

# PARTNERS IN SOCIAL CHANGE

A PUBLICATION OF THE SEXUAL ASSAULT PREVENTION RESOURCE CENTER  
THE WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS  
VOLUME VIII Issue 4 SUMMER 2006



**Reducing Risk And Promoting Potential Protective Factors For Sexual Violence  
Results From The Community Development Initiative Case Study  
An Advocate's Perspective - Female Chauvinist Pigs  
Book Review: Confessions of a Video Vixen**

**END SEXUAL VIOLENCE IN OUR COMMUNITIES**



# DIRECTOR'S DESK



Lydia Guy

PREVENTION SERVICES DIRECTOR

*We're talking about what I call the 'marginalization of women,' We are bombarded [from the media] with titillating images of women degraded and on display—scantly clad, overtly objectified. There is no escaping it—women are being exploited. It's bad enough that women are allowing themselves to be used this way, but even worse, young girls are imitating them.*

*I want us to start paying attention to what is happening to women in this country and the role models we are projecting throughout the world.*

*Oprah Winfrey April 2006*

This issue was inspired by a lazy afternoon and a recent episode of Oprah: which I admit to with more than slight embarrassment. The episode was about the “Marginalization of Women” to use Oprah’s terminology. Guests included Karrine Steffans (The author of Confessions of a Video Vixen), Pink talking about her new song Stupid Girls, Ariel Levy (The author of Female Chauvinist Pigs), a recruiter for Girls Gone Wild on spring break and the resident psychologist Dr. Robin. My chagrin is not due to the fact I was sucked into the pop culture phenomenon that is the Oprah show, but due to the fact that she initiated a conversation that we should be engaged in as sexual violence professionals and advocates. My first thought was that we should be leading the conversation. I wanted to hear the debate spill out of conference rooms, rape crisis centers, shelters and lecture halls and onto the small screen not the other way around.

We (the anti-rape movement) have hypothesized and theorized regarding the nature of gender roles, the commodification of sex and sexuality and its linkages to sexual violence for over three decades. It is rare, however, for us to draw the masses into our debate. Somehow our analysis has just not been that compelling. We have been known to be overly academic, humorless and a little dry. In order to create successful relevant and effective sexual violence prevention strategies it may be time to revisit and reinvigorate the debates initially inspired by the work of Dworkin & MacKinnon<sup>1</sup>. It is my hope that this issue will help us to begin to use this debate as a framework to begin to think in terms of protective and risk factors for sexual violence in relation to pop culture and to have a little fun in the process. I know this is a somewhat lofty goal. Particularly since its motivation was afternoon T.V.

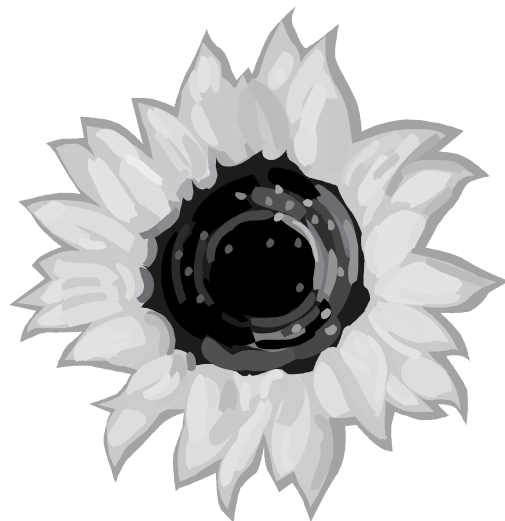
Lydia

1. Feminist positions on pornography are divided. Some feminists, such as Andrea Dworkin, Catharine MacKinnon, Susan Brownmiller, Dorchon Leidholdt, and Robin Morgan, argue that pornography is degrading to women, and complicit in violence against women both in its production (where, they charge, abuse and exploitation of women performing in pornography is rampant) and in its consumption (where, they charge, pornography eroticizes the domination, humiliation, and coercion of women, and reinforces sexual and cultural attitudes that are complicit in rape and sexual harassment). Many feminists differentiate between different sorts of porn and may see some as fairly harmless. Those that favor a complete ban on pornography are actually a small minority, but they tend to receive more attention in the media. The majority of feminists would consider porn to be a small issue. [http://en.wikipedia.org/wiki/Anti-pornography\\_movement](http://en.wikipedia.org/wiki/Anti-pornography_movement) May 30, 2006 1:29 pm PST

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# REDUCING RISK AND PROMOTING POTENTIAL PROTECTIVE FACTORS FOR SEXUAL VIOLENCE

By Lydia Guy

In order to prevent sexual violence we must first determine the root causes of sexual violence. This task is not particularly easy. Sexual violence is categorized as intentional injury. Intentionality by definition means that we have one individual or group of individuals (perpetrators) deliberately injuring another individual or group of individuals (victims). This is compounded by the relationship, community and societal factors which sustain the victimization. So what we're really looking at is four mechanisms of risk /protective factors: risk factors for perpetration, vulnerability factors for victimization, protective factors for perpetration and protective factors for victimization.

We venture down a fairly slippery slope when we begin to talk about risk and protective factors as they relate to sexual victimization. ***Perpetrators should always be held accountable for their own actions and victims are never responsible for their own victimization.*** Given this truth it is still necessary for us to acknowledge the factors which contribute to sexual violence. Please note the choice of the word contribute, these factors are contributory not causal. You may have also noticed that in my title I use the term potential protective factors. I use this terminology not to indicate a lack of belief in protective factors as related to sexual violence, but rather a lack of documentation as to the exact nature of these protective factors. My personal hypothesis is that the protective factors will be remarkably similar to the forty developmental assets as defined by the Search Institute.

Sexual violence in our society is reinforced by a myriad of factors across the social ecological spectrum. While seeking to define sexual violence specific protective factors it is necessary to choose a starting point. It seems a reasonable assumption that the promotion of assets necessary to help young people grow to be happy, healthy and positive adults will create a social climate that is less supportive of sexual violence. The next few pages contain the Search Institute's handout on the 40 Developmental Assets as well as excerpts from the Centers for Disease Control and Prevention, National Center for Injury Prevention and Control fact sheet. These documents provide a brief overview of some of the information utilized in the formation of my hypothesis. Although, I offer this hypothesis as a logical starting point I don't presume to know which assets will prove to have greater effect in primary sexual violence prevention efforts. Looking at protective and risk factors through the lens of the social-ecological framework it appears that many of our traditional strategies and current interventions focus on factors closely aligned with individual and relationship factors. An additional consideration in determining protective factors for sexual violence may be their ability to effect change at the community and societal levels.



|                                      |   |
|--------------------------------------|---|
| <b>Support</b>                       | <p><b>1. Family support</b>—Family life provides high levels of love and support.</p> <p><b>2. Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p><b>3. Other adult relationships</b>—Young person receives support from three or more nonparent adults.</p> <p><b>4. Caring neighborhood</b>—Young person experiences caring neighbors.</p> <p><b>5. Caring school climate</b>—School provides a caring, encouraging environment.</p> <p><b>6. Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</p> |
| <b>Empowerment</b>                   | <p><b>7. Community values youth</b>—Young person perceives that adults in the community value youth.</p> <p><b>8. Youth as resources</b>—Young people are given useful roles in the community.</p> <p><b>9. Service to others</b>—Young person serves in the community one hour or more per week.</p> <p><b>10. Safety</b>—Young person feels safe at home, school, and in the neighborhood.</p>  |
| <b>Boundaries &amp; Expectations</b> | <p><b>11. Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p><b>12. School Boundaries</b>—School provides clear rules and consequences.</p> <p><b>13. Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</p> <p><b>14. Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</p> <p><b>15. Positive peer relationships</b>—Young person's best friends model responsible behavior.</p> <p><b>16. High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</p>  |
| <b>Constructive Use of Time</b>      | <p><b>17. Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p><b>18. Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p><b>19. Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</p> <p><b>20. Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>   |
| <b>Commitment to Learning</b>        | <p><b>21. Achievement Motivation</b>—Young person is motivated to do well in school.</p> <p><b>22. School Engagement</b>—Young person is actively engaged in learning.</p> <p><b>23. Homework</b>—Young person reports doing at least one hour of homework every school day.</p> <p><b>24. Bonding to school</b>—Young person cares about her or his school.</p> <p><b>25. Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</p>   |
| <b>Positive Values</b>               | <p><b>26. Caring</b>—Young person places high value on helping other people.</p> <p><b>27. Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p><b>28. Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</p> <p><b>29. Honesty</b>—Young person "tells the truth even when it is not easy."</p> <p><b>30. Responsibility</b>—Young person accepts and takes personal responsibility.</p> <p><b>31. Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>   |
| <b>Social Competencies</b>           | <p><b>32. Planning and decision making</b>—Young person knows how to plan ahead and make choices.</p> <p><b>33. Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</p> <p><b>34. Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p><b>35. Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</p> <p><b>36. Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</p>  |
| <b>Positive Identity</b>             | <p><b>37. Personal power</b>—Young person feels he or she has control over "things that happen to me."</p> <p><b>38. Self-esteem</b>—Young person reports having a high self-esteem.</p> <p><b>39. Sense of purpose</b>—Young person reports that "my life has a purpose."</p> <p><b>40. Positive view of personal future</b>—Young person is optimistic about her or his personal future.</p>  |

External Assets

Internal Assets

# SEXUAL VIOLENCE FACT SHEET

*as excerpted from [www.cdc.gov/ncipc/factsheets/svprevention.htm](http://www.cdc.gov/ncipc/factsheets/svprevention.htm) May 13, 2006 4:15pm*

## **Risk Factors for Perpetration**

### **individual Factors**

- Alcohol and drug use
- Coercive sexual fantasies
- Impulsive and antisocial tendencies
- Preference for impersonal sex
- Hostility towards women
- Hypermasculinity
- Childhood history of sexual and physical abuse
- Witnessed family violence as a child

### **Relationship Factors**

- Association with sexually aggressive and delinquent peers
- Family environment characterized by physical violence and few resources
- Strong patriarchal relationship or familial environment
- Emotionally unsupportive familial environment

### **Community Factors**

- Lack of employment opportunities
- Lack of institutional support from police and judicial system
- General tolerance of sexual assault within the community
- Settings that support sexual violence
- Weak community sanctions against sexual violence perpetrators

### **Societal Factors**

- Poverty
- Societal norms that support sexual violence
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness
- Weak laws and policies related to gender equity
- High tolerance levels of crime and other forms of violence

**Centers for Disease Control and Prevention,  
National Center for Injury Prevention and Control**

**Vulnerability Factors for Victimization**

- **Prior history of sexual violence.** Women who are raped before the age of 18 are twice as likely to be raped as adults, compared to those without a history of sexual abuse (Tjaden and Thoennes 2000).
- **Gender.** Women are more likely to be victims of sexual violence than men: 78% of the victims of rape and sexual assault are women and 22% are men (Tjaden and Thoennes 2000). These findings may be influenced by the reluctance of men to report sexual violence.
- **Young age.** Sexual violence victimization starts very early in life. More than half of all rapes of women (54%) occur before age 18; 22% of these rapes occur before age 12. For men, 75% of all rapes occur before age 18, and 48% occur before age 12 (Tjaden and Thoennes 2000). Young women are at higher risk of being raped than older women (Acierno et al. 1999).
- **Drug or alcohol use.** Binge drinking and drug use are related to increased rates of victimization (Champion et al. 2004).
- **High-risk sexual behavior.** As with drug/alcohol use, researchers are trying to understand the complex relationships between sexuality and sexual violence — their causality, directionality, and other etiologic factors that increase vulnerability for victimization are not well understood. Some researchers believe that engaging in high-risk sexual behavior is both a vulnerability factor and a consequence of childhood sexual abuse. Youth with many sexual partners are at increased risk of experiencing sexual abuse (Howard and Wang 2003; Valois et al. 1999).
- **Poverty.** Poverty may make the daily lives of women and children more dangerous (e.g. walking alone at night, less parental supervision). It may also make them more dependent on men for survival and therefore less able to control their own sexuality, consent to sex, recognize their own victimization or to seek help when victimized. These issues increase their vulnerability to sexual victimization (Jewkes, Sen, and Garcia-Moreno 2002). In addition, poor women may be at risk for sexual violence because their economic (and, often, educational) status necessitates that they engage in high-risk survival activities, for example trading sex for food, money, or other items (Wenzel et al. 2004). Poverty also puts women at increased risk of intimate partner violence, of which sexual violence is often one aspect.
- **Ethnicity/culture.** American Indian and Alaskan Native women are more likely (34%) to report being raped than African American women (19%), White women (18%) or Hispanic women (15%) (Tjaden and Thoennes 2000).

# How Did They Do That?

## RESULTS FROM A COMMUNITY DEVELOPMENT INITIATIVE CASE STUDY

By Sarah Stachowiak

This year as part of our work providing technical assistance on evaluation of community development efforts undertaken by Community Sexual Assault Programs (CSAPs) across Washington state, ORS selected one community development initiative about which we would develop a report detailing the development and evaluation of the initiative. One of the primary goals of this report was to paint a picture of a community development process, including strategies, outcomes and lessons learned, for a wider audience of CSAPs and their partners statewide.

ORS and OCVA hoped that this example could help local communities: visualize a process for embarking on evaluation, identify relevant outcomes for community development, consider relevant qualities in your community that could help foster success, and apply lessons learned from a longstanding community development effort to new or ongoing processes. After reviewing various projects, we approached the stakeholders of the three-year community development process between Pioneer Center North (PCN), a residential chemical dependency treatment center, and Skagit Domestic Violence and Sexual Assault Services about serving as a case study.

### Project Background

Pioneer Center North (PCN) is a private, non-profit residential chemical dependency treatment facility in Sedro Woolley, WA that provides treatment for clients who are involuntarily committed. According to interviewed PCN staff, sexual violence is a “huge” issue among their clients with staff estimating anywhere from 80-100 percent of the clients have experienced sexual violence, either as a perpetrator or a victim. Within the PCN community, sexual violence issues manifested themselves in several ways, including the visible display of pornography in the clients’ rooms, on walls, and even on the doors.

In Fall 2002, Skagit Domestic Violence and Sexual Assault Services, approached PCN about developing a community development project at PCN. A stakeholder group was convened that met and identified several underlying community conditions including: abuse of power and control, oppression issues, lack of knowledge and education about sexual violence, and systems failing to work together. The stakeholder group decided to address these underlying conditions through three main strategies: pornography policies, staff education and development of a universal Sexual Violence Education Class. The group also developed a theory of change for their community development work a process that was highlighted in the Winter 2006 issue of *Partners in Social Change*.





## Examples of Qualities that Fostered Success at PCN

As part of the case study process, we asked the stakeholders from the PCN project to reflect back on what had gone well with their community development process and what they could share with other communities who might embark on similar work.

- **Authentic Need for the Project.** When the process began at PCN, the staff who volunteered for the stakeholder group all believed there were issues that needed to be addressed, and that it was time to make changes. Unlike a situation where some of the underlying conditions might include denial or lack of awareness of existing issues, the group at PCN was ready to act.
- **Clearly Defined Community and Activities.** As a residential treatment center, their community was well-defined and contained—clients and staff. In addition, the stakeholders chose several concrete, clearly-defined activities that could be developed and implemented.
- **Early Success Provided Encouragement.** By making a tangible change in the environment through the enforcement of pornography policies, attitudes changed. With a relatively rapid and visible success, the stakeholder received some early encouragement for their efforts.
- **Consistent and Passionate People and Strong Management Support.** With the exception of two changes in the group this year, the same stakeholders have been meeting monthly since October 2002. In addition, staff were unequivocal about their belief in the strong support from management to deal with sexual violence prevention issues.
- **Strong, Trusting Relationship with Prevention Coordinator.** The stakeholders shared that Nona Thompson, the Prevention Coordinator from the Skagit Domestic Violence and Sexual Assault Services, has served as a valuable resource throughout the project, providing guidance or expertise related to sexual violence prevention when there have been “hitches” along the way.
- **Ownership of the Process by PCN.** This as a PCN project. PCN had to clarify and enforce policies, PCN staff teach the Sexual Violence Education Classes, and PCN committed to having all clients participate in the class as a formal part of their treatment schedule.

## Lessons Learned

- *Be Patient and Trust the Process.* Several shared that the process had taken longer than they expected, but also that the process had been more successful than they anticipated.
- *Be Prepared for Resistance.* Societal change is big and difficult to achieve. Groups undertaking these efforts should be prepared for resistance and expect backlash, but should not be discouraged.
- *Evaluate Sooner.* Stakeholders noted that it was unfortunate that they hadn't started evaluating their efforts sooner. Evaluation could have been used to persuade some resisters based on demonstrated results.
- *Step Back and Look at the Big Picture Periodically.* With a process that has been underway for over three years, it can be easy to lose sight of the big picture in the day-to-day work. Going through an outcome mapping process with the stakeholder group to create a theory of change invigorated many staff members. They were able to see how the work they were doing fit into a larger vision and how they were contributing to broader outcomes and goals.
- *Be Flexible.* Throughout the PCN process, the stakeholders have learned lessons and made adjustments to the way they have implemented their strategies. However, through these adjustments, it is important to maintain a focus on the common goal the work is striving toward.

While some of these factors are unique to the PCN context, most represent general factors that could be transferable to other community development projects. We hope that this case study can provide inspiration for other efforts underway.

For a copy of the full report or if you have questions, contact Organization Research Services:

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# COLLEGE SEXUAL VIOLENCE PREVENTION AND SAFETY PROMOTION COALITION

## **The Joint Summit and Measuring Dating/Sexual Violence of College Students**

*By Greta Leibnitz, Ph.D., College Safety Coalition Chair*

In March, the College Sexual Violence Prevention and Safety Promotion Coalition (Safety Coalition) and the College Substance Abuse Prevention Coalition (College Coalition) held a successful Joint Summit meeting. The primary objective of the meeting was to explore the overlap between dating/sexual violence and substance abuse on college campuses and to provide campus educators/service providers with opportunities to strengthen bridges between the two areas. Thirty individuals were in attendance, representing more than a dozen state institutions of higher education, CSAPS and other entities. Dr. Linda Langford, Associate Center Director at the Center for College Health and Safety (CCHS), was the Keynote speaker as well as discussion facilitator. Funding for her work with the Washington sister coalitions was generously provided through the Robert Wood Johnson Foundation.

One direction for the college Safety Coalition that became more evident by the closing of the Joint Summit was the need for detailed data specific to dating/sexual violence at institutions of higher education in Washington State. John Tarnai, Director of the Social and Economic Science Research Center at Washington State University (WSU), provided a presentation at the Joint Summit regarding an electronic "Safety Survey" recently used at WSU. Dr. Sam Swindell and myself developed the WSU Safety Survey, in consultation with national/internationally known researchers, Dr. Bonnie Fisher, Dr. Patricia Tjaden and Dr. Murray Straus. Dr. Thomas Brigham provided support and funding through the WSU's President's Office. The Safety Survey capitalized on the survey questions used in the national study on the Sexual Victimization of College Women by Fisher, Cullen and Turner (2000). The WSU Safety Survey expanded upon the Fisher et al. (2000) survey and methodology by including questions aimed at assessing the victimization of men as well as women; broadening the scope of questions to include relationship or "dating" violence (i.e., questions from Straus' Conflict Tactics Scale) as well as rape, sexual assault, attempted sexual assault, coercion and stalking; and providing the questions in an electronic survey format rather than that of the telephone protocol used in the national study.



*continued on page 19*

# AN ADVOCATE'S PERSPECTIVE

## FEMALE CHAUVINIST PIGS: WOMEN AND THE RISE OF RAUNCH CULTURE

by Cheryl Johnson

*As a technical resource provider for sexual assault programs, individuals and communities working to prevent sexual violence, WCSAP has the unique opportunity of sharing our thoughts, musings and commentary on a regular basis. Recognizing the expertise that exists in the field we wanted to provide opportunities for others to contribute to the process. This Quarter, Cheryl Johnson from Providence Sexual Assault Center graciously agreed to read Ariel Levin's book *Female Chauvinist Pigs* and share her thoughts.*

***Lately, I've been feeling that many women are giving away power that was hard won in the 70's. One of my neighbor's sons was dating a Hooter's waitress and his mother said she was "smart and great to be with." Then I saw The Girls Next-door with Hugh Hefner on E television. These young women were so happy that they could live in the mansion with Hef, even though they had to compete to sleep with this eighty year-old. They had a curfew and could hardly go anywhere without Hef's approval or presence. He admitted he was controlling, and the "girls" giggled. It was difficult for me to put a name on what I found disturbing. Women's empowerment and "women's lib" are terms that mean getting rid of limits imposed on women. What was happening? Now, Ariel Levy has hit the nail on the head with Female Chauvinist Pigs. Women and the Rise of Raunch Culture. These young women are selling themselves short...***

Ms. Levy tells us about a young woman apologizing to a Girls Gone Wild (GGW) crew, because she is unable to masturbate herself to orgasm in front of the camera. GGW travels the country, and has more young women than they can use, flashing their breasts, their buttocks, and their genitals at the camera. According to the twenty-four-year-old male cameraman, "two stunning young women who were already very close to naked asked him if they could come along with him if they promised to take off their clothes and make out with each other later for the camera, possibly even shower." He didn't have room in his car for these two, but was not worried; "there would be other such offers." One nineteen-year-old woman got naked for a hat. She was "wearing a rhinestone Playboy bunny ring,

white stilettos that laced in tight X's up her hairless calves, and wee shorts that left the lowest part of her rear in contact with the night air". She stated that she liked to show off her body because it exudes "confidence." Just the night before she was the one who "felt bad for not doing it right" when she pulled down her shorts and masturbated on camera.

A woman manager from GGW said she would "definitely not" appear on GGW. Though she said, these young women were "coming up begging to get on camera and that they're having fun and being sexy."

Ms. Levy discusses that many women today "from fourteen to forty" think that sexual power is the only power they have. They've forgotten or never learned, that sexual power is only one specific type of power. *I've never understood why women go to Hooters or any other business that portrays women so one dimensionally. This is really for men. This is not progress.* As Ms. Levy states, dressing/ undressing, like a Hooters waitress, Playboy bunny, or stripper is only one kind of sexual expression... *it's limiting and has come from a culture that is sexually repressed. It's using women to make money for men.*

***Female Chauvinist Pigs. Women and the Rise of Raunch Culture* is filled with examples of women selling themselves and other women short.** Pole dancing, G-strings, and porn is not the byproduct of a society that is free and accepting of sex. These businesses do not empower women. They do not give women real female power. Most of these women earn less than the men who own

## Confessions of a Video Vixen Karrine Steffans

and run the business. If the owner is a woman, then she is exploiting other women for her own personal monetary gain. Women need to figure out what we really, deep down, want from sex...instead of having Playboy, porn, or Hooters tell us. This is not freedom in the sexual world. "Lusty, busty exhibitionist" as Levy calls it, is not freedom. "The freedom to be sexually provocative or promiscuous is not enough freedom; it is not the only 'women's issue' worth paying attention to."

This book makes us think about where we as "independent" women are going. As women in our culture begin to believe they are strong, sexy, capable, smart, funny... then it is not important what others tell us we should be. We would not have to be like strippers or men, we could be ourselves. That is good enough. We would truly then be powerful and free.

### *A bit about Cheryl, in her own words:*

***I have a voracious appetite for women's empowerment and chocolate. I am a survivor of incest and rape, and truly believe we can significantly reduce the number of people who are sexually assaulted by family and friends. For the last 5 years, I have worked toward the prevention of sexual assault through social change. I have been married 30 years to a supportive, loving, and very funny man. We have two grown daughters and four lively grandchildren. My proudest moment was when my daughters both thanked me for stopping the cycle of sexual violence in our family. That was a very BIG day.***

Confessions of a Video Vixen is the "New York Times Bestseller" memoir written by Karrine Steffans, a well known and well paid dancer in rap videos. The moniker "video vixen" is a far more complementary term for the dancers more commonly referred to as "video hos." Ms. Steffans' memoir depicts, in fairly graphic detail, the benefits as well as the price she paid in achieving notoriety. My goals in reviewing this book were to learn the perspective from an insider and to evaluate whether the book would be appropriate for inclusion in sexual violence prevention programming.

The first few chapters depict a difficult childhood, including strained relationships between all of the adult caregivers in her life, an absent father, poverty, a mother suffering from her own self-esteem issue and lack of parental supervision. The defining moment of a bleak childhood is an acquaintance rape in her early teens, which is the impetus for her leaving home. The book continues by detailing the difficult existence of a homeless young woman who utilizes sex and men to meet sustenance needs. She enters into a long term relationship with one of these men, who happens to be a hip-hop pioneer. This abusive relationship continues to erode Karrine's self esteem but does result in the birth of her son. The remainder of the book chronicles her rise in fall in the cult of celebrity. Its pages are populated with stories whose main characters are rap and movie icons. The behaviors depicted could be accurately described as hedonistic as well as misogynistic.

The book is publicized as part cautionary tale and part tell-all memoir. It is the final few chapters where Ms. Steffans is able to expose the negative impact of the video industry. Although the book ends on the admonitory note, its tone and content place more emphasis on the wealth, glamour and celebrity. Given the propensity for some young women, particularly young women of color to aspire to live the lifestyle depicted in videos. I would not utilize this book as a component of sexual violence curriculum. However, I found it an interesting read and useful resource for sexual violence prevention professional in developing programming focused on deconstructing popular media images.



# PINK LYRICS

## What are your thoughts?

The song and video "Stupid Girls" has ignited a mainstream conversation about what does it mean to be a smart girl as well as celebrities as teen role models. email [marilyn@wcsap.org](mailto:marilyn@wcsap.org) and we'll compile them in our next issue

### Stupid Girls

Stupid girl, stupid girls, stupid girls  
Maybe if I act like that, that guy will call me back  
Porno Paparazzi girl, I don't wanna be a stupid girl

Go to Fred Segal, you'll find them there  
Laughing loud so all the little people stare  
Looking for a daddy to pay for the champagne  
(Drop a name)  
What happened to the dreams of a girl president  
She's dancing in the video next to 50 Cent  
They travel in packs of two or three  
With their itsy bitsy doggies and their teeny-weeny tees  
Where, oh where, have the smart people gone?  
Oh where, oh where could they be?

Maybe if I act like that, that guy will call me back  
Porno Paparazzi girl, I don't wanna be a stupid girl  
Baby if I act like that, flipping my blond hair back  
Push up my bra like that, I don't wanna be a stupid girl

(Break it down now)

Diseases growing, it's epidemic  
I'm scared that there ain't a cure  
The world believes it and I'm going crazy  
I cannot take any more  
I'm so glad that I'll never fit in  
That will never be me  
Outcasts and girls with ambition  
That's what I wanna see  
Disasters all around  
World despaired  
Their only concern  
Will they \*\*\*\* up my hair



Maybe if I act like that, that guy will call me back  
Porno Paparazzi girl, I don't wanna be a stupid girl  
Baby if I act like that, flipping my blond hair back  
Push up my bra like that, I don't wanna be a stupid girl  
[Interlude]



Oh my god you guys, I totally had more than 300 calories  
That was so not sexy, no  
Good one, can I borrow that?  
[Vomits]  
I WILL BE SKINNY

(Do ya thing, do ya thing, do ya thing)  
(I like this, like this, like this)  
Pretty will you \*\*\*\* me girl, silly as a lucky girl  
Pull my head and suck it girl, stupid girl!  
Pretty would you \*\*\*\* me girl, silly as a lucky girl  
Pull my head and suck it girl, stupid girl!

Baby if I act like that, flipping my blond hair back  
Push up my bra like that, stupid girl!

Maybe if I act like that, that guy will call me back  
Porno Paparazzi girl, I don't wanna be a stupid girl  
Baby if I act like that, flipping my blond hair back  
Push up my bra like that, I don't wanna be a stupid girl\*

*I'm Not Dead*  
*Audio CD (April 4, 2006)*  
*Label: La Face*

***Pink is making headlines for her hit song "Stupid Girls." She says there's an epidemic of mindlessness among teenagers today and America's obsession with celebrity is to blame. In her music video, she attacks modern-day role models like Paris Hilton, Lindsay Lohan and Jessica Simpson, mocking what she believes is their obsession with beauty, shopping and acting dumb.***

***Oprah.com April 2006***

# WHAT'S GOING ON? CSAP NEWS

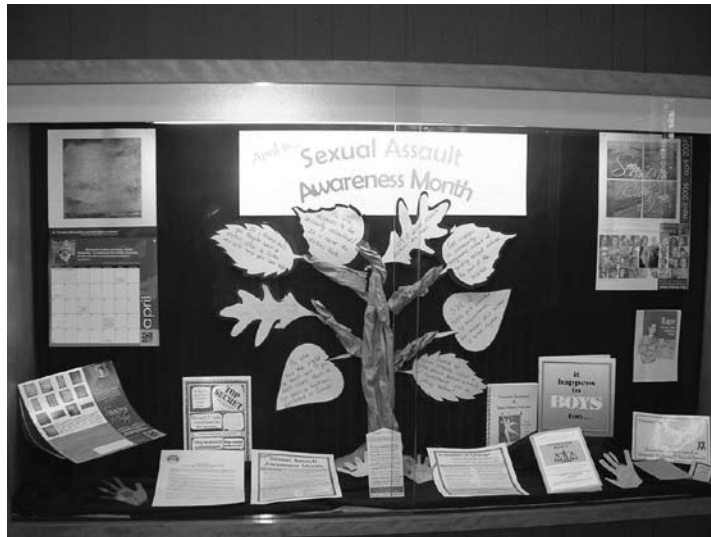
*What's going on at your CSAP.....  
submissions due quarterly  
email Marilyn@wcsap.org*

## **In Skamania County:**

- In early March we traveled to the elementary school and middle school located in the west end of our county to give presentations to their 5th and 6th grade classes. Our director, Lori Cochran, spoke to the kids about personal boundaries and what to do if those boundaries are violated.
- We also ran our annual "Hands are Not for Hurting" project in all of our local elementary and middle schools. Through this program, the grocery and convenience stores in the county donated medium sized paper bags, which we embellished with a heart shaped stamp reading "Hands Are Not For Hurting." The kids then decorated the bags to fit this theme, and the bags were returned to the grocery stores for use. (See photo right).
- In late March we met with the Skamania County Commissioners for them to proclaim April as Sexual Assault Awareness Month in Skamania County. Additionally, a banner was hung on the front of our county courthouse to announce Sexual Assault Awareness, Child Abuse Prevention, and Crime Victim Awareness in Skamania County.
- In early April, with our agency banner and signs decorated by local children, we lead a march through downtown Stevenson for sexual assault awareness and child abuse awareness. (See photo below).
- We placed an information table in front of our local grocery store in Mid-April. We passed out brochures and information as well as little "thank you" bags of candy.







- The four major employers in Skamania County let us put a double-sided flyer in with their April paychecks. These flyers contained some basic information/statistics about sexual assault, information about how our agency assists victims and suggestions for what people can do if they or a friend is sexually assaulted.
- We put table tents in local restaurants with information about sexual assault, our services and suggestions for what people can do if they are sexually assaulted.
- Throughout the month of April we utilized our local library's display window to publicize Sexual Assault Awareness and Child Abuse Prevention and Awareness Month. (See photo above).
- At the end of April we posted a series of signs in the lawn of the Skamania County Courthouse to make people aware of sex offenders in our community. We posted the signs from Friday thru Monday of the last weekend of the month. (See photo below).



*continued next page*

## **Sexual Assault Response Center:**

The Sexual Assault Response Center's (SARC) Education Program offers prevention based education presentations throughout Benton and Franklin counties. Presentations are directed toward the prevention of sexual assault and to raise awareness about their services. Last fiscal year, SARC provided over 400 presentations, reaching 8,300 individuals, with the majority of those under the age of 18. An additional 151,000 people were reached through an assortment of outreach efforts, including the Hanford Health and Safety Expo, Kadlec Medical's Safe Kid's Saturday, and the Women and Baby Expos.

The Education Program also tapes two local Charter Channel 3 shows a year. During the month of April, SARC spotlighted the prevalence of Sexual Harassment. The panel included a middle school student and a representative from the Human Rights Commission (HRC). The student talked about the prevalence of Sexual Harassment in middle school, some of the behaviors he has witnessed, the reactions of adults and students to the behaviors, and the reasons for not reporting. The representative spoke about her role at the HRC, why the laws were enacted over 20 years ago, what to do if you feel you are being harassed on the job, definitions and differences of harassment behaviors, and legal rights of employers and employees, and where the laws stand now.

The month of April is very busy with the Little People Project, the Clothesline project, the Blue Ribbon Campaign, and other Awareness Projects that are meant to draw community attention to the issue of sexual assault, specifically child sexual assault. Each "Little Person" represents one of the nearly 400 child physical or sexual abuse victims whose case was investigated by law enforcement in Benton/Franklin Counties last year. This year, SARC displayed the Little People at the Columbia Center Mall, Washington State University Tri-Cities, and Kennewick High School.



*The month of April was very busy with the Little People Project.....*

*Each "Little Person" represents one of the nearly 400 child physical or sexual abuse victims whose case was investigated by law enforcement in Benton/Franklin Counties last year.*

The results of the Safety Survey have provided WSU with a wealth of information regarding the nature, type and frequency of dating/sexual violence at WSU as well as feedback from students regarding how well WSU is doing to address concerns. Additionally, the results have enabled WSU administrators, educators and service providers to compare specific information with national data as well as explore the need for systemic and programmatic changes in a proactive effort to diminish both the probability and impact of dating/sexual violence on campus.

The College Safety Coalition recognizes that without detailed information, like that provided by the WSU Safety Survey, institutions of higher education are in a position of trying to prevent harm from an “assailant” with which they are acquainted but without adequate information—akin to fighting in the dark. Consequently, one goal of the statewide college Safety Coalition is to have the campus dating/sexual violence prevention efforts of every WA institution of higher education be informed and honed by the results of quality data. Only through quality data can administrators/educators/service providers determine the impact of effort and guide awareness of best practices. Until then, the impact of current practices are at best unsubstantiated and limited. The Safety Coalition is currently exploring quality survey instruments and ways to support campuses in financing data collection efforts.

For more information about the College Safety Coalition and/or the WSU Safety Survey, please contact Dr. Gretal Leibnitz, [leibnitz@moscow.com](mailto:leibnitz@moscow.com).

What do you think? Please take a few minutes to fill out our online survey and let us know what you think of Partners In Social Change. How are we doing?

<http://www.surveymonkey.com/s.asp?u=377542139761>



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