

Jessica Childs

Summer Fellows: Theater for Social Change

Annotated Bibliography

Bowles, Norma, and Daniel-Raymond Nadon. *Staging Social Justice: Collaborating to Create Activist Theatre*. Carbondale: Southern Illinois UP, 2013. Print.

This anthology consists of many different programs for Theater for Social Justice and outlines the different formats and steps taken to create these programs. Included in this anthology are workshops, classes, background information needed to create performances, and plays based on many different social justice topics. All of the theater pieces included in the text call for activism and change from the viewers of the programs and ask the audiences to step up and make changes within their communities.

Some important aspects of this text were the pieces that were student run and written as well as the information for question and answer sessions post-performance. The importance of facilitator training and research/fact sheets was also outlined throughout the anthology. Being able to adapt during question and answers and talkbacks was important to the program proposal's design and was taken into account when writing directions for facilitators and those presenting the proposed program for Ursinus's new student orientation.

Coyle, Marie. *To The Boy Who Yelled "Faggot" Outside Wildcatessen a Few Weeks Ago. Out & Allied*. Edited by Cathy Plourde, Meghan Brodie, Sophia Glass, Micah Malenfant, and Emmy Ravin. Portland, Addverb Publications: 2011. 54-56.

This is one of the many pieces in the *Out & Allied* anthology (2011) and is a performance piece directed at a man who yelled homosexual slurs to someone on a college campus. This piece also looks at bystander intervention or the lack thereof as the performer asks why those around him who failed to speak up to correct when the slur was used. The anthology contains other pieces of work including student-written scenes, monologues, and poems that address queer sexuality issues.

Including this work in the proposal for the Ursinus program will hopefully encourage those watching the performance to use bystander intervention to stop harassment. Although the piece addresses LGBTQ identities, it is a relevant message for people of any gender or sexuality.

Dear Colleague Letter from Assistant Secretary for Civil Rights Russlynn Ali.-- Pg 1."Home. US Department of Education (ED), 16 Oct. 2015. Web. 13 July 2017.

This important letter from the Department of Education released during the Obama administration calls for major changes concerning the education system and policies regarding responses to sexual assault and Title IX. These changes include: responses to sexual harassment, violence, procedural measures in regards to sexual violence and

harassment, and finally prevention for sexual harassment, violence, and discrimination. The changes made were important to survivors' health and wellbeing and was the major contributor to the revamping of sexual assault response procedures and Title IX compliance in education all across America.

This source was important to use to follow the guidelines and policy updates when writing the program proposal. It was also important to use as it was cited and referenced in many other texts and helped with clarifying certain terms and ideas. By having this letter included in my research, I was able to compare and contrast the policies and responses to sexual assault pre-2011 and post-2011 when the letter was released. It is important to look at the changes that have been made due to the "Dear Colleague Letter" and how much of an impact it has had on the education system within the past few years.

Doolittle, B. (n.d.). Retrieved July 07, 2017, from <http://news.cornell.edu/stories/2013/08/new-orientation-program-promotes-healthy-relationships>

New students at Cornell University were required to attend the "Speak About It" program to start the conversation about healthy and unhealthy relationships, consent, bystander intervention, and sexual assault. The article summarizes the program and performance and also discusses other safety policies put into place at the university to protect students such as a "Blue Light Escort" policy and a new website to direct students to resources for safety and reporting assaults. These new changes, especially the "Speak About It" program, were designed to educate and empower students to make positive changes for themselves and their community.

This article highlights all the aspects of the "Speak About It" program that were used when designing the new Ursinus program proposal and shows the positive reactions from students after the program. The use of personal stories and theater pieces helped students connect to the actors on a new level and show that this type of programming for orientations receives positive responses from students. While there is still a need for more feedback, the change in program design was useful for the new students to understand the university's values as well as its resources for survivors of assaults on campus.

Dick, Kirby, Amy Ziering, and Constance Matthiessen. *The Hunting Ground: The inside Story of Sexual Assault on American College Campuses*. New York: Skyhorse, 2016. Print.

This book covers much of the same material as Dick and Ziering's critically acclaimed documentary. The authors include personal accounts of sexual assaults on college campuses and essays by professionals on the topic of college sexual assault and the culture surrounding it. They look at controversial and well-known assault cases on college campuses. This book examines the roles that college administrators, faculty and staff, local police, and advocacy programs play in addressing sexual assault on college campuses and interviewed those involved with each case at each institution. There is also an inside look at the controversial role of masculinity in the worlds of athletics and fraternities on campuses. The book explores the manner in which these organizations try to leverage revenue and alumni relations to keep their members clear of controversies. As

a result of their research, the writers found that victim blaming and cover ups in certain institutions were common and the reputations of colleges and major sports stars were more important than helping a victim of sexual assault in some cases.

The Hunting Ground was useful for providing first-hand accounts of victims and the tragedies they went through when they lacked support from their schools. This book showed examples of victim blaming in college communities. It also supported the notion that schools cover up assault cases when athletes and Greek members are involved. This highlighted these problems within college institutions and the changes that need to be made to policies, programs, and the stigmas surrounding sexual assaults on college campuses. The contributing essays were also important because they were written by professionals from different fields that deal with sexual assaults.

Eilperin, J. (2016, July 03). Biden and Obama rewrite the rulebook on college sexual assaults. Retrieved July 07, 2017, from https://www.washingtonpost.com/politics/biden-and-obama-rewrite-the-rulebook-on-college-sexual-assaults/2016/07/03/0773302e-3654-11e6-a254-2b336e293a3c_story.html?utm_term=.6c5ada33663e

This article from *The Atlantic* looks at the changes the Obama-Biden administration made to sexual assault policies within schools and universities and the critiques the government had with respect to how assaults and harassment should be handled. The team launched the “It’s On Us” campaign during their time in office and called for students to pledge to end assaults on campus. This administration was also responsible for the *Dear Colleague Letter* of 2011 which implemented new policy changes that schools have to abide by when reporting cases and assisting victims of assault. As a result of these initiatives, the number of reports doubled on college campuses as more survivors stepped forward due to these improvements and changes made by Obama and Biden.

This article helped me to identify many of the changes to policy and how they have influenced Ursinus especially when responding to reports of sexual assault as well as supporting survivors after sexual assaults. The article also discusses how students want to make a change and demand “accountability from schools.” The article discusses the impact that students are having in the increase of reporting and bystander intervention.

Friedersdorf, C. (2016, June 28). How Does Hookup Culture Affect Sexual Assault on Campus? Retrieved July 07, 2017, from <https://www.theatlantic.com/politics/archimive/2016/06/how-does-hookup-culture-affect-sexual-assault-on-campus/489098/>

This article from *The Atlantic* looks at the many negative ways today’s culture has warped the idea of “hook ups” on college campuses and the way that casual sex has influenced the increase in sexual assaults on campuses. The hook up culture blurs the lines of what is okay in relationships and the ways that students interact with one another. With the inclusion of the party scene, alcohol, and pornography, the culture of sex has changed greatly and this article calls for a discussion about these changes within the college culture.

Although I am not focusing on the hook up culture specifically, it is important to recognize that it does play a role in sexual assaults on college campuses. The article was helpful because it stresses the need for more conversation about the climate on college campuses, a climate that has resulted in greater number of sexual assaults.

Gremain, Lauren J. *Campus Sexual Assault: College women respond*. Baltimore: Johns Hopkins University Press, 2016. Print.

This book covers the personal accounts of 28 students at universities across America that came forward to talk about their experiences and the aftermath of assaults. Gremain conducted a study at an undisclosed university that asked for volunteers to come forward about their sexual assault cases to be interviewed for this book. The cases are unique to the individuals including their responses to assaults, their outreaches to administration, and their healing. The book also looks at the effects that laws and acts such as Title IX and the Cleary Act have had on college campuses and their ability and willingness to help victims. Each section of this book looks at what happened to survivors after their assaults. Some victims did not report, while others did report their assaults. Some were afraid to expose their identity or their assailants' identity and this was a major issue for many of the victims. It also takes into account victims' safety, telling friends and family, the justice systems on the campus, and the resources the victims were able to use post-assault. The book ends by suggesting that rape-prone cultures such as athletics and Greek organizations must be addressed. Gremain argues that more transparency and accountability could potentially decrease assaults or at least increase the number of assaults that are reported.

This book was used to get a first-hand look at survivors' stories of their experiences dealing with sexual assault and how those in their lives responded to their reports of assault. From accounts of cleansings and therapy sessions to telling loved ones, this book was helpful in seeing that all assault cases are unique and each survivor responds differently. The statistics in this book were useful as was the information about how administrations deal with assaults differently and the different levels of reporting.

Giggans, P., & Zimmer, S. (2017, April 24). Sexual Violence: Not On My Campus; Not In My Locker Room. Retrieved July 07, 2017, from http://www.huffingtonpost.com/entry/sexual-violence-not-on-my-campus-not-in-my-locker_us_58fe3f56e4b086ce589813d8?utm_hp_ref=campus-sexual-assault

Students within the Los Angeles school district are becoming active members in the fight to prevent and end sexual violence in their community through programs such as Denim Day and other passive programs such as tabling events and buttons to show support for survivors. These high school students are learning how to become upstanders within their community and help spread awareness and information to their peers within their school district.

It is important to show that students as young as middle and high school age are part of the advocacy to end sexual assault and violence and want to be involved in this cause.

They organize Denim Day events and want information on this topic to help prevent assaults from occurring and help others who have suffered. It is important to get this message to students early (before college).

Hartocollis, A. (2017, February 18). Universities Face Pressure to Hold the Line on Title IX. Retrieved July 07, 2017, from <https://www.nytimes.com/2017/02/18/us/college-campuses-title-ix-sexual-assault.html>

From one presidency to the next, there are always changes made to policies and programs over time. While Obama's administration made headlining changes to Title IX and sexual assault reporting, Trump will not be enforcing these policies as strictly. Women's groups are encouraging colleges to continue on with the Obama administration's policies and continue to make changes, even without federal guidelines.

While this article highlights concerns for the upcoming years due to political change in United States, it does not show any current changes being made to policies. Instead it asks administrators to continue on with the fight against sexual assault and to continue creating and changing policies regarding rape and assault to help those often suffering in silence.

Horowitz, J. A. (2017, April 10). Fraternities Can Be A Force For Good In The Fight To End Campus Rape. Retrieved July 07, 2017, from http://www.huffingtonpost.com/entry/overcoming-the-rape-fraternity-stigma_us_58e7d18ee4b00dd8e016eb69?utm_hp_ref=campus-sexual-assault

Fraternities are often stereotyped as being part of the problem in sexual assault cases and having little to no respect for women. Some organizations are trying to change this idea and have partnered with prevention programs to show their support for survivors and create change. Chapters of major fraternities are starting their own programs and getting involved with national ones such as "Safe Smart Dating," "Green Dot," and "It's On Us" to partner with other Greeks to spread the messages each program promotes. The goal of some organizations is to better their reputations within their colleges and end the stigmas surrounding Greeks as "rape fraternities or easy sororities."

This example of different organizations becoming involved in prevention programming and advocacy for sexual assault victims shows students wanting to become more engaged in this issue and shows how more people are getting involved. By including Greek organizations in healthy relationship building and ending sexual assaults on campuses, some problem groups on campuses can become active members in programming.

Howard, B. (2015, August 28). How Colleges Are Battling Sexual Violence. Retrieved July 07, 2017, from <https://www.usnews.com/news/articles/2015/08/28/how-colleges-are-battling-sexual-violence>

New classes on healthy relationships, consent week programming, and stricter alcohol policies are just a few of the many changes being made on college campuses to battle sexual violence. The new and positive changes on college campuses also include stricter penalties for offenders, bystander intervention training sessions, and the enacting of the Campus Accountability and Safety Act. By enforcing stricter rules for fraternity parties and other rules, colleges across America hope to make students more accountable for their own actions and start to create change in responses to and the prevention of sexual assaults.

From preventative measures to initiatives in responding, these changes show how research is influencing changes in all dimensions of college programs. I was also able to include these programs in part of the proposal at Ursinus as they can be applied to future events and policies within the college.

It's On Us Pennsylvania Summit. Pennsylvania Department of Education. June 23, 2017. Millersville University, Millersville, PA.

This conference was held by the Pennsylvania Department of Education for educators to discuss Title IX, sexual assault, harassment, and prevention within the schools of the Pennsylvania commonwealth. From kindergarten to secondary education, representatives from over 50 schools attended this summit to discuss how their schools and institutions focused on sexual assault in their communities. Through the use of two panel discussions, data and statistics release, and two table discussions on various topics, the conference addressed a lot of the positive initiatives that have been started in schools to combat the sexual assault epidemic. Some of the break out discussions included primary prevention and bystander intervention and survivor centered and student-centered reporting and response systems.

By attending this conference, I was able to get a better understanding of other schools' policies and procedures on sexual assault. I was also able to view the most recent data and statistics on sexual assault and harassment and include these statistics in the Ursinus program proposal. Some of the presenters were not as knowledgeable about students ideas on the topics at hand and solely looked at them from a professional standpoint. While this view was helpful for me in writing a proposal and having to follow certain guidelines and policies, it did not help reveal what students would like to learn about the topics discussed.

Jackson, A. and Vine, C. *Learning Through Theater: The changing face of theater in education*. New York, Routledge: 2013 Pages 1-169 and 267-319.

Looking at the multitude of ways that theater enhances the world of education, this text demonstrates that the arts provide a unique forum to teach people valuable lessons inside

and outside the classroom. From theater about historical events, to modern day crises, to social justice pieces on sexual assault and violence, the relationship between actors, facilitators, and audiences strengthens as the messages of the theater pieces are presented on stage. The idea of presenting social justice issues to an audience through an interactive theater piece gets the viewers involved and thinking critically about the issues that are being acted out. These pieces of theater are well researched to include correct facts and objectives of the situations being portrayed. Theater in Education has been used to teach valuable lessons to students through orientation programs and classroom programs of all education levels and has given audience members “potential to become active citizens” and “take ownership” (272) of the social justice issues that are taught through this form of education.

This book helped detail the background history as well as the modern day applications of Theater in Education. The most important portion of this book was how this teaching style can aid in relating to students and getting important messages to students through the use of theater. Using the style and structures found within this book as well as the facilitators guide were helpful when preparing the Ursinus program proposal and narrator guides.

Jacobson, D. (2017, April 19). A Coach's Role In Preventing Sexual Assault. Retrieved July 07, 2017, from http://www.huffingtonpost.com/entry/a-coachs-role-in-preventing-sexual-assault_us_58f63554e4b048372700dba2?utm_hp_ref=campus-sexual-assault

There are numerous athletic programs and coaches that make respect a principle goal for their teams. They especially stress the importance of respecting women through the program “Positive Coaching Alliance” where coaches not only practice plays and drills but also character building and being upstanders instead of bystanders.

This article is geared more towards coaches and athletic teams in relation to male sports but is important to consider in programing and prevention training. It shows that there are others in our communities to reach out to when conducting training sessions, and coaches should be included as well. By having athletics involved in programs on respect and consent, it would show higher risk athletes that they too can become a part of the solution regarding sexual assault on college campuses.

Kimmel, M. (2015, August 24). A Recipe for Sexual Assault. Retrieved July 07, 2017, from <https://www.theatlantic.com/education/archive/2015/08/what-makes-a-campus-rape-prone/402065/>

This article looks at many of the problems surrounding sexual assault and reporting on college campuses and begins with the idea that administrators believe in the high number of reports of sexual assaults on campuses but refuse to believe that they occur on their campuses. Nonresidential, commuter, and community colleges report lower assaults while larger schools with more dorms off campus increases the chances of assault due to less campus security and more freedom to serve alcohol. The “red zone,” the months of August through November for freshman, are the times that sexual assault is most likely to

occur. Schools with large Greek communities and “revenue sports” frequently have large donors, alumni relations, and more protection for their athletes. Phrasing also plays an important role on college campuses. Students are more likely to report they “forced” sex as opposed to reporting that they committed rape.

This article pinpoints some of the major factors that contribute to sexual assaults on campus and starts the conversation of how and why assaults occur and what can be done to change this.

Koren, M. (2016, June 06). Telling the Story of the Stanford Rape Case. Retrieved July 07, 2017, from <https://www.theatlantic.com/news/archive/2016/06/stanford-sexual-assault-letters/485837/>

This article recounts the controversial headlining sexual assault case on Stanford’s campus and features letters from the perpetrator’s father and the victim herself. The father’s letter asks for forgiveness and requests that his successful star athlete son not be strictly punished for his “20 minutes of action.” The victim’s letter tells the aftermath of her assault and how devastating it was to her. Brock Turner, the assailant, served 6 months for the brutal rape he committed on an incapacitated female on campus one night.

This article shows two contrasting opinions about cases of rape on college campuses. The letter from the victim was important as a first-hand account of a survivor’s trauma. It is important to take into account survivors’ responses to sexual assaults. These can be important in creating programs to assist in the healing processes for them. By taking into account the trauma related to sexual assault, Ursinus can better tailor programs to aiding survivors.

Melker, S. D. (n.d.). The case for starting sex education in kindergarten. Retrieved July 07, 2017, from <http://www.pbs.org/newshour/updates/spring-fever/>

In Dutch elementary schools children are already receiving sex education to better prepare them for their future as well as other sexual education classes and topics to be covered in later years. The students begin learning about caring and loving relationships and how to be kind to one another. As they get older, the children learn about reproduction, their bodies, consent, sexual orientation, and safe sex practices. The earlier discussions on sex education have led to lower rates of STIs and lower teen pregnancy rates. Children start to learn about the positives and negatives of intimacy as well as personal boundaries and how to ask to touch others (hugging, high fives, etc.). Surveys within the United States reveal that students reported inadequate sex education and only basic ideas of reproduction and little to no education on consent.

The research reported shows that students respond better to more in depth sex education classes at early ages and it only benefits students in the long run to protect themselves and others. To begin this education at early ages compared to only starting this conversation in college could potentially decrease the problems surrounding the deficits in sex education including STIs, teen pregnancy, and sexual assaults. But this article

again only supports the idea to start the conversation before college and does not apply to Ursinus College or my program proposal, although this background information was helpful in terms of looking at a much bigger picture.

McGarvey, Maddie. No Kegs, No Liquor: College Crackdown Targets Drinking and Sexual Assault. (2016, October 29). Retrieved July 07, 2017, from <https://www.nytimes.com/2016/10/30/us/college-crackdown-drinking-sexual-assault.html>

This *New York Times* article follows different colleges in their changes to alcohol policies to combat binge drinking culture and the sexual assault epidemic on college campuses. Putting bans on kegs, hard liquor, and fraternity parties, colleges are not being lenient when it comes to drinking on campuses. While some schools are hindering this crack down, such as the ones selling beer at stadiums for revenue, others have amped up their regulations to better protect students' health and well-being. By enforcing these new stricter policies, colleges hope to cut down on issues related to binge and underage drinking as well as sexual assaults that occur due to incapacitation.

This article details policy changes concerning alcohol consumption on college campuses but was not applicable to my research on sexual assault. It was beneficial insofar as it supports ideas of stricter drinking policies. All other policies mentioned in the article are similar to the ones that Ursinus already has set in place.

Sieczkowski, C. (2016, October 04). Princeton Club Is Forcing Partygoers To Read About Consent. Retrieved July 07, 2017, from http://www.huffingtonpost.com/entry/princeton-charter-club-consent_us_57ed2821e4b082aad9b98b2b?utm_hp_ref=campus-sexual-assault

This article is an example of a passive program at a Princeton University local college bar where patrons are required to read a document with the definition of consent printed on it. Without reading the document, the party-goers are denied access into the club. This new way of prevention is spreading to other colleges where definitions of consent are posted in busy party areas and encourage people to become part of the prevention process.

This article shows another creative way to get the definition of consent out to the general public and begin the discussion of the topics surrounding consent and sexual assault. This is an idea that could potentially become a part of Ursinus College. Posting the definition of consent could be used in large party areas such as Main Street and Reimert so students can discuss consent when it is particularly relevant (when people are consuming alcohol).

Speak About It Homepage and Youtube Channel. 2016. <http://speakaboutitonline.com/>
https://www.youtube.com/channel/UC2kVGCrQrnI80-nQbgPVH_w

The Speak About It Campaign is a nonprofit performance group that works with high school and colleges/universities to start a discussion with students about safer sex, bystander intervention, and prevention. They focus on students being a positive influence in their communities and being able to recognize unsafe situations and stepping for

others. By using monologues and scripts that the acting troupe writes as well as stories from students at each institution they visit, the actors are able to connect to students on a personal level. On their YouTube channel, they post highlights of their performances as well as interviews with their cast to promote their messages.

This national campaign was used as a model for the Ursinus program proposal in terms of Speak About It's use of student-written theater pieces and the troupe's program structure. While this theater troupe uses professional actors to perform their program, we will be using student actors within the Theater Department to make a better connection through students versus the use of professionals. Although I was not able to view the entire Speak About It program, I was able to see highlight reels and interviews with the cast to get an understanding of their program.

[Un]Spoken Maine Project.

The script for the [Un]Spoken Maine Project used monologues, scenes, poetry, and other theater pieces for the new student orientation program on sexual assault prevention at the University of Southern Maine. This program was used as a teaching tool for incoming USM students and focuses on sexual health, safety, and consent in a multitude of formats that are performed by and for students.

The structure and many student-written pieces from [Un]Spoken Maine were used to create the new Ursinus program proposal. The structure and themes used within [Un]Spoken Maine were also used for the program proposal for Ursinus and helpful in determining what students would respond well to within the program.

Violation Definitions. (n.d.). Retrieved July 07, 2017, from <https://www.ursinus.edu/student-life/handbook/sexual-and-gender-based-misconduct/violation-definitions/>

This source includes the Ursinus College student handbook and definitions of terms regarding sexual assault, harassment, and violence. This source also includes examples of different types of sexual assault and harassment including but not limited to: rape, non-consensual sexual contact, stalking, consent, coercion, incapacitation, and violence.

By using the student handbook and its definition of terms such as consent, sexual harassment, etc. I was able to quote the college directly for their standards regarding sexual assault and harassment. This is important to include within the program proposal as it is specific to Ursinus College and will be used when dealing with sexual assault reporting and investigation processes.

Wiltz, Teresa. (2017, April 12). 'Yes Means Yes': Grappling With Teen Sexual Assault. Retrieved July 07, 2017, from http://www.huffingtonpost.com/entry/yes-means-yes-grappling-with-teen-sexual-assault_us_58ee31bbe4b081da6ad00978?utm_hp_ref=campus-sexual-assault

This nationwide campaign for changing policy from “no means no” to “yes means yes” has been passed in all California high schools. This bill of affirmative consent has been passed and brought up to other states as well. Teens and college students need education about the policy to understand the concept of “yes means yes.” Consent-related education programs should begin in high school before students reach college so they have a better understanding of how to give and receive consent. By teaching consent and safer sex practices at younger ages, students will be able to identify sexual assaults as well as understand the need for consent.

Although the concept of teaching students about consent and sexual assault before college is a much needed part of the sex education curriculum, it is not directly applicable to this research on college sexual assault. But the policy change of “yes means yes” is very important and could be a useful change to policies on campus. While it does require more explanation and education compared to “no means no,” it would be beneficial to teach students definitions of consent and what is and is not included.

Wong, A. (2016, January 26). Why the Prevalence of Campus Sexual Assault Is So Hard to Quantify. Retrieved July 07, 2017, from <https://www.theatlantic.com/education/archive/2016/01/why-the-prevalence-of-campus-sexual-assault-is-so-hard-to-quantify/427002/>

Some institutions are reporting zero assaults on their campuses while national statistics demonstrate that one in four or one in five college women is assaulted on every campus. This article also outlines the struggles that colleges have in getting victims to come forward to report assaults. The low number of students stepping forward to report coincides with the low numbers the colleges report. The article expresses how some students feel wronged by their college’s administration and reporting process and do not feel comfortable in reporting. The main concern should be in getting the survivors support and safety and the focus should not be on reporting numbers.

This article also argues the common theme that colleges are more interested in the number of assaults than helping the survivors. It also calls to attention why students are not reporting assaults and shows ways that this could be fixed.

Wong, A. G. (2015, September 22). LGBT Students and Campus Sexual Assault. Retrieved July 07, 2017, from <https://www.theatlantic.com/education/archive/2015/09/campus-sexual-assault-lgbt-students/406684/>

This source looks at the surveys given to secondary education programs about Title IX in relation to their safety on campus and sexual assault reporting. The survey reported that the campus’s LGBT community has higher rates of sexual assault and violence than

heterosexual students reported. Three out of four homosexual students reported being a victim of assault or violence, a high number to consider. The article also expresses how these numbers are not talked about as much and are continually swept under the rug and disregarded. The high rates of assault, violence, and harassment within the LGBT community are not discussed as frequently as other statistics.

By including program pieces that relate to the LGBT community, the proposed program will be more inclusive. Sharing these statistics with students it will put into perspective how many LGBT students are affected by sexual assault in comparison to heterosexual students.

Wooten, Sara C. and Mitchell, Roland W. *Preventing Sexual Violence on Campus: Challenging traditional approaches through program innovation*. New York, Routledge: 2017.

This book looks at prevention programs and training for advocates, students, hearing panels as well as campus programming on ending sexual violence, harassment, and assault. By exploring many college campuses and their programming, this book looks at the strengths and weaknesses of each program and the planning behind each for them to be successful. From national campaigns (It's On Us and Green Dot) to local and campus wide programs (Ship Says No More and orientation programs), each plays a role in education about sexual assault prevention and ways that each person on a campus or in the justice system can help prevent assaults. There are classes to take and programs to get involved in that include the entire school community. Programs can specifically target certain groups that are harder to reach such as Greek organizations and athletic teams.

This book gave me an inside look at other colleges and universities on their active and passive programs in relation to sexual assault and harassment and the multitude of ways that this issue can be taught to students. It covered programs such as new courses, theater programs, new student orientation, online programs, and active and passive programs run by students. It also showed how colleges took national campaigns such as Project BRAVE and It's On Us and makes them unique to each campus to better connect to their community. These programs included all parts of campus from administrators to professors to students and included all in the campaign to prevent and educate students on sexual assault prevention on college campuses.