Sexual Assault in Context

Teaching College Men About Gender

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Critical Elements of Sexual-Assault Prevention and Risk-Reduction Programs for Men and Women

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Programs to reduce the incidence of sexual assault between acquaintances are common on college and university campuses. Almost all institutions of higher education have educational programs for men and/or women that provide information about the severity and causes of sexual assault and teach participants steps they can take as men and women to prevent it. Yet despite the existence of these programs, there is little consensus in the field regarding what topics and content areas should be covered in workshops for men and/or women.

This chapter is intended to fill this gap. It contains sections on: 1) the characteristics of effective prevention programs, 2) suggested terminology for male and female programs, and; 3) critical program elements that can be incorporated into workshops for men and/or women. Emphasized throughout is the importance of programs tailored to the needs of each gender, whether offered separately or together. While many professionals (including this author) believe that separate gender workshops are preferable, this is not always possible. In either case (separate or coeducational) it is important to acknowledge the different educational needs of women and men and incorporate appropriate material for each gender.

And, regardless of audience format, sexual-assault prevention and risk-reduction programs should incorporate characteristics of effective prevention programs that have been identified in the research and evaluation literature.

The overview of critical program elements provided in the final section of this chapter can also be used as an outline of a comprehensive curriculum for training peer educators and others who provide workshops and programs. Facilitators who are knowledgeable about these issues and comfortable discussing them will be equipped to deal with a wide range of audiences and situations. It may also be helpful to individuals in judicial affairs who hear cases involving sexual assault between acquaintances.

Characteristics of Effective Prevention Programs

The evaluation literature assessing the effectiveness of drug prevention, sexual-assault prevention, and child sexual-abuse prevention programs suggests that effective prevention programs have a number of characteristics which are independent of particular issues or topical areas (Berkowitz 1997; Berkowitz 1998). In particular, effective prevention programs are comprehensive, intensive, relevant to the audience, and deliver positive messages.

Comprehensiveness. Comprehensiveness addresses who is part of the intervention. In a comprehensive program all relevant community members or systems are involved and have clearly defined roles and responsibilities. For example, a workshop for athletes will be more effective if coaches are involved in the planning and are knowledgeable and supportive of the content and purpose of the workshop (Berkowitz 1994a). Linking workshops and lectures provided during orientation and in classes during the year can strengthen the impact of a program. Thus, a scenario on sexual as-

sault or incest presented during a peer theater presentation during orientation can also be discussed and compared to a similar situation read in a novel in a literature class. In general, finding ways to link activities that are normally separate and disconnected can create positive synergy and result in programs that are more effective in combination than alone.

Many prevention specialists have found that offering individual workshops in conjunction with campus media campaigns is an excellent way to provide mutually reinforcing messages. For example, statistics and positive messages reviewed in a workshop can be incorporated into posters and social norms media that are placed around campus to provide a "booster" that strengthens and reinforces the original message.

Achieving comprehensiveness requires that we view the target population as the whole campus community and that we devote time to creating meaningful connections with our colleagues. This will help us be aware of what others are doing, develop a common prevention framework, and provide students with information and messages that are mutually reinforcing, integrated, and synergistic.

Intensiveness. Intensiveness is a function of what happens within a program activity. Programs should offer learning opportunities that are interactive and sustained over time, with active rather than passive participation. In general, interactive interventions are more effective than ones that require only passive participation. For example, interactive theater with audience participation is a more powerful intervention than a presentation without discussion or audience participation. An interactive theater presentation with audience discussion followed by discussion in small groups is an ideal way to combine large and small program formats. Creating intensive programs which foster interaction, discussion and reflection require that we focus on process as well as content, and replace rigid structure with flexibility.

Interactive programs that are sustained over time and that have multiple points of contact with reinforcing messages are stronger than programs that occur at one point in time only. Thus, linking interactive workshops with in-class discussion, as noted above, is more "comprehensive" and "intensive" that a stand-alone program.

Relevance. Programs that are relevant are tailored to the age, community, culture, and socioeconomic status of the recipients and take into consideration an individual's peer-group experience. Creating relevance requires that we acknowledge the special needs and concerns of different communities and affinity groups. Relevance can be accomplished by designing programs for general audiences that are inclusive and acknowledge participant differences, or by designing special programs for particular audiences. Heppner et al. (1999), for example, found that a sexual-assault program that was effective for white men did not have a similar benefit for men of color in the audience. However, when the program was adapted to include material relevant to men of color and was presented by a mixed-race pair, it was found to be effective for all participants in a mixed audience of both white men and men of color. Thus, sexual-assault programs need to have inclusive language and make reference to the different identity groups present on an individual campus. Peer-facilitated programs are considered by many to be desirable because peers can present information and share personal material in a way that is relevant and appropriate to students in a particular campus environment.

Fostering programs that are gender relevant is a goal of this chapter. Since men and women have different needs and socialization experiences, programmatic goals need to be developed that reflect these unique and different needs. A clear consensus is emerging among experts that sexual-assault prevention is most effective when conducted in separate gender groups. For example,

the authors of five separate reviews of the evaluation literature on sexual-assault prevention programs have concluded that separate gender programs are the preferred prevention strategy (Brecklin and Forde, in press; Gidycz, Dowdall, and Marioni 2000; Lonsway 1996; Schewe 2000; Yeater and O'Donohue 1999). This conclusion is based on a number of factors, including: the different strategies and goals for men's and women's programs and the danger of inconsistent messages when both groups are combined (Gidycz, Dowdall, and Marioni 2000; Schewe 2000; Yeater and O'Donohue 1999), outcome studies indicating that mixed gender programs are less effective than separate gender programs (Brecklin and Forde, in press; Lonsway 1996), and the testimony of participants in all separate gender workshops (Berkowitz 2000b). Berkowitz (2000b) has provided an extensive discussion of the theory, research, and rationale for working with men separately from women.

Thus, it is recommended here that separate gender programs be conducted when possible. When this is not possible, gender relevant material should be incorporated into coeducational programs so that the different needs of women and men are met to the greatest extent possible.

Relevant programs pay attention to the culture of the problem, the culture of the service or message-delivery system, and the culture of the target population (Berkowitz 2000a). Differences in these three cultures must be addressed in the design of programs. For example, a discussion of sexual assault with an African-American audience should acknowledge the use of rape as a weapon or instrument of slavery. Similarly, men of color may have concerns about judicial and legal systems that are less relevant to a Caucasian audience. Issues such as these should be acknowledged and addressed whenever possible to ensure program inclusiveness and relevance to all participants.

Positive Messages. Positive messages should build on the audiences' values and predisposition to act in a positive manner. Young adults are more receptive to positive messages outlining what can be done rather than negative messages that promote fear or blame. Programs that are blame or induce guilt have been found to have a negative effect on men or even produce a backlash. A good example of an intervention with positive messages has been developed to successfully reduce alcohol consumption on college campuses. This approach, based on social-norms theory, is currently being adapted to the issue of sexual assault (Berkowitz 1998; Berkowitz 2000b). It uses the concept of the ''Prevention PIE'' to develop messages which are positive, inclusive, and empowering (Haines 1996).

A summary of the characteristics of effective programs is provided in Table 1.

Table 1
Characteristics of Effective Programs*

Comprehensiveness:	Involves all relevant constituencies
	Permeates all aspects of the system
	Targets the community as a whole
	Addresses bystander and enabling issues
Intensiveness:	Activities are sustained over time
	Activities require active (versus passive) involvement
Relevance:	Tailored to the needs of specific groups
	Focus on peer-related variables
	Peers in leadership roles
	Emphasize the relationship of the problem to other issues

*Reprinted with permission from Berkowitz 1997 and Berkowitz 1998.

Table 1 (Continued)
Characteristics of Effective Programs

Positive messages: Healthy behaviors and norms are
documented and reinforced

Individuals are encouraged to focus
on what they can do, not on what
they shouldn't do

Exclusive emphasis on problem
behaviors is avoided

To design a program that incorporates these elements may seem like a daunting task. It is important, therefore, to focus on quality and process rather than quantity. A few interventions that are carefully linked, sequenced, and integrated with other activities in and out of the classroom will be more powerful than many program efforts that are discrete, isolated, and unrelated.

Terminology: Sexual-Assault Prevention, Risk Reduction, Deterrence, and Empowerment

Professionals have struggled to develop adequate terminology to describe men's and women's roles in addressing sexual assault in intimate relationships. An important guideline is that the person who initiates or takes the initiative to increase sexual intimacy is responsible for ensuring that any intimacy is mutual, uncoerced, and consenting. Since sexual activity is typically initiated by men, and because almost all sexual assaults are perpetrated by men against women, children, and/or other men, the term "prevention" in this chapter is primarily used to describe programs directed at male audiences. At the same time, it is important to acknowledge that women can also be perpetrators against children, men, and/or

other women, and that women can take steps to prevent assaults from occurring.

Programs for potential victims can help reduce the risk of sexual assault by empowering participants to engage in actions that decrease the likelihood of victimization, although this risk cannot be eliminated. The terms "risk reduction," "deterrence" and "empowerment" are used in this chapter to describe programs which teach women actions that can reduce the potential risk of assault, increase protective factors and skills for self-defense, and foster social activism to end violence against women. Risk-reduction and deterrence strategies can also be considered a form of prevention because they can prevent individuals from becoming victims. Since almost all victims of sexual assaults are women, risk-reduction, safety-enhancement and empowerment programs should primarily be directed at women. However, because a smaller percentage of men may also be victimized, programs with male audiences should acknowledge and be sensitive to issues of male victimization.

All institutions of higher education have the responsibility to devote significant resources to programs that engage men in the task of preventing sexual assault. At the same time, as long as sexual assault remains a reality in women's lives, we have a responsibility to educate and empower women to take steps to reduce the chance of victimization and prevent rape. It is thus not acceptable to focus educational efforts on risk-reduction/deterrence programs for women without an equal or greater focus on men's responsibility for prevention. With this in mind, what are the areas that should be addressed or at least mentioned in programs for men and/or women?

Essential Program Elements

Programs are more effective when the different needs of men and women are addressed. Lack of attention to gender issues has been a major factor in the lack of success of many programs on sexual assault (Lonsway 1996). While there are some program elements or objectives that are shared in common for both genders, there are others that are unique to each. Thus, this section provides an overview of critical program elements or components that are relevant to: 1) both men and women, and 2) program elements which are relevant to only men or only women. It can be used as a checklist to evaluate the comprehensiveness of a program whether it is coeducational, all male, or all female, and with whatever format is used for engaging the audience (i.e., interactive theater, interactive discussion, presentation of a video, etc.). Lists of these program elements are provided below.

Critical Elements of Sexual-Assault Prevention and Risk Reduction Programs

Common Components for Prevention and/or Risk-Reduction Programs

These program elements should be considered for inclusion when women and/or men are in the audience.

1. Emphasize that sexual activity is a choice, and that all people, at any time, are free to choose whether to be sexually active or not.

2. Provide information about the definitions and severity of the problem of sexual assault.

3. Inform participants about relevant campus and/or local laws and policies.

4. Explore characteristics of risky situations.

5. Understand that sexually coercive behavior takes place on a continuum.

6. Address the role of alcohol and other drugs from the perspective of both victim and perpetrator.

7. Distinguish issues of miscommunication from abuse of power or coercion.

8. Educate about heterosexist or ethnic assumptions about sexuality and sex.

9. Understand consent and how to be sure that both parties are fully consenting.

10. Explore relevant aspects of male and female gender socialization and the role of sexism in facilitating sexual assaults.

11. Challenge rape myths and reduce victim blaming.

12. Provide information about campus and community resources and services.

Components of Rape-Prevention Programs for Men

These program elements should be considered for inclusion when men are in the audience in addition to those listed as "Common Components."

1. Emphasize men's responsibility for preventing sexual assault.

2. Understand the range of coercive behaviors that men are socialized to employ.

3. Challenge myths and assumptions regarding the role of sexuality and sexual activity in men's lives.

4. Address men's false fear of false accusation.

5. Reduce enabling and bystander behaviors among men.

6. Increase empathy for victims and understanding of the impact of rape.

7. Acknowledge male victimization.

8. Explore opportunities for men to take social action to raise other men's awareness about the problem of sexual assault.

Components of Risk-Reduction Programs for Women

These program elements should be considered for inclusion when women are in the audience in addition to those listed as "Common Components."

1. Educate women about the characteristics and operational styles of different types of perpetrators.

2. Reduce enabling and bystander behaviors among women that encourage women to take unsafe risks and/or overlook friend's risk-taking.

3. Reduce victim-blaming, increase understanding and support for women who are victimized.

4. Encourage women to access support services specific to the different types of assault.

5. Discuss the effectiveness of different responses to coercive behavior.

6. Understand and overcome cultural norms and socialization experiences that reduce self-efficacy and cause women to overlook internal and external cues about danger.

7. Discuss the different emotional reactions that women may have to assault and emphasize protective behaviors that may reduce vulnerability to assault.

8. Understand risk behaviors that may increase vulnerability to assault and emphasize protective behaviors that may reduce vulnerability to assault

9. Learn self-defense techniques and skills.

10. Explore opportunities for social action to educate about and prevent sexual assault.

It may not be possible to incorporate all of these elements in a particular program, and it may be possible to develop a highly effective program based on only a few. When possible, however, it is important to cover all or most of these at least briefly. A good program encourages active discussion, interaction, and thoughtful integration over content. Thus, the suggested program components should serve as guidelines rather than requirements.

For example, a comprehensive coeducational program would incorporate as many of the objectives in all three categories as possible, while a women's only program would cover the objectives in the "Common" and "Women's" categories. Similarly, a men-only program would cover the objectives in the "Common" and "Men's" categories.

Another use of these program elements is as a training outline for peer educators and staff who will be facilitating programs, or for individuals who will be hearing cases. Familiarity with these issues will ensure that facilitators and hearing board members are exposed to the wide range of issues that are relevant to the issue of sexual assault.

Common Components for Prevention and Risk-Reduction Programs

These program elements should be considered for inclusion when women and/or men are in the audience.

1. *Emphasize that sexual activity is a choice and that all people, at any time, are free to choose whether to be sexually active and how.* In talking about sexual assault, there is a danger of reinforcing the assumption that all or most students are sexually active. In a number of studies cited in Berkowitz (2000a), college students routinely overestimated the amount of sexual activity of their peers, creating increased pressure to be sexually active. It is thus important that the choice to not be sexually active is emphasized and that myths about the presumed sexual activity of college students are debunked.

2. *Provide information about the definitions and severity of the problem of sexual assault.* When possible, this information should be local to your community or campus.

3. *Inform participants about relevant campus and/or local laws and policies. This includes campus policies as well as local and state policies.* When campus jurisdiction for sexual assaults extends off campus, as allowed by the Cleary law, this should be stated. In general, a focus on statistics and information should be minimized to allow time for discussion and interaction. Some students may focus on legal details and definitions as a way of avoiding the interpersonal, moral, and emotional aspects of the issue. Overly legalistic and formalistic discussions should thus be avoided. It is useful to remind participants that if they learn ways to ensure that all sexual intimacy is mutual, uncoerced, and consenting, then concern with the law will become unnecessary.

4. *Explore characteristics of risky situations.* Ambiguity about sexual intent, unresponsiveness on the part of one person (often the female), and unverified assumptions

about what the other person wants are examples of situations that are problematic for both men and women.

5. *Understand that sexually coercive behavior takes place on a continuum.* Participants should be presented with the full range of coercive behaviors, from verbal pressure, implied threats of force, actual force, to rape. *The Sexual Experiences Survey* (Koss and Gidycz 1987) is an excellent survey instrument for documenting the range of coercive behaviors that constitute unwanted intimacy. Presentation of physically violent rapes or situations in which lack of permission is clearly evident, may allow men to disown the possibility that they could also be perpetrators in a more ambiguous situation. Similarly, women may be more prone to engage in self-blame if the possibility of an assault without overt force is not discussed. Thus, the full range of coercive situations, from subtle to overt, and from verbal to physical, should be discussed and represented in examples.

6. *Address the role of alcohol and other drugs from the perspective of both victim and perpetrator (including the use of 'date rape' drugs).* College students report that most sexual intimacy on college campuses takes place after alcohol consumption, and this is true as well for sexual assault. Thus, it is extremely important to discuss the effects of alcohol consumption and the way in which alcohol may be a facilitator of assault. Abbey, Ross, and McDuffie (1994) have identified eight ways in which alcohol may be implicated in a sexual assault perpetrated by a male on a female:

    ♦ It encourages the expression of traditional gender role beliefs about sexual behavior.

- It triggers alcohol expectancies associated with male sexuality and aggression.

- It engages stereotypes about the sexual availability of women who drink alcohol.

- It increases the likelihood that men will misperceive women's friendly cues as a sign of sexual interest.

- It limits women's ability to rectify men's misperceptions of sexual intent.

- It decreases women's capacity to resist sexual assault.

- It is used as justification for men to commit sexual assault.

- It makes women feel responsible for sexual assault.

7. *Distinguish issues of miscommunication from abuse of power or coercion.* Although poor communication is a risk factor for sexual assault, almost all sexual assaults result from one person imposing their wishes on another. Strategies for improving communication assume that both parties have equal power, which is not the case in situations leading to sexual assault. Thus, while communication strategies may be emphasized and can form the basis for a workshop on healthy relationships, they should not be the main focus of sexual-assault prevention/deterrence programs.

8. *Educate about heterosexist or ethnic assumptions about sexuality and sex.* Sexual assault can occur between individuals of any race or sexual orientation. It is thus important to provide information or examples that dispel myths about the identity of perpetrators and victims. One technique for doing this is to provide a scenario that uses names for the perpetrator and victim that could be male

or female (for example, Chris and Pat). A discussion with the audience about their assumptions regarding Chris and Pat's gender and/or race can be illuminating.

9. *Understand consent and how to be sure that both parties are fully consenting.* According to Berkowitz (1994a), consent requires that both parties are fully conscious, have equal ability to act, are positive and sincere in their desires, and have clearly communicated their intent.

10. *Explore relevant aspects of male and female gender socialization and the role of sexism in facilitating sexual assault.* Many of the traditional behaviors and roles that are part of men's and women's socialization can increase the likelihood of sexual assault. These gender roles are taught to all men and women and therefore we are all influenced by them. Educational programs should therefore include discussion of the relationship between gender-role socialization and gender-role stereotyping and sexual assault.

11. *Challenge rape myths and reduce victim blaming.* Myths about victims and perpetrators that serve to justify or condone sexual assault must be discussed and critiqued.

12. *Provide information about campus and community resources and services.*

Components of Rape-Prevention Programs for Men

Men's denial of the problem of sexual assault and the failure of most men to intervene with other men are two main barriers to effective prevention for men. An additional barrier is men's homophobia or fear of closeness with other men. While it may not be practical to address issues of homophobia in a short workshop format, awareness of homophobia is a critical component in the train-

ing of facilitators for men's programs so that the issue can be addressed when it surfaces. A discussion of these issues requires a deep understanding of male socialization and culture and the creation of opportunities for men to discuss the discomfort most feel with their socialization as men.

Currently there are a number of programs and curricula focusing on men's responsibility for preventing sexual assault, including workshops by Foubert and his colleagues (Foubert and Marriott 1997; Foubert and McEwen 1998), Mahlstedt and Corcoran (1999), Berkowitz (1994a) and Katz (1995). These programs for men tend to focus on one or more themes: creation of empathy for victims, guidelines for understanding and achieving consent, men's responsibility for confronting other men's inappropriate language and/or behavior, or the relationship of men's socialization to sexual assault. Each of these programs places an emphasis on one or more of the program elements listed below.

1. *Emphasize men's responsibility for preventing sexual assault.* One of the greatest barriers to effective prevention is the assumption on the part of men that sexual assault is a "women's problem." Thus, effective programming for men should clearly outline men's responsibility for prevention and help participants understand how men are hurt by sexual assault, not only indirectly, but directly.

2. *Understand the range of coercive behaviors that men are socialized to employ.* Portrayals of physically violent and/or stranger rapes allow most men (who do not see themselves engaging in such behavior) to distance themselves from the problem. Men must learn that there are more subtle forms of coercion and or influence that operate in interpersonal relationships and take active steps to ensure that equality of choice and action is the basis of

all intimate relationships. In some cases, men may act in a way that is experienced as coercive by another person without realizing that they are acting in this way. Understanding the dynamics of coercive behavior and the possibility of unintentional coercion are critical issues for men.

3. *Challenge myths and assumptions regarding the role of sexuality and sexual activity in men's lives.* Frequent heterosexual sex is equated with masculinity in many men's upbringings, whether or not this is actually true in men's lives. Pressures men feel to be sexually active and to live up to male myths of sexual activity and prowess are thus important to deconstruct and critique.

4. *Address men's false fear of false accusation.* Men's (false) fear of false accusation provides an opportunity to explore strategies for achieving consent and the ways in which men can be unintentionally coercive. While false accusations can occur, they are extremely rare, and their numbers are grossly overestimated by contemporary college men.

5. *Reduce enabling and bystander behaviors among men (for both prevention and postvention).* Programs for men must move beyond a focus on individual responsibility to emphasize men's responsibility to each other to intervene and challenge inappropriate comments, actions, or behavior. Research based on social-norms approaches (Berkowitz 2000a; Kilmartin et al. 1999) have documented that most men are in fact uncomfortable with the behavior of a minority of men who exploit or objectify women. Prevention programs should therefore help men move from passive silence to active opposition and intervention when inappropriate behavior is witnessed.

6. *Increase empathy for victims and understanding the effects of rape.* Most men are capable of empathy and will be inhibited from acting in unintentionally coercive ways when the full effects and trauma of sexual assault are understood. This information can be provided by victim stories and testimony, in skits and vignettes, or by the personal sharing of men who have been secondary victims.

7. *Acknowledge male victimization.* Men may have particular difficulty acknowledging that a boy or man can be the victim of unwanted sex. It is thus important to carefully define and provide statistics on male victimization and explore men's discomfort with discussing this issue.

8. *Explore opportunities for social action to educate about and prevent sexual assault.* For men to truly take on prevention requires a commitment to social activism to end violence against women. Such activism can take many forms, including fund-raising for local rape-crisis centers, political action, participation in Take Back the Night (as appropriate), conducting a White Ribbon Campaign, etc. (Berkowitz, 2000b).

Components of Risk-Reduction, Deterrence, and Empowerment Programs for Women

Naiveté about sexual assault and a false sense of security are two of the greatest risk factors for sexual assault among women. Teaching women steps to reduce the risk of sexual assault and ways to feel a sense of agency and control in the face of threat are critical. The problem is how to accomplish these objectives without promoting victim blame if assaults do occur, and without teaching women to be fearful, threatened, and disempowered.

1. *Educate women about the characteristics and operational styles of different types of perpetrators.* All perpetrators of sexual assault are not the same. Women need the skills and knowledge to identify different types of assaults and styles of perpetration, and to learn warning signs and appropriate responses.

2. *Reduce enabling and bystander behaviors among women that encourage women to take unsafe risks or overlook friends' risk-taking.* Programs for women must go beyond a focus on individual responsibility to emphasize women's responsibility to each other in preventing unintentional enabling or risky behavior.

3. *Reduce victim blaming, increase understanding and support for women who are victimized.* Women are just as likely as men to believe in myths that blame other women for their sexual assaults. These attitudes and beliefs can result in retraumatization of victims and prevent them from accessing counseling, medical, and legal services. Women must therefore be encouraged to identify and critique the attitudes and beliefs that result in victim blaming.

4. *Encourage women to access support services specific to the different types of assault.*

5. *Discuss the effectiveness of different responses to coercive behavior.* A variety of nonverbal, verbal, and physical responses may be effective in response to coercive behavior. Many of these responses are situation specific and can be effectively discussed in reaction to scenarios or role plays. By definition, any increase in the range of behaviors available to women in response to coercive behavior is effective risk reduction or deterrence.

6. *Understand and overcome cultural norms and socialization experiences that reduce self-efficacy and cause women to overlook internal and external cues about danger.* Vulnerability to sexual assault is a direct outcome of how girls are taught to be women. A feminist understanding of women's socialization and experiences is an important component of any work with women.

7. *Discuss the different emotional reactions that women may have to the issue of sexual assault.* Women differ in their understanding of sexual assault and in their emotional responses to it. Creating a safe space for these emotions to surface so that they can be affirmed and discussed is an important goal of programming for women.

8. *Understand risk behaviors that may increase vulnerability to assault and emphasize protective behaviors that may reduce vulnerability to assault.* Women should not be asked to restrict their freedom of action, dress, or behavior in response to the fear of sexual assault. Doing so in effect forces the victim to take responsibility for the behavior of the perpetrator. At the same time, it is prudent for women to understand how certain language, dress, or behavior may be misinterpreted or misunderstood by men so that steps can be taken (out of a sense of power, not fear) to reduce the likelihood of men acting on the basis of these misunderstandings.

9. *Learn self-defense techniques and skills.* Women's empowerment is achieved when women feel able to defend themselves and to use physical force in response to potential or actual assaults. Women who are able to respond forcefully and physically to provocations and attempts at physical coercion can effectively prevent assaults from occurring. The self-esteem inherent in the

ability to defend oneself to whatever extent possible is one of the most effective antidotes to a variety of attitudes and behaviors that may increase women's risk of sexual assault.

Summary and Conclusion

Understanding and eliminating sexual assault requires a sophisticated understanding of how boys are taught to be men and how girls are taught to be women. Sexuality and sexual assault are gendered experiences that are learned. Thus, it is important that sexual-assault programming: 1) acknowledge the different needs, experiences, and perspectives of men and women, and be tailored appropriately, and 2) be designed in a way that is effective and powerful. This chapter has provided an overview of characteristics of effective programs, offered a conceptual definition of programming activities for men and women, and reviewed important elements to be addressed in programs for women and/or men. It is the author's sincere hope that this discussion will advance the "state of the art" in sexual-assault prevention and risk-reduction programs on college and university campuses and promote dialogue in the service of more effective programs.