

Teaching & Learning Guide for: “Law, campus policy, social movements, and sexual violence: Where do we stand in the #MeToo movement?”

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1 | AUTHOR'S INTRODUCTION

This teaching and learning guide complements the article, *Law, campus policy, social movements, and sexual violence: Where do we stand in the #MeToo movement?* The article reviews a growing sociological and interdisciplinary literature on sexual violence: legal changes, policy effects, and social movement activism, in order to advocate that sociologists of gender and/or law and society study laws, campus policies, and social movements simultaneously. The #MeToo movement has expanded the conversation about sexual violence. #MeToo has intersected with the already growing survivor–activist movement on campus sexual violence and emerging counter-movements. Local campus activists have adopted similar hashtags, such as #MeTooTAMU at Texas A&M University and #UsToo at The Ohio State University. #MeToo has also coincided with significant changes in federal guidelines, state laws, and campus policies on sexual violence. This teaching and learning guide provides supplemental information to teach sociologically about campus sexual violence and #MeToo, so that sociologists and their students can contribute to public debate.

2 | AUTHOR RECOMMENDATIONS

The following scholarship introduces students to campus sexual violence by summarizing debates and substantive issues. The articles by Martin (2016) and Armstrong and colleagues (2018) summarize the need for more sociological work on sexual violence. Edelman, Leachman, and McAdam (2010) review how theories of institutional change can benefit by considering the interplay between law, organizations, and social movements. The rest of the readings provide background on laws that apply to campus sexual violence (Heldman, Ackerman, & Breckenridge-Jackson, 2018; Greenberg & Messner, 2014), legal mobilization and Title IX (Reynolds, 2018), the history of the anti-rape movement

(Greenberg & Messner, 2014), and important contemporary issues in campus sexual violence prevention and response (Greenberg & Messner, 2014; Wade et al., 2014; McCaughey & Cermele, 2017).

Martin, P. Y. (2016). The rape prone culture of academic contexts: Fraternities and athletics. *Gender & Society, 30*(1), 30–43. <https://doi.org/10.1177/0891243215612708>

This article introduces the reader to both the sociological study of rape and sexual assault and one mechanism that facilitates campus sexual assault: rape prone contexts. Martin argues that feminist sociologists have set aside the study of sexual assault and posits hypotheses for why, including the devaluing of the study of gender and institutional review boards restricting sociological study. Martin urges feminist sociologists to return to the study of sexual assault using an organizational approach. Martin introduces students to sociological explanations for rape and sexual assault; she explains that the masculine-dominated contexts that not only fuel sexual assault but also allow universities to ignore it.

Armstrong, E. A., Gleckman-Krut, M., & Johnson, L. (2018). Silence, power, and inequality: An intersectional approach to sexual violence. *Annual review of sociology, 44*, 99–122. <https://doi.org/10.1146/annurev-soc-073117-041410>

This article offers an overview of how to understand and study sexual violence using sociological, feminist, critical race, and activist lenses. Armstrong and colleagues argue that sociology has excluded the study of sexual violence from the core of the discipline, which has negative consequences for the study of inequality. Essential for students with limited exposure to the study of sexual violence, the authors provide a history of legal definitions of sexual violence, the enforcement of laws regarding rape and wife-beating, and efforts to resist and change rape laws. The authors also summarize the debates around the co-opting of the anti-rape movement and literature on sexual violence victimization and perpetration. This article will give students a sense of both the history of sexual violence in the United States and the ongoing scholarly and policy debates.

Edelman, L. B., Leachman, G., & McAdam, D. (2010). On law, organizations, and social movements. *Annual Review of Law and Social Science, 6*, 653–685. <https://doi.org/10.1146/annurev-lawsocsci-102209-152842>

The authors argue that social scientists must further theorize the relationship between law, organizations, and social movements. The article summarizes important ideas from scholars who study law and society, social movements, and organizations, ideas such as legal endogeneity, multiple scholarly definitions of law, and institutional fields. Edelman and colleagues present a framework for institutional change that takes into account the complex dynamics between law, organizations, and social movements, which together fuel social transformations. They explain two main pathways to institutional change; one begins with exogenous shock and the other with endogenous shift. This article will help students understand how an integrated study of law, organizations, and social movements sheds light on sociological questions.

Wade, L., Sweeney, B., Derr, A. S., Messner, M. A., & Burke, C. (2014). Ruling out rape. *Contexts, 13*(2), 16–25. <https://contexts.org/articles/ruling-out-rape/> DOI:10.1177/1536504214533495

This piece features five social scientists who write about sexual violence at universities and in the military. Students will learn about what interactional, organizational, and cultural factors make sexual violence possible, including alcohol practices and campus policy, as well as athletics and sexual assault prevention programs. This piece also shines light on federal government actions in response to sexual violence on campus and in the military. It will introduce students to how the military adjudicates sexual violence reports and how universities respond to federal enforcement of statutes and guidance. This piece shows how sexual violence occurs, but also how organizations respond in substantive and symbolic ways.

Heldman, C., Ackerman, A. R., & Breckenridge-Jackson, I. (2018). *The new campus anti-rape movement: Internet activism and social justice*. Lexington Books. – Chapter 4, “You’re not doing enough” The Shifting Legal Landscape, pp. 75–98.

This chapter explains the federal laws concerning sexual violence, the campus adjudication process, and policy debates regarding sexual violence. I recommend that students read pages 75 through 88 to learn about the adjudication process, federal laws, and the process of filing federal Title IX and Clery complaints. The entire chapter is appropriate for advanced students in a course focused on policy effects. The thorough summaries of federal laws will give students necessary background knowledge to understand the web of laws and guidance which require universities to address sexual violence. The chapter also explains the massive increase in federal Title IX and Clery complaints.

Greenberg, M. A., & Messner, M. A. (2014). Before prevention: The trajectory and tensions of feminist antiviolence. In *Gendered Perspectives on Conflict and Violence: Part B* (Vol. 18B, pp. 225–249). Emerald Group Publishing Limited. <https://doi.org/10.1108/S1529-21262014000018B013>

This chapter summarizes the history of feminist anti-violence activism from the late 1960s through 2013. The authors provide an analytical framework for feminist work on gender-based violence, which will help students understand the differences between interventions that occur before and after violence and between interventions that focus on potential victims and potential perpetrators. Students will learn about the feminist activist roots of current efforts to address sexual violence in the United States, one such example being Take Back the Night. The authors also summarize laws that have been important for feminist anti-violence efforts, such as the Violence Against Women Act. They conclude by addressing anti-violence work in institutional contexts and what sorts of prevention efforts make a difference.

Reynolds, C. (2018). The mobilization of Title IX across U.S. colleges and universities, 1994–2014. *Social Problems*, 1–29. <https://doi.org/10.1093/socpro/spy005>

This article will teach students about the legal mobilization of Title IX from 1994 through 2014. Reynolds explores trends in resolved Title IX complaints, illustrating the massive increase in sexual harassment complaints from 2006 to 2014, when such complaints became nearly even to academic and athletic complaints. She also shows that different types of higher education institutions receive Title IX complaints. This article will give students insight into the process of filing Title IX complaints, how activists have used Title IX complaints over a 20-year period, and which institutions have been subject to such complaints.

McCaughey, M., & Cermele, J. (2017). Changing the hidden curriculum of campus rape prevention and education: Women's self-defense as a key protective factor for a public health model of prevention. *Trauma, Violence, & Abuse*, 18(3), 287–302. <https://doi.org/10.1177/1524838015611674>

The authors critically examine what sexual assault prevention means in the college context, drawing on increased attention from the Obama administration and Centers for Disease Control (CDC). Students will learn about the dominant public health model of prevention and what programs count as primary, secondary, and tertiary interventions. The authors argue that self-defense programs should be included as a primary prevention intervention at universities. They also critique bystander intervention programs and suggest ways that colleges can use both bystander intervention and self-defense programs as complementary forms of primary prevention.

3 | ONLINE MATERIALS

Multiple online platforms feature information about campus sexual violence. I provide several starting points for instructors to engage students in thinking about campus sexual violence and #MeToo. These resources are meant to introduce students to the #MeToo movement, recent survivor activism, federal Title IX and Clery complaints, counter-movements, and critical analysis of university policy.

3.1 | The #metoo movement

“Tarana Burke Reflects on the #MeToo Movement a Year After the Viral Moment.” *New York Magazine, The Cut*. October 23, 2018: https://www.youtube.com/watch?v=o-ZP7_MJ67Y

This piece introduces students to Tarana Burke, the #MeToo movement's founder, and her vision for #MeToo. It explains the origins of the movement, focusing on Burke's decades-long work on sexual violence. Burke describes where the movement is going and how the viral moment in October 2017 shed light on sexual violence as a social problem. Shot as a documentary, the video includes interviews with Burke and young women she worked with in early #MeToo workshops. It highlights how Burke's movement has focused on black women and girls, whose experiences are often silenced or marginalized.

“Tarana Burke on What Me Too Is Really About – Extended Interview.” *The Daily Show with Trevor Noah*. June 4, 2018: <https://www.youtube.com/watch?v=GfJ3bIAQOKg>

This piece explains how Burke defines the #MeToo movement, as centered on survivor's healing and eliminating sexual violence. Burke addresses misperceptions of #MeToo and backlash that frames the movement as a witch hunt against powerful men. Burke and Trevor Noah discuss #MuteRKelly and how the intersection of gender and race delayed recognition of R. Kelly's sexual abuse of black girls and women. Burke and Noah consider ideas of “we have to be silent to protect our men,” “we have to protect our community from this,” and placing individual responsibility to protect oneself from sexual violence on young women and girls. The interview closes with a discussion about cultural shifts regarding sexual violence.

3.2 | Survivor-activists who used Title IX and Clery Act complaints

The following two videos feature high-profile survivor-activists and how they have organized to address campus sexual violence.

“Annie & Andrea Video.” *The Hunting Ground*. December 10, 2015: <https://www.youtube.com/watch?v=2iZhY85IBkM>

This piece is an excerpt from the documentary, *The Hunting Ground*, which described the problem of campus sexual violence and survivor-activists' organizing. Students will learn how Annie E. Clarke and Andrea Pino connected with college students who were survivors of sexual assault and how their schools mishandled their formal reports. The video details their efforts in helping other students file Title IX and Clery Act complaints. The piece also includes video clips from student protests at universities across the United States from approximately 2012 to 2014 regarding how universities addressed sexual violence. This piece highlights how campus sexual violence became a high-profile issue at the national level.

“A survivor's take on justice after sexual violence.” *PBS NewHour*. November 29, 2018: <https://www.youtube.com/watch?v=CWsC20EpZRM>

Laura Dunn, founder of SurvJustive, reflects on how two men sexually assaulted her during her first year of college and her journey to seek justice. She explains her attempts to use the University of Wisconsin's formal reporting system, the criminal justice system, and the civil justice system. Each system proved unresponsive. Dunn explains how she went on to attend law school so that she could become “the attorney I wish I had on campus.” She concludes by connecting the survivor-activist movement to larger cultural change and the #MeToo movement.

3.3 | Title IX and Clery Act

"Title IX: Tracking sexual assault investigations." *The Chronicle of Higher Education*: <https://projects.chronicle.com/titleix/>

This database shows resolved and ongoing Title IX complaints lodged with the Department of Education (ED). As of March 2018, the ED reported it would no longer publicize when and how complaints were resolved. This incomplete database does show information on cases prior to March 2018, which can be triangulated with press releases and other sources to understand the campus sexual violence issues at play.

Pearsall, B. (2014). "Title IX: Looking back, moving forward." *American Association of University Women (AAUW)*. Retrieved from: <https://www.aauw.org/2014/11/24/title-ix-patsy-mink/>

This article explains how Title IX changed practices in the American education system. It includes interviews with Dr. Bernice Sandler, an activist and policy expert who extensively documented discrimination against women in education, and Dr. Gwendolyn Mink, a professor on policy and daughter of Representative Patsy T. Mink, who co-authored Title IX. The article shows Title IX's dramatic impact in academics and athletics.

Wade, L. (2013). "Sexist policy and campus safety." *Sociological Images*. Retrieved from: <https://thesocietypages.org/socimages/2013/03/06/rape-and-other-crimes-sexist-policy-and-campus-safety/>

This piece explains how a group of student and faculty activists persuaded one college's administration to adopt a campus-wide alert system to notify campus members of reported sexual assaults. Such campus-wide alerts of reported sexual assaults have become common practice under the Clery Act and the Campus Sexual Violence Elimination (Campus SaVE) Act. The piece also includes links to mobilizations by the student and faculty activists, such as a video of a march for the campus-wide alert system, and analysis of communication between the college's administration and campus stakeholders.

3.4 | Counter-movements

"Betsy DeVos Launches Reform Effort On Campus Sexual Assault Policy." *All Things Considered*. September 26, 2017: <https://www.npr.org/2017/09/26/553799166/betsy-devos-launches-reform-effort-on-campus-sexual-assault-policy>

In this NPR interview, Aisla Chang interviews Janet Halley, a feminist law professor who has criticized sexual misconduct policies and practices on campus. The link includes both an audio recording and a transcript of the interview. This interview will show students how feminist law professors have analyzed and pushed back against Title IX guidance and policy at universities, namely, they are concerned with due process and the fairness of the proceedings. While Halley argues that current policy and practice is unfair, she is skeptical that the Trump administration's Department of Education will issue guidance or regulations that will sufficiently address issues of unfairness in campus sexual misconduct proceedings.

Hartocollis, A. & C. Cappacchi. (2017). "Willing to do everything," mothers defend sons accused of sexual assault. Retrieved from <https://www.nytimes.com/2017/10/22/us/campus-sex-assault-mothers.html?module=inline>

This article features interviews with women whose sons were accused of sexual assault, key members of the parental counter-movement. One of the mothers interviewed for the article helped found Families Advocating for Campus Equality (FACE), a group of parents, mostly mothers, who conduct activism on campus sexual misconduct policies and practices after their children, mostly sons, were accused of sexual assault. The piece shows these mothers' perspective on campus sexual misconduct proceedings and their support of Secretary of Education Betsy DeVos rescinding Obama era Title IX guidance.

“Short takes: Laura Kipnis' *Unwanted Advances*.” *Signs*. 2017: <http://signsjournal.org/unwanted-advances/>

In this series of feminist reactions to Kipnis' book, *Unwanted Advances*, and Kipnis' response, students will learn about Kipnis' counter-movement arguments regarding sexual misconduct policies and practices. Kipnis' book details the Title IX case against her and the cases against Peter Ludlow, a former professor of philosophy at Northwestern. The feminist responses to Kipnis' book summarize important debates regarding Title IX and campus sexual misconduct policy, including the effectiveness of Title IX on campus, the extent to which women classify “bad sex” as rape, racism and sexual violence, and what freedoms university students deserve.

3.5 | Other perspectives

Shankar, I. (2017). “Universities should take concrete actions to stop sexual assault” *Inside Higher Ed*. Retrieved from: <https://www.insidehighered.com/advice/2017/07/28/universities-should-take-concrete-actions-stop-sexual-assault-essay>

In this piece, Shankar argues that universities in the United States and Canada are not handling sexual violence well, and she proposes actions that universities could take to improve. This piece challenges students to think critically about alternatives to current sexual misconduct policies and practices on campus.

4 | SAMPLE SYLLABUS

The article, *Law, campus policy, social movements, and sexual violence: Where do we stand in the #MeToo movement?* is suitable for undergraduate and graduate courses. It could be used in Introduction to Sociology, Sociology of Gender, Sociology of Law, or Introduction to Law and Society courses, among others.

This sample syllabus, “Sociology of Campus Sexual Violence,” introduces students to the topic of sexual violence at universities and asks how sociologists and law and society scholars might improve the study of campus sexual violence. The course next offers an overview of laws, policies, and social movements regarding campus sexual violence. It concludes with a week dedicated to analyzing law, policy, and social movements regarding sexual violence simultaneously. In the following sections, I describe the theme of each week and provide a list of suggested reading that can be modified to suit the course.

4.1 | Week 1: Introduction & Overview

This course begins with an overview of the learning objectives: (a) understanding the history of campus sexual violence, (b) knowledge of the laws and policies that address campus sexual violence, and (c) critically evaluating solutions for campus sexual violence.

Suggested readings:

Hattery, A.J. & Smith, E. (2019). *Gender, power, and violence*. Rowan & Littlefield. Chapter 1: Introduction, Chapter 2: Theory, history, and terminology, pp. 1–54.

Wade, L., Sweeney, B., Derr, A. S., Messner, M. A., & Burke, C. (2014). Ruling out rape. *Contexts*, 13(2), 16–25.

“Tarana Burke on What Me Too Is Really About – Extended Interview.” *The Daily Show with Trevor*.

Noah. June 4, 2018: <https://www.youtube.com/watch?v=GfJ3bIAQOKg>

Shankar, I. (2017). "Universities should take concrete actions to stop sexual assault" Inside Higher Ed. Retrieved from: <https://www.insidehighered.com/advice/2017/07/28/universities-should-take-concrete-actions-stop-sexual-assault-essay>.

4.2 | Weeks 2–3: Who is studying sexual violence? An overview of campus sexual violence

This section of the course explains how sociologists have shied away from studying sexual violence and why it is important that more sociologists study sexual violence at universities. Students will also learn about the dynamics that sustain sexual violence on college campuses.

Suggested readings:

Armstrong, E. A., Gleckman-Krut, M., & Johnson, L. (2018). Silence, power, and inequality: An intersectional approach to sexual violence. *Annual review of sociology*, 44, 99–122.

Armstrong, E. A., Hamilton, L., & Sweeney, B. (2006). Sexual assault on campus: A multilevel, integrative approach to party rape. *Social problems*, 53(4), 483–499.

Dick, K. & Ziering, A. (2015). *The Hunting Ground* [motion picture]. USA: Canal + Impact Partners.

Hattery, A.J. & Smith, E. (2019). *Gender, power, and violence*. Rowan & Littlefield. Chapter 3: Fraternities, pp. 23–54.

Hattery, A.J. & Smith, E. (2019). *Gender, power, and violence*. Rowan & Littlefield. Chapter 6: Sportsworld, pp. 109–150.

Martin, P. Y. (2016). The rape prone culture of academic contexts: Fraternities and athletics. *Gender & Society*, 30(1), 30–43.

Wade, L., & Ferree, M. M. (2018). *Gender: Ideas, interactions, institutions*. WW Norton. Chapter 10: Sexualities, pp. 251–286.

4.3 | Weeks 4–5: Laws and campus sexual violence

In this section, students will learn about Title IX, the Clery Act, the Campus Sexual Assault Victim's Bill of Rights, the Campus Sexual Violence Elimination Act, and the Violence Against Women Act. They will learn how these laws describe obligations for universities regarding sexual violence.

Suggested readings:

Cantalupo, N. (2013). 'Decriminalizing' campus institutional responses to peer sexual violence. In B.S. Fished & J.J. Sloan (Eds.), *Campus Crime: Legal, Social, and Policy Perspectives* (third. ed.) (pp. 90–118). Charles C. Thomas Publisher.

Dunn, L. L. (2013). Addressing sexual violence in higher education: Ensuring compliance with the Clery Act, Title IX and VAWA. *Georgetown Journal of Gender and the Law* 15, 563–84.

Heldman, C., Ackerman, A. R., & Breckenridge-Jackson, I. (2018). *The new campus anti-rape movement: Internet activism and social justice*. Lexington Books. – Chapter 4, "You're not doing enough" The Shifting Legal Landscape, pp. 75–98.

Pearsall, B. (2014). "Title IX: Looking back, moving forward." *American Association of University Women (AAUW)*. Retrieved from: <https://www.aauw.org/2014/11/24/title-ix-patsy-mink/>

Suran, E. (2014). Title IX and social media: Going beyond the law. *Michigan Journal of Gender & Law*, 21, 273–309.

Ware, Susan. (2007). *Title IX: A brief history with documents*. Waveland Press. Pp. 1–8, 12–18, 23–27.

4.4 | Weeks 6–8: Social movements

In this section of the course, students will learn how social movements can generate change and how college students historically have participated in social movements. Students will deeply read about the feminist anti-rape movement and its relationship to colleges as well as documents by current counter-movement activists.

4.4.1 | Week 6: Why do social movements matter?

Suggested readings:

Bauer-Wolf, J. (2017, July). Mattress protest and its aftermath. *Inside Higher Ed*.

https://www.insidehighered.com/news/2017/07/24/media-circus-surrounding-mattress-girl-case-changed-conversation-sexual-assault#.WXXUqpiO_zl.mailto

Ince, J., Finlay, B. M., & Rojas, F. (2018). College campus activism: Distinguishing between liberal reformers and conservative crusaders. *Sociology Compass*, 12(9), e12603.

Meyer, D. S. (2003). How social movements matter. *Contexts*, 2(4), 30–35.

Reger, J. (2018). Academic opportunity structures and the creation of campus activism. *Social Movement Studies*, 17(5), 558–573.

Van Dyke, N. (2012). "The return of the student protest." <https://mobilizingideas.wordpress.com/2012/05/02/the-return-of-student-protest/>

4.4.2 | Week 7: The feminist anti-rape movement

Suggested readings:

"A survivor's take on justice after sexual violence." PBS NewHour. November 29, 2018:

<https://www.youtube.com/watch?v=CWwC20EpZRM>

Baker, C. N., & Bevacqua, M. (2018). Challenging narratives of the anti-rape movement's decline. *Violence Against Women*, 24(3), 350–376. <https://doi.org/10.1177/1077801216689164>

Greenberg, M. A., & Messner, M. A. (2014). Before prevention: The trajectory and tensions of feminist antiviolence. In *Gendered perspectives on conflict and violence: Part B* (Vol. 18B, pp. 225–249). Emerald Group Publishing Limited. <https://doi.org/10.1108/S1529-21262014000018B013>

"Tarana Burke Reflects on the #MeToo Movement a Year After the Viral Moment." New York Magazine, The Cut. October 23, 2018: https://www.youtube.com/watch?v=o-ZP7_MJ67Y

Sanday, P.R. (2007). *Fraternity gang rape: Sex, brotherhood, and privilege on campus* (Second Edition). New York: NYU Press. Pp. 198–201, 219 ("There are now" onwards)-222, 230 ("The new sexual revolution" onwards)-231, 234 ("The mission statement" onwards)-235.

4.4.3 | Week 8: Contemporary counter-movements

Suggested readings:

"Betsy DeVos Launches Reform Effort On Campus Sexual Assault Policy." All Things Considered. September 26, 2017: <https://www.npr.org/2017/09/26/553799166/betsy-devos-launches-reform-effort-on-campus-sexual-assault-policy>

"Harvard Law Professors Say New Sexual Assault Policy Is One-Sided." All Things Considered. October 15, 2014: <https://www.npr.org/2014/10/15/356424999/harvard-law-professors-say-.new-sexual-assault-policy-is-one-sided>.

Hartocollis, A. & C. Cappecchi. (2017). "Willing to do everything" mothers defend sons accused of sexual assault. Retrieved from <https://www.nytimes.com/2017/10/22/us/campus-sex-assault-mothers.html?module=inline>
"Short takes: Laura Kipnis' Unwanted Advances." Signs. 2017: <http://signsjournal.org/unwanted-advances/>

4.5 | Weeks 9–10: Social movement tactics spotlights

The next 2 weeks of the course will focus on two tactics that social movements on campus sexual violence have employed: unobtrusive mobilization and legal mobilization.

4.5.1 | Week 9: Unobtrusive mobilization

Suggested readings:

Taylor, J. (2005). Who manages feminist-inspired reform? An in-depth look at Title IX coordinators in the United States. *Gender & Society*, 19(3), 358–375. <https://doi.org/10.1177/0891243204272616>

Schmitt, F. E., & Martin, P. Y. 1999. Unobtrusive mobilization by an institutionalized rape crisis center: "All we do comes from victims." *Gender & Society*, 13(3):364–384.

Katuna, B., & Holzer, E. (2016). Unobtrusively stretching law: Legal education, activism, and reclaiming title IX. *Social Movement Studies*, 15(1), 80–96. <https://doi.org/10.1080/14742837.2014.995079>

4.5.2 | Week 10: Legal mobilization

Suggested readings:

Reynolds, C. (2018). The mobilization of Title IX across U.S. Colleges and Universities, 1994–2014. *Social Problems*, 1–29. <https://doi.org/10.1093/socpro/spy005>

Felstiner, W. L., Abel, R. L., & Sarat, A. (1980). The emergence and transformation of disputes: Naming, blaming, claiming. *Law and Society Review*, 15, 631–654. <https://doi.org/10.2307/3053505>

McCann, M. (2006). Law and social movements: Contemporary perspectives. *Annual Review of Law and Social Science*, 2(1), 17–38. <https://doi.org/10.1146/annurev.lawsocsci.2.081805.105917>.

Cantalupo, N. (2016). For the Title IX civil rights movement: Congratulations and cautions. *Yale Law Journal*, 125. Retrieved from <https://www.yalelawjournal.org/forum/for-the-title-ix-civil-rights-movement-congratulations-and-cautions>

4.6 | Week 11: Bringing it all together

In this section, students will read critical evaluations of campus sexual violence policy. They will also read my article so that they can learn to further analyze law, policy, and social movements simultaneously.

Suggested readings:

Gronert, N. M. (2019). Law, campus policy, social movements, and sexual violence: Where do we stand in the #MeToo movement? *Sociology Compass*, e12694.

Holland, K. J., & Cortina, L. M. (2017). "It happens to girls all the time": Examining sexual assault survivors' reasons for not using campus supports. *American Journal of Community Psychology*, 59(1–2), 50–64. <https://doi.org/10.1002/ajcp.12126>

Khan, S. R., Hirsch, J. S., Wamboldt, A., & Mellins, C. A. (2018). "I didn't want to be 'that girl'": The social risks of labeling, telling, and reporting sexual assault. *Sociological Science*, 5, 432–460. <https://doi.org/10.15195/v5.a19>

McCaughey, M., & Cermele, J. (2017). Changing the hidden curriculum of campus rape prevention and education: Women's self-defense as a key protective factor for a public health model of prevention. *Trauma, Violence, & Abuse*, 18(3), 287–302.

Wamboldt, A., Khan, S. R., Mellins, C. A., & Hirsch, J. S. (2018). Friends, strangers, and bystanders: Informal practices of sexual assault intervention. *Global Public Health*, 14(1), 1–12.

4.7 | Week 12: Final project presentations and course conclusion

This week ends the course, and instructors can have students submit a final project (see below) or take a final exam.

4.7.1 | Focus questions

1. What do laws require of universities to prevent and respond to sexual violence?
2. How have activists organized to combat issues of sexual violence?
3. What policies and practices have universities implemented in response to legal and activist pressure?
4. Which policies are debated and why? Which activist groups favor which policies?
5. How is the #MeToo movement related to campus sexual violence?
6. What does analyzing law, policy, and social movements regarding campus sexual violence simultaneously show us that isolated analyses do not?

4.7.2 | Final project

The final project will be in groups of three to five students. Students will work on this short empirical project throughout the semester. The goal of the project is for students to design a research project, collect data for their project, analyze the data, and present their findings to the class.

Each group must prepare the following:

1. An interesting and answerable question about campus sexual violence.
2. A presentation using a visual aid (PowerPoint, Prezi, etc.) to explain the evidence they gathered and conclusions they drew.
3. The oral delivery of the presentation to the class.
4. Each individual group member must prepare an outline and evaluation of what work was done, how, and by whom.

How to cite this article: Gronert NM. Teaching & Learning Guide for: "Law, campus policy, social movements, and sexual violence: Where do we stand in the #MeToo movement?." *Sociology Compass*. 2020; e12776. <https://doi.org/10.1111/soc4.12776>