

# Violence Against Women & Girls

Fall Semester 2014

SOCY and WGST 3314-001

Professor: Joanne Belknap, Ph.D., A & S Fellow of Curriculum  
Office: Old Main 1B-90D (If I'm with another student, please wait on seats out in hall)  
Phone: 303-735-2182  
Email: [joanne.belknap@colorado.edu](mailto:joanne.belknap@colorado.edu)  
Office Hours: 2:00-4:00 Tuesdays and by appointment

Teaching Assistant: Stephanie Bonnes  
Office: Ketchum Room 35  
Phone: 303-492-6637  
Office Hours: Tuesdays and Thursdays 12:30-2:00 and by appt.  
Email: [stephanie.bonnes@colorado.edu](mailto:stephanie.bonnes@colorado.edu)

If you make office hours by appointment with either Stephanie or me: Make sure you show up!

## REQUIRED READINGS

### Required Book:

Potter, Hillary. 2008. *Battle Cries: Black Women and Intimate Partner Abuse*. New York University Press. ISBN-978-0-8147-6730-6

Required Articles: There are required article readings on E-Reserves or on the Desire2Learn website for the class. The order of the readings is listed towards the end of this syllabus, the references/citations for all of the readings are listed alphabetically at the end. You are expected to have completed the readings by the Tuesday of each week that the readings are due (with the exception of the first week of the semester). *Students are responsible for ensuring they can download the readings with sufficient time and for reading the correct readings for a given week.*

## COURSE PERSPECTIVE

This course focuses on violence and other forms of abuse against women and girls, but will also make comparisons regarding violence against men and boys. The approach in the course is feminist. That is, the course lectures and reading materials will attempt to address the issue of violence against women and girls in terms of how gender inequality is related to the violence against them. The feminist approach I take is to incorporate the intersection of sexism with other forms of oppression, such as racism, classism, and heterosexism. The topics covered will focus on sexual abuse (physical and non-physical) and intimate partner abuse, sexual harassment and stalking. The course focus will be on the U.S. although a more global perspective is included, especially the last week.

## TEACHING PERSPECTIVE

My goal as your professor is to produce an environment where we can learn the most, question assumptions, and respectfully discuss ideas and strategies. Most people are uncomfortable discussing topics on violence against women (e.g., rape). I want the classroom to be an environment where dialogue can take place in an open and respectful manner. If you have something to ask or add, please do so in a manner for the whole class to hear.

## COURSE GROUND RULES

1. *Never ask another student in the course if s/he has been a victim or is a survivor.* (While it is up to individual students as to whether they choose to discuss their own victimization/survival experiences in class, it is inappropriate for anyone to ask another person if she or he has been raped, sexually exploited, battered, stalked, or violated/abused in any other manner.)

2. *Never request that another student in the class speak on behalf of a group (e.g., African Americans, Jewish People, Latino/as, Asian Americans, men, women, lesbians/gays, rape survivors, etc.)*
3. *Do not use your phones, iPods or other electronic gadgets during class (including for text messaging or checking the web for something).*
4. *Do not use your laptops during class. If a student has a reason that s/he believes s/he must use a lap top during class, please talk to me privately about this.* To use a lap top every day, I must receive a letter from campus letting me know that you need to use a lap top every day. However, if such a letter is provided and I approve it, using your laptop for anything other than taking notes may result in you not being able to use a laptop anymore, and it will damage your class attendance.
5. *Kindly refrain from becoming involved in separate conversations or making comments under your breath during lecture and class discussions.*
6. *On exam days, students*
  - a. are not allowed to wear caps or hats where I can't see where their eyes are looking,
  - b. cannot use ear phones of any kind (even MP3 music),
  - c. are responsible for ensuring that nothing from the class is visible,
  - d. must not have a cell phone turned on or visible from the second they enter the door to take the exam to when they leave the room after completing the exam,
  - e. are not allowed to leave the room for any reason until an exam has been turned into the professor or T.A., and once a student has left the room for any reason, the exam will not be returned. If you are sick during an exam and must leave the room, then you will have to forfeit that exam (take the optional final) or accept the grade as the number of points you got until you left the room.
7. Students are responsible for regularly checking their e-mails from me and Desire2Learn announcements, new PowerPoint slides, what to do about snow days, and so on. Do NOT "blow off" checking CU Learn and then come to me at the end of the semester to complain about a quiz, exam, or paper score.
8. In all emails to me, make sure that 3314 is in the subject line.

## UNIVERSITY POLICIES

**Disability Accommodations:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in the first two weeks so that your needs be addressed. If you need any special accommodations for exams you must let me know by the third week of class, so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me as soon as possible.

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *In this class, it is important that if the date of an exam is during a religious holiday you observe that you let me know immediately at the beginning of the semester so that we can decide what to do. In fact, it is helpful if you let me know in writing, by email, at the beginning of the semester any days you will miss due to religious observances. Also, at the end of the semester I will drop three of the in-class/homework assignments. Classes missed for any reason will be dropped. Remember that if you need to miss for religious holidays that those "count" as any of the three missed, just like ones missed due to a flat tire, an illness, being a student athlete who is away from CU for a game/meet, and so on will also "count." More specifically, you don't get 3 missed and then additional day(s) for religious observance. The same is true for student athletes who miss an assignment due to a game/meet. See full details at [http://www.colorado.edu/policies/fac\\_religh.html](http://www.colorado.edu/policies/fac_religh.html)*

**Learning Environment and Salutations:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender

pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**Discrimination and Harassment:** The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

**Academic Integrity:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

**Student-Athletes:** It is the students' responsibility to notify each instructor—in the first week of the semester and in writing (preferably in email)--about any known conflicts between academic requirements and intercollegiate varsity athletic events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations. Intercollegiate varsity athletics events during final exams, which are normally forbidden by university policy, must be approved in writing by the BFA Intercollegiate Athletics Committee well in advance of the event. Students involved in these events must then work with their instructors in regard to any missed work, as required above. Please see "religious observances" section above which also refers to student athletes.

**Club Sports:** It is the student's responsibility to notify each instructor—in the first several weeks of the semester and in writing--about any known conflicts between academic requirements and sport club events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations.

### THE SENSITIVE NATURE OF THIS COURSE

I have been teaching college courses on violence against women and girls for almost three decades, to thousands of students. *It is important that students understand that many if not most students who've taken this course in the past find some aspects of it emotionally difficult.* Reading and hearing about abuse can be very hard. Some of the videos, in particular, are sad, enraging, and can be very upsetting. In the past, some students have taken this course as a means to understand more about their own victimizations or the victimizations of loved ones. Other students, over the course of the semester may remember or re-frame a past victimization that they view in a new and more troubling perspective. This may make some of the material we cover emotionally challenging. I do not advise taking this course if a student is at a point where therapy would be a better alternative: This course is not intended to be equivalent to counseling. In short, it has been my experience that few students who take this course experience the material as purely academic. Should you decide during the semester that information about options for your individual or another person's circumstances and/or psychological counseling would be appropriate, there are many

services available on and off campus. You can call start by calling Victim Assistance on campus at 303-492-8855, or visit them when they are open in C4C Room S440. If you are having trouble for any reason, coming to class, doing the readings, and so on, it is very important you come and discuss this with me as soon as possible so that we can decide whether it is best for you to drop the class; rather than to wait until the end of the semester when it is impossible with missed classes to do well or even pass.

Furthermore, sometimes students who've taken this course in the past report wanting to ask questions that they fear are "stupid" or "offensive." I don't want this concern to limit learning. Therefore, if you have a question you are uncomfortable bringing up during class, or want to check with me about before you bring it up during class, please feel free to ask me on e-mail, after class, or during my office hours. If I think it is inappropriate, I will tell you, but chances are it is not inappropriate and other students may have the same question or benefit from a discussion of it. Sometimes students tell me "I don't want to ask this question during class or make this point, but could you?" If I agree that it would be useful for the class, I am happy to bring the issue or question up myself (without giving the student's name).

## **STUDENT RESOURCES**

As noted above, this course involves being repeatedly and intensely exposed to especially troubling subject matter, and, with this, may result in mental exhaustion and heightened awareness of harmful, illegal, risky, or unhealthy behaviors in which students (or their family and friends) have endured or been involved. Students should be mindful of this and it is beneficial to be open to seeking out help in order to manage the emotions, issues, dilemmas, or problems that may arise during the semester and beyond. Students can reach out to the professor for assistance, and here are some of the campus and local resources that may be useful:

### *Center for Multicultural Affairs (C4C N320)*

CMA provides innovative programs and services that foster learning, community, development, leadership, and a commitment to social justice; these programs include dialogue groups, peer mentoring programs, and support for first generation students.

303-492-5667

[www.colorado.edu/studentaffairs/cma](http://www.colorado.edu/studentaffairs/cma)

### *Counseling and Psychological Services (C4C S440)*

CAP provides free short-term counseling for students, staff, and faculty, as well as a variety of support groups, consultation, and education.

303-492-6766

[www.colorado.edu/sacs/counseling](http://www.colorado.edu/sacs/counseling)

### *Community Health (UMC 411)*

Community Health is the public health division of Wardenburg and provides free HIV testing, presentations on sexual health and equity, cold care kits, safer sex supplies, and tobacco quit kits.

303-492-2937

<http://healthcenter.colorado.edu/communityhealth>

### *Disability Services (C4C N200)*

Disability Services provides students with disabilities with tools, reasonable accommodations, and support services to participate fully in the academic environment.

303-492-8671

[www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)

### *GLBTQ Resource Center (C4C N450)*

The GLBTQ Resource Center provides education, advocacy, community, and leadership development for gay, lesbian,

bisexual, transgender, and queer students.

303-492-1377

[www.colorado.edu/glbtrc](http://www.colorado.edu/glbtrc)

### *International Student and Scholar Services (ISSS)*

ISSS helps answer questions concerning non-U.S. students' legal status or other issues pertinent to their stay at CU.  
303-492-8057

### *Office of Victim Assistance (OVA)*

#### *Center for Community (C4C) S440*

OVA offers free confidential information, support, advocacy, and short-term counseling to students, faculty and staff at CU, including their significant others. OVA is a separate office, not connected to the police department.

Our office primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. We can help people learn about resources and assess their options in these situations.

<http://cuvictimassistance.com/>

303-492-8855

Email: [assist@colorado.edu](mailto:assist@colorado.edu)

## **OFF-CAMPUS AND AFTER BUSINESS HOURS RESOURCES**

Check this website: <http://cuvictimassistance.com/after-hours/>

In an emergency, of course, call 911. If you're not sure if it's an emergency, call 911 and they'll tell you.

## **GRADING**

Desire2Learn: Vital information for the class will be on Desire2Learn, including optional materials to help with class (e.g., PowerPoint slides to assist with lectures and studying, study guides, a course calendar, etc.). The grades will also be posted on Desire2Learn. I will likely *not* use e-mail to make class announcements so students are expected to check Desire2Learn regularly for any announcements. These might include "last minute" advice about an upcoming exam, what to do if an exam is on a snow day, a new set of PowerPoint slides, etc. It is students' responsibility to check Desire2Learn regularly for announcements, PowerPoint slides, study guides, old exams, what to do if CU has a snow day the day of an exam, grades, and so on. I will also use colorado.edu email addresses to contact students, so please be sure to read your colorado.edu emails from me (and the TA).

Exams: The exams for this course will be equally weighted. Each of the regularly scheduled exams will be 70% multiple-choice/true-false and 30% short answers/short essays. The professor reserves the right not to give exams to persons more than 15 minutes late for an exam, or who have arrived after any students who have taken the exam have left the room. *Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.* If a student misses an exam *for any reason*, s/he must take the comprehensive final during the time scheduled for the final exam. Students who miss exams 1, 2, or 3 *for any reason must take the final*. A student who misses more than one exam is expected to drop the class. Students who have taken all 3 of the first exams can also take the final exam and I will drop the lowest of the 4 exam grades. The final will be comprehensive and the same format as the first 3 exams. Be sure to arrive on time to the exams. Be sure to re-read the course ground rules regarding expectations on the day of exams (e.g., NO visible cell phones).

Attendance & Class Participation Students are expected to regularly attend lecture, arrive on time, and leave once class is over. Being disrespectful to the professor, other students, the teaching assistant, guest speakers, or anyone else could result in your permanent removal from the course. *In-class quizzes and other in-class assignments cannot be made up: Students must be present to take part.*

Formal Paper: On October 16th by 11:00a.m a formal, typed paper is due on Desire2Learn and (a paper copy) in class. The paper will be on "Human Trafficking" and directions for the paper will be posted on Desire2Learn. The only readings required for the paper are those articles required Week 8 of the semester. The paper must be posted on Desire2Learn and a paper copy handed in in class. Papers can always be submitted early.

**In-Class/Quiz and Homework Written Assignments:** Approximately once a week (may be slightly more or less) students will be asked to do an in-class or homework assignment. Most of these assignments (other than the one in the first week) cannot be made up. I will definitely drop the lowest 3 of these grades (and perhaps the lowest 5, but don't count on it) at the end of the semester. *If you are late for class or leave early or simply miss class for any reason, you cannot make up the missed assignment.* Be sure to write your names legibly on these assignments. Be sure to hand these in when they're requested to be passed forward. (If you hand in a quiz or other in-class assignment later in the class, it will not be counted.) Looking at your phone or any papers during a quiz is considered cheating and you will flunk the course. Remember that readings for a week are due the first day of the week they are assigned.

**Extra Credit Journals/Logs:** At two points during the semester you can hand in a journal/log for extra-credit. These optional logs/journals are due on D2L and (a paper copy) to professor at 11:00 a.m., at the start of class on Oct. 21<sup>st</sup> and November 20<sup>th</sup>. Each of log is worth a possible 10 points. They must be handed in on time in order to receive credit. You are not required to do both logs to get credit: You can do both, or you can only do the first or only do the second log. Be sure to follow directions: **To receive the full ten points on these logs, they must include weekly information on what you learned in the readings. The logs must be typed, on time, and submitted on Desire2Learn and a paper copy in class.** Remember that readings for a week are due the first day of the week they are assigned, and thus complete logs will include the week's readings through which they were assigned. For example, if the log is due any day in Week 7, then the log should include the Week 7 readings. Logs can be viewed as a journal or reaction paper to the material you are learning in this course, but be sure to include the readings. If you want, you can keep a log of your feelings and insights on the topic covered in readings and lectures, perhaps typing in it after each class or after conducting the readings. Alternatively, you can simply type up what the class has caused you to think about, or things you are noticing around you due to the class material. You can write about your personal experiences past or present. **I do not see the logs/journals as a summary of the facts learned in the lectures or your lecture notes**, but rather how you see the material applying to your life and/or what you think is accurate or inaccurate, unique, etc. about the readings, lecture, videos, guest speakers, etc. Thus, you may use these papers to critique the readings, discussing what you do and/or do not like about them. I imagine these logs/journals to be approximately ½ to 1 single-spaced typed page per week that is covered. Please date your journals throughout so that I know to which week you are responding (i.e., what day you are typing each entry). Logs can always be submitted early. Late logs are not accepted/graded.

**Office Hours:** My office hours are available to you to come in and discuss any aspect of the course. I hope you will feel welcome to come and discuss interests or course problems with me. If you can't meet during my scheduled office hours but would like to meet in person, please make an appointment.

**Cheating:** There is no excuse for cheating. Any student caught cheating on an exam, quiz, homework assignment, or paper will **fail the course!** No exceptions will be made. Cheating includes looking at or copying another student's quiz or exam, using a "crib" sheet or notes during a quiz or exam, looking at a reading during an in-class quiz or exam, copying any part of another student's log or paper, plagiarizing for the paper, and so on. It is each student's responsibility to ensure that nothing related to the class, such as notes, is in view during an exam or quiz! Signing someone else's name or having someone sign your name on the attendance sheet for someone not present counts as cheating. **IF YOU ARE LOOKING AT YOUR CELL PHONE OR A PIECE OF PAPER DURING A QUIZ OR EXAM, I WILL ASSUME YOU ARE CHEATING. DO NOT DO THIS!** Do NOT talk to anyone else still taking a test even if you have handed your exam in, even if it's to say "I'll see you at the coffee shop."

**Pass/Fail Students:** Students taking the course pass/fail have no different obligations in terms of passing the course than students not taking the course pass/fail! Both types of students must make the same grade (60.0%+) to pass the course.

**Graduating Seniors:** Graduating seniors have the same requirements for grades in this course as other students. No special treatment is available for graduating seniors. They must make 60.0% or higher to pass the course.

**Grade Disputes:** Please keep all returned work in the event that you have a grade dispute at the end of the semester. Make sure you check Desire2Learn regularly for your grades, and not at the end of the semester alone.



Grade Breakdown:

First Exam	100 points*
Second Exam	100 points*
Third Exam	100 points*
Paper	50 points
Class Quizzes, Essays, and Assignments	100 points
<hr/>	
Total	450 points
Extra Credit: Journal 1	10 points
Journal 2	10 points

\*Any missed exams must be replaced with the final. If a student takes all 4 exams, s/he can drop the lowest grade.

Grade Chart for End of Semester Course Grade (You are responsible for adding your grades in your decision whether to take the optional final):

A	=	420.0 or more points	C	=	330.0-344 points
A-	=	405.0-419 points	C-	=	315.0-329 points
B+	=	390.0-404 points	D+	=	300.0-314 points
B	=	375.0-389 points	D	=	285.0-299 points
B-	=	360.0-374 points	D-	=	270.0-284 points
C+	=	345.0-359 points	F	=	fewer than 270.0 points

**COURSE SCHEDULE**

**Required Readings are available on Desire2Learn or E-Reserves (make sure you can download these with plenty of time, don't wait until right before they are due)**

<u>Week</u>	<u>Topic</u>	<u>Readings Due</u>
Week 1 (Aug. 26-28)	<u>Introduction</u>	Rape of Mr. Smith Rape Poem (Piercy 1975) Letter from a Battered Wife (1976) Cook et al. (2011)
Week 2 (Sept. 2-4)	<u>Defining VAWG Abuses</u>	Weiss (2010) Herat (2009) [you can skim for main points] Olafson (2011)
Week 3 (Sept. 9-11)		Englebrecht & Reyns (2011) Belknap & Sharma (2014) Adams et al. (2008)
Week 4 (Sept. 16-18)	<u>VAWG as an Institution</u>	NISVS Report (2010) (skim this)
Week 5 (Sept. 23-25)		McDaniels-Wilson & Belknap (2008) Porter & Williams (2011) Wolitzky-Taylor et al. (2011)
<b>*****EXAM #1: October 2<sup>nd</sup>*****</b>		
Week 6 (Sept. 30-Oct 2)	<u>The Etiology of VAWG</u>	Abbey & Jacques-Tiura (2011) Allen et al. (2008) Burns et al. (2011) Lucero et al. (2003)

Week 7 (Oct. 7-9)                      Hatton & Trautner (2011)  
Valor-Segura et al. (2011)  
Wesselmann & Kelly (2010)  
Cuklanz & Moorti (2006)

Week 8 (Oct. 14-16)      Human Trafficking                      Chacon (2010)  
Haynes (2014)  
Logan et al. (2009)  
Muftic & Finn (2013)  
Zatz & Smith (2012)

\*\*\*\*\***Formal Paper Due October 16<sup>th</sup> by 11:00 a.m.**\*\*\*\*\*

Victim/Survivor Responses to VAWG

Week 9 (Oct. 21-23)                      Potter book pp. 1-55  
View R. Campbell Link  
Bryant-Davis et al. (2009)  
Bullock & Beckson (2011)  
Trickett et al. (2011)

\*\*\***Optional Log 1 (extra credit): Due October 21<sup>st</sup> 11:00 a.m.**\*\*\*

Week 10 (Oct. 28-30)                      Potter book pp. 56-137  
Patterson & Campbell (2010)  
Donavan (2011)

\*\*\*\*\***EXAM #2: October 30<sup>th</sup>**\*\*\*\*\*

Systemic Responses to VAWG

Week 11 (Nov. 4-6)                      Potter book pp. 138-206

Week 12 (Nov. 11-13)                      Lyon et al. (2012)  
Ritter (2011)  
Kassin (2005)

Week 13 (Nov. 18-20)                      Baxi (2010)  
Xie et al. (2006)

\*\*\***Optional Log 2 (extra credit): Due November 20<sup>th</sup> by 11:00 a.m.**\*\*\*

Week 14 (Nov. 25-27)      **FALL BREAK (NO CLASS)**

Week 15 (Dec. 2-4)      Fighting Back                      Mouilso et al. (2011)  
Witte & Kendra (2010)  
McArthur (2012)

\*\*\*\*\***EXAM #3: December 4<sup>th</sup>**\*\*\*\*\*

Week 16 (Dec. 9-11)      A Global Perspective                      Balogun (2002)  
Chantler (2012)  
García-Moreno & Stöckl (2009)  
Roka et al. (2013)  
Panchanadeswaran et al. (2010)

\*\*\*\*\***FINAL EXAM: Tuesday December 16th 4:30-7:00 p.m.**\*\*\*\*\*



## REFERENCES/CITATIONS FOR COURSE READINGS, LISTED ALPHABETICALLY

- Abbey, A., & Jacques-Tiura, A. J. (2011). Sexual assault perpetrators' tactics: Associations with their personal characteristics and aspects of the incident. *Journal of Interpersonal Violence*, 26(14), 2866-2889.
- Adams, A. E., Sullivan, C. M., Bybee, D., & Greeson, M. R. (2008). Development of the scale of economic abuse. *Violence Against Women*, 14(5), 563-588.
- Allen, C. T., Swan, S. C., & Raghavan, C. (2009). Gender symmetry, sexism, and intimate partner violence. *Journal of Interpersonal Violence*, 24(11), 1816-1834.
- Balogun, S. K. (2002). Sexual violence and adolescents: Implications for the mental health of VVF victims. *Journal of Human Ecology*, 13(4), 295-297.
- Baxi, P. (2010). Justice is a secret: Compromise in rape trials. *Contributions to Indian Sociology*, 44(3), 207-233.
- Belknap, J., & Sharma, N. (2014). The significant frequency and impact of stealth (nonviolent) gender-based abuse among college women. *Trauma, Violence, & Abuse*, 15(3), 181-190.
- Bryant-Davis, T., Chung, H., & Tillman, S. (2009). From the Margins to the Center: Ethnic Minority Women and the Mental Health Effects of Sexual Assault. *Trauma Violence & Abuse*, 10(4), 330-357.
- Bullock, C. M., & Beckson, M. (2011). Male Victims of Sexual Assault: Phenomenology, Psychology, Physiology. *Journal of the American Academy of Psychiatry and the Law*, 39(2), 197-205.
- Burns, A., Futch, V. A., & Tolman, D. L. (2011). "It's like doing homework": Academic achievement discourse in adolescent girls' fellatio narratives. *Sexuality Research and Social Policy*, 8(3), 239-251. doi: 10.1007/s13178-011-0062-1
- Chacon, J. M. (2010). Tensions and trade-offs: Protecting trafficking victims in the era of immigration enforcement. *University of Pennsylvania Law Review*, 158(6), 1609-1653.
- Chantler, K. (2012). Recognition of and intervention in forced marriage as a form of violence and abuse. *Trauma Violence & Abuse*, 13(3), 176-183. doi: 10.1177/1524838012448121
- Cook, S. L., Gidycz, C. A., Koss, M. P., & Murphy, M. (2011). Emerging issues in the measurement of rape victimization. *Violence Against Women*, 17(2), 201-218.
- Cuklanz, L., & Moorti, S. (2006). Television's new feminism: Prime time representations of women and victimization. *Critical Studies in Media Communication*, 23(4), 302-321.
- Demir, O. O., & Finckenauer, J. O. (2010). Victims of sex trafficking in Turkey: Characteristics, motivations, and dynamics. *Women & Criminal Justice*, 20(1-2), 57-88.
- Donovan, R. A. (2011). Tough or tender: (Dis)similarities in White college students' perceptions of Black and White women. *Psychology of Women Quarterly*, 35(3), 458-468.
- Englebrecht, C. M., & Reys, B. W. (2011). Gender differences in acknowledgment of stalking victimization: Results from the NCVS Stalking Supplement. *Violence and Victims*, 26(5), 560-579. doi: 10.1891/0886-6708.26.5.560
- Hatton, E., & Trrautner, M. N. (2011). Equal opportunity objectification? The sexualization of men and women on the cover of the Rolling Stone. *Sexuality and Culture*, 15, 256-278.
- Haynes, D. F. (2014). The Celebritization of Human Trafficking. *Annals of the American Academy of Political and Social Science*, 653(1), 25-45. doi: 10.1177/0002716213515837
- Herat, E. (2009). NINTH CIRCUIT V. BOARD OF IMMIGRATION APPEALS: DEFINING "SEXUAL ABUSE OF A MINOR" AFTER ESTRADA-ESPINOZA V-MUKASEY. *Washington Law Review*, 84(3), 523-553.
- Kassin, S. M. (2005). On the Psychology of Confession: Does Innocence Put Innocents at Risk? *American Psychologist*, 60(3), 215-228.
- Logan, T. K., Walker, R., & Hunt, G. (2009). Understanding human trafficking in the United States. *Trauma, Violence & Abuse*, 10(1), 3-30. doi: 10.1177/1524838008327262
- Lucero, M. A., Middleton, K. L., Finch, W. A., & Valentine, S. R. (2003). An empirical investigation of sexual harassers: Toward a perpetrator typology. *Human Relations*, 56(12), 1461-1483.
- Lyon, T. D., Scurich, N., Choi, K., Handmaker, S., & Blank, R. (2012). 'How did you feel?': Increasing child sexual abuse witnesses' production of evaluative information. *Law and Human Behavior*, 36(5), 448-457.
- McDaniels-Wilson, C., & Belknap, J. (2008). The extensive sexual violation and sexual abuse histories of incarcerated women. *Violence Against Women*, 14(10), 1090-1127.
- Muftic, L. R., & Finn, M. A. (2013). Health outcomes among women trafficked for sex in the United States: A closer look. *Journal of Interpersonal Violence*, 28(9), 1859-1885. doi: 10.1177/0886260512469102
- Olafson, E. (2011). Child sexual abuse: Demography, impact, and interventions. *Journal of Child and Adolescent Trauma*, 4(1), 8-21.

- Panchanadeswaran, S., Johnson, S. C., Sivaram, S., Srikrishnan, A. K., Zelaya, C., Solomon, S., . . . Celentano, D. (2010). A Descriptive Profile of Abused Female Sex Workers in India. *Journal of Health Population and Nutrition*, 28(3), 211-220.
- Patterson, D., & Campbell, R. (2010). Why rape survivors participate in the criminal justice system. *Journal of Community Psychology*, 38(2), 191-205. doi: 10.1002/jcop.20359
- Porter, J., & Williams, L. M. (2011). Intimate violence among underrepresented groups on a college campus. *Journal of Interpersonal Violence*, 26(16), 3210-3224.
- Potter, H. (2008). *Battle cries: Black women and intimate partner abuse*. New York: New York University Press.
- Ritter, N. (2011). The road ahead: Unanalyzed evidence in sexual assault cases: National Institute of Justice, <http://www.nsvrc.org/publications/road-ahead-unanalyzed-evidence-sexual-assault-cases>.
- Roka, Z. G., Akech, M., Wanzala, P., Omolo, J., Gitta, S., & Waiswa, P. (2013). Factors associated with obstetric fistulae occurrence among patients attending selected hospitals in Kenya, 2010: A case control study. *BMC Pregnancy and Childbirth*, 13, article 56. doi: 10.1186/1471-2393-13-56
- Valor-Segura, I., Expósito, F., & Moya, M. (2011). Victim blaming and exoneration of the perpetrator in domestic violence: The role of beliefs in a just world and ambivalent sexism. *Spanish Journal of Psychology*, 14(1), 195-206.
- Weiss, K. G. (2010). Male sexual victimization examining men's experiences of rape and sexual assault. *Men and Masculinities*, 12(3), 275-298.
- Wesselmann, E. D., & Kelly, J. R. (2010). Cat-calls and culpability: Investigating the frequency and functions of stranger harassment. *Sex Roles*, 63(7-8), 451-462.
- Wolitzky-Taylor, K. B., Resnick, H. S., McCauley, J. L., Amstadter, A. B., Kilpatrick, D. G., & Ruggiero, K. J. (2011). Is reporting of rape on the rise? A comparison of women with reported versus unreported rape experiences in the national women's study-replication. *Journal of Interpersonal Violence*, 26(4), 807-832.
- Xie, M., Pogarsky, G., Lynch, J. P., & McDowall, D. (2006). Prior police contact and subsequent victim reporting: Results from the NCVS. *Justice Quarterly*, 23(4), 481-501. doi: 10.1080/07418820600985339
- Zatz, M. S., & Smith, H. (2012). Immigration, crime, and victimization: Rhetoric and reality. *Annual Review of Law and Social Science*, 8, 141-159. doi: 10.1146/annurev-lawsocsci-102811-173923