



## **Materials for Teaching about Sexualized Discrimination and Violence**

Information des Online-Portals zu sexualisierter Diskriminierung und Gewalt an der Hochschule,  
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[Link](#) zum Portal.

### **Contents and Intended Learnings**

These materials can be used for lectures and workshops. They can serve as starting points for learning about the following topics:

- Forms of violence
- Discourses and definitions of violence
- Consensual sexuality
- Prevalence of (sexualized) discrimination and violence at the university / in the workplace
- Consequences of sexualized discrimination and violence for those affected
- Violence as a social phenomenon in connection with social inequalities
- Practice of violence prevention and support for those affected
- Self-care

### **Guidelines for Teaching about Sexualized Discrimination and Violence**

A setting in which we teach about (sexualized) discrimination and violence should include the following elements if possible:

- Agree on guidelines for cooperation beforehand (agree together which rules should apply, i.e. trusting, brave space, confidentiality, ...)
- Provide a content warning (point out to participants that content can be challenging emotionally, give an overview)
- Provide information on contact points for those affected by discrimination and violence
- Establish prior knowledge and needs of participants and, after the course/session, refer to them, asking: In what form, in what contexts can and do we want to use the knowledge gained? What else do we need?
- Conduct a self-care exercise at the end (for example: before the participants go home, do a common brainstorming session: What is often helpful to me in overwhelming situations?)

Most important messages regarding the attitude that should be conveyed by the moderation:

- Sexualized discrimination and violence is always the responsibility of those who practice violence (discuss the concept of “victim blaming” with participants).
- Sexualized discrimination and violence can happen to every person, and there are particularly vulnerable groups and risk constellations (convey intersectional perspective to participants).
- Regardless of the intentions of the perpetrator, the decisive factor when assessing actions as sexualized discrimination and violence is whether it is experienced as such by those affected (perspective of the victim instead of the perpetrator).

### **Exercises**

#### „Violence Traffic Lights“

Contents: Exercise with examples for actions, which the participants categorize as red (definitely violence), yellow (more information is needed) or green (definitely not violence) and which are then discussed together.

Objectives: The view of individual participants on appropriate or inappropriate actions can be discussed. Based on the examples, characteristics of sexualized discrimination and violence can be worked out.

Ressources: A German speaking guide for this exercise can be found in „[Stark! Aber wie?](#)“, edited by the Austrian Bundesministerium für Unterricht, Kunst und Kultur 2011 on p. 80. Examples for actions which can be discussed can be found within our information portal (section 1).

#### Analysis of Real-Life-Examples

Content: In small groups, the participants work with reports of victims of sexualized discrimination and violence. They work on a specific question and then present their findings to the larger group. This can be followed up by a lecture.

Objectives: Participants learn about the effects and consequences of sexualized discrimination and violence from the perspective of those affected. They reflect social conditions in which discrimination and violence are embedded.

Resources: The audio recording of the reports of two victims of stalking in the university context integrated in the online portal can be used to work on the question "What makes it difficult / easy for those affected to find help?" The case examples from the brochures listed in the portal can be printed out and used to discuss the following questions: "What role do gender relations play in these reports? What evidence of overlapping social power and inequality relationships can be found in the situation described? "

#### „Asking for Help“

Content: Participants are asked to imagine a situation in their life in which they needed help. They then reflect on several questions, first in individual work and then in an exchange in pairs, what enabled them to ask for help and what made it difficult for them. Finally, a round of reflection takes place specifically on sexualized discrimination and violence.

Objectives: Participants understand the circumstances that may make it difficult for those affected by sexual violence to get help. A supportive attitude towards potential victims can arise.

Resources: You can find an English guideline in the handbook of the project „Culture of Care“ on page 95, [Link](#).

#### Brainstorming Session: What is self-care for me?

Content: Participants are asked to make a list of personal behaviors in dealing with stress. On cards they write what they normally do to calm down after a hard day's work / argument / annoying mishap. In the next step, the participants sort out for themselves what "sustainable" strategies are (e.g. jogging, reading) and which strategies they would not recommend to others (e.g. a drinking session). They can then write down their strategies and attach them to a board for everyone to read. The group looks at the pin board and can briefly reflect.

Objectives: Participants get in touch with their ability to calm themselves. They will learn helpful techniques from others. The focus of the group is brought to relaxation and joy (good completion after dealing with challenging content).

#### **Audio and video material**

##### Consent – It's simple as tea

[Link](#)

Content: An English-language video produced by Emmeline May and Blue Seat Studios in 2015, which explains the concept of consensual sexuality with a cup of tea.

Duration: 3 minutes

Accompanying material: Online campaign #consentiseverything of the Thames Valley Sexual Violence Prevention Group, UK, via a visually appealing homepage and Twitter discussions, [Link](#).

Lecture (in German) by Sabine Engel about sexualized harassment at universities

[Link](#)

Content: Recording of the German-language lecture by the lawyer Sabine Engel on April 5, 2017 at the Leopold-Franzens-University in Innsbruck, Austria. As head of the office for equality and gender studies, Engel has many years of advisory experience in cases of (sexualized) harassment and reports on it with many examples.

Duration: 33 minutes

Accompanying material: Broschüre zu Belästigungsschutz an Universitäten des Arbeitskreis für Gleichbehandlungsfragen an der Leopold-Franzens-Universität Innsbruck, [Link](#).

Thordis Elva and Tom Stranger: Our Story of Rape and Reconciliation

[Link](#)

Contents: English-language TED talk (from 2016) of the authors of the book "South of Forgiveness". 18-year-old Tom Stranger raped 16-year-old Thordis Elva in 1996 after a school ball. The two describe in dialogue the act, its consequences and their multi-year process of dealing with violence.

Duration: 19 minutes

Accompanying material: Short interview on the TED talk with Thordis Elva and Tom Stranger, [Link](#).

Homepage of the Restorative Justice Center of the University of California, Berkeley, USA, with many resources for community conflict and violence prevention and handling in a university context, [Link](#).

Short films of the #ThatsHarassment campaign by David Schwimmer, Sigal Avin and RAINN

Links: "[The Politician](#)", "[The Coworker](#)", "[The Boss](#)"

Content: In English, situations of sexualized discrimination and violence at the workplace are reenacted, helpful e.g. as an impulse for discussion at workshops.

Duration: approx. 4 minutes

### **Literature Recommendations (mainly German)**

#### Recent Studies on the University and Workplace Context

Gulowski, Rebecca (2019). Zwischen Entfremdung und Empowerment: Zur Thematisierung sexualisierter Gewalt in der Hochschullehre. In: *Femina Politica - Zeitschrift für feministische Politikwissenschaft*, 28, 2019, 2, 174-181.

Herschelmann, Michael (2019). Sexualisierte Gewalt an der Hochschule aus Sicht eines männlichen Hochschullehrenden - Handlungsmöglichkeiten zum Schutz. In: *Das Hochschulwesen*, 67, 2012, 1, 43-48.

Kocher, Eva/Porsche, Stefanie (2015): *Sexuelle Belästigung im Hochschulkontext – Schutzlücken und Empfehlungen*, Herausgegeben von der Antidiskriminierungsstelle des Bundes, Berlin, [Link](#).

Mayrhofer, Hemma et al. (2019): *Erfahrungen und Prävention von Gewalt an Menschen mit Behinderungen*, Herausgegeben vom Bundesministerium für Arbeit, Soziales, Gesundheit und Konsumentenschutz, Wien, [Link](#).

Schröttle, Monika et al. (2019): *Umgang mit sexueller Belästigung am Arbeitsplatz - Lösungsstrategien und Maßnahmen zur Intervention*, Herausgegeben von der Antidiskriminierungsstelle des Bundes, Berlin, [Link](#).

Schmermund, Katrin (2017). *Debatte über sexualisierte Belästigung und Gewalt: Was tun für ein respektvolles Miteinander am Arbeitsplatz Hochschule?*. In: *Forschung & Lehre*, 58, 2012, 1, 1068-1069.

*More here:* bukof e.V. (2019): *Studien/Umfragen/Berichte*, In: (Dies.): *Online-Handreichung "Sexualisierte Diskriminierung und Gewalt an Hochschulen"*, [Link](#) (Abruf 09.01.2019).

### Violence: Discourse, Concepts, Consequences

Enders, Ursula / Kossatz, Yücel (2012): Grenzverletzung, sexueller Übergriff oder sexueller Missbrauch? In: Enders, Ursula (Hg.): Grenzen achten. Schutz vor sexuellem Missbrauch in Institutionen. Ein Handbuch für die Praxis, S.30-53.

Hartmann, Jutta/ Klesse, Christian/ Wagenknecht, Peter/ Fritsche, Bettina/ Hackmann, Kristina (Hg. 2007): Heteronormativität. Empirische Studien zu Geschlecht, Sexualität und Macht. Wiesbaden: VS Verlag für Sozialwissenschaften.

Sanyal, Mitu (2016): Vergewaltigung. Kulturgeschichte der Vergewaltigung. Edition Nautilus.

Schröttle, Monika (2017): Gewalt: zentrale Studien und Befunde der geschlechterkritischen Gewaltforschung, In: Kortendiek Beate et al. (eds): Handbuch Interdisziplinäre Geschlechterforschung. Geschlecht und Gesellschaft, vol 65. Springer VS, Wiesbaden.

### Studies which focus strongly on the perspective of those affected

Amesberger, Helga et al (2002): Sexualisierte Gewalt. Weibliche Erfahrungen in NS-Konzentrationslagern. Wien.

Ohms, Constance (2008): Das Fremde in mir. Gewaltdynamiken in Liebesbeziehungen zwischen Frauen. Soziologische Perspektiven auf ein Tabuthema. Bielefeld: transcript-Verlag.

Kavemann, Barbara et al. (2016): Erinnern, Schweigen und Sprechen nach sexueller Gewalt in der Kindheit. Ergebnisse einer Interviewstudie mit Frauen und Männern, die als Kind sexuelle Gewalt erlebt haben. Wiesbaden: Springer VS.

Scambor, Elli et al. (2018): Aufdeckungsprozesse männlicher Betroffener von sexualisierter Gewalt in Kindheit und Jugend. Verlaufsmuster und hilfreiche Bedingungen. Wiesbaden: Springer VS.

### Practical Prevention

Keupp, Heiner et al. (2015): Schweigen – Aufdecken – Aufarbeitung. Sexualisierte, psychische und physische Gewalt in Konvikt und Gymnasium des Benediktinerstifts Kremsmünster. IPP – Arbeitspapiere Nr.11. München: IPP. ISSN 1614-3159.

Mosser, Peter / Lenz, Hans-Joachim (Hg.): Sexualisierte Gewalt gegen Jungen: Prävention und Intervention. Ein Handbuch für die Praxis. Wiesbaden: Springer VS.

Retkowski, Alexandra et al. (Hg., 2018): Handbuch Sexualisierte Gewalt und pädagogische Kontexte. Theorie, Forschung, Praxis. Weinheim: Beltz Juventa.

Scambor, Elli & Stadlbauer, Johanna (Hg., 2019): Unterstützende Lebenswelten gegen sexualisierte Gewalt schaffen. Ein Praxishandbuch für Fachkräfte, die mit Jungen\* arbeiten. Handbuch für Österreich aus dem EU-Projekt „Culture of Care“, [Link](#).

Sanchez-Lambert, Juliette & Hassan, Sara (2019): „It’s not that grey“. How to identify the grey area —a practical guide for the twilight zone of sexual harassment, Herausgegeben von der European Green Party, Brüssel, [Link](#) (Zugriff 2.12.2019).

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