

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

*Te Kura Mahinga Tangata*

*Institute of Criminology*

**CRIM 324**

*Sexual Violence*

**Course Outline**

**CRN 18023: 20 POINTS: TRIMESTER 2, 2010**

*Trimester date: 12 July – 15 October 2010*

*Mid trimester break: 23 August – 5 September*

*Study week: 18 – 21 October 2010*

*Examination period: 22 October – 13 November 2010*

**COURSE COORDINATOR: ASSOCIATE PROF JAN JORDAN**

Room 1117A, Murphy Building

Tel: (04) 463 5811

Email: [Jan.Jordan@vuw.ac.nz](mailto:Jan.Jordan@vuw.ac.nz)

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**LECTURES: TUES 2.10 – 4PM : MY LT 101**

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## TEACHING PROGRAMME FOR CRIM 324

	<b>Week commencing</b>	<b>Tuesday lectures 2.10-4.00pm</b>	<b>Tutorials</b>
<b>1</b>	12 <sup>th</sup> July	Introduction: definitions and measurement of rape and child sexual abuse	No tutorial
<b>2</b>	19 <sup>th</sup> July	History and context of child abuse	Tutorial
<b>3</b>	26 <sup>th</sup> July	History and context of rape	Tutorial
<b>4</b>	2 <sup>nd</sup> Aug	Theories and typologies of rape offending	Tutorial
<b>5</b>	9 <sup>th</sup> Aug	Theories of child sexual offending	Tutorial
<b>6</b>	16 <sup>th</sup> Aug	Challenging gender myths (1): Women as offenders	Tutorial
<b>23<sup>rd</sup> Aug – 5<sup>th</sup> Sept - Mid Trimester Break</b>			
<b>7</b>	6 <sup>th</sup> Sept	Challenging gender myths (2) Men as victims	Tutorial
<b>8</b>	13 <sup>th</sup> Sept	Criminal justice system responses to rape victims	Tutorial
<b>9</b>	20 <sup>th</sup> Sept	Victim impacts and survival	No Tutorial
<b>10</b>	27 <sup>th</sup> Sept	Treatment of sex offenders	Tutorial
<b>11</b>	4 <sup>th</sup> Oct	Sexual violence in cyberspace	Tutorial
<b>12</b>	11 <sup>th</sup> Oct	Preventing sexual violence	No tutorial

# **Institute of Criminology**

## **CRIM 324 Sexual Violence**

### **COURSE COORDINATOR**

Associate Professor Jan Jordan  
Murphy Building , Room 1117A  
Ph: 463 5811  
E-mail: [Jan.Jordan@vuw.ac.nz](mailto:Jan.Jordan@vuw.ac.nz)

### **OFFICE HOURS**

Jan Jordan will usually be free on Tuesdays 12-1pm. Students are encouraged to see Jan during these office hours. However, if on occasion this is not possible then please contact her directly to arrange an appointment.

### **TUTOR**

Lynzi Armstrong will be the tutor for CRIM 324. She will be available for student consultation during her office hour (Thursdays 4-5pm, in Murphy 1104), or you can contact her by e-mail: [Lynzi.Armstrong@vuw.ac.nz](mailto:Lynzi.Armstrong@vuw.ac.nz) or on her office phone: 463 5233, ext. 8444 to make an appointment.

### **LECTURES AND TUTORIAL TIMES/VENUES**

Students are expected to attend all lectures plus their tutorial group each week.

Lectures:	Tuesdays 2.10 - 4pm; Murphy Building, LT 101
Tutorial/discussion groups:	Wednesday 11 - 11.50am, MY 105
	Thursday 2.10 - 3pm, KP24202
	Thursday 3.10 - 4pm, EA102

During the first week, you will be allocated to one of the above three tutorial groups. While attendance is optional, these sessions have been designed to provide you with additional material that supplements the lecture content. As a result, there will be an expectation that students will draw on this material in their work for the course. Tutorials will commence in the second week of term, starting Wednesday 21<sup>st</sup> July.

## **NOTICEBOARDS**

There are noticeboards on levels 9 and 11 of the Murphy Building, where general information which may be of interest to you is displayed.

## **COURSE MATERIALS**

The required text for this course are Student Notes, available from the Student Notes Distribution Centre for approximately \$31.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Students are able to order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz), ph 463 5515. Books can be couriered to customers or they can be picked up from the shop once notified.

Opening hours are 8am – 6pm, Monday – Friday during trimester times but closing 5pm during breaks.

## **CLASS REPRESENTATIVE**

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

## **LIBRARY INFORMATION**

The VUW Library provides programmes covering library tours (30 minutes), finding the resources on your reading list, more sophisticated information searching, finding journal articles, and getting started on the World Wide Web (basics and advanced). Please contact them for more details and a timetable of events ph: 463 5683.

Useful websites for Criminology include:

<http://www.vuw.ac.nz/library/liaison/criminology/ejournals.shtml>

<http://www.vuw.ac.nz/library/liaison/criminology/articleindexes.shtml>

## **OTHER CONTACT INFORMATION**

Head of School:

Dr Allison Kirkman, MY1013

Tel: 463 5676 E-m: [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [Hal.Levine@vuw.ac.nz](mailto:Hal.Levine@vuw.ac.nz)

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101  
Tel: 463 5432 E-m: [Trevor.Bradley@vuw.ac.nz](mailto:Trevor.Bradley@vuw.ac.nz)

Students with Disabilities Liaison: Dr Russil Durrant, MY1120  
Tel: 463 9980 E-m: [russil.durrant@vuw.ac.nz](mailto:russil.durrant@vuw.ac.nz)

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [Carol.Hogan@vuw.ac.nz](mailto:Carol.Hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Alison Melling, Heather Day  
MY921, Tel: 463 5317; 463 5258; 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

## **COURSE CONTENT**

CRIM 324 is designed to introduce students to the issues and concepts central to an understanding of sexual violence. The focus of the paper will be on the study of both child sexual abuse and adult rape. The course will focus on the causes, characteristics and consequences of both these crimes with attention paid to issues affecting both victims and offenders. The course combines lectures, class discussion, and guest presentations in a format that aims to guide students through the major topic areas.

## **EXPECTED WORKLOAD**

Taking into account class attendance, reading for tutorials, preparation for assignments and so on, students should spend around 13 hours per week working for CRIM 324.

## **LEARNING OBJECTIVES**

By the end of CRIM 324 students should be able to:

- Demonstrate an understanding of the key theories and concepts associated with rape and child sexual abuse.
- Develop an understanding of the different contexts in which sexual violence can take place.
- Understand and be able to critically discuss the different criminal justice responses to victims.
- Understand and be able to critically assess the different approaches to offender treatment.
- Demonstrate a critical awareness and analysis of a self-selected aspect of sexual violence.

## MANDATORY COURSE REQUIREMENTS

To gain a pass in CRIM 324 students must:

- Submit the essay outline;
- Submit the extended essay;
- Receive a mark of at least 40% for the extended essay;
- Receive a mark of at least 40% in the exam.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OBJECTIVES

The assessment requirements consist of an essay outline, extended essay, and examination. These have been designed to assist students in meeting the learning objectives by encouraging the development of a critical perspective on the analysis of sexual violence. The outline and essay enable students to research and understand a specific area while the examination establishes their broader overall learning in relation to key concepts, theories and criminal justice system responses.

## ASSESSMENT REQUIREMENTS

<i>Assessment Item</i>	<i>Due Date</i>	<i>Weighting</i>
<i>Essay Outline</i>	<i>4pm, Thursday 5<sup>th</sup> August</i>	<i>10%</i>
<i>Extended Essay</i>	<i>4pm, Thursday 23<sup>rd</sup> September</i>	<i>45%</i>
<i>Final Examination</i>	<i>3 hour duration, date TBA</i>	<i>45%</i>

### Essay Outline

You are required to submit an extended essay outline which is worth 10% of your final grade. The written outline should be **no more than 2 A4 pages** in length outlining the proposed topic for your extended essay.

This should be on a topic of your choice, but obviously one which is related to the broad theme of the course. In choosing your topic, you may find it useful to look through the Course Readings and see the broad range of areas covered, remembering that you are free to also choose virtually anything related to women's association with criminal offending or victimisation. You **must** make your selected topic specific and focused in scope so you can engage with it rather than present broad descriptions and overviews.

Your outline should indicate the title and proposed structure of the paper, the main issues which will be canvassed and your overall essay aim. In your proposal you

should also provide an initial list of the books, journal articles and other sources of information on which your essay will be based.

**The outline must be submitted in the following format:**

1. On A4 paper - please use one side of the paper only.
2. Text to be typed.

After doing some preliminary thinking and research, you are encouraged to discuss your proposed topic with the course tutor, Lynzi Armstrong, and can also consult with Jan Jordan

## **Research Essay**

As indicated above, the extended essay allows you to research and write about a single topic of your choice relating to the course's overall focus on women, crime and social control. Your essay should not exceed **3,000 words** in length, and should be appropriately referenced to demonstrate the scope of your reading and analysis of your topic. The essay is worth 45% of your final grade, and will be assessed using the marking guidelines below.

## **Final Examination**

**Date: Between 22 October – 13 November 2010**

**Percentage of final grade: 45%**

**Length: 3 hours**

The examination period for trimester 2 courses runs from 22<sup>nd</sup> October to 13<sup>th</sup> November 2010. The examination timetable for mid-year examinations will be published on the University website. The examination is worth 45% of your final grade and will be 3 hours long. You are not permitted to take any notes or readings into the exam room.

## **MARKING GUIDELINES**

Written assignments should be handed in on A4 paper (on one side only) and should be typed. The Institute insists on a high standard of written work from students. You should therefore ensure that you check thoroughly for spelling mistakes and grammatical errors. Careful proof reading is therefore essential.

The Institute insists on a high standard of written work from students. All assessments should follow Institute guidelines for referencing. These are detailed below. You should also ensure that you check thoroughly for spelling mistakes and grammatical errors. *Careful proof reading is essential.*

The following indicate the criteria that are used in marking:

1. *Scope*: Does the work include all the facts, theories and discussions relevant to the issue? Is it comprehensive?
2. *Critical analysis*: Does the writer show an adequately critical appraisal? Is the criticism constructive? Are the arguments logically valid? Is it free from irrelevancies and unsupported generalizations?
3. *Originality*: Is there clear evidence of original thinking? Does the writer contribute new viewpoints, or marshal and categorize her/his facts in a new way?
4. *Referencing and Bibliography*: Are the references relevant, comprehensive and up to date? Are the references correctly cited according to standard convention?
5. *Communication*: Does the work communicate the writer's ideas and knowledge well? Is the work well-structured with clear introductory and concluding sections? Is it concisely written and grammatically correct?

**Note:**

- Use the word limit as a guide indicating the degree of depth you are to strive for in writing your essay. For this reason, you are not advised to submit work that is considerably shorter than the limit.
- It is also most important that you do not exceed the word limit. Students are advised that failure to keep to the word limits set for each assignment can result in examiners refusing to read that part of the essay which is in excess of the word limit.
- Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on draft essays. It is possible, however, for students to discuss assignments in general terms.
- The School insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, and that references are accurately cited. Careful proof-reading of assignments is essential. Failure to meet these standards will result in the deduction of marks.

**All written work must be placed in the essay box on level 9 of the Murphy building** or sent to Jan Jordan at the Institute (Institute of Criminology, Victoria University of Wellington, PO Box 600, Wellington) by courier or registered mail, postmarked no later than 4pm on the due date.



## **ASSIGNMENT COVER SHEETS**

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

## **EXTENSIONS**

The coursework must be handed in by the **due date**. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from Jan Jordan **prior to the deadline**. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not "good reasons".

## **PENALTIES FOR LATE SUBMISSION**

Late submissions of work without permission will be penalised by the following deductions:

One grade = period up to 24 hours past due date.

Two grades = period more than 24 hours up to 72 hours past due date.

**Work that is handed in more than 72 hours late without permission will not be accepted.**

## **SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE**

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **COURSE WITHDRAWAL PROCEDURES**

If you decide for ANY reason at ANY stage to withdraw from CRIM 324 (or any other course) please see the Faculty of Humanities and Social Sciences office on level 4 of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, *not* a withdrawal on your record if you do not act promptly.

Information on withdrawals

and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **GENERAL UNIVERSITY STATUTES AND POLICIES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

The AVC (Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

## REFERENCING GUIDELINES

The following format for referencing is from the *Publication Manual* of the American Psychological Association (1990). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library.

### 1. Periodicals

#### (a) One author publication

Henderson, L.N. (1985). The wrongs of victim's rights. Stanford Law Review, 38, 937- 1021.

- In text, use the following each time the work is cited: (Henderson, 1985).

#### (b) Two author publication

Hawkins, J. D., & Weis, J.G. (1985). The social development model: An integrated approach to delinquency prevention. Journal of Primary Prevention, 6,(2), 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985).

#### (c) Three or more author publication

Lang, A.R., Goeckner, D.J., Adesso, V.J., & Marlatt, G.A. (1975). Effects of alcohol on aggression in male social drinkers. Journal of Abnormal Psychology, 84 (5), 508-518.

- In text, use the following the *first* time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and everytime *after* this first citation as: (Lang et al., 1975).

#### (d) Journal article in press

Corcoran, D.L., & Williamson, E.M. (in press), Unlearning learned helplessness. Journal of Personality and Social Psychology.

- In text, use the following each time the work is cited: (Corcoran & Williamson, in press).

**(e) Magazine article**

Reid, B. (1993, September 20) . Looking into a child's future. Time, pp. 34-40.

- In text, use the following each time the work is cited: (Reid, 1993).

**(f) Newspaper article, no author**

Jail terms vary for bank robbers. (1992, November 7). Dominion, p. 3.

- In text, use a short title following each time the work is cited: For example ("Jail Terms," 1992) or (Dominion, 7.11.92).

**2. Books**

**(a) Reference to a one author book**

Pratt, J. (1992). Punishment in a Perfect Society. Wellington: Victoria University Press.

- In text, use the following each time the work is cited: (Pratt, 1992).

**(b) Reference to a two author book, second edition**

Downes, D. & Rock, P. (1982). Understanding Deviance (2nd ed.). Oxford: Clarendon Press.

- In text, use the following each time the work is cited: (Downes & Rock, 1982).

**(c) Reference to a chapter in an edited book**

Ford, D.A. & Regoli, M.J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N.Z. Hilton (Ed.), Legal Responses to Wife Assault: Current Trends and Evaluation (pp. 127-164). California: Sage.

- In text, use the following each time the work is cited: (Ford & Regoli, 1993).

### 3. Research Reports

#### (a) Government reports

Ministerial Committee of Inquiry into Pornography. (1989). Pornography. Wellington: Government Print.

- In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

#### (b) Government Report, corporate author

Victims Task Force. (1993). Towards equality in criminal justice, Wellington: Victims Task Force.

- In text, use the following each time the work is cited: (Victims Task Force, 1993).

#### (c) Report available from Government Department, private author

Brown, M.M. (1992). Decision making in district prison boards. Wellington: Policy and Research Division, Department of Justice.

- In text, use the following each time the work is cited: (Brown, 1992).

#### (d) University research report

Deane, H. (1988). The social effects of imprisonment on male prisoners and their families (Study Series No. 2). Wellington: Victoria University of Wellington, Institute of Criminology.

- In text, use the following each time the work is cited: (Deane, 1988).

### 4. The Internet

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced.

Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

In the example given below, the author, the date, the title and publication were available supplemented by the web address and the date viewed.

Massey, M. (1997) Australia computes as base for Asia. Business Review Interactive Weekly, [http://www.brw.com.au/fr\\_features.htm](http://www.brw.com.au/fr_features.htm). 15 August.

In text, use the author name and date (Massey 1997) where possible. If these are not available, use the web address ([http://www.brw.com.au/fr\\_features.htm](http://www.brw.com.au/fr_features.htm)).

## **COURSE READINGS**

### **Essential Material**

You are expected to read the essential material provided in the course readings in advance of the lectures and tutorials in which it will be discussed, and to be familiar with it.

### **Supplementary Reading**

The supplementary reading list provides additional recommended references, and students are encouraged to create their own reading lists for their research essays. The references given in this reading list are by no means exhaustive, and there are many other books in the Main Library (and to a lesser extent in the Law Library) that are relevant, as well as numerous journal articles (many of which are available online).

### **Week 1    12 July                    Introduction – Issues of definition and measurement**

#### **Essential reading**

Gavey, Nicola (2004). *Just Sex? The Cultural Scaffolding of Rape*. Chapter 2: "The Discovery of a Rape Epidemic", pp. 50-75.

Mayhew, Pat and Reilly, James (2007). *The New Zealand National Crime and Safety Survey 2006*. pp. 28-35, 43-44, 53. Wellington: Ministry of Justice.

Fanslow, Janet L., Robinson, Elizabeth M. Crengle, Sue and Perese, Lana (2007). "Prevalence of Child Sexual Abuse Reported by a Cross-sectional sample of New Zealand Women." *Child Abuse and Neglect*, 31: 935-945.

Goldman, J. and Padayachi, U. (2000). "Some Methodological Problems in Estimating Incidence and Prevalence in Child Sexual Abuse Research." *The Journal of Sex Research*, 37 (4): 305 – 311

#### **Supplementary reading**

Australian Centre for the Study of Sexual Assault (2005). *Adult Victim/Survivors of Child Sexual Abuse*. ACSSA Wrap No. 1. Melbourne: Australian Institute of Family Studies.

Basile, K. C., Chen, J., Black, M. C. and Saltzman, L. E. (2007). Prevalence and Characteristics of Sexual Violence Victimization Among U.S. Adults, 2001–2003. *Violence and Victims*, 22 (4): 437-448.

Fisher, B. S., Cullen, F. T. and Daigle, L. E. (2005). "The Discovery of Acquaintance Rape: The Salience of Methodological Innovation and Rigor." *Journal of Interpersonal Violence*, 20 (4): 493-500.

Gavey, Nicola (1991). "Sexual Victimization Prevalence Among New Zealand University Students." *Journal of Consulting and Clinical Psychology*, 59 (3): 464-466.

Koss, Mary (1993). "Detecting the Scope of Rape: A Review of Prevalence Research Methods." *Journal of Interpersonal Violence*, 8 (2): 198-222

Ministry of Women's Affairs (2001). *Maori Women: Mapping Inequalities and Pointing Ways Forward*, Wellington: Ministry of Women's Affairs, pp. 111-115.

Walklate, Sandra (2001). *Gender, Crime and Criminal Justice*. Chapter 4: "Gendering sexual violence," Cullompton, Devon: Willan Press, pp. 105-126.

## **Week 2    19 July                    History and context of child sexual abuse**

### **Essential reading**

Breckenridge, Jan (1999). "Subjugation and silences: The role of the professions in silencing victims of sexual and domestic violence." In Breckenridge, Jan and Laing, Lesley (eds) *Challenging Silence: Innovative Responses to Sexual and Domestic Violence*, St Leonards: Allen and Unwin, pp. 6-30.

Kitzinger, Jenny (2004). *Framing Abuse*, London: Pluto Press, pp. 32-53.

### **Supplementary reading**

Chartier, M. J., Walker, J. R. and Nalmark, B. (2007). "Childhood Abuse, Adult health, and Health Care Utilization: Results from a Representative Community Sample." *American Journal of Epidemiology*, 165 (9): 1031-1038.

Cossins, Anne (2000). *Masculinities, Sexualities and Child Sexual Abuse*, pp. 4-32.

Smart, Carol (1999). "A History of Ambivalence and Conflict in the Discursive Construction of the 'Child Victim' of Sexual Abuse." *Social and Legal Studies*, 8 (3): 391-409.

Sgroi, Suzanne (2000). "Discovery, Reporting, Investigation, and Prosecution of Child Sexual Abuse. *SIECUS Report*, Oct/Nov 2000, 29 (1). Academic Research Library, pp. 5-10.



Tomison, Adam M. (2001). "A history of child protection back to the future? The maltreatment of children has occurred through history." *Family Matters*, Spring-Summer 2001 pp. 46-57.

### **Week 3    26th July        History and context of rape**

#### **Essential reading**

Bourke, Joanna (2007). *Rape: Sex, Violence, History*. Chapter 2: "Rape Myths", pp. 21-49.

Frith, Hannah (2009). "Sexual scripts, sexual refusals and rape." In Miranda Horvath and Jennifer Brown (eds) *Rape: Challenging Contemporary Thinking*. Cullompton, Devon: Willan Publishing. Chapter 5.

#### **Supplementary reading**

Allison, J. and Wrightsman, L. (1993). *Rape: The Misunderstood Crime*. Newbury Park: Sage. Chapters 2, 3, 4 and 5.

Brownmiller, Susan (1975). *Against Our Will: Men Women and Rape*. Chapter 2: "In the beginning was the law", Harmondsworth: Penguin, pp. 16-30.

Burt, Martha (1998). "Rape Myths." In Odem, Mary and Clay-Warner, Jody (eds), *Confronting Rape and Sexual Assault*, pp. 129–144.

Peacock, Patricia (1995). "Marital Rape". In Vernon Wiehe and Ann Richards (1995). *Intimate Rape: Understanding and Responding to the Trauma of Acquaintance Rape*, pp. 55–73.

Jackson, Stevi (1995). "The Social Context of Rape: Sexual Scripts and Motivation." In P. Searles and R. Berger (eds) *Rape and Society; Readings on the Problem of Sexual Assault*. Boulder: Westview Press, pp. 16-27.

Jordan, Jan (2004). *The Word of a Woman? Police, Rape and Belief*. Hampshire: Palgrave Macmillan, pp. 14-48.

Scully, D. and Marolla, J. (1995) "Riding the Bull at Gilley's: Convicted Rapists Describe the Rewards of Rape." In Searles. P. and Berger. R. (eds) *Rape and Society; Readings on the Problem of Sexual Assault*. Boulder: Westview Press, pp. 58-73.

## **Week 4    2 August        Theories and typologies of rape offending**

### **Essential reading**

Pollard, P (1994). "Sexual violence against women: Characteristics of typical perpetrators." In Archer, J. (ed) *Male Violence*. London: Routledge. Chapter 10.

Polaschek, D.L.L., Ward, T., & Hudson, S.M. (1997). "Rape and Rapists: Theory and Treatment." *Clinical Psychology Review*, 17, 161-177.

Polaschek, D. L. L. (2003). "The Classification of Sex Offenders." In Ward, T., Laws, D. R. & Hudson, S. M. (eds.), *Sexual Deviance: Issues and Controversies*. Thousand Oaks, CA: Sage, pp. 154-171.

### **Supplementary reading**

Marshall, W.L, Laws, D.R. and Barbaree, H.E. (1989). *Handbook of Sexual Assault*. New York: London, Chapters 11 and 15.

Baron, L and Murray, A (1987). "Four theories of rape: A macrosociological analysis." *Social Problems*, 34, pp. 467-89.

Furnham, A. and Boston, N. (1996). "Theories of rape and the just world." *Psychology, Crime and Law*, 2, pp. 211-229.

Harrower, J. (1998). *Applying Psychology to Crime*. London: Hodder and Stoughton. Chapter 4, pp. 64-86.

Hazelwood. R. (1999). "Analysing the rape and profiling the offender." In Hazelwood, R. & Burgess, A. (eds.) *Practical Aspects of Rape Investigation*. New York: Elsevier, pp. 155-170.

Knight, R and Prentky, R. (1987). "The Developmental Antecedents and Adult Adaptations of Rapist Subtypes." *Criminal Justice and Behaviour*, 14 (4): 403-426.

Oliver, L and Chambers, K. (1993). "Introduction: Etiology and Assessment." In Nagayama, G.C., Hall, R., Hirschman, J. Graham and Zaragoza M. (eds) *Sexual Aggression: Issues in Etiology, Assessment and Treatment*. London: Taylor and Francis, pp. 7-16.

## **Week 5    9 August        Theories of child sexual offending**

### **Essential reading**

Marshall, W. L., & Barbaree, H. E. (1990). "An Integrated Theory of the Etiology of Sexual Offending." In W. L. Marshall, D. R. Laws, and H. E. Barbaree (eds) *Handbook of sexual assault: Issues, theories, and treatment of the offender*. NY: Plenum, pp. 257-274.

Ward, T., & Siegert, R. (2002). "Toward a comprehensive theory of child sexual abuse: A theory knitting perspective." *Psychology, Crime, and Law*, 8, 319-351.

### **Supplementary reading**

Araji, S.K. (2000). "Child sexual abusers: A review and update." In L. Schlesinger (ed.) *Serial Offenders: Current Thought, Recent Findings*. Boca Raton: CRC Press.

Browne, K. (1994). "Child Sexual Abuse." In J. Archer (ed) *Male Violence*. London: Routledge. Chapter 12.

Howells, K. (1994). "Child Sexual Abuse: Finkelhor's Precondition Model revisited." *Psychology, Crime and Law*, Vol. 1, pp. 201-214.

Ward, T. & Keenan, T. (1999). "Child Molester's Implicit Theories." *Journal of Interpersonal Violence*, 14 (8): 821-838.

Ward, T., Lourden, K., Hudson, S., and Marshall, W. (1995). "A descriptive model of the offence chain for child molesters." *Journal of Interpersonal Violence*, 10 (4): 452-472.

## **Week 6        16th August        Challenging gender myths(1): Women as abusers**

### **Essential reading**

Denov, Myriam S. (2003). "The Myth of Innocence: Sexual Scripts and the Recognition of Child Sexual Abuse by Female Perpetrators." *The Journal of Sex Research*, 40 (3): 303-314.

Oliver, Brian (2007). "Preventing Female-perpetrated Sexual Abuse." *Trauma, Violence and Abuse*, 8 (1): 19-32.

### **Supplementary reading**

Denov, Myriam S.(2004). "The Long-Term Effects of Child Sexual Abuse by Female Perpetrators: A Qualitative Study of Male and Female Perpetrators." *Journal of Interpersonal Violence*, 19 (10): 1137-1156.

Freel, Mike (2003). "Child Sexual Abuse and the Male Monopoly: An Empirical Exploration of Gender and a Sexual Interest in Children." *British Journal of Social Work*, 33 (4): 481-498.

Kelly, Liz (1996). "When does the speaking profit us?: Reflections on the challenges of developing feminist perspectives on the use and abuse of violence by women." In Marianne Hester, Liz Kelly and Jill Radford (eds), *Women, Violence and Male Power*, pp.34-49.

Peter, Tracey (2008). "Speaking About the Unspeakable Exploring the Impact of Mother-Daughter Sexual Abuse." *Violence Against Women*, 14 (9): 1033-1053.

Vandiver, Donna M. (2006). "Female Sex Offenders: A Comparison of Solo Offenders and Co-Offenders." *Violence and Victims*, 21 (3): 339-354.

## 23<sup>rd</sup> Aug – 5<sup>th</sup> Sept - Mid Trimester Break

### **Week 7    6th September    Challenging gender myths (2): Men as victims**

#### **Essential reading**

Crome, Sarah (2006). *Male Survivors of Sexual Assault and Rape*. ACSSA Wrap No. 2. Melbourne: Australian Institute of Family Studies

Graham, Ruth (2006). "Male Rape and the Careful Construction of the Male Victim." *Social and Legal Studies*, Vol. 15 (2), 187–208.

#### **Supplementary reading**

Coxell, A., King, M., Mezey, G. and Gordon, D. (1999). "Lifetime prevalence, characteristics, and associated problems of non-consensual sex in men: cross sectional survey." *British Medical Journal*, Vol. 318, pp. 846-850.

Davies, Michelle (2002). "Male sexual assault victims: A selective review of the literature and implications for support services." *Aggression and Violent Behavior*, 7 (3): 203-214.

Hodge, S. & Canter, D. (1998). "Victims and Perpetrators of Male Sexual Assault", *Journal of Interpersonal Violence*, Vol 13 (2): 222 – 239.

Knowles, G.J. (1999). "Male Prison Rape: A Search for Causation and Prevention." *The Howard Journal of Criminal Justice*, 38 (3): 267-282.

Lees, S (1997). *Ruling Passions: Sexual Violence, Reputation and the Law*. Philadelphia: Open University Press. Chapter 5: "Male Rape", pp. 89-107.

Stermac, L., Sheridan, P.M., Davidson, A. and Dunn, S. (1996). "Sexual Assaults of Adult Males." *Journal of Interpersonal Violence*, 11 (1), 52-64.

## **Week 8    13th September    Criminal justice system responses to rape victims**

### **Essential reading**

Temkin, Jennifer and Krahé, Barbara (2008). *Sexual Assault and the Justice Gap: A Question of Attitude*. Oxford: Hart Publishing, pp. 31-51.

Stubbs, Julie (2003). "Sexual assault, criminal justice and law and order." *Women Against Violence*, 14: 14-26.

### **Supplementary reading**

Freckelton, Ian (1998). "Sexual offence prosecutions: A barrister's perspective." In Patricia Eastal (ed.), *Balancing the Scales: Rape, Law Reform and Australian Culture*, Leichhardt, Sydney: The Federation Press, pp. 143-158.

Harris, Jessica and Grace, Sharon (1999). *A Question of Evidence?: Investigating and Prosecuting Rape in the 1990s*. Chapter 3: "The processing of rape cases by the police," London: Home Office, pp. 11-24.

Jordan, Jan (2004). "Beyond Belief? Police, Rape and Women's Credibility." *Criminal Justice*, 4 (1): 29-59.

Jordan, Jan (2008). "Surviving the Trial." Chapter 4 of *Serial Survivors: Women's Narratives of Surviving Rape*, pp. 75-125.

Lees, Sue (1997). *Ruling Passions: Sexual violence, Reputation and the Law*. Chapter 4: "The representation of the body in rape trials," pp. 71-88.

McDonald, Elisabeth (1997). "Real rape in New Zealand: women complainants' experience of the court process". *Yearbook of New Zealand Jurisprudence*, 1 (1): 59-80

## **Week 9    20th September    Victim impacts and survival**

### **Essential reading**

Jordan, Jan (2008). "Surviving and Moving On." Chapter 6 of *Serial Survivors: Women's Narratives of Surviving Rape*, pp. 160-202.

Brison, Susan J. (1998). "Surviving Sexual Violence: A Philosophical Perspective." In Stanley G. French, Wanda Teays and Laura M. Purdy (eds) *Violence against Women: Philosophical Perspectives*, NY: Cornell University Press. pp. 11-26.

### **Supplementary reading**

Filipas, Henrietta H. and Ullman, Sarah (2006). "Child Sexual Abuse, Coping Responses, Self-Blame, Posttraumatic Stress Disorder, and Adult Sexual Revictimization." *Journal of Interpersonal Violence*, 21 (5): 652-672.

Jordan, Jan (2005). "What would MacGyver do? The meaning(s) of resistance and survival." *Violence Against Women*, 11 (4): 531-559.

Kelly, Liz (1988). *Surviving Sexual Violence*. Chapter 7: "Victims or survivors? Resistance, coping and survival, pp. 159-185; and Chapter 8: "'It leaves a mark': Coping with the consequences of sexual violence," pp.186-216.

Resick, Patricia, (1993). "The Psychological Impact of Rape." *Journal of Interpersonal Violence*, 8 (2): 223-255.

Ullman, Sarah E., Filipas, Henrietta H., Townsend, Stephanie M. and Starzynski, Laura L. (2006). "The Role of Victim–Offender Relationship in Women’s Sexual Assault Experiences." *Journal of Interpersonal Violence*, 21 (6): 798-819.

Wiehe, Vernon and Richards, Ann (1995). *Intimate Rape: Understanding and Responding to the Trauma of Acquaintance Rape*. Chapter 10: "The Survivor in the Recovery Process," Thousand Oaks,CA: Sage, pp. 122-153.

## **Week 10 27th September Treatment of sex offenders**

### **Essential reading**

Hudson, S, Wales, D, and Ward, T. (1998). "Kia Marama: A Treatment Program for Child Molesters in New Zealand." In Marshall et al (eds) *Sourcebook of Treatment Programs for Sexual Offenders*. New York: Plenum Press.

Hanson, R. K., Gordon, A., Harris, A. J. R., Marques, J. K., Murphy, W., Quinsey, V. L., & Seto, M. C. (2002). "First report of the Collaborative Outcome Data Project on the Effectiveness of Psychological Treatment for Sex Offenders." *Sexual Abuse: A Journal of Research and Treatment*, 14, 169-194.

Polaschek, D. L. L., & King, L. L. (2002). "Rehabilitating rapists: Reconsidering the issues." *Australian Psychologist*, 37, 215-221.

### **Supplementary reading**

Bakker, L, Hudson, S, Wales, D, and Riley, D. (1998). *And there was light.... Evaluating the Kia Marama treatment programme for New Zealand sex offenders against children.* Psychological Service: Department of Corrections.

Beckett, R. (1994). "Cognitive-behavioural treatment of sex offenders." In T. Morrison, M. Erooga, and R.C. Beckett (eds) *Sexual Offending against Children: Assessment and Treatment of Male Abusers.* London: Routledge, pp. 80–101.

Mann, R. E. (2004). "Innovations in sex offender treatment." *Journal of Sexual Aggression*, 10 (2): 141–152.

Mandeville-Norden, R. and Beech, A. (2004). "Community-based treatment of sex offenders." *Journal of Sexual Aggression*, 10 (2): 193-214.

Polaschek, D, Ward, T. and Hudson, S. (1997). "Rape and Rapists: Theory and Treatment." *Clinical Psychology Review*, 17, pp. 117–144.

## **Week 11 4 October Sexual violence in cyberspace**

### **Essential reading**

Harrison, Christine (2006). "Cyberspace and Child Abuse Images: A Feminist Perspective." *Affilia: Journal of Women and Social Work*, 21 (4): 365-379.

Bocij, Paul and McFarlane, Leroy (2003). "Cyberstalking: The Technology of Hate." *The Police Journal*, 76, pp. 204-221.

### **Supplementary reading**

Barron, Martin and Kimmel, Michael (2000). "Sexual violence in three pornographic media: Toward a sociological explanation." *The Journal of Sex Research*, 37(2):161–168.

Ellison, Louise and Akdeniz, Yaman (2003). "Cyberstalking: The regulation of harassment on the internet." In David Wall (ed.) *Cyberspace Crime*, Dartmouth: Ashgate, pp. 275-293.

Finn, Jerry (2004), "A Survey of Online Harassment at a University Campus." *Journal of Interpersonal Violence*, 19 (4): 468-483.

Gersch, Beate (1998). "Gender at the crossroads: the Internet as cultural text." *Journal of Communication Inquiry*, 22 (3): 306–322.

Jewkes, Yvonne and Andrews, Carol (2005). "Policing the Filth: The Problems of

Investigating Online Child Pornography in England and Wales." *Policing and Society*, 15 (1): 42-62.

Ogilvie, Emma (2000). *Cyberstalking*. Australian Institute of Criminology, Trends and Issues in Crime and Criminal Justice, No. 166.

Rimm, Marty (2003). "Marketing Pornography on the Information Superhighway." In David Wall (ed.) *Cyberspace Crime*, Dartmouth: Ashgate, pp. 333–399.

Wall, David (2001). "Cybercrimes and the Internet." In David Wall (ed) *Crime and the Internet*, London and NY: Routledge, pp. 1-17.

## **Week 12 11 October Preventing sexual violence**

### **Essential reading**

Kimmel, M. (1998). "Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic... and us." In Mary Odem and Jody Clay-Warner (eds.), *Confronting Rape and Sexual Assault*, Lanham, MD: SR Books, pp. 263-276.

Carmody, Moira (2006). "Preventing Adult Sexual Violence Through Education?" *Current Issues in Criminal Justice*, 18 (2): 342-356.

### **Supplementary reading**

Allison, J. and Wrightsman, L. (1993). *Rape: The Misunderstood Crime*. Newbury Park: Sage Publications. Chapter 12: "Preventing Rape," pp. 242-260.

Basile, K. C. (2003). "Implications of Public Health for Policy on Sexual Violence." *Annals Of The New York Academy Of Sciences* 989: 446-463.

Campbell, R. and Wasco, S. M. (2005). "Understanding Rape and Sexual Assault: 20 Years of Progress and Future Directions." *Journal of Interpersonal Violence*, 20 (1): 127-131.

Chung, D., O'Leary, P. J. and Hand, T. (2006). *Sexual violence offenders: Prevention and intervention approaches*. ACSSA Issues No. 5, Australian Centre for the Study of Sexual Assault. Melbourne: Australian Institute of Family Studies.

Easteal, P. (1993). "Rape Prevention: Combatting the Myths." In Patricia Easteal (ed.) *Without Consent: Confronting Adult Sexual Violence*. Australian Institute of Criminology, Canberra.



O'Donohue, William, Yeater, Elizabeth A. and Fanetti, Matthew (2003). "Rape Prevention With College Males: The Roles of Rape Myth Acceptance, Victim Empathy, and Outcome Expectancies." *Journal of Interpersonal Violence*, 18 (5): 513-531.

Radford, J. and Stanko, E. (1996). "Violence Against Women and Children: The Contradictions of Crime Control Under Patriarchy." In Marianne Hester, Liz Kelly and Jill Radford (eds) *Women, Violence and Male Power*. Open University Press, Buckingham, pp. 65-80.

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# School of Social and Cultural Studies

Te Kura Mahinga Tangata

**CULTURAL ANTHROPOLOGY**  
**CRIMINOLOGY**  
**SOCIOLOGY & SOCIAL POLICY**

## Assignment Cover Sheet

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Full Name: \_\_\_\_\_  
(Last name) (First name)

Student ID: \_\_\_\_\_ Course: \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor's name: \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

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*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_