

PSYCHOLOGY OF SEXUAL AGGRESSION (PSYC 159D)
University of California, Santa Cruz
Summer 2019 Session 1: 6/24-7/26

Professor

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Class meets

T/Th 1:00-4:30 [Sec 1] 9:00-12:30 [Sec 2]
 145 SS1 [Sec 1] 165 SS 2 [Sec 2]

Office hours

Tues 4:30-6:00 and by appointment

Reader

Sona Kaur
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Office hours

Wed 4:00-5:00
 102 SS2

Important Deadlines (see summer.ucsc.edu for more information)

Mon, July 1	Drop deadline (tuition reversed)
Fri, July 5	Change grade option
Fri, July 12	Request "W" grade (no tuition reversal)

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 an examination of rape prevention and education.

Required Texts

The following texts are required. **Please do the readings before class and bring the books and/or coursepack to class with you so that you can refer to the day's readings during our discussion.**

Available at the Bay Tree bookstore (Phone: 459-4216; URL: slugstore.ucsc.edu)

(1) Warshaw, R. (2019). *I never called it rape (updated edition)*. New York, NY: Harper Perennial.

(2) Raine, N. V. (1998). *After silence: Rape and my journey back*. New York, NY: Three Rivers Press.

Available at University Copy (458-9600, 428 Front St. #D, across from Metro, M-F 9-5:30pm)

(3) Coursepack

Prerequisites

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

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 streaming video or 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) and some are popular press articles. **Please do the assigned readings before class 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 Thursday, June 27.**

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

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 Thursday, July 18.**

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 Thursday, July 11. Presentations will be on Thursday, July 25. Final paper (written report) also due Thursday, July 25 in class.**

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, each day is the equivalent of a full week during the regular quarter. We also lose one day (i.e., a full week's worth of material) due to the July 4 holiday. Accordingly, I encourage you to plan to attend all nine 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 one unexcused absence 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 July 2. 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. The final project must also be submitted electronically (a word or pdf file emailed to me as an attachment; not a link to a Google drive document).

(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 films 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 films 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: 866-2MY-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.

Tues Jun 25

Course Introduction and Overview

FILM: *Rape Is* (DVD10598)

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, 2019 epilogue.

Thurs Jun 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.

Tues Jul 2

Media and Rape Culture

DUE: Response paper (Individual paper #2)

FILM: *Killing Us Softly 4: Advertising's Image of Women* (DVD8749 or streaming through Cruzcat/Kanopy Streaming)

Required readings:

Garland, T. S., Branch, K. A., & Grimes, M. (2016). Blurring the lines: Reinforcing rape myths in comic books. *Feminist Criminology, 11*, 48-68.

Burnay, J., Bushman, B., & Laroi, F. (2019). Effects of sexualized video games on online harassment. *Aggressive Behavior, 45*, 214-223.

Bowman, N. D., Knight, J., Schlue, L., & Cohen, E. L. (2018, June 7). What if it happened to me? Socially conscious music videos can address campus assault: Narrative engagement and rape myth acceptance. *Psychology of Popular Media Culture*. Advance online publication. <http://dx.doi.org/10.1037/ppm0000189>

Thurs Jul 4

NO CLASS: INDEPENDENCE DAY HOLIDAY

Tues Jul 9**Victimization I: Overview, Voices of Victims, Effects on Mental Health**

FILM: Excerpt from *No! The Rape Documentary* (DVD3972) and *A Journey Back: From Rape to Healing*

Required readings:

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

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>

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

Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. *Trauma, Violence, and Abuse, 10*, 225-246.

Thurs Jul 11**Victimization II: Effects on Physical Health, Community Responses**

DUE: Final project proposals (individual or group paper)

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

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.

Miller, A. K. (2019, January 22). "Should have known better than to fraternize with a black man": Structural racism intersects rape culture to intensify attributions of acquaintance rape victim culpability. *Sex Roles*. Advance online publication. <https://doi.org/10.1007/s11199-019-1003-3>

Tues Jul 16**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.

Holzman, C. G. (1996). Counseling adult women rape survivors: Issues of race, ethnicity, and class. *Women and Therapy, 19*(2), 47-62.

Thurs Jul 18**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.

- Hipp, T. N., Bellis, A. L., Goodnight, B. L., Brennan, C. L., Swartout, K. M., & Cook, S. L. (2017). Justifying sexual assault: Anonymous perpetrators speak out online. *Psychology of Violence, 7*, 82-90.
- 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.
- Abbey, A., McAuslan, P., Zawacki, T., Clinton, A. M., & Buck, P. O. (2001) Attitudinal, experiential, and situational predictors of sexual assault perpetration. *Journal of Interpersonal Violence, 16*, 784-807.

Tues Jul 23**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.

Thurs Jul 25

DUE: Final paper/project

In-class presentations and course closing, Alternative Visions

- Stoltenberg, J. (1989). What is good sex? In *Refusing to be a man: Essays on sex and justice* (pp. 101-114). Portland, OR: Breitenbush Books. New York, NY: Penguin