

SOC 180: Seminar on Intimate Violence
Department of Sociology
Tufts University
Fall 2021

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Class Meeting: Mon 1:30-4pm

Class Location: Eaton 203

Office Hours: Mon 4:20-6pm in office or on Zoom; Thursdays 4-5pm on Zoom only.

Office Location: Eaton 116

Course Description

Despite the growing recognition of intimate forms of violence as a significant social problem, we continue to harass victims who come forward with sexual allegations and turn a blind eye to systematic rape or femicide in the Global South. Why such a disconnect between the values we claim and those we uphold? Understanding how and why people become targets of physical, sexual, and psychological violence is critical to addressing these issues and creating a safer world. We must also recognize the political power of discourses of intimate violence, such as how accusations of rape and intimate partner violence become tactics for shaming and de-legitimizing individuals and groups. This course offers students the tools to think sociologically about the causes, forms, and consequences of abuse committed in the context of intimate relationships in the US and across the Global South. We will examine how larger forms of inequality—particularly those around race and ethnicity, socioeconomic status, gender, nationality, and ability—affect both the lived experiences of IV and how society has come to think, talk, and act in relation to socially constructed ideas of intimate violence. Our goal will be to critically examine, rather than passively embrace, the dichotomies, generalizations, and moralization of intimate acts in order to better understand not only how social forces engender intimate violence, but how beliefs we have about IV help to shape society.

Course Objectives

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

1. Apply a sociological lens to an understanding of how intimate violence, as both a real and political phenomenon, is impacted by society and in turn impacts society;
2. Discuss the effects of race, class, gender, nationality, sexual orientation, institutions, the law, etc on experiences of intimate 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. Have informed conversations with their friends and family members about how beliefs around intimate violence are formed and reproduced;
6. Identify and discuss the nuances and complexities of intimate violence in society.

Required Texts

1. Byfield, Natalie. 2014. *Savage Portrayals: Race, Media, and the Central Park Joggers*. Temple University Press. (available online)
2. Vogt, Wendy. 2018. *Lives in Transit: Violence and Intimacy on the Migrant Journey*. University of California Press.

A Commitment to Decolonizing Sociology

I am committed to doing my best to dismantle the colonial legacies embedded within Sociology and western academic institutions. In the context of our course, I will do this in the following ways:

1. Creating a syllabus that reflects the diversity of scholars and topics in our world. This means assigning articles written by people of color and those from the Global South and discussing racial, ethnic, gender, class, and other forms of global inequalities throughout the semester;
2. Teaching students about the legacies of colonialism on contemporary views of intimate violence, as well as the voices that have had the privilege to frame these conversations;
3. Ensuring that the classroom is a safe, respectful, and inclusive space for students of color and other minoritized communities, including members of LGBTQ communities. This means providing space for minoritized students to speak up and be heard, and ensuring that other students are creating space for listening and respectful dialogue.
4. Remaining open to suggestions and critiques from students and colleagues about how to expand or improve my strategies to decolonizing our classroom and curriculum.

COVID-Specific Policies

Quarantine

Guidelines for quarantine in the case of a positive COVID-19 test remain in place. If you test positive or are required to quarantine for any reason and cannot be physically present in class, please email me ASAP. I will make accommodations for you to join us virtually. If you do become ill and will not be able to attend class, please notify me ASAP, as well as students in your discussion group or projects who might be counting on your presence.

If you do miss a class, you will be expected to get notes from a peer and to watch any videos or recordings associated with the class. If you do not want your absence to count towards your one freebie, please email me a doctor's note.

Technology in the Classroom

Technology in the classroom is usually not ideal, as students (and professors!) can get easily distracted when emails or messages pop up automatically. However, tis the season to be technological, so you will be allowed to use your electronic devices during class time to take notes or access readings or handouts. Please note that faculty are not allowed to hand out any papers, so the syllabus and all assignments will be posted on Canvas.

I am counting on each of you to minimize distractions on your computer—please shut off instant notifications whenever possible and avoid chatting with friends or searching the web during class. I reserve the right to ask students to close their laptops at some moments in the class if students appear too distracted.

Zoom

While this course is scheduled to meet in person, we may need to move to Zoom for some part of the semester. Whenever on Zoom, I ask that all students keep their videos ON unless they have spoken to me beforehand. You may turn your video off for a few minutes here and there if you need to go to the restroom, stretch, or take a short break from being seen, but our shared learning will operate much better if we can see each other. I recognize that some students may not want the classroom to see their backgrounds, in which case you are welcome to select any of the virtual backgrounds offered by Zoom.

Normal 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.

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

All faculty are required to report any suspicion of plagiarism or cheating to the Office of Student Affairs. Please don't make me do this. 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. 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. 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 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. 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.

You can schedule an office hours appointment here: <https://calendly.com/anjuli-fahlberg/officehours>. You will receive an automatic email with a link to my Zoom meeting room. On Mondays, you may come to my office at the scheduled time if you prefer to meet in person. If I don't see you, I'll assume we're meeting on Zoom. On Tuesdays, only Zoom meetings will be possible. Please email me or swing by my office on Monday if you need to speak to me and were unable to get a spot.

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

Assignments:

Attendance and Participation	20%
Online Group Discussions	20%
News Analysis	20%
Interview/Focus Group	15%
Final Project	25%
Total	100%

Late Policy

All written assignments should be submitted by the due date and time. **Late assignments will be docked one third of a letter grade or 3.5% of the total points for each day late.**

- **MAJOR ILLNESS OR EMERGENCIES:** Exceptions may be granted for major illnesses, family emergencies, or jury duty. Serious illnesses must have documentation from health services or your doctor, and all other serious emergencies must first be reported to and documented by your advising dean.
- **MINOR ILLNESS OR STANDARD OUTSIDE OBLIGATIONS:** Exceptions for assignments will generally not be granted for minor illnesses or standard outside obligations, including travel, work, performances, job interviews, games, and so forth. If you have a question about whether your circumstance qualifies, please ask at least two weeks in advance. Extenuating circumstances are more likely to be considered with advance notice rather than at the last minute.
- **ANY ONGOING ISSUES:** If you have ongoing issues (i.e., chronic or mental or physical health conditions), please speak either to the Student Accessibility Services office or to your advising dean and I will be happy to work with them to put a plan in place.

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 unexcused class (please email me for exceptions), (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.

Weekly Discussion Groups/Posts (20%)

Students will work with the same small group throughout the semester to discuss the week’s readings. You should find a time when you are all available to meet regularly, either on Zoom or in person. My hope is that these groups will allow you time to reflect on your thoughts and questions before class, while also forming positive relationships with your peers. If you are unable to attend a particular week, you may upload your own notes separately to the discussion board. However, please only do this when absolutely necessary: everyone should be regular participants of your discussion.

Discussion questions: As you discuss each reading, please focus on the following questions, which I call the ACEROT model:

Argument: What is each author's main argument? What are their sub-arguments?

Concepts: What concepts are they offering, and how do they define and apply them?

Evidence: What evidence are they using? Do you find it compelling?

Relevance: How does this set of readings reading enhance our understanding of intimate violence? What common themes emerged across the readings? How do they speak to, diverge from, or enhance each other?

Opinion: What are your opinions about the readings? Are they interesting? Useful? Problematic? Limited?

Notes:

1. You may upload your group or individual post for that week **any time before Sunday at midnight**, as long as you discuss all of the readings for that week.
2. The scribe **MUST put the names of the people** who attended that week at the top of your notes. This is my only way of keeping track of who attends and who does not.
3. I will **drop each person's lowest two discussion grades** of the semester, so you can miss up to two discussion groups/notes. Choose wisely, however, as additional missed posts will only be forgiven under exceptional circumstances (see Late Policy above). For ordinary issues, you will be expected to use one of your two "freebies."
4. You should have separate notes for ACE (i.e one for each reading), but RO can be notes on all the readings.
5. I hope you take a **relational**, rather than pedantic, approach to this. By this I mean that you should worry less about detailed notetaking on every point and spend more time engaged in real and meaningful discussions about the most interesting, provocative, confusing, or relevant aspects of the readings and how they speak to each other. Aim to foster collective curiosity, mutual learning, and hopefully, some friendships.

News Analysis (8-10 double-spaced pages, 20%)

Students will submit an analytical paper on an event related to intimate violence that has recently received a lot of media coverage. This is NOT a research paper. The purpose of this analysis is to demonstrate your ability to critically analyze the narrative(s) adopted by media to portray an incident of intimate violence. In other words, the focus on the paper should not be on the incident itself, but rather on how the incident is portrayed by the article and what impact this is likely to have on its audience. Your job is to not only identify the unique slant that the journalist(s) take on the piece, but to reflect on what pressures (political, social, professional) might have impacted the narrative, and what impact this narrative is likely to have on readers' perceptions of intimate violence. More details to follow.

An abstract describing what you plan to do for your project is due on 10/09. The news analysis is due 10/23.

Interview or Focus Group (15%)

Each student will conduct an interview or focus group with a close friend or family member (or group of friends/family). The goal of the assignment is to expose students to sociological research methods and give you an opportunity to explore how other people around you understand intimate violence. Your transcript and notes will inform your final project.

You should not interview people about their personal experiences of intimate violence, but rather their views about a topic related to IV. For instance, you could interview your parent about changing notions of masculinity/femininity and sexuality over their lifetime, or interview friends about their take on the grey areas of consent in college hookup culture. You could also show some friends a couple of news articles about a case of intimate violence and discuss how they interpreted it. Other ideas are also very welcome—creativity here is highly encouraged!

Please upload (a) either the transcription of the interview/focus group if you were able to record it OR detailed notes you took during the interview/focus group about what people were saying; and (b) your reflection notes afterwards. These do not need to be well-organized or academic, they should be your informal reflections on what you learned during the interview focus group: what surprised you, what connected or diverged from class, what was new, what was expected, etc. Please take these notes the same day of the interview or the very next day. Your reflections should be fresh on your mind.

The interview/focus group should last approximately one hour (give or take). Your reflection notes should be at least 4-5 pages long, double-spaced. Students who complete the assignment and have demonstrated effort in their reflection notes will receive full credit, even if your ideas are not fully fleshed out (you'll do that in your final project). No need to cite course readings, though you may want to refer to them as they inform your reflections.

An abstract detailing who you plan to interview is due 11/06. The transcript and your notes are due on 12/04.

Final Project (8-10 double-spaced pages, 20%)

For the final paper, students will submit an analysis of their interview/focus group and how it connects to AND expands our course readings/topics/discussions. The paper should have an intro, conclusion, and three fully elaborated sociological themes. Each theme must clearly identify a question, concept or topic that emerged from your research project and explore its connections to the course material. You should note the ways in which it reflects what we read and/or discussed, as well as the places where it diverges. You should also identify what we can learn about intimate violence—its complexities, contradictions, politics, inequalities, etc—that we did not discuss during the semester. In other words, what can we learn from your interview/focus group that we didn't know before? How can you deepen and broaden our perspective with your findings? A strong paper will reference at least 30-40% of the course readings and bring in 3-5 outside sources as relevant.

The final paper is due 12/22.

Course Readings

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

Date	Readings and Assignments
Week 1	Introduction: Narratives of intimate violence
9/13	<p>Welcome!</p> <p>Allen, Beverly. 1992. <i>Virgin or Vamp: How the Press Covers Sex Crimes.</i> Chapter 1. "Rape Myths, Language, and the Portrayal of Women in the Media." (to be skimmed in class, but available on Canvas if you want to get a head start!)</p>
Week 2	An Intersectional Framework for a Complex Problem
9/20	<p>Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43(6):1241–99.</p> <p>Bubar, Roe. 2013. "Decolonizing Sexual Violence: Professional Indigenous Women Shape the Research." <i>International Review of Qualitative Research</i> 6(4):526–43.</p> <p>Cannon, Clare, Katie Lauve-Moon and Fred Buttell. 2015. Re-Theorizing Intimate Partner Violence through Post-Structural Feminism, Queer Theory, and the Sociology of Gender. <i>Social Sciences</i> (4): 668-687.</p>
Week 3	The Stories We Tell: Narratives of Abuse
9/27	<p>Byfield, Natalie. 2014. <i>Savage Portrayals: Race, Media, and the Central Park Joggers.</i> Temple University Press. Chapter 1-4 (1-105).</p> <p>Allen, Beverly. 1996. <i>Rape Warfare: The Hidden Genocide in Bosnia-Herzegovina and Croatia.</i> University of Minnesota Press. Theme 2: Representation. (29-40) (Before reading, do some research on the rapes in Bosnia-Herzegovina, for some general context)</p>
Week 4	The Stories we Tell: The Politics of News
10/04	<p>Byfield, Natalie. 2014. <i>Savage Portrayals: Race, Media, and the Central Park Joggers.</i> Temple University Press. Chapters 5-9 (106-198).</p> <p>Patil, Vrushali & Bandana Purkayastha. 2015. Sexual Violence, Race and Media (In)Visibility: Intersectional Complexities in a Transnational Frame. <i>Societies</i>. (5): 598–617.</p>
10/09	Abstract for News Analysis Due

10/11	<p>Indigenous People’s Day: No class</p> <p>Recommended podcast: “Celebrate Indigenous People's Day, Not Columbus” by All My Relations. On Spotify, Apple Podcasts, Google Play, and here: https://www.allmyrelationspodcast.com/podcast/episode/4ac24f5c/bonus-episode-celebrate-indigenous-peoples-day-not-columbus</p>
Week 5	Consent or Coercion? Interrogating the Dichotomy
10/18	<p>MacKinnon, Katherine. 1997. Rape: On Coercion and Consent. <i>Writing on the body: Female embodiment and feminist theory</i>. 42-58.</p> <p>Brenner, Alletta. 2013. Resisting Simple Dichotomies: Critiquing Narratives of Victims, Perpetrators, and Harm in Feminist Theories of Rape. <i>Harvard Journal of Law & Gender</i>. Vol. 36.</p> <p>Bedera, Nicole. 2021. "Moaning and Eye Contact: Men’s Use of Ambiguous Signals in Attributions of Consent to Their Partners." <i>Violence against women</i>.</p> <p>M., Jack. n.d. “Confessions of a Date Rapist.” <i>Manhattan Spirit</i>.</p> <p>Watch in class: “Blank Pages.” 2019. <i>Easy</i>. Season 3, Episode 6.</p>
10/23	News analysis due
Week 6	Space, Place and Violence
10/25	<p>Gurusami, Susila, and Rahim Kurwa. "From Broken Windows to Broken Homes: Homebreaking as Racialized and Gendered Poverty Governance." <i>Feminist Formations</i> 33.1 (2021): 1-32.</p> <p>Datta, Ayona, and Nabeela Ahmed. "Intimate infrastructures: The rubrics of gendered safety and urban violence in Kerala, India." <i>Geoforum</i> 110 (2020): 67-76.</p> <p>Serisier, Tanya. "Queer spaces, sexual violence and the desire for safety." <i>Queer Sexualities: Diversifying Queer, Queering Diversity</i>. Brill, 2013. 83-92.</p>
Week 7	Intimacy and Institutional Abuse
11/01	<p>Guest Speakers: Jen James, University of California, San Francisco and Amina</p> <p>Richie, Beth E., and Erin Eife. "Black bodies at the dangerous intersection of gender violence and mass criminalization." <i>Journal of Aggression, Maltreatment & Trauma</i> (2020): 1-12.</p>

	<p>Dowler, Lorraine, Dana Cuomo, and Nicole Laliberte. "Challenging 'The Penn State Way': A feminist response to institutional violence in higher education." <i>Gender, Place & Culture</i> 21.3 (2014): 387-394.</p> <p>Keenan, Marie. <i>Child sexual abuse and the Catholic Church: Gender, power, and organizational culture</i>. Oxford University Press, 2013.</p>
11/06	Abstract for Interview & Final Project Due
Week 8	The Law and the (Un)Deserving
11/08	<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> <p>Goodmark, Leigh. 2013. "Transgender People, Intimate Partner Abuse, and the Legal System." <i>Harvard Civil Rights-Civil Liberties Law Review</i>, vol. 48, no. 1, Winter 2013, p. 51-104.</p> <p>Parson, Nia. 2013. <i>Traumatic States: Gendered Violence, Suffering, and Care in Chile</i>. Vanderbilt University Press. Chapter 3: "Exhaustion: Becoming a Victim and a Deserving Citizen."</p>
Week 9	Masculinity and Violence against Men and Boys
11/15	<p>Sivakumaran, Sandesh. "Sexual violence against men in armed conflict." <i>European journal of international law</i> 18.2 (2007): 253-276.</p> <p>McGuffey, C. Shawn. "'Saving masculinity:' Gender reaffirmation, sexuality, race, and parental responses to male child sexual abuse." <i>Social problems</i> 55.2 (2008): 216-237.</p> <p>Abelson, Miriam. 2014. <i>Dangerous Privilege: Trans Men, Masculinities, and Changing Perceptions of Safety</i>. Sociological Forum (29) 3.</p> <p>Watch in class: Shreya, Vivek. 2018. "I'm afraid of men."</p>
Week 10	The Political Economy of Intimate Violence
11/22	Vogt, Wendy. 2018. <i>Lives in Transit: Violence and Intimacy on the Migrant Journey</i> . University of California Press. Preface-Ch 3.
Week 11	Borders of Insecurity
11/29	Vogt, Wendy. 2018. <i>Lives in Transit: Violence and Intimacy on the Migrant Journey</i> . University of California Press. Ch 4-Conclusion.
12/04	Interview/Focus Groups Transcript and Notes Due

Week 12	On Helping and Healing
12/06	<p>Guest Speaker: JoAnn Rojas, LICSW, RAINN Hotline Supervisor & Domestic Violence Advocate</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>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>Kulkarni, Shanti. 2018. "Intersectional Trauma-Informed Intimate Partner Violence (IPV) Services: Narrowing the Gap between IPV Service Delivery and Survivor Needs." <i>Journal of Family Violence</i> (34):55-64.</p>
Week 13	Feminist Movements
12/13	<p>Harris, Angela P. 2011. "Heteropatriarchy kills: Challenging gender violence in a prison nation." <i>Wash. UJL & Pol'y</i> 37:13.</p> <p>Seymour, Kate. 2018. "Stand up, speak out and act": A critical reading of Australia's White Ribbon campaign. <i>Australian and New Zealand Journal of Criminology</i>. 51(2): 293-310.</p> <p>Chowdury, Elora. 2011. <i>Transnationalism Reversed: Women Organizing against Gendered Violence in Bangladesh</i>. SUNY Press. Chapter 4.</p>
12/22	Final Papers Dues