

Index

Note: Page numbers followed by an 'n' indicate end-of-chapter notes.

A

academics 237
 see also staff-on-student violations
acceptability, continuum of 23–24, 31–34
activism 130, 131–132, 135–138, 234
 feminist student communities 134–135, 138–144
 freedom of speech 132–133
Ahmed, Professor Sara 4–5
Asian men 48
audit culture 129–130
Australia
 GBV prevalence 83
 Hunting Ground Australia Project, The 94–95
 National Plan to Reduce Violence against Women and their Children 2010–2022 87
 National Union of Students (NUS) 85–86, 86, 100
 Tertiary Education Quality and Standards Agency (TEQSA) 95
 Universities Australia 94–95, 101
 university responses to GBV 85–101
 key challenges 96–100
 recent developments 93–96
 Strengthening Australian Responses to Sexual Assault and Harassment research project 89–93
Australian Defence Force Academy (ADFA) 84, 87, 98
Australian Human Rights Centre (AHR Centre) 89, 92–93
Australian Human Rights Commission 83–84, 86, 87, 89–92

B

behaviour change
 effectiveness criteria 180–183
 Get Savi programme, Scotland 223
 social norms approach 177–178
 transtheoretical model (TTM) 170
Bernstein, Elizabeth 51
Birmingham, Simon 95–96
black feminists 43, 44, 45
black men 52

black women 52–53n
blame 69–70, 173, 174, 181–182, 229
Brownmiller, S. 44
Burkhart, B.R. 68
bystander programmes 6, 11, 34, 75, 226n
 Get Savi programme, Scotland 211
 development 215–223
 learning and recommendations 224–225
 monitoring and evaluation 223–224
 The Intervention Initiative (TII), University of the West of England 169–184
 development 171–172
 effectiveness criteria 180–183
 social norms theory 177–178
 training sessions 172–177, 178–180
 ‘Stand Together’ action research project, University of Lincoln (UOL) 189–205
 night-time economy (NTE) 198–203
 online lad culture 192–197
US 8
bystander theories 171–172

C

Call to End Violence Against Women and Girls (HM Government, 2010) 109
campus culture 75–76
Campus Sexual Violence Elimination Act 2013 72
Cantor, D. 230
carceral feminism 51–52
Change the Course (Australian Human Rights Commission, 2017) 83–84, 86, 90–92, 99
Changing the Culture (UUK, 2016) 116, 120
children 213
 see also young people
Children and Social Work Bill 2017, UK 6
Civil Rights movement, US 43, 44
Clery Act 1990, US 72–73
coercive control 2–3

communities *see* feminist communities
 community readiness 226n
 community service provision 10–11
 complaints *see* formal reporting; informal disclosures
 Conservative government, UK 109
 Conservative/Liberal Democrat coalition government, UK 108–109
 continuum of acceptability 23–24, 31–34
 continuum of experiences 2
 continuum of incidents 1
 continuum of violence 44, 229–231
 court cases 150–151
 crime reporting 72–73
 criminal justice solutions 9–10, 32–33, 108
 criminal justice system 96, 97–98
 criminal law 97
 criminal offences 116, 118, 175
 cultural norms 32
 cyber-sexual violence 98–99

D

devolution 110–111
 Northern Ireland 111–112
 Scotland 114–115
 Wales 112–114
 direct discrimination 154, 155
 disciplinary procedures 96–98, 116–118
 disclosures 74
 see also disciplinary procedures; reporting
 discrimination 157
 Equality Act 2010, UK 153–156
 Human Rights Act 1998, UK 152–153
 domestic abuse 109, 212
 National Domestic Abuse Delivery Plan for Children and Young People, Scotland 213–215
 domestic violence 2–3, 176
 Durham University 7, 116, 226n

E

education 153, 214
 Education Amendments, Title IX, US 70–72, 129–130
 empathy exercise 176
 End Violence Against Women Coalition 162, 163
 equality *see* gender equality; structural inequalities
 Equality Act 2010, UK 117, 150, 153–159, 165n
 Equality and Human Rights Commission 157
Equally Safe (Scottish Government, 2016) 114–115, 119–120

ethnicity 46, 48–49, 52, 52–53n
 see also black feminists
 European law
 Istanbul Convention 159–160
 Victims' Directive 160–161

F

Facebook 50, 98, 192
 family life 152
 feminine behaviour 29–30
 femininity 45, 200, 217
 feminism 9, 43–45
 in bystander programmes 174
 carceral 51–52
 see also postfeminism
 feminist communities 134–135, 138–144
 feminist intersectional framework 232–233
 feminist student activism 130, 131–132, 135–138, 234
 feminist student communities 134–135, 138–144
 freedom of speech 132–133
 Fenton, R.A. 120
 formal reporting 74–75, 91, 99–100, 116, 117
 see also disciplinary procedures; Zellick guidelines
 freedom of speech 132–133
 Funnell, Nina 100

G

gender
 in bystander programmes 218
 elision of 8–9, 111, 193, 212
 significance of 231–233
 gender based violence (GBV)
 conceptualisation 2
 definition 1
 future responses 235–238
 impact on victims 68, 94
 normalisation 25–30, 36
 as part of the continuum of violence 229–231
 prevalence
 Australia 83
 UK 3–4, 42, 106
 US 3, 230
 young people 24–25
 punitive responses 9–10, 32–33, 108
 resistance to 135–138, 233–234
 see also rape; sexual assault; sexual harassment; sexual violence; violence against women (VAW)
 gender equality 110, 111, 114
 gender inequality 1, 115, 212

gender norms 26, 28–30, 32
 gender regimes 32
 Get Savi programme, Scotland 211
 development 215–223
 learning and recommendations 224–225
 monitoring and evaluation 223–224
 Get Savi student union society 204–205
 Gill, R. 132, 133
 Girlguiding 3
 Glover, Professor Barney 93–94
 Goldsmith University 4–5
Good Practice Guide (Welsh Government, 2016) 113–114
Guidance For Higher Education Institutions (UUK, 2016) 164–165
 guilt 66

H

harassment 154
 see also sexual harassment
 Harvard University 76
 hegemonic masculinity 195
 heteronormativity 26–30
 heterosexuality 45, 198
Hidden Marks survey (NUS, 2011) 105
 higher education institutions (HEIs) *see* universities
 homophobia 48
 Human Rights Act 1998, UK 149–150, 151–153
 Hunting Ground Australia Project, The 94–95
Hunting Ground, The (2015) 9, 10, 84, 87

I

identity 172
 incidents, continuum of 1
 indirect discrimination 154, 155
 individualism 8, 10–11
 inequality *see* gender inequality; structural inequalities
 informal disclosures 74
 see also disciplinary procedures
 institutional cultures 32
 intellectual freedom 132–133
 intersectionality 45–46, 51, 179, 232–233
 intervention
 universities 6–7, 119
 see also bystander programmes;
 prevention programmes
Intervention Initiative, The (TII) (University of the West of England) 169–184
 development 171–172
 effectiveness criteria 180–183
 social norms theory 177–178

training sessions 172–177, 178–180
 Istanbul Convention 159–160

J

James Cook University (JCU) 88
 judicial reviews 158–159, 165n

K

Kanin, Eugene 64–67, 68, 69–90
 Kelly, Liz 30, 44
 Kirkpatrick, Clifford 64–66

L

lad culture 4, 42–43, 46–47
 characteristics 34–35
 definition 14–15n
 neoliberalism 49–51
 online 192–197
 power and privilege 47–49
Learning to Labour (Willis, 1977) 46
 legislative gains 44, 67
 LGBT young people 214–215
 LGBT/LGBTIQ students 4, 94, 199
 Lincoln University *see* University of Lincoln (UOL)
 Lisak, D. 51, 68
Local Perspectives (AHR Centre, 2017) 92, 99

M

MacKinnon, C. 71, 73
 male behaviour 28–29, 199–200
 see also lad culture; masculinity
 ‘Male sex aggression on a university campus’ (Kirkpatrick and Kanin, 1957) 65–66
 Marine, S. 76
 masculine capital 232
 masculinity 48, 195, 217–218
 see also lad culture; male behaviour
 May, Theresa 108–109
 media reporting 77, 87, 132
 middle class 47, 48–49, 50
 Miller, P.M. 51, 68
 Mohanty, C.T. 131
 Morrison, David 101
 Mott, H.L. 120
My Life on the Road (Steinem, 2016) 85

N

- Napolitano, J. 73
 National Domestic Abuse Delivery Plan for Children and Young People, Scotland 213–215
National Plan to Reduce Violence against Women and their Children 2010–2022 (Commonwealth of Australia) 87
National Strategy on Violence against Women, Domestic Abuse and Sexual Violence 2016–2012 (Welsh Government, 2016) 113
National Training Framework on Violence against Women, Domestic Abuse and Sexual Violence (Welsh Government, 2016) 114
 National Union of Students (NUS)
 Australia 85–86, 86, 100
 UK 3, 35, 42, 105, 230, 237
 neoliberalism 5, 8, 10, 49–51, 130, 193
 see also postfeminism
 New Labour administration 108
 New South Wales (NSW) criminal law 97
 night-time economy (NTE) 198–203, 205
 ‘no platforming’ 132–133
 Northern Ireland 111–112

O

- Office for Civil Rights (OCR), US 71
On Safe Ground (AHR Centre, 2017) 92
 online lad culture 192–197
 online sexual assault 98–99
 see also social media
 Oxford University *see* University of Oxford

P

- Parks, Rosa 43
 partnership working 214–215
 patriarchy 49–51
 perpetration 68–70
 personal development 140–141
 Phipps, A. 108
 pluralistic ignorance 177
 political representation 110, 111
 postfeminism 193, 196, 204
 power
 gendered 43, 232–233
 lad culture 47–49
 staff versus students 4, 231
 power-based violence 8

- Preventing and Combating Violence against Women and Domestic Violence (Ratification of Convention) Bill 2017, UK 109–110
 prevention programmes 5–7, 11, 31–32, 33–34, 75, 119–120, 216
 see also bystander programmes
 prevention work 213–214
 private life 152
 privilege 47–49
 prohibition on torture 151–152
 public sector equality duty 156–159, 166n

R

- racism 43, 51
 Ramey, Elizabeth 162–163, 164
 Rapaport, K. 68
 rape 43–45, 67, 68–69, 74
 rape culture 47, 195–196, 197
 rape myth acceptance (RMA) 175
 reporting 74–75, 91, 99–100, 116, 117
 see also disciplinary procedures;
 disclosures
 resistance 135–138, 233–234
 role play 179–180

S

- safe spaces 132, 133–134
 schools 23, 114
 Scotland
 Equally Safe 119–120
 gender equality 114–115
 Get Savi programme 211
 development 215–223
 learning and recommendations 224–225
 monitoring and evaluation 223–224
 policy and political context 212–215
 women’s political representation 110
 Scottish Women’s Aid (SWA) 190, 214, 215–217
 service provision 10–11
 sex discrimination 70–71
 sexual assault
 online sexual assault 98–99
 policies 76
 prevalence 3, 24, 42, 67, 83
 sexual harassment
 among young people 24–25
 Equality Act 2010, UK 154–155
 night-time economy (NTE) 198–203
 prevalence 3–4, 42, 83
 in schools 23
 third-party harassment 155, 165n
 university settings 35–37

workplace harassment 231

sexual violence

- among young people 24–25
- conceptualisation 30–31
- cyber-sexual violence 98–99
- early research 64–67, 68, 69–70
- feminist theory 42
- perpetration 68–70
- prevalence 3–4
- in schools 23
- staff-on-student 4–5
- technology-facilitated sexual violence 98
- see also* gender based violence (GBV); rape

Sexual Violence Task Force, Durham University 7

shaming 50, 192

shared social identity 172

‘slut-shaming’ 192

social class 46–49

social identity 172

social justice 9

social media 98–99, 117, 192–197, 204–205

social norm change 226n

social norms theory 177–178

social problems 2

socio-ecological model 212–213

staff-on-staff violations 231

staff-on-student violations 4–5, 231

‘Stand Together’ action research project (University of Lincoln) 190–205

- night-time economy (NTE) 198–203
- online lad culture 192–197

Stark, E. 2–3

Steinem, Gloria 85

stigma 66

Stopping Domestic and Sexual Violence and Abuse in Northern Ireland (DHSSPSNI and DoJNI, 2016) 111–112

Strengthening Australian Responses to Sexual Assault and Harassment research project 89–93

structural inequalities 75–76, 218

student activism 130, 131–132, 135–138, 234

- feminist student communities 134–135, 138–144
- freedom of speech 132–133

support services 10–11

survivors of violence 10, 30–31, 33

Swartout, K.M. 68

Sydney University *see* University of Sydney

T

Talk About It survey (NUS, Australia) 100

technological developments 117

- see also* social media

technology-facilitated sexual violence 98

Tertiary Education Quality and Standards Agency (TEQSA), Australia 95

third-party harassment 155, 165n

This is Abuse campaign 27

Title IX, Education Amendments, US 70–72, 129–130

Tomlinson, B. 133

torture, prohibition on 151–152

transtheoretical model of behaviour change (TTM) 170

trigger warning 132, 133–134

Trump, Donald 64

U

UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 161–162

United Kingdom (UK)

- Equality Act 2010 117, 150, 153–159, 165n
- freedom of speech 132–133
- GBV at universities 105–107
- current developments 115–118
- recommendations 119–120
- GBV policy 6, 108–115
- Northern Ireland 111–112
- Scotland 114–115
- Wales 112–114
- GBV prevalence 3–4, 42, 106
- Human Rights Act 1998 149–150, 151–153
- university students 106
- Women’s and Equalities Committee (WEC) 23, 34

United States (US)

- Civil Rights movement 43, 44
- early research on GBV 64–67
- formal reporting 74–75
- GBV perpetration 68–70
- GBV prevalence 3, 65, 66, 67, 230
- legislation 67, 70–73
- media reporting 77
- prevention 6, 75
- punitive responses to GBV 9–10
- rape culture 47
- Title IX, Education Amendments, US 70–72, 129–130
- university responses to GBV 50–51, 85

universities

- campus culture and university governance 75–76

disciplinary procedures 96–98
 future leadership 236–237
 responses to GBV 4–5, 6–7, 50–51,
 119. *see also* bystander programmes
 role in facilitating feminist communities
 143–144
 as sources of social change 131
 Universities Australia 94–95, 101
 Universities UK (UKK) 118, 236
 Universities UK (UUK) 6–7, 116
 Guidance For Higher Education Institutions
 (2016) 164–165
 University of Durham 7, 116, 226n
 University of Lincoln (UOL)
 ‘Stand Together’ action research project
 190–205
 night-time economy (NTE) 198–203
 online lad culture 192–197
 University of Maine 72
 University of New South Wales 89
 University of Oxford 162–163
 University of Sussex 116
 University of Sydney 47, 88
 University of the West of England
 see Intervention Initiative, The (TII)
 (University of the West of England)
 University of Wollongong 87–88

V

victim-blaming 69–70, 229
 Victims’ Directive 160–161
 violence, continuum of 44, 229–231
 Violence Against Women, Domestic
 Abuse and Sexual Violence (Wales)
 Act 2015 112–113
 violence against women (VAW) 107–108
 UK policy 108–115
 Northern Ireland 111–112
 Scotland 114–115
 Wales 112–114

W

Wales 110, 112–114
 Wesley College, Sydney University 47
 Westminster 110
 white middle class 48–49
 White Ribbon Campaign (WRC) 190,
 214, 225n
 white working class 46
 Willis, Paul 46
 Women’s Aid *see* Scottish Women’s Aid
 (SWA)
 Women’s and Equalities Committee
 (WEC), UK 23, 34
 working class 46, 47, 52
 workplace harassment 231

Y

Yale University 47
 Yik Yak 192, 195–196
 young people 213
 GBV prevalence 24–25
 views on violence 25–30
 continuum of acceptability 23–24,
 31–34

Z

Zellick guidelines 116–118, 152,
 162–164
 Zero Tolerance 214, 225n