

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: February 5 2008

Department/Division proposing course: Gender and Women's Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number GWS 775

b. Title* Domestic Violence Across Cultures

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

Dom Viol Acr Cultures

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course focuses on domestic violence cross-culturally and from an interdisciplinary perspective. We discuss theories of domestic violence and how research and popular representations influence ideas regarding this phenomenon. We draw on specific experiences of intimate partner violence in different parts of Latin America, North America, Africa, Asia, and Europe. Topics include the impact of migration on women's experiences of violence, state responses and law enforcement, women's use of violence, the role of in-laws in women's experiences of violence, and women's resistance.

h. Prerequisite(s), if any:

i. Will this course be offered through Distance Learning? YES NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus Kentucky Educational Television (KET/teleweb) Other

Please describe "Other": _____

3. Teaching method: N/A or Community-Based Experience Service Learning Component Both

4. To be cross-listed as: _____
Prefix and Number Signature of chair of cross-listing department

APPLICATION FOR NEW COURSE

5. Requested effective date (term/year): Fall / 2008
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: It will be offered every other year.
8. Why is this course needed?
It will serve various graduate programs in the humanities and social sciences, and is a research focus of a new faculty member in GWS.
-
9. a. By whom will the course be taught? Cristina Alcalde
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?
-
10. What yearly enrollment may be reasonably anticipated?
10-15.
-
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
Because GWS is an interdisciplinary field, the course will draw students from across the humanities and social sciences.
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12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: It will become an elective in the future GWS graduate program.
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[†], list below the programs that will require this course:


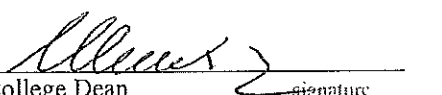
APPLICATION FOR NEW COURSE

‡In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Deborah L. Crooks Phone: 257-4654 Email: dlcrooks@uky.edu

20. Signatures to report approvals:

02/05/08	Deborah L. Crooks	/	
DATE of Approval by Department Faculty	<small>printed name</small>	Reported by Department Chair	<small>signature</small>
4/20/08	Leonidas G. Bachas	/	
DATE of Approval by College Faculty	<small>printed name</small>	Reported by College Dean	<small>signature</small>
*	DATE of Approval by Undergraduate Council	/	Reported by Undergraduate Council Chair
*	DATE of Approval by Graduate Council	/	Reported by Graduate Council Chair
*	DATE of Approval by Health Care Colleges Council (HCCC)	/	Reported by Health Care Colleges Council Chair
*	DATE of Approval by Senate Council	Reported by Office of the Senate Council	
*	DATE of Approval by University Senate	Reported by Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Domestic Violence Across Cultures, GWS 775

Dr. Cristina Alcalde

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Office phone number: 257-9719
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Day/Time: TBA
Location: TBA
Office Hours: TBA

Course Description

This course focuses on domestic violence cross-culturally and from an interdisciplinary perspective. We will first discuss various theories of domestic violence and the ways in which research on domestic violence and popular representations influence our ideas regarding this phenomenon. We will draw on specific experiences of intimate partner violence in different parts of Latin America, North America, Africa, Asia, and Europe to explore themes in the study of domestic violence. Topics we will critically discuss include the impact of migration on women's experiences of violence, state responses and law enforcement, women's use of violence, the role of in-laws in women's experiences of violence, and women's resistance. Although considerable attention will be devoted to men's intimate partner violence against women, we will also address violence between same-sex partners, between parents and children, and by extended family members. Throughout the course, we will pay attention to the ways in which racism, poverty, class, age, geography, nationality, and language intersect with gender to shape experiences of violence across cultures and how individuals create strategies to survive and challenge violence within different cultural and political contexts.

Course Outcomes

By the end of the course, students will be able to

- Critically discuss the major theories and issues involved in the study of intimate violence and its varied manifestations.
- Comprehend and illustrate ways in which racism, poverty, class, age, geography, nationality, and language intersect with gender to shape experiences of violence across cultures.
- Demonstrate underlying differences and similarities, and the causes of these differences and similarities, in expressions of domestic violence in varying cultural contexts.
- Discuss how domestic violence intersects with other forms of violence to shape individual lives.
- Recognize and evaluate for their short-term and long-term effectiveness forms of individual and collective resistance to domestic violence.

Required Reading:

- Hautzinger, Sarah. 2007. *Violence in the City of Women: Police and Batterers in Bahia, Brazil*. Berkeley: University of California Press.
- Plesset, Sonja. 2006. *Sheltering Women: Negotiating Gender and Violence in Northern Italy*. Stanford: Stanford University Press.
- Sokoloff, Natalie with Christina Pratt. 2005. *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*. Piscataway: Rutgers University Press. (DVM in syllabus)

- Websdale, Neil. 1998. *Rural Woman Battering and the Justice System: An Ethnography*. Thousand Oaks, CA: Sage Publications.
- Articles available online through e-journals, JSTOR, and Blackboard. See last page of syllabus for complete citations. I recommend printing these early in the semester and organizing them as a course packet.

Course Requirements:

1) Attendance and Participation: This is a graduate-level seminar.

Active, informed participation is essential to the success of the class. You are expected to attend every class and actively participate in class discussions during class. Having different disciplinary backgrounds and personal and work experiences allows us to contribute to class in diverse and meaningful ways and we will be learning from each other, and teaching each other, throughout the semester. To be able to participate in class discussions in an informed manner and to learn from each other, readings must be completed before the beginning of the class session in which they are to be discussed and we must be respectful of others and of points of view different from our own. You should come to class every week with at least two substantive questions or points of discussion based on the readings. More than one unexcused absence will negatively affect your final grade—you will lose 3 points from your final grade for each absence beyond the first one.

2) Leading Class Discussion: Every seminar participant should actively participate during each weekly meeting. However, each student will also be responsible for leading two class discussions. You may sign up to lead these discussions on your own or with a co-facilitator. For this assignment, you should provide necessary background information to understand the readings and general topic, identify the main issues raised in the readings, prepare questions and critiques, and lead discussion. Make sure you connect the points you are presenting to each other and to other class topics and engage your peers in the discussion. You may (but are not required to) assign one additional reading for the day you lead class. If you decide to assign a reading, make sure you provide us with a complete citation one week before the scheduled class. Although you are expected to provide information during your class, you should not simply lecture. After introducing the main topics and critical comments on the readings, begin to facilitate discussion. Before you sign up for a topic, think carefully about which topics most interest you. You can consult with me individually or as a group about how to approach the task of leading discussion. On the day you lead class, you should prepare a one-page outline of your planned class and pass it out to all seminar participants. The handout should also include discussion questions for the class.

3) Critical Reaction Papers: On seven of our scheduled meetings, you will turn in a brief (approximately 2 pages) critical reaction paper to the week's readings. It is up to you on which weeks you will write these papers. Summarize, provide critical comments on, and raise questions about the readings. You are also encouraged to connect the readings to class discussions, previous readings, and personal experiences. These reaction papers are due in class. No late papers will be accepted.

4) Final Research Paper: For this 20-page paper, you may focus on any topic related to domestic violence. You may critically examine violence from a historical perspective in a specific location, compare domestic violence experiences in one or more contexts, explore a class topic

more in-depth, develop a project related to domestic violence that fits into your long-term research plans, or any number of other options. I encourage you to begin to think about this research paper early in the semester and to speak with me about the possibilities. On the last date of class each participant will present her topic.

Grading:

Attendance and Participation	20%
Student-Led Discussion Day(s)	20%
Critical Reaction Papers	35% (7 x 5%)
Final Paper	25%

Grading Policy

A+ = 98-100	B+ = 88-89	C+ = 78-79	D+ = 68-69
A = 93-97	B = 83-87	C = 73-77	D = 63-67
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			F= 59 and below

Proposed Schedule

DATE	TOPIC	READING
WEEK 1: January 15	Introduction to the Course and to Each Other Myths Popular Media Images <i>Film: Defending Our Lives (30 minutes)</i>	Del Martin's "Letter from a Battered Wife."

<p>WEEK 2: January 22</p>	<p>Exploring the Continuum of Violence Against Women</p> <p>Theoretical Frameworks</p> <p>Women's Rights as Human Rights</p> <p>Third World Women and Violence</p>	<p>Narayan, "Cross-Cultural Connections"; Readings 2, 3 (DVM); Heise, "Violence Against Women"</p>
<p>WEEK 3: January 29</p>	<p>Role of Extended Family and In-Laws</p> <p>South Asia</p> <p>Andes</p> <p>Sexual Violence and Marital Rape</p>	<p>Van Vleet, "Intimacies of Power"; Fernandez, "Domestic Violence by Extended Family Members in India"; Basile, "Rape by Acquiescence" (Blackboard)</p>
<p>WEEK 4: February 5 (T)</p>	<p>Domestic Violence, Class, and Race</p> <p>Peru</p> <p>U.S.</p>	<p>Readings 7, 9, 11 (DVM); Gonzalez de Olarte and Gavilano Llosa, "Does Poverty..."</p>
<p>WEEK 5: February 12 (T)</p>	<p>Geography and Violence I</p> <p>Domestic Violence, Borders, and Migration</p>	<p>Readings 5, 21 (DVM); Salcido and Ademan, "He Has Me Tied..."; Perilla, "Domestic Violence as a Human Rights Issue"</p>
<p>WEEK 6: February 19 (T)</p>	<p>Geography and Violence II</p> <p>Rural Violence</p>	<p>Websdale, entire book</p>
<p>WEEK 7: February 26 (T)</p>	<p>State Responses</p> <p>Protective Orders</p> <p>Grassroots Initiatives</p> <p>Battered Woman Syndrome</p> <p>Guest speaker: Andrea Dennis, Assistant Professor, UK Law School</p>	<p>Reading 13 (DVM); Snajdr, "Gender, Power..."; Trinch, "The Advocate as Gatekeeper" (e-journals)</p>
<p>WEEK 8: March 3 (Monday)</p> <p>March 4 (T)</p>	<p><i>Recommended Lecture by Alicia Partnoy on State Violence and Human Rights in Argentina, 4pm at the President's Room in the Singletary Center</i></p> <p>State Responses: Policing, Protecting, and Re-Victimizing?</p> <p><i>(if time:) Film: Sisters in Law</i></p>	<p>Hautzinger, entire book</p>

WEEK 9: March 10-15	<i>Spring Break—No Class</i>	
WEEK 10: March 18 (T)	Heterosexism, Same-Sex-Couples, and Homophobic Responses	Reading 6 (DVM); Giorgio, "Speaking Silence"; Merrill and Wolfe, "Battered Gay Men" (e-journals)
WEEK 11: March 25 (T)	Domestic Violence and Modernity Ethics and Domestic Violence Research	Plesset, entire book <i>Recommended:</i> Ellsberg et al., "Researching Domestic Violence" (JSTOR)
WEEK 12: April 1 (T)	Resistance, Agency, and Punishment Women's use of violence vs. women's self-defense	Reading 16 (DVM); Nichols and Feltey, "The Woman is not Always the Bad Guy"; Miller and Meloy, "Women's Use of Force"
WEEK 13: April 8 (T)	Comparing Domestic Violence in Different Cultural Contexts: Coming Up with Insights and Challenges (based on our knowledge <i>so far</i>)	Liu and Chan, "Enduring Violence"; Ofei-Aboagye "Altering the Strands"; Shiu-Thornton, "Like A Bird in a Cage"; Flake and Forste, "Fighting Families"
WEEK 14: April 15 (T)	Creating Change Masculinities and Batterer Treatment Programs <i>Film: Macho</i>	Readings 23, 24 (DVM); Anderson, K. and Umberson, "Gendered Violence: Masculinity and Power in Men's Accounts of Domestic Violence"; Connell, "Change Among the Gatekeepers" (e-journals)
WEEK 15: April 22 (T)	Presentations Last Day of Class **Final Paper Due**	

Readings:

Uma Narayan, "Cross-Cultural Connections, Border Crossings, and "Death by Culture:" Thinking about Dowry Murders in India and Domestic Violence Murders in the United States," in *Dislocating Cultures: Identities, Traditions and Third-World Feminisms* (**Blackboard**)

Giorgio, Grace. 2002. "Speaking Silence: Definitional Dialogues in Abusive Lesbian Relationships." *Violence Against Women* 8 (10): 1233-1259. (**Blackboard**)

Basile, Kathleen. 1999. "Rape by Acquiescence: The Ways in which Women "Give In" to Unwanted Sex with their Husbands." *Violence Against Women* 5 (9): 1036-1058. (**Blackboard**)

Fernandez, Marilyn. 1997. "Domestic Violence by Extended Family Members in India: Interplay of Gender and Generation." *Journal of Interpersonal Violence* 12 (3): 433-455. **(Blackboard)**

Trinch, Shonna. 2001. "The Advocate as Gatekeeper: The Limits of Politeness in Protective Order Interviews with Latina Survivors of Domestic Abuse." *Journal of Sociolinguistics* 5 (4): 475-506. **(e-journals)**

Anderson, K. and Umberson, D. (2001) Gendered Violence: Masculinity and Power in Men's accounts of Domestic Violence. *Gender and Society* Vol. 15 no. 3. pp.358-380. **(e-journals)**

Merrill, Gregory and Valerie Wolfe. 2000. "Battered Gay Men: An Exploration of Abuse, Help Seeking, and Why They Stay." *Journal of Homosexuality* 39 (2): 1-30. **(e-journals)**

Connell, R.W. 2005. "Change among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena. *Signs* 30 (3): 1801-1825. **(e-journals)**

Miller, Susan and Michelle Meloy. 2006. "Women's Use of Force: Voices of Women Arrested for Domestic Violence." *Violence Against Women* 12 (1): 89-115. **(Blackboard)**

Liu Meng and Cecelia Chan. 1999. "Enduring Violence and Staying in Marriage: Stories of Battered Women in Rural China." *Violence Against Women* Vol 5, No. 12: 1469-1492. **(Blackboard)**

Ofei-Aboagye, Rosemary 1994. "Altering the Strands of the Fabric: A Preliminary Look at Domestic Violence in Ghana. *Signs* Summer: 924-938. **(e-journals)**

Flake, Dallen and Renata Forste. 2006. "Fighting Families: Family Characteristics Associated with Domestic Violence in Five Latin American Countries." *Journal of Family Violence* 21 (1): 19-29. **(e-journals)**

Shiu-Thornton, Sharyne et al. 2005. "'Like a Bird in a Cage': Vietnamese Women Survivors Talk About Domestic Violence." *Journal of Interpersonal Violence* 20 (8): 959-976. **(e-journals)**

Heise, L. (1998) Violence against Women: An Integrated Ecological Framework. *Violence Against Women* Vol 4, No. 3:262-290. **(Blackboard)**

Gonzales de Olarte, Efraín and Pilar Gavilano Llosa. 1999. "Does Poverty Cause Domestic Violence? Some Answers from Lima." In *Too Close to Home: Domestic Violence in the Americas*, edited by Andrew R. Morrison and María Loreto Biehl. New York: Inter-American Development Bank. **(On reserve at the library)**

Nichols, Laura and Kathryn Feltey. 2003. "The Woman is Not Always the Bad Guy" Dominant Discourse and Resistance in the Lives of Battered Women. *Violence Against Women* 9 (7): 784-806. **(Blackboard)**

Salcido, Olivia and Madelaine Adelman. 2004. "He Has Me Tied with the Blessed and Damned Papers": Undocumented-Immigrant Battered Women in Phoenix, Arizona. *Human Organization*, Summer 2004. **(e-journals)**

Snajdr, Edward. 2005. "Gender, power, and the performance of justice: Muslim women's responses to domestic violence in Kazakhstan." *American Anthropologist* 32 (2): 294-311. **(Blackboard)**

Van Vleet, Krista E. 2002. "The Intimacies of Power: Rethinking Violence and Affinity in the Bolivian Andes." *American Ethnologist* 29 (3): 567-601. **(Blackboard)**

Bhuyan, Rupaleem et al. 2005. "'Women Must Endure According to their Karma': Cambodian Immigrant Women Talk About Domestic Violence." *Journal of Interpersonal Violence* 20 (8): 902-921. **(e-journals)**

Perilla, Julia L. 1999. "Domestic Violence as a Human Rights Issue: The Case of Immigrant Latinos." *Hispanic Journal of Behavioral Sciences* 21 (2): 107-133. **(e-journals)**

Shiu-Thornton, Sharyne et al. 2005. "'Like a Bird in a Cage': Vietnamese Women Survivors Talk About Domestic Violence." *Journal of Interpersonal Violence* 20 (8): 959-976. **(e-journals)**

Mary Ellsberg, Lori Heise, Rodolfo Pena, Sonia Agurto, Anna Winkvist. 2001. "Researching Domestic Violence against Women: Methodological and Ethical Considerations." *Studies in Family Planning* 32 (1): 1-16. **(Blackboard)**