

PSYCHOLOGY OF SEXUAL AGGRESSION (PSYC 159D)
University of California, Santa Cruz
Summer 2016 (Session 2: 7/25-8/26)

Professor

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Class meets

M/W 1:00-4:30
165 Social Sciences 2

Office hours

Wed 11:00-12:00 and by appointment

Course Description

The purpose of this course is to examine current psychological theory and research relating to the causes and consequences of rape and other forms of sexual aggression. It is designed to acquaint you with some of the key issues, questions, and findings in this field, as well as to allow you to develop some of the critical skills needed by research psychologists. As a senior seminar, the course serves as a capstone experience for psychology majors. It also serves as the second course in the Disciplinary Communications curriculum for the psychology major; thus, substantial time will be devoted to developing your written and verbal communication skills. The course is organized topically. We begin by reading and thinking about the social construction of masculinity and femininity (especially through representations in the media) and how these constructions might contribute to sexual aggression. The bulk of the course is devoted to an examination of psychological processes related to victimization and perpetration. The course concludes with a discussion of several special topics and an examination of rape prevention and education.

Prerequisites

Students should have successfully completed *Psychology 1* (Introduction to Psychology), *Psychology 2* (Introduction to Psychological Statistics), and *Psychology 3* or *100* (Research Methods in Psychology), or their equivalent.

Required Texts

The following texts are required and are available at the Bay Tree bookstore (Phone: 459-4216; URL: slugstore.ucsc.edu). **Please bring the required readings for the day to class so that you can refer to them during our discussions.**

- (1) Warshaw, R. (1994). *I never called it rape*. New York: Harper Perennial.
- (2) Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Three Rivers Press.
- (3) Readings available on eCommons (<https://ecommons.ucsc.edu/portal>). Please print these readings out so that you can take notes on them and refer to them in class discussions.

Supplemental Readings

For your reference, a separate bibliography of supplemental readings is available on eCommons. These readings are not required.

Course Goals

Goals for the course include some that are related to content (i.e., learning theories, results of studies, or statistics, and being able to understand and apply this knowledge), some that are related to skills that will be useful professionally or personally, and some that are related to the social experience of the course. More specifically, after successfully completing this class you will:

- understand the argument that particular constructions of masculinity and femininity contribute to a "rape culture"
- be able to identify the role of the media in creating a rape culture
- have a deeper understanding of what it's like to experience rape or attempted rape
- have a sense of how therapists work with rape survivors
- appreciate the role that the broader community plays in responding to rape
- understand major theories of sexual aggression perpetration
- be able to identify some of the components of a successful rape prevention program
- know what resources regarding sexual aggression are available on campus
- have specific knowledge of a topic related to sexual aggression that is of interest to you
- be better able to help a friend or family member who has been raped
- have sharpened your ability to read and understand empirical journal articles
- have improved your public speaking, writing, and leadership/teamwork skills
- have deepened your understanding of, and gained practice in using, APA format
- know some fellow psychology majors that you didn't know before

Format

This course is a senior seminar, and satisfies that requirement for psychology majors. It is not a lecture course. Most of class time will therefore be spent in group discussion of the assigned readings. Discussions may be supplemented with videotape/DVD presentations, activities, and brief lectures. Most of the coursepack readings are original empirical or theoretical articles from psychology journals; however, some are written by scholars in other disciplines (e.g., anthropology, sociology, evolutionary biology) and some are popular press articles. **Please do the assigned readings before class and print them out and bring them with you, to facilitate discussion.** Please turn off all digital devices during class, including phones and laptops.

Requirements

The most important requirement for the course is a serious commitment to critically engage with the course material. The structure of the course and the reading and writing assignments are designed to facilitate this process; but it is our collective responsibility to ensure the success of this course as an outstanding educational experience. Specific assignments and their relative weights in determining a final grade are as follows:

1) Co-facilitate discussion (15%). As part of a team of three or four, each student will help facilitate one day's class meeting. Sign-ups will occur on the first day of class. **There is a two-part written component to this requirement**; see handout for more details.

2) Individual paper 1: Ideas for final project (5%). A 2 page description of one or more ideas for the final project. **Due Wednesday, July 27.**

3) Individual paper 2 (10%). A 2-3 page response paper, summarizing the readings for August 1 and providing integration or commentary about them. **Due Monday, August 1.**

4) Individual paper 3 (25%). A 5-6 page literature review paper. Ideally, this will be on a topic related to your final (individual or group) project. These are individual (not group) papers, even if they are related to a final group project. **Due Monday, August 15.**

5) Final individual paper or group project/paper, and in-class presentation (35%). A scholarly project (e.g., research proposal, media content analysis, action project) related to some aspect of the psychology of sexual aggression. This final paper can incorporate material from your literature review paper. **Proposal due Monday, August 8. Presentations will be on Wednesday, August 24. Final paper (written report) due Friday, August 26 at 5:00pm.**

6) Attendance and participation (10%). As much as possible, I try to teach this course the same way that I teach a graduate level seminar. In other words, **this is not a lecture course**. For this approach to succeed, your active, engaged participation is essential. I think of this as having three components: *preparation*, *presence*, and *participation*.

- You must *prepare* thoroughly before each class by carefully reading the material for the day, and by taking notes on that material (your questions, analysis, and insights). For particularly dense work, you might need to reread some sections.

- You must *be present* in class. This means showing up (on time), and being attentive and mentally engaged in what we are doing in class. To help with this, I ask you to set aside your electronic devices during class. Always bring the readings for the day, and your notes, comments, and questions about those readings, with you to class. Not doing so may lower your grade.

- You must *participate* by sharing your thoughts and insights, and asking questions. (You will also participate by facilitating discussion on one day).

Much learning in this course will take place as you read the assigned material and write and think about it. But in addition, much learning will take place as we, together, critically discuss what you have read and written. Each of you has a unique perspective, and I am eager to hear your thoughts, insights, and questions. Please come to each class prepared to contribute to our discussion.

- If you find it difficult to speak up in class, let me know early on so that we can work together to brainstorm strategies and solutions

- If you absolutely must miss a class, I appreciate advance notice, if that is possible. Because this is a summer course, any absences will mean missing a significant amount of material. Accordingly, I encourage you to plan to attend all ten sessions. However, I understand that emergencies sometimes arise and you are allowed one unexcused absence, no questions asked. Additional unexcused absences will lower your attendance/participation grade; more than three will result in a failing grade for the course.

- Being late to class, or leaving early, may also lower your grade. If for any reason you anticipate difficulties in arriving on time, please let me know.

Accommodations for Students with Disabilities

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to the instructor in person outside of class (e.g., office hours) on or before August 3. Contact DRC at

459-2089 (voice), 459-4806 (TTY), drc@ucsc.edu (email), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the student guide available on the web at:

https://www.ue.ucsc.edu/academic_misconduct

Violations will be taken seriously. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with me before you complete any relevant requirements of the course. In addition, you may consult the following resources:

UCLA's library web page has some helpful hints on how to avoid plagiarism:

<http://guides.library.ucla.edu/citing/plagiarism/avoid>

The Council on Writing Program Administrators statement on Defining and Avoiding Plagiarism:

<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>

Additional Notes

- (1) Submit all papers in hard copy except the final/paper project, which should be emailed to me.
- (2) **There is a lot of reading in this course.** Some of it is quite challenging, either intellectually or emotionally. Please allow ample time for your reading. Your enjoyment of the course will suffer if you skip the reading or try to do it at the last minute.
- (3) Some of the videos we will watch include scenes of aggression. I will give you an overview of the content before showing the clip. You may elect not to view videos if they will be too distressing. Please also do not hesitate to slip out of the room during viewing, if you need to.
- (4) I am committed to fostering an atmosphere in which we can engage in vigorous discussion while remaining courteous, respectful, and professional. I trust that you share that commitment. If at any point during the quarter you feel that this atmosphere of civility is being threatened, please let me know immediately.
- (5) Studying rape and other forms of sexual aggression can be difficult emotionally. This is especially true for those who are survivors. Because the mission of the course is academic rather than therapeutic, only limited kinds of support can be provided. I am always open to talking about problems that might arise in this area (and especially encourage you to let me know if your ability to complete the course requirements is in danger). But I also urge you to plan ahead (now) for external emotional support from supportive friends, a therapist or counselor, or a social service agency. Some area resources are listed below. **Please note that I do not assume any responsibility for the quality of services offered by these organizations.**

Area Resources

UCSC Campus Advocacy Resources and Education (CARE) care.ucsc.edu -- they have a resources tab with links to other agencies

UCSC Counseling and Psychological Services (459-2628; caps.ucsc.edu)

Walnut Avenue Family and Women's Center, 303 Walnut Ave. (wafwc.org; 426-3062; crisis line: 866-2-MY-ALLY)

Monarch Services/Servicios Monarca (monarchsc.org phone: 425-4030; bilingual crisis line: 888-900-4232)

Survivor's Healing Center 104 Walnut Ave, Suite 208 (423-9444) fsa-cc.org/survivors-healing-center/

COURSE SCHEDULE

Please note that the following schedule is tentative and subject to change. All changes will be announced in class.

Mon Jul 25

Course Introduction and Overview

FILM: *No! The Rape Documentary* (DVD3972)

Required readings:

Course syllabus.

Stoler, L. R. (2002). Researching childhood sexual abuse: Anticipating effects on the researcher. *Feminism and Psychology, 12*, 269-274.

Warshaw, R. (1994). *I never called it rape*. Introduction, Ch 1-4.

Wed Jul 27

Social Construction of Masculinity, Femininity, and Sexuality

DUE: Final project ideas (Individual paper #1)

FILM: *Tough Guise 2: Violence, Manhood and American Culture* (DVD9887 or streaming through Cruzcat/Kanopy Streaming)

Required readings:

Murnen, S. K., Wright, C., & Kaluzny, G. (2002). If "boys will be boys," then girls will be victims? A meta-analytic review of the research that relates masculine ideology to sexual aggression. *Sex Roles, 46*, 359-375.

Sanday, P. R. (1981). The socio-cultural context of rape: A cross-cultural study. *Journal of Social Issues, 37*, 5-27.

Mon Aug 1

Media and Rape Culture

DUE: Response paper (Individual paper #2)

FILM: *Killing Us Softly 4: Advertising's Image of Women* (DVD8749)

Required readings:

Kilbourne, J. (1999). Two ways a woman can get hurt. In *Deadly persuasion: Why women and girls must fight the addictive power of advertising* (pp. 251-291). New York: The Free Press.

Bufkin, J., & Eschholz, S. (2000). Images of sex and rape: A content analysis of popular film. *Violence Against Women, 6*, 1317-1344.

Millburn, M. A., Mather, R., Conrad, S. D. (2000). The effects of viewing R-rated movie scenes that objectify women on perceptions of date rape. *Sex Roles, 43*, 645-664.

Wed Aug 3

Victimization I: Overview, Voices of Victims, Effects on Mental Health

Required readings:

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. "To my Reader" and Chapters 1-4.

Resick, P. A. (1993). The psychological impact of rape. *Journal of Interpersonal Violence, 8*, 223-255. [just read the first part about psychological symptoms: pp. 223-235]

Warshaw, R. (1994). *I never called it rape*. Ch 5.

Baker, K. J. M (2016, June 3). Here is the powerful letter the Stanford victim read aloud to her attacker. *BuzzFeedNews*. Downloaded from: <https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra>

Mon Aug 8

Victimization II: Effects on Physical Health, Community Responses

DUE: Final project proposals (individual or group paper)

Required readings:

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 5-8.

Warshaw, R. (1994). *I never called it rape*. Ch 9, 13.

Golding, J. M., Cooper, M. L., & George, L. K. (1997). Sexual assault history and health perceptions: Seven general population studies. *Health Psychology, 16*, 417-425.

Campbell, R. (2008). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. *American Psychologist, 63*, 702-717.

Wed Aug 10

Victimization III: Coping, Recovery, and Treatment

FILM: Excerpt from *Relearning Touch*

Required readings:

Warshaw, R. (1994). *I never called it rape*. Chapter 14.

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 10-12, 14-17.

Gilbert, B. J. (1994). Treatment of adult victims of rape. In J. Briere (Ed.), *Assessing and treating victims of violence* (pp. 67-78). San Francisco: Jossey-Bass.

Mon Aug 15

Perpetration I: Overview, Voices of Perpetrators, Confluence and Multivariate Theories

DUE: Literature review (Individual paper #3)

FILM: *The Undetected Rapist* and *Someone You Know: Acquaintance Rape*.

Required readings:

Warshaw, R. (1994). *I never called it rape*. Ch 6.

Lea, S., & Auburn, T. (2001). The social construction of rape in the talk of a convicted rapist. *Feminism and Psychology, 11*, 11-33.

Malamuth, N. M., Linz, D., Heavey, C. L., Barnes, G., & Acker, M. (1995). Using the confluence model of sexual aggression to predict men's conflict with women: A 10-year follow-up study. *Journal of Personality and Social Psychology, 69*, 353-369.

Wed Aug 17

Perpetration II (Special Topics): Universities, Alcohol, Rape and War

FILM: TBD

Required readings:

Cole, T. B. (2006). Rape at US colleges often fueled by alcohol. *Journal of the American Medical Association, 296*, 504-505.

Zurbriggen, E. L. (2010). Rape, war, and the socialization of masculinity: Why our refusal to give up war ensures that rape can't be eradicated. *Psychology of Women Quarterly, 34*, 538-549.

Callimachi, R. (2015, August 13). ISIS enshrines a theology of rape. *New York Times*.
Downloaded from: <http://www.nytimes.com/2015/08/14/world/middleeast/isis-enshrines-a-theology-of-rape.html>

Mon Aug 22**Rape Prevention and Education, Alternative Visions**

FILM: *Men's work: Fraternity brothers stopping violence against women*

Required readings:

Warshaw, R. (1994). *I never called it rape*. Chapters 10-12.

Hillenbrand-Gunn, T. L., Heppner, M. J., Mauch, P. M., & Park, H. (2010). Men as allies: The efficacy of a high school rape prevention intervention. *Journal of Counseling and Development*, 88, 43-51.

Senn, C. Y., Eliasziw, M., Barata, P. C., Thurston, W. E., Newby-Clark, I. R., Radtke, H. L., & Hobden, K. L. (2015). Efficacy of a sexual assault resistance program for university women. *New England Journal of Medicine*, 372, 2326-2335.

Wed Aug 24**In-class presentations****Fri Aug 26, 5:00pm**

DUE: Final paper/project