

# INTERSECTIONS OF IDENTITY AND SEXUAL VIOLENCE ON CAMPUS

Centering Minoritized Students' Experiences

---



EDITED BY

*Jessica C. Harris and Chris Linder*

FOREWORD BY

Wagatwe Wanjuki

**Sty/US**

STERLING, VIRGINIA



COPYRIGHT © 2017 BY  
STYLUS PUBLISHING, LLC.

Published by Stylus Publishing, LLC.  
22883 Quicksilver Drive  
Sterling, Virginia 20166-2102

All rights reserved. No part of this book may be reprinted or reproduced in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying, recording, and information storage and retrieval, without permission in writing from the publisher.

**Library of Congress Cataloging-in-Publication Data**

Names: Harris, Jessica C., editor. |  
Linder, Chris, 1976- editor.  
Title: Intersections of identity and sexual violence on campus : centering minoritized students experiences / edited by Jessica C. Harris and Chris Linder.  
Description: First edition. |  
Sterling, Virginia : Stylus Publishing, [2017] |  
Includes bibliographical references and index.  
Identifiers: LCCN 2016024650 (print) |  
LCCN 2016042670 (ebook) |  
ISBN 9781620363874 (cloth : acid free paper) |  
ISBN 9781620363881 (pbk. : acid free paper) |  
ISBN 9781620363898 (library networkable e-edition) |  
ISBN 9781620363904 (consumer e-edition)  
Subjects: LCSH: Rape in universities and colleges--United States. |  
Rape in universities and colleges--United States--Prevention. |  
Sexual minorities--Crimes against--United States. |  
Minority college students--Crimes against--United States. |  
Women college students--Crimes against--United States. |  
College students with disabilities--Crimes against--United States.  
Classification: LCC LB2345.3.R37 I67 2017 (print) |  
LCC LB2345.3.R37 (ebook) |  
DDC 371.7/82--dc23  
LC record available at <https://lccn.loc.gov/2016024650>

13-digit ISBN: 978-1-62036-387-4 (cloth)  
13-digit ISBN: 978-1-62036-388-1 (paperback)  
13-digit ISBN: 978-1-62036-389-8 (library networkable e-edition)  
13-digit ISBN: 978-1-62036-390-4 (consumer e-edition)

Printed in the United States of America

All first editions printed on acid-free paper  
that meets the American National Standards Institute  
Z39-48 Standard.

**Bulk Purchases**

Quantity discounts are available for use in workshops and for  
staff development.  
Call 1-800-232-0223

First Edition, 2017

10 9 8 7 6 5 4 3 2 1

# PREFACE

*Jessica C. Harris and Chris Linder*

## **Why This Work and Why Now?**

Rates of sexual violence on campus have remained steadily high over the past 60 years; the statistic that one in five women will experience sexual violence during college remains consistent (Adams-Curtis & Forbes, 2004; Black et al., 2011). In the last few years, the work of student and community activists pushed the reality of sexual violence to the forefront of issues affecting higher education. In fall 2012, an Amherst student's editorial about her negative experiences reporting sexual violence to administrators captured national attention. Almost simultaneously, students from the University of North Carolina at Chapel Hill filed a Title IX complaint with the Office of Civil Rights (OCR) challenging the ways administrators handled their sexual violence complaints (Schnoebelen, 2013). Title IX of the Education Amendments (1972) is a federal law that prohibits discrimination on the basis of sex by federally funded institutions, in this case, U.S. colleges and universities. By April 2016, 178 institutions of higher education were under investigation by the OCR for mishandling sexual violence cases (Mangan, 2016).

Student activism and the fastidious growth of schools under investigation for Title IX violations ignited a media storm that instantaneously positioned sexual violence as one of the most challenging and critical issues for educational leaders to address on college campuses. An inundation of popular press articles depicting sexual violence in higher education (including pieces in *TIME*, *Cosmopolitan*, and the *New York Times*) contributed to significant momentum on the issue. President Barack Obama's administration developed the White House Task Force to Protect Students from Sexual Assault (White House Council on Women and Girls, 2014), signaling the significance of sexual violence on campus at the federal level. In the winter of 2015 a feature-length documentary, *The Hunting Ground* (Ziering & Dick, 2015), examined the experiences of several students who were sexually assaulted while attending four-year colleges and universities. Social media made it easier for survivors to share stories, stay up-to-date on the latest issues and activism, and pressure campus administrators to take action (Linder, Myers, Riggle, & Lacy, in press). Hashtags such as #RapeCultureIsWhen,

#SurvivorPrivilege, and #TheEmptyChair produced ongoing public discussion of sexual violence in society and higher education.

Higher education leaders found themselves under intense public scrutiny for failing to keep campuses safe and supportive for students. Some institutions and organizations responded swiftly to this concern. In 2014 the University of Virginia (UVA) instituted a zero-tolerance policy for perpetrators of sexual violence on campus. The policy, however, was “unclear” in its parameters, sanctions, and goals for sexual violence at UVA (Bidwell, 2014). During the summer of 2015, a fraternity alumni group at the University of Missouri proposed to ban women from fraternity houses on weekends to avoid rape (Griffin, 2015). Professional associations, including ACPA: College Student Educators International and the National Collegiate Athletic Association, established task forces to address sexual violence on campuses. Many campus administrators formed offices, wrote and received governmental grants, and implemented climate assessments that focused explicitly on sexual violence on campus.

Into the 2016 school year, reports of sexual violence continued to increase across campuses (which may be attributed to increased activism surrounding the issue and not necessarily an increase in sexual violence). Administrators, policymakers, and the general public acknowledged that “sexual violence on campus has reached epidemic levels” (Carey, Durney, Shepardson, & Carey, 2015, p. 678). However, many researchers and educators have not yet explored fully effective and useful strategies for addressing sexual violence on college campuses (White House Council on Women and Girls, 2014). This may be because the vast majority of this work continues to approach sexual violence from an identity-neutral and power-evasive perspective, resulting in several ineffective strategies to address and prevent sexual violence. By drawing attention to the complexities of sexual violence and addressing the intersections of sexual violence and other forms of systemic oppression, such as racism, homophobia, and transphobia, we aim to contribute to a more nuanced conversation related to sexual violence, informing better, more intentional strategies for prevention.

Identifying and addressing what is missing from higher education and societal conversations concerning sexual violence on college campuses is what brought us to this book. We believe the conversation on sexual violence must expand to include perspectives, identities, and histories that are rarely if ever explored in the discourses on sexual violence. Furthermore, this discourse must acknowledge and center power, privilege, and oppression. Failing to broaden the conversation will result in sexual violence remaining an “epidemic” (Carey et al., 2015, p. 678) on college campuses and society writ large.

## What Brings Us to This Work?

I, Jessica, began to critically think about the voices that were erased, hidden, or missing from the conversation concerning sexual violence in the middle of a Title IX investigation at Occidental College, my undergraduate alma mater. While rewatching the 2013 press conference that detailed the suit filed against Occidental, I was intrigued by whom I understood, through perception and alumni connections, to be involved in the case. The majority of the students, faculty, and lawyers involved, or at least those the press decided to show, all appeared to be white cisgender women. What was unsettling about this observation was that during my four years at Occidental, I saw, heard, and felt how sexual violence affected and silenced men, women of color, and gender-nonconforming students, none of whom were seemingly portrayed in this public lawsuit. In no way do I wish to negate the narratives of the women from Occidental who appeared in the media, but I can no longer stand by as other individuals' narratives and identities are perpetually silenced. I continue to witness the exclusion of minoritized communities in the master narrative of sexual violence in higher education and am further troubled that this dominant story is often reflected in higher education literature and practice. Research on sexual violence often ignores the complexities and histories of race, gender, ability, class, and other social identities. These experiences and observations led me to believe that sexual violence on college campuses will not be eradicated if research and practice continue to gloss over a systemic analysis of the issue. We, as a field, must ground this issue in history, account for *all* identities and institutional types, and explore the influence of interlocking systems of domination in sexual violence across college campuses.

At the same time, I, Chris, began a new role as a tenure-track faculty member after having worked as the director of a campus-based women's center for seven years. I observed a shift in momentum in addressing campus sexual violence and wondered what contributed to that shift, so I organized a research team and began collecting data about the strategies of campus sexual violence activists. During this time, I noticed that activists featured most prominently in mainstream media sources attended elite colleges and universities. Further, survivors featured in the media tended to be stereotypically pretty, apparently white, cisgender, heterosexual women assaulted by men. I also noted that the media often focused on Black male athletes as perpetrators of sexual violence, despite the reality that they are not the only perpetrators of sexual violence. I believe that misrepresentation, coupled with a long history of racism in the criminal justice system and cultural beliefs that white women are more worthy of protection from sexual violence than

women of color, leads to high rates of violence. As a society and as educators, we fail to understand the complexities of power, privilege, and entitlement related to sexual violence. Relying on stereotypes about race, gender, and sexual orientation allows the dominant perpetrator—an economically privileged, straight, cisgender white man—to continue to commit sexual violence because we do not see them as perpetrators.

These personal understandings informed our proposal for this edited volume. The gaps identified earlier were originally anecdotal; they stemmed from our lived experiences in education; however, as we dove into the higher education literature about sexual violence, our personal observations were confirmed: Scholars approach sexual violence from an identity-neutral, power-evasive perspective, reporting findings in an objectivist manner, resulting in the numerical majority's experiences as being uncritically centered. For instance, some authors remove responses from respondents belonging to minoritized populations, such as in the following: "Because the frequency of nonheterosexually identifying individuals in the sample was very low ( $n = 3$ ), those individuals were removed" (Jozkowski & Peterson, 2013, p. 518). This renders many students' experiences invisible, resulting in an incomplete picture of the effectiveness of sexual violence prevention and response efforts. In this volume, we identify and begin to address several gaps in educational research that support the invisibility of minoritized populations in the discourse of sexual violence on college campuses. By centering the experiences of students relegated to the margins, we aim to provide readers with a more nuanced understanding of sexual violence on college campuses.

## References

- Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion: A review of cultural, perpetrator, victim, and situational violence. *Trauma, Violence, & Abuse*, 5(2), 91–122.
- Bidwell, A. (2014, November 25). UVA board supports zero tolerance sexual assault policy. *U.S. News & World Report*. Retrieved from [www.usnews.com/news/articles/2014/11/25/university-of-virginia-board-commits-to-zero-tolerance-policy-on-sexual-assault](http://www.usnews.com/news/articles/2014/11/25/university-of-virginia-board-commits-to-zero-tolerance-policy-on-sexual-assault)
- Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., . . . Stevens, M. R. (2011). *The National Intimate Partner and Sexual Violence Survey*. Retrieved from [www.cdc.gov/violenceprevention/pdf/nisvs\\_executive\\_summary-a.pdf](http://www.cdc.gov/violenceprevention/pdf/nisvs_executive_summary-a.pdf)
- Carey, K. B., Durney, S. E., Shepardson, R. L., & Carey, M. P. (2015). Incapacitated and forcible rape of college women: Prevalence across the first year. *Journal of Adolescent Health*, 56, 678–680.

- Griffin, R. (2015). *University of Missouri considers banning women from fraternity houses during party hours*. Retrieved from [www.huffingtonpost.com/2015/06/09/mizzou-frat-proposal-banning-women\\_n\\_7544100.html](http://www.huffingtonpost.com/2015/06/09/mizzou-frat-proposal-banning-women_n_7544100.html)
- Jozkowski, K. N., & Peterson, Z. D. (2013). College students and sexual consent: Unique insights. *Journal of Sex Research, 50*, 517–523.
- Linder, C., Myers, J. S., Riggle, C., & Lacy, M. (in press). From margins to mainstream: Social media as a tool for campus sexual violence activism. *Journal of Diversity in Higher Education*.
- Mangan, K. (2016, April 21). Lawsuit takes aim at education dept.'s Title IX guidance. *The Chronicle of Higher Education*. Retrieved from [chronicle.com/article/An-Accused-Student-s-Lawsuit/236190](http://chronicle.com/article/An-Accused-Student-s-Lawsuit/236190)
- Schnoebelen, A. (2013, March 5). Push to improve campus policies on sexual violence gains momentum. *The Chronicle of Higher Education*. Retrieved from [chronicle.com/article/Push-to-Improve-Campus/137689](http://chronicle.com/article/Push-to-Improve-Campus/137689)
- Title IX of the Education Amendments, 20 U.S.C. §1681 et seq. (1972).
- White House Council on Women and Girls. (2014). *Rape and sexual assault: A renewed call to action*. Retrieved from [iaclea.org/visitors/about/documents/WhiteHouseCouncil\\_sexual\\_assault\\_report\\_1-21-14.pdf](http://iaclea.org/visitors/about/documents/WhiteHouseCouncil_sexual_assault_report_1-21-14.pdf)
- Ziering, A. (Producer), & Dick, K. (Director). (2015). *The hunting ground*. United States: Weinstein Company.





# INTRODUCTION

*Jessica C. Harris and Chris Linder*

In this introduction we explore how previous and current researchers often approach sexual violence on college campuses in identity-neutral, power-evasive, and ahistoric manners. This approach often results in ineffective strategies to address and prevent sexual violence. Furthermore, a lack of focus on identities, power and domination, and history (re)constructs and maintains systems of domination that lead to violence. To contextualize this book, we examined literature about campus sexual violence in the United States and exposed large gaps in research and practice, specifically related to historically minoritized students. Our search criteria included articles focusing on college students, sexual violence, and U.S. institutions of higher education. In our search for literature, we included peer-reviewed articles published after 2000, although we included a few articles prior to 2000 if they were frequently referred to in the later literature. In reviewing approximately 100 articles, we identified five major themes related to sexual violence on college campuses: prevention, alcohol, gender, minimizing and reporting sexual violence, and policy. Although scholars' focus on one or several of these five major themes is relevant, this often unilateral research does not provide a complete picture of the problem of sexual violence on college campuses.

In an attempt to explore exactly how existing literature obscures the nuances of sexual violence on college campuses, we synthesized the themes of prevention, alcohol, gender, minimizing and reporting sexual violence, and policy and explore them in more depth in this introduction. We conclude by detailing how each subsequent chapter in this book fills gaps in the knowledge base and builds a foundation for systemic understanding of sexual violence on college campuses.

## **Prevention**

Sexual violence prevention pervades research about sexual violence on college campuses. Research on sexual violence prevention can be explored under four major categories: bystander intervention (Exner & Cummings, 2011; S. McMahon, Postmus, & Koenick, 2011), risk reduction (Brecklin, 2004;

A. Turchik, Probst, Chau, Nigoff, & Gidycz, 2007), evaluation of prevention and social norming programs (Katz & DuBois, 2013; Stein, 2007), and rape myth acceptance (Hayes, Abbott, & Cook, 2016).

### *Bystander Intervention*

Bystander intervention programs rely on community norms and practices to interrupt a climate that allows sexual violence to thrive (Banyard, Plante, & Moynihan, 2004). For example, some research describes programs designed to train men to intervene in situations where they observe signs of potential sexual violence (Barone, Wolgemuth, & Linder, 2007). Scholars believe assessing community readiness for change and encouraging prosocial bystander behavior may contribute to a decrease in sexual violence in specific communities, including college campuses (Banyard et al., 2004). Bystander intervention studies (see S. McMahon et al., 2011; S. McMahon et al., 2014) often use the Bystander Attitude Scale or the Bystander Behavior Scale that are frequently paired with the Rape Myth Acceptance Scale to determine whether bystander programs have an impact on participants' understanding of rape myths (Bannon, Brosi, & Foubert, 2013). Findings suggest that prevention programs result in decreased rape myth acceptance scores and increased bystander attitudes and behavior scores immediately after the prevention program (Bannon et al., 2013; S. McMahon et al., 2011; Potter, 2012). However, no research on bystander intervention has resulted in an actual decrease in the number of sexual assaults that occur on a college campus (Adams-Curtis & Forbes, 2004).

### *Risk Reduction*

The literature on risk reduction explored characteristics that made people more susceptible to sexual violence as a method for attempting to protect people from sexual violence. Several studies explored the predictive factors associated with women's experiences of sexual violence (Brecklin, 2004; Hertzog & Yeilding, 2009; Kalof, 2000; A. Turchik et al., 2007); no studies explored predictive factors associated with men's or trans\* students' experiences with sexual violence. First-year women students report higher occurrences of sexual violence than other women students (Gross, Winslett, Roberts, & Gohm, 2006). Additionally, prior victimization (Gidycz, Orchowski, King, & Rich, 2008) and childhood sexual violence (Brecklin, 2004; Walsh, Blaustein, Knight, Spinazzola, & van der Kolk, 2007) are the most common predictors of sexual violence for women in college. One study indicated that women were most susceptible to sexual violence after having experienced an act of sexual violence (Daigle, Fisher, & Cullen, 2008). Some

scholars argue for the use of self-defense (Brecklin, 2004) and confidence and self-advocacy training (A. Turchik et al., 2007) for college women with prior victimization because these characteristics are correlated with increased use of verbal and physical resistance strategies (A. Turchik et al., 2007).

Much of the literature in the risk reduction category contributes to victim blaming, as highlighted by a study exploring “sexual victimization and health-risk behaviors” (Gidycz et al., 2008, p. 744). In some studies, the very framing of the questions contributes significantly to victim blaming, even in research designed to address sexual violence from a risk reduction perspective (e.g., Kalof, 2000). For example, Hertzog and Yeilding’s (2009) Risk Behavior Scale includes items such as “I consume alcohol beverages on the first date” and “I leave my drink unattended at a social gathering to go dance or use the restroom” (p. 68). Authors also reinforced the idea that women who chose to engage in sexual intercourse at a young age were more likely to experience sexual victimization later in life (Gidycz et al., 2008).

### *Evaluation of Prevention and Social Norming Programs*

Scholars frequently publish evaluations of individual prevention programs on college campuses immediately after a program takes place. These assessments often use convenience samples with no control group, resulting in little comprehensive information about the effectiveness or longevity of the effects of onetime programming (e.g., Potter, 2012; Rothman & Silverman, 2007). Evaluations of prevention and social norming programs generally demonstrate an immediate reduction in rape myth acceptance scores and an increase in bystander attitudes and efficacy scores, but little else (Kress et al., 2006; Potter, Moynihan, Stapleton, & Banyard, 2009). Some programs even resulted in no change in rape myth acceptance scores and an increase in harmful beliefs related to consent (Milhausen, McBride, & Jun, 2006). Finally, faculty are beginning to integrate information on sexual violence in their courses, often resulting in a change in rape myth acceptance scores and a self-reported deeper understanding of sexual violence (Franiuk, 2007; Katz & DuBouis, 2013).

### *Rape Myth Acceptance*

The Rape Myth Acceptance Scale was developed in 1980 (Burt, 1980) and updated by Payne, Lonsway, and Fitzgerald (1999). High rape myth acceptance scores have been linked with increased propensity to commit sexual violence among college men (Truman, Tokar, & Fisher, 1996). The majority of studies examining sexual violence prevention on college campuses use one of the Rape Myth Acceptance Scales as a measure of change and a

measure of students' understanding of sexual violence on campuses (Yeater & O'Donohue, 1999). Research consistently indicates male students have a higher rape myth acceptance than female students (S. McMahon, 2010). Additionally, males involved in all-male groups such as fraternities and athletic teams have higher rape myth acceptance scores than males not involved in these organizations (S. McMahon, 2010). Scholars debate whether this is correlation or causation: Do men who already subscribe to rape myths participate in these organizations, or do these organizations perpetuate rape myth acceptance? (Murnen & Kohlman, 2007). The Rape Myth Acceptance Scales perpetuate the problem of addressing sexual violence from an individual rather than a societal perspective. By focusing on ways individuals accept or do not accept rape myths, educators and scholars fail to examine larger societal and cultural values contributing to the overwhelming acceptance of rape myths (Hayes et al., 2016).

## **Alcohol**

After prevention, alcohol and sexual violence garnered the most attention from higher education researchers and scholars (Abbey, Ross, McDuffie, & McAuslan, 1996; Benson, Gohm, & Gross, 2007; Davis et al., 2012; Harrington & Leitenberg, 1994; Lawyer, Resnick, Bakanic, Burkett, & Kilpatrick, 2010). According to college sexual violence studies focusing on alcohol, students believe alcohol disinhibits sexual behavior and increases sexual risk-taking (Pumphrey-Gordon & Gross, 2007). Alcohol consumption also places one at a higher risk of sexual victimization (Abbey, 2002; Benson et al., 2007; Krebs, Lindquist, Warner, Fisher, & Martin, 2009; Mouilso, Fischer, & Calhoun, 2012; Novik, Howard, & Boekeloo, 2011) and intensifies dangerous behavior among male college students, specifically sexual aggression (Abbey, 2002; Abbey & McAuslan, 2004; Tuliao & McChargue, 2014). Furthermore, women students who consume alcohol at high levels "experienced more severe victimization" (Benson et al., 2007, p. 349). For instance, when compared to attempted rape, completed rapes are more likely to involve the consumption of alcohol (Abbey, Clinton, McAuslan, Zawacki, & Buck, 2002; Harrington & Leitenberg, 1994).

When alcohol is consumed prior to sexual violence, victim blaming and rape myth ideologies are often employed (Armstrong, Hamilton, & Sweeney, 2006; Cowley, 2014; Harned, 2005; Untied, Orchowski, Mastroleo, & Gidycz, 2012). When a victim of sexual violence is under the influence of alcohol, and the perpetrator is sober, students are more likely to assign responsibility for the violence to the victim and not the perpetrator (Untied

et al., 2012). Furthermore, victims are less likely to report their assault when alcohol was involved in the encounter (Fisher, Daigle, Cullen, & Turner, 2003; Sabina & Ho, 2014; Sudderth, Leisring, & Bronson, 2010).

Students who have experienced sexual violence also use alcohol as a coping mechanism (Gilmore, Stappenbeck, Lewis, Granato, & Kaysen, 2015; Snipes, Green, Javier, Perrin, & Benotsch, 2014; Stappenbeck, Hassija, Zimmerman, & Kaysen, 2015). In other words, heavy drinking increases one's risk of sexual violence on college campuses, and sexual violence leads to heavy drinking. Although a high volume of scholarship is dedicated to alcohol and sexual violence on the college campus, this research not only negates systems of oppression that influence sexual violence but also masks and maintains these systems. Researchers and educators have placed a heavy focus on addressing alcohol consumption rather than power, privilege, and domination. While alcohol, an individual and microlevel issue that at most is a surface influence of sexual violence, gains increased attention and awareness, systems of domination continue as usual on the college campus.

## **Gender**

Gender is a highly complex piece of the research related to sexual violence. Although the vast majority of research includes demographic information related to gender, few studies address the power associated with gender through sexism and genderism (assuming that gender is only binary and that every person identifies as either a man or a woman). Virtually no research explored the experiences of trans\* students with sexual violence, and because the majority of research is conducted using quantitative methodology, most studies did not include an option for participants to identify as a gender other than woman or man. Further, although the terms *woman* and *man* (gender identity) have different meanings from *female* and *male* (sex), most scholars did not define how they were using the terms. In this literature review, we use the terms employed by researchers in their studies, most frequently male and female.

### ***Male Students***

While research is inconclusive and often competing, some scholars have found that more than 26% of college males will perpetrate at least one act of sexual violence during college (Abbey & McAuslan, 2004; Abbey, McAuslan, & Ross, 1998). Several variables and characteristics predict male students' likelihood for committing assault. Male students are more likely to engage in sexual aggression if they believe in traditional gender roles and hold hostile

or rape-supportive attitudes toward women (Abbey et al., 1998; Abbey & McAuslan, 2004; Bouffard, 2010; Burgess, 2007); consume alcohol in sexual situations (Abbey, 2002; Abbey & McAuslan, 2004; Tuliao & McChargue, 2014); engage in risky behavior, such as high-risk drinking and drug use; have antisocial traits; or have experienced childhood adversity (Zinzow & Thompson, 2015a). Male students who have a history of sexual aggression are also more likely to engage in forced sexual acts in college than those who have no such history (Jackson, Gilliland, & Veneziano, 2006; Zinzow & Thompson, 2015b). Finally, higher rates of sexual violence perpetration have been linked to male students' membership in a fraternity or on an athletic team (Franklin, Bouffard, & Pratt, 2012; Humphrey & Kahn, 2000; Murnen & Kohlman, 2007). Some scholars argue it is likely the patriarchal systems and beliefs that are fostered and maintained in athletics and fraternities that contribute to a culture of sexual violence rather than the predisposition of males who belong to these groups (Jackson et al., 2006).

Although a plethora of research examines male students as perpetrators of sexual violence, minimal research has focused on male students as survivors of sexual violence. The small amount of extant literature that centers on sexual violence for male students focuses on the negative outcomes of violence. For instance, several scholars have linked sexual victimization to increased alcohol and drug use, sexual risk-taking, and inhibited sexual functioning for male college students (Larimer, Lydum, Anderson, & Turner, 1999; Palmer, McMahon, Rounsaville, & Ball, 2010; J. A. Turchik, 2012). The focus on negative outcomes and on male students as perpetrators leaves the field severely underinformed about male students as survivors of sexual violence.

### *Female Students*

While the majority of literature on male students and sexual violence focuses on these students as perpetrators, the majority of literature on female students and sexual violence focuses on these students as victims. This focus may be because an alarmingly high percentage (reports range from 20% to 30%) of female students report experiencing some form of sexual violence during college (Gross et al., 2006; Krebs et al., 2009; Lawyer et al., 2010). Female students assaulted in childhood are more likely to encounter sexual violence in college (Brecklin, 2004; Walsh et al., 2007) and have lower college grade point averages than females who were not assaulted prior to college (Jordan, Combs, & Smith, 2014). Female students who are assaulted during college may experience a decline in their academic performance (Benson et al., 2007; Jordan et al., 2014).

Few scholars address issues concerning women of color and sexual violence; moreover, the little that is known is inconclusive. For instance, one study found that African American female students (36%) report experiences

with sexual violence at higher rates than white female students (26.3%; Gross et al., 2006). Another study found that 13.7% of female students who attended a predominantly white institution and 9.7% of female students attending a historically Black college or university reported experiences with sexual violence (Krebs, Lindquist, & Barrick, 2011). Although these results are inconclusive, they suggest that Black women students' experience with sexual violence differs from that of white women students. Racism, sexism, stereotypes, and other social injustices also lead Black women to respond differently than their white peers to being sexually violated (Henry, 2009; Littleton & Dodd, 2016). Moreover, sexual violence often results in post-traumatic stress disorder, depressive symptoms (Lindquist et al., 2013), and other psychological issues (Henry, 2009) for Black women. Finally, the literature, or lack thereof, also points to the dearth of knowledge concerning sexual violence for women of color who do not identify as (only) Black.

### *Gender Differences*

A handful of studies have reinforced the gender binary by focusing on differences and similarities between men and women students and their differing perceptions of and experiences with sexual violence. One such theme in this literature is the matter of consent to sex, which "is a highly gendered issue" (Jozkowski, Sanders, Peterson, Dennis, & Reece, 2014, p. 446). For example, women tend to be more passive when giving consent, whereas men often use consent tactics that border on pressuring, aggression, or deception (Jozkowski & Peterson, 2013, 2014; Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014; Jozkowski, Sanders et al., 2014). These methods of consent follow traditional gender roles that construct men as initiators of sex and women as passive receivers of sex (Jozkowski, Peterson et al., 2014; Jozkowski, Sanders et al., 2014). Another theme in the literature comparing male and female college students focuses on rape myths and victim blaming. College females reject victim-blaming rape myths at a higher rate than college males (Bannon et al., 2013; White & Kurpius, 2002), whereas college males place the blame on male victims more than female victims (White & Kurpius, 2002).

Female students are more willing than college males to intervene in potential situations that could lead to sexual violence (Bannon et al., 2013). College women also believe that significant barriers exist on campus for men to seek help or report sexual violence, whereas men do not report as high a perception of these barriers (Allen, Ridgeway, & Swan, 2015). Reasons for not reporting also differ by gender (Sable, Danis, Mauzy, & Gallagher, 2006). Males may be hesitant to report because they are afraid their masculinity will be questioned, and females may be hesitant to report for fear of retaliation from the perpetrator (Sable et al., 2006).

## Minimizing and Reporting Sexual Violence

College students underreport their experiences with sexual violence (Fisher et al., 2003). Men are less likely than women to report or seek support after unwanted sexual encounters (Banyard et al., 2007), and the majority of college women who are sexually assaulted fail to acknowledge or report the incident (Cleere & Lynn, 2013; Orchowski, Untied, & Gidycz, 2013). Women students who do not acknowledge their sexual assaults often blame themselves or minimize the situations because their experiences do not align with a traditional rape script or rape myth (Cleere & Lynn, 2013; Edwards et al., 2014; Orchowski et al., 2013; A. Turchik, Probst, Irvin, Chau, & Gidycz, 2009). For instance, women who were sexually assaulted by an acquaintance are more likely to minimize their sexual assault than those assaulted by a stranger (Cleere & Lynn, 2013; Kahn, Jackson, Kully, Badger, & Halvorsen, 2003; Orchowski et al., 2013; Sabina & Ho, 2014) and are less likely to report these interactions (Orchowski & Gidycz, 2013). Research suggests that these rape scripts are further nuanced by the intersection of race and gender, as Black women believe victims of sexual violence respond to this violation with self-blame, but white students believe victims respond with feelings of isolation (Littleton & Dodd, 2016).

Similarly, students are more likely to report sexual violence when the perpetrator is a stranger or of a different race (Fisher et al., 2003). Women also report that boyfriends and friends are more likely to perpetrate sexual violence, resulting in a low number of reported sexual assaults (Gross et al., 2006). Precollege factors such as prior victimization (Sabina & Ho, 2014; Sudderth et al., 2010) and college factors such as living on campus and being a junior or senior (Sudderth et al., 2010) increase the likelihood that students will report their experiences with sexual violence. Students are more likely to report their assault to a friend (Orchowski, Meyer, & Gidycz, 2009) or on a survey (Orchowski et al., 2009) than they are to tell a campus official. Unfortunately, and not surprisingly given the OCR's growing list, college and university administrators underreport the number of crimes committed on their campuses (Yung, 2015).

## Policy

Several federal laws provide guidance and requirements related to sexual violence policy on campus. Specifically, Title IX, the Clery Act, and Campus SaVE attempt to provide federal guidelines for addressing sexual violence on campus (Cantalupo, 2009; Duncan, 2014), although these laws largely function from a response rather than a prevention approach (Silbaugh, 2015).



While lawmakers and some advocates claim that responding to sexual violence effectively will result in lower numbers of sexual violence overall, this has yet to occur. Most campuses spend exorbitantly more resources responding to sexual violence after it happens rather than attempting to change the climate in which it happens (Silbaugh, 2015).

Scholarship on campus policy related to sexual violence frequently focuses on the confusion campus administrators feel related to effectively integrating requirements of each of these federal laws (Cantalupo, 2009; Koss, Wilgus, & Williamsen 2014; Yung, 2015). The U.S. Department of Education issued the Dear Colleague letter in 2011. The letter reminded higher education institutions receiving federal funds of their responsibility to comply with Title IX, which attempts to address and prohibit sexual harassment and sex discrimination. To attempt to provide additional guidance for colleges and universities struggling to adhere to Title IX, the National Institute for Justice provided a model policy for the prevention of and response to sexual violence (P. P. McMahon, 2008). However, administrators continue to express frustration at attempting to understand and comply with multiple and competing federal guidelines. For example, the standard of evidence to be used for campus judicial processes remains unclear. Some campuses use a “preponderance of evidence” standard as recommended by the Department of Education; however, other campuses use a more criminal-like standard for their proceedings (Duncan, 2014). Although Title IX has been in existence since 1972, it has strictly been employed to address sexual harassment and violence only recently. Finally, although sexual violence advocates have historically opposed mediation and restorative justice as a mechanism for addressing sexual violence on campus, some scholars argue that restorative justice is not a form of mediation and should be considered as a potential tool for addressing sexual violence on campus (Koss et al., 2014).

### **The Danger of a Single Narrative**

The literature mentioned here creates a narrow story about sexual violence on college campuses. In its simplest form, according to the story, sexual violence occurs when a male student assaults a female student. Alcohol is most likely a factor in the violence, influencing the victim’s minimization of and failure to report the act. The story renders invisible three very important and necessary factors in addressing and redressing sexual violence on college campuses: identity, history, and an acknowledgment of power and interlocking systems of domination.

First, in regard to identity, as it stands, white, straight cisgender women are raped by straight cisgender men. What about trans\* and male survivors;

lesbian, gay, bisexual, and queer survivors; survivors with disabilities; survivors of color; and perpetrators who are not straight cisgender men? These populations often experience sexual violence at higher rates than non-marginalized populations (Edwards et al., 2015; Gross et al., 2006), yet they are continually ignored and silenced.

Second, the current research approaches sexual violence on college campuses from an ahistoric lens that negates the reality that sexual violence continues to be used as a tool to confer power and privilege on white men, while subordinating and terrorizing, mentally and physically, minoritized populations (Smith, 2005). Ahistoricism also contributes to a restrictive view of equality (Crenshaw, 1988), which focuses on equality as a process and not an outcome. This allows educators to implement one catchall policy that addresses sexual violence on college campuses, but in actuality only caters to the needs of one dominant population or one identity. These catchall policies not only negate students' intersectional identities and multiple systems of domination but also obscure how a history of colonization, terrorization, and domination continue to influence sexual violence in higher education. Third, current literature lacks a critique of the role power, privilege, and dominance play in sexual violence. Power, privilege, and dominance influence sexual violence, not alcohol, fraternity affiliation, or being an athlete.

An identity-neutral, power-evasive, ahistoric perspective informs higher education research and practice, resulting in a narrow view and surface-level approach to addressing sexual violence on college campuses. For instance, the proposal to ban women from fraternity houses at the University of Missouri negates the root causes of sexual violence. This policy places the responsibility to avoid rape on women students; if they stay out of specific spaces they will be safe from sexual violence. Yet by placing the onus on women and not the privileged and dominating environments of fraternities, this policy overlooks the history and embeddedness of patriarchy, power, and male privilege that contribute to sexual violence in this particular setting. In negating the complexities of identity, sociohistorical factors, and power and privilege, scholars and educators remain limited in their understandings of sexual violence, survivors' needs, and prevention and practices that systemically address and eliminate sexual violence on campus.

## **Overview of This Book**

In this book, we place sexual violence in a historical context and highlight the influence of racism, classism, homophobia, transphobia, and other forms of oppression in current sexual violence prevention and response strategies.

Readers are exposed to the complexities of sexual violence on college campuses to gain a better understanding of how this act of dominance and control has an impact on all students, institutions, scholars, and practitioners. This critical approach focuses on the power, privilege, and oppression implicit in sexual violence, allowing a more systemic understanding and deconstruction of the issues across college campuses. Through this book, we encourage readers to move from theoretical understandings to action steps that are inclusive of multiple student populations and identities. Ultimately, this book is not and cannot be all things to all people. We aim to fill a small gap in a wide chasm in the sexual violence literature. This book is a necessary beginning, a foundation for others to build future research and practice that critically addresses the complexities of sexual violence.

In the first part of the book, we take a historical approach to sexual violence on college campuses. Although the issue has come to the forefront of higher education and society in the last few years, sexual violence has always been a prevalent, yet often unaddressed, issue on college campuses. Therefore, to understand sexual violence on today's college campuses, the act and issue must be grounded in history.

In Chapter 1 Luoluo Hong reviews historical legislation and policy related to sexual violence on college campuses and highlights four unsupported dominant narratives perpetuated by sexual violence policy and legislation. Hong concludes her chapter by providing a social justice framework that challenges educators and administrators to move away from traditional frameworks for addressing sexual violence and move toward employing power-conscious strategies for addressing this issue on contemporary college campuses.

Reaching farther into history, Jessica C. Harris in Chapter 2 uses a critical race theory and critical race feminism perspective to root out the white supremacist and patriarchal systems embedded in the colonial history of the United States and the colonial college system. She explores the historical implications and lasting impacts of colonization, terrorism, and dominance over women of color's bodies in society and the way this continues to inform sexual violence on college campuses today.

In Chapter 3 Chris Linder also reaches deep into the history of the United States to provide a context of the current state of sexual violence on college campuses. Although many scholars and activists credit feminist consciousness-raising groups of the 1970s as the beginning of the sexual violence movement in the United States, Linder argues that the 1970s were a continuation of a century of sexual violence organizing by Black women. However, Black women's history is consistently ignored by mainstream white

feminists in sexual violence organizing. Linder concludes by examining what the history of silence within activism means for today's campus activist.

The second part of this volume moves from a historical perspective to a contemporary perspective. Specifically, the chapters in this section address the intersections of multiple forms of systemic oppression, including racism, homophobia, transphobia, and ableism, that have an impact on student survivors of sexual violence on college campuses. Each chapter centers the realities of gender-based violence outside the traditional paradigm (cisgender white women at predominantly white institutions) often featured in the media and higher education research and practice.

In Chapter 4, Susan B. Marine examines the ways trans\* survivors of college sexual violence are ignored through campus-based prevention and response services. She discusses the ways health care and counseling services have historically failed trans\* survivors and provides recommendations for more compassionate skilled care for trans\* survivors of sexual violence on college campuses. Marine also discusses the resilience of trans\* survivors of sexual violence.

Through interviews with cisgender and transgender men who survived sexual violence in college, Daniel Tillapaugh in Chapter 5 sheds light on the ways current response and prevention programs ignore or minimize men survivors of sexual violence. Tillapaugh presents the stories of four men survivors of sexual violence and the common themes in their stories, including negotiating fear and shame, problematizing sexual violence responses on campus, and examining masculinity and sexual violence.

Chapter 6 builds on Chapter 2 and explores the contemporary experiences of women of color and sexual violence on college campuses. Ciera V. Scott, Anneliese A. Singh, and Jessica C. Harris describe common challenges students who are women of color experience on college campuses, including racism and sexism, as barriers to reporting and healing from sexual violence. The contributors approach this chapter from a psychological standpoint, focusing on the ways women of color college students resist and are resilient to multiple oppressions and nurture their own liberation and healing.

LaVerne McQuiller Williams adds to this book by reviewing the very limited literature that concerns sexual victimization among Deaf and hard-of-hearing college students in Chapter 7. She focuses specifically on the intersectionality of sexual orientation and auditory status, as well as Deaf and hard-of-hearing male victims of sexual violence. LaVerne concludes the chapter with a proposed research agenda based on existing information and provides suggestions for supporting college students who are Deaf and hard of hearing and sexually assaulted.

In Chapter 8 Jason C. Garvey, Jessi Hitchins, and Elizabeth McDonald synthesize the limited literature about queer-spectrum students' experiences

with sexual violence and provide implications for research, practice, and policy related to queer-spectrum students and sexual violence on college campuses. The contributors provide an in-depth explanation of the significance of language when working with queer-spectrum students and specific examples of appropriate resources for queer-spectrum survivors on college campuses. Further, Garvey, Hitchins, and McDonald identify gaps in the research about sexual violence and offer recommendations for researchers interested in this topic.

The third part of this book presents the voices of historically minoritized populations while simultaneously calling for coalition building between these socially constructed identity groups. Informed by historical and contemporary understandings of sexual violence in higher education, this final section provides action-oriented steps and recommendations for addressing sexual violence at several institutional types and accounts for students' intersecting identities.

Chris Linder and Jess S. Myers examine the strategies of campus sexual violence activists in Chapter 9. Through an online ethnography, including interviews with 23 activists, they examine how activists negotiate power and privilege associated with social identities in their activism. Further, Linder and Myers discuss the role of social media in contemporary activism and emphasize the need for intersectional coalition building to effectively address sexual violence on college campuses.

In Chapter 10 Naddia Cherre Palacios and Karla L. Aguilar push campus administrators and policymakers to implement prevention and implementation strategies that involve best practices based on ongoing evaluations, systemic approaches, and student empowerment and leadership. In this chapter, the contributors stress the importance of empowerment-based sexual violence prevention and intervention across college campuses. This empowerment-based approach encompasses comprehensive strategies using key components, including student leadership, creativity, and passion for building healthier relationships and community across campus.

Aligning with Chapter 1, Susan V. Iverson in Chapter 11 details findings from a policy discourse analysis of sexual violence policies to uncover embedded assumptions and predominant meanings constructed through the policies. Iverson discusses how understandings of sexual violence (against women) are dominated by an overreliance on one-dimensional analyses of the problem of sexual violence. She argues that an intersectional approach can illuminate how identity differences (i.e., race, gender, sexuality), too often seen as separate spheres of experience, are systems that overlap and interlock to create complex intersections where two or more dimensions of identity converge and determine social, economic, and political dynamics of oppression.

Finally, in Chapter 12, Chris Linder and Jessica C. Harris synthesize the strategies for recommendations provided by the contributors to this volume

and challenge educators, activists, and policymakers to move away from traditional approaches to sexual violence prevention and response. In this chapter, Linder and Harris advocate for historically grounded and power-conscious approaches to addressing sexual violence with the goal of eradicating, rather than simply preventing, sexual violence on college campuses. This final chapter details how the other chapters work together to generate new ideas, practices, policies, and other action steps that critique, expose, and address the systems and realities of sexual violence on college campuses.

## References

- Abbey, A. (2002). Alcohol-related sexual assault: A common problem among college students. *Journal of Studies on Alcohol and Drugs, 14*, 118–128.
- Abbey, A., Clinton, A. M., McAuslan, P., Zawacki, T., & Buck, P. O. (2002). Alcohol-involved rapes: Are they more violent? *Psychology of Women Quarterly, 26*, 99–109.
- Abbey, A., & McAuslan, P. (2004). A longitudinal examination of male college students' perceptions of sexual assault. *Journal of Counseling and Clinical Psychology, 72*, 747–756.
- Abbey, A., McAuslan, P., & Ross, L. T. (1998). Sexual assault perpetration by college men: The role of alcohol, misperception of sexual intent, and sexual beliefs and experiences. *Journal of Social and Clinical Psychology, 17*, 167–195.
- Abbey, A., Ross, L. T., McDuffie, D., & McAuslan, P. (1996). Alcohol and dating risk factors for sexual assault among college women. *Psychology of Women Quarterly, 20*, 147–169.
- Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion: A review of cultural, perpetrator, victim, and situational violence. *Trauma, Violence, & Abuse, 5*, 91–122.
- Allen, C. T., Ridgeway, R., & Swan, S. C. (2015). College students' beliefs regarding help seeking for male and female sexual assault survivors: Even less support for male survivors. *Journal of Aggression, Maltreatment & Trauma, 24*, 103–115.
- Armstrong, E. A., Hamilton, L., & Sweeney, B. (2006). Sexual assault on campus: A multilevel, integrative approach to party rape. *Social Problems, 53*, 483–499.
- Bannon, R. S., Brosi, M. W., & Foubert, J. D. (2013). Sorority women's and fraternity men's rape myth acceptance and bystander intervention attitudes. *Journal of Student Affairs Research and Praxis, 50*(1), 72–87.
- Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2004). Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology, 32*(1), 61–79.
- Banyard, V. L., Ward, S., Cohn, E. S., Plante, E. G., Moorhead, C., & Walsh, W. (2007). Unwanted sexual contact on campus: A comparison of women's and men's experiences. *Violence and Victims, 22*, 52–70.

- Barone, R. P., Wolgemuth, J. R., & Linder, C. (2007). Preventing sexual assault through engaging college men. *Journal of College Student Development, 48*, 585–594.
- Benson, B. J., Gohm, C. L., & Gross, A. M. (2007). College women and sexual assault: The role of sex-related alcohol expectancies. *Journal of Family Violence, 22*, 341–351.
- Bouffard, L. A. (2010). Exploring the utility of entitlement in understanding sexual aggression. *Journal of Criminal Justice, 38*, 870–879.
- Brecklin, L. R. (2004). Self-defense/assertiveness training, women's victimization history, and psychological characteristics. *Violence Against Women, 10*, 479–497.
- Burgess, H. (2007). Assessment of rape-supportive attitudes and beliefs in college men: Development, reliability, and validity of the Rape Attitudes and Beliefs Scale. *Journal of Interpersonal Violence, 22*, 973–993.
- Burt, M. R. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology, 38*, 217–230.
- Cantalupo, N. C. (2009). Campus violence: Understanding the extraordinary through the ordinary. *Journal of College and University Law, 35*, 613–690.
- Cleere, C., & Lynn, S. J. (2013). Acknowledged versus unacknowledged sexual assault among college women. *Journal of Interpersonal Violence, 28*, 2593–2611.
- Cowley, A. D. (2014). “Let's get drunk and have sex”: The complex relationship of alcohol, gender, and sexual victimization. *Journal of Interpersonal Violence, 29*, 1258–1278.
- Crenshaw, K. (1988). Race, reform, and retrenchment: Transformation and legitimation in antidiscrimination law. *Harvard Law Review, 101*, 1331–1387.
- Daigle, L. E., Fisher, B. S., & Cullen, F. T. (2008). The violent and sexual victimization of college women: Is repeat victimization a problem? *Journal of Interpersonal Violence, 23*, 1296–1313.
- Davis, K. C., Kiekel, P. A., Schraufnagel, T. J., Norris, J., George, W. H., & Kajumulo, K. F. (2012). Men's alcohol intoxication and condom use during sexual assault perpetration. *Journal of Interpersonal Violence, 27*, 2790–2806.
- Duncan, S. H. (2014). The devil is in the details: Will the campus SaVE act provide more or less protection to victims of campus assaults? *Journal of College and University Law, 40*, 443–466.
- Edwards, K. M., Probst, D. R., Tansill, E. C., Dixon, K. J., Bennett, S., & Gidycz, C. A. (2014). In their own words: A content-analytic study of college women's resistance to sexual assault. *Journal of Interpersonal Violence, 29*, 2527–2547.
- Edwards, K. M., Sylaska, K. M., Barry, J. E., Moynihan, M. M., Banyard, V. L., Cohn, E. S., . . . Ward, S. K. (2015). Physical dating violence, sexual violence, and unwanted pursuit victimization: A comparison of incidence rates among sexual-minority and heterosexual college students. *Journal of Interpersonal Violence, 30*, 580–600.
- Exner, D., & Cummings, N. (2011). Implications for sexual assault prevention: College students as prosocial bystanders. *Journal of American College Health, 59*, 655–657.

- Fisher, B. S., Daigle, L. E., Cullen, F. T., & Turner, M. G. (2003). Reporting sexual victimization to the police and others: Results from a national-level study of college women. *Criminal Justice and Behavior, 30*(1), 6–38.
- Franiuk, R. (2007). Discussing and defining sexual assault: A classroom activity. *College Teaching, 55*, 104–107.
- Franklin, C. A., Bouffard, L. A., & Pratt, T. C. (2012). Sexual assault on the college campus: Fraternity affiliation, male peer support, and low self-control. *Criminal Justice and Behavior, 39*, 1457–1480.
- Gidycz, C. A., Orchowski, L. M., King, C. R., & Rich, C. L. (2008). Sexual victimization and health-risk behaviors: A prospective analysis of college women. *Journal of Interpersonal Violence, 23*, 744–763.
- Gilmore, A. K., Stappenbeck, C. A., Lewis, M. A., Granato, H. F., & Kaysen, D. (2015). Sexual assault history and its association with the use of drinking protective behavioral strategies among college women. *Journal of Studies on Alcohol and Drugs, 76*, 459–464.
- Gross, A. M., Winslett, A., Roberts, M., & Gohm, C. L. (2006). An examination of sexual violence against college women. *Violence Against Women, 12*, 288–300.
- Harned, M. S. (2005). Understanding women's labeling of unwanted sexual experiences with dating partners: A qualitative analysis. *Violence Against Women, 11*, 374–413.
- Harrington, N. T., & Leitenberg, H. (1994). Relationship between alcohol consumption and victim behaviors immediately preceding sexual aggression by an acquaintance. *Violence and Victims, 9*, 315–324.
- Hayes, R. M., Abbott, R. L., & Cook, S. (2016). It's her fault: Student acceptance of rape myths on two college campuses. *Violence Against Women*. Advance online publication. doi:10.1177/1077801216630147
- Henry, W. J. (2009). The effects of sexual assault on the identity development of Black college women. *Michigan Journal of Counseling, 36*(2), 17–23.
- Hertzog, J., & Yeilding, R. (2009). College women's rape awareness and use of commonly advocated risk reduction strategies. *College Student Journal, 43*(1), 59–73.
- Humphrey, S. E., & Kahn, A. S. (2000). Fraternities, athletic teams, and rape. *Journal of Interpersonal Violence, 15*, 1313–1322.
- Hunter, M. L. (2005). *Race, gender, and the politics of skin tone*. New York, NY: Routledge.
- Jackson, A., Gilliland, K., & Veneziano, L. (2006). Routine activity theory and sexual deviance among male college students. *Journal of Family Violence, 21*, 449–460.
- Jordan, C. E., Combs, J. L., & Smith, G. T. (2014). An exploration of sexual victimization and academic performance among college women. *Trauma, Violence, & Abuse, 15*, 191–200.
- Jozkowski, K. N., & Peterson, Z. D. (2013). College students and sexual consent: Unique insights. *Journal of Sex Research, 50*, 517–523.
- Jozkowski, K. N., & Peterson, Z. D. (2014). Assessing the validity and reliability of the perceptions of the consent to sex scale. *Journal of Sex Research, 51*, 632–645.



- Jozkowski, K. N., Peterson, Z. D., Sanders, S., Dennis, B., & Reece, M. (2014). Gender differences in heterosexual college students' conceptualizations and indicators of sexual consent: Implications for contemporary sexual assault prevention education. *Journal of Sex Research, 51*, 904–916.
- Jozkowski, K. N., Sanders, S., Peterson, Z. D., Dennis, B., & Reece, M. (2014). Consenting to sexual activity: The development and psychometric assessment of dual measures of consent. *Archives of Sexual Behavior, 43*, 437–450.
- Kahn, A. S., Jackson, J., Kully, C., Badger, K., & Halvorsen, J. (2003). Calling it rape: Differences in experiences of women who do or do not label their sexual assault as rape. *Psychology of Women Quarterly, 27*, 233–242.
- Kalof, L. (2000). Vulnerability to sexual coercion among college women: A longitudinal study. *Gender Issues, 18*(4), 47–58.
- Katz, J., & DuBois, M. (2013). The sexual assault teach-in program: Building constructive campus-wide discussions to inspire change. *Journal of College Student Development, 54*, 654–657.
- Koss, M. P., Wilgus, J. K., & Williamsen, K. M. (2014). Campus sexual misconduct: Restorative justice approaches to enhance compliance with Title IX guidance. *Trauma, Violence, & Abuse, 15*, 242–257.
- Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2009). College women's experiences with physically forced, alcohol- or other drug-enabled, and drug-facilitated sexual assault before and since entering college. *Journal of American College Health, 57*, 639–647.
- Krebs, C. P., Lindquist, C. H., & Barrick, K. (2011). The sexual assault of undergraduate women at historically black colleges and universities (HBCUs). *Journal of Interpersonal Violence, 26*(18), 3640–3666.
- Kress, V. E., Shepherd, B., Anderson, R. I., Petuch, A. J., Nolan, J. M., & Thiemke, D. (2006). Evaluation of the impact of a coeducational sexual assault prevention program on college students' rape myth attitudes. *Journal of College Counseling, 9*, 148–157.
- Larimer, M. E., Lydum, A. R., Anderson, B. K., & Turner, A. P. (1999). Male and female recipients of unwanted sexual contact in a college student sample: Prevalence rates, alcohol use, and depression symptoms. *Sex Roles, 40*, 295–308.
- Lawyer, S., Resnick, H., Bakanic, V., Burkett, T., & Kilpatrick, D. (2010). Forcible, drug-facilitated, and incapacitated rape and sexual assault among undergraduate women. *Journal of American College Health, 58*, 453–460.
- Lindquist, C. H., Barrick, K., Krebs, C., Crosby, C. M., Lockard, A. J., & Sanders-Philips, K. (2013). The context and consequences of sexual assault among undergraduate women at historically Black colleges and universities (HBCUs). *Journal of Interpersonal Violence, 28*, 2437–2461.
- Littleton, H. L., & Dodd, J. C. (2016). Violent attacks and damaged victims: An exploration of the rape scripts of European Americans and African American U.S. college women. *Violence Against Women*. Advance online publication. doi: 10.1177/1077801216631438

- McMahon, P. P. (2008). Sexual violence on the college campus: A template for compliance with federal policy. *Journal of American College Health, 57*, 361–365.
- McMahon, S. (2010). Rape myth beliefs and bystander attitudes among incoming college students. *Journal of American College Health, 59*(1), 3–11.
- McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Hoffman, M. L. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health, 62*(1), 58–66.
- McMahon, S., Postmus, J. L., & Koenick, R. A. (2011). Conceptualizing the engaging bystander approach to sexual violence prevention on college campuses. *Journal of College Student Development, 52*, 115–130.
- Milhausen, R. R., McBride, K. R., & Jun, M. K. (2006). Evaluating a peer-led, theatrical sexual assault prevention program: How do we measure success? *College Student Journal, 40*, 316–328.
- Mouilso, E. R., Fischer, S., & Calhoun, K. S. (2012). A prospective study of sexual assault and alcohol use among first-year college women. *Violence and Victims, 27*, 78–94.
- 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.
- Novik, M. G., Howard, D. E., & Boekeloo, B. O. (2011). Drinking motivations and experiences of unwanted sexual advances among undergraduate students. *Journal of Interpersonal Violence, 26*, 34–49.
- Orchowski, L. M., & Gidycz, C. A. (2013). To whom do college women confide following sexual assault? A prospective study of predictors of sexual assault disclosure and social reactions. *Violence Against Women, 18*, 264–288.
- Orchowski, L. M., Meyer, D. H., & Gidycz, C. A. (2009). College women's likelihood to report unwanted sexual experiences to campus agencies: Trends and correlates. *Journal of Aggression, Maltreatment, & Trauma, 18*, 839–858.
- Orchowski, L. M., Untied, A. S., & Gidycz, C. A. (2013). Factors associated with college women's labeling of sexual victimization. *Violence and Victims, 28*, 940–958.
- Palmer, R. S., McMahon, T. J., Rounsaville, B. J., & Ball, S. A. (2010). Coercive sexual experiences, protective behavioral strategies, alcohol expectancies and consumption among male and female college students. *Journal of Interpersonal Violence, 25*, 1563–1578.
- Payne, D. L., Lonsway, K. A., & Fitzgerald, L. F. (1999). Rape myth acceptance: Exploration of its structure and its measurement using the Illinois Rape Myth Acceptance Scale. *Journal of Research in Personality, 33*(1), 27–68.
- Potter, S. J. (2012). Using a multimedia social marketing campaign to increase active bystanders on the college campus. *Journal of American College Health, 60*, 282–295.
- Potter, S. J., Moynihan, M. M., Stapleton, J. G., & Banard, V. L. (2009). Empowering bystanders to prevent campus violence against women: A preliminary evaluation of a poster campaign. *Violence Against Women, 15*, 106–121.
- Pumphrey-Gordon, J. E., & Gross, A. M. (2007). Alcohol consumption and female's recognition in response to date rape risk: The role of sex-related alcohol expectancies. *Journal of Family Violence, 22*, 475–485.

- Rothman, E., & Silverman, J. (2007). The effect of a college sexual assault prevention program on first-year student victimization rates. *Journal of American College Health, 55*, 283–290.
- Sabina, C., & Ho, L. Y. (2014). Campus and college victim response to sexual assault and dating violence: Disclosure, service utilization, and service provision. *Trauma, Violence, & Abuse, 15*, 201–226.
- Sable, M. R., Danis, F., Mauzy, D. L., & Gallagher, S. K. (2006). Barriers to reporting sexual assault for women and men: Perspectives of college students. *Journal of American College Health, 5*, 157–162.
- Silbaugh, K. (2015). Reactive to proactive: Title IX's unrealized capacity to prevent campus sexual assault. *Boston University Law Review, 95*, 1049–1076.
- Smith, A. (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge, MA: South End Press.
- Snipes, D. J., Green, B. A., Javier, S. J., Perrin, P. B., & Benotsch, E. G. (2014). The use of alcohol mixed with energy drinks and experiences of sexual victimization among male and female college students. *Addictive Behaviors, 39*, 259–264.
- Stappenbeck, C. A., Hassija, C. M., Zimmerman, L., & Kaysen, D. K. (2015). Sexual assault related distress and drinking: The influence of daily reports of social support and coping control. *Addictive Behaviors, 42*, 108–113.
- Stein, J. L. (2007). Peer educators and close friends as predictors of male college students' willingness to prevent rape. *Journal of College Student Development, 48*, 75–89.
- Sudderth, L. K., Leisring, P. A., & Bronson, E. F. (2010). If they don't tell us, it never happened: Disclosure of experiences of intimate violence on a college campus. *Canadian Women's Studies, 28*(1), 56–64.
- Title IX of the Education Amendments, 20 U.S.C. §1681 et seq. (1972).
- Truman, D. M., Tokar, D. M., & Fisher, A. R. (1996). Dimensions of masculinity: Relations to date rape supportive attitudes and sexual aggression in dating situations. *Journal of Counseling and Development, 74*, 555–562.
- Tuliao, A. P., & McChargue, D. (2014). Problematic alcohol use and sexual assault among male college students: The moderating and mediating roles of alcohol outcome expectancies. *American Journal on Addictions, 23*, 321–328.
- Turchik, A., Probst, D. R., Irvin, C. R., Chau, M., & Gidycz, C. A. (2009). Prediction of sexual assault experiences in college women based on rape scripts: A prospective analysis. *Journal of Counseling and Clinical Psychology, 77*, 361–366.
- Turchik, J. A. (2012). Sexual victimization among male college students: Assault severity, sexual functioning, and health risk behaviors. *Psychology of Men & Masculinity, 13*, 243–255.
- Turchik, J. A., Probst, D. R., Chau, M., Nigoff, A., & Gidycz, C. A. (2007). Factors predicting the type of tactics used to resist sexual assault: A prospective study of college women. *Journal of Consulting and Clinical Psychology, 35*, 605–614.
- U.S. Department of Education. (2011). *Dear colleague letter: Sexual violence*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>
- Untied, A. S., Orchowski, L. M., Mastroleo, N., & Gidycz, C. A. (2012). College students' social reactions to the victim in a hypothetical sexual assault scenario: The role of victim and perpetrator alcohol use. *Violence and Victims, 27*, 957–972.

- Walsh, K., Blaustein, M., Knight, W. G., Spinazzola, J., & van der Kolk, B. A. (2007). Resiliency factors in the relation between childhood sexual abuse and adulthood sexual assault in college age women. *Journal of Child Sexual Abuse, 16*(1), 1–17.
- White, B. H., & Kurpius, S. E. R. (2002). Effects of victim sex and sexual orientation on perceptions of rape. *Sex Roles, 46*, 191–200.
- Yeater, E. A., & O'Donohue, W. (1999). Sexual assault prevention programs: Current issues, future directions, and the potential efficacy of interventions with women. *Clinical Psychology Review, 19*, 739–771.
- Yung, C. R. (2015). Concealing campus sexual assault: An empirical examination. *Psychology, Public Policy, and Law, 21*(1), 1–9.
- Zinzow, H. M., & Thompson, M. P. (2015a). Factors associated with use of verbally coercive, incapacitated, and forcible sexual assault tactics in a longitudinal study of college men. *Aggressive Behavior, 41*, 34–43.
- Zinzow, H. M., & Thompson, M. P. (2015b). A longitudinal examination of risk factors for repeated sexual aggression in college men. *Archives of Sexual Behavior, 44*, 213–222.