

**SOC 188: Seminar on Intimate Violence**  
**Department of Sociology**  
**Tufts University**  
**Fall 2018**

**Instructor:** Prof. Anjali N. Fahlberg  
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**Class Meeting:** M 1:30-4pm  
**Class Location:** Eaton 201  
**Office Hours:** Mon 5-6pm; Tues 3-5pm

**Course Description:**

Did you know that, in the United States, 37% of women treated for injuries in the ER got these from a current or former partner? And that more than 90% of sexual assaults on college campuses are committed by someone known to the victim? Despite the growing recognition of intimate forms of violence as a significant social problem, we continue to harass victims in our communities who come forward and turn a blind eye to systematic rape or femicide in the Global South. Understanding how and why the bodies of women, children, and men become targets of physical, sexual, and psychological violence is critical to addressing these issues and supporting survivors.

This course offers students the tools to think sociologically about the causes, forms, and costs of abuse committed in the context of intimate relationships in the US and across the Global South. A critical aspect of this course is understanding how larger forms of inequality—particularly those around race and ethnicity, socioeconomic status, gender, nationality, and ability—affect victimization and access to supports and resources. Although this course will not replace a formal certification in domestic violence or sexual assault counseling, we will discuss many of the issues that direct service providers (i.e. advocates, case managers, medical providers, teachers, etc) might face when working with survivors of abuse. This course will be of interest to students who plan to work with survivors of abuse in the future, who are interested in working on public policies or social programs that address intimate violence, or who have a general academic or professional interest in the topic.

**Course Objectives**

By the end of the course, students should be able to:

1. Identify, describe, and apply major sociological theories that help to explain intimate forms of violence;
2. Discuss the effects of race, class, gender, nationality, sexual orientation, etc on experiences of violence;
3. Analyze narratives of domestic and sexual violence constructed by the media and compare these to the lived experiences of survivors;
4. Describe the effects of political, economic, and social events and institutions on perpetration and experiences of intimate violence in the US and the Global South;
5. Compare and contrast different approaches to preventing and addressing intimate violence.

## Required Texts

1. Benedict, Helen. 1993. *Virgin Or Vamp: How the Press Covers Sex Crimes*. Oxford University Press.
2. Miller, Jody. 2008. *Getting Played: African American Girls, Urban Inequality, and Gendered Violence*. NYU Press.
3. Allen, Beverly. 1996. *Rape Warfare: The Hidden Genocide in Bosnia-Herzegovina and Croatia*. U of Minnesota Press.
4. Parson, Nia. 2013. *Traumatic States: Gendered Violence, Suffering, and Care in Chile*. Vanderbilt University Press.

## Classroom Policies

### Respect and Inclusivity in the Classroom

Classrooms are spaces for learning. For this to happen, we must first and foremost respect the humanity of all students, instructors, and anyone else in the classroom. Therefore, no discriminatory remarks towards members of any individual based on race, gender, sexual orientation, religion, ability, etc will be tolerated. Students are encouraged to treat the classroom as a space for learning about and working through multiple perspectives, and are encouraged to reflect critically on their own views and experiences and the dynamics that engender alternative perspectives.

Students are expected to actively participate in class discussions by critically engaging with the material and with key concepts, themes, and stories. Questions or comments that challenge traditional assumptions or normative values are encouraged, though these should always be provided in a thoughtful and respectful manner.

### Technology in the classroom

Studies consistently show that the use of technology is distracting and contributes to students' low performance. Therefore, you should refrain from using laptops in class. If your reading materials are on your computer or tablet, you may refer to these during class discussions. However, the use of Facebook, email, Amazon, or any other such sites is NOT permitted. I also reserve the right to look at screens or to ask you to put away your laptop if it appears to be distracting. Cell phones should be on silent at all times, and students should not check their phones during class.

### Food

Remaining engaged in class—alert, attentive, and participative—will make the class more interesting and productive for all of us. Students are therefore welcome to bring food and drinks, as these can be helpful to remaining alert. However, please do not be late due to waiting in lines to purchase food.

### Plagiarism & Academic Integrity

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts' Academic Integrity handbook. If you

ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.

The general rule on plagiarism is that you should cite any fact that is not widely known and any idea that is not your own—which will be much of what you write! Keep track of what you are reading and where you are obtaining your information, and become comfortable with including the authors' last name(s) and dates of publication after each "borrowed" fact or idea. Citing what you have read not only prevents you from inadvertently committing plagiarism, but also demonstrates to your reader that your writing is well-researched.

As part of this course, I will utilize TurnItIn in the Canvas learning management system to help determine the originality of your work. TurnItIn is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work.

## **Sources**

We now suffer from an over-abundance of information, and it is easy to get overwhelmed by these sources and not know how to find them or which ones are credible. We will discuss this in greater detail in class, but students should be thoughtful about the credibility of each source. As a general rule, these sources are valid: books, scholarly articles, news articles by a mainstream newspaper, and reports issued by the government or major NGOs. You can find many of these on [scholar.google.com](http://scholar.google.com). Invalid sources include: Wikipedia, blogs, and websites not affiliated with a credible organization.

## **Diversity and Accessibility**

The diversity of students' experiences, perspectives, and abilities is essential to an informed and holistic classroom learning environment. Students with unique learning needs or who require special accommodations should speak to me at the beginning of the semester so provisions can be made accordingly. Please also contact the Student Accessibility Services office at [Accessibility@tufts.edu](mailto:Accessibility@tufts.edu) or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that, per Tufts University guidelines, accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

## **Communication**

Please email me or stop me after class for any questions or concerns or to talk further about the course material. I will be happy to provide you additional ideas and resources relevant to your areas of interest. While out-of-class communication with me is not required to get a good grade, students who actively email or talk to their instructors are much more likely to understand the assignments, gain greater insights into the topics, and perform well.

I will make every effort to respond to email within 24 hours on weekdays and 48 hours on weekends and holidays. Feel free to email again if I have not responded within that time frame (and you need a response right away), as sometimes things fall through the cracks.

### **Office Hours**

I hold regular office hours and all students are encouraged to attend. If you have class during those times, come speak to or email me and we can find another time.

While it is not necessary to visit all professors all the time, getting into the habit of talking to your professors outside the classroom is very important and will, in the long run, contribute to your relationships with faculty, your own thinking and reflection, and your overall success as a student. Good reasons to come to office hours include: (a) there was something about the class you didn't understand or have additional thoughts you'd like to discuss; (b) you would like to talk about your class project and brainstorm ideas; (c) you are having personal challenges and are afraid they might impact your participation in the class; or (d) you would like to discuss any other academic/research/work issues that fall within my areas of study or experience.

### **Grades**

Please note that all grades are given with careful consideration, based on the description of the project and the rubric. Comments will also be provided to explain your grade. If, however, you feel like your grade does not reflect your performance, you may request that I review your grade. Please keep in mind that a revision of your assignment could result in your grade staying the same, rising, or potentially even going down. Please note that I will not review your grade because you are applying to Medical or Law school, as I do not give grades: you earn the grade you receive.

Below is the conversion scale I use when calculating final grades. Please note that I will round up for scores that end in 0.5 or higher.

A+ 98-100  
A 94-97  
A- 90-93  
B+ 87-89  
B 84-86  
B- 80-83  
C+ 77-79  
C 74-76  
C- 70-73  
D+ 67-69  
D 64-66  
D- 60-63  
F 59 or below

## **Assignments:**

Attendance and Participation	20%
Discussion leader (2)	20% (10% each)
Weekly journaling	20%
News analyses (2)	40% (20% each)
Total	100%

### **Late Policy**

All written assignments should be uploaded to Canvas BY MIDNIGHT on the due date. **Late assignments will be docked 5% for each day late.**

- Exceptions may be allowed for major issues (severe illness, family emergencies, etc), but only if you get permission at least 24 hours before the deadline. **I will not reply to requests for an extension on the day the assignment is due.**
- Exceptions will NOT be granted for minor illnesses, travel, events, games, etc.
- Please speak to me ASAP if you have ongoing issues (i.e. chronic mental or physical health conditions) so we can put a plan in place BEFORE project deadlines.

### **Attendance and Participation (20%)**

Discussion is critical to our best learning—and “un”learning. You are therefore expected to attend every class and to come prepared. You will be graded on (a) arriving on time, (b) not missing more than one class, (c) paying attention during class and participating (aim for at least two comments per class), (d) making contributions that demonstrate you’ve done the readings and reflected on them, and (e) completing short class assignments. Please email me before class if you will be absent.

### **Discussion Facilitation (2 x 10% each = 20%)**

Over the course of the semester, each student will facilitate discussion of the readings on two occasions (in partnership with another student). Your primary objective is to help the class identify the most important arguments, concepts, and ideas from the text. Discussion leaders will

- (a) Provide a brief (10-15 minute) overview of the MAIN POINTS of the readings and their connections to the larger themes of the course;
- (b) Provide students with some relevant statistics about the current prevalence of the topics in the readings (be creative, tell us what you think is interesting and relevant, in the US and/or abroad);
- (c) Assemble a list of 5-8 open-ended questions that help students make sense of the authors’ main concepts and arguments, how they relate to other readings and course themes, how they relate to current issues, and the benefits/limitations of the authors’ arguments
- (d) Lead the group in discussing these questions for 30-45 minutes. I will assist in leading discussion when necessary, though you will be graded on your ability to sustain a strong intellectual group conversation. Questions should be emailed to me at least 60 minutes before class if you would like me to print them for you.

- (e) Since we'll be tackling very intense and traumatic topics, discussion leaders will also be responsible for planning and leading a 15-minute fun or relaxing activity at the end of class. This could include a meditation exercise, showing a funny video, taking us on a nature walk, etc. The goal is to ensure that we have had a chance to engage in collective self-care before leaving class.

### **Weekly Journaling (20%)**

Before class each week, students will submit a 2-3 paragraph reflection on the readings for the week, their thoughts on previous classes, their reactions to events occurring in the media and/or their personal lives, and any other thoughts relevant to the course. The purpose of this is to (a) demonstrate that you have completed and reflected on the readings; (b) identify the points of the readings that were most interesting or meaningful to you; and (c) reflect on the impact of this content on your view of the world, emotional well-being, sense of self, etc. It is also a way for me to keep tabs on the class and ensure that students are doing okay as we take on such emotionally draining subjects.

### **News Analyses (2 x 20% each=40%)**

Students will submit two analyses of news articles on a relevant issue and the comments within news/blog articles. The purpose of these analyses is to demonstrate your ability to apply sociological concepts and ideas learned in class to current events related to intimate violence. At least one reflection should be about an event or issue occurring outside the United States. Analyses should be 8-10 pages (double-spaced). Each analysis should contain the following:

1. A compelling introduction that informs the reader what your paper is about and why it is worth reading.
2. A description of the issue and relevant background information. This section should provide historical, political, and social context and draw from 5-8 outside sources, including news articles, reports, journal articles, etc.
3. A sociological analysis of the issue and the narratives being constructed by both the media AND comments/blogs by ordinary people. You should have three separate themes. **Each theme** should reference and engage with 2-3 readings from class and at least one peer-reviewed articles or books related to the topic. Each section should also contain 1-2 relevant quotes from the article or the comments. You should also include outside information (i.e. history, politics, other social issues) that likely shaped the issue.
4. A conclusion that identifies the most important take-aways for (a) how a sociological imagination helps us understand the issue and (b) how the issue helps us better understand intimate violence more generally. You are also encouraged to make suggestions for what journalists could do to provide the public with a more holistic understanding of the issue.
5. A bibliography in APA or ASA format of all cited materials.

## Course Readings

\*\*Readings might change throughout the semester. Please check Canvas for announcements on changes.\*\*

Date	Readings and Assignments
<b>Week 1</b>	<b>Introduction: Narratives of intimate violence</b>
1/23	(Monday holiday, substitute for Wednesday)  Welcome!
<b>Week 2</b>	<b>Theorizing Intimate Partner Violence</b>
1/28	Lawson, Jennifer. 2012. "Sociological Theories of Intimate Partner Violence." <i>Journal of Human Behavior in the Social Environment</i> 22(5):572–90.  Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43(6):1241–99.  Cannon, Claire and Frederick Buttell. 2015. "Illusion of Inclusion: The Failure of the Gender Paradigm to Account for Intimate Partner Violence in LGBT Relationships." <i>Partner Abuse</i> 6(1).
<b>Week 3</b>	<b>The Stories We Tell: Narratives of Abuse</b>
2/4	Benedict, Helen. 1993. <i>Virgin Or Vamp: How the Press Covers Sex Crimes</i> . Oxford University Press. Chapters 1-4.  Reavy, Paula. 2003. "When past meets present to produce a sexual 'other': examining professional and everyday narratives of child sexual abuse and sexuality." In <i>New Feminist Stories of Child Sexual Abuse: Sexual Scripts and Dangerous Dialogue</i> edited by Paula Reavey and Sam Warner. Routledge.
<b>Week 4</b>	<b>The Courts of Public Opinion</b>
2/11	Benedict, Helen. 1993. <i>Virgin Or Vamp: How the Press Covers Sex Crimes</i>  Salter, Michael. 2013. "Justice and Revenge in Online Counter-Publics: Emerging Responses to Sexual Violence in the Age of Social Media." <i>Crime, Media, Culture: An International Journal</i> 9(3):225–42.  Baker, Katie J. M. 2016. "Here Is The Powerful Letter The Stanford Victim Read Aloud To Her Attacker." <i>BuzzFeed</i> .
2/18	No class, substitute for Thursday

<b>Week 5</b>	<b>Race, space, poverty</b>
2/21	<p>Miller, Jody. 2008. <i>Getting Played: African American Girls, Urban Inequality, and Gendered Violence</i>. New York University Press. Chapter 1-3.</p> <p>Desmond, Matthew and Nicol Valdez. 2013. "Unpolicing the Urban Poor: Consequences of Third-Party Policing for Inner-City Women." <i>American Sociological Review</i> 78(1):117–41.</p> <p><b>In class: Watch "Precious"</b></p>
<b>Week 6</b>	<b>"Boys will be boys"?</b>
2/25	<p>Miller, Jody. 2008. <i>Getting Played: African American Girls, Urban Inequality, and Gendered Violence</i>. New York University Press. Chapter 4-6.</p> <p>Kimmel, Michael. 2009. <i>Guyland</i>. Harper Collins.</p> <p>M., Jack. n.d. "Confessions of a Date Rapist." <i>Manhattan Spirit</i>.</p> <p><b>In class: Watch "Precious"</b></p>
<b>Week 7</b>	<b>Rape, Gender and Warfare</b>
3/4	<p>Allen, Beverly. 1996. <i>Rape Warfare: The Hidden Genocide in Bosnia-Herzegovina and Croatia</i>. University of Minnesota Press. Introduction-Theme 3.</p> <p>Sivakumaran, S. 2007. "Sexual Violence Against Men in Armed Conflict." <i>European Journal of International Law</i> 18(2):253–76.</p> <p>MacKinnon, Catharine A. 1994. "Rape, Genocide, and Women's Human Rights." <i>Harvard Women's Law Journal</i> 17:5–16.</p>
<b>Week 8</b>	<b>Continuities of War and Peace</b>
3/11	<p>Allen, Beverly. 1996. <i>Rape Warfare: The Hidden Genocide in Bosnia-Herzegovina and Croatia</i>. University of Minnesota Press. Themes 4-6.</p> <p>Cockburn, Cynthia. 2004. "The Continuum of Violence: A Gender Perspective of War and Peace." Pp. 24–44 in <i>Sites of violence: gender and conflict zones</i>, edited by W. M. Giles and J. Hyndman. Berkeley: University of California Press.</p>
3/18	No class, Spring Break
<b>3/24</b>	<b>First news analysis due</b>

<b>Week 9</b>	<b>Neoliberalism and the State: Rethinking Perpetration</b>
3/25	<p>Parson, Nia. 2013. <i>Traumatic States: Gendered Violence, Suffering, and Care in Chile</i>. Vanderbilt University Press. Prologue-Chapter 4.</p> <p>Bumiller, Kristin. 2008. <i>In an Abusive State: How Neoliberalism Appropriated the Feminist Movement against Sexual Violence</i>. Durham: Duke University Press. Chapter 1: The Sexual Violence Agenda.</p>
<b>Week 10</b>	<b>Taking Care</b>
4/1	<p>Parson, Nia. 2013. <i>Traumatic States: Gendered Violence, Suffering, and Care in Chile</i>. Vanderbilt University Press. Chapter 5-7.</p> <p>Bumiller, Kristin. 2008. <i>In an Abusive State: How Neoliberalism Appropriated the Feminist Movement against Sexual Violence</i>. Durham: Duke University Press. Chapter 4: Administrative Injustice.</p>
<b>Week 11</b>	<b>On Safety and Healing</b>
4/8	<p>Cruz, J. Michael. 2003. "‘Why Doesn’t He Just Leave?’ Gay Male Domestic Violence and the Reasons Victims Stay." <i>Journal of Men’s Studies</i> 11(3):309.</p> <p>Taylor, Janette Y. 2000. "Sisters of the Yam: African American Women’s Healing and Self-Recovery from Intimate Male Partner Violence." <i>Issues in Mental Health Nursing</i> 21(5):515–31.</p> <p>Sharma, Anita. 2001. "Healing the Wounds of Domestic Abuse: Improving the Effectiveness of Feminist Therapeutic Interventions with Immigrant and Racially Visible Women Who Have Been Abused." <i>Violence Against Women</i> 7(12):1405–28.</p> <p><b>In class: Watch “The City of Joy”</b></p>
4/15	No class, Patriot’s Day
<b>Week 12</b>	<b>Policy and Practice to Help Survivors</b>
4/22	<p>Kolb, Kenneth H. 2011. "Sympathy Work: Identity and Emotion Management Among Victim-Advocates and Counselors." <i>Qualitative Sociology</i> 34(1):101–19.</p> <p>Zelcer, Amy M. 2014. "Battling Domestic Violence: Replacing Mandatory Arrest Laws with a Trifecta of Preferential Arrest, Officer Education, and Batterer Treatment Programs Note." <i>American Criminal Law Review</i> 51:[i]-562.</p> <p>Berger, Susan. 2009. "(Un)Worthy: Latina Battered Immigrants under VAWA and the Construction of Neoliberal Subjects." <i>Citizenship Studies</i> 13(3):201–17.</p>

	<b>In class: Watch “The City of Joy”</b>
<b>Week 13</b>	<b>Anti-Violence Social Movements</b>
4/29	<p>Heo, MinSook. 2010. “Women’s Movement and the Politics of Framing: The Construction of Anti-Domestic Violence Legislation in South Korea.” <i>Women’s Studies International Forum</i> 33(3):225–33.</p> <p>Messner, Michael A., Max A. Greenberg, and Tal Peretz. 2015. <i>Some Men: Feminist Allies and the Movement to End Violence against Women</i>. 1 edition. New York, NY: Oxford University Press. Chapter 5.</p> <p>Rentschler, Carrie A. 2014. “Rape Culture and the Feminist Politics of Social Media.” <i>Girlhood Studies</i> 7(1):65–82.</p>
<b>5/3</b>	<b>Second news analysis due</b>