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R E P O R T

SEXUAL HARASSMENT
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SIECUS

R E P O R T

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Debra W. Haffner, M.P.H.

President and CEO

Monica Rodriguez

Director of Information and Education

Mac Edwards

Editor

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All article, review, advertising, and publication inquiries and submissions should be addressed to:

Mac Edwards, Editor

SIECUS Report

130 West 42nd Street, Suite 350

New York, NY 10036-7802

phone 212/819-9770 fax 212/819-9776

Web Site: www.siecus.org

E-mail: medwards@siecus.org

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FROM THE EDITOR LEARNING HOW TO PROTECT YOURSELF FROM SEXUAL HARASSMENT

Mac Edwards

People who are sexually harassed often feel powerless. As a result, they frequently live with the pain, anger, and humiliation rather than fight back. That is, unless they are lucky enough to receive the education and therapy to help them move forward.

I was sexually harassed throughout four years of college by a homophobic bully who yelled anti-gay remarks at me in class, at meals, in the dormitory, and at social activities. I learned to stay out of his way to maintain my sanity. When we both graduated, I took pride in knowing I was an excellent student with a double major who was elected to *Who's Who in American Colleges and Universities* while he accomplished very little. Still, his slurs haunted me for years and often caused me to doubt myself and my life choices. It was only through therapy and education that I saw him for what he was—a disturbed, bigoted homophobe in need of help.

Those words—*education* and *therapy*—hit me between the eyes each time I read the articles in this *SIECUS Report*. And they appear in nearly article. It is through both that I have learned not only to stand up for myself but also to respect myself and my life. And it is how sexuality educators and professionals will help others to confront and understand this issue.

EDUCATION, RESPONSIBILITY

Melanie Griffin, director of the Office of Harassment Compliance at Rutgers University, makes the important point in her article “Sexuality Educators Are Essential to Helping People Understand Sexual Harassment” that students need to learn as early as possible the difference between sexual behavior motivated by desire and sexual- or gender-based behavior motivated by power dynamics. She says that those who clearly understand these concepts will less likely become targets. Her message is an important one for people to understand.

Diane Roberts, an attorney, author, and editor specializing in sexual harassment issues, also calls for more education in her article “Sexual Harassment in the Workplace: Considerations, Concerns, and Challenges.” She says that parents, teachers, and therapists must help people value and respect themselves and others if they are to successfully deal with sexual harassment when it stares them in the face.

William Finger, a psychologist and associate professor at the College of Medicine at East Tennessee State University, writes in his article “Avoiding Sexual Exploitation: Guidelines

for Therapists” of the danger of sexual exploitation in the close, trusting, and intimate therapy setting. He offers steps for therapists to take to avoid abusing and destroying client-therapist relationships.

Reverend Doctor Marie Fortune, founder of the Center for the Prevention of Sexual and Domestic Violence, ponders in “Spare Us the False Shepherds” the lessons she has learned about sexual exploitation from President Clinton’s impeachment. She says that leaders in both the government and the church have the responsibility to see that such exploitation doesn’t happen on their turf. “Let us seek a renewal of trust in all those people in leadership positions based on a commitment that they will use their offices to serve their public’s welfare and not themselves,” she concludes.

NEW INFORMATION

This issue also includes new information:

First, we have excerpted from a pamphlet just published by the Gay, Lesbian, and Straight Education Network and the American Civil Liberties Union titled *Adding Sexual Orientation and Gender Identity to Discrimination and Harassment Policies in Schools*. It was mailed last fall to school principals nationwide to help protect these students from increasing harassment and violence.

Next, the new SIECUS bibliography on *Sexual Harassment and Sexual Violence* provides professionals like yourselves with information on this subject from legal, educational, and therapeutic perspectives.

Finally, the *Religious Declaration on Sexual Morality, Justice, and Healing*—affirming that sexuality is one of God’s most fulfilling gifts and outlining a new paradigm for sexual morality that does not discriminate on the basis of age, marital status, or sexual orientation—is printed in full. Sponsored by SIECUS, it was signed by over 1,000 of America’s religious leaders.

CONCLUSION

As I have worked on this *SIECUS Report*, I have taken pride in the work SIECUS has done to educate and inform people about sexuality issues, including sexual harassment. This is the best way to help people like myself learn to respect ourselves and to protect ourselves from people who seek to harass us. I hope you will find useful information in this *SIECUS Report* for your own work on this important subject.

FROM THE PRESIDENT THE COMPLEX ISSUES OF SEXUAL HARASSMENT

Debra W. Haffner, M.P.H.

I was sexually harassed in college. I was the only woman on the debate team, and I had a job as the debate coach's clerical assistant. I also was doing an independent study class with him.

On one out-of-town trip for a debate competition, I was checking into the hotel and was stunned to learn that there were only two rooms reserved: one for the men on the team, the other for the coach and, presumably, me. I, needless to say, chose to sleep on the floor of the men's room. A few weeks later, I showed up for work and there was a note on the door. It read something like: "Because of your attitude, your services will no longer be needed." I was never selected to participate in another debate competition. But, at the end of the semester, he gave me an A+ on my independent study, the only A+ I have on my college transcript.

That was 1975. My college roommate and I debated what I should do. We concluded that I should do nothing. It was my word against his, and I had no power. In 1975, this was something that "just happened to women." We didn't think anyone would believe me. We didn't know the term *sexual harassment*. Like date rape, it took naming the issue, defining the issue, and developing a legal framework to give women and men the power to confront their oppressors. Fortunately, no young college woman today would have to allow a professor to get away with this. Hopefully, most professors today wouldn't even think of trying.

I remember watching the Clarence Thomas/Anita Hill hearings with rapt fury. I once again experienced feelings of powerlessness, and I understood exactly why Hill hadn't come forward immediately after the incidents. I thought how happy I would be to expose what happened to me if this debate coach were ever nominated for public office.

DARK SIDE OF SEXUALITY

Sexual harassment is part of the dark side of sexuality. So are date rape, sexual abuse, sexual violence, and boundary violations by therapists and clergy. So are the shame, fear, and guilt that so many experience about their sexuality.

SIECUS' mission states that "sexuality is a natural and healthy part of life." And it is. But I think we have been fairly criticized at times because we have not done enough to recognize the pain, brokenness, oppression, and loss of meaning that so many experience about their sexuality.

As sexologists, we know better than most that too

many people are unable to affirm their sexuality because of past experiences where others have violated it. Most adults in our culture carry a dark box within themselves filled with fear, shame, guilt, misinformation, and bad experiences about their sexuality. Many of us have been fortunate enough to have had the opportunity to work on these issues so that we can create joyful intimate relationships in our adult lives. Others of us continue to struggle.

We know from the literature that the impact of these violations can be insidious and lifelong. For example, women

who have been forced to have sexual intercourse or other sexual experiences as children are nearly twice as likely to be unhappy in their lives, more than twice as likely to say that sex is not pleasurable, and significantly more likely to report sexual dysfunctions than women who have never had a forced sexual experience.¹ We also know that it is important to help people reclaim their power in the face of these violations and to help them affirm sexuality as a pleasurable and positive part of their lives.

"Naming and talking about sexual harassment is an important first step."

"CORRECTNESS" GONE TOO FAR

But I think many of us worry that there is a new political correctness about sexual harassment that may have gone too far.

A few years ago, you may remember reading in the newspaper about a six-year-old boy who was suspended from school for sexual harassment because he had kissed a classmate on the playground.

Some colleges and universities have instituted policies that require students to verbally ask permission from a sexual partner before they initiate each and every new sexual behavior regardless of expressions of nonverbal consent. Many forbid any student/professor interaction outside of the classroom regardless of the age of the student or whether the student is or will ever take a class from the professor.

Many workplaces legislate against office romances even if the employees are *not* involved in a supervisory relationship. One wonders whether these policies are simply ignored since most people continue to meet their partners at work or school. In some school and work environments, any appreciative remark about a person's appearance is now suspect. Even the comment "nice sweater" is grounds for complaints.

These "no tolerance" policies belie the reality of sexual attraction and romantic relationships. Rather than passing those policies, I think that it is important that adults and young

people understand concepts of consent and boundaries. Two of the life behaviors of sexually healthy adults are that they can have sexual feelings without necessarily acting upon them and that they can distinguish between those sexual relationships and behaviors that are life enhancing and those that are harmful to themselves and others. We can think to ourselves: “cute student,” “cute intern,” or “cute employee” and say nothing, do nothing, and move on. And, if we are not in a supervisory or other power relationship, we can express our interest with appropriate respect for the other person and graciously accept the other person’s decision when they turn us down.

HARASSMENT AT WORK

As the chief executive officer at SIECUS, I have had to struggle to define *sexual harassment* in a work environment where sexuality issues are discussed each and every day. In the article “Sexual Harassment in the Workplace: Considerations, Concerns, and Challenges” in this issue, Diane Roberts writes that a workplace is harassing when, as a “continuing condition of the work environment,” it displays “sexually explicit posters, calendars, or photographs,” if anyone makes “sexually oriented or explicit remarks,” or if anyone asks “questions about one’s sex life or experiences.” Our library includes materials with sexually explicit photos; we discuss professional, and sometimes personal, opinions on a wide range of sexual topics; and, as part of training workshops, we give people permission, if they choose, to share their own stories in a confidential and safe setting.

When I interview individuals for positions at SIECUS, regardless of their potential position, I tell them that in the course of their employment, they may be exposed to sexually explicit materials and discussions about sexuality. I ask them

how they feel about that and also state unequivocally that I have zero tolerance for any employee who uses those discussions or materials to make another staff member uncomfortable or who sexually approaches someone they supervise.

During my 12 years at SIECUS, management has twice had to take steps when this line was crossed. In both cases, the person’s right to work in a sexually healthy workplace had been violated when someone had used materials offensively or been insensitive to a fellow colleague. It is, of course, possible for sexual harassment to occur in any workplace that deals with sexuality issues, but we must help establish the boundaries. I tell new employees that the bottom line is that they have a right to work free from any type of intimidation. I will take action if I learn that such intimidation has occurred.

CONCLUSION

Naming and talking publicly about sexual harassment is an important first step. We need to work together to educate the public about these issues. We need to teach youth about date rape and harassment. We need training workshops for professionals on avoiding these violations. We need programs for adults on creating appropriate boundaries in the workplace. I do not believe we can ever legislate our attractions, but we can and must understand that sexual harassment can never be tolerated in any form. I hope this issue of the *SIECUS Report* helps.

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CALL FOR SUBMISSIONS

The *SIECUS Report* welcomes articles, reviews, or critical analyses from interested individuals. Upcoming issues of the *SIECUS Report* will have the following themes:

“Sexuality Education Worldwide”

April/May 2000 issue.

Deadline for final copy: February 1, 2000

“Sexuality and Pop Culture”

June/July 2000 issue.

Deadline for final copy: April 1, 2000

“Sexuality Education in the United States”

August/September 2000 issue.

Deadline for final copy: June 1, 2000

“Sexual Abuse”

October/November 2000 issue.

Deadline for final copy: August 1, 2000

SEXUALITY EDUCATORS ARE ESSENTIAL TO HELPING PEOPLE UNDERSTAND SEXUAL HARASSMENT

Melanie Griffin, J.D.

Director, Office of Harassment Compliance
Rutgers University
New Brunswick, NJ

The word *harassment* comes from the Old French word for being pursued by dogs. Anyone who has had the unwanted attention of a dog, either friendly or hostile, can immediately infer the dynamic that makes harassment so offensive.

When that kind of attention occurs between coworkers, between students, between a student and a teacher, or between a subordinate and a supervisor at work, it is difficult for the target to navigate the legal, cultural, and psychological constructs that are invoked.

DEFINING SEXUAL HARASSMENT

The essence of harassment is unwanted attention in a context where that attention diminishes the status of the recipient of the attention. States prosecute one set of behaviors called harassment as a crime. They are usually defined as repeated and purposeful annoying communications, touching, or other alarming conduct.¹

Sexual harassment on the job may not fit within this criminal definition, especially since the harasser will almost always, and often truthfully, assert that it was never his or her intent to annoy the target.

Sexual harassment, which does *not* require such intent, just a detrimental effect on the target, was first identified in popular and legal literature starting in the mid-1970s, about a decade after the passage of the first federal civil rights protections for women.²

The choice of the victim for her *sex* and the behavior's connection with *employment* brings sexual harassment squarely within the prohibitions of the federal and state laws that protect men and women from discrimination on the basis of sex in the terms and conditions of employment.

HISTORICAL PERSPECTIVE

It took over 20 years for the United States Supreme Court³ to acknowledge that the reach of the "terms and conditions" language in the federal laws was broad enough to encompass sexual harassment.

In 1981, while most state and federal courts were still saying harassment was a criminal matter or a private tort,⁴ the

Equal Employment Opportunity Commission (EEOC), which enforces the federal civil employment rights laws, recognized the impact of sexual harassment on the employment opportunities of working women and promulgated guidelines about sexual harassment.⁵ In 1997, the Federal Department of Education promulgated similar standards for schools.⁶

One recent law review article⁷ laments the emphasis in the analysis of unlawful harassment of women with sex because the otherwise laudable effort to keep sexual behavior private historically drove women's complaints of sexual harassment underground. The effort to expose harassment has been hampered by the misperception that sexual advances are motivated by desire, which should be private, and not by discrimination, which should be publicly condemned.

It took the courts longer than the theorists or the EEOC to recognize the connection between *sex discrimination* and *harassment*, but, once established, the right gave workers a powerful tool. Not only might the person doing the harassing be responsible for the damages caused by the harassment; because of the way the civil rights laws are structured, the employer would be liable for failure to stop harassment on the job, and other losses to the victim.

This potential liability has inspired employers to discipline harassers, develop comprehensive policies, and set workplace standards that make the American workplace a more welcoming atmosphere for women and men. The actions and relationships that come within the scope of that protection, the liability of employers for actions about which they actually do not know, and the responsibility of victims to report have all been the subject of recent judicial developments, as have the people covered.

It has been recognized that a desire to have a sexual relationship is not essential for hostile environment or even *quid pro quo* harassment; that straight men can be harassed by straight men, that men can be harassed by women, and that the harassment of gay men or lesbians because of their sexual orientation by coworkers or supervisors, regardless of their sexual orientation, is illegal even though sexual orientation is not specifically protected under federal civil rights laws.

"Those who clearly understand their rights will less likely become a target."

EXPANSION TO SCHOOLS

Soon after discrimination was linked with a hostile atmosphere for women at work, parents, on behalf of their children, started invoking the same principles to ask for justice where their children were subjected to mistreatment or harassment by teachers or peers at school.

And again, once it was recognized that women and girls had a right to learn free of harassment, that right was expanded to apply the education civil rights laws to boys, men, minority groups, and children who were perceived as gay or lesbian and harassed because of that perception.

The American Association of University Women Educational Foundation commissioned a now-classic study of the impact of harassment on girls in grade and high school in 1993, called *Hostile Hallways: the AAUW Survey on Sexual Harassment in America's Schools*.

In the study, the foundation documented the epidemic of school-based harassment and its relationship to classroom success; they found that 81 percent of students reported having experienced sexual harassment (85 percent of girls and 76 percent of boys). Eighteen percent said a teacher harassed them. They also found that 66 percent of boys and 52 percent of girls admitted harassing another student. They also documented severe harassment of gay students and differences in that experience by race. When students were asked what kinds of harassment would upset them most, being called gay or lesbian ranked higher than being physically assaulted. Clearly there are issues here for those who deal with sexual orientation and self-discovery in schools.

ROLE OF SEXUALITY EDUCATORS

It is critical to stopping sexual harassment that children, as early as possible, learn to respect their own wishes in sexual matters, to distinguish between welcome and unwelcome sexual behavior, and to understand the difference between sexual behavior motivated by desire and sexual- or gender-based behavior motivated by power dynamics. Those who clearly understand their rights will less likely become an available target for sexual exploitation and harassment in school and at work.

Sexual harassment, then, should be of particular concern for sexuality educators. First, they are the teachers to whom students may come to disclose discomfort or experiences that they have not shared with their families. Second, they may be the first to hear of inappropriate, nonconsensual relationships that take place in the school, and they may have a duty to report the behavior that conflicts with their obligation to keep sensitive conversations with students confidential. Third, they may be the "lightning rod" for parental hostility or may be falsely accused of harassment because they teach students about subjects which a few par-

ents find uncomfortable. There is still an assumption that teachers who teach sexuality or family life are obsessed with sex and are likely to behave inappropriately in personal relationships with students.

The rules that the U.S. Department of Education has promulgated about sexual harassment require that schools provide a confidential reporting mechanism for students. The courts are, however, clear that the school may be liable once a teacher knows about harassment if it does not then take steps to correct the situation. This may require breaking the confidence of the student.

Sexuality educators must be aware of these issues and maintain a dialogue with peers and authorities about what the school requires, what is morally and legally defensible, and how best to address harassment to protect the school, the faculty, current targets, and possible future targets. Because the school will be liable, once it knows or should know that harassment is occurring, it is in the school's best interest to have a clear policy about sexual harassment, to publicize and enforce it vigorously, and to involve parents and teachers in its implementation.

CONCLUSION

The positive effect sexuality education can have on the frequency and severity of sexual harassment in school and at work is immense. If, as author Vicki Schultz wrote in the article "Reconceptualizing Sexual Harassment" in the *Yale Law Journal*, the true purpose of sexual harassment is to keep women in a subordinate financial status to men, then empowering women to act in their own best interests as sexual beings is vital to women's workplace success.

Knowing that sexuality is a normal part of being human, being able to distinguish sexual feelings from love, and not confusing pleasing oneself with pleasing others are all important concepts in sexuality education. They are also required lessons if men and women are to be able to choose when they will or will not become sexually involved with a peer or coworker. The first step to being able to complain about harassment is knowing that one is being harassed.

Melanie Griffin is an attorney and the director of harassment compliance at Rutgers, the State University of New Jersey. She is also a member of the SIECUS Board of Directors –Editor

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3. *Meritor Savings Bank v. Vinson*, 477 U.S.57 (1986).
4. *Tompkins v. Public Service Electric & Gas Co.* 422F.Supp.553 (1976); *Corne v. Bausch & Lomb*, 390F.supp.161 (1975).
5. 29 Code of Federal Regulations 1604.11.
6. *Quid Pro Quo Harassment*—A school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. *Quid pro quo* harassment is equally unlawful whether the student resists and suffers the threatened harm or submits and thus avoids the threatened harm. *Hostile Environment Sexual*

Harassment—Sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment." "Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties," U. S. Department of Education, 62 *Fed. Reg.* 12,034. (March 13, 1997) <http://www.ed.gov/offices/OCR/sexhar01.html>.

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SEXUAL HARASSMENT IN THE WORKPLACE: CONSIDERATIONS, CONCERNS, AND CHALLENGES

Diane Roberts, J.D.
New York, NY

Although sexual harassment in the workplace is an age-old problem, the most significant developments in this area have occurred during the past few decades within three contexts: legal, therapeutic, and educational.

LEGAL CONTEXT

Workplace sexual harassment is legally a form of gender discrimination under Title VII of the Civil Rights Act of 1964.¹ It can manifest itself in many ways, as is reflected by the Equal Employment Opportunity Commission's (EEOC) definition, which states:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.²

There are two forms of sexual harassment: *quid pro quo* (elements one and two of the EEOC definition) and *hostile environment* (element three of the definition). Either or both may exist in sexual harassment cases. *Quid pro quo* is Latin for *this for that*. It is an exchange, such as the exchange of a sexual favor for an employment opportunity (i.e., "If you sleep with me, I will promote you"). *Hostile environment* sexual harassment, on the other hand, is comprised of repeated acts of harassment that create a hostile or offensive environment. In her judicial opinion for *Harris v. Forklift Systems, Inc.*, U. S. Supreme Court Justice Sandra Day O'Connor stated:

Whether an environment is "hostile" or "abusive" can be determined only by looking at all the circumstances, which may include the frequency of the discriminatory conduct; its severity; whether it is physically threatening or humiliating, or a mere offensive utterance; and whether it unreasonably interferes with an employee's work performance. The effect on the employee's psychological well-being is relevant in determining whether the plaintiff actually found the environment abusive. But while psychological harm, like any other relevant factor, may be taken into account, no single factor is required.³

Sexual harassment may be verbal, nonverbal, visual, or physical in nature. According to attorney Robert J. Nobile, as indicated in his *Guide to Employee Handbooks*, examples of sexual harassment include:

- Touching (such as rubbing or massaging someone's neck or shoulders, stroking someone's hair, or brushing against another's body)
- Sexually suggestive touching
- Grabbing, groping, kissing, fondling
- Violating someone's "personal space"
- Whistling at someone
- Lewd, off-color, sexually-oriented comments or jokes
- Foul or obscene language
- Leering, staring, stalking
- Suggestive or sexually explicit posters, calendars, photographs, graffiti, or cartoons
- Unwanted or offensive letters or poems
- Sitting or gesturing sexually
- Offensive E-mail or voice-mail messages
- Sexually oriented or explicit remarks, including written or oral references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess
- Questions about one's sex life or experiences
- Repeated requests for dates
- Sexual favors in return for employment rewards, or threats if sexual favors are not provided
- Sexual assault or rape
- Any other conduct deemed inappropriate [by the employer]

As Catherine MacKinnon points out in her book *Sexual Harassment of Working Women*:

Sexual harassment may occur as a single encounter or as a series of incidents at work. It may place a sexual condition upon employment opportunities at a clearly defined threshold, such as hiring, retention, or advancement; or it may occur as a pervasive or continuing condition of the work environment....Complex forms include the persistent innuendo and the continuing threat which is never consummated either sexually or

economically. The most straightforward example is “put out or get out.”⁵

In sexual harassment cases, the liability of the alleged harassment may extend to the employer, especially when the alleged perpetrator is a manager, supervisor, or other higher authority.⁶ Sexual harassment claims can also arise when the alleged harasser is a coworker or nonemployee. Depending on the situation, a victim of sexual harassment can recover for lost wages, future lost wages, emotional distress, punitive damages, and attorneys’ fees, using city, state, federal, and/or common law. For the employer, a sexual harassment case could cost millions and could seriously tarnish the company’s public image. For the alleged harasser, a sexual harassment case could trigger personal liability, which could be extremely costly from both a monetary and career standpoint.

Despite increased awareness, there are many misconceptions about sexual harassment. For instance, it does not happen just to women. Approximately 25 to 30 percent of men report being harassed at work.⁷ For instance, in one case, a jury awarded a male employee over \$70,000 in back pay when he was fired for rebuffing a sexual overture from a female supervisor.⁸

Another misconception is that the alleged harassment victim may not be of the same sex as the alleged harasser. Some particularly egregious examples of same-sex sexual harassment include “bagging” (the practice of grabbing and squeezing a man’s testicles),⁹ the threat of homosexual rape,¹⁰ and physical beating.¹¹

Also, to bring a claim of sexual harassment, one does not have to be the person who was harassed, but could be anyone affected by the offensive conduct. In fact, one does not have to be in the “immediate vicinity” of the harassing conduct to be able to sustain a claim of sexual harassment. The employer’s actions or failures to act may be particularly relevant in such cases. Thus, an employer who demonstrates “deliberate indifference” may be held liable in a third-party sexual harassment case.¹²

Finally, sexual harassment is more than just a societal problem. It is a global problem that affects people throughout the world, with the tolerance level for it varying from culture to culture.¹³ At the global level, sexual harassment is addressed as a human rights issue and often as a women’s issue. In its committee reports on the “elimination of discrimination against women,” the United Nations tracks legal and social developments involving sexual harassment. Not surprisingly, many countries (for example, Panama) have no antiharassment laws. And surprisingly, it was only recently that England enacted sexual harassment legislation.¹⁴

THE THERAPEUTIC CONTEXT

Sexual harassment can have a particularly adverse impact on the employee. In a survey of individuals who had allegedly experienced sexual harassment, 75 percent reported interference with job performance (distraction, avoidance, loss of motivation), 90 percent reported psychological stress symptoms (nervousness, fear, and anger), and 63 percent reported physical symptoms (headaches, nausea, tiredness).¹⁵

Often, victims of sexual harassment are traumatized by the experience.¹⁶ With “harasseees” flocking to therapists’ offices, clinicians have coined the term “sexual harassment trauma syndrome,” a condition consisting of unpleasant physical and emotional symptoms and adverse social and career effects. Examples are:

- **Emotional.** Anxiety, shock, denial; anger, fear, frustration; insecurity, betrayal, embarrassment; confusion, self-consciousness; shame, powerlessness; guilt or isolation
- **Physical.** Headaches; sleep disturbances; lethargy; gastro-intestinal distress; hyper-vigilance; dermatological reactions; weight fluctuations; nightmares; phobias, panic reactions; genitourinary distress; respiratory problems; substance abuse
- **Self-perception.** Negative self-concept/self-esteem; lack of competency; lack of control; isolation; hopelessness; powerlessness
- **Social, interpersonal, and sexual.** Withdrawal; fear of new people, situations; lack of trust; lack of focus; self-preoccupation; changes in social network patterns; negative attitudes and behavior in sexual relationships; potential sexual disorders associated with stress and trauma; changes in dress or physical appearance
- **Career.** Changes in study and work habits; loss of job or promotion; unfavorable performance evaluations; drop in academic or work performance because of stress; lower grades as punishment for reporting sexual harassment or for noncompliance with sexual advances; absenteeism; withdrawal from work and school; changes in career goals.¹⁷

“Sexual harassment must be addressed in the legal system, in the workplace, at home, and in schools.”

Therapists may use a variety of techniques to expedite the healing process of a person who has been sexually harassed, including validating feelings, providing a safe forum for the client to express anger, working through the mourning process, and offering hope.¹⁸

The therapist may also be called upon to provide documentation and/or testimony in a grievance or legal proceeding. In addition, therapists may be used to provide rehabilitative services for perpetrators of sexual harassment.

EDUCATIONAL CONTEXT

Within the employment context, the most effective way to prevent sexual harassment at work is through the proper drafting, implementation, and dissemination of antiharassment policies and procedures in combination with proper training and effective grievance and investigative procedures.

Antiharassment policies should be distributed in employee handbooks, in policies and procedures manuals, and in policy updates, where applicable.¹⁹ When faced with a sexual harassment grievance or complaint, the employer should make good faith efforts to address the situation and to comply with the law. Failure to do so (through retaliation, failure to act, or any other means) can result in costly litigation and employer liability.²⁰

Why are such policies so important? Because they not only prevent sexual harassment, but also protect against costly litigation associated with sexual harassment claims. Further, sexual harassment policies may provide a defense against employees who raise claims that fail to prove that a “tangible employment action” has been made against them.²¹ The EEOC defines such an action as “a significant change in employment status.”²² Examples include:

- hiring and firing
- promotion and failure to promote
- demotion
- undesirable reassignment
- a decision causing a significant change in benefits
- compensation decisions
- work assignment²³

In other words, the person who brings the claim bears the burden of proving that a discriminatory action occurred in connection with the sexual harassment.

According to two recent U.S. Supreme Court decisions, when the plaintiff is unable to prove the existence of a tangible employment action, the employer can defend himself if he can prove:

- (a) that [it] exercised reasonable care to prevent and correct promptly any sexually harassing behavior, and
- (b) that the plaintiff employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.²⁴

Without taking preventive measures against sexual harassment, an employer may be extremely vulnerable to litigation. Under the law, an alleged victim of sexual harassment may file a claim with the EEOC or may take the claim to court using applicable city, state, federal and/or common law. For instance, with respect to recovering puni-

tive damages for sexual harassment, Title VII of the Civil Rights Act of 1964 provides:

[a] complaining party may recover punitive damages... against a respondent...if the complaining party demonstrates that the respondent engaged in a discriminatory practice or discriminatory practices with malice or with reckless indifference to the federally protected rights of an aggrieved individual.²⁵

The “malice or reckless indifference” standard is not the only standard that is taken into account in sexual harassment cases. This standard is used to recover punitive damages. In addition, the alleged victim may recover not only punitive damages, but also compensatory damages and attorneys’ fees, depending on the nature of the case.

To establish liability, a “reasonable person” standard (or even a “reasonable woman” standard) is often applied. The “reasonable person” standard is derived from torts principles used in negligence cases to determine liability. In the torts context, one would consider how a “reasonable person” would have acted in a given situation. If a person was determined to have acted “unreasonably” (i.e., by not exercising “due care”), then he or she could be held liable. In a sexual harassment case, one would determine the liability of the alleged harasser by how a “reasonable person” would have experienced and perceived the alleged harassment. Thus, if a “reasonable person” would have considered the defendant’s behavior to be harassment, then the defendant could be held liable.

Furthermore, with regard to education, sexual harassment must be addressed not only in the legal system and in the workplace, but also at home and in the schools. Parents and teachers must teach children about sexual harassment, core values, and mutual respect. In addition, therapists must recognize the warning signs of sexual harassment, and whenever possible, help their clients handle such situations more effectively.

CONCLUSION

Sexual harassment in the workplace is a serious social problem that has important lessons to teach us. When addressed properly, sexual harassment can be minimized and even prevented. Although the legal system has been the driving force behind sexual harassment prevention, neither the courts nor Congress can handle this problem alone. Parents, teachers, and therapists must participate in the process by building an understanding of sexual harassment...and ultimately...building a better world.

Diane Roberts is an attorney, author, and editor specializing in sexual harassment. —Editor

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HOPKINS REPORT: VIOLENCE AGAINST WOMEN

Around the world at least one woman in three has been beaten, coerced into sexual relations, or otherwise abused in her lifetime, according to a new report from the Johns Hopkins School of Public Health and the Center for Health and Gender Equity (CHANGE).

The *Populations Report* issue on "Ending Violence Against Women" calls on the world's health care community to respond to this physical and sexual abuse as "a major public health concern and a violation of human rights."

Authors Lori Heise, Mary Ellsberg, and Megan Gottemoeller indicate that, with training and institutional support, health workers can identify abuse victims, offer empathy and support, provide medical care, and refer clients to legal assistance and support services. Pilot training programs are currently underway in Brazil, Canada, Ireland, Malaysia, Mexico, Nicaragua, and the United States to train health workers and reform institutional policy.

The *Report* concludes: "Ending violence against women requires strategies and communication that reach across society and that will empower women and girls; raise the cost of abusive behavior; provide for the needs of victims; coordinate institutional and individual responses; involve youth; reach out to men; and change community norms."

For more information, contact the Johns Hopkins Center for Communication Programs, 111 Market Place, Suite 310, Baltimore, MD 21202; Phone: 410/659-6300; Fax: 410/659-2645; E-mail: PopRepts@jhucp.org. The full text is also available on the Center's Web site at <http://www.jhucp.org>.

AVOIDING SEXUAL EXPLOITATION: GUIDELINES FOR THERAPISTS

William W. Finger, Ph.D.

Psychologist and Associate Professor
James H. Quillen Veterans Administration Medical Center
College of Medicine, East Tennessee State University
Johnson City, TN

Ethical and legal guidelines are clear: therapists should not engage in sexual contact with clients. However, sexual attraction in professional helping relationships is common, and, in the case of psychotherapeutic relationships, a normal consequence of the therapeutic dynamics. In the therapy setting, two people meet regularly, sit close together, and discuss personal issues that may not be discussed with anyone else. The client is often in need of comforting and nurturing, and the therapist is attentive, warm, and non-judging. The relationship that develops is close, trusting, and intimate.

THERAPIST/CLIENT ATTRACTION

In any other setting, such a relationship often involves sexual attraction. The therapy setting is not different: fully 88 percent of psychologists acknowledge having been attracted to a client.¹ Fortunately, few act on this attraction, as clients who engage in sexual contact with therapists often experience emotional difficulties such as increased depression, loss of motivation, suicidal thoughts and behaviors, and increased alcohol and drug use. Many develop significant problems in their sexual or marital relationships, and most are suspicious and mistrustful of therapists and have difficulty resuming therapy.²

Fortunately, these consequences can be avoided. Most therapists who cross this boundary are not sociopathic predators engaging in systematic exploitation. They are typically well-meaning therapists who, through lack of sufficient training, do not understand the dynamics of attraction inherent in the therapeutic relationships. Therapists who receive formal education on dealing with sexual attraction in psychotherapy may be less likely to engage in sexual activity with clients.³ Unfortunately, most therapists do not receive this training.⁴ As a result, they may be unaware of the dynamics leading to sexual attraction, unaware of the warning signs that sexual attraction is developing, and unclear about what to do when sexual attraction is recognized.

Therapists who acknowledge that sexual attraction in psychotherapy is normal and recognize the common warning signs will be more prepared to deal with the attraction and less likely to engage in inappropriate behavior.

WARNING SIGNS

Sexual behavior with a client does not happen out of the blue, but typically begins with minor boundary violations. There are many warning signs that can help therapists recognize when they have stepped onto the slippery slope toward sexual misconduct.

If therapists find themselves using a client's first name when this is not their style, or disclosing personal information to a client, or seeking personal and sexual details from a client without a clear therapeutic purpose, they should take heed. If they notice themselves "dressing up" for a client, or moving their chair closer, or becoming excited with the prospect of seeing a particular client, they should closely examine their motivations for these changes.

While touching clients may be therapeutic in certain situations, increased use of touch, or more intimate touching, hugs, and kisses should all be viewed as warning signs. Additional signs include scheduling additional time for a client or changing his or her session to the last of the day or just before lunch; providing financial incentives such as not charging for sessions or reducing fees; or making phone calls after hours, except for emergency purposes.

While any of these behaviors can be benign, it is naïve to deny that they may be motivated by attraction. Objectively examining the motivations for these behaviors is the first step at sidestepping sexual exploitation of a client.

STEPS TO TAKE

What should therapists do if they recognize one or more of these warning signs or consciously recognize sexual attraction to a client?

First, they should acknowledge these feelings to themselves but never to their client. While it may seem appropriate to process these feelings with the client, it is crucial for therapists to remember that it is their problem, not their client's. Their client should never be burdened with this information and such a revelation will irreparably damage the therapeutic relationship. Instead, they should seek advice or consultation from a peer, supervisor, or even their own therapist.

"It is crucial that we not betray our clients' trust."

Second, they must not act on feelings of sexual attraction. While this may seem obvious, most sexual transgressions are committed by good therapists during a moment of weakness or because they do not stop to explore the dynamics contributing to the attraction.

Third, they should continue to express nonsexual caring toward the client. Therapists who feel sexual attraction may withdraw therapeutic nurturance, leaving the client feeling puzzled and rejected.

Fourth, they should take care to monitor their verbal and physical behavior in sessions. If they have recognized minor boundary violations, there may be others. They should analyze their motives for asking about sexual behavior or self-disclosing personal information. They should question their motivation for touching the client or giving a hug.

Finally, they should not terminate or refer the client to another therapist, except when all else fails. While this is the most frequently used method of dealing with sexual attraction in psychotherapy, it results in abandonment of the client and does not allow therapists to process their feelings.

Without exploration of the dynamics contributing to the attraction, therapists are prone to repeat the process in future therapeutic relationships. Referral is an appropriate alternative only when appropriate consultation is ineffective, or therapists are concerned that the attraction is affecting their relationship with the client, or they feel unable to resist the temptation to act on the attraction.

The therapists should never terminate or refer the client with the idea that this will free them to engage socially and sexually with the individual. The dynamics of the psychotherapeutic relationship do not arbitrarily end because therapy has been terminated.

CONCLUSION

As therapists, we are human, and, as humans, we desire attention, love, and sexual contact. It is crucial, however, that we do not betray our clients' trust by abusing the inherent power differential in the psychotherapeutic relationship to meet our own personal needs.

We must acknowledge that we will be attracted to clients, but that we can never act on these attractions. We must be wary of signs of sexual attraction, and familiarize ourselves with appropriate guidelines for dealing with sexual attraction when it does occur.

Following these guidelines will prove the best insurance against the ethical, legal, and personal consequences of sexual misconduct with clients.

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REDESIGNED SIECUS WEB SITE

SIECUS' redesigned Web site (www.siecus.org) provides current information on sexuality-related issues for professionals. Highlights include a:

- **What's New** section with weekly updates on SIECUS activities
- **For Parents and Other Adults** section with help on talking to children about sexuality
- **School Health Clearinghouse** with resources for education and health professionals
- **Public Policy** section with policy information on sexuality education and sexual rights
- **International** section with information on sexuality organizations worldwide
- **National Network of Sexuality Educators of Color** member section
- **Religious Institutions** section on the relationship between religion, sexuality, and spirituality
- **Mary S. Calderone Library** section with library resource information
- **SIECUS Publications** section with information on all SIECUS publications
- **Links** section to over 200 organizations with sexuality-related information

SPARE US THE FALSE SHEPHERDS

Reverend Doctor Marie M. Fortune

Founder and Senior Analyst
Center for the Prevention of Sexual and Domestic Violence
Seattle, WA

A year after the impeachment of President Clinton and all that led up to it, we are all left to ponder any useable lessons. It is no doubt a symptom of these postmodern times that there were no good guys in this play; there was no one to cheer for. All truly fell short—in big ways. There was betrayal all around; the actions of virtually all the major players were inexcusable and reprehensible.

The parallels were closest for those of us who are ministers and who work with issues of the professional conduct of ministers. They are, after all, for better or for worse, public figures with a pulpit—often charismatic opinion shapers. Unlike a therapist who interacts primarily in a private setting, the minister has a public role of leadership that parallels that of the politician.

During the months of public drama surrounding President Clinton, I heard from a number of survivors of clergy abuse that these current events were personally troubling. This public discussion stirred deep waters and recalled painful realities. Perhaps it was the exposure: the embarrassment of the private becoming public, grist for pundits and comedians. Perhaps it was their expectation that President Clinton would “get away with it” just like the minister who exploited them. Perhaps it was the excruciating reminder of the theft that they experienced—how the betrayal of trust by a leader takes so much from so many.

POWER AND RESPONSIBILITY

President Clinton had the power and the responsibility to ensure that this “inappropriate relationship” did not happen. And he failed. I still do not understand why he would risk everything for this relationship. Perhaps this is the essence of the arrogance of power. Perhaps he really believed he would get away with it. Perhaps he, like many other powerful men, really believed that the rules did not apply to him.

It is true that President Clinton’s private behavior is nobody’s business. I really don’t care if or with whom he has sexual relations so long as it is not coercive or exploitative. But he made it our business when he engaged in this behavior in the Oval Office, in the work setting, with a young employee. And then he hedged the truth in court and to the public. Basically, he violated the 11th Commandment: “Thou shalt not show thy rod to thy staff.” And then tried to avoid the consequences.

As I reflect on my own reactions and feelings about all of this, I realize that in many ways I reacted like a member of a congregation in which the popular senior pastor has been accused and has admitted to “inappropriate” behavior. Initially, I did not want to believe the allegations against President Clinton—not because I did not think he was capable of this conduct but because I did not want it to be true. I did not want him to have done what he did. This is a common response from congregations to the disclosure of their pastor or their rabbi’s misconduct.

In this case, I, along with many other women, was forced to juggle the political realities at stake. This is always required of those of us who have limited political power. We are forced to live with some things in order to ensure others. This was clear in the statements of political support for President Clinton from numerous national women’s organizations. While deploring his conduct, they lined up beside him on the issues. This is politics.

“What about all the good that he has done?” the polls said. In many quarters, there was no question about the success of his Presidency. For women, it is still the best we have had in some time. Although people have pondered aloud why feminists were relatively quiet throughout all of this, the answer is really very simple: we were in a “lose-lose” situation.

He was the first president to support many concerns of women—in economics, violence in the home, health care, support for children. He was the first president to appoint excellent women to his cabinet. He was the first president to support and deliver on funding for some of our concerns. If he were driven from office by a right wing political agenda, we would lose. If he were driven from office because his own conduct so compromised his ability to govern effectively, we would lose. So what were we supposed to say? This is the age-old story of patriarchy: no matter what, women lose.

THE CLERGY CONNECTION

The case is often the same with a prominent, popular, charismatic minister who is unprofessional in his or her conduct. Members of the congregation, colleagues, bishops, and the wider religious community find themselves compromised by defending an otherwise effective leader in support of his or her other “good works” and ignoring the destructive, unethical behavior which has finally been disclosed.

The worst sins here are the misuse of the power and the authority of the office and the squandering of the opportunity to provide real leadership on issues of critical importance. Was President Clinton chastened and sobered after he was impeached and acquitted? Did he get what all of this is about? Does he have the character to really change his assumptions of sexual access to women as well as his sense of entitlement and use of power that comes to straight, white men who happen to be President or who happen to be clergy?

We do not have the right to expect our leaders to be saints, and they do have a right to privacy. But we have the right to expect them to be aware of the importance of their role in public life and the sacrifices that go with it, to be able to acknowledge mistakes and take responsibility for them, to use some common sense, and to think first of the wellbeing of the people they serve. No one requires us to take on the role of minister, judge, teacher, or President. We seek these roles and, with them, we are given the public's trust. And we are expected to exercise leadership with some degree of humility, self-discipline, and self-reflection.

In Hebrew scripture, the prophet Ezekiel describes the false shepherds at great length in Chapter 34. These are the shepherds that take from the flock they are shepherding in order to meet their own needs. Ezekiel bemoans all of this and is clearly speaking to the public figures of his day using the shepherd metaphor. The point was that the shepherd was entrusted with the care of the flock in order to ensure the well-being of the whole community who relied on the flock as a resource. God condemned the false shepherds, and they were all relieved of their duties. Finally God said: "I myself will be the shepherd of my sheep.... I will feed them with justice."

The last 15 years have brought the disclosure of unethical conduct by many prominent religious leaders from Roman Catholic, Protestant, Jewish, and Buddhist traditions—persons who betrayed the trust of their followers by engaging in abusive and exploitative conduct. We have seen and heard it all before in our churches and synagogues. Truly the foundations have been shaken. Some institutions have tried to shore up their crumbling infrastructures by defending themselves against the legitimate complaints of their congregants. A few have tried to rebuild their structures with a genuine concern to change whatever necessary to protect their people from harm and restore the credibility of ministry.

All too often in lieu of an appropriate response from a religious body, survivors have turned to the courts. Civil lawsuits, generally brought by survivors of clergy abuse against religious institutions, have proliferated. This pressure of a civil judgment is what has often brought changes to policies and practices in a denomination or seminary. But, as is usually the case, the law continues to evolve largely as a

result of the creativity of offenders seeking to avoid the consequences of their conduct.

In the United States, the defense strategy has shifted to arguing that the offending clergy should be protected by the First Amendment to the U.S. Constitution that provides for freedom of religion. The argument goes like this: the offending clergy believe that they are acting on their religious beliefs and, the courts can, therefore, not challenge them. Never mind that they are molesting children or adults. Never mind that their actions are disavowed by their denominations and congregations. The results of this attempt is, thus far, mixed. Several state Supreme Courts have accepted this argument. Most have tossed it out where it belongs. This defense is a cynical distortion of the intent of the First Amendment protection of free exercise of religion, and it certainly further undermines the credibility of religious institutions.

Some states in the United States have criminalized professional misconduct by therapists, doctors, clergy, and other helpers. While this sends a very clear message that clergy misconduct is serious and lays the consequences squarely on the person, it has the disadvantage of potentially limiting the civil options for a survivor. Some survivors do not want the offending minister to go to jail. They just want him or her to stop harming people. So they might not report the abuse to law enforcement.

The law has, however, proved an important means of leverage in getting the attention of religious institutions and sometimes in encouraging them to change their practices. But it remains a strategy of last resort for most survivors. No one really wants to sue their church or synagogue.

EDUCATION, POLICIES, AND PROCEDURES

Ever since I began to respond to clergy misconduct involving sexual abuse in 1983, I have worked through education and training to help clergy integrate a commitment to the integrity of the pastoral relationship so that they would, through self-discipline, take great care with the boundaries of their pastoral relationships. This is far more effective than externally imposed rules and regulations, policies and procedures.

The writer of the book of Hebrews in Christian scripture addressed the issue of discipline in chapter 12:11: "Now, discipline always seems painful rather than pleasant at the time, but later it yields the peaceful fruit of righteousness to those who have been trained by it." Such self-discipline does not yield perfection. Rather, it yields *righteousness*—a right relationship with those with whom we minister.

But alas, religious institutions also need policies and procedures in place for two reasons. First, those that educate and credential leaders and send them out as representatives into the world need to make their expectations clear. This is

the only way they can begin to establish trust. Codes of ethics serve this purpose for any profession: they express who we are, what we value, and how we will strive to treat others. Second, codes of ethics or policies provide a standard by which religious institutions can measure professional conduct. And procedures provide a means by which they can take action when these standards are violated. Standardized procedures provide a means to respond consistently and fairly to any allegation of a violation of professional ethics. Such rules and regulations rarely, in and of themselves, solve problems or motivate change. But they can begin to provide a context and an institutional commitment from which an organization can strive to encourage the internal motivation for self-discipline and a regard for the well-being of others.

RELIGIOUS POLITICS AND CORRUPTION

In 1983, I was somewhat naive when I first waded into the complicated, chaotic situations of abuse by clergy. I certainly had no idea how common this problem was. But, more important, I thought that the administrative problem was one of ignorance: bishops, executives, and committees were just caught unprepared by these disclosures. Always believing in the power of education to change situations, I invested my energies in training the leadership. The scales began to fall from my eyes when I realized that for some, knowing better did not translate into doing better. I discovered that for some, the agenda of “protecting the institution from its people” differed dramatically from mine, which was “protecting the people from the institution and its unethical representatives.”

I began to see how the politics and corruption of religious institutions really operate. For example, a priest who had molested children was simply moved to another parish. A minister persisted in denial in the face of multiple complaints and irrefutable evidence of misconduct. A rabbi was defended by his congregation and colleagues while his victims were ostracized. On the one hand, none of this surprised me. I did not have an idealized view of religious institutions. I had seen their strengths and weaknesses in many settings. But I did believe that somehow our religious institutions would step up to the challenge and follow their own mandates and teachings when it came to something as serious as clergy misconduct. I also believed in enlightened self-interest, that they would act to stop the abuse because it was the best way for the institution to survive.

WEARINESS, YET HOPE

My biggest disappointment over the years has been the lack of courage on the part of many who have had the responsibility to act. So I must confess my weariness, my cynicism,

and the challenge to my faith. What I appreciate is that I am not alone in my experience. I have many colleagues who have seen all that I have seen, who have heard all that I have heard, and who have faced the same stark realities as they have tried to do the right thing. They, too, are weary and shaken, and yet they, too, continue to call upon our religious institutions to do better.

At the same time, I must also witness to the extraordinary acts of courage, strength, and persistence that I have seen in both survivors and administrators. I have seen survivors whose faith is far deeper and stronger than mine who have had plenty of reasons to chuck the whole enterprise. These are the people who have actually taken the words of scripture and teaching seriously. We should never stand up and preach about justice, standing by those who are most vulnerable, unless we are prepared for some people to take our message seriously. When they do, they will invariably turn around and lay that very message before us. I have had the privilege of seeing small groups of survivors supporting each other in seeking justice; gatherings of judicatory leaders supporting each other to sanction an abuser regardless of how powerful he was in the synod or governing council; congregations willing to name the betrayal that they experienced, discuss it openly, and move forward again. I have seen the power of healing, of repentance, of justice made real and concrete.

CONCLUSION

I have learned that we cannot expect any institution to be perfect and certainly we cannot expect its leaders to be perfect. There will always be those who betray the trust placed in them, who take advantage of people and do them harm. But we can expect institutions to respond to the disclosure of this betrayal quickly and definitively, doing everything in their considerable power to ensure that this particular situation will not be repeated. This is how the church, the judiciary, the medical profession, the teaching profession, and so on, keep faith with themselves and their people: not in the pretext of perfection but in the reality of response to a very real problem.

Let us seek a renewal of trust in all those people in leadership positions based on a commitment that they will use their offices to serve their public's welfare and not themselves. This is not too much to ask of true leaders.

This article is partially based on a keynote address which Dr. Fortune made at the “Fourth International Conference on Sexual Misconduct by Psychotherapists, Other Health Care Professionals and Clergy” held at Boston College on October 3–4, 1998 and an article subsequently published in the Journal of Religion and Abuse, vol. I, no. 1, 1999.

ADDING SEXUAL ORIENTATION AND GENDER IDENTITY TO DISCRIMINATION AND HARASSMENT POLICIES IN SCHOOLS

I feel as if I have to watch my back all the time so that I don't get hurt." "There are certain hallways I don't walk down because I know I'd be confronted." "There is an unspoken sense of hostility." "Bias can be subtle. Not being beaten up doesn't mean not being looked down upon." "I think teachers should be punished for cracking anti-gay jokes." "My...administration has heard my complaints and told me it was my problem ..."

These are random comments from 496 lesbian, gay, bisexual, and transgender school students in 32 states who participated in the first-ever national School Climate Survey of the Gay, Lesbian, and Straight Education Network (GLSEN) last fall. Some of the findings:

- Over 90 percent reported that they sometimes or frequently hear homophobic remarks in their school (words such as "faggot," "dyke," or "queer")
- 94.4 percent reported hearing these remarks from other students
- 36.6 percent reported hearing homophobic remarks from faculty or school staff
- 69 percent reported experiencing some form of harassment or violence
- 61.1 percent reported experiences of verbal harassment
- 46.5 percent reported experiences of sexual harassment (having suggestive comments made, being touched inappropriately, et cetera)
- 27.6 percent reported experiences of physical harassment (being shoved, pushed, et cetera)
- 13.7 percent reported experiences of physical assault (being beaten, punched, kicked, et cetera)
- 41.7 percent did not feel safe in their school

In an effort to combat such harassment in America's schools, GLSEN joined with the Lesbian and Gay Project of the American Civil Liberties Union (ACLU) last December to publish and distribute a pamphlet titled *Questions & Answers: Adding Sexual Orientation & Gender Identity to Discrimination and Harassment Policies in Schools*. It was distributed to school board presidents in every public school district in the United States.

In discussing the pamphlet, GLSEN Director of

Communications Jim Anderson said that "the brochure is an important first step in helping to protect these students from violence, intimidation, and harassment."

We have received permission to excerpt from the *Questions and Answers* pamphlet in this issue of the *SIECUS Report* in the hope that our readers will use the information to help with this very serious harassment problem in America's schools.

What does it mean to add sexual orientation to a nondiscrimination or harassment policy? It means that the school district will not allow anyone in the school community to be treated differently or to be harassed because they are gay, lesbian, or bisexual, or because other people think they are.

Why should we take a stand against sexual orientation discrimination or harassment? Students who are struggling with their sexual identity (or a friend's) often face enormous pressures and sometimes violence. The Massachusetts Department of Education found that 23 percent of gay and lesbian students reported assaults that required medical attention, compared with 3 percent of their peers, and 22 percent had skipped school in the preceding year because they felt unsafe, compared to 4 percent of other students. Nondiscrimination and antiharassment policies tell students that school, at least, is one place where they can be safe.

Are we required to put sexual orientation in our nondiscrimination or harassment policy? No. But that does not mean that you can discriminate, or turn a blind eye to harassment. If your school is public, federal law prohibits discrimination and harassment based on prejudice against lesbian, gay, and bisexual students or teachers. If you get federal money, federal law forbids sexual harassment against lesbian, gay, and bisexual kids. Some cities and states also have their own laws that forbid sexual orientation discrimination.

So why should we add "sexual orientation" to our policies? It makes sense to add sexual orientation to your policy because the best way to make sure that discrimina-

tion and harassment don't happen is to make sure everyone in the school knows that the school doesn't allow it.

Can we add sexual orientation to our policies if the state and federal governments don't cover it?

If your school (or district) is allowed to develop its own policies on students and employees, then it can add sexual orientation to its nondiscrimination policy.

If we add sexual orientation to our nondiscrimination policy, will it also cover discrimination based on gender identity?

Generally, no. Students who identify themselves as "transgender" typically are harassed because they don't look and act the way other people expect a "boy" or a "girl" to look and act. This isn't covered by policies on sexual orientation and discrimination.... Transgender kids probably suffer even more harassment and discrimination than gay, lesbian, or bisexual students. They need to be protected for all the same reasons.

Could we solve the discrimination problem with a ban on all discrimination?

No. It's tough to know what a policy like that would really mean. Some forms of discrimination—like discrimination in favor of those who work hard, or against those who disrupt the classroom—are not wrong at all. That's why discrimination policies usually specify the kinds of discrimination that are not allowed.

Will my school lose government money if it protects gay students?

No—just the opposite. Your school could lose money if it *doesn't* protect lesbian, gay, and bisexual students. The U.S. Department of Education can take away federal money if it finds you are not doing enough to prevent sexual harassment against lesbian, gay, and bisexual kids. And students have won damage awards as high as \$900,000 because their schools did nothing while they were repeatedly harassed for being gay.

Will we be opening ourselves to lawsuits if we put sexual orientation in our policies? No. If you add sexual orientation to your policies, a student could point to them when claiming that his or her rights were violated. But it is already illegal to treat kids differently because they are gay, or to tolerate severe anti-gay harassment. To avoid lawsuits, everyone in the school should be told that they may not discriminate. School employees are more likely to ignore mistreatment if they don't know what the district's policy is.

Why should we protect teachers from discrimination?

The ability to be a good teacher is what should count. People should be judged by job performance, not by things like their race, religion, sex, or sexual orientation. Lesbian, gay, and bisexual teachers who are afraid of discrimination can't lead ordinary lives. They have to be constantly on their guard to make sure no information about their family slips out. That kind of unnatural pressure compromises anyone's effectiveness as a colleague and teacher.

Do we need sexual orientation in the nondiscrimination policy if our rules say no one is fired except for poor performance?

Yes. Even in districts with policies like that, lesbian, gay, or bisexual teachers have lost their jobs simply because of their sexual orientation. The same thing happened to other minorities; that's why school districts have policies forbidding race, sex, and religious discrimination.

Readers interested in obtaining a copy of this brochure can contact GLSEN at 121 West 27th Street, Suite 804, New York, NY 10001; Phone: 212/727-0138; E-mail: glsen@glsen.org; Web site: www.glsen.org. They can also contact the ACLU Lesbian & Gay Rights Project at 125 Broad Street, New York, NY 10004-2400; Phone: 212/549-2627; E-mail: lgbthiv@aclu.org; Web site: aclu.org

AMERICA'S RELIGIOUS LEADERS ENDORSE LANDMARK DECLARATION ON RELIGION AND SEXUALITY

Over one thousand of America's religious leaders have endorsed the *Religious Declaration on Sexual Morality, Justice, and Healing*, a new progressive statement sponsored by SIECUS that affirms that sexuality is one of God's most fulfilling gifts and outlines a new paradigm for sexual morality that does not discriminate on the basis of age, marital status, or sexual orientation.

Endorsers of the declaration represent a broad range of faith traditions and include two denomination presidents, 15 seminary presidents and academic deans, theologians from more than 32 seminaries, and 14 bishops.

The religious declaration was developed by more than 20 theologians from diverse traditions, who came together in May 1999 to create a progressive vision on sexuality and religion.

Clergy and religious leaders who would like to add their names to the endorsement list may do so on the Web site at <http://www.religionproject.org>.

RELIGIOUS DECLARATION ON SEXUALITY, MORALITY, JUSTICE, AND HEALING

Sexuality is God's life-giving and life-fulfilling gift.

We come from diverse religious communities to recognize sexuality as central to our humanity and as integral to our spirituality. We are speaking out against the pain, brokenness, oppression, and loss of meaning that many experience about their sexuality.

Our faith traditions celebrate the goodness of creation, including our bodies and our sexuality. We sin when this sacred gift is abused or exploited. However, the great promise of our traditions is love, healing, and restored relationships.

Our culture needs a sexuality ethic focused on personal relationships and social justice rather than particular sexual acts. All persons have the right and the responsibility to lead sexual lives that express love, justice, mutuality, commitment, consent, and pleasure. Grounded in respect for the body and for the vulnerability that intimacy brings, this ethic fosters physical, emotional, and spiritual health. It accepts no double standards and

applies to all persons, without regard to sex, gender, color, age, bodily condition, marital status, or sexual orientation.

God hears the cries of those who suffer from the failure of religious communities to address sexuality. We are called today to see, hear, and respond to the suffering caused by violence against women and sexual minorities, the HIV pandemic, unsustainable population growth and over-consumption, and the commercial exploitation of sexuality.

Faith communities must therefore be truth-seeking, courageous, and just. We call for:

- Theological reflection that integrates the wisdom of excluded, often silenced peoples, and insights about sexuality from medicine, social science, the arts, and the humanities
- Full inclusion of women and sexual minorities in congregational life, including their ordination and the blessing of same sex unions
- Sexuality counseling and education throughout the lifespan from trained religious leaders
- Support for those who challenge sexual oppression and who work for justice within their congregations and denominations

Faith communities must also advocate for sexual and spiritual wholeness in society. We call for:

- Lifelong, age-appropriate sexuality education in schools, seminaries, and community settings
- A faith-based commitment to sexual and reproductive rights, including access to voluntary contraception, abortion, and HIV/STD prevention and treatment
- Religious leadership in movements to end sexual and social injustice

God rejoices when we celebrate our sexuality with holiness and integrity. We, the undersigned, invite our colleagues and faith communities to join us in promoting sexuality morality, justice, and healing.

A SIECUS Annotated Bibliography

Sexual relationships should be consensual between partners who are developmentally, physically, and emotionally capable of understanding the interaction. Coerced and exploitive sexual acts and behaviors such as rape, incest, sexual relations between adults and children, sexual abuse, and sexual harassment are always reprehensible. Information and education programs are needed to prevent such acts. Laws are needed to punish the perpetrators. Treatment programs are needed to help survivors and offenders, and research is needed to increase understanding of the causes and effects of sexual exploitation.

This bibliography on “Sexual Harassment and Sexual Violence” is designed to provide professionals with information to help them understand sexual harassment from the legal, educational, and therapeutic perspectives.

SIECUS does not sell or distribute the books listed in this bibliography. Most are available for use, however, in the Mary S. Calderone Library. For those interested in purchasing any of the books, each annotation contains contact and price information (not including shipping and handling).

The bibliography is available free of charge on the SIECUS Web site or for \$3 per copy by ordering from the SIECUS Publications Department.

SIECUS is located at 130 West 42nd Street, Suite 350, New York, NY 10036-7802; Phone: 212/819-9770; Fax: 212/819-9776; E-mail: siecus@siecus.org; Web site: <http://www.siecus.org>.

This bibliography was compiled by Amy Levine, M.A., SIECUS Librarian.

SEXUAL HARASSMENT AT WORK

Academic and Workplace Sexual Harassment: A Resource Manual

R. B. Barickman and M. A. Paludi

This resource manual provides the results of research and practical experience in reducing sexual harassment. It also includes bibliographies, audiovisual material, and pedagogical techniques for dealing with sexual harassment at work and in schools. 1992; \$21.95; ISBN 1-791-40830-2; State University of New York Press, c/o CUP Services, Box 6525, Ithaca, NY 14851; Phone: 800/666-2211; Fax: 800/688-2877; E-mail: orderbook@cupserv.org; Web site: <http://www.sunypress.edu>.

Sexual Harassment: A Practical Guide to the Law, Your Rights, and Your Options for Taking Action

Tracy O'Shea and Jane LaLonde

Written by two survivors of sexual harassment, this book provides basic information for those who have been sexually harassed. Chapters include “What is Sexual Harassment?,” “Intervention: Where to Find Help If the Harassment Doesn't End,” “The Legal Route: Is It Right for You?,” and “The Healing Process.”

1998; \$12.95; ISBN 0-312-19524-9; VHPS, 16365 James Madison Highway, Gordonsville, VA 22942; Phone: 888/330-8477; Fax: 800/672-2054.

Sexual Harassment in America: A Documentary History

Laura W. Stein

This volume reproduces documents on sexual harassment. Sections include “Defining Sexual Harassment,” “Sexual Harassment in Employment,” “Sexual Harassment in the Military,” “Sexual Harassment in Education,” “New Frontiers in Sexual Harassment Law,” and “The Supreme Court's Decisions from 1998.” 1999; \$49.95; ISBN 0-313-30184-0; Greenwood-Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881; Phone: 800/225-5800; Fax: 203/222-1502; Web site: <http://www.greenwood.com>.

Sexual Harassment, Work, and Education: A Resource Manual for Prevention, Second Edition

Michele A. Paludi and Richard B. Barickman

This resource manual provides information on sexual harassment in the workplace, on college campuses, and in schools. Appendices include “Additional Resources for Trainers,

Counselors, and Administrators” and “Sexual Harassment and the Law: Resources and Remedies.”

1998; \$19.95; ISBN 0-7914-3892-9; Cornell University Press Services, P.O. Box 6525, Ithaca, NY 14851; Phone: 800/666-2211; Fax: 800/688-2877; Web site: <http://www.cornellpress.cornell.edu>.

SEXUAL HARASSMENT IN SCHOOL

Academic and Workplace Sexual Harassment: A Resource Manual

R. B. Barickman and M. A. Paludi

See complete description and order information under “Sexual Harassment at Work”

Classrooms & Courtrooms: Facing Sexual Harassment in K– 12 Schools

Nan Stein

This book brings together information about sexual harassment in schools through summaries of legal cases and research as well as personal stories of students who have been harassed. Chapters include “Sexual Harassment in Schools: Surveys Reveal the Public Performance of Gendered Violence,” “Lawsuits and

Complaints: New Sources of Evidence of Sexual Harassment in Schools,” “Bullying as Sexual Harassment in Elementary Schools,” and “Misapplication of Sexual Harassment.” 1999; \$18.95; ISBN 0-8077-3878-6; Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; Phone: 800/575-6566; Fax: 802/864-7627; Web site: [fhttp://www.tc.columbia.edu](http://www.tc.columbia.edu).

Confronting Sexual Harassment: What Schools and Colleges Can Do

Judith Berman Brandenburg

This book is intended to help schools and colleges prevent sexual harassment. It explains the theoretical and psychosocial aspects of sexual harassment, how to comply with the law, and how to develop long-term courses of action. Chapters include “Legal Responsibilities of Educational Institutions,” “Origins of Sexual Harassment,” “Creating Policies and Grievance Procedures,” and “Educating to Raise Awareness.” 1997; \$18.95, ISBN 0-8077-3590-6; Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; Phone: 800/575-6566; Fax: 802/864-7627; Web site: <http://www.tc.columbia.edu>.

Protecting Students from Harassment and Hate Crime: A Guide for Schools

Department of Education, Office of Civil Rights and the National Association of Attorneys General

This guide provides elementary and secondary schools with practical guidance to help protect students from harassment and violence. Part I explains basic concepts and strategies to eliminate harassment and hate crimes. Part II assists in the development of an antiharassment policy. The appendices include sample school policies, protocols and checklists, reference materials, sources of technical assistance, and resources. 1999; Free; U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, S.W., Washington, DC 20202-1100; Phone:

800/421-3481; Fax: 202/205-9862; Web site: <http://www.ed.gov>.

Sexual Harassment in America: A Documentary History

Laura W. Stein

See complete description and order information under “Sexual Harassment at Work”

Sexual Harassment: It’s Not Academic

U. S. Department of Education
Office for Civil Rights

This pamphlet provides school administrators, teachers, students, and parents with fundamental information to assist them in recognizing and dealing with sexual harassment. It outlines basic principles in a question-and-answer format. 1997; Free, also available on Web site; ISBN 1997-517-436; U.S. Department of Education Office for Civil Rights, 400 Maryland Avenue, S.W., Washington, DC. 20202; Phone: 800/421-3481; Fax: 202/512-2364; Website: <http://www.ed.gov/offices/OCR/ocrshpam.html>

Sexual Harassment: “This Doesn’t Feel Right!”

Kate Havelin

This book is part of the *Perspectives on Relationships* series. Written for the fourth through sixth grade, it can be used as a school text for elementary and middle school youth. Chapters include “What Is Sexual Harassment,” “Why Sexual Harassment Happens,” “Sexual Harassment at School,” “Sexual Harassment at Work,” and “What to Do About Sexual Harassment.” It also includes a glossary and resource list. 2000; \$22.60/list, \$16.95/school or library; ISBN 0-7368-0289-4; Capstone Press, 151 Good Counsel Drive, P.O. Box 669; Mankato, MN 56002-0669; Phone: 800/747-4992; Fax: 888/262-0705; Web site: <http://www.capstone-press.com>.

Sexual Harassment, Work, and Education: A Resource Manual for Prevention, Second Edition

Michele A. Paludi and Richard B. Barickman

See complete description and order information under “Sexual Harassment at Work”

SEXUAL VIOLENCE

Coping With Date Rape and Acquaintance Rape

Andrea Parrot, Ph.D.

This book is designed to help both males and females who have been victims of sexual harassment, date rape, or acquaintance rape. It explains how to cope, where to go for help, what to expect from others, and how to prevent date and acquaintance rape. Chapters include “A Progression of Sexual Violence,” “You Are Not Alone,” “Coping with Difficult Emotions,” “Protecting Yourself from Rape,” and “Males Are Victims, Too.” 1999; \$17.95; ISBN 0-8239-2861-6; The Rosen Publishing Group, Order Department, 29 East 21st Street, New York, NY 10019; Phone: 800/237-9932; Fax: 212/777-0277.

Dating Violence: Young Women in Danger

Barrie Levy, Editor

This book brings professionals, activists, researchers, and young people together to provide a comprehensive, cross-cultural view of violence in dating relationships. Topics include “Teens and Parents Tell Their Stories,” “The Context of Dating Violence,” “Intervention Strategies,” and “Education and Prevention Projects.” It also includes a list of resources. 1998; \$18.95; ISBN 1-58005-001-8; Publishers Group West, 1700 Fourth Street, Berkeley, CA 94710; Phone: 800/788-3123; Fax: 510/528-8167; Web site: <http://www.pgw.com>.

Everything You Need to Know About Dealing with Sexual Assault

Laura Kaminker

This book is part of the *Need to Know Library* series. Intended for adolescents, it addresses rape and sexual assault. It discusses myths and facts, physical and psychological effects, prevention, and what to do if you or someone you know are assaulted. It includes a glossary and referrals.

1999; \$17.95 each; \$143.60/series; ISBN 0-8239-2837-3; The Rosen Publishing Group, Order Department, 29 East 21st Street, New York, NY 10019; Phone: 800/237-9932; Fax: 212/777-0277.

Everything You Need to Know When You Are the Male Survivor of Rape or Sexual Assault

John La Valle, D.C.S.W.

This book is part of the *Need to Know Library* series. Intended for adolescents, it addresses rape and sexual assault for male survivors. It discusses forms of sexual abuse and rape. It also includes personal stories. It includes a glossary and referrals.

1996; \$17.95 each; \$143.60/series; ISBN 0-8239-2084-4; The Rosen Publishing Group, Order Department, 29 East 21st Street, New York, NY 10019; Phone: 800/237-9932; Fax: 212/777-0277.

In Love & In Danger: A Teen's Guide to Breaking Free of Abusive Relationships

Barrie Levy, M.S.W.

This book is for teenagers who have questions about abusive dating relationships. Chapters include "Facts About Dating Violence," "What Is Dating Violence?," "How Can You Tell If Your Relationship Is Abusive?," and "What Can You Do If You Are Being Abused?"

1997; \$10.95; ISBN 1-58005-002-6; Publishers Group West, 1700 Fourth Street, Berkeley, CA 94710; Phone: 800/788-3123; Fax: 510/528-8167; Web site: <http://www.pgw.com>.

Researching Sexual Violence Against Women: Methodological and Personal Perspectives

Martin D. Schwartz, Editor

This book of essays provides information on studies conducted on North American college campuses. Topics include "Research on Sexual Assault on College Campuses," "Emotion in Researching Violence Against Women," and "Doing Research on Violence Against Women."

1997; \$24.95; ISBN 0-8039-7370-5; Sage Publications, Inc, 2455 Teller Road, Thousand Oaks, CA 91320; Phone: 805/499-0721; Fax: 805/499-0871; Web site: <http://www.sagepub.com>.

Sexual Assault on the College Campus: The Role of Male Peer Support

Martin D. Schwartz and Walter S. DeKeseredy

This book discusses sexual assault as well as the prevention of sexual assault on college campuses. It also addresses the peer support that men receive from other men to commit these sexual assaults. Chapters include "Sexual Assault on North American College Campuses," "Male Peer Support Theories of Sexual Assault," "Factors Associated with Male Peer Support for Sexual Assault on the College Campus," and "Prevention and Policy Implications."

1997; \$24.95; ISBN 0-8039-7027-7; Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320; Phone: 805/499-0721; Fax: 805/499-0871; Web site: <http://www.sagepub.com>.

What Parents Need to Know About Dating Violence

Barrie Levy and Patricia Occhiuzzo Giggans

This book is designed to help parents evaluate their child's relationship. It addresses dating violence, warning signs of a violent relationship, and guidelines for making decisions about how to intervene. It also discusses the complex combination of social and psychological factors that con-

tribute to someone using violence in an intimate relationship as well as the dynamics of the abuse that keep the victim in the relationship. Information is also provided to parents of gay, lesbian, and bisexual teens as well as to parents of abusive teens.

1995; \$12.95; ISBN 1-878067-47-8; Seal Press, 3131 Western, Suite 410, Seattle, WA 98121; Phone: 800/754-0271; Fax: 206/285-9410; Web site: <http://www.sealpress.com>.

SEXUAL HARASSMENT AND VIOLENCE CURRICULA

Adolescent Sexual Assault & Harassment Prevention Curriculum

Marjorie Fink, C.S.W.

This curriculum for adolescents consists of six units: "Preventing Sexual Harassment," "Child Abuse Prevention," "Date and Acquaintance Rape Prevention," "Sexual Exploitation Prevention," "Dating Violence Prevention," and "Campus Rape Prevention." It includes 49 school activities relating to each subject area as well as 47 appendices containing articles, sample policies, fact sheets, and question-and-answer sheets.

1995; \$24.95; ISBN 1-55691-116-5; Learning Publications, Inc., P.O. Box 1338, Holmes Beach, FL 34218; Phone: 800/222-1525; Fax: 941/778-6818; Web site: <http://www.learningpublications.com>

Dating: Peer Education for Reducing Sexual Harassment and Violence Among Secondary Students

Toby Simon and Bethany Golden

This peer education curriculum consists of two parts. The first includes seven sessions to train students to become part of the Peer Advocacy in Intimate Relationships (PAIR) program. The second consists of ten activities for classrooms and/or workshops that address dating dilemmas commonly faced by high school students.

1996; \$19.95; ISBN 1-55691-121-1;

Learning Publications, Inc., P.O. Box 1338, Holmes Beach, FL 34218; Phone: 800/222-1525; Fax: 941/778-6818; Web site: <http://www.learningpublications.com>

Flirting or Hurting: A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6 through 12)

Nan Stein and Lisa Sjoström

This curriculum consists of six lessons including "Flirting vs. Sexual Harassment," "What Are Your Rights?," and "Case Studies and Role Plays." The lessons are adaptable to a variety of courses for grades 6 through 12. It includes supplemental classroom activities on all the subjects. 1994; \$19.95; NEA Professional Library, Distribution Center, P.O. Box 2035, Annapolis Junction, MD 20701-2035; Phone: 800/229-4200; Fax: 301/206-9789; Web site: <http://www.nea.org/books>.

Sexual Harassment: Pick and Choose Activities For Grades 7-12

Betty M. Hubbard, Ed.D.

This curriculum consists of 36 activities, including one on parental/caregiver involvement, that are designed to increase awareness about sexual harassment. It is divided into four sections: "Defining Sexual Harassment," "Identifying Sexual Harassment," "Exploring Causes of Sexual Harassment," and "Stopping Sexual Harassment." 1996; \$35; ISBN 1-56071-515-4; ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830; Phone: 800/321-4407; Fax: 800/435-8433; Web site: <http://www.etr.org>.

Sexual Harassment and Teens: A Program for Positive Change

Susan Strauss with Pamela Espeland

Designed for grades 7 through 12, this curriculum gives adolescents a safe, supervised opportunity to examine their own attitudes and behaviors regarding gender roles and sexual harassment. It consists of three units for presentation in three class periods. It also provides supplemental activities and materials.

1992; \$17.95; ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830; Phone: 800/321-4407; Fax: 800/435-8433; Web site: <http://www.etr.org>.

Sexual Violence in Teenage Lives: A Prevention Curriculum, Second Edition

Judy Cyprian, Katherine McLaughlin, and Glenn Quint

This curriculum consists of 15 lessons to teach students how to recognize sexual violence, reduce the risks of becoming involved in a sexually violent relationship, get help if they are violated, and establish and maintain relationships that are both healthy and pleasurable. It includes a video. 1995; \$25; Planned Parenthood of Greater Northern New England, 23 Mansfield Avenue, Burlington, VT 05401; Phone: 802/862-9638; Fax: 802/863-5284; Web site: www.plannedparenthood.org.

ORGANIZATIONS

American Association of University Women (AAUW)

This national organization promotes education and equity for all women and girls. 1111 16th Street, N.W., Washington, DC 20036; Phone: 800/326-AAUW; Fax: 202/872-1425; Web site: <http://www.aauw.org>.

American Civil Liberties Union (ACLU)

This organization advocates individual rights. It is involved in litigation, legislation, and education involving a broad range of issues affecting individual freedom in the United States. 125 Broad Street, 18th Floor, New York, NY 10004-2400; Phone: 212/549-2500; Fax: 212/549-2646; Web site: <http://www.aclu.org>.

Equal Employment Opportunity Commission

This government agency promotes equal opportunity in employment through administrative and judicial enforcement of the federal civil rights laws and through education and technical assistance.

1801 L Street, N.W., Washington, DC 20507; Phone: 202/663-4900; Field office information: 800/669-4000; Web site: <http://www.eeoc.gov>.

The Feminist Majority

This organization views feminism as a global movement dedicated to equality and seeks to eliminate discrimination of all kinds. It advocates for nonviolence and works to eliminate social and economic injustice. 1600 Wilson Boulevard, Suite 801, Arlington, VA 22209; Phone: 703/522-2214; Fax: 703/522-2219; 8105 West Third Street, Los Angeles, CA 90048; Phone: 323/651-0495; Fax: 323/653-2689; Web site: <http://www.feminist.org>.

Men's Rape Prevention Project

This organization works to prevent rape and other forms of male violence through community education, consultation, research, and public action. P.O. Box 57144, Washington, DC 20037-7144; Phone: 202/265-6530; Fax: 202/265-4362; Web site: <http://www.mrpp.org>.

Office for Civil Rights, U.S. Department of Education (OCR)

This government agency ensures equal access to education and promotes educational excellence throughout the nation through vigorous enforcement of civil rights. It resolves complaints of discrimination and provide technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. U. S. Department of Education, Office for Civil Rights, Customer Service Team, Mary E. Switzer Building, 330 C Street, S.W., Washington, DC 20202; Phone: 202/205-5413 or 800/421-3481; Fax: 202/205-9862; Web site: <http://www.ed.gov/offices/OCR>.

National Center for Victims of Crime (NCVC)

This organization, formerly known as The National Victim Center, is a resource and advocacy organization for victims of crime.

2111 Wilson Boulevard, Suite 300, Arlington, VA, 22201; Phone: 703/276-2880; Fax: 703/276-2889; Web site: <http://www.ncvc.org>.

National Coalition Against Sexual Assault (NCASA)

This coalition seeks to end sexual violence through advocacy, education, and public policy.

125 N. Enola Drive, Enola Pennsylvania 17025; Phone: 717/728-976; 800/FYI-CALL; Fax: 717/728-9781; Web site: <http://www.ncasa.org>.

The National Education Association (NEA)

This organization, which has published sexual harassment curricula, is committed to advancing the cause of public education. 1201 16th Street, N.W., Washington, DC 20036-3290; Phone: 202/833-4000; Fax: 202/822-7578; Web site: <http://www.nea.org/society/sexharas.html>.

National Training Center on Domestic and Sexual Violence (NTCDV)

This center trains professionals who work with victims of domestic and sexual violence. 2300 Pasadena Drive, Austin, Texas 78757; Phone: 512/407-9020; Fax: 512/407-9022; Web site: <http://www.ntcdsv.org>.

National Organization for Women (NOW)

This organization is dedicated to making legal, political, social, and economic change in American society in order to eliminate sexism and end all oppression.

733 15th Street N.W., 2nd Floor, Washington, DC, 20005; Phone: 202/628-8669; Fax: 202/785-8576; Web site: <http://www.now.org>.

Rape, Abuse and Incest National Network (RAINN)

This organization operates America's only 24-hour confidential national hotline for survivors of sexual assault.

635-B Pennsylvania Avenue, S.E., Washington D.C. 20003; Phone: 800/656-HOPE; Fax: 202/544-3556; Web site: <http://www.rainn.org>.

Women's Rights Network (WRN)

This international human rights organization works to end domestic violence and sexual abuse worldwide through organization, research, and public education.

106 Central Street, Wellesley, MA 02481; Phone: 781/283-2548 or 781/283-2509; Fax: 781/283-3645; Web site: http://www.wellesley.edu/WCW/wcw/womrights_net.htm

U.S. Department of Justice

The Office of Justice Programs provide federal leadership in developing the nation's capacity to prevent and control crime, improve the criminal and juvenile justice systems, increase knowledge about crime and related issues, and assist crime victims. 810 7th Street, N.W., Washington, DC 20531; Phone: 202/307-0703; Fax: 202/514-5948; Web site: <http://www.ojp.usdoj.gov>.

SIECUS SEXUALITY INFORMATION CATALOG 2000

The SIECUS *Sexuality Information Catalog 2000* with listings of over 60 SIECUS publications, fact sheets, and bibliographies is enclosed with this issue of the *SIECUS Report*.

The publications are divided into two categories: those for parents and their children and those for educators and policymakers. SIECUS' 20-plus annotated bibliographies and 15-plus fact sheets are available separately or as a set. Back issues of most *SIECUS Report* from 1993 through 1999 are also available.

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To expedite production, submissions should adhere to the following guidelines:

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Feature articles are usually 2,000–4,000 words. Book and audiovisual reviews are typically 200–600 words.

Manuscripts should be submitted on 8½ x 11 inch paper, double-spaced, with paragraphs indented. Authors should also send a computer disk containing their submission.

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The beginning of an article should include the title, subtitle, author's name and professional degrees, and author's title and professional affiliation.

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The beginning of a book review should include the title of the book, author's or editor's name, place of publication (city and state), publisher's name, copyright date, number of pages, and price for hardcover and paperback editions.

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