

Fall 2012

## UGS 303 Sexual Violence and War

**Professor:** Pascale Rachel Bos

**Office:** BUR 314

**Office Hours:** TTH 10:50-12:20 or by appointment

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**Class meeting times:** T TH 12:30-12:45

**Classroom:** BUR 108

F (depending on section) 9-10, 10-11 or 11-12

**Classroom:** NOA 1.110

**Teaching Assistant** information provided in class

### Class Description

Since the wars in the former Yugoslavia and Rwanda in the early 1990s, historians, sociologists, legal and feminist scholars has begun to look anew at the occurrences, causes, and ways to understand and prevent sexual violence during war and armed conflict.

This course looks at both a set of historic case studies and at older and most recent scholarship on the subject to help us better understand how this violence comes about, what causes, and prevents it. Why is it so common? Why do some troops commit rape, and not others? Why do some conflicts engender more sexual violence than others? What purpose does sexual violence in war serve – is it part of military strategy, a “weapon of war,” or method of genocide? Why are the victims almost always women? Is the intent different when men are victimized? Who are the perpetrators? Why has sexual violence in war remained a crime that remained unpunished, and how is this changing now?

This course is interdisciplinary, in the sense that it presents perspectives from a range of disciplines: history, political science, philosophy, sociology, psychology, law, and literary and cultural studies. When we discuss the texts, we will therefore carefully look at and discuss the different sources, standards of evidence, and kinds of arguments that scholars from these different fields employ. The course has contemporary content as sexual violence during wartime is an ongoing human rights issue.

Sexual violence is often understood as a form of gender violence, usually perpetrated by men on women but also on other men, and usually understood as a complex way of affirming masculinity by feminizing the powerless “other” (male or female). Often this violence is strongly coupled to certain notions of masculine “honor” and “dishonor” (the latter understood as emasculation). A gender perspective is therefore central in this course, and many of our sources come from an explicit gender studies perspective with which you will become familiarized.

This course is part of the Embrey Women's Human Rights Initiative at UT Austin, and intends to create awareness and sensitivity concerning gender and racial justice in and beyond the classroom. Within the course we will discuss the promise and limitations of human rights discourse in general and specifically in regard to gender and race and their complex intersections in both war and everyday life.

### Class Text

Only required text: course packet from Speedway Copies in the Dobie mall (Phone: 478-3334).

## Films

We will watch several films in class (see schedule). If for some reason you are unable to not attend that particular class session, you will need to view the films on your own time

## Assignments and Grading

### Attendance

You are expected to attend all sessions, do the reading, and participate in discussions. Attendance is mandatory, is reflected in your grade, and if you miss a class, I need to be notified. (E-mail will do just fine). Unexcused tardiness is counted as a ½ absence.

### Oral Presentations

At the beginning of the semester, you sign up for a presentation on one of the week's assigned readings. The presentations take place on Friday. You work on these presentations in pairs. Divide up the reading, read the texts carefully, and provide a question or a topic to which the rest of the class can respond. Your presentation should be 10 minutes max. per person (20 total), and will be followed by questions from the class and a discussion. The class receives an assessment rubric and will offer you feedback after your presentation. This presentation is graded.

At the end of the semester, you will give a 3-5 minute presentation on your final thoughts on what you have learned in the class, some specific questions that will help you synthesize the information will be provided that should help you draft a concluding argument. Notes on index cards will be of the essence here! This presentation is graded.

### University Lecture series

On Monday September 17 and Tuesday the 18<sup>th</sup>, there will be two lectures held in the evening, one of which you will be required to attend or listen to when the broadcast becomes available on line a few days later. For more details, see the schedule. You will write a brief response paper based on one of these lectures, see below.

### Writing and Research Literacy Assignments

You will receive precise instructions for each assignment.

*2 x Informal writing* – your thoughts on human rights at beginning, and end of course

*1 x Response paper – (2 pages)* based on one of the lectures in the University Lecture Series:

Summarize basic content, structure, and argument of the lecture, and if applicable, formulate a brief opinion about it.

You will do peer editing on this paper before handing in a final draft

*1 x Evaluate Websites* – exercise on how to assess websites for their reliability

Class session with librarian

### Grading

Attendance/participation	20%
2 x Informal writing	10% each (required but no letter grade assigned )
Response paper	20%
Evaluate Websites	10%
Long oral Class presentation	20%
Brief final oral presentation	10%

I use plus and minus grading

### **Writing Center**

The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. FAC 211, 471-6222. <http://uwc.fac.utexas.edu/>

### **A note on scholastic dishonesty**

While doing research on the internet, it is tempting to copy and paste when you find a text that suits your need. This, however, constitutes plagiarism, a form of scholastic dishonesty that UT takes very seriously –it gets reposted. Don’t let this happen to you! Make sure you quote properly, or paraphrase (while disclosing your original source). See:

[http://deanofstudents.utexas.edu/sjs/scholdis\\_plagiarism.php](http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php)

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

### **Sensitive Content**

While it is not the intent of the course to make you uncomfortable, some of the material you will encounter is difficult to deal with on many levels, and sometimes it is graphic. I will try to warn you about this beforehand. Contact me if this presents a problem.

Because of the sensitivity of the topic, discussions of the material need to follow certain rules: I allow but limit discussions of personal experiences in class unless they also pertain to the class material. I expect respectful listening, without interruptions when someone who is speaking. Jokes or belligerent commentary are not acceptable. Students who do not respect this rule get a warning and will be marked absent if it happens again.

### **Disabilities**

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

### **Use of cell phones and computers**

Cell phones must be put away during class, and computers may be used only for note-taking or research literacy assignments. Students who use gadgets for non-class related activities will be marked as absent.

### **Safety and Security**

Sign up for UT police text alerts, evacuate buildings when a fire alarm is activated, familiarize yourself with all exit doors of each classroom and building you may occupy. If you have concerns about the behavior of a fellow student, you may call BCAL: 512-232-5050.

## IMPORTANT DUE DATES

### **Week 1**

F Aug 31 Bio due. Sign up for presentations

### **Week 2**

T Sept 4 Hand in first informal writing  
*Last day of the official add/drop period*

### **Week 3**

Th Sept 13 *Last day to drop a class for a possible refund.*

### **Week 4**

M 17 Attend one of the following lectures (or watch the podcast)  
7:00 p.m.- 8:00 p.m. Bass Concert Hall "Research that Changes the World"  
T 18 7:00 p.m.- 8:00 p.m. Bass Concert Hall "Election 2012"

### **Week 5**

F Sept 28 Bring draft of response paper about University lecture to class for peer editing

### **Week 6**

Th Oct 4th Response paper due

### **Week 9**

W Oct 24 *Last day a student may change registration to or from the pass/fail or credit/no credit basis*

### **Week 10**

F Nov 2 Website evaluation exercise due

### **Week 12**

T 13 Nov Library/research session during class time

### **Week 14**

T 27 Nov Final informal writing assignment due

### **Week 15**

Th Dec 6 Presentations (2-3 minutes) of synthesis/final conclusions in class.  
F Dec 7 Presentations (2-3 minutes) of synthesis/final conclusions in class.

### **Finals' week**

12 Dec NO FINAL

## Calendar-Syllabus

Readings are listed on the day they will be discussed so read them before you come to class and bring your reader. If a film is listed, it means that we will watch it in class.

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### **Week 1**      **Introduction to Course and Assignments**

Th 30 Aug      Introduction to the course structure of class, hand out of syllabus, bio sheet

Assignment: **write survey and bio, think of which presentation you would like to do**

F 31      Sign up for presentations, first informal writing assignment hand-out, **hand in bio**

Assignment: **Write up your first informal writing assignment, get course reader**

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### **Week 2**      **Introduction: What causes “everyday” rape/sexual violence?**

T 4 Sept      **Informal writing # 1 due!**

Maria Bevacqua excerpt from “Rape on the Public Agenda: Feminism...the Politics of Sexual Assault”

*What are some of the older and more recent understandings of sexual violence in the United States? How have feminists made a difference in this understanding? What different viewpoints do feminists hold on this topic?*

### Th 6      **Approaches to Sexual Violence in War and Armed Conflict I**

Susan Brownmiller “War” (from *Against Our Will, Men, Women, Rape* 1975)

*Is sexual violence during war and armed conflict similar to, or different from sexual violence in every day? What are the causes of sexual violence during war? We consider Brownmiller’s argument.*

F 7      **Discussion session:** discuss of Brownmiller, discuss oral presentation rubric and expectations

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### **Week 3**      **Approaches to Sexual Violence in War and Armed Conflict II**

T 11      Ruth Seifert “War and Rape: a Preliminary Analysis”

*Seifert, a well-known German feminist scholar draws her own conclusions on the causes of wartime rape, on the heels of the mass rapes committed in the early 1990s during the war in Yugoslavia. What is her argument?*

### Th 13      **Approaches to Rape in war and armed conflict III**

Elisabeth Jean Wood “Variation in Sexual Violence during War”

Jonathan Gottschall “Explaining Wartime Rape”

*What “variations” does the title of Wood’s article refer to, and how does she argue these variations matter? Gottschall presents an analytical overview of different scholarly approaches to the topic of wartime rape. He identifies different schools of thought/explanation.*

F 15	<p><b>Discussion sections</b></p> <p>9-10: presentation: and</p> <p>10-11 presentation: and</p> <p>11-12 presentation: and</p>
<p><b>Week 4</b></p> <p>M 17</p>	<p><b>Attend University Lecture Monday or Tuesday evening!</b></p> <p><b>7-8:00 p.m. Bass Concert Hall “Research that Changes the World”</b></p> <p>See also September 18<sup>th</sup>: attendance at or viewing one of the lectures is required. Lectures can be viewed online within 24 hours after the event.</p> <p><b>Assignment:</b> Write a brief (1-2 pages) response paper discussing the lecture’s main content and thesis and what you thought about it. <b>Draft due on Friday Sept 28<sup>th</sup>, bring copy to class</b></p>
T 18	<p><b>Historical Case World War II: Nazi Crimes</b></p> <p><i>Brief introduction to the history of WWII/Holocaust</i></p> <p>Discussion/explanation of chronology and maps</p> <p>Susan Brownmiller “WW II”</p> <p><i>Brownmiller offers a comprehensive overview of the kinds of sexual violence that was committed during WWII/the Holocaust by different parties</i></p> <p><b>7:00 p.m.- 8:00 p.m. Bass Concert Hall “Election 2012: History, Rhetoric, Politics”</b></p>
Th 20	<p><b>Nazi Sexual Crimes on the Eastern Front</b></p> <p>Regina Muehlhaueser “Nazi Sexual Politics in the Occupied Soviet Union, 1942-1945 “</p> <p><i>Muehlhaueser discusses in detail what the Nazi policies were towards sexual contact and sexual violence of Hitler’s troops against the occupied population of the Soviet Union</i></p>
F 21	<p><b>Discussion sections</b></p> <p>9-10 presentation: and</p> <p>10-11 presentation: and</p> <p>11-12 presentation: and</p> <p>Assignment: <b>work on response paper on University Lecture, draft due 28th</b></p>
<p><b>Week 5</b></p> <p>T 25</p>	<p><b>Nazi Crimes against “The Racially Inferior”</b></p> <p>Brigitte Halbmayr “Sexualized Violence against Women during Nazi ‘Racial’ Persecution”</p> <p><i>How can we better understand the kind of sexual violence that occurred during WWII/the Holocaust by different parties? How did ideas about race play a role?</i></p>
Th 27	<p><b>Nazi Crimes against “The Racially Inferior”</b></p> <p>Fionnuala Ni Aolain “Rethinking Concept of Harm...of Sexual Violence during war” (8-16)</p> <p>Joan Ringelheim “The Split between Gender and the Holocaust”</p> <p><i>Was sexual violence against Jewish women common during the Holocaust? Why/ not?</i></p>
F 28	<p><b>Peer editing response paper in class</b></p> <p>Assignment: <b>write a final draft of response paper</b></p>

<b>Week 6</b> T 2 Oct	<b><i>Historical Case WW II: Soviet and Allied Crimes against German Women</i></b> Helke Sander <i>BeFreier, Befreite (Liberators Take Liberties)</i> Watch excerpts film in class You need to have read Anonymous <i>A Woman in Berlin</i> beforehand
	<i>Sexual violence against German women was endemic at the end of WW II: here we get the perspective of the affected women, at the time, and with the advantage of hindsight</i>
Th 4	<b>Response paper due!</b> Atina Grossmann "The 'Big Rape': Sex and Sexual Violence, War..."  <i>What is your response to the rape of German women? Did they get "what they deserved" as supporters of the Nazi regime? Were they innocent bystanders who became victims? Something in between?</i>
F 5	<b>Discussion sections</b> 9-10 presentation: and 10-11 presentation: and 11-12 presentation: and
<b>Week 7</b> T 9 Oct	<b><i>Historical Case Vietnam: U.S. Crimes</i></b> Watch excerpts from Vietnam Veterans Against the War (VVAW) <i>Winter Soldier</i> (1972) Susan Brownmiller "Vietnam"
	<i>What kinds of sexual violence was committed during the Vietnam war, by whom, and what was the cause of/reason for this violence? What do the men who committed this violence or witnessed it have to say about it?</i>
Th 11	<b><i>Historical Case Vietnam: Memory of the U.S. Crimes</i></b> Watch in class: Frontline <i>My Lai</i> Background to My Lai, discuss memory
F 12	<b>Discussion sections</b> 9-10: presentation: and 10-11 presentation: and 11-12 presentation: and
<b>Week 8</b> T16	<b><i>Historical Case Yugoslavia: Introduction to the History of the Conflict</i></b> Alexandra Stiglmeier "The War in the Former Yugoslavia"
	<i>Description of the conflict and the role of the rapes</i>
Th 18	Watch excerpts of Jolie <i>In the Land of Blood and Honey</i> (2011)
F 19	<b>Discussion sections</b> Discuss responses to <i>In the Land of Blood and Honey</i>
<b>Week 9</b> T 23	<b><i>Making a Case for Intervention in Yugoslavia: Which Rapes Matter?</i></b> Rhonda Copelon "Surfacing Gender: Reconceptualizing Crimes against Women in War" Catharine MacKinnon "Rape, Genocide, and Women's Human Rights"

*While women on both sides of the conflict experienced sexual violence during this war, it is often argued that only some of the rapes can be argued to be an act of war – who makes this argument and on what basis?*

Th 25

**Historical Case Yugoslavia: Strategies of the Prosecution**

Pascale Bos “Feminists Interpreting the Politics of Wartime Rape”

*How have feminists over time tried to explain why sexual violence during wartime occurs? With a look back and comparison of the Soviet rapes of German women and the rape of women in the war in Yugoslavia, the question is asked what we may fail to see if we only look at gender or only at ethnicity to explain this violence*

F

**Discussion sections, receive website evaluation assignment**

9-10 presentation: and

10-11 presentation: and

11-12 presentation: and

Assignment: **Work on Website evaluation assignment**

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**Week 10**

**Complicating the Picture I: Research on Perpetrators**

T30

Nicola Henry et al. “A multifactorial model of wartime rape”

*Who are the men who rape during armed conflict? Are they the same men who commit sexual violence during peace time? What factors make some men more likely to engage in rape during war than in peace time?*

Th 1Nov

**Perpetrator Motives**

Cynthia Cockburn “‘Why Are You Doing This to Me?’”

*How identity – of the perpetrator and of the victim - matters in why and when sexual violence occurs during armed conflict between certain groups of combatants and civilians*

F

**Website evaluation assignment due!**

**Discussion sections**

9-10: presentation: and

10-11 presentation: and

11-12 presentation: and

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**Week 11**

**Complicating the Picture II: Sexual Violence against Men and Boys in War**

T 6

Miranda Alison “Wartime Sexual Violence: Human Rights and the Question of Male...”

*What are the implications of men and boys becoming the victims of sexual violence by men? Does this change our analysis of sexual violence as a gender crime?*

Th 8

**Sexual Violence against Men and Boys in War**

Charli Carpenter “Recognizing Gender Based Violence against...Men and Boys.”

F

**Discussion sections**

9-10: presentation: and

10-11 presentation: and

11-12 presentation: and



<b>Week 12</b>	<b>Research/Library Session</b>
T 13	A visit from the librarian introducing you to the UT library website and its on-line research tools. Bring your laptop/table to class
Th 15	<b>Strategies in Prosecuting Sexual Violence</b> UN Security Council "Resolution 1820" (2008) Dorothy Thomas and Regan Ralph "Rape in War: Challenging the Tradition of Impunity"  <i>Until recently, it was impossible to convict a soldier who committed acts of sexual violence during a war. This is now changing – but all for good?</i>
F	<b>Discussion sections</b> 9-10: presentation: and 10-11 presentation: and 11-12 presentation: and
<b>Week 13</b>	<b>Prosecuting Sexual Violence: Japan</b>
T 20	Yuma Totani "Legal Responses to WWII Sexual Violence: The Japanese Experience"  <i>The Japanese "comfort women" case and the attempts to seek justice 60+ years after the fact</i>
Th 22	<b>NO CLASS Thanksgiving</b> <b>Assignment: write up brief class assessment</b>
<b>Week 14</b>	<b>(Feminist) Strategies for Prosecuting Wartime Sexual Violence</b>
T 27	<b>Hand in brief final class assessment</b> Doris E. Buss "Rethinking 'Rape as a Weapon of War'"  <i>Some of the challenges, progress and backlash of feminist prosecution strategies</i>
Th 29	Fionnuala Ni Aolain "Rethinking the Concept of Harm...of Sexual Violence during war" Pages 1-8 and 16-34
F	<b>Discuss final presentation assignment, brainstorm in class</b>  Assignment: <b>prepare BRIEF presentation</b>
<b>Week 15</b>	<b>Conclusions</b>
T 4 Dec	Rhonda Copelon "Toward Accountability for Violence against women in war"
Th 6 Dec	<b>Final presentations</b> Presentations (2-3 minutes) of your conclusions
F 7 Dec	<b>Final Presentations</b> Presentations (2-3 minutes) of your conclusions
<b>Finals' week</b>	<b>No Final</b>