



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN  
EN ESTUDIOS NORTEAMERICANOS  
“BENJAMIN FRANKLIN”

Course	Sexual Victimization
Program, semester, year	International Studies Program, Spring 2024
Credits ECTS	4,5 (3 USA)
Instructor's full name and email	Dr. Katelyn P. Hancock <a href="mailto:Katelyn-Hancock@utc.edu">Katelyn-Hancock@utc.edu</a>
Block dates (days and time)	Block 3 (Monday-Thursday, 9am-12pm)
Classroom	TBA
Class hours	45
Office Hours	TBD (can set time for whenever needed)
Requirements	N/A
Language of instruction	English
Type of teaching	In person

## INTRODUCTION

Over half a century of research has documented the occurrence of sexual violence. More recently, the media's attention has further increased the focus on this type of problem behavior. This course is designed to provide a comprehensive overview of sexual violence. In doing so, both victimization and offending experiences will be discussed. This course covers sexual victimization definitions and prevalence, consent and college campuses, theory and risk factors, what is sexual offending, prevention and responses, contemporary issues in sexual violence, and transatlantic characteristics of sexual violence. Sexual violence is a pervasive issue and learning about issues surrounding it can increase awareness about this important topic, as well as potentially help prepare students for future criminal justice related careers.

## COMPETENCES

Students will vary regarding their competency on each of these learning outcomes and students are ultimately responsible for their learning experience. By the end of the semester, students can expect to accomplish these learning outcomes only if they abide by all course policies, keep up with readings, complete all assignments satisfactorily and on time, and fulfill all the other course expectations:

### General Competences (GC):

- GC1: Be able to define and describe different types of sexual violence.
- GC2: Apply theories to the understanding of sexual violence.
- GC3: Assess how sexual violence effects individuals and society.
- GC4: Compare and contrast sexual violence across the globe.

### Specific Competences (CE):

- SC1: Describe and analyze the ways in which the criminal justice system and social services responds to sexual violence.
- SC2: Evaluate prevention of sexual violence efforts.
- SC3: Develop critical thinking skills through the assessment and evaluation of course readings.
- SC4: Articulate similarities and differences in the media's response to sexual violence across the globe.

## METHODOLOGY

This course takes advantage of both theoretical perspectives and more practice-oriented examples to help students better understand sexual violence and its surrounding factors. Students in my course will complete readings, assignments, exams, and in-class activities that will (1) challenge them to critically evaluate criminal justice issues related to sexual violence, (2) show them how to apply course material to the real world, (3) show them that hard work can be fun, and (4) involve them in open pedagogy or a service-learning project.

## PREPARATION FOR CLASS

No textbook purchase is required.

- Students will need to read all provided articles, book chapters, or other posted content before coming to class. While in class, students should show preparation of the readings by asking relevant questions and making comments related to the topic.
- Student should take notes during class presentations and discussions.

## EVALUATION

- **Activities in and out of classroom.**

Total **20 %** (20 points)

- **Quizzes.**

Total **10 %** (10 points)

- **Written work (weekly writing).**

Rubrics will be provided for each assignment. Teacher can deduct points from the work if the student turns in the written work late.

Total **40 %** (40 points)

- **Oral presentations.**

Rubric will be given for final project/presentation.

Total **20 %** (20 points)

- **Participation.**

High participation (full 10%) = attentive in class, asks relevant questions, takes notes, makes comments, answers questions posed. Low participation (0% - 5%) = seem bored or uninterested, do not ask questions, never comments and almost never participates in discussions. Rarely answers questions from teacher or students.

Total **10 %** (10 points)

## EVALUATION

PARTICIPATION	10% (10 points)
IN-CLASS ACTIVITIES & FIELD TRIPS	20% (20 points)
WRITTEN WORK/WEEKLY WRITING	40% (40 points)
QUIZZES	10% (10 points)
ORAL PRESENTATION	20% (20 points)
<b>TOTAL</b>	<b>100% (100 points)</b>

## GRADING

<b>A</b>	90 - 100 points
<b>B</b>	80 - 89 points
<b>C</b>	70 - 79 points
<b>D</b>	60 - 69 points
<b>F</b>	0 – 59 points

## Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. We will discuss how to avoid plagiarism in class.

## ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

## STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

## USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

## CLASS SCHEDULE

Week Days	Topic	Readings Assignment Schedule <u>Material:</u>
Week 1 <u>3/11</u> <u>3/12</u> <u>3/13</u> <u>3/14</u>	<i>Sexual Victimization Definitions and Prevalence</i>	<p>Visit Website: <a href="https://www.rainn.org/">https://www.rainn.org/</a></p> <p><i>What is sexual victimization?</i></p> <ul style="list-style-type: none"> <li>Burgess-Proctor, A., &amp; Urban, C. G. (2015). State variations on definition of sexual assault. In T.N. Richards &amp; C.D. Marcum (Eds.), <i>Sexual victimization: Then and now</i>, pp. 1-14. SAGE Publications.</li> </ul> <p><i>How is sexual victimization measured and what is its extent?</i></p> <ul style="list-style-type: none"> <li>Krebs, C. &amp; Jordan, C. (2014). Measuring sexual victimization: On what fronts is the jury still out and do we need it to come in? <i>Trauma, Violence, &amp; Abuse</i>, 15, 170-180.</li> <li>Uniform Crime Report Data for 2017 – pay attention to measurement, extent, description of rape <a href="https://ucr.fbi.gov/crime-in-the-u.s/2017/crime-in-the-u.s.-2017/topic-pages/rape">https://ucr.fbi.gov/crime-in-the-u.s/2017/crime-in-the-u.s.-2017/topic-pages/rape</a></li> <li>NCVS findings for 2017 {get feel for rape/sexual assault, extent and characteristics} <a href="https://bjs.ojp.gov/content/pub/pdf/cv21.pdf">https://bjs.ojp.gov/content/pub/pdf/cv21.pdf</a> <a href="#">Links to an external site.</a></li> <li>Read Executive Summary of AAU Campus Climate Survey <a href="https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019">https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019</a></li> </ul>

		<ul style="list-style-type: none"> <li>Sexual Victimization in Spain <a href="https://web.ub.edu/en/web/actualitat/w/ub-researchers-write-the-first-global-report-on-sexual-violence-in-spain#:~:text=In%20the%20report%2C%20it%20is,the%20adult%20victims%20are%20women">https://web.ub.edu/en/web/actualitat/w/ub-researchers-write-the-first-global-report-on-sexual-violence-in-spain#:~:text=In%20the%20report%2C%20it%20is,the%20adult%20victims%20are%20women</a>.</li> <li>Global Database on Violence against Women <a href="https://evaw-global-database.unwomen.org/fr/countries/europe/spain?formofviolence=c6ff23e9fc6e4f0aa974d0da1611b98f">https://evaw-global-database.unwomen.org/fr/countries/europe/spain?formofviolence=c6ff23e9fc6e4f0aa974d0da1611b98f</a></li> <li>Borumandnia, N., Khadembashi, N., Tabatabaei, M., &amp; Alavi Majd, H. (2020). The prevalence rate of sexual violence worldwide: a trend analysis. <i>BMC public health</i>, 20, 1-7.</li> </ul> <p style="text-align: center;"><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Activity #1 on 3/12</li> <li>Weekly Writing/Assignment #1 (Infographic &amp; Written Explanation) due 3/14</li> </ul>
Week 2 <u>3/18</u> <u>3/19</u> <u>3/20</u> <u>3/21</u>	<b>Consent and College Campuses</b>	<p style="text-align: center;"><b><u>Material:</u></b></p> <p>Watch What is consent? <a href="https://youtu.be/fGoWLWS4-kU">https://youtu.be/fGoWLWS4-kU</a></p> <p><i>Sexual Victimization on Campus &amp; Consent</i></p> <ul style="list-style-type: none"> <li>"Flirting with Danger" book chapter from American Hookup: The New Culture of Sex on Campus. Lisa Ward</li> <li>Muehlenhard, C. L., Humphreys, T. P., Jozkowski, K. N., &amp; Peterson, Z. D. (2016). The complexities of sexual consent among college students: A conceptual and empirical review. <i>The Journal of Sex Research</i>, 53(4-5), 457-487.</li> <li>Lofgreen, A. M., Mattson, R. E., Wagner, S. A., Ortiz, E. G., &amp; Johnson, M. D. (2021). Situational and dispositional determinants of college men's perception of women's sexual desire and consent to sex: A factorial vignette analysis. <i>Journal of Interpersonal Violence</i>, 36(1-2), NP1064-NP1097.</li> <li>MacDonald, H. (2008). The campus rape myth. <i>City Journal</i>, 18(1).</li> <li>Hancock, K. P., Policastro, C., Crittenden, C. A., &amp; Garland, T. S. (2021). Major blame: Examining male rape myth acceptance across college majors. <i>Journal of Criminal Justice Education</i>, 32(1), 108-125.</li> <li>Steele, B., Nye, E., Martin, M., Sciarra, A., Melendez-Torres, G. J., Degli Esposti, M., &amp; Humphreys, D. K. (2021). Global prevalence and nature of sexual violence among higher education institution students: a systematic review and meta-analysis. <i>The Lancet</i>, 398.</li> </ul> <p style="text-align: center;"><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Activity #2 on 3/18</li> <li>Weekly Writing/Assignment #2 (Quotes &amp; Written Discussion) due 3/21</li> </ul>
Week 3 <u>3/25</u> <u>3/26</u> <u>3/27</u> <u>3/28</u>	<b>Theories and Risk Factors for Sexual Victimization</b>	<p style="text-align: center;"><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Cohen, L.E. &amp; M. Felson. (1979). Social change and crime rate trends: A routine activities approach. <i>American Sociological Review</i>, 44, 88-100.</li> <li>Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i>, 129, 674-697.</li> <li>Abbey, A., Zawacki, T., Buck, P. O., Clinton, A. M., &amp; McAuslan, P. (2001). Alcohol and sexual assault. <i>Alcohol Research &amp; Health</i>, 25(1), 43-51.</li> </ul>

		<ul style="list-style-type: none"> <li>Schreck, C. (1999). Criminal victimization and low self-control: An extension and test of a general theory of crime. <i>Justice Quarterly</i>, 16, 633-654.</li> </ul> <p style="text-align: center;"><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Activity #3 on 3/25</li> <li>Midterm on 3/26</li> <li>Weekly Writing/Assignment #3 (Graphic Organizer &amp; Explanation) due 3/28</li> </ul>
<p>Week 4 <u>4/1</u> <u>4/2</u></p> <p><u>4/3</u> <u>4/4</u></p>	<p><i>What is sexual offending?</i></p> <p><i>Contemporary Issues</i></p>	<p style="text-align: center;"><b><u>Material Part I:</u></b></p> <ul style="list-style-type: none"> <li>Zack, Lang, J. T., &amp; Dirks, D. (2018). "It must be great being a female pedophile!": The nature of public perceptions about female teacher sex offenders. <i>Crime, Media, Culture</i>, 14(1), 61–79.</li> <li>Malamuth, N. M. (2018). "Adding fuel to the fire"? Does exposure to non-consenting adult or to child pornography increase risk of sexual aggression? <i>Aggression and Violent Behavior</i>, 41, 74-89.</li> <li>Carvalho, &amp; Sá, A. (2020). Male College Students Using Sexually Aggressive Strategies: Findings on the Interpersonal Relationship Profile. <i>Journal of Interpersonal Violence</i>, 35(3-4), 646–661.</li> <li>Vess, J., Skelton, A. (2010). Sexual and violent recidivism by offender type and actuarial risk: Reoffending rates for rapists, child molesters and mixed-victim offenders. <i>Psychology, Crime &amp; Law</i>, 16(7), 541-554.</li> <li>Mancini, &amp; Budd, K. M. (2016). Is the Public Convinced That "Nothing Works?": Predictors of Treatment Support for Sex Offenders Among Americans. <i>Crime and Delinquency</i>, 62(6), 777–799.</li> <li>Turner, D., Petermann, J., Harrison, K., Krueger, R., &amp; Briken, P. (2019). Pharmacological treatment of patients with paraphilic disorders and risk of sexual offending: An international perspective. <i>The World Journal of Biological Psychiatry</i>, 20(8), 616-625.</li> </ul> <p style="text-align: center;"><b><u>Material Part II:</u></b></p> <p><i>Watch</i> Rebecca Bender's Story: <a href="https://youtu.be/jHcoEY6gJJ0">https://youtu.be/jHcoEY6gJJ0</a></p> <p><i>Visit Website</i> <a href="https://humantraffickinghotline.org/en">https://humantraffickinghotline.org/en</a></p> <p><i>Sex trafficking</i></p> <ul style="list-style-type: none"> <li>Haney, LeBeau, K., Bodner, S., Czizik, A., Young, M. E., &amp; Hart, M. (2020). Sex Trafficking in the United States: A Scoping Review. <i>Journal of Evidence-Based Social Work</i>, 17(6), 714–748.</li> </ul> <p><i>"Stealthling"</i></p> <ul style="list-style-type: none"> <li>Bonar, Ngo, Q. M., Philyaw-Kotov, M. L., Walton, M. A., &amp; Kusunoki, Y. (2021). Stealthing Perpetration and Victimization: Prevalence and Correlates Among Emerging Adults. <i>Journal of Interpersonal Violence</i>, 36(21-22), NP11577–NP11592.</li> </ul> <p><i>Revenge Porn</i></p> <ul style="list-style-type: none"> <li>Henry, N. &amp; Powell, A. (2018). Technology-facilitated sexual violence: A literature review of empirical research. <i>Trauma, Violence, &amp; Abuse</i>, 19, 195-208.</li> </ul> <p style="text-align: center;"><b><u>Assessments:</u></b></p>

		<ul style="list-style-type: none"> <li>• Activity #4 on 4/1</li> <li>• Weekly Writing/Assignment #4 (Policy Intervention Strategy) due 4/2</li> <li>• Weekly Writing/Assignment #5 (Response Paper) due 4/4</li> </ul>
<p>Week 5 <u>4/8</u> <u>4/9</u> <u>4/10</u></p>	<p><i>Prevention and System Responses</i></p>	<p style="text-align: center;"><b><u>Material:</u></b></p> <p><i>Watch</i> Chanel Miller – Victim Impact Statement: <a href="https://youtu.be/qK28Powy4ZQ">https://youtu.be/qK28Powy4ZQ</a> Unbelievable Scene: <a href="https://www.youtube.com/watch?v=fg_DUab8xVA">https://www.youtube.com/watch?v=fg_DUab8xVA</a></p> <p><i>Prevention and Responses</i></p> <ul style="list-style-type: none"> <li>• Coker, A. L., Fisher, B. S., Bush, H. M., Swan, S. C., Williams, C. M., Clear, E. R., &amp; DeGue, S. (2015). Evaluation of the Green Dot Bystander Intervention to Reduce Interpersonal Violence Among College Students Across Three Campuses. <i>Violence against Women</i>, 21(12), 1507–1527.</li> <li>• Inside Higher Ed Article: <a href="#">Campus Response to Sexual Victimization</a></li> <li>• An Unbelievable Story of Rape: <a href="https://www.propublica.org/article/false-rape-accusations-an-unbelievable-story">https://www.propublica.org/article/false-rape-accusations-an-unbelievable-story</a></li> <li>• The Atlantic Article: <a href="#">An Epidemic of Disbelief (including Rape Kit Backlog)</a></li> <li>• Lens, Pemberton, A., K., B., Braeken, J., Bogaerts, S., &amp; Lahlah, A. (2015). Delivering a victim impact statement: Emotionally effective or counter-productive? <i>European Journal of Criminology</i>, 12(1), 17–34.</li> <li>• ESPN Article: <a href="#">Athletics and Sexual Victimization</a></li> <li>• Kim, Benekos, P. J., &amp; Merlo, A. V. (2016). Sex Offender Recidivism Revisited: Review of Recent Meta-analyses on the Effects of Sex Offender Treatment. <i>Trauma, Violence &amp; Abuse</i>, 17(1), 105–117.</li> </ul> <p><i>Media Responses</i></p> <ul style="list-style-type: none"> <li>• Budan, M., &amp; Castillo, C. (2021). The Coverage of Sexual Violence in Spanish News Media. <a href="https://workshop-proceedings.icwsm.org/pdf/2022_83.pdf">https://workshop-proceedings.icwsm.org/pdf/2022_83.pdf</a></li> <li>• Suzor, N., Dragiewicz, M., Harris, B., Gillett, R., Burgess, J., &amp; Van Geelen, T. (2019). Human rights by design: The responsibilities of social media platforms to address gender-based violence online. <i>Policy &amp; Internet</i>, 11(1), 84-103.</li> <li>• Kunst, J. R., Bailey, A., Prendergast, C., &amp; Gundersen, A. (2019). Sexism, rape myths and feminist identification explain gender differences in attitudes toward the# metoo social media campaign in two countries. <i>Media Psychology</i>, 22(5), 818-843.</li> <li>• Egen, O., Kollar, L. M. M., Dills, J., Basile, K. C., Besrat, B., Palumbo, L., &amp; Carlyle, K. E. (2020). Sexual violence in the media: An exploration of traditional print media reporting in the United States, 2014–2017. <i>Morbidity and Mortality Weekly Report</i>, 69(47), 1757.</li> <li>• Strasbourg. (2022). No space for violence against women and girls in the digital world – National Practices. <a href="https://www.coe.int/en/web/commissioner/-/no-space-for-violence-against-women-and-girls-in-the-digital-world">https://www.coe.int/en/web/commissioner/-/no-space-for-violence-against-women-and-girls-in-the-digital-world</a></li> </ul> <p style="text-align: center;"><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Activity #5 (service learning/open pedagogy) on 4/8</li> <li>• Final Exam on 4/10</li> <li>• Project/Presentation (#MeToo Media Assignment) present on 4/10</li> </ul>

\* Course schedule is tentative and is subject to changes. If changes must be made, students will be notified within an appropriate time frame. \*

## **BIBLIOGRAPHY**

Articles/reading list is presented above in course schedule.

## **INSTRUCTOR**

Katelyn P. Hancock, Ph.D. (Katelyn-hancock@utc.edu) is an Assistant Professor of Criminal Justice in the Department of Social, Cultural, and Justice Studies at the University of Tennessee at Chattanooga. She received her Ph.D. in Criminal Justice and Criminology from Georgia State University. Her research interests are in the area of victimization, primarily victimization of diverse groups, polyvictimization, sexual assault, and intimate partner violence. Her most recent publications appear in the Journal of Ethnicity in Criminal Justice, Journal of Interpersonal Violence, American Journal of Criminal Justice, and the Journal of Criminal Justice Education. She was the recipient of the 2020 Graduate Student Leadership Award and the 2021 Excellence in Teaching Award in the Department of Criminal Justice and Criminology at Georgia State University. She is an Academy of Criminal Justice Science's Doctoral Summit Fellow, and she recently received the Outstanding Doctoral Student Award for 2022 from the Southern Criminal Justice Association.