

Spring 2018 * 61870
UGS 302 Difficult Dialogues: Sexual Violence and War

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Sexual violence during war and armed conflict is endemic. This fact has only recently been acknowledged, however. Since the wars in the former Yugoslavia and Rwanda in the early 1990s, scholars, politicians, activists and legal professionals have first begun to truly investigate the occurrences, causes, and ways to understand and prevent sexual violence during war and armed conflict. This course looks at both established and more recent scholarship on the subject and at a set of historic case studies to help us better understand how this violence comes about, what causes it, what different shapes it takes, and what may prevent it.

We investigate what this particular sexual violence is and what it looks like: how is it similar to, or different from “everyday” sexual violence? What role do race, nationality, religion, ethnicity, and/or class play in sexual violence in war? Why is sexual violence so common, yet why do certain armed conflicts engender more of it than others, and why do some troops commit more of it than others? We investigate who the individual perpetrators of sexual violence in armed conflict are and what motivates them, why both men and women can become victims of sexual violence in war, and the different purposes sexual violence in war may serve – as part of a military strategy, “spoils of war,” a “weapon of war,” method of genocide, and so forth. We also consider why sexual violence in war has remained above the law for so long.

Gender and Sexuality We focus on gender as a social construction with concrete effects in this course, as sexual violence (whether perpetrated by men or women, or on women or on men) can be understood as a form of *gender violence* as it either wishes to assert masculine power over females or seeks to emasculate males by “feminizing” them.

This course carries a writing flag, which involves learning how to plan, draft, and revise your written work. Writing workshops are part of the course and have to be attended.

This course is interdisciplinary, in the sense that it presents perspectives from a range of scholarly disciplines: history, political science, philosophy, sociology, psychology, law, and literary and cultural studies. When we discuss the readings, 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.

Difficult Dialogues seminars focus on teaching you the skills you need to participate in constructive dialogue about controversial and potentially divisive issues. Because of the sensitivity of the class topic, discussions of the material follow certain ground rules: be respectful about taking turns in conversations. Listen without interruptions when someone is speaking. Jokes or belligerent commentary are not acceptable. Engage carefully with other students’ arguments rather than reacting for the sake of wanting to be “right.” Keep in mind that, as is to be expected with this particular subject matter, quite a bit of the material you will encounter in this course may be difficult to deal with as it depicts violence and/or suffering, sometime depicted in an explicit, graphic matter. Our need to deal with it sensitively is paramount. If you find yourself having trouble with this material, let me know.

Class Text

Only required text: course pack (also referred to as the class reader) will be available from Jenn's Copies, 2518 Guadalupe • (512) 482-0779 • 2518@jennscopies.com

Films

We will watch several films during this course. Some of them are viewed in class, some of them you are expected to watch outside of class.

A Woman in Berlin (excerpts)

Winter Soldier (excerpts)

Frontline My Lai (excerpts)

Land of Milk and Honey (excerpts)

The Invisible War (excerpts)

<http://www.pbs.org/independentlens/films/invisible-war/>

<https://www.youtube.com/watch?v=1zpj9XoVFol>

<https://www.youtube.com/watch?v=9nxq7-WYC4M> (you only need to watch 0.01:11-0.03:35)

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

You are required to facilitate one 10-minute (each) class discussion with 1-2 other students in which you prepare and present collaboratively (do not merely divide the work among yourselves, but meet, discuss, and plan what and how you want to present to the class). You must post a collectively produced, formally written (not just bullet points!) brief analysis (2-page) of the readings and discussion questions 24 hours before class to the Canvas website to help guide the rest of us through the reading and prepare us for your presentation. You need to analyze the assigned scholarship, the theory and/or controversy it addresses. Your analysis should ideally relate that day's assignments to the broader themes of the class. I strongly encourage you to incorporate current events, debates, news stories, etc. into your presentation and paper.

At the end of the semester, you will give a 4-5 minute presentation on your final thoughts on what you have learned in the class. Ideally, you would defend or refute a proposition made by one or more of the scholars discussed in the course. Notes on index cards will be of the essence here!

Difficult Dialogue Lecture

On February 20th there will be an evening lecture which you will be required to attend. You will write a brief response paper based on this lecture, see below. Topic: "Innovative Addiction Solutions" by Dr. Lori Holleran Steiker, Director of UGS Instruction, Engagement, and Wellness, School of Social Work 7-8 p.m. TX Union Theatre

Writing and Literacy Assignments

2 x Informal writing – your thoughts on sexual violence and war at beginning and end of course

1x write up of your oral presentation/analysis on Canvas, see above (2 pages max) in which you analyze the scholarship assigned, the theory and/or controversy it addresses.

1 x Response paper – (2 pages) based on the lecture of the Difficult Dialogues (Feb 20):

Summarize basic content, structure, and arguments of the discussion and formulate a brief response/opinion about it. You will do peer editing before handing in a first draft, and

you receive revision feedback from me after handing in this draft. You then hand in a revised, final draft

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

Grading

Attendance/participation	25%
2 x Informal writing	5 % each
1 Response paper + revisions	20%
Evaluate Websites	10%
Long oral Class presentation	10%
2-page write up of oral presentation	15%
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. They are located in FAC 211, Ph: 512-471-6222. <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://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

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 512-471-6259, 512-471-6441 TTY.

Use of cell phones and computers

Cell phones must be put away during class, and computers may be used for note-taking only per request. 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, and 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.

Concealed Handguns

Although by law I am not allowed to expressly forbid you from bringing a concealed handgun to my class if you are a LTC holder, the administration of this university, the faculty, staff, and the majority of the students have expressed the wish to keep this campus gun-free. Weapons on campus pose a serious hazard: they can discharge accidentally, they can be stolen, they can become a tool of intimidation in a heated discussion, and unfortunately they can be used to coerce sexual consent. I thus strongly wish to dissuade you from bringing a concealed handgun to class - leave it at home, or if you must bring it to campus, leave it locked in your vehicle. Campus carry requires that handguns remain concealed at all times with no exceptions, and if a handgun is visible, however briefly, it is a

violation of university policy and law. If a LTC holder does reveal their weapon in class, whether accidentally or by choice, or discusses having a gun on or with them, they will be asked to leave the classroom and be counted absent for that day. Guns are not permitted under ANY circumstances in my office.

IMPORTANT DUE DATES

Week 1

TH Jan 18 **Bio due.** Sign up for presentations

Week 2

T Jan 23 **Hand in first informal writing**

Week 6

T Feb 20 **Innovative Addiction Solutions Dr. Lori Holleran Steiker, Director of UGS Instruction, Engagement, and Wellness, School of Social Work | 7-8 p.m. | Union Theatre**
Attendance at this discussion lectures is required for response paper.

Week 7

T Feb 27th Bring paper **copy draft of response paper** about lecture to class for peer editing

Week 8

T March 6th Response paper **first formal draft** due, bring print out to class

Week 9

Th Mar 20th **Revised response paper** due, bring both first and second draft to class

Week 11

T Apr 3 **Website evaluation exercise** due
Th April 5 Website exercise discussion

Week 12

Week 14

T 24 **Final informal writing assignment** due

Week 15

T May 1 Presentations (5-6 minutes) of synthesis/final conclusions in class.
Th May 3 Presentations (5-6 minutes) of synthesis/final conclusions in class.

Finals' week

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.

Week 1 *Introduction to Course and Assignments*

T Jan 16 Introduction to the course structure of class, hand out of syllabus, bio sheet

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

Th 18 Personal introductions, sign up for presentations, first informal writing assignment hand-out, explanation of Canvas, **hand in bio**

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

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

T 23 **Informal writing # 1 due!**

Maria Bevacqua excerpt from “Rape on the Public Agenda: Feminism...the Politics of Sexual Assault,” “CDC Survey Finds 1 in 4 Women Attacked by Partner”

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 25 ***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.

Discussion of Brownmiller, discuss oral presentation rubric and expectations

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

T 30 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?

Presentation:

Th 1 Feb ***Approaches to Sexual Violence 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.

Presentation:

Week 4 T 6	Historical Case World War I: Nazi Crimes Brief introduction to the history of WWII/Holocaust, Discussion/explanation of chronology and maps, Susan Brownmiller "WW II" <i>Brownmiller offers a comprehensive overview of the kinds of sexual violence that was committed during WWII/the Holocaust by different parties</i> Presentation:
Th 8	Nazi Sexual Crimes on the Eastern Front Regina Muehlhaeser "Nazi Sexual Politics in the Occupied Soviet Union, 1942-1945 " <i>Muehlhaeser 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> Presentation:
Week 5 T 13	Nazi Crimes against "The Racially Inferior" Eva Fogelman "Rape during the Holocaust: Vulnerabilities and Motivations" <i>Was sexual violence against Jewish women common during the Holocaust? Why/ not?</i> Presentation:
Th 15	Nazi Crimes against "The Sexually Deviant" Dagmar Herzog, "Sexual Violence against Men: Torture at Flossenbürg" <i>How did Nazi ideology feed into the sexual violence directed against homosexual men?</i> Presentation:
Week 6 T 20	Historical Case WW II: Soviet and Allied Crimes against German Women A Woman in Berlin Watch excerpts film in class + Excerpt Anonymous A Woman in Berlin <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.</i> <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?</i>
Evening	<i>"Innovative Addiction Solutions"</i> Dr. Lori Holleran Steiker, Director of UGS Instruction, Engagement, and Wellness, School of Social Work 7-8 p.m. Union Theatre attendance at this discussion lectures is required for response paper. <i>Assignment: Write a brief (2 page) response paper discussing the lecture's speaker, the main content, arguments, and thesis, and what you thought about it. Draft due on Feb 27th, bring copy to class</i>
Th 22	Historical Case III Vietnam: "Incidental" Rape and the U.S. Army Watch excerpts from Vietnam Veterans against the War (VVAW) <i>Winter Soldier</i> (1972) Susan Brownmiller "Vietnam"

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?

Assignment: work on response paper on public discussion, draft due 27th

Week 7
T 27 **Response paper first informal draft due!**
Peer editing workshop of informal draft response paper in class

Th 1 Mar ***Vietnam: Perpetrator Memory and Trauma***
Watch in class: Frontline *My Lai*, discuss background to My Lai
Discussion about questions of (selective) and traumatic perpetrator Memory

Presentation:

Assignment: write a **first formal draft** of response paper

Week 8
T 6 ***Historical Case IV Yugoslavia: Introduction to the History of the Conflict***
First formal draft response paper due

Alexandra Stiglmeier "The War in the Former Yugoslavia"
Description of the conflict and the role of the rapes

Presentation:

Th 8 ***Yugoslavia***
Pascale Bos "Feminists Interpreting the Politics of Wartime Rape"

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? 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.

Presentation:

SPRING BREAK

Week 9
T 20 ***Making a Case for Intervention in Yugoslavia: Which Rapes Matter?***
Revised response paper due! (send by email)

Watch excerpts of Jolie *In the Land of Blood and Honey* (2011)
Discussion of the film and the way it depicts wartime sexual violence

Th 22 ***Complicating the Picture I: Sexual Violence within the (U.S.) military***
"Lawsuit Says Military Is Rife With Sexual Abuse"
Watch and discuss excerpts of *The Invisible War* (excerpts)
<http://www.pbs.org/independentlens/films/invisible-war/>
<https://www.youtube.com/watch?v=1zpj9XoVFoI>
<https://www.youtube.com/watch?v=9nxq7-WYC4M> (watch 0.01:11-0.03:35 only)

Week 10 T 27	Historical Case V, Rwanda: Strategies of the Prosecution Jessica A Hubbard "Justice for Women? Rape as Genocide and the ICT for Rwanda"
	<p>How was the sexual violence at the center of the civil war in Rwanda similar to that which unfolded in the former Yugoslavia? Do we treat it the same way? What progress was made by the ICTR in prosecuting wartime sexual violence?</p> <p>Presentation:</p>
Th 29	Complicating the Picture II: Research on Perpetrators Website evaluation assignment due
	Nicola Henry et al. "A multifactorial model of wartime rape"
	<p>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?</p>
	<p>Brief discussion website assignment</p>
	<p>Presentation:</p>
	<p>Assignment: Work on Website evaluation assignment</p>
Week 11 T 3 Apr	Perpetrator Motives Hand in website evaluation assignment
	Cynthia Cockburn "'Why Are You Doing This to Me?'" James E. Waller "Rape as a Tool of 'Othering' in Genocide"
	<p>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</p>
	<p>Presentation:</p>
Th 5	Discussion Website assignment in class
Week 12 T 10	Complicating the Picture III: Sexual Violence against Men and Boys in War Miranda Alison "Wartime Sexual Violence: Human Rights and the Question of Male..." Charli Carpenter "Recognizing Gender Based Violence against...Men and Boys."
	<p><i>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?</i></p>
	<p>Presentation:</p>
Th 11	Strategies in Prosecuting Sexual Violence
	UN Security Council "Resolution 1820" (2008) Dorothy Thomas and Regan Ralph "Rape in War: Challenging the Tradition of Impunity"
	<p><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></p>
	<p>Presentation:</p>

Week 13 T 17	<p>Case Study: Prosecuting Sexual Violence: Japan Yuma Totani "Legal Responses to WWII Sexual Violence: The Japanese Experience"</p> <p><i>The Japanese "comfort women" case and attempts to seek justice 60+ years after the fact</i></p> <p>Presentation:</p>
Th 19	<p>(Feminist) Strategies for Prosecuting Wartime Sexual Violence Doris E. Buss "Rethinking 'Rape as a Weapon of War'"</p> <p><i>Some of the challenges, progress and backlash of feminist prosecution strategies</i></p> <p>Presentation:</p> <p>Assignment: write up brief class assessment</p>
Week 14 T 24	<p>(Feminist) Strategies for Prosecuting Wartime Sexual Violence Hand in brief final class assessment Fionnuala Ni Aolain "Rethinking the Concept of Harm...of Sexual Violence during war" Pages 1-8 and 16-34</p> <p>Presentation:</p>
Th 26	<p>Conclusions Rhonda Copelon "Toward Accountability for Violence against women in war"</p> <p>Assignment: prepare BRIEF presentation</p>
Week 15 T 1 May	<p>Final presentations I Presentations (5-6 minutes) of your conclusions Student presentations in which you talk about your conclusions about the class.</p>
Th 3 May	<p>Final Presentations II Presentations (5-6 minutes) of your conclusions Student presentations in which you talk about your conclusions</p>
Finals' week	No Final