

Feminist Engagement with Law: Challenging Gender-Based Violence
Women's Studies 3356
Winter 2021
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RB 2021

Course Description

The objectives of this course are: 1) for students to develop a critical analysis of policies, policing, and criminal processing of gender-based violence; and 2) for students to explore feminist responses/on-going protest in multiple forms. With an intersectional lens, we will focus on sexual assault, intimate partner violence, and missing and murdered Indigenous women (and men and children). The materials we will study are emotionally difficult and may be triggering for some. Self-care is important.

The format for the class will be that at the beginning of each unit, I will provide a summary lecture. This will be followed by discussion. After the first week of each of the three units, the entire class time will be spent in discussion. On the three lecture dates, I will give the lecture live on Zoom. I will tape the lecture and post it after class on D2L. Because I will be taping, I ask that you not ask questions during lecture if you have any concerns about your voice/question being taped. You may ask questions without fear of being taped once I finish the lecture and turn off the tape for discussion. Alternatively, you can ask questions during the lecture via the chat function on zoom. I remind all of you that the taped lectures are for this class ONLY. You are not to share the lectures with others.

Required Texts

You do not need to purchase any texts for this course. However, you may wish to purchase the book/film you will review for one of your assignments (list of choices below). Order such materials early as delivery may take a while.

Weekly readings are listed below. Do not be alarmed by the volume of material listed. Only some is required. **Required readings are listed first for each week: do them all.** The recommended materials are intended to provide you with a comprehensive bibliography for your own interest and reference. You should NOT expect to complete all the recommended material. Concentrate on reading/viewing some materials – at least one item per week from the recommended list. You should pick themes of most interest to you. Listen to your peers who will have read other things. Try to integrate the themes from all the readings and viewings.

NOTE: The reading list is a work in progress. You should feel free to post other things, from the media, or from other sources. D2L is great for sharing materials

and I am happy to see additions to the recommended readings, films, music, art, and podcasts.

The required readings are either listed with a link, available in the online journal collection, or posted on D2L. I indicate below where to find each reading. The locations of recommended articles are similarly indicated. I cannot provide copies of all the books, movies, and podcasts I recommend but many are readily available in the public domain. You may be asked to listen to music and view art. Resistance comes in many forms.

Evaluation

Seminar participation:	20%	(grade delivered in two portions of 10%)
Book or film review:	30%	Due: February 10 - week 5
Unit response journal:	40%	Due: March 17 - week 10
Creative portfolio:	15%	Due: March 31 - week 12

Participation

Discussions require that everyone participates (speaks, writes on D2L, and listens) in a meaningful and civil way. While there will be lots of disagreement and debate, everyone is expected to be respectful of others in the class. This requires that we listen to and value ideas and political positions that are different from our own. Personal attacks, gender and racial slurs, disrespectful comments on ability or sexuality, or other such behavior is not respectful, constitutes academic misconduct, and will not be tolerated. Please keep in mind that this is a scholarly environment.

Please note that I understand some students are very shy about speaking in class. However, you must listen attentively (and be careful that you are not doing things in the background on zoom that are distracting for others). I will post questions about the readings each week, and students may respond on D2L instead of speaking in class if they are more comfortable with this approach. You may also make comments and ask questions using the chat function on zoom. Ideal engagement will involve BOTH participation in class and online via D2L.

Participation grades will reflect attendance, willingness to contribute to class discussions, and ability to listen respectfully to others. A full mark out of 20 will be subtracted for each absence from class for which the student does not a) provide explanation in writing or b) provide alternative evidence of reading and participation by posting on D2L. Marks will be delivered twice, in sections of 10%, in order to provide feedback for improvement, and also to ensure that all students have received 25% of their final grade by the drop and add date, as per senate regulations.

Written Assignments

1. Book or Film/TV Review – due February 10, 2021

For this assignment, you may review any one of the following books, films, or podcasts:

Sexual Assault

Non-Fiction Books

- Jane Doe, *The Story of Jane Doe: A Book About Rape* (Vintage Books, 2004).
- Elaine Craig, *Putting Trials on Trial: Sexual Assault and the Failure of the Legal Profession* (McGill Queen's University Press, 2018).
- Chanel Miller, *Know My Name: A Memoir* (Viking Press, 2019).
- T. Christian Miller and Ken Armstrong, *Unbelievable* (Broadway Books, 2015).

Movies and TV

- *Unbelievable*, Netflix (2019).
- *The Hunting Ground*, directed by Kirby Dick (2015).
- *The Accused*, directed by Jonathon Kaplan (1988).

Novels

- Stieg Larsson, *The Girl with the Dragon Tattoo* (Penguin, 2008).
- Emma Donoghue, *Room* (Harper Collins, 2010).
- Amber Smith, *The Way I Used to Be* (Margaret McElderry Books, 2016).
- Chris Lynch, *Inexcusable* (Atheneum Books for Young Readers, 2007).

Podcasts

- BBC, *After: Surviving Sexual Assault*:
<https://www.bbc.co.uk/programmes/p07fzbg8>.

Intimate Partner Violence

Non-Fiction Books

- R.L. Snyder, *No Visible Bruises: What We Don't Know About Domestic Violence Can Kill Us* (Bloomsbury Publishing, 2019).
- Elizabeth Sheehy, *Defending Battered Women on Trial: Stories from the Transcripts* (University of British Columbia Press, 2014).
- Nancy Janovicek, *No Place to Go: Local Histories of the Battered Women's Shelter Movement* (Vancouver: University of British Columbia Press, 2007).

Movies and TV

- *The Burning Bed*, directed by Robert Greenwald (1984).
- *Fried Green Tomatoes*, directed by Jon Avnet (1991).

Novels

- Anna Quindlen, *Black and Blue* (Delta Fiction, 1998).
- Paula Hawkins, *The Girl on the Train* (Riverhead Books, 2015).
- Liane Moriarty, *Big Little Lies* (Penguin Books, 2014).
- Jane Harper, *The Lost Man* (Flatiron Books, 2018).

Podcasts

- Mo Blackwell, *Targeted: True Crime, Domestic Violence*:
<https://www.spreaker.com/show/targeted-podcast-true-crime-domestic-vio>.

Missing and Murdered Indigenous Women (and Men and Children)

Non-Fiction Books

- Sherene Razack, *Dying from Improvement: Inquests and Inquiries into Indigenous Deaths in Custody* (University of Toronto Press, 2015).
- Tanya Talaga, *Seven Fallen Feathers: Racism, Deaths, and Hard Truths in a Northern City* (House of Anansi, 2017).
- Kim Anderson, Maria Campbell and Christi Belcourt, eds., *Keetsahnak: Our Missing and Murdered Indigenous Sisters* (University of Alberta Press, 2018).
- Kent Roach, *Canadian Justice, Indigenous Injustice: The Gerald Stanley and Colten Boushie Case* (McGill Queen's University Press, 2019).
- Jessica McDiarmid, *Highway of Tears* (Penguin, 2019).
- Amber Dean, *Remembering Vancouver's Disappeared Women: Settler Colonialism and the Difficulty of Inheritance* (University of Toronto Press, 2015).
- Maggie De Vries, *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister* (Penguin, 2003).
- Leanne Betasamosake Simpson, *As We Have Always Done: Indigenous Freedom through Radical Resistance* 3rd edition (University of Minnesota Press, 2017).

Movies

- *The Body Remembers When the World Broke Open*, directed by Kathleen Hepburn and Elle-Maija Tailfeathers (2019).
- *Finding Dawn*, directed by Christine Welsh (2006).
- *Nipawistamasowin: We Will Stand Up*, directed by Tasha Hubbard (2019).

Novels and Poetry

- Katherena Vermette, *The Break* (House of Anansi, 2016).
- Gregory Scofield, *Witness, I Am* (Nightwood Editions, 2016).

Podcasts

- CBC, *Boushie*: <https://www.cbc.ca/listen/cbc-podcasts/180-boushie>.
- CBC, *Missing and Murdered*: <https://www.cbc.ca/listen/cbc-podcasts/180-boushie>.

The purpose of the book, podcast, or film review is to consider how protest can be registered through academic, documentary, and journalistic studies, fiction, and film. You must consider the central argument/purpose of the book, podcast, or film and assess its effectiveness in presenting a vision of gender-based violence, and system responses to it, which challenges current myths and beliefs.

Content of the Review:

In your introduction:

Identify the book or film - do NOT do this just as a list. Include the information in your intro paragraph.

Summarize the content – Briefly outline the central /objective of the book or film but do not give a detailed description.

State your thesis with regard to the effectiveness of the book or film.

Clearly set out how your paper will prove this argument. I call this giving the reader a 'road map'.

In the body of your essay:

Describe the Story or Argument – This should not be lengthy but should provide your reader with a precis of what happens or is argued in the book or film.

Evaluate/Critique – This is the most important component of the review and should form the majority of the paper. In this section, you must critically assess (“review”) the book or film.

Your critique should be based on issues such as:

- What is the purpose of the book or film from a perspective of promoting social change?
- Does the story line or argument provide a critique or alternative vision that will be convincing for the public?
- Does the story or argument engage the reader or viewer?
- Are their weaknesses/problems in either the story line or the argument?
- What was the objective of the author/producer? Is it met?

In your conclusion:

Summarize your arguments. Your conclusion should not introduce new points but should re-state the points you have made in the body of the review.

The book or film review should be 7-8 double-spaced, typed pages (12 pt Times New Roman with 1-inch margins). It should be submitted in advance for review. I will read, comment, and suggest changes. It will be assessed on content, organization, clarity, grammar, and power of argument/persuasion.

2. Unit Response Journal – Due March 17, 2021

For this assignment you will select one of the units/themes for the term and write a personal paper integrating the readings/things you have watched with your own experience/thoughts about the law and social myths regarding gender-based violence. Because each of the units is complex/large, you will need to narrow the topic and should focus on only one or two readings. For example, within sexual assault, you could focus entirely on how police respond to victims of rape. You could comment on *Unbelievable*, in addition to readings on the topic, setting out a list of suggested priorities for police in empathetic, trauma-based responses to victims. Or you could do a review of art projects memorializing missing and murdered Indigenous women, integrating readings about the importance of remembering the disappeared/promoting change. These are just examples. You should let your interest be your guide but should discuss the focus of the paper with me in advance.

The unit review journal should be 7-8 double-spaced, typed pages (12 pt Times New Roman with 1-inch margins). It should be submitted in advance for review. I will read, comment, and suggest changes. It will be assessed on content, organization, clarity, grammar, and power of argument/persuasion.

3. Creative Portfolio – Due March 31, 2021

For this assignment, you must choose one of the three themes we will study. You must either: 1) collect a minimum of 5 articles or other media sources about this issue over the

term; or 2) create 5 artistic or musical or dramatic responses to the issue. The objective of the portfolio exercise is to produce a series of different short writings (5 in total). The writings should engage, discuss, explore, or reflect upon ideas raised in class. Show the relevance of these ideas to the world around you in your media review, a scrap book, reflective journal, zine, web page, artwork, music, or creative writing. A complete assignment will contain 5 different pieces of writing, reflecting on the media pieces or creative pieces. Each entry should be a minimum of 250 words (1 typed, double spaced page) in length. You may incorporate any materials (clippings from the newspaper or magazines, music, stories, creative writing, artwork) into the work that you wish. Such additions do not replace, but supplement, and provide a focus for, the written work that is required in this assignment. You are encouraged to experiment and to have fun with this work. It is important to refer to specific ideas from the course. This is a reflexive exercise which must take into consideration ideas outside the realm of the personal (although relating them to personal experience is encouraged). You will be evaluated on the overall quality of your content (comprehension and depth of engagement with the course materials) and expression (quality of writing, originality, and diversity of textual formats).

The written component of the creative portfolio should be 5 double-spaced, typed pages (12 pt Times New Roman with 1-inch margins). It should be submitted in advance for review. I will read, comment, and suggest changes. It will be assessed on content, organization, clarity, grammar, and power of argument/persuasion, as well as the creative product/media selections.

Issues for Student Information:

Academic dishonesty and plagiarism: Plagiarism is a serious academic offence. Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment all constitute plagiarism. Resubmitting material you have previously or simultaneously submitted in another course is also academic dishonesty. The minimum penalty for academic misconduct is a 0 on the assignment in question. Students might also be subject to more severe academic penalties. All students are required to know what constitutes plagiarism and how to avoid it. Please review the university guidelines at <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>, or speak with the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors.

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure everyone has an equitable opportunity to participate in all their academic activities. I make every effort to meet the varied needs of students. Please feel free to speak to me directly

about your needs. If you are a student with a disability/medical condition you are also strongly encouraged to contact Student Accessibility Services (SAS) and to register with them as early as possible. For more information, please email sas@lakeheadu.ca or view <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>.

Assignment due dates: All assignments must be handed in at the beginning of class on the due dates. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Expectations and marking: All written work will be evaluated based on organization, presentation, grammar, and clarity as well as content. Writing is a process and it is only learned through practice and repetition. It is also an important skill you can take into the workplace. Written communication can be very powerful. However, your first draft is unlikely to be the best possible work you can produce. For this reason, I strongly encourage you to submit rough drafts of papers for review. I will mark your paper as many times as you want to submit it, and only the final mark will count towards your grade, but the paper must be ready for review one week before the final due date.

Student Success Centre: Both speaking in public and writing are important skills we will develop together in this class. Good writing does not happen the night before an assignment is due. You should expect to spend a significant period of time, well before each due date, preparing your assignments. These are guidelines to assist:

1. Start assignments early.
2. Read the instructions for your assignment carefully and ask questions if there is anything which is unclear.
3. Seek support. I am happy to read rough drafts for all assignments in this course. You can (and should) also get writing support from the Student Success Centre.
4. Put in the time required to write, edit, revise, and re-submit. Writing is a process. And it is a skill which takes time to develop.
5. Visit the Academic Support Zone at <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> and make an appoint for assistance at mysuccess@lakeheadu.ca.

Student Health and Counselling Centre: We will be dealing with difficult material, and self-care is very important. Please monitor your well-being, keep me informed if you need accommodations, and seek help as needed. For assistance and counselling with personal and/or medical issues, please visit the Student Health and Counselling Centre. Phone 343-8361. <http://healthservices.lakeheadu.ca/>.

Weekly Schedule for Lectures and Readings

Week 1 – January 13

Introduction

Week 2 – January 20

Whose Law is it Anyway??? Or Can We Use the Master's Tool (Western Law) to Dismantle Violence Sanctioned by the State

This week we will explore the contradictions and problems of law as a tool of oppression/liberation. We cannot avoid law, as it sets the parameters in which we live. But the common law is based in and reinforces sexism, racism, and other isms. How can this be challenged? How can we think differently about law? How might Indigenous legal systems and thinking challenge western legal traditions and help us to find better solutions to gender-based violence? What might feminist-inspired/intersectional/Indigenous-focused law look like?

Required Readings:

- Kristen Kalsem and Verna Williams, "Social Justice Feminism", *UCLA Women's Law Journal* 18 (2010), 131. **Online journal collection.**
- Rahki Ruperalia, "Legal Feminism and the Post-Racism Fantasy", *Canadian Journal of Women and the Law* 26 (1) (2016), 81. **Online journal collection.**
- Emily Snyder, Val Napoleon, and John Borrows, "Gender and Violence: Drawing on Indigenous Legal Resources", *UBC Law Review* 48 (2) (2015), 593. **Online journal collection.**

Recommended Readings:

- Katharine Bartlett, "Feminist Legal Methods", *Harvard Law Review* 103 (1990), 829. **Online journal collection.**
- Brian Foley, "Applied Legal Storytelling, Politics and Factual Realism", *Legal Writing* 14 (2008), 17. **Online journal collection.**
- Emily Snyder, "Indigenous Legal Feminist Theory", *Canadian Journal of Women and the Law* 26 (2) (2014), 365. **Online journal collection.**

Week 3 – January 27

Sexual Assault I

This week I will give a lecture about the history of sexual assault law, the problems of sexual assault myths, the history of women's activism for reform, and on-going challenges in policing, prosecution, and public understanding of sexual violence.

The readings this week will focus on the wide range of behavior that constitutes sexual assault/violence and myths about who is responsible for rape.

Required Readings:

- *Sexual Violence Myths and Misconceptions*: <https://www.acesdv.org/about-sexual-domestic-violence/sexual-violence-myths-misconceptions/>.

- *End Rape on Campus*: <https://endrapeoncampus.org/new-page-3>.
- *Breaking the Binary: Working Towards an Inclusive Understanding of Sexual Violence*: <https://sassk.ca/breaking-the-binary-working-towards-an-inclusive-understanding-of-sexual-violence/>. *Violence Against Women: Intimate Partner and Sexual Violence Against Women*, World Health Organization <http://www.who.int/mediacentre/factsheets/fs239/en/>.
- *The Facts About Gender Based Violence*: <https://www.canadianwomen.org/the-facts/gender-based-violence/>.
- *Together for Girls: Sexual Violence Fact Sheet*: https://www.unicef.org/protection/files/Together_For_Girls_Sexual_Violence_Fact_Sheet_July_2012.pdf.
- *The Law of Consent in Sexual Assault*: <https://www.leaf.ca/the-law-of-consent-in-sexual-assault>.

Recommended Materials:

- Debra Ferreday, “Game of Thrones, Rape Culture and Feminist Fandom” *Australian Feminist Studies* 30 (83) (2015), 21-36. **Online journals.**
- D.J. Angelone, Damon Mitchell and Laura Grossi, “Men’s Perceptions of an Acquaintance Rape: The Role of Relationship Length, Victim Resistance and Gender Role Attitudes” *Journal of Interpersonal Violence* 30 (12) (2014), 2278-2303. **Online journals.**
- Shannon Sampert, “Let Me Tell You a Story: English Canadian Newspapers and Sexual Assault Myths”, *Canadian Journal of Women and the Law* 22 (2) (2010), 301-328. **Online journals.**
- Kyle Kirkup, “Sex, Gender Identity and Strip Searches in Canadian Criminal Law”, *Canadian Journal of Law and Society* 24 (2009), 107-125. **Online journals.**
- *The Hunting Ground*, directed by Kirby Dick (2015).
- BBC, *After: Surviving Sexual Assault*: <https://www.bbc.co.uk/programmes/p07fzbg8>.

Week 4 – February 3

Sexual Assault II

This week the readings will focus on police and court responses to sexual violence.

Required Readings:

- Holly Johnson, “Why Doesn’t She Just Report It? Apprehensions and Contradictions for Women Who Report Sexual Assault to the Police”, *Canadian Journal of Women and the Law* 29 (1) (2017), 36-59. **Online journals.**
- Jodie Murphy, Lori Chambers, Karen McQueen, Alexa Hiebert, and Ainsley Miller, “Sexual Assault: Indigenous Women’s Experiences of Not Being Disbelieved by Police”, submitted to *Violence Against Women*, July 16, 2020. **D2L.**
- Constance Backhouse, “The chilly climate for women judges: Reflections on the backlash from the *Ewanchuk* case”, *Canadian Journal of Women and the Law* 15 (1) (2003), 176-193. **Online journals.**

Recommended Materials:

- *Unbelievable*, Netflix, episodes one and two.
- T. Christian Miller and Ken Armstrong, *Unbelievable* (Broadway Books, 2015).
- Margaret McGregor, Ellen Wiebe, Stephen Marion and Cathy Livingstone, “Why Don’t More Women Report Sexual Assault to the Police?” (Research Letter), *Canadian Medical Association Journal* (2000), 659-662. **Online journals.**
- Jane Doe, *The Story of Jane Doe: A Book About Rape* (Vintage Books, 2004).
- #AllisNotLost – Part 1 and Part 2: <https://ukafn.org/allisnotlost-part-1-video-sexual-assault-awareness> and <https://ukafn.org/allisnotlost-part-2-video-sexual-assault-awareness>.
- *R. v. Ewanchuk* [1999] 1 SCR 330. **Online on the Supreme Court of Canada website.**
- Elaine Craig, “The Ethical Obligations of Defense Counsel in Sexual Assault Cases”, *Osgoode Hall Law Journal* 51 (2) (2014), 427-467. **Online journals.**
- Janine Benedet, “The Sexual Assault of Intoxicated Women”, 22 (2010) *Canadian Journal of Women and the Law* 22 (2) (2010), 435-461. **Online journals.**
- Ruthy Lazar, “Negotiating Sex: The Legal Construct of Consent in Cases of Wife Rape in Ontario, Canada”, *Canadian Journal of Women and the Law* 22 (2) (2010), 329-396. **Online journals.**
- Tamara Small and Kate Puddister, “Play-by-Play Justice: Tweeting Criminal Trials in the Digital Age”, *Canadian Journal of Law and Society* 35 (1) (2020), 1-22. **Online journals.**
- Isabel Grant and Janine Benedet, “The ‘Statutory Rape’ Myth: A Case Law Study of Sexual Assaults against Adolescent Girls”, *Canadian Journal of Women and the Law* 31 (2) (2019), 266-292. **Online journals.**
- Sarah Swan, “Triangulating Rape”, *New York University Review of Law and Social Change* 37 (2013), 403. **Online journals.**
- *The Accused*, directed by Jonathon Kaplan (1988).

Week 5 – February 10

Sexual Assault III

This week the readings will focus on protest, advocacy, and prevention.

Required Viewing:

- <https://www.cbsnews.com/chanel-miller-reads-her-entire-victim-impact-statement-she-wrote-to-address-brock-turner-60-minutes-2020-08-09>.

Recommended Materials:

- Elaine Craig, *Putting Trials on Trial: Sexual Assault and the Failure of the Legal Profession* (McGill Queen’s University Press, 2018).
- Chanel Miller, *Know My Name: A Memoir* (Viking Press, 2019).
- T. Christian Miller and Ken Armstrong, *Unbelievable* (Broadway Books, 2015).
- Amber Smith, *The Way I Used to Be* (Margaret McElderry Books, 2016).
- Stieg Larsson, *The Girl with the Dragon Tattoo* (Penguin, 2008).

- Emma Donoghue, *Room* (Harper Collins, 2010).
- Chris Lynch, *Inexcusable* (Atheneum Books for Young Readers, 2007).
- Lady Gaga, “Til It Happens To You”, (2015).
- Petrol Girls, “Touch Me Again”, (2016).
- Angel Haze, “Cleaning Out My Closet”, (2012).
- The Raincoats, “Off Duty Trip”, (1979).
- Angela Onwuachi-Willig, “What About #UsToo? The Invisibility of Race in the #MeToo Movement”, *Yale Law Journal Forum* 128 (2018-2019), 105. **D2L.**
- Morgan PettyJohn, Finneran Muzzy, Megan Maas, and Heather McCauley, “#HowIWillChange: Engaging Men and Boys in the #MeToo Movement”, *Psychology of Men and Masculinities* 20 (4) (2019), 612-622. **Online journals.**
- Kristen Yule and John Grych, “College Students’ Perceptions of Barriers to Bystander Intervention”, *Journal of Interpersonal Violence* 35 (15-16) (2020), 2971-2992. **Online journals.**

NOTE: Book or film review is due today.

Week 6 – February 17

Reading Week

Week 7 - February 24

Intimate Partner Violence I

This week I will give a lecture about the history of domestic violence law, the problems of myths about domestic violence, the history of women’s activism for reform, and on-going challenges in policing, prosecution, and public understanding of intimate partner violence.

This week the readings will focus on academic understanding and popular myths about intimate partner violence and coercive control.

Required Readings and Viewings:

- *What is Coercive Control?:* <https://www.womensaid.org.uk/information-support/what-is-coercive-control/>.
- *Fact Sheet: Violence Against Aboriginal Women:* https://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf.
- *Domestic Violence and Abuse and the Lesbian, Gay, Bisexual and Transgender Communities:* www.galop.org.uk/wp-content/uploads/Domestic-Violence-and-Abuse-and-the-LGBT-communities.pdf.

Recommended Materials:

- J. B. Kelly, and Michael Johnson, “Differentiation among types of intimate partner violence: Research update and implications for interventions”, *Family Court Review* 46 (3) (2008), 476-499. **Online journals.**
- Evan Stark, “Re-Presenting Women Battering: From Battered Woman Syndrome to Coercive Control”, *Alberta Law Review* 58 (4) (1994-1995), 973. **Online journals.**
- Delanie Wooklock, “The Abuse of Technology in Domestic Violence and Stalking”, *Violence Against Women* 23 (5) (2017), 584-602. **Online journals.**

- Lesley Laing, “Secondary Victimization: Domestic Violence Survivors Negotiating the Family Law System”, *Violence Against Women* 23 (11) (2017), 73. **Online journals.**
- Lisa Young Larance, Leigh Goodmark, Susan Miller and Shamita Das Dasgupta, “Understanding and Addressing Women’s Use of Force in Intimate Relationships: A Retrospective”, *Violence Against Women* 25 (1) (2019), 56-80. **Online journals.**
- Lori Chambers and Nadia Verrelli, “Paternal Filicides and Coercive Control: A Review of the Evidence in *Cotton v. Berry*, *University of British Columbia Law Review* 51 (3) (2018), 671-704. **Online journals.**
- Mo Blackwell, *Targeted: True Crime, Domestic Violence*:
<https://www.spreaker.com/show/targeted-podcast-true-crime-domestic-vio>.

Week 8 – March 3

Intimate Partner Violence II

This week the readings will focus on police and court responses to intimate partner violence.

Required Readings:

- Carolyn Hoyle, “Police Response to Domestic Violence”, *British Journal of Criminology* 40 (1) (2000), 14-36. **Online journals.**
- Andrew Klein, “Practical Implications of Current Domestic Violence Research: Part 1: Law Enforcement”: <https://www.ncjrs/pdffiles1/nij/grants/222319.pdf>.
- Melanie Randall, “Domestic Violence and the Construction of the ‘Ideal’ Victim: Assaulted Women’s Image Problems in Law”, *St. Louis University Public Law Review* 23 (1) (2004), 107. **Online journals.**

Recommended Readings:

- Jane Goodman-Delahunty and Anna Corbo Crehan, “Enhancing Police Responses to Domestic Violence Incidents: Reports from Client Advocates in New South Wales”, *Violence Against Women* 22 (8) (2016), 895-922. **Online journals.**
- Marianne Hester, “Portrayal of Women as Intimate Partner Domestic Violence Perpetrators”, *Violence Against Women* 18 (9) (2012), 1071. **Online journals.**
- Lori Chambers and Nadia Verrelli, “A Missed Opportunity: The Investigation of the RCMP in Matters Related to *R. v. Ryan*”, *Canadian Journal of Law and Society*, 32 (1) (spring 2017), 117-136. **Online journals.**
- Karen Dubinsky and Franca Iacovetta, “Murder, Womanly Virtue and Motherhood: The Case of Angelina Napolitano, 1911-1922”, *Canadian Historical Review* 72 (1991), 505-531. **Online journals.**
- Nadia Verrelli and Lori Chambers, “*R. v. Whynot (Stafford)*: The Forgotten Predecessor to *R. v. Lavallee*”, in *Rethinking Feminist History and Theory*, ed. Julia Smith and Lisa Paseolli (Toronto: University of Toronto Press, forthcoming 2020). **D2L.**
- *R. v. Lavallee* [1990] 1 SCR 852. **Online on the Supreme Court of Canada website.**

- Jason MacLean, Nadia Verrelli and Lori Chambers, “Battered Women under Duress: The Supreme Court of Canada’s Abandonment of Context and Purpose in *R. v. Ryan*”, *Canadian Journal of Women and the Law* 29 (1) (2017), 60-82. **Online journals.**
- Elizabeth Sheehy, *Defending Battered Women on Trial: Lessons from the Transcripts* (University of British Columbia Press, 2014).

Week 9 – March 10
Intimate Partner Violence III

This week the readings will focus on protest, advocacy, and prevention.

Required Readings:

- Donna Coker, “Domestic Violence and Social Justice: A Structural, Intersectional Framework for Teaching About Domestic Violence”, *Violence Against Women* 22 (12) (2016), 1419-1425. **Online journals.**
- Kate Seymour, “Stand up, speak out and act: A critical reading of Australia’s White Ribbon Campaign”, *Australia and New Zealand Journal of Criminology* 51 (2) (2018), 293-310. **Online journals.**

Recommended Materials:

- Nancy Janovicek, *No Place to Go: Local Histories of the Battered Women’s Shelter Movement* (Vancouver: University of British Columbia Press, 2007).
- Liane Moriarty, *Big Little Lies* (Penguin Books, 2014).
- Anna Quindlen, *Black and Blue* (Delta Fiction, 1998).
- Paula Hawkins, *The Girl on the Train* (Riverhead Books, 2015).
- Jane Harper, *The Lost Man* (Flatiron Books, 2018).
- R.L. Snyder, *No Visible Bruises: What We Don’t Know About Domestic Violence Can Kill Us* (Bloomsbury Publishing, 2019).
- *The Burning Bed*, directed by Robert Greenwald (1984).
- *Fried Green Tomatoes*, directed by Jon Avnet (1991).
- Tracy Chapman, “Behind the Wall” (1987).
- Eminem (with Rihanna), “Love the Way You Lie” (2009).
- Sarah McLachlin, “Good Enough” (1993).
- Dixie Chicks (now Chicks), “Goodbye Earl” (2004).

Week 10 – March 17
Missing and Murdered Indigenous Women (and Men and Two Spirited People and Children)

This week I will give a lecture about the history of violence against Indigenous peoples, myths about Canada as a peaceful society, and the history of Indigenous women’s activism for reform.

This week the reading will focus on the history/background of the marginalization and criminalization of Indigenous people.

Required Readings:

- Amnesty International, “Stolen Sisters”:
<http://www.amnesty.ca/stolensisters/amr2000304.pdf>.
- Yasmin Jiwani and Mary Lynn Young, “Missing and Murdered Women: Reproducing Marginality in News Discourse”, *Canadian Journal of Communication* 31 (4) (2006). **Online journals.**

Recommended Readings:

- Joan Sangster, “Criminalizing the Colonized: Ontario Native Women Confront the Criminal Justice System, 1920-1960”, *Canadian Historical Review* 80 (1) (March 1999), 32-60. **Online journals.**
- Shiri Pasternak, Sue Collins and Tia Dafnos, “Criminalization at Tyendinaga: Securing Canada’s Colonial Property Regime through Specific Land Claims”, *Canadian Journal of Law and Society* 28 (1) (2013), 65-82. **Online journals.**
- Karen Stote, “The Coercive Sterilization of Aboriginal Women in Canada”, *American Indian Journal of Culture and Research* 36 (3) (2012), 117-150. **Online journals.**
- Gwen Brodsky, “Indian Act Sex Discrimination: Enough Inquiry Already, Just Fix It”, *Canadian Journal of Women and the Law* 28 (2) (2016), 314-320. **Online journals.**
- Jane Bailey and Sara Shayan, “Missing and Murdered Women Crisis: Technological Dimensions”, *Canadian Journal of Women and the Law* 28 (2) (2016), 321-341. **Online journals.**

NOTE: Unit review assignment is due today.

Week 11 – March 24

Missing and Murdered Indigenous Women (and Men and Two Spirited People and Children) II

This week the readings will focus on police and court failures to protect Indigenous people.

Required Readings:

- Pamela Palmater, “Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry”, *Canadian Journal of Women and the Law* 28 (2) (2016), 253-284. **Online journals.**
- Sherene Razack, “Gendered Violence and Specialized Justice”, *Canadian Journal of Law and Society* 15 (2) (2000), 91-130. **Online journals.**
- Josephine Savarese, “Challenging Colonial Norms and Attending to Presencing in Stories of Missing and Murdered Indigenous Women”, *Canadian Journal of Women and the Law* 29 (1) (2017), 157. **Online journal collection.**

Recommended Readings:

- Sherene Razack, “Gendering Disposability”, *Canadian Journal of Women and the Law* 28 (2) (2016), 285-307. **Online journals.**
- Sherene Razack, “‘It Happened More than Once’: Freezing Deaths in Saskatchewan”, *Canadian Journal of Women and the Law* 26 (1) (2014), 51-80. **Online journals.**
- Katherine Morton, “Hitchhiking and Missing and Murdered Indigenous Women: A Critical Discourse Analysis of Billboards on the Highway of Tears”, *The Canadian Journal of Sociology* 41 (3) (2016), 299-326. **Online journals.**
- Sherene Razack, *Dying from Improvement: Inquests and Inquiries into Indigenous Deaths in Custody* (University of Toronto Press, 2015).
- Tanya Talaga, *Seven Fallen Feathers: Racism, Deaths and Hard Truths in a Northern City* (House of Anansi Press, 2017).
- Kent Roach, *Canadian Justice, Indigenous Injustice: The Gerald Stanley and Colten Boushie Case* (McGill Queen’s University Press, 2019).
- Jessica McDiarmid, *Highway of Tears* (Penguin, 2019).

Week 12 – March 31

Missing and Murdered Indigenous Women (and Men and Two Spirited People and Children) III

This week the readings will focus on resistance and remembering.

Required Readings:

- <https://www.rebeccabelmore.com>.
- <https://walkinginhermoccasins.org>.
- *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*:
<https://www.mmiwg.ffada.ca/final-report>.

Recommended Materials:

- *Finding Dawn*, directed by Christine Welsh (2006).
- *The Body Remembers When the World Broke Open*, directed by Kathleen Hepburn and Elle-Maija Tailfeathers (2019).
- Leanne Betasamosake Simpson, *As We Have Always Done: Indigenous Freedom through Radical Resistance* 3rd edition (University of Minnesota Press, 2017).
- Katherena Vermette, *The Break* (House of Anansi, 2016).
- Gregory Scofield, *Witness, I Am* (Nightwood Editions, 2016).
- Amber Dean, *Remembering Vancouver’s Disappeared Women: Settler Colonialism and the Difficulty of Inheritance* (University of Toronto Press, 2015).
- Maggie De Vries, *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister* (Penguin, 2003).
- Kim Anderson, Maria Campbell and Christi Belcourt, eds., *Keetsahnak: Our Missing and Murdered Indigenous Sisters* (University of Alberta Press, 2018).

- Elizabeth Kalbfleisch, “Bordering on Feminism: Space, Solidarity, and Transnationalism in Rebecca Belmore’s *Vigil*”, in Cheryl Suzack, Shari Huhndorf, Jeanne Perrault and Jean Barman, eds., *Indigenous Women and Feminism: Politics, Activism, Culture* (University of British Columbia Press, 2010), 278-297. **D2L.**
- Shelly Johnson and Alessandra Santos, “REDressing Invisibility and Marking Violence Against Indigenous Women in the Americas through Art, Activism and Advocacy”, *First People Child and Family Review* 7 (2) (2013), 97-111. **Online via FPCFR website.**
- *Nipawistamasowin: We Will Stand Up*, directed by Tasha Hubbard (2019).
- CBC, *Boushie*: <https://www.cbc.ca/listen/cbc-podcasts/180-boushie>.
- CBC, *Missing and Murdered*: <https://www.cbc.ca/listen/cbc-podcasts/180-boushie>.

NOTE: Creative journal is due today.

Week 13 – April 7

Wrap-Up

What have you learned in this course? What methods of resistance do you see as most effective in combatting gender-based violence, and why? What can we do, collectively and as individuals, to build a world free of gender-based violence?

(I will ask each of you to submit to me your list of favorite/most impactful readings and least favorite/least impactful readings for future reference/improvement of the course).