No Longer a Footnote: Beyond Surface-Level LGBTQ+ Inclusion in Violence Prevention

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1. Develop and strengthen skills in distinguishing between various strategies of LGBQT+ inclusion, and understand the implications of each.
2. Learn strategies for facilitating content that is inclusive of LGBQT+ students.
3. Identify places for growth in programming and materials in own prevention work.
Pitfall #1: The Footnote Model

Offering a largely heterosexual, cisgender narrative, and adding on an afterthought reminder that violence happens to LGBTQ+ people, too.
Throughout this book, I generally refer to victims as ‘she’ and perpetrators as ‘he.’ This is not because I don’t recognize that men can be victims and women can be perpetrators, or that I am unaware of the relative lack of resources available for same-sex partners, or the grim statistics of domestic violence in LGBQT relationships and communities; rather, my reasoning is twofold: first, men remain the overwhelming majority of perpetrators, and women the overwhelming majority of victims by nearly every measure. And I use she/he/they pronouns for consistency in the writing. Please assume that when I write ‘she’ for victims or ‘he’ for perpetrators, I recognize that anyone can find themselves in either of those two roles regardless of gender.”
Pitfall #2: The Neutral Model

Using an exclusively gender-and sexuality-neutral curriculum and assuming that LGBTQ+ people will see themselves in the neutral space.
Pitfall #3: The Divide and Conquer Model

Creating LGBTQ+-specific and affirming curriculum, but only offering it to pre-defined LGBTQ+ spaces.
Neutral: Alex and Sam have been messaging on Tinder the past few weeks. Alex has been hoping for something to happen with Sam, but hasn’t been sure how to initiate it. One night they finally run into each other at a party, and Alex asks Sam back to their room. They start making out, and Sam initiates sex. Alex says they don’t like to have sex in a first hookup, and Sam says, “I’ve been wanting this to happen for a while. I really like you.” Alex responds, “I really don’t want to have sex, but I can give you oral.”

Specific: Jason and Nathan have been messaging on Ginder the past few weeks. Jason has been hoping for something to happen with Nathan, but hasn’t been sure how to initiate it. One night they finally run into each other at a party, and Jason asks Nathan back to his room. They start making out, and Nathan initiates sex, asking Jason to bottom during sex. Jason responds that he doesn’t like to bottom. Nathan says, “I feel like the more masculine guy should be the top.” Jason says, “I really don’t want to bottom, but I can give you a blowjob.”
Facilitating Neutral Scenarios

Your group has just finished a long meeting and people are chatting and filing out. You’re leaving with a friend of yours and you see two people from the group who left before you standing and talking outside quite close. One is a member of group leadership and the other is a new frosh who just joined this semester. It’s hard to see clearly what’s happening, but you can see that the frosh keeps taking small steps back and the older student keeps nudging themselves closer.
Reflecting on group practices

"Navigating consent is easier with a partner who is a cisgender woman rather than a cisgender man."

Messaging Exercise

Structure of team social life
Examples in Materials

Someone who will stand by me no matter what but still call me out when I'm wrong.

How to Support a Friend Who Might Be Experiencing Abuse

Partner abuse happens when one person establishes a dynamic of power and control through a pattern of behavior over time. When a friend is experiencing abuse, our role is often to support them long term rather than intervene in isolated incidents. It’s not always easy or straightforward to give this kind of support. There is no simple “be” or “be not” binary when it comes to this, but here is a framework that can help guide you:

- **How do my actions help validate isolation, demonstrate care for myself, and provide others more information and community support?**
  - Be honest and specific. Talk about concrete things you notice that make you concerned.
  - Teach us in the right way. Don’t say “you should”.
  - Affirm that there are reasons your friend is doing what they are doing and try not to feel bad for them.

- **How might my actions or my friend’s choice to their partner, make them defensive, or replicate some of the messages they might get from their partner?**
  - Avoid making broad statements about their partner’s behavior. It may feel true, but it’s likely to make your friend defensive.
  - Try not to badmouth your friend’s partner. It’s natural to feel that our parents are a reflection of ourselves, and it doesn’t feel great to hear that your parents suck. It could also make your friend feel that they can’t talk honestly with you about their own feelings in their relationship.

- **How to be a gentle reality check for your friend, often when abuse is happening survivors act in line with the messages their partner sends them about their relationship and themselves.**
  - Try to be a gentle reality check for your friend. Often, when abuse is happening, survivors act in line with the messages their partner sends them about their relationship and themselves.
  - One of your friend’s space to talk and decompress. It can be difficult for survivors to get a break from the intensity of abuse, and having a place away from that pressure makes a big difference.
  - Help your friend find a therapist or counselor to talk about their relationship and themselves.

Clearly asking each other for consent every time.

Williams Sexual Assault Prevention & Response

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Self Reflection
**Individual:** What are my personal identities and connections to LGBQT+ communities? Do I feel confident in my ability and ease to create and facilitate content around LGBQT+ experiences of intimate violence?

**Relationship:** Who are my partners in this work? Is there an LGBQT+ center on my campus, or in my town or state that I could build relationships with? Are there identity-based student groups that I could build relationships with?

**Campus Community:** What does my campus climate look like around LGBQT+ inclusion? How do I think my students would receive content that speaks to LGBQT+ experiences? What are factors specific to my campus/community that shape LGBQT+ lives?

**Policy/Institutional:** What does LGBQT+ inclusion look like campus-wide? Are there openly LGBQT+ staff and faculty on my campus? How do our policy and official resources include or exclude LGBQT+ students?
Questions?