Instructor: Adele Failes Carpenter; (415) 239-3899; afailes@ccsf.edu
Office Hours: Wednesdays 1:45-3:45 p.m. & by arrangement Cloud-402A
Class Meetings: Tuesdays 1:10-4:00 p.m.; Cloud 229
Final Exam: Tuesday, December 18, 2018 | 1:10-3:10pm

Support Services:
- Women’s Resource Center--Smith Hall 103
- Family Resource Center--Student Union Upper Level
- Queer Resource Center--Bungalow 201 (between and behind the Creative Arts and Arts Extension buildings)
- Health Education Resource/Link Center--MUB 301
- Veterans Resource Center--Cloud Hall 332
- Financial Aid Office: Cloud 324 (applications for grants and fee waivers through FAFSA)
- Student Health Center: (physical and mental health services and support groups) HC first floor
- VIDA (support for undocumented students)--Student Union 104A
- HARTS (support for homeless students)- Student Union Basement, Martin Luther King Center - Room B

Course Offers:
- 3 units; CSU transferability; Area H graduation requirement
- Sexual Health Educator certificate requirement [http://www.ccsf.edu/women](http://www.ccsf.edu/women)
- Women’s Studies AA degree elective requirement [http://www.ccsf.edu/women](http://www.ccsf.edu/women)
- Trauma Prevention and Recovery certificate requirement [http://www.ccsf.edu/idst/](http://www.ccsf.edu/idst/)
- Various Health Ed certificates elective requirement [http://www.ccsf.edu/hlthed/](http://www.ccsf.edu/hlthed/)

| Last Day To Drop Full Term Classes for 100% refund: | August 31, 2018 |
| Last Day To Add: | September 7, 2018 |
| Last Day to Drop w/o "W" and To Drop for 50% Refund for International & Non Residents: | September 12, 2018 |
| Last Day to Choose Pass/No Pass Grading Option: | September 20, 2018 |
| Last Day To Drop With "W" and To Apply For Leave Of Absence: | November 8, 2018 |

Application deadline for any of the certificates listed above: October 4, 2018

Course Description: An examination of the political, social, and psychological causes of sexual violence, its connections to other hate crimes, and strategies for transforming a rape culture through prevention education. Includes a special emphasis on the healing function of creative expression, especially writing. Field project required.

Course Goals:
- to identify the political, social, and psychological causes of sexual violence: rape, child sexual abuse, sexual harassment, and intimate partner violence
- to analyze the connections among sexist, racist, classist, anti-Jewish/anti-Arab, transphobic, homophobic, ableist, and ageist/adultist oppression and violence
• to engage the feminist debate around pornography, with an emphasis on anti-censorship
• to experience the value of creative expression—in particular, writing—as a healing tool
• to explore strategies for transforming a violent culture through prevention education

Student Learning Outcomes: Upon completion of this course a student will be able to

A. Identify and analyze the political, social, and psychological causes of sexual violence, which disproportionately affects women
B. Analyze various forms of sexual violence: child sexual abuse; rape in war, slavery, conquest and human trafficking; intimate partner abuse; sexual harassment
C. Identify how major institutions, such as government, law enforcement, organized religion, media, education, and medicine, can contribute to a rape culture
D. Examine through student’s own work and analysis of the work of professional writers how writing can serve as a healing tool for sexual violence
E. Evaluate strategies for transforming a rape culture, including reform of and resistance to institutional violence, in the context of interlocking oppressions

Support for students with disabilities (DSPS):
Students with disabilities who need academic accommodations should request them from Disabled Students Programs and Services (DSPS) located in the Rosenberg Library, Room 323 on the Ocean Campus. Phone: 415-452-5481 (V) 415-452-5451 (TDD). DSPS is responsible for verifying disability-related need for academic accommodations, assessing that need, and for planning accommodations in cooperation with students and instructors as needed and consistent with course requirements. If you need any accommodations to support your participation in this course, please contact DSPS first, and then contact me with details on how I can assist you. Please plan ahead and give me at least two weeks notice if there is a particular accommodation you need.

Discrimination and Harassment Prevention:
The San Francisco Community College District is committed to the principles of equal opportunity, and the prevention of discrimination and harassment in any program or activity of the District on the basis of race, color, ancestry, national origin, ethnic group identification, religion, age, gender, gender identity, marital status, domestic partner status, sexual orientation, disability or AIDS/HIV status, medical conditions, or status as Vietnam-era veteran, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. If you believe you have been subject to discrimination, please contact Dr. Leilani Battiste, Title 5/EEO/ADA/Title IX Compliance Officer at (415) 452-5053 or lbattiste@ccsf.edu.

Course Requirements:
• Attend class,* read required texts, and complete in-class assignments
• Complete weekly in-class freewrites and a four-day (at-home) focused freewrite/evaluation (see guidelines)
• Engage with a campus resource at least once during the semester and write a reflection
• Write a letter to the instructor detailing how the course is going for you, how you are taking care of yourself, and if interested in PS/future work
• Write two papers: Paper 1(1-2 pages); Paper 2 (4-5 pages on a book that will be read in addition to required readings)
• Complete mid-term (take home) and final exam (in-class)
• Participate in a field project (3 hours, plus self-evaluation) choosing from activities, such as the
following:
- staff Project SURVIVE table at Health/Student Services/ICC Unity Fairs
- contribute to Soul Wounds Binder in the Women’s Resource Center
- work on Speak to Me: Poetry for Survivors or The Clothesline Project installation (Fall) or on ReDressing Injustice installation or Walk against Rape (Spring)

*up to two missed classes can be made up by doing an independent field trip with written report (see form) for each class missed.

**Attendance Policy:** The standard for courses that are part of certificate programs is that students only miss a maximum of six hours of instruction (i.e. two class meetings). Class attendance is extremely important due to the participatory nature of the course and because we only meet once a week. If you miss a class, you miss a lot and your fellow students miss out on your presence. If you must miss a class, please call or email me before or immediately afterward. After three absences, you may be dropped from the class, but you cannot assume I will drop you. It is your responsibility to drop the class. If you miss more than two class meetings, you will be responsible for scheduling a meeting with me and develop a make up plan in order to stay in the course. If you miss a class, it is your responsibility to visit Canvas to get handouts, ask classmates for notes, and/or visit me during my office hours to discuss questions about missed content.

**Participation Policy:** You receive points for participation. As long as you are in class and engaged, you will receive those points. I understand that it is easier for some people to speak in groups than for others. We can do our best thinking and learning as a class when everyone has the chance to participate, and when each student is exercising strong listening skills. We will be exercising step up, step up. If you tend to speak up in large groups, I will ask you to step up your listening skills and make space for others who are less comfortable speaking to participate. If you tend not to speak up in groups, I will ask you to step up your contributions during class discussions.

**Assignment Policy:** Although I am happy to communicate with you via e-mail, I do not accept assignments via e-mail or fax. All assignments need to be turned in according to the directions in the syllabus (either on Canvas or handed in on paper) Assignments should be typed, double-spaced, using a 12 pt. font and one-inch margins. Assignments that are not formatted accordingly may lose points for not meeting the minimum page requirement.

**Grace Period and Late Policy:** All assignments are due by the deadline listed in the syllabus. However, a penalty-free grace period is extended to 5:00 p.m. on the day after the published due date. Most assignments can be turned in on Canvas, but if you are turning in a paper assignment, turn it in to Cloud 402A in the box on the door, or slide under the door if the Women’s Studies office is closed. Be sure to attach both the instructor’s name and your own name. Assignments turned in after the grace period are considered late and will lose the equivalent of one letter grade (or a minimum of one point) off their final score and additional letter grade reductions (or a minimum of one point each) for each additional week that passes. Missed in-class assignments cannot be made up. The final deadline for all late and missing work is December 7, 2018.

**Instructor Communication:** Students are encouraged to visit me during my office hours 1:45-3:45pm weekly on Wednesdays to discuss any issues related to your success in the course. You can also contact me via email and by phone, but before doing so, please consult the syllabus, assignment guidelines,
announcements, and course handouts that have been posted on Canvas, where you will find answers to most of your questions. If you have a question that has not already been answered, I will make every effort to respond to your email by the end of the next business day.

**Classroom Atmosphere and Ground Rules:** Respect and confidentiality are key, and on the first day of class, you will have an opportunity to contribute to our ground rules, which I will publish week two.

**Electronic Device Policy:** Electronic devices of any kind are not allowed, unless you have written permission from DSPS. The second time I remind you to stop using a device in class, you will lose participation points equal to one class. No electronic devices of any kind are allowed at the final exam without written permission from DSPS. If you are using a digital version of the reader, you will need to print out and bring the week’s readings for our classroom discussion. Limited free printing is available in the Women’s Resource Center, Queer Resource Center, and Link Center.

**Plagiarism:** The highest level of integrity is required for all exams and assignments. You are expected to do your own work, and have your own unique answers to questions. Anyone found cheating or plagiarizing the work of others will receive a zero on the assignment and face disciplinary action at the college. Plagiarism is copying other people’s words, ideas, or drawings without giving them credit.

**Restroom Breaks:** We will take a 10-15 minute break during each class session. If you have to leave the room for a short restroom break or to take care of yourself in another way that will support your participation and engagement in class considering the difficult subject matter, you may do so. This is not allowed during the final exam, however.

**Required Texts:** Reader (available in class and at Copy Edge 1508 Ocean; 415-587-5345). The reader is also on reserve at Rosenberg Library.

**Using Canvas:** Students will need to log in to Canvas by our second class meeting. If you are having issues logging into Canvas, the CCSF help desk line is (415) 239-3711. This course has been published on Canvas, where I will make regular updates so that you can access electronic copies of the syllabus, study guides, videos, and assignment guidelines as they are made available in class. While this is available to you as a reference, using Canvas is not a substitute for attending class, getting notes from classmates in the case of any missed class meetings, or clearing your questions about assignments etc. directly with me.

**Content Advisory:** The subject matter we will be dealing with may trigger painful responses, especially if you are a survivor of sexual trauma. Therapists in the CCSF Student Health Center are available to help you address issues that may come up for you. Although my intention is that the classroom will be as safe a place as possible, since this is an academic course, the time we can spend on personal stories is limited. If you would like to discuss your participation in class, please set up an appointment with me.

**Project SURVIVE community**

As a student in this class, you are a part of the Project SURVIVE community at CCSF. Not only are you potentially on your way to becoming a paid Project SURVIVE Peer Educator, but you also have access to our dedicated **Project SURVIVE academic counselor and Women’s Studies counseling liaison**, Anastasia Fiandaca, who will keep you informed about workshops that may be relevant to your
personal growth, scholarships you are eligible for (including the Transportation scholarship, a $100 Clipper card you could receive up to twice a semester), and other opportunities as they arise. She can meet with you to offer holistic academic counseling, including helping you develop a personal educational plan to achieve your goals. Call the Latino Services Network main line at 415-452-5335 to schedule a one-hour appointment. It is not necessary to be Latinx or to identify yourself as a Project SURVIVE or Women’s Studies student (although you may if you wish to).

We also offer peer-to-peer support through our Mentorship program; the experience of working together can help both students grow. This semester, you can request to receive academic and personal support from a Project SURVIVE Student Mentor to help you succeed in this class and progress towards your goals. You’ll meet the current PS Mentors in an upcoming class session and learn more directly from them. For more information, contact Project SURVIVE Mentorship program coordinator Maggie Harrison at mharriso@ccsf.edu.

Finally, our community sponsors multiple campus-wide Healing Events each year to facilitate healing from historical and individual trauma; you’ll learn more about these free events (which each include a healthy meal), and we hope you’ll participate in each one, whether independently or with this class community.

### Fall 2018 Class Schedule

**Week 1: Introduction: Knowing, Naming, Resisting**
- Introductions and Syllabus Review
- Student Survey: Sexual Health Educator Certificate Interest/Progress
- Handout: Causes of Interpersonal Violence
- Distribute Study Guides

**August 21**

**Week 2: Discovering Voice as a Healing Tool**
- Groundrules
- In-class Freewrite; Freewrite Guidelines
- Introduction to PS counselor and community
- Four-Day Write Guidelines

**Reading/Preparation:**
1) Are We Really Living in Rape Culture?
2) Naming Myself
3) A Short History of Silence
4) Causes of Interpersonal Violence Handout

**August 28**
Week 3: Working with an Interlocking Oppression/Intersectional Analysis I  
September 4

In-class Freewrite
In-class assignment A: Quote Pull – Part 1
Film excerpt: “The Central Park Five”
Handouts: “Power Talk” and “PSI”
Videos: Sea Change and Kimberle Crenshaw

Reading/Preparation:
1) Anti-Oppression Theory
2) Incite!–Critical Resistance
3) Sisterhood: Political Solidarity Between Women

Optional Reading:
1) Mapping the Margins, Kimberle Crenshaw
2) A Black Feminist Statement, Combahee River Collective

Week 4: Working with an Interlocking Oppression/Intersectional Analysis II  
September 11

In-class Freewrite
In-class assignment A: Quote Pull – Part 2
Videos: Impossibility Now and Mia Mingus

Reading/Preparation:
1) Tips for Allies of Transgender People
2) Transitioning Our Shelters: Some Definitions
3) Mourning Our Dead,Demanding Our Lives
4) Disability Justice

Optional Reading:
1) Brilliant Imperfection, Eli Clare

Week 5: Institutional Violence: Organized Religion and Family  
September 18

In-class Freewrite
FOUR DAY WRITE self-evaluation due

Reading/Preparation:
1) I Just Raped my Wife: The Church and Sexual Violence
2) When an Adult Woman Says ‘I’ve Been Abused’
3) The World Confronts the Catholic Church
4) Family as an Institution

Optional Reading:
1) Origins of Family, Private Property, and the State, Frederich Engels
Week 6: Taking Care of Ourselves  September 25
In-class Freewrite
Information about Janet Gee’s Self Defense Class
In-class assignment B: Response Card to Project SURVIVE presentation
Campus Resource Assignment Guidelines
Field Project Sign-up
Brainstorm strategies for coping with "indirect trauma" brainstorm
Handout: “Healing from Pain” Hand-Out (psychological factors)

Reading/Preparation:
1) The Psychology of the Rapist
2) Self-Defense Against Sexual Assault
3) Mental Wellness

Week 7: Institutional Violence: Militarism  October 2
In-class Freewrite
Paper I is due
In-Class Assignment C: Spectrogram
Film Excerpt: The Invisible War

Reading/Preparation:
1) The Tipping Point
2) How Did Rape Become a Weapon of War?
3) Immigration Enforcement
4) Maneuvers: When Soldiers Rape (Posted on Canvas)

Optional Reading:
1) Do Muslim Women Really Need Saving?

Week 8: Institutional Violence: Law Enforcement  October 9
In-class Freewrite
In-class Assignment D: TJ & RJ scenarios
Video Excerpts: CUAV and Survived & Punished
Receive Take-Home Mid-term today, due October 23, 2018

Reading/Preparation:
1) Policing Sex Work
2) Against Carceral Feminism
3) Making Connections
4) Organizing for Community Accountability
5) Criminal/Restorative/Transformative Justice

Optional Reading:
1) Podcast: Who Makes Cents? Ep. 23: David Harvey – A Brief History of Neoliberalism

Flex Day/No Class  October 16
**Week 9: Institutional Violence: Medicine and Psychiatry**  
**In-class Freewrite**  
**Mid-Term Exam (take home) DUE today**  
Video: Icarus Project  
**Reading/Preparation:**  
1) The Medicalization of Domestic Violence  
2) Marvels, Madness, and Medicine  
3) When They Call You Crazy  
4) Depathologizing the Spirit of Resistance  
5) A Mad Poet’s Manifesto”  

**Week 10: Institutional Violence: Education, Media, and Sports**  
**In-class Freewrite**  
**In-class Assignment E: Media Piece Musical Chairs**  
Receive Guidelines for Paper II  
Activity: “Act Like a Man/Lady”  
Planning for Field Projects  
Video excerpts: Anita Sarkeesian “Damsel in Distress Tropes vs. Women”  
**Reading/Preparation:**  
1) Reader: “4 Ways Men Are Taught to Objectify Women from Birth  
2) Untouchable: Being a Trans Survivor  
3) Feminist Critics of Video Games Facing Threats in ‘GamerGate’ Campaign  
4) How Facebook Learned Rape Is Bad for Business  
5) The Triad of Violence in Men’s Sports  
6) Might Doesn’t Make Right  

**Week 11: Types of Violence: Sexual Assault & Racial Politics of Sexual Violence**  
**In-class Freewrite**  
**Campus Resource Reflection DUE**  
**In-Class Assignment F: Anti-Lynching Movement Timeline**  
Receive Guidelines for Letter to Instructor  
**Reading/Preparation:**  
1) Rape Free or Rape Prone  
2) Spanning the World  
3) Rape, Racism, and the Myth of the Black Rapist  
4) Privilege among Rape Victims  
5) Male Survivors  
**Optional Reading:**  
1) Enacting Masculinity: Antigay Violence and Group Rape as Participatory Theater
Week 12: Types of Violence: Sexual Harassment

Note: Class Meeting Location TBA
Guest Speaker: Bill Tamayo, District Director of EEOC
Film: Rape on the Night Shift
In-Class Assignment G: Guest Speaker Response Card
Letter to Instructor due today

Reading/Preparation:
1) Sexual Harassment and Other Forms of Discrimination and Harassment
2) Black Women Still in Defense of Ourselves
3) African American Women in Defense of Ourselves
4) National Study Finds Widespread Sexual Harassment in Grades 7-12
5) Abuse of Power: Male on Male Sexual Harassment
6) Responding to Harassers: Street Harassment

Week 13: Types of Violence: Child Sexual Abuse

Note: Class Meeting Location TBA

In-class Freewrite
Video: Generation Five

Reading/Preparation:
1) A Forgotten History
2) Generation Five: 10 Frequently Asked Questions about Child Sexual Abuse
3) The Abuses of Memory
4) False Memory Syndrome? Recovered Memory?
5) Trauma Rediscovered
6) Toward Transformative Justice

Week 14: Types of Violence: Intimate Partner Violence (I)

Note: Class Meeting Location TBA
In-Class Assignment H: PS Healing Event/Writing Workshop

Reading/Preparation:
1) Dismantling the Myths about Intimate Violence against Women
2) Who’s Abusing Who?: Primary-Secondary Aggression
3) Gender Symmetry in DV
4) Looking to the Future: DV, Women of Color, and Social Change
5) Far from Campus, a Different Kind of Violence against Women
6) Confronting Abuse of Women with Disabilities

Week 15: Types of Violence: Intimate Partner Violence (II)

Note: Class Meeting Location TBA

In-class Freewrite
In-Class Assignment I: IPV Quiz
Paper II Due

Reading/Preparation:
1) The NRA
2) Gun Stats
3) When I Was Six Years Old
4) A Woman with a Sword: Some Thoughts on Women, Feminism, and Violence
5) One Undeniable Factor in Gun Violence: Men
**Week 16: Feminist Pornography Debate**

In-class Freewrite

**In-Class Assignment J: Pornography Debate**

**Field Project Self-evaluation DUE**

Final Exam Review

**Reading/Preparation:**

1) Women & (In)Justice: Pornography
2) Pornography II
3) Same Old Censorship
4) It Shouldn’t Be a Dirty Little Secret
5) Pop Culture Gone Wild”
6) Black Tale: Women of Color in the American Porn Industry
7) Why Amnesty is Calling for Decriminalization of Sex Work

**Optional Reading:**

1) Podcast: Season of the Bitch Ep. 8: Sex Work and Solidarity
2) Audre Lorde, Uses of the Erotic
3) Andrea Dworkin, Our Blood
4) Patrick Califia, Feminism and Sadomasochism

**Week 17: Transforming Anger: Resolution and Resistance**

December 18

Final Exam 1:10-3:10pm

Group Reflection + “No Pressure” Potluck: Personal + Political Transformations (3:10-4:00)

**Reading/Preparation:**

1) Bad Men, Good Men, Bystanders
2) Sarah Ahmed’s “Feminism is Sensational” in Living a Feminist Life
3) Project SURVIVE History/Timeline
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Where to Turn In</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>FOUR DAY WRITE SELF EVALUATION</td>
<td>Week 5: Sept 18</td>
<td>Canvas</td>
<td>4 guaranteed, if on time</td>
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<tr>
<td>PAPER I* (1-2 pages)</td>
<td>Week 7: Oct 2</td>
<td>Canvas</td>
<td>5 guaranteed, if on time</td>
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<tr>
<td>MID-TERM EXAM (Take home)</td>
<td>Week 9: Oct 23</td>
<td>Canvas</td>
<td>20 points</td>
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<tr>
<td>CAMPUS RESOURCE REFLECTION</td>
<td>Week 11: Nov 6</td>
<td>Canvas</td>
<td>4 guaranteed, if on time</td>
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<tr>
<td>LETTER TO INSTRUCTOR</td>
<td>Week 12: Nov 13</td>
<td>Canvas</td>
<td>4 guaranteed, if on time</td>
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<tr>
<td>PAPER II (4 pages)</td>
<td>Week 15: Dec 4</td>
<td>Canvas</td>
<td>20 points</td>
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<tr>
<td>FIELD PROJECT SELF EVALUATION</td>
<td>Week 16: Dec 11</td>
<td>Canvas</td>
<td>5 points</td>
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<tr>
<td>FINAL EXAM (In-class, Open note card)</td>
<td>Tuesday, Dec 18</td>
<td>In-Class</td>
<td>20 points</td>
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<tr>
<td>IN-CLASS ASSIGNMENTS (A-J)</td>
<td>Dates vary</td>
<td>In-Class</td>
<td>1 each, 10 total points</td>
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<tr>
<td>PARTICIPATION</td>
<td>Up to two classes</td>
<td>In-Class</td>
<td>8 points (-2 points for every class missed)</td>
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<tr>
<td>CLASS MAKEUPS (Only if needed)</td>
<td>Week 15: Dec 4</td>
<td>Canvas</td>
<td>2 points each, Up to 4 points total</td>
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<td>TOTAL POINTS</td>
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*Paper I: Write a 1-2 page essay relating a personal experience to any topic on the syllabus.

A=90-100    B=80-89    C=70-79    D=60-69    Below 60=F