

SOCIOLOGY 401
TALK
ABOUT SEXUAL ASSAULT
(Special Topics in Sociology)

SPRING 2016

days Mondays and Wednesdays • **time** 1pm to 3:45pm • **room** EDC 280

INSTRUCTOR

name Dr. Kiara Mikita • **email** kkokita@ucalgary.ca
office SS903 • **office hours** by appointment (booked at least 24 hours in advance)

PREREQUISITES

At present, there are no prerequisites required of students taking this course.

REQUIRED TEXT(S)

The *Talk About Sexual Assault* course pack is available for purchase through the University of Calgary bookstore, and/or is made available to you free of charge via the links and readings posted on Desire 2 Learn (D2L).

COURSE RATIONALE AND DESCRIPTION

This is a course that takes up talk about sexual assault, and more specifically, talk about men's perpetration of sexual assault against women. Talk about sexual assault matters. The way we talk about sexual assault matters because talk of this sort affects us all. It can affect how we feel when we are in or are interacting with one another in public spaces (on C-Train platforms after dark or in busy nightclubs, for example) and in private places (at house parties or in cars, for instance). Talk about sexual assault affects how we respond to people who disclose that they have been sexually assaulted by someone, how we respond to people who are accused of sexually assaulting others, and how we respond to people who we know have perpetrated sexual assault(s). Talk about sexual assault can affect what we understand sexual assault to be and what we think it isn't. Talk about sexual assault affects why we think people perpetrate it, as well as what could or should be done to stop people from perpetrating it.

In other words, talk about sexual assault is a multifaceted social issue. Taking it up in the academic classroom affords us the privilege of taking a closer and more extensive look at this kind of talk that inconspicuously pervades our everyday lives. In this sociology course – if we agree to challenge ourselves – we might begin to “make the familiar strange” by questioning what so often goes unquestioned in talk about sexual assault.

This course is intended to facilitate and bolster your critical thinking skills and to hone your analytic abilities. Within this course, we will examine talk about some men's perpetration of sexual assault against women that takes place within, but is not limited to: sexual assault tribunal and trial data, women's talk about the sexual assaults that men have perpetrated against them, men's accounts of the sexual assaults that they have perpetrated against women, judges' talk about sexual assault, and multimedia such as posters, music lyrics, blogs, and/or video. We will explore and critique both “mainstream” and “subversive” ways of talking about sexual assault that have been advanced in myriad sites, ranging from research studies to tweets.

This strange-making process might be troubling for you. Research indicates that we are often made uncomfortable by learning about new ways of seeing the world, ways that challenge how we are used to seeing it. This is a process that can be unsettling, but one that can be reflective of growth. Materials that address talk about sexual assault might invite you and/or those around you to rethink intersecting issues such as (but not limited to) gender, race, class, heteronormativity, language, safety, and justice – a rethinking that can be uneasy even as it might also be illuminating.

As a fourth-year course, this is an advanced level class in which we will take up several (at times, competing) perspectives. The course has been structured so that it involves a significant amount of interactive learning. Education practices of this sort require that you ask yourself to remain curious, open-minded, and respectful while participating in, and stimulating, small group and class discussions.

You are expected to read the required texts before class, and to come to class prepared to engage with the assigned material and to offer informed contributions to group discussions and activities. Your engagement will

reflect whether or not you have done the readings. You are not expected to retain the specific details of each reading, but rather to be able to speak generally about the reading as a whole and contemplate the matters discussed therein. To draw your attention to matters relevant to this course, I have made note of a few key ideas and/or concepts that I'd like for you to take away from your readings. Doing well on the assignments (both those asked of you during and outside of class time) means that keeping up with the readings must be a priority for you throughout the duration of this course. With notice, at points in the semester, I might add, omit, or change some of the assigned readings, and you are expected to modify your reading schedule accordingly.

COURSE CONTENT

In this course, we will be taking up material that focuses upon sexual assault – material that primarily concerns adult men's perpetration of sexual assault against adult women. No matter what our backgrounds and experiences, material concerning sexualized violence can be difficult and challenging to take up, emotionally and intellectually, even for those of us who have spent a great deal of time thinking about and/or working on it.

I want to clearly state that the material that we will work with in this course will sometimes be explicit – meaning that it will sometimes be detailed and specific, and will sometimes (also) be graphic. This is a course that, at times, looks at the nuanced minutiae of talk and in so doing, can render stark what is often instead only implied or suggested. The unambiguous and candid nature of such talk can generate discomfort, for you and for others.

Because of the subject matter and its often explicit representation in this course, and for other unanticipated reasons, it is important that you are aware that these materials that form part of our readings, my lectures, our discussions, and your work throughout the course might evoke and/or generate strong responses in you, and/or in other students. It is important that you are aware of this. Your awareness is important because it will help you to take notice of how you are feeling and to attend when you find or when you expect to find certain parts of the course unsettling and/or painful. *At any and every point that you feel that it may be useful to do so, I encourage you to speak with me and/or to make use of the several resources that I have noted for you on the last page of this syllabus.* Your awareness is also important in terms of your role in helping facilitate a respectful and supportive classroom environment for others.

Importantly, because of the academic (not therapeutic) orientation of this course, I do not advise that students take this course if they think that therapy might be a more helpful and/or suitable alternative. With that said, you might feel very comfortable taking this course and nevertheless find parts of the course upsetting. We cannot always know when our well-being will be affected, or what will affect it. So let me be clear: **YOUR WELL-BEING MATTERS!** This is why the **resources listed on the last page of this syllabus** exist and are made available to you. I am not a trained therapist, and it is in nobody's interests that I try to be one. I am, however, concerned about each and every one of you, and about helping foster your academic and intellectual growth and success in this course in ways that do not compromise your well-being. *Accordingly, should you find that your well-being feels compromised at any point during this course, please let me know and/or consult with the resources listed on the last page of this syllabus.* My commitment will always be to work with you and with available resources to develop a plan that we all feel is suitable. **YOUR WELL-BEING MATTERS!**

COURSE LEARNING OUTCOMES

Upon successful completion of this course, you will have demonstrated the ability to:

- identify and describe, as well as compare and contrast
 - various ways of talking about sexual assault, and
 - various approaches to analyzing talk about sexual assault;
- explain the implications associated with various ways of talking about sexual assault; and,
- critically analyze and evaluate talk about sexual assault.

In order to facilitate these learning outcomes, we will be using a “who, what, when, where, why, and how” approach to our analyses of talk about sexual assault. I will outline and discuss this approach further on the first day of class.

ASSESSMENT OUTLINE

Your grades will be determined on the basis of the breakdown outlined below and discussed further on the following pages.

1. Participation	10%	Assessed throughout the term
2. Journals	10%	Two (2 @ 5%) unscheduled journals
3. Mid-Term Paper Outline	5%	Monday, May 23 rd
4. Mid-Term Paper	15%	Monday, June 6 th
5. CAPSTONE PROJECT		
a. 2 Progress Reports (1 st @ 7%, 2 nd @ 8%)	15%	June 8 th and June 20 th
b. Rubric Completion Assignment	10%	Wednesday, June 15 th
c. Self- and Peer Assessment	10%	Wednesday, June 29 th
d. Capstone Project Delivery	25%	Wednesday, June 29 th

ASSESSMENT DESCRIPTION and RATIONALE**1. Participation – 10%****Assessed throughout the term**

In an interactive learning environment, participation is crucial. It is significant not just in terms of sustaining your engagement (and consciousness!), but as a means by which we can all benefit from one another's ideas and strengths, and can assist one another in the development of others. Moreover, research tells us that we retain 50 to 75% of what we learn by doing, as opposed to the 30% or less that we retain by passively taking information in. As a result, a wealth of opportunities for you to actively participate in class – both independently and in small and large groups – will be facilitated for you to learn in throughout the term. Your participation will be assessed in terms of your qualitative degree of engagement with course materials and your interaction with others in a manner that demonstrates insight, awareness, and critical thinking. It should be noted that spontaneous or informal expressions of participation (in spoken or written form) need not be well thought out in order to evidence insight, awareness, and critical thinking skills. In my experience, these qualities are often best demonstrated by students who are inquisitive, courageous enough to express their ideas and uncertainties, and who, when so doing, demonstrate respect for the same of others.

2. Journals (in-class) – 10% (2 x 5%)**Unscheduled throughout the term**

Twice throughout the semester, students will be asked to journal, in-class, about issues raised in our readings, discussions, and/or in the social world. These journals will not be scheduled in advance, but will instead be prompted by various intersections between readings, matters raised in class and/or in the world around us. Students are permitted the opportunity to make up *one* journal entry should they miss a class in which a journaling assignment takes place. Further information about these journals will be provided in class.

3. Mid-Term Paper Outline – 5%**Monday, May 23rd**

For your mid-term paper, you will be expected to critically analyze a segment of talk about sexual assault that builds upon the insights and ideas that you have developed in class so far. This assignment, in which you are to prepare a brief outline of your mid-term paper, will therefore allow you an opportunity to think about and tentatively plan out your paper and to benefit from some preliminary feedback about the approach that you plan to take in your paper.

While your outline might include ideas-in-progress, it must, at minimum, include a basic transcription of the talk that you will be analyzing, the academic sources (a minimum of two) that you will be engaging with, and the argumentative thread that will run throughout your mid-term paper. Note that you are not required to use academic resources outside of those that are noted on this Course Syllabus.

The talk that you analyze must be no longer than 400 words in length (exceptions can be made with permission that you have sought and secured before submitting this assignment), and must come from a source that is publicly accessible and free (is of no cost to access) that you properly cite and reference. The entire segment of talk that you plan to use must be presented as part of this outline. If the talk is from an audio or video source, you must both indicate how to access the audio/video recording *and* transcribe the talk for this assignment and for the paper itself, or reproduce, cite and reference, another's transcription of it. (For examples of talk, see paragraph three under course rationale and description, on page 1.)

The outline should include a title page, complete with course and instructor information, your name, student ID number, and the submission date. The next page of the outline should include a transcription of the talk that you plan to analyze, and the following page(s) should present (1) a brief discussion about how and/or why you selected this talk, and (2) a description of the trajectory of your analysis. Your outline must be typed, double spaced, and conform to APA (6th edition) citation and referencing standards. Further details about this assignment will be provided in class. Please note that the services provided by Writing Support, part of the Student Success Centre, are available to students who would like further assistance with their work (for more information about Writing Support, see https://www.ucalgary.ca/ssc/writing_support/overview). This assignment will be discussed further, in class.

4. Mid-Term Paper – 15%

Monday, June 6th

Your mid-term paper – which will involve a critical analysis of the segment of talk that you have selected – should reflect your thinking and engagement with the work that we have undertaken in class, as well as your integration of the feedback that you have received in response to your outline. The paper should be between 1,500 and 2,000 words in length, and include a title page complete with course, instructor, and word count information, as well as your name, student ID number, and the submission date. A properly formatted reference list documenting a *minimum of two academic references* should also be included. (Again, as is noted above, you are not required to engage with academic sources outside of those noted in this Course Syllabus.) Your paper must be typed, double spaced, and conform to APA (6th edition) citation and referencing standards. Further details about the paper will be provided in class. Please note that the services provided by Writing Support, part of the Student Success Centre, are available to students who would like further assistance with their work (see https://www.ucalgary.ca/ssc/writing_support/overview for more information about Writing Support). This assignment will be discussed in greater detail, in class.

CAPSTONE PROJECT

The interactive learning, reading, and collaborating that you will do throughout the semester will serve you well in terms of generating your Capstone Project! In this final project, you are invited to work in groups (of 2 to 4 people) or to work independently to demonstrate the skills and abilities with respect to critically engaging with and analyzing talk about sexual assault that you have honed throughout the term. Your Capstone Project should centrally concern and focus upon talk about sexual assault, and draw upon a minimum of 4 academic sources that we have worked with this term. You are welcome to display your skills and abilities in one of several formats that will be delivered on the last day of classes (Wednesday, June 29th) before your classmates, and, potentially, before other members of the University and broader community as well. On this day, we will showcase our teaching and learning achievements, and celebrate, as a group, your individual and collective growth in this course!

Further details about all elements of the Capstone Project will be provided in class, throughout the term.

Let your analytic strengths and your creative expression be your guide in determining which of the following formats you will use to reflect your learning:

- **Live Presentation** – this format includes, but is not limited to, presentations that are delivered in the style of Ted Talks, as spoken word poetry, or in Prezziis, PowerPoint or Keynote presentations (a maximum of 10 minutes in length). Capstone Projects delivered as presentations require that presenters are prepared to discuss their presentation and field questions from audience members.
- **Papers** – this format includes, but is not limited to, a project that takes the form of a newspaper or magazine article, or an academic journal article (a maximum of 3,500 words). Capstone Projects delivered as papers require that the student authors be prepared to speak informally about their paper by, for example, briefly summarizing their paper, discussing it with others, and fielding questions about it.
- **Posters** – this project format includes, but is not limited to, a project that is presented as an infographic, a visual essay, a conference poster, or presented as a sexual assault awareness and/or prevention campaign-oriented poster. Capstone Projects delivered as posters require that the students who crafted posters accompany them, are prepared to discuss their posters with observers, and are prepared to field observers' questions.
- **Videos** – this final project format includes, but is not limited to, presenting your final work in the form of a documentary short, a parody, or a public service announcement (a maximum of 5 minutes in length).

Capstone Projects delivered as videos require that the students who create videos introduce them, are prepared to discuss their videos with viewers, and will stand by to field viewers' questions.

- Because I want to privilege delivery formats that best reflect your analytic capacities and preferred expressive mediums, I will consider proposals to use a project delivery format not reflected above. Proposals to use alternative delivery formats *must* be advanced first in writing and then discussed with me, in person. Please note that not all alternative Capstone Project Delivery proposals will result in permission granted.

Your Capstone Project will involve several graded components. For each component, detailed rubrics (also understood as a grading scheme, or a summary of assessment criteria) will be provided to you a minimum of 1 week before the component is due. A detailed rubric for the Capstone Project Delivery will be provided to you a minimum of 3 weeks before it is due.*

a. Two Progress Reports – 1st @ 7%, 2nd @ 8% Wednesday, June 8th and Monday, June 20th

These project reports will detail your progression through the Capstone Project planning process. Your reports should include the following sections:

- *Scope and Purpose*: speak to the parameters and aim of your Capstone Project;
- *Resources*: list the academic and non-academic (re)sources that you are drawing upon, as well as any material (e.g., projector, computer, speakers, etc.) that will be required to deliver your Capstone Project;
- *Progress*: describe the pace and progress of the work (including the division of labour should you choose to work in a group);
- *Remaining Work*: assess what remains to be done;
- *Advice Sought*: directly solicit my advice on matters/areas of concern; and,
- *Expected Outcome*: detail what you envision delivery of your Capstone Project to look like.

Please note that if the nature of your Capstone Project shifts somewhat between your first and second progress report, this is also evidence of progress! You are not expected to stay committed to a trajectory of progression that does not work for you (and/or your group). Note also that only one progress report per group, per reporting period, is required (each group member need not submit a separate report). Unless otherwise advised, all group members will receive the same grade.

b. Rubric Completion Assignment – 10% Wednesday, June 15th

*As is evidenced (above) in your ability to choose what kind of final project to undertake, and in the responsibility you are accorded to engage in self- and peer assessment (below), this Capstone Project is a collaborative effort, where your participation moves beyond just learning and extends into evaluation as well. To that end, you will also share in determining the criteria for how your Capstone Project will be assessed. While I will determine five of the eight evaluative criteria used to grade your Capstone Project, this assignment invites you (and your group, should you choose to be part of one) to participate in determining the other three criteria. In other words, you will participate in the construction of your Capstone Project Rubric. This opportunity both offers you a voice in your evaluation, and works toward ensuring fairness in grading among the different Capstone Project Delivery formats. You will be graded based upon the relevance and applicability of the criteria (rubric) that you create. As is the case with the Progress reports, note that only one Rubric Completion Assignment is to be submitted, per group. Unless otherwise advised, all group members will receive the same grade. (For further information about, and examples of, rubrics, see: http://werkland.ucalgary.ca/tandl/resources/rubrics#quickset-field_collection_quicktabs_3, and <https://www.ucalgary.ca/contedinstructors/instructional-resources/evaluation-and-assessment>.)

c. Self- and Peer Assessment – 10% Wednesday, June 29th

Part of the grade that you receive for your Capstone Project involves self- and peer assessment. On the day you deliver your Capstone Project, you will also submit an assessment of your own work on the Capstone Project, and a brief assessment of your peers' work. Your Assessment grade is determined by an average of all submitted assessments (your self-assessment and your peers' assessments of your work), as well as my review of the submitted assessments.

If you choose to work independently on your Capstone Project, your Assessment grade will be determined by your Self-Assessment and my assessment of your progression through the project.

d. Capstone Project Delivery – 25%**Wednesday, June 29th**

As is indicated above, I will determine five of the eight criteria in terms of how your grade will be achieved for this project, and in the Rubric Completion Assignment, you (and your group, if you choose to be part of one) will help determine what the remaining three criteria will consist of.

Delivery of all Capstone Projects should include an abstract that briefly describes your project, outlines its scope and purpose, notes the principal academic (and, where relevant, non-academic) resources that you drew upon, and how they influenced your work. This abstract should be between 250 and 500 words in length. The abstract should be typed and single spaced, printed two lines beneath the centred and bolded title of your project, and should include your name and the name(s) of the student(s) who prepared it two lines below the abstract. These abstracts will be posted beside students' work on the last day of classes when all Capstone Projects are being delivered, and then submitted to me when class is over. Unless otherwise advised, all group members will receive the same grade.

Please also note that I will have your Capstone Project Delivery assignments ready for pick up by **Monday, July 18th**. Students wishing to pick up their assignments should contact me so that we can make arrangements to meet. If you do not plan to be on campus at this time and would prefer to have your assignment mailed to you, please attach a stamped and self-addressed envelope to your paper, and I will mail it back to you.

GRADING SCALE

Grades are assigned and will be submitted to the registrar based on the following grading scale:

A+	95 – 100%	B+	80 – 84%	C+	67 – 69%	D+	55 – 58%
A	90 – 94%	B	75 – 79%	C	63 – 66%	D	50 – 54%
A-	85 – 89%	B-	70 – 74%	C-	59 – 62%	F	< 50 %

READING SCHEDULE

In what follows below I have listed, in chronological order, the course readings by theme and date. First, I describe the theme of the readings and the course week(s) in which they fall, and the kinds of theme-relevant questions that you should contemplate as you take up these (and future) readings. Next, I note the date in which specific materials will be covered and list each of the readings that you are expected to do for that class. For every article or chapter listed, I provide you with a few key considerations (relevant to the course) that you should be able to speak about after you have done the reading (in essence, this should help you know what, when reading the articles, you should aim to take away from them). I then provide you with an active link to the reading, or note that the material is posted in D2L. On page 15 of this Syllabus, under "Suggested Readings," I list further resources relevant to those that we take up that day in case you wish to pursue ideas of this sort in your paper and/or in your Capstone Project.

WEEK 1 • AN INTRODUCTION TO TALK ABOUT SEXUAL ASSAULT

The readings this week are intended to provide you with a sampling of the kinds of analyses and considerations that will thread through this course. As you take up these readings (and those that we will subsequently take in), you might reflect upon the following questions:

- Why does it matter how we talk about sexual assault?
- What theoretic and methodological tools can we use to analyze talk about sexual assault?
- How are considerations like power and context manifest in talk about sexual assault?

Please note that while the following readings are scheduled for the second class of the term, you are welcome, and indeed encouraged, to begin these readings before the first class to give you a sense of the kind of material we will be taking up.

Wednesday, May 11 • Talk About Sexual Assault

1. Parker & Mahlstedt (2010), *Language, power, and sexual assault: Women's voices on rape and social change*, pp. 139-163

TALK ABOUT SEXUAL ASSAULT: SIGNIFICANCE AND SOCIAL CHANGE

- the importance of naming
- the significance of the words we use/choose
- power and context

See document posted on D2L

2. Anderson & Doherty (2008) *Rape-supportive culture and the rape victim*, pp. 1-24
 THE SOCIAL PRODUCTION AND SOCIAL LEGITIMATION OF RAPE
 - . heterosexuality and gender, rape culture
 - . what “counts” as rape, who “counts” as rape victims
 - . how denials are done, secondary victimization, (barriers to) reporting**See document posted on D2L**

3. Stringer (2014), *Vulnerability after wounding: Feminism, rape law, and the differend*, pp. 148-168
 THE PARAMETERS OF VICTIM RECOGNITION
 - . definitions of victims and the differend
 - . conceptualizing vulnerability
 - . the “victim-bad/agent-good” formulation<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/526048#>.

WEEK 2 • WHAT AND HOW ARE THINGS BEING SAID IN TALK ABOUT SEXUAL ASSAULT?

This week we contemplate *what* is being said in talk about sexual assault, as well as *how* things are said. Accordingly, as you take on these and future readings of talk about sexual assault, you might consider questions such as the following:

- What is being said in this talk? How are things being said?
- What are the implications for individuals, and for society, that may be produced when talking this way?
- In this talk, what might have been said, but was not? How might alternative ways of speaking change things?

Monday, May 16 • Considering the Words We Use/Choose

1. Wood & Rennie (1994), *Formulating rape: The discursive construction of victims and villains*, pp. 125-148
 CONSTRUCTING SELVES AND OTHERS IN TALK ABOUT RAPE
 - . naming and describing (or not) rape
 - . rapists, victims, and agents
 - . the implications of naming and describing practices<http://das.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/5/1/125>

2. Coates, Bavelas, & Gibson (1994), *Anomalous language in sexual assault trial judgments*, pp. 189-206
 TALK ABOUT SEXUAL ASSAULT AS CONSTRUCTIVE NOT ‘MERELY’ DESCRIPTIVE
 - . terminological distinctions and their consequentiality
 - . agentlessness and its function
 - . interpretative repertoires<http://das.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/5/2/189>

3. Hamby & Koss (2003), *Shades of gray: A qualitative study of terms used in the measurement of sexual victimization*, pp. 243-255
 METHODS AND THE CONSTRUCTION OF OBJECTIVE KNOWLEDGE
 - . academic/legal vs. behaviourally specific terminology
 - . gender, race, ethnic, and socioeconomic differences
 - . the synonymousness of synonyms<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=10531806&site=ehost-live>

Wednesday, May 18 • The Harms That Words Can Do

1. Katz (2006), *Male-bashing?* pp. 73-89
 LANGUAGE AND SOCIAL LICENSE
 - . silencing effects, focus of harm
 - . gender differences
 - . terminologies and clichés**See document posted on D2L**

- Jervis (2008), *An old enemy in a new outfit: How date rape became gray rape and why it matters*, pp. 163-170

(RE)NAMING EXPERIENCES

- . positioning women's sexuality and sexual desire
- . ways of engaging in victim-blaming
- . feminism and backlash

See document posted on D2L

WEEKS 3 & 4 • WHERE AND WHY IS TALK ABOUT SEXUAL ASSAULT TAKING PLACE?

For the next three classes, our focus will be upon *where* talk about sexual assault takes place, and *why*. With this focus in mind, you might approach talk about sexual assault and our readings for these classes with questions like the following, in mind.

- Where, in time and in space, are people talking?
- Why are they talking about sexual assault?
- What are the implications for individuals, and for society, that flow from the things said in this specific context, for these reasons?

Monday, May 23 • Misunderstanding...Really?

- Crawford (1995), *Two sexes, two cultures*, pp. 86-128

I DON'T UNDERSTAND YOU, I DON'T SPEAK WO/MAN

- . two cultures approach
- . the rhetorical power of gender difference
- . the implications of the miscommunication model

See document posted on D2L

- Kitzinger & Frith (1999), *Just say no? The use of conversation analysis in developing a feminist perspective on sexual refusal*, pp. 293-316

NO IS A COMPLETE(LY RUDE) SENTENCE

- . features of culturally normative refusals
- . doing refusals and gender
- . the implications of 'just say no' advice

<http://das.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/10/3/293>

- O'Byrne, Rapley, & Hansen (2006), *"You couldn't say 'no', could you?": Young men's understandings of sexual refusal*, pp. 133-154

MANY MANIFESTATIONS OF REFUSAL

- . the goals of refusals, the difficulty in performing refusals
- . performing gender
- . implications for sexual assault avoidance and prevention

<http://fap.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/16/2/133>

Wednesday, May 25 • Dominant Discourses

- Thapar-Björkert & Morgan (2010), *"But sometimes I think...they put themselves in the situation": Exploring blame and responsibility in interpersonal violence*, pp. 32-59

CONTRADICTIONARY AND CONFLICTING TALK

- . ideological dilemmas
- . normalizing judgments, institutional discourses
- . culture of resignation

<http://vaw.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/16/1/32>

Monday, June 6 • Concealing Men's Perpetration of Sexual Assault Against Women

1. Romito (2008), *Introduction*, p. 1-10
TALKING ABOUT VIOLENCE AGAINST WOMEN
 - . breaking the silence
 - . talking about [male] violence
 - . change and resistance**See document posted on D2L**
2. Lea & Auburn (2001), *The social construction of rape in the talk of a convicted rapist*, pp. 11-33
MINIMIZATIONS AND DENIALS
 - . practical ideologies
 - . a discursive approach
 - . ambiguous, passive, and contrasting constructions<http://fap.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/11/1/11>
3. Ehrlich (2001), *'My shirt came off...I gather that I took it off': The accused's grammar of non-agency*, pp. 36-61
(DE)CONSTRUCTING AGENCY
 - . versions of reality
 - . mitigating, diffusing, obscuring, eliminating agency
 - . grammar of non-agency**See document posted on D2L**

WEEKS 4 & 5 • WHO IS SPEAKING, AND WHEN IS TALK ABOUT SEXUAL ASSAULT TAKING PLACE?

Over the next two classes, we will focus upon *who* is speaking, and *when* (in what socio-historic context), she/he/they are speaking. You might therefore contemplate talk about sexual assault and the readings for these classes while thinking about the kinds of questions noted below.

- Who is speaking? Who is hearable? Who is not?
- When, or in what socio-historical context, are speakers talking, and how might this context differ from past contexts or from contexts in the imagined future?
- What are the implications for individuals, and for society, in terms of who speaks, who is hearable and who is not, and when this talk takes place?

Wednesday, June 8 • Listening to Nobody and to Jane Doe

1. L'Heureux-Dubé (2001), *Outsiders on the bench: The continuing struggle for equality*, pp.15-30
JUDGMENTS ABOUT GENDER
 - . judicial activism, impartiality, and bias
 - . gender, judgment, and equality
 - . outsiders on the inside<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/wiswo16&collection=journals&id=21>
2. Doe (2003), *What's a Gentleman Rapist?*, pp. 34-46
DISCURSIVE RESISTANCE
 - . buddy
 - . recording talk
 - . "a real rape"**See document posted on D2L**

Monday, June 13 • Speaking and Hearability

1. Gotell (2008), *Rethinking affirmative consent in Canadian sexual assault law: Neoliberal sexual subjects and risky women*, pp. 865-898
VULNERABLE WOMEN ARE MOST PROTECTED IF THEY DISAPPEAR
 - . affirmative consent
 - . discourses of risk and responsabilization
 - . the "risky woman"http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/aklr41&start_page=865&collection=journals&set_as_cursor=0&men_tab=srchresults&id=873

2. Strega et al. (2014), *Never innocent victims: Street sex workers in Canadian print media*, pp. 6-25
THE SPEAKABILITY AND HEARABILITY OF STREET SEX WORKERS
 - . vermin to victim
 - . "family values" discourse
 - . street, risk, and lifestyle (not perpetrators) victimize women<http://vaw.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/20/1/6>
3. Dragiewicz (2000), *Women's voices, women's words: Reading acquaintance rape discourse*, pp. 194-221
BACKLASH IN MULTIPLE DISCURSIVE FORMS
 - . acquaintance rape discourse
 - . four discursive tactics that sustain existing power relations
 - . backlash discourses**See document posted on D2L**

WEEKS 5 & 6 • GENDER AS A BACKGROUND SCHEMA IN TALK ABOUT SEXUAL ASSAULT

For the following two classes, gender in talk about sexual assault is in focus. As you take up the readings for these classes, and reflect upon earlier readings, you might think about questions such as those noted below:

- How are assumptions about gender manifest in talk about sexual assault?
- What do these assumptions consist of?
- What do these assumptions accomplish?

Wednesday, June 15 • Reversing Gender

1. Gavey (2005), *Turning the tables? Women raping men*, pp. 193-213
BRINGING GENDER FOREFRONT
 - assumptions of gender sameness
 - illumination of gender reversal
 - male sexual drive discourse and its implications for men**See document posted on D2L**
2. Gotell (2012), *Third-wave anti-rape activism on neoliberal terrain: The Garneau Sisterhood*, pp. 243-265
CALLING OUT RAPESTS VERSUS RESPONSIBILIZING WOMEN
 - . the social problem of sexual violence and neoliberal rape prevention
 - . gendered risk management
 - . gaze reversal<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=256&docID=10640196&tm=1461000422608>

Monday, June 20 • Deploying Gender

1. Wowk (1974), *Blame allocation, sex and gender in a murder interrogation*, pp. 75-82
GENDER AS AN IMPLICIT FRAMEWORK
 - . gender as background schema
 - . sexual politics
 - . the function of categories<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/0277539584900876>
2. Berns (2001), *Degendering the problem and gendering the blame: Political discourse on women and violence*, pp. 262-281
GENDER RHETORIC
 - . patriarchal-resistance discourse
 - . degendering the problem
 - . gendering the blame<http://www.jstor.org/stable/3081847#.VyYGqfj3H4E>

*See an abbreviated version of this reading schedule is on page 14, "Course-at-a-Glance"

COURSE POLICIES

A Respectful Environment

Students' involvement, participation, and well-being in the classroom are contingent upon the sustained cultivation of a respectful environment. *At all times*, students are to engage with one another, and myself, in a respectful manner. Language and/or behaviour that compromises this environment will not be tolerated, and may result in students being asked to leave the classroom and/or the course entirely.

Email Correspondence

I welcome discussion with you, and am pleased to be of assistance in helping facilitate your learning of the course material. Like everyone else, however, I too am extremely busy when not in the classroom. As a result, if you have a list of and/or lengthy questions and/or concerns about course material and/or assignments, you should schedule an appointment with me.

I do not tend to visit my University of Calgary email account more than once a per day, but I will do my best to respond to your electronic inquiries at that time. Please be advised that this means that it is unlikely that emails requiring an instant response will be responded to immediately. This also means that emails that you send to me the night before or the morning of class might not be addressed before we meet.

If you have a question that might be answered by consulting the course syllabus, you should review this syllabus first. Questions that can be answered by consulting the course syllabus will therefore not be answered. You should also note that emails lacking structure (including a subject, greeting/address, a body, and a clearly identified author) will not receive a response. You should be advised not to use language or tone in emails that you would not use when speaking with me in person. Authors of emails involving questionable tone or language will be called in and asked to read said electronic communication aloud to myself and/or to the Department Head.

Submission of Assignments

Assignments must be submitted to me, in person, during classroom hours or at a scheduled appointment. If you are unable to attend class, please make arrangements to have a classmate submit your assignment for you, and please seek confirmation from me that I received it. If this is not possible, please email me *in advance* to make alternative arrangements. *Do not* email assignments to me, drop off assignments at the Sociology Department Office (see Department Policies below), or stuff assignments underneath my office door. Assignments submitted this way will continue to be counted as late until they are delivered to me in person, during classroom hours or at a scheduled appointment.

The "Late Bank"

Students have, at their dispense, 3 "no cost" late days in their "late bank." These no cost late days can be used individually or consecutively, on assignments in which – for whatever reason (no explanations necessary) – she/he/they will submit an assignment late. The late bank can be used for the Mid-Term Paper Outline, the Mid-Term Paper, the Rubric Completion Assignment, and/or for the Progress Reports. The late bank cannot be used with Participation or Journal assignments, with the Self- and Peer Assessments, or with Capstone Project Delivery.

In order to use one or more of these no cost late days, students must speak with or email me by or on the day in which the assignment is due, to (1) indicate how many of the banked days will be used and (2) to make arrangements with me about how to submit the assignment. When no cost late days are used, late penalties will not be applied. Please note: late bank days cannot be pooled. As a result, when late bank days are used by groups (e.g., if you are part of a group submitting a Progress Report and/or the Rubric Completion Assignment late), each member of the group is understood to use the same number of late bank days as are used by her/his/their fellow group members. Groups wanting to use late bank days must follow steps (1) and (2) outlined above.

Late and Missed Assignment Submission Policies (when the late bank is not used)

The Mid-Term Paper Outline, the Mid-Term Paper, Progress Reports, and the Rubric Completion Assignment are due *at the beginning of class* on the dates noted herein unless otherwise specified. Assignments submitted after they are collected at the beginning of class will be considered one day late. Late submission of either/both assignment will result in a penalty of 15% (of the assignment's total value) per day. Late submission of Self- and Peer Assessments and of the Capstone Project Delivery will result in a penalty of 25% (of the assignment's total value) per day. Assignments that are worked on during (rather than before) class will result in an automatic grade of zero.

Please note: to receive a late grade, you must make arrangements with me about how to submit the assignment. Assignments submitted in the absence of arrangements may be subject to a grade of zero.

The in-class journal assignments are unscheduled and are to be completed in the class time assigned to it. Students who miss one or more of these assignments will be permitted *one* opportunity to make up a single missed journal assignment during a time that you have arranged with me, and a new subject for that journal will be assigned. Journal assignments submitted in the absence of arrangements made with me will be subject to a grade of zero.

Use of Wireless Laptop Computers, Cell Phones, and Other Technology in Class

You are permitted the use of a wireless laptop during class for class purposes. You are reminded to silence your cell phone and to refrain from using it during class except for emergency purposes. I trust that you are a responsible adult and will make responsible decisions in terms of your use of technology unless I am led to believe otherwise. In such cases, if you use your laptop, cell phone, and/or other technology in class in a way that disrupts or disturbs others (including me), you will be asked to surrender said technology for the duration of the class and/or asked to leave, and you may no longer be permitted the use of said technology in the classroom at later dates.

Grade Reappraisals

Within two weeks of the returned assignment, if you are seeking a grade reappraisal, you must submit a written request for reappraisal to me in which you offer a detailed rationale in terms of why I should re-evaluate your grade. You should then book a time to meet with me to discuss your work and rationale, and I will then take all things into account and reconsider the grade that I originally assigned to you. It should be noted that this reappraisal process might result in a grade that is raised above, lowered from, or the same as, the originally assigned grade. For reassessment of students Final Grades, please see "Reappraisal of Final Grade" in the University Calendar, at <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>.

DEPARTMENT OF SOCIOLOGY and UNIVERSITY OF CALGARY POLICIES

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point by the Scurfield Atrium. For a map, see: <http://www.ucalgary.ca/emergencyplan/node/75>.

Deferrals

If at all possible you must provide *advance* notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. *Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.*

Deferred Term Work Form

Deferral of term work past the end of a term also requires a form to be filled out. It's available at: http://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf. Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Ethics Research

Students are advised that *any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee.* In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor to determine if ethics approval is required.

Academic Misconduct

Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar for a description of Student Misconduct (found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>), where students will also find a Statement of Intellectual

Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. *Written assignments must be returned to students individually, during class, or during an appointment with the instructor;* if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. *For Campus Security/Safewalk call (403) 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.*

Academic Accommodation

Students requiring academic accommodation because of a Disability or medical condition need to communicate this need to Student Accessibility Services according to procedure, found at: ucalgary.ca/policies/files/policies/student-accommodation-policy. The student accommodation policy can be found at ucalgary.ca/access/accommodations/policy. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. *It is a student's responsibility to request academic accommodation, if it is required.*

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. *Papers will not be accepted in the main Sociology Department office.*
2. *Final papers will not be returned through the main Sociology Department office.* The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

Student Representation

The 2015-16 Students' Union VP Academic is Stephan Guscott: email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

COURSE AT A GLANCE*

WEEK	DATE	THEME + READINGS	ACCESS
WEEK 1	Monday 5.9	AN INTRODUCTION TO... The instructor, each other, course expectations, and to talk about sexual assault	(n/a)
	Wednesday 5.11	TALK ABOUT SEXUAL ASSAULT 1. Parker & Mahlstedt (2010), <i>Language, power, and sexual assault: Women's voices on rape and social change</i> , pp. 139-163 2. Anderson & Doherty (2008) <i>Rape-supportive culture and the rape victim</i> , pp. 1-24 3. Stringer (2014), <i>Vulnerability after wounding: Feminism, rape law, and the differend</i> , pp. 148-168	1. D2L 2. D2L 3. link
WEEK 2	Monday 5.16	CONSIDERING THE WORDS WE USE/CHOOSE 1. Wood & Rennie (1994), <i>Formulating rape: The discursive construction of victims and villains</i> , pp. 125-148 2. Coates, Bavelas, & Gibson (1994), <i>Anomalous language in sexual assault trial judgments</i> , pp. 189-206 3. Hamby & Koss (2003), <i>Shades of gray: A qualitative study of terms used in the measurement of sexual victimization</i> , pp. 243-255	1. link 2. link 3. link
	Wednesday 5.18	THE HARMS THAT WORDS CAN DO 1. Katz (2006), <i>Male-bashing?</i> pp. 73-89 2. Jervis (2008), <i>An old enemy in a new outfit: How date rape became gray rape and why it matters</i> , pp. 163-170	1. D2L 2. D2L
WEEK 3	Monday 5.23	MID-TERM PAPER OUTLINE DUE (5%) MISUNDERSTANDING...REALLY? 1. Crawford (1995), <i>Two sexes, two cultures</i> , pp. 86-128 2. Kitzinger & Frith (1999), <i>Just say no? The use of conversation analysis in developing a feminist perspective on sexual refusal</i> , pp. 293-316 3. O'Byrne, Rapley, & Hansen (2006), <i>"You couldn't say 'no', could you?": Young men's understandings of sexual refusal</i> , pp. 133-154	1. D2L 2. Link 3. link
	Wednesday 5.25	DOMINANT DISCOURSES 1. Thapar-Björkert & Morgan (2010), <i>"But sometimes I think...they put themselves in the situation": Exploring blame and responsibility in interpersonal violence</i> , pp. 32-59	1. link
CONGRESS – NO CLASSES			
WEEK 4	Monday 6.6	MID-TERM PAPER DUE (15%) CONCEALING MEN'S PERPETRATION OF SEXUAL ASSAULT AGAINST WOMEN 1. Romito (2008), <i>Introduction</i> , p. 1-10 2. Lea & Auburn (2001), <i>The social construction of rape in the talk of a convicted rapist</i> , pp. 11-33 3. Ehrlich (2001), <i>'My shirt came off...I gather that I took it off': The accused's grammar of non-agency</i> , pp. 36-61	1. D2L4 2. Link 3. D2L
	Wednesday 6.8	CAPSTONE PROJECT PROGRESS REPORT ONE DUE (7%) LISTENING TO NOBODY AND TO JANE DOE 1. L'Heureux-Dubé (2001), <i>Outsiders on the bench: The continuing struggle for equality</i> , pp.15-30 2. Jane Doe (2003), <i>What's a Gentleman Rapist?</i> , pp. 34-46	1. link 2. D2L
WEEK 5	Monday 6.13	SPEAKING AND HEARABILITY 1. Gotell (2008), Rethinking affirmative consent in Canadian sexual assault law: Neoliberal sexual subjects and risky women, pp. 865-898 2. Strega et al. (2014), <i>Never innocent victims: Street sex workers in Canadian print media</i> , pp. 6-25 3. Dragiewicz (2000), <i>Women's voices, women's words: Reading acquaintance rape discourse</i> , pp. 194-221	1. Link 2. link 3. D2L
	Wednesday 6.15	CAPSTONE PROJECT RUBRIC COMPLETION ASSIGNMENT DUE (10%) REVERSING GENDER 1. Gavey (2005), <i>Turning the tables? Women raping men</i> , pp. 193-213 2. Gotell (2012), <i>Third-wave anti-rape activism on neoliberal terrain: The Garneau Sisterhood</i> , pp. 243-265	1. D2L 2. link
WEEK 6	Monday 6.20	CAPSTONE PROJECT PROGRESS REPORT TWO DUE (8%) DEPLOYING GENDER 1. Wovk (1974), <i>Blame allocation, sex and gender in a murder interrogation</i> , pp. 75-82 2. Berns (2001), <i>Degendering the problem and gendering the blame: Political discourse on women and violence</i> , pp. 262-281	1. link 2. link
	Wednesday 6.22	class time devoted to capstone project work and preparation	(n/a)
WEEK 7	Monday 6.27	class time devoted to capstone project work and preparation	(n/a)
	Wednesday 6.29	SELF- AND PEER ASSESSMENT DUE (10%) CAPSTONE PROJECT DELIVERY (25%)	(n/a)

*recall that student participation (10%) is assessed throughout the term, and that 2 unscheduled journals (10% total) will be assigned

SUGGESTED READINGS

WEEK 1 • AN INTRODUCTION TO TALK ABOUT SEXUAL ASSAULT	
TALK ABOUT SEXUAL ASSAULT	<p>Alcoff & Gray (1993), <i>Survivor discourse: Transgression or recuperation?</i>, pp. 260-290 http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1300111676?accountid=9838</p> <p>Bielski (2016), <i>The problem with using the word 'tryst' to describe the sexual abuse of a 13-year-old</i>, webpage http://www.theglobeandmail.com/life/relationships/the-problem-with-using-the-word-tryst-to-describe-the-sexual-abuse-of-a-13-year-old/article28027483/</p> <p>Spry (1995), <i>In the absence of word and body: Hegemonic implications of "victim" and "survivor" in women's narratives of sexual violence</i>, webpage http://go.galegroup.com.ezproxy.lib.ucalgary.ca/ps/i.do?id=GALE%7CA18499210&v=2.1&u=ucalgary&it=r&p=AONE&sw=w&asid=ae58e0cd9c55d44e3abe79849462bf5e</p>
WEEK 2 • WHAT AND HOW ARE THINGS BEING SAID IN TALK ABOUT SEXUAL ASSAULT?	
CONSIDERING THE WORDS WE USE/CHOOSE	<p>Bavelas & Coates (2001), <i>Is it sex or assault? Erotic versus violent language in sexual assault trial judgments</i>, pp. 29-40 http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1023/A:1009477518196</p> <p>Chemaly, <i>Why rape euphemisms and myths are dangerous</i>, webpage www.rolereboot.org/culture-and-politics/details/2014-07-danger-rape-euphemisms-myths-classic-rapists-defiled-women-unpleasantness/</p> <p>Coates & Wade (2007), <i>Language and violence: An analysis of four discursive operations</i>, pp. 511-522 http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s10896-007-9082-2</p> <p>Fisher (2004), <i>Measuring rape against women: The significance of survey questions</i>, pp. 1-16 https://www.ncjrs.gov/pdffiles1/nij/199705.pdf</p> <p>Valenti (2014), <i>When you call a rape anything but rape, you are just making excuses for rapists</i>, webpage www.theguardian.com/commentisfree/2014/apr/24/rape-game-of-thrones</p>
THE HARMS THAT WORDS CAN DO	<p>Rosie (2015), <i>Words used to silence us - A glossary</i>, webpage makeeasammich.org/2012/11/08/words-used-to-silence-us-a-glossary/</p> <p>Zimmerman (2014), <i>Not all men: A brief history of every dude's favorite argument</i>, webpage time.com/79357/not-all-men-a-brief-history-of-every-dudes-favorite-argument/</p>
WEEKS 3 & 4 • WHERE AND WHY IS TALK ABOUT SEXUAL ASSAULT TAKING PLACE?	
MISUNDERSTANDING ...REALLY?	<p>Larcombe (2002), <i>The 'ideal' victim v. successful rape complainants: Not what you might expect</i>, pp. 131-148 http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1023/A:1016060424945</p>
DOMINANT DISCOURSES	<p>Lea (2007), <i>A discursive investigation into victim responsibility in rape</i>, pp. 495-514 http://fap.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/content/long/17/4/495</p>
CONCEALING MEN'S PERPETRATION OF SEXUAL ASSAULT AGAINST WOMEN	<p>Katz (2006), <i>The Macho Paradox</i> (book – on reserve)</p> <p>Matoesian (1993), <i>Reproducing rape: Domination through talk in the courtroom</i> (book – on reserve)</p> <p>O'Byrne, Hansen, & Rapley (2008), <i>'If a girl doesn't say 'no'...': Young men, rape and claims of 'insufficient knowledge'</i>, pp. 168-193 http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/resolve/doi?DOI=10.1002/casp.922</p> <p>Penelope (1990), <i>Speaking freely: Unlearning the lies of the fathers' tongues</i>, (book – on reserve)</p>
WEEKS 4 & 5 • WHO IS SPEAKING, AND WHEN IS TALK ABOUT SEXUAL ASSAULT TAKING PLACE?	
LISTENING TO NOBODY AND TO JANE DOE	<p>Ruparella (2012), <i>All that glitters is not gold: The false promise of victim impact statements</i>, pp. 665-700 http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=678&docID=10640196&tm=1460060248602</p>
SPEAKING AND HEARABILITY	<p>Jiwani & Young (2006), <i>Missing and murdered women: Reproducing marginality in news discourse</i>, pp. 895-917 http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/219564084?accountid=9838</p> <p><i>This is what a feminist slut looks like: Perspectives on the slutwalk movement.</i> (2015). (A. Teekah, E.J. Scholz, M. Friedman, & A. O'Reilly Eds.) (book – on reserve)</p>
WEEKS 5 & 6 • GENDER AS A BACKGROUND SCHEMA IN TALK ABOUT SEXUAL ASSAULT	
REVERSING GENDER	<p>Mooney (2006), <i>When a woman needs to be seen, heard and written as a woman: Rape, law and an argument against gender neutral language</i>, pp. 39-68 http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s11196-005-9010-9</p>
DEPLOYING GENDER	<p>Romito (2008), <i>A deafening silence: Hidden violence against women and children</i> (book – on reserve)</p>

RESOURCES IN SUPPORT OF STUDENT WELL-BEING

Calgary Communities Against Sexual Abuse (CCASA)

Offers 24-hour information and support for those with questions, for those experiencing crisis, and/or for those seeking support. CCASA is the primary sexual assault and sexual abuse crisis and education service provider for Calgary and surrounding areas.

403-237-5888 (24-hours)

<http://www.calgarycasa.com>

Connect Family & Sexual Abuse Network

Offers 24-hour access to comprehensive services and support for those impacted by domestic violence, sexual violence, and sexual abuse.

403-234-7233 (24-hours) – Call this number if you are experiencing or have questions about domestic and relationship abuse.

403-237-5888 (24-hours) – Call this number if you are experiencing or have questions about sexual abuse and sexual assault.

<http://www.connectnetwork.ca>

The Distress Centre

Offers confidential, non-judgmental 24-hour crisis support and access to free professional counselling for individuals, groups, and families. To make a confidential call or chat confidentially online, see below for contact information.

403-266-4357 (24-hours)

<http://www.distresscentre.com>

Calgary Counselling Centre

Offers counselling for individuals, youth and families, of all backgrounds.

403-691-5991 (see hours below)

Monday to Thursday – 8:30am to 7:30pm; Friday – 8:30am to 5pm; Saturday – 9am to 4pm

<http://www.calgarycounselling.com>

Calgary Immigrant Women's Association

Offers professional, culturally-sensitive counselling for immigrant women and their families who are experiencing transition challenges, relationship problems, abuse and trauma (see Family Conflict Program).

(403) 263-4414 (no hours listed)

<http://www.ciwa-online.com>

Calgary Sexual Health Centre

Offers information, support, and referrals by telephone to individuals who prefer to call or who are unable to access services in person. Counselling and education services available.

403-283-5580 (see hours below)

Monday to Thursday – 9am to 5pm; Friday – 9am to 4pm

<http://www.calgarysexualhealth.ca>

Eastside Family Counseling Centre

Offers no-charge, walk-in, single session counselling to individuals, couples and families. No appointment is necessary.

(403) 299-9699 (24-hours)

http://www.woodshomes.ca/site/PageNavigator/programs/crisis/programs_eastside.html

Wellness Centre at the University of Calgary

Offers a student-centred approach to comprehensive, holistic and accessible programs and services to foster all dimensions of wellness. Provides confidential counselling services to students via scheduled appointments and drop-in services that are free of charge to you (covered through student fees).

403-210-9355 (see hours below)

Monday to Thursday – 9am to 7pm; Friday – 9am to 4:30pm

Evening practitioners are available (contact 403-210-9355 during business hours to inquire).

<http://www.ucalgary.ca/wellnesscentre/>