

# **Ending Violence on Campus One Green Dot at a Time**

A Toolkit of ideas, assignments, and resources faculty members can use to help end violence in our college community.

For more information on Green Dot please visit the Student Success Center (suite 190).

Adapted from Dorothy J. Edwards, Ph.D., University of Kentucky and the Anoka Ramsey Community College Counseling Department.

## Anoka Technical College Faculty Member,

Thank you for taking the time to help! Finding a way to integrate Green Dot into your course curriculum or lesson plans this semester just got easier with this handy tool kit. The tool kit outlines several different ways you can live the green dot in your academic capacity. In this tool kit you will find paper topics, projects, extra credit assignments and a host of other creative ways to incorporate the green dot into your classroom and make a difference.

We understand your lives are tremendously busy and for that reason (among others) we appreciate your willingness to partner with us to help reduce violence, improve safety and thereby improve the quality of education available to all students. In an attempt to minimize the stress that can often be associated with pledging your time or effort to an organization, we have compiled this tool kit in the hopes of offering simple suggestions that you can refer to or implement throughout the semester that will allow for you to actively help spread green dots across campus without ever having to leave your classroom or office.

What exactly is the green dot? The green dot represents any moment, big or small, that either directly or indirectly helps reduce the prevalence of violence on campus and in our community. While it certainly can, living the green dot doesn't necessarily require steadfast, overarching commitment or participation in activities that are involved and time-consuming. You can help live the green dot by creating opportunities for your students to learn about or further explore how power based personal violence affects us all.

### Green Dots that you can do right now:

- Make 'blame the victim' language intolerable in your sphere of influence.
  - Blame the victim language keeps violence victims silent. When victims are silent, they do not get the help they need; they do not report to police so perpetrators can be held accountable; and their friends, family, and colleagues can't provide support.
- Be visibly aware and concerned for others
- Let students know that it is important to you that they are safe and feel supported
- Display Green Dot materials in your office and on your syllabus
- Add a Green Dot message to your email signature
- Have the Anoka Technical College counselor visit your class to discuss Green Dot
- Promote bystander awareness and intervention
- Listen, support, and refer
- Refrain from judgment ("I'm sorry this happened to you. I'm glad you told me.")
- Provide options. Let the student choose if/when/how to seek help.

#### **Anoka Technical College Counseling Department:**

Student Success Center (Suite 190) 763-576-4795 or 763-576-4830

Alexandra House Domestic violence, sexual violence

www.alexandrahouse.org

Crisis Hotline 763-780-2330

**SANE: Sexual Assault Nurse Examiner Program** 

www.allina.com/sane

763-236-417

#### **Paper Topics**

The following list is by no means exhaustive. You can assign topics from the list or offer it as a brainstorming tool for students.

- The psychological effects of rape victimization
- The portrayal of violence in the media
- The history and application of the Violence Against Women Act
- How male/female socialization perpetuates different types of violence
- The economic impact of interpersonal violence
- Rates and impact of female/male victimization experiences
- Recidivism rate of previously incarcerated PBPV\* perpetrators
- Portrayal of violence against women/men in movies, television or music
- Seven characteristics of a rapist (see research by David Lisak)
- The cycle of violence and ways to combat or eliminate PBPV\*
- How technology has revolutionized stalking
- Battered women/men syndrome
- Outcomes in case law of famous domestic violence and rape trials
- Objectives and impact of federal Office of Violence Against Women (OVW)
- Problems with rape and domestic violence legislation
- Violence against women/men from a global perspective
- Bystander role in violence prevention
- PBPV\* in the LGBTQ community
- Popular rape myths and an analysis of why they are so difficult to dispel
- Medical injuries sustained by victims of domestic violence.

<sup>\*</sup>PBPV= Power Based Personal Violence

#### **Extra Credit Assignments**

Offering extra credit to students is always a very motivating factor. Below are some activities or events that could be used as extra credit assignments.

- Attend a community or campus event which is focused on violence prevention or victim support (examples available in many communities: Take Back the Night rally; Clothesline Project; A Dress Speaks display; Victim Silhouette display).
- Interview a local or campus service provider about their work and their opinions on prevention of violence.
- Organize or participate in a project to further the prevention efforts on campus.
- Volunteer at the local rape crisis center or domestic violence shelter
- Write an article for the local or campus newspaper about the importance of violence prevention.
- Attend a Green Dot presentation or training on campus or in the community.
- Review online resources and write an overview of what was helpful on each site.
  - www.nsrvc.org www.nnadv.org www.rainn.org www.ovw.usdoj.gov
  - www.infoforhealth.org/endwaw
  - www.mencanstoprage.org
  - www.ncvc.org www.stopitnow.org
  - www.ncvc.org/src www.loveisnotabuse.com

#### **In-Class Awareness**

With just a few seconds, you can help establish bystander intervention and concern for student safety as the campus norms. With repeated exposures across settings, students and colleagues will begin to have the expectation that everyone has a part in community safety.

- Insert a slide in your PowerPoint presentations that includes information about Green Dot. Display it before and after class.
- Include a brief statement on your course syllabus reflecting your commitment to a safe campus and listing campus resources (including yourself) if someone needs a safe person to seek help.
- Have a Green Dot poster hanging in your office.
- Have local resource brochures visibly available in your office and/or classroom.
- Have an endorsement statement of some kind attached to your email signature line, such as "I'm a green dot supporter." or "What's your green dot?"
- Have a link to your local service provider website on all the web pages over which you have influence.
- Three times per semester, simply ask your classes "What green dots have you done or seen lately?" Research tells us that this simple task provides significant reinforcement of green dot behaviors.

### **Scholarly Journals**

Encourage your students to use or refer to the following journals for papers or project ideas.

- International Journal of Conflict and Violence
- Journal of Family Violence Journal of Interpersonal Violence
- Aggression and Violent Behavior Criminal Justice and Behavior Homicide Studies
- Journal of Traumatic Stress Law and Human Behavior Trauma, Violence & Abuse Violence Against Women Violence & Victims

### **Journaling & Writing Assignments**

Ask your students to journal about what they have learned from an article. Also ask your students to record whatever thoughts come to mind, things that they had difficulty understanding or would like to know more about. Suggest that they conclude with a statement that describes their honest reaction to the information presented.

- Sharon Aneta Bryant and Gale A. Spencer, "University Students" Attitudes About Attributing Blame in Domestic Violence" Journal of Family Violence, Dec 2003, Vol. 18 Issue 6, p 369-376.
- Mary P. Brewster, "Power and Control Dynamics in Pre-stalking and Stalking Situations" Journal of Family Violence, Aug 2003, Vol. 18 Issue 4, p 207-217.
- Ann Burgess, "Stalking Behaviors Within Domestic Violence" Journal of Family Violence, Dec 1997, Vol. 12 Issue 4, p 389-403.
- Kathryn M. Ryan, "The Relationship Between Courtship Violence and Sexual Aggression in College Students" Journal of Family Violence, Dec 1998, Vol. 13 Issue 4, p 377-394.
- Nancy J. Shook, "Courtship Violence Among College Students: A Comparison of Verbally and Physically Abusive Couples" Journal of Family Violence", Mar 2000, Vol. 15 Issue 1, p 1-22.
- Michael A. Anderson, "Why Doesn't She Just Leave?: A Descriptive Study of Victim Reported Impediments to Her Safety" Journal of Family Violence, Jun 2003, Vol. 18 Issue 3, p 151-155.
- Marsha E. Wolf, "Barriers to Seeking Police Help for Intimate Partner Violence" Journal of Family Violence, Apr 2003, Vol. 18 Issue 2, p 121-129.
- Joetta L. Carr, "Risk Factors for Male Sexual Aggression on College Campuses" Journal of Family Violence, Oct 2004, Vol. 19 Issue 5, p 279-289.
- Jennifer Broach, "Beyond Traditional Definitions of Assault: Expanding Our Focus to Include Sexually Coercive Experiences" Journal of Family Violence, Nov 2006, Vol. 21 Issue 8, p 477-486.