

Title IX for a New Generation

WGST 150-01

Spring 2020

1/22/2020

Lead Instructor:

Sara Collina, JD

Peer Mentors/Curriculum Designers:

Michael Blank, Kayla Edwards-Friedland,
Olivia Horton, Matt Hua, Adam Leader-Smith,
Caitlin Panarella, Julia Pinney, Lily Rubinstein,
Fiona Singer

UNIT PROJECTS (UNITS TWO-FIVE)

UNIT TWO PROJECT: Process and Protections

In Unit Two, we learned about how adjudication allegations of sexual harassment and assault are handled here at Georgetown (and elsewhere). In this assignment, we ask you to **analyze Georgetown's Title IX adjudication process**. The purpose of this assignment is for you to demonstrate your ability to analyze and then apply Title IX public policy.

There is no "right" or "wrong" answer to this assignment; for an extra challenge consider crafting an argument with which you do not agree. Students will select one aspect of the adjudication process-- for example:

- the length of an investigation
- the information provided to accused or accuser
- cross-examination
- single investigator model
- the standard of review
- financial inequalities
- conflicts of interest
- something else, with approval from your peer mentor

Using national data, current regulations and evidence of best practices, students will draft a memo to the president of Georgetown recommending either a change-- or no change -- to current practice.

Step One: Select one of the above topics

Step Two: Conduct research on the topic (here's how):

- Identify two national or local news articles that are less than two years old
- Summarize the key points of the articles in less than 200 words (This will be Section 1)
- Identify one peer-reviewed article that is less than two years old
- Summarize the key points of the article in less than 200 words (Section 2)
- Identify Georgetown's process or policies related to this issue
- Summarize the key aspects of the process or policy in less than 200 words (Section 3)
- Identify a University with a process or policy that is different from Georgetown
- Summarize the key aspects of the process or policy in less than 200 words (Section 4)
- Determine if either current or proposed regulations impact the issue
- Summarize what you learn in less than 200 words (Section 5)

Step Three: Analyze the material you have identified (and any other resources you have found) and make a recommendation to Georgetown to either change or leave unchanged, its current policy related to this issue. What are the pros and cons of Georgetown's approach? What are the pros and cons of an alternative approach?

Step Four: Once you decide what you want to recommend, draft a letter to the President of Georgetown. It must be less than 500 words and include the following:

- An accurate and unbiased description of the current GU process or policy
- Evidence from a recent peer-reviewed article supporting/refuting GU's approach
- An explanation of how current regulations do or do not impact this issue
- A recommendation
- An acknowledgment of the most compelling argument against your recommendation
- A counter-argument that justifies your recommendation despite concerns above

Put the first FIVE sections of your research into one document, then create a Section SIX, which should be your letter, dated and addressed to the President.

UNIT THREE PROJECT: Prevention

In this unit, we've discussed sexual assault prevention efforts both here at Georgetown and nationwide. Your prevention project can **explore the culture here at Georgetown -- or any cultural norms that are promoting or enabling sexual violence**. The purpose of this assignment is for you to practice collaborating to understand and address a cultural problem relating to Title IX. We will assign students to working-groups based on the topic of interest. Use one (JUST ONE) of the prompts below, or talk to a peer mentor about creating your own.

What can educational institutions do to reduce sexual violence?

1. To what extent can sex education in [elemen/mid/high school] reduce sexual violence?
2. To what extent can online prevention training efforts of any kind reduce sexual violence?
3. To what extent can affirmative consent policies reduce sexual violence?

What can Georgetown University do directly to reduce sexual violence on campus?

4. How has our online training impacted campus culture and what should we do now?
5. How has our bystander training impacted campus culture what should we do now?
6. How has a lack of recognition of Greek life impacted campus culture and what should we do now?

What could students initiate that might reduce sexual violence?

7. Outline a new campaign about the prevention of sexual assault at Georgetown. For each aspect of the campaign, address the pros and cons of the approach you would take. What mediums would get student attention and why are those mediums successful?
8. Propose a model of sex education supported by data. What does your model look like?
9. Share a recommendation based on your personal experiences here at Georgetown.

What do faculty, staff, and the GU police department need in order to reduce sexual violence?

10. What Title IX prevention training is currently provided to Georgetown Faculty?
How does it compare to other universities? (Identify two comparator institutions)
What recommendations would you make to improve this training and why?
11. What Title IX prevention training is currently provided to Georgetown Staff?
How does it compare to other universities? (Identify two comparator institutions)
What recommendations would you make to improve this training and why?
12. What Title IX prevention training is currently provided to GUPD?
How does it compare to other universities with their own police departments? (Identify two comparator institutions) What recommendations would you make to improve this training and why?

We will group students based on interest, probably in groups of 3-4 students.

You will work together to answer the question posed, and then develop a ten-minute presentation to share with the class explaining the problem as you see it, and why you believe your proposed solution could make a difference. A grading rubric will be provided.

UNIT FOUR PROJECT: Power and Privilege

In this unit, we've discussed the many ways in which power and privilege impact each part of the Title IX process. We have also explored the resources available here on campus. The goal of this assignment is for you to **evaluate current Title-IX related resources on campus and 1) recommend ways the current resources can better meet the needs of all Georgetown students, or 2) propose a new resource that fills an unmet need in our community.** Your proposal can be narrow, or radically new and different. Don't be afraid to think big!

To complete this project:

1. Select one existing resource here on campus; below is a list of suggested resources
2. Evaluate that resource's visibility on campus. For example, how would a new student learn about this resource if they were not seeking it out?
3. Evaluate that resource's online presence. Consider, for example, to what extent their website/online presence is easy to find, key information easy to access, and language inclusive and welcoming.
4. Evaluate the resource in person. Was it easy to find? Welcoming and inclusive? Was it clear what services were available?
5. Meet with a staff person (or another representative) to discuss the mission/goals of this resource. What do they see as their internal strengths and challenges? How do they see their work relating to Title IX (gender equity)? What external threats or opportunities impact their efforts?

Think critically using the information we have discussed in this unit. Are there particular groups of students who may not feel comfortable using this resource? Does the resource have what it needs to meet its goals? Once you develop a recommendation, you may present it in the form of a paper, a video, a presentation, a song or dance... whatever form you use to present your recommendation, it should take roughly 8-10 minutes to consume (for a paper we will translate that to 3-5 pages) and must address:

- The purpose and goals of the selected resource
- How power and privilege impact Georgetown students' experience of that resource
- A specific problem/opportunity impacting the reach and/or effectiveness of this resource
- A recommendation for change, addition and/or expansion of an existing resource to improve its reach and/or effectiveness -- or a proposal for a completely new resource

Resource Centers (NOTE- list is not exhaustive)

Health Education Services (HES)	Campus Ministry
Counseling and Psychiatric Services (CAPS)	Residential Living
Student Health Center	Georgetown Emergency Response Medical Service (GERMS)
Women's Center	Georgetown University Police Department (GUPD)
LGBTQ Center	Georgetown Scholars Program (GSP)
Center for Multicultural Equity and Access (CMEA)	Center for Social Justice (CSJ)
Title IX Office	Veteran Resources
Academic Resource Center (ARC)	

UNIT FIVE: Final Project

Over the course of the semester, we've discussed the culture here at Georgetown, norms that promote and enable sexual violence, consent, the adjudication process for allegations of sexual harassment and assault at Georgetown and elsewhere, and so much more. In this final assignment, we're asking you to dive into a project surrounding a topic area that has most captured your interest this semester.

Below we've listed a few options, but don't let these limit you. If you do decide to go in a different direction than one of the options below, please do consult with your peer mentor. Incorporate outside research and data, and perhaps consider incorporating an investigation of the Title IX adjudication process at another school.

A grading rubric will be provided.

Some options:

1. Write an op-ed for *The Georgetown Voice* or *The Hoya* (Note whether or not it is published will not factor into your grade).
2. Create a movie or cartoon to explain consent
3. Design a Stall Seat Journal and bring it to Health Education Services
4. Submit a policy memo to a congressperson or Georgetown administrator.
5. Re-design the "[How to Get Help](#)" document. Justify your changes.
6. Produce a podcast about how to navigate the Title IX process
7. Create an event or workshop to encourage students to engage with Title IX
8. Write (and perform) the script of a play in the style of Hoya Real Talk to explain these issues to the next class of new students, then submit it to Health Education Services

WEEKLY ASSIGNMENTS

THIS IS NOT A FINAL LIST OF ASSIGNMENTS. As we get to know you and as current events unfold, we will likely make changes. please use canvas to see the most up-to-date assignments. Note that both Monday and Wednesday assignments need to be completed by Sunday evenings; your weekly reflection is due at 11:59 pm on Sunday evenings.

UNIT ONE: ORIENTATION

Wed, Jan 8 **What is this class all about?**

Please take a moment to introduce yourself to your classmates by going to the collaboration page in Canvas.

Mon, Jan 13 **How can we create an effective learning community?**

Wed, Jan 15 **What exactly is Title IX?**

#1 Reflection Due Sun, Jan 12

Trauma-Informed and Empowerment Based Practices
with Survivors of IPV (3-23.15)

[Calling In: A Quick Guide on When and How
Speaking Up Without Tearing Down](#)

#2 Reflection Due Sun, Jan 19

[Title IX of the 1972 Education Amendments, 20 U.S.C. §1681
Title IX Regulations, 34 C.F.R. Subparts C, D and E](#)

This first reflection is different from the others. For this week, please prepare for our Blue Sky Workshop by writing a celebratory letter from your 30-year-old self to a young friend heading off to college. The letter should describe why sex/gender equity issues are so dramatically better “now” than they were back in 2020. Be as specific as possible. No more than 500 words.

Mon Jan 20 **No class**

Wed, Jan 22 **What would Title IX look like if we “did it right”?**

UNIT TWO: PROCESS AND PROTECTIONS

Mon, Jan 27 What adjudication process does Title IX require?
*Wed, Jan 29 Who is-- and is not-- served by the current process?
*Peer Mentor-Led Discussion

#3 Reflection Due Sun, Jan 26
[2011 Dear Colleague Letter](#)
[2014 Questions and Answers on Title IX and Sexual Violence](#)
[DeVos Regulation Fact Sheet](#)
[Proposed Title IX Regulations](#) (SECTIONS divided see Canvas)

Mon, Feb 3 How does the GU adjudication process work? (GUEST)
*Wed, Feb 5 What are some of the limitations of the GU process?
*Peer Mentor-Led Discussion

#4 Reflection Due Sun, Feb 2
Please review ALL of [Georgetown's Title IX web pages](#)

Mon, Feb 10 What is "the problem" and who gets to define it?
Wed, Feb 12 What are the due process concerns? (GUEST)

#5 Reflection Due Sun, Feb 9
Please read
FIRE: [Due Process on College Campus](#)
[What is Title IX? History and its Implications](#)
[Due Process Is Needed For Sexual Harassment Accusations--But For Whom?](#) Ijeoma Oluo

UNIT TWO OPTIONAL RESOURCES (additional resources in Canvas)

Nancy Gertner, "[Sex, Lies and Justice](#)," The American Prospect (Jan 12, 2015)
Alexandra Brodsky, "[Fair Process, Not Criminal Process, Is the Right Way to Address Campus Sexual Assault](#)" The American Prospect (January 21, 2015)
Nancy Gertner, "[Gertner Responds to Brodsky on University Rules for Campus Sexual Assault Justice](#)," The American Prospect (January 22, 2015)

Friday, Feb 14 Unit Two Unit Project Due

Mon, Feb 17 No Class

UNIT THREE: PREVENTION

Tues, Feb 18

What prevention efforts are required by Title IX?

Wed, Feb 19

What is GU doing to prevent sexual assault? (GUEST)

#6 Reflection Due Sun, Feb 17

Please review Title IX Prevention Efforts

[Georgetown Campus Climate Survey Results 2019](#)

Read Bystander Training Program excerpts

Mon, Feb 24

What does the law say about consent?

***Wed, Feb 26**

What do we mean when we say consent?

*Peer Mentor-Led Discussion

#7 Reflection Due Sun, Feb 23

Watch: [Let's Talk About Consent: \(NYU\)](#)

Watch: [Tea and Consent](#)

Watch: [Jam consent](#)

Read: [Sex Talks](#) (Kukla)

OPTIONAL

Kukla article about consent in non-ideal conditions

Video: VICE on HBO, S.6, Ep.26: Consent

Video available through HBO

[Here is an article about it](#)

Mon, March 2

What models of prevention actually work?

***Wed, March 4**

Preparation for presentations

*Peer Mentor-Led Discussion

#8 Reflection Due Sun, March 1

Read Sexual Violence Elimination Act, Clery Act

Read: [Guardian article](#) (How Not to Get Raped)

Look over: [CDC recommendations for sexual violence prevention](#)

Look over: <https://cultureofrespect.org/programs-and-tools/matrix/>

Optional Reading: [Why dress codes can't stop sexual assault](#)

OPTIONAL

Armstrong, Elizabeth, Hamilton, Laura, and Sweeney, Brian, [Sexual Assault on Campus](#)

[A Multilevel Integrative Approach to Party Rape \(2\).pdf](#) 

Orchowski, LM, Berkowitz, AB, Boggis, JB, & Oesterle, DO, [Bystander Intervention](#)

[Among College Men.pdf](#) 

Mon, March 16 Unit Three Class presentations

Wed, March 18 Unit Three Class presentations

Week of Mar 16 and 18 NO REFLECTION DUE

Mon, March 23 Final Project Check-in Day

UNIT FOUR: POWER AND PRIVILEGE

Mon Mar 23 NO CLASS

Wed Mar 25 What does power/privilege look like on our campus?
(GUESTS)

Week March 23 and 25 NO REFLECTION DUE

“What are some barriers to reporting?”

Hoya [articles about](#) representation (2)

[Invisibilia: The Callout?](#)

Khan, S., Hirsch, JS, Wamboldt, A., Mellins, C. (2018) “I Didn’t Want To Be ‘That Girl’”:
The Social Risks of Labeling, Telling, and Reporting Sexual Assault. *Sociological Science*.
(5)19. (Link: [I didn't want to be that girl.pdf](#)) 📄

*Mon, Mar 30 What does consent” look like on our campus?

Wed, April 1 How does Title IX impact marginalized groups? (GUEST)

*Peer Mentor-Led Discussion

#9 Reflection Due Sun, March 29

[Race, Gender And Sexual Harassment \(NPR\)](#)

[What ‘Surviving R. Kelly’ tells us about race and sexual abuse](#)

[The Question of Race in Campus Sexual-Assault Cases](#)

[Radiolab: In the No Pt. 1](#) (and [reddit](#)) and/or [New Yorker’s Cat Person](#)

[Sex Talks by Rebecca Kukla](#) and [What do we consent to when we consent to sex by Joseph J Fischel](#)

Mon, April 6 What could Title IX justice look like? (GUEST)

*Wed, April 8 What should Title IX justice look like?

*Peer Mentor-Led Discussion

#10 (final) Reflection Due Sun, April 5 Readings TBD

Mon, April 13 NO CLASS

UNIT FIVE: NEW GENERATION SOLUTIONS

Wed April 15 /Mon, April 20/Wed, April 22

These three classes will be devoted to completing and sharing unit projects

Mon, April 27 (Last Class)- Title IX New Generation Colloquium