



The following pages are WWC specialized models loosely based on the Texas Council on Family Violence's **Power and Control Wheel** and the Domestic Violence Institute of Michigan's **Community Accountability Wheel**.

WWC Power and Control Wheel

Starting with the outer circle, each layer plays into the next inner layer. By asking yourself the questions within the outer two layers, you can begin to understand how those elements play into violence in our community. These questions are only examples, and there are many more.

The webbed layer represents some of the many facets of abuse made up by an individual's actions within an abusive relationship. All the sections in this layer may be aspects of abusive relationships.

However, not all of them have to be present for the relationship to be abusive. Some of them, such as physical violence, may be more evident than others but all play a part in creating the power and control within a relationship.

WWC Community Accountability Wheel

This wheel is not meant to be an exact plan or map of how to end violence in our community. The suggestions I give are my personal ideas of things that could make a difference on campus. It is intended to be a model to show how every individual, no matter what their role on campus, has a role to play in ending violence. Like the power and control wheel, you can read it from the outside circle in, asking yourself the questions in the outer layers. Once you reach the webbed layer, these are actions individuals in their various positions on campus can take to make a safer, non-violent community.

Institutional Systems of Privilege and Oppression

WWC Attitudes Towards Violence in Our Community

Power and Control

Stalking/Cyber Stalking
Continually calling, texting, emailing, or facebook-ing partner to find out where they are, who they are with, or what they are doing. Following partner when they socialize, go to class, eat, go to their room, or other locations. Reading their mail/email/facebook/texts. Making threats or blackmailing partner to other members of campus. Asking others to report actions of partner back to them.

Social Manipulation
Spreading negative gossip about partner. Threatening to tell partner's secrets or to out sexual orientation or gender to their community, family or friends. Embarrassing them, or discussing/belittling sex life in class, at parties, at work, or in other social situations.

Emotional Abuse
Using put downs. Calling names. Making partner think they are crazy. Humiliating them, or making them feel guilty for their actions. Lowering partner's self esteem and efficacy. Joking about abuse. Denying abuse. Blaming partner for what has happened.

Isolation
Controlling who partner sees, who their friends are, and which parties they can go to. Limiting their contact to outside people. Preventing partner from going home over breaks, or from having alone time with anyone else. Justifying behavior with excuses such as "I just feel really jealous when I see you with other people."

Economic/Work Abuse
Preventing partner from staying on a crew or working on a separate crew. Visiting or otherwise interfering with them while they are at work. Using money or gifts as leverage for sex or as bribes not to report abuse or to justify abusive behavior.

Coercion, Threats, Intimidation
Using threats of physical and/or sexual violence to get what they want. Using sexual history as leverage to control partner's actions. Making partner drop formal report. Taking partner's property. Abusive partner is abusing them. Animals, yelling, gesturing, or displaying weapons. Creating fear by smashing report. Making partner drop formal report. Making partner drop formal report. Making partner drop formal report.

Physical Abuse
Using body, weapon, or object to hit, slap, punch, push, throw down, kick, strangle, choke, pinch, or grab partner. Throwing things at partner. Preventing partner from talking, moving, or leaving by grabbing, holding, or squeezing them. Partner from talking, moving, or leaving by grabbing, holding, or squeezing them.

Sexual Abuse
Initiating any sexual activity without consent. Initiating any sexual activity while partner is sleeping or intoxicated. Using manipulation or threats to get sex. Raping. Touching without consent. Performing oral sex without consent. Not getting consent for sexual interaction. Intentionally getting partner pregnant or getting pregnant to keep them in relationship.

How do racism, sexism, homophobia, transphobia, xenophobia, agism, ableism, and classism play into violence?
Do we blame violence on the person who the violence is being aimed at?

How do race, class, sexual orientation, gender, and age play into violence?
Do we hold the person committing the violence responsible for their own actions?

Institutional Systems of Privilege and Oppression

WWC Attitudes Toward Violence in Our Community

Institutional Systems of Privilege and Oppression

WWC Attitudes Towards Violence in Our Community

Safer Community

All Our Community Can
 Be aware of the dynamics of privilege and oppression in this community and how they play into abuse. Believe and support people who come forward and accountable people in their efforts to change. Not condone abuse through language, jokes, actions, or excuses. Create a community in which people feel safe to speak out, be supported, and change with them in a very seriously and deal appropriate manner.

Staff/Faculty Can
 Be conscious of how their language use feeds into systems of privilege and oppression, or causes feelings of isolation. Have dialogues with students/colleagues about causes and results of violence, and ways to end violence. Identify when a student/colleague may be experiencing violence or acting as an advocate when appropriate. Intervene in situations of harassment, abuse, and/or intimidation they see in the educational system or work environment. Write and approve new policies to create a safer community.

Students Can
 Be conscious of how their language use feeds into systems of privilege and oppression. Start conversation when they hear something they believe to be hurtful or oppressive. Validate and support fellow students when they say they are/were being abused. Intervene when they see violence in their dorms, at parties, at work, and in other settings. Hold friends, community members, and themselves accountable in order to create a safer community. Support friends and make efforts to heal or change. Write and approve new policies to create a safer community.

Administration Can
 Take reports of abuse seriously and deal with them in a timely manner. Uphold college policies. Create new policies, with community support, as necessary to protect the safety of all community members. Offer support to people in order to end the cycle of violence. Never condone violence at the school.

How can we challenge our own privilege based on race, class, sex, ability, sexuality, and gender?

How are we holding people accountable for their actions?

RDS, RAs, and PLS Can
 Intervene in situations in their residence halls or anywhere on campus. Take reports of abuse seriously; believe anyone who comes forward and tell their story. Provide advocacy and support for anyone who reaches out for help. Not pressure people to make formal reports. Ask for support right away from appropriate WWC staff when situations arise.

Public Safety Can
 Quickly respond to any reports of fighting or abuse happening in the dorms, at parties, around campus. Not pressure anyone to report if they do not want to. Make sure everyone is safe before leaving a situation. Not blame the victim for what is happening. Believe anyone who comes forward and reports abuse.

Party Planners Can
 Create safe, inclusive parties. Make sure there are party activities, and no one, regardless of relationship status, is engaged in sexual/uncomfortable themes and advertised. Design party between and non-violent. Play music that acknowledges differences to be individual in our group or or make unsafe any group or individual in our community, and does not reinforce systems of privilege and oppression.

Health/Counseling Center Can
 Take seriously any reports or signs on abuse. Offer medical support by providing Plan B, providing affordable STI testing, offering counseling to students in an effort to change the cycle of abuse.

Institutional Systems of Privilege and Oppression

WWC Attitudes Toward Violence in Our Community

What are we doing to end institutional systems of privilege and oppression?

How are we supporting people who experience violence?