

**Rutgers, the State University of New Jersey**  
**Special Topics in College Student Affairs:**  
**Bystander Intervention in Higher Education**  
**15:245:644:01**

Fall 2012

Monday 5:00p.m.-7:40p.m.

LSH A 139, Livingston Campus

Index # 19027

1.5 Credits

Office hours: By appointment

Co-Instructors:

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### **Course Description:**

The purpose of this course is to examine the role of bystander intervention in education, and how it can be applied to a variety of issues currently facing students in college, high school, and middle school. The course will lay the foundation for understanding why people do and do not intervene in certain situations, and how professionals can encourage students to create a strong community based on "helping our neighbors". In addition to theory, historical, psychological, and cultural context of bystander intervention, the course will specifically look at the role of bystander intervention in education. Topics include, but are not limited to, sexual violence, use of alcohol and other drugs, bullying, bias, academic integrity, vandalism, and invasion of privacy.

### **Course Objectives**

At the conclusion of this course, students will be able to:

- Understand, critically analyze, and apply the knowledge gained on the theories, conceptual frameworks, and research used to explain the effectiveness of bystander intervention
- Recognize the individual, contextual, and environmental factors influencing the occurrence of bystander intervention, including the role of culture and community
- Develop an awareness of how to engage individuals, communities, or organizations in bystander intervention and violence prevention

Based on competency areas adapted from ACPA/NASPA Joint Task Force on Professional Competencies and Standards:

- Address knowledge, skills and attitudes related to providing counseling and advising support, direction, referral and guidance to individuals as it relates to violence prevention and bystander intervention

- Apply bystander intervention skills to learning environments that are enriched with diverse views and people and contribute to an institution that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices
- Integrate ethics into all aspects of bystander intervention and violence prevention
- Understand the present use of bystander intervention based on historical contexts
- Apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice
- Address knowledge, skills and attitudes required of a leader

Based on competencies from NASW:

- Apply bystander intervention concepts to helping communities or groups provide or improve social and health services
- Apply bystander intervention concepts to knowledge of human development and behavior, social, economic, and cultural institutions

## Theoretical Frameworks

This course will utilize the Theory of Planned Behavior, Social Norms Theory, Diffusion of Innovation Theory, as well as information about the Bystander Effect. Connecting to the profession of Student Affairs, we will use the Social Change Model of Leadership Development. Bystander Intervention is interwoven with the three primary groups that house the critical values of social change. These groups, the individual, the group and the community, all interact with the steps for effective intervention and with the barriers that prevent intervention.

## Grading

<b><u>Activity:</u></b>	<b><u>Value:</u></b>	<b><u>Due D</u></b>
Class Participation	20%	All Cla
Bystander Intervention Paper	40%	Octob
Bystander Intervention Practical Application Assignment	40%	Octob
<b>TOTAL:</b>	<b>100%</b>	

**Grading Scale:** To calculate final course grade, the numerical values below will be used:

A = 90 or above	B+ = 86-89	B = 80-85	C+ = 76-79	C = 75 or below
A grade of F (numerical value = 0) will be earned for any assignment outstanding at the beginning of the final class meeting. Applicable grade penalties will be factored into the evaluation of assignments submitted after the stipulated deadline.				

## Academic Integrity

Students are expected to review and abide by the University's Policy on Academic Integrity. You should particularly note the issues on plagiarism. See: <http://academicintegrity.rutgers.edu/integrity.shtml>

## Attendance

Students are expected to attend all scheduled seminar sessions and be prepared to discuss the topic scheduled for the day, including assigned readings. You must sign in each class and if you do not sign in, it means you are not in class.

## **Disability Accommodation**

**Please Note:** Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu); 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.

## **Electronics**

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

## **Inclement Weather Policy**

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

## **Audio & Video Taping Policy**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

## **Assignments**

### **Required Reading**

Zusak, Markus, *The Book Thief*, 2005 (Fiction)

Additional readings for this class will be available for download from the eCollege website.

### **Bystander Intervention paper**

You will select an issue, based on your current work/internship/field placement, and write an analysis of this issue based on Burn's "situational model of sexual assault prevention through bystander intervention". You will create your own chart and write a 4-6 page paper that analyzes the event based on each step of the chart. You will assess the barriers to bystander intervention for this particular event, and also how those involved could have overcome the barriers to effectively intervene. You are expected to use current research and information to gain a basic understanding of the particular issue, and use the provided research and materials on bystander intervention to write your assessment. Some examples of topics you may choose are: bullying in high schools or middle schools, sexual violence, child sexual abuse, binge drinking, hazing, etc. Please refer to assignment guidelines for additional information.

### **Bystander Intervention Practical Application Assignment**

The final project for the course will bring theory to practice—with the option of working in pairs or individually, you will create a bystander intervention awareness campaign based on your previously chosen research issue. The finished product should speak to your audience of choice and should motivate that audience to intervene on the issue you choose. Students will be expected to present their campaign to the class at the end of the semester, and will submit a 4-6 page paper documenting the process of creating the campaign. This should include research related to their issue, as well as the demographic you are trying to reach in creating the campaign. The final product can be a video, a poster campaign, a web page, flyers, etc. but it has to be something that can reach a large number of people. Please refer to assignment guidelines for additional information.

## Course Schedule/Progression of Topics

### Week of September 10

Course overview

SCREAMing to Prevent Violence-Performance

#### Readings for discussion:

*Burn, Shawn Meghan, A Situational Model of Sexual Assault Prevention Through Bystander Intervention, Sex Roles, Vol. 60, 2009*

### Week of September 17

Rosh Hashanah—No Class

Threaded discussion on eCompanion will replace this week's class.

#### Readings for discussion:

- *Darley, John and Latane, Bibb, Bystander Intervention in Emergencies: Diffusion of Responsibility, Journal of Personality and Social Psychology, 1968*
- *Manning, R., Levine, M. & Collins, A. (2007). The Kitty Genovese murder and the social psychology of helping: The parable of the 38 witnesses. American Psychologist, 62(6), 555-562.*
- *Gansberg, Martin, 37 Who Saw Murder Didn't Call the Police, New York Times, March 27, 1964*

#### On-line Threaded Discussion Assignment Guidelines

This week we will not have classroom time, however, you will be required to participate in an online threaded discussion. This will give you the opportunity to discuss the weekly readings and demonstrate your ability to use critical thinking. The instructor will post questions based on the required articles, and **you must post at least three original and thoughtful responses** to each question.

#### INSTRUCTIONS FOR THREADED DISCUSSION:

- 1) Log onto eCompanion and enter the Bystander Intervention course
- 2) Under the appropriate session, click on the "Threaded Discussion."
- 3) Read the posting by the instructor.
- 4) Click on "Respond" when wishing to respond to the instructor. You **MUST** respond to the instructor's post at least one time for each threaded discussion.
- 5) Type in your response; click on "Post."
- 6) Click on "responses" that were posted by your classmates.
- 7) Read the posting by your classmate.
- 8) At the end of your classmate's post, click on "Respond" when wishing to respond to that posting. You **MUST** respond to 2 different classmates' posts at least once for each threaded discussion.
- 9) Type in your response; click on "Post."

### Week of September 24

**Topic selected for paper and awareness campaign due to instructor**  
SCREAMing to Prevent Violence—You Choose  
Theoretical Foundations

**Readings for discussion:**

- Carlson, Melanie, *I'd Rather Go Along and Be Considered A Man: Masculinity and Bystander Intervention*, *Journal of Men's Studies*, Winter 2008
- McMahon, Sarah and Dick, Alexandria, "Being in a Room with Like-Minded Men": An Exploratory Study of Men's Participation in a Bystander Intervention Program to Prevent Intimate Partner Violence, *The Journal of Men's Studies*, Vol. 19, No.1, Winter 2011
- Freeh Sporkin & Sullivan, LLP, *Report of the Special Investigative Counsel Regarding the Actions of The Pennsylvania State University Related to the Child Sexual Abuse Committed by Gerald A. Sandusky, Executive Summary*, July 12, 2012
- Klosterman, Chuck, *A Bystander's Crime*, *The New York Times*, August 10, 2012

**Week of October 1**

SCREAMing to Prevent Violence—Acting Makes a Difference  
History of Bystander Intervention

**Reading for discussion:**

- *The Book Thief*, Marcus Zusak
- Bar-On, Dan, *The Bystander in Relation to the Victim and the Perpetrator: Today and During the Holocaust*, *Social Justice Research*, Vol. 14, No. 2, June 2001

**Week of October 8**

**Bystander Intervention paper due**

Barriers to effective bystander intervention and ways to overcome those barriers

**Reading for discussion:**

- Levine, et al, *Identity and Emergency Intervention: How Social Group Membership and Inclusiveness of Group Boundaries Shape Helping Behavior*, *Personality and Social Psychology Bulletin*, 31:443, 2005
- Zoccola, P. et al, *The Embarrassed Bystander: Embarrassability and the Inhibition of Helping*, *Personality and Individual Differences*, 2011
- Voelpel, Sven, et al, *David against Goliath? Group Size and Bystander Effects in Virtual Knowledge Sharing*, *Human Relations*, 61:271, 2008
- Nelson, Jacqueline K. and Dunn, Kevin M., *Paradies, Yin, Bystander Anti-Racism: A Review of the Literature*, *Analyses of Social Issues and Public Policy*, Vol. 11, No. 1, 2011

**Week of October 15**

Current trends in bystander intervention as a strategy for violence prevention  
Student leadership

**Reading for discussion:**

- *Mitchell and Freitag, Forum Theatre for Bystanders: A New Model for Gender Violence Prevention, Violence Against Women, 17:990, 2011*
- *Banyard, Moynihan, and Crossman, Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders, Journal of College Student Development, Volume 50, No. 4, 2009*
- *Van Heugten, Kate, Theorizing Active Bystanders as Change Agents in Workplace Bullying of Social Workers, Families in Society: The Journal of Contemporary Social Services, 2011*
- *Scully, Maureen and Rowe, Mary, Bystander Training within Organizations, Journal of the International Ombudsman Association, Vol. 2, No. 1, 2009*

## **Week of October 22**

Bystander Intervention Practical Application Assignment DUE  
Group presentations