

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, 2011

Trimester dates : 11 July – 12 November 2011

Mid trimester break: 22 Aug – 4 Sep

Study and Examination period 17 Oct – 12 Nov

COURSE COORDINATOR: ASSOC/ PROF JAN JORDAN

Room 1117A, Murphy Building

Tel: (04) 463 5811

Email: jan.jordan@vuw.ac.nz

LECTURES: TUES 2 – 4PM: MY LT101

TEACHING PROGRAMME FOR CRIM 324

	Week commencing	Tuesday lectures: 2.10-4.00pm	Tutorials
1	11 th July	Introduction: definitions and measurement of rape and child sexual abuse	No tutorial
2	18 th July	History and context of child abuse	Tutorial
3	25 th July	History and context of rape	Tutorial
4	1 st Aug	Criminal justice system responses to rape victims	Tutorial
5	8 th Aug	Victim impacts and survival	Tutorial
6	15 th Aug	Theories and typologies of rape offending	Tutorial
<i>22nd Aug – 4th Sept - Mid Trimester Break</i>			
7	5 th Sept	Theories of child sexual offending	Tutorial
8	12 th Sept	Treatment of sex offenders	Tutorial
9	19 th Sept	Challenging gender myths (1): Women as offenders	No Tutorial
10	26 th Sept	Challenging gender myths (2): Men as victims	Tutorial
11	3 rd Oct	Sexual violence in cyberspace	Tutorial
12	10 th Oct	Preventing sexual violence	No tutorial

Institute of Criminology

CRIM 324 Sexual Violence

COURSE COORDINATOR

Associate Professor Jan Jordan
Level 9, Murphy Building , Room 1117A
Ph: 463 5811
E-mail: 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

Kellie Hoy will be the tutor for CRIM 324. She will be available for student consultation during her office hour (Thursday 1-2pm in MY1104), or contact her directly to make an appointment at kellie.hoy@gmail.com , or phone: 027 757 4214.

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	12.00-12.50pm, EA 201
	Wednesday	1.10-2pm, EA 201
	Thursday	12.00-12.50pm, EA 201

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 20th July.

COURSE PRESCRIPTION

This course is designed to introduce students to the issues and concepts central to an understanding of sexual violence. The focus of the course is on the study of adult rape/sexual assault and child sexual abuse. The course explores the causes, characteristics and consequences of sexual violence, examining issues for both the victims and offenders of these crimes. Topics covered may include theories of sexual offending, criminal justice system responses, victim impacts and survival, rape prevention, and offender treatment programmes.

COURSE DELIVERY

CRIM 324 combines lectures, class discussion, and guest presentations in a format that aims to guide students through the major topic areas.

COURSE MATERIALS

The required text for this course is a prepared book of Student Notes, available from the Student Notes Distribution Centre for approximately \$25.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8am – 6pm, Monday – Friday during trimester, closing at 5pm during holidays, ph. 463 5515.

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 the library for more details and a timetable of events ph: 463 5683. Useful websites for Criminology will be made available on BlackBoard.

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information related to CRIM 324 will be communicated via BlackBoard or e-mail. There are also noticeboards on levels 9 and 11 of the Murphy Building, where general information which may be of interest to you is displayed.

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 in written form a critical awareness and analysis of a self-selected aspect of sexual violence.

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 4th August</i>	<i>10%</i>
<i>Extended Essay</i>	<i>4pm, Thursday 22nd 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 (references can be additional) 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 the field of sexual violence. 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, Kellie Hoy, and/or with Jan Jordan.

EXTENDED 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 sexual violence. 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

The examination is worth 45% of your final grade and will be 3 hours long. The examination period for the second trimester is from 21 October-12 November 2011. The date, time and location of the examination will be made available after the mid trimester break. You are not permitted to take any notes or readings into the exam room.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- Submit the essay outline;
- Submit the extended essay;
- Sit the examination.

MARKING GUIDELINES

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:

Scope: Does the work include all the facts, theories and discussions relevant to the issue? Is it comprehensive?

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?

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?

Referencing and Bibliography: Are the references relevant, comprehensive and up to date? Are the references correctly cited according to standard convention?

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 should 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.

EXTENSIONS

Assignments 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 the course co-ordinator 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 submission of work without permission will be penalised by the following deductions:

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

Two grades = period from 24 hours up to and including 72 hours past due date

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

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology courses 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.

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 to not accept the essay in question.

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

Information on withdrawals and refunds may be found at:

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

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at:

www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at: www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at:
www.victoria.ac.nz/home/about_victoria/avcacademic

OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-mail: Allison.Kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-mail: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 E-mail: Trevor.Bradley@vuw.ac.nz Tel: 463 5432
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-mail: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-mail: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Helen Beaglehole MY921, Tel: 463 5317; 463 5258; 463 5677 E-mail: sacs@vuw.ac.nz

REFERENCING GUIDELINES

The following format for referencing is from the 6th Publication Manual of the American Psychological Association (2009). We encourage you to learn and use the format for referencing as part of the coursework done for the Institute of Criminology. If you need further information, please consult the latest edition of the Manual in the library.

1. Journals (Periodicals)

The referencing format for the articles are identical in general and yet they slightly differ from one another depending upon the publication formats such as print articles, electronic articles with DOIs (digital object identifiers) or electronic articles without DOIs.

(a) Electronic articles - two authors

Bingham, C. R., & Shope, J. T. (2004). Adolescent problem behavior and problem driving in young adulthood. *Journal of Adolescent Research*, 19(2), 205-223. doi.: 10.1177/0743558403258269

In text, use the following each time the work cited: (Bingham & Shope, 2004). Or, Bingham and Shop (2004) have argued...

(b) Electronic Article without DOI - one author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Standford Law Review*, 37(5), 937-1021.

In text, use the following each time the work is cited: (Henderson, 1985). Or, Henderson (1985) has suggested... (note: this style applies to all those below as well).

(c) Print only articles - 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 every time 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*, 589, 34-44.

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 one author

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: Ministerial Committee of Inquiry into Pornography.

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

(b) Report available from government department, private author

Brown, M. M. (1992). *Decision making in district prison boards*. Wellington: Department of Justice.

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

(c) 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.

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.

Rethinking Crime and Punishment (2010) *Restorative Justice in New Zealand*. Retrieved from: <http://www.rethinking.org.nz/restorative%20justice.htm>. 15 August 2009.

When citing a work that has no author, use the first few words of the reference list entry, usually a short version of the title: (Restorative Justice, 2010)

5. Quoting Sources

Use quotation marks (“ ”) for direct quotes and also provide a page number. For example:

Macpherson (1999: 28) defines institutional racism as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin”.

If the quotation is more than three lines long, it should be indented and does not require quotation marks. For example:

Macpherson (1999: 28) states that institutional racism is:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

CRIM 324: 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 Week commencing 11 July and measurement

Introduction – Issues of definition

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 (9): 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 18 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.

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.

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.

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 25 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.

Bohner, G., Eyssel, F., Pina, A., Siebler, F. and Viki, G. T. (2009). "Rape myth acceptance: Cognitive, affective and behavioural effects of beliefs that blame the victim and exonerate the perpetrator." In M. Horvath and J. Brown (eds). *Rape: Challenging Contemporary Thinking*. Cullompton, Devon: Willan Publishing.

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

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.

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.

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 1 August Criminal justice system responses to rape victims

Essential reading

Temkin, Jennifer and Krahe, 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.

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.

Kelly, Liz (2008). "Contradictions and paradoxes: International patterns of, and responses to, rape cases." In G. Letherby et al, *Sex as Crime?* Cullompton: Willan, pp. 253-279.

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 5 8 August 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 6 15 August Theories and typologies of rape offending

Essential reading

Gannon, T. A., Collie, R. M., Ward, T., & Thakker, J. (2008). Rape: Psychopathology, theory and treatment. *Clinical Psychology Review*, 28, pp. 982-1008.

Supplementary reading

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

Marshall, W. L., & Marshall, L. E. (2000). The origins of sexual offending. *Trauma, Violence and Abuse*, 1, 250-263.

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.

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22 Aug – 4 Sept - Mid Trimester Break

Week 7 5 September Theories of child sexual offending

Essential reading

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Gannon, T. A., Ward, T., & Collie, R. (2007). Cognitive distortions in child molesters: Theoretical and research developments over the past two decades. *Aggression and Violent Behavior*, 12, 402-416.

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.

Marshall, W. L., & Marshall, L. E. (2000). The origins of sexual offending. *Trauma, Violence and Abuse*, 1, 250-263.

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Week 8 12 September Treatment of sex offenders

Essential reading

Laws, R. D., & Ward, T. (2010). *Desistance from sex offending: Alternatives to throwing away the keys*. New York: Guildford Press (Chapter 13, The Good Lives Model of Offender Rehabilitation) [ISBN: 9781606239377]

Thakker, J., & Gannon, T. A. (2010). Rape treatment: An overview of current knowledge. *Behaviour Change*, 27, 227-250.

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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.

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Week 9 19 September Challenging gender myths(1): Women as abusers

Essential reading

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

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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.

Week 10 26 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*, 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.

Davies, Michelle and Rogers, Paul (2006). "Perceptions of male victims in depicted sexual assaults: A review of the literature." *Aggression and Violent Behavior*, 11: 367–377.

Hodge, S. & Canter, D. (1998). "Victims and Perpetrators of Male Sexual Assault", *Journal of Interpersonal Violence*, 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 11 3 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 (3): 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 10 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.

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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.

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

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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
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