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# Exploring Gender Equity: A Social-justice Oriented Program to Encourage Male College Students to Advance Gender Equity

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# **Exploring Gender Equity**

A social-justice oriented program to encourage male college students to advance gender equity

Lucas Brown

March 12, 2015

University of Washington, Tacoma

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### Dedication

This work is dedicated to my graduate practicum site at PLU, persons of all gender identities, and to partnerships that strive to support gender equity.

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## Introduction

### Background

There are a number of gendered issues ranging from disproportionate levels of violence, including issues specific to campus settings like sexual assault, to economic equality that all need to be addressed to establish gender equity. Representing almost half of the population, it is important for males to be involved in addressing these issues of gender inequity and recognize that as males they are directly impacted by gender inequity. Historically, male involvement in the support and advancement of gender equity is present yet lacking. In the century leading up to the success of the suffrage movement, there were men who defied social norms that restricted women's roles and rights and supported gender equity through their speech, actions, and lifestyles. However, rather than being equally supported by men and women alike, the progress towards gender equity gained by first wave feminists of the suffrage movement, and the women's rights movement of second wave feminists and womanists in the 1960s through to the 1980s, was achieved primarily through the hard work, sacrifices, and voices of women (Tarrant, 2009).

One reason that has resulted in women being left to do the bulk of gender equity activism is the historical framing of issues like gender-based violence as a women's issue. Many of the gender equity issues feminists have addressed, and continue to address, have historically been viewed by men as primarily women's issues not deserving or needing the attention and support of men (Crooks, Goodall, Hughes, Jaffe, & Baker, 2007). The position of men in society has also afforded men a privileged space that serves to disconnect some men from awareness of gender inequity and deny the experiences of women, other gender identities, other men, and even their own personal experiences (J. Yglesias, personal communication, November 26, 2014).

Perceived as a women's issue, efforts to engage men have historically been limited to the context of some men's role as perpetrators in gender equity issues of violence. The methods of intervention used revolved around perpetrator treatment programs and messaging asking men to not be part of the problem. In the late 80s and early 90s, leaders in gender-based violence prevention began to shift this perception of gender equity as solely a women's issue to a men's issue in which men are both part of the problem and solution (Katz, Heisterkamp, & Fleming, 2011). As either perpetrators of violence against women or as beneficiaries of an oppressive patriarchal system granting men privileges denied to women, the shift towards gender equity as a men's issue recognized the role and responsibility of all men in striving for gender equity.

This shift towards gender-based violence prevention and gender equity as a men's issue lead to engaging men as bystanders who have the responsibility, social status, and power to intervene in situations of violence against women and challenging their peer's sexist beliefs that support gender inequity. The early foundations of bystander intervention programs targeted men specifically in gender segregated athletic settings and relied upon 'be a man' locker room language to communicate with the male audience and a chivalrous call to action on behalf of victimized females who could be their mothers, daughters, or sisters to motivate them (Katz, Heisterkamp, & Fleming, 2011).

While the intent of bystander programming relying upon locker room language has been to challenge masculine beliefs of aggression, sexism, and homophobia that support gender-based violence against women and those who differ from heterosexist gender norms, it has been recognized as a problematic approach that itself relies upon a masculinity that is dominantly aggressive, views women as helpless, and resembles homophobic posturing. Such engagement approaches leave room for the possibility of reinforcing the oppressive beliefs that the engagement intervention intends to challenge (J. Yglesias, personal communication, November 26, 2014).

In recent years, alternative approaches to working with men and gender equity have offered changes in both targeting and message. Some bystander programs have begun to move away from targeting only men

towards taking a non-gendered approach that is inclusive of everyone (Katz, Heisterkamp, & Fleming, 2011). This has allowed for male and female alike to be included in the development of bystander skills while also making the content more palatable for males who may have defensively felt targeted or singled out by bystander programs that speak solely to males.

Messaging about the impact of masculinity on some men's gender-based violence has been a core piece of men's engagement in the past. In the last five years, some men's engagement efforts have begun to integrate an expanded knowledge about masculinity. This expanded knowledge has led to engagement strategies that not only discuss the ways that traditional performances and notions of masculinity have limited and hurt women, and those who differ from heterosexist gender norms, but also discusses how traditional masculinity has limited and hurt men (J. Grove, personal communication, December 1, 2014).

There has been a positive trend of males who are rejecting the limitations of traditional masculinity. However, male attitudes towards gender equity tend to remain equally distributed into three categories of males who are opposed to, in favor of, or unsure of pursuing gender equity (Connell, 2005). Therefore, helping men step outside of a privileged yet limiting male experience, that often leaves them blind to oppressive systems, and encouraging their participation in efforts to achieve gender equity for all, has remained an important goal.

After a review of literature and speaking with key informants, a number of needs and factors to better involve males in advocating for gender equity were identified and this program works to incorporate them into its design.

'Man up' locker room language and social-justice-rescuer frameworks may effectively serve as a relatable call to action for some males but it also walks a fine line in which language choices and attitudes can reinforce beliefs of females as 'less than' and males as the rightful power holders in society. Framing conversations in a way that does not leave space for hegemonic masculinity to be reinforced, or emphasizes a non-gendered human rights based value of gender equity, is an alternative approach that better serves the goal of gender equity.

Rather than merely shifting the use of the power and privilege in hegemonic masculinity towards a gender equitable goal, deeper discussions of how masculinity harms males and is counterproductive to their goals and wellbeing can cultivate more safety, in regards to unintentionally reinforcing oppressive norms, while also encouraging men to connect more deeply with the issue of gender equity in a holistic and inclusive way that makes it personal for them as well.

Concerning college campuses, male-identified students may attend or participate in a large public one-time event (Stand in Solidarity, Take Back The Night, etc.) with little difficulty, but having small and consistent steps they can take towards an in-depth understanding of gender inequity is vital to sustaining improved interest in gender equity. Even for those who do have a level of comfort with exploring gender equity, there is a lack of service opportunities to deepen their connection and participation in gender equity (Connell, 2005; J. Grove, personal communication, December 1, 2014; J. Yglesias, personal communication, November 26, 2014).

Literature also reports that genderist beliefs and perspectives decline in a gender integrated setting, where males work with women, as opposed to alongside or on behalf of, and participate in the development or use of skills traditionally viewed in opposition to masculinity. Merging the traditionally binary and exclusive conceptions of the masculine and feminine in human relationships can create an understanding among males that values gender equity (Anderson. 2008).

## **Purpose**

This program seeks to address the previously mentioned needs for male-identified students to have small and consistent steps available to deepen their understanding of gender equity and provide opportunities to engage and learn through service. The open-group format allows students to be part of as many or as few discussions as they want and for others to join as interest grows. Gender inclusive membership and curriculum makes this program valuable to all genders and creates the opportunity for an atmosphere of mutual understanding and partnership to challenge limited perspectives that are reinforced by gender segregation.

## **Contributing NASW Guidelines**

Concerning the NASW, the program strongly promotes social justice through discussions of varying gender equity issues. The dignity and worth of the person are supported by acknowledging how diversity relates to each topic and maintaining a safe space for program participants, and the importance of human relationships through a group format and service learning opportunities for participants to work alongside each other and members of the community.

## **Theoretical Underpinnings**

*Social learning theory* provides the basis for both the group structure and service opportunities for this program. It is, at least in part, through social learning that all persons are influenced by limiting constructs of gender and some males are influenced by hegemonic masculinity in a way that discourages their participation in gender equity efforts, or teaches them to behave in ways that oppose gender equity (Katz, 1995). Providing an intervention informed by social learning theory can be equally useful in encouraging men's support of gender equity and discouraging oppressive behaviors and beliefs while also providing learning opportunities that are effective and valuable to all persons participating (Hardcastle, & Powers, 2004). In this program, learning is focused on understanding various issues, creating awareness and familiarity with community organizations supporting gender equity, and awareness of language and behavioral changes that can model and support gender equity.

*Feminist theory's* critical analysis of systems of power, privilege, and intersectionality is foundational to exploring gender equity, injustices, and different forms of oppression. Feminist theory is to inform all discussions and service opportunities within this program and will help group participants cultivate, or improve, the ability to look critically at gender and related social justice issues. Additionally, feminist theory's emphasis on empowerment and giving a voice to those who have been silenced may serve a dual purpose in the gender inclusive structure of the project by providing a discussion space in which all genders can share with others who may be unfamiliar with their concerns, perspectives, experiences, and the impact that gender inequity has on them (Hardcastle, & Powers, 2004).

Regarding *empowerment theory*, this is an opportunity for the facilitator(s) to utilize and expand their own knowledge and expertise related to gender equity. The curriculum focus on community organizations and ways gender equity can be modeled in an individual's personal life will empower participants with the knowledge of how to get involved and be part of the change to advance gender equity and social justice. Awareness is a foundational component of personal power and group participants will learn about organizations they can get involved with, sign up for mailings from, and volunteer at will. Participants will also understand how small changes in their language and behaviors can challenge social norms that support inequity and empower them to be the change.

## Alignment with Agency Values

The proposed gender equity program supports the goals of the Men's Project to create and maintain a safe space where the concept of masculinity and its influence can be discussed and to engage men in preventing gender based violence. The program supports the Women's Center's mission statement to empower students to be advocates of gender equity and social justice, its vision to create a community promoting respect, gender equity, and social justice, and each of the Women's Center's values of diversity, community, engaged inquiry, activism, advocacy, sustainability, gender equity, and leadership.

## Program Core Values

The program's five core values seek to address and avoid the failures of past efforts looking to include men in conversations and efforts to advance gender equity. The five values also support the maintenance of a safe space for non-male-identified students participating in the program's discussions by emphasizing listening and respect. These values are to be considered key to every session.

The five values are as follows:

*Healing through Hearing* - Acknowledging the need to non-judgmentally listen to, be informed by, and give priority to the voices of others whose experiences of abuse and oppression are not our own.

*Compassion not Control* - Understanding that compassion that leads to controlling and dictating what others do, 'for their own good,' ceases to be compassion.

*Respecting instead of Rescuing* - Recognizing that support means accepting and heeding the voices, priorities, and decisions of those who both welcome or do not welcome our support.

*Partnership not Power* - Acknowledging that there are greater benefits for those we wish to support and ourselves when we work with and alongside others rather than just working on their behalf.

*Interconnected not Independent* - Recognizing that even in positions of privilege, we are all still impacted by gender inequity and have a responsibility to support gender equity.

## Program Description

- An eight-week group that combines six peer-led psychoeducation groups with two service learning opportunities.
- Weekly groups will have a flexible length of 60-90 minutes.
- The first service opportunity will be pre-selected by a student facilitator and supervising staff.
- The second service opportunity will be peer-driven and selected.
- The target audience is male college students.
- The group is open to, and encourages the participation of, all gender identities and the curriculum intends to provide a gender inclusive perspective on discussed topics.
- Location is to be the Women's Center, South Hall Lounge, The Cave, or similar on campus location that can be reserved for six weeks.
- Location needs to have comfortable seating, a TV, and accessible whiteboard.
- The group has been developed to address the problem statement that men's engagement with gender equity is present, yet lacking.
- The long term goal is to increase men's involvement in advancing gender equity.
- Anticipated outcomes are an awareness and deeper understanding of a range of gender equity issues and ways for participants to advance gender equity in their communities and personal lives.

**Notes for the Facilitator**

- Strive to create safe and welcoming discussions for those who are familiar and those who are unfamiliar with gender equity.
- Some students may have a wealth of knowledge on gender equity issues. Invite them to share their knowledge and expand on topic discussions.
- Conversely, allow those who are exploring gender equity to explore at their own pace.
- As an open group, it is important to recap the program's values and established group rules at the start of any session new participants attend.
- Reference and integrate the program's core values into topics whenever possible.
- A gender-inclusive discussion of each topic is encouraged. Comments seeking to dismiss, minimize, or catastrophize a particular gender identities experiences related to a topic are to be discouraged and referred to the program's values.
- The Community and Campus spotlight is an opportunity to share about organizations and groups that program participants can learn more from, volunteer with, share with others looking for resources, or access for support.
- The end of each session outline will contain further notes specific to that session's topic for the facilitator.

## Exploring Gender Equity Curriculum

### Session 1 – Gender Identity

#### **Session Objectives:**

Participants will...

- Form and agree upon group rules
- Know the group's values and purpose
- Understand gender as a limiting social construct
- Have an understanding of what gender equity is
- Know two organizations in the community that focus on gender equity as it relates to identity

#### **Materials needed:**

- Pens/Pencils
- Gender Binary activity sheets

#### **Introduction** (15 minutes)

- Welcome and introduction of program and goals highlighting that there will be a focus on different gender equity topics each week, opportunities to contribute to conversations about these topics, and related service learning opportunities.
- Define gender equity as distinct to gender equality
- Frame approach to the topics and service opportunities by defining the five program values: Healing through Hearing, Compassion not Control, Respecting instead of Rescuing, Partnership not Power, and Interconnected not Independent.
- Have students introduce themselves and their interest in exploring Gender Equity/Human Rights/Social Justice
- Collectively establish group rules and agreements and ask if anyone would like to add to the program values

#### **Topic in Focus / Activity** (10 minutes)

- Frame understanding gender as integral to exploring gender equity issues.
- Handout the Gender Binary activity sheet.
- Ask participants to get in groups of two or three with, if possible, persons they don't know well and choose one person to write.
- Ask the pairs to spend 3 minutes and fill in the box under "male-presenting persons" on the activity sheet by brainstorming identifiers, labels, traits, and qualities.
- Ask the pairs to spend 3 minutes doing the same for the box under "female-presenting persons."
- Then have the pairs repeat the process for each box but this time writing outside the box with words used for male/female presenting persons who do not personify the words inside their respective boxes.

#### **Activity Debrief** (15 minutes)

- Ask if one group would share the words they came up with to place inside the male-presenting persons' box. Ask if other groups came up with additional words. Repeat for words inside in the female-presenting person's box, and words outside the male and female presenting persons boxes.
- Ask participants what thoughts the activity stirred up for them?
- Ask participants what they think about living within the boxes? Is it realistic to do perfectly?
- Ask participants what a binary construct of gender means for persons who are transgender or gender nonconforming?

#### **Discussion** (15 minutes)

- Ask participants how these boxes and words have had an impact on them? Positives? Negatives?
- Ask participants which box comes with more privileges? How so? How does this impact others who do not fit into that box for some reason?

### **Taking it Personal; Taking Responsibility** (10 minutes)

- Open up discussion to how we can challenge the harmful limitations of a binary construct of gender in our daily living (Using language that doesn't serve to reinforce gender boundaries, affirmation and support of others when stepping out of gender boundaries, becoming comfortable with the parts of who we are that don't conform to a gender binary).

### **Community and Campus Spotlight** (5-10 minutes)

- Community Organizations to share about the Gender Alliance of the South Sound, Rainbow Center, and Oasis.
- Campus Spotlight: Share information about the campus' Queer Ally Student Union, SAPET, Women's Center, and Men's Project.

### **Conclusion** (Remaining time)

- If time allows, ask if there are any lingering questions or comments for discussion?
- Briefly mention next session's topic

### **Notes for the Facilitator:**

#### Introduction

*The following are definitions of gender equality and gender equity that may be helpful to the facilitator:*

“Gender equality entails the concept that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behavior, aspirations and needs of [all gender identities] are considered, valued and favored equally. It does not mean that [all gender identities] have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity means fairness of treatment for [all gender identities], according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” (ILO, 2000, pp.91-92).

#### Organizations to review and be familiar with for the Community Spotlight

Gender Alliance of the South Sound (<http://www.southsoundgender.com/index.html>)

Oasis (<http://www.oasisyouthcenter.org/>)

Rainbow Center (<http://www.rainbowcntr.org/>)

## Session 2 - Intimate Partner Violence

### Session Objectives:

Participants will...

- Be able to recognize abuse and coercion
- Have an understanding of the influence of gender on IPV
- Learn about practicing modeling equality in relationships
- Know two organizations in the community that work with survivors of IPV

### Materials Needed:

- Two-sided handout with Power and Control Wheel and Equality Wheel

### Introduction (15 minutes)

- Welcome and brief introductions for any new participants
- Review program values and group rules for any new participants
- Check in for any lingering thoughts from last week
- Special word about triggers, listening, privacy, and confidential resources outside of this group

### Topic in Focus (15 minutes)

- Introduce this session's gender equity topic of intimate partner violence
- Statistics of IPV
- Dynamics of IPV and abuse

### Discussion (20 minutes)

- What does IPV look like? Why does it happen?
- Discuss Power and Control Wheel
- Looking at the Power and Control Wheel, how might gender socialization influence IPV?
- How does gender influence how we treat survivors of IPV?
- Thinking about power dynamics, how does gender influence IPV for persons who don't fit a cisgender and/or heteronormative gender box? (Related statistics can be found in this session's Notes for the Facilitator)

### Taking it Personal; Taking Responsibility (15 minutes)

- Discuss the Equality Wheel
- Looking at the Power and Control Wheel and Equality Wheel, ask what participants see they can change in their own behaviors and communication to better model a social norm of equality.

### Community and Campus Spotlight (10 minutes)

- Community Organizations to share about: Crystal Judson Family Justice Center and YWCA.
- Campus Spotlight: Counseling Center (For assistance with improving our own behaviors), Women's Center (Victim advocates), campus White Ribbon Campaign.

### Conclusion (Remaining time)

- If time allows, ask if there are any lingering questions or comments for discussion?
- Briefly mention next session's topic
- Ask who is interested in the first selected service opportunity, gather information, and share service opportunity details.

## Notes for the Facilitator:

### Topic in Focus

#### *Statistics for IPV:*

- More than 1 in 3 women (35.6%) and more than 1 in 4 men (28.5%) in the United States have experienced intimate partner violence in their lifetime (NISVS, 2011).
- Nearly half of all women and men in the United States have experienced psychological aggression by an intimate partner in their lifetime (48.4% and 48.8%, respectively) (NISVS, 2011)
- One in 6 women (16.2%) and 1 in 19 men (5.2%) in the United States have experienced stalking victimization at some point during their lifetime (NISVS, 2011).
- Two-thirds (66.2%) of female victims of stalking were stalked by a current or former intimate partner; men were primarily stalked by an intimate partner or an acquaintance, 41.4% and 40.0%, respectively (NISVS, 2011).
- More than 90% of "systematic, persistent, and injurious" violence is perpetrated by men (Kimmel, 2002).

#### *Dynamics of Abuse and IPV:*

- Often subtle or absent at outset of relationship
- Can increase in severity and frequency
- Some survivors identify a "cycle" of violence
- Tends to escalate at termination of relationship, or threat of termination.

People who abuse are not monsters. If we see them as monsters, it is easy to deny who is being abusive, that their behaviors are abusive, and it is easy to believe they are unchangeable and there is no solution to abuse. People who abuse come from all backgrounds and standings in society regardless of race, religion, income, or gender.

### Discussion

#### *Regarding statistics for persons who are transgender:*

“Transgender survivors were two (2.0) times as likely to face threats/intimidation within violent relationships, and nearly two (1.8) times more likely to experience harassment within violent relationships. ‘Transgender people face increased risk of violence because of their gender identity and transphobia within intimate partnerships. To really address the needs of transgender survivors, we need to address transphobic laws, policies and institutions while also providing supportive programs that address transgender people explicitly’ (NCAVP, 2012).

#### Organizations to review and be familiar with for the Community Spotlight

Crystal Judson Family Justice Center (<http://www.aplaceofhelp.com/>)

YWCA (<http://www.ywcapiercecounty.org/>)

## Session 3 - Sexual Assault

### Session Objectives:

Participants will...

- Know that all genders experience sexual assault
- Identify victim-blaming as problematic
- Learn about practicing and modeling consent
- Know two organizations in the community that address sexual assault

### Materials needed:

- None

### Introduction (10 minutes)

- Welcome and brief introductions for any new participants
- Review program values and group rules for any new participants
- Check in for any lingering thoughts from last week
- Special word about triggers, listening, privacy, and confidential resources outside of this group

### Topic in Focus (10 minutes)

- Introduce this session's gender equity topic of sexual assault
- Statistics of sexual assault and its impact on all gender identities

### Discussion (20 minutes)

- Ask for thoughts about gender and orientation differences and dynamics.
- Ask what are some of the responses we see in society (Victim-blaming, slut shaming and objectification, not masculine or gay if male who is assaulted, idea of men as natural rapists)?
- Ask what's problematic about these responses?
- Ask how do the boxes of a binary construct of gender discussed in the first session influence the identified societal responses to sexual assault? How do they hurt survivors?
- Revisit the concept that people who abuse are not monsters and refer again to the statistics that many people are sexually assaulted by someone they know--not a stranger. Ask how this impacts our ability to identify sexual assault and listen to survivors?
- Discuss the role of denial in problematic dynamics discussed above.

### Taking it Personal; Taking Responsibility (15 minutes)

- Discuss the importance of an introspective lens and processing for ourselves to accept that most perpetrators are not strangers or easily identifiable as perpetrators.
- Discuss not engaging in victim-blaming and challenging others who victim-blame.
- Discuss creating a community where it's safer to be a survivor by listening to survivors.
- Discuss promoting and discussing consent, and challenging rape jokes, as a way to support healthier social norms around sexuality.
- Discuss challenging dynamics supporting victimization (homophobia, transphobia)

### Community and Campus Spotlight (10 minutes)

- Community Organizations: Share about: Rebuilding Hope!, WCSAP and legislative advocacy opportunities.
- Campus Spotlight: Women's Center\* (Victim advocates), Counseling Center\*, Health Center\*, Campus Ministry\*, SAPET, Sex Positive, Take Back the Night event. (\*Confidential Campus Resources)

### Conclusion (Remaining time):

- If time allows, ask if there are any lingering questions or comments for discussion?
- State the next session will be the first service opportunity and ask who is interested and share relevant details.
- Share the date and topic for when the discussion sessions continue.

### **Notes for the Facilitator:**

#### Topic in Focus

#### *Statistics for sexual assault:*

- “1 in 5 women (18.3%) and 1 in 71 men (1.4%) in the United States have been raped at some time in their lives.
- More than half (51.1%) of female victims of rape reported being raped by an intimate partner and 40.8% by an acquaintance.
- For male victims, more than half (52.4%) reported being raped by an acquaintance and 15.1% by a stranger” (NISVS, 2011, pp1-2).
- “46.4% lesbians, 74.9% bisexual women and 43.3% heterosexual women reported sexual violence other than rape during their lifetimes, while 40.2% gay men, 47.4% bisexual men and 20.8% heterosexual men reported sexual violence other than rape during their lifetimes.
- In eight out of 10 cases of rape, the victim knew the person who sexually assaulted them.
- One in four girls and one in six boys will be sexually abused before they turn 18 years old.
- One in 5 women and one in 16 men are sexually assaulted while in college.
- More than 90% of sexual assault victims on college campuses do not report the assault
- 63.3% of men at one university who self-reported acts qualifying as rape or attempted rape admitted to committing repeat rapes.
- 1% of women and 35% of men report significant short-term or long-term impacts such as Post-Traumatic Stress Disorder” (NSVRC, 2015, pp1-2).
- Research suggests as many as half of persons who are transgender experience sexual assault in their lifetime (Stotzer, 2009).

#### *Optional information to review:*

Webinar on transgender survivors:

<http://forge-forward.org/event/transgender-sa-survivors/>

Webinar on trauma response:

<https://victimsofcrime.webex.com/victimsofcrime/lst.php?RCID=007cae8e211e6580f288b10699d009ec>

#### Taking it Personal; Taking Responsibility

Time may not allow for discussion of all points. Emphasize reflecting on our personal propensity for denial and victim-blaming, practicing and promoting consent, and challenging homophobia and transphobia.

#### Organizations to review and be familiar with for the Community Spotlight

Rebuilding Hope! (<http://www.sexualassaultcenter.com/>)

Washington Coalition of Sexual Assault Programs (<http://www.wcsap.org/>)

## Session 4 - Service Learning Opportunity at the YWCA

### **Session Objectives:**

Participants will...

- Learn through action and relationships by working with each other and the community.
- Gain familiarity with an organization addressing intimate partner violence.

### **Materials:**

- Campus transportation services.
- Forms for background checks.

### **Notes for the Facilitator:**

After the first session, work with staff supervisor to contact the YWCA's Volunteer and Resource Coordinator, confirm group project, obtain required background check forms, and arrange a date for the group service opportunity to prepare and serve a meal to YWCA clients.

## Session 5 - Race and Gender

### Session Objectives:

Participants will...

- Learn about the intersections of race and gender
- Reflect on personal racial biases
- Know of two community organizations supporting gender equity at the intersection of race and gender

### Materials needed:

- None

### Introduction (10 minutes)

- Welcome and brief introductions for any new participants
- Review program values and group rules for any new participants
- Check in for any lingering thoughts from last week

### Topic Focus (20 minutes)

- Introduce this session's gender equity topic of race and gender
- Emphasize program value of Healing through Hearing
- Define and discuss "intersectionality"
- Statistics on already visited topics of IPV and SA by race
- Anti-transgender violence
- Disproportionality in the criminal justice system

### Discussion (15 minutes)

What do the different rates of violence at the intersection of race and gender tell us?

Given the extreme disproportionate victimization of marginalized groups, how do you feel about the visibility and attention paid to their experiences?

### Taking it Personal; Taking Responsibility (15 minutes)

- Ask the question and discuss, what voices are you personally missing in your commitment to/exploration of gender equity, social justice, and human rights?
- How and where can you start listening to these voices?
- Urge participants to take a Project Implicit test to build personal awareness of racial bias.

### Community and Campus Spotlight (10 minutes)

- Community Organizations: Share about: The Tacoma Urban League and NAACP Tacoma Branch
- Campus Spotlight: Diversity Center

### Conclusion (Remaining time):

- If time allows, ask if there are any lingering questions or comments for discussion?
- Ask participants to start thinking about what they want to do for the second and final service opportunity that is peer driven
- Briefly mention next session's topic

### Notes for the Facilitator:

#### Topic Focus

*Definition of intersectionality:*

“The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage” (Oxford Dictionaries, 2015).

*Statistics on IPV and SA by race:*

- Approximately 1 in 5 Black (22.0%) and White (18.8%) non-Hispanic women, and 1 in 7 Hispanic women (14.6%) in the United States have experienced rape at some point in their lives. More than one-quarter of women (26.9%) who identified as American Indian or as Alaska Native and 1 in 3 women (33.5%) who identified as multiracial non-Hispanic reported rape victimization in their lifetime (NISVS, 2011).
- Approximately 1 in 3 multiracial non-Hispanic women (30.6%) and 1 in 4 American Indian or Alaska Native women (22.7%) reported being stalked during their lifetimes. One in 5 Black non-Hispanic women (19.6%), 1 in 6 White non-Hispanic women (16.0%), and 1 in 7 Hispanic women (15.2%) experienced stalking in their lifetimes (NISVS, 2011).
- Approximately 1 in 3 multiracial non-Hispanic women (30.6%) and 1 in 4 American Indian or Alaska Native women (22.7%) reported being stalked during their lifetimes. One in 5 Black non-Hispanic women (19.6%) 1 in 6 White non-Hispanic women (16.0%), and 1 in 7 Hispanic women (15.2%) experienced stalking in their lifetimes (NISVS, 2011).

*Anti-transgender violence:*

Review and share the race and gender demographics found in the Trans People of Color Coalition’s 2015 brief, A National Crisis: Anti-Transgender Violence: [http://hrc-assets.s3-website-us-east-1.amazonaws.com/files/assets/resources/HRC\\_AntiTransgenderViolence.pdf](http://hrc-assets.s3-website-us-east-1.amazonaws.com/files/assets/resources/HRC_AntiTransgenderViolence.pdf)

*Disproportionality in the Justice System:*

Areas of disproportionality at the intersection of race and gender in the Criminal Justice System can be found in the NCAAP Criminal Justice Fact Sheet: <http://www.naacp.org/pages/criminal-justice-fact-sheet>

*Taking it Personal: Taking Responsibility*

In addition to connecting with the campus Diversity Center, the facilitator may suggest listening to the voices of others through the following:

- Indian Country Today Media Network (<http://indiancountrytodaymedianetwork.com/>)
- Trans People of Color Coalition (<http://www.transpoc.org/>)
- The Crunk Feminist Collective (<http://www.crunkfeministcollective.com/>)
- Feministing (<http://feministing.com/>)
- The films *I Am A Man: Black Masculinity in America* and *Hip-Hop: Beyond Beats and Rhymes*

*Organizations to review and be familiar with for the Community Spotlight*

The Tacoma Urban League (<http://thetacomaurbanleague.org/>)

NAACP Tacoma Branch (<http://naacp253.org/>)

## Session 6 - Online Abuse

### Session Objectives:

Participants will...

- Learn about the rates of online harassment experienced by two genders
- Understand the impact of gendered online harassment
- Learn about modeling and promoting gender equity in online spaces
- Know two organizations supporting gender equity in online spaces

### Materials needed:

- TV with Chromecast capability or HDMI port
- Chromecast unit or HDMI cable
- Laptop setup for Chromecast

### Introduction (10 minutes)

- Welcome and brief introductions for any new participants
- Review program values and group rules for any new participants
- Check in for any lingering thoughts from last week

### Topic in Focus (15 minutes)

- Introduce this session's gender equity topic of online abuse
- Online harassment statistics by gender
- Watch Anita Sarkeesian video 'What I Couldn't Say'

### Discussion (20 minutes)

- Debrief and discuss reactions to and thoughts on the video
- Ask how constructs of gender influence online harassment?
- Ask how online harassment can intersect with sexual abuse?
- Ask if and how intimate photos being taken/distributed without consent is victim-blaming?

### Taking it Personal; Taking Responsibility (15 minutes)

- Discuss addressing our own genderist language in online spaces.
- Discuss working to create more equitable norms in online spheres by challenging and/or providing a different voice that isn't limited to the boxes of a binary construct of gender when others in online spaces use genderist language and threats.
- Discuss practicing and modeling consent regarding intimate media, not victim blaming for photos taken, and not labeling it "revenge porn."

### Community and Campus Spotlight (5 minutes)

- Organizations to share about: Women Action and Media, Feminist Frequency
- Campus Spotlight: Women's Center

### Conclusion (Remaining time):

- If time allows, ask if there are any lingering questions or comments for discussion?
- Leave time to discuss, decide on an idea, and/or plan the implementation of the final service opportunity
- Briefly mention next session's topic

### Notes for the Facilitator:

Topic in Focus

*Online harassment statistics by gender:*

- “Men are more likely to experience name-calling and embarrassment” (PRC, 2014, p.3).
- “Young women, those 18-24, experience certain severe types of harassment at disproportionately high levels: 26% of these young women have been stalked online, and 25% were the target of online sexual harassment” (PRC, 2014, p.3).
- “38% of women and 17% of men found their most recent experience of harassment extremely or very upsetting” (PRC, 2014, p.7).

It is recommended that the facilitator review pages 1-7 of the Pew Research Center’s 2014 Online Harassment report and the following articles/videos to prepare for and further bring this topic in focus:

<http://time.com/3305466/male-female-harassment-online/>  
[http://www.democracynow.org/2014/10/20/women\\_are\\_being\\_driven\\_offline\\_feminist](http://www.democracynow.org/2014/10/20/women_are_being_driven_offline_feminist)

*Video:*

Anita Sarkeesian ‘What I Couldn’t Say’ video to cue up regarding gendered online harassment  
<https://www.youtube.com/watch?v=fhgEuY64ECw>

*Taking it Personal; Taking Responsibility*

Regarding use of the term revenge porn, “Far too many people read the term ‘revenge porn’ and assume the perpetrator was, at least partially, justified in releasing the images because of a perceived wrong. We need to start using language which clearly identifies the perpetrator and which clearly identifies the crime” (EVB, 2014).

*Organizations to review and be familiar with for the Community Spotlight*

Women Action and Media (<http://www.womenactionmedia.org>)

Feminist Frequency (<http://www.feministfrequency.com/>)

## Session 7 - Economics and Opportunities

### Session Objectives:

Participants will...

- Learn about the gender pay gap
- Learn about who is typically excluded from discussions of the pay gap
- Learn about the influence of gender socialization on vocation
- Know two organizations supporting economic gender equity

### Materials needed:

- TV with Chromecast capability or HDMI port
- Chromecast unit or HDMI cable
- Laptop

### Introduction (10 minutes)

- Welcome and brief introductions for any new participants
- Review program values and group rules for any new participants
- Check in for any lingering thoughts from last week

### Topic Focus (15 minutes)

- Introduce this session's gender equity topic of economics and opportunities
- Pay gap by gender and race and gender
- National Transgender Discrimination Survey on employment

### Discussion (15 minutes)

- How do binary constructs of gender influence vocation and pay?
- What are some examples of a limiting gender socialization regarding vocation?
- What's wrong with this video? (Play 'Sarah Silverman Closes the Gap' video)
- Discuss the tendency to marginalize and exclude non-cisgender and non-white persons in discussions of the wage gap.

### Taking it Personal; Taking Responsibility (15 minutes)

- Discuss being open to fields and jobs that fall outside our gender socialization.
- Discuss working to create a welcoming atmosphere in our vocational fields if we identify with the dominant gender of that field.
- Discuss being mindful of and challenging media and toys that socialize genders for a binary set of roles and vocations.
- Discuss not modeling our intimate relationships after traditional roles of the binary construct of gender and instead striving for partnerships.

### Community and Campus Spotlight (5 minutes)

- Organizations to share about: American Association of University Women and National Women's Law Center
- Campus Spotlight: Women's Center

### Conclusion (Remaining time):

- If time allows, ask if there are any lingering questions or comments for discussion?
- Finalize plans and offer reminder for the peer-driven service learning opportunity.
- Prioritize distributing post-survey

## Notes for the Facilitator:

### Topic Focus

#### *Pay gap by gender and race and gender:*

- On average, women who work full-time earn about 78 cents for every dollar a full-time male worker earns (AAUW, 2015).
- Over a lifetime of work (47 years), the total estimated loss of earnings of women compared with men is \$700,000 for a high school graduate, \$1.2 million for a college graduate and \$2 million for a professional school graduate (AAUW, 2015).
- There is an unexplainable 7 percent difference in the earnings of male and female college graduates one year after graduation, even after accounting for many factors including college major, occupation, industry, sector, hours worked, workplace flexibility, experience, educational attainment, enrollment status, GPA, college selectivity, age, race/ethnicity, region, marital status, and motherhood (AAUW, 2015).
- Among full-time workers in 2013, Hispanic, American Indian, African American, and Native Hawaiian women had lower median annual earnings compared with non-Hispanic white and Asian American women. The wage gap was largest for Hispanic and Latina women, who were paid only 54 percent of what white men were paid in 2013 (AAUW, 2015).

#### *Findings of the National Transgender Discrimination Survey (Grant, Mottet, Tanis, Harrison, Herman, & Keislin, 2011):*

- “Double the rate of unemployment: Survey respondents experienced unemployment at twice the rate of the general population, with rates for people of color up to four times the national unemployment rate” (Grant et al., 2011, p.51).
- “Near universal harassment on the job: Ninety percent (90%) of those surveyed reported experiencing harassment or mistreatment on the job or took actions to avoid it” (Grant et al., 2011, p.51).
- “Considerable loss of jobs and careers: Forty-seven percent (47%) said they had experienced an adverse job outcome, such as being fired, not hired or denied a promotion because of being transgender/gender non-conforming; 26% of respondents said that they had lost a job due to being transgender or gender non-conforming” (Grant et al., 2011, p.51).
- “Race multiplies the effect of discrimination: For Black, Latino/a, American Indian and multiracial respondents, discrimination in the workplace was even more pervasive, sometimes resulting in up to twice or three times the rates of various negative outcomes” (Grant et al., 2011, p.51).
- “Living in dire poverty: Fifteen percent (15%) of our respondents reported a household income under \$10,000/year, nearly four times the rate of this category for the general population. Those who lost a job due to bias lived at this level of poverty at six times the rate of the general population” (Grant et al., 2011, p.51).
- “Rampant under-employment: Forty-four percent (44%) reported experiencing under-employment” (Grant et al., 2011, p.51).
- “Large majorities attempted to avoid discrimination by hiding their gender or gender transition (71%) or delaying their gender transition (57%)” (Grant et al., 2011, p.51).

Discussion

*Video:*

Link for Sarah Silverman Closes the Gap video:  
<https://www.youtube.com/watch?v=Jz3khtAdwXo#t=55>

Article that may be helpful to review concerning the video:  
<http://rhrealitycheck.org/article/2014/10/09/advocacy-organizations-must-ignore-wage-gap-transgender-people/>

Organizations to review and be familiar with for the Community Spotlight

American Association of University Women (<http://www.aauw.org/>)

National Women's Law Center (<http://www.nwlc.org/equal-payback-project>)

Acknowledge that the NWLC is responsible for the Sarah Silverman video.

## Session 8 - Peer-Driven Service Learning Opportunity

### **Session Objectives:**

Participants will...

- Learn through action and relationships by working with each other and the community.

### **Materials:**

- The materials that are needed will be determined by the selected service learning opportunity, and may include campus resources and/or transportation services.

### **Notes for the Facilitator:**

At the end of session five, ask participants to start thinking about what they want to do for the second and final service opportunity that is peer driven. At the end of sessions six and seven, leave time to discuss, decide on an idea, and plan the implementation of a service opportunity. Service learning opportunities may be an on campus effort or event put together by group participants or another local organization in the community to contact and partner with. If an off campus organization is chosen, the student facilitator and Men's Project Coordinator are to support students in arranging the service learning opportunity.

## Appendix A

Gender Equity Awareness Survey

Outcome #1: Increased awareness of gender equity issues.

Indicator A: Recognizes need for gender equity.

(Measured by agree and strongly agree responses to questions 1, 4, and 5)

(Measured by facilitator observation)

Indicator B: Understands that gender inequity negatively affects all genders.

(Measured by agree and strongly agree responses to questions 2-5)

(Measured by facilitator observation)

Outcome #2: Increased awareness of opportunities to support gender equity.

Indicator A: Knows about both campus groups and local organizations supporting gender equity.

(Measured by agree and strongly agree responses to questions 6-10)

(Measured by facilitator observation)

Indicator B: Understands how to model gender equity.

(Measured by agree and strongly agree responses to questions 11-13)

## Survey Questions

Question 1:

Gender equity is needed.

(Strongly disagree to Strongly agree)

Question 2:

Gender inequity indirectly affects all genders negatively.

(Strongly disagree to Strongly agree)

Question 3:

Gender inequity directly affects all genders negatively.

(Strongly disagree to Strongly agree)

Question 4:

This program helped me learn more about gender equity.

(Strongly disagree to Strongly agree)

Question 5:

This program helped me learn more about different forms of gender inequity.

(Strongly disagree to Strongly agree)

Question 6:

I am aware of groups on campus that support gender equity.

(Strongly disagree to Strongly agree)

Question 7:

This program helped me learn more about groups on campus that support gender equity.

(Strongly disagree to Strongly agree)

Question 8:

I am aware of organizations off campus that support gender equity.

(Strongly disagree to Strongly agree)

Question 9:

This program helped me learn more about organizations off campus that support gender equity.

(Strongly disagree to Strongly agree)

Question 10:

This program helped me learn about opportunities to support gender equity through volunteering.

Question 11:

I know how to support and model gender equity through my language.  
(Strongly disagree to Strongly agree)

Question 12:

I know how to support and model gender equity through my actions.  
(Strongly disagree to Strongly agree)

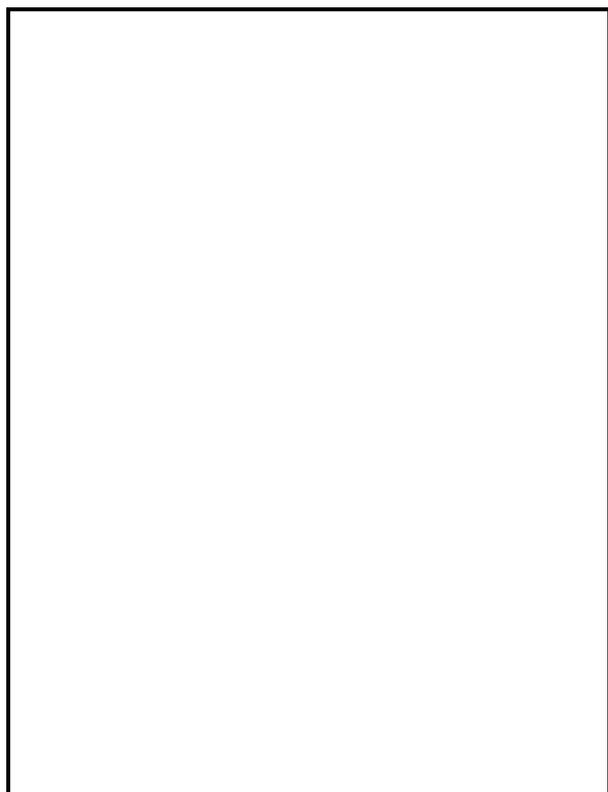
Question 13:

This program helped me learn how to support and model gender equity in my personal life.  
(Strongly disagree to Strongly agree)

Appendix B  
**Gender Binary**

Male-presenting Persons

Female-presenting Persons



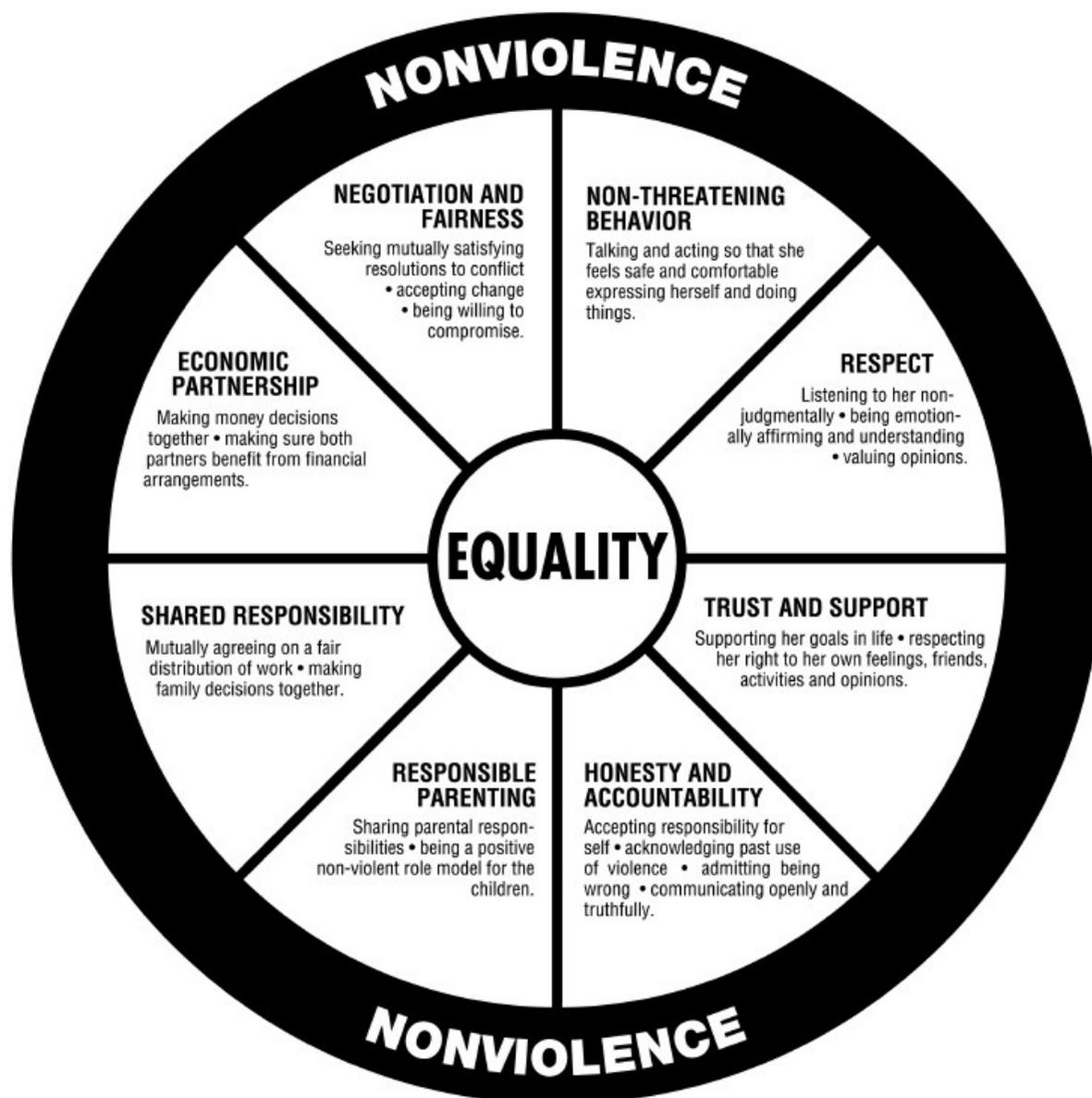
Appendix C



**DOMESTIC ABUSE INTERVENTION PROJECT**

202 East Superior Street  
 Duluth, Minnesota 55802  
 218-722-2781  
[www.duluth-model.org](http://www.duluth-model.org)

## Appendix D

**DOMESTIC ABUSE INTERVENTION PROJECT**

202 East Superior Street  
Duluth, Minnesota 55802  
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