



# University of Windsor

Faculty of Arts, Humanities and Social Sciences

The University of Windsor sits on the traditional territory of the Three Fire Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi.

## WGST 3300-1 | Victims, Survivors, and Warriors: Male violence in the lives of women and girls | Winter 2022 Women's & Gender Studies

<b>Classroom Meeting Time(s):</b>	<b>Tuesdays &amp; Thursdays 2:30 – 3:50 p.m.</b>
<b>Classroom Location:</b>	[while meeting virtually - in Zoom classroom] <a href="https://us02web.zoom.us/j/89286878355">https://us02web.zoom.us/j/89286878355</a>  [when in person again] Dillon Hall 255

### Instructor and GA/TA

#### Instructor Information

<b>Name</b>	Dr. Charlene Y. Senn
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<b>Telephone</b>	(519) 253-3000 ext 2255
<b>Office Hours</b>	Thursdays 9:00 a.m. – 12:00 p.m. Schedule up to two, 15-min appointments using this link <a href="https://my.timetrade.com/book/7HPVL">https://my.timetrade.com/book/7HPVL</a> then you will receive the Zoom link if we are still virtual or will come to my office if we are in person again
<b>Office Location</b>	180 Chrysler Hall South

#### Graduate Assistant Information

<b>Name</b>	Lenox Mou	<b>Email</b>	mou2@uwindsor.ca
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## Course Description

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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.

## Course Goals

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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.

## Course Learning Outcomes

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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 and explain the variety of ways women and children resist violence, individually and collectively, past and present;
- Identify, explain, and illustrate the main concepts, ideas, and evidence in course readings;
- Apply feminist concepts (e.g., intersectionality, continuum of male violence against women) and ideas to analyze violence against women and girls;
- construct a response to challenge myths about violence against women and girls / defend a feminist analysis of violence against women and girls;
- locate and evaluate the quality and completeness of 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;
- Integrate emotional reactions and intellectual critiques in written and spoken presentations of opinions/perspectives;
- construct coherent and grammatical essay-style answers.

## Course Materials

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**Required Readings (see specific readings for each week in Schedule below):**

- **Course pack available from the University Bookstore.** [NOTE: Used course packs are several years old and a different instructor so have only some of the readings]. 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 public sources/web sites as listed under readings in Tentative Course schedule.

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

The course pack 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 course pack to class as we will work with them in every class.

## Curriculum and Tentative Weekly Schedule

Date & #pages of reading	Assignment Due	Topics & Weekly Readings
Jan 18 2 pgs		<p><b>Introduction to the course and to the field / The scope of the problem / Discussion of Demonstration of “Key Points” activity</b></p> <ul style="list-style-type: none"> <li>*Course pack #1: Senn, C.Y. (2000) Violence. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 482-484). London: Routledge.</li> </ul>
Jan 20 8 + 7 pgs		<p><b>Definitions, naming, and the importance of language /Some key concepts and issues related to male violence against women</b></p> <ul style="list-style-type: none"> <li>Course pack #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>*Course pack #3: Baker, L., Etherington, N., &amp; Barreto, E. (October 2015). Intersectionality. <i>LearningNetwork, Issue 15</i>.</li> </ul>
Jan 25 13 pgs		<p><b>Key concepts and issues related to male violence against women continued: A gendered approach, an ecological model of violence against women and intersectionality</b></p> <ul style="list-style-type: none"> <li>Course pack #4: Price, L. S. (2005). Defining Violence. In <i>Feminist frameworks: Building theory on violence against women</i> (pp. 11-23). Halifax, Fernwood.</li> </ul>
Jan 27 12 + 2 pgs	Key points <sup>1</sup> due (for 3 readings from Jan 20, 25, 27)	<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>Course pack #5: Kelly, L. (1987). The continuum of sexual violence. In K. Plummer (Ed.), <i>Sexualities. Critical Concepts in Sociology, 2</i>, 127-139.</li> <li>*#6 <i>Understanding and unpacking the continuum of violence against women</i> (Summary – 2 pages) <a href="http://www.womenssupportproject.co.uk/userfiles/file/resources/nationalresources/Continuum%20of%20VAW.pdf">http://www.womenssupportproject.co.uk/userfiles/file/resources/nationalresources/Continuum%20of%20VAW.pdf</a></li> </ul>
Feb 1 13 pgs		<p><b>The ubiquitous form of male violence against women: Sexual harassment</b></p> <ul style="list-style-type: none"> <li>Course pack #7: 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> </ul>

<sup>1</sup> You do not need to write key points for readings with asterisks (\*). Still read them for class though!

<p><b>Feb 3</b> <b>11 pgs</b></p>	<p>Key points &amp; <u>Journal</u> due (for Feb 1 &amp; Feb 3 readings)</p>	<p><b>The ubiquitous form of male violence against women: Sexual and street harassment</b> continued</p> <ul style="list-style-type: none"> <li>• *Read Personal reflection at end of Course pack #7 -- p. 93-94 in original</li> <li>• *Course pack #8 Baker, L., Etherington, N., Straatman, A-L., &amp; Barreto, E. (June 2015). Sexual &amp; Gender-Based Harassment. LearningNetwork, Issue 13.</li> <li>• Course pack #9 Mance, A. (2019) Delusions of Safety (pp. 84-87). In D. Noomin (Ed.), <i>Drawing Power: Women's stories of sexual violence, harassment, and survival</i>. NY: Abrams Comicarts.</li> </ul>
<p><b>Feb 8</b> <b>11 + 5 pgs</b></p>		<p><b>Rape, Sexual Coercion, Sexual Assault</b></p> <ul style="list-style-type: none"> <li>• Course pack #10 Peterson, L. (2008). The 'not rape' epidemic. In J. Friedman &amp; J. Valenti (Eds.), <i>Yes means yes: Visions of female sexual power and a world without rape</i> (pp. 209-220). Berkeley, CA: Seal.</li> <li>• *Course pack #11 Johnson, M.Z. (2016). 4 things we're not saying when we say "rape culture" from everydayfeminism.com</li> </ul>
<p><b>Feb 10</b> <b>2 + 3 pgs</b></p>	<p>Key points due (for Feb 8 &amp; 10 readings)</p>	<p><b>Rape, Sexual Coercion and Sexual Assault (cont'd) &amp; Library workshop to help you with Social Change assignments</b></p> <ul style="list-style-type: none"> <li>• *Course pack #12: Piercy, M. (1982). Rape poem. In <i>Circles on the Water</i> (pp. 164-165). NY: Alfred A. Knopf.</li> <li>• *Course pack #13 *Nicol, J. (2013). Sexual assault: Where do we go from here? <i>Herizons</i>, 27(1), 28-31.</li> </ul>
<p><b>Feb 15</b> <b>12 pgs</b></p>	<p>Sign up for your Social Change Agent by today in the google doc</p>	<p><b>Rape, Sexual Coercion and Sexual Assault (cont'd)</b></p> <ul style="list-style-type: none"> <li>• Course pack #14 Townsend, S.M &amp; Campbell, R. (2017). Services for survivors of sexual violence: moving from core to comprehensive services. In C.M. Renzettei, J. L. Edleson, &amp; Kennedy Bergen, R. (Eds.). <i>Sourcebook on Violence against Women third edition</i> (pp. 353-372). LA: Sage.</li> </ul>
<p><b>Feb 17</b> <b>3 + 18 pgs (some skimmed)</b></p>	<p>Key points (for Feb 15 &amp; 17 -- note special instruction for Shaw article) &amp; <u>Journal</u> due</p> <p>Midterm exam question made available</p>	<p><b>The home/family/church is a dangerous place for girls</b></p> <ul style="list-style-type: none"> <li>• Course pack #15 Gil, J. (2019). Superglue. In D. Noomin (Ed.), <i>Drawing Power: Women's stories of sexual violence, harassment, and survival</i> (pp. 65-67). NY: Abrams Comicarts</li> <li>• Course pack #16: 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 [NOTE: skip section on Law &amp; Policy pp. 1194-1196. For your key points and discussion today we will focus on childhood/adolescent abuse only. We will incorporate the abuse of adult women in later weeks.]</li> </ul>
<p><b>FEB 22/24</b></p>		<p><b>READING WEEK – NO Classes or Office Hours</b></p>
<p><b>March 1</b> <b>2 + 7 pgs</b></p>		<p><b>The home/family/church is a dangerous place for girls</b></p> <ul style="list-style-type: none"> <li>• *Course pack #17 and #18. Mulhern, M. (2008). When angels weep &amp; Recess at St. Ursula's. In <i>When Angels Weep</i>. Windsor, Ont: Black Moss.</li> <li>• *Course pack #19 Bruckert, C. &amp; Law, T. (2018). Colonial violence against indigenous women. In <i>Women and Gendered Violence in Canada: An intersectional approach</i>. University of Toronto. Read p. 269-275 on residential schools today.</li> </ul>

<p><b>March 3</b></p>	<p>No Key points</p> <p><b>Midterm Exam Due by 4:00 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>No class. If we are in-person for classes by now and you want to use the classroom as a quiet space, ask me.</b> Use the time to write or finalize your answer to the Midterm exam question. If you were in class taking this test it would take you no longer than one hour to write your answer to this essay question.</li> <li>• Hand it in on Blackboard by no later than 4:00 p.m.</li> </ul>
<p><b>March 8</b> 4 + 8 pgs</p>		<p><b>The home/family is a dangerous place for women</b></p> <ul style="list-style-type: none"> <li>• Course pack #20 Whitefield-Madrano, A. (Spring/Summer, 2012). I can handle it. <i>Ms. Magazine</i>, 52-55.</li> <li>• *Course pack #21 Tabibi, J., Ahmad, S., Baker, L., &amp; Lalonde, D. (Sept, 2018). Intimate partner violence against immigrant and refugee women. <i>LearningNetwork, Issue 26</i>.</li> </ul>
<p><b>Mar 10</b> 7 + 7 + 3 pgs</p>	<p>Key points &amp; <u>Journal</u> due</p>	<p><b>The home/family is a dangerous place for women</b></p> <ul style="list-style-type: none"> <li>• Course pack #19 (again) Bruckert , C. &amp; Law, T. (2018). Colonial violence against indigenous women. In <i>Women and Gendered Violence in Canada: An intersectional approach</i>. University of Toronto. Read p. 275-278, &amp; 281-285 on colonial violence, IPV, and child welfare today.</li> <li>• *Course pack #22 LearningNetwork. “There’s a way out”: Insights from Survivors of Intimate Partner Violence.</li> <li>• Course pack #23 Hamby, S. (2017). Current controversies: Are women really as violent as men? The “gender symmetry” controversy. In C.M. Renzettei, J. L. Edleson, &amp; Kennedy Bergen, R. (Eds.). <i>Sourcebook on Violence against Women third edition</i> (pp. 78-82). LA: Sage.</li> </ul>
<p><b>March 15</b> 8 + 1 + 2 pgs</p>		<p><b>The home/family is a dangerous place for women continued /femicide</b></p> <ul style="list-style-type: none"> <li>• Course pack #24 Fraser, C. (May 28, 2020). When will we care about domestic violence? <i>New York Review</i> (book review of No Visible Bruises).</li> <li>• * Course pack #25 Hayes, Molly (Mar 17, 2021). Canada saw increase in killings of women and girls in 2020, report finds. <i>The Globe &amp; Mail</i>.</li> <li>• * Course pack #26 Trethewey, N. (2018). Imperatives for Carrying on in the Aftermath. Reprinted by Poetry Foundation.</li> </ul>
<p><b>March 17</b> 5 + 10 pgs</p>	<p>Key points due</p>	<p><b>Femicide/gynocide/genocide - societal collusion</b></p> <ul style="list-style-type: none"> <li>• Course pack #27 Renzetti, E. (Nov 30, 2019). When misogyny turns deadly. <i>The Globe &amp; Mail</i>.</li> <li>• Course pack #28 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. [you will read 1163-1168 &amp; 1180-1183 only.]</li> </ul>
<p><b>March 22</b> 12 + 4</p>	<p>Social Change Assignment Part 1 due</p>	<p><b>Femicide/gynocide/genocide – societal collusion — Missing and murdered indigenous women</b></p> <ul style="list-style-type: none"> <li>• *Course pack #29 Identification of Issues in Reclaiming Power and Place: <i>The Final Report of The National Inquiry Into Missing And Murdered Indigenous Women And Girls</i>, Annex 1, Part III, pp. 247-257.</li> <li>• Course pack #19 again: Bruckert , C. &amp; Law, T. (2018). Colonial violence against indigenous women. In <i>Women and Gendered Violence in Canada: An intersectional approach</i> (pp. 269-291). University of Toronto. [today read only p. 278-281 (indigenous women and predatory violence)]</li> </ul>

<p><b>March 24</b> 4 pgs</p>	<p>Key points &amp; <u>Journal</u> due</p>	<p><b>Prostitution / pornography and violence against women</b></p> <ul style="list-style-type: none"> <li>Course pack #30: 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>March 29</b> 3 pgs</p>		<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 take it out of the library – it is on reserve – but try to have a female friend with you)</p> <ul style="list-style-type: none"> <li>Course pack #31: 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>March 31</b> 14 pgs</p>	<p>Key points due</p>	<p><b>Using what you know now to think about violence against women on the global scene – a small exploration</b></p> <p><b>Guest lecture – Dr. Mia Sisc</b></p> <ul style="list-style-type: none"> <li>Course pack #32: Sharlach, L. (2000). Rape as genocide: Bangladesh, the former Yugoslavia, and Rwanda. <i>New Political Science</i>, 22(1), 90-102.</li> </ul>
<p><b>April 5</b></p>		<p><b>Women’s resistance and women’s violence</b> (the role of self-defense within an intersectional frame)</p> <ul style="list-style-type: none"> <li>Course pack #34: <i>Cermele</i>, J. (2010). Telling our stories: The importance of women’s narratives of resistance. <i>Violence against Women</i>, 16(10), 1162-1172.</li> <li>*Course pack #35: Balkissoon, D. (Sept 13, 2018). Whether or not to body-slam a groper is a split-second, personal decision. <i>Globe &amp; Mail</i>.</li> <li>*Course pack #36: Ang, R. (2019). Destroy everything you touch. In D. Noomin (Ed.), <i>Drawing Power: Women’s stories of sexual violence, harassment, and survival</i> (pp. 56-61). NY: Abrams Comicarts.</li> </ul>
<p><b>April 7</b></p>	<p>Key points &amp; <u>Journal</u> due</p>	<p><b>Women’s resistance and women’s violence</b> (the role of self-defense within an intersectional frame) Cont’d</p> <ul style="list-style-type: none"> <li>Course pack #37: Policy4Women (2018). Rising incarceration of racialized women in <a href="http://www.criaw-icref.ca">www.criaw-icref.ca</a>, p. 1-2.</li> <li>*Course pack #19 again: Bruckert, C. &amp; Law, T. (2018). Colonial violence against indigenous women. In <i>Women and Gendered Violence in Canada: An intersectional approach</i> (pp. 269-291). University of Toronto. [read only p. 287-290 (Resistance: a long history of seeking justice)]</li> <li>Course pack #38: Phan, M. (2019). Two words. In D. Noomin (Ed.), <i>Drawing Power: Women’s stories of sexual violence, harassment, and survival</i> (174-177). NY: Abrams Comicarts.</li> </ul>
<p><b>Monday</b> <b>April 11</b></p>	<p>If we are virtual – Social Change Assignment Part 2 due by 4:00 p.m</p>	<p><b>Not a class day.</b> [I need time to put all the PPT presentations together if we are still virtual.]</p>

<b>April 12</b>	Social Change Assignment Part 2 Due if we are in person	<b>Women's Activism as Resistance / Many routes to social change / Social Change Posters/Presentations</b> <b>No readings today.</b> If we are in person ... this will be a day when we get together in another type of room to show our social change posters and learn from each other. If we are still virtual ... we will still have a dynamic day sharing PPT slide versions of our social change posters.
<b>April 14</b>	Key points due (think about 3 main points for whole term) Hand out final exam <i>essay</i> questions (there will be additional short answer questions with provided on the day of the exam)	<b>Reminding ourselves of critical concepts / Pulling it all together</b>  If we are still virtual ... some of our social change presentations may spill over into today.

**Student Evaluations of Teaching (SET)** forms will be administered in the last two weeks of classes, in accordance with Senate policy. Last day for **Voluntary Withdraw** is *[insert date here]*.

## Assessments

Assessment	Worth Value	Due Date
Key Points	10%	Most weeks by beginning of Thursday class (2:30 p.m.) starting Jan 27 <sup>th</sup> – best 8 out of 10 opportunities
Journal	10%	Biweekly journal entry (5 total) handed in by beginning of Tuesday class (2:30 p.m.) starting Feb 3
Class participation	10%	Participation through active engagement in all classes and in classroom group activities and discussions
Midterm Test	20%	Due March 3 <sup>rd</sup> by 4:00 p.m.
Social Change Assignment -Researching and exploring a social change agent	[25% total]	Sign up for your Social Change Agent by February 15 <sup>th</sup> 2:30 p.m. using the google doc
Part 1. Research and writing submission	10%	Due March 22 <sup>nd</sup> by 2:30 p.m.
Part 2. Poster (or if class is still virtual PPT) presentation	15%	April 11 by 4:00 p.m. [if we are still virtual] April 12 presented in class [if we are in person] (absences for other than medical reasons will result in '0')
Final Exam	25%	TBA as scheduled by registrar if in person. If still virtual then due April 21 by 4:00 p.m. on BB
Bonus Points	Up to 2%	

### **Helpful Resources – Statistics & Resources (available for free download):**

- 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>.
- Conroy, S. (2018). *Police-reported violence against girls and young women in Canada, 2017* Catalogue no. 85-002-X. ISSN 1209-6393 The Canadian Centre for Justice Statistics. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2018001/article/54981-eng.pdf>.
- Savage, L. (2021). *Intimate partner violence: Experiences of young women in Canada, 2018*. Statistics Canada. Catalogue no. 85-002-X ISSN 1209-6393. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00009-eng.pdf?st=FtdWnlq>
- Savage, L. (2021). *Intimate partner violence: Experiences of women with disabilities in Canada, 2018*. Statistics Canada. Catalogue no. 85-002-X ISSN 1209-6393. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00006-eng.pdf?st=ZwZaipBS>
- Cotter, A. (2021). *Intimate partner violence: Experiences of visible minority women in Canada, 2018*. Statistics Canada. Catalogue no. 85-002-X ISSN 1209-6393. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00008-eng.pdf?st=Slu6chk7>
- Jaffray, B. (2021). *Intimate partner violence: Experiences of sexual minority women in Canada, 2018*. Statistics Canada. Catalogue no. 85-002-X ISSN 1209-6393. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00005-eng.pdf?st=94p3Xkvw>
- Heidinger, L. (2021). *Intimate partner violence: Experiences of First Nations, Métis and Inuit women in Canada, 2018*. Statistics Canada. Catalogue no. 85-002-X ISSN 1209-6393. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00007-eng.pdf?st=mV-aii5O>
- Cotter, A., & Savage, L. (2021). *Gender-based violence and unwanted sexual behaviour in Canada, 2018: Initial findings from the Survey of Safety in Public and Private Spaces*. Statistics Canada. Catalogue no. 85-002-X ISSN 1209-6393. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2019001/article/00017-eng.pdf?st=m19orPKm>
- The National Intimate Partner and Sexual Violence Survey (2018 publication based on 2015 U.S. data) <https://www.cdc.gov/violenceprevention/pdf/2015data-brief508.pdf>
- Many additional resources on various topics related to violence against women and girls can be found on the Blackboard site under *Resources/Web Links*.

### **Web Site for This Course**

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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, Lenox Mou. 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**

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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 the Centre [Room 293 2nd Floor CAW Student Centre] (519) 253-3000 Ext. 4616. See also Student Mental Health Strategy section on p. 15 of this outline. Other general and specialized local resources are provided on the Blackboard site.

## Your Responsibilities

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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 small and large group discussions/activities, 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 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 midterm and final examination will be made easier by your work on your key points all term. ***Do not get behind or you will find it very difficult to catch up.***

Please ensure that you understand the requirements for this course (page 7 above). 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

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### Key Points (10%)

**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 Thursday's class each week. 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 there are 10 weeks when key points are required. You will need to complete a minimum of 8 key points exercises. If you submit more than 8, I will use your 8 best marks to calculate your grade (each worth 1.25% of the final grade).

**Grading** -- Each week's Key Points 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), Lenox, based on a marking key I have approved. If you have questions or concerns about the grading, you can email Lenox 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 40 and 60% and then by the end are mostly in the 70-100% range. But this only happens if you persist, see me if you are having trouble, and continue to hand them in! Please see me in office hours if you are having difficulty with this assignment. I can help!

If you miss class due to medical reasons, let me know and you may submit your key points to me as soon as you return. 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. You will always try to write three per reading since this is how many there usually are.

- 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 key points for all the readings that are not marked with an asterisk (there are never more than 3 articles but sometimes there are fewer).

### **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 journal entry for every two weeks of the term. There is a minimum length of a double spaced standard 8 1/2 x 11 page using font no larger than 12 pt (approximately 250-300 words). 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.

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 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]

### **Active Participation and Discussion (10%)**

Classroom attendance (and as long as we are virtual with cameras on except when absolutely impossible) 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 two (90 minute) classes should expect that their reduced opportunity to learn and participate will affect their final grade.**

**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 (25%)**

There is one larger assignment in the course with two components. You will be choosing and exploring a Canadian woman or group who have contributed to social change on violence against women or girls. I will hand out the assignment in week 2 and you will have to choose an agent no later than by February 15th. Part 1 is a research and writing assignment you will submit in late March (22nd). Part 2 is the poster presentation (if we are in person; April 12th) or PPT presentation (if we are still virtual; April 11th) of your research which should be improved by the feedback you received on Part 1. 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 / Presentation 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). If we are in person we will photograph your Part 2 poster for our records and for marking so you can take it home with you.

### **Midterm (20%) & Final tests (25%)**

The midterm will be one take home open-book essay question. The final will be an open-book short answer and essay test (no more than two essay questions). These 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 tests are cumulative because the ideas bridge the whole course. I will provide you with the essay questions in advance.

For the midterm, we do not know whether we will be back in person or not, so this will be a take home test. It is possible to write the exam in less than the 1.5 hours of class time, but you will receive it one week ahead in case you need or want to work on it earlier.

For the final, you will prepare yourself to write it in person during the Registrar's scheduled exam time. You will have the entire 3-hour exam block but will likely not need all of that time. You can bring your course pack 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 tests must be made in writing within two weeks of my posting of 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. If you have any questions about these requirements, please see me.

**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, to submit the midterm take home test, and attend the final test when it is scheduled except when prevented by a medical emergency. See the Faculty of Arts Humanities and Social Sciences [Policies and Procedures for Ungergraduates](#). 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) and of course for connecting to the classroom when we are meeting virtually. 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.

**Academic Integrity:** See the Faculty of Arts Humanities and Social Sciences *Plagiarism and Examination Make-up Policies* in the separate handout 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, <https://www.uwindsor.ca/academic-integrity/>. 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.** 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: <https://www.uwindsor.ca/academic-integrity/>. Also see the [Senate Student Code of Conduct](#) for the definition of plagiarism and [Senate Bylaw 51](#).

## High Impact Practices

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This course involves the following [High Impact Practices \(HIPS\)](#).

- Service Learning
- Student Learning Communities
- Research with Faculty
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience (i.e. thesis or capstone)

## FAHSS LEAD Scholars

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The **LEAD Scholars Program** recognizes students in good academic standing who have excelled beyond the classroom by participating in High Impact Practices (HIPS) throughout their undergraduate learning as a student in the Faculty of Arts, Humanities and Social Sciences.

FAHSS students can earn distinction as a LEAD Scholar by participating in activities under the areas of Leadership, Engagement, Application and Discovery.

- **Leadership** through peer mentoring and campus involvement.
- **Engagement** through service learning and study abroad.
- **Application** through internships and practicums.
- **Discovery** through undergraduate research and creative pursuits.

LEAD Scholars will receive a **Bronze, Silver** or **Gold** medal based on the number of LEAD areas completed. For more information, please visit: [FAHSS LEAD Scholars](#).

## UWin FAHSS App

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The UWin FAHSS app is available for iOS and Android devices.



[Click to download for Apple devices.](#)



[Click to download for Android devices.](#)

It is recommended that [all first-year students download](#) the UWin FAHSS app.

All other students are encouraged to [download, register and join their department's community](#) for information, updates, and services.

## Reach

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Reach is an online peer support program designed to help first and second-year students by providing academic assistance through a virtual platform. By joining a Reach session, students can expect to receive advice and tips from an upper year student relating to:

- Student Life (Joining clubs, extra-curricular activities, on-campus involvement);
- Study Skills Strategies;
- Time Management Strategies;
- Campus Resources/Services;
- Transition Frequently Asked Questions

Reach sessions run from 4:00PM - 8:00PM on Mondays through Fridays.

[Reach Portal](#) | [reach@uwindsor.ca](mailto:reach@uwindsor.ca)

## Bystander Initiative

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**BYSTANDER**

A UWindsor Initiative to End Sexual Violence

The University of Windsor is committed to campus safety for *all students*. We proudly offer sexual violence prevention education in two ways:

- 1) Offering *Bringing in the Bystander*<sup>®</sup> sexual violence prevention workshops to *all students*. **Students who complete a highly interactive 3-hour workshop will receive a certificate of completion and may be eligible to receive bonus marks (integration will be noted in participating course syllabi).**

[To register for a workshop visit: UWindsor's mySuccess](#)

- 2) Two undergraduate bystander courses for senior-level undergraduate students (semester four or five standing), **3500: Practical Strategies for Social Change** offered for course credit as a general social science credit, criminology, psychology, sociology, social work, and women's and gender studies. Eligible students may apply for **4500-Practicum in Social Change**, which prepares student to lead *Bringing in the Bystander*<sup>®</sup> workshops for UWindsor students. *In combination 3500 & 4500 qualify for the leadership distinction of the LEAD medallion program.*

To find out more visit: [UWindsor's Bystander Initiative](#)

## Student Accessibility Services

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Student Accessibility 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 Student Accessibility Services website at <http://www.uwindsor.ca/studentaccessibility/>. 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 [sas@uwindsor.ca](mailto:sas@uwindsor.ca).

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

Note: Students seeking academic accommodation for an ongoing, diagnosed disability (whether permanent or temporary) must begin the process by completing the Student Accessibility Services [Online Intake Form](#). Once this is done, you will be contacted to arrange a meeting with an Advisor.

## Student Mental Health Strategy

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The University of Windsor is committed to fostering a thriving University community that actively promotes mental well-being and supports students to flourish in both their personal and academic lives.

### **Guiding Principles:**

**Accessibility and Diversity:** We provide mental health services and supports that are visible, barrier-free, non-judgmental, inclusive and equitable.

**Empathy and Compassion:** We enhance every student's sense of belonging by infusing empathy, compassion and respect into everything we do.

**Empowerment:** We build capacity, develop resiliency and empower all members of the campus community to take an active role in building awareness, eliminating stigma and managing mental health issues.

**Engagement:** We actively engage students, faculty and staff to establish meaningful collaborations, proactively address needs, build capacity and share ideas.

**Responsive:** We provide relevant and responsive services that are grounded in best practice and are fluid and dynamic in meeting the mental health needs of students.

**Shared Responsibility:** We share the responsibility for creating the campus conditions that support student success and promote mental wellbeing.

Source: Student Mental Health Strategy, October 3, 2018

[Mental Health and Wellness Resources](#)

[Therapy Assistance Online \(TAO\)](#)

[Volunteer and become part of the Living Well Lancer Team!](#)

## Student Wellness Resources

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From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone.

For help addressing mental or physical health concerns on campus, contact (519) 253-3000:

- Student Health Services at ext. 7002 ([www.uwindsor.ca/studenthealthservices](http://www.uwindsor.ca/studenthealthservices))
- Student Counselling Centre at ext. 4616 ([www.uwindsor.ca/studentcounselling](http://www.uwindsor.ca/studentcounselling))
- Peer Support Centre at ext. 4551

### 24 Hour Support is Available

My Student Support Program (MySSP) is an immediate and fully confidential 24/7 mental health support that can be accessed for free through chat, online, and telephone. This service is available to all University of Windsor students and offered in over 30 languages. Call: 1-844-451-9700, visit <https://keepmesafe.myissp.com/> or download the My SSP app: [Apple App Store/Google Play](#).

A full list of on- and off-campus resources is available at <http://www.uwindsor.ca/wellness>. Should you need to request alternative accommodation contact your instructor, head or Associate Dean.

## Academic Support Services

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### Writing Support Desk

The Writing Support Desk is located on the main floor of Leddy Library and is a service that provides students with help regarding various aspects of their academic writing, including

- Interpreting assignment prompts
- Constructing strong theses and arguments
- Grammar, punctuation, and syntax problems
- Analyzing and integrating sources
- Citing and referencing

Students should note that the WSD is not a proofreading service. Though we will examine as much of a sample of writing as we can in the space of a one-on-one consultation, our goal is to teach students how to improve their writing, not to edit the work. For more information, visit [www.uwindsor.ca/writingsupport](http://www.uwindsor.ca/writingsupport).

### Skills to Enhance Personal Success (STEPS)

The Student Success and Leadership Centre offers free workshops through the Skills to Enhance Personal Success (STEPS) program that are geared towards helping to develop study skills to achieve academic success in a university setting. For more information, visit [www.uwindsor.ca/steps](http://www.uwindsor.ca/steps).

## Achieving Your Career Goals and Getting Experience

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It's never too early to start thinking about where you're headed next – take the opportunity to engage in

your own career development and participate in experiential learning activities throughout your time at university.

Career development is a lifelong process. It is more than just deciding on a major or a job. A degree in the Faculty of Arts, Humanities, and Social Sciences opens so many doors. Spend some time thinking about what kind of doors you want to explore.

[Career Development & Experiential Learning \(CDEL\)](#) is here to support you throughout your journey from degree to career. Whether you have a clear career goal in mind, are going on to further schooling, or simply want to explore possibilities, we are here for you. We offer expertise in topics related to career exploration, job search strategies, resume and cover letter development, interview preparation, and much more. We also host our [own job posting board](#) and various employer networking events. Participating in experiential learning activities during your studies can have a direct impact on your ability to find a meaningful career. Getting experience helps you develop and recognize your skills, expand your network, and have fun!

See below for a list of experiential learning and career development activities you can get involved in:

- Check out the FAHSS [Experiential Learning Hub](#) or talk with your departmental advisor for information about courses with experiential learning.
- CDEL offers three experiential learning programs. Find [Ignite-Work Study](#) positions, take part in the [Job Shadow Experience](#), and participate in [VIP-Community Service Learning](#).
- Connect with the CDEL team to participate in [workshops](#), [book career advising appointments](#), conduct mock interviews, and [attend employer events](#). FAHSS students also have a designated Career Advisor they can meet with to explore answers to questions like “What can I do with my degree?” or “What am I going to do after graduation?”
- Be international! Participate in a [student exchange program](#) or take a course that travels to an international location.

## Indigenous Services

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The Aboriginal Education Centre – Turtle Island provides support to Indigenous students to reach their highest potential in a culturally supportive atmosphere.

Services that the Aboriginal Education Centre provides are:

- Friendly and knowledgeable staff who can refer you to various student support services on campus.
- Cultural programming and events.
- A lounge and study area where you can socialize, study, or relax.
- Printing, scanning and faxing services.
- Volunteer and work opportunities.

For more information, visit [www.uwindsor.ca/aec](http://www.uwindsor.ca/aec).