
Violence Against Women and Girls

ETHN 3314 / SOCY 3314 / WGST 3314

Fall 2018

Tuesdays and Thursdays 1230pm-1:45pm

Hale 270

Instructor

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COURSE DESCRIPTION AND CONTEXT

The purpose of this course is to guide students through critically considering the context of, responses to, and resistance from violence against women and girls as a cultural and individual phenomenon. Readings, guided discussions, and guest speakers will help facilitate this journey. In this class, racism, sexism, heteronormativity, transphobia, classism, nativism, privilege, as well as other forms and consequences of oppression are understood as real and will be discussed as such throughout the course. A framework that acknowledges the role that various forms of oppression including intersecting oppressions will be applied to all materials in the course.

INSTRUCTOR'S NOTE

This course, as many criminology courses do, covers sensitive and possibly triggering topics. It is important to me that students feel as comfortable as possible and gauge their capacity for the discussions. Please, consider that you may need breaks while reading the materials when you are scheduling your time. If you find a discussion or lecture overwhelming, please feel free to leave without explanation. For these reasons, it may be useful to connect with your classmates in order to exchange notes. A separate document is available in Canvas listing some resources available to help you deal with trauma and/or experiences of victimization that may surface due to the nature of this course.

In order to foster an environment for growth, students are encouraged to recognize their internalized biases when engaging in discussions.

As employees of the university, Deanne and I are mandatory reporters. We are obligated to report situations where we believe someone is being harmed. Due to this obligation, we ask

that you consider the information that you divulge to us (verbally and in writing) and use resources that can guarantee you confidentiality if that is what you desire for your situation.

REQUIRED TEXTBOOKS

Las hijas de Juan:

Daughters Betrayed

Author: Josie Méndez-Negrete

Publisher: Duke University Press

Copyright Year: 2006

ISBN: 9780822338963

Gender Violence:

Interdisciplinary Perspectives

Second Edition

Editors: Laura L. O'Toole, Jessica R. Schiffman, and Margie L. Kiter Edwards

Publisher: New York University Press

Copyright Year: 2007

ISBN: 9780814762103

Battle Cries:

Black Women and Intimate Partner Abuse

Author: Hillary Potter

Publisher: New York University Press

Copyright Year: 2008

ISBN: 9780814767306

Invisible No More:

Police Violence Against Black Women and Women of Color

Author: Andrea J. Ritchie

Publisher: Beacon Press

Copyright Year: 2017

ISBN: 9780807088982

These texts are available for purchase through the campus bookstore. They may be available for check-out through the campus or area libraries as well. Please check availability well in advance so that you do not fall behind. Additional readings and videos will be provided through Canvas (listed at end of syllabus though some may be added throughout the semester). You are responsible for printing any hard copies you desire.

Readings should be completed **prior** to the week they are listed. During the week they are listed, you will be expected to be able to discuss and reflect upon the readings. Keeping up with the readings is highly advisable.

SYLLABUS STATEMENTS

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **please let the instructor or teaching assistant aware of any conflicts with exam dates or major due dates requiring attendance within the first two weeks of class.**

See the [campus policy regarding religious observances](#) for full details.

Laptop or tablet computers are allowed while class is in session. However, students are to only use electronic communication devices to take notes or if the professor instructs students to access specific websites. Texting, speaking, or engaging in other activities on mobile phones and other electronic devices is not allowed since these activities can be disruptive to the classroom environment. Repeated warnings to the student(s) violating this guideline will result in the student(s) being told to leave the class for the day. Students may not record lectures or guest speakers unless it is an approved accommodation.

Grades & Assignments

FINAL GRADE BREAKDOWN

Attendance/Participation	10 pts = 10%
Reflections Journal	10 pts = 10%
Book Project	20 pts = 20%
Primary Synthesis Project	30 pts = 30%
Exam	30 pts = 30%
(Optional) Final exam	30 pts = 30%

Letter grades awarded as follows:

A	94-100	C+	77-79.9
A-	90-93.9	C	74-76.9
B+	87-89.9	C-	70-73.9
B	84-86.9	D	60-69.9
B-	80-83.9		

Do not count on rounding. The grades are distributed in a way to make it easy for you to follow your grade. Specifically, in this class you can earn 100 points which is directly converted to 100%. When you miss a point, you lost 1% of your final grade. Please see the instructor or teaching assistant during office hours if you need help checking your grade.

Grades will be posted within a timely fashion generally within two weeks of the due date. Students have one calendar week from the date of posting to contest their grade with the teaching assistant during office hours or by appointment. Contesting a grade does not guarantee that your grade will be adjusted; indeed it is unlikely that grades will be adjusted. After the contestation week, grades are final.

ATTENDANCE POLICY

Attendance will not be taken during each class period. Rather attendance will be gauged and graded according to the completion of five in-class assignments. These assignments will vary in style and will be due the day of assignment or the next class time according to instruction. Some assignments will be collected within the first 15 minutes of class. If you are late to class and arrive after assignments are collected, you have missed that opportunity for attendance points. The assignments will not be accepted late or outside of class time. These five assignments are worth 2 pts each and count for 10% of your final grade. There may be more than five in-class assignments given. The “extra” assignments will be used to replace missing ones. So, an example scenario is: You miss the first in-class assignment. Six in-class assignments end up being offered throughout the semester. You were present for the next five assignments and received full points for them, so you earn all of the attendance points. You cannot earn more than 10% of your grade with these assignments.

It is unnecessary for you to explain absences. Please obtain notes from your classmates.

REFLECTION JOURNAL

The Reflection Journal (RJ) allows students to process the information provided in the lectures, discussions, and materials independently and in writing. On the syllabus schedule, you will notice RJ prompts which are included to provide guidance for your weekly writings. In addition to the prompt, each entry should consider the following two items:

- 1) What did I expect from this week’s topics/discussion
- 2) What is something that challenged my previous understanding/assumptions

There are no length requirements for the entries and I anticipate that **one to two paragraphs** will be sufficient. It is unnecessary to summarize the readings or lectures beyond what is required to respond to the prompts. Reflection Journals will only be read by the instructor and teaching assistant unless you decide to share with others. Nevertheless, be careful about sharing personal experiences that you would rather keep private. As mandatory reporters, the instructor and teaching assistant are obligated to report our suspicions of victimization that we learn through verbal *or* written communication.

The RJ comprises 10% of your final grade. The first half of the journal will be graded on **October 11**. You will earn up to 5% of your final grade at that point. The final 5% will be awarded when the second half of the RJ is graded. The remainder of the RJ is due on the last day of class **December 13**. Once the first half is collected you may not make up any missing entries. You are expected to bring a hard copy of the journal to submit at the start of class on the due dates, hence you must be present those days. A digital copy must be submitted through Canvas prior to the start of class as well. Late assignments will not be accepted. Failure to submit the hard copy or digital copy is the same as not turning the assignment in at all. Hard copies will not be accepted outside of class time.

Formatting:

There is no length requirement for the entries. The entries must be formatted in a way that is legible, but do not need to conform to a specific style.

BOOK PROJECT

The book project facilitates peer teaching for students. In the first week of class, students will be asked to choose a first and second choice of the following required books: *Las Hijas de Juan*, *Battle Cries*, or *Invisible No More*. As much as possible students will be assigned to a group reflecting their book choice. Although all students are expected to read each book and will be tested on them, for this project the students will focus special attention on their assigned book. The groups will each be expected to present the text to the rest of the class. The style of the presentation is open to the discretion of the groups' members. For instance, groups could give a mini lecture on the book, organize a game show, present an interpretive performance, guided mind mapping, etc. The objective of the project is to reflect the text in a way that conveys meaning. A secondary objective is to provoke the other students to consider the text in a renewed or deeper way because of the presentation.

Presentations will be staggered throughout the semester to align with the readings of the books. Presentations may vary in length but should be at least 15 minutes and no longer than 30. Exceptions can be made with approval from the instructor.

Individual students may perform different roles during the project and, if agreed to by the group, are not required to hold a speaking role. Within your group it may be useful to delegate the following roles (among others):

Note taker – who shares decisions made during meetings via email. This may involve summarizing email threads as well.

Synthesis checkers- you may want a few people to pay special attention to whether the project continues to align with the reading as it develops

Progress checker- someone who checks in on the progress of the project and follows up with others about their role responsibilities (for example, hi note taker, do you think you'll have a chance to send out the final decisions from our last meeting this week?)

Individual members are also required to write a **one to two paragraph reflection** of their groups presentation and **complete an assessment** regarding the contributions of other group members, challenges the group faced, and how those challenges were overcome.. The reflection paragraph should explain what the presentation meant to the individual member and how they interpreted its relationship to the text. Part of each member's grade will be awarded according to the private feedback included in the assessment.

The assessment template is available in Canvas. You may download and then copy and paste into the template or type directly in the template. Your completed assessment should be submitted online prior to the class **following** your presentation day. A hard copy of the assessment should be handed in at the start of class **following** your presentation day. For example, if you are in Battle Cries Group A, you present on September 13. Your assessments are due the following class period on September 18. If you have questions, ask the instructor or teaching assistant. Late assessments will not be accepted. If you do not submit the digital *or* hard copy, you will not receive a grade for the assessment.

The book project comprises 20% of your grade. 5% will be determined by the 1-2 paragraph description of your presentation and the completion of the assessment. The remaining 5% will be assigned by the other members in your group through private assessments of your contributions.

PRIMARY PROJECT

During the first day of class students will be asked whether they would like to do their primary project independently or in a group. Groups will be assigned during the second week of class. During the third week of class, each group and individual will be expected to have chosen their project format from the options below. Each project option will have a rubric provided in CANVAS.

The objective of the project is to have students synthesize the materials, tools, and concepts presented in class to produce something new. The finished projects should reflect an understanding of the course materials and the use of critical thinking skills.

Options (Group or Individual):

Add a Week to the Syllabus – For this option, students are expected to design a section to be added to the syllabus. It may cover a topic not covered in class or cover a different aspect of a topic covered in class. Students will need to do the following:

choose two readings *or* one readings and one video

create a powerpoint to align with a lecture

write up a lecture for the hypothetical first class period of the week

design an activity for the second class period of the week

create an assessment tool such as a quiz- this tool should check that the hypothetical students understood the section's materials

Create an Annotated Bibliography – Students are expected to choose 6 readings not assigned in the course that relate to violence against women and/or girls. (two of the readings can come from the Gender Violence text). Each reading should fit into three different topics covered in the course though two may overlap (for instance: one data reading, two theory readings, one forgotten group reading, two resistance reading). The students need to write a summary of each reading and discuss how it relates to its specific topic area.

Create an Action Plan to Reduce Offending – Students should identify their target group : identified offenders, potential offenders (who may have or have not yet offended), or not yet offenders, and design an action plan to reduce future offending by that group. The action plan should include:

- A document explaining the issue and components of the plan to potential stakeholders (people who must approve the plan or fund it). Make sure to discuss why this plan is distinctive from other initiatives, what it entails, and what support is needed. (2-4 pages)
- A brochure advertising/explaining the plan to people referring participants (such as judges depending on the target group) or directly to participants
 - Should include relevant definitions and real community resources/services that will be involved

Option (Individual only):

Film response – Students should choose a fictional film or television episode that involves violence against women and/or girls to critique with an understanding of the course. The critique should include a brief summary of the film or episode. In addition, a discussion about

how violence against women/ our offenders were portrayed and why it was portrayed that way should be included. Students should consider questions such as:

- is this a “typical” case, victim, offender?
- what possibly motivated the decisions regarding who the victim and offender were and the type of violence involved?

The critique should be approximately 3 to 5 pages when typed double spaced using a 12 pt Times New Roman font and standard 1 inch margins. At least one peer-reviewed article not assigned in class should be cited.

While there are many benefits to group work, some students perform better or at least with fewer anxieties working independently. For this reason, this is an option. However, once you decide to work independently or in a group, you will be unable to switch. Those working in groups will have 5pts out of 30pts determined by their group mates according to their level of collaboration and contribution.

The Project is worth 30% of your final grade. The project is due on **December 6**. For each option, digital and hard copy submissions are required. One group member should be identified as being responsible for each submission. Missing either submission will result in a grade of zero for each member of the group. Early drafts/ideas can be discussed with the instructor or teaching assistant prior to the due date during office hours.

Exams

Two exams will be offered in this course. Each exam will be offered online. No class will be held on the day of the exams. The first exam will be on **NOVEMBER 8** and will cover all material and discussions to that point (Week 1 through Week 11). The exam will open at 11pm and close at 3pm. This allows students to take the exam during the regular class period to reduce scheduling conflicts but also allows a little flexibility. The cumulative final exam will be offered on **DECEMBER 19**. The final exam will cover **all** course materials and information. The final exam will open at 4pm and close at 8pm. For each exam, students are given an 1 hour and 15 minute time limit. The exam will attempt to test the following areas:

- 1) Whether students read and watched the required materials
- 2) Whether students critically considered the materials in light of other concepts introduced through lecture and discussion
- 3) Whether students are able to apply the concepts taught in the class to other situations

You should consider the syllabus to be your study guide. Study groups are recommended. If you have questions about whether a certain concept covered in class will be on the exam the answer is potentially. If you would like study tips, please see the instructor or teaching assistant during office hours.

The exams will be composed of multiple choice, true/false, and short answer questions/prompts.

The final exam is optional. Students who are dissatisfied with their first exam score may take the final exam as a possible replacement. The highest of the two exam scores will make up the 30% exam portion of their final grade. Any student who misses the first exam for some unforeseen reason will have the option of replacing their zero grade with the final exam score. It is not required that any student take the final exam but is highly advisable if the student missed the first exam. A zero for the exam means they cannot earn higher than a 70% in the class. The final is the make-up option for the first exam.

The exams will be offered online. The exam will open and close at the times specified above. Students must begin the exam before the closing time. There will be an one hour and 15 minute time limit for completion. The design of the exam means that students may use their materials and notes to assist them in taking the exam. Students are expected to complete the exams **independently**. Please know that there are several red flags that I will pay attention to and suspected cheating will be attended to. Students may take the exam on any **reliable** computer with a **reliable** internet connection. It is advisable to use the campus labs to reduce the chance of a service glitch but not required. Any issues with the exam must be communicated **during** the designated exam time. This caveat also means that while students can officially begin the exam 1 minute before closing time and still be able to use the full-time limit, they should avoid that in case there is a technological issue. Students who **prefer** to take a written version of the exam in person should let the instructor know via email by September 13 so that the proper arrangements can be made to arrange testing on campus at a scheduled time. Students who require accommodations should go through the proper channels so that those can be arranged properly by September 13 as well.

Again, the make-up option for the first exam is the final exam. Additionally, students simply dissatisfied with their first exam grade may take the final exam in an attempt to get a higher replacement score.

The exam score (from whichever is higher of the two exams) comprises 30% of your final grade.

SCHEDULE

RJ Prompts

Week 1 – Introduction and writing

Read Syllabus for first class

For the second class read the following:

Harvey – Intro

Harvey – Concision and Clarity

Harvey – Using Sources

Treiman

August 28

August 30

What do I want from this class

Week 2 – Privilege and definitions

Read Gender Violence p. 3-9; p. 133-140; 195-202; 247-254; 297-302

Read Cargle (2018)

Read Cocca (2002)

September 4

September 6

Where did my privilege show this week

Week 3 – Studying victimization and data

Read Battle Cries p 1-55

Read Nation's Two Crime Measures

Read Catalano et al. – Female Victims of Sexual Violence

September 11

September 13 *Battle Cries Book Group A Presents*

What is data a reflection of

Week 4 – Occurrences: who, when, where

Read Gender Violence p. 111-130

Read Battle Cries p. 56-114

September 18

September 20 *Battle Cries Book Group B Presents*

How did I previously think about risk

Week 5 – Who is forgotten? – Black Women, Indigenous Women, Women of Color...

Read Gender Violence p. 80-85; 269-275

Read Invisible No More p. 1-69

Read Gray (2012)

Read Gray (2018)

Read Davila (2018)

September 25

September 27 *Invisible No More Group A Presents*

Who is complicit in leaving folks out

Week 6 – Who is forgotten? Trans people

Read Invisible No More p. 70-126

Read Jauk (2013)

Read Stotzer (2009)

Read Townes (2017)

October 2

October 4 *Invisible No More Group B Presents*

How do we remember

Week 7 – Theory – Traditional Criminology

Read Gender Violence p. 33-71; 73-79; 214-222

Read Las hijas de Juan p. 1-80

October 9

October 11 *Las hijas de Juan Book Group A Presents* **REFLECTION JOURNAL DUE**

What elements resonate with my understanding

Week 8 – Theory – Inequality & Power Explanations

Read Gender Violence p. 99-110

Read Shorter (1977)

Read Hartmann & Ross (1978)

October 16

October 18

Does it matter who does the theorizing

Week 9 – Theory – Intersectionality

Read Las hijas de Juan p. 81-198

Read Potter (2013)

Read hooks (unk.)

October 23

October 25 *Las hijas de Juan Book Group B Presents*

What elements do I wonder about

Week 10 – Responses: History and Services

Read Gender Violence p. 287-296

Read Battle Cries p. 115-206

October 30

November 1 *Battle Cries Book Group C Presents*

What does a program need to be successful/what does “success” look like

Week 11 – Responses: Reporting/police

Read Jordan & Pritchard (2018)

Read Chemaly (2016)

November 6

November 8 **Online Exam 1 Open 11am-3pm – No class meeting**

How did I prepare for the exam? What would I like to do next time?

Week 12 Responses: Courts

Read Belknap (2010)

Read Niarchos (1995)

November 13

November 15

What is the role of the police, is that reality

Week 13 FALL BREAK

November 20

November 22

-NONE-Catch up if you have fallen behind

Week 14 – Responses: alternatives

Read Gender Violence p. 409-414; 443-450

Read Invisible No More p. 127-182

November 27

November 29 *Invisible No More Group C Presents*

What alternatives to policing have I heard of

Week 15 – Resistance: fighting back & organizing

Read Kim (2018)

Read Gender Violence p. 465-466

Read Invisible No More p. 183-245

December 4

December 6 *Invisible No More Group D Presents* **PRIMARY PROJECT DUE**

What will I do now?

Week 16 – Resistance: abolition

Read Critical Resistance p. 15-29 & p. 145-155

Read Ritchie (2012)

Read Dubler & Lloyd (2018)

December 11

December 13 **REFLECTION JOURNAL DUE**

Final Exam Open Wednesday, December 19, 4pm-8pm

ADDITIONAL READINGS CITATIONS

Belknap, Joanne. (2010). Rape: Too hard to report and too easy to discredit victims. *Violence against Women* 16(2), 1335-1344.

Cargle, Rachel Elizabeth. (2018). When feminism is white supremacy in heels. *Harpers Bazaar*. <https://www.harpersbazaar.com/culture/politics/a22717725/what-is-toxic-white-feminism/>

Catalano, Shannan M., Erica L. Smith, Howard N. Snyder, and Michael R. Rand. (2009). Female victims of violence. Bureau of Justice Statistics: NCJ 228356.

Chemaly, Soraya. (2016). How police still fail rape victims. *Rolling stone*. <https://www.rollingstone.com/culture/culture-features/how-police-still-fail-rape-victims-97782/>

Cocca, Carolyn. (2002). From welfare queen to exploited teen: Welfare dependency, statutory rape, and moral panic. *NWSA Journal* 14(2), 56-79.

The CR10 Publications Collective. (2008). *Abolition Now!: Ten years of strategy and struggle against the prison industrial complex*. AK Press.

Davila, Vianna. (2018). Nearly every Native American woman in Seattle survey said she was raped or coerced into sex. *Seattle Times*. <https://www.seattletimes.com/seattle-news/homeless/survey-reveals-high-rates-of-sexual-assault-among-native-american-women-many-of-them-homeless/>

Dubler, Joshua and Vincent Lloyd. (2018). Think prison abolition in America is impossible? It once felt inevitable. *The Guardian*. <https://www.theguardian.com/commentisfree/2018/may/19/prison-abolition-america-impossible-inevitable>

Gray, Kishonna. (2012). Intersecting oppressions and online communities. *Information, Communication & Society*, 15:3, 411-428

Gray, Lucy Anna. (2018). Forgotten Women: The conversation of murdered and missing native women is not one North America wants to have - but it must. *Independent News*- <https://www.msn.com/en-gb/news/world/forgotten-women-the-conversation-of-murdered-and-missing-native-women-is-not-one-north-america-wants-to-have-but-it-must/ar-BBLV7sN> .

Hartmann, Heidi and Ellen Ross. (1978). Comment on "On writing the history of rape." *Signs* 3(4), 931-935.

Harvey, Michael. (2003). *The Nuts and Bolts of College Writing*. Hackett Publishing Co.: Indianapolis.

hook, bell. (u.k.) Understanding patriarchy.

Jauk, Daniela. (2013). Invisible lives, silenced violence: Transphobic gender violence in global perspective. In *Gendered Perspectives on Conflict and Violence* edited by Marcia Texler Segal & Vasilikie Demos. Emerald: UK.

Jordan, Carol E. and Adam J. Pritchard. (2018). Mandatory Reporting of Domestic Violence: What do survivors think and what variables influence those opinions? *Journal of Interpersonal Violence*, 1-21.

Kim, Mimi E. (2018). From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. *Journal of Ethnic & Cultural Diversity in Social Work*, 27(3), 219-233.

The nation's two crime measures. (2014). U.S. Department of Justice: NCJ 246832.

Niarchos, Catherine. (1995). Women, War, and Rape: Challenges facing the International Tribunal for the former Yugoslavia. *Human Rights Quarterly* 17(4), 649-690.

Potter, Hillary. (2013). Intersectional criminology: Interrogating identity and power in criminological research and theory. *Critical Criminology* 21, 305-318.

Ritchie, Beth E. (2012). *Arrested Justice: Black Women, Violence, and America's Prison Nation*. New York University Press: New York.

Shorter, Edward. (1977). On Writing the history of rape. *Signs* 3(2), 471-482.

Stotzer, Rebecca. (2009). Violence against transgender people: A Review of United States data. *Aggression and Violence Behavior* 14(3), 170-179.

Townes, Carimah. (2017). Transwomen of color are missing from the conversation about transphobia. Think Progress - <https://thinkprogress.org/trans-women-of-color-are-grieving-and-ignored-6b5b518dcfa/>

Treiman, Donald J. (2009). *Quantitative data analysis: Doing social research to test ideas*. Josey Bass.