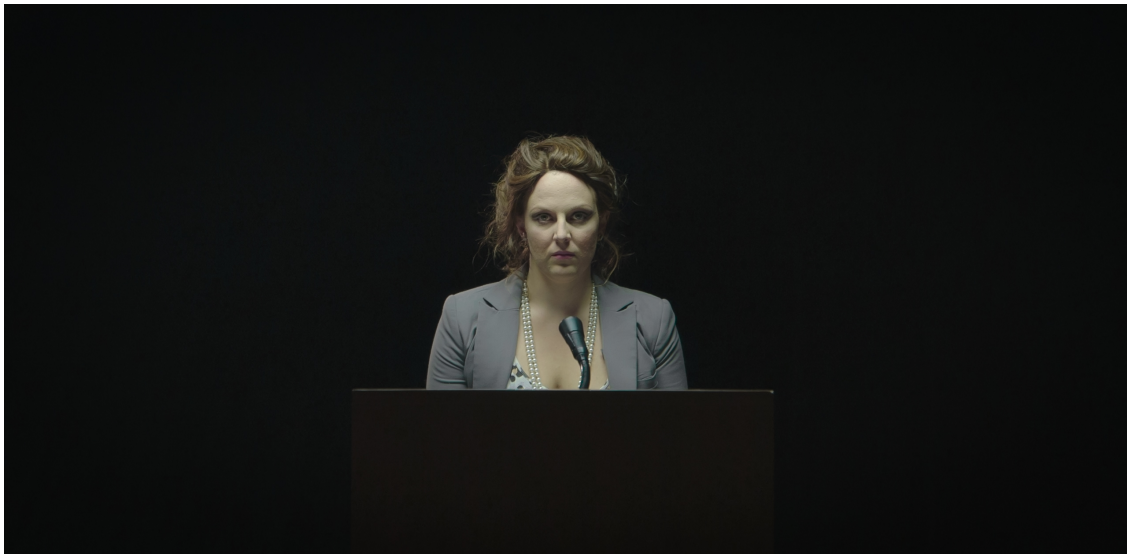


# SLUT OR NUT

## *The Diary of a Rape Trial*

### *Discussion Guide*



**A Documentary Film by Kelly Showker**

**Featuring: Mandi Gray**

**Runtime: 70 Minutes**

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# INTRODUCTION

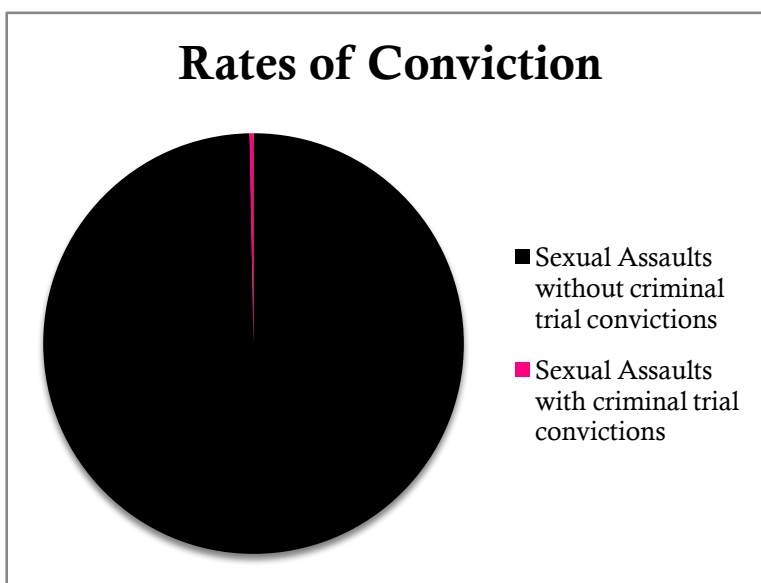
## LEARNING WITH *SLUT OR NUT*

*Slut or Nut: The Diary of a Rape Trial* is a feature-length documentary following activist Mandi Gray as she navigates the Canadian legal system after being sexually assaulted by a university colleague. Despite knowing that she will be portrayed in the courtroom—and in the media—as a ‘slut’ or a ‘nut’ seeking attention, Mandi refuses to remain silent and challenges what it means to be an ‘ideal’ victim.

In Canada, only three out of every 1000 sexual assaults result in a conviction<sup>\*1</sup>.

*Slut or Nut* provides insight into the roadblocks, dismissals, and humiliations people who experience sexual violence may face when they seek support or justice through official channels such as courts, schools, or workplaces. It also celebrates activism, resistance, resilience, and the power of survivors working together.

*Slut or Nut* starts important conversations about how we, as individuals and as a society, respond to sexual violence. It is ideal as a classroom or professional development resource, and also lends itself well to informal discussions among friends and family.



# ABOUT THIS GUIDE

This guide contains activities, discussion prompts, exam questions, a glossary, and other assets to support the use of *Slut or Nut* as a learning tool. The Discussion Questions and Activities section beginning on page four is organized according to three central themes in *Slut or Nut*:

- Institutional barriers following a sexual assault
- How rape myths influence courts, media and the public
- Personal and economic impacts of sexual assault

A glossary of terms used can be found at the end of this guide.

# AUDIENCE

Audiences who may benefit from viewing *Slut or Nut* include:

- People who have experienced sexual violence and their families
- Lawyers, judges, police and other legal and law enforcement professionals
- Not-for-profit organizations providing services to women and children
- Post-secondary departments (e.g. law, social work, journalism, psychology, criminology, sociology, women's studies)
- Teachers and youth workers
- Community groups and advocates

# LEGAL BACKGROUND

A key advantage of *Slut or Nut* as an education tool is the accessibility it brings to the often opaque and confusing criminal legal process. Depending on the audience, you may also wish to provide some or all of the following information on a handout, slide deck or other visual aid. Legal information in this guide is derived from Canadian criminal law.

## CONSENT IN CANADIAN LAW

Sexual activity is only legal if those involved used words or actions to affirmatively communicate their consent (i.e. voluntary agreement). Lack of overt protest does not constitute consent.

The following excerpt from the Women's Legal Education and Action Fund (LEAF) further defines consent in Canadian criminal law:

*The Criminal Code says there is **no consent** when:*

- × Someone says or does something that **shows they are not consenting** to an activity
- × Someone says or does something to **show they are not agreeing to continue an activity** that has already started
- × Someone is **incapable of consenting** to the activity, because, for example, they are unconscious
- × The **consent is a result of a someone abusing a position of trust**, power or authority
- × Someone consents **on someone else's behalf**.

*The Criminal Code also determines that a **perpetrator can still be found guilty** if they **mistakenly believed** a person was consenting if:*

- × That belief is based on their own **intoxication**; or
- × They were **reckless** about whether the person was consenting or;
- × They **chose to ignore** things that would tell them there was a lack of consent; or
- × They **didn't take proper steps to check** if there was consent."

# SUCCESSFUL SCREENINGS

First and foremost, identify your goals for screening *Slut or Nut*. These goals can help shape the format and content of your event, ranging from the topics covered, to potential partners, to the level of interactivity with participants.

## SCREENING OUTCOMES

Goals for your screening could include the following:

1. Discuss current local issues relating to sexual assault
2. Engage a variety of different stakeholders in dialogue about sexual assault
3. Encourage personal reflection on sexual assault and institutions such as the legal system, medical services, educational institutions, and the media.
4. Create space to listen to those who have experienced sexual violence
5. Explore reforms or alternatives to the criminal legal system
6. Deepen audience member understanding of the:
  - Criminal proceedings and/or other institutional responses (i.e. criminal injury boards, civil law, human rights tribunals, campus)
  - Impact of sexual violence on the survivor, on their community and on their families.
  - Barriers to reporting and prosecuting sexual assault

## EVENT FORMAT

The right format for your event will depend on your audience, your goals, and logistical considerations including your budget and the amount of time available. Consult with any partner organizations, speakers or other collaborators to brainstorm ideas. You might follow the screening with any of these activities:

- Keynote or moderated panel discussion
- Q&A with full audience
- Small group breakout discussions
- Short discussion followed by an individual or small group assignment
- Facilitated learning activity with full audience or small groups
- Participatory art project (e.g. collage, mural)
- Performance or exhibit by a local artist or group
- Information/volunteer fair with booths hosted by local organizations

The list goes on! Be creative and attentive to the needs of your audience.

## CREATING A SAFE(R) SPACE

The film's subject matter may bring up a range of experiences for participants. For this reason, it is imperative that the educator or group facilitator takes steps to ensure that the screening and discussion is inclusive and strives to be a safe(r) space.

*Watching the film in a classroom setting?*

Visit the [Slut or Nut Youtube Channel](#) for additional short videos.

We highly encourage all screenings of the film to allow space to de-brief after. This may take the form of an expert panel discussion, small breakout group discussions or a written exercise.

Some steps that can help build a supportive space:

- Ensure that any speakers, moderators or facilitators are trauma-informed and understand the impact of sexual assault on patterns of communication, thinking and behavior
- If you're working with a larger group, a period devoted to small group discussion may help with encouraging participation.
- Have counselors available to provide one-on-one support for audience members
- Provide a content warning at the beginning of the event and on any promotional materials
- Set ground rules for discussions or activities (**see below**)
- Announce an open-door policy for audience members to leave the room if they need to, and create a quiet space nearby for them to decompress
- Offer a list of community resources (e.g. counseling centres, hotlines)
- It may be helpful to remind participants that, given statistical realities, it is likely that some of their fellow participants have experienced sexual violence, and that victim-blaming or shaming will not be tolerated.

### *Examples of Screening Ground Rules for Screening Discussion:*

Keep it confidential. Any personal details shared during the discussion won't be shared outside of this room or on social media.

Share the airtime. Make room for everyone to share.

Do not make any assumptions about what someone has experienced or what they should do.

*\*See ["Support Services"](#) on page 14 to begin the search for services in your community*




# DISCUSSION QUESTIONS AND ACTIVITIES

## ICEBREAKERS

The facilitator can set the tone for the post-screening discussion with an icebreaker question or two.

When your group is ready, the following questions can help stimulate initial discussion:

1. What surprised you about Mandi Gray's experiences in Slut or Nut?
2. What did this film make you want to learn more about?
3. After watching Slut or Nut, what do you think most needs to change in our society?
4. Has Slut or Nut changed your opinion about anything?  
If so, what?
5. Which parts of this film made you feel:
  - Angry?
  - Sad?
  - Hopeful?



*Feel free to modify this discussion to 'our industry,' 'our school,' or any other community relevant to your group.*

## THEME 1: INSTITUTIONAL BARRIERS TO REPORTING SEXUAL ASSAULT

*Slut or Nut* details Mandi's experiences after her assault, in some cases through candid videos recorded during or immediately after her interactions with institutions including the police, the healthcare sector, the courts, the university and the media. Mandi faces procedural and bureaucratic hurdles that make the process of seeking justice for sexual violence intimidating, humiliating, or just plain burdensome for the survivor.

The film illustrates that some of these barriers stem from a lack of resources, for example, the sexual assault centre being closed on the weekend. Other barriers are a result of systems failing to interact effectively with one another, sharing either too much information with one another or not enough. Some other standard procedures are incompatible with the impacts of trauma, from the importance of completing a rape kit before showering after the assault, to not being allowed to discuss the assault or court proceedings with anyone, to the need to recall details of the assault in minute-to-minute chronological order when testifying about it years afterward.

The widely reported low rates of charge and conviction are one major barrier to justice in the criminal system. For example, the Globe and Mail's [Unfounded](#) project<sup>ii</sup> compiles data from police departments across the country on how many sexual assault reports were dismissed as "unfounded" (i.e. the investigating officer did

not believe the report). For survivors from communities that have experienced police violence and surveillance (e.g. Black, Indigenous and/or transgender, gender non-binary survivors), reporting an assault to the police may feel particularly unsafe. Even when the police *do* believe the survivor, there is a very small chance that a conviction will happen. When there is a conviction, many survivors report that the process is so damaging it does not feel as though “justice” has been served.

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## THEME ONE DISCUSSION OR EXAM QUESTIONS

*Discussion:* What institutional barriers did Mandi or other survivors face in the film?

*Exam:*

- Name the different systems Mandi (or other survivors in the film) had to navigate after being sexually assaulted. For each system, identify at least one institutional barrier.
- What were some of the points in Mandi’s process where different systems interacted with one another (e.g. healthcare, university, police, courts)? How could these interactions have been more effective and/or more supportive of Mandi?
- If you had to support a loved one in seeking justice after a sexual assault, which system (if any) would you suggest to them after viewing this film? Why? What precautions would you offer them about that system? If you wouldn’t suggest any of these systems, explain why.

*Follow-up:*

- Which barriers seem easiest to resolve?
- Which seemed most challenging?
- Propose solutions or areas for improvement.

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## THEME ONE ACTIVITIES AND ASSIGNMENTS

Ask participants to search for their community in the Globe and Mail’s [Unfounded](#) database to see its “unfounded” rates. Help them draft a letter to the community police chief or a publicly elected or appointed official.

Individually or in small groups, have participants choose one of the barriers Mandi or other survivors faced in the film, and discuss (or write a short essay about) how the system and/or the survivor’s community could help eliminate or mitigate that barrier. Alternatively, have participants create a flow chart or a piece of art (e.g. painting, collage, sculpture, song) about one of the barriers Mandi encountered and the impact it could have on Mandi or other survivors.

Individually or in small groups, have participants imagine they are supporting someone reporting a sexual assault on a local post-secondary campus or a place of business, and complete these steps:

- Identify if the school/business has an explicit policy.

- Determine the department, centre or personnel to which they report their assault.
- Document the steps involved in reporting.
- Note the confidentiality requirements, if any.
- Find any support services available on campus/business.
- Are you satisfied with the information you found? Why or why not?

## THEME 2: HOW RAPE INFLUENCES COURTS, MEDIA, AND THE PUBLIC

Despite the fact that Canadian law has coded an affirmative approach to consent since 1992 (see “Consent in Canadian Law” on page 10), biases and discriminatory attitudes persist decades later in how police and legal professionals carry out these laws, as well as in how the media reports on them and how the public perceives them.

Throughout Mandi’s journey in *Slut or Nut*, she encounters assumptions from police, the university, the media and the court that are based on common misconceptions and discriminatory attitudes about those who are sexually assaulted. These are referred to as **rape myths**. Rape myths are used to discredit allegations of sexual violence, or blame the person who experienced sexual violence for their own assault (i.e. victim-blaming).

*Common rape myths include:*

- **Rape is impossible:** No one can be forced to have sex. Involuntary physiological responses such as vaginal wetness or penile erection serve as proof that the incident was consensual.
- **Sexual assault is a natural part of life:** Men are incapable of controlling their “natural” impulses when turned on.
- **Yes to one means yes to all:** Earlier flirtation or engagement in sexual activity (e.g. kissing, fondling) serves as blanket consent for any and all further sexual activity.
- **Nice guys don’t sexually assault:** People who are good students, respected in their communities, and/or who lack a history of committing sexual assault are not capable of sexual assault.
- **Virtuous victim:** Unless women were virgins, married or celibate before they were raped, they must have consented to sex. Promiscuous women and sex workers cannot be raped.
- **Malicious motives:** There is often a self-interested motive to allege sexual violence, such as revenge on an ex-partner or subsequent regret of consensual sex.
- **Sexual assault doesn’t really hurt anyone:** Unless there are physical injuries, the assault either did not happen and/or did not cause any real harm.
- **Some people are lucky to be raped:** People with disabilities should be “grateful” for sexual interest in them (Odette, 2012). “Real men” want sex with women all the time, so a man is lucky if a woman sexually assaults him.

*Facilitators may wish to put this list on a hand-out, slide deck or other visual aid.*

- **Some people want or deserve to be sexually assaulted:** Some people “ask” to be sexually assaulted by the way they dress or behave (e.g. revealing clothing, alcohol or drug use). As a result of racism and colonialism, racialized and Indigenous women and girls are often regarded as undeserving of sexual agency (Smith, 2005). Homophobia and transphobia frame LGBTQ people as sexual deviants for whom sexual assault serves as a form of lesson-teaching or punishment for their identity or sexuality.<sup>iii</sup>

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## THEME TWO DISCUSSION OR EXAM QUESTIONS

- What rape myths does Mandi encounter after she is sexually assaulted?
- Which people or organizations perpetuate these myths in their interactions with Mandi? How do Mandi and others challenge them?
- Why do you think these myths persist, despite decades-old legislation and ample research that refutes them?
- What actions could be taken to limit the impact of these myths on future cases?

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## THEME TWO ACTIVITIES AND ASSIGNMENTS

- Individually or in small groups, have participants plan their own sexual assault awareness campaign to refute one of the rape myths on the list above, coming up with the campaign’s slogan and key messages. If time and resources are available, have them create a poster, skit, video or other visual piece for the campaign.
- In pairs or small groups, have participants pick one rape myth, unpack how they have seen it in action in their industry or community, and rehearse possible constructive responses to the myth. Have pairs/small groups share their results with the larger group.
- Have participants pick one rape myth and find a news media piece (written, audio or video) that they believe perpetuates the myth. Alternatively, the facilitator can pick one news media piece that all participants use. Have them re-write or record their own version of the piece that tells the story without perpetuating the myth.
- Since the opposite of a myth is a fact, have participants pick one to three rape myths and write a short essay debunking each one with facts, referring to sources including social science research, case law, or any other resources relevant to your group’s learning needs.

### THEME 3: PERSONAL AND ECONOMIC IMPACTS OF RAPE AND ITS PROSECUTION

In *Slut or Nut*, Mandi waived her right to a publication ban of her name during the criminal trial so that she could be humanized in the media, as opposed to being presented as an anonymous figure or a “Jane Doe”. While her activism has drawn attention to the systemic problems with how we respond to sexual assault as a society, Mandi also reminds us that behind each statistic is a person with a life that was uniquely impacted by violence.

#### *Institutional impacts on healing*

- Therapy notes can be disclosed in court
- The accused gets access to intimate items in the rape kit (e.g. underwear)
- Expected to remember the incident in fine detail in order to testify
- Expected to see the accused throughout proceedings, including informally in the courthouse.
- Cross-examination designed to undermine survivor’s version of events
- Not allowed to discuss the assault with others for the duration of the trial
- Must keep items that remind you of the assault (e.g. texts, photos)
- Speaking out can be used against you in court and result in vilification in the media.
- Social media may be scrutinized and used to discredit your character.

Economic justice has also been at the heart of Mandi’s activism.

*Slut or Nut* depicts a rally Mandi organized at the courthouse to protest the price-tag of sexual assault, a cost which is most often put on survivors. The film also shows her pursuit of compensation from the accused for her legal costs, which the initial court verdict ordered him to pay. Fellow survivor and activist “Jane Doe” points out the ecosystem of jobs created by the various institutions that respond to sexual assault (“You could almost say that rape pays”), while survivors are left to foot their own bills.

#### *Financial costs of sexual violence might include:*

- Counseling and/or physical therapy
- Medication
- Missed days at work (or missed projects for freelancers)
- Unwanted pregnancy or other medical costs
- Childcare during appointments (e.g. medical, legal)
- Legal advice
- Tuition for additional school semesters
- Changing jobs, schools, industries or cities to limit contact with the accused
- Healing supports for survivors such as books, courses or events
- Some of the costs of sexual assault do not have a price tag but cost survivors in opportunities, experiences, and relationships.

*\* Survivors of sexual assault living in Toronto, Ottawa or Thunder Bay may be eligible to receive up to four hours of free, confidential legal advice as part of a pilot program from the [Ontario Ministry of the Attorney General](#).*

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## THEME THREE DISCUSSION OR EXAM QUESTIONS

### Discussion:

- What economic costs did Mandi incur as a result of the sexual assault? What are some of the other possible costs? Which people or institutions should help shoulder these costs? How?
- *Slut or Nut* brings a sense of humor to Mandi's experiences, often through Mandi's own words. What do you think are some of the reasons for this storytelling choice? How did it impact your understanding of the issues depicted in the film?
- How might Mandi's involvement with the filmmaking process have impacted her healing, both positively and negatively?

### Exam:

- List as many possible economic costs of sexual assault as you can. For two of these costs, name a person or institution besides the survivor who you feel should be responsible for covering (or helping to cover) this cost. Outline how the cost-covering or cost-sharing could work in practice.
- List the ways that the justice processes Mandi pursued made it harder for her to recover emotionally from the sexual assault.

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## THEME THREE ACTIVITIES AND ASSIGNMENTS

- Have participants write, or make a video of, a creative "job description" for being a survivor of sexual assault. Using the language of recruiters and job advertisements, include possible costs and emotional impacts of rape and its prosecution as things the "job" would involve or characteristics required of the "candidate."
- Individually or in small groups, have participants choose one of the institutional impacts on healing and discuss or write a short essay about how justice system policies or practices could change to eliminate or manage this impact on the survivor.
- Individually or in small groups, have participants list the possible economic costs of sexual assault. Tally up the costs for each line item and, using online research about locally available services, create a monthly budget for a survivor trying to heal from rape.

# SUPPORT SERVICES

## *Assaulted Women's Helpline*

24-hour telephone support and counseling available in several languages for women who have experienced gender-based violence.

1-866-863-0511

[awhl.org](http://awhl.org)

## *Fem'Aide*

Fem'aide offre aux femmes d'expression française aux prises avec la violence sexiste, du soutien, des renseignements et de l'aiguillage vers les services appropriés dans leur collectivité, 24 heures par jour.

1-877-336-2433

<http://femaide.ca/>

## *Justice Canada - Victim Services Directory*

Directory of support services across Canada for survivors of gender-based violence and other forms of violent crime.

<http://www.justice.gc.ca/eng/cj-jp/victims-victimes/vsd-rsv/agencies-agences.aspx>

## *Ministry of the Attorney General - Independent Legal Advice for Survivors*

Application for pilot program offering up to four hours of free legal advice for sexual assault survivors aged 16 years or older who are based in Toronto, Thunder Bay or Ottawa.

<https://www.attorneygeneral.jus.gov.on.ca/english/h/ovss/ila.php>

## *One in Six*

Information and 24-hour online support for men who have experienced sexual violence.

[lin6.org](http://lin6.org)

## *Ontario Women's Directorate - Services for Women Experiencing Violence*

Directory of services across Ontario for women of all ages, including medical services (e.g. rape kits), shelters and sexual assault support centres.

<http://www.women.gov.on.ca/owd/english/ending-violence/help.shtml>

# GLOSSARY

**Sexual Assault:** Any and all unwanted sexual activity, including grabbing, kissing, fondling and rape. See “Consent in Canadian law” for further details.

**Rape Myths:** Common biases and stereotypes about human behaviour that lead some people to believe sexual assault is:

- Natural,
- Much less common than facts and research suggest,
- Only committed/experienced by certain types of people, and/or
- The victim’s fault

**Victim-Blaming:** Attitudes or arguments that blame sexual assault on the person who experienced it (e.g. what they wore, how much they drank, what they should have said or done to stop the assault), rather than the person who made the choice to assault them.

**Gaslighting:** Manipulating someone into questioning their own interpretation of their experiences, often by suggesting that they are mentally unstable.

**Complainant:** Person in a court proceeding who experienced an alleged sexual assault. Criminal court proceedings refer to the complainant as a witness. The complainant may retain a lawyer at their own expense, but this lawyer cannot represent them in the courtroom, except in cases of third party records applications (see below).

**Accused:** Person who perpetrated the alleged assault. Unlike the complainant, the accused engages a lawyer to represent them in the courtroom. The right of the accused to “full answer and defense” to the charges against them is among the most paramount principles of Canadian criminal law.

**Crown:** Lawyer appointed by the state to prosecute the defendant (similar to District Attorneys in the United States). The Crown does not represent the complainant, and is required to present case evidence in an impartial and dispassionate way.

**Defense:** Private attorney representing the defendant. The defense typically argues for their client’s innocence, and works to ensure their rights are protected throughout proceedings. To promote the appearance of civility, the defense and the Crown refer to one another as “my friend” throughout proceedings.

**Judge:** Public official appointed by the state to preside over a trial, listen to all the evidence examined at trial, and, unless there is a jury, to decide an outcome of “guilty” or “not guilty.”

**Jury:** Group of typically 12 members of the public who, in select trials, are appointed to listen to all the evidence and decide an outcome of “guilty” or “not guilty.” The Crown and the defense participate in jury member selection. Jury verdicts must be unanimous.



**Publication Ban:** Court order preventing the public (and by extension, the media) from sharing certain details in a judicial proceeding, often including the complainant's identity and, in some cases, that of the accused.

**Victim Witness Assistance Program:** Government department that pairs victims and/or witnesses of crime with a worker(s) to offer guidance throughout the criminal court process, from the point charges are laid until the case concludes. In Ontario, services may include court document retrieval, referrals to community agencies, information about what to expect at upcoming court dates, answering procedural questions, and serving as a liaison with the police and the Crown.

**Victim Impact Statement:** If the court finds their assailant guilty, the complainant has a right to deliver a written statement detailing the physical, emotional, economic, or other harm the assault caused them. The court must take this statement into account during sentencing.

**Third Party Records:** Documents containing personal information about the complainant or another witness, which they would reasonably have understood as private. Common examples include notes taken by their counselor/therapist, hospital records, or their own journal/diary entries. When the defense applies to examine third party records in a criminal proceeding, the complainant may retain a lawyer (at their own expense) to represent their interests pertaining to the application in court. The Judge then decides whether the defense may use these records.

**Sexual History Application:** Application by the defense to examine the complainant's sexual history prior to the assault. Canadian law expressly forbids examination of the complainant's prior sexual history, except when the Judge deems this history relevant to the case and its examination unlikely to endanger the proper administration of justice.

**Beyond a Reasonable Doubt:** Standard which the Crown must meet in order to secure a "guilty" verdict. Extreme likelihood of guilt is not sufficient for a "guilty" verdict if the defense can present an alternate story that has some possibility of truth, however slight. The Crown must therefore prove that the accused's guilt is the only reasonable explanation.

**Reasonable:** In possession of sound judgment, sensible, fair. This highly subjective word is crucial in both the standard for a "guilty" verdict and in the legal definitions of many criminal offenses. The Judge is the ultimate arbiter of what is "reasonable" in a criminal context.

*Source: Justice Canada*

# TIMELINE OF MANDI GRAY CASE

January 31, 2015	Mandi is sexually assaulted.
February 2, 2015	Mandi reports the assault to the police.
February 15, 2015	Toronto Police notify Mandi that charges have been laid.
March 2015	Mandi goes public.
June 30, 2015	Mandi files human rights complaint against York University.
February 1, 2016	The criminal trial begins.
May 24, 2016	Closing arguments are heard.
July 21, 2016	Ururyar convicted by Justice Marvin Zuker.
September 14, 2016	Ururyar receives a sentence of 18 months in jail and a restitution order for \$8,000 to cover Mandi's legal bills. Ururyar files an appeal and is released on bail days later.
December 12, 2016	Gray settles human rights complaint with York University.
March 14, 2016	Appeal is heard at Superior Court.  The Criminal Lawyer Association and Barbra Schlifer Clinic are granted intervenor status.
July 20, 2016	Superior Court overturns the conviction and orders a new trial.
December 2017	Ururyar signs a peace bond, there will be no re-trial of the case.

# SLUT OR NUT SOCIAL MEDIA

Website: [www.slutornut.ca](http://www.slutornut.ca)

Facebook: <https://www.facebook.com/slutornutthemovie>

Twitter: <https://twitter.com/slutornutmovie>

Instagram: [@slutornutthemovie](#)

YouTube: [SlutorNutTheMovie](#)

Blog: <http://slutornut.tumblr.com>

Mandi Gray's Twitter: [@gotmysassypants](#)

# BIOGRAPHY MANDI GRAY

**Mandi Gray**, the subject of the film *Slut or Nut: the Diary of a Rape Trial*, is a PhD student at York University, in Toronto, Canada, in the Department of Sociology. Her research focuses on lawsuits against people who have disclosed or reported sexual assault, initiated by their abusers. Mandi's research is supported by a SSHRC doctoral scholarship.



Mandi grew up in Manitoba and graduated from the University of Winnipeg with a B.A. in Sociology and Criminal Justice Studies. Following university, she worked for the Elizabeth Fry Society of Manitoba as an advocate for women and girls in conflict with the law.

After Mandi was sexually assaulted during her PhD, she co-founded Silence is Violence, a survivor-led group challenging institutional silencing of sexual assault on campuses. She also filed a human rights violation against York University for systemic gender discrimination, in response to how her sexual assault was handled. After settling the complaint, she worked to ensure that York University partnered with a women's organization to provide a counselling center to support victims of sexual assault on campus. As a direct result of Mandi's efforts, policy on sexual assault has changed across campuses nationwide and victims are better supported and informed of their rights and resources on campus.

In addition to teaching and activism, Mandi is a freelance writer. Her work has appeared in NOW Toronto, Robson Criminal Law Blog and the Toronto Star, the Studies in Social Justice Journal and the Interdisciplinary Justice Studies Journal. She is currently working on a book.

Mandi hopes *Slut or Nut: The Diary of a Rape Trial* highlights that although Canada has the most progressive sexual assault laws and protections for complainants in the world, they only exist in writing and not in practice.

# BIOGRAPHY

## DIRECTOR

**Kelly Showker**, is a filmmaker, director

and producer, originally from Weyer's Cave, Virginia. *Slut or Nut: The Diary of a Rape Trial* is her first feature-length film. Kelly moved to Toronto, Canada in 2011 while working for the U.S.

Department of State Foreign Service. After falling

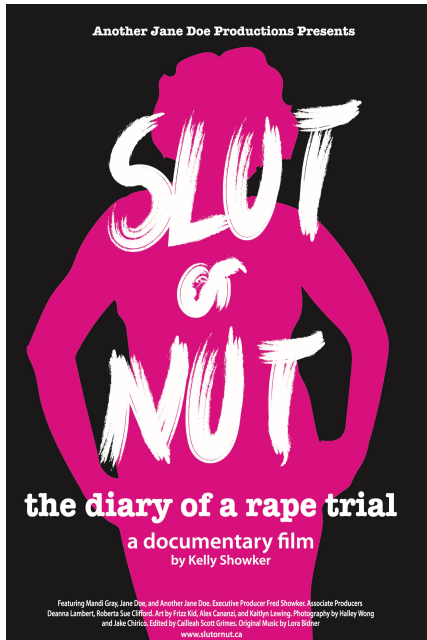
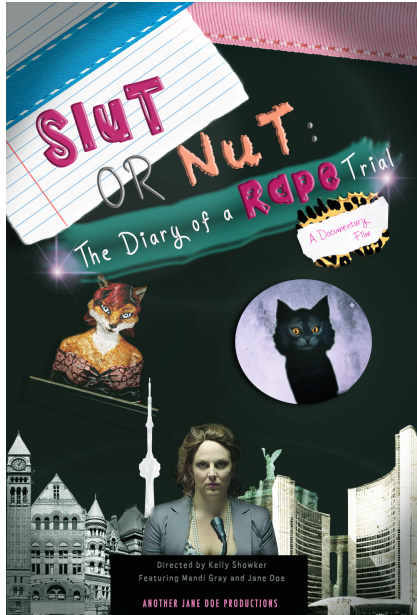
in love with Toronto, she decided to leave the Foreign Service and stay in Canada to pursue documentary filmmaking.



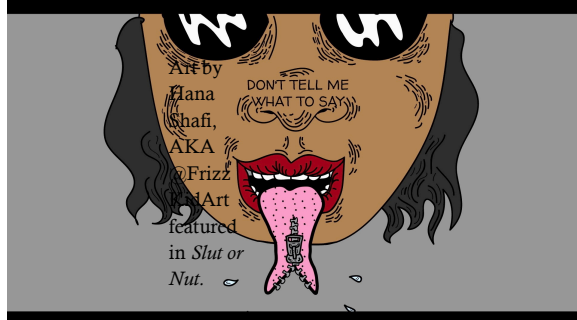
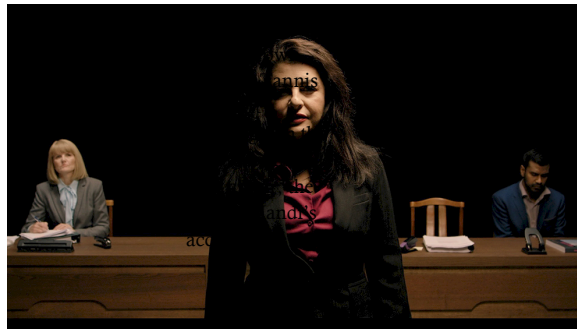
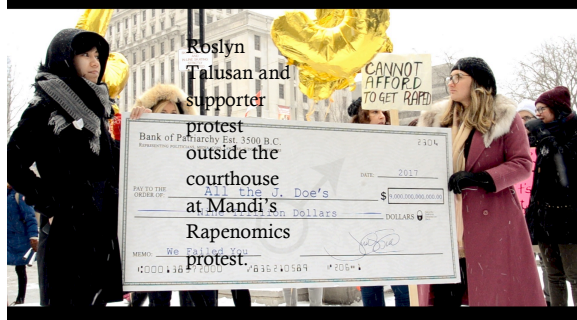
Kelly holds an MFA from Ryerson University in Documentary Media Production, and a B.I.S. in Gender Studies and International Relations from Virginia Commonwealth University. Prior to making her first film, she worked for the U.S. Department of State for eight years in Kampala, Uganda, Yaoundé, Cameroon, and in Washington D.C. Her short documentary film, *Etima*, a personal story of coping with sexual violence within a family setting, premiered in June 2015 at the Doc Now Festival in Toronto, Canada.

Kelly is currently working with the Appleseeds Foundation, to promote technology in rural schools and to provide support for filmmakers working in rural areas. She is also continuing to work with Mandi Gray on educational segments from *Slut or Nut: The Diary of a Rape Trial*, to be used in high school and university settings. Kelly splits her time between Toronto and Fort Lauderdale and lives with her partner and ten-year old daughter.

# ADDITIONAL IMAGES



Jane doe in the sexual assault exam room.



Mandi Gray  
and her  
mother  
Sheryl Gray  
decompress  
with  
Mandi's  
dog Cece  
after a trial  
day.

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<sup>i</sup> YWCA Canada, 2015  
<http://ywcacanada.ca/en/blog/35?page=1>

<sup>ii</sup> Unfounded, 2017, Globe and Mail  
<https://www.theglobeandmail.com/news/investig>





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• Comack & Balfour, 2004

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