

VIOLENCE GOES TO COLLEGE

Third Edition

VIOLENCE GOES TO COLLEGE

The Authoritative Guide to Prevention,
Intervention, and Response

Edited by

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FOREWORD

I was a 24-year-old hall director when I had to respond to my first situation involving violence as a higher education staff member. Two female-identified students were fighting in a residence hall hallway, to the point where one student was slamming the other woman's head into a wall. By the time I arrived, along with campus emergency personnel, one woman was unconscious, the other had a broken nose, and the entire community was in chaos. Students in the hall wanted to know if the attacker would be back, if the unconscious woman would be okay, and if they were safe. These students—and the live-in student staff members—were shaken to their core. They didn't know what to do, and beyond the basics surrounding protocol, I didn't know how to help.

As a young professional, I had no idea the extent to which violence would be part of my work. From domestic violence, fights, death by suicide, campus shootings, hazing, sexual assault, bomb threats, and a wide variety of other incidents, violence is an unfortunate and common part of the work we do in higher education. As I have matured in my career and encountered, managed, and helped different university communities respond to and recover from a variety of violent incidents, I have become more practiced, but in times of campus violence, things still feel the same. Understanding as much as possible about campus violence, the cause, mitigation strategies, response protocols, and recovery approaches is as important for higher education as any formal training in a specific discipline because it's not a matter of "if" campus violence comes to your campus, it's a matter of when, how, and how severe it will be when it arrives.

That is why this book is so important. In the third edition of *Violence Goes to College: The Authoritative Guide to Prevention, Intervention, and Response*, the editors bring together a powerful team of practitioners and scholars from across multiple disciplines to discuss the critical elements associated with campus violence. An evolution from the previous editions, this edition offers a framework by which the reader can gain both a broad and deep understanding of the issues involved with campus violence incidents. The book describes at a fundamental level the very nature of violence, and the analogy used of "violence as a virus" is particularly salient as it helps us better

understand why we will not be able to stop violence from occurring. Rather, we can educate ourselves about it, establish mitigation strategies, work to better understand how our campuses and our people react in times of violence, and lead our communities through response and recovery.

This edition of *Violence Goes to College* has also evolved with our world. Introducing robust information about cyber violence, including cyberbullying and cyberstalking, the book offers professionals sound information about these phenomena and provides practical approaches on how to mitigate and manage these situations. Additionally, scholarly and relevant information about the social justice and cultural implications of violence help round out this edition over its predecessor. This new world in which we find ourselves necessitates a strong understanding about the evolution of violence, as well as a greater understanding of the psychological reasoning behind why individuals engage in violent acts, and why some bystanders choose not to act when faced with those who choose to commit violence.

How universities and colleges change and evolve with these new realities and how our mitigation work needs to evolve are also fundamental components of this critical resource. Of particular importance is the expanded and focused information about working in an environment where information is instantaneous and immediately accessible, including managing multiple media platforms and developing coordinated crisis communication plans. In the age of the “hashtag community,” understanding how our response and recovery efforts need to change in this technological environment is vital.

For those of us working in higher education in areas including emergency planning and response, business continuity, community safety and security, risk management, mental health, faculty, administration, and student affairs, this carefully constructed publication is a must read. Rooted in both theory and practical application, it is the ultimate resource for administrators, faculty, mental health professionals, information technology teams, law enforcement, risk management, and emergency management personnel.

The author and activist Mary McCarthy famously said, “In violence, we forget who we are.” This book challenges those of us charged with helping students, faculty, staff, and communities prevent, manage, and recover from violence to understand it fully and deeply, so that we are best prepared for our roles. I wish my 24-year-old professional self had this book back then; I’m thankful that I have it now.

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PREFACE

Our last edition of *Violence Goes to College* was published in 2010. Since then college violence has continued to be a topic of scrutiny by the media and the public, as well as earnest concern and action on the part of college and university faculty, staff, and leadership. Past tragic and fear-inducing mass shootings on college campuses, most notably including Virginia Tech in 2007, are still considered a critical pivot point for colleges and universities in responding to and preventing violence. Yet we now reflect upon them as early episodes of a nearly constant reality of the threat of violence in American society today. We sense this vulnerability in our cities and small towns, our places of worship, our schools, our community and entertainment venues, and our college campuses. We remember them daily: Sandy Hook Elementary School in Connecticut; a movie theater in Aurora, Colorado; Pulse nightclub in Orlando; Mother Emanuel AME church in Charleston, South Carolina; an outdoor music festival in Las Vegas; and the First Baptist Church of Sutherland Springs, Texas; to name a few. Perhaps the biggest change in the experience of violence in our public life is the increasing number of victims and the undeniable presence of hatred toward certain social identity groups in many incidents. We've seen targeted violence toward people of color, LGBTQ+ people, and religious minorities.

But the violence we experience is not only through mass shootings or in public venues. Most violence is interpersonal. Women, as well as queer and transgender people, commonly experience sexual harassment or assault in the workplace, in their homes, and on or around their campuses. High profile cases of sexual abuse and harassment have gained much media attention in recent years, with the abusers often in positions of power in business, politics, entertainment, and news media. The social media hashtag #MeToo gained a massive following beginning in 2017, highlighting the ubiquitous experience of sexual harassment and abuse against women across the social spectrum. Higher education has also seen an increased awareness of its own sexual harassment and abuse problem, fueled by an academic culture that is hierarchical, competitive, and political. It is within this context that we offer this edition of *Violence Goes to College*.

New chapters and new authors provide a fresh look at topics that have changed significantly in the landscape of college violence since our last edition, or where new understanding and best practices have been established. New or significantly expanded chapters include:

- Chapter 3: Institutional Culture and Violence
- Chapter 5: Human Infrastructure and Expectations of Safety on Campus
- Chapter 10: Alcohol and Campus Violence
- Chapter 11: Social Media and Campus Violence
- Chapter 12: Speakers, Protest, and University Campuses
- Chapter 13: Gender-Based Violence
- Chapter 16: Cyberbullying
- Chapter 17: Hazing

For example, a new chapter on gender-based violence expands upon the previous edition by broadening our understanding of sexual assault, as well as intimate partner violence and stalking. Public attention to the problem of college violence has expanded significantly beyond the threat of active shooters to include an unprecedented public awareness and expectation of accountability of college sexual violence. Additionally, federal and state governments have become more encompassing and prescriptive in their expectations of how higher education institutions prevent and respond to gender-based violence, including sexual assault, intimate partner violence, and stalking. While the legal and regulatory expectations of colleges and universities continue to change, it is clear that we have entered a new era of accountability on college campuses when it comes to gender-based violence. Indeed, our students and the public at large have made clear their expectations that colleges and universities must take accountability for this violence, even among the varying degrees and permutations of expectations that abound. Despite ongoing political shifts at the highest levels of government and the subsequent impacts to the interpretation of Title IX, it is unlikely that politics at the federal level will greatly undo the substantial progress that has been made in the way that most, but certainly not all, college and universities handle gender-based violence.

The period of time since our last edition of *Violence Goes to College* also saw a rise in public protest and civil unrest in American public life—which spilled over significantly onto college campuses—related to a variety of political and social concerns, including immigration, racism and social injustice, environmental issues, marriage equality, sexual assault and harassment, police brutality, women’s rights, and more. It is not an exaggeration to say that we are living in a current era of political unrest akin to the 1960s. Just as the

political unrest of the 1960s dramatically impacted American higher education of that era, the social movements and political divisions of today, along with sociocultural and historical legacy of past social and political patterns, impact the entire higher education community and the way that college violence develops, how it is perpetrated, and how we can both respond to and prevent violence.

We have structured this book in such a manner as to allow it to be read either as a whole volume, start to finish, or as a useful reference guide to be read one or two chapters at a time, depending on the interests and needs of the reader. When read as a whole volume, we build upon successive levels of understanding violence, starting with broad concepts and widely applicable best practices related to campus violence, then moving toward contextual factors that shape how violence functions and how we engage with it in our college communities, and finishing with in-depth explorations of specific strains of campus violence and evidence-based approaches to anticipate, prevent, intervene, and respond to violence over time. Alternatively, as a reference guide, we provide a strongly structured table of contents and comprehensive chapters that can be read in separate segments to educate the reader on particular areas of interest. For example, Part I of the book guides the reader in understanding violence and how it impacts college campuses particularly. Part II explores how campuses can invest in human infrastructure, prevention and policies, safety strategies, and intervention and response efforts to make their campuses safer. Each chapter in Part III explores the ways in which college violence occurs within the context of the law, alcohol, social media, and speech and protest, respectively. Lastly, Part IV explores the specific strains of gender-based violence, suicide, hate crimes and hateful violence, cyberbullying, hazing, and kinetic insider violence and mass shootings.

Furthermore, this edition of *Violence Goes to College* takes on the complexity of both personal and structural violence against individuals and communities. Our framing of violence has been updated to explore both physical and nonphysical violence. We understand that while violence is frequently an individual act, it is always committed within context, including a complex set of sociocultural influences and historical implications. Throughout this book, we explore how racism, sexism, heterosexism, and other subordinating social structures impact, encourage, and perpetuate violence against historically underrepresented populations. We also explore how institutional culture within each college or university impacts the way violent acts play out, as well as how to prevent, intervene, and provide long-term responses to violence on our campuses.

As an edited volume, with two additional editors and many new chapter authors, *Violence Goes to College*, 3rd edition, is a rich collection of knowledge from a diverse set of viewpoints and perspectives. Our authors consist of

established university faculty and administrators, professionals in private practice, and emerging scholars in a variety of disciplines. Each author brings their unique perspective and authentic voice, influenced by their own professional, personal, and academic experiences. Through this diverse chorus of voices, we offer a complex and enriching exploration of college violence, unified in our desire to end violence so that our students may fulfill their greatest potentials as learners, citizens, and human beings.

Rebecca Flintoft

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NOTE TO THE READER

All the information provided herein is general in nature and designed to serve as a guide to understanding. These materials are not to be construed as the rendering of legal, management, or counseling advice. If the reader has a specific need or problem, the services of a competent professional should be sought to address the particular situation.

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VIOLENCE GOES TO COLLEGE

Part I

UNDERSTANDING VIOLENCE

Chapter 1

COLLEGE VIOLENCE: FACT AND THEORY

JOHN NICOLETTI, SALLY SPENCER-THOMAS,
MARIYA DVOSKINA, AND REBECCA FLINTOFT

“Never thought it would happen here.” We hear this statement repeatedly in the aftermath of tragic incidents. Most people want to believe that they are immune from harm, and that their learning and working environments are safe havens. When violence occurs, they often feel blindsided, but in retrospect, they can usually identify subtle and sometimes not-so-subtle warning signs.

In order to understand the current state of campus violence, one must look to two sources of information—the factual and the theoretical. We must start by taking a look at what we know. This can be accomplished both by looking at our history and by looking at what current research is telling us. When we examine the impact high-profile cases have had on the campus culture over

the past several decades, we can learn a great deal. While these cases may have only directly impacted a small number of individuals, their legacy continues to influence how many colleges think about violence. So, the first step is to look at our history to understand where we are today. Then we can appraise what credible sources are telling us about the prevalence and trends of violence on our campuses.

The second step is to develop a conceptualization that is relevant and useful to college campuses. We have found that a particularly effective conceptualization is achieved by thinking about violence as a virus. By using this analogy, we can examine the many different “strains” of violence hosted on college campuses.

WHAT CAN WE LEARN FROM CAMPUS VIOLENCE HISTORY?

The following list of high-profile cases of college violence is not intended to be an exhaustive account of all devastating tragedies college communities have faced. Rather, cer-

tain cases were selected to illustrate how various forms of violence can forever change campus culture.

High-Profile Cases: History and Impact

- **July 13–14, 1966: Chicago Massacre
South Chicago Community
Hospital—residences for student
nurses in training
Chicago, Illinois**

On this July night, Richard Speck brutally murdered—stabbed, strangled and sexually assaulted—eight nursing students in their Chicago townhouse.¹ The 24-year-old sailor broke into the townhouse through a mesh screen door armed with a pistol and a knife. Initially he stated that his motive was robbery, but after taking his victims' money, he proceeded to tie up the women. Over the next several hours, he murdered each victim, except one who hid terrified under a bed. She would later be a crucial witness, leading to his eventual capture and conviction. This “crime of the century” is not usually thought of as a campus crime per se, but it was. From this tragedy of mass murder involving college women sprang a new genre of horror—a story that would be repeated in multiple novels, films, and reality in the upcoming decades.

- **August 1, 1966: The Texas Sniper
University of Texas
Austin, Texas**

Charles Joseph Whitman, a former Eagle Scout and Marine Lance Corporal, was a student at the University of Texas.² In the early morning hours of August 1, 1966, Whitman stabbed his mother and wife to death in their homes. Later that same morning, he bought ammunition and a shotgun. When he arrived on campus, he had an arsenal of weapons and knives that he brought to the top of the Tower, a University landmark that overlooks most of the campus

grounds. On his way up, he killed the receptionist and two other people who were touring the Tower. From an elevation of 231 feet, Whitman shot at people crossing the campus.

The siege lasted 92 minutes, an eternity for this type of crime.³ Finally, Whitman was shot to death by two Austin police officers. In the end, 17 people were killed, including Whitman and an unborn child, and 31 were wounded. An autopsy of Whitman's body indicated that he had a brain tumor, but experts remain unclear as to the extent to which this tumor affected his behavior.

In September 1999, the University of Texas moved to reclaim this landmark by reopening the Tower.⁴ All visitors to the observation deck must pass through a metal detector and are prohibited from bringing any packages with them. Thus, the legacy of this one terrible act of violence still haunts the University of Texas today. With two major massacres impacting college campuses during this violent one-month period in the summer of 1966, the image of college campuses as ivory tower sanctuaries sheltered from violence was shattered.

- **May 4, 1970: Kent State Riots
Kent State University
Kent, Ohio**

In late April 1970, the United States invaded Cambodia, escalating the Vietnam War. Shortly after, protests emerged on college campuses across the country.^{5,6} At Kent State University, antiwar gatherings became increasingly intense. Students began by peacefully burying a copy of the Constitution, then built bonfires in the streets of Kent, and eventually clashed with police. Because of this escalation, the mayor declared a state of emergency and called in the Ohio National Guard. On May 2, the ROTC building was set ablaze in the presence of over 1,000

demonstrators. By Sunday, May 3, the campus looked like a war zone and most of the campus assumed that the university was in a state of martial law.

On the morning of Monday, May 4, 3,000 people began to gather in the Commons area for an antiwar rally scheduled for noon.⁷ Initially the rally was peaceful, and the accounts of the following events are still subject to debate. Just before the rally was about to commence, officials made the decision to disperse the demonstrators. What ensued was an escalating confrontation between demonstrators and enforcement, and in the end, 28 guardsmen fired over 60 shots, wounding nine and killing four Kent State students. This event is critical to appreciating campus violence history for two reasons. First, the politically driven campus protests of that era can be compared and contrasted to protests and riots that many campuses are experiencing today. In understanding potential rioting triggers and diffusion tactics, we need to ask, "What are the similarities and differences in the campus culture now and then?" Second, the community response in the aftermath of the tragedy can serve as a model for other schools facing such violence. At Kent State, at that time and for years to come, students, faculty, and staff all participated in the recovery and the future direction of the campus.

- **January 14, 1978: The Chi Omega Murders**
Florida State University
Tallahassee, Florida

Ted Bundy is probably the most notorious serial killer in American history. His modus operandi: preying on young women and luring them in with his charm and perception of vulnerability. On the night of the Chi Omega murders, Bundy apparently walked right in the front door of the sorori-

ty, leaving it wide open after he entered. He then attacked the sorority sisters in their rooms while they slept. He beat them, raped them, bit them, and strangled them. Two victims died and two survived. Like Richard Speck's attack on the nurses a decade earlier, this event magnified the vulnerability of women living on campus and perpetuated a perception of college women as accessible sexual prey.

- **February 24, 1978: Chuck Stenzel**
Alfred University
Alfred, New York

Hank Nuwer, hazing expert, describes the following tragedy in his books *Broken Pledges* and *Wrongs of Passage*. February 24, 1978 was Tapping Night at Alfred University's Klan Alpine fraternity.^{8,9} Chuck Stenzel had recently re-enrolled at Alfred. His mother thought, in hindsight, that he probably chose to join the fraternity to increase his chances for making the lacrosse team (several brothers played the sport) or to get closer to his existing friends. The "Klan" had a reputation of being an "animal house," and ironically, the theme for this particular Tapping Night was, "Don't Stop til You Drop." Sometime after 7:00 p.m., a fraternity brother came to Chuck's room to congratulate him on his acceptance with a pint of Jack Daniel's whiskey. The brother then led Chuck to the car where he was to ride in the trunk. The temperature outside was below freezing. There were two other pledges in the trunk with Chuck who later testified that he chugged not only his pint, but also most of another pledge's pint of Scotch.

Chuck arrived at the fraternity house at some point before 9:30 p.m. at which point he drank more beer and wine in festive celebration and drinking games.¹⁰ One of the goals of the night was to fill a trashcan up to a marked line with vomit. Chuck was given

a shower at some point and when he began to pass out, he was placed on his side on an uncovered mattress. Chuck and another unconscious pledge were left in the room unattended until 11:30 p.m. when a fraternity brother came in to check on them and noted that Chuck's fingernails had turned blue.

None of the three sober brothers on site knew CPR, and the rest of the brothers were too drunk to be of any assistance. By the time an emergency medical crew arrived, Chuck was dead. Chuck's blood alcohol content at the time of death was .46, a four-fold increase from the legal definition of intoxication. Two other pledges, one of whom the ambulance crew found in a locked closet, were close to death and were rushed to the hospital. They survived.

From that night on, Chuck's mother Eileen Stevens bravely chose to speak out against the dangers of hazing.^{11,12} She founded C.H.U.C.K. (Committee to Halt Useless College Killings), a national anti-hazing organization. She speaks to groups on this issue sharing her personal experience as a mother of a hazing victim. Alfred University is now leading the cause to prevent hazing.¹³ In 1999, Alfred helped orchestrate an NCAA study that exposed significant hazing activity in college athletics.

- **April 5, 1986: Jeanne Clery**
Lehigh University
Bethlehem, Pennsylvania

Just a few days after her parents dropped her off at Lehigh University following her spring break, Jeanne Clery was asleep in her unlocked room when she was brutally raped, beaten, and murdered by a fellow student.¹⁴ Joseph Henry had easily gained entrance to the dormitory because the door had been propped open with empty pizza boxes. After the murder, he boasted about

his attack to his friends. In 1987, he was sentenced to the electric chair.

Jeanne's parents thought they had been acting in her best interest when they encouraged her to attend Lehigh because it looked so safe.¹⁵ What they did not know was that Lehigh had experienced 38 violent crimes within a three-year period. The Clerys filed a \$25 million civil suit against Lehigh for negligence. The suit was settled out of court, and the Clerys used the settlement and their own money to begin one of the largest campaigns to stop campus violence to date. In 1988, they founded Security on Campus, Inc. (known today as Clery Center), and in 1990 lobbied for the successful passing of the federal bill called the "Student Right-To-Know and Campus Safety Act" now known as the "Jeanne Clery Act."¹⁶ Clery Center continues to be a national leader in the promotion of campus safety and violence prevention.

- **August 1990: Gemini Killer**
University of Florida and Santa Fe
Community College
Gainesville, Florida

The college town of Gainesville, Florida, experienced total devastation and panic when five bodies of brutally murdered college students were discovered within 48 hours. Three of the students were from the University of Florida and two were from Santa Fe Community College, both schools of Gainesville, Florida. On August 26, 1990, the day before classes were to start at the University of Florida, two freshmen women were found stabbed in their townhouse residence. The killer had raped and mutilated one of these victims; the other appeared to have been stabbed in her sleep. The next day, police found another female student naked and decapitated in her residence. On

August 28, a maintenance man found two more victims, both college students. The 23-year-old female had been raped and stabbed in the back, and the 23-year-old male had been stabbed 31 times.

In the aftermath of these discoveries, the residents and students of Gainesville were terrified, and the town was in a state of siege. Many students purchased guns, creating a hazard to officers who were knocking on hundreds of doors to follow up on thousands of leads. It took investigators one year to track down and arrest serial killer Danny Rolling for the crimes. Rolling blamed the killings on his alter ego “Gemini,” but profilers described him as a sexual predator who preyed upon women. He chose women who would most likely have no interest in him—educated, beautiful, successful college women. In 1994, the jury gave him the death penalty.

- **June 3, 1991: Time Magazine**
Headline “Date Rape”
College of William and Mary
Colonial Williamsburg, Virginia

In 1991, *Time* magazine put a face to date rape.¹⁷ In that issue, they covered the story of Katie Koestner, a woman who dared to speak out against a silent epidemic. A graduate of the College of William and Mary in Williamsburg, Virginia, Katie testified to her experience of being sexually assaulted by a fellow student, someone she met during her first week of school. Since then, she became an activist for the issue, speaking to millions through college keynotes, inspiring an HBO documentary titled, “No Visible Bruises,” and making television appearances ranging from “Oprah” to “Larry King Live” to “The NBC Nightly News.” According to her audience, her powerful story humanizes a crime that few speak about and empowers both women and men to try to stop it.

- **September 29, 1997: Scott Krueger**
Massachusetts Institute of
Technology
Boston, Massachusetts

Five weeks after the promising freshman Scott Krueger arrived on the prestigious campus of MIT, he died from an alcohol overdose.^{18,19} Scott was a pledge at the Phi Gamma Delta house, better known as FIJI. Scott was not a big drinker, but on “Animal House Night” he and the other pledges were expected to drink two cases of beer, Jack Daniels whiskey, and Bacardi rum within a short period of time. He passed out, was carried to a basement room, and left alone after which he inhaled his own vomit into his lungs. According to his doctors, the critical point of the night was when his “big brothers” chose to leave him by himself so that they could go back upstairs for another drink. Scott’s blood alcohol content was .41.

FIJI had very serious and well-known alcohol problems in the years before Scott’s death.²⁰ Police and emergency medical personnel had been summoned to the FIJI house at least 15 times in the few years before Scott’s death to deal with outrageously large parties, drunken fights, underage drinking, and to assist severely intoxicated students. MIT clearly knew of these problems and more. Rather than indict the university for manslaughter and hazing, the district attorney indicted the MIT fraternity.^{21,22,23} A sealed indictment was handed up from the DA’s office on September 14, 1998, but was not made public to anyone until September 18, 1998.

Interestingly, MIT and FIJI National agreed to disband the local chapter between September 14 and the 18th, and no individual showed up at FIJI’s arraignment two weeks later. The indictment remains open and if the chapter ever reopens at MIT, it could be prosecuted. Despite the lack of clo-

sure on this case, the steps taken were groundbreaking in that the threat of a criminal indictment for a university or Greek association in the aftermath of a hazing death becomes viable.

The Krueger family prepared to file suit against MIT for the university's responsibility in the death of their son. In September 2000, MIT agreed to pay the Kruegers \$4.75 million as compensation and \$1.25 million for a scholarship established in the memory of Scott. In addition, the MIT president publicly apologized and accepted blame for MIT's role in Scott's death.²⁴

Two weeks after the announcement of the MIT settlement, the Krueger family filed suit against the MIT fraternity.²⁵ The Kruegers' attorney, Brad Henry, was quoted in the *Boston Globe* (9/27/00) as saying, "They [FJI] simply can't disband themselves out of accountability." Because of the intense media coverage in the aftermath of this tragedy, the deadly consequences of college hazing practices as well as binge drinking reached public consciousness.

- **October 6, 1998: Matthew Shepard University of Wyoming Laramie, Wyoming**

During October 1998, Matthew Shepard, an openly gay student at the University of Wyoming, met Aaron McKinney and Russell Henderson, two local roofers at the Fireside Lounge.^{26,27} McKinney and Henderson lured Shepard into their truck by posing as two gay men. The two roofers robbed Shepard, pistol-whipped him repeatedly, and left him tied to a fence. He remained bound and unconscious for 18 hours in subfreezing temperatures. Shepard died five days later from the injuries. The brutal crime and dramatic trials brought significant media attention, and Shepard became a national symbol for gay rights and the effects of hate crimes. The

University of Wyoming and the community of Laramie banded together in mourning by wearing or displaying yellow ribbons in his memory.

Along with a deluge of concern and activism came a backlash of hatred. Shepard's funeral and the ensuing trials brought anti-gay protests. McKinney's "gay panic" defense, claiming he snapped during a methamphetamine-induced fury instigated by memories of a childhood homosexual assault, brought additional media attention.^{28,29,30}

In addition to learning about effective community response and the impact of campus hate crimes, the Matthew Shepard tragedy taught campuses another lesson: how to handle a media circus. During the ordeal, demonstrators representing all sides of the issues implanted themselves on campus in a national spotlight. Campus officials quickly learned that media parameters were necessary to protect the students and to control the dispersion of legitimate information.

- **March 27–28, 1999: Michigan State University Riots Michigan State University East Lansing, Michigan**

In stark contrast to the politically motivated riots of earlier days, the riots of the late 1990s have been dubbed "The Right to Party" movement. As colleges began to crack down on underage drinking and public drunkenness, students revolted in violent ways. The most notorious of these riots were a series of riots at Michigan State University in East Lansing. After school administrators put a ban on alcohol at a popular tailgate site, an estimated 10,000 students and townspeople torched cars, hurled bottles at police, set more than 60 fires, and caused up to \$1 million in damage. While this particular riot at MSU created a great deal of media interest, it was not the first riot MSU faced.