

SEXUAL VIOLENCE PREVENTION AND RESPONSE GUIDE *FOR FACULTY*

HOW TO USE THIS GUIDE

Sexual violence impacts all aspects of the Tulane's community, and it is important as faculty that you are equipped with the knowledge and know-how to best support your students in times when they need it most.

This guidebook provides a variety of tactics and resources from which you can pick and choose to best support student success and care. All of these strategies are based on research and expert recommendations from public health professionals and endorsed by Tulane faculty.

YOUR ROLE IN PREVENTION

Faculty share a unique and vital responsibility in cultivating a safe and supportive environment for students.

Intellectual Empowerment

You are inextricably connected to student empowerment and development, not only as scholars but as positive, contributing members of the Tulane community and beyond. As a mentor, role model, and educator, you can model the prosocial behaviors and respect that we expect of all members of the Tulane community. Furthermore, you have an opportunity to educate students about the effects of pervasive issues like sexual violence in a way that is most salient to them as scholars and aspiring professionals.

Care and Refer

Faculty members are in a unique position to provide care to our students. You see students on a continual basis, so you are able to see changes in student behavior, such as:

- Increased emotions or anxiety
- Decline in academic performance
- Chronic absenteeism

All of these can be signs that a student is experiencing stress or crisis, like a sexual assault. Your care can help connect a student to the resources that they need.

SCOPE OF THE PROBLEM

According to a 2017 sexual misconduct climate survey of Tulane students, 41% of undergraduate women and 18% of undergraduate men reported experiencing sexual assault* since enrolling at Tulane. In most incidents of sexual assault (73%), the perpetrator is someone known to the victim, such as a friend or romantic partner.¹

¹ Tulane University Campus Climate Survey on Sexual Misconduct (2018). Retrieved from <https://allin.tulane.edu/climate-assessment>

*Sexual assault is defined broadly as nonconsensual sexual activity, including unwanted sexual contact, attempted rape, and rape.

ALCOHOL AND SEXUAL VIOLENCE

Alcohol does not cause sexual violence, and a victim's alcohol or drug use never makes an act of violence their fault. However, Tulane's climate survey data shows that alcohol is often involved in perpetrating sexual assault. Seventy-four percent (74%) of women and 87% of men who experienced any form of sexual assault reported they were incapacitated by alcohol at the time of the incident and thus unable to give consent. Fifty-seven percent (57%) of undergraduate students who reported experiencing dating/domestic violence said that their abuser had used alcohol, drugs, or both at the time of their worst incident, compared to 36% of graduate/professional students. Perpetrators often use alcohol to incapacitate victims, and environments where lots of people are intoxicated, such as bars, can make it harder for bystanders to notice when problematic behavior is occurring.²

To learn more about the climate survey results, visit allin.tulane.edu/climate-assessment.

KEY TERMS

The first step in stopping sexual violence is increasing awareness and knowledge of sexual violence as a public health issue. All Tulane community members must be equipped with shared language to identify and talk about sexual violence.

Begin by familiarizing yourself with these common terms, definitions, and policies:

Consent is an agreement between people to engage in sexual activity. This agreement is:

- Freely and actively given using mutually understandable words and actions.
- Free of threats and coercion.
- Ongoing and can be withdrawn at any time.
- Students who are incapacitated, including from alcohol and/or other drugs, cannot give consent.

Sexual Violence refers collectively to sexual assault, stalking, sexual harassment, and intimate partner violence.

Sexual Misconduct is how the [Code of Student Conduct](#) refers to acts of sexual harassment and/or violence when they are committed by students against any person, whether the conduct occurs on-campus or off-campus.

Sexual Assault is sexual contact or sexual intercourse without affirmative consent. Sexual contact is intentional sexual touching with any object or body part by a person on another person.

²Klein, L. B., Rizzo, A. J., Cherry, L. H., & Woofter, R. C. (2018). Addressing alcohol's role in campus sexual assault: A toolkit by and for prevention specialists. Chapel Hill, NC: Campus Advocacy and Prevention Professionals Association and Prevention Innovations Research Center. <https://cola.unh.edu/sites/cola.unh.edu/files/media/SAAlcToolkit>

Intimate Partner Violence, including dating violence and domestic violence, is any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship.

Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, or physical.

Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

Bystander Intervention is a strategy for prevention, interruption, and de-escalation of violence.

- A bystander is anyone who witnesses violence.
- An active bystander chooses to do something to stop violence from happening or continuing.

Confidential Resources will not share a victim's disclosure of sexual violence unless the victim gives permission (for example, therapists and medical professionals).

Private Resources will only share the victim's disclosure of sexual assault with other Tulane staff to ensure that the victim receives the support they need and to ensure the immediate safety of the campus community (for example, a dormitory Resident Assistant).

Title IX refers to Title IX of the Educational Amendments Act of 1972, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The purpose of Title IX is to eliminate sexual and gender-based discrimination in our educational settings, addressing ten key areas of sex discrimination, including sexual harassment and sexual violence.

Clery Act refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information. To comply with the Clery Act, among other efforts, Tulane annually publishes statistics about crimes that occurred on campus each year.

Responsible Employee or Mandatory Reporter is an employee who is required to report all potential disclosures and reports of sexual violence. Tulane University considers all employees, with the exception of the confidential resources of CAPS and Health Center staff, to be responsible employees and mandatory reporters.

HOW TO INCORPORATE SEXUAL VIOLENCE PREVENTION AND EDUCATION IN CLASS

Curriculum infusion engages the academic community in prevention efforts by delivering sexual violence prevention content across the academic experience. The process of integrating sexual violence prevention education into a variety of disciplines, beyond social sciences and gender studies, challenges students to think more broadly about the pervasive impact of sexual violence in all communities. It also provides faculty an opportunity to present themselves to students as safe and supportive allies if they ever need to seek out support from the university.

Acknowledging that some fields of study lend to conversations about sexual violence more easily than others, this guide is constructed to provide you a variety approaches to integrating sexual violence prevention curricula into your classroom. These strategies are delineated by level of involvement and time required to implement.

TITLE IX SYLLABUS LANGUAGE

Add the following Title IX syllabus language to your syllabi and read it over with students on the first day of class.

"Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at <https://allin.tulane.edu>. Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns."

Confidential	Private
Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu (504) 920-9900 (24/7 on-call staff)
The Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

SEX, RELATIONSHIPS, AND RESPECT WALLET CARDS

After reading through the syllabus language, distribute [*sex, relationships, and respect wallet cards*](#) from The Well to your class. Remind students that there is support available to them should they need it.

The card provides information about healthy and safe relationships, the impact of violence on health, offers multi-level prevention strategies, and outlines campus and community-based support services for survivors of sexual violence. The back panel includes information on confidential national sexual assault, domestic violence, and LGBTQ hotlines/online resources.

To request wallet cards and other educational materials, visit <https://campushealth.tulane.edu/well/requests-workshops-materials>

ALTERNATIVE LECTURES

When a scheduling conflict comes up, instead of cancelling class, request a workshop by The Well, Title IX, or another organization on campus that addresses sexual violence.

For a complete list of organizations, workshop topics, and contact information, visit <https://allin.tulane.edu/request-workshops-materials>

EXTRA CREDIT ASSIGNMENTS

If your curriculum has minimal space for guest speakers or lectures, encourage your students to take advantage of ongoing educational programming outside of class that is hosted by The Well, Title IX, and other student or departmental organizations. Events and workshops are critical mechanisms through which the university reminds and educates students on the resources available. *Reward their attendance with extra credit.*

For a complete list of programs and events, visit <https://allin.tulane.edu/calendar-student-workshopsprograms>

CURRICULUM INFUSION

How does sexual violence directly (or indirectly) impact your field or industry? The curriculum infusion experience challenges students to think critically about sexual violence, gender discrimination, and harassment through the lens of their unique field of study. It is critical for our students to understand that the impact of sexual violence extends far beyond the victim's experience to friends, families, and the larger community. Sexual violence reflects greater systemic inequities, bringing to light how historical oppression of specific groups of people, like women, people of color, immigrants, and the LGBTQ community, has hindered our growth as a society. Consider including assignments such as reflection papers, group work, or presentations on how sexual violence uniquely impacts your field of study.

Refer to *Appendix A* for a list of suggested prompts, readings, and resources.

TIDES ANCHOR—SEXUAL VIOLENCE PREVENTION IN FIRST-YEAR STUDENT SEMINARS

Sexual violence should not stand in the way of a student's success. Unfortunately, national trends indicate that first-year students are among the most vulnerable student populations who experience sexual assault while in college, particularly during the first few weeks on campus which is commonly referred to as "The Red Zone."³

Recognizing the heightened risk for those students who are just beginning the transition to college, it is imperative that first-year students receive multiple educational interventions regarding topics of sexual violence prior to and after their arrival on campus. TIDES is an opportune initiative that supplies first-year students with the foundation necessary for development and success throughout their four years on campus. This initiative is also a means through which students can receive universal education on Tulane's values and expectations that reinforce a culture of respect in our community.

Whether you have 10 minutes or an hour available, there are strategies for infusing sexual violence prevention and education into your TIDES class. Reference the *TIDES Anchor for Sexual Violence Prevention* in *Appendix B* or contact The Well for Health Promotion at whp@tulane.edu for more information.

RESEARCH

VIOLENCE PREVENTION INSTITUTE

³ Matthew Kimble PhD, Andrada D. Neacsiu BA, William F. Flack PhD & Jessica Horner BA (2008). Risk of Unwanted Sex for College Women: Evidence for a Red Zone, *Journal of American College Health*, 57:3, 331-338, DOI: 10.3200/JACH.57.3.331-338

Our world-class violence researchers at Tulane have worked to find the causes of violence and understand its devastating impact. With the creation of the Violence Prevention Institute (VPI), Tulane brings together the top minds in our community to focus on how we can solve this enormously complicated and cross-cutting problem. The VPI will focus its research on violence in our city and across the world. It will also help us solve the problem of violence in our own community at Tulane by addressing the prevalence of sexual assault and domestic violence revealed by our 2017 campus climate survey. We will only find the answers when we work together across disciplines, engage with community partners and collectively make this a clear priority.

Learn more at <https://violenceprevention.tulane.edu>

COALITION TO STOP SEXUAL VIOLENCE

Comprised of student, faculty, and staff from various disciplines, this coalition of Tulane campus leaders meets regularly throughout the year to engage in and promote community initiatives that prevent and respond to sexual violence.

For questions about the coalition, contact Meredith Smith, Assistant Provost for Title IX & Clery Compliance at msmith76@tulane.edu

REPORTING

HOW TO FILE A REPORT

Tulane has an online reporting form for submitting concerns like sexual assault disclosures. This system immediately routes concerns to the appropriate office, so students can be connected with resources and support.

To report a concern of any kind, visit <http://tulane.edu/concerns>.

FACULTY REPORTING OBLIGATIONS

Faculty and instructors at Tulane are mandatory reporters for any potential incidents of sexual harassment, sexual assault, dating/domestic violence, and stalking, regardless of whether the incident occurred during the student's time at Tulane. However, Title IX guidance from the Office of Civil Rights does create an exception for disclosures that occur in the context of a relevant classroom discussion or assignment.

For example, if a sociology class is discussing violence against women, and a student discloses that they are a survivor of sexual assault, that disclosure would not fall under the mandatory reporting obligation because the disclosure is relevant to the academic topic being discussed. However, a student who emails a professor to say that they missed class on Monday because they were assaulted over the weekend would trigger an instructor's reporting obligation.

If you are ever in doubt about whether a situation triggers your reporting obligation, please do not hesitate to consult with the Title IX office by contacting Tulane's Title IX Coordinator, Meredith Smith, at 504-314-2160 or by email at msmith76@tulane.edu. You can talk through the scenario without sharing the student's name, and the Title IX office can provide guidance on whether or not the disclosure needs to be reported.

Even if a disclosure does not fall under your reporting obligation, we still encourage you to check in with any students making disclosures to see if they would like to be connected with campus support services and to make

sure they are aware of the resources on campus. The student making the disclosure may appreciate being connected with a victim advocate or counselor on campus, regardless of how recent the assault is.

FREQUENTLY ASKED QUESTIONS

HOW DO I REPORT SEXUAL VIOLENCE AND CONNECT A STUDENT WITH SUPPORT?

Faculty members and other instructional staff who become aware of sexual violence must complete a concern report at [http://tulane.edu/concerns_sharing whatever information they know](http://tulane.edu/concerns_sharing_whatever_information_they_know). Under “Type of Concern,” please select “Title IX.” You should not attempt to investigate the allegations on your own. You do not need to be certain that the incident constitutes sexual violence. The Title IX Coordinator and other campus professionals will assess the information and determine next steps. If you are ever unsure about whether a disclosure has triggered your reporting obligation, please contact Tulane’s Title IX Coordinator, Meredith Smith at 504-314-2160 or by email at msmith76@tulane.edu.

These reports are received in real time by the Title IX Coordinator and support staff at Tulane. Once the report is received, support staff from Student Affairs will reach out to the student within 24 hours -- though usually within a few hours -- to offer assistance. The student will be connected with a professional in Case Management and Victim Support Services who will offer to connect them with resources and accommodations and will talk with them about their options for reporting to the university and law enforcement.

If the student needs immediate assistance, there are several ways you can connect the student with support, in addition to filing a report at <http://tulane.edu/concerns>. During business hours (Monday-Friday 8:30-5), the student can walk in to CAPS for Counseling Services (building #14 on the Uptown campus) or Case Management and Victim Support Services (Lavin-Bernick Center G02) for support. Student Affairs also has a professional staff member on-call 24/7 who can be reached at 504-920-9900.

IF A STUDENT, STAFF MEMBER, FACULTY MEMBER OR CAMPUS VISITOR SAYS THEY WANT TO SPEAK WITH ME ABOUT AN INCIDENT INVOLVING SEXUAL VIOLENCE, CAN I PROMISE TO KEEP CONFIDENTIAL WHAT IS SHARED WITH ME?

As a faculty member, you can promise privacy, but you **cannot** promise absolute confidentiality.

- 1. Remind them of your reporting obligations**

If a student or other person who informs you of an incident asks to speak with you and requests confidentiality beforehand, you should advise that if she or he discloses information regarding an incident of sexual violence, you will need to share the disclosure with the Title IX Coordinator and support services at Tulane to ensure that the student is offered assistance and that the university is ensuring the safety of that student and the larger campus community. You can assure the student that what you share forward will not be spread around campus – in other words, you are sharing up, not out – and they can decide whether they want to speak to someone other than you.

- 2. Report what you know**

When you become aware of an incident of sexual violence, you are obligated to promptly inform the university by filing a report at <http://tulane.edu/concerns>. In the report, you should provide whatever information has been shared with you, including the person’s name and the name of the alleged perpetrator (if known).

- 3. Share Confidential Resources on Campus**

Advise the person that although you cannot promise confidentiality, others at Tulane can. There are

confidential resources listed at the end of this toolkit that are available to Tulane students and other members of the Tulane community. They can choose to not speak to you and instead speak to one of these resources.

HELPING STUDENTS

ACADEMIC ACCOMMODATIONS FOR SURVIVORS

Students who experience sexual violence may need accommodations in their classes, including, but not limited to, accommodations on assignments and exams, such as extending the deadline for an assignment or rescheduling an exam; consideration for absences, such as when the victim needs to access time-sensitive medical care or meet with law enforcement; and adjustments to their seating arrangement or class schedule to assist with safety concerns. Some students may also end up needing to withdraw from one or two classes or from an entire semester in order to focus on their healing. Either your student, their academic advisor, or staff from Case Management & Victim Support Services will contact you about these needs. Under Title IX, faculty are expected to provide reasonable accommodations to help remedy the effects of sexual violence. If you ever have questions about providing accommodations, please do not hesitate to contact our Title IX Coordinator or Case Management and Victim Support Services.

Sexual violence should not stand in the way of a student's success. Your support can ensure that does not happen.

CONVERSATION TIPS

The most important actions you can take to help your student is to believe them, offer support, and report. Your reaction can influence whether they choose to share information with others, including the police or mental and physical health services.

- **Remind them of your reporting obligations but do so with care.** A student has decided to disclose something very personal to you which means they see you as a trustworthy, supportive resource. However, there are other campus professionals who are best equipped to provide ongoing support and guidance to survivors of sexual violence. Let them know that you have to share their disclosure with a small group of trained professionals so that they can be offered the full range of resources and options available to them.
- **Believe** them and let them know that you are glad they felt comfortable sharing this with you.
- **Assure** and reassure them that what happened was not their fault. Self-blame and self-doubt are common reactions of victims of sexual violence.
- **Listen and don't judge.** Let them decide what and how much information they want to share with you. Don't prod them for more details or try to investigate what happened.
- **Be informed.** Use this guide and other resources on campus to learn about the services available at Tulane.

FACULTY WHO EXPERIENCE SEXUAL VIOLENCE

Support is available for faculty who experience sexual violence. The Employee Assistance Program by Optium provides confidential support for Tulane employees. You can call 1-800-622-7276 (24 hours a day, 7 days a week) or visit liveandworkwell.com (access code: Tulane).

Faculty can also report concerns or allegations of discrimination, harassment, and/or retaliation covered under the University's Equal Opportunity/Anti-Discrimination Policy to the Office of Institutional Equity (OIE). Contact OIE at 504-862-8083 or visit equity.tulane.edu. Alternately, Tulane's Office of Human Resources may be consulted about employment matters at 504-865-4748 or hr@tulane.edu. OIE and Human Resources can also work with Tulane University Police to assist with safety concerns that an employee who has experienced sexual violence may have. Faculty can also report an issue of violence or harassment at <http://tulane.edu/concerns>. This report will be shared with the Title IX Coordinator and the Office of Institutional Equity.

RESOURCES

The Tulane and New Orleans communities have many student resources and support services.

CONFIDENTIAL RESOURCES

[Health Center for Student Care](#)

504-865-5255

[CAPS for Counseling Services](#)

504-314-2277

[The Line](#)

504-264-6074

[Sexual Aggression Peer Hotline and Education \(SAPHE\)](#)

Student-run, 24/7 during fall and spring semesters

504-654-9543

PRIVATE RESOURCES

[Case Management and Victim Support Services](#)

504-314-2160

504-920-9900 (24/7 on-call)

srss@tulane.edu

[Tulane University Police Department](#)

504- 865-5911

[Title IX Coordinator](#)

504-314-2160

msmith76@tulane.edu

FOR FACULTY AND STAFF

- **Confidential:** The Employee Assistance Program by Optium provide confidential support for a variety of concerns, from coping with stress to information and support on financial issues, child care, legal issues,

relationships and other life challenges. 1-800-622-7276 (24 hours a day, 7 days a week); www.liveandworkwell.com (access code: Tulane)

- **Private:** Tulane Office of Institutional Equity supports faculty, staff, students and members of the Tulane community reporting concerns or allegations of discrimination, harassment, and/or retaliation covered under the University's Equal Opportunity/Anti-Discrimination Policy so appropriate action can be taken. 504-862-8083; <https://equity.tulane.edu/> Uptown Square campus, 200 Broadway Street, Suite 105-A. Alternately, Tulane's Office of Human Resources may be consulted about employment matters. 504-865-4748; Uptown Square campus, 200 Broadway Street, Suite 122; hr@tulane.edu.
- **Anonymous:** Anonymous crime reporting is NOT for emergency situations. Anonymous reporting is an option if you are afraid of being identified as the complainant. However, you should realize that anonymous reports may not receive immediate attention and must include sufficient detail where the appropriate officials are able to investigate if determined to be warranted. Anonymous reports may be submitted at <http://tulane.edu/concerns>.

APPENDIX A

CURRICULUM INFUSION SUGGESTED PROMPTS, READINGS, AND RESOURCES

GENDER AND SEXUALITY STUDIES

Investigate current controversies about sexual behavior and sexual misconduct on college campuses. Examine research specific to how sexual violence impacts those who identify as non-binary, gender non-conforming, or LGBTQ.

- *American Hookup: The New Culture of Sex on Campus* by Lisa Wade (W. W. Norton & Company, 2017)
- *Confronting Rape: The Feminist Anti-Rape Movement and the State* by Nancy A. Matthews (Routledge, 2005)
- *Rape on the Public Agenda: Feminism and the Politics of Sexual Assault* by Maria Bevacqua (Northeastern University Press, 2000)

SOCIAL SCIENCE COURSES SUCH AS SOCIOLOGY AND ANTHROPOLOGY

Investigate the disproportionate rates of sexual violence on marginalized groups. Examine perceived and actual norms to dispel myths about sexism and sex/sexual violence.

- *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture* edited by Natalie J. Sokoloff (Rutgers University Press, 2005)
- *Domestic Violence and the Islamic Tradition: Ethics, Law, and the Muslim Discourse on Gender* by Ayesha S. Chaudhry (Oxford University Press, 2013)
- *Domestic Violence in Asian-American Communities: A Cultural Overview* edited by Tuyen D. Nguyen (Lexington Books, 2005)
- *Crime, Justice and Social Media* by Michael Salter (Routledge, 2016)
- *Asking for It: The Alarming Rise of Rape Culture--and What We Can Do about It* by Kate Harding (Da Capo Press, 2015)

PSYCHOLOGY AND NEUROSCIENCE

Examine individual factors that predispose an individual for victimization and perpetration, as well as the physiological response to trauma.

- *Trauma and Recovery* by Judith Herman (Basic Books, 1992)
- Review Dr. Rebecca Campbell's [research](#) on the neurobiology of sexual assault

COMMUNICATIONS AND MARKETING

Language and media have a powerful role in shaping people's attitudes and beliefs about sexual violence and survivors of sexual violence. Address the ways in which marketing campaigns and mass media perpetuate rape culture and gender-based violence and discrimination.

- *Framing the Victim: Gender and Agency Reconsidered* by Carine M. Mardorossian (Rutgers University Press, 2014)
- *Framing Sexual and Domestic Violence through Language* edited by Renate Klein (Palgrave, 2013)
- *Domestic Abuse and Sexual Assault in Popular Culture* by Laura L. Finley (ABC-CLIO, 2016)

- *Assault on the Small Screen: Representations of Sexual Violence on Prime-Time Television Dramas* by Molly Ann Magestro (Rowman & Littlefield, 2015)

BIOLOGICAL AND NEUROSCIENCE

Explore the physiological and neurological consequences of sexual assault—How does trauma affect the brain in the short-term and long-term?

EVOLUTIONARY BIOLOGY

Examine sexual coercion among primates and other animals.

- *Sexual Coercion in Primates and Humans: An Evolutionary Perspective on Male Aggression against Females* edited by Martin N. Muller and Richard W. Wrangham (Harvard University Press, 2009)

ENGLISH

Discuss the depiction of sexual violence in fiction and non-fiction literature.

- Fiction
 - *The Bluest Eye* and *Beloved* by Toni Morrison
 - *The Color Purple* by Alice Walker
 - *Big Little Lies* by Liane Moriarty
 - *A Streetcar Named Desire* by Tennessee Williams
- Non-fiction memoirs
 - *The Jaguar Man* by Laura Naughton
 - *On Being Raped* by Raymond Douglas
 - *Crazy Love* by Leslie Morgan Steiner
 - *I Know Why the Caged Bird Sings* by Maya Angelou
 - *Lucky* by Alice Sebold
- Academic
 - *Reading Rape: The Rhetoric of Sexual Violence in American Literature and Culture* by Sabine Sielke (Princeton University Press, 2002)
 - *Intimate Violence: Reading Rape and Torture in Twentieth-Century Fiction* by Laura E. Tanner (Indiana University Press, 1994)
 - *Domestic Violence in Victorian and Edwardian Fiction* by Jina Moon (Cambridge Scholars Publishing, 2016)

ECONOMICS

Watch [this TED Talk](http://bit.ly/campusviolencecosts) by leading researchers from *Prevention Innovations* and investigate the fiscal consequences of sexual assault on college campuses, analyzing the economic and human capital losses suffered by both victims and society. <http://bit.ly/campusviolencecosts>

HISTORY

Examine how societies throughout history have defined and responded to sexual violence

- *Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation* by R. Estelle B. Freedman (Cambridge University Press, 2013)
- *Southern Horrors: Women and the Politics of Rape and Lynching*, Crystal Feimster (Harvard University Press, 2009)

CLASSICAL STUDIES

Examine the depiction of sexual violence in classical literature and ancient societies.

- *Rape in Antiquity: Sexual Violence in the Greek and Roman Worlds* by Karen F. Pierce, Susan Deacy (Bristol Classical Press, 2002)
- *Domestic Violence in Medieval Texts* edited by Eve Salisbury, Georgiana Donavin, and Merrall Llewelyn Price (University of Florida Press, 2002)

POLITICAL SCIENCE

Examine how gender discrimination and harassment has historically thwarted women's representation in local, state, and national political leadership.

- *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* by Danielle L. McGuire (Vintage, 2010)

PUBLIC HEALTH

Explore the public health costs of sexual violence and how systems do and do not serve victims of violence

- *The Price of Safety: Hidden Costs and Unintended Consequences for Women in the Domestic Violence Service System* by Sara Shoener (Vanderbilt University Press, 2017)
- *Preventing Sexual Violence: Interdisciplinary Approaches to Overcoming a Rape Culture* edited by Nicola Henry, Anastasia Powell (Palgrave, 2014)

For other ideas on how to infuse sexual violence prevention education into your course, please contact The Well for Health Promotion at whp@tulane.edu.

SEXUAL VIOLENCE RESEARCH GUIDES PROVIDED BY HOWARD-TILTON MEMORIAL LIBRARY

For an extensive list of peer reviewed journals, white papers, and other literature addressing topics of sexual violence, reference the [Sexual Violence Prevention Research Guide](http://libguides.tulane.edu/svresource) curated by our Howard-Tilton Memorial Library. <http://libguides.tulane.edu/svresource>

APPENDIX B

TIDES ANCHOR—SEXUAL VIOLENCE PREVENTION IN FIRST-YEAR STUDENT SEMINARS

Young adults are receiving varying degrees of sexual health education before they come to college. Sex education may include contraception and barrier methods, STI/HIV prevention, and sometimes conversations about pleasure; however, abstinence-only education is still a prevalent standard in some areas of the United States and globally. As sexual health educational standards and policies vary from state to state, and public to private institutions, many of our first-year students lack consistent, accurate, and inclusive sexual health knowledge prior to enrolling at Tulane.

Comprehensive sexual health education, including consent communication skill development, is instrumental in preventing acts of sexual violence. In order to cultivate a culture of respect, with an emphasis on respect in sexual encounters, the following guide provides several key strategies to improve and infuse sexual health and consent education into the first-year student experience. Whether you have 10 minutes or an hour, there are options available.

HOW TO INTEGRATE SEXUAL RESPECT INTO THE TIDES EXPERIENCE

IN-CLASS

FACILITATE AN IN-CLASS ACTIVITY OR ICE-BREAKER

Duration: 10-15 minutes

Watch [Sex Needs a New Metaphor](#), a TED Talk that analyzes how metaphors are used to talk about sex and how some of these metaphors, like “scoring” or “bases” in baseball, are perpetuating harmful notions about sex, consent, and power. Instead, students will be challenged to think of sex through a different lens...pizza. After watching the video, reflect and discuss over pizza!

Share [sex, relationships, and respect wallet cards](#) from The Well with your students as a conversation starter. The card provides information about healthy and safe relationships, the impact of violence on health, offers multi-level prevention strategies, and outlines campus and community-based support services for survivors of sexual violence. The back panel includes information on confidential national sexual assault, domestic violence, and hotlines/online resources.

To request wallet cards and other educational materials, visit <https://campushealth.tulane.edu/well/requests-workshops-materials>

INVITE EDUCATORS FROM THE WELL TO YOUR CLASS

Duration: 60 minutes

Dedicate an entire class to sexual health and sexual violence prevention, and The Well will take care of the rest. Professional staff members or Peer Health Educators can conduct a workshop or presentation specifically for your class. Curated for first-year students, our 60-minute TIDES curriculum includes barrier methods, consent education, and campus resources.

Learning Objectives

- Participants will be able to define and distinguish between consent and non-consent
- Participants will be able to practice consent communication strategies
- Participants will be able to explain components of a healthy relationship

OUTSIDE OF CLASS

ATTEND A WORKSHOP OR EVENT FOR EXTRA CREDIT

If your curriculum has minimal space for guest speakers or lectures, encourage your students to take advantage of ongoing educational programming hosted by The Well, Title IX, and other student or departmental organizations. Events and workshops are critical mechanisms through which the university reminds and educates students on the resources available. **Reward their attendance with extra credit.**

Throughout the semester, Tulane Peer Health Educators (TUPHEs) conduct a series of workshops on topics of sexual health and sexual violence prevention:

SEXUAL HEALTH JEOPARDY

Think you're a sexpert? Students will test their knowledge with this interactive sexual health quiz modeled after everyone's favorite game show. Safer sex supplies and where they're available on campus are also discussed.

THE CONSENT CONVERSATION

It's not always easy talking about sex, what we like (or don't like), what they like (what they don't like). This workshop addresses the very important, but too often overlooked, element of sex—communication.

ONE WAVE—BYSTANDER INTERVENTION

Each of us can help keep our peers and communities safe from sexual violence. After this training students will be able to recognize potential moments of harm, acknowledge barriers that stop us from acting, and identify realistic ways to intervene.

For a complete list of workshops and events, visit <https://allin.tulane.edu/prevention/outreach>