Course Description
This course addresses contemporary concerns about sexual assault, primarily, but not exclusively, against women. Theories about the socio-cultural context of gender socialization and other explanatory theories provide frameworks for understanding personal and societal responses to sexual violence. The course will discuss dynamics of trauma, recovery and resilience. It will survey all forms of sexual violence. Treatment approaches will be discussed as well as the importance of prevention and change strategies on both the personal and the societal level. Attention will be given to the potential effects of trauma work on helpers.

Course Rationale
The increasing awareness of all forms of sexual violence in families and other intimate relationships, on campuses and society in general, is the impetus for this course. All students, but in particular social work students and women studies students, are served by exploring the role of sexual violence in our society. Social workers need specific knowledge and understanding about the effects of sexual violence in order to work with survivors and offenders, and to participate in prevention and social change strategies.

Course Objectives
Students will have successfully completed this course when they have demonstrated knowledge to:
1. Articulate and critique explanatory theories of sexual violence, specifically against women.
2. Differentiate between various expressions of sexual assault and its prevalence in families and society.
3. Articulate psychological distress symptoms of traumatized people and stages of recovery as well as resilience and personal and community protective factors.
4. Address sexual assault issues within the context of diverse populations and from a cross-cultural perspective.
5. Articulate clinical and community interventions: prevention, advocacy, treatment, and social change efforts on local, national and international levels.
6. Critically examine issues of gender justice, the legal system and the role of race and class in sex crimes.
7. To understand the global nature of gender violence and be familiar with women’s rights initiatives.

Content Areas
1. Socio-cultural context: gender socialization; culture of violence; role of media; pornography.
2. Context of trauma and recovery; re-victimization and resilience.
3. Sexual assault/rape: women of color; gay/lesbian relationships; people with disabilities; sexual violence perpetrated by men against men; ritual sexual abuse, clerical sexual abuse.
5. Sexual harassment on campus and the workplace. Acquaintance rape.
7. Occupational hazards: Vicarious traumatization and burnout.
9. Global concerns: rape as war strategy, the sex industry, sexual slavery.
Course Format
This course will be taught using different teaching and learning formats. While a lecture-discussion format will be utilized, learning in small groups is highly valued and appropriate for a large class. Group work therefore is structured as an important learning component of the course and volunteers will be recruited to be group facilitators. In addition, student presentations, guest speakers and videos will be an important part of the course as a contribution to the learning experience.

Required/Recommended Texts


Buchwald, E., Fletcher, P.R., & Roth, M. (Eds.) (2005). Minneapolis, MN: Milkweed Editions

For Graduate Students

Additional readings will be presented in class, and distribution will be discussed.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation, attendance, and group discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Response papers (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Take home exam</td>
<td>30%</td>
</tr>
<tr>
<td>Social Change Paper/Class presentation (25+5)</td>
<td>30%</td>
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<td></td>
<td>100%</td>
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Expectations

Class attendance and participation are hard to grade, yet important in terms of class climate and the notion that students are part of the teaching/learning process. In terms of class climate, the content of this course may stimulate diverse emotions and reactions. Therefore, respect and openness for opinions and concerns of others is essential. In terms of participation, students’ input in class and group discussions is essential for the learning process. Therefore, students are expected to come to class prepared to discuss readings. People with extreme absences will be given an extra assignment to fulfill the course requirements and points for participation may be deducted. If problems arise with these expectations, students should contact the instructor. Especially in a large class I hope you will seek me out if you need to, call me or email me if class time is not convenient.

Assignments

1. **Response papers** are academic and personal reflections/reactions to the class (reading materials, lectures, guest speakers, video’s and class discussions). There should be evidence of reading the materials, and may include other explanatory perspectives, and ideas/knowledge that could be brought to the understanding of the topics under study. In addition, the response papers are also an opportunity for you to explore what this class and its content means for your own personal and professional ‘story’ as it relates to your life and practice experiencesIf I find that the group could benefit from certain writings and reflections, I may ask you whether that piece can be shared with the class. A student is free to decline this request. Note: If personal experiences are shared, these will be strictly held confidential.

Length of response paper: double spaced, in general, no more than three pages. Response papers will be graded for thoughtful academic and personal responses, reflections, and substance. Your last journal should involve reflections on the course and your learning.

2. **Take home exam: (February 14)**
There will be one take home exam. It will contain true/false questions, short answer questions (definitions, concepts, statistics) and a one page essay question.

3. **Prevention or Social change project. (Due: March 14/21)**
If the assumptions we have made in this class are correct, a hopeful direction in this field is to change cultural norms and values. These are efforts beyond offender treatment and victim services. They are initiatives that aim at changing the rape culture. The paper focused on this effort can be both a creative and academic project.

**Goal:** To connect your knowledge of the 'problem' of sexual assault to a working knowledge of community solutions. You are encouraged to participate in, discover, read about, or observe community/campus initiatives. You can write about sexual assault/abuse prevention programs, a community development approach to prevention of sexual violence, examples of advocacy initiatives and policy initiatives, (including international grass roots and policy/training approaches, United Nations and NGO conventions, or grass-roots women's projects.)

**Note:** By definition these examples go beyond victim services and should exemplify changes in beliefs and values and related community and societal practices. Ideally people who are affected by the problem should be part of the change effort.

**Task:** Write a 6 page paper, including a literature review of your topic (see 1,2 below) and a presentation and discussion of a social change project. (3-4 below).

1. The social problem (sexual violence affecting a particular population group).
2. The social conditions that could be identified as contributing to the continuation of the problem.
3. A social change strategy: What are the goals and expected outcomes? Who are the actors? What are the ‘best practices’/methods used? What are the larger societal benefits?
4. Reflect on the possibilities of local application in terms of addressing the approaches used in the social change strategy. What would/could social workers, social service agencies and community/civic groups do differently to contribute to solutions to sexual violence?
5. Offer a reflection on this approach and state what you learned doing this project.

Papers should follow the organization of an academic paper: introduction, distinct sub-headings or paragraphs, a conclusion and a bibliography. **I expect you to at least consult 10 sources of which 6 must be academic journal articles.**

**Evaluation:** Instructions followed, focused research, organization, connection to class learning and a definite presentation of a social work/feminist perspective, and an empowerment, prevention or community change approach.

All students will shortly present findings from their papers in the last two weeks of class. Note to presenters: Do not read your paper. Prepare your presentation with the main points of the literature review and project description and your thoughts on proposed changes in social work and societal practices. Depending on class size, we will discuss length of presentation.

**Possible topics: social change/prevention strategies to address:**

1. Abuse and assault in the family: Incest, child abuse, (father/stepfather and mother/stepmother abuse) marital rape, sibling abuse, elder abuse etc.
2. Sexual assault and authority figures: assault by clergy, professors, therapists, nurses and other care takers, coaches, camp leaders etc.
4. Sex crimes and the legal system.
5. Sexual assault and the media/pornography
7. Violence against women worldwide.
8. Diversity and sexual abuse/assault: ethno/cultural differences, gay, lesbian, bisexual and transgendered persons, people that are physically and mentally challenged.
9 Sexual assault on campus: date and acquaintance rape.
10 Any topic that is not covered.

**Evaluation and basis for grading:**

Assignments are expected on time unless prior arrangements have been made with the instructor. There will be no make up work. All written assignments must be typed, double spaced, and for the term project, in APA or MLA format and use correct language, correct spelling, grammar and punctuation. Failure to do so may result in a lower grade.

**Note on plagiarism**

Plagiarism is the presentation of someone else's ideas or words as your own. When you copy a sentence from a book or article and pass it off as your own writing, or if you summarize or paraphrase someone else's ideas without acknowledging it, or if you use an internet source as your own, or buy or borrow a term paper to hand it in as your own, you plagiarize. Plagiarism can be intentional or accidental (when you mistakenly omit a source citation). Plagiarism is a serious offense and is punishable. Penalties for a first offense in various EWU departments include automatic failure of the paper, and the option for the instructor to automatically fail the student for that course. I will consider which option applies if I notice an offense.

**Journals**

Affilia - Journal of Women and Social Work  
Journal of Child Sexual Abuse (Haworth)  
Journal of Clinical and Consulting Psychology  
Journal of Sex Education and Therapy  
Journal of Trauma and Disassociation(Haworth)  
Journal of Trauma Practice (Haworth)  
Journal of Traumatic Stress  
Psychology of Women Quarterly  
Social Work - Journal of the National Association of Social Workers  
Victimology - An International Journal  
Violence and Victims  

**WEB pages:**

www.ncptsd.org  
www.sidran.org  
www.patiencepress.com
<table>
<thead>
<tr>
<th>Week 1: January 10</th>
<th>Tentative Course Outline</th>
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</table>
| **Course overview** | • Objectives, content areas and course assignments  
|                    | • Group norms  
|                    | • Class interests in topics, guest speakers.  
| **Sociocultural context of gender violence: The rape culture** | • Gender socialization  
|                    | • Gender violence worldwide.  
| Debriefing in small groups | |

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<tr>
<th>Week 2: January 17</th>
<th>Socio-cultural context and theories of sexual assault</th>
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</table>
|                    | • Living in a rape-culture, living in terror  
|                    | • Alternative theories of sexual assault  
|                    | • Historical perspectives on trauma  
|                    | • Rape as a war crime  
| Readings: Herman, Ch 1,2 and afterword.  
| TRC: Intro, rape culture, Dworkin, Crowly, Enloe | |

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<tr>
<th>Week 3: January 24</th>
<th>Campus and Community Strategies for Victim Support, Prevention and Social Change</th>
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</table>
|                    | • Sexual assault and rape  
|                    | • Who are the victims and offenders  
|                    | • Specific campus concerns  
|                    | • How to support a victim  
|                    | • Campus resources  
| Community victim support: |  
|                    | • Hospital, rape kit and the role of advocates  
|                    | • Legal issues  
| Video: Dateline: rape on the college campus | |
| Guest lecturers: Leah Westra and Jen Westra. | |

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<tr>
<th>Week 4: January 31</th>
<th>Socio-cultural context: power and control</th>
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</table>
|                    | • Disconnection  
|                    | • Captivity  
|                    | • A healing relationship  
|                    | • Church and sexual violence  
<p>| Reading Herman: 3,4,7 |<br />
| Readings: TRC, Fortune, |<br />
| Video: Bessel van de Kolk: Counting the cost | |
| Group discussion | 1st response paper due |</p>
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<tr>
<th>Week 5: February 7</th>
<th>Effects of traumatic events &amp; Stages of Recovery</th>
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<tr>
<td></td>
<td>• Complex Post Traumatic Stress Disorder</td>
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<td>• Remembrance and mourning</td>
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<td>• Reconnection with self, others and community</td>
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<td>• Survivor mission</td>
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<td>• Groups for commonality</td>
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**Readings:** Herman: Ch 6, 8, 9, 10, 11

Reconnection and supports: Rape/Recovery as a Community Issue:

**Guest speaker:** Sandy Goodwin, Therapist Lutheran Community Services

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<th>Week 6: February 14</th>
<th>Trauma of child sexual abuse (clinical aspects)</th>
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<td>• Child sexual abuse impacts on victims, family, school and other social situations.</td>
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**Readings:** Herman: Ch. 5

**Guest speaker:** Kristin Souers

**Video:** We are somebody: 4 persons stories of child sexual abuse.

**Group discussions**

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<tr>
<th>Week 7: February 21</th>
<th>Solution focused and strengths based therapies.</th>
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<tr>
<td></td>
<td>Resilience</td>
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<td>Graduate student presentations: Even from a broken web.</td>
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**Readings:** t.b.a.

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<th>Week 8: February 28</th>
<th>Sexual assault and men’s roles/involvement in anti-rape movements</th>
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<tr>
<td></td>
<td>• Men and Violence</td>
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<td></td>
<td>• Working with men to overcome violence</td>
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**Readings:** Messner, Kimmel, Miedzian, Madhubuti, Orton,

**Movie:** Tough Guise

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<th>Week 9: March 7</th>
<th>The color of violence: Violence against women of color.</th>
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<tr>
<td></td>
<td>• Gender, race and class</td>
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<td></td>
<td>• Transforming rape culture</td>
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**Readings:** Sun Yung Shin, MayKao Yangblongsue Hang & Tru Hang Tao, Flores hooks, Henandez-Avila, Moore-Foster.

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<tr>
<th>Week 10: March 14</th>
<th>Vicarious traumatization: personal and workplace strategies</th>
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<tbody>
<tr>
<td></td>
<td>• What is vicarious traumatization</td>
</tr>
<tr>
<td></td>
<td>• Burnout, compassion fatigue, secondary trauma</td>
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<td></td>
<td>• Self-care and finding meaning</td>
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<tr>
<td></td>
<td>• Organizational supports</td>
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**Readings:**


**Class presentations on social change papers.**
| Week 11: March 21 | Class presentations on social change papers.  
|                  | Class reflections and closure. | Last response paper due. |
Bibliography

Gender and Sexual Assault

General

Violence Against Women

Elliot, S, Rego, A & X, L (1999). Accomplishing the impossible,: An advocate's notes from the successful campaign to make marital and date rape a crime in all 50 US states and other countries. Violence Against Women, 9, 1064-1081


Rape and Acquaintance Rape


**Child Sexual Abuse & Incest**


**Sibling Sex Abuse**


**Sex Assault & The Media**


**Pastoral Abuse**


**Pornography and Sex Assault**


Men Against Sexual Violence


Treatment Issues For Adults Abused as Children
Global Violence Against Women

False Memory Debate

Sexual Abuse Offenders

Sexual Harassment

Sexual Violence and the Law

Sexual Violence Prevention

Vicarious Traumatization

Resiliency

Training Curricula:
