

The Campus Culture Project – Series II (Rape Culture)

Overview of the Semester

The Campus Culture Project is a series of lesson plans designed to teach sexual assault awareness in Rhetoric courses. If you plan on using the Campus Culture Project in your class, you should contact IDEAL (ideal@uiowa.edu) as soon as possible to receive adequate technical and instructional support. IDEAL is available to assist instructors with each step of the lessons, including preparation and lesson planning, troubleshooting technology issues, and making student work public.

Unit 1 - Confronting the Rhetorics of Rape Culture

(What is Sexual Assault?)

Lesson 1 - Rhetoric in our Campus Community: Instructors introduce the Campus Culture Project and students discuss the role that rhetoric plays in influencing their college expectations

Lesson 2: Rhetoric Surrounding Sexual Assault: Rape Culture

In this lesson students will be introduced to the emergent cultural conversations centered on so-called "rape culture" in order to situate the Campus Culture Project within this larger dialogue.

Lesson 3: Redefining Sexual Assault

Students confront their assumptions about sexual assault through considering how it impacts people of different genders ("it's not just a woman's issue"). They leave with a definition of sexual assault that brings together everything from the unit.

Unit 2 - Communication, Consent, and Community

(What is Consent?)

Lesson 4: Gender Norms, Power & Rape Culture

Today, students will be focusing on the issue of hegemonic masculinity (and femininity), and how such gender norms help to produce a rape culture. They will strive to articulate how such norms are culturally embedded in and learned from the rhetorics that surround them, and how we might rethink these norms in order to dismantle rape culture.

Lesson 5: False Accusations & Victim Blaming

This lesson introduces students to two of the dominant myths endemic of rape culture. These issues further center the relation between power and sexual assault, and thus allow for a more in depth discussion about empowerment and consent.

Lesson 6: Consent & Alcohol

Students discuss the relationship of alcohol and consent while considering current laws and debates. They will continue to craft their definition of consent, and building toward a safer and more supportive campus community.

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Unit 3 - Commitment to Campus Culture

Lesson 7: Our Campus & Others

Students consider the actions that other campuses are taking to combat rape culture and sexual assault on their campuses. Students consider emerging laws and policies that are targeting sexual assault (e.g. Yes Means Yes Campaign in California).

Lesson 8: Bystander Intervention Training: The Women's Resource & Action Center and the Rape Victims Advocacy Center leads Bystander Intervention Training for participating sections to give students strategies for preventing sexual assault.

Lesson 9 - Changing Campus Culture: Students will brainstorm ways to change campus culture with regard to sexual assault and make a commitment to do so.

Important Notes for Instructors Teaching the Campus Culture Project

Survivors in the Class

It is statistically likely that you will have a student in your class who is a survivor of sexual assault. It is important that you know how to support and be considerate of any survivors in the room, whether they identify themselves or not:

1. Email your students before the semester begins explaining that you will be spending some time in class discussing sexual assault awareness. The email should also list the Rhetoric sections offered at the same time as yours that are not teaching the Campus Culture Project. Tell students that if they feel uncomfortable or unsafe while discussing these topics, they are welcome to switch to one of the other sections. Acknowledge that this is an inconvenience for those students that decide to switch, but that you felt it would be the best way to respect their needs and still teach such an important topic. Reiterate this message the very first day of the semester in case some students switched into the section late or did not receive the email.
2. Notify students ahead of time if any of the readings or other materials are graphic (like the interview students will read or watch for Week 6).
3. Try not to speak as if there are no survivors in the class. Recent scholarship shows that lecturing as if no one in the class has experienced sexual assault (saying something like, "Imagine that you were a survivor of sexual assault . . .") can be alienating to survivors and make them feel even more isolated. For students who are not survivors, talking as if there are no survivors in the room can reinforce the belief that sexual assault is a distant thing that could never happen to them or their friends. Explain to students early in the lesson series why you are speaking as if there are survivors in the class: not because you know there are survivors, but because there very well might be. Statistically it is very possible. Then use

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language like “drawing on your imagination or your personal experience, think about what a survivor would feel . . .”

4. It is possible that in the course of the semester a student might disclose to you that they are a survivor of sexual assault. In preparation for that possibility, we have included a few notes on how to receive student disclosures, as well as a list of campus resources for survivors (the list is at the end of this packet). We suggest that you read over these before teaching the Campus Culture Project, so that you’ll have resources and phrases on hand if/when a student self-discloses.

Class Discussions

To guide these class discussions you do not have to be an expert in sexual assault prevention, survivor concerns or self care, but it is important to have some knowledge of these topics. If you would like more information, there are articles and resources in the Campus Culture [LibGuide](#) (<http://guides.lib.uiowa.edu/campuscultureproject>). You’ll find pedagogical studies on teaching sexual assault prevention in the Instructors tab, and intelligent discussions of relevant issues in the main page. You will also get a chance to ask expert educators from WRAC and RVAP about these topics at the training on Friday, January 22.

If a student asks you a question in class and you aren’t sure of the answer, you can tell the student you will find out and let them know. The staff at WRAC and RVAP will be available by email or appointment to help you with such questions or with other difficulties teaching the Campus Culture Project. You can also point students towards the Campus Culture Project [LibGuide](#) that has resources for further reading and research, as well as contact information campus offices that can answer their questions. Remind students that they will also have the chance to address questions directly to these experts during the Bystander Intervention Training.

When leading class discussions it is important to remember that most students have been steeping in gender norms and rape culture for their entire lives. Few if any of them will be aware of concepts you may take for granted: gender as construct and performance, heterosexism, homophobia, sexism, feminism etc. Because of this students may react negatively in class discussion. They might make comments that are victim blaming, entitled, sexist, or otherwise discriminatory; likely many of their comments will be examples of what we are studying. For this reason, we have designed these lesson plans so that writing assignments are due a few days before the discussion based on them. This not only gives you a chance to remind students who may turn theirs in late, but more importantly it gives you a chance to see what sorts of assumptions your students are relying on, and the specific reactions you might get in class. Look at your students’ work as data that gives you a chance to prepare. If you are ever unsure about how to respond to a particular assumption or problematic statement, or simply want help addressing these issues, don’t be shy about talking with your teaching mentor, discussing the lesson with other instructors teaching the Campus Culture Project, or making an appointment with the educators at RVAP and WRAC who can help brainstorm and tailor lessons to fit your section’s needs. These resources are there to support you in

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sustaining positive classroom environments that can foster fruitful discussion of sexual assault prevention. Don't think of these resources as last-chance options to use only in the case of classroom catastrophes.

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Grading

Because the written assignments in these lessons are designed to prompt students to reflect on their personal experiences, these assignments should be graded for completion only. The last thing anyone wants is for a student to discuss a deeply personal matter in one of the responses and then receive a bad grade for the assignment. Because of this, the assignments in the Campus Culture Project may not replace one of the major assignments. They should make up a very insignificant part of students' overall course grades, and would probably best count as part of their participation score.

Responding to Student Disclosures about Sexual Assault

Recent scholarship shows that instructors who teach about sexual assault or gender issues in their courses are likely to have students come forward to share their experiences of sexual assault or interpersonal violence. Pedagogically speaking, the University of Iowa Campus Culture Project is more likely to encourage these disclosures than some other courses of similar content, because these lessons ask students to draw connections between class content and their day-to-day lives, rather than treating the two as separate.

As an instructor you are not a counselor and you are not a therapist, nor are you expected to act like one. You are a teacher trying to create a mutually respectful learning environment; you are an authority figure that students often come to trust. That position and the likelihood that you will field a student disclosure mean that there are some things you should know:

- College students often avoid revealing their experiences of sexual assault to their parents (in campus surveys victims often report not going to the hospital or the police because they didn't want their parents to know). This means that they are lacking support from the primary figures of authority and care in their lives.
- In a survey conducted with colleges across the nation, only 3% of the instructors interviewed said that a disclosing student had ever asked for an extension on an assignment or leniency in grading.

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- Survivors who share their experiences in search of support are far less likely to share their experiences with any one else if they feel the first person failed to support them. This is not meant to scare you, but to show you that your response to a student disclosure could have a significant impact.
- As a TA, faculty member, or instructor, you are **not** a mandatory reporter unless you have administrative responsibilities as a departmental executive officer, a departmental director or coordinator of undergraduate or graduate studies, or a director or coordinator of any departmental, collegiate, or university off-campus academic program. If you are not in one of these positions you do not have to report student disclosures to any campus organizations or authorities, and you can assure the student of the confidentiality of their disclosure.
- If you are a mandatory reporter according to the list above you are obligated to 1) inform the student of the services available through the Rape Victim Advocacy Program 2) refer the student to the Office of the Sexual Misconduct Response Coordinator (OSMRC) 3) notify OSMRC of the disclosure within two business days. **Also, if you are a mandatory reporter, you should make your students aware of this at the beginning of the semester.**
- Of the disclosures reported, most occurred when a student came to the instructor's office, many occurred via email, and some occurred through a writing response or other class assignment. Obviously these should be handled differently. The suggestions below are not applicable to every situation and should be used as far as you are comfortable or able, but they are good to have in mind so that a student disclosure does not catch you unprepared.

Suggestions for Receiving Student Disclosures

1. For in-person disclosures, listen carefully to what the student says using active listening techniques such as paraphrasing what the person said, maintaining eye contact, nodding etc.
2. When the student has finished talking about their experience, or for a disclosure in an email, respond with a statement of support such as, "I'm glad you talked to me about this, and I want to make sure you are getting the help you need." Remember that students are coming to you often because they are not getting the support they need from friends or family.
3. You might ask the student if they are getting help from their family, friends, or a therapist, and if they have gone to the police or the hospital following the event. When asking questions, however, it is important to gauge the student's reaction and not pressure them to reveal something they do not wish to.
4. Have ready a list of campus resources for student mental health as well as survivor advocacy and support (see attached list at the end of this packet).
5. For disclosures in an assignment, you might follow up with an email connecting the student to campus resources.

Lesson One:

Rhetoric in our Campus Community

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Summary: The goal of this lesson is that students become aware of the rhetoric shaping their ideas so that they can make more informed, intentional decisions. To do that, students will brainstorm and share their expectations for college and discuss how these expectations relate to the cultural and media arguments around us. This will serve as a foundation for the next discussion in which students start to identify the messages media relay about sex and sexual assault.

Learning Objectives:

1. Students consider the different ways their peers define success in college as a way to think about their own goals and ideas of success.
2. Students identify and discuss the prominent elements of our cultural narratives about college and college life, then discuss the similarities and differences between those narratives and the expectations they and their peers hold.
3. Students begin to recognize rhetorical awareness as a form of empowerment that allows them to shape rhetoric and the world around them.
4. Students gain rhetorical skills analyzing memes as rhetorical artifacts.

Class Materials:

1. Discussion questions printed or projected
2. Printed (or online) readings for the next week
3. Students should bring laptops or Internet enabled phones to class (Note: if notified in advance, the Rhetoric department may be able to provide laptops or tablets for students to use in class. If you anticipate needing extra computers, contact the department a week in advance.)

Student Assignments:

1. Assign for next lesson: "Rhetoric of College Life" short written response
2. Assign for next lesson: "What is Rape Culture" reading

Outline for Class Activity

1. **Freewrite (5 min):** Ask students to take out a sheet of paper and spend the next few minutes listing what they want out of college. Ask them to consider multiple realms: academic, extracurricular, social, romantic, etc. Such as:
 - a. What grades or achievements do they want as part of a successful time in college?
 - b. What clubs or groups would they like to join?
 - c. How many friends do they want? What other experiences are they looking for?

Also ask them to consider what they need to do to get those things. How much do they plan to study? How will they achieve their other goals? As they write, write headings for Goals, Experiences, and Strategies on the board. When students are done, distribute whiteboard markers and let them fill in the categories with items from their freewrite.

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- 2. Small Group Discussion (10 min):** Divide students into teams of 3-4. Each team should have a computer or other Internet enabled device. They will spend the next ten minutes discussing the rhetorical sources for people's expectations about college.

All the expectations and even desires we have about a new experience come—at least partially—from the world around us. When we don't know something—like what to expect from college—we learn from what other people say about it. Maybe we heard a parent or older sibling tell a story about their time in college. Maybe we have seen movies or heard lyrics that told us something about what college would be like. So what does the world tell us to expect from college?

To answer that question, discuss the following things in your small groups. Make sure that you assign one person to write down the group's ideas, one person to keep track of the time and make sure you get to all the questions, and one person to play devil's advocate or ask questions to keep the conversation moving.

- a. Look at the "[college life](#)" meme in Pinterest. What messages do these send about college? What do they say about how to succeed? How to find friends? How to find romantic partners?
- b. Think about stories that you heard as a teenager. This could be a story told by a friend/family member or by a movie or TV show. What message did that story send about what college is like? How did you think that shaped your college expectations? Where do you think your expectations came from? How did you arrive at the expectations you have now?
- c. Once you've described these messages about college, compare them to what the class wants out of college. In what ways do these expectations match the messages you discussed? In what ways are they different? In other words, what arguments have we (perhaps) been convinced by?

Give students ten minutes or so to discuss while you circulate among the groups to encourage deeper conversation or to reinvigorate conversations that have slowed down.

- 3. Large Group Discussion (10 min):** Go around the room and hear the responses of each group. Record the answers in a list on the board, and then compare that list to the expectations and goals described in the College Expectations responses. Ideas to lead the students towards:

- a. Our expectations are shaped by the rhetoric around us, but people still want different things. Rhetoric doesn't completely homogenize what we want. We might still want things that aren't necessarily represented in the mainstream media around us.
- b. You should also discuss what effect this rhetoric might have on the people who want something different. How might disagreeing with the rhetoric about valuable college experiences affect someone's confidence about fitting in or achieving their goals?

- 4. Small Group Discussion (5 - 10 min):** Remind students that in many ways memes are arguments about what a "normal" college experience is. They make that argument using



People of All Genders Welcome Here

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humor. Tell the class you are going to spend the rest of class talking about one particular meme and let them pick one to talk about. Then have them discuss the meme in groups.

- a. If a meme is a mini-argument using humor. What messages is these meme sending about the “normal” college experience? What assumptions is it making about students and school?
- b. What strategies does meme use to make you laugh? How would you describe this type of humor? Sarcastic? Exaggerated? Why is the meme funny?
- c. Why do you think the meme-maker chose this image? What do you associate that image with?
- d. Why do you think the meme-maker chose that text? Consider word choice, what is said and what is left unsaid. How does the way the author arranged the text on the picture affect how you read it?
- e. How do the text and the pictures work together? Which information do you get from the text and which from the image?

5. **Large Group Discussion (10 - 15 min):** Hear responses from each group and analyze the rhetoric of the meme together.
6. **Wrap Up:** When you are done, bring the class back around to the idea that memes are arguments and have their own set of genre rules and strategies. Assign the short writing assignment for the following week and tie the analysis of surrounding arguments back to our look at sex and sexual assault.

If we are influenced by these messages and stories when it comes to our college expectations, it seems logical that our thoughts about sex and sexual assault would also be affected by the messages around us. Over the weekend I want you all to pay attention to the messages about sex that you see on campus. What are people saying and doing? What is the media saying? What sorts of underlying messages are out there? More specifically, we are going to look at a meme that I found on the College Life page and also on several blogs and student forums. The first half of our discussion next week will be taking apart the messages about sex contained in this meme. What are the messages about sex that surround us? Do we want to listen to them? We will then turn to consider the various other rhetorics that surround us that constitute contemporary “rape culture.”

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Rhetoric of College Life

Assigned:

Due:

Below is a meme I found on the College Life Meme Pinterest board. A little research revealed that it had been re-posted many times by blogs, college online magazines, and listicles.



In a short response (250-300 words) discuss to the questions below:

1. Explain what this meme is saying (or rather, not saying). What does the speaker want to do other than just “chill”? Think about word choice, punctuation, visual imagery (color, ethos, pathos) audience assumptions etc.
2. What messages does this send about masculinity and femininity? How are these messages related to sex? Do you think these messages are true?
3. What problems do you see with these messages? How might these messages be related to sexual assault?
4. You will turn in your responses electronically on DATE but you should also bring a copy to our next campus culture discussion on DATE. Also for next time, complete the reading on "What is Rape Culture" and prepare to discuss.

<http://www.buzzfeed.com/ryanhatesthis/what-is-rape-culture?bffb#.bdbjJPDNg7>

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Lesson Two:

Rhetoric Surrounding Sexual Assault: Rape Culture

Summary: In this lesson students will be introduced to the emergent cultural conversations centered on so-called "rape culture" in order to situate the Campus Culture Project within this larger dialogue. The article that they read for today introduces them to a broad spectrum of issues related to and endemic of rape culture. While the term "rape culture" can be controversial and has received backlash, the ideas that it represents should resonate with the majority of students' experiences while covering a broad range of subjects that are central to the Campus Culture Project. Students will examine the various dimensions of rape culture that are articulated in the article, and then reflect on how each of these things manifests in their own campus communities. Many of the topics covered in this article will be discussed throughout the Campus Culture Project, and so, in a way, this piece also serves as an introduction to the remainder of the larger lesson plan.

Learning Objectives:

1. Students will engage the multi-faceted nature of rape culture within the broader cultural spectrum in order to situate themselves within the larger dialogue
2. Students will identify how their own campus community relates to these larger issues, and begin to consider what sexual assault means within its broader definition
3. Students will continue to hone their researching, group work, and presentation skills

Teaching Materials:

1. Discussion questions and meme printed or projected
2. "A Letter to Survivors" printed or online for students to read at home

Student Assignments:

1. Assign for next lesson: "A Letter to Survivors" reading

Outline for Class Activity

1. **Small Group Discussion (5 min):** Divide students into groups of three or four and tell them that they should assign roles in their group: one person to write down their responses, one person to keep an eye on the time to make sure they answer both questions, and one person to ask questions like "how" or "why" in order to move the conversation forward. That person should ask their group mates to clarify vague statements or give more explanation. Project the meme so that students can refer to different elements of it in their discussions.
 - a. Discuss your responses that you wrote about this College Life meme. What is this meme saying (or not saying)? What messages does it send about sex, gender, and what men and women want?

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- b. Do you agree with those messages? What connections do you see between these messages and sexual assault? Even not related to sexual assault, how might these assumptions make achieving a healthy relationship difficult?
 - c. Remember that most rhetoric has an intended audience (the group the argument was made for, like children for children's books) and an unintended audience (people outside that group who are still experience the argument, like the parents who read the books to their children). Who is the intended audience for this meme? How do you know? What different effects might this meme have for those different audiences?
- 2. Large Group Discussion (10-15 min):** Hear the responses from each group. Lead the class towards the following ideas:
- a. The meme implies that men don't care about women's companionship; they only care about women's bodies and the possibility of having sex with them. Conversely it implies that women resist having sex and care more about companionship. These messages not only disregard the fact that women have a range of sexual desires and preferences, but also disregard the fact that some men may wish to refrain from sex. In this way the meme limits who men and women can be, what they want, and how they are perceived.
 - b. The meme also displays entitlement: we bought expensive gas and thus we deserve sex. This reduces sexual partners (in this case women) to objects whose bodies can be bought.
 - c. The meme stereotypes men and women, and makes it okay for men to care only about sex and women only about companionship. When it is assumed men only want sex and women never do, it follows that men would think they always have to coerce a woman into having sex. By implying that men "deserve" to have sex with women, it shows a disregard for what women want (including women's desire for sex if/when they want it).
 - d. The meme's intended audience is probably straight, cis-gendered men, because it refers to women in the third person and implies heterosexual relationships with the image. While some people in that group might find it funny, others (particularly survivors) might find it troubling.
 - e. Point out to students how these assumptions might make a healthy sex life difficult.
- 3. Small Group Discussions (10 min):** Ask students to turn to the article they read for that day "What is Rape Culture?". The article is divided into seventeen subsections that delineate different facets of and issues related to rape culture (you can assign the sections that you feel are most important for your own discussion, or just let them choose two per group). One of these subsections was "rape jokes" and our group analysis of the meme shows why such jokes are problematic. We will be doing a similar, short discussion of each (or some) of the other sections during this next activity. Assign each group one-to-two different sections from the article to focus on during the next ten minutes (excluding "rape jokes" and "false accusations" - the latter of which we will return to in Unit 2). Ask each group to consider the

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following questions based on the sections that they were assigned, while trying to find examples or further information on each of these topics. Encourage them to go online and find other articles and resources that explicate the points that the author is making. Note: these questions are designed to get students to engage with the article and instructors are encouraged to adapt the questions based on current topics or modes of analysis in their classes.

- a. Given our analysis of the meme and discussion of rape jokes, what can you tell us about why the author believes the issues identified in each of the sections are problematic? How does each relate to the existence of a rape culture? What are the implications that underlie each of the issues identified in the article?
- b. Do you find the author's point about your section to be convincing? Why exactly? Where do you find yourself resisting the article or not believing it? Why do you think that is?
- c. What connections do you see between our analysis of the meme and your group's discussion of each section you were assigned?
- d. Can you relate to these issues in our own campus community? What about on social media or in popular culture? Are there other examples of rape culture that were not identified in the article?

4. **Large Group Discussion (10 - 15 min):** Work through the questions with students recording their ideas on the board or on a WordDoc (creating a continuous list from the meme), while allowing them to bring their examples up on the board. Ideas to lead them towards include:

- a. Even if we do not agree with the term "rape culture," the ideas that the concept embodies should be relatable to our everyday lives and our own campus community. Taken together, these issues all point toward how the rhetoric that surrounds us normalizes a culture where rape and sexual assault are taken-for-granted or seen as not a serious problem, where sexual assault and consent is seriously misunderstood, or where survivors become blamed for their own assaults.
- b. Many of these issues are deeply related to everyday forms of communication, whether within our friend groups or online. As such, and since we all contribute to building and reproducing culture, then there is a possibility for us to change the dynamics as well.
- c. When you are searching for articles and examples that support the main article's points, you likely encountered various perspectives on how these ideas are wrong. Why do you think that these counter-opinions are out there? Does that give further evidence of "rape culture" that these things are denied? One problem with "rape culture" is the fact that it produces a discourse that does not believe it, and especially when coupled with the power of the internet where anyone can write about anything, suddenly people are much more willing to dismiss rape culture as a product of the "liberal agenda" or "feminists." This can be a problem as well, because although all of the issues that the article we read for today brings up can be supported with a large body of research and statistics from the federal government, some people still refuse

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to believe it and feel that it is some sort of conspiracy. This is further evidence of how rape culture functions to normalize sexual assault, blame victims, and do much more in terms of damaging our culture's relation to these problematic dynamics, and creates further divisions in terms of how we can collectively respond to these problems.

5. **Wrap Up (5 min):** Assign homework for the next lesson and discuss with students how this (all the messages they have found within the meme and across the other issues) is some of the rhetoric out there about sexual assault. For the next assignment they will spend some time reading rhetoric created by survivors themselves in order to better understand what sexual assault is and how it affects people.

In the next lesson, we will think about different rhetoric about sexual assault: the rhetoric of survivors and what they want people to think. We are looking at all these different messages so that we can start answering the question: What do we think about sex and sexual assault? What do we think once we know what the rhetoric around us is saying? How can we craft forms of communication and knowledge that challenge rape culture and undo its myths? To begin that project, we're going to read an article for the next class period. It is a letter that one survivor wrote to her fellow survivors in the world. For those of us who don't already have close experience with something like this in our lives, it will be a good start to understanding the people around us who have lived through sexual assault. As you read I want you to think about one question that may seem obvious at first: why is sexual assault bad? We all know it's terrible, but in the words of this survivor, what exactly makes it so terrible? So many leaders in universities and governments talk about "sexual assault prevention"? But what do they really mean when they say that? What exactly are we trying to prevent?

Lesson 3:

Redefining Sexual Assault

Summary: Now that they have isolated some of the prevailing issues and messages endemic of rape culture, students will try to understand sexual assault from an alternative rhetorical perspective: that of the survivor. They will try to define sexual assault as a category of behaviors that causes harm to others. Make sure to tell students that understanding multiple arguments is an important step for them as they try to decide how they would like people to conduct themselves on campus. In this lesson they will create a class definition of sexual assault, which is the first step towards the final goal: set of standards they want to follow and want their peers to follow in order to create the campus community that they want. This will be an evolving document that changes as they complete the Campus Culture Project.

Learning Objectives:

1. Students will discuss how and why sexual assault is harmful to others.

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2. Students will discuss how specifically sexual assault goes against values that we hold as a society.
3. Students will use these ideas to write a definition of sexual assault that reflects their values and ensures everyone's safety.

Student Assignments for next lesson:

1. Two readings for next time (with some optional readings/assigned readings):

a. "The Semantics of Rape"

<http://www.newsweek.com/campus-rapists-and-semantics-297463>

b. "Male Rape in America"

http://www.slate.com/articles/double_x/doublex/2014/04/male_rape_in_america_a_new_study_reveals_that_men_are_sexually_assaulted.html

Optional or Alternative Readings:

1. "Sociology of Gender"

<http://othersociologist.com/sociology-of-gender/>

2. "The Masculine Mystique: Inside the Men's Rights Movement"

<http://www.thedailybeast.com/articles/2013/10/20/the-masculine-mystique-inside-the-men-s-rights-movement-mrm.html>

3. "Sexual Assault in the LGBTQ Community"

<http://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

Outline for Class Activity

1. **Small Group Discussion (5 min):** Introduce this set of questions in a handout or projection:
 - a. One reason we try to prevent something is to keep people from getting hurt. Looking at the article that you read for today and your previous knowledge, discuss the negative emotional, physical and psychological effects of sexual assault on people who experience it.
 - b. Why do you think sexual assault causes these things? What about that experience do you think would cause someone to feel this way?
 - c. What values do we hold as a society that make sexual assault wrong. For example, we believe people have the right to have possessions and control what happens to those possessions. You can't drive someone's car without asking. So what values do we hold that sexual assault goes against?

Give them 5 minutes or so to discuss in their groups while you circulate around the room to provoke more in-depth discussion or to reinvigorate conversations that are slowing down.

2. **Large Group Discussion (15-20 min):** Work through the questions, making sure that all groups get a chance to respond and that their responses are recorded on a WordDoc that will form the basis for the student's guidelines about sexual assault. The primary goal of this discussion is to lead students to the ideas below:

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- a. People have the right to decide what happens to their bodies and who they have sexual contact with. When and if they decide to engage in sexual activity, they have the right to choose how they prefer to enjoy those activities.
 - b. While there are many reasons sexual assault is harmful, one core element is that the assailants take away the survivors' ability to choose.
 - c. The problem isn't always that sexual assault is violent in the way we might picture: a stranger jumping out of the bushes and physically forcing someone. Sexual assault is more likely to be committed by a person the survivor knows. Steer students away from traditional pictures of violence and towards the ideas of choice and (dis)empowerment.
 - d. Encourage students to see this activity as a way to define sexual assault for themselves, so that they have their own opinions when they hear debates about sexual assault prevention or read the University of Iowa's code of conduct.
 - e. To explain this, you might pose a question like this: imagine when the first legislators made laws against sexual assault, what were they trying to keep from happening or tell people they couldn't do? How do you think they decided what counts as sexual assault?
- 3. Wrap Up (5 min):** For the next lesson, we're going to begin thinking about the relation between power and sexual assault as we work toward a definition of consent that could contribute to a healthier and safer campus community. Read the assigned readings. Then, as you go through your everyday lives over the next few days, consider some of the means by which gender norms are codified and performed around you. Whether in movies, television, music, or games, our culture is always reinforcing these hegemonic gender roles and trying to tacitly persuade us about what is normal (and thus, what is not normal). Consider different ways that gender can be performed and talked about that could contribute to a stronger and safer campus culture.

Note: If you are continuing straight into the next unit of the Campus Culture Project encourage students to make the connection below about building their guidelines from the definition they just created. If you will be returning to the Campus Culture Project later in the semester, give students a timeline for when you will return to these ideas, summarize what they have learned, and give them a picture of how they will build on the work they have done.

Lesson 4:

Gender Norms, Power & Rape Culture

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Summary: Now that students have a working class definition of sexual assault, they will continue to consider some of the obstacles that get in the way of moving beyond a culture where sexual assault and rape are common problems and normalized within everyday life and the media. Today, they will be focusing on the issue of hegemonic masculinity (and femininity), and how such gender norms help to produce a rape culture. They will strive to articulate how such norms are culturally embedded in and learned from the rhetorics that surround them, and how we might re-think these norms in order to dismantle rape culture.

Learning Objectives:

1. Students will discuss how gender is a social construction and how the rhetoric that surrounds us informs what it means to “be a man” or “be a woman” in US culture
2. Students will discuss how these hegemonic gender performances are related to power and sexual assault
3. Students will use these ideas to begin to think about how we might re-think gender to transform it from being about power to being about empowerment

Student Assignments for next lesson:

1. Two readings for next time (with some optional readings/assigned readings):

- a. “Why Do We Blame the Victim

<https://www.psychologytoday.com/blog/in-love-and-war/201311/why-do-we-blame-victims>

- b. “The Truth about Women Crying Rape”

<http://www.theguardian.com/lifeandstyle/2013/mar/31/truth-about-women-crying-rape>

2. Short writing assignment

1. Introduction (2 mins)

Part of United States culture teaches boys that in order to be men, they must conform to a certain type or performance of masculinity. This hegemonic masculinity is based on performing and living up to norms such as "to be tough," "to never back down," "to not be emotional," "to always be the victor," to "never be shamed," and "to be sexually aggressive." If a boy steps out of these norms, especially in the early years of puberty, he is shamed by peers as being "soft" or "weak," which teaches him that being feminine is wrong. Indeed, this hegemonic masculinity produces itself by taking power over and separating itself from femininity, which can lead to many different forms of violence, including sexual assault and rape. This is not to say, of course, that "all men are evil," that "all men are violent," or that "all men are sexually aggressive." Remember that 90% of sexual assaults are done by repeat perpetrators. However, these cultural gender norms can put great pressure on men to perform in these ways in order to avoid being shamed and in order to appear "normal" within culture. Much the same can be said about how young girls learn the "norms" of being a woman - terms such as "emotional," "sensitive," "weak," "dependent," "innocent," "passive," and others are usually associated with these culturally embedded and learned norms of what a girl is "supposed to be". In groups of three or four, discuss some of the rhetorics in everyday life and the media that shape how we think what a man and what a woman are "supposed"

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to be. Think back from early childhood to the media that surround us today. Then, consider how such gender norms relate to the articles you read for today and how they contribute to rape culture.

1. Small Group Discussions (5 - 10 min): Introduce these discussion questions using a handout or overhead slide:

- a. In considering the rhetoric that shapes how we conceive and come to perform traditional male and female gender roles, think about everything from early interactions with peers and friends, to clothing, to childhood toys, to different activities, and more, that boys and girls are told are normal for their gender roles.
- b. Although men are also often the victims of sexual assault, why do so few of these survivors report being assaulted? How does traditional notions of masculinity relate to these silences? How does that relate to and contribute to rape culture as we have been discussing it? What about people who identify with the LGBTQ community (another group often silenced within mainstream discourses of sexual assault)? In what ways do these omissions create the sense that rape and sexual assault is "just a women's issue"?
- c. To imply that gender norms and particularly masculinity are a big part of the problem is NOT to say that men are the sole sources of the problem, because as we have read they too are often sexually assaulted. Based on the first article that you read for today about the "Semantic Power of Rape," how is power related to masculinity and the way that many of the survey respondents said that they would have "intentions to force a woman to sexual intercourse" if nobody found out about it, but who also said that they would never "rape" someone? In thinking about gender norms and power, why do you think certain men might respond in this way?
- d. Can you think of any correlations between how sex is talked about in mainstream media, music, movies, or in your everyday campus community that supports what the study in the "Semantics of Rape" found?

2. Large Group Discussions (10 - 15 min): Work through the questions with students recording their ideas on the board or a Word doc. Ideas to lead them towards include:

- a. From the time that we are very young are constantly surrounded by messages that shape how we perform our gender roles in this culture. Boys play rough and wrestle, while girls play house and with Barbie dolls; boys don't cry, while girls are supposed to express their feelings; boys can get dirty and wear jeans, whereas girls wear dresses and should act proper. Even the types of music and types of television shows boys and girls are told to watch reinforce these things, from action movies to romantic comedies. If young boys and girls do not follow these norms, they are often ridiculed in school and can even be ostracized.
- b. Men who are survivors of sexual assault are often conflicted about whether or not they should report it. These early gender norms are so ingrained in our way of thinking that men may not want to risk being feminized, seen as weak, or seen as dominated. From a young age, boys learn that they are supposed to dominate women or dominate the feminine, and thus it can be de-masculinating to come forth and

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report being violated. Often times, they may not even be believed by authority figures (often men), who do not understand or believe that a man even can be sexually assaulted by a women (because it goes against the cultural "order of things"). Moreover, as the article makes clear, when men are raped by other men, they may get an erection and may even ejaculate. Thus, they may face doubts about their own sexuality, and are thus further unlikely to report the assault to the authorities. These same problems can be more exasperated for LGBTQ individuals because they already upset what men and women are "supposed to be" and thus there is perhaps a greater chance of being stigmatized and not believed.

- c. Men who respond to the survey who said that they would forcibly engage in intercourse with a woman as long as nobody knew, but who also said that they would never "rape" a woman, perhaps respond so because of these very same gender norms. Men are "supposed" to be dominant and aggressive, and women passive and sexually submissive. The fantasy of forced sexual encounter is thus something that re-inscribes and "proves" one's "maleness" in a society where domination and power over the feminine becomes the test that marks such a performance. In this sense, as the title of the article gestures toward, language matters, and that to call something "rape" or to call it "sexual assault" thus forces men to re-think their actions and the meaning of domination itself.

3. Free write (5 mins): Now that we have a better understanding of the relation between gender norms and rape culture, take out your working definitions of sexual assault that we developed in the previous section. Take a few minutes to write what kind of changes we would need to make to this document in order to account for our discussion while considering the ways that sexual assault and power are related. What kinds of things would we need to add to our definitions of sexual assault in order to account for these ideas? What kinds of things might we consider in order to change these gender dynamics and their relation to power and sexual assault? How can we change how we perform gender from being about power to being about empowerment? What might this look like, and what forms of communication might it take to make these changes?

4. Large Group Discussions (10 - 15 min): Next, go around the room and see what people came up with, while keeping track of their answers on the board. Here are a few ideas that you may want to direct the conversation toward:

- a. The types of messages that we see in the media and our everyday lives about what a "man is supposed to be" or "what a woman is supposed to be," are all chiefly related to our cultural climate and the rhetoric that surrounds us. But if we have learned anything so far this semester, is that rhetoric is fluid and dynamic, and thus is not fixed or homogenizing. As such, it is our responsibility to change this rhetoric and adopt a more critical perspective about the message that we do hear and see every day.
- b. While we discussed this briefly in our previous meeting and in our working definitions of sexual assault, our discussion of traditional gender roles and

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masculinity in particular allows us to see more clearly how power is related to sexual assault. If traditional, hegemonic masculinity asserts itself through dominating the feminine, then clearly we need to begin to re-think what masculinity "looks like" and how we can perform it differently. This is not to say that men cannot still participate in the same types of activities that are traditionally associated with masculinity, such as sports, working out, and so forth, but that such activities do not necessarily have to result in a complete rejection of the feminine or must base itself on domination. If we are to create a better, safer campus community, we need to find different ways to express "being a man" and to perform and embrace these identities in our communities.

- c. The same can be said about performances of the feminine. Instead of letting societal pressures tell you that you cannot be sexual, that you need to be submissive or innocent, or that you cannot enjoy sex, try to change the dialogue and embrace an identity that goes against these norms. How can we treat one another and speak with one another in such a way so as not to perpetuate these problematic gender norms? What kind of messages would we need to change and assumptions would we need to challenge? Taking control of our own identities both for ourselves and within our communication networks, and not letting traditional gender roles define who we are and how we engage in sexual activity, thus becomes a mode of empowerment that everyone benefits from in the long run.

- 5. Wrap Up (5 min):** *For next time, we're going to confront two of the dominant myths surrounding sexual assault and which also reproduce and are reproduced by rape culture, and also watch a short video on a survivor's story in order to start thinking about how we want to define consent. As you go through your everyday lives over the next few days, consider some of the means by which gender norms are codified and performed around you. Whether in movies, television, music, or games, our culture is always reinforcing these hegemonic gender roles and trying to tacitly persuade us about what is normal (and thus, what is not normal). Consider different ways that gender can be performed and talked about that could contribute to a stronger and safer campus culture. To these ends, before next class period I would like you all to complete a short writing assignment that will help us work toward creating such a definition.*

Recognizing Choice

Assigned:

Due:

This week we are talking about the relationship between sexual assault and power in terms of gender norms, and next we will be talking about the two of the dominant myths that make survivors leery about coming forth and reporting their assault. In Unit 1, we defined sexual assault as any

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situation in which one person cuts off another's ability to choose what sexual activities s/he engages in, and as an act of domination of one person over another. Now we are going to think about how we can create a set of guidelines where people can feel empowered to make these choices in their relationships. How do we make sure that everyone can make safe and informed decisions for themselves in their own sexual encounters? How might we create a campus community where everyone understands what consent looks like in every interaction? How might we dispel some of the dominant myths endemic of rape culture (gender norms, false accusations, victim blaming, etc.)? In this short writing response you will write some guidelines that you and members of our campus community could follow to make sure their partners always get to choose what activities they engage in. Avoid making statements about protective or preventive measures a person should take to avoid being assaulted (e.g. "don't drink too much," "don't accept drinks from strangers," "don't walk home alone at night," "watch over your friends," "always carry mace," "don't wear revealing clothing," etc.). Instead focus on strategies for empowerment and for community building that do not rely on such preventive measures. In a strong campus community, preventive measures would ideally not be needed. The following questions are designed to help you brainstorm.

1. Perhaps it will be easier to write guidelines that protect choice if we first think about the tactics people use to take power away from others: Think about a time when you felt powerless or like you didn't have a choice, or maybe a time when you felt pressured to do something. What factors kept you from feeling like you had a choice? What sorts of things did the person (or people) say or do to pressure you?
2. When thinking about choice, you might also consider the fact that some groups of people might be more vulnerable than others (for instance, differently abled individuals, people who are sick, the very old and the very young). How do we make sure people in those groups have the power to choose what sexual activities they engage in? Can you think of any other vulnerable groups that might need protection?
3. Think about the two articles that I have assigned on "false accusations." One of the problems with engaging in sexual activity without repeated and enthusiastic consent from both parties is that there may be misunderstandings about what one party may want to do or not do. These can result in one person assuming that the other is comfortable with certain activities, when in fact they are not. This, by definition, is considered sexual assault - taking away one's ability to choose which activities they participate in. In such contexts, an accusation of sexual assault may come down to "his" word against "hers," and history shows that the survivor is often the one who is not believed thus perpetuating the idea that "false accusations" happen frequently (when, in fact, they do not). How can the guidelines you create help us move beyond this myth and empower people to have healthier sexual relationships with their partners where there are no opportunities for such misunderstandings?
4. What kinds of guidelines might help us to dispel and move beyond the dangerous rhetorics of victim blaming so that more survivors are taken seriously and so that future survivors will

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feel more empowered to come forth and speak out against those who assaulted them (when and if they want to)? What kind of guidelines would help us to prevent future instances where survivors are blamed as being responsible for their own sexual assault?

You do not have to answer the questions directly, but should use them to write your guidelines (200-250 words). Try to be thorough and imagine multiple possibilities and scenarios to cover many of the ways in which we can protect choice. You might imagine that you are writing a law that tries to prevent people from being hurt in the ways that we talked about last week. You should bring a copy of this assignment to class on DATE.

Lesson 5:

False Accusations & Victim Blaming (towards defining consent)

Summary: In this lesson students will consider two of the dominant myths and misunderstandings related to sexual assault in order to further complicate and productively extend their conception of the issue. They will also watch a short video together about a survivor's story (who did not report to the authorities), in order to begin thinking about consent and how it relates to the topics in the other two articles. For class today, they will have two short articles, one on "victim blaming" and the other on "false accusations." They will consider these issues in relation to what we have discussed about rape culture, while striving to understand how these myths and misunderstandings are also endemic and reproductive of rape culture. Students will work to see how these issues complicate dialogue about sexual assault and can stymie survivor's willingness to come forth and speak out against perpetrators. These issues further center the relation between power and sexual assault, and thus allow for a more in depth discussion about empowerment and consent.

Learning Objectives:

1. Students will gain an understanding two to the dominant myths and misunderstandings that revolve around sexual assault discourse, while considering how these issues both reproduce and are reproduced by rape culture
2. Students will consider in greater depth how power relates to sexual assault (especially in relation to gender dynamics), and begin to think about consent and strategies for empowerment.
3. Students will begin to create a set of guidelines for respectful approaches to sex in their communities and their own lives.
4. Students will begin to learn and think about what consent is and build a broad definition of it with the help of their instructor.

Teaching Materials:

1. Campus guidelines

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2. Short video on victim blaming (and consent)
<https://www.youtube.com/watch?v=yGI-b60BWN4>

Student Assignments for next time:

1. TRIGGER WARNING: Read “‘Frank’ Interview” Transcript, or have your students watch a video of the reenactment by following this link (note that the interview contains graphic content)
<https://duke.app.box.com/s/40y8ia1i0nmjhpc3hur5/1/2347543849/20147073039/1>
2. “Sexual Assault Survivors Tell Their Stories”
<https://www.washingtonpost.com/graphics/local/sexual-assault/>
3. Short writing activity

Outline for Class Activity

1. Introduction (2 min)

Note: There is a reasonably good chance that a student or even multiple students will push back against some of the claims made in this week's readings. In particular, it is not unusual for men and even women to tell an anecdotal tale about how one of their friends was falsely accused of sexual assault and how it “ruined their life”. While you should avoid trying to take away from these stories or by any means discredit them, just point out that sometimes false accusations do happen but, as the article states, only about 2% of the time.

Today we're going to talk about two of the dominant myths perpetuated within and by rape culture. The myth of false accusations and the rhetorics of victim blaming. Before we begin, however, it is unfortunate that false accusations can and do happen, and such false accusations can have a very negative effect on the life of the accused. Yet, they still do only account for a small percentage of sexual assault accusations, and thus we should avoid making generalizations about these isolated incidents and thus discrediting other survivors who really were assaulted. Part of the problem is that the mainstream media are much more likely to report and re-circulate a story about a false accusation and downplay real instances of sexual assault. Moreover, it seems that much of the public's first response to sexual assault accusation is to blame the victim or call him or her a false accuser. This is yet another problem endemic of rape culture: It is much easier to ignore the real problem of rape and sexual assault, then it is to admit that we live in a culture that normalizes these problems and conceals them in the process.

2. Small Group Discussions (5 - 10 min): Introduce these discussion questions using a handout or overhead slide:

- a. Are you convinced by this article? What arguments or pieces of evidence do you find most convincing and why? Where do you find yourself resisting the article or not believing it? Why do you think that is?
- b. What connections do you see between this article and with our discussion of gender roles? How does hegemonic masculinity relate to victim blaming, or to how many

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men respond to sexual assault stories with the knee-jerk reaction that the alleged survivor is making it up (without even knowing the facts)? How is this related to rape culture?

- c. Discuss the relation between "victim blaming" and the myth of "false accusations" discussed in the articles for today. What damage does victim blaming do to survivors of sexual assault or their willingness to report being assaulted? What is the danger of the "false accusations" myth? What messages do these two things send to survivors of sexual assault? What messages does it send to perpetrators?
- d. We have all probably heard stories about false accusations, whether through acquaintances or in the media. Yet, false accusations only comprise about 2% of all sexual assault cases! Why do you think the media reports more about false accusations than "real" assaults and rapes? What should we do to dispel this myth, or how should we communicate about sexual assault so as not to re-circulate this myth?

Give students 5 minutes or so to discuss in their groups while you circulate around the room to provoke more in-depth discussion or to reinvigorate conversations that are slowing down.

3. **Large Group Discussion (10 min):** Work through the questions, making sure that all groups get a chance to respond and that their responses are noted on the board. As you go, encourage students to think of the rhetorical dimensions of each of these issues, and how each of them reproduces rape culture in the process. In other words, what is rhetorical about the myth of false accusations? What do such myths do rhetorically to survivors in terms of their willingness to speak out and report their assault?

Next, we're going to watch a short video to see if this changes your perspective on victim blaming and false accusations. This will also give us more to think about in terms of consent, as we begin to craft our own definition of what consent should entail.

4. **Small Group Discussion (5 - 10 min):** Distribute copies of the Campus Guidelines that the class collaboratively wrote during Lesson Three. Ask students in groups to discuss these questions regarding their guidelines and the assumptions they see in the media.

- a. What did you think of the video? Did you recognize the victim blaming that was going on, and why did it take place exactly? Did you disagree with how the video's producers portrayed the woman? How about the man? What makes you disagree with how the video frames this scenario?
- b. Clearly, the woman believes that she was sexually assaulted and that she did not give her constant and enthusiastic consent to the man. On the other hand, the man believes that the woman gave all of the signals and that she did provide her tacit consent. What should have changed in order for this sexual encounter to be considered consensual from all perspectives?

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- c. Do you see the relation between victim blaming and the narrative that this video tells? What kind of damage might this do to the survivor? What about the relation between false accusations and this video's narrative?
- d. What might change about our campus guidelines in light of the two readings that we read for today and the video that we just watched? What forms of communication might we craft and employ in order to dispel these myths and create a safer community for all?

Give students 5 minutes or so to discuss in their groups while you circulate around the room to provoke more in-depth discussion or to reinvigorate conversations that are slowing down.

5. **Large Group Discussion (10 - 15 min):** Work through the questions, making sure that all groups get a chance to respond and that their responses are noted on the board. As you go, help students work toward understanding the relation between each of these issues. A few things that you might want to try to lead the discussion toward:

- a. The woman believes that she was taken advantage of and that she did not give her consent. Just because someone goes back to another person's apartment at the end of the night, does not mean that sex or sexual relations are a given. Even if that person was flirting all night, was being suggestive, or even if the two were fooling around, none of these things necessarily means that sex is going to happen or that anything sexual is going to happen after the two leave the bar. Unless the woman, in this case, was providing enthusiastic and constant consent throughout their entire exchange and at each stage of the night, then her partner should have respected her and listened to what she was *not* saying. In other words, the lack of a "no" is not a "yes."
- b. The media is a powerful thing and myths run deep throughout many different levels of culture, from face-to-face interactions, to movies and songs, to online communication. Most of the time, though, it may just be a matter of misunderstanding and misinformation. Being a leader in your campus community means being the one who is informed and who is willing to communicate these ideas and dispel these myths. It is our responsibility to develop a critical and informed position on these matters, and to challenge these troubling myths when they do arise.
- c. There is a dangerous tendency that any time the mainstream media reports on a college sexual assault that many people respond immediately with calling the alleged survivor a liar (false accusations) or who blame them for not taking the necessary precautions or sending out the right signals (victim blaming). Very rarely is the alleged perpetrator discussed, and often times these responses come before any details of the case have emerged. It is true that 2% of sexual assault cases turn out to be false accusations, but unfortunately that number seems much higher because those are the stories that we hear the most about in the news. It is our job to understand these statistics and how the media cycle functions, and to spread the word about these dangerous cultural myths endemic of rape culture.
- d. The types of messages that we see in the media and our everyday lives about what a "man is supposed to be" or "what a woman is supposed to be," along with the

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discourses that we encounter about victim blaming and false accusations, are all chiefly related to our cultural climate and the rhetoric that surrounds us. As such, it is our responsibility to change this rhetoric and adopt a more critical perspective about the message that we do hear and see every day.

6. **Wrap up (2 min):** Encourage students to be aware of these things when they see other forms of media and as they interact with their friends and peers throughout campus. Encourage them to keep thinking about how we might change this culture that is around us, and how we might contribute to a better and more safe campus culture.

For next time, read the “Frank” transcript (or watch the video) and ten of the short excerpts from the assigned reading and come prepared to discuss them. These readings may be a bit disturbing for some of you, as they are real reflections from people who are survivors of sexual assault, while the Frank interview is a confession of a man who admittedly sexually assaulted a woman (but who does not see it as sexual assault). Pay particular attention to how these interactions would have worked out differently in terms of both parties giving and receiving consent, and what a healthy sexual exchange would have been in Frank’s case.

Assigned:

Consent and Alcohol

One of the most common points of debate and confusion about sexual assault comes with the discussion of alcohol. Research has shown that sexual assailants often use alcohol to make their victims less able to resist sexual advances. Assailants also use alcohol—in other words, the fact that they themselves had been drinking—to argue that they should not be held responsible for their actions. In fact, 50% percent of sexual assaults involve alcohol. That number goes up when we look at campus sexual assault. Most state laws and university policies (including Iowa law and University of Iowa policy) try to protect against this kind of sexual assault by saying that someone cannot legally give consent to sexual activity if they are “incapacitated by alcohol” but very few of those laws and policies specify what “incapacitated” means, which can make it hard to prosecute offenders or draw a clear legal line between consensual drunk sex and sexual assault.

To help us understand the relationship between alcohol and sexual assault on campus, I’ve asked you to read or watch an interview with a young college student called “Frank.” Though the video is a reenactment, the actors are repeating the recorded dialogue from a real interview. I have also asked you to read ten short excerpts from the “Survivors Stories” article, many of which also involve alcohol. This should give us the perspective from both sides. Use your reactions to the interview and readings to write a short (250-300 word) response considering the following questions.



People of All Genders Welcome Here

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1. What is your emotional response to this interview? Are you surprised? Or maybe not surprised? Angry? Uncomfortable? Other feelings? Take a minute to reflect on those feelings and why you are having them. Consider which places in the interview made you react in different ways.
2. While Frank's actions in this incident are clearly rape, he doesn't seem to think he's done anything wrong. What messages or expectations about college, sex, gender and alcohol do you think Frank has learned that made him think this behavior was okay? Consider messages that you've heard around campus, high school or on the Internet that might be related to Frank's behavior.
3. Frank uses alcohol to make the survivor less able to resist his advances, but we also know that people also drink and have consensual sex as we noticed in several of the excerpts from survivors. What is the difference between alcohol-facilitated assault and a tipsy hook-up? Is it the amount of alcohol consumed? Is it the intentions by one party or another? Imagine that Frank had invited this young woman to the party because he really liked her. How would a healthy, consensual encounter be different from the one in the interview? How would a healthy, consensual encounter be different in some of the scenarios from the excerpts?
4. One other question that often comes up when discussing sexual assault laws is how to handle a situation when both participants are heavily intoxicated. Whose responsibility is it to make sure the sexual activity is consensual? Reflect on both the Frank transcript/video and the survivor's stories. Be prepared to bring these ideas to class and to share specific excerpts to explicate your main ideas.

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Lesson Six:

Consent and Alcohol

Summary: This lesson on consent and alcohol in particular may provoke problematic statements from your students, so we advise you to read over their written responses, think about the turns that class discussion might take, and consult your teaching mentor, IDEAL, WRAC or RVAP for guidance if you feel you need it. You may have already noticed that we have decided not to directly address alcohol as a risk factor associated with sexual assault. This is because directly addressing risk factors can foster an attitude that blames victims by implying they are responsible for putting themselves in situations where they might be sexually assaulted. At the end of this lesson you will assign the “Our Guidelines on Campus” short writing response, which includes students filling out a survey which will help everyone see the atmosphere surrounding sex and sexual assault in our university community. Once the students fill out the survey, IDEAL and the Digital Research and Publishing Office will collaborate to create a data visualization from student responses.

Learning Objectives:

1. Students will discuss why someone who is heavily intoxicated cannot give consent and discuss the importance of open dialogue when it comes to sex and alcohol.
2. Students will verbalize what they see as the difference between a respectful, but tipsy, hook-up and an alcohol-facilitated assault.
3. Students will use the example of Frank to recognize negative rhetoric about sex and alcohol.
4. Students will use the excerpts from survivors in order to understand the complexity of these situations when it is not so clear cut (as in the case with Frank).

Class Materials:

1. Discussion questions printed or projected

Student Assignments for next time:

1. “The Laws Targeting Campus Rape Culture”
<http://www.theatlantic.com/education/archive/2015/09/the-laws-targeting-campus-rape-culture/404824/>
2. “Laws may be ineffective . . .” article by Clifton B. Parker
<http://news.stanford.edu/news/2014/november/social-norms-jackson-112414.html>

Outline for Class Activity:

1. **Introduction (2 min):** Pull up the class guidelines saved from the last Campus Culture discussion and remind students of the goal for today: to better understand the debate surrounding consent and alcohol, including the perspective that Iowa laws and the University of Iowa code of conduct have on the topic, as well as emerging laws that

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specifically target campus rape culture (from the assigned article). Once they understand the debate, students can decide what they think about those arguments.

2. **Small Group Discussion (5-10 min):** Students will first discuss in small groups the questions that they wrote about in their “Alcohol and Consent” assignment. Divide the students into teams of 3-4 and tell them to discuss their responses to the homework questions. You may want to have each group start with a different question, as time is limited. Remind students they should not merely tell their group mates what they wrote, but also explain their opinions, ask questions and discuss points on which they disagree with their group mates. They don’t need to end in consensus, but they should discuss and write down the points on which they disagree and why. Even though laws are in place, the problem is that laws can only be as effective as the culture that they are applied to, in this case, our campus culture and the communicative networks that build between each of us.

3. **Large Group Discussion (15-20 min):** Reconvene and discuss the four questions with the whole class. When the class reaches a conclusion on a given point (or when someone says something many people seem to agree with) record that observation on the board or on the class guidelines Word Doc. Be aware that this is also a chance to let students debate relevant laws (as articulated in the first assigned article) or university codes. Their guidelines do not have to match the laws, but students should engage with those codes in the creation of their own. You can offer points from the laws or the university code of conduct (in the university code: “persons who are incapacitated due to the influence of drugs, alcohol, or medication” are unable to give consent) for them to consider, and remind them of some of the main points from today’s reading about emerging laws targeting rape culture. If you want copies of these laws, or an in-depth foundation in the discussion about alcohol and consent, there are several informative articles in the Instructors’ page of the [LibGuide](#).
Below are some ideas to lead students towards during your discussion:
 - a. Even if Frank had not used physical force, getting her drunk and having sex with her would legally be sexual assault, even if she did not fight back or resist. It is predatory to give someone alcohol in order to “loosen them up” or to look for a potential partner who is already drunk.
 - b. Frank probably thinks his actions are normal because he has been hearing messages about male sexual entitlement, the link between sex and masculinity, and the false belief that women always need to be persuaded to engage in sexual activity. He’s been told this kind of behavior is normal. This would also be a good time to mention RVAP’s fall campaign “My cup is not my consent.” What does that phrase mean to students? What messages surrounding sex is that phrase trying to combat?
 - c. Because everyone reacts to (and is impaired by) alcohol differently, we probably can’t draw a line like “two drinks = consensual, but three drinks = not consensual.” The language of the University of Iowa code is “incapacitated by alcohol.” The university code doesn’t specify what that means, but other codes use signals like not being able to stand or walk, slurring words, vomiting to show someone is too drunk to give consent. Perhaps the best thing—especially with a new partner but even with

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an existing partner—is to discuss how much they've had to drink. If they can have a coherent conversation and say they want to engage in sexual activity, perhaps that's consent. What does that conversation look like? If there is any question that the person might be too drunk or blacked out, it's not worth the risk. What if your own judgment is impaired? Can you be certain that the conversation means what you think it means?

- d. In a consensual, respectful encounter between Frank and this young woman, he wouldn't have tried to get her drunk. More importantly, he would have kissed her and asked if she wanted to go up to his room before she got really drunk, not after. Once in his room, they would have talked about what they wanted, and he would have respected her saying "I don't want to do this right away." The same goes for several of the cases detailed in the excerpts that you read. While many of the survivors (both men and women), believe that they were victims of sexual assault, they only realized as much after the fact. This should give us insight into the types of measures and communication that should have taken place before the incident occurred.
 - e. Most laws say that gaining consent is the responsibility of the person who initiates the new activity (touching, petting, sex etc.). There is the problem here in that often there are no witnesses and things turn into a my-word-against-theirs. If neither person clearly remembers the incident it can get particularly tricky. There have been some questions as to whether there should be a clause in these laws that says that it is possible for someone to be too drunk to know whether their partner was too drunk to consent. The problem with this is that it could let alcohol be an excuse for bad behavior. For example, we don't let someone vandalize or steal and then claim they were too drunk to know what they were doing. A clause like this could increase the double standard where victims are told they shouldn't have been drinking (as if it was their responsibility to prevent sexual assault), but if someone drunk assaults someone else they are held less responsible for their actions.
- 4. Conclusion (3 min):** Thank students for their thoughtful building of a class set of guidelines. The next step is for them to look around campus and see what needs changed in order for their college community to reflect their guidelines. Encourage students to finish the assignment and complete the survey after the Bystander Intervention training, if possible.

Now that we know what guidelines we'd like people to follow, we're going to look at our campus. Do people talk about sex in a way that matches our guidelines? Do people act in a way that matches our guidelines? Remember that even actions can be rhetorical: they can set a model for what normal behavior is. If one person—or several people—treat their sexual partners badly, others might begin to see that as normal. Even if those witnesses don't treat their partners badly, they might not do anything to stop the hurtful behavior of other people, because they think it's normal. So, what sort of campus culture do we have here at the University of Iowa? What is considered normal, acceptable or healthy? How do we know that? Do we need to change campus culture?

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Lesson Seven: Laws and Society

Summary: Now that students have created a set of guidelines, they will discuss how such guidelines relate to the world outside the classroom. They will do this by first looking at existing guidelines--Iowa state law and the University of Iowa's code of conduct as well as emergent laws within the broader public sphere--to discuss how effective these guidelines have been in reflecting society's values and making those values a reality. To do that, students will compare their guidelines to the existing laws and codes while discussing these documents are rhetorical artifacts with subtly different messages and audiences. Are their guidelines similar to the laws that already exist? Why have those laws not curbed incidents of sexual assault? How does rape culture affect our ability to apply these laws and what might we do to change these powerful cultural rhetorics? In order to answer those questions students will look at an article that discusses some of the recent policy changes that have emerged in response to campus rape culture, before turning to an article from Stanford News that discusses the connection between laws and societal norms. The end goal of this lesson is to help students see themselves as agents for changing society's norms about sexual assault. This will serve as preparation for Bystander Intervention Training in Lesson 8.

Learning Objectives:

1. Students will discuss laws as rhetorical artifacts with messages and audiences as well as when those messages are effective and when they are not.
2. Students will see themselves as agents for changing cultural norms and closing the gap between those norms and their guidelines.

Class Materials:

1. Class guidelines document, Iowa state sexual assault law, University of Iowa code of conduct projected
2. Discussion questions printed or projected

Student Assignments:

1. Assign for next lesson: "Our Guidelines on Campus" short written response

Outline for Class Activity:

1. **Introduction (2 min):** In the last unit of the Campus Culture Project students created a set of guidelines that they would want people to follow in sexual and romantic encounters, and in order to change campus rape culture to a campus that is more open, safe, and understanding about healthy sexual lifestyles and commitments. In the next unit they will start learning strategies for how to use those guidelines to influence the world outside the classroom.

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2. **Small Group Activity (10 min):** Divide students into teams of 3-5 and have them compare their written class guidelines to the University of Iowa code of conduct and the Iowa state laws on sexual violence.
 - a. What differences do they notice between the three documents? What is the same and what is different? How significant are the differences? Why are they significant?
 - b. Remember that laws are not only enforceable rules about how people act, they are also rhetorical documents that show what a society values, what people believe is right and wrong. What different rhetorical messages do you see between these three documents?
 - c. What are the target audiences for these three documents that detail the laws? How does that affect what messages they send?

As students work, circulate around the room to encourage them towards more in depth discussion and reinvigorate conversations that have slowed down.

3. **Large Group Discussion (15 min):** Go around the room and hear from each team. Encourage students to consider how these laws are the rules that everyone is (supposedly) abiding by and that these are the laws that others will apply to them if they find themselves a victim of a sexual assault. Also encourage them to consider that these laws supposedly represent them and their values. The goal is to get students to realize that laws are both enforceable documents and rhetorical artifacts.
4. **Small Group Activity (10 min):** We know that sexual assault is one of the most underreported crimes. So if these laws already exist, why is sexual assault so prevalent? Why does rape culture make it difficult for these laws to be applied? What about these normalizing discourses makes them so powerful in terms of making these laws, at times, ineffectual? Ask students to discuss the article they read for today (“Laws may be ineffective . . .” by Clifton B. Parker).
 - a. Summarize this article’s main point. According to Parker, under what conditions do people break laws? What factors encourage them to break laws? What factors discourage them from breaking laws?
 - b. What parts of the article confused you? Where there examples or arguments that you didn’t understand? Words that were unfamiliar? Discuss these in your group and keep a list of places you are still confused.
 - c. How do you see this reflected in the prevalence of sexual assault? According to Parker’s logic, what do we need to do in order to prevent it?
5. **Large Group Discussion (15 min):** The article might be a little difficult for some students. Use the first two questions to help them summarize the article and work through anything that confused them. Then transition to linking Parker’s ideas to those about sexual assault. The goal is to get students to think about how societal norms do not match the laws (or in some cases, the laws reflect negative societal norms) and how individual action is needed to bring the norms closer to the student’s guidelines.

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- 6. Wrap-up (3 min):** When it comes to sexual assault that individual action is called Bystander Intervention, when someone steps in to change a situation that they feel is wrong or unsafe. In the next lesson the educators from the Rape Victim's Advocacy Program and the Women's Resource and Action Center will come in to help them be better bystanders and help them close the gap between their guidelines and the campus reality.

Our Guidelines on Campus

Assigned: End of Week Six

Due: End of Week Eight

1. Find an Example

At the beginning of the semester, we talked a little bit about the rhetoric that surrounds us. Now that we have our class guidelines written, we need to see whether the rhetoric on campus matches our guidelines. Do we have a culture here that will keep people safe and make sure all sexual interactions are respectful and consensual? Hopefully most of you won't see an example of sexual assault (though some of you might), but the way people talk about sex and hooking up or even the media people consume on campus will tell us which messages are shaping behaviors and attitudes on our campus. Remember that every action is rhetorical: every time someone treats their sexual partner fairly or unfairly, that is a message to other people about what is normal or not normal. When a new student comes to campus, they often look to the behaviors and attitudes of other students as a model for how things work. What rhetoric does our campus have about sex and sexual assault?

I have given you some examples below, but you are not required to use one of these. The goal of this assignment is not for you to find the best example of someone following or not following our guidelines (whatever "best" means). The goal is for you to be paying attention to the rhetoric of the people and media around you. How do people talk and think about sex? Does that way of talking value consent and respect of one's partner? What are the discourses of rape culture that we need to address in order to dispel them and take away their power?

1. When people talk about wanting to hook up when they go out, what sorts of things do they say? Are they purposefully going to a place where people are likely to be very drunk? How does that relate to the guidelines we have set?
2. Did you hear about or see an incident on campus that did or did not reflect our guidelines? (For example, one time I was walking outside the Summit and saw a young man reach up the skirt of a woman walking by. She hadn't even seen him sitting there. It certainly wasn't something she was okay with, and he certainly hadn't asked beforehand).
3. Maybe a friend talks to you about their sex life, or a sexual encounter that they had. How did that encounter reflect or not reflect our guidelines? How did the person feel about it afterwards?

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4. Did you watch a movie or TV show with a sex scene? Did the people in the scene talk to each other at all? Does one person in the scene take a more dominant role while the other is more passive? How do you think the media impacts how we think about consent?
5. Have you heard someone make a joke about sexual assault? For example, “Oh my gosh, I got totally raped by that calculus exam.” What does it mean when someone makes a joke about something like that? In your opinion is it in line with our guidelines? How do you think a survivor might feel if they had overheard?
6. Did you hear someone talking about a person that “plays hard to get”? What does that phrase mean? What if someone says they are not interested in sexual activity with another person and someone says they are “playing hard to get”? How does that relate to consent?

Some students come to me before this assignment is due and tell me they didn’t see anything that related to our attitudes about sex and consent. I promise that you did. As we have been discussing, the problem with rape culture is that it makes certain problematic assumptions about sex and sexual assault seem normal and natural, while taking away our ability to see how damaging they actually are. Try spending one day paying attention. For that day treat our guidelines as a lens you are seeing the world through. If you are still stuck or having trouble finding an example, come talk to me.

2. Written Response

Once you have your example, write two or three paragraphs (approx. 250 words) that describe your example and discussing how it reflects or doesn’t reflect our guidelines. Rhetorically analyze it the way we analyzed the meme at the beginning of the semester. What argument is this example making about how sex should happen between people? What assumptions does it make about gender, sex, power and consent? How do you feel about it? How do you think this example influenced the people around you?

Please protect people’s privacy by not giving any details in your written response that might identify the people involved. If you have any questions about that, please ask me.

3. Help Build our Picture of Campus

Once you’ve created your written response, you will complete a survey to help us build a picture of campus culture here at the University of Iowa. Like the survey we used for your “Expectations of Your College Experience” assignment, this survey will allow you to submit your document anonymously and also give us some data that we can use to analyze all the responses. I will send you a link to the survey; you will copy and paste your response into the text box, answer the remaining questions and submit the survey. Once you have submitted the survey, you will see a link to another survey where you can fill in your name and section number.

This is something that all the sections learning about sexual assault are participating in and it will help give us a better idea about the rhetoric surrounding sexual assault and consent on our campus. It will also give us an idea of what we need to do to make our campus into the one we want it to be. Answer the questions in the survey and your answers will become part of our campus data set.



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Lesson Eight: Bystander Intervention Training

Overview: During this week each section will take one class period to participate in Bystander Intervention Training lead by educators from Rape Victim Advocacy Program and the Women's Resource and Action Center. To accommodate all sections, your class will likely be combined with another section that meets at the same time, and your class moved to a larger room. Make sure to notify students of these changes well in advance. The purpose of these sessions is to help students identify situations that might endanger others and give them strategies to change those circumstances and prevent possible sexual assault. The training also prompts students to consider the forces—social, personal, situational—that keep them from intervening even if they suspect someone else might be in a bad situation. By making students aware of those barriers, we hope to lessen their power and give students a way to intervene in spite of their inhibitions against doing so. At the end of class you should remind students of their “Our Guidelines on Campus” written responses due at the end of the week.

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Lesson Nine:

Commitment to Changing Campus Culture

Summary: This lesson is the final step for students on the path from 1) understanding the rhetoric surrounding sexual assault and the multiform rhetorics of rape culture 2) learning what sexual assault is and it affects them 3) understanding how they can prevent it and challenge rape culture's power, and 4) making a commitment to do so. This lesson is based around student priorities and experiences. To encourage honest and diverse responses, the lesson moves from an individual free write, to small group discussion, to large group discussion. While teaching this lesson it is especially important that student opinions are heard and discussed without judgment.

Learning Objectives:

1. Students will describe how their expectations for college have changed.
2. Students will describe how behaviors they see on campus will affect their abilities to have the college experience that they want to have.
3. Students will brainstorm ways to change campus culture and make a written commitment to do so.
4. Students will discuss the rhetorical effect of seeing their data in the visualization.

Class Materials:

1. Projection of the data visualization
2. Commitment to Changing Campus Culture sheet either printed or projected
3. Students should have a printed copy of their original College Expectations assignment

Student Assignments:

1. Assign: "Commitment to Campus Culture"

Outline for Class Activity

1. **Introduction (5 min):** Introduce the data results from the class survey and campus survey. What trends are there in the data? Ask students what they notice about where they saw different behaviors and how they feel about that.
2. **Individual Free-write (5 min):** Have students take out a sheet of paper and spend some time individually considering the following questions.
 - a. Look back over their original description of what you want from your college experience.
 - b. Look at our data visualization. What is the impact of seeing the data this way versus in a list or other chart?

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- c. What about the data most concerns you? What goals of theirs are most affected by what you see on the data and how are they affected?
 - d. What changes to campus culture would make it easier for you to have the college experience you want?
- 3. Small Group Discussion (10 min):** Encourage students to think of this visualization as a rhetorical tool and as a diagnosis of the campus culture. In small groups have students discuss the trends revealed in the visualization that are most troubling to them, which ones they most want to change. Then have them brainstorm ways that they can make those changes, for example: conducting themselves differently to set an alternative model for other students, talking to their peers to change the campus rhetoric, involving their student organizations, or intervening when they see something that doesn't fit their guidelines. How do they encourage the behaviors and attitudes they want? How do they discourage the ones they don't want? While students work in their small groups, circulate around the room to encourage them towards more in depth discussion and reinvigorate conversations that have slowed down.
- 4. Large Group Discussion (10 min):** The final step in creating their campus guidelines is brainstorming ways in which they can make these guidelines a reality on campus. Have a large group discussion in which they report out the strategies that they came up with in their small groups. As with bystander intervention, have them also discuss what might keep them from enacting these steps towards a safer campus. Type these action plans into the bottom of the class guidelines.
- 5. Conclusion and Final Assignment (5 min):** Thank students again for their thoughtful contributions to their version of the Campus Culture Project. Finally, introduce the last assignment they will complete for these lessons: the revision of their College Expectations assignment that will include a section on how they want to affect campus culture based on their class guidelines.

Let them know that they will submit these responses via a Qualtrics form that will also ask them to fill out some questions about the strategies they have chosen to try to change campus culture. These answers will become part of the data visualization and will serve as a resource for students who also wish campus culture were different but don't feel empowered to change it. As a final component of the visualization, students can fill out the permission form that will allow the IDEAL team to upload their written response for other students to read.

One of the most common things that prevents change is called the phenomenon of “false consensus.” This is what happens when a couple vocal people say things like, “Everyone does it” or “That’s just how things work.” Those arguments create an atmosphere where people assume that this is the way things are, even if they don’t agree with it. When it comes to sexual encounters and how we treat other people, this phrase “Everyone does it” can be particularly damaging,



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because the majority of people who don't treat sex that way tend to believe the few people that do, this keeps the silent majority from speaking up and saying that things don't have to be that way. By creating these guidelines and making a personal commitment to changing campus culture—and especially by uploading your statements to our online visualization—you are making the statement that, in fact, not everyone does it and it doesn't have to be that way. You are changing the rhetoric and the culture on campus.

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Commitment to Campus Culture

Assigned:

Due:

Over the next week, you will use the notes you made in class, our class guidelines, and our discussions to revise the original document in which you described your expectations for college. A few activities you might try include:

1. Revise your expectations or goals if any of those have changed. Has your definition of success in college changed since the beginning of the semester? Have you learned more about how to achieve that success?
2. Reflect on one aspect of campus culture that you want to be different. That could be something that we discussed based on our campus survey that has to do with sexual assault and consent. It might be something different. It could be another issue that you've encountered during your first nine weeks on campus. You should describe your experience of this problem and tell us how that problem relates to your goals for success in college and your ability to achieve them.
3. Then give at least three ways that you can feasibly see yourself acting to address or change this problem you can draw on our class discussion, bystander intervention training, conversations with your peers, or other experiences that you find helpful.

Completing the Picture of Campus

Your commitments to change campus culture are the final piece we want to add to our picture of the community here at the University of Iowa. Now that we have data on the problems, we want to have data on the possible solutions. Though this assignment is not anonymous, we will be submitting your responses through Qualtrics. Follow the link that I will email you, copy and paste your written response into the text box, then fill out the remaining questions.

All of the Rhetoric classes talking about sexual assault awareness this semester are also creating these written responses. With your permission, we will publish these responses to the Campus Culture website alongside our data visualization. The new visualization will reflect all the various college experiences that University of Iowa students want to have, the ways they want to change campus culture, and the ways they plan to do that. The goal is that this visualization will serve as a model for other students, help raise awareness about problems students face, and give people ways to make the changes they want.

Your response should be 300 – 350 words (about one page) and is due via email by INSERT DATE. For those of you who wish to upload your document, please fill out IDEAL's release form here: https://uiowa.qualtrics.com/jfe/form/SV_3kNDLnbgLXfuinr.



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Resources Available to the University of Iowa Community

Hotlines for Immediate Assistance

Iowa Sexual Abuse Hotline (confidential) – (800) 284-7821

RVAP Crisis Line (confidential) – (319) 335-6000

Domestic Violence Intervention Program (confidential) – (319) 351-1043

Iowa Domestic Abuse Hotline (not confidential) – (800) 373-1043

University of Iowa Nite Ride (not confidential) – (319) 384-1111

Rape Victim Advocacy Program (RVAP) - Confidential

RVAP is a free and confidential resource that provides services to victims and survivors of sexual abuse, assault, and harassment and their friends, family, and loved ones. Services include two 24-hour crisis and support lines; in-person medical, legal, and campus advocacy; individual and group counseling; and educational programming and prevention. RVAP is a confidential resource on campus.

Phone: (319) 335-6000
(800) 228-1625

Website: rvap.uiowa.edu/help
Offices: 332 S. Linn St., Suite 100
Iowa City, IA 52240

Women's Resource & Action Center (WRAC) - Confidential

WRAC offers support groups, counseling and other resources to survivors of sexual assault. They are a confidential resource on campus.

Phone: (319) 335-1486
Website: wrac.uiowa.edu/get-help-now
Offices: 130 N. Madison St.
Iowa City, IA 52245

University Counseling Service - Confidential

The University Counseling Service provides consultations, individual and group therapy and psychotherapy, and referrals to other therapists in Iowa City. They are a confidential campus resources with regard to disclosed sexual assault.

Phone: (319) 335-7294
Website: counseling.studentlife.uiowa.edu



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Offices: 3223 Westlawn S.
Iowa City, IA 52242

Office of the Sexual Misconduct Response Coordinator (OSMRC) - Non-confidential

At OSMRC students can report any sexual or dating violence, receive advice about university policies, procedures and resources, and seek accommodations for continued safety and academic success. The staff at OSMRC are mandatory reporters, meaning they may be required to file an official report with campus or city authorities about any disclosed sexual misconduct.

Phone: (316) 335-6200
Email: osmrc@uiowa.edu
Website: osmrc.uiowa.edu
Offices: 450 Van Allen Hall

University of Iowa Hospital and Clinics - Non-confidential

By going to the emergency room of a hospital (either the University of Iowa Hospital or Mercy Hospital) a survivor can have an examination by a trained Sexual Assault Nurse Examiner. During the exam, the survivor would have the option of STI testing and treatment, pregnancy prevention, and evidence collected for a possible court case. The doctors and nurses are mandatory informers and may be required to share their knowledge of sexual misconduct with city or campus authorities.

Appointments: (319) 356-1616 or 800-777-8442
Website: uihealthcare.org

Office of the Ombudsperson - Confidential

This is a resource for any university community member with a problem or concern. They provide informal services in conflict resolution, mediation, and advocacy for fair treatment or fair process. They are a good resource for understanding campus policies with regard to a particular situation. They are a confidential service and not required to disclose or report any shared information.

Phone: (319) 335-3608
Email: ombudsperson@uiowa.edu
Offices: C108 Seashore Hall

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Unit 1 - Confronting the Rhetorics of Rape Culture (What is Sexual Assault?)

Lesson 1: Rhetorics of Rape Culture

Instructors introduce the Campus Culture Project and students engage the topic of "rape culture" through reading, an in-class activity, and discussion

Lesson 2: Rape Culture & Masculinity: Rhetoric, Gender & Identity:

Students learn about the social constructed and performative nature of gender, and specifically how these rhetorics shape, normalize, and discipline sexual expectations and gender-based assumptions. How do these social norms reproduce a so-called rape culture? How is this related to sexual assault?

Lesson 3: Redefining Sexual Assault

Students confront their assumptions about sexual assault through considering how it impacts people of different genders ("it's not just a woman's issue"). With an understanding of the rhetorics of rape culture and the social construction of gender, students engage how sexual assault effects men, boys, and LGBTQ people. They leave with a definition of sexual assault that brings together everything from the unit.

Unit 2 - Communication, Consent, and Community (What is Consent?)

Lesson 4: Men's Rights Movement & Alleged False Accusations

Students consider the way rape culture deniers discuss the issue of sexual assault and alleged false accusations (and how these discourses further reproduces rape culture in the process). They discuss the problems with these types of arguments and claims while considering how we might understand and engage these arguments in a productive way. They begin to consider how consent relates to these issues.

Lesson 5: Defining Consent & Setting Guidelines

Students begin drafting a set of guidelines for relationships and consent that they would like members of their campus community to follow in order to keep everyone safe.

Lesson 6: Consent & Alcohol (and party culture)

Students discuss the relationship of alcohol and consent while considering current laws and debates. They discuss the argument that is circulating against frats and frat culture, and consider the place of these communities in the larger dialogue. They consider the campus culture at UI.

Unit 3 - Commitment to Campus Culture

Lesson 7: Our Campus & Others

Students consider the actions that other campuses are taking to combat rape culture and sexual assault on their campuses. Students consider emerging laws and policies that are targeting sexual assault (e.g. Yes Means Yes Campaign in California).



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Lesson 8: Bystander Intervention Training

The Women's Resource & Action Center and the Rape Victims Advocacy Center leads Bystander Intervention Training for participating sections to give students strategies for preventing sexual assault.

Lesson 9: Changing Campus Culture

Students will brainstorm ways to change campus culture with regard to sexual assault and make a commitment to do so.