

Course ID:	Course Title:	Fall 2018
ICS 303	Understanding and Overcoming Violence Against Women	Prerequisite: Yes
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday – Friday (Nov 5- 9)	Instructor:	Professor Singh	First day of classes:	Mon, Nov. 5, 2018
Time:	9:00 – 4:00pm	Email:	Jennifer.Singh@ambrose.edu	Last day to add/drop, or change to audit:	4 pm, Mon, Nov. 5
Room:	A2210	Phone:	(403) 410 2000 ext. 6922		
		Office:	A2050	Last day to withdraw from course:	3 pm, Thu, Nov. 8
				Last day to apply for coursework extension:	Fri, Dec. 21
Final Exam:	No Final Exam			Last day of classes:	Nov. 9, 2018

Course Description

It is estimated that 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or sexual violence by a non-partner at some point in their lives.¹ The prevalence of these statistics suggests that violence against women will be an issue that affects and impacts every one of us at some point in our lives, whether as a member of society or in the vocational paths we pursue. As such, this course seeks to understand some of the theoretical frameworks that undergird and perpetuate violence in the Majority World and Western societies in its various forms including: Female Genital Mutilation (FGM), rape, female foeticide, honour-killings, early child-marriage, prostitution and human-trafficking, and Gender Based Violence (GBV). Particular attention will be given to the ways in which Christianity has been used as both a weapon and instrument of grace in responding to violence against women. Students will be challenged to critically think about how the Christian faith can inspire innovative, appropriate, and Kingdom-bringing responses that are able to dismantle one of the most heinous forms of structural injustice in the world today.

Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

¹ See more at: <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures#sthash.d4ufCW4E.dpuf>

1. **Understand** the various theoretical frameworks that undergird and perpetuate violence against women, and to have familiarity with some of the major scholars that inform this discourse.
2. **Analyze** various forms of violence that women suffer from around the world, and to critically reflect on some of the current strategies that are being used to combat this systemic form of oppression.
3. **Recognize** how Christianity, and particularly some Christian theologies, have been used as both a weapon and an instrument of grace in how violence against women has been/is responded to.
4. **Develop** attitudinal, intellectual, and spiritual dispositions that: 1) enable students to interact in appropriate ways with victims and survivors and; 2) equip students as agents of awareness that will catalyze various actors in civil society, including churches, to become engaged in preventing and responding to violence against women.

Textbooks

Storkey, Elaine. Scars Across Humanity: Understanding and Overcoming Violence Against Women (2015).

Terry, Geraldine and Hoare, Joanna. Oxfam Great Britain: Gender Based Violence (2007)

**this book has been uploaded to the class Moodle page

Please bring a modern translation of the Bible to every class, such as NIV, NASB, NRSV, ESV, or NKJV (no paraphrases such as the Living Bible or The Message).

Course Schedule

Class will start at 9am and end at 4pm with lunch, roughly, between 12 – 1pm. We will have two, 15-minute breaks throughout the day. The following is a forecast (i.e. rough guide) to the way in which the week will proceed.

Date	Topics Covered
Monday November 5	Getting a Sense of our Bearings: Some of the Theoretical Frameworks informing the discussion on Violence Against Women Female Foeticide Guest Speaker: Glendyne Gerrard, Director of Defend Dignity Prostitution and Trafficking: A Canadian Perspective
Tuesday November 6	Violence Against Indigenous Women Early Child Marriage Guest Speaker: Elder Tina Fox, Morley, Alberta Surviving the Residential School Experience
Wednesday November 7	Domestic Violence Rape Guest Speaker: David Bock, International Disaster Response Manager, Samaritan's Purse Canada Violence Against Women in Complex, Humanitarian Disasters

Thursday November 8	<p>Women and War Honour Killing</p> <p>Guest Speaker: Serawit (Cherry) Teketel Friedmeyer, Founder Ellilta Women at Risk, Ethiopia and Director of the International Christian Alliance on Prostitution (ICAP) Africa Lessons Learned from Twenty Years of Working With and For Women in Prostitution in Ethiopia</p>
Friday November 9	<p>Female Genital Mutilation Learning How to Lament</p> <p>Guest Speaker Via Skype: Samira Petros Messner, Founder Tamsalet Kitchen Social Enterprise, Addis Ababa, Ethiopia The Hope of Social Enterprises Empowering Women in Ethiopia</p>

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. **All assignments must be handed-in, even if they are late, in order to pass the class.**

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Class Participation

(10% of final grade)

Class Attendance Throughout the Week: Attendance and active participation in class are vital components of success in this course. If a student is unable to attend a class, this must be discussed **in person** (not by email) beforehand with the professor (if it is due to illness or unforeseen circumstances, the student is responsible to speak with the instructor once the illness/crisis has passed).

**Due to the heavy nature of the content covered in this intensive one-week of course instruction, if you feel that you are being triggered by the course material due to traumatic experiences in your past, I would ask you to please contact Ambrose Counseling Services as set-up an appointment as soon as possible:

<https://ambrose.edu/book-appointment>

2. Guest-Speaker Reflection

DUE: Monday January 7, 2019 (15% of final grade)

Students will be asked to exercise good note-taking skills throughout the one-week course instruction in order to complete this assignment. Students will submit an 800 – 1000 word reflection paper that details the following:

- An introductory paragraph that highlights which 3 guest-speakers were most impactful to them and why they are choosing to write this paper about those speakers. In this introductory paragraph, students will properly name each of the guest-speakers they will speak about in the body of the paper (100 - 200 words)
- Students will write one paragraph or so, per speaker that highlights/paraphrases **3 main points that the speaker brought-up in their talk** and how this either challenged, provoked, disturbed, or inspired you (some of the things they say may elicit a few of these emotions). Each paragraph should be about 200 words (so 200 x 3 = 600 words for the body of the paper).
- The concluding paragraph will identify if the student found any dominant themes or areas of resonance between the three speakers or major areas of dissonance between what they said, and will summarize what the students will take from these speakers into their lives, (e.g. spiritual practices, areas of volunteerism, future vocational thoughts, areas of study to be further pursued) moving forward. (100 – 200 words)

3. Leading a Lament

DUE: Monday January 28, 2018 (25% of final grade)

Students will be required to create a service/time of lament with a group of at least 3 people addressing one of the major areas of violence against women that were covered in the class. This assignment will be graded based on the report submit, and the degree of thoughtfulness and creativity that was exhibited in the planning and execution of the assignment as articulated through the report.

The assignment will require that students engage in some scholarly reading around lament (sources available on class Moodle site), plan, and execute a 30-minute period of lament that could include:

- A short overview of the particular type of violence you are lamenting
- The voice of one woman who has endured this type of violence (can be found from our main textbook, a newspaper or magazine article you have read, documentary or film you have watched etc.)

- A short exposition on a Biblical text that is relevant to the type of violence you are lamenting
- A poem
- The selection of a few songs or hymns to sing
- Prayers of lament

Students will have to conduct this time of lament with a group of at least 3 people, **before the assignment is due**, and submit a **1500 – 2000 word report** on what happened during that time. A written report will be submitted that outlines:

- A brief description of the type of violence you chose to lament and why (just some key points of this type of violence and your reason for wanting to hold the lament service for this particular form of violence against women). This part should be no more than 300 – 400 words.
- A summary of what happened during the service that briefly discusses all of the components that were used in the service/time of lament (e.g. if you used a poem/song/hymn, just copy and paste into the report; tell me about the profile of a women you featured in your lament etc.). This part should be 500 – 700 words.
- The second half of the paper will be a few paragraphs (700 – 900 words) discussing how the group you held the lament with, responded to the service. Give some details of how the participants in your lament service responded to some of the components, and why you think this was.

4. Film/Documentary Review

DUE: Monday January 28, 2019 (20% of final grade)

Students will be required to review one of the movies and/or documentaries listed below and submit a paper that articulates the following:

- Explain the specific type or types of violence against women that is/are portrayed in this film/documentary
- Give a brief overview of the main plot line and explain what you perceive to be the main crisis point in the film/documentary
- To what extent does this movie/documentary speak to the issues of power and patriarchy at the root of the specific form of violence that the movie/documentary addresses (see Chapter 11 of Storkey)?
- How would you go about engaging men in this context to help address the issue of violence that the movie/documentary highlights? (see folder on class Moodle site with resources for constructively engaging men in Gender-Based Violence issues for ideas)
- What Biblical story, that features a woman, comes to mind for you as you reflect on this movie? Please explain the story and three parallels that you have identified between the film/documentary and the Biblical story you have chosen

Students will write a paper that uses the questions above as the main sub-headings in order to complete the assignment. The paper should not exceed 2000 words. Every one of the movies listed below can be rented from Amazon.com for \$3.99 CDN or purchased for up to \$12.99 CDN and some of them can also be found in other places.

Documentaries

- Nefarious
- Pray the Devil Back to Hell
- Born Into Brothels
- India's Daughters
- Red Light Green Light

Feature films

- North Country
- Difret
- What's Love Got to Do With It
- Heaven on Earth (Deepa Mehta)
- Stoning of Soraya M.
- The Colour Purple
- Provoked

5. National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) Paper

DUE: Monday January 21, 2019 (30% of Final Grade)

Students will write a 2500 - 3200 word research paper explains the importance of the current National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) that is taking place across Canada. Students will have to be required to:

- a) Give a brief introduction of how the MMIWG was formed (refer to website: <http://www.mmiwg-ffada.ca/> for basic information). Just a few sentences in the introductory paragraph.
- b) Argue a main thesis point as to why the National Inquiry into Missing and Murdered Women and Girls is important to all Canadians. For example, the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) is 'essential as a first-step in working toward reconciliation between indigenous and settler communities in Canada;' or 'to rectify the way in which Indigenous women have been negatively portrayed in the media for far too long;' or 'imperative in the fight for gender justice in Canada;' or 'critical for indigenous communities as a first-step toward healing for the injustices that have been perpetrated against them.' Skimming through some of the scholarly articles that have been posted to the class Moodle site on this topic will give you a number of good reasons as to why this inquiry is vitally important. You just need to pick one good reason and argue it convincingly by using a variety of secondary sources – see section d) below in the explanation of this assignment
- c) The thesis must be supported by three main points in the body of the essay
- d) For each main point, students must include the following to back-up the point they are trying to make:
 - two direct quotations from Indigenous women who are participating in the Inquiry (see radio broadcasts below to gather quotations)
 - two references to scholarly articles on this topic (a folder has been established on Moodle with a number of different articles)
 - One profile of a woman or girl who has been listed on the CBC Missing and Murdered Indigenous Women and Girls website. The story/profile of the woman or girl you choose must help to illustrate the main point you are trying to make. When you go on this website, scroll down until you get to the point where it says 'The Cases: Displaying 306 Cases' and choose from one of these profiles: <http://www.cbc.ca/missingandmurdered/>

- e) The two paragraphs of the body of the essay will briefly discuss the student’s response to listening to the voices of those who have shared at the MMIWG – how have these voices impacted you personally?; what challenged you?; what (if anything) gave you hope?; (**students must listen to all of the audio recordings listed below in order to answer this question)

- f) A concluding paragraph that draws the paper to a conclusion

In summary, this research paper will require that you engage with:

- 6 direct quotations from Indigenous Women giving their testimony at the MMIWG
- 6 references to scholarly articles addressing the status of Indigenous Women in Canada
- 3 profiles of women and/or girls from the CBC Missing and Murdered Indigenous Women and Girls website

Research Paper Word-Count Guidelines

The numbers below are just approximations to help as you write, and you can be approximately 10% above the word count (I will only take marks off if you are grossly over the word count), but your paper cannot be below the word count.

- a) Introduction (200-300 words)
- b) Thesis statement embedded in one paragraph (200-300 words)
- c) Main Point #1 (500-600 words)
- d) Main Point #2 (500-600 words)
- e) Main Point #3 (500-600 words)
- f) Final Two Paragraphs (400-500 words)
- g) Concluding Paragraph (200-300 words)

Radio Broadcast Resources for MMIWG Research Paper

1. #MMIWG inquiry comes to Atlantic Canada (Nov 3, 2017)

Becky Michelin travelled to Cape Breton this week to testify at the Inquiry into Missing and Murdered Indigenous Women and Girls. At the same time, the commissioners released an interim report.

<http://www.cbc.ca/listen/shows/labrador-morning/segment/14649422>

2. The National Inquiry into Missing and Murdered Indigenous Women's interim report (Nov 2, 2017)

The National Inquiry into Missing and Murdered Indigenous Women and Girls came out with its much anticipated interim report yesterday. We'll talk with U of A Native studies professor Tracy Bear, about her reaction to it.

<http://www.cbc.ca/listen/shows/edmonton-am/segment/14637464>

3. MMIWG Inquiry - Day 2 (Nov 1, 2017)

A hearing that really matters. Coverage from Day 2 of the Missing and Murdered Indigenous Women and Girls Inquiry in Membertou. Hear from Natalie Gloade, daughter of murdered Mi'kmaq activist Nora Bernard, and from Inquiry Commissioner Michèle Audette.

<http://www.cbc.ca/listen/shows/information-morning-cape-breton/segment/14620235>

4. Stories from the Missing and Murdered Indigenous Women and Girls inquiry hearings in Smithers, B.C. (Oct 2, 2017)

<http://www.cbc.ca/listen/shows/daybreak-north/episode/14240625>

5. Families still full of doubts one year after MMIW inquiry (Aug 22, 2017)

This past season, The Current hosted a series of moving public forums across the country examining the tragedy of Missing and Murdered Indigenous Women and Girls. The project was launched in October in Prince George, B.C.

<http://www.cbc.ca/listen/shows/the-current/segment/13782716>

6. Is it too late to fix the MMIWG inquiry? (July 28, 2017)

The Minister of Indigenous and Northern Affairs, Carolyn Bennett, discusses the future of the National Inquiry into Missing and Murdered Indigenous Women and Girls amid a storm of criticism.

<http://www.cbc.ca/listen/shows/the-house/segment/13512806>

Assessment Summary

Attendance and Participation	10%
Leading a Lament	25%
Guest-Speaker Reflection	15%
Movie/Documentary Review	20%
MMIWG Research Paper	30%

Grading Summary

Letter Grade	Numerical Equivalents	Description
A+	95-100	Excellent
A	90-94	
A-	86-89	
B+	80-85	Good
B	76-79	
B-	73-75	
C+	70-72	Satisfactory
C	66-69	
C-	63-65	
D+	60-62	Minimal Pass
D	55-59	
D-	50-54	
F	0-49	Failure

Ambrose Electronic Etiquette Policy Appropriated for ICS 303/MI645

In accordance with the Ambrose Electronic Etiquette Policy outlined on page 8 of this syllabus, the professor of record for this class, **Professor Singh, will not permit the use of laptops, phones, tablets etc. for any purposes during classes, or give permission for students to use a recording device in any classes.** Hand-written notes will be the primary way in which students may be able to record what they are hearing and learning. If a student requires an electronic device for notetaking due to an academic accommodation, this must be clearly stated on the academic accommodation form issued by the Ambrose Accessibility Office.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for

an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.