Sexual Violence Prevention at Colleges and Universities Serving Primarily Working Class Students

PRESENTERS:

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Workshop Topics

- **Analysis of how class & culture affect how college students respond to the experience of sexual and/or other forms of intimate partner abuse**
- **Bystander Intervention considerations for working class students & Anti-Oppression Framework**
- **Creating class and culturally appropriate survivor focused programs, events and services**

Introductions

- Who are we…
- Where do we work…
- What do we do…

Welcome

- We reflect a broad grouping of programs that provide support to Survivors in SF bay area
- We work collaboratively
- Work from a similar anti-oppression framework in dealing with violence that shapes our programming with students
- Each of us have done work within our programs that is rooted in social justice & connection to community

Who's Abusing Who? Primary-Secondary Aggression

Prevention Overview: Structural Change

- Limits of the "everywoman" approach (Beth Richie)
- Interlocking Oppressions: Race, Class, Sexuality AND Gender

The Problem with Lenore Walker's Work

- Learned Helplessness
- Battered Women's Syndrome

The Problem with Edward Gondolf and Ellen Fisher's Survivor Theory

Primary and Secondary Aggression ("Violent Resistance") vs. Self-Defense

CODA: Prevention = Social Change

BYSTANDER INTERVENTION & WORKING CLASS STUDENTS

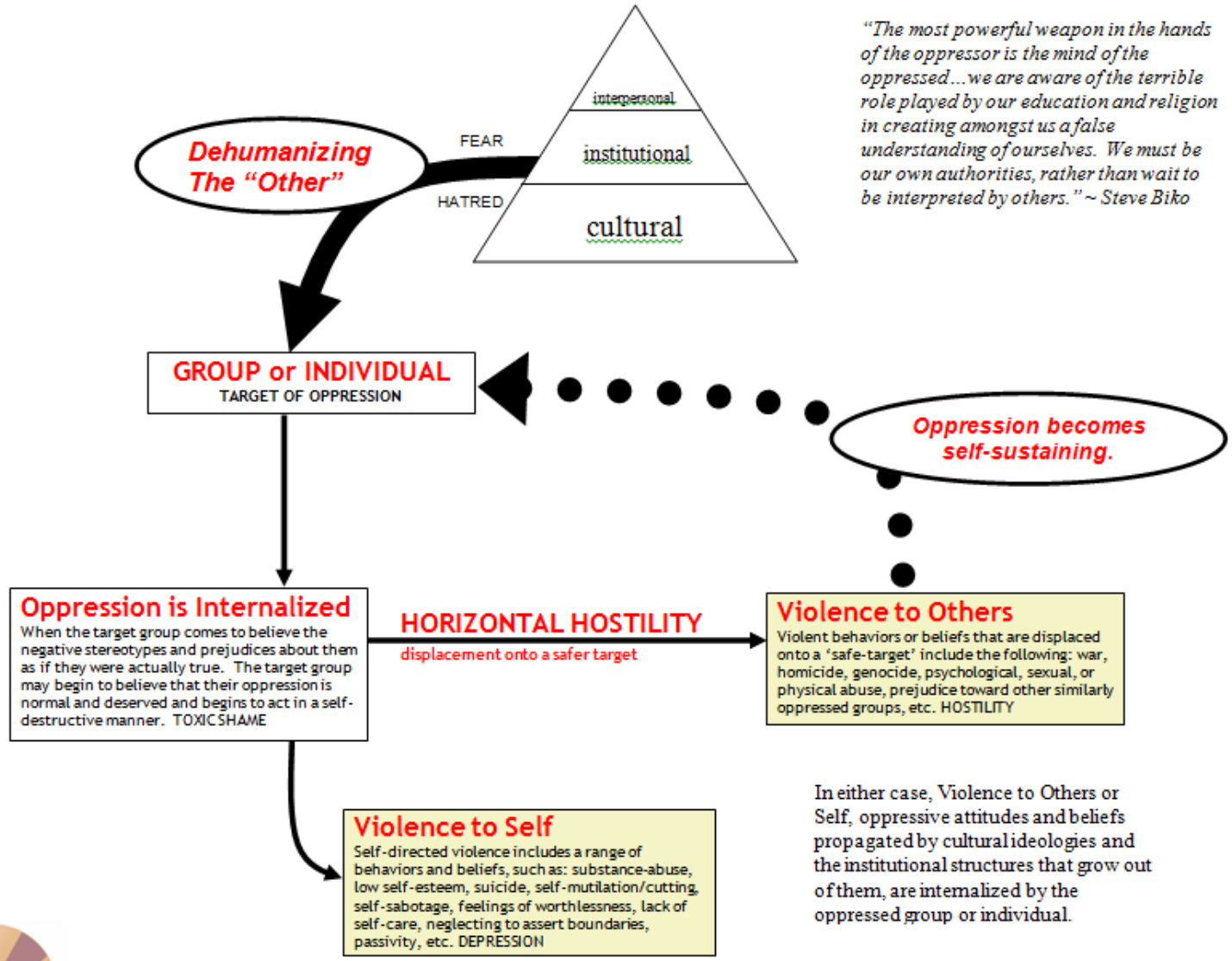
Framework & Barriers

Reframing Bystander Intervention

- **Bystander Intervention strategies for working class communities should consider:**
  - Not all students have equal power to intervene in a situation of violence
  - Working class students face multiple, interlocking layers of oppression that present unique challenges to intervention
  - Targeting specific student groups and campus spaces to allow for community discussion about community-based interventions and solutions
- **Bystander Intervention strategies supported by education of root causes of sexual violence in addition to healing processes**

4 Roles of Oppression

Cycle of Oppression



"The most powerful weapon in the hands of the oppressor is the mind of the oppressed…we are aware of the terrible role played by our education and religion in creating amongst us a false understanding of ourselves. We must be our own authorities, rather than wait to be interpreted by others." ~ Steve Biko

In either case, Violence to Others or Self, oppressive attitudes and beliefs propagated by cultural ideologies and the institutional structures that grow out of them, are internalized by the oppressed group or individual.

Diagram Developed by Amal Kouttab, MA RDT
San Francisco Women Against Rape (SFWAR)

Barriers to Bystander Intervention

Some challenges for students can include:

- Working class students may be situated at the intersection of various oppressions
  - Effects of Internalized Oppression or Horizontal Hostility
- Identifying power or privilege when part of an oppressed group
- Being of the same identity of the target individual or group
- Consequences for intervening (interpersonal, institutional, or cultural)
- College or university responses & policies that are potentially threatening to working class communities

Class & Culturally Appropriate Events, Programs, and Services

The SAFE Place

- **January 1992 SAFE Place opened our doors**
- **We are survivor centered and work with students, faculty & staff dealing with *sexual assault*, *sexual harassmen*t, *intimate partner violence*, and *stalking***
  - ✧ Crisis counseling
  - ✧ Advocacy & Case Management
  - ✧ Brief counseling support
- **Work collaboratively with the prevention team on campus and provide campus wide educational programming**

San Francisco State University
Campus Snapshot 2014

- **Have almost 30,000 students- 25,823 Undergrad & 3,642 Grad**
- **Undergraduate average age is 22.5 years old**
- **Graduate average age is 31 years old**
- **More women than men – 56.4% female ~ 43.6% male**
- **Majority of the students are from California (90.9%)**
- **13th nationally in undergrad degrees earned by minority students**
- **Freshmen who are first in the family to attend college- 35.1%**
- **New transfers who are first in the family to attend college- 32.2%**
- **Undergraduate ethnic breakdown-**
  - ✓68.1% students of color - Asian/Filipino & Chicano/Latino highest %
  - ✓25.2% white-non Latino
  - ✓6.7% 2 or more races

Some Guiding Principles

- **Cultura Cura (**from *Instituto Familiar de La Raza***)**
- **En la Kech / Tu eres mi otro yo/ You are my other self**
- **Cultural Compassion / Cultural Humility**
- **Strength based ~ power of resilience**
- **Anti oppression framework**
- **Assessment of one's strengths/areas of growth critical**
- **The process is as important as the product/event**
- **Community is built through experience**

The SAFE Place
Campus wide Programming

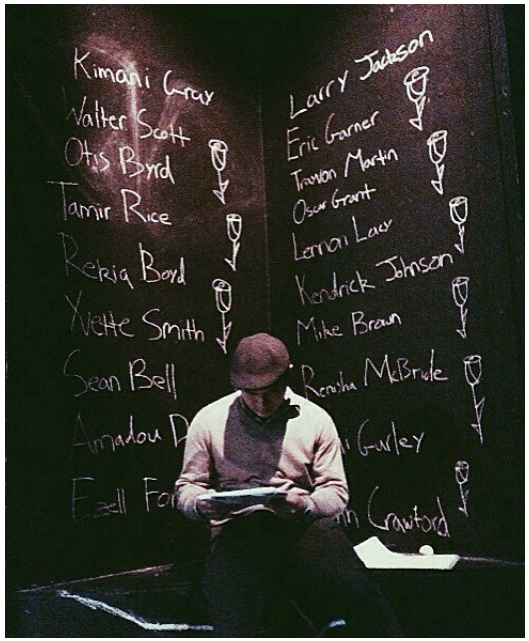
THEATRE, SPOKEN WORD,

MUSIC, ART

CAMPUS COMMUNITY EVENTS

The Vagina Monologues & The Good Body

COCKTALES



- Started in 2009
- storytelling project utilizing expressive arts (i.e. spoken word, monologue, dance) as a medium to explore masculinity.
- The production although predominately male has incorporated female, gender queer, and trans cast members and their relationship with masculinity.

COCKTALES
Themes through the Years

- 2009 ~ Re-examining Masculinity
- 2010 ~ Honoring our Stories
- 2011 ~ Confessions
- 2012 ~ Father's and Son's
- 2013 ~ Re-Claiming Love
- 2014 ~ Breaking the Bro Code
- 2015 ~ UnPlugged + ReDefined

Yes…do this again!

Successes

- Were strategic about building the teams
- Created a healing space for Survivors
- Strength in planning
- Building community thru the process

Hmm…if at first you don't succeed

Challenges

- Time and capacity
- Space
- Collaborations are not easy
- Funding

Group Discussion

1. **Please find the discussion question(s) at your table group**
2. **Table groups will have 20 minutes to discuss the prompt**
3. **We will have 10 minutes for a large group debrief**

Q & A

THANK YOU!

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