

PSYCHOLOGY OF SEXUAL AGGRESSION (PSYC 159D)
University of California, Santa Cruz
Winter 2011

Professor

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Office Hours: Mon 3:30-4:30

Class meets

M/W/F 2:00-3:10
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. As a senior seminar, the course also serves as a capstone experience for psychology majors. The course is organized topically. We begin by reading and thinking about the social construction of masculinity and femininity (especially through representations in the media) and how these constructions might contribute to sexual aggression. The bulk of the course is devoted to an examination of psychological processes related to victimization and perpetration. The course concludes with a discussion of several special topics and an examination of rape prevention and education.

Course Web Page

<http://people.ucsc.edu/~zurbrigg/psy159d/>

Required Texts

The following texts are required and are available at the Bay Tree bookstore (Phone: 459-4216; URL: slugstore.ucsc.edu). All three of the required books will be placed on 2-hour reserve at McHenry library.

- (1) Readings available on ECommons (<https://ecommons.ucsc.edu/xsl-portal>).
- (2) Warshaw, R. (1988). *I never called it rape*. New York: Harper Perennial.
- (3) Raine, N. V. (1999). *After silence: Rape and my journey back*. New York: Three Rivers Press.
- (4) 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 Bay Tree bookstore; however, it is also available on-line (access through Cruzcat:

<http://site.ebrary.com.oca.ucsc.edu/lib/ucsc/docDetail.action?docID=2001049>). You can read the required sections of the book on-line or print (or save as pdf) up to 60 pages at a time. Access is free of charge for UC students.

Supplemental Readings

For most days, one or more supplemental readings are listed. If you want to read more about any topic that we cover (either for your paper/final project or for any other reason), these references are a good starting point.

Prerequisites

Students should have successfully completed *Psychology 1* (Introduction to Psychology), *Psychology 2* (Introduction to Psychological Statistics), and *Psychology 3* or *100* (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. **Please do the assigned readings before class and bring them with you, to facilitate discussion.** Discussions may be supplemented with videotape presentations, activities, and brief 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/

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. In addition, you may consult the following resources:

NetTrail:

<http://nettrail.ucsc.edu/> (Section 6, Info Ethics)

The Council on Writing Program Administrators statement on Defining and Avoiding Plagiarism:

<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>

Accommodations for Students with Disabilities

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to the instructor in person within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

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 our next class (Friday Jan 7). Discussion questions must be submitted electronically (via Ecommons; login at <https://ecommons.ucsc.edu/xsl-portal>) **by 5pm on the day before a class meeting takes place**. Late questions will not be accepted toward your minimum of 10 (but can help boost your participation grade; see #5 below). You are free to submit a question for any 10 class periods in the quarter for which readings are assigned, but I encourage you to try to spread them out over the entire quarter (in other words, start early). These rules are designed to help facilitate effective and stimulating communication both on the discussion board and in class. Class facilitators may wish to use your posted comments/questions to help organize in-class discussion; that is why posts must be submitted by 5pm on the day before class. (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. There is a written component to this requirement; more details will be provided. (10%)

3) Two drafts of a 5-page (double-spaced) literature review paper on a topic related to your group's action project. These are individual (not group) papers. **First draft due Wednesday February 2. Final draft due Monday, February 14.** (15% each draft; 30%)

4) Final group action project, written report, and in-class presentation. In groups of 5-6, you will design and implement an action whose purpose is related to the prevention of, or education about, sexual aggression. These projects will be informed by the literature reviews that you conducted, individually, during the first half of the course. There are three components to the final project: an action, a written report (typically 20 or more pages in length), and an oral presentation. You will work together as a group on all three components. More information will be provided in a separate handout. **Presentations will occur during our final exam time period (Tuesday, March 15, 4-7pm); written reports will be due then, as well.** (40%)

5) Attendance and in-class and/or electronic (Ecommons) participation. Because this course is a seminar, consistent attendance is essential. Much learning in this course will take place as you read the assigned material and write and think about it. But in addition, much learning will take place as we, together, critically discuss what you have read and written. Each of you has a unique perspective, and I am eager to hear your thoughts, insights, and questions. Please come to each class prepared to contribute to our discussion. If you absolutely must miss a class, I appreciate advance notice, if that is possible. **You must attend the final class meeting, during the final exam period (3/15, 4-7pm).** (10%)

Additional Notes

(1) Papers cannot be submitted electronically.

(2) There is a lot of reading in this course. Some of it is quite challenging, either intellectually or emotionally. Please allow ample time for your reading. Your enjoyment of the course will suffer if you try to do the reading at the last minute.

(2) 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.

(3) 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.

(4) 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. **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

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.

Wed Jan 5

Course Introduction

Fri Jan 7

Overview

FILM: *Rape Is* (VT8314)

Required readings:

Stoler, L. R. (2002). Researching childhood sexual abuse: Anticipating effects on the researcher. *Feminism and Psychology, 12*, 269-274.

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

Supplemental readings:

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>

Mon Jan 10

Social Construction of Masculinity, Femininity, and Sexuality

FILM: *Tough Guise: Violence, Media, and the Crisis in Masculinity* (VT6613) [Part 1]

Discussion facilitated by Brandon Balzer-Carr, B.A.

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.

Supplemental 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.

Favrid, P., & Braun, V. (2006). 'Most of us guys are raring to go anytime, anyplace, anywhere': Male and female sexuality in Cleo and Cosmo. *Sex Roles, 55*, 295-310.

Wed Jan 12

Social Construction of Masculinity, Femininity, and Sexuality [continued]

FILM: *Tough Guise: Violence, Media, and the Crisis in Masculinity* (VT6613) [Part 2]

Discussion facilitated by Brandon Balzer-Carr, B.A.

Required readings:

None

Fri Jan 14**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.

Sanday, P. R. (1996). Rape-prone versus rape-free campus cultures. *Violence Against Women*, 2, 191-208.

Supplemental readings:

Bleecker, E. T., & Murnen, S. K. (2005). Fraternity membership, the display of degrading sexual images of women, and rape myth acceptance. *Sex Roles*, 53, 487-493.

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.

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.

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.

Murnen, S. K., & Kohlman, M. H. (2007). Athletic participation, fraternity membership, and sexual aggression among college men: A meta-analytic review. *Sex Roles*, 57, 145-157.

Roze, P. D. (1993). Forbidden or forgiven? Rape in cross-cultural perspective. *Psychology of Women Quarterly*, 17, 499-514.

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.

Watson-Franke, M.-B. (2002). A world in which women move freely without fear of men: An anthropological perspective on rape. *Women's Studies International Forum*, 25, 599-606.

Mon Jan 17**HOLIDAY: Martin Luther King, Jr. Day**

No class.

Wed Jan 19**Media I: Advertising and Movies**

FILM: Excerpts from *Killing Us Softly 3* (VT7615)

Required readings:

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.

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.

Supplemental 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.

Bufkin, J., & Eschholz, S. (2000). Images of sex and rape: A content analysis of popular film. *Violence Against Women*, 6, 1317-1344.

Fri Jan 21**Media II: Music, Music Videos**Required readings:

- Kaestle, C. E., Halpern, D. T., & Brown, J. D. (2007). Music videos, pro wrestling, and acceptance of date rape among middle school males and females: An exploratory analysis. *Journal of Adolescent Health, 40*, 185-187.
- West, C. M. (2009). Still on the auction block: The (s)exploitation of black adolescent girls in rap(e) music and hip-hop culture. In S. Olfman (Ed.), *The sexualization of childhood* (pp. 89-102). Westport, CT: Praeger.

Supplemental readings:

- 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.
- 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.
- Squires, C. R., Kohn-Wood, L. P., Chavous, T., & Carter, P. L. (2006). Evaluating agency and responsibility in gendered violence: African American youth talk about violence and hip-hop. *Sex Roles, 55*, 725-737.

Mon Jan 24**First Group Meeting**

Groups meet in class to decide on individual research/writing assignments. Bring a laptop if you have one.

Required readings:

None

Wed Jan 26**Overview, Prevalence, and Measurement**Required readings:

- Warshaw, R. (1988). *I never called it rape*. Ch 3-4.
- 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.
- Basile, K. C., Chen, J., Black, M. C., & Saltzman, L. E. (2007). Prevalence and characteristics of sexual violence victimization among U. S. adults, 2001-2003. *Violence and Victims, 22*, 437-448.

Supplemental readings:

- 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>
- 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.

Fri Jan 28

Overview, Prevalence, and Measurement

FILM: *The Date Rape Backlash* (VT8132)

Required readings:

None.

Mon Jan 31

Victimization I: Overview & Voices of Victims

FILM: Excerpt from *No! The Rape Documentary* (DVD3972)

Required readings:

- Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. "To my Reader" and Chapters 1-2.
- Pelka, F. (1992). Raped: A male survivor breaks his silence. *On the Issues*, 40, 8-11.

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

Wed Feb 2

Victimization II: Effects on Mental Health

FILM: *A Journey Back: From Rape to Healing*

Required readings:

- Warshaw, R. (1988). *I never called it rape*. Ch 5.
- Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 3-4.
- Resick, P. A. (1993). The psychological impact of rape. *Journal of Interpersonal Violence*, 8, 223-255.

Fri Feb 4

Victimization III: Effects on Physical Health

Required readings:

- Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 5-6.
- 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.

Supplemental readings:

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

Mon Feb 7**Victimization IV: Community Responses**

FILM: Excerpt from *No! The Rape Documentary* (DVD3972)

Required readings:

Warshaw, R. (1988). *I never called it rape*. Ch 9, 13.

Raine, N. V. (1998). *After silence: Rape and my journey back*. New York: Crown. Chapters 7-8.

Ahrens, C. E., Cabral, G., & Abeling, S. (2009). Healing or hurtful: Sexual assault survivors' interpretations of social reactions from support providers. *Psychology of Women Quarterly*, 33, 81-94.

Supplemental readings:

Campbell, R. (2008). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. *American Psychologist*, 63, 702-717.

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.

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.

Ullman, S. E., Townsend, S. M., Filipas, H. H., & Starzynski, L. L. (2007). Structural models of the relations of assault severity, social support, avoidance coping, self-blame, and PTSD among sexual assault survivors. *Psychology of Women Quarterly*, 31, 23-37.

Wed Feb 9**Victimization V: Coping and Recovery**Required readings:

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

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

Supplemental readings:

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.

Fri Feb 11**Second Group Meeting**

Groups meet in class to design action projects.

Required readings:

None

Mon Feb 14**Victimization VI: Treatment**

FILM: *Relearning Touch*

Required readings:

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

Supplemental readings:

- 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.
- 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.
- Ullman, S. (2007). Mental health services seeking in sexual assault victims. *Women and Therapy, 30*, 61-84.

Wed Feb 16**Perpetration I: Overview & Voices of Perpetrators**

FILM: *The Undetected Rapist* and/or excerpts from *Someone You Know: Acquaintance Rape*.

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.

Supplemental readings:

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

Fri Feb 18**Third Group Meeting**

Groups meet in class to design action projects.

Required readings:

None

Mon Feb 21**HOLIDAY: Presidents' Day**

No class.

Wed Feb 23**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.
- 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.
- Thornhill, R., & Palmer, C. (2001). New preface to *A natural history of rape*.

Supplemental readings:

- Thornhill, R., & Palmer, C. (2000). *A natural history of rape*. Chapters 5, 6, 8-11.
- Patai, D. (2000, Fall). Do they have to be wrong? *Gender Issues*, 74-82.
- 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.
- Sanchez, L. E., (2000, Fall). How Homo Academicus got his name and other just-so stories. *Gender Issues*, 83-103.
- Ward, T., & Siegert, R. (2002). Rape and evolutionary psychology: A critique of Thornhill and Palmer's theory. *Violent Behavior*, 7, 145-168.

Fri Feb 25**Perpetration III: Confluence and Multivariate Theories**Required readings:

- Malamuth, N. M., Linz, D., Heavey, C. L., Barnes, G., & Acker, M. (1995). Using the confluence model of sexual aggression to predict men's conflict with women: A 10-year follow-up study. *Journal of Personality and Social Psychology*, 69, 353-369.
- 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.

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

Mon Feb 28**The Role of Alcohol**Required readings:

- Cole, T. B. (2006). Rape at US colleges often fueled by alcohol. *JAMA*, *96*, 504-505.
- Loiselle, M., & Fuqua, W. R. (2007). Alcohol's effects on women's risk detection in a date-rape vignette. *Journal of American College Health*, *55*, 261-266.
- 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.

Supplemental 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.
- 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.

Wed Mar 2**Rape and War**

FILM: Excerpts from *Operation Fine Girl: Rape Used as a Weapon of War in Sierra Leone*

Required readings:

- Zurbriggen, E. L. (2010). Rape, war, and the socialization of masculinity: Why our refusal to give up war ensures that rape can't be eradicated. *Psychology of Women Quarterly*, *34*, 538-549.
- Vikman, E. (2005). Ancient origins: Sexual violence in warfare, Part I. *Anthropology and Medicine*, *12*, 21-31.

Supplemental readings:

- Vikman, E. (2005). Modern combat: Sexual violence in warfare, Part II. *Anthropology and Medicine*, *12*, 33-46.
- Henry, N., Ward, T., & Hirshberg, M. (2004). A multifactorial model of wartime rape. *Aggression and Violent Behavior*, *9*, 535-562.
- Gottschall, J. (2004). Explaining wartime rape. *Journal of Sex Research*, *41*, 129-136.
- Price, L. S. (2001). Finding the man in the soldier-rapist: Some reflections on comprehension and accountability. *Women's Studies International Forum*, *24*, 211-227.
- Borchelt, G. (2005). Sexual violence against women in war and armed conflict. In Barnes, A., (Ed). *The handbook of women, psychology, and the law* (pp. 293-327). Hoboken, NJ: Wiley
- Goldstein, J. S. (2001). Selections from *Gender and war: How gender shapes the war system and vice versa*. Cambridge, UK: Cambridge University Press. [Chapter 6b: *Feminization of enemies as symbolic domination*.]
- Hynes, H. P. (2004). On the battlefield of women's bodies: An overview of the harm of war to women. *Women's Studies International Forum*, *27*, 431-445.
- Seifert, R. (1996). The second front: The logic of sexual violence in wars. *Women's Studies International Forum*, *19*, 35-43.
- Turshen, M. (2001). The political economy of rape: An analysis of systematic rape and sexual abuse of women during armed conflict in Africa. In C. O. N. Moser & F. C. Clark (Eds.) *Victims, perpetrators or actors? Gender, armed conflict and political violence* (pp 55-68). New York: Palgrave/St. Martin's Press.
- Zarkov, D. (2001). The body of the other man: Sexual violence and the construction of masculinity, sexuality and ethnicity in the Croatian media. In C. O. N. Moser & F. C. Clark (Eds.) *Victims, perpetrators or actors? Gender, armed conflict and political violence* (pp 69-82) New York: Palgrave/St. Martin's Press.

Fri Mar 4

No class - work with your group on your project.

Mon Mar 7**Rape Prevention and Education**Required readings:

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

Hillenbrand-Gunn, T. L., Heppner, M. J., Mauch, P. M., & Park, H. (2010). Men as allies: The efficacy of a high school rape prevention intervention. *Journal of Counseling and Development*, 88, 43-51.

Supplemental readings:

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.

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/>

Wed Mar 9**Rape Prevention and Education [continued]**

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

Required readings:

None

Fri Mar 11**Alternative Visions I**

FILM: *Fifty Nude Women* (DVD8001)

Required readings:

Dworkin, A. (2005). I want a twenty-four hour truce during which there is no rape. In Buchwald, E., Fletcher, P. R., & Roth, M. (Eds.), *Transforming a rape culture (revised edition)* (pp. 13-22). Minneapolis: Milkweed.

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.

Supplemental readings:

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.

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.

Mon Mar 14

Alternative Visions II

Topics TBD

Required readings:

None

Tu Mar 15

4:00 - 7:00 pm

In-class presentations and course conclusion.