

## Course Outline

<b>COURSE:</b>	<b>CRCJ 3201 B Gendered Violence: An Intersectional Approach</b>
<b>TERM:</b>	<b>Summer 2021</b>
<b>PREREQUISITES:</b>	<b>CRCJ 1000 &amp; third year standing</b>
<b>CLASS:</b>	Day & Time: <b>Tuesdays &amp; Thursdays 2:35 – 5:25 PM</b> Location: <b>LIVE via Zoom on Brightspace, with recordings posted afterwards for those who need to participate asynchronously</b>
<b>INSTRUCTOR:</b> (CONTRACT)	<b>Lori Stinson</b>
<b>CONTACT:</b>	Office: <b>Via Zoom link or live</b> Office Hours: <b>by appointment (flexible)</b> <b>Tuesdays &amp; Thursdays (after 5:30 PM)</b> Email: <a href="mailto:lori.stinson@carleton.ca">lori.stinson@carleton.ca</a> or <a href="mailto:lstinson@bell.net">lstinson@bell.net</a>
<b>TEACHING ASSISTANT:</b>	<b>Cassandra Starosta</b> <a href="mailto:CassandraStarosta@cmail.carleton.ca">CassandraStarosta@cmail.carleton.ca</a>

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### Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or to Faculty of Public Affairs as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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## **CALENDAR DESCRIPTION**

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Examination of the victimization of women as gendered subjects through an intersectional approach; including analysis of social stratifications (e.g., gender, class, racialization, and sexuality), laws, policies, and institutions of interpersonal and systemic violence as mutually constitutive.

## **GENERAL COURSE OBJECTIVES**

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Our central objective for the course is to build a theoretically rich and nuanced understanding of the widespread and pervasive problem of gendered violence in contemporary society. Implicit in this endeavor is the need to appreciate how social stratifications (including gender, race, age, sexual orientation, ability, location, and class) intersect to frame our experiences and understandings of violence, and therefore our responses as individuals, collectives, and citizens. Theorizing around the issue of power (and therefore resistance) we will consider how violence is shaped by the political, historical, cultural, economic, and social experiences of women as individuals, and as collectives. The goal is to expand our understanding beyond interpersonal violence to locate women's victimization through state, cultural and corporate institutional neglect, aggression, abuse, and exploitation. To that end we will examine structural, symbolic, slow, state, interpersonal, and workplace violence as mutually and dialectically constitutive. Implicit in this theoretical and practical conceptualization is the need to appreciate how social stratifications (including gender, race, and class) frame and shape women's experiences of violence and resistance.

## **SPECIFIC COURSE OBJECTIVES**

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As introduced above, from this general objective of building a theoretically and empirically nuanced picture of gendered violence, with special attention to the intersectional experiences, understandings, and implications, we will:

1. outline and define the historical and contemporary social processes and institutions that frame and inform our personal and institutional experiences of gendered violence
2. historically and conceptually unpack feminist theoretical and methodological understandings of the relationships between gender, race, class, and violence
3. Explore the central places and forms of women's interpersonal and collective victimization (and resistance) beginning with interpersonal victimization, and then situating and broadening our understanding to explore popular culture, labour, corporations, and the state as sites and sources of violence against women
4. employ an intersectional lens to lay bare the ways relations of gender, sex, sexuality, race, ability, age, ethnicity, locality, and social class complicate our experiences and understandings of interpersonal and structural violence
5. identify and explore individual and collective strategies of resistance and transformation
6. Build and strengthen our reading, comprehension, communication, academic writing and analytical skills through participation and engagement with the course format, resources, materials, and our colleagues in our classroom

## REQUIRED TEXT

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\*Bruckert, C. & Law, T. (2018) *Women and Gendered Violence in Canada: An Intersectional Approach*. Toronto: University of Toronto Press.

Other Supplementary selected original source articles as listed on the outline are available via Ares through links for that purpose on Brightspace.

\*Hard copies of the text are available via Octopus Books, 116 Third Avenue, Ottawa, Ontario, K1S 2K1. For ease of pick-up or delivery you may order online at <https://shop.octopusbooks.ca/CRCJ3201>

Recommended, supplementary and supporting articles and audio-visual material from research reports, news and popular media will also be posted in the modules to which they pertain as 'Supplementary Materials'

## LEARNING STRUCTURE

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We will employ a variety of resources, perspectives and tools to enliven our learning processes including, but not necessarily limited to lectures, guest speakers, audio-visual materials, and hopefully a wide variety of class discussions. Please remember all materials from required readings, or any materials presented or discussed in any format during class time, are fully testable. Students are strongly encouraged to be active, thoughtful, and respectful participants and contributors to knowledge generated and shared in the classroom and on virtual campus. Participation facilitates learning for all of us and makes class time far more enjoyable.

Classes will take place live on Brightspace via Zoom; however, lectures will be recorded in two parts so anyone wishing to review any material after class may do so, and those unable to attend live may do so asynchronously.

## EVALUATION

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**(all required components must be completed for a passing grade)**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean, so final exam marks and grades cannot be released beforehand.

### COMPONENTS OF FINAL MARK

Your final grade for the class will be based on your choice of one of the following two options:

**OPTION 1** a 45/55 split with 45% going to your lowest grade of either the final or the midterm and 55% to highest; or,

**OPTION 2** a 35/45 split with 35% going to your lowest grade of either the final or midterm 45% to the highest, and the remaining 20% for the artefact analysis

Evaluation format	Weight	Due Date
Midterm Exam	35, 45 or 55 %	July 26
Optional Artefact Analysis	0 or 20 %	August 9
Final Exam	35, 45 or 55 %	August 25

All due dates allow for **submission up until 11:55 PM on the date listed.**

## DESCRIPTION OF ASSIGNMENTS

### 1. TAKE-HOME MIDTERM EXAM DUE: July 26 35, 45 or 55 %

The midterm will be split into two independent sections. The first quantitative portion will appear as a timed quiz in Brightspace and be composed of matching, True/False and word bank questions. The second section will be composed of long answer essay style questions. You will receive the long answers questions ahead of time and be able to write your responses beforehand and upload your completed responses.

### 2. OPTIONAL ARTEFACT ANALYSIS DUE: August 9 0 or 20 %

800 – 1000 word essay responding analytically to a social, political, cultural, historical or economic artefact of gendered violence. Students will be evaluated on the extent to which they integrate and demonstrate their knowledge of class content and course materials, including a minimum of four (4) required readings (as listed on the course outline). Please note, you are not being asked to summarize the readings, but to use them as sources for documenting and demonstrating your analysis and argument (this requires a substantive understanding of your readings that allows you to use them analytically, theoretically and/or methodologically).

All analyses must include citations and references formatted according to a reputable and recognized format and style, that includes page numbers. Further details on the assignment will be discussed during the first week of class with resources and writing guides available on Brightspace in the Welcome module. Students missing the first week of class must get compensatory notes from a classmate covering this, and the remainder of essential course requirements.

All analyses must be formatted as a single document, labelled with your last name, first initial, and course code (i.e.: LastName.FI.CRCJ3201.doc); then handed in via the link for that purpose in the Module corresponding to their due date no later than 11:55 PM on August 9<sup>th</sup>. No paper submissions are required or accepted, although essays should be formatted as though on paper.

### 3. TAKE-HOME FINAL EXAM DUE: August 25 35, 45 or 55 %

In the same format as the midterm except for being take-home

## GRADING

Grades will generally be distributed according to the following template:					
A+	90-100%	A	85-89%	A-	80-84%
B+	77-79%	B	73-76%	B-	70-72%
C+	67-69%	C	63-66%	C-	60-62%
D+	56-59%	D	53-56%	D-	50-52%
F	Below 50				

All your **written work will be graded for** insight, analytical skill, inclusion and organization of relevant course materials, appropriate academic form, references and appropriate citation (**including page numbers**), clarity of expression (logical flow, readability, grammar, correct word usage and spelling), accuracy and relevance of content. Poorly written work will be penalized, so please go through the materials in the Introductory module for detailed information on organizing, formatting, writing, correctly citing and referencing your work and for specifics on evaluation and grading.

**Late submissions and Missed Exams** are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your Lori or your engagement teaching assistant as quickly as possible should you require accommodation on deadlines. Each day of late submission without an arranged extension may result in a penalty of 5% per day cumulative. University regulations require absences and late submissions on final exams be supported by documentation. Information and forms should you require a formal final exam deferral are available online:

<https://carleton.ca/registrar/special-requests/deferral/>

**Always keep copies of all your written work** submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all essays, term papers, contributions to forums, take-home exams and any other written work submitted in your courses.

### **STATEMENT ON PLAGIARISM**

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation including page numbers, or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment (citations including page numbers) in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of improper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

**Plagiarism is a serious offence** that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a **final grade of "F"** for the course.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

**Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute any lecture notes, recordings, or any other course materials publicly for commercial or non-commercial purposes** without express written consent from the copyright holder(s).

**Email to Professor or TA:** Where needed emails should receive a response within **two business days**. Please keep time constraints in mind when emailing for virtual appointments or questions on

assignments. Emails should not include questions already addressed on the course outline or Brightspace, requests for ‘extra credit work,’ or whether required readings are required (they are).

**Virtual Campus:** For any technical difficulties, questions, or problems with any of Carleton’s virtual learning and management platforms contact the system support folks immediately responsible for the respective systems (via help links on respective pages or general main page help listings).

## CLASS SCHEDULE

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**Content Warning:** In this class we may consider different texts and multimedia resources that contain difficult content and may be triggering or traumatic for some students. Please feel free to quietly leave the virtual classroom at any time if you need to take space away from this material.

You are encouraged to make use of the counselling/support services available through Carleton University (full list posted in the welcome module on Brightspace) and in the Ottawa area to address issues that come up as part of class or otherwise.

Please complete your required readings and lectures within the dates of the module for which they are listed, and assignments by the dates they are indicated as due in ‘Components of Final Mark’.

DATE	TOPICS	REQUIRED READINGS, RESOURCES & ASSIGNMENTS
<b>Module 1</b> July 6	Introduction to the Course, the Topic & Course Requirements  Gendered Violence: - Defining & framing - Social & personal implications	CRCJ 3201 Course Outline Documents posted in Writing & Grading folder in Welcome Module  Bruckert, C. & Law, T. (2018) Introduction: Expanding the Lens on Gendered Violence, 1-15.  <b>Supplementary:</b> <i>Legacy of Pain: 10 Years after the Montreal Massacre</i> (2000) 45mins.
<b>Module 2</b> July 8	Putting Gendered Violence in Context: - Feminism & Violence Against Women - Intersectional & Interlocking systems of Oppression, exploitation & privilege	Bruckert, C. & Law, T. (2018) “An Intersectional Lens on Gendered Violence,” 19-40.  <b>Supplementary:</b> <i>Status Quo? The Unfinished Business of Feminism in Canada</i> (2012) 87 mins. Davis, A. (1983 [1981]) 11. Rape, Racism and the Myth of the Black Rapist, in <i>Women, Race &amp; Class</i> , 172-201. New York NY: Vintage Books
<b>Module 3</b> July 13	Gendered Violence Context & Analysis: Women, Race & Class in Neo-liberal Times	Bruckert, C. & Law, T. (2018) Situating Canadian Women: Socio-Economic Locations, 43-63.  <b>Supplementary:</b> Johnson, H. (2015). Degendering Violence. <i>Social Politics: International Studies in Gender, State &amp; Society</i> , 22(3), 390-410.

<p><b>Module 4</b> July 15</p>	<p>Gendered Violence Context &amp; Analysis: Power, Knowledge, Regulation &amp; Representation</p> <p><b>Film:</b> <i>MissRepresentation</i> (2011) 90 mins</p>	<p>Bruckert, C. &amp; Law, T. (2018) Regulatory Discourses &amp; Representations, 65-86 Bruckert, C. &amp; Law, T. (2018) Moral Regulation, Discipline, &amp; the Beauty Industrial complex, 221-244.</p> <p><b>Supplementary:</b> Davis, A. (1994). Afro Images: Politics, Fashion, and Nostalgia. <i>Critical Inquiry</i>, 21(1), 37-45. <i>The Purity Myth</i> (2011) 45 mins. <i>Killing Us Softly 4</i> (2010) 45 mins. <i>The Illusionists</i> (2015) 54 mins.</p>
<p><b>Module 5</b> July 20</p>	<p>Interpersonal Violence: Everyday Violence &amp; Routinized Victimization</p> <p><b>Film:</b> <i>The Sextortion of Amanda Todd</i> (2013) 44 mins.</p>	<p>Bruckert, C. &amp; Law, T. (2018) Everyday Intrusions on the Street, on Campus, and Online, 89-108.</p> <p><b>Supplementary:</b> Karaian, L. (2014). Policing 'sexting': Responsibilization, respectability and sexual subjectivity in child protection/crime prevention responses to teenagers' digital sexual expression. <i>Theoretical Criminology</i>, 18(3), 282-299. <i>The Bro Code</i> (2011) 58 mins <i>The Empathy Gap</i> (2015) 70 mins.</p>
<p><b>Module 6</b> July 22-26</p>	<p><b>TAKE-HOME MIDTERM EXAM</b></p>	
<p><b>Module 7</b> July 27</p>	<p>Interpersonal Violence: Sexual Assault, Responding &amp; Resisting - impact &amp; implications - deconstructing myths - race, class &amp; access to 'justice' - sexual assault on campus</p>	<p>Bruckert, C. &amp; Law, T. (2018) Sexual Assault: Laws, Scripts and Victim Blaming, 109-128.</p> <p><b>Supplementary:</b> Johnson, H. 2017. Why Doesn't She Just Report it? Apprehensions &amp; Contradictions for Women Who Report Sexual Violence to the Police. <i>Canadian Journal of Women and the Law</i> 29 (1): 36-59. <i>The Bystander Moment</i> (2018) 50 mins. <i>The Hunting Ground</i> (2015) 102 mins.</p>
<p><b>Module 8</b> July 29</p>	<p>Interpersonal Violence: Intimate Partner Violence - vulnerability &amp; responsabilization - legitimate victims - understanding &amp; responding</p>	<p>Bruckert, C. &amp; Law, T. (2018) Intimate Partner Violence: Brutish Husbands and Passive Wives, 129-149.</p> <p><b>Supplementary:</b> <i>Every F---ing Day of My Life</i> (2007) 83 mins. <i>Behind Closed Doors: the truth about Domestic Violence in Australia</i> (2010) 12 mins. <i>Life With Billy/Life After Billy</i> (2007) 51 mins.</p>

<p><b>Module 9</b> August 3</p>	<p>Workplace Violence: Harassment, situational violence, slow violence, microaggressions &amp; risk</p> <p><b>Guest Speaker:</b> Seska Lee</p>	<p>Bruckert, C. &amp; Law, T. (2018) Not ‘just a Joke’: Worker-on-Worker Sexual Harassment, Bullying, and Microaggressions, 153-172.</p> <p>Bruckert, C. &amp; Law, T. (2018) Just Part of the Job? Predatory, Situational &amp; Slow Violence at Work, 175-197.</p>
<p><b>Module 10</b> August 5</p>	<p>Structural Violence: Visibility &amp; invisibility across borders, representations &amp; institutions</p> <ul style="list-style-type: none"> <li>- criminalization,</li> <li>crimmigration, risky others &amp; deviant bodies</li> </ul>	<p>Bruckert &amp; Law (2018) “Invisibilized Migrant Women: Over-Regulated and Under-Protected Workers From the Global South,” 199-219.</p> <p>Bruckert &amp; Law (2018) “State Violence: Women and the Criminal Justice System,” 245-268.</p> <p><b>Supplementary:</b> <i>Sòl</i> (2020) 8 mins.</p> <p><b>OPTIONAL ARTEFACT ANALYSIS DUE</b></p>
<p><b>Module 11</b> August 10</p>	<p>Slow Violence: Colonialism, dispossession &amp; disposability</p> <ul style="list-style-type: none"> <li>- residential schools legacy</li> <li>- disenfranchisement</li> <li>- 60s scoop</li> <li>- Missing &amp; Murdered</li> <li>- dispossession &amp; the spectacle of the other</li> </ul>	<p>Bruckert &amp; Law (2018) “Colonial Violence Against Indigenous Women,” 269-291.</p> <p><b>Supplementary:</b></p> <p>Razack, S. (2016) Sexualized Violence and Colonialism: Reflections on the Inquiry into Missing and Murdered Indigenous Women. <i>Canadian Journal of Women and the Law</i>, 28(2), 1-1v.</p> <p>Razack, S. (2016) Gendering Disposability. <i>Canadian Journal of Women and the Law</i> 28(2): 285-307.</p> <p><i>Finding Dawn</i> (2003) 73 mins.</p> <p><i>The Road Forward</i> (2017) 101 mins.</p> <p><i>This River</i> (2016) 19 mins.</p> <p><i>Protect Our Future Daughters</i> (2017) 5 mins.</p>
<p><b>Module 12</b> August 12</p>	<p>Catch-up, Wrap Up, and Prepare for the Final</p>	<p>Bruckert &amp; Law (2018) “‘No Free Lunch’: costs and consequences of Gendered Violence in Canada and Globally,” 293-306.</p>
<p><b>Module 13</b> August 25</p>	<p><b>TAKE-HOME FINAL EXAM DUE</b></p>	