

# 

# SOCWORK 4G03:

# Special Topics: Gender-Based and Sexual Violence: Practices and Theories

* September 6, 2022 – December 12, 2022, Thursdays, 7:00 – 10:00 p.m.
* Instructor: Maddie Brockbank (she/her)
* Office hours: Thursdays, 5:30-6:30 p.m. or by appointment
* Email: [brockbam@mcmaster.ca](mailto:brockbam@mcmaster.ca)

# Table of Contents

[Course Overview 1](#_Toc111813367)

[Course Requirements/Assignments 2](#_Toc111813368)

[Assignment Submission and Grading 4](#_Toc111813369)

[Student Responsibilities 5](#_Toc111813370)

# Course Overview

## Course Description:

This course will explore various practical and theoretical approaches to addressing gender-based and sexual violence. We will undertake a critical approach to understanding the causes and facilitators of violence to then inform our discussions of the spectrum of violence intervention and prevention that social workers often lead, ranging from work with survivors to those who have been criminalized for violence. This course will also offer an analysis of anti-carcerality to (re)frame and approach gender-based and sexual violence as a symptom of violent structures, states, and systems that seek to oppress marginalized communities rather than an individual or pathological concern. Students will be invited to critically (re)imagine how social work intervenes in gender-based and sexual violence via historiographical and contemporary reflection and analyses.

## Course Objectives:

1. To provide students with an understanding of gender-based and sexual violence.
2. To provide students with an understanding of various practical and theoretical approaches to addressing gender-based and sexual violence.
3. To help students critically analyze popular myths, misconceptions, and framings of gender-based and sexual violence.
4. To evaluate strategies for intervening and preventing gender-based and sexual violence.
5. To provide students with an understanding of carceral and anti-carceral constructions of and approaches to gender-based and sexual violence.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

Information will be presented through lectures, discussion, and class-based activities.

For approximately one-third or half of the class time, information will be given in a lecture-discussion format. This information will focus on a selected theoretical framework as applied to social work practice with individuals, groups, and communities.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Critical Reflection – 25%; Due: September 30th, 2022, by 11:59pm
2. Final Project Proposal – 30%; Due: October 28th, 2022, by 11:59pm
3. Final Project – 45%; Due: December 10th, 2022, by 11:59pm

## Requirement/Assignment Details

### Critical Reflection

* + Weight: 25%
  + Type: Individual
  + Length: 6-8 pages, double-spaced, 12pt font (Times New Roman) OR 8–10-minute audio recording
  + Due Date: September 30th, 2022, by 11:59pm
  + Description: Students will either: (1) attend the 2022 Hamilton Take Back the Night march on Thursday, September 15th during class time AND/OR (2) watch the 2021 Hamilton Take Back the Night event on YouTube. Students will write or record a critical reflection about their experience of the event and their broader reflections on community events that seek to end gender-based and sexual violence. Please see the Assignment Instructions Document on Avenue to Learn for more information. We will talk about this assignment in class as well.

### Final Project Proposal

* + Weight: 30%
  + Type: Individual or Small Group (2-3 students)
  + Length: 3-5 pages, double-spaced, 12pt font (Times New Roman) OR 6–8-minute audio recording
  + Due Date: October 28th, 2022, by 11:59pm
  + Description: Students will write or record a short proposal for their final project in the course. Students can complete this assignment on an individual basis or in chosen groups of 2-3 students. This project will pertain to a topic of the student’s choosing and must be related to gender-based and sexual violence. Students are encouraged to select an assignment medium (e.g., an academic paper, a recorded presentation, an arts-based project, a practical project, etc.) based on their specific interests and goals. The proposal should include: a short blurb overviewing the topic and major concepts/ideas/arguments that their project will explore; a sample of resources (e.g. academic articles, videos, etc.) that the student(s) will draw upon to ground their analysis; their chosen medium for their project (e.g. paper, presentation, podcast, interview, practice framework, arts-based project, etc.); the student’s learning objectives or purpose of their chosen project; and details about how the student(s) feel they should be assessed (e.g. a mock rubric or a list of how they will demonstrate their learning). This will be different depending on the student’s chosen medium. Please see the Assignment Instructions Document on Avenue to Learn for more information. We will talk about this assignment in class as well.

1. Final Project
   * Weight: 45%
   * Type: Individual or Small Group (2-3 students)
   * Length: Depends on format selected (see explanation below)
   * Due Date: December 10th, 2022, by 11:59pm
   * Description: Expanding on the final project proposal, students will complete a major final project in the course. Students can complete this assignment on an individual basis or in chosen groups of 2-3 students. This project will pertain to a topic of the student’s choosing and must be related to gender-based and sexual violence. Students are encouraged to select an assignment medium (e.g., an academic paper, a recorded presentation, an arts-based project, a practical project, etc.) based on their specific interests and goals. Students will be assessed differently depending on the project and evaluation criteria that they outlined in their proposal. However, students must integrate both course content (e.g., readings, lectures, guest lectures, and activities) and references of their own choosing in their final project, regardless of the medium chosen. Please see Assignment Instructions Document on Avenue to Learn for more information. We will talk about this assignment in class as well.

### **Attendance**

### Students are expected to attend all classes including small group practice/tutorial classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss. Note: It is the student's responsibility to track their own attendance; instructors will only calculate attendance at the end of the course.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.
* This course also offers the option for students to pursue alternative assignment formats (e.g., audio recordings, video recordings, arts-based projects, etc.). The specific requirements of these formats can be discussed directly with the instructor.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

### Submitting Assignments & Grading

Students will be asked to submit their assignments via the drop box on Avenue to Learn. This can be accessed through the “Assessments” tab under the course, then by clicking “Assignments” in the dropdown menu. Please connect with the instructor if you have any questions or concerns about how to submit your assignments.

The Assignment Instructions Documents (available on Avenue to Learn) provide specific information about how students will be evaluated. Students can expect a 2–3-week turnaround time from the time of submitting their assignment for receiving their feedback and grades. Students are asked to wait at least 24 hours after receiving their grades to contact the instructor or TA with questions or concerns. This rule is in place to allow the student time to read, process, and reflect on the feedback.

### Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time, and remain for the full duration of the class. A formal break will be provided in the middle of each class, and students are to return from the break on time.
* Students are expected to devise a group plan for imagining safety in the classroom, which will happen during the first class. This includes imagining accountability practices for when the instructor, the TA, and/or the students have concerns. To learn more about creating safety in the classroom, visit <https://socialsciences.mcmaster.ca/learning-in-colour>.
* This course will be discussing difficult and sensitive subject matter related to gender-based and sexual violence. The instructor will provide a content warning at the beginning of every class. Students are encouraged to take space and time to look after themselves and check in with each other. If, at any time, a student is feeling unsafe, uncomfortable, and/or activated, they can exit the class and/or connect with the instructor to debrief and access resources.
* Please check with the instructor before using any audio or video recording devices in the classroom. Lectures will be recorded and posted to A2L.

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@mcmaster.ca)). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

In this course, we use a specific system of requesting and granting extensions (an online form submitted to the instructor that does not require a reason for the extension request). We will discuss this the first day of class in detail.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or* *Jennie Vengris, Undergraduate Chair (*[*vengris@mcmaster.ca*](mailto:vengris@mcmaster.ca)*).*

Course Weekly Topics and Readings

## Week 1: September 8th

### Topics:

* Introduction
* Housekeeping and Logistics
* Theories of Violence

### Readings:

* Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence against women, 11*(1), 38-64.
* Heberle, R.J. & Grace, V. (2009). Introduction – Theorizing Sexual Violence: Subjectivity and Politics in Late Modernity. In *Theorizing Sexual Violence.* Taylor & Francis Group. pp.1-13.
* <https://grandchallengesforsocialwork.org/wp-content/uploads/2016/01/WP15.pdf>

## Week 2: September 15th

### Topics:

* Take Back the Night (NO CLASS)
  + Students are strongly encouraged to attend Hamilton’s annual Take Back the Night March in person during class time
  + If students are unable or unwilling to attend the march in person, they are required to watch the YouTube recording of Take Back the Night in 2021

### Readings:

* <https://www.youtube.com/watch?v=pPQD5N8ywkI>
* <https://takebackthenight.org>
* SACHA. (2020, July). A Better World Forward. <https://sacha.ca/blog/sacha-statement-a-better-world-forward-defund-the-police>.

Week 3: September 22nd

### Topics:

* Theories of Violence (continued)
* Myth-Busting

### Readings:

* Lehrner, A., & Allen, N. E. (2009). Still a movement after all these years? Current tensions in the domestic violence movement. *Violence Against Women, 15*(6), 656-677.
* Phipps, A. (2021). White tears, white rage: Victimhood and (as) violence in mainstream feminism. *European Journal of Cultural Studies, 24(1),* 81-93.
* Pilgrim, D. (2012). The Brute Caricature. *Jim Crow Museum of Racist Memorabilia: Ferris State University*. <https://www.ferris.edu/jimcrow/brute/>.

## Week 4: September 29th

### Topics:

* Working with Survivors
* Guest Speakers:
  + Natalie Lafleur (she/her), Sexual Violence Prevention and Response Office (SVPRO), McMaster University
  + Jessica Bonilla-Damptey (she/her), Sexual Assault Centre of Hamilton and Area (SACHA)
  + Lydia Pandian (she/her), PhD Candidate, McMaster University

### Readings:

* Ballan, M.S. & Freyer, M. (2017). Trauma-Informed Social Work Practice with Women with Disabilities: Working with Survivors of Intimate Partner Violence. *Advances in Social Work, 18*(1). 131-144.
* Seelman, K. L. (2015). Unequal treatment of transgender individuals in domestic violence and rape crisis programs. *Journal of Social Service Research*, *41*(3), 307-325.
* Love, G., De Michele, G., Giakoumidaki, C., Sánchez, E. H., Lukera, M., & Cartei, V. (2017). Improving access to sexual violence support for marginalised individuals: Findings from the lesbian, gay, bisexual and trans\* and the black and minority ethnic communities. *Critical and Radical Social Work*, *5*(2), 163-179.

## Week 5: October 6th

### Topics:

* Student and Peer-Led Advocacy (ASYNCHRONOUS)
* Guest Speakers:
  + Students for Consent Culture Canada (SFCCC)
  + Pride Community Centre (PCC)
  + Women and Gender Equity Network (WGEN)

### Readings:

* <https://www.sfcccanada.org/action-plan>
* <https://www.sfcccanada.org/advocacy-toolkit>
* <https://www.safecampuscoalition.com>

## Week 6: October 13th (READING WEEK – NO CLASS)

## Week 7: October 20th

### Topics:

* Working with Criminalized Populations and People Who Have Used Violence
* Guest Speakers:
  + Mitch Evans (he/him), Counsellor (MSW), Shift Collab
  + Chris Martin (he/him), Counsellor (MA), Peachey Counselling
  + Rocco Gizzarelli (he/him), Counsellor (MSW)

### Readings:

* Ilea, A. (2018). What about ‘the sex offenders’? Addressing sexual harm from an abolitionist perspective. *Critical Criminology*, *26*(3), 357-372.
* Roy, V., Châteauvert, J., & Richard, M. C. (2013). An ecological examination of factors influencing men’s engagement in intimate partner violence groups. *Journal of Interpersonal Violence, 28*(9), 1798-1816.
* <https://talkingradical.ca/2018/08/14/trr-rebroadcast_warrrios_a_v/>

## Week 8: October 27th

### Topics:

* Working with Youth in Violence Prevention
* Guest Speakers:
  + Renata Hall (she/her), PhD Student and Anti-Racism and Inclusion Program Manager, McMaster University
  + Alexe Bernier (she/her), PhD Student, McMaster University
  + Miranda Jurilj (they/them), Public Education Coordinator, Sexual Assault Centre of Hamilton and Area (SACHA)

### Readings:

* Vanner, C. & Almanssori, S. (2021). ‘The whole truth’: student perspectives on how Canadian teachers should teach about gender-based violence. *Pedagogy, Culture, & Society.*
* Gonick, M., Vanner, C., Mitchell, C., & Dugal, A. (2021). ‘We want freedom not just safety’: biography of a girlfesto as a strategic tool in youth activism. *Young*, *29*(2), 101-118.
* Harris, J., & Kruger, A. C. (2020). “We always tell them, but they don’t do anything about it!” Middle School Black girls Experiences with Sexual Harassment at an Urban Middle School. *Urban Education*.

## Week 9: November 3rd

### Topics:

* Working with Boys/Men in Violence Prevention
* Guest Speakers:
  + Wil Fujarczuk (he/him), Manager of Sexual Violence Prevention Education, Sexual Violence Prevention and Response Office (SVPRO), McMaster University
  + Liza Ritchie (she/her), Director of Programs and Services, Interval House of Hamilton
  + Jeff Perera (he/him), Founder, Higher Unlearning

### Readings:

* Piccigallo, J. R., Lilley, T. G., & Miller, S. L. (2012). “It’s Cool to Care about Sexual Violence” Men’s Experiences with Sexual Assault Prevention. *Men and Masculinities, 15*(5), 507-525.
* Jewkes, R., Flood, M., & Lang, J. (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls. *The Lancet, 385*(9977), 1580-1589.
* <https://mentoraction.org>
* <https://higherunlearning.com>

## Week 10: November 10th

### Topics:

* Community Advocacy and Mobilization
* Guest Speakers:
  + Jelena Vermillion (she/her), Executive Director, Sex Workers’ Action Program (SWAP) Hamilton
  + Elene Lam (she/her), Executive Director, Butterfly (Asian and Migrant Sex Workers’ Support Network)

### Readings:

* [https://www.butterflysw.org/\_files/ugd/5bd754\_d680b25295cb40bdbbcc03f34a88c267.pdf](https://www.butterflysw.org/_files/ugd/5bd754_d680b25295cb40bdbbcc03f34a88c267.pdf" \o "https://www.butterflysw.org/_files/ugd/5bd754_d680b25295cb40bdbbcc03f34a88c267.pdf)
* <https://www.butterflysw.org/stop-racist-attacks>
* <https://www.butterflysw.org/_files/ugd/5bd754_960fc69ceb944d6db2b2341566f60520.pdf>
* Bracewell, L. (2020). Sex wars, SlutWalks, and carceral feminism. *Contemporary Political Theory*, *19*(1), 61-82.

Week 11: November 17th

### Topics:

* State Violence and Abolitionism
* Guest Speakers:
  + Sarah Jama (she/her), Executive Director, Disability Justice Network of Ontario (DJNO)
  + Sabreina Dahab (she/her), Diverse Communities Outreach Program Coordinator, Sexual Assault Centre of Hamilton and Area (SACHA)

### Readings:

* Kim, M. E. (2018) From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. *Journal of Ethnic & Cultural Diversity in Social Work, 27*(3), 219-233.
* Rasmussen, C. & James, K. (2020). Trading Cops for Social Workers Isn’t the Solution to Police Violence. *Transform Harm.* <https://transformharm.org/trading-cops-for-social-workers-isnt-the-solution-to-police-violence/>.
* Palmater, P. (2016). 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), 253-284.

## Week 12: November 24th

### Topics:

* Researching Violence
* Guest Speakers:
  + Sydney Hussett (she/her), Master of Public Health Student, Yale University
  + Kwasi Adu-Poku (he/him), Master of Public Policy, Toronto Metropolitan University

### Readings:

* Sheehy, C. & Nayak, S. (2020). Black feminist methods of activism are the tool for global social justice and peace. *Critical Social Policy*, *40*(2), 234-257.
* Gottzén, L. (2013). Encountering violent men: Strange and familiar. In *Men, masculinities and methodologies* (pp. 197-208). Palgrave Macmillan, London.
* Renold, E. (2018). ‘Feel what I feel’: Making da (r) ta with teen girls for creative activisms on how sexual violence matters. *Journal of gender studies*, *27*(1), 37-55.

## Week 13: December 1st

### Topics:

* Movements Against Colonial Violence
  + Guest Speaker: Sisters in Spirit
* Days of Remembrance/National Action
* Wrap-Up

### Readings:

* Reclaiming Power and Place. (2019). <https://www.mmiwg-ffada.ca/final-report/>.
* Grey, S. (2004). Decolonising feminism: Aboriginal women and the global ‘Sisterhood’. *Enweyin: The Way We Speak*, *8*(1), 9-22.
* Wanuskewin. (2021, May). What is Red Dress Day? <https://wanuskewin.com/isl/uploads/2021/05/Red-Dress-day.pdf>.

## Week 14: December 8th (NO CLASS)

## 

## Additional Resources (see tab on course site)