

GWS 345 Gendered Violence & Peer Education
Dr. Simona Sharoni

I. Course Description:

This course is designed to prepare students to work as supervised peer educators on campus and in the broader community with a particular emphasis on sexuality, power and relationships, including gendered violence and ways to address it and prevent it.

II. Course Objectives:

In this course, students will:

1. Master the body of literature pertaining to gendered violence and sexuality, power and relationships;
2. Understand the roles and responsibilities of peer-educators.
3. Acquire specific competencies and skills sets required to successfully meet the expectations from peer educators;
4. Prepare a thematic presentation, demonstrating an ability to integrate theory and research and apply it to a particular topic
5. Evaluate and improve the assessment instruments for GWS 345 and GWS 104.

III. Course Themes:

1. Identity, Sex & the College Scene (self-esteem, body image, peer pressure)
2. Exploring Gender, Sexuality, and Sexual Orientation
3. Healthy and unhealthy relationships
4. Negotiating Consent: Intimacy, Communication, and
5. Performing Privileged Masculinities: Fraternities, Sports, and Impunity
6. Representations of college life in popular culture
7. Rape culture
8. Rape and Sexual Assault on College Campuses
9. Greek life and sexual violence
10. Athletes and sexual violence
11. The New
12. Transforming Campus Culture: Education, Activism, and Accountability

IV. Competencies and skill-set:

Self awareness, Collaboration, Communication skills, Facilitation skills, Conflict resolution skills, empathy and feedback, presentation skills, leadership skills

V. Required Readings:

John Foubert (2011) *The Men's and Women's Programs: Ending Rape through Peer Education*, New York: Routledge.

Laura Gray-Rosendale (2013) *College Girl, A Memoir*. SUNY Press.

Jaclyn Friedman and Jessica Valenti, *Yes Means Yes: Visions of Female Sexual Power & A World Without Rape*, Seal Press, 2008.

Judith Herman (1997) *Trauma and Recovery: The aftermath of Violence -- from domestic abuse to political terror*, Basic Books.

Simona Sharoni, "Using empathy and compassion to support students who experienced gendered or sexual violence" In Comprehensive College-Level Curriculum for *The Hunting Ground* (in press).

Heldman, Caroline and Danielle Dirks (2014) "Blowing the Whistle on Campus Rape."
<http://msmagazine.com/blog/2014/02/18/blowing-the-whistle-on-campus-rape/>

Krakauer, Jon (2015) *Missoula: Rape and justice in a college town*. New York: Doubleday.

Additional articles TBA.

Tentative List of Guest speakers (mostly via skype or pre-recorded interviews)

- Dr. Caroline Heldman, "Overview of campus sexual assault activism and advocacy"
- Dr. Bill Flack, "Overview of research on campus sexual assault"
- Dr. Laura Gray Rosendale, "Q & A based on her book, *College Girl*"
- Dr. Alissa Ackerman, Research on perpetrators; working with survivors as a survivor
- Mr. Eric Acree, Mobilizing men and people of color against gender-based violence
- Dr. Brian Klocke, The pro-feminist men's movement
- Dr. Tricia Lin, Building and sustaining coalitions
- Prominent student activists in the new anti-rape movement

IV. Course Expectations, Requirements, and Grading

- **Participation 20%**

Attendance of scheduled meetings and small group project meetings, active participation in class and during the weekend course (GWS 104)

- **Personal statement 10%**

Describe your interest in this class, focusing on your personal connection to the topics as well as on the highlights of your experience in GWS 104. If this is the second or third time working as a peer educator, attach previous essay and focus on how you have changed since you first took the class.

Due: Sunday, end of week 2.

- **Paper and presentation on *Yes Means Yes* 15%**

After reading the book reflect on some of the new insights you gain and their relevance to gendered violence on campus and GWS 104. Your essay should give the reader a sense of the breadth of the book, underscore its importance, and address the current state of gendered violence in our community and nationally. Make sure you give examples from particular chapters that you found especially relevant and use direct quotes to support your writing.

Due: Sunday, end of week 4.

- **A Letter to a Survivor (Paper on *College Girl*) 15%**

Read *College Girl* and write a letter to the protagonist or to another survivor,, demonstrating your ability to empathize with her and applying some of what you learned from reading *Trauma and Recovery*.

Due: Sunday, end of week 7.

- **Research paper and group presentation 20%**

In teams of two or three you would have to choose a topic, conduct research and prepare a 10 minute presentation, first for your class and eventually for the weekend class. Topics may include: Body image, self esteem. sex positivity, LGBT, consent, Healthy relationship, unhealthy relationships, campus sexual assault, trauma and healing, survivors' empowerment.

- **Final essay 20%**

Analysis of your experience (revisit your personal statement and everything else you have written so far), the experience of the students you worked with during the semester and the program overall. Please make sure you focus on the advantages (and disadvantages) of using a peer education model to address gendered violence on campus. This essay should reflect your ability to integrate theory, research, and practice. Please make explicit reference to relevant materials from both required texts as well as additional articles posted.

Due: Sunday, week 15.