

**Carleton University
Winter 2019
Pauline Jewett Institute of Women's and Gender Studies**

WGST 4812A/5902A Sexual Violence on Campus

Tuesdays 8:35am-11:25am
Southam Hall 501

Instructor: Dr. Manjeet Birk
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This outline is preliminary and subject to change.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Course Description

This senior seminar course will provide students with an in-depth understanding of the power relations and intersectional elements of sexual violence, specifically the ways they operate on post secondary campuses across Canada. Students will be encouraged to apply the academic material to their everyday lives to consider contemporary questions of sexual violence, particularly in relation to 2017–2019 media cases. This will be a reading and writing intensive course. Students should expect to come to class prepared to deeply and critically engage with the course material.

Learning Objectives

Within this course, at a minimum students will be able to:

1. Challenge dominant assumptions about social inequality in gender relations and feminisms.
2. Enhance critical thinking skills and apply theoretical foundations to current day events and situations.
3. Reflect on one's own social location, especially in relation to unceded Indigenous territories.
4. Develop public speaking and reasoning skills through in class presentations and discussions.
5. Develop an understanding of how power relations operate in Canadian society.
6. Consider the intersectional elements of sexual violence in Canadian society and specifically on campus.

Course Evaluation

Attendance and Participation	20%
Positionality Statement	15%
Group Class Presentation- Weekly Readings	25%
Final Research Paper	25%
Final Presentation	15%

Policies for Written Assignments

- Written assignments should be handed in via CU Learn. If this poses an access issue please see the instructor.
- All assignments should be in 12 point of a plain style font (ie. Times New Roman, Helvetica) and use a recognizable citation style.
- Please include page numbers and your name/student number on each page.

- All assignments should be submitted by 9pm on their due date. After 9pm an assignment will be considered late.
- Unless prior arrangements have been made, **late assignments will be subject to a late 3% per day penalty**. For example, if your paper is submitted two days after the due date there will be an automatic penalty of 6%. Students are encouraged to access the support of Academic Accommodations should they anticipate not meeting a deadline.

Attendance and Participation- 20%

Regular attendance is a mandatory part of this course. Students will be expected to attend class prepared and ready for engaged and critical reflection. Class attendance will be taken. Participation in class will include active listening, engagement and a respectful dialogue that is supportive to meet all students where they are in their learning.

Positionality Statement- 15% (Due January 29th)

This positionality statement asks that students introduce themselves considering who they are, where they come from and what it means to be doing feminisms from your perspective. Like a traditional positionality statement this will ask you to be self reflexive and consider: What assumptions do you bring to the class? What mistakes have you made? How are you hoping to contribute to a culture of interrogation, honesty and integrity in the classroom? Also, given the challenging course material how will you promote a culture of respect and how will you ensure self care? This is about getting as personal (as you feel comfortable) because the personal is political. **This assignment requires you to acknowledge the Indigenous territories you were raised on/ have lived on.** This is a short written assignment that should be no longer than one page in length.

Group Class Presentation-25% (March 5th-April 2nd)

In groups of two or three present the weekly readings—discuss the most important aspects of the readings and relate them back to present day examples. Provide three questions to facilitate class discussions. I encourage you to use interactive activities as a tool to think through the course topics and class material.

Final Research Paper-25% (Due April 9th)

Research ONE case of campus sexual violence that has been within the media. Analyze different media angles of this case. Break down the aspects of this case and consider how this case might be the same/different from others. This paper should be a maximum of 10 pages double spaced and should use a variety of sources both within the course material and outside of it.

The research paper should include the following four parts:

1. Describe what was the media's take on this case (ie. What happened and how did different media outlets take up the case differently?)
2. Describe the institutional position on the case (ie. How did the post secondary institution/police/ organizations or any other institutions take up the case?)
3. Describe the community response.
4. Using the literature theorize what are the important intersectional aspects of consideration for this case?

A signup list will be available in class for your research paper as I would like every student to cover a different case. Case examples may include:

- Steven Galloway-UBC
- Pro rape chants (St. Mary's, UBC, Dal)
- St Francis Xavier 2018 case

- Ahmed Fekry Ibrahim- McGill
- Brock Turner- Stanford
- York University Vanier Residence Rapist
- University of Ottawa hockey team
- Avital Ronell- NYU

Paper Presentation- 15% (In Class April 9th)

A ten minute presentation to present to your peers on the case. Think of this presentation like a panel presentation at a research conference. You should provide a summary of your research paper and be prepared to answer questions on the topic after.

Carleton Grading Practices

90–100	A+	73–76	B	60–62	C-
85–89	A	70–72	B-	57–59	D+
80–84	A-	67–69	C+	53–56	D
77–79	B+	63–66	C	50–52	D-

Policies and Procedures

Academic Integrity

Academic Dishonesty is serious offence and the university treats it as such. The university define plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” It is student responsibility to understand university policies and procedures on these issues. The university’s Academic Integrity Policy can be found at: <http://www2.carleton.ca/studentaffairs/academic-integrity> If you have questions about this material you are encouraged to speak to your instructor or seek University resources.

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 as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

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 see the Student Guide

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 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).

Helpful Resources

The Centre for Student Academic Support (CSAS) offers peer-led learning assistance designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS services include:

- Writing services: drop-in appointments for students to receive feedback about their written work at any point in the writing process. Students need to bring their written assignment in hardcopy and the assignment instructions.
- Peer assisted study sessions (PASS): weekly workshops, drop-in office hours and mock midterms/ exams to help students learn course content and transferable study skills. (tutors do not edit papers; only one appointment per student per day).
- Subject coaching (PASC): drop-in subject coaching for 1000 and 2000-level courses in select subjects to help clarify introductory course content and provide study strategies
- Study skills development: Individual appointments and workshop topics include: Academic Reading, Balancing Work & School, Critical Thinking, Effective Presentations, Time Management, Memory & Concentration, Working in Groups, and more. No registration required, drop-in in person or accessible 24/7 through cuLearn, links and info here <https://carleton.ca/csas/online-support/online-workshop-series/>
- English conversation sessions: a safe place for students to practice conversational English while gaining a better understanding of the skills needed to be a successful student.

Health and Counselling Support Services

The topics in this class by nature can be sensitive and challenging. Carleton offers a variety of support services. Please go to <https://carleton.ca/health/> for more information.

Emails

I am normally very regular about checking and returning my emails. As a general rule I respond to emails Monday to Friday 9am-6pm. If I have not responded to your email within three business days, please email me again to confirm I have received your message.

Lectures

Attendance is mandatory. I understand that sometimes life gets in the way. It is student responsibility to make up missed classes. I do not post my lectures anywhere. Please do not email the instructor asking: "I couldn't make it to class. Did I miss something?" The answer is YES. If you are unable to attend a class please contact a classmate to go over what you missed and access notes and videos from class. It is best to make these arrangements as soon as possible.

Respectful Course Environments

The course material will be controversial and at times difficult. Students are expected to remain responsible, support one another and maintain a professionalism during these difficult themes. The instructor are all students are expected to be treated with kindness and respect at all times.

CONTENT WARNING- Gender studies in general and this course more specifically can and will be challenging and often deals with potentially difficult material. The instructor is always available to discuss personal challenges students may have with course material. Some weeks will be more difficult than others and the instructor will do their best to manage difficulties that arise over the course of the term.

Students are encouraged to seek out support services in advance if they expect this material will require special attention.

Required Course Materials:

Most readings are available online through the ARES library system. There are some videos that students will be required to access on their own online. Two required books

Henstra, S. (2018). *The red word*. (First Grove Atlantic, First ed.). New York, NY: Black Cat.
Kaur, R. (2015). *Milk and honey*. Kansas City, Missouri: Andrews McMeel Publishing.

Course Outline

January 8th- Introductions, Expectations and Context

January 15th- Provincial Policies

McGill Sexual Assault Policy

https://ssmu.ca/wp-content/uploads/2018/07/gsvp_report.pdf?x26516

January 22nd- Federal Policies & Government Lobbying

Shared Perspectives Report

[https://d3n8a8pro7vhmx.cloudfront.net/casaacae/pages/2553/attachments/original/1536955429/](https://d3n8a8pro7vhmx.cloudfront.net/casaacae/pages/2553/attachments/original/1536955429/Shared_Perspectives_A_Joint_Publication_on_Campus_Sexual_Violence_Prevention_and_Response.pdf?1536955429)

[Shared Perspectives A Joint Publication on Campus Sexual Violence Prevention and Response.pdf?1536955429](https://d3n8a8pro7vhmx.cloudfront.net/casaacae/pages/2553/attachments/original/1536955429/Shared_Perspectives_A_Joint_Publication_on_Campus_Sexual_Violence_Prevention_and_Response.pdf?1536955429)

January 29th- Intersectional Considerations

Crenshaw, K. (1989) Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, 1(8), 139–167.

Wooten, S. C. (2017). Revealing a hidden curriculum of black women's erasure in sexual violence prevention policy. *Gender and Education*, 29(3), 405. doi: 10.1080/095400253.2016.1225012

February 5th- Our Turn

Our Turn National Report

https://ssmu.ca/wp-content/uploads/2017/10/our_turn_action_plan_final_english_web.pdf?x26516

February 12th- Stolen Sisters

Razack, S. H. (2000). Gendered racial violence and spatialized justice: The murder Pamela George. *Canadian Journal of Law and Society*, 15(2), 91–130. doi:10.1017/S0829320100006384

Hunt, S. & Sayers, N. (March 25, 2015). *Cindy Gladue case sends a chilling message to Indigenous women*. Retrieved from <http://www.theglobeandmail.com/opinion/cindy-gladue-case-sends-a-chilling-message-to-indigenous-women/article23609986/>

February 19th- Reading Week

February 26th-Canada vs US

Dick, K. (Writer & Director). Amy Ziering (Producer), *Hunting Ground*. Los Gatos, CA: Netflix.

Group Presentations Begin:

March 5th- Novel

Henstra, S. (2018). *The red word*. (First Grove Atlantic, First ed.). New York, NY: Black Cat.

March 12th- Queer Omissions

Marine, S. B., & Nicolazzo, Z. (2017). Campus sexual violence prevention educators' use of gender in their work: A critical exploration. *Journal of Interpersonal Violence*, doi: 10.1177/0886260517718543

March 19th- Theorizing Rape Culture

Garcia, C. & Vemuri, A. (2017). Theorizing "rape culture": How law, policy, and education can support and end sexual violence. *Education & Law Journal*, 27(1), 1-XII.

March 26th- Sexual Violence and Cyberspace

Quinlan, A. (2018) Violent Bodies in Campus Cyberspace. In E. Quilan et al (Eds.) *Sexual Violence at Canadian universities: activism, institutional responses, and strategies for change*. p. 126–146. Waterloo, ON: Wilfred Laurier Press.

April 2nd-Resistance and Art

Lorde, A. (1984). Poetry is not a luxury. Sister outsider: Essays and speeches. Trumansburg, NY: Crossing Press.

Kaur, R. (2015). Milk and honey. Kansas City, Missouri: Andrews McMeel Publishing.

April 9th-In Class Presentations (Final Paper Due)