

**WST 431:A1**  
**Feminism and Sexual Assault**  
Tues and Thurs, 2:00-3:20 GSB-211

Professor: Lise Gotell ([lise.gotell@ualberta.ca](mailto:lise.gotell@ualberta.ca))  
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Office: 1-02E Tory  
Hours: Thr 10:30-12 (or by  
appt)

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**“Policy about course outlines can be found in s.24.3 of the University *Calendar*.”  
(GFC 29 SEP 2003).**

**Course Description:**

This course considers the range of conceptual, theoretical and political strategies that feminists have deployed to confront sexual coercion. Historically, and indeed until at least the 1970s, rape was nearly impossible to prove and, in both law and public consciousness, the category of the rapeable women was strictly delimited (even if evolving). Second wave feminist activisms and analyses succeeded in calling attention to the pervasiveness of sexualized coercion and insisted on drawing connections between rape and gendered power. These interventions were instrumental in instigating a series of important legal reforms and in breaking the silence around rape and sexual assault. By the 1980s and 1990s, however, a backlash had emerged, manifesting itself in the media, in academic analyses and in law. While its sites were dispersed, its message was coherent – that feminism had grossly exaggerated and in fact, manufactured a rape crisis. We currently live in the wake of this backlash, at a time in which our theoretical and political strategies require complex rethinking. Moreover, both the intransigence of rape and the tendency for legal and psychological discourses to depoliticize sexualized violence are defining features of the current era.

It is the broad purpose of this course to engage students in the process of rethinking our antirape strategies. Indeed if, as Mardorossian has argued, rape has become the “taboo subject of feminist theory today,” this rethinking is both urgent and necessary.

The course considers a range of topics, including: the rape crisis centre movement; the sexuality versus violence debate within second wave feminism and the strengths/limitations of second wave feminist analyses; the backlash against feminist analyses of sexualized coercion; the legal construction of sexual assault; the category of unwanted sex; racism and rape; current theoretical controversies; changing masculinities; and prevention strategies. We will think through these themes through challenging readings, seminar discussions, written reflections and also through activism and Community Service-Learning. Students in the course will engage in an activist project or work with Edmonton community agencies concerned with ending violence against women.

### **Course Materials:**

- Ejournal articles available through EReserve.
- Copies of additional WST 431 articles will be available at 1-02E Assiniboia. Borrow, photocopy and return.
- ***Please note: There are minimal required readings, but they are challenging and sometimes difficult. Students are expected to come to class well prepared to discuss course materials. Take notes as you are reading. Think of the important points and arguments raised. Think about how a reading relates to other course materials and your CSL/Activism work.***

### **Community Service-Learning/Activism:**

In a course where we will spend a great deal of time confronting the persistence of sexualized violence and the inadequacies of past strategies, there is an urgent need to focus on resistance and strategies for change. Integral to the course is service-learning/activism component immersing students in **either** a short in-depth experience working with an Edmonton community organization **or** a group based activist project. You are required to complete 20 hours of service-learning/activism. Most students in the course will work with an existing organization, providing valuable on the ground experience with a community agency involved in anti-violence activism and support. A small group of students (up to 4) will engage in a self directed-activist project. These experiences of community work or activism should be seen as providing sites for learning, rather than a direct practicum. Through this work, you will learn about the challenging context that community agencies face. You may engage in forms of direct anti-violence activism. You may equally learn about constraints faced by community agencies and on feminist activism. *This learning component will be integrated into all aspects of the course.*

***Activism Option:*** Up to 4 students will form a group that engages in a self-directed antirape grassroots activist project. *Example:* In the spring of 2008, a number of sexual assaults took place in the Garneau neighborhood adjacent to the university. Police warned women to lock their doors, to avoid walking alone and to be wary of “suspicious” strangers. Campus Security repeated these warnings on campus. In response to these sexual assaults and the warnings, an anonymous group of women calling themselves the Garneau Sisterhood organized, engaging in an innovative postering campaign and offering self defense classes for women. To read about the Garneau Sisterhood see: <http://www.vuweekly.com/article.php?id=8743>. Students participating in the *Activism Option* will create and carry out a grassroots activist campaign (the Garneau Sisterhood in one model) rather than engaging in voluntary work with a community organization. You can be creative and edgy, but you must not do anything that is illegal or unethical. ***Please note: formal CSL recognition will not be available to those students who choose the “Activism Option.” Student who are pursuing, or wish to pursue, the Certificate in Community Service-Learning should not choose the Activism Option.***

**Mark Distribution:**

CSL/Activism deadlines	5%
Meaningful participation in seminar and community/activist work	20%
Blog assignment	20%
Research paper abstract	15%
Research paper	35%
CSL/Activist Presentations	5%

**CSL/Activism Deadlines and Forms (5%):**

This component of the course is graded based upon timely completion of CSL/Activism deadlines.

- *Preliminary Project Choice* (due September 9, 2008): For this assignment, read over *Student Placements, WST 431* and article by Garneau Sisterhood (link above). Write a brief “Project Choice” explanation, listing your top three choices in order of preference. Provide a 100-200 word explanation for your top choice (why would you like to work with this agency or why would you like to work on this project). Hand in this “Project Choice” assignment in class, September 9.
- *Contact Community Agency or Indicate Preference for Activist Project* (must be completed by September 11): After listening to community partners explain their projects in class on September 9, make your final decision and contact your top choice by email or by phone by September 11. Briefly explain your interest in this project and why it would be a good fit with your commitments and skills. ***Please note that it may not be possible to accommodate everyone’s first choice.*** To log your completion, cc. [lise.gotell@ualberta.ca](mailto:lise.gotell@ualberta.ca) on your email to community partner or email me to let me know that you have contacted your community partner by phone. If you would like to work on the Activism Option, please email me at [lise.gotell@ualberta.ca](mailto:lise.gotell@ualberta.ca).
- *Complete Security Check Forms* (if required) (must be completed by September 17): For some projects with community agencies, *Police Security Checks* and *Youth Intervention Checks* are required. Projects/agencies that require security checks are clearly indicated on the *Student Placements, WST 431* document. If you have chosen to work on a project for which a security check is required, carefully read “Security Check” section, p. 5 of the *CSL Student Guide*.
- *Complete CSL Student Agreement or Hand in Activist Project Description and Work Plan* (due Sept 23): Students doing CSL must complete the CSL Student Agreement form included in your Student Guidebook. Complete the form in consultation with your community mentor. In order for WST 431 to count as a CSL approved credit, this form must be handed in to professor by Sept. 23. Students doing the Activist Option will hold a planning meeting, decide on a project, write a 200-word project description and a preliminary work-plan detailing the division of labour.
- *CSL/Activism Work Log* (due Nov. 25): You are required to keep a log of your CSL or activism hours, including dates and a list of activities completed. Email this worklog to me, cc.’d to your community mentor or another member of your Activism group on Nov. 25.

**Meaningful Participation (20%):**

Students are expected to participate fully in all aspects of the course. This includes: careful preparation of assigned readings; completion of service-learning/activist projects; group work; and thoughtful contributions to seminar discussions. Because there is no exam in this course, a high level of engagement in seminar discussions will be expected. You must complete assigned readings and you will find it useful to take notes. I will be circulating ppt slides with questions for reflection at least one day before each class. Read over these slides and jot down some preliminary responses to questions. Completion of tasks in your CSL/Activism work, meeting deadlines established by your mentor or group and regular communication with your community mentor or group are also core components of your overall participation grade. Evaluation of participation will be based on a combination of attendance, instructor observation, feedback from community mentors or Activism group members, your work log and peer/self-evaluation. Please note that the respect for your classmates, group members and members of community agencies is expected.

**Blog Assignment (20%) (weekly deadlines and Nov. 23 final deadline):**

On September 7, Dr. Mo Engel will present a workshop on blogging. At this time, students will set up their own blog that is part of the WST 431 Feminism and Sexual Assault blog. Each student is required to write a weekly blog entry (350-500 words) and to write one response to another student's blog entry (200-250 words). Blog entries must be completed each week by Friday midnight; responses must be completed by Sunday, 2 pm. beginning Sept. 17/19 and ending Nov. 19/21. There are a total of 10 Friday/Sunday deadlines and during this time, students are required to write 9 blog entries and 9 responses (you have a week off that you can take whenever you like). *Entries/responses posted after the Friday/Sunday deadlines do not count.* Your blog entries should map your engagement with class readings and discussions and reflect on the connections/synergies/tensions between the classroom and CSL/activist components of the course. In the course of the term, you may write blogs responding to key concerns in the readings, reflecting on classroom debates or linking concerns of the class to media or pop culture events. But a core purpose of the blog assignment is to provide a place for you to reflect on your CSL/activism experience in relation to course themes. *At least 4 of your blog entries must include reflections on your CSL or Activism experiences.* Reading and responding to your colleagues' blogs will create interesting conversations and reflections on the challenging questions raised in the course and in your volunteer/activist experiences. Additional handouts on this assignment will be provided in class. *Please note that you must be careful to respect anonymity in any entries on community experiences. Feel free to recount your experiences, but do not identify clients or workers at community agencies.*

This assignment will be graded in two ways. *Timely posting of adequate blog entries and responses (9/9) = 10%. The second 10% of this assignment will be determined by the instructor grading each student's choice of blog entries and responses.* On the November 23, each student will hand in 4 (unedited) entries of her or his personal blog

and 2 (unedited) responses to other 431 students' blogs for grade. In other words, students choose which 4 blog entries and 2 responses will be graded.

**Research Paper Abstract (15%) (Due October 14):**

You are required to define and research a topic related to the theme of rape/sexual coercion. Your research may explore in more depth a topic we cover in the course or an issue that arises in the course of your CSL/Activism work. It may also analyze one of the myriad of issues that is not covered [some examples, self-defense as a strategy of resistance, the rape crisis centre movement, therapeutic responses to sexual violence]. If you are doing research as part of your CSL work, you are free to write your research paper on this topic.

After completing preliminary research, **write a 500-word abstract of your research paper** defining the title and topic, the objective of the paper, theoretical perspectives employed, the central argument and the manner in which you intend to proceed with your analysis. Attach a bibliography (including at least 10 academic sources not on the course outline) by **Oct 14**.

**Research Paper (35%) (Due Dec. 2)**

Using insights raised in my responses to your abstract and to deepen your analysis, write a **10-12 page paper**.

- Length: 10-12 pages typed, double-spaced (lengthy indented quotes, single spaced), no spaces between paras, 12 point font, 1.25" top and bottom margins, 1" left and right margins
- Type: argumentative; develop and support a thesis
- Reference Style: MLA or APA with bibliography
- Sources: use course materials and at least 10 other sources (academic books or articles) in completing this research essay. Materials from the web can be used **in addition** to these 10 academic sources.

*Papers will be graded using the following criteria:*

- Did it address all requirements of the assignment?
- Was the material presented clearly and coherently?
- Were arguments well supported and defended?
- Was good use made of sources?
- Was the paper referenced in a consistent manner?
- Was the approach used innovative?
- Was attention paid to style: sentence structure; paragraph structure; grammar; spelling?

**CSL/Activism Presentations and Reflections (5%) (Due Nov. 25):**

Working together with other students who have done the same CSL/Activism project, you will be required to present a brief reflection (5-10 minutes) on your CSL work in class on Nov. 25. You should discuss what you did, why you did it and what overall objectives were achieved. You may also discuss the challenges or constraints that you confronted. Groups will have 10 minutes. Community mentors will be invited to attend

this class. *Each student must also hand in a 500 word (2 pages double-spaced) individual reflection on their CSL/Activism work.*

**Penalties for Late Assignments:**

Late assignments will be penalized 5% per day (without a doctor's note or some other documented reason). Late assignments can be handed in to me or to 13-15 Tory, where they will be date stamped. Assignments will not be accepted by email without permission.

- Extensions on the research paper are possible with good reasons, but need to be arranged at least one week in advance.
- *Blog entries/responses submitted after the weekly Fri/Sun deadlines will not count for grades.*

**Women's Studies Program Grading Scale**

<b>Excellent</b>	<b>A+</b>	<b>94-100%</b>
	<b>A</b>	<b>88-93%</b>
	<b>A-</b>	<b>82-87%</b>
<b>Good</b>	<b>B+</b>	<b>78-81%</b>
	<b>B</b>	<b>74-77%</b>
	<b>B-</b>	<b>70-73%</b>
<b>Satisfactory</b>	<b>C+</b>	<b>66-69%</b>
	<b>C</b>	<b>62-65%</b>
	<b>C-</b>	<b>58-61%</b>
<b>Poor</b>	<b>D+</b>	<b>54-57%</b>
<b>Minimal Pass</b>	<b>D</b>	<b>50-53%</b>
<b>Fail</b>	<b>F</b>	<b>0-49%</b>

**Academic Honesty:**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.uofaweb.ualberta.ca/secretariat/pdfs/chtsheet.pdf>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

In this course, plagiarism will be treated seriously. As the University of Alberta Code of Student Behaviour states,

No student shall represent another's substantial editorial or compositional assistance on an assignment as their own.

No student shall submit in any course or program of study, without the written approval of the course instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project assignment, presentation or poster for which credit has been obtained by the Student or which has been or is being submitted by the Student in another course or program of student in the University or elsewhere.

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

Online resources at the University of Alberta can help you to avoid plagiarism. A useful resource is the Truth in Education website.

### **Seminar Schedule**

Sept 4                      ***Introduction to Course and to CSL/Activism***

Sept 9                      ***Visits from Community Partners, CSL Staff and Discussion of CSL Projects***

- Melanie Beres, Barbara Crow and Lise Gotell, "The Perils of Institutionalization in Neoliberal Times: Results of a National Survey of Rape Crisis and Sexual Assault Centres," *Canadian Journal of Sociology*, (forthcoming, in press).
- ***CSL/Activism Deadline: Preliminary Project Choice*** statement (see above) due.

Read over *CSL Guidebook* and *Student Placements: WST 431*. Think about which projects might interest you. Make a preliminary list of 3 possible projects (this can include the Activism project described above), ranked in order of preference. Think of questions for community partners.

The reading introduces you to the challenging context faced by groups and organizations engaged in the struggle against violence against women. While it specifically analyses the challenges of rape crisis work in the context of neoliberal governance, many of the constraints identified will also impact on local community agencies in Edmonton. Think carefully about these constraints. In the second part of the class, after our guests have left, we will have a discussion about the constraints on feminist antiviolence activism in the contemporary context.

Sept 11

***Campus Sexual Assault Centre Workshop I: Dealing with (Studying) Rape***

- Rebecca Campbell, “From Thinking to Feeling,” *Emotionally Involved: The Impact of Researching Rape*, (Routledge: New York, 2002), ch. 2, pp. 37-64 (copies at 1-02E Assiniboia).
- ***CSL/Activism deadline:*** *Select a placement and contact the organization for the first time, cc’ing me on your email or emailing me to confirm that you have contacted your potential community mentor by phone. OR if you would like to work on the Activism Project, please email me.*

We are studying something from which we have no immunity. Emotions necessarily interrupt the process of researching and studying rape. We will reflect upon what it will mean to us to take up the difficult topic of sexual violence. Representatives from the UofA Sexual Assault Centre will conduct a workshop. We will discuss rape myths, definitions of sexual assault and talk about the strategies that students can use to deal with issues that may arise in the course of classroom and CSL/Activism work. *Please keep your handouts – you will need them again for class on Sept. 30.*

Sept 16

***Blog Workshop (Arts 118)***

- ***CSL/Activism deadline:*** Security Checks must be completed by Sept. 17. Please see information of p. 5 of CSL Guidebook. If you have chosen to work with an agency that requires Security Checks, you must report to staff at CSL house on one of the following dates: Sept. 11, 12 (9:30-4), Sept. 15, 16, 17 (9:30-3). You must bring 2 pieces of ID. Please read p. 5 of CSL Guidebook.
- First Blog entry due Sept. 17/first response due Sept 19.

Sept 21&23

***Second Wave Feminism: Violence and Sexuality***

- Ann J. Cahill, “Feminist Theories of Rape: Sex or Violence,” in *Rethinking Rape*, (Ithaca: Cornell University Press, 2001), pp. 15-49 (copies at 1-02E Assiniboia).
- Nadya Burton, “Resistance to Prevention: Reconsidering Feminist Antiviolence Rhetoric,” in S.G. French, W. Teays and L.N. Purdy, *Violence Against Women: Philosophical Perspectives*, (Ithaca: Cornell, 1998), p. 11-26.(copies at 1-02E Assiniboia).
- ***CSL/Activism deadline:*** *CSL Student Agreement or Activism Project Description/Work Plan* must be submitted to professor by Sept. 23.

Second wave feminist analyses of rape resulted in new understandings of rape and the social hierarchies that underpin it. Yet as Cahill argues, second wave analyses and in particular, divergent definitions of rape as primarily violent or as primarily sexual, were reductive. We will compare the key second wave feminist contributions to rape theorizing, focusing on Brownmiller and MacKinnon. What are the assumptions that underpin their analyses? Burton critiques second wave feminist analysis for its gender essentialism and failure to theorize resistance. What are the strengths and weaknesses of second wave contributions to rape theorizing.

Sept 25

***Campus Sexual Assault Centre Workshop II***

- Reread Campbell, Sept 11.

- Reread handouts from Sept 11/bring these handouts to class.

In this class, representatives from the UofA will present the second half of their workshop, “Dealing with (Studying) Rape.” By this time, you will have a clearer idea of some of this issues that may arise for you in the context of the class and your CSL/Activism work. In addition, you now know your classmates better and may feel more comfortable talking in class.

Sept 30&Oct2                    ***Sexual Assault and Law: Specific Consent***

- Rakhi Ruparelia. “Does no “no” mean reasonable doubt? Assessing the impact of Ewanchuk on determinations of consent?” *Canadian Woman Studies/les cahiers de la femme* (2006), 25:1-2, 167-172.
- Lise Gotell, “Rethinking Affirmative Consent in Canadian Sexual Assault Law: Neoliberal Sexual Subjects and Risky Women,” *Akron Law Review* (2008), 41:4, 865-898 (copies at 1-02E Assiniboia).

Rape is constructed under the shadow of law. Rape law reform was a central project and contribution of second wave feminist anti-rape activism. In these two classes, we will explore the construction of sexual assault in Canadian law and analyze the legal mechanisms deployed to discredit complainants. What is the *Ewanchuk* standard? What are the implications of a “yes means yes” standard in law? Is this standard consistently applied? How are the lines between good victims and bad, unworthy complainants being redrawn?

Oct 7                                ***Film: Date Rape Backlash***

This film maps and analyzes the anti-antirape backlash that emerged in the 1990s, focusing most closely on Roiphe’s *The Morning After*.

Oct 9                                ***Backlashes and Feminist Responses***

- Nicola Gavey, “The Discovery of A Rape Epidemic,” in *Just Sex?: The Cultural Scaffolding of Rape* (New York: Routledge, 2005), esp. 60-72(copies at 1-02E Assiniboia).

What are the effects of bringing rape into the realm of hard statistical facts? Why was it empirical studies, rather than the fundamentally challenging insights of theorists like MacKinnon, that provoked backlash? Backlash discourses align against feminist theory and research by refusing to accept that date rape is a serious social issue and by refusing to imagine a different configuration of heterosex. How does Gavey critique the anti-antirape backlash?

Oct 14&16                        ***Contemporary Theorizations of Resistance (Abstract Due!, Oct. 14)***

- Sharon Marcus, “Fighting Bodies, Fighting Words: A Theory and Politics of Rape Prevention,” in Judith Butler and Joan Scott, eds., *Feminists Theorize the Political*, (New York: Routledge, 1992), pp. 385-403 (Oct. 14) (copies at 1-02E Assiniboia).
- Carine M. Mardorossian, “Towards a New Feminist Theory of Rape,” *Signs: Journal of Women in Culture and Society* (2002) 27: 3, 743-775 (Oct 18)

In these two classes, we will begin to examine post second wave feminist antirape theory, focusing on the theme of resistance and in particular, Marcus' contributions to a postmodern feminist theory of rape resistance and women's agency in interrupting the "rape script." Mardorossian is highly critical of postmodern feminist theorizations of rape resistance, arguing that Marcus unduly focuses on the female psyche, and in this process both re-inscribes victim-blaming and depoliticizes rape. In these classes, we will explore the question "how should we theorize resistance?" Is it possible to acknowledge gendered victimization without robbing women of agency? Conversely, when we emphasize agency do we at the same time reinforce victim-blaming?

Oct 21 ***Post Feminism??/Male Victims***

- Laura Kipnis, "Vulnerability," in *The Female Thing: Dirt, Envy, Sex, Vulnerability* (New York: Vintage, 2006), pp. 123-163 (copies at 1-02E Assiniboia).

"Upping women's awareness and anger about rape," Kipnis argues, has unintentionally reinforced "conventional feminine fear and vulnerability." Kipnis contends that most violent crimes are actually committed against men, and that rape and sexual assault against women are at an all time low, yet women fear crime far more than men. Kipnis blames this unnecessary fear on alarmist sexual paranoia propagated by radical feminists like Dworkin. Does Kipnis echo Roiphe? Is Kipnis' position distinguishable from the backlash texts we have analyzed? How might Mardorossian respond to Kipnis? How might we acknowledge and mobilize against the sexual assault of men without discounting a feminist analysis of sexual violence?

Oct 23 ***Take Back the Night/December 6: Cultural Counteremory as Resistance***

- Christine Bold, Ric Knowles and Belinda Leach, "Feminist Memorializing and Cultural Counteremory: The Case of Marianne's Park," *Signs: Journal of Women in Culture and Society* (2002), 28:1, 125-148.

What is the role of cultural counteremory in keeping the issue of violence against women visible and on the political agenda? In this class we will explore the meaning of TBTN and the tensions it generates through a group workshop entitled "Organizing TBTN".

Oct. 28 ***Survivor Discourses***

- Linda Alcoff and Laura Gray, "Survivor Discourse: Transgression or Recuperation," *Signs: Journal of Women in Culture and Society* (1993) 18: 2, pp. 260-290.

Alcoff and Grey call attention to the connections between "breaking the silence" and Foucault's concept of confessional. As they argue, bringing things into realm of discourse is not necessarily liberating as this may work to inscribe claims into hegemonic structures with docile self-monitory bodies who submit themselves to authority of experts. How can survivors resist the danger of the confessional?

Oct 30&Nov4 ***Racializing Rape: Sexual Violence and Colonization***

- Film: Finding Dawn (Oct. 28)

- Anita Olsen Harper, "Is Canada peaceful and safe for Aboriginal women?" *Canadian Woman Studies/les cahiers de la femme* (2006) 25:1-2, 33-39.
- Sherene H. Razack, (2000). "Gendered racial violence and spatialized justice: The murder of Pamela George." *Canadian Journal of Law and Society* (2000) 15:2, 91-130.

The predominant gaze framing social, legal and cultural understandings of rape is simultaneously white, masculine and imperialist. Much feminist antirape theorizing has failed to interrogate and in fact, reinforced the whiteness of the predominant perspective. In these classes, we will explore the implications of racializing rape, focusing on sexual violence and the role of rape in colonization. How and why have aboriginal women's bodies been constructed legitimate sites of violence? We will also explore aboriginal women's resistance and activism, focusing on the Sisters in Spirit campaign.

Nov 6 & 11 ***Please note: On Nov 6, class is cancelled. Nov. 11 is Remembrance Day. Use this time for research or CSL/Activism projects***

Nov 13 & 18 ***Unwanted Sex***

- Nicola Gavey, "Unsexy Sex: Unwanted Sex, Sexual Coercion and Rape," *Just Sex?: The Cultural Scaffolding of Rape* (New York: Routledge, 2004), pp. 136-165 (copies at 1-02E Assiniboia).
- Anastasia Powell, "Amor fati?: Gender habitus and young people's negotiation of (hetero)sexual consent," *Journal of Sociology* (2008), 44:2, 167-184.

The consent/coercion dichotomy obscures the many faces of coercive sex. In this class, we will interrogate the ambiguous zone between consensual sex and rape. Specifically, we will explore unwanted and coerced sex, raising questions about how we understand sexual choice and consent and how subtle forms of sexual coercion can be fostered by invisible networks of power. What is the relation between so-called "normal" sex, unwanted sex and rape? How do Gavey and Powell illuminate how gendered norms and values impact upon sexual interactions, normalizing pressured and unwanted sex? What are the implications for rape prevention and education?

Nov. 18 ***Prevention Discourses***

- Rachel Hall, "It Can Happen to You: Rape Prevention in an Age of Risk Management," *Hypatia* (2004) 19:3, 1-19.

In contemporary dominant discourses, rape is both everywhere and nowhere, both at the same time. Decontextualized from power relations, as Hall argues, rape becomes a risk factor and prevention discourses configure women as risk managers. In this class we will critically analyze risk management discourses and explore alternatives raised by Hall.

Nov 20 ***Changing Masculinities: Men Stopping Rape***

- Andrea Dworkin, "I Want a Twenty-Four Hour-Truce During Which There Is No Rape," <http://www.nostatusquo.com/ACLU/dworkin/WarZoneChaptIIIIE.html>
- Ross Wantland, "Feminist Frat Boys: Fraternity Men in the (Women's Studies) House," *NWSA Journal* (2005) 17:2, 156-163.

- Youtube video: Men Can Stop Rape Celebrates 10 Years of Working with Young Men, [http://www.youtube.com/watch?v=2ZO2NNu\\_duc](http://www.youtube.com/watch?v=2ZO2NNu_duc)  
Rape prevention efforts have focused on women. Increasingly, feminists argue that this approach needs to shift. In this class, we will discuss the late radical feminist Andrea Dworkin's call to men to stop rape. We will examine an innovative rape prevention program that is targeted at fraternity men. What is the role and responsibility of men in the struggle to end sexual violence?

Nov 23            ***Blog Assignment Due – please hand in your choice of 4 unedited blog entries and 2 responses.***

There are no assigned readings for today's seminar. During class, you will meet with students who have done the same CSL/Activism project to prepare for your CSL/Activism Presentations.

Nov. 25            ***CSL/Activism Presentations and Individual Reflection Due/ CSL/Activism Work Log Due***

Nov. 27            ***Course Evaluations and Round Up***

- IDQs and CSL evaluations.
- Small and large group discussions.
- What have we learned about sexual violence?
- What have we learned about strategies for change?
- What has been the value of the CSL/Activism experience?
- What can professor do to improve the course? (topics, readings, assignments, workload, etc.)

Dec. 2            ***Final Essay Due (no class, hand in your essays to me in 1-02e Assiniboia)***