

Gender Violence, Third Edition

Interdisciplinary Perspectives

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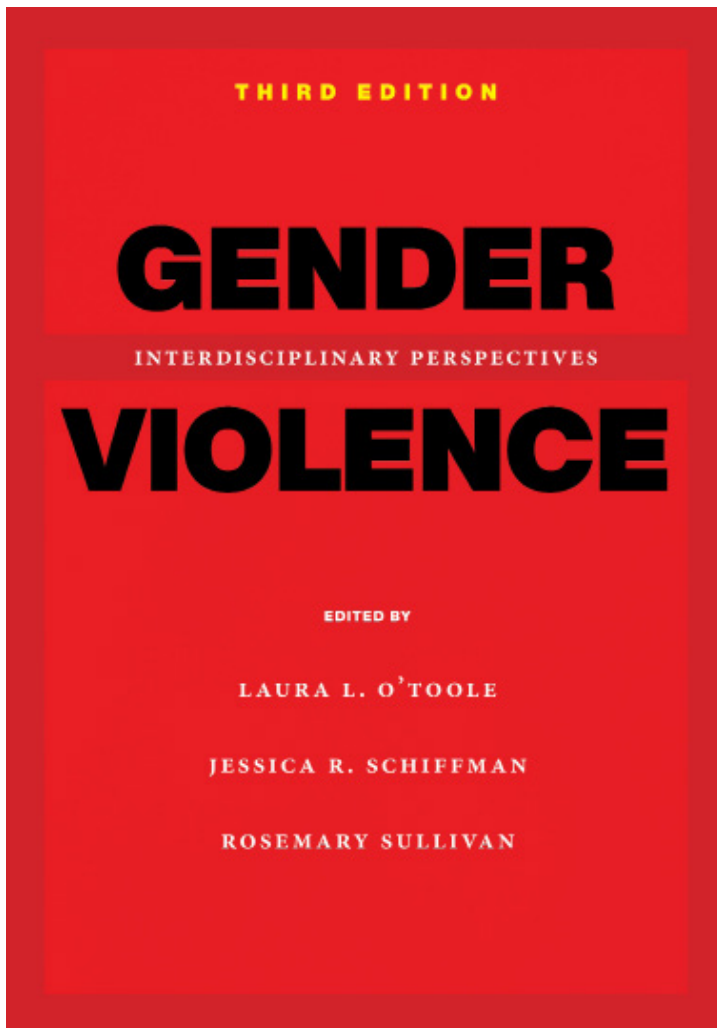
Instructor's Guide

An updated edition of the groundbreaking anthology that explores the proliferation of gendered violence

From Harvey Weinstein to Brett Kavanaugh, accusations of gender violence saturate today's headlines. In this fully revised edition of *Gender Violence*, Laura L. O'Toole, Jessica R. Schiffman, and Rosemary Sullivan bring together a new, interdisciplinary group of scholars, with up-to-date material on emerging issues like workplace harassment, transgender violence, intersectionality, and the #MeToo movement.

Contributors provide a fresh, informed perspective on gender violence, in all of its various forms. With twenty-nine new contributors, and twelve original essays, the third edition analyzes emerging contemporary issues such as LGBTQ+ violence, sex work, and toxic masculinity.

A trailblazing text, *Gender Violence, Third Edition* is an essential read for students, activists, and others.



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Introduction to the *Instructor's Guide*

The third edition of *Gender Violence: Interdisciplinary Perspectives* was compiled during an unprecedented time for most of the instructors and students who will use it. The persistence of armed conflict, the rise of global nationalisms, rapid climate change, and the widespread increase in hate crimes against Black and Indigenous People of Color (BIPOC), immigrants, and LGBTQ+ people, as well as myriad sexual violations, converge to constitute the sociopolitical context within which we curated this mix of poems and chapters—many of them new to this edition. And in the US, seemingly intractable economic inequalities and the divisive and violent turn of the Trump administration set the stage for the devastation of the COVID-19 pandemic that was gripping the nation as this edition went to press.

So, too, the horror provoked by the murder of George Floyd by Minneapolis police officers, filmed by bystanders powerless to stop it and viewed by millions—many enraged by too many high-profile killings of people of color—sparked an international social movement led by BIPOC and White allies that shows no sign of abating. A new focus on institutionalized systems of inequity and privilege is motivating many corporations, government and educational institutions, sports organizations, communities, and families to interrogate social relationships of power, even as others resist acknowledging both the data and how the lived experiences of those affected—which is to say, all of us—continue to reproduce these systems and relationships.

We hope this instructor's guide provides material that enhances your lesson plans, stimulates discussions and applications, and generates ideas for active learning in your classrooms, on your campuses, and in collaboration with community partners whose work aligns with the spirit of this volume. *Gender Violence* and this guide are interdisciplinary examinations since no one discipline can explicate the complexity of gendered violence in its many forms and manifestations; the material is also appropriate for disciplinary courses that aim to integrate perspectives and applications across multiple fields. Given the rapidly changing social landscape, we pay particular attention to those political and public health crises that are evolving and that expose the interpersonal and structural conditions that we address in the new edition.

Preface

Foundational concepts to the study of gender violence are presented in the preface, as is the importance of applying interdisciplinary perspectives to understand the complex manifestations, consequences, and potential remedies to this enduring social problem. Students are introduced to the significance of the social construction of gender and sexualities and how the lens of intersectionality enhances this field of study. The third edition takes into account that enduring structures of inequality are produced and reproduced within the dominant neoliberal authority structures that ground them and thus are connected to gender violence in significant ways.

PART I: THE ROOTS OF GENDERED VIOLENCE

SECTION 1

Historicizing Gender Violence

Section Summary

Understanding gender violence in our contemporary society requires a historical perspective to illustrate how it manifests in various times and places in the past. This section explores theory and research that situates gender violence within specific stages of human development and within major social institutions as they evolve and shape social relationships of power. Of particular importance is the emergence of patriarchy as a major authority system as well as women's roles and relationships within it. Sex/gender systems and economic institutions are highlighted as major sites where violence is used as a mechanism of social control and the social reproduction of power dynamics. The chapters in this section are examples of systemic attempts to comprehend male dominance generally, and its relationship to gender violence specifically.

Chapter One

In "Gendered Violence in Small Scale Societies in the Past," Debra Martin and Ryan Harrod explore the earliest evidence of human violence through an analysis of skeletonized bodies from burial sites. The scarcity of written records requires innovative methods to illuminate the origins of gender violence and its relationship to contemporary concerns. Using the double lens of biology and culture, the authors help us to understand the development of human behavior.

Chapter Two

Bernadette Brooten invites us to consider how slavery and its particular effects on women and girls continues to influence how relations between women and men are

enacted today. How has the fact that three of the world's major religions supported the domination of human beings continued to affect our understanding of sex and sexuality? Brooten asks us to face our religious history and consider what it requires to create sexual ethics that truly respect human freedom.

Chapter Three

In "Theorizing Women's Oppression," Sharon Smith analyzes the key elements of Marx and Engels's theory that connect women's second-class citizenship in society overall with their role inside the nuclear family, while identifying key theoretical questions that need further development or correction. It also examines some of the theoretical advances of 1970s social reproduction theorists who specifically addressed the role of working-class women's unpaid domestic labor in the service of capital, and its connection to the oppression that affects women of all classes.

Chapter Four

Edwin Schur addresses the social construction of sex in late 20th century American society as the outgrowth of converging historical forces. He focuses on this convergence to explain the institutionalization of sexual coercion in the US. Schur encourages us to conceptualize gender violence as emanating from a pathological society; thus, large-scale social change is necessary if we are to eliminate gender violence.

Discussion Questions

- Consider the chapters by Brooten and Schur. What are some examples of the types of large-scale social changes necessary to eliminate gender violence?
- Choose a religious tradition and investigate whether and how it has contributed to and/or addressed sexual violations.
- How might the authors of the four chapters in this section explain the existence of gender violence? Do you think they would agree with the working definition presented in the Preface of the book?
- There are many analysts and activists who critique capitalism and link its contemporary neoliberal arrangements to gender violence. How do the authors in this section relate economics to violence? Do their explanations align with contemporary political debates on resource distribution through wages, access to

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basic necessities, and other economic programs? In what ways has the COVID-19 pandemic contributed to the debate?

- Discuss Rubin's concept of a sex/gender system, introduced in this section introduction, and list specific examples of how each aspect of it is manifest in your current life and experiences. Can you draw direct links between each component and forms of gendered violence?

Active Learning

- Have students conduct on-line research to investigate historical social movements for gender equity and the construction of narratives on social and economic power. How has the language of power and privilege changed over time to reflect increasing awareness of male dominance, white supremacy, and heteronormativity? How have the demands for equity and justice changed?
- Conduct a "Privilege Walk" exercise with your students to demonstrate the ways in which power and privilege operate in your society and to serve as a vehicle for discussing intersectionality and power. These concepts are important aspects of the framework of *Gender Violence*. There are many "Privilege Walk" lesson plans on-line; be sensitive to the fact that they can be experienced by marginalized participants as a tool to educate elite participants at their expense; plan your debrief in a way that illuminates that critique. <https://www.tolerance.org/magazine/beyond-the-privilege-walk>
- Ask students to interview an older family member or friend about how cultural practices related to gender have changed in their lifetime. Do they see the changes as positive or negative? In what ways was their life experience affected?

SECTION 2

Global Gender Violence: A Template for Exploration

Section Summary

This section provides an overview of cultural and historical conditions that affect how gender violence is articulated in local contexts. Culturally specific social conditions provide the basis for the great variation that still exists in gender relations worldwide. The chapters included in this section represent a broad range of disciplines. Taken together, these perspectives provide a starting point to understand both the similarities and differences in gender violence across cultures and contribute to a macro-level analysis that is so often lost in public discussions.

Chapter Five

Peggy Sanday confronts universalized notions of male violence in “The Socio-Cultural Context of Rape” by differentiating societies according to the existence and frequency of rape within them. Biological determinism does not withstand the test of cross-cultural applicability when the results of this analysis are taken into account. By distinguishing the characteristics of rape-prone and rape-free societies we move closer to understanding some of the central problems that need to be addressed within myriad violent social systems across the globe.

Chapter Six

In the chapter “Sexual Violence as a Weapon during the Guatemalan Genocide” by Victoria Sanford, Sofía Duyos Álvarez-Arenas, and Kathleen Dill, the authors document the first time a head of state had been convicted for crimes against humanity and genocide in a national court, providing a clear case study of the use of rape in war. They detail the strategy whereby the sexual abuse of women is weaponized, going beyond previous assumptions that rape is an unfortunate (if not unavoidable) result of war.

Chapter Seven

In “Situating ‘Toxic’ Masculine Subcultures: Toward Disrupting Gendered Violence,” Laura O’Toole and Jessica Schiffman focus on specific institutional sites within the broad context of the neoliberal agenda in order to understand how gender systems are reinforced and how violence maintains those arrangements. The authors point to

the exploitation of social divisions to validate the importance of intersectionality as a tool to help deconstruct systems of power that continue to create and uphold gender violence.

Discussion Questions

- Analyze either the society where you live or where you were born. Ask them to explain how using Sanday's framework, would you characterize it as rape-prone? Give examples that shape your response.
- How does war increase women's vulnerability to sexual violations? What are the characteristics of war itself and the psychological effects of sexual violence that seem to make sexual violation a logical weapon? How does war play on notions of masculinity that might be characterized as violence against the men involved?
- Have you personally experienced the effects of one of the toxic masculine subcultures discussed in this section? Can you share examples? If some of these groups exist on your campus, how can administrators and other students respond to activities that reproduce stereotypes and/or otherwise cause harm?
- How are some elements of rape culture in world religions similar to other rape-prone institutions (e.g. fraternities, the military)? Can you think of any organized religion that could be characterized as rape-free?
- Select two of the chapters from this section and explain how the authors' ideas support or contradict each other. In what ways are they similar or different?

Active Learning

- Have students read The UN document, "Women Between War and Peace" and explain the point of view of the authors. How do women and men experience war differently?
 - <https://www.unwomen.org/en/digital-library/multimedia/2016/10/women-between-war-and-peace>
- Provide students with the UN Women website to read about the effects of the COVID-19 pandemic on women and girls. Require them to read the nine short topics and take the quiz. Have them explain their answers, right or wrong.
 - <https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html>

PART I: THE ROOTS OF GENDERED VIOLENCE

- Assign “[Women and Black Lives Matter: An Interview with Marcia Chatelain](#).” Have students discuss whether the focus of Black Lives Matter has expanded since the 2015 interview. Ask them to find a foreign newspaper article and explain how the foreign news discusses Black Lives Matter and the extent to which they consider LGBTQ+ lives.

PART II: MANIFESTATIONS OF SEXUAL COERCION AND VIOLENCE

SECTION 1

Harassment and Bullying

Section Summary

Sexual harassment and bullying have risen to new prominence as serious issues in response to the #MeToo movement and the incivility that characterizes the current political-economic landscape. This section traces the history of sexual harassment as a concept embraced by second-wave feminist activists and eventually defined and regulated by courts, legislation, and governmental agencies. Experiences of women, men, and children of all demographics are explored in ways that illustrate enduring relations of power in workplaces, in schools, and on the streets. Comparisons of how sexual harassment is constructed as discrimination versus harm in the US and Europe, as well as the dearth of data from many nation-states, are included. Chapters present empirical data as well as new theoretical directions for understanding the depth and consequences of both harassment and bullying for its victims and for the larger contexts within which it occurs.

Chapter Eight

In “Expanding the Conceptualization of Workplace Violence: Implications for Research, Policy, and Practice,” Kristen M. Van De Griend and DeAnne K. Hilfinger Messias address the still persistent legacy of the myth of separate spheres. By asking us to widen our sights to understand the multiple sites of labor in domestic, voluntary, and flexible work arrangements, they show how important intersectional lenses and international research are to fully understand and address violence at work in formerly invisible workplaces and in the new economy.

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Chapter Nine

Melinda Mills' "Everything from 'Beautiful' to 'Bitch:.' Black Women and Street Harassment" moves our focus from work to public spaces where the violation of women of color is still largely invisible or dismissed as insignificant in a culture characterized by *misogynoir*. Despite the continual devaluation of women of color in white supremacist, capitalist patriarchy, Black women resist stereotypical images and negotiate often dangerous public spaces.

Chapter Ten

Social media and on-line gaming are major preoccupations of people of all ages in contemporary society, but the implications of participation are complicated by social status and power. Bailey Poland explicates the perils of "Gendered Harassment, Abuse, and Violence Online." By explaining the roots of online violence and the multiple methods by which women and girls are disproportionately violated, her work provides both analysis of the problem and suggestions for addressing it.

Chapter Eleven

Catharine MacKinnon demonstrates how, regardless of its practical and symbolic value, changing the law is often not enough to create real, sustainable change. Successful litigation also depends upon changing attitudes. Through its mass mobilization of citizens, she claims that "#MeToo Has Done What the Law Could Not" toward ending the trivialization of sexual harassment.

Discussion Questions

- Why is it often difficult for some individuals whose experiences fit the legal definition of sexual harassment to actually *perceive* their experience as harassment? In what ways do you think gender socialization contributes to differences in perceptions of sexual harassment as well as likelihood to harass?
- Research shows that some jobs may put those who perform them at particular risk for sexual harassment. What are some examples and how can organizations be more proactive in identifying and addressing sexual harassment incidents?
- In what ways are bullying and sexual harassment similar? Do they overlap? Can you think of situations you've experienced or observed in primary or secondary school that you might define as either? How did adults manage them and the individuals involved?

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- Do you think social media and gaming platforms should create and enforce strict non-harassment policies? Using the articles in this section, make a list of other ways these violations can be minimized in the future.
- In your life so far, how well do you think the places in which you have worked and studied have demonstrated knowledge of and interest in eliminating sexual harassment and bullying? What are examples of the best and worst situations you have experienced? Using information you have learned from the chapters in this section, how would you recommend changing the worst ones?

Active Learning

- The concept of *misogynoir* is introduced by Mills to illustrate the ways in which racism and sexism produce particular harassment situations for Black women. Ask students to think of ways that the spirit of the concept *misogynoir* can be applied to the experiences of other women of color. To further apply the concept of intersectionality, have students use Google Scholar or reputable NGO websites to research the ways in which LGBTQ+ individuals are targeted by co-workers and/or strangers, or experience hostile environment harassment.
- Does your institution have mandatory sexual harassment trainings for students and faculty/staff? Have students take and critique the training using the theories and research they have studied in this section.
- Use real workplace sexual harassment case studies or hypothetical scenarios based upon them to give students an opportunity to analyze situations, behaviors, and possible outcomes using the material in this section and other resources that you may have. Break students into groups assigned to different scenarios and ask each group (a) to make recommendations for how parties to the case they are assigned should handle the situation at each point in the process between perceiving the situation as harassment to reporting and resolution and (b) discuss how each situation could have been avoided — and why mediation is a problematic intervention.

SECTION 2

Rape and Sexual Violations

Section Summary

Sexual violations are a common experience for too many women and a not insignificant number of men. We offer a definition of rape, a survey of theory, and discussion of how the law addresses the issues. Connections between rape myths, male socialization, and cultural tropes surrounding sex and intimacy are explored. The chapters in this section offer a variety of perspectives to help elucidate the many complexities of sexual violations and encourage a broader understanding of its causes and effects.

Chapter Twelve

What distinguishes an act of terrorism? When a man attacks a woman *because she is a woman*, it is not typically associated in the public imaginary with terrorism. In Carole Sheffield's chapter, "Sexual Terrorism in the 21st Century," she asks us to reconsider how we conceptualize sexual violence against women and what aspects of violence are rendered invisible.

Chapter Thirteen

Margaret Stetz points to the great personal cost for women who have spoken publicly about sexual violation in war in her chapter, "Lessons Still Being Learned from the 'Comfort Women' of World War II." Though we can see the tangible results of these women's testimonies in the commitment of the international community to envision wartime rape as a crime against humanity, Stetz finds that, for the most part, governments and the military have not heeded their message. She cautions us against callous disregard of their legacy but rather suggests to use it to resist a tradition of the misuse of women's bodies by the military.

Chapter Fourteen

In "Forty Years after Brownmiller: Prisons for Men, Transgender Inmates, and the Rape of the Feminine," Valerie Jenness and Sarah Fenstermaker weave together three strands of concern in current sociological discourse—rape, prison environments, and transgender women—to illuminate how socially constructed femininity contributes to sexual violations. Their work illustrates the intersection

between the state and the use of violence, as well as enduring contempt for femininity.

Chapter Fifteen

Linda Martín Alcoff asks readers to consider the effects of consent as a legal criterion. In “Consent,” the author points out that the concept is borrowed from a model of social relations based on contracts, implying the delivery of a service, and that the condition of agreeing to supply the service (sex) may change, but the expectation of fulfillment may remain static. She explores how consent can both disadvantage women and simultaneously enforce gender norms that, themselves, form the framework for sexual violations.

Discussion Questions

- How might Sheffield’s concept of misogynistic terrorism help explain one of the other chapters in this section?
- Think about how social, political, and economic power differ for men and women. Explain how such differences affect the occurrence of sexual violations and women’s capacity to provide meaningful consent.
- What do Jenness and Fenstermaker have to say about the social construction of femininity and its relationship to sexual violations of transgender women?
- Does your institution have policies regarding sexual activity and consent? How are they communicated and what are students’ responses to them? How can the notion of truly consensual intimacy be most effectively taught and learned to decrease the likelihood of sexual assaults on and off campus?
- Go to the Billboard Hot 100 website: <https://www.billboard.com/charts/hot-100>. Pick a few songs that are currently popular. Google the lyrics to those songs. How do they portray gender, power, and relationships? Is there tacit and/or explicit support in this popular media for sexual assault? Give examples.

Active Learning

- Break the class into small groups and ask them to read “Rape Joke” by Patricia Lockwood and then explain the author’s use of rape myths and her use of tone and atmosphere to create mood. <https://www.theawl.com/2013/07/patricia-lockwood-rape-joke/>

- Does your campus have a “bystander intervention program” to help community members recognize and respond to potential sexual violations? If so, set up either a brief training exercise in your class or ask campus organizers to come and explain the program to your students. Debrief by having students discuss the effectiveness of the training, its strengths and weaknesses, especially in terms of the program’s built-in assumptions about the scenarios used in training bystanders. If not, they can research the many programs that other institutions have and discuss whether one would be appropriate to recommend to your Title IX administrator.
- Have students read the report on rape statistics worldwide from World Population Review and comment on what the data reveals and what it might not reveal about the incidence of rape. <https://worldpopulationreview.com/country-rankings/rape-statistics-by-country>

SECTION 3

Intimate Partner Violence

Section Summary

This section addresses historical, societal, and personal aspects of intimate partner violence (IPV). The material examines gendered systems that value the violent and controlling behavior of men while devaluing the victims of IPV and how these norms become embedded in other intimate relationships characterized by power differentials. The chapters describe how controlled and uncontrolled violence is present in most aspects of everyday life, and the worlds of business and politics are rife with examples of abusive power and coercive authority. Read together, these works provide a foundation for comprehending the contemporary intractability of intimate partner violence and facilitate a wider understanding of the problem.

Chapter Sixteen

Michael Johnson looks back over three decades of research in “Domestic Violence: The Intersection of Gender and Control” to question assumptions about intimate partner violence as explicable by a single concept. He develops a three-pronged typology to explain the distinctions among types of intimate partner violence and then clarifies what has appeared to be contradictory data.

PART II: MANIFESTATIONS OF SEXUAL COERCION AND VIOLENCE

Chapter Seventeen

bell hooks problematizes the term *battered woman* in “Violence in Intimate Relationships: A Feminist Perspective.” In hooks’ view, the term emphasizes an extreme aspect of male violence against women and thus eclipses the mild physical abuse that is normalized in intimate relationships. The term *battered woman* implies an ongoing dynamic of abuse that may not apply to the less severe and isolated incidents many women experience, and women thus labeled may reject it.

Chapter Eighteen

In “Religion and Intimate Partner Violence: A Double-Edged Sword,” Lee Ross examines how intimate violence perpetrators justify their actions using Christian scriptures. He also reveals how the tenets of Judeo-Christianity in regard to gender roles, marriage, and forgiveness pressure women to stay in abusive relationships.

Chapter Nineteen

Miriam Valdovinos delineates the struggles of undocumented Latina immigrant survivors when seeking help to address intimate partner violence in “Intimate Partner Violence Survivors: The Struggles of Undocumented Latina Immigrants.” A focal point of her research is to develop culturally responsive prevention and intervention programs that address the health and mental health effects of family violence on Latinx families while considering systemic constraints such as institutional racism, poverty, and income disparities.

Discussion Questions

- What was your reaction to hooks’ connection between corporal punishment of children and adult IPV victimization?
- hooks’ cautions readers to see the term “battered woman” as too narrow and encompassing the extreme cases of violence. Give examples of coercive control that someone might not even recognize as abuse.
- The value of studying issues from an interdisciplinary perspective is that it promotes the development of ways of understanding for and sensitivity toward the life experiences of different groups (sometimes referred to as cultural competency). Using chapters from this section, develop an intervention protocol that promotes empathy for victims of IPV whose religion, cultural background, or immigrant status may keep them in harm’s way.

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- Can you describe how intersectional identities are put under pressure by marital prescriptions common in orthodox religious traditions? How do these prescriptions contribute to IPV and responses to it?
- Several chapters focus on heterosexual women whose abusers are male. Describe the challenges of addressing IPV for a same-sex couple or a non-binary couple.

Active Learning

- bell hooks' chapter intertwines personal anecdotes and academic theory. Have the students go through the chapter in pairs or small groups and pick 3 quotes from her work that resonated with them. Have them discuss why those quotes were meaningful.
- Develop a case example of a victim who is experiencing IPV that comprises a mixture of macro factors (race, class, sexual orientation, ethnicity, gender identity) and micro factors (e.g. child of divorce, child abuse survivor, parent, etc.). Ask students to take out a blank piece of paper and divide it in half. On one half, ask the students to list all of the aspects of the victim's identity. On the other half, ask the students to do the same for themselves. Ask students to use both lists and consider how these aspects of identity might help a professional relationship to form, or how it might make it complicated. Taking the role of a practitioner managing the case, how could students overcome any challenges they predict?
- Have students watch "Gett: The Trial of Viviane Amsalem," (subtitled and available for streaming). Break the class into small groups and ask them to compare and contrast the issues raised in Orthodox Judaism and what Lee Ross is describing in his chapter.
- Visit the Center for Relationship Abuse Awareness website: <http://stoprelationshipabuse.org/educated/types-of-abuse/power-and-control-wheels/>. This website offers many different versions of the multiple components of IPV. Have students read through them all and in a small group discuss their reactions to the information. Ask them to describe what they learned that was new and meaningful.

SECTION 4

Children and Gender Violence

Section Summary

The readings in this section urge reconsideration of commonly held beliefs about why, how, and by whom children are victimized. They challenge assumptions about children and gender violence by arguing for a more complex, nuanced understanding of the problems associated with child victimization. The chapters in this section examine the effects of bullying, harassment, exposure to IPV, sexual abuse, online exploitations, and children's vulnerability to community violence. The chapters also offer concrete ideas for prevention and micro and macro level changes that would protect children from gender violence and its consequences.

Chapter Twenty

Annie Cossins develops a theoretical perspective on child sexual abuse in "Men, Masculinity, and Child Abuse: A Sex and Gender Question," that locates this form of victimization within the construction of *normal* male sexuality. She examines the social context in which adult men come to view children as sexually appealing and available.

Chapter Twenty-One

In "Locating a Secret Problem: Sexual Violence in Elementary and Secondary Schools," Nan Stein reports that her review of recent cases of peer-perpetrated sexual harassment reveals two particularly disturbing trends: sexual harassment is becoming more prevalent at younger ages, and this form of gendered violence is becoming increasingly dangerous and sexualized.

Chapter Twenty-Two

Nancy Whittier's "Where Are The Children?: Theorizing the Missing Piece in Gendered Sexual Violence," analyzes scholarship on child sexual abuse and feminist theory. Whittier sketches out how, as with rape, child sexual abuse is an important dimension of a system of inequality that has both structural and cultural dimensions. Whittier centers the intersectional dimensions of sexual violence (including age), complicated questions of adolescent sexual agency, and the role of the state in structuring definitions and responses to sexual violence.

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Chapter Twenty-Three

In “Rape in Holy Spaces: Sexual Abuse in the Roman Catholic Church,” Rosemary Sullivan describes the specific mechanisms of rape culture that contribute to the sexual violence perpetrated against boys and girls by Catholic priests. This includes analyzing seminary training, clerical narcissism, and the perversion of the Sacrament of Penance and Reconciliation, and key findings from several international inquiries. Sullivan frames the specific manifestation of rape culture among the clergy with David Finkelhor’s preconditions model of sexual offending as a method of understanding how academic notions translate into the lived experience of perpetrators and victims.

Discussion Questions

- How does toxic masculinity increase the severity of sexual violence and harassment of LGBTQ+ kids at school? What is the problem with labeling any type of sexual harassment as bullying or hazing?
- Is Title IX enforced at your school? Look up the Title IX summary at <https://www2.ed.gov/about/offices/list/ocr/docs/titleix-summary.pdf>. Are you surprised by what it covered?
- Several chapters in this section describe the paradox of child sexual abuse as an expression of public power by those simultaneously experiencing personal powerlessness. Use them as a starting point and give some current examples of structural power and powerlessness among men.
- Many survivors of clergy sexual abuse believe that the institutional cover-up was worse than the abuse itself. Why do you think they feel that way? What kind of individual and systemic response do they need?
- How could the power dynamics in a professional “helping relationship” mirror the structural inequalities that Whittier describes in her chapter? Does carceral feminism exacerbate power dynamics?

Active Learning

- Divide students into small groups to develop a mock sex offender treatment program following Cossins’ recommendation. Have them describe its features. What would students identify as important issues to address?
- Ask students to visit the website: <http://www.bishop-accountability.org>. It is the most comprehensive database of alleged clerical abuse incidents. In the center of the page is an option to search their database of accused clergy. Have them search

their home state. Were they aware of these allegations?

- Have students explore the Rape, Abuse, & Incest National Network (RAINN) website at: <https://www.rainn.org>. It is full of information, from helping survivors to major policy initiatives. Divide them into small groups to discuss how Whittier's work supports RAINN's mission.

SECTION 5

Commodified Bodies: Agency or Violation?

Section Summary

Deep theoretical and ideological differences still shape both moral debates and the literature related to the commodification of bodies in pornography, sex work, and other types of commercialized sex. Questions of whether commodification is violation in and of itself, correlated with violence against parties who consume or are consumed in these practices, and/or manifestations of human agency are interrogated in this section. Central to our exploration is the literature on perceptions of harm to persons as well as characterizations of the “pornification” of culture in societies where neoliberal economic systems and systemic socioeconomic inequalities converge. Themes explored throughout the volume thus far are applied specifically to questions related to pornography, sex work, and human trafficking, as well as to the significance of value orientations in the ongoing debates about them.

Chapter Twenty-Four

Patricia Hill Collins theorizes the pornographic treatment of Black women under slavery as antecedent to the construction of contemporary pornographic images in “Pornography and Black Women’s Bodies.” Beyond the historical use of Black women as sexual objects by White men, Collins suggests that the animalistic portrayal of them in much contemporary pornography is emblematic of the stratification among women in Western societies, and particularly of the subordinate status of African American women.

Chapter Twenty-Five

In “Pornographic Values: Hierarchy and Hubris,” Robert Jensen argues that the radical feminist critique of pornography provides the best framework for understanding the production and consumption of graphic sexually explicit material.

He analyzes a quarter century during which trends—in the pornography industry, the material it produces, and the ways images are used—demonstrate the compelling nature of that analysis. When combined with a critique of the assumptions and values of a hypermediated society, radical feminism also helps sharpen our inquiry into what it means to be human and what that requires in terms of establishing values within the current sociopolitical context.

Chapter Twenty-Six

As instructors who tackle thorny issues while teaching about sex work, Chrysanthi Leon and Corey Shdaimah discuss the importance of taking multiple perspectives and working to transcend ideological divides in order to facilitate frank conversation about topics that, as we have seen, contribute to political divisiveness within and across societies. They share lessons learned in “Making Sense of Sex Work, Prostitution, and Trafficking—In the Classroom and Beyond,” encouraging the use of feminist tenets of inclusivity, reflection, and critique to guide discussion.

Chapter Twenty-Seven

Anastasia Hudgins updates her analysis of US policy and international policy initiatives on trafficking in “Intimate States: Policies and their Effects on Sex Workers.” Drawing on both policy analysis and her experience in the field—including data from interviews conducted among female sex workers, she explicates the ways that applications of purportedly humanitarian trafficking policies hurt the people they are intended to protect and problematizes the trafficking framework for dealing with people whose livelihoods depend upon sex work.

Discussion Questions

- How can we understand the various ways that bodies and sexuality are commodified by situating our analysis within the contemporary *sex/gender system*? How does applying this concept suggest areas for creating policies and programs to change the conditions that promote commodification?
- What have you learned about economic systems, and neoliberalism in particular, that helps you understand the many manifestations of body commodification and why it proliferates in both corporate and small-scale entrepreneurial forms? In what ways is harm perceived by those whose lives are affected by commercialized sex?

PART II: MANIFESTATIONS OF SEXUAL COERCION AND VIOLENCE

- In what ways do authors in this section show the value of applying an intersectional lens to the commodification and sexualization of women's bodies? In particular, how are BIPOC and transgender individuals affected by social constructions of their bodies and sexuality?
- Discuss the concept of *pornification*, particularly as it relates to American culture. Have students review Edwin Schur's theories from Section I to contribute sociological insights about how this phenomenon evolves. In what ways does the expansion of social media contribute to the *pornification* of culture and its more generalized harms that are theorized by Jensen?
- Several of the authors in this section problematize the frequent collapsing of the practices of sex work and trafficking into a simple explanatory framework. How are these terms differentiated and why is it important to consider both the agency of sex workers and the economic system that produces demand for commercial sex when developing policies to minimize violence against women and youth who are involved?

Active Learning

- The debates around pornography and prostitution typically revolve around beliefs about "sex positive" versus "sex negative" functions of their use. Have students stake a claim to one of these perspectives and then research the other side to understand the reasoning behind proponents' beliefs. Then break students into debate teams to argue the points of the opposing viewpoints they researched. Which viewpoint presents the most compelling arguments—especially in regard to the correlations to gender violence? Were any minds changed by the debate?
- Frederick Douglass, noted nineteenth century abolitionist and supporter of women's suffrage, believed that education was the key to ending slavery. In the twenty-first century, human trafficking is considered a continuing form of slavery. Have students visit the Polaris website <https://polarisproject.org/blog/2020/04/sex-trafficking-is-still-happening-and-may-be-more-violent-than-ever/> and discuss how education might play a role today in addressing sex trafficking during the COVID-19 pandemic. Note that Polaris is named for the North Star that guided enslaved people to freedom in the US.
- There are many educational resources on-line for engaging students in learning about and working to end human trafficking generally and sex trafficking specifically. Have students review several examples and summarize the data provided, the perspectives taken, and the extent to which the activities take into account some of the assumptions problematized by authors in this section. What suggestions would they make for revising or extending the activities to make sure the impact of larger social and economic structures is part of the curricula they reviewed?

PART III: TOWARD NONVIOLENCE AND GENDER JUSTICE

SECTION 1

Thinking About Change

Section Summary

As we look toward the future, this section addresses the potential for change and suggests ways to create nonviolence in social relations with a particular focus on gendered violence and its potential remedies. These voices contribute to the search for an answer to the riddle of gender violence, from policy and program initiatives to altered forms of language and new patterns of consciousness. Some ideas presented emerged from scholarly research on gender violence, while others developed from social activism. Many represent the praxis inherent in value rational and/or community action research. These disparate views, read together, provide a broader understanding of how to eradicate gender violence.

Chapter Twenty-Eight

In their chapter, “Educating for Social Change: Gender-Based Violence Advocacy Training through a Feminist Curriculum and Community Partnerships,” Jennifer Naccarelli and Susan Miller describe a unique collaboration between a Women and Gender Studies department and a community organization. In an effort to address the loss of a feminist perspective as services to victims of intimate partner violence became increasingly mainstreamed, the partnership looks toward education and fieldwork as mechanisms for social change, transforming both academic experiences and practice.

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Chapter Twenty-Nine

Irene Comins Mingol points to women's socialization as carers as the basis for their prominence in peace building efforts. This creates bifurcated areas of concern and relegates peace to a feminized arena of moral concerns and capacities. What would happen if the practice of caring was non-gendered? How might we combine the best of traditionally masculine and feminine knowledge and experiences? In "Preventing Gender Violence, Transforming Human Relations: A Case for Coeducation," she considers how we might incorporate the legacy of women's contributions to peace building into education for all students to create human values not artificially divided by gender.

Chapter Thirty

In "Queer Organizing, Racial Justice, and the Reframing of Intimate Partner Violence," Elizabeth Erbaugh reveals the potential of queer, trans, and anti-racist community organizing and scholarship to center intersectionality, to expand conceptual frameworks of violence, and to improve practical responses to include a broad range of identities and communities. She highlights structural patterns in the causes and consequences of violence against queer and trans people, people of color, and immigrant people that demand intersectional interpretation. The chapter focuses on dismantling the heteronormative framework that currently conceptualizes intimate partner violence, and challenges the reader to push beyond the gender binary, and the victim-perpetrator binary.

Chapter Thirty-One

One of the most visible developments in the sex industry during the last forty years has been its rapid expansion and massive diversification. Globalization of the economy means globalization of the sex industry. In "Revisiting the Impact of the Sex Industry and Prostitution in Europe," Janice Raymond suggests that we revisit the legalization of prostitution that was promoted with the argument that legitimization of prostitution would control and curb the expansion of the sex industry and instead develop alternatives that address violence against women in the industry.

Chapter Thirty-Two

Shannon Drysdale Walsh's chapter "Advances and Limits of Policing and Human Security for Women," discusses how the concept of human security has formed the framework for institutional change in Nicaragua over the past several decades.

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Using the example of women's police stations, she demonstrates both advances in addressing violence against women and the limitations that come from not integrating these security sites into the larger system of broad-based development programs that could lift survivors out of poverty and dependence on abusers. She points to international donors and human rights agencies to help ameliorate these problems.

Chapter Thirty-Three

In "Forks in the Road of Men's Gender Politics: Men's Rights versus Feminist Allies," Michael Messner traces the historical ascent and decline of the traditional women's liberation movement, and describes the new possibilities found in expanding the discourse. He outlines how the three large transformations of the 1980s and 1990s—the professional institutionalization of feminism, the rise of a postfeminist sensibility, and shifts in the political economy (especially deindustrialization and the rise of the neoliberal state)—generated new possibilities. Ultimately, according to Messner, feminism benefits from expanding the social movement framework from "women's rights" to a social justice model that includes a broader range of people from diverse backgrounds.

Chapter Thirty-Four

William Gay extends his work from previous editions to suggest how gendered, racist, and heterosexist violence depend upon demeaning language which must be supplanted if we hope to achieve social justice. Using an intersectional framework, Gay proposes, in "Linguistic Nonviolence and Human Equality," that the practice of linguistic non-violence is a critical component of efforts to transform unjust gender, indeed human, relations.

Discussion Questions

- How might current efforts to address racial injustice intersect with efforts to eliminate gender violence?
- What would it take to create the conditions that make gender violence impossible? Please give three suggestions that include policy, education, or legal implications.
- The Nordic Model aims to end prostitution and sexual exploitation through addressing structural and economic factors that force women into selling sex. Read through this website describing the specifics of the Nordic Model as a method of ending prostitution and sexual exploitation: <https://nordicmodelnow.org/what-is->

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[the-nordic-model/](#). Do you agree with it? Why or why not? How could this model create long-term change in ending sex trafficking and coercive sexual power dynamics?

- Grassroots and community organizing are important mechanisms for raising awareness and generating socio-political change, as various authors in this section—and throughout this volume—demonstrate. Have you participated in community-based or national social movement actions to advocate for social justice? What did you learn from them that can be applied to eradicating gender violence?
- Several authors in this section focus on education to eliminate gender violence. Have you seen success on your campus from student advocacy and/or formal curricula that address injustices? If you have not felt successful, what were the barriers? How could you regroup and try again to achieve your goals?

Active Learning

- Have students write a letter to the campus newspaper to illuminate the ways in which toxic masculinity may be present in your community and how it might be eradicated. Use chapters from this section to discuss the promise of the contemporary sociopolitical landscape for reimagining masculinity.
- Ask students to read the short book/essay *We Should All Be Feminists* by Chimamanda Ngozi Adichie and then share the book with a friend or family member and discuss it with them. Have them record and share with the class the reaction of their chosen individual to the request. Did they accept the reading challenge? If not, why not? If they had a discussion, what was the result of it?
- Have students research a contemporary social movement and/or social change organization at the local, national, or international level that is working on gender violence issues. Then have them create posters that explain their selected group's mission, primary constituents, the types of programs or activities in which it is involved, and outcomes of the group's work. Either have a poster presentation in your class or inquire about setting up a poster "gallery walk" in your campus library or other prominent campus space.
- Create a graded assignment that gives students an opportunity to apply their learning about all forms of gendered violence by conceptualizing and organizing a campus event to raise awareness about the various ways that our lives are shaped by gender violence and its effects. Students may choose to combine factual presentations that report on empirical research with artistic/performative materials, for example, poetry readings of selections in this text, popular music that confronts

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gender violence, or interpretive dance. Set up a comment box for attendees to share the impact of the event on their perceptions about the ubiquity and scope of gender violence.

- Ask students to select any of the chapters in this volume that spoke strongly to them and whose subject they would like to pursue further. Have them find two articles in scholarly journals (for higher level classes) or newspapers (for lower level classes) that address their chosen subject. What did they learn? Have them specify what the authors suggest as solutions. How would they address a solution to the problem raised?