

**Discussion Question for Sexual Violence Prevention at Colleges/Universities
Serving Primarily Working Class Students**

Primary/Secondary Aggression

Case Study: *Jessica grew up in a working class African American family where her father was emotionally abusive to her mother. He never hit her, but he constantly criticized her. Her mother had experienced emotionally abusive behavior from her own mother, a single woman who worked hard to support the family through cleaning jobs and came home tired every night. Also, Jessica's mother knew her husband was up against a racist boss who exploited him by not paying him what he deserved for the work he did. Even so, Jessica's mother knew that her husband's behavior was unfair and fought back by yelling at him; sometimes, calling him names and other times, putting him down. But she also suffered from a lot of guilt for doing this when she knew what her husband was up against at work.*

Jessica is in the Politics of Sexual Violence class at a community college and blames abused women who don't fight back. She is not aware of her mother's complicated feelings about her father and simply saw that her mother "fought back" and would not let her father "get away with putting her down." She says that she would do what her mother did and "get back" at anyone who dared to try to make her feel bad about herself. She is contemplating getting into a serious relationship with someone who, she admits, exhibits some red flags.

1. How is secondary aggression playing out in this family?
2. How could you explain to Jessica that the person witnessing secondary aggression does not always understand what lies beneath that kind of response to abuse?
3. In your role on campus what are ways you can support Jessica to have a deeper understanding of her mother's situation? What are the various tools at your campus that could support Jessica?

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Bystander Intervention

1. What are specific issues intersecting for the students at your college or university?
2. What types of barriers to Bystander Intervention engagement might exist for students at your college or university? Are there any significant similarities or differences among the group participants?
3. How might you address these barriers? What educational opportunities, events, programming, or partnerships could your college or university utilize to decrease these barriers?

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Programs and Alternative Healing Modalities

1. What type of programming have you done that was geared towards a diverse group of students? Was it successful?
2. If you want to develop diverse prevention programming but have not been able to/ or have not been successful what has made it difficult?
3. What type of support / training do you feel you would need to be able to increase your programming to a diverse student population?