



Why They May Stand By: Including a Privilege/Oppression Lens in College Campus Bystander Intervention Programming

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Loves: swimming, playing games, spending time with her wife, family of cats and dog, Oreo, and educating about the gender and sexual minority community.



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Loves: cuddling with her cat Leo and dog Georgia, eating pizza, spending time with family, playing Tetris, and discussing/reading about trauma psychology and the prevention of gender based violence.

The SAFE Office at Rice University

... offers care management and resource navigation to students who have experienced/are experiencing interpersonal violence and to students who have been accused of perpetrating interpersonal violence.

The Office also provides prevention education to the Rice community on sexual and relationship violence, sexual harassment, stalking and Title IX and Clery Act requirements.



**Rice campus,
HTX**

Critical Thinking in Sexuality

5 week, mandatory
workshop for all
incoming students

The workshop draws from a public health model of violence prevention to teach students the dynamics of sexual and relationship violence, the norms that perpetuate violence in our society, and other related topics.

SEXUAL VIOLENCE
PREVENTION IS
IMPORTANT AT RICE
BECAUSE...

Consent shouldn't
be an after thought

#ITHAPPENSHERE

Week 1 - Gender Socialization

- Understand the connection between gender socialization & interpersonal violence

Week 2 – Sexual Communication, Consent, and Sexual Violence

- Understand ways to communicate in sexual relationships and how to set & respect boundaries
- Understand the Rice definition of consent and the sexual violence continuum

Week 3 – Healthy Relationships and Relationship Violence

- Understand ways to maintain a healthy relationship & the complex dynamics of relationship violence, barriers to leaving an abusive relationship, and outcomes for those impacted

Week 4- Interpersonal Violence Truth and Myths and Trauma

- Understand common myths associated with sexual and relationships violence
- Be able to define trauma, understand the basics of trauma response, and understand the effects on victims of trauma

Week 5 – Becoming an Active Bystander and Understanding Resources

- **Understand bystander intervention skills through an anti-oppression lens, ways to support a friend, and resources to turn to when in need**



Bystander Intervention: Encourage active and visible bystanders

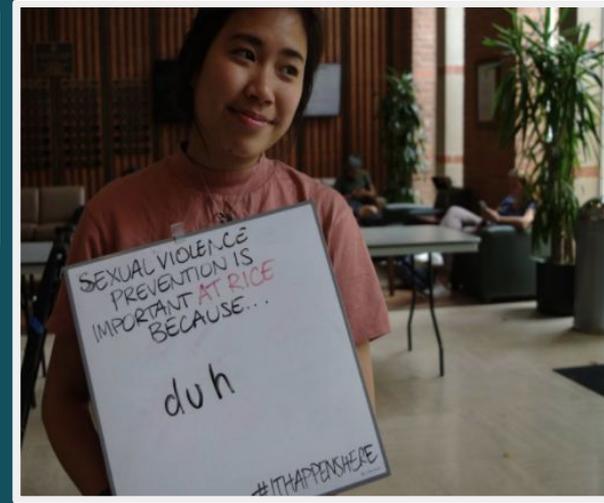
Engages the whole campus as active bystanders standing up and speaking out against violence.

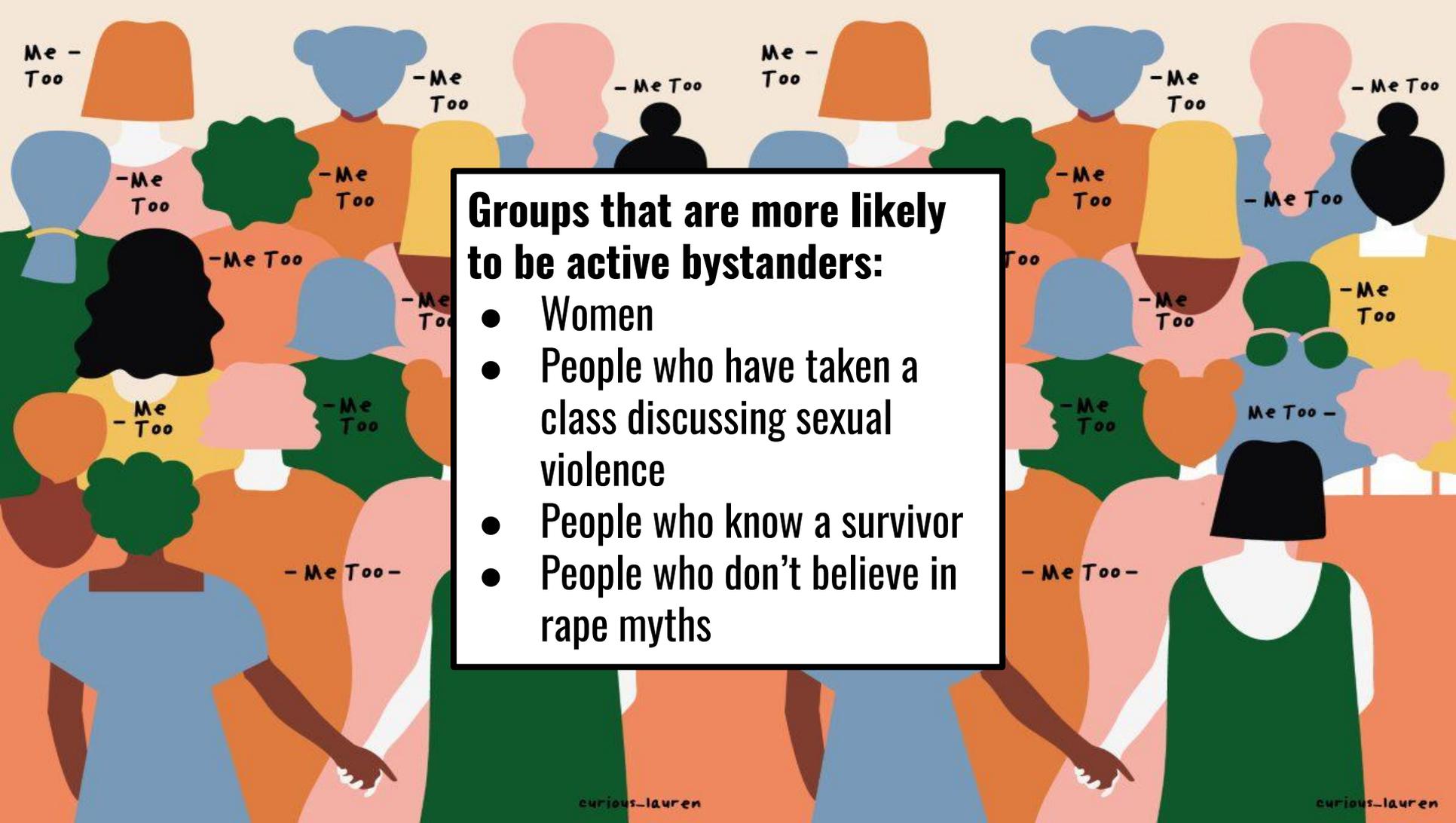
Teaches the community they all have a role in changing the culture around tolerating violence.

Based on the philosophy that everyone can learn to safely intervene in potentially harmful situations & speak out against norms that support violence.

Stages of Bystander Behavior

1. Notice the event
2. Interpret the behavior as a problem
3. Feel responsible for solving the problem
4. Possess the necessary skills to act





Groups that are more likely to be active bystanders:

- Women
- People who have taken a class discussing sexual violence
- People who know a survivor
- People who don't believe in rape myths

“Liar...She Asked for it... What did she expect?”



- Students who endorse rape myths, victim blaming, and excusing the perpetrator are less likely to intervene as a bystander.
- Men are more accepting of rape myths and less positive about bystander intervention.
- Black women face daily bias and institutionalized gendered racism rooted in historical myths of hypersexualization used to justify enslavement, rape, forced reproduction, and sexual violence that continues today.
- 35% of Black women experience contact sexual violence in their lifetime. Only 1 in every 15 Black woman who is assaulted will make a report.
 - Black women are less likely to be believed than white women & men found guilty of raping Black women still receive shorter sentence than those found guilty of raping white women.

Violence prevention programming on college campuses often focuses on bystander intervention strategies by providing students with skills to become active bystanders. This approach views all members of a campus community as potential interventionists able to challenge oppressive social norms and intervene in/prevent violence.

However, such an approach can overlook the impact of the complexity of students' intersecting identities, including their gender, race, ethnicity, sexual orientation, gender identity, nation, age, and social class.

An illustration of five diverse people in conversation. From left to right: a woman with long orange hair wearing a blue and white striped dress; a man with dark hair wearing a yellow sweater; a man with dark skin wearing an orange and black striped shirt; a man with dark skin wearing a teal shirt; and a man with dark hair wearing a blue shirt with white polka dots. They are all looking towards a central pink text box. Above them are three overlapping speech bubbles: a yellow one with a wavy pattern, an orange one with a dotted pattern, and a teal one with a pattern of small white dashes. The background is white.

Not everyone has the same ability to be an active bystander.

It is difficult & often a safety risk for marginalized communities to intervene in potentially violent situations.

Bystander Intervention as Prevention Strategy for Campus Sexual Violence: Perceptions of Historically Minoritized College Students

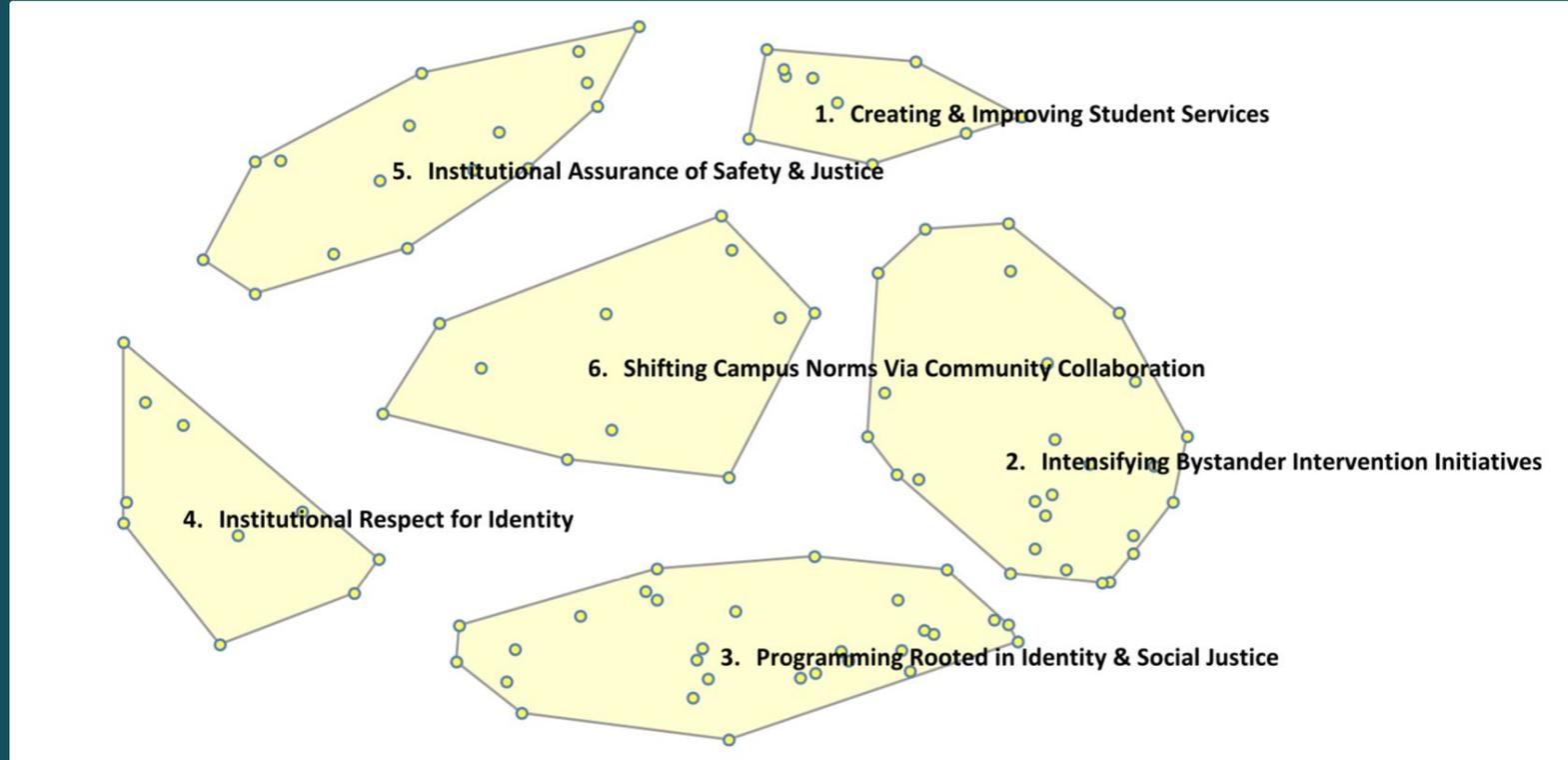
A bystander approach informed by centering minoritized identities and how they are impacted by systems of oppression that may lead to different experiences as bystanders and different needs to support acting to prevent violence.

This includes asking students about their perceived roles as bystanders, how they view their ability to engage in prosocial action and barriers to action, and what types of support they need to successfully intervene.

Guiding questions: (1) “What supports do students of color and/or LGBTQ-identified students say they need to overcome their unique set of barriers, to positively intervene in situations related to sexual violence and other forms of harm or oppression?”

(2) “How are these types of support prioritized by students of color and/or LGBTQ-identified students, and how much influence do students believe they have over implementing these supports?”

Bystander Intervention as Prevention Strategy for Campus Sexual Violence: Perceptions of Historically Minoritized College Students



Checking Our Privilege

- 1. If I am in or witness a dangerous situation on the street, I wouldn't hesitate to call the police.**
- 2. I can reject someone and not worry about being threatened with degrading language or physical violence.**
- 3. I can be loud without fear of being called aggressive or "ghetto."**
- 4. I can be assertive without fear of being called a bitch.**
- 5. I went to a high school with a lot of resources and solid teachers.**
- 6. I can be affectionate with a partner in public without fear.**
- 7. I don't have to worry about people understanding me because English is my native language.**
- 8. I can walk down the street alone without the fear of being sexually harassed or assaulted.**
- 9. I can use a public restroom without fear of physical and emotional safety.**
- 10. I have never been treated as if I am out to harm someone just based on the color of my skin.**
- 11. If I have sex with a lot of people, it's seen as an accomplishment.**

The 4 D's

DIRECT

DELEGATE

DISTRACT

DELAY

As an active bystander, what would you do?

**What type of bystander intervention strategy could you use in this scenario?
How might privilege or oppression identities impact whether someone intervenes or not?**

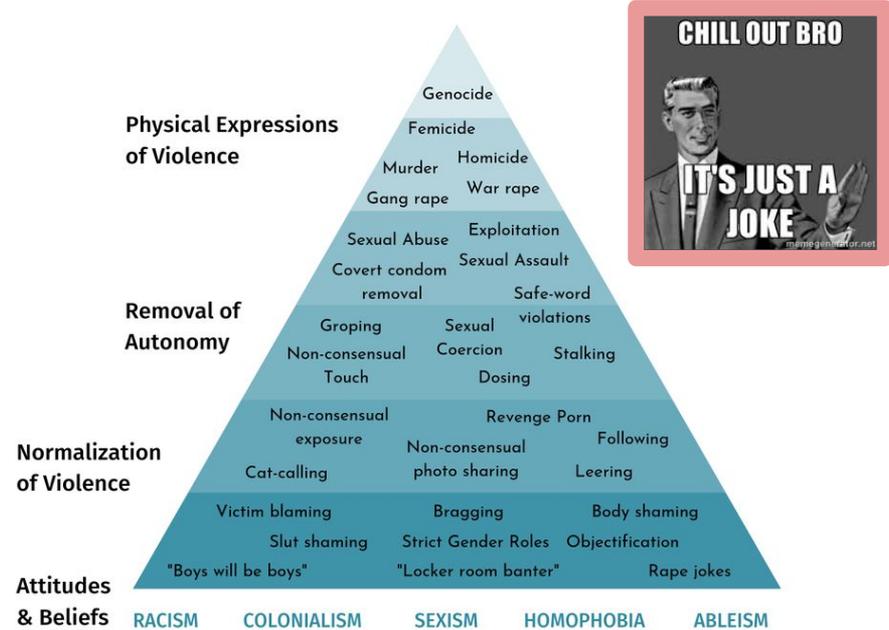
You are hanging out with a large group of students, some you know, some you don't. At one point you overhear someone tell a joke that you find to be racist and sexist. You look across the table and notice someone else looking uncomfortable, while some people laugh.

Your friend keeps texting the person they are dating. They get visibly angry when they aren't texting back quick enough and tell you that they are going to their dorm and "show them who's the boss in this relationship" and come up with a plan to out them if they don't "act right".

You are at a public, and while on the dance floor, you see someone grinding on and grabbing students who seem uncomfortable and keep trying to move away.

1. Revisit & expand your definition of violence and bystander intervention.
2. Empathize with victim/survivors and acknowledge how their intersectionality impacts their experiences.
3. Think critically about your own ability to be an active bystander based on your positionality. Question how marginalized communities are depicted in the media.
4. Challenge the culture of silence/discomfort around interpersonal violence.
5. Speak up and be an active bystander when you're able. If you have many privileges, use them to be a force to confront oppressive structures within yourself, your family, your circles, and our society.

Pyramid of Sexual Violence





Resources if you or someone you know needs help or wants to talk:

NoCOVIDabuse.org

National Domestic Violence Hotline Call 1-800-799-7233 or text LOVEIS to 22522

Available 24/7. Can connect callers with local resources and immediate support. Also available through [online chat tool](#).

National Sexual Assault Hotline 1-800-656-4673

Available 24/7. Also available through online chat tool.

Crisis Text Line Text HOME to 741741

Available 24/7 for victims of abuse and any other type of crisis.

HAWC 713-528-2121 or 713-528-7273

Available 24/7. Access to shelter and crisis counseling services

The Montrose Center 713-529-3211

Available 24/7

For Rice Students: 713-348-3311

Available 24/7

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THANK YOU!

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