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Affirmative Consent Policies: Cultural Barriers
& the Need for Affirmative Sexuality
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2016 PreventConnect Campus Web Conferences

Wednesday, February 10
Comprehensive Prevention on Campus

Tuesday, March 22
Selecting the Right Online Module for Interpersonal Violence Prevention

Tuesday, May 17
Partners in Prevention: Connecting Sexual Violence Prevention and LGBTQ-Inclusive Campus Culture

Tuesday, June 7
Affirmative Consent Policies: Cultural Barriers and the Need for Affirmative Sexuality

Wednesday, July 20
Prevention on Community College Campuses

More topics to be announced
2016 Web Conferences

- **May 4** – Shared Roots: Sexual and domestic violence prevention strategies in support of social justice
- **May 16** – #PowerInPrevention: Technology strategies for ending child sexual exploitation
- **May 18** – Coaching Boys Into Men: An introduction to violence prevention with male athletes (Peer Learning Forum, Session 1)
- **June 1** – Coaching Boys Into Men Train-the-Trainer: Community outreach & training coaches (Peer Learning Forum, Session 2)
- **June 8** – Engaging Youth in Shaping Strategies and Solutions to Prevent Sexual and Domestic Violence
- **June 15** – Coaching Boys Into Men Train-the-Trainer: Meeting community needs through program adaptation (Peer Learning Forum, Session 3)
- **July 13** – What About Power and Patriarchy? Examining social cohesion strategies to prevent sexual and domestic violence
- **August 3** – Equity, Trauma and Preventing Sexual and Domestic Violence
- **August 17** – Using Shared Risk and Protective Factors: Research into practice and policy to prevent sexual and domestic violence
- **September 7** – Authentically Engaging Communities to Prevent Sexual and Domestic Violence
PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners
- Connect among campus communities
Who you are

What specific role do you play in campus sexual violence prevention?
Affirmative Consent Policies: Cultural Barriers & the Need for Affirmative Sexuality

June 7, 2016
11am – 12:30 pm PT; 2pm – 3:30pm ET

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Starting the Conversation
To End Rape Culture
WE MUST CREATE A Consent Culture.
STOP SV: A Technical Package to Prevent Sexual Violence

http://www.cdc.gov/violenceprevention/pub/technical-packages.html
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Approach</th>
</tr>
</thead>
</table>
| **S** Promote Social Norms that Protect Against Violence | • Bystander approaches  
• Mobilizing men and boys as allies |
| **T** Teach Skills to Prevent Sexual Violence          | • Social-emotional learning  
• Teaching healthy, safe dating and intimate relationship skills to adolescents  
• Promoting healthy sexuality  
• Empowerment-based training |
| **O** Provide Opportunities to Empower and Support Girls and Women | • Strengthening economic supports for women and families  
• Strengthening leadership and opportunities for girls |
| **P** Create Protective Environments                    | • Improving safety and monitoring in schools  
• Establishing and consistently applying workplace policies  
• Addressing community-level risks through environmental approaches |
| **SV** Support Victims/Survivors to Lessen Harms          | • Victim-centered services  
• Treatment for victims of SV  
• Treatment for at-risk children and families to prevent problem behavior including sex offending |

http://www.cdc.gov/violenceprevention/pub/technical-packages.html
Facilitator

Kristen N. Jozkowski, PhD

Assistant Professor of Public Health,
Affiliate Faculty in Gender Studies,
Director of the Sexual Health Research Lab
University of Arkansas

Research Fellow
Kinsey Institute for Research in Sex, Gender
And Reproduction, Indiana University
1. Describe cues most frequently utilized by college students to communicate and interpret sexual consent and how such cues fit into the miscommunication theory.

2. Describe socio-cultural factors that serve as barriers to affirmative consent policies and consent-promotion based programming.

3. Identify opportunities to include sexual consent education as part of a comprehensive approach to reducing high rates of sexual assault on college campuses.
Mechanisms to Address Sexual Assault

- U.S. Department of Education’s Office for Civil Rights issued the “Dear Colleague Letter”
- Development of the White House Task Force to Protect Students from Sexual Assault
- Release of Not Alone report
- Launch of the “1 is 2 many,” and “It’s On Us” public awareness campaign
- Implementation of Affirmative Consent Policies
Affirmative Consent

- Affirmative consent policies require students to:
  - Voluntarily communicate consent/agreement to engage in sexual activity
  - Lack of protest, lack of resistance, lack of refusal or silence do not qualify as affirmative consent

California just became the first state to enact a "Yes Means Yes" sexual assault law!

- Consent is now: "An affirmative, conscious, and voluntary agreement to engage in sexual activity"
- No longer will silence, lack of resistance, being drunk, drugged, or unconscious constitute consent.

...Your Move, America.
California's "YES MEANS YES" Explicit Consent for Sex Law Goes into Effect on College Campuses.

We'd like to strike the first sentence of Paragraph 4(c)(2), "Scheduling of/or description of initial contact" and replace it with a conditional clause.

This isn't how I imagined my first kiss.

We have some concerns on page 3 of "Appendix B: Emotional Aftermath."
Miscommunication Theory

• Miscommunication theory states that:
  – Some men do not understand that they need to obtain consent or do not understand what obtaining consent looks; this leads to non-consensual sex (Tannen, 1992)

• Miscommunication theory is based on research that suggests:
  – Men over-interpret women’s sexual interest (e.g., Abbey et al., 1998; Abbey, 2002)
  – Men interpret women’s refusals as “token resistance” (e.g., Osman, 2003)

• Rational: Obtaining *explicit* consent more frequently will reduce sexual assault; heteronormative bias
Refuting the Misscommunciation Theory

The miscommunication theory has been contested:

- Women communicate consent clearly and men accurately interpret women’s consent cues (e.g., Beres, 2010; 2014; Kitzinger & Firth, 1999; O’Byrne, et al. 2008; 2006)

- Women rarely engage in token resistance; when women say no, they often mean no (e.g., Shotland & Hunter, 1992; Muehlenhard & Rogers, 1998)

- Conversational analysis research (e.g., Frith & Kitzinger, 1997; 1999; McCaw & Senn, 1998)
What other factors influence consent?
Cultural Issues that Influence Consent

1. Sexuality Education
2. Party Culture and Alcohol Consumption
3. Sexual Ambivalence
4. Sexual Uncertainty
Sexuality Education in the US: Abstinence-Only Sex Education
Sexuality Education

- Adolescent sexuality is controversial
What messages about consent were you exposed to growing up?
Abstinence-Only Education

- **Main focus of programming:** “Don’t do it!”
  - Sometimes this can translate into adequate information about sexual refusals, but those messages generally put onus on one partner (i.e., women) to refuse

- **Gender-based stereotypes are treated as fact** (Jozkowski, 2016; Kantor et al., 2008)
  - Women are taught to fear men
  - Men are depicted as sexually uncontrollable
  - Promote unhealthy gender stereotypes
Abstinence-Only Education

Depictions of Consent

• The responsibility for avoiding rape is often placed on girls through their demeanor and attire choices (Jozkowski, 2016)
  – “You can say NO by the way you act, talk and dress . . . wear clothes that advertise you, not your sexiness.”
    Sex Respect
  – “Choose to dress in a way that does not suggest to others that you are looking for sexual activity.”
    Families, Decision-Making and Human Development

• Such rhetoric sends the message to adolescent girls and boys that consent can be interpreted via clothing and therefore a woman is to blame for enticing a man if he forces sex on her.
Abstinence-Only Education
Depictions of Consent

• AOE curricula portrays girls as nonsexual and boys as sexually aggressive and manipulative (Jozkowski, 2016)
  
  – According to Sex Respect, “boys tend to use love to get sex. Girls tend to use sex to get love.”
  
  – FACTS cautions that “men may . . . use love to get sex, e.g., tell a girl you love her so she will do things sexually,” whereas “women may . . . use sex to get love, e.g., do something sexually to hold on to the boy.”

• Young men are depicted as being unable to “stop” past a certain point. Therefore, AOE instructs adolescents (especially women) to avoid almost all forms of sexual expression so as not to push men past the proverbial “point of no return.”
Abstinence-Only Education

Depictions of Consent

• Abstinence-only education reinforces stereotypical conceptualizations of gender and sexuality:
  
  – Women, as sexual gatekeepers, are taught they have the right to say “no” to men’s advances as sexual initiators.
  
  – “Reinforcing girls’ ability and right to say ‘no’ is not enough if boys are not taught to ‘hear and understand the word no’. A failure to do so implicitly exempts boys from such discussions.” (Kantor et al. 2008)

• By reinforcing women and gatekeepers and men as initiators, it will continue to be difficult for young people to develop sexual agency
College Party Culture & Alcohol Consumption

KEEP CALM AND CARRY ON PARTYING
College Party Culture

- College is considered a time to experiment
  - Partying, including alcohol consumption, is a social expectation
  - Partying is often forced off campus, into gendered spaces (e.g., Fraternities)

- Male-dominated party culture (e.g., Armstrong & Hamilton, 2013; Jozkowski & Wiersma-Mosley, under review)
  - Women “cede control of turf, transportation and liquor” as part of expected party dynamics and are “expected to be grateful for men’s hospitality” (Armstrong et al., 2006, pp. 491)
  - Men disproportionately target first-year women (Cranney, 2015)
Figure: Recipe for Rape on College Campuses (Jozkowski & Wiersma-Mosely)
‘Good Girls Can’t Refuse’ (Jozkowski & Hunt)

There are some guys that kind of want to stay around you because they bought you a drink, because they have that expectation....So the main thing that makes you feel bad in saying no would be hurting his feelings and feeling like on some way I perhaps owe this person something

-Jessica, 22

If anything a huge blow to the ego [rejecting a man’s invitation for sex]. I mean in their head if they’re preparing themselves to take this girl home and do whatever. They’ll find any excuse to blame... I know girls who would just go to sleep on the couch and I don’t think the guys are too happy about it.

-Erika, 19

But then a lot times I do feel like girls do feel that pressure especially if they’re at the fraternity house if they go to sleep there they’re expected to basically reciprocate for staying there

-Jennifer, 20
What is the culture like on the campus you work with?
Alcohol & Consent

- Alcohol is a significant part of college life, but it is challenging to study alcohol and consent: (Jozkowski & Wiersma, 2015)
  - “Consensual, drunk sex”
  - At what point is one incapacitated/too drunk?
Alcohol & Consent

Alcohol in combination with sexual activity is problematic because it exacerbates a number of risk factors:

- Alcohol consumption makes it difficult to understand the sexual intent of others, whether they are sober or intoxicated
- Ambiguous nonverbal cues may be seen as more consensual when consuming alcohol
- Alcohol influences decision-making and reduces people’s perception of risk in situations
- In the bar context, alcohol consumption increases men’s level of aggressiveness and invasiveness towards others (particularly women)

(Graham et al., 2014; Jozkowski & Wiersma, 2015; Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016)
Alcohol & Consent

• **Men put in ‘work’ and women ‘owe’ sex** (Jozkowski & Hunt)

  Well, so here is the thing—if you take drinks all night from a guy, you are sort of telling him you will have sex…Some girls will drink all night, letting him pay for it without having sex, but she probably should do it.

  -Stacey, 19

  *If she is drinking, she’s more likely to ya know, let it happen. So I’ll sometimes buy a girl that I like a drink to help things along*

  -Russ, 23
Alcohol & Consent

• ‘Good Girls Don’t Have Sex’ (Jozkowski & Hunt)

  **Sandra (21):** I have this one friend who gets drunk so she can have sex, an excuse to have sex. That’s another thing she says too, ‘oh I had sex with such and such’ and it’s like, ‘oh I was drunk.’ She uses that as an excuse. Sometimes she’s not always drunk but she...and a whole lot of people use that as an excuse to why they hooked up with someone. It’s like, ‘oh I was drunk or that happened because I was drunk.’

  **Kristen:** So a lot of your friends have used alcohol consumption as an excuse to have sex?

  **Sandra:** Yes! Well, the girls. [Kristen: just the women?] You know—they do it because then they have the reason to have sex. Or else, they are just being kind of, well you know, trampy.
Sexual Ambivalence
Sexual Ambivalence

- People sometimes feel ambivalent towards:
  - Sex in general
  - Sex with a particular partner
  - Sex under particular circumstances

- People sometimes have positive and negative feelings about:
  - The sexual encounter itself
  - Potential outcomes of the encounter

- There are gender specific reasons for sexual ambivalence (Muehlenhard & Peterson, 2005)

- Feeling ambivalence towards sex can influence consent
What have you heard from college students that might contribute to why they feel ambivalent towards sex?
Men disvalue women who have sex

‘Good Girls Don’t Have Sex’ (Jozkowski & Hunt)

Afterwards [referring to after college] you want a wife and not a woman who’s done all these people. You know? It’s like when you get a new car. You don’t want a lot of mileage on it. -Damien, 22

A girl that hasn’t had sex, they’re typically in a lot higher – they’re a lot nicer, they know what they want in life. -Joe, 19

I guess it's deemed socially acceptable in a sense, that a guy can have as many partners as possible or whatever, because he's seen as that guy or he's a pimp or he's a player or whatever. But for a woman, she has negative labels. She's a ho, she's a slut or whatever. -Rushard, 20

Yeah, the guy is going to try. He’s going to try. If she don’t move your hand when its on her, you know, she wants it, but she has to act like she has standards so she has to move away, but you have to try, you know. -Eric, 22
Sexual Uncertainty
Sexual Uncertainty

- Some discussions of consent are predicated on the assumption that people know in advance if they will consent to a sexual encounter.

- Research suggests that people are often uncertain about whether they will agree to sex (Beres et al., 2014; O’Sullivan & Gaines, 1998).

- Factors related to feeling willing to have sex may be contextual, situational, and/or gender-based.
Perceptions of Uncertainty

- **Women can be “Convinced”** (Jozkowski & Hunt)

>I had some experiences to where I’ve convinced the woman, you know, to change her mind because the whole time you’re wondering if she wants to do it but is saying no to put up the little friction to make me work for it, I guess. So that’s why it’s confusing because you don’t know. In different cases, you don’t know if this girl is like the other girl [who cannot be “convinced”]. Does she really want to do it and she wants you to work for it or does really not want you to do, but just kind of wants to be held. So that’s where the confusion comes in.

-Eric, 22

Yeah, if she doesn’t really seem sure when she says ‘no’, she can be convinced in the mind. That means it probably depends, but if she’s confident like yeah, ‘no, back up,’ then you back up.

-Damien, 22
Perceptions of Uncertainty

• Women can be “Convinced” (Jozkowski & Hunt)

*If it’s real soft [her refusal], it’s like that’s not really clear to me, you know, so I’m going to try again. And if it’s still soft, it’s like okay, I’ve got some options here. I could probably convince her, you know. I might try a little something here on the neck or you know, just to kind of wear her down.*

-Rushard, 20

*So it’s kind of -- not to say it’s on her, but if she gives, if she gives a clear signal that it’s not going to happen or shouldn’t happen, he should know and if he doesn’t -- if he knows that she doesn’t want it and he tries, like it’s almost sport for him, so I just say clear signals are meant to be, but not to be just so blunt that it’s awkward.*

-Mike, 20
What should we make of this?
Gender and Consent

- Gendered nature of sex education, particularly messages from abstinence-only programs (Jozkowski, 2016)

- Gendered nature of the party culture and alcohol consumption
  - Gender dynamics exist partially because of pre-determined gender stereotypes (Hunt & Jozkowski)
  - Party culture reinforces gender imbalances because of male-controlled spaces (e.g., Armstrong et al., 2006; Jozkowski & Wiersma-Mosley)

- Gendered nature of how men and women are supposed to feel about sex and engaging in sex with others
  - Feelings of ambivalence and uncertainty inherently influence how men and women approach consenting to sex (Jozkowski & Hunt; Hunt & Jozkowski)
Gender Norms

• Cultural norms create gender imbalance and privilege men:
  
  – Men hear and understand women’s refusals, but prefer to seek an “obvious gestures” (e.g., Jozkowski & Hunt; O’Byrne, et al. 2006; 2008)
  
  – Young adult women rationalize that uncomfortable or unwanted sex is part of “relationship maintenance” (Burkett & Hamilton, 2012; Jozkowski & Hunt)
  
  – Men do not provide an opportunity for refusal (e.g. Jozkowski & Peterson, 2013)
Where does this leave Affirmative Consent?

**YES**

- means yes
- i want this
- i want you
- i want to be here
- i am consciously choosing
- i respect your boundaries
- i will ask if i am in doubt
CONSENT IS SEXY

CONSENT IS SEXY!

CONSENSUAL IS SEXY
NO MEANS YES
YES MEANS ANAL

Yale Frat's Rape Chant Caught on Tape

'No means yes, yes means anal' boys yelled as they marched

Oct 15, 2010 1:44 PM CDT
NO MEANS NO

It's not rape if she blinks twice for yes
jim norton

no means eat me out first

We are not responsible for lost or stolen virginity!
Top Ten Ways to Get Away with Rape

1) Put drugs in the woman’s drink, therefore she won’t remember you.
2) When you see a woman walking by herself take advantage of the fact that she is alone.
3) Wear protection
4) If a woman’s window is unlocked sneak in and rape her to teach her not to do it again.
5) Sex with an unconscious body does count, so don’t back down if she’s sleeping.
6) Honesty is the best policy, if the girl says she doesn’t want to have sex tell her you are going to get her a drink, slip some roofies in it and you’ll have her in bed in no time.
7) Practice makes perfect, the more you rape, the better you get at it.
8) If your afraid the girl will identify you slit her throat.
9) Never take pictures with or give your number to the girl you rape.
10) RAPE RAPE RAPE, its college boys live it up!!
Recommendations

• **Affirmative Sexuality → Affirmative Consent**
  
  – Socio-cultural shifts in gendered expectations in regard to sex
    (Jozkowski & Humphreys, 2014)
    
    • Student initiatives to promote empowered female sexual agency
    • Administrative initiatives to shift victim blaming culture via Title IX and Student Conduct hearings (Jozkowski, 2015a)

  – Socio-cultural shifts in rigid sexually scripted roles
    
    • Shifts away from a hegemonic masculine ideal (Jozkowski & Humphreys, 2014)
    • Permission for men to refuse sex (Jozkowski, 2015a)

  – Promotion of a pleasure ideal that includes affirmative consent (Jozkowski, 2013)
An Ecological Perspective

(Jozkowski, 2015a; 2015b; Jozkowski & Humphreys, 2014)
Given this discussion, what are your ideas for including consent in sexual violence prevention work on campus?
Kristen N. Jozkowski PhD

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References

• Hunt, M.E., & Jozkowski, K.N. Plump Lips, Wide Hips and Sexual Scripts: Gender Differences in College Students’ Decision to Engage In or Refuse Vaginal-Penile Intercourse
• Jozkowski, K.N., & Humphreys, T.P. (2014). Sexual consent on college campuses: Implications for Sexual Assault Prevention Education. The Health Educator. 31(2), 31-36
• Jozkowski, K.N., & Hunt, M.E. ‘Who wants a quitter?...so you just keep trying’: Gendered perspectives of college students’ perceptions of sexual consent.
• Jozkowski, K.N., & Wiersma-Mosley. A Recipe for Rape: How Gender Inequality and Class Privilege Perpetuate Rape Culture
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