Understanding Race, Gender and Violence
HIST/SOCY 1503
Fall 2015

Lecture MWF 2-2:50 / Labs T & Th 1:30-2:45, 3-4:15 / Reflection Th 6-7:45

Professor Marilynn Johnson
Department of History
Stokes S-339
johnsohi@bc.edu
Office hours: Wednesdays, 3 - 5

Professor C. Shawn McGuffey
Department of Sociology
McGuinn 431
mcguffey@bc.edu
Office hours: Mondays 4-6

Lab/Teaching Assistants:
Labs 1 & 2 (Tuesdays): Andrea Wenz, andrea.wenz@bc.edu, Stokes 352-S
Lab 3 (Thurs 1:30): Caliesha Comley, caliesha.comley@bc.edu, McGuinn 410B
Lab 4 (Thurs 3:00): Samantha Eddy, samantha.eddy@bc.edu, McGuinn 410B

OVERVIEW

This course explores pressing problems of modern race and gender-based violence across the globe, including lynching and racial violence, domestic violence, youth violence, police violence, sexual assault, and genocide. Using both historical and sociological perspectives, we will examine the roots of such violence, the ways in which it has been expressed, the meanings attached to it, and its implications for society--particularly for racial/ethnic minorities, women, and LGBT people.

The course will interrogate some of the on-going debates within history and sociology, as well as the larger scholarship on violence, race, class, and gender. For instance, we will ask: Do people shape society or does society shape people? How do historical events help us understand current day phenomenon? What are the causes of violence? How does the redefinition of what constitutes violent offenses shape how we respond to violence? What are the limits of our ability to overcome oppression and inequality? What is the meaning of progress?

As a 6-credit course, the class also includes a weekly lab (on Tuesday or Thursday afternoon) and a reflection session on Thursday evening. The lab for the course will involve students in collaborative work building websites concerning historical cases of violence or working with local anti-violence projects in the Boston area. There will also be a weekly reflection session when we will consider specific cases of racial and gender violence—through films, speakers, and panel discussions. In these sessions, we will discuss and reflect on how such violence has affected our lives and the lives of others here in Boston and across the globe and how people and institutions have attempted to mitigate or redress this violence. This is an opportunity to think on a more personal level about the problems of violence and how they shape our personal philosophy and behavior toward others. Toward the end of the course, students in each lab group will make presentations to the class about their own research and/or fieldwork undertaken in the labs.
REQUIRED READINGS


*Articles below marked with an asterisk are available on CANVAS

CULTURAL DIVERSITY
Understanding cultural diversity and inequality is central to this course. We will discuss a range of racial and ethnic groups and their relationships to violence and power both in and outside of the United States. For example, we will see that Native Americans and African Americans have vastly dissimilar relationships to racism and experiences of violence. However, we will not only look at distinctions between groups, but also within group variation. Black women and Black men, for example, can experience violence and racism very differently.

COURSE EXPECTATIONS AND EVALUATION
1) This is a reading and participation intensive course. Readings are due on the date they are listed. Come to class ready to discuss them.

2) If you miss class, you are responsible for getting notes from a classmate.

3) There will be three exams. Exam One is worth 15%, Exam Two is 15%, and the Last Exam accounts for 20% of your final grade.

4) Thirty percent of your grade will be based on your lab project (50% based on instructor assessment, 50% on peer assessment). Each lab will work collectively on a final project focusing on a particular area of violence. Two of the lab projects will be web-based and will utilize secondary and primary documents to examine the 1992 Los Angeles Riots and global truth and reconciliation commissions. The other two lab projects will work with the Hispanic Black Gay Coalition and the Women’s Resource Center to assist and/or develop anti-violence programs.

5) Ten percent of your grade will be based on 4 short paper assignments. Paper due dates are listed on the syllabus and must be submitted electronically on Canvas. Late papers will not be accepted.

The four assignments are NOT opinion pieces. In general, you should avoid phrases such as “I think” or “I feel.” Instead, you should develop an argument or craft a thoughtful critique on some aspect of what we’ve studied in that unit. In order to get credit, assignments will be evaluated based on the following criteria: (a) an introduction and a thesis statement that distinctly states your topic and why it is important; (b) responses should have a logical flow with
supporting evidence from the both historical and sociological readings and lectures; (c) a succinct critique of the pertinent issues; (d) and all papers should be typed, double spaced and NO MORE than 2-3 pages.

6) Ten percent of the final grade will consist of class participation. This includes contributing to class discussions and attending weekly labs and reflections. In-class texting and checking email, Facebook, or other social media is strictly prohibited and will negatively impact your participation grade. Other class disruptions and tardiness will also have a negative impact on your class participation. It should be made clear that simply coming to class does NOT constitute class participation – only participating in class discussion will help your participation grade. **Do not** come to class if you are more than five minutes late unless you have permission from the professors. After the class has been in session for five minutes the door will be shut. **Do not enter if the door is closed.** You cannot make up in-class assignments or pop-quizzes if you are not present unless you have an excused absence.

Computers are permitted but only for note taking purposes. If teaching assistants or professors observe students using computers for non-class related purposes, it will negatively affect your participation grade.

7) Missing three lab sessions will result in a letter grade drop in your final score. A doctor, school administrator, or other certified official must verify an absence in order for it to be excused. Notes from parents or legal guardians will not be accepted.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
</tr>
<tr>
<td>82-85</td>
<td>B</td>
</tr>
<tr>
<td>78-81</td>
<td>B-</td>
</tr>
<tr>
<td>74-77</td>
<td>C+</td>
</tr>
<tr>
<td>70-73</td>
<td>C</td>
</tr>
<tr>
<td>66-69</td>
<td>C-</td>
</tr>
<tr>
<td>62-65</td>
<td>D+</td>
</tr>
<tr>
<td>58-61</td>
<td>D</td>
</tr>
<tr>
<td>54-57</td>
<td>D-</td>
</tr>
<tr>
<td>53-00</td>
<td>F</td>
</tr>
</tbody>
</table>

**LEARNING OUTCOMES**

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

1. Identify historical and contemporary factors that contribute to racial and gender-based violence and how these factors have evolved over time; including familiarity with the laws, policies and community initiatives that reproduce violence.

2. Distinguish between different categories of violence—personal, collective, and state-sanctioned.

3. Use primary sources to understand violence in the past, and various types of social science data/information to understand it in the present.
4. Understand the logics of historical and sociological inquiry and how to use these logics to understand complex problems and social issues.

5. Identify the structures of racial and gender violence and the narratives that give it meaning for different groups.

6. Analyze efforts—past and present—at reducing violent conflict and healing communities and individuals that have been victimized.

7. Make connections between knowledge of violence learned in class with “real world” cases and local efforts to reduce violence.

8. Develop a personal philosophy re: race, gender and violence: How will you act differently in the world based on what you have learned?

ACADEMIC INTEGRITY
Academic integrity is a standard of utmost importance in this class. Guidelines for academic integrity are posted on the Boston College website at: http://www.bc.edu/offices/stserv/academic/integrity.html. If you have any questions pertaining to the academic integrity guidelines, please come and talk with the professors and/or teaching assistants. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

COURSE OUTLINE

WEEK 1—INTRODUCTION & LOGICS

Aug. 31: Introduction to Course
Sept. 2: Logics of Historical and Sociological Inquiry

Sept. 3: Reflection—Introduction by Mission and Ministry
Sept. 4: Slavery and Lynching
  * Ida B. Wells, Southern Horrors: Lynch Law in All its Phases (1892)
  * Jessie Daniel Ames, "Southern Women and Lynching," (1936)

WEEK 2—LYNCHING AND RACE RIOTS

Sept. 7: Labor Day
Sept. 9: Lynching and Race Riots, Hirsh, Riot and Remembrance, 1-76
Sept 10: Reflection—Screening: The Murder of Emmett Till
Sept. 11: Discussion--Hirsh, Riot and Remembrance, pp. 77-167

**Reflection Paper #1 DUE IN CLASS**
WEEK 3--DOMESTIC VIOLENCE I

Sept. 14: Child Saving and Wife Beating

Sept. 16: Redefining Domestic Violence

Sept. 17: Reflection—Panel Discussion with HBGC & WRC

Sept. 18: Discussion

WEEK 4: DOMESTIC VIOLENCE II

Sept. 21: Contextualizing Domestic Violence & Vulnerability

Sept. 23: Domestic Violence in Same-Sex Relationships

Sept 24: Reflection--Panel Discussion with Jane Doe, the Network/LaRed, Asian Task Force Against Domestic Violence, and GLBT Domestic Violence Project

Sept. 25: Discussion – Responding to Domestic Violence
**Reflection Paper #2 DUE IN CLASS**
WEEK 5—SEXUAL VIOLENCE I

Sept. 28: Rape and Sodomy in Early America

Sept. 30: Redefining Rape & Sexual Assault

Oct 1: Reflection—Screening: *The Hunting Ground*

Oct. 2: Discussion
*Danielle L. McGuire, "It Was Like All of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle,” *Journal of American History* 91 (December, 2004), 906-931

WEEK 6—SEXUAL VIOLENCE II

Oct. 5: The Social and Psychological Meanings of Sexual Assault

Oct. 7: Sexual Assault and Social Institutions
Oct. 8: No Reflection—Study Time
Oct. 9: EXAM ONE (in class)

WEEK 7—GENOCIDE I

Oct. 12: Columbus Day—NO CLASS
Oct. 14: Genocide in History

Oct. 15: Reflection—Screening: The Canary Effect

Oct. 16: Discussion
* Civil Rights Congress, We Charge Genocide (1951), pp. 1-28

WEEK 8: GENOCIDE II


Oct. 21: What Constitutes Genocide? Genocide in Darfur

Oct. 21: Reflection—Speaker Ta Nahisi Coates (NOTE: this is Wed. at 7 pm)
Read: Coates, Between the World and Me, Chapter 1


WEEK 9: YOUTH VIOLENCE I

Oct. 26: The Rise and Development of Youth Violence
Oct. 28: Discussion: Levenson, Adios Niños
Oct. 29: Reflection—Speaker: Professor Deborah Levenson
Oct. 30: The Racial Geography of Youth Gangs

**WEEK 10: YOUTH VIOLENCE II**

Nov. 2: Middle Class Youth & Gang Activity

Nov. 4: Coping & Responding to Youth Violence

Nov. 5: No Reflection—Study Time
Nov. 6: EXAM TWO (in class)

**WEEK 11: POLICE VIOLENCE I**

Nov. 9: From Slave Patrols to Police Brutality

Nov. 11: Police Violence & Resistance Since the Great Depression

Nov. 12: Reflection—Screening: *Do the Right Thing*

Nov. 13: Discussion—
WEEK 12: POLICE VIOLENCE II

Nov. 16: Racial Responses to Violence

*Peter Kaufman. 08/25/2014. “Michael Brown, Ferguson, Missouri, and the Invisibility of Race.” Everyday Sociology
*Lauren Davidson. 3/12/2014. “Disturbing Study Proves that Cops View Black Children Differently.” Identities Mic
*Albert L. Butler. 8/21/2014. “It’s Open Carry for Whites and Open Season on Blacks.” The Root

Nov. 18: Youth of Color & Police Encounters


Nov. 19: Reflection—Labs 1 & 4 Presentations on Police Violence & Campus Assault. Please view Lab 1 website before Reflection Time!

Nov. 20: Discussion

**Reflection Paper #4 Due** (Note: Students in Labs 1 & 4 can submit up until 2 pm on Nov. 21)


WEEK 13: TRAUMA AND MEMORY I

Nov. 23—The Comfort Women in History and Memory
Nov. 25, 26 & 27—THANKSGIVING—No Class

WEEK 14: TRAUMA AND MEMORY

Nov. 30—Slavery, Violence, and Memory

Dec. 2—Discussion: Hirsch, Riot and Remembrance, pp. 168-end
Dec 3—Reflection: Labs 2 & 3 presentations--Truth Commissions and LGBT Violence. Please view Lab 2 website before Reflection Time!

Dec. 4: What Do We Remember?


WEEK 15: TRAUMA AND MEMORY

Dec. 7: How Do We Remember?


Dec. 9: Wrap-up

**FINAL EXAM:** Monday, December 14 at 9:00 am in Stokes S-195