

SUNY College Cortland

Digital Commons @ Cortland

COR 101 Slides

COR 101 Student Symposium

12-2022

Title IX and Consent Education

Daniel Reischer

Follow this and additional works at: <https://digitalcommons.cortland.edu/corslides>



Part of the [Higher Education Commons](#)

Title IX and Consent Education

By Daniel Reischer

For Jaclyn Pittsley's COR 101: The Cortland Experience

Lesson Background

- The idea behind this lesson came about due to first year students expressing concern over the “Forcible Touching Incident” emails and other crime reports.
- This summer, first year students underwent a Title IX education program, but I wanted to provide space for the students to discuss consent in a more comfortable environment.

Lesson Background

- Even though the students were exposed to these questions over the summer, it was important for them to analyze their own behavior and experiences now that they spent the whole semester in a college environment. According to Psychology researchers, college students of all genders express confusion and misguided perceptions regarding sexual desire and affirmative consent (Lindgren et al., 2009). Despite the summer programming, it is reasonable to suspect questions regarding consent remained.
- While students were given resource cards during orientation, it was important for me to make sure the students knew how to navigate the Title IX information page on the Cortland website.

Lesson Design

- I wanted to frame the discussion around how student perspectives on consent changed since coming to college. While my class rarely participates in discussion, I took a risk here structuring most of the class on dialogue, to mixed success.
- For this lesson, I used a facilitation guide designed by the Title IX office with a series of questions to outline class discussion. I hoped the majority of the lesson would flow through class discussion.
- When designing the presentation, I wanted to create an environment as comfortable as possible, considering the possibly triggering nature of the subject. I was able to find some literature on the topic that advocates for sensory responsive presentation design (Wilmes et al., 2008). Because of this, I decided to use pale blues and greens, the two most calming colors.

Resources

- The Title IX office is located in Miller, 309 from 8:00-4:30 M-F
- Coordinator Maggie Wetter and Deputy Coordinator Samuel Halligan
- They focus their efforts on Sexual Harassment, Assault, Dating Violence, Gender/Sex Based Discrimination, and Stalking
- Confidential vs. Not Confidential Reporting
- <https://www2.cortland.edu/offices/title-ix/frequently-asked-questions>

Expectations for Discussion

- Be respectful of others, their stories, and their viewpoints
- Think before you speak
- Participate and challenge yourself
- Don't ask or expect people to speak on behalf of a group
- Take care of yourself and those around you

Title IX Discussion

1. Is it okay to talk about sex?
2. Is it okay to get consent from a nonverbal cue?
3. Does the way a person dress dictate their desire for sex?
4. Discussion of men and sexual assault
5. Discussion of LGBTQ+ community and sexual assault
6. Is it okay to have sex after using drugs and/or alcohol?

• It was important for me to limit the busyness of the slides. I did not use transition effects or images to keep the tone relaxed, but serious. I also organized the information in bullet points in lists to allow for easier reading

• Images (Reischer, 2022)

Reflections

- Not everything for my lesson went according to plan. On the original date for the presentation, I was feeling unwell, which forced the new date to be pushed back to November 28th. Since it was the second to last week, I was pleasantly surprised that attendance was pretty good. This class has struggled quite a bit with attendance, so having so many of them present was really nice. Unfortunately when it came to participation, the group was very quiet. At the beginning of class, only three students responded to my questions, despite all of them clearly paying attention. Because the lesson would have been over quickly, Jackie mandated that the students participate for their attendance to count. This helped motivate the students to participate, but I would have preferred more natural discussion. That said, once students started talking, I have to say it went really well.

Takeaways

- This class really taught me a lot about carrot/stick applications in the classroom. A common trend across the first-year cohort this year is a difficulty participating and communicating. It has been hard to motivate them, but this lesson really taught me that it is okay to try to apply other pressures (ie. attendance) to promote dialogue.
- In the same vein, I think the biggest takeaway from this lesson is that despite students choosing not to participate, they still might have things to say. Once Jackie started calling on the students, many of the quietest ones in the class shared very interesting and well thought out responses. Going into academia in the future, I think this serves as an important reminder that speaking up in class should not serve as the be all/end all for participation.
- Finally, this lesson taught me the importance of the physical space in a classroom. Retrospectively, it would have been a good idea to have the students turn and face each other to dismiss the power dynamic of myself in the front of the classroom. In the future, I will try to have students face one another to facilitate dialogue easier.

References

- Lindgren, K.P., Schacht, R.L., Pantalone, D.W., & Blayney, J. A. (2009). Sexual communication, sexual goals, and students' transition to college: Implications for sexual assault, decision-making, and risky behaviors. *Journal of College Student Development*, 50(5), 491–503.
- Reischer, D. (2022) *Consent and title ix* [PowerPoint Slides]. SUNY Cortland: COR 101 The Cortland Experience
- Wilmes, B., Harrington, L., Kohler-Evans, P., & Sumpter, D. (2008). Coming to our senses: Incorporating brain research findings in the classroom. *Education*, 128(4), 659-675.