

**PSYCHOLOGY OF SEXUAL AGGRESSION (PSYC 140P)**  
**University of California, Santa Cruz**  
**Fall 2006**

**Professor**

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Office Hours: Thurs 2:00-3:00 and by appointment

**Class meets**

Tu/Th 12:00-1:45  
161 Social Sciences 1

**Course Goals**

The purpose of this course is to examine current psychological theory and research relating to the causes and consequences of rape and other forms of sexual aggression. It is designed to acquaint you with some of the key issues, questions, and findings in this field, as well as to allow you to develop some of the critical skills needed by research psychologists. The course is organized topically. We begin by reading and thinking about the social construction of masculinity and femininity and how these might contribute to sexual aggression. We then explore the role of the media in creating and enforcing these cultural constructions. The bulk of the course is devoted to an examination of psychological processes related to victimization and perpetration. We then discuss legal issues related to rape and sexual assault and violence prevention. We conclude the course by discussing alternative visions of sexuality -- ones not based in dominance and submission.

**Course Web Page**

<http://psych.ucsc.edu/faculty/zurbrigg/psy140p/>

**Required Texts**

The following texts are required and are available at the Slug Books Co-op (Phone: 469-7584; URL: [www.slugbooks.com](http://www.slugbooks.com)). All five of the required books are also on 2-hour reserve at McHenry library.

- (1) Readings available on ERES
- (2) Warshaw, R. (1988). *I never called it rape*. New York: HarperPerennial.
- (3) Brison, S. J. (2002). *Aftermath: Violence and the remaking of self*. Princeton University Press.
- (4) Buchwald, E., Fletcher, P. R., & Roth, M. (2005). *Transforming a rape culture (revised edition)*. Minneapolis: Milkweed.
- (5) Gavey, N. (2005). *Just sex? The cultural scaffolding of rape*. New York: Routledge.
- (6) Thornhill, R., & Palmer, C. (2000). *A natural history of rape: Biological bases of sexual coercion*. Cambridge, MA: MIT Press.

*A natural history of rape* can be purchased at Slug Books; however, it is also available on-line (access through Cruzcat). You can read the required sections of the book on-line or download them to a disk; however, it is not possible to print them. Access is free of charge for UC students. Note, however, that you must either access this site from a UC portal (i.e., via an on-campus connection) or log in using the "Off-Campus Access" system. For more information on Off-Campus Access (OCA) see the FAQ at: <http://library.ucsc.edu.oca.ucsc.edu/oqa/faq.html>

### **Additional Readings**

For most days, one or more additional readings are listed. If you want to read more about any topic that we cover (either for your final paper/project or for any other reason), these references are a good starting point. Some of these books are on 3-day reserve at McHenry library.

### **Prerequisites**

Students should have successfully completed *Psychology 1* (Introduction to Psychology), *Psychology 2* (Introduction to Psychological Statistics), and *Psychology 3* (Research Methods in Psychology), or their equivalent. Please talk to me if you have not met the prerequisites.

### **Format**

This course is a senior seminar, and satisfies that requirement for psychology majors. Most of class time will therefore be spent in group discussion of the assigned readings. Discussions will be supplemented with videotape presentations, outside speakers, and occasional lectures. Most of the readings are original empirical or theoretical articles from psychology journals; however, some are written by scholars in other disciplines (e.g., anthropology, sociology, evolutionary biology).

### **Academic Honesty**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the student guide available on the web at:

[http://www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/)

Violations will be taken seriously. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course.

### **Information about Classroom Accommodations**

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter. Contact the DRC at 459-2089 (voice), 459-4806 (TTY).

### **Requirements**

The most important requirement for the course is a serious commitment to critically engage with the course material. The structure of the course and the reading and writing assignments are

designed to facilitate this process; however, the course will succeed or fail only as a collective effort. Specific assignments and their relative weights in determining a final grade (for those who have requested a letter grade) are as follows:

1) Submission of 10 discussion questions, one for each of 10 class periods, beginning as early as the class scheduled for Tuesday, Sept 26. Discussion questions must be submitted electronically (via WebCT; login at <http://ic.ucsc.edu/webct>) **by 9 p.m. on the day before a class meeting takes place.** Late questions will not be accepted towards your minimum of 10 (but can help boost your participation grade; see below). You are free to submit a question for any 10 class periods in the quarter, but I encourage you to try to spread them out over the entire quarter (i.e., start early). (1 percent per question; 10% total)

2) Co-facilitate discussion. Each student will help facilitate one day's class meeting. Sign-ups will occur during the second week of class. (10%)

3) Media diary/analysis paper (2-3 pages). Record your media usage for one day and describe the messages (especially concerning gender and sexuality) that are communicated. **Due Tuesday, Oct 17.** (10%)

4) Article analysis (2-3 pages). Summarize and critique one of the assigned empirical articles. **Due at the beginning of class on the day the article is being discussed.** (10%)

5) Alternative Visions assignment (2-3 pages). Provide a description of two representations of sex or sexuality that are positive rather than negative models (that is, representations that are likely to contribute to a reduction in the prevalence of sexual aggression). We will post these descriptions on the course web site. **Due Thursday, Nov 30.** (10%)

6) Final individual paper (10-12 pages) or group project/paper. A literature review or other scholarly project related to some aspect of the psychology of sexual aggression. **Due Tuesday, Dec 5.** (40%)

7) Attendance and in-class and/or WebCT participation. (10%)

### **Additional Notes**

(1) I can only read email that is in plain text format. If you use a web-based email program, please make sure that you turn off all HTML or other kinds of "markup" before sending me email.

(2) Papers cannot be submitted electronically.

(3) Some of the videotapes we will watch include scenes of aggression. I will give you an overview of the content before showing the tape. You may elect not to view videos if you think they might upset you. Please also do not hesitate to slip out of the room during viewing, if you need to do that.

(4) I am committed to fostering an atmosphere in which we can engage in vigorous discussion while remaining courteous, respectful, and professional. I trust that you share that commitment.

If at any point during the quarter you feel that this atmosphere of civility is being threatened, please let me know immediately.

(5) Because of the small size of the senior seminars, students who need letters of recommendation for graduate school or other professional purposes often approach seminar instructors with requests to write such letters. I am generally happy to write a letter for any student who does well in this course. If you think you might want to ask me to write a letter for you, please plan to retain a portfolio of your work in this course. In other words, save all your written work, and compile and download all of your posts to the WebCT discussion board. You might also want to keep notes about your participation during class. Having this information will help me to write a better letter. I also appreciate as much advance notice as possible (at least two weeks before your first deadline).

(6) Studying rape and other forms of sexual aggression can be difficult emotionally. This is especially true for those who have been victimized. Because the mission of the course is academic rather than therapeutic, only limited kinds of support can be provided. For that reason, I urge you to plan ahead (now) for external emotional support from supportive friends, a therapist or counselor, or a social service agency. Some area resources are listed below. Additional information is provided in a supplemental document. **Please note that I do not assume any responsibility for the quality of services offered by these organizations.**

#### **Area Resources**

Walnut Avenue Women's Center., 303 Walnut Ave. (426-3062)

Commission for the Prevention of Violence Against Women, 915 Cedar St. (420-6298)

Rape Crisis Hotline + 24 Hour Women's Crisis Support (429-1478)

Women's Crisis Support/Defensa de Mujeres (685-3737)

Sexual Abuse Referral and Treatment (800-852-5209)

UCSC Rape Prevention Education Program (459-2721)

UCSC Counseling and Psychological Services (459-2628)

Survivor's Healing Center 2301 Mission Street, Suite C-1 (423-7601)  
[www.survivorshalingcenter.org](http://www.survivorshalingcenter.org)

## COURSE SCHEDULE

Please note that the following schedule is tentative and subject to change. All changes will be announced in class. An updated schedule will always be available on the web site.

### **Th Sep 21**

#### **Course Introduction**

FILM: *Rape Is* (VT8314)

#### Readings:

None

### **Tu Sep 26**

#### **Overview, Prevalence, and Measurement**

#### Required readings:

Buchwald, E., Fletcher, P. R., & Roth, M. (2005). Are we really living in a rape culture? In *Transforming a rape culture* (pp. 5-9).

Gavey, N. (2005). *Just sex? The cultural scaffolding of rape*. Ch 1-2.

Fisher, B. S. (2004). *Measuring rape against women: The significance of survey questions* (NCJ 199705). Washington, D.C.: U. S. Department of Justice, Office of Justice Programs. Available online at <http://www.ncjrs.gov/pdffiles1/nij/199705.pdf>

#### Additional readings:

Abbey, A., Parkhill, M. R., & Koss, M. P. (2005). The effects of frame of reference on responses to questions about sexual assault victimization and perpetration. *Psychology of Women Quarterly*, 29, 364-373.

Fisher, B. S., Cullen, F. T., & Turner, M. G. (2000). *The sexual victimization of college women*. (U. S. Department of Justice Research Report No. NCJ 182369). Available on-line at <http://www.ncjrs.org/pdffiles1/nij/182369.pdf>

Hamby, S. L., & Koss, M. P. (2003). Shades of gray: A qualitative study of terms used in the measurement of sexual victimization. *Psychology of Women Quarterly*, 27, 243-255.

Koss, M. P. (1993). Detecting the scope of rape: A review of prevalence research methods. *Journal of Interpersonal Violence*, 8, 198-222.

Koss, M. P. (1988/1998). Hidden rape: Sexual aggression and victimization in a national sample of students in higher education. In M. E. Odem & J. Clay-Warner (Eds.), *Confronting rape and sexual assault* (pp. 51-69). Wilmington, DE: SR Books/Scholarly Resources. Reprinted from A. W. Burgess (Ed.), *Rape and sexual assault* (pp. 3-25).

Rennison, C. M. (2002). *Rape and sexual assault: Reporting to police and medical attention, 1992-2000* (NCJ 194530). Washington, D.C.: U. S. Department of Justice, Office of Justice Programs.

**Th Sep 28****Social Construction of Masculinity, Femininity, and Sexuality**

FILM: *Tough Guise: Violence, Media, and the Crisis in Masculinity* (VT6613)

Required readings:

Morgan, E. E. (1975). The erotization of male dominance/female submission. *University of Michigan Papers in Women's Studies*, 11, 112-145.

Murnen, S. K., Wright, C., & Kaluzny, G. (2002). If "boys will be boys," then girls will be victims? A meta-analytic review of the research that relates masculine ideology to sexual aggression. *Sex Roles*, 46, 359-375.

Gavey, N. (2005). *Just sex? The cultural scaffolding of rape*. Ch 4.

Miedzian, M. (2005). How rape is encouraged in American boys and what we can do to stop it. In *Transforming a rape culture* (pp. 161-172).

Buchwald, E. (2005). Raising girls in the twenty-first century. In *Transforming a rape culture* (pp. 213-231).

Additional readings:

Byers, E. S. (1996). How well does the traditional sexual script explain sexual coercion? Review of a program of research. *Journal of Psychology and Human Sexuality*, 8, 7-25.

Gilmore, D. D. (1990). *Manhood in the making: Cultural concepts of masculinity* (pp. 9-29 and 220-231). New Haven: CT: Yale University Press.

Gold, S.R., Fultz, J., Burke, C. H., & Prisco, A.G. (1992). Vicarious emotional responses of macho college males. *Journal of Interpersonal Violence*, 7(2), 165-174.

**Tu Oct 3****Cultural and Sub-Cultural Forces**Required readings:

Sanday, P. R. (1981). The socio-cultural context of rape: A cross-cultural study. *Journal of Social Issues*, 37, 5-27.

Kimmel, M. (2005). Men, masculinity, and the rape culture. In *Transforming a rape culture* (pp. 141-157).

Messner, M. A. (2005). The triad of violence in men's sports. In *Transforming a rape culture* (pp. 25-46).

Locke, B. D., & Mahalik, J. R. (2005). Examining masculinity norms, problem drinking, and athletic involvement as predictors of sexual aggression in college men. *Journal of Counseling Psychology*, 52, 279-283.

Humphrey, S. E., & Kahn, A. S. (2000). Fraternities, athletic teams, and rape: Importance of identification with a risky group. *Journal of Interpersonal Violence*, 15, 1313-1322.

Additional readings:

- Boeringer, S. B. (1999). Associations of rape-supportive attitudes with fraternal and athletic participation. *Violence Against Women, 5*, 81-90.
- Boswell, A. A., & Spade, J. Z. (1996). Fraternities and collegiate rape culture: Why are some fraternities more dangerous places for women? *Gender and Society, 10*, 133-147.
- Koss, M., & Cleveland, H. H. (1996). Athletic participation, fraternity membership, and date rape: The question remains-self selection in different causal processes? *Violence Against Women, 2*, 180-190.
- Martin, P. Y., & Hummer, R. A. (1989). Fraternities and rape on campus. *Gender and Society, 3*, 457-473.
- Rozee, P. D. (1993). Forbidden or forgiven? Rape in cross-cultural perspective. *Psychology of Women Quarterly, 17*, 499-514.
- Sanday, P. R. (1996). Rape-prone versus rape-free campus cultures. *Violence Against Women, 2*, 191-208.
- Sanday, P. R. (2003). Rape-free versus rape-prone: How culture makes a difference. In Travis, C. B., (Ed.), *Evolution, gender, and rape* (pp. 337-361). Cambridge, MA: MIT Press.

**Th Oct 5****Media I: Music, Music Videos, and Movies**

FILM: *Dreamworlds II: Desire, Sex, and Power in Music Videos* (VT5516)

and/or

FILM: *Beyond Beats and Rhymes: A Hip-Hop Head Weighs in on Manhood in Rap Music*

Required readings:

- Bufkin, J., & Eschholz, S. (2000). Images of sex and rape: A content analysis of popular film. *Violence Against Women, 6*, 1317-1344.
- Barongan, C., & Hall, G. C. N. (1995). The influence of misogynous rap music on sexual aggression against women. *Psychology of Women Quarterly, 19*, 195-207.
- Millburn, M. A., Mather, R., Conrad, S. D. (2000). The effects of viewing R-rated movie scenes that objectify women on perceptions of date rape. *Sex Roles, 43*, 645-664.

Additional readings:

- Johnson, J., Jackson, L., & Gatto, L. (1995). Violent attitudes and deferred academic aspirations: Deleterious effects of exposure to rap music. *Journal of Applied Social Psychology, 16*, 279-294.
- Kalof, L. (1999). The effects of gender and music video imagery on sexual attitudes. *Journal of Social Psychology, 139*, 378-385.

**Tu Oct 10****Media II: Advertising and Pornography**

FILM: *Killing Us Softly 3* (VT7615)

Required readings:

Baker, C. N. (2005). Images of women's sexuality in advertisements: A content analysis of black- and white-oriented women's and men's magazines. *Sex Roles*, 52, 13-27.

Kilbourne, J. (1999). Two ways a woman can get hurt. In *Deadly persuasion: Why women and girls must fight the addictive power of advertising* (pp. 251-291). New York: The Free Press.

Dines, G. (2005). Unmasking the pornography industry: From fantasy to reality. In *Transforming a rape culture* (pp. 107-115).

Additional readings:

Radway, J. A. (1991). *Reading the romance : Women, patriarchy, and popular literature*. Chapel Hill, NC: University of North Carolina Press.

Snitow, A. B. (1979). Mass market romance: Pornography for women is different. *Radical History Review*, 20, 141-161.

Zillmann, D., & Bryant, J. (1988). Pornography's impact on sexual satisfaction. *Journal of Applied Social Psychology*, 18, 438-453.

**Th Oct 12****Victimization I: Overview & Voices of Victims**

FILM: Excerpts from *Campus Rape*

Required readings:

Kaminker, L. (2006, September 8). My September 10th. Available online at <http://www.commondreams.org/views06/0908-35.htm>

Brison, S. J. (2002). *Aftermath: Violence and the remaking of self*. Ch 1.

Warshaw, R. (1988). *I never called it rape*. Introduction, Ch 1-2.

Pelka, F. (1992). Raped: A male survivor breaks his silence. *On the Issues*, 40, 8-11.

Additional readings:

Bob Herbert (2001, August 27). Violence that won't let go. *New York Times*, p. A21(National edition).  
+ follow-up letters to the editor.

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown.

**Tu Oct 17****Victimization II: Effects on Mental and Physical Health**Required readings:

Warshaw, R. (1988). *I never called it rape*. Ch 5.

Brison, S. J. (2002). *Aftermath: Violence and the remaking of self*. Ch 3.

Resick, P. A. (1993). The psychological impact of rape. *Journal of Interpersonal Violence*, 8, 223-255.

Golding, J. M., Cooper, M. L., & George, L. K. (1997). Sexual assault history and health perceptions: Seven general population studies. *Health Psychology*, 16, 417-425.

Additional readings:

Koss, M. P., Heise, L., & Russo, N. F. (1994). The global health burden of rape. *Psychology of Women Quarterly*, 18, 509-537.

**Th Oct 19**

**Victimization III: Community Responses**

Required readings:

Warshaw, R. (1988). *I never called it rape*. Ch 13.

Campbell, R., & Martin, P. Y. (2001). Services for sexual assault survivors: The role of rape crisis centers. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 227-241). Thousand Oaks, CA: Sage.

Ullman, S. E. (1996). Social reactions, coping strategies, and self-blame attributions in adjustment to sexual assault. *Psychology of Women Quarterly*, 20, 505-526.

Additional readings:

Campbell, R., Ahrens, C. E., Sefl, T., Wasco, S. M., & Barnes, H. E. (2001). Social reactions to rape victims: Healing and hurtful effects on psychological and physical health outcomes. *Violence and Victims*, 16, 287-302.

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 3-8.

**Tu Oct 24**

**Victimization IV: Risk factors**

Required readings:

Warshaw, R. (1988). *I never called it rape*. Ch 3-4.

Brison, S. J. (2002). *Aftermath: Violence and the remaking of self*. Ch 4.

West, C. M., Williams, L. M., & Siegel, J. A. (2000). Adult sexual revictimization among black women sexually abused in childhood: A prospective examination of serious consequences of abuse. *Child Maltreatment*, 5, 49-57.

Livingston, J. A., & Testa, M. (2000). Qualitative analysis of women's perceived vulnerability to sexual aggression in a hypothetical dating context. *Journal of Social and Personal Relationships*, 17, 729-741.

Additional readings:

Ullman, S. E., & Knight, R. A. (1991). A multivariate model for predicting rape and physical injury outcomes during sexual assaults. *Journal of Consulting & Clinical Psychology, 59*, 724-731.

**Th Oct 26****Victimization V: Coping, Recovery, and Treatment**

FILM: *Relearning Touch*

Required readings:

Warshaw, R. (1988). *I never called it rape*. Chapter 14.

Boeschen, L. E., Koss, M. P., Figueredo, A. J., & Coan, J. A. (2001). Experiential avoidance and post-traumatic stress disorder: A cognitive mediational model of rape recovery. *Journal of Aggression, Maltreatment, and Trauma, 4*, 211-245.

Littleton, H., & Breitkopf, C. R. (2006). Coping with the experience of rape. *Psychology of Women Quarterly, 30*, 106-116.

Holzman, C. G. (1996). Counseling adult women rape survivors: Issues of race, ethnicity, and class. *Women and Therapy, 19*(2), 47-62.

Additional readings:

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 10-12, 14-17.

Foa, E. B., Rothbaum, B. O., Riggs, D. S., & Murdock, T. B. (1991). Treatment of posttraumatic stress disorder in rape victims: A comparison between cognitive-behavioral procedures and counseling. *Journal of Consulting and Clinical Psychology, 59*, 715-723.

Gilbert, B. J. (1994). Treatment of adult victims of rape. In J. Briere (Ed.), *Assessing and treating victims of violence* (pp. 67-78). San Francisco: Jossey-Bass.

Orzek, A. M. (1988). The lesbian victim of sexual assault: Special considerations for the mental health professional. *Women and Therapy, 8*(1-2), 107-117.

Mezey, G., & King, M. (2000). Treatment for male victims of rape. In G. C. Mezey and M. B. King (Eds.), *Male victims of sexual assault* (2nd edition, pp. 141-156). Oxford: Oxford University Press.

Quina, K., & Carlson, N. L. (1989). *Rape, incest, and sexual harassment: A guide for helping survivors*. New York: Praeger.

Petrak, J. (1996). Current trends in the psychological assessment and treatment of victims of sexual violence. *Sexual and Marital Therapy, 11*, 37-45.

**Tu Oct 31****Victimization VI: Complicating Victimization**Required readings:

Brisson, S. J. (2002). *Aftermath: Violence and the remaking of self*. Ch 5.

Gavey, N. (2005). *Just sex? The cultural scaffolding of rape*. Ch 5-6.

McMullin, D., & White, J. W. (2006). Long-term effects of labeling a rape experience. *Psychology of Women Quarterly*, 30, 96-105.

## Th Nov 2

### **Perpetration I: Overview & Voices of Perpetrators**

FILM: *The Undetected Rapist*

#### Required readings:

Warshaw, R. (1988). *I never called it rape*. Ch 6.

Beneke, T. (1982). Interview with a rapist. In *Men on rape*. New York: St. Martin's Press.  
Reprinted in M. S. Kimmel (Ed.) (1990). *Men confront pornography* (pp. 43-51). New York: Crown.

Lea, S., & Auburn, T. (2001). The social construction of rape in the talk of a convicted rapist. *Feminism and Psychology*, 11, 11-33.

Gavey, N. (2005). *Just sex? The cultural scaffolding of rape*. Ch 7.

#### Additional readings:

Scully, D., & Marolla, J. (1985). "Riding the bull at Gilley's": Convicted rapists describe the rewards of rape. *Social Problems*, 32, 251-263.

## Tu Nov 7

### **Perpetration II: Biological and Evolutionary Theories**

#### Required readings:

Thornhill, R., & Palmer, C. (2000). *A natural history of rape*. Ch 1-4, 12.

Coyne, J. A., & Berry, A. (March 9, 2000). Rape as an adaptation? *Nature*, 404, 121-122.

Patai, D. (2000, Fall). Do they have to be wrong? *Gender Issues*, 74-82.

Sanchez, L. E., (2000, Fall). How Homo Academicus got his name and other just-so stories. *Gender Issues*, 83-103.

Franks, S. E. (2003). They blinded me with science: Misuse and misunderstanding of biological theory. In C. Burack & J. J. Josephson (Eds.), *Fundamental differences: Feminists talk back to social conservatives* (pp. 11-25). Lanham, MD: Rowman & Littlefield.

#### Additional readings:

Thornhill, R., & Palmer, C. (2000). *A natural history of rape*. Chapters 5, 6, 8-11.

Travis, C. B., Ed. (2003). *Evolution, gender, and rape*. Cambridge, MA: MIT Press.

Rabinowitz, V. C., & Valian, V. (2000). Sex, sex differences, and social behavior. *Annals of the New York Academy of Sciences*, 907, 196-207.

**Th Nov 9****Perpetration III: Confluence and Multivariate Theories**

FILM: *Men's work: Fraternity brothers stopping violence against women*

Required readings:

Abbey, A., McAuslan, P., Zawacki, T., Clinton, A. M., & Buck, P. O. (2001). Attitudinal, experiential, and situational predictors of sexual assault perpetration. *Journal of Interpersonal Violence, 16*, 784-807.

Malamuth, N. M. (1998). The confluence model as an organizing framework for research on sexually aggressive men: Risk moderators, imagined aggression, and pornography consumption. In R. G. Geen & E. Donnerstein (Eds.), *Human aggression: Theories, research and implications for social policy* (pp. 229-245). San Diego, CA: Academic Press.

Hall, G. C. N., Sue, S., Narang, D. S., & Lilly, R. S. (2000). Culture-specific models of men's sexual aggression: Intra- and interpersonal determinants. *Cultural Diversity and Ethnic Minority Psychology, 6*, 252-268.

Additional readings:

Adams-Curtis, L. H., & Forbes, G. B. (2004). College women's experiences of sexual coercion: A review of cultural perpetrator, victim, and situational variables. *Trauma, Violence, and Abuse, 5*, 91-122.

Hall, G. C. N., & Hirschman, R. (1991). Toward a theory of sexual aggression: A quadripartite model. *Journal of Consulting and Clinical Psychology, 59*, 662-669.

White, J. W. & Post, L. A. (2003). Understanding rape: A metatheoretical perspective. In Travis, C. B., (Ed.), *Evolution, gender, and rape* (pp. 383-411). Cambridge, MA: MIT Press.

**Tu Nov 14****Perpetration IV: Cognitive factors and the Role of Alcohol**Required readings:

Zurbriggen, E. L. (2000). Social motives and cognitive power/sex associations: Predictors of aggressive sexual behavior. *Journal of Personality and Social Psychology, 78*, 559-581.

Cole, T. B. (2006). Rape at US colleges often fueled by alcohol. *JAMA, 96*, 504-505.

Loh, C., Gidyca, C. A., Lobo, T. R., & Luthra, R. (2005). Prospective analysis of sexual assault perpetration. *Journal of Interpersonal Violence, 20*, 1325-1348.

Additional readings:

Abbey, A., Zawacki, T., Buck, P. O., Clinton, A. M., & McAuslan, P. (2004). Sexual assault and alcohol consumption: What do we know about their relationship and what types of research are still needed? *Aggression and Violent Behavior, 9*, 271-303.

Drieschner, K., & Lange, A. (1999). A review of cognitive factors in the etiology of rape: Theories, empirical studies, and implications. *Clinical Psychology Review, 19*, 57-77.

Ullman, S. E., Karabatsos, G., & Koss, M. P. (1999). Alcohol and sexual assault in a national sample of college women. *Journal of Interpersonal Violence, 14*, 603-625.

**Th Nov 16**

**Legal Issues**

Required readings:

Warshaw, R. (1988). *I never called it rape*. C 9.

Brisson, S. J. (2002). *Aftermath: Violence and the remaking of self*. Ch 6.

Koss, M. P. (2000). Blame, shame, and community justice responses to violence against women. *American Psychologist, 55*, 1332-1343.

Benedict, J., & Klein, A. (1998). Arrest and conviction rates for athletes accused of sexual assault. In R. K. Bergen (Ed.), *Issues in intimate violence* (pp. 169-175). Thousand Oaks, CA: Sage.

Additional readings:

Bohmer, C. (1991/1998). Rape and the law. In M. E. Odem & J. Clay-Warner (Eds.), *Confronting rape and sexual assault* (pp. 247-262). Wilmington, DE: SR Books/Scholarly Resources. Reprinted from A. Parrot & L. Bechhofer (Eds.), *Acquaintance rape: The hidden crime* (pp 317-333), New York: Wiley.

MacKinnon, C. A. (2001). The criminal law of rape. In *Sex Equality: Rape Law* (pp. 800-856). New York: Foundation Press.

Wriggins, J. (1983/1998). Rape, racism, and the law. In M. E. Odem & J. Clay-Warner (Eds.), *Confronting rape and sexual assault* (pp. 199-209). Wilmington, DE: SR Books/Scholarly Resources. Reprinted from *Harvard Women's Law Journal 6* (Spring 1983), pp. 103-122, 140-141.

Thornhill, R., & Palmer, C. (2000). *A natural history of rape*. Chapter 7.

**Tu Nov 21**

No class - work individually or in groups on final papers/projects.

**Th Nov 23**

No class -- Happy Thanksgiving!

**Tu Nov 28**

**Rape Prevention and Education**

Required readings:

Warshaw, R. (1988). *I never called it rape*. Chapters 10-12.

Anderson, L. A., & Whiston, S. C. (2005). Sexual assault education programs: A meta-analytic examination of their effectiveness. *Psychology of Women Quarterly, 29*, 374-388.

Madhubuti, H. R. (2005). On becoming antirapist. In *Transforming a rape culture* (pp. 175-187).

Orton, R. (2005). Learning to listen: One man's work in the antirape movement. In *Transforming a rape culture* (pp. 235-248).

Levy, C. (2005). The date rape play: A collaborative process. In *Transforming a rape culture* (pp. 251-258).

Additional readings:

Bachar, K., & Koss, M. P. (2001). Pages 127-137 of: From prevalence to prevention: Closing the gap between what we know about rape and what we do. In *Sourcebook on violence against women* (pp. 117-142). Thousand Oaks, CA: Sage.

O'Donohue, W., Yeater, E. A., & Fanetti, M. (2003). Rape prevention with college males: The roles of rape myth acceptance, victim empathy, and outcome expectancies. *Journal of Interpersonal Violence*, 18, 513-531.

Rozee, P. D., & Koss, M. P. (2001). Rape: A century of resistance. *Psychology of Women Quarterly*, 25, 295-311.

White, A. M. (1999). Talking feminist, talking Black: Micromobilization processes in a collective protest against rape. *Gender and Society*, 13, 77-100.

Zoucha-Jensen, J. M., & Coyne, A. (1993/1998). The effects of resistance strategies on rape. In M. E. Odem & J. Clay-Warner (Eds.), *Confronting rape and sexual assault* (pp. 225-229). Wilmington, DE: SR Books/Scholarly Resources. Reprinted from *American Journal of Public Health*, 83, 1633-1634.

National Advisory Council on Violence Against Women (2001). *Toolkit to end violence against women*. Available at: <http://toolkit.ncjrs.org/>

**Th Nov 30**

**Alternative Visions**

Required readings:

Dworkin, A. (2005). I want a twenty-four hour truce during which there is no rape. In *Transforming a rape culture* (pp. 13-22).

Surkan, K. (2005). More gender, less presumption: Cybersex as an alternative to a culture of violent sexuality. In *Transforming a rape culture* (pp. 391-405).

Stoltenberg, J. (1989). How men have (a) sex. In *Refusing to be a man: Essays on sex and justice* (pp. 25-39). Portland, OR: Breitenbush Books.

Stoltenberg, J. (1989). What is good sex? In *Refusing to be a man: Essays on sex and justice* (pp. 101-114). Portland, OR: Breitenbush Books.

Additional readings:

Weinberg, J., & Biernbaum, M. (1993). Conversations of consent. In E. Buchwald, P. R. Fletcher, & M. Roth (Eds.), *Transforming a rape culture* (pp. 87-100). Minneapolis: Milkweed Editions.

**Tues Dec 5, 4:00-7:00pm**

**Final exam period: in-class presentations and course conclusion.**