

## **Cover Sheet for FAHSS Undergraduate Course Outlines**

revised: August 26, 2014

(The first 5 pages are required to appear as the front pages of all FAHSS Course Syllabi. A full course syllabus may be attached following these pages or distributed as a separate document.)

**Course Number/Course Title:** 53-330-01 Victims, Survivors, and Warriors: Male violence in the lives of women and girls  
**Department/AAU:** Women's and Gender Studies  
**Semester:** Winter 2017

**Course Instructor:** Dr. Charlene Y. Senn  
**Classroom & Time:** DH 352 Mondays 2:30 – 5:20 p.m.

### **Contact Information:**

**Phone & Email address:** 519-253-3000 ext. 2255  
**Office Location:** Chrysler Hall South 180  
**Office Hours:** Tuesdays 2:00 – 5:00 p.m. or by appointment or e-mail. Sign up for one or two 15 minute time slots of my office hours by visiting <https://www.timetrade.com/book/4SVJ6>

**Teaching/Graduate Assistant(s):** | Bryanna Graves |  
**Email:** | graves5@uwindsor.ca |  
**Office Hours:** | By appointment only |

### **Course Description:**

An interdisciplinary exploration of male violence against women and girls in North America and globally. The course will explore the power of language to shape our understanding of issues, the many forms of subtle and explicit violence, the impact of violence on individual women and on the status of women, and the creative resistance of women and girls among other issues.

### **Learning Outcomes:**

By the end of this course the successful student will be able to:

- identify and explain the many forms of male violence against women and girls including both subtle and obvious forms;
- Identify, explain, and illustrate the main concepts, ideas, and evidence in course readings;
- use key course concepts (e.g., intersectionality, continuum of male violence against women) to analyze manifestations of violence against women and girls in the west and globally;
- construct a response to challenge myths about violence against women and girls / defend a feminist analysis of violence against women and girls;
- identify and explain how and why women and children resist violence in various ways, historically, individually and collectively;
- locate and evaluate evidence to support a particular position on a new topic related to male violence against women in discussions and in writing;
- analyse both sides of a controversy and formulate a reasoned point of view;
- evaluate the quality and completeness of information on a new topic related to male violence against women;
- Integrate emotional reactions and intellectual critiques in written and spoken presentations of opinions/perspectives;
- construct coherent and grammatical essay-style answers;
- work collegially with others (in assigned groups) whose points of view may conflict with one's own.

**Course Materials & Resources:** You will need the following materials for this course:

### **Required Text(s):**

- Course pack for 53-330 [available from the University Bookstore]. Under the existing policies, the bookstore only orders enough books for 60% of the students who are enrolled, but if they run out they will order you one and it will take no more than 3 business days to arrive. I suggest that you do not leave buying your course pack until

the last minute.

- Material from web sites as listed under readings in Tentative Course schedule.

**Are your student loans late in coming in?**

The coursepack for the course will be placed on reserve in the library for the first three weeks of the course in case you need to delay buying the course pack until your loans or finances come through. You will need your own copy of the course pack after that point. You will always need to bring a copy of the readings or the coursepack to class as we will work with them in every class.

**Helpful Resource Materials (available for free download):**

- Sinha, M. (Ed.) (2013). *Measuring violence against women: Statistical trends*. Component of Statistics Canada catalogue no. 85-002-x Juristat. Minister of Industry, Canada. <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11766-eng.htm>
- McInturff, K. (2013). *The Gap in the Gender Gap: Violence against Women in Canada*. Canadian Centre for Policy Alternatives. <http://www.policyalternatives.ca/publications/reports/gap-gender-gap>
- A very helpful website for correct citing of sources of information (including web pages) is <http://www.cite.auckland.ac.nz/index.php?p=quickcite>.
- Many additional resources on various topics related to violence against women and girls can be found on the Blackboard site under *Resources/Web Links*.

**Type & Format of all Evaluations:**

<b>COURSE GRADE BREAKDOWN/DUE DATES:</b>		
<b>Item</b>	<b>Date</b>	<b>Percentage of Final Grade</b>
Key points	Every week at beginning of class (2:30 p.m.) starting January 16 – best 10 out of 11 opportunities	<b>15</b>
Journal	<b>Biweekly</b> journal entry (5 total) handed at beginning of class (11:30 a.m.) starting January 23.	<b>10</b>
Class participation (through research and discussion)	Participation through active engagement in all classes and in outside of class research activities (individually completed and research tracking sheet brought to class) and in classroom group activities and discussions – Research tasks are assigned in class (and on Blackboard) one week beforehand.	<b>15</b>
Researching and exploring a social change agent (Social Change Assignment)		
Part 1. Research and writing submission	February 27 at beginning of class	<b>15</b>
Part 2. Poster presentation	April 3* in class presentation (absence without medical documentation will result in >0' grade)	<b>15</b>
Bonus Points	2 possible 1% bonus assignments. Attend an approved workshop/event/talk on campus or in the city and write a one page reflection on your experience.	<b>Up to 2</b>
Final test	Thursday April 13th at 12:00 – 3:00 p.m. Location TBA	<b>30</b>

**Note:** Grades in this course may be curved by the FAHSS.

\* An exemption from Senate Bylaw 51 has been obtained for assignments due during the last week of classes.

**Undergraduate Grading Policy**  
**Faculty of Arts, Humanities and Social Sciences**

The Faculty of Arts, Humanities and Social Sciences Grading Policy is in keeping with the regulations in Bylaw 51 and the adoption of Outcome Based Education in the Province of Ontario. The purpose of the FAHSS Grading Policy is to:

1. Make grading practices transparent to students;
2. Ensure that grading practices in the Faculty are consistent across the Faculty;
3. Ensure that students are graded fairly and in keeping with the academic standards of the University.

The academic achievement of each student shall be measured according to what the student knows and is able to do in relation to the Learning Outcomes stated on the Course Outline. The level of the student's achievement of the Learning Outcomes shall be tested in the assessment tools of the course (tests, essays, exams, seminars, etc.) and assigned a grade according to the Grading Scale below.

Percentile (%) Grade	Letter Grade	University Grade Descriptors	Faculty of Arts, Humanities, and Social Sciences Grade Descriptor (consistent with the University Grade Descriptors)
90 – 100 85 – 89.9 80 – 84.9	A+ A A-	Excellent	<b>Consistent evidence that the student exceeds all</b> of the performance expectations associated with each learning outcome in the course
77 – 79.9 73 – 76.9 70 – 72.9	B+ B B-	Good	<b>Consistent evidence that the student meets, and in some cases exceeds</b> the performance expectations associated with the learning outcomes in course
67 – 69.9 63 – 66.9 60 – 62.9	C+ C C-	Fair	<b>Consistent evidence that the student meets</b> the performance expectations associated with the learning outcomes in the course at a <b>basic level</b>
57 – 59.9 53 – 56.9 50 – 52.9	D+ D D-	Pass	<b>Some evidence that the student meets</b> the performance expectations associated with the learning outcomes in the course at a <b>minimally acceptable level</b>
0 – 49.9	F	No Credit	<b>There is clear evidence that the student does not</b> meet the performance expectations associated with the learning outcomes in the course.
IN	Incomplete*		
NR	No Report**		
IP	In Progress***		
P or NP	Pass or No Pass		

\*IN (incomplete) is given when students have not completed all class assignments due to illness, bereavement or extenuating circumstances as defined in Bylaw 51- 1.18.1 and the student will complete the work at a later date (See also Aegrotat Standing). An "Incomplete" is also given when a student is alleged to have committed an act of academic misconduct. The grade of "Incomplete" will remain on the student's transcript until the matter is adjudicated.

- IN (incomplete) grades will convert to 0% if no grade is submitted six weeks after the last date of the examination period.

\*\*NR is assigned to a registered student that has no record of submitted work or completed tests and exams.

- A grade of NR will be calculated as 0% in the student's average.

\*\*\*IP is given in senior classes when a major assignment or thesis is still in process when the grades are due.

27 July 2015

**GRADE APPEALS:** (See Senate [Bylaws 51](#): 1.17.1 and 1.17.2)

**Informal and formal Appeal:**

An informal inquiry may be made to the instructor up to the official marks being submitted to the Registrar. The purpose of the inquiry is to review the work submitted and to allow for any adjustment of the grade in question where that change is found to be appropriate by the instructor. This informal inquiry must be done no later than ten working days after the release or publication of the grade by the instructor. This review does not preclude the student from appealing the final grade.

**NOTE:** Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, course work may be reviewed by students up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

Formal appeals may be made through the Office of the Registrar for a fee of \$20. The Dean of the Faculty will inform the Registrar of the outcome of the appeal. If the appeal is successful the \$20 will be refunded.

All appeals must be made in writing to the Associate Dean's Office, no later than three (3) weeks after the final mark has been released by the Registrar.

**Faculty of Arts, Humanities & Social Sciences (FAHSS)**  
**Policy regarding Missing or Canceling a Lecture/Class/Lab**

**Purpose:**

The purpose of this policy is to ensure a consistent learning environment for the students in the Faculty of Arts, Humanities & Social Sciences. This policy recognizes the importance of safeguarding the safety and wellbeing of faculty, staff and students and providing an equitable teaching and learning experience.

**Cancellation of Scheduled Classes/Lab/Lecture due to Conference/Workshops:**

Should a professor know at the beginning of semester that s/he will be away at a conference, workshop or other academic commitment during the term, s/he is required to note such absences on the course syllabus. Professors will need to indicate how they plan to make up the missed classes and course work on the syllabus. Course syllabi are required to be submitted to the head/director's office prior to the beginning of class each semester.

If a professor wishes to reschedule a class/lab/lecture during which no evaluative procedure has been scheduled the professor must have the agreement of the entire class as it would be a change to the official scheduled class time. Otherwise the professor is responsible for covering all the course material in the remaining scheduled class times.

**Cancellation of Scheduled Classes/Labs/Lecture due to illness/Bereavement/Medical Emergency:**

If an instructor is unable to meet the class due to illness, bereavement, or medical emergency, the following steps need to be followed: If such situation occurs the professor will contact the department head or director's administrative office and ask the secretary to post an official notice on the classroom door stating the reason for the cancellation. It is the Professor's responsibility to ensure a notice is posted on CLEW as soon as possible. The professor will send an email to all students in the class. The email should list the essential information in the subject line of the email, for example SUBJECT: CLASS CANCELLED: 48-100-01 Professor John Hancock, Introduction to Sociology, Thursday, May 10, 2013.

If due to a medical/bereavement/medical emergency, a professor wishes to reschedule a class/lab/lecture during which no evaluative procedure has been scheduled the professor must have the agreement of the entire class as it would be a change to the official scheduled class time. Otherwise the professor is responsible for covering all the course material in the remaining scheduled class times.

If a professor cancels a class/lab/lecture during which an evaluative procedure has been scheduled the professor should make every effort to make provisions to keep the evaluative procedure on the scheduled date by enlisting assistance from a fellow colleague or TA/GA. If that is not possible [Bylaw 51](#), section 1.8 would apply. *"If a test or other evaluative procedure cannot be held at the scheduled time because of an emergency the activity will automatically be rescheduled for the next regular class meeting."* If the evaluative procedure is scheduled for the next class, the course material that would have been covered that day would be dealt with in accordance with the paragraph above.

### **Cancellation of Classes/University Closure due to Weather or Emergency Conditions:**

In cases of inclement weather or emergency conditions which may include snow, ice, tornado, explosion, fire, etc. the only person who may cancel classes and/or close the University is the President of the University. Professors are not permitted to cancel classes without seeking permission from their head/director or dean.

If the President has officially canceled classes and an evaluative procedure had been scheduled for that class/lab, Bylaw 51, section 1.8 applies. *“If a test or other evaluative procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting.”*

### **Other Reasons:**

For reasons other than those listed above, classes cannot be cancelled without the prior approval of the head/director or the Dean of the Faculty. Please refer to Bylaw 51, section 1.7 “Changes may be made to the course outline up until the end of the first two weeks of classes. A hard copy of the final version of the course outline must be submitted to the AAU Head by the end of the second week of classes. After the initial first two weeks of the course, the dates referred to in 1.2.2 may be altered only for a compelling pedagogical or administrative reason. In the event of such a change students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course.”

### **Notes:**

- 1) When the University is closed a notice will be placed on the University Webpage, telephone answering system, and Campus Police at ext. 1234. Please also check with the local radio stations in the Windsor/Essex area for updates.
- 2) To ensure the most current information please review Bylaw 51 and Article E in their entirety by clicking on the links above or going to their websites [www.uwindsor.ca/WUFA](http://www.uwindsor.ca/WUFA) or [Senate Bylaw 51](#)

FAHSS [Make-up Exam Policy and Plagiarism Policy](#) (also see [Bylaw 31](#))

## **Academic Misconduct and Examination Make-up Policies**

### **1. Academic Misconduct**

Academic misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting his/her academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct. (See [Student Code of Conduct](#) for examples of academic misconduct, including plagiarism.)

### **2. Plagiarism**

Plagiarism is the act of copying, reproducing or paraphrasing significant portions of one’s own work, or someone else’s published or unpublished material (from any source, including the Internet), without proper acknowledgement, representing these as new or as one’s own. Plagiarism applies to all intellectual endeavours, including the creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works.

Students have the responsibility to learn and to use the conventions of documentation as accepted in their area of study and instructors have the responsibility of informing students in writing of any significant individual interpretations of plagiarism.

(See Policy on [Student Code of Conduct](#) as well as [Bylaw 31](#))

### **Consequences:**

If the instructor believes that plagiarism has occurred, s/he assigns a grade of IN (incomplete) to the work in question and reports the case to the Department Head, to the Associate Dean of the Faculty, **and to the student(s) involved**. The Associate Dean of the Faculty is responsible for the adjudication of any alleged case of academic misconduct, including plagiarism, and to assign an appropriate sanction. (Common sanctions include admonition, letter of reflection, mark reduction, censure notation on transcript, suspension, expulsion, depending on the nature of the misconduct and whether it represents a first or subsequent offence.) Students have an automatic right of appeal to the Discipline Appeal Committee. A student wishing to exercise his/her right to appeal a finding of misconduct and/or sanction imposed shall initiate the appeal process within 10 working days of the decision having been issued. (See

section 6 of [Bylaw 31](#).)

## **2. Exam Make-up/Late Submission/Aegrotat/Incomplete Policy**

The Faculty of Arts, Humanities and Social Sciences requires students to provide **acceptable and documented medical** (or equivalent compassionate) **reasons** to allow make-ups for scheduled tests, midterms, and final exams and/or the submission of late assignments, grades of Incomplete or Aegrotat.

Acceptable reasons include hospital stays, serious illness, family emergencies (such as serious accidents or illnesses, death) or similar circumstances outside the student's control. Normally, written documentation is required stating specific reasons and dates. Arrangements for make-up exams and/or the submission of late assignments must be made as soon as possible. The instructor sets the date and format for make-up exams. The make-up exam will usually be different from the original exam, but will be equivalent in terms of testing objectives, format, level of difficulty, material covered, length of examination, etc.

Considerations for Health, Bereavement, or Extenuating Circumstances:

Please see [Senate Bylaw 51](#), clause 1.18.2 and Senate [Policy M](#). Students may print and use the [FAHSS Medical Form](#) for illness.

Also see:

[Senate Policy M](#): Multiple Exams in One Calendar Day and [Policy M](#) on minimum number of days between last day of classes and final examination period.

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### **Additional Notes:**

It is the responsibility of Faculty and Students to understand and follow all clauses in [Senate Bylaw 51](#), [31](#) and Senate [Policies](#)

Senate [Bylaw 51](#): Articles to Note:

- 1.1.1 Meaningful testing procedure
- 1.1.3 Last 7 calendar days free of any procedure for which a mark will be assigned
- 1.2.3 Student Evaluation of Teaching (SET): Student Evaluation of Teaching forms will be administered in the last two weeks of classes, in accordance with Senate policy.
- 1.4 Class participation grading
- 1.5.1 No evaluative procedure may be worth more than 50% of the final grade
- 1.5.2 **Students with 3 or more final examinations in consecutive time slots during a 24 hour period**
- 1.5.3 **Students with 3 or more major assignments due within a 24 hour period**
- 1.5.4 Spot quizzes: Can be no more than 2% each and no more than 5% of final grade.
- 1.6 Meaningful feedback worth at least 20% of final grade prior to voluntary withdrawal date
- 1.15 Dates by which students may voluntarily withdraw from a course

[Senate Bylaw 31](#):

Academic Integrity

[Senate Policy C](#): (Students are advised to read Senate Policy E3 on the Conduct of Tests and Exams.)

Conduct of Exams and Tests

Compliance

Attendance & Identification

Exam Process

Appendix A: Guidelines For Verifying The Identity of Candidates wearing facial garments

[Senate Policy P](#):

P Senate Policy on the use of [safeassign.com](#)

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### **Disability Services**

Disability Services offer a wide range of programs and services to assist with the transition from high school to university for those with learning disabilities. This office will help make the transition as seamless as possible. They also offer aids to help you succeed in University for those with specific learning disabilities. To fully understand all services offered to both Faculty and students please go to the Disability Services heading above or go to [www.uwindsor.ca/disability](http://www.uwindsor.ca/disability). To schedule a visit with their office please call PH: 519-253-3000 ext: 3288 or stop in their office located in the Lower Level of Dillon Hall in the center of campus or email [disability@uwindsor.ca](mailto:disability@uwindsor.ca)

Also review Senate Policy on [Academic Accommodation for Students with Disabilities](#)

## 02-53-330 Course Outline Continued

### Course Goals

The goal of the course is to provide students with a feminist analysis of male violence against women, a broad overview of the forms of male violence against women and girls globally, the extent of the problem, the complex issues that arise for the status of women as a result of the prevalence of violence, and the potential for individual, collective, and societal solutions.

### Web Site for This Course

There is a Blackboard site for this course. Here you will find a copy of the course outline, assignment information, and any changes to the course schedule. Additionally you can send E-mail quickly and easily to Dr. Senn and to your Graduate Assistant, Bryanna Graves. This is a protected web site so only class members receive information about the course.

### Talk to someone if you start to experience distress -- Counselling and Psychological Services

This course explores the many forms of male violence against women and as a result will be upsetting at times. This may be even truer for the many students who have themselves experienced violence or been close to others who have experienced or perpetrated violence. The classroom environment is an academic setting and as a result cannot provide individual emotional support. If you are having difficulty dealing with your feelings about the materials, please reach out to friends, family, and/or helping professionals. The University of Windsor's Student Counselling Centre offers free counselling to all students. Appointments can be made by calling or dropping in to the Centre, Room 293 2nd Floor CAW Student Centre, (519) 253-3000 Ext. 4616. Other general and specialized local resources are provided on the Blackboard site and a list will be handed out in class.

### Your Responsibilities

Class participants are required to be responsible for their own learning by: being present in class, completing all reading prior to the class for which it is assigned, participating actively in the class and the collaborative (i.e., individual research and group discussion) work, and completing all assigned work. ***This is a course that explores the readings in more detail than you might be used to and has a workload which is distributed in every week across the term rather than just around midterm and final times.*** The readings are often emotionally charged which makes them harder to get through. You will need to think deeply about each reading to do the weekly assignments. You will be required to do a small amount of internet/library research in four of the weeks (with one practice week) as part of your participation grade. You will also need to work on your social change assignment throughout the term rather than leaving the work until right before the pieces are due. Plan to spend on average of two to four hours (depending on your reading speed) every week outside of class time for class preparation not including your work on the larger Social Change assignment. If you schedule the time now it will be easier to balance your workload throughout the term. Your review and preparation for the final examination will be made easier by your work on your research and key points all term. ***Do not get behind or you will find it very difficult to catch up.***

The requirements for the course are stated on page 2 of the outline. Please ensure that you understand the requirements for this course. If you have any concerns or questions about the requirements or the grading scheme after reading that section, please speak with me about them as soon as possible.

### More Detail on Course Requirements

#### Key Points (15%)

**Purpose** -- This weekly assignment is designed to: encourage you to read closely for an author's main arguments and reflect on the readings ahead of class time; to prevent you from falling behind in your reading; and to enhance your participation in class discussions. Critical thinking about the readings outside of the classroom will help you to participate more fully. But before you can reflect on a reading you must first be able to understand what the author's main point is. Many students believe they are doing this when they take notes on all the points an author makes **but this is NOT the same thing**. To identify the 'key points' you must synthesize across the points or arguments that the author(s) of the piece makes

to identify their primary argument or thesis. Some of the readings assigned are poems or stories and key points for them represent your understanding of what the author is saying about the issue represented. See Tips below.

**Requirements -- You are expected to complete a weekly Key Points assignment and hand it in at the beginning of each class.** Keep a copy for yourself so you can use it in the discussions or produce it if your submission goes astray. Readings marked with an asterisk do NOT require key points. There are 12 weeks in the semester and 11 of these weeks have at least one class with assigned readings. You will need to complete a minimum of 10 weekly exercises. If you submit more than 10, I will use your 10 best marks to calculate your grade (each worth 1.5% of the final grade).

**Grading --** Each week's key statements will be marked out of 3 where >2.75 – 3.00 means you have accurately captured the central thesis (or theses if there is more than one) of each reading and demonstrated that you carefully read and understood the author's intention in the article/chapter. Key points are marked by our Graduate Assistant (GA), Bryanna, based on a marking key I have approved. If you have questions or concerns about the grading, you can email Bryanna directly from the Blackboard site or see me in office hours and I will discuss issues with her if any adjustments to my marking key or the marking are necessary.

We will do some practicing in class on the first day. After your first key point assignment is handed in, I will present my answer and the GA's answer in class and we will discuss how we got to them. You can expect that you will get better with practice. Marks usually start with class averages between 50 and 60% and then by the end are mostly in the 80-100% range. But this only happens if you persist, see me if you are having trouble, and continue to hand them in! Please see me if you are having difficulty with this assignment. I can help!

If you miss class due to medical reasons you may submit your key points to me as soon as you return with the appropriate documentation. If you miss a class for a non-medical reason, you will need to hand in your key points **early** or by 2:30 p.m. of the day and week they are due or they will not be accepted.

**Tips on doing Key Points --** Key points capture and describe the **main** thesis/theses or argument(s) of the reading. There is sometimes only one main argument in that reading. There may be as many as three.

- Each key point must be succinct; usually one or two sentences is sufficient to capture the point, sometimes one sentence is enough. You can write a brief paragraph (but no more) if you feel it is necessary to capture the main argument(s).
- If you end up with a long answer you likely do not have the KEY point(s) and will need to go back and synthesize. Your GA **will not** "pick out" the main point from among your many points/notes; you need to do that selection yourself. If you submit more than three, only the first three you present will be marked.
- Ensure that you have identified at least one core point for each article/story but if an article has two or three main points include them all. This might mean that you have up to a maximum of a brief paragraph for an article to capture the key points.

### Journal entries (10%)

The course material is often challenging emotionally and intellectually. Your journal is the place where you can explore your own reactions, thoughts and perceptions to the readings, discussions, films, etc. This assignment is primarily for you to discharge your emotions and to begin to untangle how you feel and think about the issues we cover. You will write a minimum of one standard loose-leaf (8 1/2 x 11) page for a journal entry for every two weeks of the term (approximately 250-300 words if typing). Use your judgement so that if you write very large or your notebook is small, please write more than a page to come up to the 8 1/2 x 11 equivalent. You will hand this in every two weeks (five times) but you can hand a journal entry or entries in early or more often if you want my feedback sooner. Since I may still have your last journal pages when you want to keep writing, please ensure that your journal has removable pages. Your journal will be marked by me on a pass/fail basis for your engagement with the issues/material (in an entry of the required length). This means that a 100% grade is awarded for satisfactory completion of the requirement. **If you would like me to answer your questions or comment on any portion of your journal, you will mark that section and I will "write back".** Otherwise, I will simply read them, record pass or fail (with explanation), and hand them back.

Your journal is for you and the topic is open (as long as it is connected to the course in some way). You can stay in your head, emote from the heart, or integrate the two. If you are having trouble thinking of something to write about, you might want to try one of these starting points:

- I thought I knew about .... but just found out I didn't and ... [this is what I'm thinking/feeling about the process of learning about it.]
- I used to think .... but I've changed my mind ...
- I have always known that ... and this article/discussion/news item reminded me ... [and explore]
- I read/heard something this week that I just don't understand ... [so I'm going to write about it to try and figure it out or identify where I'm missing a piece of the argument – or even ask Dr. Senn questions]
- I totally disagree that ... [and this is why I think I hold a different view]
- I've never even heard about that before, so I've been thinking about why that is [and writing about it here]

#### Attendance and Participation through Research and Discussion (15%)

Classroom attendance is expected. Discussions become more interesting and complex through continuity and shared and diverse experiences. Much of what you will learn will come from experiences we have in class. As a result, **students who miss more than one (170 minute) class should expect that their reduced opportunity to learn and participate will affect their final grade.**

**Purpose of the individual and group participation requirement:** Any course on male violence against women can only cover a limited number of topics and issues in a 12 week term. When you leave this course you will have more information and background about this field than most of your peers, friends, family members or co-workers. You can expect to be asked what you think about various issues outside of those we've discussed or how someone could get involved to make change. Further, new events in the world and in your lives will inevitably push you to explore new issues further. These small research tasks and group discussions try to prepare you for this eventuality.

As you will see in this course, few (perhaps no) gains in the global, national, or local status and safety of women have been accomplished by individuals alone, even though social change sometimes started with an individual. This requirement of the course will also provide you with experience working together with others to investigate issues related to male violence against women and help you to see some of the benefits of working in groups in this context.

**Individual and Collaborative Learning/Group Participation:** In the second week of classes I will assign you to a collaborative learning community (group). You will sit and work with this group of students in every class until the middle of the term. At that point, I will assign you to new groups or you will choose your own groups to continue in. You will not have to meet as a group outside of class although you may find that communicating with each other by email between classes is helpful. I will assign a problem, dilemma, question or task the week before we move to a new topic or issue. There are several steps you are responsible for in response to that problem:

- Do a small amount of research on the web, in the library, or through other means to provide you with a small piece of the answer. You will track how you did the research (using the brief form available on Blackboard) and bring the tracking sheet and information from the sources found to class (one source if it is very good to excellent or two if the information is okay to good). You must hand in the tracking sheet before the end of class. Your grade will be determined based on whether or not you met the 'pass' requirements. See Grading Rubric on Blackboard.
- You will share your research findings (and how you went about it, that is, your process) with your group.
- With your group members you will decide what to bring up with the whole class in the broader discussion of the topic.
- You will evaluate your own and other members' contribution to your group task (using the rubric provided) and have a brief discussion about how you and the group could work together better for the next task.

In this process, you will get practice evaluating the strengths and weaknesses of your (and others') contributions, your search strategies, the sources, and the quality and scope of information you can obtain in these quick searches.

**An additional way to participate** -- As we progress through the course you will find things in newspapers, on the internet, and/or in magazines that relate to our discussions and to the ideas and concepts in the course. Sometimes these other materials will propose a challenge to the course materials, sometimes they will reinforce or provide evidence for the claims the authors in the course pack are making. This kind of extra-course material will enrich our discussions so feel free to share these with the class. You may include and reflect on these in your journal as well.

### Social Change Assignment (30%)

There is one large assignment in the course with two components. You will be choosing and exploring a social change agent (individual or group). I will hand out the assignment in week 2 and you will have to choose an agent no later than by January 30th. Part 1 is a research and writing assignment you will submit in late February (27<sup>th</sup>). Part 2 is the poster presentation of your research (should be improved by the feedback you received on Part 1) on April 3rd. Both parts are individual assignments. Details on the requirements of each assignment will be handed out, posted on the course website, and discussed in class early in the term.

You must hand in Part 1 electronically (through SafeAssign) and in hard copy. Any text on your Part 2 poster must be submitted electronically to SafeAssign in addition to creating and posting your poster in class. Any assignments that are not submitted to SafeAssign by the deadline will not be marked. Make sure that you allow enough time to submit your Part 1 essay and Part 2 Poster text for a *SafeAssign* review and to make corrections if the originality report identifies that you have not correctly cited all information you have used. Social Change Assignments (Part 1 or 2) with any plagiarism will receive an F (0). We will photograph your Part 2 poster for our records and for marking so you can take it home with you.

### Final test (30%)

This short answer and essay test will allow you to demonstrate your knowledge about the material, your ability to apply theories and concepts, and your ability to organize and present your ideas clearly in writing. The test is cumulative. I will provide you with the essay question(s) in advance. You will prepare yourself to answer them during the scheduled final examination time. You will have the entire 3 hour exam time but will likely not need all of that time. You can bring your course pack (and the required reading pdfs printed out) with highlighting into the exam with you but you may NOT bring any other notes (separate or written on your readings) or assistive devices. Your materials will be checked for compliance. Cell phones, computers, and other electronic devices will not be permitted. Requests for re-grading of the test must be made in writing within two weeks of my posting of final grades.

### **Class Policy**

Late Assignments: Everyone is entitled to one (1) extension certificate (download it from the Blackboard web site). This can be used for Part 1 of the Social Change assignment, or a journal or key point entry. No other extensions will be granted except in the case of a medical emergency (a medical certificate is required). If you have any questions about these requirements, please see me.

Use of mobile devices in the classroom: Laptops and tablets may be used in this course for educational purposes only (i.e., learning directed related to the course). Both the instructor and the students are responsible for administering this rule. Please turn off all other mobile devices (e.g., cell phones) to ensure that no one is disturbed or distracted by them and ensure that your peers' privacy is protected.

Plagiarism and Cheating: See the Faculty of Arts Humanities and Social Sciences *Plagiarism and Examination Make-up Policies* on page 5 and 6 of this outline for more detail on what constitutes plagiarism and cheating. There is further information below on the use of plagiarism detection software in this course. You are responsible for being familiar with and understanding these policies so please familiarize yourself with these regulations. You may also receive assistance with maintaining your academic integrity through helpful materials on this website, <http://www.uwindsor.ca/aio/information-for-students>. If you are unsure about how to cite something or someone, please come to see me ahead of time. **This is true for Key Points and the Social Change poster and for all sources including web sources.** A very helpful website for finding the correct format for citing your sources of information (including web pages) is <http://www.cite.auckland.ac.nz/index.php?p=quickcite>. I am required by university regulations to report ALL instances of plagiarism and cheating.

### Use of Plagiarism--Detection Software in This Course

1. *Rationale.* The University believes in the right of all students to be part of a University community where academic integrity is expected, maintained, enforced, and safeguarded; it expects that all students will be evaluated and graded on their own individual work; it recognizes that students often have to use the ideas of others as expressed in written, published, or unpublished work in the preparation of essays, assignments, reports, theses, and

publications. However, it expects that both the data and ideas obtained from any and all published or unpublished material will be properly acknowledged and sources disclosed. Failure to follow this practice constitutes plagiarism. The University, through the availability of plagiarism--detection software, desires to encourage responsible student behaviour, prevent plagiarism, improve student learning, and ensure greater accountability.

2. **Procedure.** *SafeAssign* will be used for the Social Change assignment. You will be asked to submit both parts of the assignments in electronic form directly to the plagiarism--detection software. Plagiarism--detection software *SafeAssign* may also be used for other student assignments in this course, at the instructor's discretion. You may be asked to submit your assignments to the instructor in electronic form who will then submit the assignments to the plagiarism--detection software if deemed necessary. Note that students' assignments that are submitted to the plagiarism--detection software become part of the database. This assists in protecting your intellectual property. However, you also have the right to request that your assignment(s) not be run through the student assignments database. If you choose to do so, that request must be communicated to me in writing at the beginning of the course.
3. **Privacy and Copyright.** Your privacy is protected even if your name and/or student number is on your assignment because the plagiarism--detection software does not make students' assignments available to outside third parties. Further, you retain the copyright in your work. Copyright, in relation to a work, is defined in Canada's Copyright Act, R.S.C. 1985, c. C--42, s. 3(1), which is available on the Department of Justice Canada website. Plagiarism--detection software use of student work complies with Canadian copyright and privacy laws.
4. **Originality Reports.** If the results of an originality report indicate that there may be evidence of plagiarism, you may be subject to disciplinary procedures as outlined in Senate Bylaw 31.
5. **Plagiarism.** Information about plagiarism and appropriate acknowledgement of sources can be found at the Office of Academic Integrity: <http://www1.uwindsor.ca/academicintegrity/>. Also see the Senate Student Code of Conduct for the definition of plagiarism.

**Missed test or presentation:** Students are expected to be in class (and on time) on the day assigned for the Social Change Part 2 Poster presentation and to attend the final test when it is scheduled except when prevented by a medical emergency. Medical emergencies **must** be documented with an original (not photocopied) medical certificate signed by your physician. See the Faculty of Arts Humanities and Social Sciences *Plagiarism and Examination Make-up Policies* on page 5 and 6 of this outline. If you have any questions about these requirements, please see me.

### Course Content, Readings, and Tentative Schedule

Date	Assignment Due	Topic and Readings <sup>†</sup>
Jan 9		<p><b>Introduction to the course and to the field / The scope of the problem / Demonstration of "Key Points" activity</b></p> <ul style="list-style-type: none"> <li>• *Coursepack #1: Senn, C.Y. (2000) Violence. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 482-484). London: Routledge.</li> <li>• *Download and read PDFs: <i>National Intimate Partner and Sexual Violence Survey Highlights</i> <a href="https://www.cdc.gov/violenceprevention/pdf/nisvs-fact-sheet-2014.pdf">https://www.cdc.gov/violenceprevention/pdf/nisvs-fact-sheet-2014.pdf</a></li> <li>• *Download and read Fact Sheet: Violence against Aboriginal Women <a href="https://nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf">https://nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf</a></li> <li>• [in class – we will also use <a href="http://www.statcan.gc.ca/pub/85-002-x/2012001/article/11643/11643-2-eng.htm">http://www.statcan.gc.ca/pub/85-002-x/2012001/article/11643/11643-2-eng.htm</a>]</li> </ul>

<sup>†</sup> All readings MUST be completed prior to the class for which they are assigned. Bring your coursepack to class every day. We will be working with the readings. All page numbers refer to the original page numbers NOT the course pack pages.

Jan 16	Key Points Due	<p><b>Definitions, naming, and the importance of language /Some key concepts and issues related to male violence against women / Finding and evaluating information –</b>  <b>Guest presenter: Librarian Dave Johnston</b></p> <ul style="list-style-type: none"> <li>Coursepack #2: DeKeseredy, W.S., &amp; Schwartz, M.D. (2011). Theoretical and definitional issues in violence against women. In C.M.Renzetti, J.L. Edleson, &amp; R.K. Bergen (Eds.), <i>Sourcebook on Violence against Women – Second Edition</i> (pp. 3-22). Thousand Oaks, CA: Sage. [you are reading a selection of these pages – some have been cut out]</li> <li>Coursepack #3: Price, L. S. (2005). Defining Violence. In <i>Feminist frameworks: Building theory on violence against women</i> (pp. 11-23). Halifax, Fernwood.</li> </ul> <p>• <b>Test Participation Research task given out</b></p>
Jan 23	Key Points & journal entry / <b>Bring your test participation research work and form</b>	<p><b>Key concepts and issues related to male violence against women continued: The concept of a continuum of men’s (sexual) violence against women</b></p> <ul style="list-style-type: none"> <li>Coursepack #4: Kelly, L. (1987). The continuum of sexual violence. In K. Plummer (Ed.), <i>Sexualities. Critical Concepts in Sociology, 2</i>, 127-139.</li> <li>*Also see abbreviated summary available on Blackboard -- <i>Understanding and unpacking the continuum of violence against women</i> (2 pages)</li> </ul> <p>Bring things from our discussions so far that you want to know more about  <b>Participation Research task #1 given out</b></p>
Jan 30 14 pgs	Key points <b>Participation Research task #1 due</b>	<p><b>The ubiquitous form of male violence against women: Sexual and street harassment</b></p> <ul style="list-style-type: none"> <li>Coursepack #5: Morgan, P., &amp; Gruber, J.E. (2011). Sexual harassment: Violence against women at work and in schools. In C.M.Renzetti, J.L. Edleson, &amp; R.K. Bergen (Eds.), <i>Sourcebook on Violence against Women – Second Edition</i> (pp. 75-94). Thousand Oaks, CA: Sage.</li> <li>*Read Ontario Human Rights Commission (OHRC) 1. Introduction [to Sexual harassment] at <a href="http://www.ohrc.on.ca/en/policy-preventing-sexual-and-gender-based-harassment/1-introduction">http://www.ohrc.on.ca/en/policy-preventing-sexual-and-gender-based-harassment/1-introduction</a></li> <li>*Read: OHRC 5. Sexual harassment in education at <a href="http://www.ohrc.on.ca/en/policy-preventing-sexual-and-gender-based-harassment/5-sexual-harassment-education-0">http://www.ohrc.on.ca/en/policy-preventing-sexual-and-gender-based-harassment/5-sexual-harassment-education-0</a></li> </ul>
Feb 6 13 pgs	Key points & Journal entry	<p><b>Rape, Sexual Coercion and Sexual Assault</b></p> <ul style="list-style-type: none"> <li>Coursepack #6: McNiff, L. (2006). <i>Blue Baby</i>. In <i>A very brief fall (A collection of short stories)</i>, unpublished Creative Writing project for MA, Department of English Language, Literature, and Creative Writing, University of Windsor.</li> <li>Coursepack #7: Ginty, M. M. (Spring/Summer, 2012). Court-martialling the military. <i>Ms. Magazine</i>, 36-39. [include Making rape visible side bar on 39]</li> <li>Coursepack #8: Nicol, J. (Fall, 2016). Sexual assault and the law: Where do we go from here? <i>Herizons</i>, 11-13.</li> <li>*Coursepack #9: Piercy, M. (1982). Rape poem. In <i>Circles on the Water</i> (pp. 164-165). NY: Alfred A. Knopf.</li> </ul> <p><b>Participation Research task #2 given out</b></p>

Date	Work Due	Topic and Readings
Feb 13	Key points Participation research #2 due	<p><b>The home/family/church is a dangerous place for girls</b></p> <ul style="list-style-type: none"> <li>Coursepack #10 and #11. Mulhern, M. (2008). When angels weep &amp; Recess at St. Ursula's. In <i>When Angels Weep</i>. Windsor, Ont: Black Moss.</li> <li>Coursepack #12: excerpt from Smith, A. (2005). Boarding school abuses and the case for reparations (pp. 35-46, 53-54). In <i>Conquest: Sexual violence and American Indian Genocide</i>. Cambridge, MA: South End.</li> </ul>
Feb 20		READING WEEK – No classes or office hours
Feb 27	Key points & Journal entry Social Change Assignment Part 1 due	<p><b>The home/family is a dangerous place for women</b> – [Brochures handed out] <b>NEW GROUPS BEGIN</b></p> <ul style="list-style-type: none"> <li>Coursepack #13: Whitefield-Madrano, A. (Spring/Summer, 2012). I can handle it. Ms. Magazine, 52-55.</li> <li>Coursepack #14: Shah, S., Tsitsou, L., &amp; Woodin, S. (2016). Hidden voices: Disabled women's experiences of violence and support over the life course. <i>Violence against Women</i>, 22(10), 1189-1210 [full article – you have only 1189-1194 to read]</li> <li>*Johnson, H. (2015). Improving the police response to crimes of violence against women: Ottawa women have their say. <a href="https://socialsciences.uottawa.ca/criminology/sites/socialsciences.uottawa.ca/criminology/files/h.johnson_research_summary.pdf">https://socialsciences.uottawa.ca/criminology/sites/socialsciences.uottawa.ca/criminology/files/h.johnson_research_summary.pdf</a></li> <li>*Neighbours, Friends and Family brochures/cards handed out in previous class</li> </ul> <p><b>Participation Research task #3 given out</b></p>
March 6	Key Points Participation research task #3 due	<p><b>The home/family is a dangerous place for women continued /Intimate femicide Sexual murder/ gynocide - societal collusion – Canadian Downtown Vancouver East Side</b></p> <ul style="list-style-type: none"> <li>* read Ontario Association of Interval and Transition Houses femicide list <a href="http://daso.ca/wp-content/uploads/2016/12/OAITH-Femicide-List-2015-2016-December-5th-2016.pdf">http://daso.ca/wp-content/uploads/2016/12/OAITH-Femicide-List-2015-2016-December-5th-2016.pdf</a></li> <li>*Coursepack #15: Lakeman, L. (2005). Bernardo and Picton: Making the cases of monsters. In <i>Obsession, with intent: Violence against women</i> (pp. 21-24). Montreal, PQ: Black Rose Books.</li> <li>Coursepack #16: Leddy, L. (Winter, 2016). A call to action: Indigenous allies anticipate change. <i>Herizons</i>, 16-17, 22.</li> <li>Coursepack #17: Shier, A., &amp; Shor, E. (2016). 'Shades of foreign evil': 'Honor Killings' and 'Family murders' in the Canadian press, <i>Violence against Women</i>, 22(10), 1163-1188. [full article – you will read 1163-1168 &amp; 1180-1184.]</li> <li>*<a href="http://www.cbc.ca/news/politics/number-of-murdered-missing-aboriginal-women-surprises-top-mountie-1.2645674">http://www.cbc.ca/news/politics/number-of-murdered-missing-aboriginal-women-surprises-top-mountie-1.2645674</a></li> </ul>

Date	Work Due	Topic and Readings
Mar 13	Key points & Journal entry	<p><b>Prostitution / pornography and violence against women</b></p> <ul style="list-style-type: none"> <li>*Coursepack #18: Murphy, M. (Spring/Summer, 2012). The new abolitionists. <i>Ms Magazine</i>, 22.</li> <li>Coursepack #19: Anthony, J. (2007). Prostitution as “choice”. In O’Toole, L. L., Schiffman, J. R., Edwards, M.L. (Eds.), <i>Gender Violence: Interdisciplinary perspectives</i> (2<sup>nd</sup> edition), pp. 415-418. New York: New York University.</li> </ul> <p><b>Pornography and other cultural representations of (support for and) sexual violence against women</b></p> <p><b>DVD:</b> Excerpts from film: <i>The Price Of Pleasure</i> (if you miss class, make sure you see it in the library on reserve – but try to have a female friend with you)</p> <ul style="list-style-type: none"> <li>Coursepack #20: Jensen, R. (Spring, 2004). The painful truth about today’s pornography and what men can do about it. <i>Ms Magazine</i>, 55-58.</li> </ul> <p><b>Participation Research Task #4 given out</b></p>
March 20	Key Points <b>Participation research #4 due</b>	<p><b>Using what you know now to think about violence against women on the global scene – a small exploration</b></p> <p><b>DVD:</b> Excerpts from <i>The Shape of Water</i> by Kum-kum Bhavani (if you miss class, make sure you see it in the library on reserve)</p> <ul style="list-style-type: none"> <li>Coursepack #21: Baron, E.M., &amp; Denmark, F. L. (2006). An exploration of female genital mutilation. In F.L. Denmark, H.H. Krauss, E. Halpern, &amp; J.A. Sechzer (Eds.), <i>Violence and exploitation against women and girls</i> (pp. 339-355). Annals of the New York Academy of Sciences, Vol. 1087, pp. 339-355.</li> <li>*Coursepack #22: Hyde, J.S. (1990). Figure 3.1 The vulva: The external genitals of the female (p. 44).</li> <li>Coursepack #23: Stetz, M. (2007). What the West failed to learn about war from the “Comfort Women”. In O’Toole, L. L., Schiffman, J. R., Edwards, M.L. (Eds.), <i>Gender Violence: Interdisciplinary perspectives</i> (2<sup>nd</sup> edition), pp. 223-229. New York: New York University.</li> </ul>
March 27	Key points & Journal entry	<p><b>Women’s resistance and women’s violence</b> (the role of self-defense within an intersectional frame)</p> <p><b>DVD:</b> <i>Out in the Night</i></p> <p>Coursepack #24: Cermele, J. (2010). Telling our stories: The importance of women’s narratives of resistance. <i>Violence against Women</i>, 16(10), 1162-1172.</p>
Apr 3	Final Key Points *** <b>Social Change Part 2 Posters *** just write 3 key points for the entire course – grading will reward good attempts</b>	<p><b>Reminding ourselves of critical concepts / Women’s Activism as Resistance and Pulling it all together / Social Change Posters Celebration after the break</b></p> <ul style="list-style-type: none"> <li>*Learning Network Issue 15 October 2015 on Intersectionality. Retrieve from <a href="http://www.vawlearningnetwork.ca/issue-15-intersectionality">http://www.vawlearningnetwork.ca/issue-15-intersectionality</a> (has practical suggestions)</li> <li>*Remind yourself what is left to be done by referring to pg. 29-30: McInturff, K. (2013). <i>The Gap in the Gender Gap: Violence against Women in Canada</i>. Canadian Centre for Policy Alternatives. Retrieve from <a href="http://www.policyalternatives.ca/publications/reports/gap-gender-gap">http://www.policyalternatives.ca/publications/reports/gap-gender-gap</a></li> <li>*Howard, J. (undated). <i>Ten things anyone can do to end violence against women</i>. Retrieve from <a href="http://www.cwhn.ca/node/39622">http://www.cwhn.ca/node/39622</a> [you will find it about half way down the page.]</li> </ul>
Thursday April 13th	Final Exam 12:00 – 3:00 p.m.	<ul style="list-style-type: none"> <li>find room on Registrar’s page on web when locations are available.</li> </ul>