Resources (select one)

Guides are available online. Access the APA guide at [http://owl.english.purdue.edu/ow...](http://owl.english.purdue.edu/owl/resource/560/01/) Access the MLA guide online at [http://owl.english.purdue.edu/...](http://owl.english.purdue.edu/owl/resource/557/06/)

Papers must be written according to the standards of the American Psychological Association (APA) or Modern Language Association (MLA). Students need to identify and use one style consistently.

Accessing the Course
This course must be located through the OSU Blackboard system at [http://myoregonstate.edu](http://myoregonstate.edu). Announcements, course documents, readings, assignments, discussion board, and grades are posted on the blackboard site. Students must participate on the site during weekly discussions and assignments. Students are advised to print posted readings and documents. For help with Blackboard, call 541-737-3474 or email osuhelpdesk@oregonstate.edu

Course Policies

Incomplete (I) 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.

Accommodations
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS. Students are responsible for contacting the instructor 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 should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students, faculty, and staff have individual and collective responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional 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.* For further information, visit [Avoiding Academic Dishonesty](http://example.com), or contact the office of Student Conduct and Mediation at 541-737-3656.

Conduct in our Virtual Classroom
Students are expected to conduct themselves in this online course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

Ground Rules for Online Communication
Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor see a particular communication, send it to me by email. Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).

Observation of "Netiquette"
All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are two important resources to review:

- Writing online: http://goto.intwg.com/

In the feminist classroom, we understand knowledge as a product constructed by the knowers of knowledge. This means that your participation and contribution into our collective knowledge making is vital. As a student in the online feminist classroom, you are responsible to your classmates and yourself for the success of our joint teaching and learning. Thus, your active online participation is expected. You demonstrate your commitment by posting to online discussions within timelines having read the assigned readings and ready to contribute to discussions.

Guidelines to Create A Safe, Respectful, and Effective Online Classroom
The discussion board is intended to be a safe space to interact with and learn from colleagues related to current issues, assignments, and experiences. All students are expected to contribute to a respectful online learning community by adhering to the following guidelines:

- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.
  - (Adapted from a statement provided by Susan Shaw, Ph.D., Women Studies)

Student Assistance

Online Instructor
Please check the course syllabus and monitor Announcements on Blackboard before you ask general course questions. If you don’t see your answer there, then please contact me by email. Emails are generally returned within 24-48 hours with the exception of weekends.

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 with our 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.

Tutoring
Ecampus provides an Online Tutoring Service - NetTutor to meet the needs of Ecampus students. NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.
College Level Research and Writing

Proficient writing skills are essential in feminist activism and scholarship whether to craft a press release statement or write a publishable article. Students are expected to complete assigned readings and writings and continually improve academic writing skills. The Volunteer Activism Project paper must be written according to APA or MLA. Assistance is available from the OSU Writing Center Online Writing Lab at http://cwl.oregonstate.edu/owl.php

Additional assistance is available to support students to improve academic research skills. Jane Nichols, Women Studies Reference Librarian has developed an online research tutorial. For research assistance, contact Jane at 541-737-7269 or jane.nichols@oregonstate.edu

Course Evaluation

Student evaluation is valued; ongoing feedback is welcomed. A “suggestion box” will be offered online. Students will be asked to complete a midterm evaluation of instruction and curricula. Information will be used to improve the course midway in order to benefit current students.

OSU Student Evaluation of Teaching

Final course evaluation results are extremely important and are used to improve this course and the learning experiences of future students. Results from the multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The Student Evaluation of Teaching form will be available toward the end of each term. Ecampus will send instructions. Login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

~ WS 270 Course Requirements ~

Online Discussion Board Participation (3 posts weekly = 10 points/10% 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 volunteer projects. We will welcome diverse views, lived experiences, and new understandings into our collective knowledge making. Discussion board posts include personal introductions in week 1 and closing acknowledgments in week 10. Discussion board posts and responses are graded on a check basis. To receive credit, posts need to follow the instructions, be submitted by due dates, 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 two different classmates weekly by Saturday 11 PM.

Reading Responses (2 points each x 10 responses = 20 points/20% of final grade)
Students will respond to a few questions from each assigned reading. Responses should be respectful, reflective, and complete. The goal of this assignment is to foster deeper engagement with course material and facilitate personal reflection on women’s lived experiences. Responses will be submitted on Blackboard under Assignments. Only the instructor will review these responses. Responses to each question should be approximately 125-150 words and be free of grammar, spelling, and punctuation errors. Type answers to questions directly in the text box. Do not upload or attach documents. Respond to the weekly questions by Thursday 11 pm.

Film Reviews (5 points each x 2 reviews = 10 points/10% of final grade).
Watch two films, 1) Human Trafficking (2005) in week 3 and 2) Dreamworlds 3 (2007) in week 6. Write a film review on each that 1) Describes and critically analyze 2 important points in each film that affect women’s experiences, 2) Make 2 connections to course content, personal experiences, or new insights, and 3) Articulate one feminist activist action inspired by the film. Reviews should be 450-650 words and free of grammar, spelling, and punctuation errors. Assignments should be uploaded as word documents. Review 1 is due in week 4; review 2 in week 7 on Thursday by 11 pm.

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.

**PROPOSAL FORMAT:**

I. **Introduction**, Provide a brief description of the project that you are proposing and why this project is important. Describe the agency/organization that you are proposing the project to (a Women’s Center, domestic violence shelter agency, Planned Parenthood, a women’s health clinic, etc): What is their mission, what services do they provide and how does the agency address concepts you have learned in this class. Do some research to learn about the agency/organization. This may include interviews with staff members, researching their website or attending their events. What and whose particular issues/needs/concerns does this project address? Who is your target audience (whom will you be trying to reach), and why? Why is this organization the right group to spearhead this project? This is where you do your initial selling of the project—with enough detail that your audience knows what you’re proposing and feels excited about it.

II. **Detailed analysis of problem**: at the level of its immediate effects (the aspects that might be addressed by “service”) and at its root causes (which is what change-making addresses). Remember to consider a wide range of interlocking/intersecting causative factors and effects on various populations (what Collins calls “matrices of domination”). This point will require research. Be sure to include citations where necessary.

Some points to address (not in any particular order—and several of these points overlap):

a) Why does the problem/issue exist?  
b) Who is affected? How are they affected?  
c) How do such factors as race, socio-economic class, age, sexuality, etc. affect girls’/women’s experiences of this type of violence?  
d) Who/what groups benefit from the status quo? What would they [we?] have to give up?  
e) Which institutions are involved in the problem/issue? How would they have to change?  
f) How are people complicit in their own oppression relative to this problem/issue?  
g) In what ways do feminist theories and concepts inform your project’s response to the problem/issue?

**Parts I & II due Week 6, Thursday by 11pm. (8 points)**

Post Parts I & II on the OSU Writing Center Online Writing Lab for review and feedback at [http://cwl.oregonstate.edu/owl.php](http://cwl.oregonstate.edu/owl.php) in week 6. Save feedback to a word document. Post feedback received by **Week 7** (2 points).

III. **Strategy & process.steps/guidelines**: This section should include all information folks would need to actually use your idea—including any points about preparatory work, follow-up, possible problems, etc.

a) List and detail out all the activities/components the project will involve. Include a basic timeline/production schedule; sample flyers, email announcements, etc.; materials/resources needed; facilities needed; costs/budget. This may include a timeline, tables or graphics.  
b) List possible allies & coalitions you might form with groups on campus, in the community, and elsewhere, in order to get increased participation and support. Include contact info: names, phones, emails, etc.  
c) List sources of resistance your activist project (and the activists themselves) might face. Who might object to or even obstruct your work? Why? How can such resistance and opposition be turned around or at least mitigated?

IV. **Inspiring conclusion**: How will this specific project solve or mitigate the immediate effects of the problem/issue and move toward fundamental change? How does it move us toward a vision of social justice? Include in your conclusion something to inspire the group/organization to really take your suggestion and implement it.

V. **Bibliography** of all sources used.
Complete Activist/Advocacy Project Proposal including Parts III, IV & V due Week 10, Thursday by 11pm. (15 points)

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 exams are available Thursday through Saturday at midnight in weeks 5 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 of the following films: *The Business of Being Born*, *If These Walls Could Talk I or II*, *VDay: Until the Violence Stops*, or *Telling Amy’s Story*. Write a film review. To earn full credit, review should be 400-600 words and answer 1) What is the thesis of the film? 2) What forms of violence are being discussed? 3) What social/cultural influences are apparent? 4) 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 Saturday in week 9 by 11 PM.

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<thead>
<tr>
<th>Course Matrix: Objectives and Evaluation</th>
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<tbody>
<tr>
<td><strong>Course Requirements</strong></td>
</tr>
<tr>
<td>Discussion Board</td>
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<tr>
<td>Reading Responses</td>
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<tr>
<td>Film Reviews</td>
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<tr>
<td>Activist/Advocacy Project Proposal</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Optional Extra Credit: Film Review</td>
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<td><strong>Total Points</strong></td>
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Academic Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>Description of issues, connection to course content, and analysis</td>
<td>Connection to class concepts and course readings is not clearly defined. Lack of focus.</td>
<td>Connection to class concepts and course readings is clearly stated and adequately analyzed.</td>
<td>Analysis employs complex ideas and multiple perspectives. Superb integration of class concepts and readings.</td>
</tr>
<tr>
<td>Style and Structure</td>
<td>Writing is unwieldy, imprecise or difficult to understand. Lacks clear structure.</td>
<td>Writing is clear. Sentences flow smoothly, and are varied in length and structure.</td>
<td>Writing flows and demonstrates a writing style that is clearly the student’s own.</td>
</tr>
<tr>
<td>Citations</td>
<td>Source requirements are not met. Documentation is incomplete or in incorrect form.</td>
<td>Minimum source requirements are met. Documentation is complete and in correct form.</td>
<td>Exceeds number of sources required. Sources are used expertly to support arguments and are cited correctly.</td>
</tr>
<tr>
<td>Grammar, spelling, and punctuation</td>
<td>Several errors in grammar, spelling, and/or punctuation.</td>
<td>Few errors in punctuation, grammar, or spelling,</td>
<td>No errors in grammar, spelling, or punctuation.</td>
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**Evaluation and Grading Scale**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<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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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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