THE PEDAGOGICAL SURVEY: ENGAGING FIRST YEAR COLLEGE STUDENTS IN DISCUSSION ABOUT SEX AND SEXUAL GENDER ROLES

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THE PEDAGOGICAL SURVEY: ENGAGING FIRST YEAR COLLEGE STUDENTS

IN DISCUSSION ABOUT SEX AND SEXUAL GENDER ROLES

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University of Pittsburgh School of Education, 2017

The often cited and criticized statistic stating one in four college women will be a victim of some form of assault while in college (Koss, 1985) has regained traction over the last several years due, in part, to renewed efforts by the Department of Education's Office of Civil Rights to redefine Title IX and place many high profile schools under investigation.

While laws such as Title IX, The Campus SaVE Act, The Violence Against Women Act and Office of Civil rights guidance documents have sought to force colleges and universities to address the issue, they fall short of addressing the root causes of gender-based violence. This additional piece could help us make the cultural shift away from acceptance of the inevitability of gender-based violence.

Sexual immaturity and adherence to outdated and unhealthy gender roles related to sex could be factors that contribute to gender-based violence. Most high school students in the United States are not required to receive sex education. Thus, first time students enter college with a variable range of knowledge and experiences regarding sex. Add to this traditional, and sometimes restrictive, gender roles and media portrayals, and it becomes difficult to address something as serious and uncomfortable as sexual assault and gender-based violence in a meaningful and substantive way. Traditional prevention efforts and bystander training may help

increase student awareness and reporting. However, gaining an understanding of student attitudes when they enter college may help schools provide a more nuanced approach to prevention training and education. These combined efforts can ultimately begin to move the needle toward a culture change.

This dissertation in practice exists in two parts. Part one introduces the issue of gender-based violence on college campuses and examines the current discourse surrounding this complicated issue. In part two, this information will be used to develop a pedagogical survey for use in first year seminar courses that will result in a class text and drive discussion about sexual education and sexual gender roles.

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PREFACE

Among the great opportunities available to me as an employee of the University of Pittsburgh, one has been the support of my pursuit of this EdD. While the financial support has made this possible in a practical sense, it is the unwavering support of my colleagues and friends on the Pitt-Greensburg campus and my family who have helped to make it possible in every other way. Thank you to everyone who has supported me on this journey, especially to my mom, Eddy, for instilling a love of learning very early in my life, to my dad, Wayne, for instilling kindness and compassion, and to my life partner, Bruce, for his tenacity and telling me I could do this, until I did.

1.0   INTRODUCTION

The Academic Village at the University of Pittsburgh at Greensburg was developed in 1999 for the purpose of providing high achieving students a co-curricular learning environment that is driven by faculty involvement. While many things about the structure and operation of the Academic Village have changed over the years, this goal of connecting students with faculty to engage in learning opportunities outside the classroom has remained. A second goal of The Village, as it is known locally, is to be a place for experimental and innovative teaching. This goal has been realized through a variety of team taught interdisciplinary courses as well as a three credit First Year Seminar course developed specifically for first-year students living in the Academic Village.

As the Assistant Director of the Academic Village, I developed the Village Seminar course, and team teach it with the Director of the Village every fall. As the lead faculty for the course, it is my responsibility to develop course content and relevant course activities. The goal of the course is to provide an academically focused alternative to the traditional one credit Freshman Seminar course taken by all first-year students and to employ innovative teaching methods. While the Village Seminar incorporates the required components of a traditional first-year seminar, it does so by engaging students in work and discussion around salient cultural and social issues and concepts. One such issue is gender-based violence and harassment on college campuses. While this is a multi-faceted issue with many underlying causes, I have chosen as the

content for my problem in practice study to concentrate on the sexual knowledge and ideas about sexual gender roles held by the students in my Village Seminar. This study contains two distinct parts. Part one is the review of literature and discourse, which identifies important themes in the literature and the current culture. This identification will then lead to part two, which is the development and administration of a pedagogical survey for first-year students in the Village Seminar and the use of the results to create a class text to be used in class discussion as well as for future development of the course.

1.1   PROBLEM OF PRACTICE

The problem of gender-based violence, which includes sexual assault, dating violence, sexual harassment and sexual misconduct on college campuses, and the cultural environment that supports it, provide the broad framework for this study. However, the specific problem to be studied is how I, as an instructor, can address these topics by developing meaningful and effective ways for first-year students to engage in conversations about potentially uncomfortable topics. I want to be able to do this in ways that can also help them to think about how these topics as they relate to larger societal problems and challenges.

The purpose of this study is to develop an effective way to talk about the societal factors and attitudes that contribute to the existence of gender-based violence with students in a first year seminar class. Taking the form of a pedagogical survey, developed based on evidence from literature, students, using pseudonyms, will complete a confidential questionnaire, read the responses as a class text and engage in classroom discussion. Such an exercise can help educators go deeper by helping students understand and talk about difficult and sometimes

controversial, even embarrassing subjects. A campus approach to gender-based violence prevention is necessarily multi-faceted, as shown in Figure 1. This study addresses a small piece of the bigger picture, using curriculum and teaching to supplement the additional efforts of the university.

Figure 1: Campus sexual assault and discrimination education and prevention plan

Campus sexual assault and discrimination education and prevention plan.

Title IX Coordinator

Campus policies not directly related to sexual assault and harassment

Campus Climate Surveys

Partnerships with local agencies

Clear reporting and grievance policies and procedures

GOALS
SOCIAL TRANSFORMATION
END GENDER VIOLENCE
END GENDER INEQUALITY

Affirmative Consent Policies

Non Discrimination Statement

Bystander Intervention Education

Support and resources for victims

Curriculum and Teaching

Victim Focused Prevention
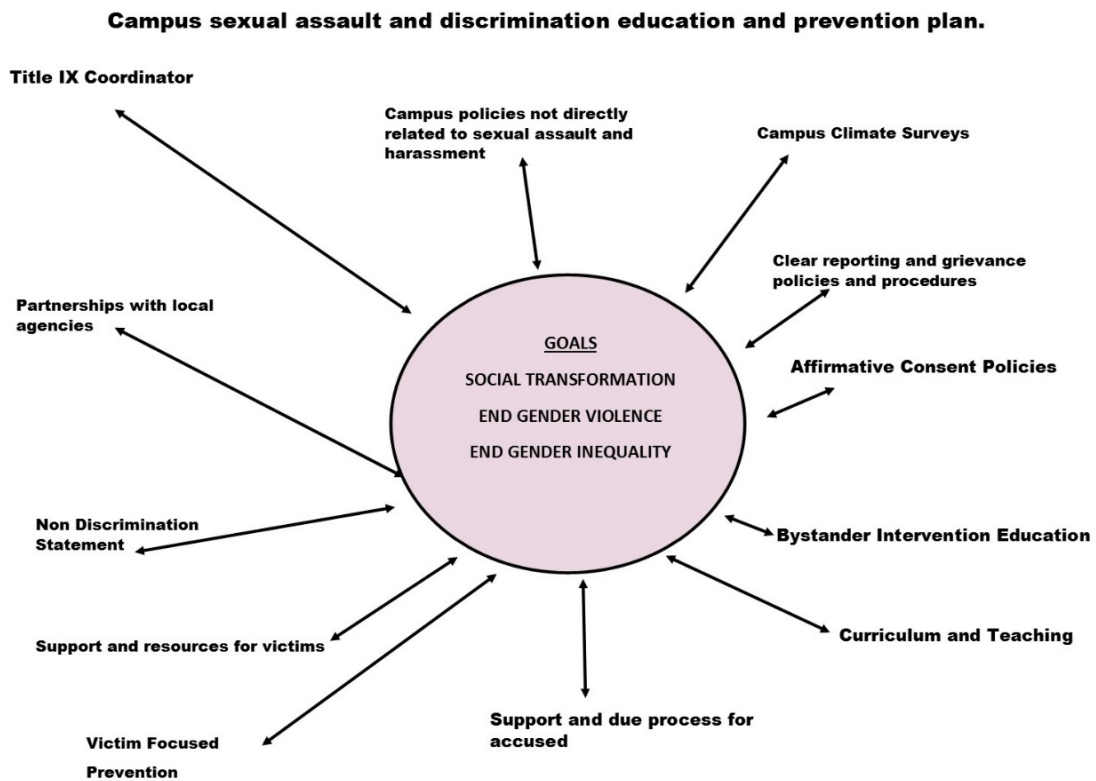
Support and due process for accused

Image credit: Confer (2015)

1.2   RATIONALE

The first semester of a student's first year is a critical time to establish a clear message that makes the campus mission, position and core values, as they relate to preventing gender-based violence, crystal clear. This message should carry through a student's career at an institution and be an integral part of their experiences both in and out of the classroom.

For many years, campus sexual assault education prevention programs have focused on the victim, telling students, mostly women, how not to be victims (Buchwald, Fletcher & Roth, 2005). There has been a move in recent years toward primary prevention efforts. Primary prevention can be defined by strategies that focus on perpetrators and changing their behaviors instead of on preventing victimization (Degue et al., 2014). However, assessing the effectiveness of primary prevention interventions is difficult, and the more easily measurable risk reduction approaches remain the default for many schools. A 2015 Canadian study of 451 women has shown that risk reduction programs can cut the risk of sexual assaults in half (Senn et al., 2015), so it is understandable why schools choose to focus resources on programs with such measurable outcomes. Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in education programs or activities. In 2001, the definition of sexual violence within Title IX was expanded to include other forms of sexual misconduct. This expansion supports the idea that efforts focusing only on overt forms of assault such as rape have become too narrow for campus prevention efforts.

One way to expand our own efforts is by encouraging classroom conversations about the societal factors that contribute to gender-based violence. This approach can provide the complement to traditional prevention-based measures and pro-social bystander education. Some anti-sexual violence advocates are actively moving away from risk reduction models and are

encouraging schools to develop programs that do not put the onus for assault prevention on victims, but that focus more heavily on contributing societal factors and social change (Blackburn Center, 2015). This is the central tenet of primary prevention. When we apply a primary prevention lens to the issue of gender-based violence, it is important to identify and address deeply engrained social norms that contribute to the perpetuation of gender-based violence and inequality. These kinds of programs, however, are difficult to assess and "without widely accepted proof of what works, colleges have taken a scattershot approach to sexual assault" (Perez-Pena & Lovett, 2014, para. 19). The work of the White House Task Force and pressure from the Obama administration and advocates, however, have forced campuses to revise policies and implement new programs, thus providing opportunities for new and innovative approaches.

Advocates point to societal issues such as sexism, objectification of women, unhealthy masculinity and other heteronormative constructs as key concepts when thinking about the factors that contribute to gender-based violence (Blackburn Center, 2015; PCAR, n.d.; FISA, 2016). These are complicated issues that cannot easily be addressed in a single course. However, we can break down the known issues into smaller pieces and develop curricular approaches with the goal of engaging students in meaningful conversations about challenging, and even controversial, topics. Some examples of these smaller pieces include gender roles and norms, rape myths, consent, toxic masculinity, misogyny, the objectification of women, and student attitudes about sex and sexual gender roles.

A first year seminar experience can help provide a comprehensive understanding about sex and sexual gender roles, and a safe, non-judgmental environment for students to have conversations about their views and knowledge of the topic. This can provide the groundwork

for a better understanding of the more complicated issues surrounding gender-based violence and consent. Not only could this strategy help students to better navigate sexual choices and relationships, it could contribute to reducing sexual violence on campuses and help students gain a better understanding of the broad range of behaviors that are considered to be inappropriate and potentially harassing or violent. One outcome of the study will be to gain a deeper understanding of how first year college students think about and understand topics directly related to sex and sexual gender roles. It can then be determined if this information can be used to engage them in meaningful class discussions about these topics.

2.0   LITERATURE AND DISCOURSE REVIEW

This review of literature establishes a theoretical and pedagogical framework for this study and then provides context both through legislative history as well as pertinent cultural themes.

Since legislation and policy are often considered as a basic context for curriculum, a review of the current legislative policies governing college campuses also adds to the cultural context and helps one understand administrative resistance to or support of particular classroom initiatives such as the one being proposed in this study.

The cultural themes will be used to develop the pedagogical survey for use in the Village Seminar course. It is important to acknowledge the ever-changing political and social landscape influencing these issues. As a result, this review is inherently not exhaustive and will lend itself, in my applied practice, to frequent updating.

2.1   THEORETICAL FRAMEWORK FOR PEDAGOGICAL SURVEY DEVELOPMENT AND CLASSROOM ACTIVITY

2.1.1   The social-ecological model: A framework for prevention

The Centers for Disease Control and Prevention state that "the ultimate goal is to stop violence before it begins" (2015). In order to do this, it is important to consider the underlying societal

factors that are identified as influencing violence. The Centers for Disease Control's four-level social-ecological model (Figure 2) provides a framework and hopefully can give a deeper understanding of primary-prevention efforts.

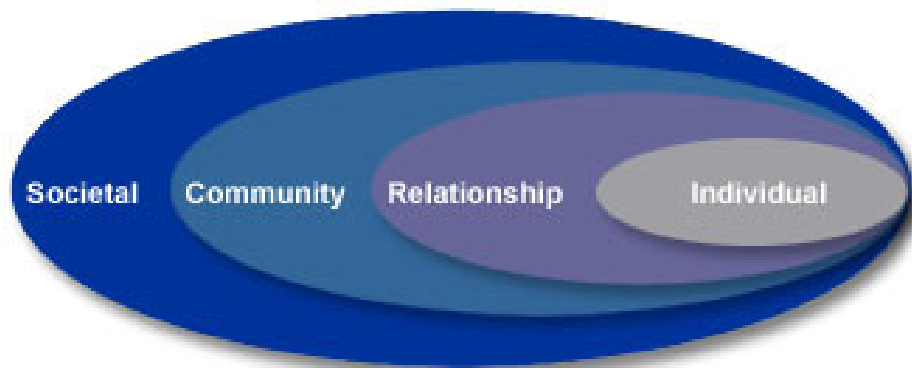Figure 2: The social ecological model: A framework for prevention

Image credit: cdc.gov (2015)

For the purposes of this study, the model will be used as a heuristic to aid in the development of the pedagogical survey as well as the subsequent in-class discussion driven by the survey results. The social-ecological concept considers how individual, relationship, community and societal factors intersect to put people at risk or protect them from violence. Thus, it is necessary to act across multiple levels at the same time, and this study will attempt to do that. At the individual level, students will be asked to share their personal experiences and personal history with regard to sexual education. At the relationship level, students will be asked to think about how those who are closest to them, parents, peers, and teachers have influenced their ideas and opinions. Addressing community factors will take place in course discussion exclusively where students will be able to identify what they have in common and how they differ from their peers. They will then discuss how those differences impact them at the community level. Lastly, students will be asked to think about larger societal factors that influence men and women, particularly with regard to sex and gender roles. The students will accomplish this by completing the pedagogical

survey, using pseudonyms, reading their responses as a class text and then being given the opportunity to discuss the topics from the text in class.

2.1.2 Feminist pedagogy

My style and methods of teaching fit well into a feminist pedagogy framework. Feminist pedagogy is sometimes defined by the methods of instruction employed. This might include sitting in a circle, reflective journaling or participating in some kind of action project. However, it is more accurate to describe feminist pedagogy based on its broad goals, which are equality, caring, collective resistance and deconstruction (Bank, Delamont & Marshall, 2007). This is not necessarily exclusive to feminism, but as a feminist, I strongly relate to them.

My goal as an instructor is to empower my students, and I do this, in part, by engaging the feminist pedagogical strategy of allowing myself to be vulnerable and sharing my voice with students (hooks, 1994). Recognizing the value of each individual voice is a central tenet of a feminist pedagogy (hooks, 1994), therefore, a feminist pedagogy fits perfectly with goals of the Village Seminar, which include addressing structural inequalities and making room for diverse voices and experiences.

2.2   LEGISLATIVE INFLUENCES

With Title IX of the Education Amendments Act of 1972 providing the umbrella, guidance, and mandates regarding how campuses approach the issue of sexual assault have come from a variety of places. The Office of Civil Rights has issued several guidance documents, known as "Dear

Colleague Letters," to all U.S. colleges and universities that receive federal funding. The United States Congress, created the Campus Save Act as part of its 2013 reauthorization of the Violence Against Women Act. Finally, the Obama Administration issued a report from its White House Task Force to protect students from sexual assault in April 2014, which further emphasized the administration's focus on the campus sexual assault issue. The recent change in administration has not yet resulted in any significant changes to Office of Civil Rights guidance regarding Title IX.

2.2.1 Title IX

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in education programs or activities. Title IX is considered a civil rights law, and compliance is managed by the United States Department of Education Office for Civil Rights.

Title IX states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance (Title 20 U.S.C. Sections 1681-1688)." Title IX applies to all levels and types of education.

When it was passed, Title IX was widely used to promote gender equality in athletics. While there is a long legislative and legal history associated with the law since its passage, it was in 2009 in *Alexander v. Yale* that it was first interpreted as applying to sexual harassment (Suran, 2015). Subsequent guidance documents from the Office of Civil Rights have been written with this interpretation in mind.

The way Title IX has evolved in the eyes of students is evident in an image from Northwestern University's student newspaper, The Daily Northwestern (Figure 3), which provides a picture of the complexities of Title IX and its evolution as a tool for student advocacy.

Figure 3: Taking back Title IX

Image credit: Jeanne Kuang (2013)

While the diagram contains items specific to Northwestern's own campus culture, it provides a representation of what Title IX has come to mean on college campuses. Most notable is the absence of any mention of athletics. The fact that today's focus when talking about Title IX is on sexual violence is indicative of the evolution of, and cultural importance of, Title IX and may also support Suran's (2015) claim that Title IX is a weak law that is actually a "better rallying point than it is a law" (p. 309).

However, some are critical of the scope of the law as well as its newfound application to cases of gender-based violence. Baumgardner (2014) does not see the evolution of Title IX as a positive, stating, "…nothing in Title IX's legislative history indicates congressional intent to reach claims of sexual misconduct at all" (p. 1814). She further expresses dissatisfaction with the

redefining of sexual harassment in the Dear Colleague Letter (Ali, 2011) and the 2013 University of Montana Missoula ruling. The University of Montana ruling provided a Resolution Agreement that is intended to "serve as a blueprint for colleges and universities throughout the country to protect students from sexual harassment and assault" and that "significantly redefined sexual harassment" (p. 1817). Baumgardner (2014) also asserts that "accused students can be punished before they are found guilty of harassment" (p. 1819) and that it will open the door for all forms of bad or mistaken behavior to be classified as rape or sexual assault. This conflict is playing out in the current political and cultural discourse surrounding Title IX and the future of the Obama era mandates that were issued in the form of Dear Colleague letters.

2.2.2 Dear Colleague letters

Since the 1972 passage of Title IX, the Office of Civil Rights has issued a number of Dear Colleague Letters. These letters intend to clarify and offer guidance to help schools with Title IX compliance. An important implementation challenge with Title IX is the perception that the law has no teeth. In fact, in the history of the law, the government has never revoked federal funding and, while the Office of Civil Rights investigates complaints, Title IX lawsuits typically go nowhere (Suran, 2015). That being said, schools appear to believe it is in their best interest to comply with the law, possibly to avoid bad press or because they simply want to do the right thing. Suran (2015) states that "students expect and demand more from their schools, and survivor activism coupled with media attention will provide the enforcement mechanisms the law itself lacks" (p. 299). In other words, sexual assault activism, in this age of social media, provides the social pressure schools need to feel compelled to comply with Title IX.

The 2011 Dear Colleague Letter also clarifies the definition of harassment by referencing a 2001 guidance, which states

> …when a student sexually harasses another student, the harassing conduct creates a hostile environment if the conduct is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical. Indeed, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. For instance, a single instance of rape is sufficiently severe to create a hostile environment (Ali, 2011, p. 3).

The 2011 Dear Colleague Letter served as a wake-up call to many schools and resulted in a flurry of policy changes. The Dear Colleague Letter not only expands the definition of what constitutes sexual harassment and sexual misconduct, it provides guidance to schools to work toward education and prevention by taking "proactive measures to prevent sexual harassment and violence" (Ali, 2011, p. 14). The justification for this expansion is based on the concept that acts such as "unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature" create a "hostile environment if the conduct is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the school's program" (p. 3). While some have criticized this expanded definition as overreach or overreaction (Kipnis, 2015; Baumgardner, 2014), the Dear Colleague Letter language allows schools a great deal of latitude in making determinations regarding the seriousness of allegations of violence and harassment.

2.3   CURRENT CULTURAL DISCOURSE

Some of the societal issues and cultural concepts that can be identified as contributing to the problem of gender-based violence will be discussed in this section. It is from this review of the cultural discourse I will develop the pedagogical survey based on major themes identified in the literature.

2.3.1   Campus sexual assault

The issue of gender-based violence on college campuses is pervasive in the current culture and has captured the attention of government officials, the media and American society. The term most frequently used to describe this problem is *campus sexual assault*. However, it is more accurate to describe the group of behaviors we are talking about in terms of the larger cultural issue, which is gender-based violence. This broad term incorporates all of the behaviors on a spectrum of recognized behaviors and is inclusive of the behaviors identified by the Title IX guidance documents.

The much cited and much criticized statistic stating one in four college women will be a victim of some form of assault while in college, (Koss, 1985) has regained traction over the last several years. Koss' work was groundbreaking as it exposed what she called "hidden rape victims," those who had experiences that met the legal definition of rape but who did not perceive themselves as rape victims (1985, p. 349). Koss did this using her Sexual Experiences Survey. The survey described experiences that met the legal definition of rape without using the words rape or sexual assault. Koss's work created quite a bit of controversy, and Katie Roiphe, a

doctoral candidate at Princeton, accused Koss of engaging in "sexual politics." Roiphe's New York Times Magazine article from 1993 downplayed the one in four statistic, asking "if 25 percent of my woman friends were really being raped—wouldn't I know it?" (Roiphe, 1993, p. 1). Roiphe's argument and subsequently her book, *The Morning After: Sex, Fear and Feminism on Campus* (1993), was used by many who looked to dispute Koss' findings. Roiphe's argument was convincing as it, ironically, depended on the very denial and misconceptions about rape revealed in Koss' research. The backlash was sufficient enough to drive the topic back underground for a number of years (CampusClarity, 2013). Today's resurgence of campus activism and attention can be traced, in part, to a 2011 Dear Colleague Letter, a 19-page guidance document written by the Office of Civil Rights, which reminded colleges and universities of their responsibilities under the Title IX amendments of the Civil Rights Act of 1964 (Ali, 2011).

Then "Not Alone," the first report from the White House Task Force to Protect Students from Sexual Assault, was released in April 2014. The report confirmed Koss' 1985 findings. Twenty-five to 28.5 percent of women and 14 percent of men will experience sexual assault during their time in college, and 81 percent of all students report some form of sexual harassment while in school (White House Task Force, 2014). The results from a 2015 Association of American Universities survey of more than 10,000 students at 27 colleges and universities further confirmed these findings. "More than 20 percent of female undergraduates at an array of prominent universities said this year they were victims of sexual assault and misconduct, echoing findings elsewhere" (Anderson & Svrluga, 2015). In addition, parents and students are more aware and savvy about the issue than ever before. Award winning documentaries such as *The Hunting Ground* (Ziering, 2015) and websites like KnowYourIX.org have permeated the culture.

Stories about campuses coming under investigation pepper the media. A single case of former Stanford student Brock Turner, who received an alarmingly light six-month sentence of which he served only three, after being convicted of raping an unconscious woman behind a dumpster (Grinberg & Shoichet, 2016), sparked the outrage of seemingly the entire country in May, 2016. In her impact statement, which she read directly to the defendant in court, Turner's victim described her experience in great detail. She then describes the subsequent investigation where she recalls being "pummeled with narrowed, pointed questions that dissected my personal life, love life, past life, family life, inane questions, accumulating trivial details to try and find an excuse for this guy who had me half naked before even bothering to ask for my name" (Baker, 2016). The statement was widely shared and discussed, even prompting a live reading in the U.S. House of Representatives by a bipartisan group of 18 representatives made up of 12 women and six men (Aguilera, 2016). The attention of government, campus activism, popular culture, and high profile cases such as Brock Turner's, have all contributed to the recent attention and scrutiny over the issue of sexual assault on college campuses, and many schools are trying to do what they can to address the issue. While school administrators want to protect their students, given the fact that many schools did not publicly respond until after the 2011 Dear Colleague Letter, it is fair to say many efforts are strongly motivated by the desire to not run afoul of Title IX.

The current socio-political climate is salient and ever-changing as colleges and universities, already committed to addressing gender-based violence on campus are likely to see changes and the possible revocation of past guidance from the Department of Education with regard to Title IX and how the new administration interprets and administrates the law. According to Norkin (2017), "conservatives have long charged that the [Title IX] guidelines

were aggressive and overreaching" (p. 1), and a recent article on a Title IX case at the University of San Diego opines "Obama's Title IX regulations are on the chopping block" (Bazelon, 2017, p. 1). While everything appears to be pending, the regulations are still in place, due to the 2011 Dear Colleague letter offering guidance and clarifying requirements. This, many schools have already made major changes and commitments.

2.3.2   Affirmative consent

One current "buzzword" in campus sexual assault prevention is consent. For several decades, schools have gravitated toward the phrase "no means no" (Turner, 2015, New, 2016). Now the phrase "yes means yes" is representing affirmative consent policies at schools like Dartmouth, Harvard, Yale and the University of Texas. The state of California went so far as to pass a state law requiring all colleges in the state to "adopt sexual assault policies that shift the burden of proof…from those accusing to the accused" and defining consent as "an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity" (Turner, 2015, para. 3). The California law further defines consent as something that is ongoing and can be revoked at any time. While some critics are justifiably concerned with issues of due process on behalf of accused perpetrators, advocates of these programs hope they will make it easier for disciplinary panels to determine responsibility. Pam Thomason, Title IX Coordinator at UCLA, is encouraged by the law, stating that it encourages panels to ask the accused questions like "what happened that made you think consent was affirmative, unambiguous and conscious" (Perez-Pena & Lovett, 2014, para. 5). Although advocates of affirmative consent policies admit that such policies can be difficult to enforce, they are

confident that they will promote conversations and contribute to changing attitudes (Turner, 2015, Perez-Pena & Lovett, 2014).

In addition to due process concerns, affirmative consent programs can also miss the mark by assuming that sexual assault is most often the result of a misunderstanding, instead of acknowledging that a rape culture exists, one in which masculinity is defined by dominance and power (Buchwald, Roth & Fletcher, 1993). Discussion of rape culture however, particularly with college students, can be tricky. According to crime statistics, most sexual assaults are committed by men. Because of this, programs are often focused on men as assaulters and women as victims. This view is not only heteronormative, but can also leave young men feeling defensive and cause them to disengage from the conversation. Stemple, Flores & Meyer (2016) suggest in a recent article however, that sexual victimization perpetrated by women occurs at a higher rate than previously believed. This is an emerging area for new research, and it is important for those working in sexual assault prevention to stay on top of the almost constant updates and changes.

2.3.3   Rape culture

The cultural conditions that enable and support sexual predators and perpetuate rape myths are referred to by some as "rape culture," a term that has been in use since the 70's (Buchwald, Fletcher & Roth, 2005). Sexual assault and misconduct is not an issue that takes place in a vacuum. There are cultural influences and systems that make these kinds of behaviors not only possible but also difficult to address. Rape culture does not mean that rape is running rampant and that we are all in constant danger. The term is to be applied to the general culture where gender-based violence is accepted as inevitable and perpetuated as a result of deeply embedded ideas and concepts. Sexism, societal inequality, exploitation of women and toxic masculinity are

just a few of the things deeply ingrained in American culture that we can point to as "root causes" of gender-based violence and ultimately parts of the rape culture (Buchwald, Fletcher & Roth, 2005).

Several scholars in their research on the concept of rape culture tell us that in communities where behaviors such as objectifying women, telling sexist jokes, unwanted sexting, and unwanted sexual advances repeatedly take place with high frequency and are generally accepted as normal behavior, the chance of sexual assaults occurring will ultimately rise (Lisak & Miller, 2002; Buchwald, Fletcher & Roth, 2005; Eckstein, Moynihan, Banyard & Plante, 2013). Rape culture describes a culture where gender-based violence, rape and sexual assault are inevitable due to the influence of "root causes" such as sexism, hyper-masculinity, denigration of women, strict gender roles and calloused sexual attitudes, to name a few.

The work of David Lisak (2002) was central in beginning the discussion about rape culture potentially existing on college campuses. Lisak's research exposed predatory behavior of a small percentage of college men and concluded that the vast majority of campus sexual assaults are committed by these serial offenders. This research has been crucial to the work of Title IX coordinators and investigators in their work to identify predators on their campuses.

Koss (1985) discusses the pervasiveness of sexual assault, concluding "it was part of what the culture defined as "'normal' interaction between women and men" (Orenstein, 2016, p. 171). The current cultural and political environment shows us how little things have changed since Koss coined the term "date rape" in the 80's. In the media, we are barraged almost daily by stories of assaulters and abusers, as well as the light, to non-existent, punishments they receive. The end of Bill O'Reilly's tenure at Fox News is one of the latest in a long line of high profile stories that have dominated the current news cycle. During the recent presidential election,

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leaked tapes of then candidate, Donald Trump, revealed him discussing candidly the act of grabbing women by their genitals. (*New York Times*, 2016).

Many people dismissed Trump's words as "locker room talk" (Grinberg, 2016). However, Kelly Oxford, who is identified in a CNN article as a "social media star" with 746,000 Twitter followers (Grinberg, 2016), took issue with that characterization, stating that it was instead an admission of sexual assault. Oxford took to Twitter, asking women to tweet to her their first assaults. Fourteen hours after her initial tweet, Oxford claims she received 50 stories per minute for those 14 hours (Oxford, 2016). Six members of Harvard's women's soccer team also took issue with the "locker room talk" dismissal, writing in an open letter in The Harvard Crimson, pointing out that this kind of talk is not limited to athletic teams. "The whole world is the locker room" (Clayman et al., 2016). Their letter is in response to a very public and derogatory "scouting report" put together each year by members of Harvard's men's soccer team where they ranked, rated and discussed explicitly the bodies and physical attributes of the women soccer players. The release of this "report" resulted in the cancellation of the men's soccer season, but the incident serves to further remind us of this deep seeded culture where many young men feel entitled to think this way about women. Dr. Timothy Holler, Assistant Professor of Criminal Justice at the University of Pittsburgh at Greensburg, wrote in a blog post for Blackburn Center, "what Mr. Trump has done is minimize his own behavior by attempting to normalize it, as if it happens all the time, so it is acceptable" (Holler, 2016, para. 3). This widespread outrage over the fact that America may have elected an admitted sexual abuser to its highest office has continued to be a theme and central talking point in current political discourse.

2.3.4   Sexual knowledge and understanding

The majority of high school students in the United States receive very little to no sexual education, and what many do receive is not comprehensive, sometimes to the point of being downright incorrect (Orenstein, 2016). Recent literature shows that young people have widely differing views about what "real sex" is, even though they are living in what has been called a "hook up culture" (Orenstein, 2016). They also have widely held misconceptions about virginity (Valenti, 2009). In addition, young people also seem to be confused about sexual satisfaction, what it means, and who is entitled to experience it (McClelland, 2014).

The Guttmacher Institute reports declines in formal sex education in schools over the last 10 years. In spite of these declines, Guttmacher researchers also report no increase in discussion of sexual education topics with parents. Even if parents were filling in the gap, Guttmacher principal research scientist Laura Lindberg tells us

> Relying on parents alone to provide teens with necessary information about sex is inadequate. Schools should provide medically accurate and comprehensive sex education, so teens have the information and skills they need to enjoy the best health possible (Guttmacher Institute, 2015, para. 5).

Twenty-four US states mandate sex education be provided in schools. However, only 13 of those states require that education be "medically accurate." Pennsylvania is one of the remaining 26 states that do not require schools to provide sex education to students. (Guttmacher Institute, 2015). Given the lack of accurate and comprehensive sexual education provided in schools, young people who do not receive sexual education at home are left to their own devices to find it where they can. Several websites that provide comprehensive, medically accurate information about sex are Scarleteen, Go Ask Alice, and Sex, Etc.

2.3.5 Virginity/purity

Although there is a great deal of focus on the concept of virginity, no medical definition for virginity exists (Carpenter, 2005; Valenti, 2009). In spite of the proliferation of third wave feminist ideas about women's sexual agency, and younger males' less traditional ideas about gender roles, the responsibility to remain sexually pure is still often placed on young women. One very recent example comes from Payson High School in Arizona, where girls were required to attend an abstinence only assembly during school hours, while boys were *given the option* to attend an assembly after school where they were given dating tips (Stern, 2016). According to several newspaper reports, the presenter, Brad Henning, told girls they "should make sure they do not turn on a guy by dressing or acting in a way that unleashes a guy's God-given sexual urges," adding that girls "have a low sex drive so the planet will not get overpopulated" (Nelson, 2016; Stern, 2016). Not only does this misrepresent female sexuality, it places full responsibility for boys' behavior on girls. Others who voiced opposition to the program said it also sent the message that it is acceptable for girls to miss their regular classes, but not boys (Nelson, 2016). It is understandable why a school may prefer to separate teenage boys and girls for such a program; however, it should not be mandated for one group over another, and the same material should be given to all. The significant disparity in the programs offered to the male and female students reinforces outdated and sexist ideas about male and female sexuality, and female virginity and purity.

2.3.6   Sexual roles/objectification

In her 2016 book, "*Girls and Sex: Navigating the Complicated New Landscape*," Peggy Orenstein interviews a wide range of young women about their sexual experiences. One young woman, Sydney, who, in her words, chooses to dress "slutty" was considering the difference between dressing a certain way because she does not feel good about herself versus dressing a certain way because she does feel good about herself and does not need validation. Orenstein asked her to distinguish between the two and she could not, saying "My whole life is an attempt to figure out what, in the core of myself, I actually like versus what I want to hear from other people, or wanting to look a certain way to get attention" (p. 16).

Orenstein also discusses the reality that pornography has become a source of sexual education for some young people. Pornography not only provides an unrealistic portrayal of sex and sexual desire for both men and women, but also consistently relies on eroticizing and degrading women. According to a study of behavior in popular pornography, nearly 90 percent of 304 random scenes "contained physical aggression" and that "perpetrators of aggression were usually male, whereas targets of aggression were overwhelmingly female" (Bridges et al., 2010, p. 1065).

2.3.7   Gender roles and behaviors

Sexual roles based on gender expectations and the objectification of women can be contextualized within the framework of traditional gender roles and behaviors. Many scholars have studied this concept and some have developed inventories to assess how people view their

own gender roles and behaviors within the broader social context. Two such tools are the Bem Sex Role Inventory (Bem, 1974) and the Gender Attitude and Belief Inventory (McCabe, 2013).

The Bem Sex Role Inventory looks at masculinity and femininity as independent dimensions, and establishes the concept of "psychological androgyny" (Hoffman & Borders, 2001). Bem's findings show that "the dimensions of masculinity and femininity are empirically, as well as logically independent" (Bem, 1974, p. 155). It is important to acknowledge that Bem's inventory is based on an individual's internalization of "society's sex-typed standards of desirable behavior for men and women" (p. 155). This distinction makes Bem's major finding particularly pointed. She insists that even those with the highest scores pointing toward masculinity or femininity are not just responding in a socially desired way, but instead are specifically describing themselves in ways that meet society's standards of acceptable behavior based on gender. Even though Bem did her original work in 1974, it has been replicated many times and continues to be a source of much interest. In 2001, Hoffman and Borders confirmed the influence of the Bem Sex Role Inventory (BSRI), stating, "for the past quarter of a century, the BSRI has endured as the instrument of choice among researchers investigating gender role orientation" (p. 39). And in 2008, in a study articulating some of the theoretical issues with the Bem Sex Role Inventory, researchers point to the continuing desirability of masculine versus feminine traits and the effectiveness of the inventory in classifying subjects as masculine and feminine, suggesting that "sex role as a social and psychological construct continues to be important" (Choi, Fuqua & Newman, 2008, p. 898). In other words, even though it is becoming more socially acceptable for males and females to exhibit a variety of traits that were previously less socially acceptable, the cultural conception that certain traits are still predominantly masculine or feminine supports the continuing relevance of the Bem Sex Role Inventory.

Moving away from psychological factors, McCabe (2013) explores the sociological theories of gender beliefs using her Gender Attitude and Belief Inventory. The inventory is a teaching tool McCabe developed to help her students think about their own beliefs and attitudes within the context of social theory. She focuses particularly on how mass media shapes student views and the resistance of many young people, particularly women, to self-identify as feminist. McCabe has used her own classroom to study the impact of her tool and finds generally that close to three-quarters of her students find the Gender Attitude and Belief Inventory to be interesting or very interesting (2013). Perhaps most importantly, her students find the tool to be useful in helping them to identify things they can talk about in class and in reflecting on their own identity. One student says "Not only did I find the exercise to be a helpful tool, but it was interesting learning where my own views lie in respect to the theoretical perspectives" (p. 287). This journey of self-discovery and classroom conversation is one that the current pedagogical survey can hopefully help create for first year students who may not be quite ready to engage in the theoretical conversations.

McCabe's work was influenced by Judith Butler's postmodern feminist theory of "gender performativity" (Butler, 1988). Very simply put, men and women "perform" gender in a very theatrical sense. With regard to sexual performance, Orenstein (2016) points to popular culture and pornography as a kind of script for young people when they engage in sexual acts. This applies to women in particular, she says, who have been conditioned to think they are not supposed to feel sexual desire and therefore need to look to these scripts to figure out what to do with their face or their voice. In *The Purity Myth* (2009), Jessica Valenti calls out the porn culture that can negatively impact young women and men by giving men unrealistic ideas about what sex should be like and providing scripts such as Jenna Jameson's book, *How to Make Love*

Like a Porn Star: A Cautionary Tale, which spent six weeks on the *New York Times* bestseller list (Valenti, 2009).

In the real world, Orenstein says "girls must be careful to come off as 'hot' yet not 'slutty,'" sexually confident but not 'thirsty'" (p. 19). This can put women at odds with third wave feminist narratives, which are themselves in conflict. Rape culture and hook-up culture are both situated firmly in third wave feminism, and they can, in some ways, be in direct conflict. Rape culture calls out the objectification of women as a contributing factor to gender-based violence, while hook-up culture calls on women to embrace their sexuality and sexual agency by feeling free to engage in casual sex and to express themselves sexually. This sexual expression, however, often crosses over into what some consider self-objectification. As one student astutely put it in response to a question on the current pedagogical survey about whether he felt pressure to look a certain way, "just don't dress stupid, and you will be fine." This answer is an excellent example of the mixed and confusing messages young men, and particularly young women, receive and embrace about how they move through society as sexual beings.

According to Orenstein (2016) "earlier generations of media-literate, feminist –identified women saw their objectification as something to protest, today's women often see it as a personal choice, something that can be taken intentionally as an expression rather than an imposition of sexuality" (p. 14). In other words, women who fundamentally agree with the basic definition of feminism may no longer see their objectification as a negative because they perceive power in their ability to choose to sexualize themselves. This understanding seems crucial to identifying how to talk to young people about gender-based violence.

The review here can provide a wealth of information and exemplars that may invite students to think more comprehensively about their own attitudes and beliefs related to gender-

based violence and sexual violence on campus. This is the first part of a continuing study into the role first year seminar courses can play in providing opportunities for students to think and talk about important issues of social and political importance. This work is central to my own practice in creating curricular and co-curricular opportunities for students to engage in these topics.

3.0   THE STUDY

If traditional college sexual assault prevention programs are addressing consent and healthy relationships without understanding or acknowledging the conflicting ideas students may be coming to college with regarding sex and sexual gender roles, then we may be missing the opportunity to meet students where they are and develop truly meaningful interventions that can contribute to their learning and personal development as well as prevent gender-based violence on campus. This is uncertain and potentially frustrating territory. It is an approach that is not easily assessed, and in this time where college administrators expect to see outcomes, it may also be a hard sell, especially given the sensitive nature of the topic. However, a preliminary assessment of the 21 students participating in the Village Seminar shows that most of them have never before been asked to even consider these topics.

3.1   INQUIRY SETTING

The University of Pittsburgh at Greensburg is a branch campus within the larger Pitt system. Located in a suburban/rural area just east of Pittsburgh, the Greensburg campus has approximately fewer than 1600 students with about one third of students living on campus. In 2014, the Pitt-Greensburg campus, through is Center for Applied Research, entered into a research and advocacy partnership with Blackburn Center, a Westmoreland County based anti-

violence agency that provides services and advocates against domestic and sexual violence, as well as other forms of violence that affect the community.

Working with Blackburn Center, we have begun activities on campus with students, staff and faculty to work on a variety of projects that advance our goal of achieving an end to gender-based violence though social transformation. A Committee for Gender Equity was formed to direct these efforts. The theoretical framework driving this work is a critical one that focuses on primary prevention by identifying and targeting the contributing societal causes of gender-based violence in the hopes it will lead to social change. While many schools, particularly in Pennsylvania, are still approaching gender violence from a standpoint that focuses on victim behavior modification, the primary prevention model is both progressive and challenging (Emmerling, 2014). This work has resulted in a number of initiatives including various programs and campus wide bystander intervention training. The ongoing work of the committee will focus on curricular interventions that can further students' education about gender-based violence and the societal factors and attitudes that contribute to it in the hopes it will lead to an increased awareness and a force for change.

This partnership, along with the mission of the Academic Village to engage in innovative teaching, provides the ideal context for this study, as my goals for the Village Seminar course and the goals of the Committee for Gender Equity, which I chair, are in alignment.

3.2   THE PEDAGOGICAL SURVEY AND CLASS TEXT

The development and use of a pedagogical survey is central to this study. The pedagogical survey can be defined as a uniform set of confidential responses submitted as a class assignment

for the purpose of creating a text for classroom discussion. Further clarification on the use of the pedagogical survey is provided by Garman (2013).

> The Pedagogical Survey is a questionnaire taken by members of a class in order to gather information related to a lesson and used as a heuristic text. It is vital that class members respond anonymously. They generally use pseudonyms in order to remain anonymous, yet are able to identify their own responses. When collated and distributed, the document represents the collective thinking of the group and is given to the group members for analysis, self-awareness and classroom discussion. (N. Garman, personal communication, 2016.)

Based on the review of literature, five themes have been identified to incorporate into the pedagogical survey: sexual knowledge and understanding, virginity and purity, sexual roles and objectification, gender roles and behaviors, and hook up culture. This is a working list, and future versions of the survey will look different as our students change and as we learn more from them.

The anonymous survey, which asked students to pick pseudonyms, was divided into five sections based on the identified themes. An introduction providing some critical information from the literature was provided for each section. Pulling concepts from the social-ecological model as well as feminist pedagogy, questions were framed to elicit personal experiences as well as to encourage students to think about societal influence on those experiences. The questions on the survey were written to encourage open-ended responses and contained multiple prompts to assist students in thinking about their responses.

The pilot pedagogical survey (Appendix A) was administered to 21 students in the Village first year seminar course at Pitt-Greensburg at the beginning of week 10 of the Fall, 2016 semester. The survey was set up and administered using Qualtrics, the system the University of Pittsburgh provides and requires for conducting online polls, surveys, and related research projects. The results were collected confidentially, and no attempt was made to connect

individual responses to a student ID. The survey results were compiled into a single document and distributed to the participants as a text to read prior to in-class discussion. A sample of the text is provided (Appendix B). The text that was distributed provided instructions for reading and responding to it, and also included the introductions to each section of questions from the survey. Students were given one full week to read the text before being expected to discuss their thoughts in class.

3.3   CLASS DISCUSSION

A single 50-minute class period during week 12 of the term was dedicated to discussion. Students were seated in a circle, and I was the only instructor present. My co-instructor and I both agreed that the students in the class might feel more comfortable discussing the topics on the survey if only one "grown-up" was in the room. We also agreed that the students were, in general, more comfortable with me because I had been the primary instructor for the course up to this point. I allowed the discussion to develop organically, not driving it in any particular direction. The discussion began with a single question from me, asking students to respond to the text they had read, and it developed from there based on the student response. Minimal notes were taken during the discussion, as I wanted to be engaged in the conversation and be present enough to prompt the discussion as needed. Major observations were recorded, including student reactions and observed comfort or discomfort with the topics being discussed. At the end of the class period, I collected each student's copy of the text on which a few of them had jotted notes as they read. In a few cases, the notes were very interesting to read and future iterations of this activity will focus more on gathering student feedback in this way.

3.4   FOLLOW UP SURVEY

The follow up survey was sent to students via Qualtrics during the final week of the term and was intended to gather simple responses from the students in reaction to the use of the pedagogical survey and discussion after they had had some time to absorb and reflect on the experience. The questions posed in the follow up survey are:

Q1 - Please respond by sharing your thoughts or feelings about our class discussion on your responses to the survey about sex and sexual gender roles. Things to consider. was the discussion interesting, awkward, appropriate, inappropriate? Did you learn anything or think about anything differently? What did you think about being able to read your classmates' responses?

Q2 – Regardless of your own knowledge about sex or sexual experiences, do you see a benefit to discussing such issues in this kind of class? Why or why not?

3.5   INQUIRY QUESTIONS

The goal of this study is to explore student attitudes and engage them in class discussion through the development and use of a pedagogical survey. By using the student responses to compile a text for the class to read, I am employing a major tenet of feminist pedagogy, which is the valuing of each individual voice (hooks, 1994). By distributing student responses as a text that does not identify any of the respondents, I am able to remove a great degree of conscious and unconscious bias, allowing the students to read the responses of their peers' free form judgment. The items on the questionnaire are framed and supported by the literature. The results of the

study will inform the further development of the pedagogical survey and its use as part of a first year seminar curriculum. The questions I plan to answer are: What are the procedures and method for the development of a classroom survey/questionnaire? What do students report about their beliefs? What happens when students engage in classroom discussion about the questionnaire? How do students report the effects of the classroom experience?

4.0   DATA AND DISCUSSION

A pilot survey containing 12 questions was administered to 20 students during week 10 of a 15-week first year seminar course at Pitt-Greensburg using the Qualtrics survey system. Nineteen students responded by the due date. Those 19 students' responses were then compiled into a single document, grouped by the responses to each question. The responses from the student who missed the deadline were not included. Students chose pseudonyms which were then used to identify their answers. These responses were distributed to the students to read and one class period was designated for discussion. Eighteen students came to class on the day of discussion. During the final week of the term, students were asked to respond to a two-question survey using Qualtrics. Twelve students responded.

4.1   PEDAGOGICAL SURVEY AND RESULTS

Themes have been drawn from the data using analytic memos. Interesting or demonstrative quotes have been pulled from the text. These themes and quotes will be considered when developing the next version of the survey. Quotes are attributed using the students' chosen pseudonyms. Gender pronouns are also assumed based on the chosen pseudonym. If a student provided a gender-neutral pseudonym, then the gender-neutral pronoun "they" is used. Students

were not asked to identify their gender on the survey. This was in part because no gender comparison is being done at this point and also to make accidental identification more difficult.

4.1.1 Sexual knowledge and understanding

This section was introduced to students with some data on sex education in the United States and how it is mandated differently by different states. Students were then asked about their general knowledge about sex: what they had been taught and by whom. They were also asked if they believed the information they had been given was accurate. As expected, most students said they learned about sex in school and from parents. A few depended on their peers and themselves to find the information they needed. Several students responded that they were sure the information they had been given was accurate because of the source. One student who calls himself Luke Bryan said

> Yes I believe it is [accurate] because my parents and teachers would know the most about sex.

While one student did acknowledge that their abstinence-only sex education was not sufficient, not one student questioned the information they received from parents and teachers or the motives behind it.

In spite of insisting they have a great understanding about sex, when asked if there are intimate actions they do not consider to be "real sex," nine of the 19 respondents stated very clearly that they do not consider oral sex to be "real sex." This concept of oral sex as not real sex is also implied in four responses where words such as intercourse and penetration were used to describe "real sex." A total of 13 respondents stated or implied oral sex is not "real sex." Also, when presented with three popular sexual education websites, 16 of the respondents said they

had never heard of any of them and one said yes, but not until they reached college. These results call into question the respondents' confidence in the sexual education they received from parents and teachers. This finding is also supported by the literature (Orenstein, 2016; Valenti, 2009).

4.1.2   Virginity/purity

This section was introduced by informing students that no medical definition for virginity exists. The introduction went on to provide an example of the differing messages young men and young women receive about sexual behavior.

When asked to define virginity, most responses referred to "having sex" or not being penetrated. Those responses matched exactly with those who had said or implied previously that oral sex was not "real sex." However, one respondent, Kaitlyn, said virginity could be defined as "Not have [sic] had any sexual interactions, including oral sex." When asked more specifically what actions are considered an end to virginity, eleven respondents used the words "intercourse" or "vaginal sex." Interestingly, Kaitlyn, who previously included not having oral sex in her definition of virginity, said, "Full on sex is the end of virginity." These responses were expected and this concept of oral sex as not "real sex" among young people is supported by the literature (Orenstein, 2016; Valenti, 2009).

Students were then asked about societal pressures on young men and young women with regard to virginity. The question was asked in such a way so that students would make a distinction between the pressures felt by men versus women. Almost all of the respondents stated that young men are pressured to have sex and young women are discouraged from having sex. Only one student said there were no societal pressures and another, Crystal, said

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I think both guys and girls think they have to have sex in order to be perceived as "cool" in our generation today.

Most of the responses were unsurprising, but it is possible they could have been influenced, in part, by the introduction, which shared a story about a school assembly where young men and young women received very different and controversial messages about sexual behavior. This story may be more appropriately shared as a part of the class discussion in the future.

4.1.3 Sexual roles/objectification

The questions in this section were introduced by a story about a young woman who is conflicted about her personal choices around her appearance. She sometimes wonders if her choices are really her own and what makes her comfortable or if she is trying to get attention from others. The gendered nature of this question may have skewed the answers a bit by possibly leaving the male students out of the first question as it related directly to the example.

Students were first asked if they could relate to the example from the introduction. Several students simply said no, they could not. Others were more empathetic, but many of the students made sure to clarify that while they could understand the example, they personally do not have this conflict. Most of the respondents referred to their ability to wear what they want or what makes them comfortable, denying any societal pressure for them personally, but acknowledging it exists for others. Three of the students who gave female pseudonyms indicated a desire not to draw attention, which was interesting. Marilyn said, "I choose not to stand out for fear of being judged by everyone," and Guinevere stated, "I normally try not to seek attention from others." Sue responded, "I do not generally present myself to attract attention of any sort." Several other students affirmed the assumption that women dress for attention. Luke said

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"…many girls will dress slutty around Halloween time to get the recognition they want" and Leigh stated simply, "I like to present myself as clean and friendly but not slutty." Her selection of words is interesting and betrays what I think is an ongoing struggle for young women to appear attractive but not too much so, friendly but not flirty, and sexy but not slutty. The desire of some of the women to simply not attract attention at all may be inspired by society's fixation on women's looks as well as students' own past experiences with unwanted attention. Marilyn, in particular, discussed earlier in the survey her desire to remain a virgin.

> Because I got into a sticky situation with a guy that almost led to sex…I've spent the last four years regretting everything I did with him.

This experience likely influenced her desire to just not stand out at all.

Students were then asked about pressure they have felt to look a certain way. Some discussed pressure from family or surrounding a job interview or special occasion. Several did acknowledge increased pressure on young women. Marilyn pointed out

> …as we see in the media and on social media there is a great pressure…to be thin and pretty and just perfect all around.

While most students are aware of the pressures, many indicated a desire to be themselves and not give in to it. The responses did not get at the issue of objectification as much as I had hoped, so perhaps the questions need to be adjusted. One student however, did address the issue in her response. Sue said,

> I think it is a shame that the fashion industry has decided that girls' fashion from early preteen to young woman should revolve around tight pants, short shorts/skirts etc. basically forcibly objectifying the female body from a young age, and leaving much fewer nice options for those who do not want to wear those things.

This issue of clothing and fashion came up frequently in student responses as well as in classroom discussion. Therefore, fashion and how young people feel constricted or liberated by it, might be an interesting topic to explore in the next version of the pedagogical survey.

4.1.4 Gender roles and behaviors

This section was introduced by referencing societal pressures felt by both women and men when it comes to sexual relationships. Some examples of these pressures were provided, along with a simple explanation of Butler's (1988) concept of gender performativity. This is possibly more information than necessary for this section, as it could influence students to respond in ways already provided in the examples.

When asked about societal pressure to act in particular ways because of gender, most students acknowledged that was the case for both men and women. Several denied feeling such pressures themselves, and a few pointed out that acting outside of prescribed gender expectations is easier for women. Kaitlyn expressed this sentiment well,

> Women can act more different from their gender. Women can dress manly, but guys would be harassed for dressing girly.

One student, Pseudonym, expressed this as well and suggested it is because "women's empowerment has been pushed and ingrained into society for the last few decades." This student goes on to state,

> …men get ridiculed by other men more often for acting 'less manly' than women do for 'being unlady-like.'

It is unclear if Pseudonym identifies as a man or woman, but the feeling of women's empowerment being "pushed" will be an interesting one to explore more deeply.

One student, Crystal, alluded to benevolent sexism in her response when she talked about "gentlemen" being

> …expected to hold the door for women, build things, fix cars, etc. when in reality, the roles can always be switched in a relationship.

Like most of the students, Crystal believes in an egalitarian society where men and women should be able to be themselves and not be beholden to stereotypical gender roles and behaviors. Most of the students see themselves as living in this society where others may be influenced by these societal pressures, but they are not. Very few students could provide specific examples and spoke more generally about these pressures.

The students were then asked to think about a time they performed as they were expected and to think about the gender implications of that. This question proved quite challenging and few students were able to think beyond examples that apply to women and men equally, such as church, a formal event or a job interview. One student, Loafman, however, did grasp the meaning of the question and provided an example I would like to share in full:

> At my grandpa's funeral I was being looked to at 16 years old to be tough and not let emotions take over because everyone else was crying so I needed to be the one to be happy and try to cheer everyone up a little. It was weird to do this but at the same time that is how I am. I do not usually let emotions show in public. But by myself or with my significant other it does not matter to me. I am willing to be so.

This story is a good example of hyper-masculine expectations experienced by young men. This concept of confused masculinity or hyper-masculinity has been identified as a troubling item in the ongoing research partnership the Pitt-Greensburg campus is engaged in with Blackburn Center. In the coming year, we plan to address these issues through programming, training and curriculum, and it will be interesting to explore this further in future classes and versions of the pedagogical survey.

One student, Patrick, succinctly made a statement that is supported by the literature and fell in line with what I was hoping to get from more of the students. When asked about women and men performing, he simply stated, "men and women perform in sex." This is an important

observation that may have some link to young peoples' ideas about what sex should look like based on what they see in movies, on TV, and in pornography.

4.1.5   Hooking up

The final category on the questionnaire aimed to get students to think about the concept of hooking up. The questions were introduced using the Wikipedia definition of hookup culture as well as Orenstein's (2016) argument that hookup culture is one of the key complications for young people trying to navigate sexual activity and relationships. The student responses conveyed a unified definition of the concept while also acknowledging its complicated nature.

The first question asked students to define hooking up. Most students simply put the provided definition from the intro into their own words, and several students pointed out that the provided definition was accurate. No new or revealing information was provided. This confirms my suspicion that too much information is being provided in the section introductions. This will be a particular challenge moving forward, as there should be some context given to students so responses address what is being asked. On the other hand, less context up front could provide material for more meaningful conversations about students' understanding of the topics coming into the survey.

Students were asked about problems or conflicts they can identify with living in a hookup culture, given lack of accurate sex education and mixed cultural messages about sex and sexual roles for young men and young women. These responses were also unsurprising and followed the themes of unwanted pregnancy, sexually transmitted diseases, and emotional attachments that are not reciprocated. One student, Jacob simply said "some people catch feelings."

A few students noted religious or moral objections to the concept of hooking up. Loafman said,

> …this is not a good culture and I do not believe in hooking up with anyone. I feel that it is not right.

Memelord123, on the other hand, expressed a less conservative viewpoint, saying,

> I feel like hook up culture is sexual expression and a learning experience. I'm just not a part of it.

This statement is in line with observed attitudes from this generation of students that generally convey less judgment and greater acceptance of individual choices.

One student, Kaitlyn, who had previously stated that she could not think of a situation where men or women might perform or act differently than they normally would, said in response to the final survey question about problems associated with hook-up culture, "many people might be confused about how to act during a sexual encounter." This shows some recognition that men and women act in certain ways with regard to sexual experiences. It is interesting that an unrelated question would generate that response.

4.2 CLASS DISCUSSION AND RESULTS

All responses were compiled by question, listing each individual response below the question. Students were identified by their chosen pseudonyms. A hard copy of this document was distributed to students one week before the scheduled class discussion period. They were asked to jot down any thoughts or questions they had as they read the document.   Students came to class with marked copies on the day designated for discussion. Seventeen of the twenty students

enrolled in the class were present the day of the discussion. This level of attendance was consistent with the attendance for the class and the students who missed were not ones with the best attendance record, so I cannot draw any conclusions from it as it relates to the material being discussed.

The class discussion began quite awkwardly. Students were asked to share any thoughts or insights they had about what they had read. The room was silent. So, a different tactic was tried and the instructor focused on a few specific questions and responses, asking more pointed questions. This resulted in some better response. Ultimately, only half of the students in the room spoke up, but others were engaged, sometimes laughing or making a side comment to the friend sitting next to them.

The open discussion did reveal a few more interesting points that clarify and add to the information the students provided in their written questionnaires. One example is the revelation that many of them do not consider oral sex "real sex." Students said it is not real sex because you cannot get pregnant or because you do not lose your virginity. One female student made the surprising statement that oral sex is "not intimate."

When discussing the concept of virginity, students agreed that they felt less pressure to remain a virgin, but the prevalence of oral sex suggests many are still engaging in this behavior, which they perceive as not affecting virginity. There was also general agreement that society has "lightened up" or become more accepting of young people engaging in sex. One student spoke about young people who keep track of their "body count," which is the number of people they have "been" with. There was some discussion about whether or not a person is added to your body count if you only engage in oral sex. It is also important to note here that when the students

are talking about oral sex, they are speaking specifically about fellatio. A man performing oral sex on a woman is considered quite intimate by this group of students.

Once the discussion moved away from sex and more toward gender roles, the students opened up even more. A lengthy discussion took place about clothing choices. Students generally agreed that it is far more acceptable for women to wear men's or masculine clothing than it is for men to wear women's clothing or clothing considered to be feminine. The males also expressed the opinion that men feel pressure to dress in more drab and subdued colors. Bright clothes and shoes are often mocked. They did point out that those rules for men seem to be different if you are a celebrity or star athlete. They were asked if this double standard also applied to famous men "getting away with" wearing women's clothing. There was general agreement that while a famous man wearing a skirt or high heels might generate some conversation, ultimately, he will be accepted for those choices. We then spoke about men who wear make-up and it was generally agreed that musicians and actors can "get away with" wearing make up in public when it is not part of their costume for a performance. This was attributed to the idea that famous people can "get away" with things average people cannot. But it is an idea worthy of further investigation.

Lastly, students generally agreed that the pressure on women to look a certain way in public is greater and potentially more physically and mentally damaging than it is on men. However, they also agreed that social pressures on both women and men to act in ways that are associated with their gender can be equally damaging. Given all of that, however, few students were willing or able to provide specific examples from their own experiences.

4.3   FOLLOW UP SURVEY RESULTS

Students were sent a Qualtrics survey of two questions during the final week of the term. The intention of the follow up was to determine what, if any value the students found in the pedagogical survey exercise and discussion and if they believed a first year seminar course is the appropriate or most comfortable place to engage in this activity. Twelve students responded to these questions.

About half of the students said the class discussion was awkward, and a few even said reading their fellow students' answers was awkward, even though they did not know whose answers were whose. The other half of the students said the conversation was either not awkward or that it was awkward only at first. One student expressed annoyance at the repetitiveness of the information. However, this same student acknowledged the benefit of talking about these topics in a classroom setting. Overwhelmingly, the students said they found some benefit in the exercise and that a college classroom is an appropriate venue for such discussions. While a few students insisted that they personally did not feel the need to discuss these topics, they indicated their belief that their fellow students might need to. Lastly, students appreciated reading and hearing the perspectives of others, and a few mentioned "eye-opening" moments.

5.0   LESSONS LEARNED AND NEXT STEPS

There is a strong belief among these students that the information they have been given by the adults in their lives about sex is correct and accurate. While we did not get into their knowledge of specific sexual facts, their overwhelming belief that oral sex is not "real sex" and that it will not result in the spread of sexually transmitted infections indicates a significant gap in the education they have received. Not one student elaborated on the question asking what they had been taught. They all believe they personally have been taught all they need to know but that the education of others their age is lacking. The students were also unaware of basic, well-known online resources for sexual education.

As far as their recognition of sexual gender roles go, students reveal an awareness of traditional gender roles. When pressed for specific examples or experiences from their own lives, however, they are either hesitant to share or unable to come up with anything. I did provide examples from my own life, such as the gym teacher in sixth grade who told me I could not possibly have broken the school sit-up record because I was a girl. This was not as effective as expected. These students had not experienced being told something is or is not possible because they were a boy or a girl. The messaging is subtler and deeply ingrained in the culture. So while it is useful for the instructor to be open about his or her own experiences, it will be more effective to provide students with examples from their peers and to help them explore the subtle messages they receive from the culture.

Some other significant changes have also been identified:

- Ask students to identify their gender on the pedagogical survey. Make this an optional item.

- It has been decided to add yes/no questions to force people into a position and then ask them to explain it (N. Garman, meeting discussion, 2017).

- Remove headings and introductions. Do not ask too many follow-ups. Save follow-up questions for class discussion.

- Mix up the order of the questions.

- Incorporate a short quiz or interactive, app-driven game to gauge student knowledge about basic sexual topics.

- Find a hands-on activity for an in-class session that can help students identify nuanced gender messaging.

Based on the results from the pedagogical survey and subsequent classroom activity, it can be concluded that there is benefit and value to this curriculum in a first-year seminar class. The pedagogical survey will be revised as described and classroom discussion will be revised to include a protocol that can guide instructors in leading class discussion. The study will be repeated, as adapted, in the Fall of 2017, and two sections of traditional first year seminar will be added.

Pilot Pedagogical Survey

Please read the following statements, and then respond to each questions thoughtfully and thoroughly. THIS IS AN ANONYMOUS SURVEY.

- Every attempt has been made to not assume sexual or gender identity. Some questions may not apply to you. If that is the case, please indicate that in your answer, and elaborate if you feel comfortable doing so.

- Gender identity and expression are restricted to male and female within the context of some questions in the survey. If you identify outside of the gender binary (agender, gender queer, gender fluid), please respond based on your own experiences and perceptions of the culture.

- Anytime during the survey when you feel comfortable giving a personal example to further explain your response, please do so.

- If a question makes you particularly uncomfortable, you may opt out of answering that question.

- A text of your responses will be shared with the class to drive in class discussion. However, all results will be completely confidential.

Please provide a pseudonym. This should be a random name that will be used during class discussion to refer to your answers. Please make sure you choose a pseudonym that will not easily identify you _____

SEXUAL KNOWLEDGE AND UNDERSTANDING

Twenty-four US states mandate sex education be provided in schools. Only 13 states require that education be "medically accurate." Pennsylvania is one of the remaining 26 states that does not require schools to provide sex education to students. (Guttmacher Institute, www.guttmacher.org).

1. What have you been taught about sex? Who or what has been your prime resource for information about sex? Do you think the information you have received has been complete and accurate? Why or why not?

2. Are there intimate actions that you or your peers do not consider to be "real sex"? If so, what are they?

3. Several websites that provide comprehensive, medically accurate information about sex are Scarleteen (Corinna, 1998), Go Ask Alice (Columbia University, 2005) and Sex, Etc. (Rutgers University, 2016). Have you either heard of or used any of these sites?

VIRGINITY/PURITY

Although there is a great deal of focus on the concept of virginity, no medical definition for virginity exists (Carpenter, 2005; Valenti, 2009). Also, young men and women often receive differing messages about sexual behavior. One very recent example comes from Payson High School in Arizona, where girls were required to attend an abstinence only assembly during school hours, while boys were given the option to attend an assembly after school where they were given dating tips (Stern, 2016). According to several newspaper reports, the presenter,

Brad Henning, told girls they "should make sure they do not turn on a guy by dressing or acting in a way that unleashes a guy's God-given sexual urges," adding that girls "have a low sex drive so the planet will not get overpopulated" (Nelson, 2016; Stern, 2016).

4. If you had to define virginity, what would your definition be?

5. What actions do you consider to be an end to virginity? Is this important to you? Why or why not?

6. What kinds of societal pressure do young men experience with regards to virginity? How about young women?

SEXUAL ROLES/OBJECTIFICATION

In her 2016 book, "Girls and Sex: Navigating the Complicated New Landscape," Peggy Orenstein interviews a wide range of young women about their sexual experiences. One young woman, Sydney, who, in her words, chooses to dress "slutty" was considering the difference between dressing a certain way because one does not feel good about themselves versus because they do feel good about themselves and don't need validation. Orenstein asked her to distinguish between the two and she could not, saying "My whole life is an attempt to figure out what, in the core of myself, I actually like versus what I want to hear from other people, or wanting to look a certain way to get attention" (p. 16).

7. Can you relate to what Sydney is talking about? In what ways? Consider all of the things you do or the ways you present yourself that get you attention from others, sexually or otherwise. Why do you choose the things and way of acting that you do?

8. Do you ever feel like there is pressure to be or look a certain way? Explain.

GENDER ROLES AND BEHAVIORS

Historically, women and men have felt some societal pressure to behave in ways that are considered most appropriate for their gender. For example, women might feel like they need to be nurturing, while men may have felt pressure to be tough or competitive. These pressures have surely eased a bit over time, however, females and males are still subjected to certain societal pressures related to gender. The way they act on these pressures has been referred to by Judith Butler (1988) as "gender performativity." Very simply put, gender can be considered an act, something we all put on to present ourselves to others. This act is influenced by cultural and sociological factors.

9. Do you feel any societal pressure to behave in particular ways because of your gender? Do you think it is more acceptable for men or women to behave in ways that are not traditionally aligned with their gender? Why do you think this? Can you offer an example?

10. Can you think of a time you have "performed" as you were expected to even though it is not how you normally behave? Can you think of situations when men or women might do this? Can you provide an example?

HOOKING UP

According to Wikipedia, a hookup culture "is one that accepts and encourages casual sexual encounters, including one-night stands and other related activity, which focus on physical pleasure without necessarily including emotional bonding or long-term commitment." (https://en.wikipedia.org/wiki/Hookup_culture).

11. How do you define hooking up? Does hooking up imply or lead to commitment or dating or is it casual?

12. If such a hook up culture exists, what kinds of conflicts or problems can you identify

   given the lack of uniform and accurate sex education and mixed cultural messages about

   sexual roles for men and women?

Sample Class Text

Nineteen of you responded to the survey, and here are your results. The introductions to each segment of questions has been included here. Read through everyone's responses. Make notes, jot down your responses and thoughts on this copy. Look for common themes as well as where you and your classmates differ. Be prepared to discuss in class on November 15 and 17.

SEXUAL KNOWLEDGE AND UNDERSTANDING
Twenty-four US states mandate sex education be provided in schools. Only 13 states require that education be "medically accurate." Pennsylvania is one of the remaining 26 states that does not require schools to provide sex education to students. (Guttmacher Institute, www.guttmacher.org).

What have you been taught about sex? Who or what has been your prime resource for information about sex? Do you think the information you have received has been complete and accurate? Why or why not?

pitt panther 2020	In my middle school, we had a sex ed class throughout middle achool. We also had a class in my ninth grade health class. My mom also talked to me about it when I was younger. I believe the information the I was taught was accurate beccasue of the sources provied and their credibility.
Patricia	I was taught very little about sex in throughout school because in eight grade health class, the sexual education part was taught to my class by my peers. My main resource for information about sex was my parents which seemed to be more helpful than the little knowledge taken away from eighth grade health class.

Musical Lover	I learned about abstinence from my parents and from sex ed classes, but the actual logistics I learned for myself. I think most of the information I have learned has been accurate, despite culture's depiction of sex.
Marilyn	I was taught about the basic sexual organs males and females had as well as how everything worked. We also learned about STIs and contraception. We have a health class in high school that all freshmen are required to take and one of the lessons involved sex. I think I learned a lot from that class but they also made sex out to be scarier than it has to be.
Monkey	I have been taught that it is part of human existence and is okay as long as its protected. My parents and peers have been my prime resource. Yes i believe it has been complete because it makes sense because i agree with it.

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