



A Conversation with the  
Authors of Sexual Citizens: A  
Landmark Study of Sex,  
Power, and Assault on  
Campus

Wednesday September 29,  
2021  
11 AM-12:30 PM PT/2-3:30 PM

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TV: You can download the PowerPoint slides for this session here:

<http://www.preventconnect.org/wp-content/uploads/2021/09/Sexual-Citizens-Sept-2021-.pdf>

JH: We love to hear about the book club, @Kunti - there is a book club guide on [sexualcitizens.com](http://sexualcitizens.com) (see discussion resources).

KB: Thanks, Jennifer! I will check it out. our first meeting is tomorrow...we are very excited.

TV: PreventConnect podcast w/ the co-authors of "Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus" Part 1:

<http://www.preventconnect.org/2020/03/a-conversation-with-sexual-citizens-co-authors-part-1-power-context-and-sexual-citizenship/>

Part 2: <http://www.preventconnect.org/2020/03/a-conversation-with-sexual-citizens-co-authors-part-2-social-justice-and-finding-everyones-role-in-prevention/>

TV: RAINN Hotline – 800-656-HOPE, 800-656-4673

SG: I heard about it on NPR, its where I get all my conversation starters :)

AKJ: Learn more: <https://www.sexualcitizens.com/>

AKJ: Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct:  
[https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU\\_Campus\\_Climate\\_Survey\\_12\\_14\\_15.pdf](https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU_Campus_Climate_Survey_12_14_15.pdf)

AKJ: Hunting Ground documentary trailer:  
<https://www.youtube.com/watch?v=GBNHGi36nIM>

ALJ: We are in final stages of edits on curriculum based on Sexual Citizens and are very excited to be here!

JH: @Allison we'd love to hear more about your curriculum! Please reach out to share (If you'd like).

ALJ: Perfect, absolutely will do!

AKJ: Sexual Projects: What is sex for?

AKJ: Sexual Citizenship: We all have the right to sexual self-determination

AKJ: Sexual Geographies: What are the features of the space? Who controls the space?

AKJ: Text Chat Question: How can you incorporate the three concepts of sexual citizenship, sexual geographies, and sexual projects into your prevention work?

BA: I work with high schoolers and I'm trying to walk the line between sex ed and healthy relationship ed without angering school partners!

KG: integrating comprehensive sex education into prevention efforts to give students language/self-awareness to understand their sexual projects.

RG: Leading from approaches that start with anti-racism and anti-oppression, as those play into all 3 feature concepts.

JH: In our ideal world, second semester seniors would read the book in high school... anyone doing that?

CC: I try to really emphasize to school and community partners the importance of 'sex ed' being holistic- it is about gender, sexuality, pleasure, healthy relationships, sensuality, etc.

SK: I work at a university and we do a facilitation/presentation with all of our women's athletics teams about sexual projects as a concept as part of a larger program we do with them about empowerment, boundaries, healthy relationships, etc.

BA: Dorm rooms definitely need to change. I also work at a military school where there isn't any place that students are "allowed" to have sex. So, that makes it almost impossible to engineer a safe place to have a sexual interaction.

AKJ: A Safe Place to Call Home: Transforming the Physical/Built Environment for Sexual and Domestic Violence Prevention:

<http://www.preventconnect.org/2017/07/a-safe-place-to-call-home-transforming-the-physicalbuilt-environment-for-sexual-and-domestic-violence-prevention/>

AKJ: What Surrounds Us, Shapes Us: Greening and Other Physical/Built Environment Strategies for Preventing Domestic and Sexual Violence:

<http://www.preventconnect.org/2019/05/what-surrounds-us-shapes-us-greening-and-other-physical-built-environment-strategies-for-preventing-domestic-and-sexual-violence/>

AK: I really like that framing, Tori... which of these concepts are we targeting with our interventions... It seems like projects may be more individual and relationship level. Geographies connects to our community level creating protective environments, and citizenship relates to social norms

OBMS: Or perhaps rethink the dorm room - studio apartment.

AKJ: Enhancing Campus Sexual Assault Prevention Efforts Through Situational Interventions: <http://www.preventconnect.org/2019/12/introducing-enhancing-campus-sexual-assault-prevention-efforts-through-situational-interventions/>

TV: @Angela, I like the way you're thinking around where the concepts fit in to a socioecological model!

TV: Sexual assault Prevention and Campus Equity (SPACE) toolkit: <https://docs.google.com/forms/d/e/1FAIpQLSeMgtKov6cmNKdUozFo8CvQrudyvWHcefzRDd6uOTRgOF36A/viewform>

SK: Our toolkit will be totally free!

TC: I could be wrong, but I think I've heard that while fraternity houses can have alcohol, sororities can't...is this right? Maybe it's just here in NC but that obviously would shape who ends up where and who maintains power in terms of geography...

LR: I often get contacted by students here studying abroad who are no longer protected under Title IX and I'm interested in diving deeper into this geography conundrum - perhaps with the help of anyone here - when in a place where dorms do not exist but sexual aggression continues.

SK: It's open-source and won't have a paywall!

JH: Yes @Tara that is a fundamental element of so many campus sexual geographies. We think it is BONKERS.

DK: I appreciate the different approach and understanding.

SK: Yes @tara... A rule within the National Panhellenic Conference (NPC) — an umbrella organization of 26 autonomous sororities — bans alcohol in sorority houses.

NB: @Tara, that is also the case in Indiana. So, many students rely on fraternity houses for parties. They also can't have hard liquor downstairs and many people will go upstairs to drink more.

TP: Where does planned sexual assaults within fraternities and the use of alcohol and drug facilitated sexual assault come into play for these concepts?

TC: Thank you both for confirming. I don't understand that. Seems like an easy thing to change in order to shift the power dynamic.

JH: @Brienne we are doing a little bit of work with a range of boarding schools - certainly the military school context is very specific and that is also something that boarding schools contend with.

NB: I don't think I can confirm it entirely, but I'm pretty sure that sorority houses also have rules against men being in the living spaces to some extent which also means that sorority women cannot bring a partner back to their own room.

AKJ: PreventConnect blog on 2020 National Sex Education Standards:  
<http://www.preventconnect.org/2020/03/new-national-sex-education-standards/>

GS: I think that wholistic sex-ed needs to start early. Age appropriate talk about healthy relationships, boundaries, what consent is/looks/sounds like. Also what power dynamics look and feel like.

AH: Sex "Dread"...

AKJ: That was 100% my experience! They even made us do the tape on our arms.

JH: This is a good overview of state-level Sex Ed policies.  
[https://www.gutmacher.org/state-policy/explore/sex-and-hiv-education?gclid=Cj0KCQjwo-aCBhC-ARIsAAkNQivfu6xnYUW/xqYtMLfQ2DDs8F6hgYXz4s8gcM17MLmollrGzHoQPce0aAvrDEALw\\_wcB](https://www.gutmacher.org/state-policy/explore/sex-and-hiv-education?gclid=Cj0KCQjwo-aCBhC-ARIsAAkNQivfu6xnYUW/xqYtMLfQ2DDs8F6hgYXz4s8gcM17MLmollrGzHoQPce0aAvrDEALw_wcB)

CW: let's remove shaming scare tactics from sex ed!

LM: @nicole yes you are correct, male visitors can only be in common space not allowed in private rooms

JH: You will see that there are still states in the US that REQUIRE Sex Ed to be anti-LGBTQ

CT: @Ashleigh Tape on your arms? I have never heard of this one

KP: I wish more sexual education courses had a framework through self-efficacy, how people can have healthy interactions, negotiate condom use, and view sexuality as something that is mutually empowering.

CW: There are also states that \*do not\* require their sex ed to be factual or medically accurate!

TV: Ugh. I did mine online and it was only a small piece of general health ed. I can still remember the STI images and the shame, and the utter lack of info about LGBTQIA+ sex education

AKJ: @Callie so they would put tape on the first persons arm and then they ripped it off and put it on the next person's arms, etc, etc, etc. Soon the tape didn't stick and that was supposed to mean something about having sex with multiple people?!?!?!?

TV: The text chat transcript and links will be available on our website in about a week. We remove participant names before the text chat transcript is made public.

AKJ: @Debra we will provide a summary of links shared today.

CT: @Ashleigh weirdest metaphor??

AKJ: @Callie truly!

DHH: As a former sexuality educator, I remember trying to fold in the positives and healthy relationship info. In SW Virginia- it is almost impossible to even get onto a campus to discuss sexuality now. This was happening way before COVID hijacked our lives!

CW: My agency works with schools districts to develop policy around comprehensive sexual health education. Without policy, things can really go sideways.

JH: This is the paper that shows how effective Sex Ed can be in preventing sexual assault - <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0205951>

CW: Make sure you align your sex ed with the health education standards.

CW: \*\*which may mean the National standards which are much more inclusive than most state standards

JH: FYI I have also written about Sex Ed as \*\*primary prevention\*\* against sexual violence <https://journals.sagepub.com/doi/full/10.1177/1524838018772855>

JH: These are the latest National Standards <https://www.advocatesforyouth.org/resources/health-information/future-of-sex-education-national-sexuality-education-standards/>

KB: refusal ACCEPTANCE skills...

JH: OMG yes, ++++

LF: @ Kunti yes! +++

JH: Obviously we are passionate about Sex Ed, here's another resource - useful to advocate for Sex Ed with elected officials <https://siecus.org/wp-content/uploads/2020/08/If-Then-Sexual-Assault-Final.pdf>

AH: I work at the YWCA in CNY and we are partnering with Planned Parenthood to do a Safe Sex Ed 2 session workshop in local colleges

AKJ: @Alexander I love that partnership

JH: That's great, @Alexander!

VS: Our agency teaches something called the "healthy relationship curriculum" which is a trauma informed approach to sex ed, body autonomy, boundaries, and resources starting in Pre K and going through 12th grade

JH: One more paper! <https://pubmed.ncbi.nlm.nih.gov/28672027/>

SG: That analogy was golden!

JH: About bipartisan support of sex ed

CT: @Victoria love that!

KB: Yes, Victoria!!

TC: As someone with backgrounds in both social work and theology, I keep thinking about messaging I saw in a church bulletin once that was advocating for abstinence-only sex ed for the sake of "preserving children's innocence" which is so harmful and difficult for me to wrap my head around!

MS: In my off-work hours, I serve as an elected member of my local school board. If you want comprehensive, inclusive, medically-accurate sex ed, I encourage you to organize and connect with your school boards. Nationwide, we are being bombarded with far-right campaigns and candidates. School boards are the next battleground.

K: Recommendations for any sources to aid in teaching "refusal ACCEPTANCE skills" @Kunti?

GS: @ Victoria that's awesome! Our agency is similar-we also have teach a great deal about intersectionality, power dynamics and LGBTQ.

AKJ: @Kim @Kunti I wonder if social emotional learning programs would help teach "refusal acceptance skills"

VS: @Gabrielle yes! That is awesome!

HW: the link above won't load

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0205951>

KB: @Kim...not yet! I am looking but so far have just been thinking deeply phrase and about it as a concept for education. It's a direction I'd really like to go in...

OBMS: The self-reflection and contemplation - seems to be missing - so you can do better.

RG: @Ashleigh- I think so, based on my experiences with SEL. Key concepts even in Montessorian education of "Did you hear their message?" etc. compassionate listening and honoring boundaries

BA: @Kim @Kunti - I ask students to think through how we might feel if someone says no to something we don't want to do and normalize feeling disappointed but making clear it is not a reason anyone has to compromise what makes them feel safe and comfortable

BA: says no to something we want to do with them\*\*

AKJ: @Re thanks for sharing! Gets me thinking because schools seem to be more invested in SEL as we move through the COVID-19 pandemic. May be an opportunity...

KB: @Kim...yes I love that...social emotional education programs would be good to research...

KG: we also include a portion on "responding to no" in our consent programs - it's ok to be disappointed, not ok to cross the boundary that has been set - here is some language you might use

GS: @Becca Love that. So important-addressing underlying feelings/thoughts of entitlement.

BA: Yes, Kate!!

BA: I think restricted/anonymous reporting helps reduce the reporting gap for fear of repercussions to the subject

JK: We like to talk to teens about ways to say no and also appreciating that someone felt safe enough with you to say no:  
<https://askingforwhatyouwant.com/8-ways-to-hear-a-no-gracefully/>. Teen Vogue recently had consent lesson plans that talked about people sometimes go further sexually than they want because they don't want the other person to feel rejected so trying to help create the space that it's totally fine to say no.

KB: @Kate I like that...great language..

BA: Oh, thank you Jess.

OBMS: This makes me thinking about thriving together or thriving.us and their points for building a caring community that is thriving.

SK: Not sure why the PLOS ONE link isn't loading! It isn't for me either so there must be something wrong with the journal's website.

KB: @Kim...love what you said about normalizing feeling disappointed.

AKJ: Text Chat Question: How else do you see alternatives to criminalization/punishment and prevention intersect?

K: @Kunti and @Becca - yes to all that! Agree @Becca, and this is the same direction I go. I think it's an area we can continue to develop and really just wondered if/how others are teaching it, so really appreciate your feedback.

RC: This is where the prevention continuum comes into play. It is crazy to think the primary prevention exists in one silo and secondary in another and tertiary in another. All three work together to create a safer community and to create social change.

KB: @Becca...whoops, looks like you shared that comment. thank you! a lot going on in the chat...such good stuff...

AKJ: Text Chat Question: How else do you see alternatives to criminalization/punishment and prevention intersect?

AKJ: @Rebecca YES, YES, YES.

KB: @Rebecca Indeed!!!

JH: There is the PLOS paper.

AKJ: This image was created by Lydia Guy-Ortiz to explain the way that social and community norms or our values, beliefs, and behaviors that support sexual violence.

TV: This image on the screen was created by Lydia Guy-Ortiz to explain the way that social and community norms or our values, beliefs, and behaviors that support sexual violence.

BA: I am so stoked about all these resources. Thank you so much, Jennifer and Shamus!!

BA: Sexual Assault is still a crime and should be treated as such. However, there are lots of different levels/types of crime. Perhaps it should be treated more like traffic violations or truancy, etc. Where the person is given remediation opportunities to remove license points or return to school successfully - a perspective that rapists aren't always pathological and many can be remediated to never make those mistakes again.

JH: Also sharing the paper on Sex Ed as primary prevention because that journal has a paywall :)

AH: in response to chat Q posed by Ashleigh: building communities of care and accountability; attending to intersectionality in understandings of violence and oppression.

GS: I truly believe that if prevention work was integrated into school curriculums, it would help greatly. It can start as healthy consent/space/ boundaries in Kindergarten. " How do we like to be treated?" " How do we treat other?" , we have the right to our body/space, etc.

SG: Possibly the utilization of procedural justice and restorative justice approaches. When victims are respected and offenders are treated humanely, they may be more open to take responsibility for their healing. Restorative justice would allow the victim to tell the offender the impact of their victimization.

JH: Speaking of starting early... a friend of mine has this series of board books about consent, bodies, and race - this is the consent one  
<https://www.penguinrandomhouse.com/books/669734/yes-no-a-first-conversation-about-consent-by-megan-madison-and-jessica-ralli-illustrated-by-isabel-roxas/>

CC: Text Chat Question: How else do you see alternatives to criminalization/punishment and prevention intersect?

Punishments and criminalization lead to a fixed identity for many folks- if there is no chance for transformation or rehabilitation, there is no support for someone trying to grow and learn. We do not need to punish people who do harm. By doing so, we outcast them and then they go on to do more harm elsewhere. To make change, we have to educate people and change mindsets and behaviors.

LR: I think it is important to note "alternatives to criminalization/punishment" are 100% reliant on a victim-survivor coming forward and being willing and able to go through whichever process - legal, title ix or student code of conduct policy review - from start to finish. I think the focus should be on where the intersects of prevention and sexual education intersect which, in my opinion, is parenting. Involving parents in the sex ed versus gaining their approval to teach it to their children. Involve parents in understanding and identifying sexual assault in media to de-normalize images and series where this is a commonly and unnoticed theme.

JH: And this the race one

<https://www.penguinrandomhouse.com/books/667991/our-skin-a-first-conversation-about-race-by-megan-madison-and-jessica-ralli-illustrated-by-isabel-roxas/>

NB:

[https://www.ted.com/talks/thordis\\_elva\\_and\\_tom\\_stranger\\_our\\_story\\_of\\_rape\\_and\\_reconciliation/transcript?language=en](https://www.ted.com/talks/thordis_elva_and_tom_stranger_our_story_of_rape_and_reconciliation/transcript?language=en) I love this ted talk for starting the conversation around restorative justice and therapy moving forward from sexual assault. I think having a non-carceral option would help bridge the reporting gap and do tertiary prevention for both perpetrator and survivor. Of course this only works for some levels of sexual assault but I think it's applicable to many of the stories in this book.

GS: @Jennifer those are fantastic! Thanks!

JH: @Lauren yes we 100% agree that survivors should not have to bear the burden of pushing restorative justice ahead. Parents need to do more to raise children who don't assault people They are one of our principal target audiences!

VS: @Lauren you definitely highlighted the issue I think I have the hardest time with when it comes to alternatives to criminalization and punishment. How do we support rehabilitation, or a different type of criminalization without putting responsibility on the victim and furthering their trauma?

ER: The local Title IX office reached out to me recently looking for a healthy relationship and consent training for a respondent in an informal resolution. Does anyone know of a virtual training the respondent could participate in?

LR: Maddy's story stuck out to me always and drew a parallel to an underlying story in Orange is the New Black which was loosely based on the transition of Laverne Cox.

BA: It also makes me think of Indya Moore's character Angel in Pose.

BA: If we improve sexual education, I think it will make it less difficult/controversial to hold rapists accountable. If somebody has been through a comprehensive program that teaches consent and sexual citizenship, then they don't have as much of an excuse for committing assault.

ES: I'm curious where we could go for this more nuanced data on how and how often people in different social groups experience sexual violence?

BA: Elon, the book has lots of examples.

BA: It is heavy but accessible and really fascinating

JH: Two nationally representative datasets are CDC's National Intimate Partner and Sexual Violence Survey  
<https://www.cdc.gov/violenceprevention/pub/NISVSpubs.html#:~:text=CDC's%20National%20Intimate%20Partner%20and,men%20in%20the%20United%20States>.

ES: I did mean, beyond this book. Broader data that we could reference and use in different ways. I agree the book is great!

JH: And the Youth Risk Behavior Survey  
<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

BA: @Elon sorry, I don't know why I glossed over the word "data" haha

JH: Ethnographic data is data :). But if you mean quantitative data, see those above - CDC has great slide sets.

BA: (it's clear I've been out of the research world for quite a while!)

AKJ: Text Chat Question: What questions do you have for our guests?

BA: What do we know about how these findings are paralleled outside campus settings?

JC: Understanding the continuum of harm and educating that concept can also be a tool for prevention.

LR: How has the research landscape changed with online covid classrooms? How can we advocate for more attention on the subject when some students, even those who have opened Title IX cases, are told online classes are "safe enough"?

TC: How (if at all) did you see faith-based campus groups engaging in this work and/or do you have tips for how to engage those groups effectively?

VS: How can we teach accountability, responsibility and take a different approach to criminalization without putting the responsibility on the victim?

BA: The book is decidedly liberal-leaning. What could we do to help translate these ideas to a conservatively-minded person/group such that we could still bring them onboard to make positive change?

KB: Would love to hear more about working with students with disabilities who have experienced sexual violence and prevention efforts targeting that community of students...but I haven't made it through the entire book yet!!

KP: I'd love to hear more about condom negotiation and STI prevention. It seems condoms aren't used enough in sexual interactions, including initial encounters or hookups (especially in oral sexual acts).

AH: YES to finding more allies. For those located in the university context, I'm also wondering what strategies you've found successful in getting investment from faculty in bridging prevention into the academic work of the university?

SMC: How can we develop sexual education contexts that are inclusive of people from so many different cultural backgrounds? How to engage people who were brought up in a country or culture where their sexual citizenship was not really respected, or maybe addressed in a different manner? Especially if their first encounter to this type of education is on college.

JH: @Kunti that is the biggest silence in the book, we really didn't examine disability as a source of vulnerability. I'd say that is our biggest regret, it is a real blind spot in the work. But others have done work on that.

JH: @Kimberly there is so, so much work in public health about condom negotiation. One seed that I'd plant is that - as with consent - we need to lay the groundwork for talking about condoms through a broader conversation about sex in comprehensive sex ed.

K: What @Alison said - how to engage faculty in bridging prevention into their academic work, as outlined in the back of the book (in other words, it couldn't be easier for them, but...)

JH: I think a lot of faculty are scared to teach about this because it can open up some hard conversations. We have some teaching tips for faculty <https://static1.squarespace.com/static/5cfe8170aca3540001876100/t/5ef0d2a5ca473c59822cd001/1592840869270/Tips+for+Teaching+Sexual+Citizens.pdf>

K: Thanks @Jennifer- these are helpful and this is a good reminder to share them again!

TV: Yes Shamus! The framework from those three main concepts has been so useful when thinking about prevention beyond campus!

KP: @Jennifer I completely agree! Through clear sex communication and how its presented in health education programming, hopefully this will make condom use more "normalized."

JC: I can see how these concepts can help significantly in the military installation community that is very similar to a college campus.

SG: This was a fantastic presentation and conversation with terrific and valuable insight and solutions.

AKJ: Thank you so much for joining us today, everyone!

AKJ: Sexual assault Prevention and Campus Equity (SPACE) toolkit:

<https://docs.google.com/forms/d/e/1FAIpQLSeMgtKov6cmNKdUozF08CvQrudy-vWHcefzRDd6uOTRgOF36A/viewform>

TC: AMAZING. Thank you for this!

AKJ: Sexual Citizenship Curriculum:

<https://ethicsandeducation.wceruw.org/curricula/the-ethics-of-sexual-citizenship/>

RBM: Thank you!! This was great, I will be incorporating this book into my thesis this semester :)

CH: This was incredible! Thank you Jennifer and Shamus!!

JW: Thank you

AH: Thank you so much for this really insightful conversation! And for all the links and comments in the chat.

AEW: Thank you

KP: Thank you so much!

CT: Thank you!

NLS: Thank you all so much!!!

RC: Great conversation that has implications beyond campus!

AKJ: Sexual Projects Quiz: <https://sara.stanford.edu/learn-topic/sexual-citizenship/identify-your-sexual-projects>

LR: So grateful!

CW: One of the very best I've participated in in a \*long\* time! Thank you!!! Kudos PreventConnect!

EPW: Thank you so much, wonderful session

RML: Yes!! Thank you!

AH: Thank you so much!

NB: Thank you so much!