# Syllabus

# PSY 317: Sexual Assault: Context, Interventions & Prevention

# Summer 2024 - Section A (Online)

# May 13 - June 27, 2024

## PART 1: Course Information

### Instructor Information

**Instructor:** Jacob Nason, MBA, MSW

**Virtual Office Hours:** By appointment, [sign up via Calendly](https://calendly.com/nasonjacob)

**Email:** [nasonjac@msu.edu](mailto:nasonjac@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:*** This course will not include 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: sex work, sexual violence in a global context (e.g., female circumcision, etc.), domestic violence, rape as a tool of war, human trafficking, child sexual abuse, or other topics not 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 by **8:00 a.m. Eastern Time (EST) each Saturday**. 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 the week they are due, however all materials need to be posted to D2L **no later than 8:00 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.
* An honors option ***is not*** offered for this 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 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 – 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, PSY316, 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 me 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](https://lib.msu.edu/rds/)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/)

You can also call the D2L Help Desk at:

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

It is much more effective to 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 the Course The main topic of this course is sexual violence and, as such, explicit language will be present in reading, course materials, and online discussions. You may find some course readings and conversations uncomfortable, inappropriate, or triggering and you may view some information as offensive or in opposition to your belief system. Sensitivity to such issues is my utmost concern. The presentation of such information is an integral part of the course and 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 occur, be must be respectful. It is likely that some 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 the topics in this course could be triggering or upsetting to you, please consider whether this is the right time to take this course. If you would like to continue to take the course, please participate in self-care before and after logging onto the class.  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 (students may choose to discuss their own experiences). * 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, speculation, inflammatory language, insensitive or offensive comments |

## Part 2: Course Policies and Student Responsibilities

**Safe and Respectful Learning Environment:** Our online classroom requires trust and safety, and I will try 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 or seek the support of formal or informal resources that can help. Some useful resources are referenced in this syllabus.

**Limits to Confidentiality:** I am a mandated reporter and **must** report all disclosed cases of sexual assault or harassment as long as the incident: 1) Occurred at a University-sponsored event, 2) occurred on University property, or 3) involves a University community member with respect to conduct that may have occurred while they were a University community member.

**if you share these experiences during the class, I must share your name and the details of the disclosure to the Office of Civil Rights (OCR) and MSU Police. OCR will then include these facts (but not your information) in their university statistics on sexual violence. They will also contact you via email to provide university resources. It is your decision if you want to use provided services or respond to OCR’s email. If you would like to talk with someone about your experiences during this course but want to remain confidential, see D2L for a list of confidential local and national resources.**

While we may discuss and critique the mandate, I still have to follow it, so you should not disclose experiences of sexual violence unless you are comfortable having the information shared with OIE. Regardless, I do 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.

**Participation:** Everyone’s participation is needed to accomplish this course’s goals. Reading is required importance; please complete all readings before viewing the corresponding lecture. You may 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. Begin the submission process early so you have time to utilize the resources listed above and work through unexpected problems.

**Late Work:** You are expected to submit work on time. However, the content of this course can be heavy and triggering and I don’t know about unexpected pressures that may be impacting you. As a mandatory reporter, it feels problematic for me to require an explanation of circumstances that may prevent you from submitting work by due dates. That said, please do try to get things in on time, unless it means that you're sacrificing your well-being. I think that the heaviness of this course's materials can make it hard to engage with at times, and I would rather you all take a break and submit something late than cause yourself harm and submit something on time.

I will not count it against you if discussion posts, quizzes, Critical Reflection 1, or Critical Reflection 2 are submitted late. **However, because I need to grade things, you cannot submit the final exam or Critical Reflection 3 late.**

**Absences:** Students whose names do not appear on the official class list for this course may not participate in this class. If you are going to be absent from class for a week (or more) due to an emergency and unable to complete an assignment on time, please inform me as soon as you can!

**Dropping the Course:** You can drop the course and get a refund if you do so by 5/23/2024. You can drop the course with no grade reported by 6/5/2024.

**Academic Dishonesty:** Article 2.3.3 of the Academic Freedom Report states "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to policies on academic honesty 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.

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. 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 I think you have committed an act of plagiarism, I may take appropriate action, which includes the issuing of a “penalty grade” (e.g., failing an assignment or course) for academic dishonesty. Article 11 of the Academic Freedom Report for Students at MSU, or the “AFR,” defines a penalty grade as “a grade assigned by an instructor who believes a student to have committed academic dishonesty.”

**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 me early in the semester. **It is your 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, participate in a required activity for another course or a university-sanctioned event, or due to personal issues. If you need accommodations, please email me so we can work things out.

### Learning Communities and “Netiquette”: Because our course is delivered entirely online, writing respectfully is critical to our establishing a productive learning environment for everyone. Please think carefully about how easy it is for online communications to be misinterpreted. For online etiquette (Netiquette) suggestions, read [this posting](http://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students).

**Communication with the Instructor:** Please see the syllabus before contacting me about course materials or assignments. I can be reached via email at [nasonjac@msu.edu](mailto:nasonjac@msu.edu). I will try to respond within 24 hours on weekdays, Monday through Friday, and by 5 pm EST 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.

Please keep the following in mind when emailing me:

* **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 so I know you’re a student in this course asking a question.
* Please address the e-mail properly (i.e., Hi Jacob), proofread your email, and be polite
* Please sign your e-mail with your full name, so I know who you are.

Check your e-mail regularly! During the course, I will email you with announcements and reminders. Please read them ASAP as they will contain time-sensitive course information.

## Part 3: Workload, Assignments, and Grading Criteria

### 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 (e.g., reading, viewing lectures, working on online, taking quizzes, studying). 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 follow a compressed schedule so it can be easy to fall behind. Remember, we will cover the same material that is normally covered in an entire semester! You should commit to seven weeks of working hard. Do not plan a vacation in the middle of this class.

### Weekly Participation in our Online Learning Community Discussions (*60 points*)

### Through the D2L Discussion Board feature, we will create an 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 post and 4 points for a peer response).

### Discussion posts will open Saturdays at 8:00am and be accessible until 8:00pm Eastern Time on the following Friday. Each original post will be due on Wednesday at 8:00pm each week (except Week 1, original post due on Friday) and the peer response post will be due by Friday at 8:00pm Eastern Time (except Week 1, original post due on Sunday.

### The exception is Week 1; discussion boards will open on Wednesday 7/5 at 12am.

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.

### Quizzes (*60 points*)

### Every 2 weeks, you will complete a multiple choice quiz on 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 Saturdays at 8:00am Eastern time and will be accessible until 8:00pm Eastern time on the following Friday. You will have 60 minutes to complete the quiz. Please remember NOT to start the quiz after 7:00 pm Eastern time on the day that it is due because you will not complete the quiz by 8:00 pm Eastern time!

There will be 3 quizzes due at the end of week 2, 4, and 6. You can earn up to 20 points on each quiz for a total of 60 possible points at the end of the course.

The quiz format will be comprised of 35 to 40 questions, (multiple choice and true/false), each worth either 0.5 or 1 points.

* 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.

### Critical Reflection Papers (*120 points*)

### You will be asked to complete three 2-4 page papers this semester. Prompts and rubrics for all three papers will be posted on D2L. These papers should adhere to these guidelines:

* 2 – 4 pages, double spaced, 12-point font, Times New Roman, one-inch margins
* Papers should incorporate content from readings and lectures while responding to the prompt. 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.
* Reflection papers may be submitted on D2L via the assignments folder.
* For further details on expectations, refer to the guidelines on D2L.
* Use APA style and formatting when citing readings and materials.

Each reflection paper is worth 40 points; the three reflection papers are worth 120 total points. They will be due at the end of weeks 3, 5, and 7. See D2L for detailed guidelines, including detailed rubrics..

### Final Exam (*160 points*)

### The final exam will be administered via D2L and consist of multiple choice and true/false. It will be open for 72 hours, starting on 6/24 and closing on 6/27 at midnight. You cannot submit the final exam late. Once you open the exam you will have 2 hours to complete it. It will be cumulative. Please do NOT start the exam after 10:00 pm Eastern time on 6/27 because you may not complete it by midnight! If you have a conflict with this date, let me know so I can make accommodations within the first three weeks of the course.

### 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.

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

1. **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 open **during Week 3, 4, and 5**. Each extra credit discussion post is worth 10 points. Complete **any two** extra credit online discussions to earn up to 20 points. **You will only earn points for the first two extra credit assignments you complete.**

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.** **There will be no exceptions.**

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. Check D2L regularly to keep up with the topics, announcements and reminders. You will be given notice of any changes.

**(Some) MSU Resources**

| **Resource** | **Contact Info** |
| --- | --- |
| [Center for Survivors](https://centerforsurvivors.msu.edu/) | **24-Hour Crisis Hotline** 517-372-6666  [Crisis Chat](https://centerforsurvivors.msu.edu/programs/crisis-chat/index.html) (10am-10pm) |
| [Sexual Assault Healthcare Program](https://centerforsurvivors.msu.edu/sexual-assault-healthcare-program/) | **Phone:** 517-353-2700 |
| [Safe Place](https://safeplace.msu.edu/) | **Phone:** 517-355-1100 |
| [Counseling & Psychiatric Services](https://caps.msu.edu/) | **24-Hour Crisis Hotline** **(517) 355-8270** |

# PSY 317 Course Schedule for Summer 2024

| *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.* | | | |
| --- | --- | --- | --- |
| Week | Dates | Lecture Topics | Key Dates |
| 1 | **5/13 – 5/17** | 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 5/17** |
|  |  | **Online Discussion Post (peer response post) 1** | **Due 5/19** |
|  |  |  |  |
| 2 | **5/18 - 5/24** | Module 2a: Sexual Assault on College Campuses |  |
|  |  | Module 2b: Perpetrators |  |
|  |  | **Online Discussion Post (original post) 2** | **Due 5/22** |
|  |  | **Online Discussion Post (peer response post) 2** | **Due 5/24** |
|  |  | **Quiz 1** | **Due 5/24** |
|  |  |  |  |
| 3 | **5/25 - 5/31** | Module 3a: Power and Oppression |  |
|  |  | Module 3b: Sexual Assault and Vulnerable Populations |  |
|  |  | **Online Discussion Post (original post) 3** | **Due 5/29** |
|  |  | **Online Discussion Post (peer response post) 3** | **Due 5/31** |
|  |  | **Critical Reflection Paper 1** | **Due 5/31** |
|  |  |  |  |
| 4 | **6/1 - 6/7** | Module 4a: Disclosure and Help seeking - Secondary Victimization |  |
|  |  | Module 4b: Services & Responses within Formal Systems |  |
|  |  | **Online Discussion Post (original post) 4** | **Due 6/5** |
|  |  | **Online Discussion Post (peer response post) 4** | **Due 6/7** |
|  |  | **Quiz 2** | **Due 6/7** |
|  |  |  |  |
| 5 | **6/8 - 6/14** | Module 5a: Advocacy |  |
|  |  | Module 5b: Prevention |  |
|  |  | **Online Discussion Post (original post) 5** | **Due 6/12** |
|  |  | **Online Discussion Post (peer response post) 5** | **Due 6/14** |
|  |  | **Critical Reflection Paper 2** | **Due 6/14** |
|  |  |  |  |
| 6 | **6/15 - 6/21** | Module 6a: Empowerment |  |
|  |  | Module 6b: Activism and Reform |  |
|  |  | Module 6c:Activism & Policy Reform – A Campus Perspective |  |
|  |  | **Online Discussion Post (original post) 6** | **Due 6/19** |
|  |  | **Online Discussion Post (peer response post) 6** | **Due 6/21** |
|  |  | **Quiz 3** | **Due 6/21** |
|  |  |  |  |
| 7 | **6/22 - 6/27** | **Critical Reflection Paper 3 – HARD DEADLINE** | **Due 6/27** |
|  |  | **Final Exam – HARD DEADLINE** | **Due 6/27** |

| PSY 317 Reading List for Summer 2024 | | | |
| --- | --- | --- | --- |
| Week 1: Context | | | |
| Module | Lecture Topics | Readings | |
| **1a.** | Introduction to PSY 317 | Just the Syllabus. Welcome to the course! |  |
|  | Defining sexual assault | Campbell, R., & Townsend, S. M. (2011). [Defining the scope of sexual violence against women](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618220). Sourcebook on violence against women, 2, 95-109. **[Read everything, aside from the cover page, up to the references, pg. 2-15 of pdf]**  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](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618221). 1 – 6. **[Read from pg. 1-6 going by the page numbers on the document in the pdf; it's also listed as pg. 1 in the pdf, but is not the first page you see when you open the document]**  ***Optional readings***   * Kilpatrick, D., & McCauley, J. (2009). [Understanding national rape statistics](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618223). National Online Resource Center on Violence Against Women. **[read as much as you'd like if you're interested in stats or doing research. If you want to see if you'll be interested, you could start with a 1-page summary of the document's contents, which is the last page of the pdf, pg. 14]** | |
| **1b.** | Examining the causes and impacts of sexual assault | 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](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618225). Sex roles, 65(11-12), 761-773. **[Read everything up to the references, pg. 1-11 of pdf]**  Campbell, R., Dworkin, E., & Cabral, G. (2009). [An ecological model of the impact of sexual assault on women's mental health](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618224). Trauma, Violence, & Abuse, 10(3), 225-246. **[Read everything up to the references, pg. 1-16 of pdf]**  ***Optional readings***   * Potter, S., Howard, R., Murphy, S., & Moynihan, M. M. (2018). [Long-term impacts of college sexual assaults on women survivors' educational and career attainments](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618226). Journal of American college health, 66(6), 496-507. **[read from the "abstract" up to the "methods" section and then from when the "comment" begins up until the references; pgs. 2-3 and then pgs. 8-11]** * Peterson, C., DeGue, S., Florence, C., & Lokey, C. N. (2017). [Lifetime economic burden of rape among US adults](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618229). American Journal of Preventive Medicine, 52(6), 691-701. **[read as much as you'd like if you're interested in economics]** * White, J. W., & Sorenson, S. B. (1992). [A sociocultural view of sexual assault: From discrepancy to diversity](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618230). Journal of Social Issues, 48(1), 187-195. **[Read everything up to the references, pg. 1-8 of pdf]** | |
| Week 2: Context | | | |
| Module | Lecture Topics | Readings | |
| **2a.** | Sexual Assault on College Campuses | Moylan, C. A., & Javorka, M. (2020). [Widening the lens: An ecological review of campus sexual assault](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8760044). *Trauma, Violence, & Abuse*, *21*(1), 179-192. **[Read everything up to the references, pg. 1-11 of pdf]**  Moylan, C. A., Nason, J. A., Ma, W., Javorka, M., Stotzer, R. L., & Kennedy, A. C. (2024). Drinking, Diversity, and Discrimination: Campus-Level Factors that Influence Students’ Risk of Experiencing Sexual Assault. *Journal of interpersonal violence*, 08862605231222455. **[Read everything from the abstract the methods section and then the discussion section to the references, pg. 1-6 and 15-19 of pdf; if you're interested in stats/methods, read 6-15 - that section is optional]**  ***Optional readings***   * Eisenberg, M. E., Lust, K., Mathiason, M. A., & Porta, C. M. (2017). [Sexual assault, sexual orientation, and reporting among college students](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618242). *Journal of interpersonal violence*, 0886260517726414. **[Read everything from the abstract the methods section and then the discussion section to the references, pg. 1-5 and 13-17 of pdf; if you're interested in stats/methods, read 5-13 - that section is optional]** * Baker, Katie JM. "Here is the powerful letter the Stanford victim read aloud to her attacker." Buzzfeed News 6.03 (2016). <http://bit.ly/3lQEJwG> **[Massive trigger warning for this article]** | |
| **2b.** | Perpetrators | Abbey, A. (2011). [Alcohol's role in sexual violence perpetration: Theoretical explanations, existing evidence and future directions](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912303). *Drug and Alcohol Review*, *30*(5), 481-489. **[Read everything up to the references, pg. 1-7 of pdf]**  O'Connor, J., McMahon, S., Cusano, J., Seabrook, R., & Gracey, L. (2021). [Predictors of campus sexual violence perpetration: A systematic review of research, sampling, and study design](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912309). Aggression and Violent Behavior, 101607. <https://doi.org/10.1016/j.avb.2021.101607> **[Read from the abstract to the methods and then the discussion section until the references, pg. 1-3 and 7-8; also take a look at Table 1. Read the methods and results in you would like.]**  ***Optional readings***   * Nason, J.A., Mennicke, A., Moylan, C.A. et al. Campus- and Individual-Level Predictors of Risk for Interpersonal Violence Perpetration. *Journal of Family Violence* (2023). **[Feel free to just read from the discussion to the references; pages 8-12.]** * Hipp, T. N., Bellis, A. L., Goodnight, B. L., Brennan, C. L., Swartout, K. M., & Cook, S. L. (2017). [Justifying sexual assault: Anonymous perpetrators speak out online](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912341). *Psychology of Violence*, *7*(1), 82. **[Feel free to just read from the results to the references; pages 3-8. This is a paper that shares the (anonymous) perspectives of perpetrators...so keep that in mind if you choose to read it]** | |
| Week 3: Intervention | | | |
| Module | Lecture Topics | Readings | |
| **3a.** | Power and Oppression | Armstrong, E. A., Gleckman-Krut, M., & Johnson, L. (2018). [Silence, power, and inequality: An intersectional approach to sexual violence](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618263). *Annual Review of Sociology, 44*(1), 99-105. **[page numbers are misleading here...read pages 1-14 and then, if you want, skim up to the references from pg. 14-17]**  ***Optional readings***   * Buchanan, N. T., & Wiklund, L. O. (2021). [Intersectionality research in psychological science: Resisting the tendency to disconnect, dilute, and depoliticize](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912345). *Research on Child and Adolescent Psychopathology*, *49*(1), 25-31. **[read up to the references, pages 1-6. This is a tough read language-wise (I don't know that it's triggering, there are just lots of big words used)]** * Smith, A. (2005). [Beyond pro-choice versus pro-life: Women of color and reproductive justice](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8083291). *NWSA journal*, 119-140. **[read as much as you'd like]** * Legislative Memo: The Rape Shield Reform Bill: <https://www.nyclu.org/en/node/1523/print> **[this one's short]** | |
| **3b.** | Sexual Assault and Vulnerable Populations | Baldwin-White, A., Daigle, L., & Teasdale, B. (2023). [Risk factors for experiencing gender based violence across racial groups](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8913049). Journal of interpersonal violence, 38(1-2), NP1117-NP1140. **[read from the abstract to the methods and from the discussion to references; pg. 1-6 and pg. 15-20. Pages 6-15 are optional.]**  Coulter, R. W., Mair, C., Miller, E., Blosnich, J. R., Matthews, D. D., & McCauley, H. L. (2017). [Prevalence of past-year sexual assault victimization among undergraduate students: Exploring differences by and intersections of gender identity, sexual identity, and race/ethnicity](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912346). *Prevention Science, 18*, 726-736. **[read all of this one, pg. 1-10. If you're not a fan of stats or methods, feel free to skip those sections which are on pg. 2-5, but this is a good example of a) a larger sample than most other studies you'll see but b) an example of doing what you can as a researcher with a survey that isn't the best]**  Kirkner, A., Plummer, S. B., Findley, P. A., & McMahon, S. (2022). Campus sexual violence victims with disabilities: disclosure and help seeking. *Journal of interpersonal violence*, *37*(9-10), NP7156-NP7177. **(read the results and discussion, page 9-16)**  ***Optional readings***   * Klein, L. B., Dawes, H. C., James, G., Hall, W. J., Rizo, C. F., Potter, S. J., ... & Macy, R. J. (2022). [Sexual and relationship violence among LGBTQ+ college students: a scoping review](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5618351). *Trauma, Violence, & Abuse*, 15248380221089981. **[if you don't have the time to read all of it, I'd start with Table 2 and then read from the discussion to the references, pg. 7-9]** | |
| Week 4: Intervention | | | |
| Module | Lecture Topics | Readings | |
| **4a.** | Disclosure and Help seeking - Secondary Victimization and Institutional Betrayal | Ahrens, C. E., Stansell, J., & Jennings, A. (2010). [To tell or not to tell: The impact of disclosure on sexual assault survivors' recovery](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912407). *Violence and Victims, 25*(5), 631-48. **[read from the results to the references, pg. 7-14]**  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…”.](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616631) *Sexuality Research and Social Policy*, *14*(3), 275-288. **[read from the findings to the references, pg. 4-13]**  Smith, C. P., & Freyd, J. J. (2014). Institutional betrayal. American Psychologist, 69(6), 575. **[read up to the references, pg. 1-11 of pdf]**  ***Optional readings***   * 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](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-7974783). Violence against women, 24(12), 1497-1520. **[read as much as you'd like, I recommend from pgs. 7-21]** * 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](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616637). *Violence Against Women,* *14*(7), 786-808. **[read from results to notes, pg. 7-20]** * Tillman, S., Bryant-Davis, T., Smith, K., & Marks, A. (2010). [Shattering silence: Exploring barriers to disclosure for African American sexual assault survivors](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616639). *Trauma, Violence, & Abuse, 11*(2), 59-70. **[I'd recommend up to the references, pg. 1-9]** | |
| **4b.** | Services & Responses within Formal Systems | Campbell, R. (2008). [The psychological impact of rape victims' experiences with the legal, medical, and mental health systems](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616634).  American Psychologist, 63, 702-717. **[Read everything from the title of the article up to the references, pg. 1-11]**  Wegrzyn, A., Tull, P., Greeson, M. R., Pierre-Louis, C., Patton, E., & Shaw, J. (2023). [Rape crisis victim advocacy: A systematic review](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616636). *Trauma, Violence, & Abuse*, *24*(3), 1966-1985. **[read tables 1, 2, 3, and 4; if you're interested the rest is optional]**  ***Optional readings***   * Greeson, M. R., & Campbell, R. (2015). [Coordinated community efforts to respond to sexual assault: A national study of sexual assault response team implementation](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-7974788).*Journal of Interpersonal Violence, 30*(14), 2470-2487. **[I'd recommend skimming as much of this as you find interesting]** * 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](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-7974786). *Journal of community psychology*, *47*(7), 1733-1749. **[I'd recommend skimming as much of this as you find interesting]** | |
| Week 5: Prevention | | | |
| Module | Lecture Topics | Readings | |
| **5a.** | Advocacy | Campbell, R. (2006). [Rape Survivors' Experiences with the Legal and Medical Systems: Do Rape Victim Advocates Make a Difference?](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616640) *Violence against women*, *12*(1), 30-45. **[read everything up to the references, pg. 1-15]**  ***Optional readings***   * Payne, B. K., Ekhomu, J., & Carmody, D. (2009). [Structural barriers to preventing and responding to sexual assaults: Distinctions between community-and campus-based advocates](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616641). *Crime Prevention and Community Safety*, *11*(4), 258-276. **[skim it if you'd like - I've shifted it to be optional because this is a bit outdated]** | |
| **5b.** | Prevention | McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). [Comprehensive prevention of campus sexual violence: Expanding who is invited to the table](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912379). *Trauma, Violence, & Abuse*, *22*(4), 843-855. **[read everything up to the references, pg. 1-9]**  McMahon, S., Wood, L., Cusano, J., & Macri, L. M. (2019). [Campus sexual assault: Future directions for research](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912378). *Sexual Abuse*, *31*(3), 270-295. **[read up to the references, pg. 1-20]**  ***Optional readings***   * What Advocates are Doing to End Sexual Assault on Campus? <https://bit.ly/3LDHHiI> **[read it all if you want]** | |
| Week 6: Prevention | | | |
| Module | Lecture Topics | Readings | |
| **6a.** | Empowerment | Ullman, S. E., & Townsend, S. M. (2008). [What is an empowerment approach to working with sexual assault survivors?](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616644) *Journal of Community Psychology*, *36*(3), 299-312. **[read from results and discussion to the references; pg. 6-13]**  White, J. W., & Sienkiewicz, H. C. (2018). [Victim empowerment, safety, and perpetrator accountability through collaboration: A crisis to transformation conceptual model](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616649). Violence Against Women, 24(14), 1678-1696. **[read from results and discussion to references, pg. 4-13]** | |
| **6b.** | Activism and Reform | PettyJohn, M. E., Muzzey, F. K., Maas, M. K., & McCauley, H. L. (2019). [# HowIWillChange: Engaging men and boys in the# MeToo movement](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616646). *Psychology of Men & Masculinities*, *20*(4), 612. **[read it all up to the references; pages 1-9]**  Moylan, C. A. (2017). [“I fear I’ma checkbox”: College and university victim advocates’ perspectives of campus rape reforms](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-5616645). *Violence Against Women*, *23*(9), 1122-1139. **[read the abstract pg. 1 and then from the results to the references pg. 6-16. If you want to read the lit review, feel free, but relevant policies have changed quite a bit]**  McMahon, S. M., Christensen, M. C., & Todić, J. (2023). Transformative justice and restorative justice approaches to campus sexual assault: a scoping review. The International Journal of Restorative Justice, 6. Advance Online Copy. <https://doi.org/10.5553/TIJRJ.000156> **(read the lit review pages 1-6, and from the synthesis of results to the end of the paper, pages 12-24)**  ***Optional readings***   * Work at MSU: Campbell, R., Munford, A., Moylan, C. A., PettyJohn, M. E., Schweda, K., Fedewa, T., ... & Buchanan, N. T. (2023). [Creating a university strategic plan to address relationship violence and sexual misconduct (RVSM): An application of principles-focused evaluation at Michigan State University](https://d2l.msu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1627228&type=content&rcode=michiganstate-8912398). *Violence against women*, *29*(1), 3-34. **[skim if interested]** | |