

Syllabus

PSY 317: Sexual Assault: Context, Interventions & Prevention

Summer 2022- Section B (Online)

July 5th - August 18th, 2022

PART 1: Course Information

Instructor Information

Instructor: *Jasmine Engleton, M.A*

Virtual Office Hours: By Appointment (Visit [Calendly - Jasmine Engleton](#) to book an appointment)

Email: engleton@msu.edu

Objectives

- To explore the definition of sexual assault in the United States
- To provide a comprehensive understanding of the nature and prevalence/incidence of sexual assault in the United States
- To explore the contexts and situational factors that correlate with incidence of sexual assault in the United States
- To discover the varying ways in which victims of sexual assault experience their trauma (physical, psychological, & emotional impact)
- To understand how racism, sexism, heterosexism, classism, and ableism interface with sexual violence
- To explore the variety of services used by survivors of sexual violence and how these institutions tend to interact with survivors
- To provide a comprehensive understanding of the varying strategies used to combat sexual violence and to explore their effects and success rates
- To critique current interventions designed to assist sexual assault survivors
- To critique current efforts designed to prevent assault in the United States

Note: The scope of this course will not allow for the direct discussion of all forms of sexual violence. It will focus on adult sexual assault in the U.S., but will not include foci on: prostitution, pornography, sexual violence in a global context (e.g., female circumcision, etc.), domestic violence, child brides, rape as a tool of war, human trafficking, child sexual abuse, or other topics that are not specifically referenced in this syllabus.

Course Structure

- This course will be delivered entirely online through the course management system, Desire2Learn (D2L). You will need your MSU NetID to login to the course from the Desire2Learn home page (<http://D2L.msu.edu>).
- The D2L website will be where you will access online lessons, course materials, additional resources, and where assignments and grades will be posted.
- This course is built on a weekly framework. Course materials will become available at **12:00 a.m. Eastern Time (EST) each Monday** for the week (except for the first week which will be on **Tuesday**). Once the weekly course materials are posted, the folders will remain open for the rest of the semester.
- Assignments may be completed and submitted any time during the week they are due, however all materials need to be posted to D2L **no later than 11:59 pm (EST) on their due dates**.
- All times posted in this syllabus are Eastern Standard Time (EST).
- Office hours may occur via a zoom meeting by appointment.

Honors Option: There is **NOT** an honors option during the summer course.

Course Requirements

- A high-speed (broadband) internet connection*
- Computer manufactured within the last four years
- Minimum screen resolution of 1024x768
- Access to Desire2Learn

*You need to have access to a high-speed internet connection when all the course assignments are due. If your internet connection is down when you need to turn in a discussion post, paper, or take a quiz, it is your responsibility to get access to the internet ASAP! *In the case of missing deadlines because of internet connectivity problems, extensions on discussions, quizzes, and papers will not be granted.*

Course Site

<https://D2L.msu.edu/>

Getting Started on D2L

- Go to MSU's course management system – Desire-To-Learn (D2L) using this URL: <https://d2l.msu.edu/>.
- Login using your MSU username and password.
- If you are officially registered for the course, you will find our course, PSY317, listed under My Courses and available from the Select a Course pull down menu. (If you think you ARE registered but the course does not appear, please contact the D2L Help Desk.)
- Please contact the instructor ASAP with issues concerning missing assignments or poor grades.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Desire2Learn Help Site](#)

You can also call the D2L Help Desk at:

- Toll Free (844) 678-6200
- Local (517) 432-6200

Please know that it is much more effective to first contact the D2L Help Desk (rather than the instructor) as D2L staff are available 24/7 and well-trained in helping you navigate technical problems.

AN IMPORTANT NOTE ABOUT THIS COURSE

The main topic of this course is sexual violence and as such explicit language will be present in some reading and viewing materials (although explicit imagery will not be present) and students may use accurate language when violent sexually explicit themes are being discussed. It is very possible that some may find these readings and conversations uncomfortable, inappropriate, or triggering. Please take this into careful consideration before committing to taking this class.

It is likely that some of the individuals in this course are survivors of sexual violence or related topics. Please be respectful of the fact that issues being discussed are likely deeply personal to others present (even if you yourself identify as a survivor!).

This is an academic course. As such, class discussions will **not** be used to examine personal experiences. If you believe that the topics in this course could be triggering or upsetting to you in anyway, please consider whether this is the right time to partake in this course. If you would like to continue to take the course, please participate in self-care before and after logging onto the class.

I like to make it very clear that **the Instructor of this course is a mandated reporter**. This means that the Instructor is required to report all cases of sexual assault disclosed to have occurred on MSU property or at an MSU sponsored event. Therefore, if you choose to share these experiences during the course of the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion and MSU police. The Office of Inclusion will then include these facts (but not your personal information) in their university statistics on sexual violence. They will also reach out to you with a confidential email to provide additional university resources. It is entirely your decision whether you would like to use any of the provided services or even respond to the University's email. If you would like to talk with someone about your experiences during this course but want to remain confidential, see the last page of this syllabus where you will find a list of confidential local and national resources.

While this mandate will be discussed and critiqued throughout the semester, it is still a mandate, and you should not disclose experiences of sexual violence unless you are also comfortable having this information shared with the Office of Inclusion. Despite the mandate, this course does not wish to further the culture of silence surrounding sexual violence. All are encouraged to use the resources listed on the D2L course resource page (not mandated university reporters) as they process their feelings and experiences in this course.

PART 2: COURSE POLICIES AND STUDENT RESPONSIBILITIES

Safe and Respectful Learning Environment: This class contains a lot of information that may be triggering to people who have or have not experienced sexual assault. Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the online classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. If the material becomes emotionally overwhelming or you find the discussions difficult at any point during the semester, please reach out to me privately. You can also seek the support of formal or informal resources that can help. Some useful resources are referenced in this syllabus.

Sensitive Material

Due to the nature of this course, there will be instances where sensitive material, topics, and assignments, may present information which may be interpreted to be offensive or in opposition to one's belief system. Sensitivity to such issues is my utmost concern. However, students must be aware that the presentation of such information is an integral part of the course and a component of the educational experience. If you are concerned, please reconsider taking this course.

Sexual violence is a pervasive social problem that affects everyone in some way, shape, or form. The online classroom is a safe, but not always comfortable, space. Tough discussions will be had, but they will occur in a respectful manner.

There will be basic ground rules for class, as below.

- You know your life and experiences better than anyone else, including the Instructor, but avoid assuming that what has been true for you is true for everyone.
- Never ask another student in the course if they are a victim or survivor (While it is up to individual students as to whether they choose to discuss their own experiences, it is inappropriate for anyone to ask another person if they have been violated/abused in any way).
- Always maintain confidentiality with respect to other students' experiences and views.
- Do not speak or expect another student in the class to speak on behalf of a group.
- Keep an open mind and focus on critiquing ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation.
- Avoid inflammatory language, insensitive or offensive comments.

Social change is a slow and complex process; we will support one another in the meantime. Each class will end by highlighting an organization that addresses the topics covered in class that day.

Limits to Confidentiality: As stated earlier, the Instructor of this course is a mandated reporter. This means that I am required to report all cases of sexual assault or harassment disclosed. Therefore, if you choose to share these experiences during the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion and MSU police. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. It is your decision whether you wish to speak with that individual. Despite the mandate, this course does not wish to further the culture of silence surrounding violence. Details of support services are at the end of this syllabus. I encourage you to use these resources (not mandated university reporters) as you process your feelings and experiences in this course.

Participation: Everyone's participation is needed to accomplish this course's goals. Reading is of the utmost importance; please complete all readings prior to the lecture for which they are assigned. It is acceptable to challenge and question others' ideas in the discussion posts but do so respectfully. Finally, aim to create a safe space for the sharing of varied opinions and life experiences. Personal stories shared in class discussion posts should be respected and should not be repeated by other students.

Assignment Submission: Assignments should all be submitted only through D2L in the appropriate folder by the deadline noted on the syllabus. Students must have written special permission to submit later than the deadline noted on the syllabus. Technical difficulties will not be accepted as an excuse for late assignments; begin the submission process early so you have time to utilize the resources listed above and work through unexpected problems.

Late Work: Students are expected to submit work on time. Assignments turned in late will be subjected to the deduction policy outlined below within each of the assignments. Day one starts one minute after the deadline. Keep in mind that no late work will be accepted for the final exam, critical reflection three, or the extra credit opportunities. Discussion posts 1-6 will also not be accepted late.

Absences: Students whose names do not appear on the official class list for this course may not participate in this class. If you miss more than three consecutive weeks of class, i.e., do not participate actively in discussion posts or submit assignments, and have not communicated the Instructor to be excused from class, you will receive a failing grade of 0.0 in the course. If you are going to be absent from class for a week (or more) and unable to complete an assignment on time, you must inform the Instructor and ask for an extension at least 24 hours in advance to make up the assignment. Emails received later than this will not be honored, and your assignment will not be accepted. **If you have an emergency, the instructor must be contacted at least 24 hours prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).**

Dropping the Course: It is your responsibility to understand when you need to consider un-enrolling from a course. Refer to the Michigan State University Office of the Registrar for important dates and deadlines.

Academic Dishonesty: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Plagiarism involves taking credit for someone else's work or ideas, submitting a piece of work (for example, a paper, assignment, discussion post) which in part or in whole is not entirely your own work without fully and accurately attributing those same portions to their correct source. This includes information taken from the Internet. Therefore, you are expected to do your own, original work on each assignment in each class. If you recycle your own course work from one class to another, you may face an allegation of academic dishonesty. If your instructor believes you have committed an act of plagiarism, they may take appropriate action, which includes the issuing of a "penalty grade" for academic dishonesty. Article 11 of the Academic Freedom Report for Students at Michigan State University, or the "AFR," defines a penalty grade as "a grade assigned by an instructor who believes a student to have committed academic dishonesty." A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course. Contact me if you are unsure about the appropriateness of your course work. (See <https://ombud.msu.edu/resources-self-help/academic-integrity>)

Accommodations: Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. If you have a documented disability and verification from the Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. **It is the student's responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start. RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or via their website (<http://www.rcpd.msu.edu>).**

You may make up course work missed to observe a major religious holiday only if you inform the instructor in advance. To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide the instructor with adequate advanced notice and a written authorization from the faculty member of the other course or from a university administrator. If you miss class or an assignment because of a personal issue, please provide proof and accommodations will be made.

Learning Communities and “Netiquette”: Because our course is delivered entirely online and you will not have access to the ordinary social cues in face-to-face encounters to guide you in judging how others perceive you, writing in a respectful and civil manner is critical to our establishing a productive learning environment for everyone. We are all responsible for creating an atmosphere of trust and respect and for thinking carefully about how easy it is for online communications to be misinterpreted. To see specific suggestions for online etiquette (often called Netiquette) read this posting by the American InterContinental University on etiquette for online students:

<http://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students>

Communication with the Instructor: Please refer to the syllabus before contacting me with questions regarding the course materials or assignments. If you like to schedule a meeting with via Zoom, please visit [Calendly - Jasmine Engleton](#). If you have questions, please email me at engleton@msu.edu with the subject line: PSY 317. I will try to respond within 24 hours on weekdays, Monday through Friday, and by 5 p.m. Eastern Time on the Monday following an email sent on the weekend. Keep in mind the time of response (i.e., 24 hours) as you plan to work on assignments. If you send an email regarding an assignment that is due the next day, it may be too late. Please plan accordingly! If travel, illness, or research work is likely to affect my response times, I will notify all students through D2L. Remember, if there is a technical problem with the online environment call the Help Desk at (844) 678-6200 or (517) 432-6200. I recommend that you put these numbers in your cell phone or computer contact list just in case you cannot get into D2L. Please use the following guidelines when e-mailing me:

If you want to address me privately, email me at engleton@msu.edu. I will try to respond within 24 hours on weekdays, Monday through Friday, and by 5 p.m. Eastern Time on the Monday following an email sent on the weekend. If travel, illness, or research work is likely to affect my response times, I will notify all students through D2L.

- **First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”**
- Use PSY 317 in the subject line that makes it clear you are a student in this course asking a question. This helps to prevent e-mails from going directly to the junk folder.
- Please address the e-mail properly (i.e., Hi, Jasmine)
- Proofread your e-mail. Is your question conveyed clearly with correct grammar and spelling? Did autocorrect make it sound super weird?
- Please sign your e-mail with your full name, so I know who you are. I can’t wait to get to know all of you, but maizeandbluearetheworst@spartans.com makes it hard for me to know who you are.
- Be polite.

Check your e-mail regularly! During the course, I will e-mail you from time to time with announcements and reminders. Please read these e-mails as soon as you receive them as it will contain time-sensitive course-related information.

PART 3: WORKLOAD, ASSIGNMENTS AND GRADING CRITERIA

1. Workload

Summer courses are intense, and an upper-level course is particularly challenging. Plan to spend around 4 hours per day working on PSY 317 (assuming a 5-day work week). This includes the time you spend reading the text, viewing lectures, working on online discussions, taking quizzes, and studying the material. See D2L for tips and resources on ways to effectively read journal articles/get through readings. **The best way to be successful in PSY 317 is to stay on top of the material.** We will follow a compressed schedule during our 7 weeks together so it can be easy to fall behind if you are not self-disciplined. Remember, we will cover the same material that is normally covered in an entire semester! Online Discussion is due each week. Likewise, you will have to complete three quizzes that will occur bi-weekly starting in Week 2 and 3. Critical Reflection Papers start in Week #3. **You should commit yourself to seven weeks of working very hard. Do not plan a summer vacation in the middle of this class!** If these considerations do not fit with your plans or your personality, then drop this class as soon as possible.

2. Weekly Participation in our Online Learning Community Discussions (60 points)

Traditional face-to-face instruction allows for the opportunity for the Instructor to engage in discussion with the students on key topics, emerging ideas, concerns, class assignments, etc. Through the D2L Discussion Board feature, we will create a similar vibrant online learning community of dialogue and interaction. **There are six weekly discussion boards (one each week) each worth a total of 10 points (6 points for the original response and 4 points for a peer response post).**

Discussion posts will open on **Monday** of each week at **12:00am** and will be accessible **until 11:59 pm Eastern Time on Sunday** of the same week. Each original post will be due on **Thursday at 11:59pm** each week and the peer response post will be due by **Sunday at 11:59 pm Eastern Time**. Discussion posts will be closed after the deadline and will not be reopened. If you forget to post before the deadline for either the original or peer response post, **you will lose the points and could result in a 0 for that week discussion.**

Each student is responsible for:

- ***Original post:*** Write a well-developed formal original post of approximately 300 – 400 words in length that responds to a question posted by the instructor (6 points).
- ***Peer-response post:*** Write a comment of approximately 2 – 4 sentences in length in response to questions/ issues raised by one (required) or more of their peers' original post (4 points).

To receive credit for your posts, discussion posts should pertain to the subject matter covered in the specific week. For details on ways to craft your discussion post and specific guidelines, review the "Guidelines for Discussion Post" document on D2L.

3. Quizzes (60 points)

Every 2 weeks, students will complete an online, multiple-choice quiz through D2L covering the lectures, readings, and module materials over a **two-week period**. You will only have one attempt on each quiz. **Quizzes will open on Monday of each week at 12:00am Eastern time and will be accessible until 11:59 pm Eastern time on Sunday of same week.** You will have **one hour** to complete the quiz. **Please remember NOT to start the quiz after 11:00 pm Eastern time on the day that it is due because you will not complete the quiz by 11:59 pm Eastern time!** *There is no back-tracking for the quiz, meaning after you answer a question, you will not be able to return and change your answers later!* There will be no quiz the week of the final exam.

There will be 3 quizzes throughout the course which will be **due at the end of week 2, 4, and 6.** Each quiz will have **40 questions and each question will be worth .5 points for a total of 20 points on each quiz.** You can earn up to a total of **60 possible points at the end of the course.** Each quiz will cover the lectures, readings, and module materials discussed over a **two-week period**.

Students who complete their quizzes after the deadline outlined in the course schedule will be subjected to deduction policy for their quiz grade. **For the first day after the deadline, 5 points will be deducted from your overall quiz grade.** If your quiz is completed **two days after the deadline, 10 points will be deducted from overall quiz grade.** After two days, late quizzes will not be accepted and will result in a 0 for your quiz grade.

- Quiz 1 will cover materials from Week 1 and 2.
- Quiz 2 will cover materials from Week 3 and 4.
- Quiz 3 will cover materials from Week 5 and 6.

Important Note: D2L Recommendations and Requirements: Please follow these suggestions to prevent problems during your participation in this course:

- **Use a recommended browser.**
- Clear your cache and cookies before starting a quiz or exam.
- Have D2L open only to the quiz browser. If you have the course open in a second browser then you may have guest status in the exam browser and be logged in with your NETID in the other. Your quiz could end up with blank sections even after you enter data, or it can skip questions.

4. Critical Reflection Papers (120 points)

This course will require more reflection and discussion than is possible during our class time or on our discussion forum. You will be asked to complete 2-3-page papers throughout the course of the semester. You will be provided with prompts for all three papers. These papers should generally adhere to the following guidelines:

- 2 – 3 pages, double spaced, 12-point font, Times New Roman, one-inch margins
- Specific prompts for each paper can be found on D2L in the week's folder that the assignment is due.

- Papers should incorporate content from the readings and class lectures as well as respond to the prompt. *Papers that do not incorporate any class readings will automatically have 20% of points deducted.* You are expected to reflect on the course materials covered during the week. Do not copy and paste information from any of the assigned or optional readings. For further details on expectations, refer to the guidelines on D2L. Use APA style and formatting when citing readings and materials
- Critical reflection turned after the deadline will be subjected to deduction policy. If critical reflection is turned in one day after the deadline, **10 points will be deducted off of your final grade.** If your critical reflection is turned in two days after the deadline, **20 points will be deducted from your final grade.** After two days from the deadline, your critical reflection will not be accepted and **will result in a 0. Refer to the course schedule for deadlines on the critical reflections.**

Note: You have an opportunity to turn in **critical reflection one** or **critical reflection two** up to 3 days late. You can **NOT** turn in **critical reflection three** late. If you are turning in critical reflection one or critical reflection two late, there is one condition: You **MUST** email the instructor before the initial due date to inform them you will be turning in this assignment late. If you do not email the instructor, points will be deducted as described above.

Turnitin will be used to compare your papers with multiple sources. This tool aligns with MSU's efforts to enhance student learning, promote honesty, and maintain integrity in the academic progress. Essentially, this tool works by comparing your papers to an extensive database of previous publications and papers. It will provide links to possible matches and will generate a similarity score. I will use this tool to determine the originality of your work. All of your critical reflections will be checked using this tool.

Each reflection paper will be worth a total of 40 points, with a possibility of 120 total points for all reflections. They will be due at the end of weeks 3, 5, and 7. See D2L for detailed guidelines.

5. Final Exam (160 points)

The final exam will consist of 80 multiple choice questions. The final exam will be administered through D2L and will open during the week of finals (8/15) **at 12 am.** The exam will be available **until 11:59 pm** on the day of the exam (8/18). **Once you open the exam you will have 2 hours to complete it. It will be cumulative. Please remember NOT to start the exam after 10:00 pm Eastern time on the day that it is due because you will not complete the exam by 11:59 pm Eastern time! There is no back-tracking for the exam, meaning after you answer a question, you will not be able to return and change your answers later!**

6. Final Grades

The total number of points possible for this class is 400 points:

Weekly Online Discussions	60 points
Quizzes	60 points
Critical Reflection Papers	120 points
Final Exam	160 points

Final grades will be based on a percentage of total points earned.

Percentage	Points	GPA
90% of 400 points	360 points and above	4.0
85% of 400 points	340 points to 359 points	3.5
80% of 400 points	320 points to 339 points	3.0
75% of 400 points	300 points to 319 points	2.5
70% of 400 points	280 points to 299 points	2.0
65% of 400 points	260 points to 279 points	1.5
60% of 400 points	240 points to 259 points	1.0
Less than 60% of 400 points	less than 239 points	0.0

7. Extra Credit (20 points)

The total number of extra credit points possible for this class is 20 points:

There will be 3 extra credit opportunities (Online Discussions) that will become available during Weeks 3, 4, and 5. Each extra credit discussion post is worth 10 points and the grading follows the scheme for the weekly online discussions. You will not be required to respond to a peer for these extra credit discussion posts nor do you have to end with a thought-provoking question. Complete three extra credit online discussions to earn up to 30 points. All extra credit opportunities will be due on Thursday (8/18) at 11:59 pm. Finally, extra credit points are not reflected in the calculation of the number of points possible for this class. Any extra credit points earned will be included in your final grade.

Policy on grade changes: *These are strict cut-offs, and I will adhere to them.* At the end of the semester, if you believe that I made an error in calculating your grade, please let me know. I will check your grade, and I will change it if I have made an error. **This is the only circumstance under which I will change a grade.** Under no circumstance will I “bump up” your grade or give you a special extra credit opportunity. I never do this, so please do not ask. **There will be no exceptions.**

How to view your grade in D2L: 1) Select your course. 2) Click the Assessments dropdown. 3) Select Grades.

Disclaimer: On the next page is a general indication of when we will cover the topics in the course. However, as the instructor, I reserve the right to adjust this schedule according to the

pace of the course and the needs of the students. This also includes making any changes that I deem necessary to the details and/or policies listed in this syllabus.

Check D2L regularly to keep up with the topics, announcements, and reminders. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all assignments deadlines. The instructor is not required to remind you about upcoming deadlines.

PSY 317 Course Schedule for Summer 2022

Week	Dates	Lecture Topics	Key Dates
1	7/5 – 7/10	Introduction to PSY 317	
		Module 1a.: Defining sexual assault	
		Module 1b.: Examining the causes and impacts of sexual assault	
		Online Discussion Post (original post) 1	Due July 7th at 11:59 pm
		Online Discussion Post (peer response post) 1	Due July 10th at 11:59 pm
2	7/11 – 7/17	Module 2a.: Sexual Assault on College Campuses	
		Module 2b : Perpetrators	
		Online Discussion Post (original post) 2	Due July 14th at 11:59 pm
		Online Discussion Post (peer response post) 2	Due July 17th at 11:59 pm
		Quiz 1	Due July 17th at 11:59 pm
3	7/18 – 7/24	Module 3a.: Power and Oppression	
		Module 3b.: Sexual Assault and Vulnerable Populations	
		Online Discussion Post (original post) 3	Due July 21nd at 11:59 pm
		Online Discussion Post (peer response post) 3	Due July 24th at 11:59 pm
		Critical Reflection Paper 1	Due July 24th at 11:59 pm
4	7/5– 7/31	Module 4a.: Disclosure & Help seeking - Secondary Victimization	
		Module 4b.: Services & Responses within Formal Systems	
		Online Discussion Post (original post) 4	Due July 28th at 11:59 pm
		Online Discussion Post (peer response post) 4	Due July 31st at 11:59 pm
		Quiz 2	Due July 31st at 11:59 pm
5	8/1 – 8/7	Module 5a.: Advocacy	
		Module 5b.: Prevention	
		Online Discussion Post (original post) 5	Due Aug 4th at 11:59 pm
		Online Discussion Post (peer response post) 5	Due Aug 7th at 11:59 pm
		Critical Reflection Paper 2	Due Aug 7th at 11:59 pm
6	8/9 – 8/14	Module 6a.: Empowerment	
		Module 6b.: Activism and Reform	
		Module 6c.: Activism & Policy Reform – A Campus Perspective	
		Online Discussion Post (original post) 6	Due Aug 11th at 11:59 pm
		Online Discussion Post (peer response post) 6	Due Aug 14th at 11:59 pm
7	8/15 – 8/18*	Critical Reflection Paper 3 / Final Exam / Extra Credit (Three Initial Discussion Posts)	Due Aug 18th at 11:59 pm
		Note: This is a shortened week. Your assignments and final exam must be completed by Thursday, August 18 th , at 11:59 PM.	

The instructor reserves the right to adjust this schedule according to the pace of the course and the needs of the students. I will notify you of any changes.

PSY 317 Reading List for Summer 2022

WEEK 1: CONTEXT

Module/ Lecture	Lecture Topics	Assigned Readings	Optional Readings
1a.	Introduction to PSY 317	Just the Syllabus. Welcome to the course!	
	Defining sexual assault	<p>Campbell, R., & Townsend, S. M. (2011). Defining the scope of sexual violence against women. <i>Sourcebook on violence against women</i>, 2, 95-109.</p> <p>Smith, S. G., Zhang, X., Basile, K. C., Merrick, M. T., Wang, J., Kresnow, M. J., & Chen, J. (2018). The national intimate partner and sexual violence survey: 2015 data brief—updated release. 1 – 6.</p>	<p>Kilpatrick, D., & McCauley, J. (2009). Understanding national rape statistics. <i>National Online Resource Center on Violence Against Women</i>.</p>
1b.	Examining the causes and impacts of sexual assault	<p>Edwards, K. M., Turchik, J. A., Dardis, C. M., Reynolds, N., & Gidycz, C. A. (2011). Rape myths: History, individual and institutional-level presence, and implications for change. <i>Sex roles</i>, 65(11-12), 761-773.</p> <p>Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. <i>Trauma, Violence, & Abuse</i>, 10(3), 225-246.</p> <p>Potter, S., Howard, R., Murphy, S., & Moynihan, M. M. (2018). Long-term impacts of college sexual assaults on women survivors' educational and career attainments. <i>Journal of American college health</i>, 66(6), 496-507.</p>	<p>Peterson, C., DeGue, S., Florence, C., & Lokey, C. N. (2017). Lifetime economic burden of rape among US adults. <i>American journal of preventive medicine</i>, 52(6), 691-701.</p> <p>White, J. W., & Sorenson, S. B. (1992). A sociocultural view of sexual assault: From discrepancy to diversity. <i>Journal of Social Issues</i>, 48(1), 187-195.</p>
WEEK 2: CONTEXT			
Module/ Lecture	Lecture Topics	Assigned Readings	Optional Readings

2a.	Sexual Assault on College Campuses	<p>Schwarz, J., Gibson, S., & Lewis-Arévalo, C. (2017). Sexual assault on college campuses: Substance use, victim status awareness, and barriers to reporting. <i>Building Healthy Academic Communities Journal</i>, 1(2), 45-60.</p> <p>Eisenberg, M. E., Lust, K., Mathiason, M. A., & Porta, C. M. (2017). Sexual assault, sexual orientation, and reporting among college students. <i>Journal of interpersonal violence</i>, 0886260517726414.</p>	<p>Baker, Katie JM. "Here is the powerful letter the Stanford victim read aloud to her attacker." BuzzFeed News 6.03 (2016). https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra</p>
2b.	Perpetrators	<p>Loh, C., Gidycz, C. A., Lobo, T. R., & Luthra, R. (2005). A prospective analysis of sexual assault perpetration: Risk factors related to perpetrator characteristics. <i>Journal of Interpersonal Violence</i>, 20(10), 1325-1348.</p> <p>Zawacki, T., Abbey, A., Buck, P. O., McAuslan, P., & Clinton-Sherrod, A. M. (2003). Perpetrators of alcohol-involved sexual assaults: How do they differ from other sexual assault perpetrators and nonperpetrators?. <i>Aggressive Behavior: Official Journal of the International Society for Research on Aggression</i>, 29(4), 366-380.</p>	<p>Lea, S., and Auburn, T. (2001). The social construction of rape in the talk of a convicted rapist. <i>Feminism and Psychology</i>, 11, 11-33.</p> <p>What Experts Know About Men Who Rape – The New York Times https://www.nytimes.com/2017/10/30/health/men-rape-sexual-assault.html</p>
WEEK 3: INTERVENTION			
Module/ Lecture	Lecture Topics	Assigned Readings	Optional Readings

3a.	Power and Oppression	<p>Armstrong, E. A., Gleckman-Krut, M., & Johnson, L. (2018). Silence, power, and inequality: An intersectional approach to sexual violence. <i>Annual Review of Sociology</i>, 44(1), 99-105.</p> <p>Legislative Memo: The Rape Shield Reform Bill https://www.nyclu.org/en/node/1523/print</p>	<p>Schmitz, C. L., Stakeman, C., & Sisneros, J. (2001). Educating professionals for practice in a multicultural society: Understanding oppression and valuing diversity. <i>Families in Society</i>, 82(6), 612-622. Read 612 – 615.</p>
3b.	Sexual Assault and Vulnerable Populations	<p>Rothman, E.F., Exner, D., & Baughman, A.L. (2011). The prevalence of sexual assault against people who identify as gay, lesbian, or bisexual in the United States: A systematic review. <i>Trauma, Violence, & Abuse</i>.</p> <p>Smith, A. (2005). Beyond pro-choice versus pro-life: Women of color and reproductive justice. <i>NWSA journal</i>, 119-140.</p> <p>National Institute of Justice, “The Many Challenges Facing Sexual Assault Survivors with Disabilities,” July 18, 2017, from NIJ.gov: https://nij.ojp.gov/topics/articles/many-challenges-facing-sexual-assault-survivors-disabilities</p>	<p>Potter, S., Moschella, E., Moynihan, M. M., & Smith, D. (2020). Sexual Violence among LGBTQ Community College Students: A Comparison with their Heterosexual Peers. <i>Community College Journal of Research and Practice</i>, 1-17.</p>
WEEK 4: INTERVENTION			
Module/ Lecture	Lecture Topics	Assigned Readings	Optional Readings

<p>4a.</p>	<p>Disclosure and Help seeking - Secondary Victimization</p>	<p>Ullman, S. E., Foynes, M. M., & Tang, S. S. S. (2010). Benefits and barriers to disclosing sexual trauma: A contextual approach. <i>Journal of Trauma & Dissociation</i>, 11:2, 127-133.</p> <p>Ahrens, C. E., Stansell, J., & Jennings, A. (2010). To tell or not to tell: The impact of disclosure on sexual assault survivors' recovery. <i>Violence and Victims</i>, 25(5), 631-48.</p> <p>Maier, S. L. (2008). "I Have Heard Horrible Stories..." Rape Victim Advocates' Perceptions of the Revictimization of Rape Victims by the Police and Medical System. <i>Violence Against Women</i>, 14(7), 786-808.</p> <p>Jackson, M. A., Valentine, S. E., Woodward, E. N., & Pantalone, D. W. (2017). Secondary victimization of sexual minority men following disclosure of sexual assault: "Victimizing me all over again...". <i>Sexuality Research and Social Policy</i>, 14(3), 275-288.</p>	<p>Dworkin, E. R. & Allen, N. (2018). Correlates of disclosure cessation after sexual assault. <i>Violence Against Women</i>, 24(1), 85 - 100.</p> <p>Lorenz, K., Ullman, S. E., Kirkner, A., Mandala, R., Vasquez, A. L., & Sigurvinsdottir, R. (2018). Social reactions to sexual assault disclosure: A qualitative study of informal support dyads. <i>Violence against women</i>, 24(12), 1497-1520.</p> <p>Tillman, S., Bryant-Davis, T., Smith, K., & Marks, A. (2010). Shattering silence: Exploring barriers to disclosure for African American sexual assault survivors. <i>Trauma, Violence, & Abuse</i>, 11(2), 59-70.</p>
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4b.	Services & Responses within Formal Systems	<p>Campbell, R. (2008). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. <i>American Psychologist</i>, 63, 702-717.</p> <p>Campbell, R., & Martin, P. Y. (2001). Services for sexual assault survivors. <i>Sourcebook on violence against women</i>, 227-239.</p>	<p>Greeson, M. R., & Campbell, R. (2015). Coordinated community efforts to respond to sexual assault: A national study of sexual assault response team implementation. <i>Journal of Interpersonal Violence</i>, 30(14), 2470-2487.</p> <p>Lathan, E., Langhinrichsen-Rohling, J., Duncan, J., & Stefurak, J. T. (2019). The Promise Initiative: Promoting a trauma-informed police response to sexual assault in a mid-size Southern community. <i>Journal of community psychology</i>, 47(7), 1733-1749.</p>
WEEK 5: PREVENTION			
Module/ Lecture	Lecture Topics	Assigned Readings	Optional Readings

5a.	Advocacy	<p>What Advocates are Doing to End Sexual Assault on Campus? https://www.nbcnews.com/news/us-news/what-advocates-are-doing-end-sexual-assault-campus-n642156</p> <p>Payne, B. K., Ekhomu, J., & Carmody, D. (2009). Structural barriers to preventing and responding to sexual assaults: Distinctions between community-and campus-based advocates. <i>Crime Prevention and Community Safety, 11</i>(4), 258-276.</p> <p>Campbell, R. (2006). Rape Survivors' Experiences with the Legal and Medical Systems: Do Rape Victim Advocates Make a Difference? <i>Violence against women, 12</i>(1), 30-45.</p>	
5b.	Prevention	<p>Casey, E. A., & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault prevention in peer and community contexts. <i>Trauma, Violence, & Abuse, 10</i>(2), 91-114.</p> <p>Orchowski, L. M., Edwards, K. M., Hollander, J. A., Banyard, V. L., Senn, C. Y., & Gidycz, C. A. (2018). Integrating sexual assault resistance, bystander, and men's social norms strategies to prevent sexual violence on college campuses: A call to action. <i>Trauma, Violence, & Abuse, 15</i>24838018789153.</p>	
WEEK 6: PREVENTION			
Module/ Lecture	Lecture Topics	Assigned Readings	Optional Readings
6a.	Empowerment	<p>Ullman, S. E., & Townsend, S. M. (2008). What is an empowerment approach to working with sexual assault survivors? <i>Journal of Community Psychology, 36</i>(3), 299-312.</p> <p>White, J. W., & Sienkiewicz, H. C. (2018). Victim empowerment, safety, and perpetrator accountability through collaboration: A crisis to transformation conceptual model. <i>Violence Against Women, 24</i>(14), 1678-1696.</p>	

<p>6b.</p>	<p>Activism and Reform</p>	<p>Brubaker, S. J. (2018). Campus-based sexual assault victim advocacy and title IX: Revisiting tensions between grassroots activism and the criminal justice system. <i>Feminist Criminology</i>, 155708511877208.</p> <p>Sexual Assault Activism and the #MeTooEra: Four Activists on How the World Has Changed https://www.teenvogue.com/story/sexual-assault-activism-20teens</p>	<p>Know Your Rights: Title IX PDF</p> <p>The Second Wave of Backlash Against Anti-Rape Activism http://msmagazine.com/blog/2014/08/19/the-second-wave-of-backlash-against-anti-rape-activism/</p>
<p>6c.</p>	<p>Activism & Policy Reform – A Campus Perspective</p>	<p>Fisher, B. S., Hartman, J. L., Cullen, F. T., & Turner, M. G. (2002). Making campuses safer for students: The Clery Act as a symbolic legal reform. <i>Stetson L. Rev.</i>, 32, 61.</p> <p>Blackstone, A. (2007). Finding politics in the silly and the sacred: Anti-rape activism on campus. <i>Sociological Spectrum</i>, 27(2), 151-163.</p> <p>Koss, M. P., Wilgus, J. K., & Williamsen, K. M. (2014). Campus sexual misconduct: Restorative justice approaches to enhance compliance with Title IX guidance. <i>Trauma, Violence, & Abuse</i>, 15(3), 242-257.</p>	<p>WEBSITE:http://nymag.com/thecut/2014/09/columbia-emma-sulkowicz-mattress-rape-performance-interview.html</p> <p>What MSU has done? Sexual Assault Prevention Program Works to Change Campus Culture. https://msutoday.msu.edu/news/2019/sexual-assault-prevention-program-works-to-change-campus-culture/</p>

Course Resources

Please take advantage of the health and wellness information and resources available through MSU:

[Michigan State University Counseling & Psychiatric Services \(CAPS\): Student Health and Wellness Resources](#)

[Michigan State University Center for Survivors: Resources](#)

MSU CAPS also offers Crisis Counseling for students. If you believe you are in a crisis:

- Call the crisis line at: **517-355-8270**
- press “1” at the prompt to speak with a crisis counselor.

I suggest saving this number in your phone in case you are unable to access the internet or the course syllabus.

DISCLAIMER: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.