

The Campus Culture Project

Overview of the Semester

The Campus Culture Project is a series of lesson plans designed to teach sexual assault awareness in Rhetoric courses. If you plan on using the Campus Culture Project in your class, you should contact IDEAL (ideal@uiowa.edu) as soon as possible to receive adequate technical and instructional support. IDEAL is available to assist instructors with each step of the lessons, including preparation and lesson planning, troubleshooting technology issues, and making student work public.

Unit 1: What Is Sexual Assault?

Lesson 1 - Rhetoric of College Life: Instructors introduce the Campus Culture Project and students discuss the role that rhetoric plays in influencing their college expectations.

Lesson 2 - Rhetoric Around Sexual Assault: Students consider how rhetoric shapes their attitudes about sex, sexual assault, and its survivors.

Lesson 3 - Redefining Sexual Assault: After gaining awareness of the prevalent messages around sexual assault, students turn to the rhetoric made by victims to redefine what sexual assault is.

Unit 2: What is Consent?

Lesson 4 - Defining Consent: Students begin drafting a set of guidelines for relationships and consent that they would like members of their campus community to follow in order to keep everyone safe.

Lesson 5 - Consent and Alcohol: Students discuss the relationship of alcohol and consent while considering current laws and debates.

Lesson 6 - Our Guidelines in the Media: With their class guidelines finished, students research a series of pop culture images to see how their guidelines compare to societal norms.

Unit 3: Commitment to Campus Culture

Lesson 7 - Our Campus and Others: Students compare their guidelines to the university code of conduct and to state laws to better understand why sexual assault remains so prevalent.

Lesson 8 - Bystander Intervention Training: The Women's Resource & Action Center and the Rape Victims Advocacy Center leads Bystander Intervention Training for participating sections to give students strategies for preventing sexual assault.

Lesson 9 - Changing Campus Culture: Students will brainstorm ways to change campus culture with regard to sexual assault and make a commitment to do so.

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Important Notes for Instructors Teaching the Campus Culture Project

Survivors in the Class

It is statistically likely that you will have a student in your class who is a survivor of sexual assault. It is important that you know how to support and be considerate of any survivors in the room, whether they identify themselves or not:

1. Email your students before the semester begins explaining that you will be spending some time in class discussing sexual assault awareness. The email should also list the Rhetoric sections offered at the same time as yours that are not teaching the Campus Culture Project. Tell students that if they feel uncomfortable or unsafe while discussing these topics, they are welcome to switch to one of the other sections. Acknowledge that this is an inconvenience for those students that decide to switch, but that you felt it would be the best way to respect their needs and still teach such an important topic. Reiterate this message the very first day of the semester in case some students switched into the section late or did not receive the email.
2. Notify students ahead of time if any of the readings or other materials are graphic (like the interview students will read or watch for the Alcohol and Consent lesson).
3. Try not to speak as if there are no survivors in the class. Recent scholarship shows that lecturing as if no one in the class has experienced sexual assault (saying something like, “Imagine that you were a survivor of sexual assault . . .”) can be alienating to survivors and make them feel even more isolated. For students who are not survivors, talking as if there are no survivors in the room can reinforce the belief that sexual assault is a distant thing that could never happen to them or their friends. Explain to students early in the lesson series why you are speaking as if there are survivors in the class: not because you know there are survivors, but because there very well might be. Statistically it is very possible. Then use language like “drawing on your imagination or your personal experience, think about what a survivor would feel . . .”
4. It is possible that in the course of the semester a student might disclose to you that they are a survivor of sexual assault. In preparation for that possibility, we have included a few notes on how to receive student disclosures, as well as a list of campus resources for survivors (the list is at the end of this packet). We suggest that you read over these before teaching the Campus Culture Project, so that you’ll have resources and phrases on hand if/when a student self-discloses.

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Class Discussions

To guide these class discussions you do not have to be an expert in sexual assault prevention, survivor concerns or self care, but it is important to have some knowledge of these topics. If you would like more information, there are articles and resources in the Campus Culture [LibGuide](http://guides.lib.uiowa.edu/campuscultureproject) (<http://guides.lib.uiowa.edu/campuscultureproject>). You'll find pedagogical studies on teaching sexual assault prevention in the Instructor's tab, and intelligent discussions of relevant issues in the main page. You will also get a chance to ask expert educators from WRAC and RVAP about these topics at the training on Friday, January 22.

If a student asks you a question in class and you aren't sure of the answer, you can tell the student you will find out and let them know. The staff at WRAC and RVAP will be available by email or appointment to help you with such questions or with other difficulties teaching the Campus Culture Project. You can also point students towards the Campus Culture Project [LibGuide](http://guides.lib.uiowa.edu/campuscultureproject) that has resources for further reading and research, as well as contact information campus offices that can answer their questions. Remind students that they will also have the chance to address questions directly to these experts during the Bystander Intervention Training.

When leading class discussions it is important to remember that most students have been steeping in gender norms and rape culture for their entire lives. Few if any of them will be aware of concepts you may take for granted: gender as construct and performance, heterosexism, homophobia, sexism, feminism etc. Because of this students may react negatively in class discussion. They might make comments that are victim blaming, entitled, sexist, or otherwise discriminatory; likely many of their comments will be examples of what we are studying. For this reason, we have designed these lesson plans so that writing assignments are due a few days before the discussion based on them. This not only gives you a chance to remind students who may turn theirs in late, but more importantly it gives you a chance to see what sorts of assumptions your students are relying on, and the specific reactions you might get in class. Look at your students' work as data that gives you a chance to prepare. If you are ever unsure about how to respond to a particular assumption or problematic statement, or simply want help addressing these issues, don't be shy about talking with your teaching mentor, discussing the lesson with other instructors teaching the Campus Culture Project, or making an appointment with the educators at RVAP and WRAC who can help brainstorm and tailor lessons to fit your section's needs. These resources are there to support you in sustaining positive classroom environments that can foster fruitful discussion of sexual assault prevention. Don't think of these resources as last-chance options to use only in the case of classroom catastrophes.

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Grading

Because the written assignments in these lessons are designed to prompt students to reflect on their personal experiences, these assignments should be graded for completion only. The last thing anyone wants is for a student to discuss a deeply personal matter in one of the responses and then receive a bad grade for the assignment. Because of this, the assignments in the Campus Culture Project may not replace one of the major assignments. They should make up a very insignificant part of students' overall course grades, and would probably best count as part of their participation score.

Responding to Student Disclosures about Sexual Assault

Recent scholarship shows that instructors who teach about sexual assault or gender issues in their courses are likely to have students come forward to share their experiences of sexual assault or interpersonal violence. Pedagogically speaking, the University of Iowa Campus Culture Project is more likely to encourage these disclosures than some other courses of similar content, because these lessons ask students to draw connections between class content and their day-to-day lives, rather than treating the two as separate.

As an instructor you are not a counselor and you are not a therapist, nor are you expected to act like one. You are a teacher trying to create a mutually respectful learning environment; you are an authority figure that students often come to trust. That position and the likelihood that you will field a student disclosure mean that there are some things you should know:

- College students often avoid revealing their experiences of sexual assault to their parents (in campus surveys victims often report not going to the hospital or the police because they didn't want their parents to know). This means that they are lacking support from the primary figures of authority and care in their lives.
- In a survey conducted with colleges across the nation, only 3% of the instructors interviewed said that a disclosing student had ever asked for an extension on an assignment or leniency in grading.
- Survivors who share their experiences in search of support are far less likely to share their experiences with anyone else if they feel the first person failed to support them. This is not meant to scare you, but to show you that your response to a student disclosure could have a significant impact.

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- As a TA, faculty member, or instructor, you are **not** a mandatory reporter unless you have administrative responsibilities as a departmental executive officer, a departmental director or coordinator of undergraduate or graduate studies, or a director or coordinator of any departmental, collegiate, or university off-campus academic program. If you are not in one of these positions you do not have to report student disclosures to any campus organizations or authorities, and you can assure the student of the confidentiality of their disclosure.
- If you are a mandatory reporter according to the list above you are obligated to 1) inform the student of the services available through the Rape Victim Advocacy Program 2) refer the student to the Office of the Sexual Misconduct Response Coordinator (OSMRC) 3) notify OSMRC of the disclosure within two business days. **Also, if you are a mandatory reporter, you should make your students aware of this at the beginning of the semester.**
- Of the disclosures reported, most occurred when a student came to the instructor's office, many occurred via email, and some occurred through a writing response or other class assignment. Obviously these should be handled differently. The suggestions below are not applicable to every situation and should be used as far as you are comfortable or able, but they are good to have in mind so that a student disclosure does not catch you unprepared.

Suggestions for Receiving Student Disclosures

1. For in-person disclosures, listen carefully to what the student says using active listening techniques such as paraphrasing what the person said, maintaining eye contact, nodding etc.
2. When the student has finished talking about their experience, or for a disclosure in an email, respond with a statement of support such as, "I'm glad you talked to me about this, and I want to make sure you are getting the help you need." Remember that students are coming to you often because they are not getting the support they need from friends or family.
3. You might ask the student if they are getting help from their family, friends, or a therapist, and if they have gone to the police or the hospital following the event. When asking questions, however, it is important to gauge the student's reaction and not pressure them to reveal something they do not wish to.
4. Have ready a list of campus resources for student mental health as well as survivor advocacy and support (see attached list at the end of this packet).
5. For disclosures in an assignment, you might follow up with an email connecting the student to campus resources.

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Lesson One:

Rhetoric of College Life

Summary: The goal of this lesson is that students become aware of the rhetoric shaping their ideas so that they can make more informed, intentional decisions. To do that, students will brainstorm and share their expectations for college and discuss how these expectations relate to the cultural and media arguments around us. This will serve as a foundation for the next discussion in which students start to identify the messages media relay about sex and sexual assault.

Learning Objectives:

1. Students consider the different ways their peers define success in college as a way to think about their own goals and ideas of success.
2. Students identify and discuss the prominent elements of our cultural narratives about college life, then discuss the similarities and differences between those narratives and the expectations they and their peers hold.
3. Students begin to recognize rhetorical awareness as a form of empowerment that allows them to shape rhetoric and the world around them.
4. Students gain rhetorical skills analyzing memes as rhetorical artifacts.

Class Materials:

1. Discussion questions printed or projected
2. Printed (or online) readings for the next week
3. Students should bring laptops or Internet enabled phones to class (Note: if notified in advance, the Rhetoric department may be able to provide laptops or tablets for students to use in class. If you anticipate needing extra computers, contact the department a week in advance.)

Student Assignments:

1. Assign for next lesson: “Rhetoric of College Life” short written response
2. Assign for next lesson: “The Monstrous Cruelty of a Just World” reading

Outline for Class Activity

1. **Freewrite (5 min):** Ask students to take out a sheet of paper and spend the next few minutes listing what they want out of college. Ask them to consider multiple realms: academic, extracurricular, social, romantic, etc. Such as:
 - a. What grades or achievements do they want as part of a successful time in college?
 - b. What clubs or groups would they like to join?
 - c. How many friends do they want? What other experiences are they looking for?

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Also ask them to consider what they need to do to get those things. How much do they plan to study? How will they achieve their other goals? As they write, write headings for Goals, Experiences, and Strategies on the board. When students are done, distribute whiteboard markers and let them fill in the categories with items from their freewrite.

2. **Small Group Discussion (10 min):** Divide students into teams of 3-4. Each team should have a computer or other Internet enabled device. They will spend the next ten minutes discussing the rhetorical sources for people's expectations about college.

All the expectations and even desires we have about a new experience come—at least partially—from the world around us. When we don't know something—like what to expect from college—we learn from what other people say about it. Maybe we heard a parent or older sibling tell a story about their time in college. Maybe we have seen movies or heard lyrics that told us something about what college would be like. So what does the world tell us to expect from college?

To answer that question, discuss the following things in your small groups. Make sure that you assign one person to write down the group's ideas, one person to keep track of the time and make sure you get to all the questions, and one person to play devil's advocate or ask questions to keep the conversation moving.

- a. Look at the [“college life” meme](#) on Pinterest. What messages do these send about college? What do they say about how to succeed? How to find friends? How to find romantic partners?
- b. Think about stories that you heard as a teenager. This could be a story told by a friend/family member or by a movie or TV show. What message did that story send about what college is like? How did you think that shaped your college expectations? Where do you think your expectations came from? How did you arrive at the expectations you have now?
- c. Once you've described these messages about college, compare them to what the class wants out of college. In what ways do these expectations match the messages you discussed? In what ways are they different? In other words, what arguments have we (perhaps) been convinced by?

Give students ten minutes or so to discuss while you circulate among the groups to encourage deeper conversation or to reinvigorate conversations that have slowed down.

3. **Large Group Discussion (10 min):** Go around the room and hear the responses of each group. Record the answers in a list on the board, and then compare that list to the expectations and goals described in the College Expectations responses. Below are some ideas to lead the students towards:
 - a. Our expectations are shaped by the rhetoric around us, but people still want different things. Rhetoric doesn't completely homogenize what we want. We might still want things that aren't necessarily represented in the mainstream media around us.

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- b. You should also discuss what effect this rhetoric might have on the people who want something different. How might disagreeing with the rhetoric about valuable college experiences affect someone's confidence about fitting in or achieving their goals?

4. **Small Group Discussion (5 - 10 min):** Remind students that in many ways memes are arguments about what a “normal” college experience is. They make that argument using humor. Tell the class you are going to spend the rest of class talking about one particular meme and let them pick one to talk about. Then have them discuss the meme in groups.
 - a. If a meme is a mini-argument using humor. What messages is these meme sending about the “normal” college experience? What assumptions is it making about students and school?
 - b. What strategies does meme use to make you laugh? How would you describe this type of humor? Sarcastic? Exaggerated? Why is the meme funny?
 - c. Why do you think the meme-maker chose this image? What do you associate that image with?
 - d. Why do you think the meme-maker chose that text? Consider word choice, what is said and what is left unsaid. How does the way the author arranged the text on the picture affect how you read it?
 - e. How do the text and the pictures work together? Which information do you get from the text and which from the image?

5. **Large Group Discussion (10 - 15 min):** Hear responses from each group and analyze the rhetoric of the meme together.

6. **Wrap Up:** When you are done, bring the class back around to the idea that memes are arguments and have their own set of genre rules and strategies. Assign the short writing assignment for the following week and tie the analysis of surrounding arguments back to our look at sex and sexual assault.

If we are influenced by these messages and stories when it comes to our college expectations, it seems logical that our thoughts about sex and sexual assault would also be affected by the messages around us. Over the weekend I want you all to pay attention to the messages about sex that you see on campus. What are people saying and doing? What is the media saying? What sorts of underlying messages are out there? More specifically, we are going to look at a meme that I found on the College Life page and also on several blogs and student forums. The first half of our discussion next week will be taking apart the messages about sex contained in this meme. What are the messages about sex that surround us? Do we want to listen to them?

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Rhetoric of College Life

Assigned:

Due:

Below is a meme I found on the College Life Meme Pinterest board. A little research revealed that it had been re-posted many times by blogs, college online magazines, and listicles.



In a short response (250-300 words) discuss to the questions below:

1. Explain what this meme is saying (or rather, not saying). What does the speaker want to do other than just “chill”? Think about word choice, punctuation, visual imagery (color, ethos, pathos) audience assumptions etc.
2. What messages does this send about masculinity and femininity? How are these messages related to sex? Do you think these messages are true?
3. What problems do you see with these messages? How might these messages be related to sexual assault?

You will turn in your responses electronically on DATE but you should also bring a copy to our next campus culture discussion on DATE.

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Lesson Two:

Rhetoric Surrounding Sexual Assault

Summary: In this lesson students will discuss some of the problematic attitudes about sex that surround them in the media and general culture. Once they have identified some of those attitudes, they will discuss the reading for that day about what psychologists call the Just World Bias that is one of the reasons humans to blame other people for the bad things that happen to them. This allows victim blaming to be explicitly discussed before student enter into the rest of the material. To close the lesson, students will look at a comment on social media that blames a victim of sexual assault. Students will discuss this comment and its implications for survivors and other audiences.

Learning Objectives:

1. Students identify some of the troubling messages about sex and sexual assault that they see in the media around them.
2. Students will identify victim blaming comments and discuss what victim blaming is.
3. Students will continue to hone their rhetorical analysis skills by considering the differences between intended audiences and unintended audiences.

Teaching Materials:

1. Discussion questions and social media comment printed or projected
2. “A Letter to Survivors” printed or online for students to read at home

Student Assignments:

1. Due: “Monstrous Cruelty of a Just World” reading
2. Due: “Rhetoric of College Life” short writing assignment
3. Assign for next lesson: “A Letter to Survivors” reading

Outline for Class Activity

1. **Small Group Discussion (5 min):** Divide students into groups of three or four and tell them that they should assign roles in their group: one person to write down their responses, one person to keep an eye on the time to make sure they answer both questions, and one person to ask questions like “how” or “why” in order to move the conversation forward. That person should ask their group mates to clarify vague statements or give more explanation. Project the meme so that students can refer to different elements of it in their discussions
 - a. Discuss your responses that you wrote about this College Life meme. What is this meme saying (or not saying)? What messages does it send about sex, gender, and what men and women want?

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- b. Do you agree with those messages? What connections do you see between these messages and sexual assault? Even not related to sexual assault, how might these assumptions make achieving a healthy relationship difficult?
 - c. Remember that most rhetoric has an intended audience (the group the argument was made for, like children for children's books) and an unintended audience (people outside that group who are still experience the argument, like the parents who read the books to their children). Who is the intended audience for this meme? How do you know? What different effects might this meme have for those different audiences?

2. **Large Group Discussion (10-15 min):** Hear the responses from each group. Lead the class towards the following ideas:
 - a. The meme implies that men don't care about women's companionship; they only care about women's bodies and the possibility of having sex with them. Conversely it implies that women resist having sex and care more about companionship. These messages not only disregard the fact that women have a range of sexual desires and preferences, but also disregard the fact that some men may wish to refrain from sex. In this way the meme limits who men and women can be, what they want, and how they are perceived.
 - b. The meme also displays entitlement: we bought expensive gas and thus we deserve sex. This reduces sexual partners (in this case women) to objects whose bodies can be bought.
 - c. The meme stereotypes men and women, and makes it okay for men to care only about sex and women only about companionship. When it is assumed men only want sex and women never do, it follows that men would think they always have to coerce a woman into having sex. By implying that men "deserve" to have sex with women, it shows a disregard for what women want (including women's desire for sex if/when they want it).
 - d. The meme's intended audience is probably straight, cis-gendered men, because it refers to women in the third person and implies heterosexual relationships with the image. While some people in that group might find it funny, others (particularly survivors) might find it troubling.
 - e. Point out to students how these assumptions might make a healthy sex life difficult.

3. **Small Group Discussions (10 min):** Ask students to turn to the article they read for that day "The Monstrous Cruelty of A Just World". Note: these questions are designed to get students to engage with the article and instructors are encouraged to adapt the questions based on current topics or modes of analysis in their classes.
 - a. How would you describe the intended audience for this article? How do you know? Would you include yourself in that intended audience?
 - b. As an intended or unintended audience member, are you convinced by this article? What arguments or pieces of evidence do you find most convincing and why?

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Where do you find yourself resisting the article or not believing it? Why do you think that is?

- c. What connections do you see between this article and the messages portrayed in the meme?

After students have spent some time working, introduce the following comment, that was posted on social media in response to a sexual assault case in which a 12-year-old girl was assaulted by an older acquaintance.

09:51 PM on 05/20/2013

This is awful. It's too bad she met with the boy at his home. Something she never should have done. A 12 year old girl shouldn't be associating with a 16 year old teenage boy. Some girls are advanced at this age and she could have known what he wanted her to do when he invited her to his home. No doubt she didn't expect his friends to be there. I hope she be ok and learn from this bad experience.

Ask students to continue by answering the questions below.

- a. What are some of the unintended messages of this comment? According to this comment, who is responsible for the sexual assault?
- b. Consider the various groups that fall into intended and unintended audiences of this comment. What effects might this comment have on the parents or friends of the survivor? On other survivors? On the friends and parents of the assailant? On other assailants?

4. Large Group Discussion (15 - 20 min): Work through the questions with students recording their ideas on the board or on a WordDoc (creating a continuous list from the meme). Ideas to lead them towards include:

- a. The article documents a psychological phenomenon that causes us to blame people for bringing on the bad things that happen to them. This can lead to blaming sexual assault on the victims that can cause more psychological harm and isolation.
- b. If conversation is going well, you might invite the class to consider if they've heard other instances of people blaming bad things on those they happen to, whether sexual assault survivors or others. How common do they perceive it to be? What are the broad effects this has for disadvantaged groups?

5. Wrap Up (5 min): Assign homework for the next lesson and discuss with students how this (all the messages they have found within the meme and the comment) is some of the rhetoric out there about sexual assault. For the next assignment they will spend some time reading rhetoric created by survivors themselves in order to better understand what sexual assault is and how it affects people.

In the next lesson, we will continue to look at some of the rhetoric surrounding sexual assault. We will look at some rhetoric surrounding gender that affects us and our relationships, but we will also consider the rhetoric of survivors and what they want people to think. We are looking at all these

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different messages so that we can start answering the question: What do we think about sex and sexual assault? What do we think once we know what the rhetoric around us is saying? To do that, we're going to read an article for next week. It is a letter that one survivor wrote to her fellow survivors in the world. For those of us who don't already have close experience with something like this in our lives, it will be a good start to understanding the people around us who have lived through sexual assault. As you read I want you to think about one question that may seem obvious at first: why is sexual assault bad? We all know it's terrible, but in the words of this survivor, what exactly makes it so terrible? So many leaders in universities and governments talk about "sexual assault prevention"? But what do they really mean when they say that? What exactly are we trying to prevent?

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Lesson 3:

Redefining Sexual Assault

Summary: Now that they have isolated some of the prevailing messages and myths surrounding sexual assault, students will try to understand sexual assault from an alternative rhetorical perspective: that of the survivor. They will try to define sexual assault as a category of behaviors that causes harm to others. Make sure to tell students that understanding multiple arguments is an important step for them as they try to decide how they would like people to conduct themselves on campus. In this lesson they will create a class definition of sexual assault, which is the first step towards the final goal: set of standards they want to follow and want their peers to follow in order to create the campus community that they want. This will be an evolving document that changes as they complete the Campus Culture Project.

Learning Objectives:

1. Students will discuss how and why sexual assault is harmful to others.
2. Students will discuss how specifically sexual assault goes against values that we hold as a society.
3. Students will use these ideas to write a definition of sexual assault that reflects their values and ensures everyone's safety.
4. Once they have a definition and understand exactly why sexual assault is wrong, students will begin to question what societal gender norms allow it to happen.

Teaching Materials:

1. Discussion questions printed or projected

Student Assignments:

1. Due: Reading "Letter to Survivors"
2. Assign for next lesson: "Recognizing Choice" short writing assignment

Outline for Class Activity

1. **Small Group Discussion (5 min):** Introduce this set of questions in a handout or projection:
 - a. One reason we try to prevent something is to keep people from getting hurt. Looking at the article that you read for today and your previous knowledge, discuss the negative emotional, physical and psychological effects of sexual assault on people who experience it.
 - b. Why do you think sexual assault causes these things? What about that experience do you think would cause someone to feel this way?
 - c. What values do we hold as a society that make sexual assault wrong. For example, we believe people have the right to have possessions and control what happens to

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those possessions. You can't drive someone's car without asking. So what values do we hold that sexual assault goes against?

Give them 5 minutes or so to discuss in their groups while you circulate around the room to provoke more in-depth discussion or to reinvigorate conversations that are slowing down.

2. **Large Group Discussion (15-20 min):** Work through the questions, making sure that all groups get a chance to respond and that their responses are recorded on a WordDoc that will form the basis for the student's guidelines about sexual assault. The primary goal of this discussion is to lead students to the ideas below:
 - a. People have the right to decide what happens to their bodies and who they have sexual contact with. When and if they decide to engage in sexual activity, they have the right to choose how they prefer to enjoy those activities.
 - b. While there are many reasons sexual assault is harmful, one core element is that the assailants take away the survivors' ability to choose.
 - c. The problem isn't always that sexual assault is violent in the way we might picture: a stranger jumping out of the bushes and physically forcing someone. Sexual assault is more likely to be committed by a person the survivor knows. Steer students away from traditional pictures of violence and towards the ideas of choice and (dis)empowerment.
 - d. Encourage students to see this activity as a way to define sexual assault for themselves, so that they have their own opinions when they hear debates about sexual assault prevention or read the University of Iowa's code of conduct.
 - e. To explain this, you might pose a question like this: imagine when the first legislators made laws against sexual assault, what were they trying to keep from happening or tell people they couldn't do? How do you think they decided what counts as sexual assault?

So if we value people's right to decide what happens to their bodies, and we believe that loss of that control is part of what makes sexual assault so harmful, we are going to start talking about what exactly keeps people from being able to make those choices for themselves. This includes obvious things like physical force, and less obvious things like societal expectations. We're going to start talking about them today, and continue the discussion in future lessons.

3. **Small Group Discussion (5 - 10 min):** Then divide students into groups of 3-4 and give them three minutes to brainstorm answers to the questions below. While they work, move around the classroom to re-invigorate conversations that have slowed down.
 - a. What does it mean to be "masculine" or "manly"? Brainstorm a list of traits that "masculine" people have.
 - b. What does it mean to be "feminine"? Brainstorm a list of traits that "feminine" people have.

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- c. Brainstorm some of the worst insults or names you could call a man. Brainstorm some of the worst insults or names you could call a woman.
 - d. Look at the lists you've come up with. What trends do you see? If women are trying to be feminine in this way, and men are trying to be masculine, how might that affect everyone's ability to have a healthy sex life?
- 4. Large Group Discussion (10 - 15 min):** As a class start making a list for the traits they associate for each gender. The goal here is to guide students toward the idea that sometimes the traits associated with femininity are seen as the negative opposites of the traits associated with masculinity i.e. weakness vs. strength, over emotional vs. stoic, manipulative vs. direct, etc. Create a class list of worst insults for men and women. The goal here is to show that we have lots of ways to insult a man by implying that he's too feminine, and we have lots of ways to insult women by implying she has too much sex. From there lead to these ideas:
- a. As an underlying cultural assumption one of the worst social sins for a man is to seem feminine or act in a feminine way.
 - b. Emphasize why it is wrong to use a stereotype of half the population to insult the other half. Use this reality to underscore how being a woman is considered being inferior to being a man.
 - c. As an underlying cultural assumption one of the worst social sins for a woman is to have sex a lot or appear that she has sex a lot.
 - d. Emphasize that this doesn't mean women don't want sex, but that they have to act like they don't want or don't have lots of sex. This is a double standard: what happens if a man has or appears to have a lot of sex? How does this relate to his masculinity?
 - e. If we think women are always trying to appear to not want sex, we might not take a "no" seriously. We might think she is just "being modest" or "playing hard to get" or "being coy." **This leads to the mistaken expectation that a woman saying "no" doesn't really mean no. This breakdown in communication hurts everyone's ability to choose what they want.**
 - f. Discuss how this leads to a perception that all sexual encounters between men and women are adversarial: the idea that men always want sex and women never do, so women always have to be persuaded (or coerced or forced) to have sex.
 - g. This reinforces the assumption that men can't be victims and women can't be assailants, which makes sexual assault within the LGBT community (or in instances of a woman assaulting a man) even more prone to shame or victim blaming
- 5. Wrap Up (2 min):** If you are continuing straight into the next unit of the Campus Culture Project encourage students to make the connection below about building their guidelines from the definition they just created. If you will be returning to the Campus Culture Project later in the semester, give students a timeline for when you will return to these ideas, summarize what they have learned, and give them a picture of how they will build on the work they have done.

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The statistic I mentioned before—that one in four women, one in six men and one in two transgender individuals get sexually assaulted—has gotten a lot of people talking about this issue. The leaders involved in the debate have a lot of trouble agreeing on a definition of sexual assault. This is partially because most people picture sexual assault as a man jumping out of a dark alley and grabbing someone off the street. But that's not usually how it happens. Around 90% of college-age rape victims are assaulted by someone they know. So, if preventing sexual assault means making sure people always get to choose who, when and which sexual activities they engage in, what are some things that keep us from being able to make a choice for ourselves? The answer most people jump to is physical force, but that four in five statistic might imply something different. How else might affect people's ability to make their own choice? What keeps people from being able to choose what sexual activities we participate in?

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Recognizing Choice

Assigned:

Due:

This week we talked about the relationship between sexual assault and power, more specifically we defined sexual assault as any situation in which one person cuts off another's ability to choose what sexual activities s/he engages in. How do we make sure that everyone can make these decisions for themselves? In this short writing response you will write some guidelines that you and members of our campus community could follow to make sure their partners always get to choose what activities they engage in. The following questions are designed to help you brainstorm.

1. Perhaps it will be easier to write guidelines that protect choice if we first think about the tactics people use to take power away from others: Think about a time when you felt powerless or like you didn't have a choice, or maybe a time when you felt pressured to do something. What factors kept you from feeling like you had a choice? What sorts of things did the person (or people) say or do to pressure you?
2. When thinking about choice, you might also consider the fact that some groups of people might be more vulnerable than others (for instance, differently abled individuals, people who are sick, the very old and the very young. How do we make sure people in those groups have the power to choose what sexual activities they engage in? Can you think of any other vulnerable groups that might need protection?
3. What are some positive guidelines (things you think people should do) to make sure that partners, friends, and acquaintances can always make choices for themselves? What guidelines and precautions can we agree on to make sure no one takes away our right to choose? To be more specific, what does a respectful sexual encounter look like?
4. What are some negative guidelines (things people should not do) to make sure that partners can always choose for themselves? You might respond directly to some of your answers to the first two questions. What are actions or situations people can avoid to make sure they aren't hurting others or taking advantage of someone?

You do not have to answer the questions directly, but should use them to write your guidelines (200-250 words). Try to be thorough and imagine multiple possibilities and scenarios to cover many of the ways in which we can protect choice. You might imagine that you are writing a law that tries to prevent people from being hurt in the ways that we talked about last week. You should bring a copy of this assignment to class on DATE.

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Lesson Four:

Defining Consent

Summary: This lesson is designed to let students create their own standards for their community and for their personal lives with regard to sexual assault. This is the first step towards empowerment, which allows them to see themselves as agents of change, as people who can conduct their sex lives differently and shape the rhetoric surrounding sex in their communities. By building a set of guidelines as a class, instructors have a chance to expand student’s conceptions of sexual assault—beyond physical force and sex to touching, coercion, alcohol and inter-relationship violence. Students submitted their individual guidelines a few days before the actual class discussion so that instructors have a chance to tailor discussion questions to the gaps in student guidelines. For example, if none of the student guidelines submitted include a discussion of coercion, include discussion questions that provoke student thought on that topic. The educators at RVAP (the Rape Victims Advocacy Program) and WRAC (Women’s Resource & Advocacy Center) can give instructors specific support on how to guide those conversations that will be specific to each section. They can also help you if, for example, a student misunderstands the assignment above and instead writes guidelines on what people should to do *make sure they don’t get assaulted*. We have designed the questions below in an attempt to predict what gaps students might leave in their guidelines against sexual assault, but each instructor is encouraged to tailor these questions in response to their students’ “Protecting Choice” assignments. Furthermore, we know that some students might balk when they learn that most definitions of consent include a stipulation that a person incapacitated by alcohol cannot legally consent. Tell students that you will discuss alcohol and consent in depth in the next lesson.

Learning Objectives:

1. Students will analyze the models they are given for healthy sex lives in film.
2. Students will create a set of guidelines for respectful approaches to sex in their communities and their own lives.
3. Students will learn what consent is and build a broad definition of it with the help of their instructor.

Teaching Materials:

1. Discussion questions on a handout or projections
2. Assignment sheet for “Consent and Alcohol” printed or projected
3. Video to analyze (there are lots of possibilities, and you should choose one that you think your class will respond well to, a couple common ones include the scene from *Titanic* and from *Atonement*)

Student Assignments:

1. Due: “Recognizing Choice” short writing assignment

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2. Assign for next lesson: TRIGGER WARNING: Read “‘Frank’ Interview” Transcript, or have your students watch a video of the reenactment by following this link (note that the interview contains graphic content)
<https://duke.app.box.com/s/40y8ia1i0nmjhpc3hur5/1/2347543849/20147073039/1>
3. Assign for next lesson: “Consent and Alcohol” short written response due Week Five

Outline for Class Activity:

1. **Introduction (2 min):** Introduce the goal for the day: the students creating the guidelines that they would like to see used on their campus to assure everyone is able to choose what sexual activities they want to engage in.

We’ve talked about some of the rhetoric that’s out there about sex and sexual assault, and if those messages aren’t what we want, we have to decide what messages we want to encounter. The goal of these discussions is for you all to think about what type of campus environment and college experience you want to have, and then figure out what you can do to make that happen. This past week you all tried to come up with a set of guidelines that you would like people to follow in order to keep everyone safe. Today we’ll work on combining those guidelines, discussing them, debating them, in order to come up with a set of group guidelines showing what sort of campus we want.

2. **Small Group Discussion (5 - 10 min):** It is alright if all groups do not complete all the questions.
 - a. How do people in the scene communicate what they want and don’t want? Pay attention to what people say, what gestures they make, facial expressions, leaning in or away, personal space, shoulders (hunched or open). What messages is each person sending with their body? Confidence? Hesitancy? Interest? Disinterest? Others? How clear are the different messages?
 - b. What effects might these assumptions have on how people try to lead healthy sex lives? What potential problems arise if people are basing their interactions on these assumptions?
 - c. The strange thing about film is that the camera claims to show us an objective picture of what happened. The story is not told from someone’s perspective. Instead we seem to see exactly what happened. With that in mind, consider the possible rhetorical effects of making a movie that portrays sexual encounters this way. What conclusions might people draw (without even knowing it) about the outcome of sexual encounters that happen this way?
 - d. In your opinion, how common are these assumptions in media portrayals of sex and intimacy? Do you see similar messages elsewhere? To what extent do you think these messages affect how people approach sexual encounters in real life?

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- e. A lot of portrayals of sex rely on subtext and body language. Why do you think this is true? Why don't people in movies (and possibly real life) talk more explicitly about what they want or don't want?

3. **Large Group Discussion (10 - 15 min):** Work through the questions, making sure that all groups get a chance to respond and that their responses are noted on the the board. As you go, help students rephrase their responses into questions to type at the bottom of their class guidelines (like notes for revision). For example, say a student responds to the second question by saying: "One problem is that you can't always know what a person wants just from body language." Then you might help them phrase it into a question like, "What guideline would make sure that everyone involved in a sexual encounter knows what other people want and are comfortable with?" or "How should we use body language to help us navigate sexual encounters?" Below are some important ideas to lead students toward.
 - a. Body language is a useful tool but not always a clear or dependable one when making sure that a person is consenting to a sexual encounter or a particular activity.
 - b. The fact that flirting relies heavily on subtext rather than explicit conversation can lead to misunderstanding. It's okay to be explicit.
 - c. Film portrayals of sex scenes like this show us that sex that happens this way turns out alright. It presents itself as an objective example of how things are, but that isn't actually (or necessarily) true.

Okay, so if this is an example of consent as it is portrayed in the media, it is time to think about what our own messages would be. In our last Campus Culture Project lesson we defined sexual assault as a sexual experience that denied or ignored someone's right to make choices for themselves. To craft our own messages, we're going to talk about the ways in which that right to choose can be taken away.

4. **Small Group Discussion (10 min):** Divide students into groups of 3-4. Using their written responses that they made during the week, they should complete the tasks below. While they do so, make sure to circulate around the room to check on groups, as some of the conversations might get heated. You should dispel any tension, refocus the discussions on ideas rather than on attacking individuals. You should also reinvigorate conversations that are slowing down or aren't going deep enough.
 - a. Using Questions 1 and 2 of the short writing assignment you did for today, make a list of the factors that take away someone's ability to choose what sexual activities they engage in. Discuss any differences between your lists and explain to each other why you chose to include or not include the things you did. Decide which elements to include on our group list.
 - b. Using Questions 3 and 4 of your assignment, make a set of group guidelines. How do you want people on our campus to approach and engage in sexual activity to make sure that everyone is respected and free to make their own choices?

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- c. While creating your group guidelines, some group members might disagree with others. Record the things that you disagree about as well as the reasoning from both sides and we will discuss those with the class.

5. **Large Group Discussion (15 minutes):** First go around to each group and record their responses to Task A. Ask each group to discuss any differences or discussions they had while creating the list. Don't worry about adding to the list at this point if it seems incomplete to you. That will come a little later.

Okay, so these are the things that take away someone's control over what sexual activities they engage in. Now taking this first list as a starting point, we're going to write the guidelines that ensure people always have the power to say yes or no to sexual activity. Writing these guidelines, as you might have found in your groups, can be a little complicated.

Next go around the class and ask them to report out on the guidelines they created and record their responses. It is best if you do this by typing into a projected word document rather than writing directly on the board, because it will allow you to edit the guidelines as you go along, save them and send them to students and use in subsequent lessons. Once you have recorded student responses, ask them what disagreements they had in their groups and discuss those. Once you've reached a general consensus on those issues look at the guidelines the class has created. As a class compare the guidelines and the list from Task A. Does the second fully address the first? If the guidelines are lacking in any of the areas below, ask students what they think about these issues:

- a. **Consent and open conversation** (even if the class guidelines include a note about verbal conversation already, explain to students what *consent* is, for example, "You guys say in your guidelines that it is important for someone to say that they *want* to do a certain activity. The term for that sort of dialogue, legally at least, is *consent*.")
- b. **A delineation of what behaviors or activities "count" as sexual assault** (touching, oral, anal, vaginal sex, heavy petting, etc.)
- c. **Coercion** (guilt trips, "If you loved me you'd have sex with me," threats, "I'll break up with you if we don't sleep together," wearing someone down by asking over and over again, intimidating them by acting violently or angrily)
- d. **Date rape drugs** i.e. any drugs used to facilitate sexual assault
- e. **Existing power structure** (between a child and an adult, a boss and a low level employee) that complicates the participants' ability to say yes or no freely
- f. **Alcohol** (Introduce this last if students do not address it on their own, that way you can assure students who protest against phrases like "too incapacitated to give consent" that you will discuss this more in depth next week. Or if students do bring it up in class and the conversation seems like it might get heated, cut off the conversation and assure students that it is a tough topic that deserves its own discussion. You will explore that issue more in depth next week).

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- 6. Conclusion (3 min):** Prep students for the next discussion by introducing the reading and writing assignment for the following week and telling students that you will zero in on alcohol, which many assailants use to make their victims more vulnerable and less able to resist the assailants' advances.

So we've spent today talking about consent and coming up with a series of guidelines that can empower people to choose what sexual activity they are getting involved in, in other words making sure that all people have the power to give consent or not. Next week we are going to talk about consent and alcohol. Many states and universities (including Iowa and the University of Iowa) have codes saying that a person cannot legally consent if they are significantly intoxicated. In our next discussion we are going to try to understand those guidelines, or at least understand some of the debate surrounding those guidelines. Can someone who is very drunk, or black-out drunk, have the power to make the choice they want? How drunk is too drunk? How can we tell? What happens if both people are drunk or even don't remember what happened? To help us think about those questions we are going to read (or watch) a transcript of a real interview with a college student. In 2002 a psychology professor named David Lisak surveyed 1,882 men about their lifestyle and habits. Embedded in the survey were questions about their romantic and sexual relationships. The survey had questions like: "Have you ever had sex with someone who didn't want to?" Many of the men answered "yes." Lisak went on to interview 120 of those men and this is a transcript of one of the interviews, a college student named Frank who used alcohol to assault a young woman at a party. Because this is the perspective of a sexual assailant describing the night of the assault, this material is uncomfortable and can be troubling to read. Come talk to me if you feel the reading will be too troubling, or skim the last page, which is where the assault actually occurs. You will consider some questions related to the reading this week, and then we will discuss them as a class.

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Consent and Alcohol

Assigned: End of Week Four

Due: Beginning of Week Five

One of the most common points of debate and confusion about sexual assault comes with the discussion of alcohol. Research has shown that sexual assailants often use alcohol to make their victims less able to resist sexual advances. Assailants also use alcohol—in other words, the fact that they themselves had been drinking—to argue that they should not be held responsible for their actions. In fact, 50% percent of sexual assaults involve alcohol. That number goes up when we look at campus sexual assault. Most state laws and university policies (including Iowa law and University of Iowa policy) try to protect against this kind of sexual assault by saying that someone cannot legally give consent to sexual activity if they are “incapacitated by alcohol” but very few of those laws and policies specify what “incapacitated” means, which can make it hard to prosecute offenders or draw a clear legal line between consensual drunk sex and sexual assault.

To help us understand the relationship between alcohol and sexual assault on campus, I’ve asked you to read or watch an interview with a young college student called “Frank.” Though the video is a reenactment, the actors are repeating the recorded dialogue from a real interview. Use your reactions to the interview to write a short (250-300 word) response considering the following questions.

1. What is your emotional response to this interview? Are you surprised? Or maybe not surprised? Angry? Uncomfortable? Other feelings? Take a minute to reflect on those feelings and why you are having them. Consider which places in the interview made you react in different ways.
2. While Frank’s actions in this incident are clearly rape, he doesn’t seem to think he’s done anything wrong. What messages or expectations about college, sex, gender and alcohol do you think Frank has learned that made him think this behavior was okay? Consider messages that you’ve heard around campus, high school or on the Internet that might be related to Frank’s behavior.
3. Frank uses alcohol to make the survivor less able to resist his advances, but we also know that people also drink and have consensual sex. What is the difference between alcohol-facilitated assault and a tipsy hook-up? Is it the amount of alcohol consumed? Imagine that Frank had invited this young woman to the party because he really liked her. How would a healthy, consensual encounter be different from the one in the interview?
4. One other question that often comes up when discussing sexual assault laws is how to handle a situation when both participants are heavily intoxicated. Whose responsibility is it to make sure the sexual activity is consensual?

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Lesson Five:

Consent and Alcohol

Summary: Similar to the last lesson, this one takes the writing that students did during the week and then asks them to combine and debate their ideas on alcohol and consent. This lesson in particular may provoke problematic statements from your students, so we advise you to read over their written responses, think about the turns that class discussion might take, and consult your teaching mentor, IDEAL, WRAC or RVAP. You may have already noticed that we have decided not to directly address alcohol as a risk factor associated with sexual assault. This is because directly addressing risk factors can foster an attitude that blames victims by implying they are responsible for putting themselves in situations where they might be sexually assaulted. At the end of this lesson you will assign the “Our Guidelines on Campus” short writing response, which includes students filling out a survey which will help everyone see the atmosphere surrounding sex and sexual assault in our university community. Once the students fill out the survey, IDEAL and the Digital Research and Publishing Office will collaborate to create a data visualization from student responses.

Learning Objectives:

1. Students will discuss why someone who is heavily intoxicated cannot give consent and discuss the importance of open dialogue when it comes to sex and alcohol.
2. Students will verbalize what they see as the difference between a respectful, but tipsy, hook-up and an alcohol-facilitated assault.
3. Students will use the example of Frank to recognize negative rhetoric about sex and alcohol.

Class Materials:

1. Discussion questions printed or projected
2. Note: Remind students to bring laptops for the next lesson

Student Assignments:

1. Due: “Consent and Alcohol” short written assignment
2. Due: “Frank Transcript” reading
3. Assign for next lesson: “Laws may be ineffective . . .” article by Clifton B. Parker

Outline for Class Activity:

1. **Introduction (2 min):** Pull up the class guidelines saved from the last Campus Culture discussion and remind students of the goal for today: to better understand the debate surrounding consent and alcohol, including the perspective that Iowa laws and the

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University of Iowa code of conduct have on the topic. Once they understand the debate, students can decide what they think about those arguments.

2. **Small Group Discussion (5-10 min):** Students will first discuss in small groups the questions that they wrote about in their “Alcohol and Consent” assignment. Divide the students into teams of 3-4 and tell them to discuss their responses to the homework questions. You may want to have each group start with a different question, as time is limited. Remind students they should not merely tell their group mates what they wrote, but also explain their opinions, ask questions and discuss points on which they disagree with their group mates. They don’t need to end in consensus, but they should discuss and write down the points on which they disagree and why.

3. **Large Group Discussion (15-20 min):** Reconvene and discuss the four questions with the whole class. When the class reaches a conclusion on a given point (or when someone says something many people seem to agree with) record that observation on the board or on the class guidelines Word Doc. Be aware that this is also a chance to let students debate relevant laws or university codes. Their guidelines do not have to match the laws, but students should engage with those codes in the creation of their own. You can offer points from the laws or the university code of conduct (in the university code: “persons who are incapacitated due to the influence of drugs, alcohol, or medication” are unable to give consent) for them to consider. If you want copies of these laws, or an in-depth foundation in the discussion about alcohol and consent, there are several informative articles in the Instructors page of the [LibGuide](#). Below are some ideas to lead students towards during your discussion:
 - a. Even if Frank had not used physical force, getting her drunk and having sex with her would legally be sexual assault, even if she did not fight back or resist. It is predatory to give someone alcohol in order to “loosen them up” or to look for a potential partner who is already drunk.
 - b. Frank probably thinks his actions are normal because he has been hearing messages about male sexual entitlement, the link between sex and masculinity, and the false belief that women always need to be persuaded to engage in sexual activity. He’s been told this kind of behavior is normal. This would also be a good time to mention RVAP’s fall campaign “My cup is not my consent.” What does that phrase mean to students? What messages surrounding sex is that phrase trying to combat?
 - c. Because everyone reacts to (and is impaired by) alcohol differently, we probably can’t draw a line like “two drinks = consensual, but three drinks = not consensual.” The language of the University of Iowa code is “incapacitated by alcohol.” The university code doesn’t specify what that means, but other codes use signals like not being able to stand or walk, slurring words, vomiting to show someone is too drunk to give consent. Perhaps the best thing—especially with a new partner but even with an existing partner—is to discuss how much they’ve had to drink. If they can have a coherent conversation and say they want to engage in sexual activity, perhaps that’s

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consent. What does that conversation look like? If there is any question that the person might be too drunk or blacked out, it's not worth the risk. What if your own judgment is impaired? Can you be certain that the conversation means what you think it means?

- d. In a consensual, respectful encounter between Frank and this young woman, he wouldn't have tried to get her drunk. More importantly, he would have kissed her and asked if she wanted to go up to his room before she got really drunk, not after. Once in his room, they would have talked about what they wanted, and he would have respected her saying "I don't want to do this right away."
- e. Most laws say that gaining consent is the responsibility of the person who initiates the new activity (touching, petting, sex etc.). There is the problem here in that often there are no witnesses and things turn into a my-word-against-theirs. If neither person clearly remembers the incident it can get particularly tricky. There have been some questions as to whether there should be a clause in these laws that says that it is possible for someone to be too drunk to know whether their partner was too drunk to consent. The problem with this is that it could let alcohol be an excuse for bad behavior. For example, we don't let someone vandalize or steal and then claim they were too drunk to know what they were doing. A clause like this could increase the double standard where victims are told they shouldn't have been drinking (as if it was their responsibility to prevent sexual assault), but if someone drunk assaults someone else they are held less responsible for their actions.

4. **Conclusion (3 min):** Thank students for their thoughtful building of a class set of guidelines. The next step is for them to look around campus and see what needs changed in order for their college community to reflect their guidelines. Encourage students to finish the assignment and complete the survey after the Bystander Intervention training, if possible.

Now that we know what guidelines we'd like people to follow, we're going to look at our campus. Do people talk about sex in a way that matches our guidelines? Do people act in a way that matches our guidelines? Remember that even actions can be rhetorical: they can set a model for what normal behavior is. If one person—or several people—treat their sexual partners badly, others might begin to see that as normal. Even if those witnesses don't treat their partners badly, they might not do anything to stop the hurtful behavior of other people, because they think it's normal. So, what sort of campus culture do we have here at the University of Iowa? What is considered normal, acceptable or healthy? How do we know that? Do we need to change campus culture?

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Lesson Six:

Our Guidelines in the Media

Summary: In this lesson students will each receive an example of sex or sexual assault portrayed in the media. Through research and rhetorical analysis the students will decide what messages this sends about sex and sexual assault. This helps prepare students for a future short writing assignment (“Our Guidelines on Campus”) in which they have to find their own portrayal of sex in the media and analyze it similarly. As a part of that future writing assignment students will complete a survey about their example in which they list the messages conveyed. By using messages that appear on the survey, this lesson helps students understand what the survey is asking and helps them contribute more accurately to our data-created picture of campus.

Learning Objectives:

1. Students will practice rhetorically analyzing the messages about sex and consent in the media.
2. Students will use their information literacy skills to research and contextualize the media example they are given.
3. By giving a short informal presentation on their media example, students practice their delivery, organization and teamwork skills.

Class Materials:

1. Students will need laptops for this lesson
2. Identifying Messages media examples and worksheet
3. Discussion questions printed or projected
4. Class Guidelines printed or project

Student Assignments:

1. Assign for next lesson: “Laws may be ineffective . . .” article by Clifton B. Parker

Outline for Class Activity:

1. **Introduction (5 min):** Remind students of the guidelines they created in the last lesson, and that those lessons are not only standards for behavior, but therefore also a set of messages or values that could be reflected in people’s attitudes and in the media. They are going to spend the day looking at examples and deciding what messages they send about sexual assault based on their guidelines.
2. **Small Group Activity Part 1 (5-10 min):** Give each group an example of sex portrayed in the media. On the Campus Culture Project blog is a packet with examples, though feel free

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to use your own as well. Give one example to each group and ask them to rhetorically analyze it using the Identifying Messages sheet.

- a. Does this example reflect the values we've set forth in our Guidelines? Give each group member time to look at the example individually and mark their Identifying Messages sheet. Then discussed what you marked as a group. If people disagree, share your reasoning, but you do not have to come to a consensus. Make a note of the disagreement to ask the class about later.
- b. How is the example sending these messages? What visuals and text give you the clues to arrive at that message?
- c. Who do you think is the intended audience for this example? How do you know? How might the messages be different for different groups?

As groups continue to work, circulate around to prompt students to deeper investigations or to reinvigorate conversations that are slowing down.

3. **Small Group Activity Part 2 (10 min):** Once most groups are wrapping up the first round of questions, ask them to get out their laptops. They will spend the next ten minutes or so putting their example in context. As before circulate around the room to help students and help along slowing conversations.
 - a. Where did this example come from? Who made it? When did they make it? What were their primary goals in creating this rhetorical artifact? How do their primary goals relate to the unintended messages you see in the example? Do the messages help/hurt the primary goals?
 - b. What does your research tell you about the intended audience for this example? Does it change anything you wrote question C above?
 - c. In what other ways does this information help you understand this example better?
 - d. Create a short informal presentation to give to the class about your example. Write at least two questions you'd like to pose to the class, things that you weren't sure about and wanted to open up to a larger discussion.
4. **Informal Presentations and Discussions (20 min):** Allow each group to present and lead a short discussion about each example.
5. **Wrap Up (5 min):** Now that the students have practiced using their guidelines to analyze sample rhetorical artifacts, they will use this same process to evaluate the campus around them. In what ways does our campus reflect our guidelines? In what ways does it not? In the next unit of the Campus Culture Project they will learn how to take these guidelines and use them to change campus culture and keep their peers safe.

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Lesson Seven:

Laws and Society

Summary: Now that students have created a set of guidelines, they will discuss how such guidelines relate to the world outside the classroom. They will do this by first looking at existing guidelines--Iowa state law and the University of Iowa's code of conduct--to discuss how effective these guidelines have been in reflecting society's values and making those values a reality. To do that, students will compare their guidelines to the existing laws and codes while discussing these documents are rhetorical artifacts with subtly different messages and audiences. Are their guidelines similar to the laws that already exist? Why have those laws not curbed incidents of sexual assault? In order to answer those questions students will look at an article for the Stanford News that discussion the connection between laws and societal norms. The end goal of this lesson is to help students see themselves as agents for changing society's norms about sexual assault. This will serve as preparation for Bystander Intervention Training in Lesson 8.

Learning Objectives:

1. Students will discuss laws as rhetorical artifacts with messages and audiences as well as when those messages are effective and when they are not.
2. Students will see themselves as agents for changing cultural norms and closing the gap between those norms and their guidelines.

Class Materials:

1. Class guidelines document, Iowa state sexual assault law, University of Iowa code of conduct projected
2. Discussion questions printed or projected

Student Assignments:

1. Assign for Lesson 9: "Our Guidelines on Campus" short written response

Outline for Class Activity:

1. **Introduction (2 min):** In the last unit of the Campus Culture Project students created a set of guidelines that they would want people to follow in sexual and romantic encounters. In the next unit they will start learning strategies for how to use those guidelines to influence the world outside the classroom.
2. **Small Group Activity (10 min):** Divide students into teams of 3-5 and have them compare their written class guidelines to the University of Iowa code of conduct and the Iowa state laws on sexual violence.

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- a. What differences do they notice between the three documents? What is the same and what is different? How significant are the differences? Why are they significant?
- b. Remember that laws are not only enforceable rules about how people act, they are also rhetorical documents that show what a society values, what people believe is right and wrong. What different rhetorical messages do you see between these three documents?
- c. What are the target audiences for these three documents? How does that affect what messages they send?

As students work, circulate around the room to encourage them towards more in depth discussion and reinvigorate conversations that have slowed down.

3. **Large Group Discussion (15 min):** Go around the room and hear from each team. Encourage students to consider how these laws are the rules that everyone is (supposedly) abiding by and that these are the laws that others will apply to them if they find themselves a victim of a sexual assault. Also encourage them to consider that these laws supposedly represent them and their values. The goal is to get students to realize that laws are both enforceable documents and rhetorical artifacts.
4. **Small Group Activity (10 min):** We know that sexual assault is one of the most underreported crimes. So if these laws already exist, why is sexual assault so prevalent? Ask students to discuss the article they read for today (“Laws may be ineffective . . .” by Clifton B. Parker).
 - a. Summarize this article’s main point. According to Parker, under what conditions do people break laws? What factors encourage them to break laws? What factors discourage them from breaking laws?
 - b. What parts of the article confused you? Where there examples or arguments that you didn’t understand? Words that were unfamiliar? Discuss these in your group and keep a list of places you are still confused.
 - c. How do you see this reflected in the prevalence of sexual assault? According to Parker’s logic, what do we need to do in order to prevent it?
5. **Large Group Discussion (15 min):** The article might be a little difficult for some students. Use the first two questions to help them summarize the article and work through anything that confused them. Then transition to linking Parker’s ideas to those about sexual assault. The goal is to get students to think about how societal norms do not match the laws (or in some cases, the laws reflect negative societal norms) and how individual action is needed to bring the norms closer to the student’s guidelines.
6. **Wrap-up (3 min):** When it comes to sexual assault that individual action is called Bystander Intervention, when someone steps in to change a situation that they feel is wrong or unsafe. In the next lesson the educators from the Rape Victim’s Advocacy Program and

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the Women's Resource and Action Center will come in to help them be better bystanders and help them close the gap between their guidelines and the campus reality.

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Our Guidelines on Campus

Assigned: End of Week Six

Due: End of Week Eight

1. Find an Example

At the beginning of the semester, we talked a little bit about the rhetoric that surrounds us. Now that we have our class guidelines written, we need to see whether the rhetoric on campus matches our guidelines. Do we have a culture here that will keep people safe and make sure all sexual interactions are respectful and consensual? Hopefully most of you won't see an example of sexual assault (though some of you might), but the way people talk about sex and hooking up or even the media people consume on campus will tell us which messages are shaping behaviors and attitudes on our campus. Remember that every action is rhetorical: every time someone treats their sexual partner fairly or unfairly, that is a message to other people about what is normal or not normal. When a new student comes to campus, they often look to the behaviors and attitudes of other students as a model for how things work. What rhetoric does our campus have about sex and sexual assault?

I have given you some examples below, but you are not required to use one of these. The goal of this assignment is not for you to find the best example of someone following or not following our guidelines (whatever "best" means). The goal is for you to be paying attention to the rhetoric of the people and media around you. How do people talk and think about sex? Does that way of talking value consent and respect of one's partner?

1. When people talk about wanting to hook up when they go out, what sorts of things do they say? Are they purposefully going to a place where people are likely to be very drunk? How does that relate to the guidelines we have set?
2. Did you hear about or see an incident on campus that did or did not reflect our guidelines? (For example, one time I was walking outside the Summit and saw a young man reach up the skirt of a woman walking by. She hadn't even seen him sitting there. It certainly wasn't something she was okay with, and he certainly hadn't asked beforehand).
3. Maybe a friend talks to you about their sex life, or a sexual encounter that they had. How did that encounter reflect or not reflect our guidelines? How did the person feel about it afterwards?
4. Did you watch a movie or TV show with a sex scene? Did the people in the scene talk to each other at all? Does one person in the scene take a more dominant role while they other is more passive? How do you think the media impacts how we think about consent?
5. Have you heard someone make a joke about sexual assault? For example, "Oh my gosh, I got totally raped by that calculus exam." What does it mean when someone makes a joke about something like that? In your opinion is it in line with our guidelines? How do you think a survivor might feel if they had overheard?

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6. Did you hear someone talking about a person that “plays hard to get”? What does that phrase mean? What if someone says they are not interested in sexual activity with another person and someone says they are “playing hard to get”? How does that relate to consent?

Some students come to me before this assignment is due and tell me they didn’t see anything that related to our attitudes about sex and consent. I promise that you did. Try spending one day paying attention. For that day treat our guidelines as a lens you are seeing the world through. If you are still stuck or having trouble finding an example, come talk to me.

2. Written Response

Once you have your example, write two or three paragraphs (approx. 250 words) that describe your example and discussing how it reflects or doesn’t reflect our guidelines. Rhetorically analyze it the way we analyzed the meme at the beginning of the semester. What argument is this example making about how sex should happen between people? What assumptions does it make about gender, sex, power and consent? How do you feel about it? How do you think this example influenced the people around you?

Please protect people’s privacy by not giving any details in your written response that might identify the people involved. If you have any questions about that, please ask me.

3. Help Build our Picture of Campus

Once you’ve created your written response, you will complete a survey to help us build a picture of campus culture here at the University of Iowa. This survey will allow you to submit your document anonymously and also give us some data that we can use to analyze all the responses. I will send you a link to the survey; you will copy and paste your response into the textbox, answer the remaining questions and submit the survey. Once you have submitted the survey, you will see a link to another survey where you can fill in your name and section number.

This is something that all the sections learning about sexual assault are participating in and it will help give us a better idea about the rhetoric surrounding sexual assault and consent on our campus. It will also give us an idea of what we need to do to make our campus into the one we want it to be. Answer the questions in the survey and your answers will become part of our campus data set.

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Lesson Eight:

Bystander Intervention Training

Overview: Each section will take one class period to participate in Bystander Intervention Training lead by educators from Rape Victim Advocacy Program and the Women’s Resource and Action Center. To accommodate all sections, your class will likely be combined with another section that meets at the same time, and your class moved to a larger room. Make sure to notify students of these changes well in advance. The purpose of these sessions is to help students identify situations that might endanger others and give them strategies to changes those circumstances and prevent possible sexual assault. The training also prompts students to consider the forces—social, personal, situational—that keep them from intervening even if they suspect someone else might be in a bad situation. By making students aware of those barriers, we hope to lessen their power and give students a way to intervene in spite of their inhibitions against doing so. At the end of class you should remind students of their “Our Guidelines on Campus” written responses due for the next lesson.

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Lesson Nine:

Commitment to Changing Campus Culture

Summary: This lesson is the final step for students on the path from 1) understanding the rhetoric surrounding sexual assault 2) learning what sexual assault is and it affects them 3) understanding how they can prevent it 4) making a commitment to do so. This lesson is based around student priorities and experiences. To encourage honest and diverse responses, the lesson moves from an individual free write, to small group discussion, to large group discussion. While teaching this lesson it is especially important that student opinions are heard and discussed without judgment.

Learning Objectives:

1. Students will describe how their expectations for college have changed.
2. Students will describe how behaviors they see on campus will affect their abilities to have the college experience that they want to have.
3. Students will brainstorm ways to change campus culture and make a written commitment to do so.
4. Students will discuss the rhetorical effect of seeing their data in the visualization.

Class Materials:

1. Projection of the data visualization
2. Commitment to Changing Campus Culture sheet either printed or projected

Student Assignments:

1. Assign: "Commitment to Campus Culture"

Outline for Class Activity

1. **Introduction (5 min):** Let students know that this lesson will be a chance to take what they learned at the Bystander Intervention Training and think more specifically about how they might apply it in their lives.
2. **Bystander Intervention Training Redux (5 min):** Divide students into small groups and ask them to discuss the Bystander Intervention Training. As they work, circulate around the room to reinvigorate conversation that are slowing down.
 - a. What parts of the training did you find most helpful? Least helpful? Why?
 - b. What elements (if any) of intervening in a situation still worry or concern you? Or that you felt didn't get fully explored during the training?

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- c. What strategies do you feel would work best for you if you ever found yourself in a position to intervene? Why?
 - d. If you feel comfortable sharing what you wrote about, discuss the example you chose for the Our Guidelines on Campus assignment. If you discussed a real life situation, could you have intervened effectively? What strategy might have worked best? What barriers were present that mind have kept you from intervening?

3. **Large Group Discussion (10 min):** Give students space to freely discuss the Bystander Intervention Training. Help students talk through confusion they might have about intervention strategies and let them continue to discuss the barriers they see before them.

4. **Individual Free-write (5 min):** Introduce the data results from the class survey and campus survey. What trends are there in the data? Ask students what they notice and how they feel about that. Have students take out a sheet of paper and spend some time individually considering the following questions.
 - a. Look at our data visualization. Rhetorically speaking, what is the impact of seeing the data this way versus in a list or other chart? Consider the construction of the visualization, include visual distribution of elements, colors and labels. What parts of the visualization do you find the most impactful? Least impactful? Why?
 - b. What about the data most concerns you? What goals of yours are most affected by what you see in the data? How are they affected?
 - c. What changes to campus culture would make it easier for you to have the college experience you want?

5. **Small Group Discussion (10 min):** Encourage students to think of this visualization as a rhetorical tool and as a diagnosis of the campus culture. In small groups have students discuss the trends revealed in the visualization that are most troubling to them, which ones they most want to change. Then have them brainstorm ways that they can make those changes, for example: conducting themselves differently to set an alternative model for other students, talking to their peers to change the campus rhetoric, involving their student organizations, or intervening when they see something that doesn't fit their guidelines. How do they encourage the behaviors and attitudes they want? How do they discourage the ones they don't want? While students work in their small groups, circulate around the room to encourage them towards more in depth discussion and reinvigorate conversations that have slowed down.

6. **Large Group Discussion (10 min):** The final step in creating their campus guidelines is brainstorming ways in which they can make these guidelines a reality on campus. Have a large group discussion in which they report out the strategies that they came up with in their small groups. As with bystander intervention, have them also discuss what might keep them from enacting these steps towards a safer campus. Type these action plans into the bottom of the class guidelines.

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- 7. Conclusion and Final Assignment (5 min):** Thank students again for their thoughtful contributions to their version of the Campus Culture Project. Finally, introduce the last assignment they will complete for these lessons: a written discussion about how they want to affect campus culture based on their class guidelines.

Let them know that they will submit these responses via a Qualtrics form that will also ask them to fill out some questions about the strategies they have chosen to try to change campus culture. These answers will become part of the data visualization and will serve as a resource for students who also wish campus culture were different but don't feel empowered to change it. As a final component of the visualization, students can fill out the permission form that will allow the IDEAL team to upload their written response for other students to read.

One of the most common things that prevents change is called the phenomenon of “false consensus.” This is what happens when a couple vocal people say things like, “Everyone does it” or “That’s just how things work.” Those arguments create an atmosphere where people assume that this is the way things are, even if they don’t agree with it. When it comes to sexual encounters and how we treat other people, this phrase “Everyone does it” can be particularly damaging, because the majority of people who don’t treat sex that way tend to believe the few people that do, this keeps the silent majority from speaking up and saying that things don’t have to be that way. By creating these guidelines and making a personal commitment to changing campus culture—and especially by uploading your statements to our online visualization—you are making the statement that, in fact, not everyone does it and it doesn’t have to be that way. You are changing the rhetoric and the culture on campus.

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Commitment to Campus Culture

Assigned:

Due:

Over the next week, you will use the notes you made in class, our class guidelines, and our discussions to revise to write about an element of campus culture that you would like to see change and what steps you could take to change it. Here are a few questions to help you get started:

1. What elements of campus culture most concern you? These could include what we discussed concerning sexual assault and consent. It could include issues that you've encountered on campus. Is there one in particular that you care about? Is there one that you feel will impact your ability to have the college experience you want? How so?
2. Reflect on one aspect of campus culture that you want to be different. You should describe your experience of this problem and tell us how that problem relates to your goals for success in college and your ability to achieve them.
3. Then give at least three ways that you can feasibly see yourself acting to address or change this problem you can draw on our class discussion, bystander intervention training, conversations with your peers, or other experiences that you find helpful.

Completing the Picture of Campus

Your commitments to change campus culture are the final piece we want to add to our picture of the community here at the University of Iowa. Now that we have data on the problems, we want to have data on the possible solutions. Though this assignment is not anonymous, we will be submitting your responses through Qualtrics. Follow the link that I will email you, copy and paste your written response into the text box, then fill out the remaining questions.

All of the Rhetoric classes talking about sexual assault awareness this semester are also creating these written responses. With your permission, we will publish these responses to the Campus Culture website alongside our data visualization. The new visualization will reflect all the various college experiences that University of Iowa students want to have, the ways they want to change campus culture, and the ways they plan to do that. The goal is that this visualization will serve as a model for other students, help raise awareness about problems students face, and give people ways to make the changes they want.

Your response should be 300 – 350 words (about one page) and is due via email by INSERT DATE. For those of you who wish to upload your document, please fill out IDEAL's release form here: https://uiowa.qualtrics.com/jfe/form/SV_3kNDLnbgLXfuinr.

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Resources Available to the University of Iowa Community

Hotlines for Immediate Assistance

Iowa Sexual Abuse Hotline (confidential) – (800) 284-7821

RVAP Crisis Line (confidential) – (319) 335-6000

Domestic Violence Intervention Program (confidential) – (319) 351-1043

Iowa Domestic Abuse Hotline (not confidential) – (800) 373-1043

University of Iowa Nite Ride (not confidential) – (319) 384-1111

Rape Victim Advocacy Program (RVAP) - Confidential

RVAP is a free and confidential resource that provides services to victims and survivors of sexual abuse, assault, and harassment and their friends, family, and loved ones. Services include two 24-hour crisis and support lines; in-person medical, legal, and campus advocacy; individual and group counseling; and educational programming and prevention. RVAP is a confidential resource on campus.

Phone: (319) 335-6000

(800) 228-1625

Website: rvap.uiowa.edu/help

Offices: 332 S. Linn St., Suite 100
Iowa City, IA 52240

Women's Resource & Action Center (WRAC) - Confidential

WRAC offers support groups, counseling and other resources to survivors of sexual assault. They are a confidential resource on campus.

Phone: (319) 335-1486

Website: wrac.uiowa.edu/get-help-now

Offices: 130 N. Madison St.
Iowa City, IA 52245

University Counseling Service - Confidential

The University Counseling Service provides consultations, individual and group therapy and psychotherapy, and referrals to other therapists in Iowa City. They are a confidential campus resources with regard to disclosed sexual assault.

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Phone: (319) 335-7294

Website: counseling.studentlife.uiowa.edu

Offices: 3223 Westlawn S.
Iowa City, IA 52242

Office of the Sexual Misconduct Response Coordinator (OSMRC) - Non-confidential

At OSMRC students can report any sexual or dating violence, receive advice about university policies, procedures and resources, and seek accommodations for continued safety and academic success. The staff at OSMRC are mandatory reporters, meaning they may be required to file an official report with campus or city authorities about any disclosed sexual misconduct.

Phone: (316) 335-6200

Email: osmrc@uiowa.edu

Website: osmrc.uiowa.edu

Offices: 450 Van Allen Hall

University of Iowa Hospital and Clinics - Non-confidential

By going to the emergency room of a hospital (either the University of Iowa Hospital or Mercy Hospital) a survivor can have an examination by a trained Sexual Assault Nurse Examiner. During the exam, the survivor would have the option of STI testing and treatment, pregnancy prevention, and evidence collected for a possible court case. The doctors and nurses are mandatory informers and may be required to share their knowledge of sexual misconduct with city or campus authorities.

Appointments: (319) 356-1616 or 800-777-8442

Website: uihealthcare.org

Office of the Ombudsperson - Confidential

This is a resource for any university community member with a problem or concern. They provide informal services in conflict resolution, mediation, and advocacy for fair treatment or fair process. They are a good resource for understanding campus policies with regard to a particular situation. They are a confidential service and not required to disclose or report any shared information.

Phone: (319) 335-3608

Email: ombudsperson@uiowa.edu

Offices: C108 Seashore Hall

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Unit 1 - Confronting the Rhetorics of Rape Culture

(What is Sexual Assault?)

Lesson 1: Rhetorics of Rape Culture

Instructors introduce the Campus Culture Project and students engage the topic of "rape culture" through reading, an in-class activity, and discussion

Lesson 2: Rape Culture & Masculinity: Rhetoric, Gender & Identity:

Students learn about the social constructed and performative nature of gender, and specifically how these rhetorics shape, normalize, and discipline sexual expectations and gender-based assumptions. How do these social norms reproduce a so-called rape culture? How is this related to sexual assault?

Lesson 3: Redefining Sexual Assault

Students confront their assumptions about sexual assault through considering how it impacts people of different genders ("it's not just a woman's issue"). With an understanding of the rhetorics of rape culture and the social construction of gender, students engage how sexual assault effects men, boys, and LGBTQ people. They leave with a definition of sexual assault that brings together everything from the unit.

Unit 2 - Communication, Consent, and Community

(What is Consent?)

Lesson 4: Men's Rights Movement & Alleged False Accusations

Students consider the way rape culture deniers discuss the issue of sexual assault and alleged false accusations (and how these discourses further reproduces rape culture in the process). They discuss the problems with these types of arguments and claims while considering how we might understand and engage these arguments in a productive way. They begin to consider how consent relates to these issues.

Lesson 5: Defining Consent & Setting Guidelines

Students begin drafting a set of guidelines for relationships and consent that they would like members of their campus community to follow in order to keep everyone safe.

Lesson 6: Consent & Alcohol (and party culture)

Students discuss the relationship of alcohol and consent while considering current laws and debates. They discuss the argument that is circulating against frats and frat culture, and consider the place of these communities in the larger dialogue. They consider the campus culture at UI.

Unit 3 - Commitment to Campus Culture

Lesson 7: Our Campus & Others

Students consider the actions that other campuses are taking to combat rape culture and sexual assault on their campuses. Students consider emerging laws and policies that are targeting sexual assault (e.g. Yes Means Yes Campaign in California).

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Lesson 8: Bystander Intervention Training

The Women's Resource & Action Center and the Rape Victims Advocacy Center leads Bystander Intervention Training for participating sections to give students strategies for preventing sexual assault.

Lesson 9: Changing Campus Culture

Students will brainstorm ways to change campus culture with regard to sexual assault and make a commitment to do so.