Ending Sexual Violence: Peer Education  
City College of San Francisco  
WOMN 55 Fall 2018 – CRN 72621

Instructor: Adele Failes Carpenter; (415) 239-3899; afailes@ccsf.edu  
Office Hours: Wednesdays 1:45-3:45 p.m. & by arrangement Cloud-402A  
Class Meetings: Thursdays 4:10-7:00 pm.; Cloud 224  
Final Exam: Thursday, December 20, 2018 4:10-6:10pm  

Support Services:  
Women’s Resource Center--Smith Hall 103  
Family Resource Center--Student Union Upper Level  
Queer Resource Center--Bungalow 201 (between and behind the Creative Arts and Arts Extension buildings)  
Health Education Resource/Link Center--MUB 301  
Veterans Resource Center--Cloud Hall 332  
Financial Aid Office: Cloud 324 (applications for grants and fee waivers through FAFSA)  
Student Health Center: (physical and mental health services and support groups) HC first floor  
VIDA (support for undocumented students)--Student Union 104A  
HARTS (support for homeless students)- Student Union Basement, Martin Luther King Center - Room B  

Course Offers:  
3 units; CSU transferability; Area H graduation requirement  
Sexual Health Educator certificate requirement [http://www.ccsf.edu/women](http://www.ccsf.edu/women)  
Women’s Studies AA degree elective requirement [http://www.ccsf.edu/women](http://www.ccsf.edu/women)  
Trauma Prevention and Recovery certificate requirement [http://www.ccsf.edu/idst/](http://www.ccsf.edu/idst/)  
Various Health Ed certificates elective requirement [http://www.ccsf.edu/hlthed/](http://www.ccsf.edu/hlthed/)  

| Last Day To Drop Full Term Classes for 100% refund: | August 31, 2018 |
| Last Day To Add: | September 7, 2018 |
| Last Day to Drop w/o "W" and To Drop for 50% Refund for International & Non Residents: | September 12, 2018 |
| Last Day to Choose Pass/No Pass Grading Option: | September 20, 2018 |
| Last Day To Drop With "W" and To Apply For Leave Of Absence: | November 8, 2018 |

Application deadline for any of the certificates listed above: October 4, 2018  

Course Description:  
The course provides strategies for promoting healthy intimate relationships by teaching ways to prevent intimate partner violence and acquaintance rape. It also offers skills for facilitating attitude and behavior change among other students. Along with selected readings and a volunteer component, a variety of peer education activities (special events, campus-wide visibility projects, and classroom presentations) form the core content of the course.  

Student Learning Outcomes  
Upon completion of this course a student will be able to  
A. Identify and analyze the political, social, and psychological causes of sexual violence, which disproportionately affects women
B. Compare and contrast the three major forms of power abuse in intimate relationships: physical, sexual, and emotional
C. Differentiate between facts and myths related to acquaintance rape and intimate partner violence, in particular analyzing how race, class and other stereotypes, such as myths about interpersonal violence in the LGBTQ community, contribute to misinformation about sexual violence
D. Evaluate the work and effectiveness of a local community based organization that addresses the problem of sexual violence
E. Prepare and deliver a presentation on sexual violence prevention and intervention in a college classroom, using a variety of techniques including small and large group discussions, role plays, and brainstorming

Support for students with disabilities (DPS): Students with disabilities who need academic accommodations should request them from Disabled Students Programs and Services (DPS) located in the Rosenberg Library, Room 323 on the Ocean Campus. Telephone: 415-452-5481 (V) 415-452-5451 (TDD). DPS is the campus office responsible for verifying disability-related need for academic accommodations, assessing that need, and for planning accommodations in cooperation with students and instructors as needed and consistent with course requirements.

If you need any accommodations to support your participation in this course, please contact DPS first, and then contact me with details on how I can assist you. Please plan ahead and give me at least two weeks notice if there is a particular accommodation you need.

Discrimination and Harassment Prevention: The San Francisco Community College District is committed to the principles of equal opportunity, and the prevention of discrimination and harassment in any program or activity of the District on the basis of race, color, ancestry, national origin, ethnic group identification, religion, age, gender, gender identity, marital status, domestic partner status, sexual orientation, disability or AIDS/HIV status, medical conditions, or status as Vietnam-era veteran, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

If you believe you have been subject to discrimination, please contact Dr. Leilani Battiste, Title 5/EEO/ADA/Title IX Compliance Officer at (415) 452-5053 or lbattiste@ccsf.edu.

Link to Project SURVIVE (PS)/Expect Respect SF (ERSF):
- Project SURVIVE, the City College of San Francisco sexual violence prevention program, focuses on preventing intimate partner violence and acquaintance rape. Each year the program offers nearly 200 classroom presentations to students at City College (including bilingual Spanish-English and bilingual Chinese-English) and another 200 workshops to all SF public high schools (two presentations each to the freshman health classes) through Expect Respect SF (ERSF), a CCSF program and community collaborative. Trained and paid peer educators facilitate these presentations.
- By enrolling in WOMN 55, you become eligible to apply for these paid positions. In order to qualify, you must have already taken WOMN 54, The Politics of Sexual Violence, enroll in it this
semester, or enroll in it during the next semester. You also need to schedule an interview at the end of this semester. Finally, you must make a commitment to return as a student enrolled in at least 6 units to qualify for the lab aide, Work Study, or CalWORKS money. Otherwise, you may work as a volunteer.

- You must have worked as a PS peer educator for one semester before you become eligible to go through the special ERSF training. There are also other qualifications.
- Whether or not you become a Project SURVIVE peer educator, the course will help you succeed in social service and health education jobs as well as any job that requires public speaking skills.
- One of the requirements of the course is that you conduct one Project SURVIVE presentation with a current Project SURVIVE peer educator at the end of the semester. I will be there to provide back-up and to observe you.
- As you can see, WOMN 55 serves as a laboratory for Project SURVIVE. When you give your required classroom presentation, you will be representing the program. For this reason, it is important that you understand its philosophy and follow programmatic guidelines.

**Project SURVIVE philosophy:**

- Although Project SURVIVE is based on feminist principles that identify a male dominant culture as one of the major contributing factors to all forms of sexual violence and other forms of interpersonal violence, we understand that whenever anyone possesses a certain amount of power, that person can abuse it. We know, for example, that some mothers abuse their children. On the other hand, we believe that men must take responsibility for their role in the perpetuation of a culture that condones rape and intimate partner violence. We also recognize that men can be victims of sexual violence, although most often the perpetrator is another male. We know that women can be perpetrators of intimate partner violence, although most often the victim is another woman.
- Project SURVIVE is committed to ending violence against all victims no matter their gender identification, knowing also that some gender queer people may identify as neither male nor female.
- As a feminist program, Project SURVIVE is dedicated to the empowerment of all women in all cultures and socio-economic classes.
- Project SURVIVE recognizes and addresses the problem of violence in same sex relationships.
- Project SURVIVE dismantles race and class stereotypes associated with sexual violence.
- Project SURVIVE recognizes that abuses of power are related. We are committed to connecting our work to the struggles to end violence against women, people of color, Jews and Arabs, gays, lesbians, bisexuals, transgender people, poor people, children and elders, and people with disabilities.
- Although Project SURVIVE advocates physical resistance to violence, when appropriate, and encourages everyone to take self-defense classes, it does not advocate the use of weapons. If a person in the audience asks you if you recommend using a gun as a form of self-defense, it's important to explain Project SURVIVE's philosophy first, but you are welcome to discuss your own personal philosophy if it diverges from the program's self-defense principles.

**Content Advisory:** The subject matter we will be dealing with may trigger painful responses, especially if you are a survivor of sexual trauma. Therapists in the CCSF Student Health Center are available to help you address issues that may come up for you. Although my intention is that the classroom will be
as safe a place as possible, since this is an academic course, the time we can spend on personal stories is limited. If you would like to discuss your participation in class, please set up an appointment with me.

**Required Texts and Materials:**
- Reader (available in class and at Copy Edge--1508 Ocean, near Miramar; 415-587-5345). The Reader is on reserve in the Rosenberg Library.
- Script Tips Packet (available from the instructor)
- 1/2”-1” 3-ring binder & 50+ sheet protectors for Resource Manual (some help available) due at semester end

**Course Requirements:**
- Attend scheduled class meetings and participate in classroom discussions and activities
- Read all assigned reading
- Create an agenda and facilitation plan for a “consciousness-raising” group meeting
- Mid-Term Exam (I.D. and essay question in-class exam based on readings)
- Prepare and facilitate an in-class role play or an in-class discussion
- Volunteer for 15 hours at CBO

*If you are enrolled in both Politics of Sexual Violence (WOMN 54) and Ending Sexual Violence (WOMN 55) this semester, your volunteer/field project requirements may be met as follows: 3+ (3+15), or (3+3) +15, or 3+3+15, which means that you may not use the same volunteer activity for all 21 hours, but you may use one volunteer activity for up to 18 hours.*

- Plan and participate in field project (**3 hours**) e.g., “Speak to Me: Poetry from Survivors” (Fall only); Soul Wounds, etc.
- Give a Project SURVIVE classroom presentation **with a Project SURVIVE peer educator**
- Compile a personal resource and presentation manual
- Final Exam (I.D. and longer essay question in-class exam)

**Attendance Policy:** The standard for courses that are part of certificate programs is that students can miss a maximum of six hours of class (i.e. two class meetings) and stay enrolled. Class attendance is extremely important due to the participatory nature of the course and because we only meet once a week. If you miss a class, you miss a lot and your fellow students miss out on your presence. If you must miss a class, please call or email me before or immediately afterward. After three absences, you may be dropped from the class, but you cannot assume I will drop you. It is your responsibility to drop the class. If you have missed more than two class meetings, you will need to meet with me to come up with a work plan for finishing the course. If you miss a class, it is your responsibility to visit Canvas to get handouts, ask classmates for notes, and/or visit me during my office hours to discuss questions about missed content.

Please note you can attend up to two Women’s studies department-sponsored events or other approved campus and community events to make up for a missed class as long as you complete a Class Makeup Form.

**Participation Policy:** You receive points for participation. As long as you are in class and engaged, you will receive those points. I understand that it is easier for some people to speak in groups than for others. We can do our best thinking and learning as a class when everyone has the chance to participate, and when each student is exercising strong listening skills. We will be exercising step up, step up. If you tend to speak up in large groups, I will ask you to step up your listening skills and make space for others who are less comfortable speaking to participate. If you tend not to speak up in
groups, I will ask you to step up your contributions during class discussions.

**Assignment Policy:** Although I am happy to communicate with you via e-mail, I do not accept assignments via e-mail or fax. All assignments, unless otherwise specified, should be typed, double-spaced, using a 12 pt. font and one-inch margins. Assignments should be turned in according to the directions posted in the syllabus below.

**Grace Period and Late Policy:** All written assignments are due in class on the listed deadline day; however, a penalty-free grace period is extended to 5:00 p.m. on the day after the published due date. The printed paper must arrive at Cloud 402A. Be sure to attach instructor’s name and slide under the door if no one is there. Assignments turned in after the grace period are considered late and will lose the equivalent of one letter grade (or a minimum of one point) off their final score and additional letter grade reductions (or a minimum of one point each) for each additional week that passes. Missed in-class assignments cannot be made up. The final deadline for all late and missing work is December 7, 2018.

**Classroom Atmosphere and Ground Rules:** Respect and confidentiality are key, and today you will have an opportunity to contribute to our ground rules, which I will publish next week.

**Electronic Device Policy:** Electronic devices of any kind are not allowed, unless you have written permission from DSPS. The second time I remind you to stop using a device in class, you will lose participation points equal to one class. No electronic devices of any kind are allowed at the final exam without written permission from DSPS. If you are using a digital version of the reader, you will need to print out and bring the week’s readings for our classroom discussion. Limited free printing is available in the Women’s Resource Center, Queer Resource Center, and Link Center.

**Plagiarism:** The highest level of integrity is required for all exams and assignments. You are expected to do your own work, and have your own unique answers to questions. Anyone found cheating or plagiarizing the work of others will receive a zero on the assignment and face disciplinary action at the college. Plagiarism is copying other people’s words, ideas, or drawings without giving them credit.

**Restroom Breaks:** We will take a 10-15 minute break during each class session. If you have to leave the room for a short restroom break or to take care of yourself in another way that will support your participation and engagement in class considering the difficult subject matter, you may do so. This is not allowed during exams, however.

**Required Texts:** Reader (available in class and at Copy Edge 1508 Ocean; 415-587-5345). The reader is also on reserve at Rosenberg Library.

**Using Canvas:** This course has been published on Canvas, where I will make regular updates so that you can access electronic copies of the syllabus, assignment guidelines, videos, and announcements as they are made available in class, and where you will turn in most written assignments. While this is available to you as a reference, using Canvas is not a substitute for attending class, getting notes from classmates in the case of any missed class meetings, or clearing your questions about assignments etc. directly with me.
Content Advisory: The subject matter we will be dealing with may trigger painful responses, especially if you are a survivor of sexual trauma. Therapists in the CCSF Student Health Center are available to help you address issues that may come up for you. Although my intention is that the classroom will be as safe a place as possible, since this is an academic course, the time we can spend on personal stories is limited. If you would like to discuss your participation in class, please set up an appointment with me.

Project SURVIVE community

As a student in this class, you are a part of the Project SURVIVE community at CCSF. Not only are you potentially on your way to becoming a paid Project SURVIVE Peer Educator, but you also have access to our dedicated Project SURVIVE academic counselor and Women’s Studies counseling liaison, Anastasia Fiandaca, who will keep you informed about workshops that may be relevant to your personal growth, scholarships you are eligible for, and other opportunities as they arise. She’ll be happy to meet with you to help you develop a personal educational plan to achieve your goals: call the Latino Services Network main line at 415-452-5335 to schedule a one-hour appointment. It is not necessary to be Latinx or to identify yourself as a Project SURVIVE or Women’s Studies student (although you may if you wish to).

Our community sponsors multiple campus-wide Healing Events each year to facilitate healing from historical and individual trauma; you’ll learn more about these free events (which each include a healthy meal), and we hope you’ll participate in each one, whether independently or with this class community.

Calendar of Classes and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 23</td>
<td>Week 1: Introductions</td>
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<td>Ground Rules Cards/Sexual Health Educator Certificate/Causes of Interpersonal Violence</td>
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<td>August 30</td>
<td>Week 2: Gender Roles, Interpersonal Violence</td>
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<td>Distribution of ESV Guidelines; Review Guideline I (Vol Proj)</td>
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<td>Sign up for Volunteer Project; Review ground rules; Exchange contact info</td>
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<td>Hand-outs: Causes of Interpersonal Violence—I can; I should; I feel</td>
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<td>Reading: “To End Rape Culture, We Must Address Three Things”; “Act Like a Man/Act Like a Lady”; “Bullying”; “Hooking Up with Healthy Sexuality: The Lessons Boys Learn”</td>
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<td>September 6</td>
<td>Week 3: Systems of Male Dominant Power</td>
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<td>Volunteer Project CBO assignments distributed</td>
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<td>Film List distributed and policy regarding make-up participation points explained</td>
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<td>Hand-Out: “Healing from Pain”</td>
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<td>Film Excerpt: The Feminist on Cell Block Y</td>
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<td>Reading: “Multidimensional Perspectives”</td>
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</tbody>
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September 13  Week 4: Gender Roles, Power Systems, Processes, Choices  
Review Guidelines VI for Consciousness Raising Assignment  
Review Guideline II (Role Play/Discussion)  
Video excerpt: Tough Guise  

Reading: “Anger Is Not the Problem”

September 20  Week 5: Interlocking Systems of Oppression & Consciousness Raising  
Hand-outs: 1) Power Talk and Power Source Inventory 2) “Pyramid and ‘Act like a Man/Act like a Lady’”  
Review Guideline III (Field Project)  
Sign up for Field Project  

Reading: Consciousness Raising Section: A New Era of Consciousness Raising,  
Combahee River Collective Statement, NWL CR Toolkit

September 27  Week 6: Project SURVIVE Presentation I with Peer Educators  
CBO AGREEMENT FOR VOLUNTEER PROJECT DUE  
Receive Field Project assignment  
Hand-outs: 1) Script Tips Packet (TREAT THIS LIKE A TEXT; READ, HIGHLIGHT) 2)  
Presentation Quiz (individual; dyad; group)  

Reading: “Abusing Dominant Culture Power”; “White Privilege and Male Privilege”; “Reflections on Cultural Humility”; “Notes from the DV Casebook”

October 4  Week 7: Forms of Abuse: Intimate Partner Violence  
CONSCIOUSNESS RAISING ASSIGNMENT DUE  

Reading: Reader “Recognizing Abuse”; “Who Are Battered Women?”;  

October 11  Week 8: Forms of Abuse: Acquaintance Rape  
Sign up for Role Play or Discussion on Selected Topic  
Review for Mid-term Exam [Forms of Abuse]  

Reading: “Acquaintance Rape”; “An Old Enemy in a New Outfit...”; Navigating Consent...”; “‘Gray’ Matters”; “Rape Is Rape”; “Male Survivors”; “Experts: Gang Rape Common But Prosecution Rare”
October 18

Week 9: Mid-term Exam [Gender Roles/Systems of Dominance/Forms of Abuse] (closed book exam; **BRING READER TO CLASS FOR POST-EXAM ACTIVITY**)
Intervention: Intimate Partner Violence (interactive class reading)
Receive Role Play or Discussion on Selected Topic Assignment


October 25

Week 10: Intervention: Rape
Follow-up to Field Projects
Short Video: “Restorative and Transformative Justice in Action” (Chicago)
Short Video: “Consent Tea”

Reading: “Rape Trauma Syndrome”; “How to Support a Survivor”; “Restorative and Transformative Justice”; “Restorative and Transformative Justice Chart”; “Summary of Laws Relevant to Project SURVIVE”

November 1

Week 11: Pat-Chris and Alex-CJ Role Plays/What do you think? Survey Discussions I
Review Guideline IV (Presentation Techniques)
Speech Patterns, Gender, and Power
Sign up for Project SURVIVE presentations


November 8

Week 12: Pat-Chris and Alex-CJ Role Plays/What do you think? Survey Discussions II
Review Guideline V (Resource Manual)
Hand-outs: Statistics Packet and Bibliography Packet

Reading: “IPV Effects on Children”; “Prevention: Rape Strategies”; “Date Rape Drugs FAQs”; “Healthy Boundaries”; “Hooking Up...Affirm. Action Campus”

November 15

Week 13: Project SURVIVE Presentation II—**Class To Be Held in MUB 388**
FIELD PROJECT SELF EVAL DUE
Presentation Review--strategies, protocol, and script
Project SURVIVE rehearsals (including “How to Draw the Cycle of Violence”)

November 22

NO CLASS | Indigenous People’s Day | CAMPUS CLOSED
November 29  Week 14: Project SURVIVE Rehearsals and Active Listening Skills  
FIELD PROJECT SELF EVALUATION DUE  

Reading: “Active Listening”

December 6  Week 15: Rehearsals and Catch Up  
PERSONAL RESOURCE MANUALS DUE  
PROJECT SURVIVE PRESENTATION SELF-EVALUATION DUE  
Optional sign up for PS interview appointment  
Follow-up Reading Discussions from past weeks  


December 13  Week 16: What’s Next?: Future Work Prospects in Health Education and Certificates/Degrees  
VOLUNTEER LOG/JOURNAL/EVALUATION PAPER DUE  
Volunteer Project Share Back  
Final Exam Review  
Digital Stories: Silence Speaks and Project SURVIVE Speaks

December 20  FINAL EXAM, 4:10-6:10pm
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Where to Turn In</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBO AGREEMENT – VOLUNTEER PROJECT</td>
<td>Week 6: Sept 27</td>
<td>In Person</td>
<td>2 guaranteed, if on time</td>
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<tr>
<td>CONSCIOUSNESS RAISING ASSIGNMENT</td>
<td>Week 7: October 4</td>
<td>Canvas</td>
<td>10</td>
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<tr>
<td>MID-TERM EXAM</td>
<td>Week 9: Oct 18</td>
<td>In-Class</td>
<td>10</td>
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<td>IN CLASS ROLE PLAY OR DISCUSSION</td>
<td>Week 12: Nov 8</td>
<td>In-Class</td>
<td>5</td>
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<tr>
<td>FIELD PROJECT SELF EVAL</td>
<td>Week 14: Nov 29</td>
<td>Canvas</td>
<td>5</td>
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<tr>
<td>PERSONAL RESOURCE MANUAL</td>
<td>Week 15: Dec 6</td>
<td>In-Person</td>
<td>10</td>
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<tr>
<td>PRESENTATION SELF EVAL</td>
<td>Week 17: Dec 13</td>
<td>Canvas</td>
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<tr>
<td>VOLUNTEER LOG</td>
<td>Week 17: Dec 13</td>
<td>In-Person</td>
<td>10</td>
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<tr>
<td>VOLUNTEER PAPER</td>
<td>Week 17: Dec 13</td>
<td>Canvas</td>
<td>10</td>
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<tr>
<td>FINAL EXAM</td>
<td>Dec. 20 4:10-6:10pm</td>
<td>In-Class</td>
<td>20</td>
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<tr>
<td>PARTICIPATION</td>
<td>Up to two classes can be made up with field trips</td>
<td>In-Class</td>
<td>8 points (-2 points for every class missed)</td>
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<tr>
<td>CLASS MAKEUPS (Only if needed)</td>
<td>Week 15: Dec 4</td>
<td>Canvas</td>
<td>2 points each, Up to 4 points total</td>
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<td>TOTAL POINTS</td>
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<td>100 points</td>
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Grading Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59 or below=F

*If your presentation is scheduled after the due date/grace period for the Resource Manual, you must show it to me by the due date or its grace period, but you do not have to turn it in for formal grading until after your presentation.*

*If your presentation is scheduled after the due date for the self-evaluation, you would naturally have until after you have completed your presentation to turn in your self-evaluation.*