



UNIVERSITY of
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Sexual Violence on U.S. College Campuses

Course Name & Number: HED 4294-1

Course Meeting Times: Mondays 6:00-9:20PM

Instructor Name: Sarah S. Hurtado, Ph.D.

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Office Phone: 303-871-4624

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Office Location: KRH 355

Office Hours: Tuesdays 3:30-6:30pm or by appointment

Course Description

The purpose of this course is to critically examine the issue of sexual violence within the context of U.S. colleges and universities. In this course, we will use a critical lens and power-conscious framework to understand the ways in which systems of power have influenced conceptualizations of sexual violence, prevention and education efforts, policy, and responsibility over time. We will examine historical and contemporary contexts for this issue and center minoritized populations in our conversations. This action-based course will emphasize the ways in which we can work to eliminate sexual violence in our current and future roles.

Course Student Learning Outcomes:

As a result of this course, students will:

- Examine historical and contemporary U.S. campus contexts related to sexual violence
- Interrogate the role of power in language, prevention and educational approaches, and policy related to sexual violence
- Understand and critique current/proposed federal regulations and prevention/education strategies related to sexual violence
- Understand the broader socio-political contexts and how it relates to the perpetuation of sexual violence on U.S. colleges campuses
- Practice developing and articulating arguments for public discussion
- Develop power-conscious approaches to eliminate sexual violence on college campuses

Required Course Materials

Linder, C. (2018). *Sexual Violence on Campus: Power-conscious Approaches to Awareness, Prevention, and Response*. Emerald Publishing Limited. [Referred to as Linder in course schedule]

Harris, J. C., & Linder, C. (2017). *Intersections of Identity and Sexual Violence on Campus: Centering Minoritized Students' Experiences*. Sterling, VA: Stylus. [Referred to as ISSV in course schedule]

Select one of the following:

Bevacqua, M. (2000). *Rape on the public agenda: Feminism and the politics of sexual assault*. Boston, MA: Northeastern University Press.

Deer, S. (2015). *The beginning and the end of rape: Confronting sexual violence in Native America*. Minneapolis, MN: University of Minnesota Press.

Freedman, E. B. (2013). *Redefining rape: Sexual violence in the era of suffrage and segregation*. Cambridge, MA: Harvard University Press.

Krakauer, J. (2016). *Missoula: Rape and the justice system in a college town*. New York, NY: Penguin Random House.

Patterson, J. (2016) *Queering sexual violence: Radical voices from within the anti-violence movement*. Riverdale, NY: Riverdale Books.

Bummiller, K. (2008). *In an abusive state: How neoliberalism appropriated the feminist movement against sexual violence*. Durham, NC: Duke University Press.

You may also suggest another book to be approved for the Book Club assignment.

All other course materials will be provided on Canvas.

Suggested Readings:

Skim and selectively read from top peer-reviewed higher education journals including *Journal of Higher Education*, *Review of Higher Education*, *Research in Higher Education*, *Journal of College Student Development*, and *Journal of Student Affairs Research and Practice*.

Skim and selectively read sections of *The Chronicle of Higher Education* and *Inside HigherEd* to keep up to date on contemporary issues and current events in American higher education.

Course Grades

Student evaluation is an important educative act, but not the end goal of the course. Grades are the means by which such evaluations are efficiently communicated to external groups (e.g., doctoral admissions committees, employers) and, most importantly, to the student. Students stress over grades—even in graduate school. Therefore, as the instructor of this course, I start with the assumption that all students in the class are capable of earning and plan to earn the highest grade for the course. However, in the event that students do not fully meet this expectation, other grades will be assigned in accordance with the MCE grading scale. The below assignments will be used as student evaluations in this course.

Grade	Grade Point	Percentage
A	4.0	93 - 100%
A-	3.7	90 - 92%
B+	3.3	87 - 89%
B	3.0	83 - 86%
B-	2.7	80 - 82%
C+	2.3	77 - 79%
C	2.0	73 - 76%
C-	1.7	70 - 72%
D+	1.3	67 - 69%
D	1.0	63 - 66%
D-	.7	60 - 62%
F	.0	59% & below

Assignment	Points	Due
Critical Reading Reflection x2	5 each	Sign up Week 1
Teach-in Proposal	10	January 28
Point of View for Peer Review	0	February 11
Point of View Peer Review	5	February 15
Point of View Final	15	February 18
Book Club Presentation	20	March 4
Teach-in	30	March 18
Book Club Reflection	10	March 22
Total	100	

Expectations, Policies, and Resources

In an effort to the course relevant to current events, reading and assignments on the syllabus are subject to change. Any deviations from this syllabus will be announced to the class and posted in announcements on Canvas in advance. Additionally, if you have any suggestions for readings, including articles websites, book chapters, blogs, etc. please share these ideas with me.

Communication: Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours, Monday-Friday. For class announcements, I will typically use Canvas, so it is a good idea to have email notifications sets up. You are also welcome to visit my office hours or set up an appointment with me.

Attendance at all class sessions: Attendance is critical to promoting a learning community within the class. Each member benefits from the viewpoints of the other members. If you need to miss a class for unforeseen reasons you are responsible for getting all the information covered in class. It is good to make these arrangements with a classmate in advance.

Late arrival and early departures: You are expected to come to all class sessions on time (i.e., the time at which the class is scheduled to begin). Frequently or excessive tardiness or walking out early is distracting to fellow participants and will be noted. If a problem exists or arises which necessitates your being late or leaving early, you should let me know. In classes with multiple hourly periods, I plan to give you a break; however, you are expected to attend all period in their entirety and will be considered absent if you skip either period.

Participation: Participation and engagement from each student is necessary for a meaningful learning experience. Our learning in this course is interconnected and to get the most out of this course it is expected that everyone will contribute. Therefore, you should come prepared to discuss course material. Outstanding participation is characterized by insightful questions/comments that contribute to people's understanding of the material, provokes the participation of others, and helps draw out larger themes related to the course. Participation is assessed by the quality of contribution rather than quantity of questions/comments. Some of the assigned readings allow for options and flexibility; however, you should not interpret this as a reason to read less critically. I should note, I recognize participation looks different for different people and is connected to power and privilege associated with social identities. Still, I expect everyone will thoughtfully contribute regularly.

Self-Care: The conversations we will have in this class might be exhausting and emotional work. I anticipate that this course will be challenging for all of us at times. We will discuss strategies for resilience and self-care, and I also encourage you to do what you need to stay engaged in this work. Please let me know if there are ways I can better support you. And, if you have suggestions for your peers, please don't hesitate to share.

Assignments: Read all assigned materials and make note of questions, inconsistencies, areas of interest, and connections you find to other readings. All assignments should be submitted via Canvas (unless otherwise noted) on the assigned due date and in compliance with all the criteria listed in the assignment instructions. Late work will be accepted for half-credit up to one week late; work later than one week will not be accepted. The only exception to this will be for unforeseen circumstances including family emergencies and significant illness. If you need an exception, please let me know in writing as early as possible so that we can make an alternative timeline to which we both agree.

If you have an idea for an alternate assignment that better meets your needs for the course, please discuss it with me. I am happy to explore other assignments that meet the learning goals of the course.

Writing in APA: All written assignments should be double-spaced, 12-point font, and Times New Roman with 1-inch margins. Written work should follow the guidelines and reference format of the Publication Manual of the American Psychological Association, 6th edition.

Technology: Laptops, tablets, phones, and other devices can be helpful to students and they can also serve as a distraction. There might be times in which you are encouraged to use these devices to support discussions and in-class activities. However, it is the expectation that when we are in class, your focus should be only on class materials. Students should not be checking e-mail, using social media, or other type of web surfing during class.

Ability Accommodations

The University of Denver is committed to equitable access and inclusion of those with disabilities. Students who have a disabilities (i.e., physical, medical, mental, emotional, learning, etc.) and who want to request accommodations should contact the Disability Services Program (DSP); 303.871.3241; 1999 E. Evans Ave.; 4th floor of Ruffatto Hall. Information is also available online at www.du.edu/dsp. Students with disabilities that may affect participation in this course are encourage to speak with me during the first week of classes so that everyone plausible effort can be made to arrange appropriate accommodations.

Religious Accommodations

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

Inclusive Learning Environments

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

Land Acknowledgement

We recognized that the University of Denver resides on the traditional territories of the Arapaho, the Cheyenne, and the Ute. The Treaty of Fort Laramie (1851 and 1861) and Cession 426 within the treaties of Confederated Tribes of Arapaho and Cheyenne removed these Indigenous nations from this land. It is with much gratitude that we recognize their descendant communities

of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. We also acknowledge the Southern Ute Tribe and the Ute Mountain Ute Tribe, which are the only two federally-recognized tribes within Colorado. Today, Denver is home to many different citizens of Indigenous nations and we recognize the enduring presence of Indigenous peoples on this land.

Preferred and Chosen/Professional Names

Class rosters and University data systems are provided to instructors with students' legal names unless students submit a preferred or chosen/professional name. I am happy to use the name and pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the quarter, please let me know and we can develop a way to share this information with others in a way that is safe and comfortable for you. If you want to change your preferred and/or chosen/professional name, please follow these instructions:

Members of the DU community can submit a preferred first name online now. Log onto PioneerWeb. Click the "MyWeb" tab. Expand the menu and click "Personal Information." Click "Update Preferred First Name" and submit your preferred first name. Preferred first names can be removed by clicking Update with nothing in the field.

To update your "chosen/professional name" obtain the Name Change Request Form here: <https://www.du.edu/registrar/media/documents/namechange.pdf>. Submit the form to the office indicated in the instructions. The form may not be submitted electronically. Chosen/professional names may be removed by the same form.

Academic Integrity

The pursuit of knowledge requires an absolute commitment to academic integrity. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (e.g., ideas, quotations, paraphrases) must be properly acknowledged and documented. You are responsible for abiding by the University of Denver's Academic Misconduct policy and understanding the consequences (www.du.edu/honorcode). You should be familiar with the definitions and policies related to academic dishonesty found in the Graduate Catalog and HED Handbook.

Mental Health & Wellness

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at: [Health & Counseling Services \(http://www.du.edu/health-and-](http://www.du.edu/health-and-)

[counseling-center/](#)) and Student Outreach & Support and Pioneers Care reporting <http://www.du.edu/studentlife/studentsupport/>

Title IX & Required Reporting

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE; <https://www.du.edu/health-and-counseling-center/cape/index.html>) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

As your instructor, it is important that you know that Title IX and University policy require me to share any information brought to our attention about potential sexual misconduct. Protecting student privacy is of the utmost concern, and information will only be shared with those that need to know to ensure the University can respond and provide resources to those who may need them.

Research Center Services

The University Libraries Research Center (<http://libraryhelp.du.edu>) answers research questions seven days a week by phone, email, in-person, chat/IM or text. One-on-one research consultations in the Anderson Academic Commons are also available on a drop-in basis or by appointment. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Telephone and Zoom video consultations are also available by request for distance students. Ask a question or make an appointment by calling 303-871-2905 or visiting <http://libraryhelp.du.edu>. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate.

Writing Center Services

The Writing Center provides writing support for undergraduate and graduate students at all levels, on all kinds of projects, and at any stage of the process: from generating ideas to learning new editing strategies. Consultants take a collaborative approach, working with you to help you develop your writing in light of your specific goals and assignments. To make an appointment for a free, 45-minute consultation, call 303-871-7456 or go to MyWeb > Student > Writing Center. Visit our website (www.du.edu/writing/writingcenter/) for hours and additional information

University Grade Appeal Policy

See [University of Denver Grade Appeals Website](#).

University Student Complaint Policy

See [Student Complaint Website](#).

Course Schedule

Week	General Theme/ Topic	Assigned Learning Materials	Assignments Due
<p>Week 1 January 7</p>	<p>Syllabus Review, Introduction, and Foundations</p>	<p>Read: Linder introduction and Ch.1 Read: ISSV Forward, Preface, Intro Read: DiAngelo, R. (2012). Nothing to add: A challenge to White silence in racial discussions. <i>Understanding and Dismantling Privilege</i>, 2(1), 1-17. Read: Janai (2013 September 17). Introverts and extroverts and power (oh my!) [weblog post]. Retrieved from https://www.bgdblog.org/2013/09/introverts-and-extraverts-and-power-oh-my/. Watch: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</p>	<p>In-class:</p> <ul style="list-style-type: none"> • Review Books • Sign-up for Critical Reading Reflection dates • Brainstorm Teach-in Topics & Groups
<p>Week 2 January 14</p>	<p>Historical Foundations</p>	<p>Read: IISV Chapter 1, 2, 3 Read: Baker, C. N., & Bevaqua, M. (2018). Challenging narratives of the anti-rape movement's decline. <i>Violence Against Women</i>, 24(3), 350-376. doi: 10.1177/1077801216689164 Review: https://www.knowyourix.org/notice-comment-2018/</p>	
<p>Week 3 January 28</p>	<p>Power and Language</p>	<p>Read: IISV Chapter 7 Read: Muehlenhard, C. L., & Kimes, L. A. (1999). The social construction of violence: The case of sexual and domestic violence. <i>Personality and Social Psychology Review</i>, 3(3), 234-245. Read: Wooten, S. C. (2015). Heterosexist discourses: How feminist theory shaped campus sexual violence policy. In S. C. Wooten. & R. W. Mitchell (Eds.), <i>The crisis of campus sexual violence: Critical perspectives on prevention and response</i> (pp. 33-51). New York, NY: Routledge. Read: 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</p>	<p>Teach-in Proposal</p>

		<p>masculine ideology to sexual aggression. <i>Sex Roles</i>, 46, 359-375.</p> <p>Read: Arielle, R. (2016). Beyond the binaries: Exclusive dichotomies in the anti-sexual violence movement. In J.Patterson (Ed.) <i>Queering sexual violence: Radical voices from within the anti-violence movement</i> (pp.39-47). Riverdale, NY: Riverdale Books</p>	
<p>Week 4 February 4</p>	<p>Awareness</p>	<p>Read: Linder Chapter 2</p> <p>Read: Clinton-Sherrod, M., Morgan-Lopez, A. A., Brown, J. M., McMillen, B. A., & Cowells, A. (2017). Incapacitated sexual violence involvement alcohol among college women: The impact of a brief drinking intervention. <i>Violence Against Women</i>, 17(1), 135-154.</p> <p>Read: Linder, C., & Lacy, M. (submitted). Blue lights and pepper spray: Cisgender college women's perceptions of campus safety and the 'stranger danger' myth. <i>Journal of College Student Development</i> [pending]</p> <p>Read: Lund, E. M., & Thomas, K. B. (2015). Necessary but not sufficient: Sexual assault information on college and university websites. <i>Psychology of Women Quarterly</i>, 39(4), 530-538. doi: 10.1177/0361684315598286.</p> <p>Read: Bridges, T. S. (2010). Men just weren't made to do this: Performances of drag at "Walk a Mile in Her Shoes" marches. <i>Gender & Society</i>, 24(5), 5-30. doi: 10.1177/0891243209356924</p>	
<p>Week 5 February 11</p>	<p>Compliance and Response</p>	<p>Read: IISV Chapter 11</p> <p>Read: Holland, K. J., Cortina, L. M., & Freyd, J. J. (2018). Compelled disclosure of college sexual assault. <i>American Psychologist</i>, 73(3), 256-268.</p> <p>Read: Chapter 6 and 7 from <i>The Crisis of Campus Sexual Violence</i></p> <p>Read and Listen: Smith, T. (2015). Curbing sexual assault becomes big business on campus. National Public Radio. Retrieved https://www.npr.org/2015/08/12/43037851</p>	<p>Submit POV to Peer before class</p> <p>Return POV Review by: Friday, February 15th at 12:00pm</p>

		8/curbing-sexual-assault-becomes-bigbusiness-on-campus.	
Week 6 February 18	Prevention	<p>Read: Linder Chapter 3 and 4</p> <p>Read: IISV Chapter 6</p> <p>Read: Chief Elk, L., & Devereaux, S. (2014, December 23). The failure of bystander intervention. <i>The New Inquiry</i>. Retrieved https://thenewinquiry.com/failure-of-bystander-intervention/.</p> <p>Check groups on Canvas for assigned reading of the following:</p> <ul style="list-style-type: none"> • Carlson, M. (2008). I'd rather go along and be considered a man: Masculinity and bystander intervention. <i>The Journal of Men's Studies</i>, 16(1), 3-17. • Bang, A., Kerrick, A., & Wuthrich, C. K. (2017). Examining bystander intervention in the wake of #BlackLivesMatter and #TransLivesMatter. In S. C. Wooten & R. W. Mitchell (Eds.) <i>Preventing sexual violence on campus: Challenging traditional approaches through program innovation</i> (pp. 63-85). New York, NY: Routledge. [Need to scan] • Henriksen, C. B., Mattick, K. L., & Fisher, B. S. (2016). Mandatory bystander intervention training: Is the SaVE Act requirement the "right" program to reduce violence among college students?. In S. C. Wooten & R. W. Mitchell (Eds.). <i>The Crisis of Campus Sexual Violence: Critical Perspective on Prevention and Response</i> (pp. 169-185). New York, NY: Routledge. • Katz, J., Merrillees, C., Hoxmeier, J. C., & Motisi, M. (2017). White female bystanders' responses to a Black woman at risk for incapacitated sexual assault. <i>Psychology of Women Quarterly</i>, 41(2), 273-285. doi: 10.1177/0361684316689367 • Reid, A., & Dundes, L. (2017). Bystander programs: Accommodating 	POV Paper (remember to include your peer review)

		<p>or derailing sexism? Behavioral Sciences, 7(65), 1-13. doi:10.3390/bs7040065.</p>	
<p>Week 7 February 25</p>	<p>Power-Conscious Approach</p>	<p>Read: Linder Chapter 5 Read: IISV Chapter 10 and Conclusion Read: McMahon, S., Stepleton, K., Cusano, J., O'Connor, J., Gandhi, K., & McGinty, F. (2018). Beyond sexual assault surveys: A model for comprehensive campus climate assessments. <i>Journal of Student Affairs Research & Practice</i>, 55(1), 78-90. Doi: 10.1080/19496591.2017.1358629 Read: Hong, L., & Marine, S. B. (2018). Sexual Violence Through a Social Justice Paradigm: Framing and Applications. <i>New Directions for Student Services</i>, 2018(161), 21-33. Review: Perry, M. (2018, February 9). The sex study that could alter our understanding of campus sexual assault. <i>The Chronicle of Higher Education</i>. Retrieved https://www.chronicle.com/article/The-Sex-Study-That-Could-Alter/242484</p>	
<p>Week 8 March 4</p>	<p>Book Club Discussion & Catch up Week</p>	<p>Be sure you have read you're entire book!</p> <p>We will also use this week to revisit past content/conversations</p>	
<p>Week 9 March 11</p>	<p>Coalition Building and Possibilities</p>	<p>Read: IISV Chapter 9 Read: Shupp, M. R., Erdice, S., Howard, C. (2017). Creating a culture shift in response to sexual violence on college campuses. In S. C. Wooten & R. W. Mitchell (Eds.) <i>Preventing sexual violence on campus: Challenging traditional approaches through program innovation</i>. New York, NY: Routledge. [Need to scan] Read: Coles, J., Astbury, J., Dartnall, E., Limjerwala, S. (2014). A qualitative exploration of researcher trauma and researchers' responses to investigating sexual violence. <i>Violence Against Women</i>, 20(1), 95-117.</p>	

		<p>Read: Sisneros, K., & Rivera, M. (2018). Navigating Institutions and Institutional Leadership to Address Sexual Violence. <i>New Directions for Student Services</i>, 2018(161), 95-105.</p> <p>Read: Scott, K. D. (2016). Black feminist reflections on activism: Repurposing strength for self-care, sustainability, and survival. <i>Departures in Critical Qualitative Research</i>, 5(3) 126 - 132). doi: 10.1525/dcqr.2016.5.3.126</p>	
<p>Week 10 March 18</p>	<p>Teach-ins</p>		<p><i>Teach-ins during class</i></p>
<p>Finals Week March 19-22</p>	<p><i>Book Club Reflection due March 22 at 11:59pm</i></p>		

Critical Reading Reflection

Assignment: Twice during the quarter you will be responsible for submitting a critical reading reflection/discussion post on Canvas by 12pm the day of class. The purpose of this assignment is to identify important aspects of the reading, identify pieces that were confusing or difficult, and then pose at least 3 discussion questions for the class. You will post the reflection onto a discussion thread on Canvas, so that other students can review what was posted before class and use it as a space for continued conversation. The discussion questions will also be used during class. Each week there will be 2-3 students submitting a critical reading reflection, so you will need to coordinate amongst each other to submit a reflection about different readings.

Technical Instructions: In a minimum of 300 words students should:

- Choose and describe the most important aspects of the reading and justify your choices
- Identify aspects of the reading you did not understand or were difficult to process.
- Pose at least 3 discussion questions for the class.

Evaluation Criteria:

- Completed all three aspects of technical instructions.
- Demonstrated a thorough reading of the article or chapter
- Clearly articulated the author's intention.
- Thoughtful reflection of difficult topics and why they were challenging.
- Demonstrated critical engagement of the reading, your own insights, counter-arguments, prior knowledge, connections to other materials, etc.

Due Date: On assigned dates

Points Awarded: 5 each, 10 total

Point of View Piece (Op-Ed)

Assignment: Researcher and practitioners are often asked to take a strong viewpoint in relation to critical issues facing higher education. This Point of View Piece is to engage in a different type of writing, where you must form an argument for public discussion. Drawing from the readings and discussions in our course, you will choose a current issue related to campus sexual violence and write a Point of View interrupting the dominant discourse surrounding the issue. These pieces are not easy to write and take considerable amount of time to hone a clear argument.

Technical Instructions: First identify your issue and intended audience for publication. Then, craft your argument in 1,000 words and using the format of your intended audience. This means you may not necessarily be using APA. Some suggestions for audiences are below. One week before the deadline (February 11), you will submit your draft to Canvas and it will be assigned to a peer for review. Peer reviews should be returned to the author by February 15th at 12:00pm. You will submit your peer's review of your draft with your final paper.

Evaluation Criteria: A rubric will be provided on Canvas closer to the due date.

You will not be graded on whether or not your piece gets accepted for publication, but you are encouraged to submit your piece to your intended audience.

Due Date:

- Submit draft to peer: February 11
- Return peer review: February 15
- Submit final draft and review of your POV: February 18

Points Awarded:

- Peer Review: 5 points
- Final POV: 15 points

<http://chronicle.com/section/Submissions/157/>

An excerpt from Guidelines from submission to Point of View or Commentary includes: "We are happy to review articles or proposals for articles about issues and policies affecting higher education. Opinion pieces should be written about issues of interest to a broad range of readers.

Commentary and Point of View essays should have a timely peg, a specific point of view, and a well-argued, boldly stated opinion. We will also consider essays that explore some aspect of the larger academic community through the author's personal experience."

Terms and conditions for the Huffington post:

<http://www.huffingtonpost.com/terms.html>

<https://www.theopedproject.org/oped-basics/>

Diverse Issues in Higher Education:

<https://diverseeducation.com/about-us/contact-us/>

Book Club Presentation and Reflection

Assignment: The purpose of this assignment is to deeply engage with a text about the history of a phenomenon related to sexual violence. In small groups, you will read an *entire* book, engage in discussion, and then present on your book in class. Following the in-class discussion of the books, you will submit an individual reflection paper about your understanding of the book and what you learned from your peers' presentations.

Technical Instructions:

Presentation:

- In no more than 20-25 minutes (not including Q & A) please include the following:
 - Summary of the main ideas of the book, the author(s) positionalities, and the methodologies/strategies they used in the book
 - Summary of the major takeaways from the books and their relevance to our conversations about contemporary issues of sexual violence on U.S. colleges campuses. Provide support for your ideas.
 - 2-3 implications for current practices
 - Any critiques of the work and recommendations for future research of this topic/phenomenon
 - Handout or infographic for the rest of the class
 - Your presentation should include some visual/creative aspect, but it does not necessarily need to be a PowerPoint. Be creative! Some ideas: Ignite presentation, pre-recorded video, Twitter, interactive pieces like Poll Everywhere, etc.

Reflection:

- In no more than 5 pages you will reflect on your own book and the information that was shared by your peers about their books. Consider the following questions:
 - What is the new or salient learning for me from the book I read?
 - What is the new or salient learning for me from the discussions of all books in-class?
 - Did the author(s) change the way you think about the issue/phenomenon? Why or why not?
 - What are key questions raised by the author(s) that I continue to think about?
 - What was missing from the book?
 - Was the author effective in communicating their point(s)?
 - How will what I learned from this assignment (and in-class book discussions) inform my work or research?

Evaluation Criteria: A rubric will be provided on Canvas closer to the due date.

Due Date:

Book Club Presentation: March 4

Book Club Reflection: March 22

Points Awarded:

Book Club Presentation: 20

Book Club Reflection: 10

Teach-In

Assignment: The purpose of this assignment is for you to apply what you've learned in this course and take action to address sexual violence for a specific audience. There are three parts to this assignment: proposal and teach-in. This assignment is an opportunity to be creative and construct a focused, power-conscious workshop that, in theory, could be implemented at DU or another campus. As examples, you might develop a workshop for Resident Advisors, student activists to be more power-conscious, a specific affinity group, faculty or staff from a specific department or unit, researchers, etc.

Technical Instructions: In groups of 3 or 4, you will identify an audience/issue for your workshop and submit a proposal on January 28. The proposal will be formatted similar to an ACPA conference proposal, which will include:

- **Presenter Experience (300 word limit):** Describe each presenter's familiarity/experience with the topic.
- **Session Title (10-word limit):** Create a title that accurately reflects your topic
- **Session Abstract (80-word limit):** The abstract serves as context for attendees on your topic area. Make sure the abstract is consistent with your presentation
- **Learning Outcomes (25 words each, max 4):** Each learning outcome should be specific and measurable. They should be relevant to the topic and achieved in the outline of the session.
- **Relevant Conceptual/Theoretical Framework (400-word limit):** Provide a brief overview of relevant literature, frameworks, and ways of knowing/being in/understanding the world that explicate why your topic matters to higher education, student affairs, and/or college students. The framework should make a direct connection to the rest of the proposal.
- **Outline of Presentation (300-word limit):** Provide a detailed outline of the session via bullet points. Include: time allocations for various components, methods of participant engagement, and ability for participants to synthesize/apply knowledge. Sessions are highly encouraged to include multiple pathways of learning and application during or after the workshop.
- **References:** Include a reference list for all works cited in the proposal.

The Teach-In portion will occur in the last class session on March 18th. In your groups, you will implement your 45-minute workshop. You are welcome to be as creative as you'd like in how this workshop is implemented, but you should include some component that address how history influences the topic you have chosen. The workshop should also take a power-conscious approach. The workshop should be informed by course readings/discussions, but you are also encouraged to find other sources including non-academic materials. You may also consider meeting with people who are relevant to your topic. This workshop should not be something that already exists. You are designing something new for the specific audience/issue of your choosing. You can consult "best practices," but you should appropriately critique them. Not required, but you may assign short videos or short readings for the class to review prior to your facilitation. These must be posted to Canvas least two weeks ahead of time.

In addition to your workshop during the last class session, you should submit the lesson plan you developed to Canvas. The lesson plan should clearly justify each aspect of the workshop and how it relates to the learning objectives submitted in the proposal (if objectives have been altered, please note why). You should also submit any other materials used during the presentation as well (e.g. PowerPoint, video, handouts).

Evaluation Criteria: A rubric for each piece will be provided closer to the due date.

Due Date:

Teach-in Proposal: January 28

Teach-In: March 18

Points Awarded:

Teach-in Proposal: 10 points

Teach-In: 30 points

Portions of this syllabus are adapted from or inspired by:

Linder, C. (2018). ECHD8000: A Critical Examination of Sexual Violence on U.S. College Campuses. Course taught at University of Georgia.

Linder, C. (2017). WMST 4250/6250: A Critical Examination of Sexual Violence on U.S. College Campuses. Course taught at University of Georgia.

LePeau, L. (2018). C695: Academic Problems in Higher Education. Course taught at Indiana University