

PSYCHOLOGY OF SEXUAL AGGRESSION (PSYC 159D)
University of California, Santa Cruz
Summer 2022 - Session 2 - Section 1 (M/W)

Class meets

M/W 6:00-9:30pm

<https://ucsc.zoom.us/j/98195269351?pwd=ZmhoZjR5TEVtNzF1L1A2eDViMkpHZz09>

Meeting ID: 981 9526 9351

Passcode: 835531

Professor

Eileen Zurbruggen

zurbrigg@ucsc.edu

Office hour: Mon 4:30-5:30pm

<https://ucsc.zoom.us/j/91406996418?pwd=Tk5ySVlkQXpYNnd5M1MrWlZrOXkxZz09>

Meeting ID: 914 0699 6418

Passcode: 426363

Office hours also by appointment (request via email)

Reader

Mike Vallerga

mvallerg@ucsc.edu

Office hour: Fri 4:00-5:00pm

<https://ucsc.zoom.us/j/96069802946?pwd=UjUvUTZjM3IzQk9BME1lUDhnekR5Zz09>

Important Summer Session 2 2022 Deadlines:

Add: Thursday, July 28

Drop: Monday, August 1 (tuition reversed)

Request for "W": Sunday, August 14 (no tuition reversal)

Change grade option: Sunday, August 21

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund). For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, see the summer academic calendar at <https://summer.ucsc.edu/studentlife/index.html>. For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

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 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 and alternative visions of sexuality.

Distance Learning/Covid19 Note

As you know, we continue to experience a public health danger that has caused significant disruption to our lives and communities. I'm committed to giving you the best experience that I can in a remote format, but I need your help to bring us as close to the in-person course experience as possible. **For the class to succeed, you must commit to being self-motivated, to reading all the material and viewing the videos, and to actively participating in the discussions and completing all the assignments.** In comparison to an in-person course, I also ask you to be more proactive about reaching out to me for help and support if the material in the course is leading to emotional upset.

Required Texts

The following texts are required. **Please do the readings before class.**

Available at the Bay Tree bookstore (Phone: 459-4216; URL: <https://slugstore.ucsc.edu/books-materials>). Free shipping available with minimum purchase; an e-book edition of Warshaw is also available. Many inexpensive used copies are available from Amazon or your favorite used book supplier.

(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 on the course Canvas page

(3) Coursepack articles

(4) Some videos are available through the library course reserve page at:

https://ucsc.primo.exlibrisgroup.com/discovery/search?query=any,contains,PSYC159D&tab=CourseReserves&search_scope=CourseReserves&vid=01CDL_SCR_INST:USCS&offset=0

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.

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 small or large group discussion of the assigned readings. Discussions may be supplemented with short videos, activities, or 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 have them available to refer to. Assigned videos should also be viewed before class.

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

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) First day questionnaire (2%). This helps me get to know you a little better and is especially helpful when we are virtual/remote rather than in person. Download this (word) document from the Files/handouts section of Canvas, type your answers in and then upload your document under Assignments.

2) Write 13 discussion question posts on Canvas (1% per question, 13% total).

Write 1 question for the last meeting and up to 2 questions per day for the other 8 class meetings (not counting the first day): that totals to 17 points, so you can skip 4 questions (2 class meetings) and still get full credit. Alternatively, if you write 14, 15, 16, or 17 questions, I will give you 1/2 point extra credit (1/2% out of 100 for your final grade) for each extra one you write. Here are more details. For each course meeting (except for the first meeting on July 25) write two discussion questions, each based on a different reading or film/video. For days divided into two parts (for two separate facilitation groups), please write one question from each part. For the last course meeting, there is only one reading, so you can only write one question. You can’t write two questions on the same reading. You can’t get credit for more than two questions

per day. **Discussion questions must be submitted electronically (via Canvas) by 7:00pm on the day before class** (Sunday for Monday classes and Tuesday for Wednesday classes). For example, if you are submitting questions for *Coping, Recovery, and Treatment* (the topic for Wednesday August 10), you must post your questions by 7pm on Tuesday, August 9. This deadline allows facilitators to read your questions and potentially incorporate them into their discussion facilitation plans. **Exception: Discussion questions for the first Wednesday (7/27) can be posted any time before 6:00pm on 7/27 (i.e., any time before class starts).** These rules are designed to help facilitate effective and stimulating communication on the discussion board and to help ensure that you are doing the reading. **This requirement provides an easy way to boost your grade if you keep up, but also can seriously harm your grade if you miss a lot of posts, so it's important to jump right in with your discussion questions, posting your first two questions by Wednesday 7/27 at 6:00pm.** For this first week only, if you are having any trouble with Canvas you may email your DQs to me directly; I will credit you for them.

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

4) Final paper (60% total). This has four milestone assignments. All should be submitted through Canvas. I will provide a separate handout that gives more details about these assignments. **Please note that you MUST adhere to page minimums or risk failing the course (due to not fulfilling the Disciplinary Communications component).**

(a) Ideas for final paper (5%). A description of one or more ideas for the final paper (1/2 - 1 page). **Due Tuesday, August 2, 11:59pm.**

(b) Introduction draft (10%). A draft of the introduction (literature review) portion of your final research proposal (3-4 pages). **Due Tuesday, August 9 11:59pm.**

(c) Method/results draft 3 (10%). A draft of the method/results portion of your final research proposal (4-5 pages). **Due Tuesday, August 16, 11:59pm.**

(d) Complete final paper (30%). A research proposal in APA format related to some aspect of the psychology of sexual aggression. (7-10 pages of text; in addition the paper must include a cover page, an abstract page, one or more pages for references, and pages for figures and tables, if you are including any). **Due Friday, August 26, 5:00pm.**

(e) In-class presentation (5%). A brief (5 mins or less) presentation of your proposed study. An [optional] powerpoint template will be provided. **Due Wed August 24 in class.**

5) 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, please try to create a distraction-free environment, to the extent that this is possible. Always have the readings for the day, and your notes, comments, and questions about those readings, available for consultation during class.

- 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. I am hoping that everyone will feel comfortable communicating verbally in class but you can also boost this portion of your grade by posting replies on Canvas to other people's discussion question posts.

- 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. Accordingly, I encourage you to plan to attend all ten sessions. However, I understand that emergencies sometimes arise, especially during these challenging times, and you might have technical difficulties from time to time. Accordingly, you are allowed one absence, no questions asked. Additional excused absences will lower your attendance/participation grade; additional unexcused absences may 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 or staying until the end of class, please let me know.

Evaluation

Letter grades will be assigned as follows:

A+: 98 - 100	A: 93-97.99	A- : 90 - 92.99
B+: 87 - 89.99	B: 83 - 86.99	B- : 80 - 82.99
C+: 77 - 79.99	C: 70 - 76.99	
D: 60-69.99	F: below 60	

Final Examination

There is no final exam for this class.

Accommodations for Students with Disabilities

If you qualify for accommodations because of a disability, please go through the Disability Resource Center (DRC) online "Accommodate" portal to submit your Accommodation Authorization as soon as possible. To access the portal, click "Student Login" at this link: <https://drc.ucsc.edu/services-and-accommodations/accommodate/index.html>. Contact the DRC at 459-2089 (voice), drc@ucsc.edu (email), or <http://drc.ucsc.edu/> for more information on the requirements and/or process. If I have questions about how to appropriately provide your accommodation, I will reach out to you.

Academic Integrity

All work submitted in this course must be your own original work 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://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:

https://www.wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false

Additional Notes

(1) **Work will typically be submitted in Canvas.** The one exception is the pre-facilitation plan which should be emailed to me; in special circumstances I might give you permission to email me another assignment. Any documents sent to me via email **must** be sent as an attachment, preferably in .doc, .docx, or .pdf format. **I will never accept a link to a Google drive document for any assignment.**

(2) Due to the fact that this course is part of Psychology's Disciplinary Communications curriculum, **minimum page requirements for each assignment must be met or you risk failing the course.** For example, an assignment listed as 7-10 pages must include at least 7 full pages of text, not 6 full pages and a partial page, or 6 pages of text and a page with a figure on it. Please use 1" margins, double-space the document, and use a font no larger than 12-point. The reader and I will try to remind you about this length requirement throughout the quarter if we notice that your assignments are too short, but ultimately it is **your responsibility** to ensure that you are writing the minimum number of pages. In the past, some students have commented that they had an adequate number of pages in their Google drive document but when they uploaded it to Canvas, the number of pages changed. Please note that there are sometimes unexpected things that happen with formatting or fonts that will change the number of pages. I can only use the uploaded Canvas document to compute number of pages, so check this carefully after you have uploaded.

(3) There is a lot of reading in this course. Some of it is quite challenging, either intellectually or emotionally. Additionally, the number of pages varies from week to week, as does the type of reading. Most people find that the books (which are less dense) are faster to read and accordingly there are more pages in the weeks that heavily feature the books. On the other hand, both books include accounts from survivors which some students find emotionally triggering and thus take more time to read. **In general, you should plan to allow ample time for your reading because your enjoyment of the course will suffer if you skip the reading or try to do it at the last minute.** But I also recommend that you think about what type of reading

(accessible but with personal content or more abstract, dense, and technical) will take you longer to do and make note of this in your schedule as you plan ahead. I also recommend that you download readings at least a week in advance so that any power or Canvas outages do not impede your access.

(4) **Some of the films I ask you to watch include scenes of aggression. You may elect to skip over sections if they will be too distressing to you.** For Kanopy videos, you need to be logged in with the OCA proxy (UCSC gold id) or through your VPN (if you have that installed) to obtain access. Contact IT support (459-HELP) if you are having difficulty with access. You might need to cut and paste the URLs into your browser.

(5) 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.

(6) 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. (www.wafwc.org) 426-3062; crisis line (24/7): 866-2MY-ALLY)

Monarch Services/Servicios Monarca (monarchsc.org phone: 425-4030; bilingual crisis line (24/7): 888-900-4232)

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

National (United States) Resources

Rape, Abuse, & Incest National Network (rainn.org; 24/7 hotline: 800-656-HOPE; they also have a 24/7 live chat

National Sexual Violence Resource Center (nsvrc.org)

No More/No Mas (nomore.org)

COURSE SCHEDULE

Please note that the following schedule is tentative and subject to change. All changes will be announced in class and via Canvas announcement or direct email. Film assignments are subject to availability and there might be additions, deletions, or substitutions; more information will be provided throughout the quarter. Except for the first day, please watch all films/videos and do all assigned readings *before* class.

WEEK 1

Mon July 25

Course Introduction and Overview

FILM: *Rape Is* (36 minutes)

Streaming at: <https://www.youtube.com/watch?v=wPkTP6zobqM>

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. (2019). *I never called it rape*. Introduction, Ch 1-4, 2019 epilogue.

Wed July 27

Social Construction of Masculinity, Femininity, and Sexuality

FILM: *Tough Guise 2: Violence, Manhood and American Culture* (DVD9887) 1 hour 20 mins; you may watch the abridged version (54 minutes) if you prefer (or you may watch the “clean” version)

Streaming at:

https://ucsc.primo.exlibrisgroup.com/permalink/01CDL_SCR_INST/ifm3ln/alma991002325369704876

WARNING: Includes scenes of graphic violence and its aftermath (rape, gun violence, beatings, war, violent and realistic fistfights) and explicit language including homophobic slurs, language objectifying women, and language perpetuating stereotypes about Asians.

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.

WEEK 2

Mon Aug 1

Media and Rape Culture

FILM: *Killing Us Softly 4: Advertising's Image of Women* (DVD8749; 46 mins)

Streaming at:

https://ucsc.primo.exlibrisgroup.com/permalink/01CDL_SCR_INST/ifm3ln/alma991002325249704876

WARNING: Includes language and images that objectify women.

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. (2019). 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*, 8, 454-463.

Tues Aug 2

DUE (by 11:59pm): Idea(s) for final paper

Wed Aug 3**Victimization I****Part 1: Overview and Voices of Victims**

FILM: Interview with Nancy Raine on *The View* (6 minutes; start at 1:20)

Streaming at: <https://www.youtube.com/watch?v=FqyLKwYuEEw>

WARNING: Includes details about a rape survivor's experiences.

Required readings:

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. "To my Reader" and Chapters 1-2.

Baker, K. J. M (2016, June 3). Here is the powerful letter the Stanford victim [Chanel Miller] read aloud to her attacker. *BuzzFeedNews*. Downloaded from

<https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra>

If you would instead like to watch a video of Chanel Miller reading this statement aloud, it is available here: <https://www.youtube.com/watch?v=qK28Powy4ZQ>

If you would instead like to watch a video of New York Daily News staffers doing a dramatic reading of the statement, it is available here: <https://www.youtube.com/watch?v=icS4Iaqq-SQ>

Part 2: Effects on Mental Health

FILM: *A Journey Back: From Rape to Healing* (22 mins)

Streaming at:

<https://www.youtube.com/watch?v=Cp1i0PtUADc>

WARNING: Includes details about a rape survivor's experiences.

Required readings:

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

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 3-4.

Resick, P. A. (1993). The psychological impact of rape. *Journal of Interpersonal Violence*, 8, 223-255.

WEEK 3

Mon Aug 8**Victimization II****Part 1: Effects on Physical Health**Required readings:

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 5-6.

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.

Perry, R., Murphy, M., Haider, S., & Harwood, B. (2015). "One problem became another": Disclosure of rape-related pregnancy in the abortion care setting. *Women's Health Issues, 25*(5), 470-475.

Part 2: Community Responses

FILM: *Breach of Trust: The Story behind USC's \$1.1 Billion Sexual Abuse Scandal* (25 mins)

https://search-alexanderstreet-com.oca.ucsc.edu/view/work/bibliographic_entity/video_work/mind-mhs-JO8IQ4maMO

WARNING: Survivors discuss their experiences of sexual assault.

Required readings:

Warshaw, R. (2019). *I never called it rape*. Ch 9, 13.

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 7-9.

Miller, A. K. (2019). "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, 81*, 428-438.

Tues Aug 9

DUE (by 11:59pm): Introduction/literature review draft

Wed Aug 10**Victimization III:****Part 1: Coping and Recovery**

FILM: *Reimagining masculinity: My journey as a male sexual assault survivor* (Ted talk; 16 mins)

Streaming at: <https://www.youtube.com/watch?v=BWWPZlaq35U>

WARNING: Includes details about a rape survivor's experiences.

Required readings:

Warshaw, R. (2019). *I never called it rape*. Chapter 14.

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

Part 2: Treatment

FILM: Excerpt from *Relearning Touch* (you can stop at *Safe Nest* exercise; about 25 mins in)

Streaming at:

<https://www.youtube.com/watch?v=KXE14sDPOP8>

Required readings:

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

Regehr, C., Alaggia, R., Dennis, J., Pitts, A., & Saini, M. (2013). Interventions to reduce distress in adult victims of rape and sexual violence: A systematic review. *Research on Social Work Practice, 23*, 257-265.

WEEK 4**Mon Aug 15****Perpetration****Part 1: Overview and Voices of Perpetrators**

FILM: *The Undetected Rapist* (6 mins)

Streaming at:

<https://www.youtube.com/watch?v=FgjbS7aSiDs>

WARNING: Includes interviews with perpetrators who show no remorse or empathy

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.

Part 2: Confluence and Multivariate Theories

FILM: *Part I Overview of the Confluence Model* (lecture by Neil Malamuth; 22 mins)

Streaming at:

<https://youtu.be/3Oh6T78PyYc>

Required readings:

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.

Tues Aug 16

DUE (by 11:59pm): Method/results draft

Wed Aug 17**Special Topics: Rape in College and the Role of Alcohol****Part 1: Rape in college**Required readings:

Kingkade, T. (2014, December 15). Sexual assault statistics can be confusing but they're not the point. *Huffington Post*. http://www.huffingtonpost.com/2014/12/15/sexual-assault-statistics_n_6316802.html

Heller, Z. (2015, February 5). Rape on the campus. *New York Review of Books*. Downloaded from <http://www.nybooks.com/articles/archives/2015/feb/05/rape-campus/>

Holland, K. J., Cortina, L. M., & Freyd, J. J. (2018). Compelled disclosure of college sexual assault. *American Psychologist, 73*(3), 256-268.

Part 2: Alcohol

FILM: *Spitting Game: The College Hookup Culture* (64 mins)

https://ucsc.primo.exlibrisgroup.com/permalink/01CDL_SCR_INST/epair/alma991025724967804876

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

Melkonian, A. J., Ham, L. S., Wiersma-Mosley, J., Jackson, K. K., Mobley, A. M., Jozkowski, K. N., . . . Bridges, A. J. (2020). Alcohol intoxication impairs the bystander intervention process in a hypothetical sexual assault: A field investigation. *Psychology of Violence*, 10(6), 657-666.

WEEK 5**Mon Aug 22****Rape Prevention and Education****Part 1: Self-defense**

FILM: Charlene Senn interview about the importance of resistance training (3 mins)

<https://www.youtube.com/watch?v=myaiLeKGZc>

Required readings:

Warshaw, R. (2019). *I never called it rape*. Chapter 10.

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.

Part 2: Bystander intervention and preventing perpetration

FILM: *The Bystander Moment* (50 mins). There is a slightly abridged version (47 mins) that you may watch instead, if you prefer.

Streaming at: <https://ucsc.kanopy.com/video/bystander-moment>

Required readings:

Warshaw, R. (2019). *I never called it rape*. Chapters 11-12.

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.

Wed Aug 24**Alternative Visions and Course Closing**

FILM: *John Stoltenberg on Men, Masculinity, & Rape* (re: moral choice-making; 6 mins)

Streaming at:

<https://www.youtube.com/watch?v=Hr2KShZc7Lo>

Required readings:

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.

DUE: In-class presentation

Fri Aug 26

DUE (by 5:00pm): Final paper