Sample Proposal #1

PLEASE PROVIDE A SHORT DESCRIPTION OF THE FORMAT, STRUCTURE, AND GOALS OF YOUR PRESENTATION.

No-Shave November for consent is a sexual assault prevention campaign in which participants sign a pledge to grow a beard (if possible) and practice consensual sex in their relationships. After signing, participants receive a t-shirt or pin that says "ask about my beard". When asked, participants then have an opportunity to discuss the importance of consent and communication. This campaign was originally implemented at the University of Michigan and has since spread to the University of Georgia and Concordia University in Portland.

Presenters from UGA and U of M will discuss the No-Shave November for consent campaign and its efficacy in engaging a significant male audience with the movement to end sexual violence. Topics will include:

- How the framing of sexual assault prevention in terms of sex-positive communication between partners and consent can be an effective way to provide engagement opportunities to a large audience of men. (See commandment V at partywithplayboy.com)

- How the existing cultural phenomenon of No-Shave November and the masculine connotation of beard growth assist in engaging men with the campaign.

- How relatively light engagement opportunities allow men to engage with the movement in a fun way, promoting a chain of engagement between men

- Challenges and successes of specific implementations of the campaign at UGA, Concordia University and U of M

WHO IS YOUR TARGET AUDIENCE?

Sexual assault prevention coordinators who are looking to involve men in the movement to end sexual assault.

HOW WILL YOU BRING THE THEME OF SOCIAL JUSTICE ISSUES IN SEXUAL VIOLENCE PREVENTION INTO YOUR PRESENTATION?

When discussing social justice issues, it is important to bring in alternative viewpoints and advocates from different backgrounds. Due to the fact that the majority of perpetrators of sexual assault are men but the majority of men are not perpetrators, much progress can be made through engaging this audience effectively.

WHAT MAKES THIS A GREAT PROPOSAL?

- Innovative topic explained as directly applicable to college and university campuses.
- Identifies content in relation to specific learning goals for attendees.
- Clearly articulates how the program is an application of social justice.
Sample Proposal #2

PLEASE PROVIDE A SHORT DESCRIPTION OF THE FORMAT, STRUCTURE, AND GOALS OF YOUR PRESENTATION.

---Format: First two-thirds educational, last one-third discussion and common analysis based.

---General Structure:
Connect common topics in violence prevention work to underlying social psychology terms and research (social norms). For example, the definition of “rape culture” is “a culture in which the prevalent attitudes and practices normalize, excuse, accept, tolerate, and even condone acts of sexual violence, in particular acts of rape.” While accurate, that definition explains very little about how such attitudes and practices become normal, excused, and accepted. This session focuses on connecting social norms research, the how, with two common terms heard often in the field of violence prevention, namely “rape culture” and “bystander intervention”. The goal is not to bore the audience with a deluge of academic vernacular, but rather to provide an accessible overview of classic social psychology research that attendees can connect to current and future work designing and implementing primary prevention strategies.

---Specific Structure:
Section A – Provide common definitions for “Rape Culture” and “Bystander Intervention”
Section B – Connect each definition to a number of key social psychology theories, and explain
-Subsection B1 – Bystander Intervention with 1) Bystander Effect, 2) Pluralistic Ignorance, and 3) Fundamental/Ultimate Attribution Errors
-Subsection B2 – Rape Culture with 1) Heuristics (Representativeness, Anchoring & Adjustment, and Availability), 2) Base Rate Fallacy, 3) False Consensus/Uniqueness Effect, and 4)
Section C – Examine some prominent campaigns in the national/local landscape through a social norms lens (informed by the key social psychology theories reviewed in Section B). Possible campaigns include the White Ribbon Campaign, One in Four, Men Stopping Violence, Project Unspoken, and Take Back the Night.
Section D – Provide an opportunity for discussion of additional campaigns (current, future, or hypothetical) that attendees wish to discuss. Answer any final questions. Provide time for discourse and conversation.

---Goals:
Goal 1 – Attendees will have a basic understanding of key social norms terms and theories.
Goal 2 – Attendees will have a deeper understanding of the origins and cognitive processes behind “rape culture” and “bystander intervention”.
Goal 3 – Attendees will be able to analyze current/future programs through a social norms lens.

WHO IS YOUR TARGET AUDIENCE?
Staff working on within this area, but information will be presented so as to be accessible for students who may be new to this issue. Information on social norms in particular will be presented with a lay-audience in mind.

HOW WILL YOU BRING THE THEME OF SOCIAL JUSTICE ISSUES IN SEXUAL VIOLENCE PREVENTION INTO YOUR PRESENTATION?
A social justice frame examines the systems, of which we are all a part (to some extent), that reinforce certain behaviors, beliefs, oppressions, and privileges; a social psychology frame examines the system of mental shortcuts and heuristics that we all use (to some extent) to make decisions, justify actions, and explain behaviors. Exploring the flaws within our own cognitive processes (and how those lead to false beliefs, misperceived beliefs, and harmful attitudes/behaviors) both runs theoretically parallel to a social justice model of sexual violence and particularly highlights how “passive oppression” functions and is perpetuated in the case of sexual violence. Furthermore, understanding how some behaviors (e.g. coercive actions) that are unjust can still be (and in fact could be predicted to be) socially acceptable is a relevant and useful recasting of sexual violence into a social justice framework.

WHAT MAKES THIS A GREAT PROPOSAL?
- Includes detailed structure (almost too detailed), indicating a well-planned proposal.
- Includes appropriate background information (defines key term) and establishes relevance by describing how the issue relates to current issues/concerns and social justice.
- Specific, appropriate learning goals that articulate how attendees will benefit from the program.
Sample Proposal #3

PLEASE PROVIDE A SHORT DESCRIPTION OF THE FORMAT, STRUCTURE, AND GOALS OF YOUR PRESENTATION.

This program would use data collected from UGA students about how they define non-consensual sexual activities. More women than men report engaging in sexual activity when they don’t want to, though they don’t refer to this as non-consensual. More men than women report persuading someone to have sex with them, though they do not see this as non-consensual. This data brings about the need for a more thorough standard definition of consent that involves the meanings of coercion and persuasion.

The format of the program would initially present the data and then open the presentation up for discussion about the meaning of consent and how health educators handle this topic at their own universities. Further discussion can be had about most frequently asked questions by students in programs about consent, and sharing of expertise in how to handle these topics when they arise.

This program would use real-time polling technology to allow the participants to share their responses with the group on screen and provide an opportunity for an engaging dialogue on themes that arise.

Goals
- Participants will experience increased comfort and expertise answering difficult students questions about consent in a programming situation
- Participants will share with each other challenges and successes of consent education at their schools/universities
- Participants will recognize areas for improved or targeted consent education in their respective student populations

WHO IS YOUR TARGET AUDIENCE?
Prevention advocates and health educators at other universities/colleges.

HOW WILL YOU BRING THE THEME OF SOCIAL JUSTICE ISSUES IN SEXUAL VIOLENCE PREVENTION INTO YOUR PRESENTATION?
This program will use a social justice lens by encouraging health educators and advocates to broaden the conversation of consent to include issues of coercion and persuasion. Naming coercion and persuasion as components of sexual assault allows survivors to identify what is happening to them as unacceptable, increases their access to support, and empowers all students to challenge oppressive environments that allow these behaviors to occur without consequence.

WHAT MAKES THIS A GREAT PROPOSAL?
- Background information helps to contextualize topic.
- Includes description of how technology will be used to make presentation interactive.
- Includes appropriate learning goals describing how attendees will benefit from program.