

SEXUAL ASSAULT ON THE COLLEGE CAMPUS
UNST 421-535 / CRN: 81770 / 6 credits / Summer 2012 / TR 9:15– 11:05 pm/ CH 225

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Course Description

Students in this class will work with the Portland State University Women's Resource Center and their community partners to work towards ending sexual assault. The class will work in teams on projects on behalf of the Women's Resource Center. By the end of the term students will be able to articulate the definitions and dynamics of sexual violence as well as current issues in the field. Students will also have gained experience and understanding in what it takes to respond to and prevent sexual assault.

Community Partners

Women's Resource Center (WRC)

Located in Montgomery Hall, lower level (1802 SW 10th Ave.)

Contacts:

Jessica Amo, Assistant Director

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503-725-5640

Adrienne Graf, Coordinator of the Interpersonal Violence Prevention and Advocacy Program

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503-725-5605

WRC Mission Statement: The Portland State University Women's Resource Center advocates for the best educational and campus experience for all members of our community. We accomplish this by advancing social justice, ensuring access to personal empowerment for all self-identified women, and by working toward a safe and healthy campus.

We work to uphold the following Feminist Values:

- **Social Justice:** We are committed to an ethic of inclusiveness, accessibility, and diversity. We promote equity and social change through nonviolent activism.
- **Leadership:** We accept responsibility to support each student's path toward realizing their leadership capacities for social change. In support of this goal, we work with The Social Change Model of Leadership Development, which incorporates the development of individual values, group values, and societal values. Through this model, students increase awareness of themselves and their role in society.
- **Accountability:** We are committed to working in praxis, the integration of theory and practice. We will assess and evaluate our activities remaining responsive to the needs of the community, and the theories and values which guide our work.

- **Collaboration:** We work in service to students within a large organizational and urban context. We work to consider the impact of our actions on all stakeholders, to seek many perspectives in decision making, and to build respectful relationships with students, colleagues, and community members. When controversy arises, we welcome the opportunity to address it compassionately and explore other perspectives open-mindedly while maintaining our integrity and core values.
- **Engagement:** We value the active participation of each member of our community. We foster this by building a safe, violence-free, sustainable space in which people can know that they matter, hold each other accountable, develop skills, and celebrate together.

Goals, Objectives, Outcomes

This Capstone course is designed to engage our learning community in meaningful action with various learning communities within Portland State University through our collaboration with the Women’s Resource Center.

The goals for this Capstone are as follows:

- 1) to provide PSU Capstone students with a personally, academically, professionally, and creatively meaningful service-learning opportunity; and
- 2) to further the mission of PSU’s Women’s Resource Center as it works to educate the campus community about sexual assault and its prevention.

The objectives of this Capstone address both course content and the University Studies’ goals of communication, critical thinking, appreciation of diversity and social responsibility, and are as follows:

- 1) To enhance students’ facility and confidence with writing, in particular informational writing and editing (*communication*)
- 2) to increase students’ understanding of the dynamics of sexual assault on college campuses and at PSU in particular (*critical thinking, social and ethical responsibility*);
- 3) To increase students’ interviewing, research, problem solving and organizational skills (*critical thinking*)
- 4) to increase students’ abilities to think through and apply concepts to practical action, particularly as these pertain to community collaborations in general and our collaboration with the WRC and its constituents in particular (*critical thinking*);
- 5) to facilitate students’ building of healthy and functional relationships around both differences and likenesses experienced within the classroom community and with the community partner’s constituencies (*appreciation of diversity*); and
- 6) to encourage students’ ongoing identification with and participation in a shared community, both on a small scale (as members of a classroom learning community) and as change agents at PSU. (*social responsibility*).

Instructor’s Expectations

I know that each student enters this class with profound gifts and skills. I am interested in being in a class in which everyone is welcome and included and in which everyone takes responsibility for welcoming and including everyone else. I expect that we will practice bringing ourselves—our best selves—to this work every day with that intention: to be fully present to this experience and to companion each other as we make our way together through it.

And that *is* a practice. Some days our best selves may look and sound and *be* a whole lot “better” than on other days. But I ask that each of you, if you choose to remain in this class, agree to take this same sort of commitment on for the duration of our time together and to investigate what that means to you.

In what ways might we commit ourselves to showing up, paying attention, telling the truth, and being open to the outcome? What do you need in order to practice your own version of this commitment?

If you miss a working class session, team meeting, or other Capstone-related event, I expect that you will get notes from class, verify assignments, check on deadlines, collect materials from class, and stay current with the project. You can do this by being in touch with me or with another classmate. If you know in advance that you will miss a class session, please make arrangements to pass on any assignments related to that session.

I encourage you to think about the class and team projects the same way you would treat a work assignment. The stewardship and work is yours and you should work with the community partner throughout the development and implementation. This means keeping the mission and values of the community partner in mind during development and getting final approval on everything that is distributed or implemented in the name of your community partner.

If you need physical or other accommodation, please see me and/or contact the Disability Resource Center (435 Smith Center, 503-725-4150 [voice] and 503-725-6505 [TDD]).

Texts

- The Only Girl In The Car- A Memoir- Kathy Dobie (2003)
- Privilege, Power and Difference- Allan G. Johnson
- Reading Packet- Available at Clean Copy

Requirements

1—Class attendance and participation: 80 points

One-fourth of your grade will be based on the evidence of your commitment to our learning community and our community partner—namely, your attendance in and individual contributions to our class and your work in collaboration with the WRC.

To that end, you will earn up to **80 points** for class attendance and participation. Full attendance and participation points are earned for each working class session in which you:

- are on time and in attendance for the entire session in the classroom and/or participate in a task in the community, as agreed upon;
- show evidence of being prepared for class and work sessions;
- contribute to class discussions and work sessions;
- confirm that you have completed assignments on time; and
- take on tasks as necessary to the successful and functional group effort.
- If you miss a class session with a guest speaker, film or other integral piece as determined by the instructor, you will be required to complete an alternative assignment. (This will typically be a visit with the guest speaker, viewing of the film or other way to gather the missed

information) If you do not complete this additional assignment, you will lose additional attendance/participation points.

2— Reflections on class activities and experiences related to community partnership: 80 points

80 points of your grade will be based on your creative expression of your thoughts and experiences around every aspect of work in this course in regular reflection journals.

Weekly reflections, worth 10 points each, are due every Thursday starting the second week of class, with the final journal completed in our last class meeting. See in depth description of reflection expectations at the end of the syllabus.

3—Teamwork: 130 points

Capstone courses require students to work in interdisciplinary teams to create a final product of value to the community partner, and this course is no exception to that rule. You will, by necessity, collaborate intensively on your projects, and you will evaluate your own and your teammates’ participation in and contributions to your team. Each individual student will earn a total of up to 120 points for their participation on their team(s), and these points will be determined by the completion of :

- Group Project Overview (20 points)
- Pre-Project Assignment (20 points)
- Post- Project Assignment (20 points)
- Self and Peer Evaluations (30 points)
- Instructor Evaluation (40 points)

4— In class activities/ Assignments 110points

You will complete several assignments based on reading and research that are designed to increase your understanding of the dynamics of sexual assault as well as your ability to critically think about the topic. These points are determined by the completion of:

- Memoir Summary & Reflection (25 points)
- Debate Participation & Notes (25 points)
- Reading Discussion questions (40 points)
- Reading summary & facilitation (20 points)

Grading

In graphic terms, then, your grade will be determined in the following way:

Source of points	Points available
Class attendance and participation: Class attendance and participation = 80 points	80 points
Reflection: 8 entries x 10 points each	80 points

Teamwork: Group Project Overview (20 points) Pre-Project Assignment (20 points) Post- Project Assignment (20 points) Self and Peer Evaluations (30 points) Instructor Evaluation (40 points)	130 points
In class activities/ Assignments Memoir Summary & Reflection (25 points) Debate Participation & Notes (25 points) Reading Discussion questions (40 points) Reading_chapter summary & facilitation (20 points)	110 points

Total: 400 points

Grading System:

A	360-400
B	320-359
C	280-319
D	240-279
F	Below 240

You may feel free to discuss your status in the course with me; asking for and receiving feedback from me, the community partner, and classmates will help you remain oriented within the group.

You will not receive a grade for this class until you have returned all texts and/or equipment borrowed from the instructor, the community partners, and/or the University.

Schedule

Note: The following schedule—and this syllabus as a whole—should be considered a living document, a work in progress.

Week/Day/Date	Activities	Readings/Assignments Due
1 T 6/26	<ul style="list-style-type: none"> • Introductions & Expectations • Review syllabus • Classroom Guidelines 	
1 Th 6/28	<ul style="list-style-type: none"> • Meet in WRC with Jessica Amo, WRC Assistant Director. The WRC as campus/community resource and as community partner. • Review Project options • Create Discussion Groups • Create Facilitation Schedule • Discuss Capstone Handbook 	<p>Reading:</p> <ul style="list-style-type: none"> • Syllabus + Capstone handbook <p>Assignments:</p> <ul style="list-style-type: none"> • Reflection 1: Spend relatively equal amounts of time reflecting on the following: What are your hopes for this course? What are your fears? What do you need in order to meet your goals for this class? What are your expectations for yourself, your classmates, and your instructor?
2 T 7/3	<ul style="list-style-type: none"> • Oppression 101 • Discussion Groups: Module 1 	<p>Module 1- Oppression 101</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapters 2,3, 4 & 8- Privilege, Power & Difference <p>Assignments:</p> <ul style="list-style-type: none"> • Module 1 Discussion Questions (see course website)
2 Th 7/5	<ul style="list-style-type: none"> • Group work: brainstorm ideas and work on a plan. Begin work on Group Project Overview. 	<p>Assignments:</p> <ul style="list-style-type: none"> • Reflection 2: Begin by reflecting on your experience doing group work. What did you enjoy? Where were you successful? What challenges did you face? How can you use this knowledge/ awareness to impact your participation in this class? How can you use what you know and have experienced to strengthen the group work you participate in?
3 T 7/10	<ul style="list-style-type: none"> • Guest: Jessica Amo, WRC- Sexual Assault 101 	<p>Module 2- SA 101</p> <p>Readings:</p> <ul style="list-style-type: none"> • Page 577-594 in Human Sexuality (Reading packet) • A Developmental Examination of Violence Against Women (Reading Packet) <p>Assignments:</p> <ul style="list-style-type: none"> • Module 2 Discussion Questions (see course website)

3 Th 7/12	<ul style="list-style-type: none"> • Discussion Groups: Module 2 	<p>Assignments:</p> <ul style="list-style-type: none"> • Group Project Overview • Reflection 3- How is the material you are studying in this course relevant to your own life? What kinds of reactions are you having as you work with the material? Which parts of what you are learning are most difficult or do you struggle with and why?
4 T 7/17	<ul style="list-style-type: none"> • Discussion Groups: Module 3 • Discuss Philosophical Chairs and hand out reading 	<p>Module 3- Gender Socialization</p> <p>Readings:</p> <ul style="list-style-type: none"> • Masculinity as Homophobia (link) • Social Considerations Related to Adolescent Girls' Sexual Empowerment (link) <p>Videos:</p> <ul style="list-style-type: none"> • Missrepresentation Trailer • Tough Guise clip on gender socialization- Jackson Katz <p>Assignments:</p> <ul style="list-style-type: none"> • Module 3 Discussion Questions
4 Th 7/19	Group work in WRC	<p>Assignments:</p> <ul style="list-style-type: none"> • Reflection 4- What dynamics are beginning to emerge in your project group? What roles are members taking? Do you notice leadership emerging? Cooperation? Domination? Varying levels of participation? How are the group dynamics impacting the progress the group is making? What would you change? How could you be a factor in seeing that change happen? What would you like to see remain the same? What can you do to support the continuation of this? • Pre-Project Assignment
5 T 7/24	Discussion Groups: Module 4	<p>Module 4- Consent</p> <p>Readings:</p> <ul style="list-style-type: none"> • Asking for Consent is Sexy- Abrams • Attributing Consent-Lim & Roloff <p>Videos:</p> <ul style="list-style-type: none"> • Student video on consent <p>Assignments:</p> <ul style="list-style-type: none"> • Module 4 Discussion Questions

5 Th 7/26	Group work in WRC	Assignments: <ul style="list-style-type: none"> • Reflection 5: Expanding from reflection 3, write about an incident (or incidents) of sexism, gender socialization, homophobia/heterosexism (the incident may include any or all of these topics) that has affected you. Be specific and descriptive. Were you targeted? Did you observe someone else being targeted? Did you target someone? Did you collude? Intervene? Suspend judgment as much as you can and explore the incident(s). I encourage you to explore the incident(s) in the context of the theory we have covered in class. As always, disclose what you feel comfortable sharing with me.
6 T 7/31	<ul style="list-style-type: none"> • Discussion Groups: Module 5 • Film TBA 	Module 5- Rape Culture & Bystander Intervention Readings: <ul style="list-style-type: none"> • Sexual Assault on College Campuses (link) • Bystander Intervention-Jackson Katz Videos: <ul style="list-style-type: none"> • The Undetected Rapist • Youtube: "Not Ever" Websites: <ul style="list-style-type: none"> • http://rainn.org Assignments: Module 5 Discussion Questions
6 Th 8/2	<ul style="list-style-type: none"> • Guest: WomenStrength –tentative.... 	Assignments: <ul style="list-style-type: none"> • Reflection 6- (See Reflection #4) How has the dynamic in your group evolved since week four? How is the evolution impacting the effectiveness of your group? What role(s) are you playing and why? Do you think your fellow group members would agree?
7 T 8/7	<ul style="list-style-type: none"> • Philosophical Chairs • In class reflection 	Assignments: Readings: <ul style="list-style-type: none"> • Reading (handed out in class) in Preparation for Philosophical Chairs

7 Th 8/9	<ul style="list-style-type: none"> • Group work in WRC 	Assignments: <ul style="list-style-type: none"> • Reflection 7- How will you use the information that you have gotten from this class in your everyday lives, work or community?
8 T 8/14	<ul style="list-style-type: none"> • Group work in WRC- work on post-project and final presentations • Reflection 8- in class • Course evals 	Assignments: <ul style="list-style-type: none"> • Memoir Summary & Reflection
8 Th 8/16	Final Presentations	Assignments: <ul style="list-style-type: none"> • Due: Post Project Assignment

Assignments:

The Reflection Journal: Processing Scholarship, Practice, Experience

One tool to assist you in making meaning of your class sessions, team and community practice, and personal experience in this Capstone is the reflection journal. In this journal, you will engage with the ideas presented in our course content, explore the connections between the theoretical and the practical issues you discover through your community work, and process the intersections of your personal experience with your team and community work.

Reading the journals you and your classmates prepare gives me insight into how I might frame our ongoing course experience. It also opens the door to a one-on-one written dialogue that you and I will share in these next 8 weeks.

Content: Your weekly journal entry is due each Thursday, with Reflection 8 completed during our final class session. In your syllabus I have given you a set of framing questions to address in the following week's journal entry. You may choose to address some or all of the questions, and you may also add your own curiosities beyond the scope of the questions.

When and how to write: To prepare to write your journal entry, I suggest that you sit with and think about the framing questions (or other questions of your choice) for a good while. Live with the questions, and let them live in you. Then sit and write your way into your response. If you are fully engaged with the questions, you may not know where your writing will take you, and that's a good thing in a reflection. Each reflection *should* take you someplace you didn't know you were headed, as you discover the meaning this experience has for you as an individual. Write the reflection only you can write.

Please type all journals. Journals should be double spaced with 12 point font, Journals should range from 350-500 words

Evaluation: Entries are worth 10 points each. If you turn in the on time and have clearly engaged with the questions you will receive full points for it. Each individually prepared journal will be returned to you no later than the following week.

Late entries: Because your journal entries help me frame our class experience as it evolves and is revealed in your writing, I'll deduct a point per day that any journal entry is late. Please contact me if you need to make special arrangements for turning in your entry.

Confidentiality: I will keep the contents of individual journals turned in to me completely confidential. No other person will read or hear about your writing, unless you choose to show or tell.

Creating Discussion Questions

In addition to answering the weekly discussion questions, you will be writing an additional discussion question each week. Below are some tips on how to create a good discussion question:

- Good discussion questions are not answered by "yes" or "no." Instead they lead to *higher order thinking* (analysis, synthesis, comparison, evaluation) about the work and the issues it raises.
- Good discussion questions call for more than simply recalling facts or guessing what the teacher already wants to know, but are *open-ended*, leading to a variety of responses. Good questions recognize that readers will have different perspectives and interpretations and such questions attempt to engage readers in dialogue with each other.
- Good discussion questions depend on a *careful reading* of the text. They often cite particular scenes or passages and ask people to look at them closely and draw connections between these passages and the rest of the work.
- Good discussion questions are simply and *clearly stated*. They do not need to be repeated or reworded to be understood.
- Good discussion questions are *useful* to the students. Good questions can help to clarify passages or issues students may find difficult. They help students understand cultural differences that influence their reading. They invite personal responses and connections.

Good discussion questions *make (and challenge) connections* between the text and other works, and the themes and issues of the course.

Summary & Facilitation

You will be in weekly discussion groups to talk about Readings. You will stay in the same discussion group all term. Each group member will take a turn writing up a summary/synopsis of a weekly reading assignment and then will facilitate that week's discussion in class. We will discuss facilitation expectations in more detail during class.

Writing a Reading Summary

A summary is condensed version of a larger reading. A summary is not a rewrite of the original piece and does not have to be long nor should it be long. To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing the summary is to give the basic ideas of the original reading. What was it about and what did the author want to communicate?

While reading the original work, take note of what or who is the focus and ask the usual questions that reporters use: Who? What? When? Where? Why? How? Using these questions to examine what you are reading can help you to write the summary.

Sometimes, the central idea of the piece is stated in the introduction or first paragraph, and the supporting ideas of this central idea are presented one by one in the following paragraphs. Always read the introductory paragraph thoughtfully and look for a thesis statement. Finding the thesis statement is like finding a key to a locked door. Frequently, however, the thesis, or central idea, is implied or suggested. Thus, you will have to work harder to figure out what the author wants readers to understand. Use any hints that may shed light on the meaning of the piece: pay attention to the title and any headings and to the opening and closing lines of paragraphs.

In writing the summary, let your reader know the piece that you are summarizing. Identify the title, author and source of the piece. You may want to use this formula:

In "Title of the Piece" (source and date of piece), author writes about: central idea of the piece. The author supports the main idea by using _____ and demonstrating that _____.

Remember:

- Do not rewrite the original piece.
- Keep your summary short. (2-3 paragraphs)
- Use your own wording.
- Refer to the central and main ideas of the original piece.
- Read with who, what, when, where, why and how questions in mind.
- Do not put in your opinion of the issue or topic discussed in the original piece.

Group Project Overview- Due 7-12-12

Please include TWO sections (This paper must be completed separately by each individual group member)

Section ONE: A 2-4 page paper describing the following:

- Your group's established roles, norms and rules
 - How will you make decisions?
 - How will you handle conflict?
 - Agreements around communication, attendance etc.
 - What is your scheduled weekly meeting time?
- A brief description of the plan your group is formulating. If it is still in flux, discuss the options on the table and the factors at play in your decision making
- A description of what you bring to the group. This might be knowledge or skills from classes or experience in the community. It might be that you have an asset like a truck or community connections or access to computer software or perhaps the work fits with your career goals. Really consider what you have to offer here.

Section TWO:

Attach a table including the name of your group, the names of the members in your group, each person's e-mail & phone number, whether or not they check e-mail regularly, role in the group if you choose to assign permanent roles (such as note taker, facilitator etc...), and any other information you think would be helpful to have as a quick reference.

Pre- Project Assignment- Due 7-19-12

On a separate sheet of paper please answer the following questions. Answers should be typed and proof-read.

1. Who is your target population? (Who are you trying to affect?)
2. What are your methods or tactics? (What are you going to do?)
3. Why did you choose these tactics? What makes them appropriate for this target population? How did your group decide on these tactics? Did you consider others?

Please fill out the following tables. Answers should be legible and clearly written.

Goals of group project: <i>Example: Will distribute 1000 flyers.</i>		How goal will be measured: <i>Example: Will count the number of flyers we distribute.</i>
1		
2		
3		

Task	Timeline/ Due Date	Person Responsible

Memoir Summary & Reflection- Due 8-14-12

This paper should be 2-3 pages long with a short summary and a longer reflection on the memoir. Write a 1-3 paragraph summary of The Only Girl in the Car and **use the following reflection questions to guide** the rest of your paper. Please take the time to dig deep and wonder about Kathy's life as opposed to making assumptions.

- How does Kathy's story connect with what we have covered in class so far?
- Can you connect/relate to Kathy's story? How does her story connect to your life personally?
- What did Kathy's parents demonstrate to her about gender and power?
- What impact did being called, "Cheesecake" have on Kathy's development and ideas about herself as a female?

Post- Project Assignment- Measuring Success- Due 8-16-12

Purpose: To assess your success based on goals set at the beginning of the term.

Please answer the following questions:

1. Explain how you met or did not meet each of your goals. Use examples from your project to support your argument.
2. What tactics/methods did you use and how successful were they? Would you suggest using these tactics/methods to another group?
3. How your team's service project added to the overall mission of ending sexual assault ?
4. What advice would you give to another class working on a similar project?

Final Presentations- wrapping it up- Due 8/16/12

Purpose:

- To present to the full group your team's service project
- To learn from one another's methods, strategies, and experiences

As a team, you will present to the full class on your project. Prepare a 5-10 minute presentation with at least one visual aid. Report back to the class on your project, the target population, your tactics, you goals, what worked and what the barriers were. Each team member should be prepared and involved in the presentation in some way.

At this time, turn in any materials you have developed. Master or electronic copies are ideal. Your group will get an incomplete grade if all materials are not turned in.