

GIVING VOICE TO VICTIMOLOGY IN NORTH DAKOTA



Wendelin Hume
University of North Dakota

Giving Voice to Victimology in North Dakota

This text is disseminated via the Open Education Resource (OER) LibreTexts Project (<https://LibreTexts.org>) and like the thousands of other texts available within this powerful platform, it is freely available for reading, printing, and "consuming."

The LibreTexts mission is to bring together students, faculty, and scholars in a collaborative effort to provide an accessible, and comprehensive platform that empowers our community to develop, curate, adapt, and adopt openly licensed resources and technologies; through these efforts we can reduce the financial burden born from traditional educational resource costs, ensuring education is more accessible for students and communities worldwide.

Most, but not all, pages in the library have licenses that may allow individuals to make changes, save, and print this book. Carefully consult the applicable license(s) before pursuing such effects. Instructors can adopt existing LibreTexts texts or Remix them to quickly build course-specific resources to meet the needs of their students. Unlike traditional textbooks, LibreTexts' web based origins allow powerful integration of advanced features and new technologies to support learning.



LibreTexts is the adaptable, user-friendly non-profit open education resource platform that educators trust for creating, customizing, and sharing accessible, interactive textbooks, adaptive homework, and ancillary materials. We collaborate with individuals and organizations to champion open education initiatives, support institutional publishing programs, drive curriculum development projects, and more.

The LibreTexts libraries are Powered by [NICE CXone Expert](#) and was supported by the Department of Education Open Textbook Pilot Project, the California Education Learning Lab, the UC Davis Office of the Provost, the UC Davis Library, the California State University Affordable Learning Solutions Program, and Merlot. This material is based upon work supported by the National Science Foundation under Grant No. 1246120, 1525057, and 1413739.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation nor the US Department of Education.

Have questions or comments? For information about adoptions or adaptations contact info@LibreTexts.org or visit our main website at <https://LibreTexts.org>.

This text was compiled on 04/23/2026

TABLE OF CONTENTS

Licensing

Acknowledgements

About the Author

1: Chapter 1-Introduction

- 1.1: Explanation – What is Curriculum Infusion?
- 1.2: History
- 1.3: Layout
- 1.4: Encounters

2: Chapter 2 - Domestic Violence

- 2.1: A. Types and Definitions
- 2.2: B. Myths and Realities
- 2.3: C. Fast Facts
- 2.4: D. Impacts
- 2.5: E. Hints for Assisting
- 2.6: F. Risk-Reduction Suggestions
- 2.7: G. Resources and Legal Issues
- 2.8: H. Activist Suggestions and Examples
- 2.9: I. North Dakota/Rural-Specific Information and Issues
- 2.10: J. Cyberlinks
- 2.11: K. Possible Textbook/Article/Reader Suggestions
- 2.12: L. Other Recommended Readings and Resources

3: Chapter 3 - Sexual Assault

- 3.1: A. Types and Definitions
- 3.2: B. Myths and Realities
- 3.3: C. Fast Facts
- 3.4: D. Impacts
- 3.5: E. Hints for Assisting
- 3.6: F. Risk-Reduction Suggestions
- 3.7: G. Resources and Legal Issues
- 3.8: H. Activist Suggestions and Examples
- 3.9: I. North Dakota/Rural-Specific Information and Issues
- 3.10: J. Cyberlinks
- 3.11: K. Possible Textbook/Article/Reader Suggestions
- 3.12: L. Other Recommendations and Resources

4: Chapter 4 - Stalking

- 4.1: A. Types and Definitions
- 4.2: B. Myths and Realities
- 4.3: C. Fast Facts
- 4.4: D. Impacts

- [4.5: E. Hints for Assisting](#)
- [4.6: F. Risk-Reduction Suggestions](#)
- [4.7: G. Resources and Legal Issues](#)
- [4.8: H. Activist Suggestions and Examples](#)
- [4.9: I. North Dakota/Rural-Specific Information and Issues](#)
- [4.10: J. Cyberlinks](#)
- [4.11: K. Possible Textbook/Article/Reader Suggestions](#)
- [4.12: L. Other Recommendations and Resources](#)

[Detailed Licensing](#)

[Bibliography](#)

[Attachments](#)

[Index](#)

[Glossary](#)

[Detailed Licensing](#)

Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

Acknowledgements

Acknowledgments – The authors wish to thank Sherina M. Hume for her unwavering understanding and support of the efforts and hours put into this text whether it took time on weekends or made for many late nights. A big thank you goes out to Graduate student- Tahmid Hassan Jeeshan for his assistance helping out with the text. Good wishes are offered to all the students using this electronic text who are becoming more thoughtful and informed citizens.

About the Author

About the authors – Dr. Wendelin Hume has been an educator and researcher at the University of North Dakota for over 30 + years. She completed her undergraduate degree at Black Hills State University in Spearfish, South Dakota and her masters and doctoral degrees in Criminal Justice and Criminology at Sam Houston State University in Huntsville, Texas. Based in part on her experiences growing up on an Anishinaabe reservation in Northwestern Ontario and on her work in the criminal justice field her academic interests include: tribal justice, restorative justice, and victim issues ranging from cybercrime to family violence. Dr. Hume designed this text and its exercises to provide up-to-date information about the field of criminal justice and to emphasize the skills of critical and creative thinking in a way that will engage readers and strengthen their active reading skills. Her personal interests center around her family, her ranch, contributing time and energy to the community, and her undergraduate and graduate students.



CHAPTER OVERVIEW

1: Chapter 1-Introduction

- [1.1: Explanation – What is Curriculum Infusion?](#)
- [1.2: History](#)
- [1.3: Layout](#)
- [1.4: Encounters](#)

This page titled [1: Chapter 1-Introduction](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume, University of North Dakota](#).

1.1: Explanation – What is Curriculum Infusion?



Image 1.1

A. Explanation – What is Curriculum Infusion?

Curriculum infusion is the process of integrating important related but often neglected content (in this case the Victimology topics of domestic violence, sexual assault, and stalking - particularly in rural areas) into courses that are regularly offered across the curriculum. Because faculty are typically responsible for the development and delivery of the curriculum, this infusion strategy requires thoughtful participation of ideally all faculty within the department for maximum effectiveness in communicating the information and underlying messages to the students. This faculty-designed infusion module may comprise about a three-week unit of a course, its content may wind thematically through a course, or some of the elements and suggestions from the module may be used as occasional additions to regular course content.

Curriculum infusion is an essential strategy since violence prevention and awareness issues must be repeatedly brought into classrooms if significant numbers of students are to be reached. Typically, students have respect for faculty in the learning process. Thus, in the classroom faculty have substantial potential for impacting student attitudes and behavior, including attitudes and behaviors toward violence and safety issues (What is Curriculum Infusion, 2002). Involving faculty to bring prevention and awareness into the classroom through curriculum infusion allows a form of campus-wide prevention programming while educating. A successful curriculum infusion program can also provide important benefits to violence prevention personnel who work out of the student affairs side of the university. Faculty referral of students with violence or abuse problems should increase. Faculty and students can become active supporters of domestic violence and sexual assault awareness days, crime victim rights days and other prevention activities taking place on campus and in the community. There is inherent value in involving students as active learners as prevention and awareness are integrated into a course, particularly because we want the students to become engaged with the prevention information presented and apply it to themselves. The classroom can provide opportunities for discussion, research, writing and other assignments that present students with a forum for exploring domestic violence, sexual assault and stalking issues.

Whether you are a student, faculty member or service provider we hope that you find the information in this text both informative and engaging. The issues raised in this text need to be openly discussed more often so better prevention efforts can take place and so those that would benefit from support or services are able to find them. By working on these issues together, more prevention can take place and our communities on and off campus can be safer for all of us. Thank you for your interest and efforts.

This page titled [1.1: Explanation – What is Curriculum Infusion?](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

1.2: History



Image 1.2

B. History

The idea for the initial curriculum infusion project was developed several years ago by individuals then on the University of North Dakota campus, including such as Bill Bray, Jan Moen, Jim McKenzie, Thomasine Heitkamp, Wendelin Hume, Kay Mendick, and Dick Grosz. With the support of a Department of Justice grant, it was decided to form a consortium called ND WEAV (North Dakotans Working in Education Against Violence). The consortium includes six campuses, corresponding community domestic violence and sexual assault programs, and NDCAWS (North Dakota Council on Abused Women's Services). The college and community participants include: Jamestown College, Lake Region State College, North Dakota State College of Science, University of North Dakota, Fort Berthold Community College, and Mayville State University, S.A.F.E. Shelter in Jamestown, Safe Alternatives for Abused Families in Devils Lake, Three Rivers Crisis Center in Wahpeton, Community Violence Intervention Center in Grand Forks, Fort Berthold Coalition Against Domestic Violence, and the Rape and Abuse Crisis Center of Fargo-Moorhead.

The aforementioned grant had two primary purposes: First, to place an advocate on campus who would work in collaboration with campus administrators and domestic violence/sexual assault service providers to assist students who have been victims of violence. Second, to develop a campus curriculum infusion program that could be utilized within specific academic disciplines on the coalition campuses. The first pioneering work on the curriculum infusion project was completed by Kathy Coudle-King of the English Department at UND, providing not only an example to follow but containing important information that was incorporated into this module.

Recent updates and changes to the original work are the sole responsibility of the author. The views and opinions expressed herein do not necessarily represent those of the Department of Justice nor the University of North Dakota. Appreciation is expressed to Lauren Harper for her editorial feedback and motivation. A special thank you to Sherina Hume for her formatting and research assistance.

This page titled [1.2: History](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

1.3: Layout



Image 1.3

C. Layout

This module is organized into the four main sections of Introduction, Domestic Violence, Sexual Assault and Stalking followed by sections for References, Attachments, and Videos. The three core areas of Domestic Violence, Sexual Assault and Stalking are arranged in similar fashion (see below) so if there is a particular aspect of the module that intrigues, for example Cyberlinks, you will be able to easily locate and use that section within each of the areas. Of course, we hope that you will take the time to look through the entire module and make use of the array of information located therein. Please keep in mind that this module is meant to serve as a tool to add to your current pedagogy and class content, not to replace or infringe upon it.

- A. Types and Definitions
- B. Myths and Realities
- C. Fast Facts
- D. Impacts
- E. Hints for Assisting
- F. Risk-Reduction Suggestions
- G. Resources and Legal Issues
- H. Activist Suggestions and Examples
- I. North Dakota/Rural-Specific Information and Issues
- J. Cyberlinks
- K. Possible Textbook/Article/Reader Suggestions
- L. Other Recommendations and Resources

Readings

Discussion questions and writing assignments are provided in boxes throughout the module. Interactive quizzes are included in each Chapter to gauge student learning and increase retention. Adopters of the text should feel free to modify them for your class purposes.

This page titled [1.3: Layout](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

1.4: Encounters

For instance, to lead into the issue discussed below and encourage students to seek your assistance if needed, begin a class discussion about the importance of providing a respectful class atmosphere. Ask the students to write down three things they have observed in other classes that contributed to a supportive learning atmosphere. Also, encourage them to note and/or visit with you about any issues or concerns they personally might have about their participation in your particular class.



Image 1.4

D. Encounters

Before you start exploring the rest of the module, it is important to make certain that you and any teaching assistants involved with the class are ready for and understand what to do if you are confronted with your own issues and/or encounter victims and survivors in your classroom. This can also apply to students who confront their own issues in a course or are struggling to help a friend who has experienced victimization. If a student or friend seeks you out, it is important to keep in mind that victims may have a hard time directly stating their needs or concerns. It is important to non-judgmentally express your willingness to listen and assist in any way you can. You should probably attempt to find out what prompted the individual to seek you out. Try to determine if there is an immediate crisis that requires emergency intervention. If the person feels he or she is in danger or was recently assaulted, you will need to respond to the situation as a high priority. While such a situation may seem frightening and overwhelming at first, with a little advance preparation you will be able to offer important assistance.

Whatever the situation, try to validate the person's feelings, show your concern and redirect her/his feelings of self-blame. While talking with the individual, try to monitor your own feelings and avoid forcing your own ideas or agenda onto the victim. Have contact information readily available for the hospital emergency room, the university and city police departments, the campus and local victim advocates, and student health services. A variety of useful numbers as an example may be found in Attachment A.

Explore possible sources of personal and emotional support with the person. You may provide suggestions, but avoid using the word "should" as the victim should be empowered to make his/her own choices. If the situation is not urgent, you may help the individual explore sources of academic support as well. Many students suffer academically as a result of a victimization, and you may be in a situation to help them preempt a scholastic disaster. You can help the student prioritize and set long- and short-term goals while advising him/her about how to work with the system in place on campus. Try to make sure that your advice is not authoritative, controlling or judgmental and remember that you do not need to handle this all yourself (GMU 2003).



Image 1.5

While talking with the student, try to avoid making broad promises of confidentiality, particularly if the student may represent a risk to him or herself or there is mandatory reporting on your campus or location. Students who seem suicidal need swift professional intervention and you do not want assurances of strict confidentiality to impede your efforts to help them. Finally, it is quite acceptable to act only as a faculty member and not a counselor. You need only to listen and refer if you do not feel comfortable discussing a problem with a student. Even if you feel comfortable helping students address such issues, you should still consult the resources available and follow any official guidelines both on and off campus. These resources can also benefit you and/or the class teaching assistants if any of the material in this module causes unresolved personal issues to surface.

Image citations

Image 1.1. [Image](#) courtesy of 3485235 under [CC0 1.0](#) via Pixabay.

Image 1.2 University of North Dakota

Image 1.3. [Image](#) courtesy of 7558121 under [CC0 1.0](#) via Pixabay.

Image 1.4. [Image](#) courtesy of 4529717 under [CC0 1.0](#) via Pixabay.

Image 1.5. [Image](#) courtesy of 2691265 under [CC0 1.0](#) via Pixabay.

This page titled [1.4: Encounters](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

CHAPTER OVERVIEW

2: Chapter 2 - Domestic Violence

- 2.1: A. Types and Definitions
- 2.2: B. Myths and Realities
- 2.3: C. Fast Facts
- 2.4: D. Impacts
- 2.5: E. Hints for Assisting
- 2.6: F. Risk-Reduction Suggestions
- 2.7: G. Resources and Legal Issues
- 2.8: H. Activist Suggestions and Examples
- 2.9: I. North Dakota/Rural-Specific Information and Issues
- 2.10: J. Cyberlinks
- 2.11: K. Possible Textbook/Article/Reader Suggestions
- 2.12: L. Other Recommended Readings and Resources

This page titled [2: Chapter 2 - Domestic Violence](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by Wendelin M. Hume, University of North Dakota.

2.1: A. Types and Definitions



Image 2.1

A. Types and Definitions of Domestic Violence

“Domestic violence” may sound like a simple term, but it actually encompasses a horrifying list of abusive behaviors. Domestic violence can assume many different forms, and there are a multitude of varying definitions depending on which text or legal statute one is examining.

While domestic violence has traditionally been defined as violence in the home by spouses, as society’s definitions of family change so have the legal definitions of domestic violence. Increasingly laws now include children, relatives, unmarried persons living together, persons with a child in common, and those in an “intimate relationship” (NCVC 1997).

The following is a useful definition used by the Grand Forks Community Violence Intervention Center as well as others. The perpetrator’s abusive acts are done to achieve compliance from or control over the victim for both now and in the future. Domestic violence not only includes physical violence but may include different means of achieving control over the victim, including:

- Sexual Violence
- Coercion and Threats
- Intimidation
- Emotional Abuse
- Isolation
- Minimizing Acts of Abuse, Denying, and Blaming
- Using Children, Property or Pets
- Economic Abuse

(For an expanded definition, please see Attachment B - "Domestic Violence – Definition")

Sometimes the terms “battering,” or “wife beating,” or “intimate violence” are encountered when dealing with domestic violence information. No matter what term is used, it is important to recognize that battering is a pattern of behavior used to gain power and control over another person through fear and intimidation. It often includes threats and use of violence. The violence can take many forms including:

- Pushing or shoving
- Hitting or slapping
- Strangling or restraining by force
- Pulling hair
- Punching, kicking
- Twisting arms, tripping
- Using a weapon, i.e. gun, knife, blunt object, lit cigarette

(NDCAWS; Women...)

Not all battering is physical but all types of battering can harm a person's sense of self-worth and emotional and psychological well-being. Types of abuse include physical, psychological and sexual abuse, destruction of property and pets, isolation, and a variety of other.

Non-physical forms of abuse include using threats, destroying another's self esteem, name-calling, extreme jealousy, and damaging property in order to control the victim. Batterers use abusive tactics ranging from occasionally to daily, to try to gain power and control over their partners. To more fully understand how encompassing and broad these controlling behaviors are, use the Power and Control wheel (Domestic Abuse Intervention Project) in Attachment C to guide your discussion.

Have the students form groups and discuss what they feel are signs of a healthy relationship. As the groups share their results with the class, be sure to tactfully screen the shared suggestions for behaviors that might actually be deemed controlling. Compare the class suggestions with the behaviors noted on Attachment D – the Equality Wheel. Discuss any similarities and note any differences.

This page titled [2.1: A. Types and Definitions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.2: B. Myths and Realities

B. Myths and Realities

Begin covering this section by discussing what a myth is, perhaps defining it on the board. Then ask the class, individually or in groups, to compose a list of myths associated with domestic violence. Or alternatively, design a quick true/false quiz to assess the current overall level of understanding by the students. Discuss the realities afterward. Have students write about which myths they had held (or even continue to hold) as realities, and which they had known were purely myths. What accounts for their assumptions? Have them reflect on the differing powers of personal experience, anecdotal evidence, and statistics. This may offer an excellent opportunity to discuss the importance and differences of both quantitative and qualitative research.

MYTH #1: Domestic violence only happens to certain kinds of people. If they were____ (fill in the blank) it would not, could not happen to them.

REALITY: Domestic violence happens to people of all ethnic, racial, economic, religious and educational backgrounds, all ages, abilities, personalities, and lifestyles (American Bar Association). Men can be victims; however, 95-98% of all victims are women (U.S. Department of Justice, "Violence"). Conservative estimates indicate that approximately 1.5 million women are abused by their husbands or partners (ACADV). However, it is important to note that a great many victims never report the abuse.

You can use this reality as an opportunity to discuss why people may not report and why there is a social stigma attached to being a "victim." This issue may also tie in with discussions about response rates, the importance of the wording of questions so as not to imply blame, and the importance of confidentiality.

MYTH #2: You can spot an abuser "a mile away" or "I would know if a person was abusive when I met them."

REALITY: Abusers don't wear signs around their necks. They may often be quite charming, initially, and they may be found among the educated, uneducated, wealthy and poverty-stricken. They may be found among every religious faith, as well as among agnostics and atheists. They may be found across race lines, and in heterosexual, homosexual, bi-sexual, and transgendered communities. A woman does not say when she meets her future abuser, "Oh, he looks like he might beat me. I think I'll date him." There may be noticeable indicators if you know what to look for, but then again, there may not.

MYTH #3: Victims are usually adults.

REALITY: According to a 1999 North Dakota Youth Risk Behavior Survey, 11.3% of high school students in the previous year had been physically abused by their boyfriend or girlfriend (Tri-State Rural Collaboration Project, "Dating Violence").

MYTH #4: If the victim would stay out of the abuser's way, or do things correctly, she wouldn't get hurt.

REALITY: Abuse is not about being provoked. The victim can not control the abuser as it is an abuser's choice to act the way he does.

MYTH #5: Batterers do not mean to be violent, they just lose control.

REALITY: Battering is a purposeful behavior aimed at acquiring power and control. The violence is deliberate and the target is specific. Batterers typically do not lose control at work or hit a friend. Batterers batter because it works in gaining control over their partner.

MYTH #6: It was just a one-time occurrence. It won't happen again. S/he promised.

REALITY: According to the Bureau of Justice Statistics, "Battering tends to be a pattern of violence rather than a one-time occurrence. During the six months following an episode of domestic violence, 32% of batterers victimized again" (American Bar Association).

MYTH #7: Victims tend to exaggerate the situation.

REALITY: Actually, victims often "play down" the abuse suffered in order to avoid fully accepting the abuse at the hands of a loved one. It is rare for a victim to exaggerate the violence.

MYTH #8: The physical abuse is continual, occurring all the time.

REALITY: Not necessarily. Often an escalated episode of abuse is followed by a period of relative calm. However, there is continual power and control occurring.

MYTH #9: If it were really "that bad," the victim would leave the relationship.

REALITY: Social, emotional, economic, religious, cultural and legal realities deter victims from picking up and leaving abusive situations. Nevertheless, the true issue should not be why the victim does not leave but rather why society does not make the abuser leave.

- Victims may have been threatened with death if they leave or tell someone about the abuse.
- Abusers may threaten to kill or harm themselves if victims leave.
- Victims may feel they cannot support themselves or their children.
- Victims may be trapped by the exhaustion of surviving within the relationship.
- Victims may feel guilty and blame themselves for the abuse, believing they deserve it.
- Victims may stay for religious reasons. If they leave they may be blamed for a broken marriage.
- Victims may fear humiliation for themselves and partners if the abuse is exposed, particularly in a small community.
- The abusers may threaten to take away the children if the abuse is exposed or the victims try to leave.
- One of the most dangerous times is immediately after a separation because the threat of or actual violence usually increases at these times.
- Most victims want the violence to end, not the relationship. They may love the person who has become the abuser and do not wish to abandon him or her despite the abuse.
- The abusers promise to stop abusing, and the victims hold out hope that the abusers will change their behavior.
- The abusers are not always abusive, and the victims highlight the good times and dismiss the bad.

MYTH #10: Domestic Violence does not occur in same-sex relationships.

REALITY: Domestic Violence occurs in same-sex relationships with the same statistical frequency as heterosexual relationships. According to a 1998 article in the American Bar Association Journal, "The prevalence of domestic violence among gay and lesbian couples is approximately 33% (American Bar Association).

MYTH #11: Domestic Violence is a private affair and others should not intervene.

REALITY: Domestic Violence is a crime and needs to be treated as such by community members and agents of the criminal justice system. Everybody deserves to live without violence.

For Discussion or Writing: How do the myths associated with domestic violence correlate with myths associated with romantic love in our society? (Love will conquer all, love hurts, love is worth suffering for.) Where do such myths stem from? What feeds them and reinforces them? Have students bring in popular culture artifacts that promote these myths or have them incorporate them into an analysis paper about how such myths can be destructive.

This page titled [2.2: B. Myths and Realities](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.3: C. Fast Facts

C. Fast Facts

Facts about Domestic Violence in North Dakota

January – December 2016 (NDCAWS 2018)

- 5,218 new victims (new= unduplicated for the year) received services from crisis intervention centers in North Dakota.
- 6,089 incidents of domestic violence were reported to crisis intervention centers in North Dakota.
- At least 3,702 children were directly impacted by these incidents, and 961 orders of protection were filed with the assistance of domestic violence program staff.
- 92% of the victims were women.
- At least 20% of the victims were under the age of 25.
- 14% of the new victims were disabled. Of those disabled, 52% were mentally ill and 38% were physically disabled.
- Weapons were used in at least 14% of the new cases identified.
- Guns were used in 14% of the cases involving weapons and knives were used in 22% of the cases involving weapons.
- Alcohol use by the abuser only was indicated in 33% of the new cases.
- Alcohol use by both victim and offender was indicated in 9% of the cases.
- Domestic violence accounted for 48% of all physical violence cases statewide (BCI).
- 48% of deaths due to homicide from in 2015 were domestic (BCI).
- Deaths due to homicide for those living on Indian reservations in North Dakota were 8 times higher than that of the general population; 48% of these deaths were domestic-related (BCI).



Video 2.1: MMIW <https://youtu.be/jnybZEDhe9U?si=YXpe5O1-kGsgow7Z>

The above information may be shared by first giving a multiple choice quiz formed from the facts shared here. Often students assume that very little criminal activity happens in a rural state and any incidents they knew about were probably isolated and rare. Encourage them to compare their perceptions with the facts as the quiz is corrected.

Facts about Domestic Violence Nationwide

- 1 in 5 teenage girls needs help to break the silence of teenage dating violence (NCVC 2002).
- From one-fifth to one-third of all women will be physically assaulted by a partner or ex-partner during their lifetime (OVC 2002).
- In 1999, 32 %of all female murder victims were killed by their current or former spouses or boyfriends (OVC 2002).
- During 1997, the National Coalition of Anti-Violence Programs (NCAVP) documented 3,327 cases of lesbian, gay, bisexual, and transgendered domestic violence victimization.

This page titled [2.3: C. Fast Facts](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.4: D. Impacts

D. Impacts

The impact of domestic violence is very widespread. For instance, domestic violence not only can occur in same sex relationships but it is as prevalent in such relationships as in heterosexual relationships. However, such cases may not be handled the same by agents of justice or by service providers. For example, the American Bar Association states:

- Same sex "Victims receive fewer protections."
- "By 1994, there were over 1,500 shelters and safe houses for battered women ... shelters routinely deny their services to victims of same-sex battering."
- "Same-sex batterers use forms of abuse similar to those of heterosexual batterers An additional weapon is the threat of 'outing' their partner to family, friends, employers, and community."



Image 2.3

No matter what the gender of the partner is, domestic violence can have a range of impacts on the victim. While not all crimes are alike, nor are all victims affected the same way, most do experience some sense of loss. Additionally, victims may have injuries such as:

Physical – Victims of domestic abuse often have to deal with bruises, stitches, and broken bones, including but not limited to fingers, ribs, and skull. Domestic violence tends to escalate and, according to the Bureau of Justice Statistics, 2000, "the percentage of female murder victims killed by intimate partners has remained at about 30% since 1976" (Rennison and Welchans, 2000).

Cognitive – Victims may have problems concentrating, and may experience flashbacks that interfere with daily living.

Emotional – Feelings may include: anger, loneliness, depression, confusion, fear, and helplessness. Emotions may feel overwhelming at times.

Relational – The aftermath of victimization may cause discord in relationships. Victims may feel pressure from others to "get on with life," and they may feel misunderstood by relatives and/or friends.

Domestic violence affects not only adult women and men but teens as well. In fact, according to a report in the Family Law Quarterly in 1995, "28% of high school and college students experience[d] dating violence at some point," and "26% of pregnant teens reported being physically abused by their boyfriends [and] battering intensified after he learned of her pregnancy" (American Bar Association).

Brainstorm why teens in particular might not leave an abusive relationship.

Similar to adults, there are many factors involved in why battered teens don't walk away from abusive relationships. It might seem that leaving would be easier for a teen than for an adult married individual who may have economic and marital ties. However, one cannot discount the particular variables of teens' lives that cause them to stay in violent relationships:

- They may fear they will be isolated from friends.
- They may struggle with low self-esteem.
- Teen mothers may have the same financial dependencies as adults with children.
- They may feel enormous pressure to be in a dating relationship.

Explore with the students if they felt this pressure as a teen. Do they feel this pressure now? Is the pressure greater or less now? Why?

- It is only within a (long-term) relationship that a teen girl can be sexually active without getting a "bad reputation."

Explore the sexual norms and expectations for young females compared to young males in our society. How have class members responded to these expectations.

- Girls often believe that it is their job to make the relationship work.

Do students believe this expectation is also present in "healthy" relationships? Students can journal or write about what the expectations are in their relationships and where these expectations came from.

- Their limited experience affords them little opportunity to compare the abusive relationship to a healthy one.
- They may confuse jealousy with love, especially if they grew up in an abusive environment.
- They may be reluctant to turn to adults for help.
- Media violence may create an expectation and atmosphere in which violence is the norm.

In addition to adults and teens, an estimated 3.3 million children are exposed to violence by family members against their mothers or female caretakers" (according to a 1996 American Psychological Association study as reported in *TriState Rural Guide*). Even in a situation where the children are not the primary victims of abuse, they suffer in many ways.

- They get sick more often, have below average self-concepts and loss of empathy, and are "more predisposed to become victims or victimizers" (*Tri-State Rural, Guide*).
- Abductions: "Over half the child abductions that occur in this country involve a history of domestic violence" (*Tri-State Rural, Guide*).
- The children of battered women are "physically abused and neglected as much as 15 times higher than the national average" (*Tri-State Rural, Guide*).
- "Domestic Violence is the single, major precursor to child abuse and neglect fatalities in the U.S." (*Tri-State Rural, Guide*).
- Most tragic of all are the numbers of children who are killed when the abuser kills the adult victim. In one study, "27% of domestic homicide victims were children" (American Bar Association).

The emotional impact on child witnesses may include the following:

- Terror – once the violence has occurred, the children live in fear it will occur again and are always on guard.
- Rage – they may feel anger toward the abusive parent as well as the one who is being abused, because they feel unsafe.
- Confusion and Helplessness – they do not understand what is going on and do not feel that they have any options.
- Guilt & Shame – children are often told that they are to blame for the abuse against their parent.
- Grief and Depression – if the abused parent decides to leave, the child may feel grief over leaving the other parent and perhaps their friends and school.
- Emotional Withdrawal – they may have trouble forming relationships because of low self-esteem, anxiety or depression.

- Fear of Abandonment – they are afraid the family won't stay together or that they may be sent to live with family or neighbors; siblings may be separated.
- Divided Loyalties – in trying to protect their families, children often are forced or feel obligated to lie to teachers or other authority figures. They may also feel torn between the abuser and the abused.
- Identification with the Abuser – children older than 5 or 6 have a tendency to identify with the abuser and lose respect for the victim.

(Tri-State Rural, *Guide*)

Child witnesses may also suffer an impact on their cognitive behavior such as:

- They have learned that anger means violence and is an effective means to get what one wants.
- They learn that adults are not trustworthy.
- They begin to equate love with abuse.
- They may learn to be deceptive and indirect in communicating.
- They may learn stereotypical gender roles with men as aggressor, women as passive (in the case of male abuser, female victim).

(Tri-State Rural, *Guide*)

Witnessing abuse may also have a behavioral impact on a child such as they:

- May suffer developmental delays because of abuse.
- May have learning disabilities.
- May have stress-related illnesses, i.e. sleep disorders, headaches, stomachaches, diarrhea, ulcers, asthma, depression.
- May act out, responding to conflicts with force, coercion, or violence.
- May be more likely to experience running away, homelessness, chemical dependency, or suicide.

(Tri-State Rural, *Guide*)

Witnessing abuse may also lead to physical abuse. According to an American Psychological Association study in 1996, "40-60% of men who abuse women also abuse children" (American Bar Association). The same impacts of physical abuse described previously against adults, of course, applies here to children as well. Also as stated previously, abuse may result in the death of the child.

This page titled [2.4: D. Impacts](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.5: E. Hints for Assisting

E. Hints for Assisting

Most of us know at least one victim of domestic violence who may turn to us for support or guidance. While there is no magical answer that will solve all of their problems, there are some things we can keep in mind as we try to assist them.

- Believe them, listen to them and focus on their feelings.
- Listening may mean there are times of silence while they gather their thoughts.
- Let them know you understand their feelings and ask how you can help.
- Offer to accompany them in seeking assistance of others.
- Offer shelter and companionship so they do not have to be alone.

It is also important to understand that there are some things which should be avoided. Besides being non-judgmental, the following behaviors should be avoided.

- Do not pry into details but let them share as much as they are comfortable with.
- Do not tell anyone else without permission unless there is an emergency.
- Do not tell them what to do but help them explore options.
- Do not plan retribution on your own and turn to authorities if your safety is an issue.

This page titled [2.5: E. Hints for Assisting](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.6: F. Risk-Reduction Suggestions

F. Risk Reduction Suggestions

While no suggestion is fool-proof, the following suggestions may be helpful and can be found in CVIC's "No One Deserves to Be Abused" pamphlet.

1. Call the police – 911

Abuse is a crime. Calling the police means the victim is asking for immediate protection to stop the abuse. The victim should read any written statement for accuracy and get the names and badge numbers of the officers so they can be contacted later with any questions.

2. Get Emergency Medical Treatment – 911

Even if injuries do not appear severe, the victim may be more seriously hurt than s/he suspects. Also, a medical report documents injuries and may help later if the victim decides to seek legal assistance.

3. Leave Home

If the victim believes s/he or her/his children are in danger, s/he should leave immediately with the children. The victim may decide to leave during, after, or in anticipation of an assault.

4. Call the Abuse Crisis Line

Advocates are available 24 hours a day to listen, give assistance, or answer questions. Call the Help Line: 1 (800) 472-2911 or a Sexual Assault & Domestic Violence Crisis Center.

Bismarck: 1(866) 341-7009

Bismark, United Tribes Campus : 1-866-341-7009

Bottineau: 1 (800) 398 - 1098

Devils Lake: 662-0700

Dickinson: 255-4506

Ellendale: 349-5118

Fargo: 293-7273

Fort Berthold: 627-3617

Fort Totten: 866-723-3032

Fort Yates: 866-341-7009

Grafton: 866-435-7490

Grand Forks: 746-8900

Jamestown: 251-2300

McLean County: 462-8643

Mercer County: 748-2274

Minot: 701-852-2258

New Town: 627-3617

Ransom County: 683-5061

Spirit Lake: 766-1816

Stanley: 628-3233

Trenton: 770-5180

Trenton For Native Americans: 572-1806

Valley City: 845-0072

Wahpeton: 642-2115

Williston: 770-5180

5. Go to a Shelter

If the victim is unable to stay with family or friends, a local domestic violence shelter may be able to provide short-term emergency shelter, free of charge. It is important to note, however, that not every community has such a shelter.

6. Go for Counseling

A domestic violence center may offer individual and group counseling for victims. There may be a treatment group for perpetrators as well, and perhaps a therapy group for children who have witnessed violence in their homes. The center can also refer to other mental health services in the community.

Couples or family counseling is strongly discouraged if the abuse has not stopped. Victims are not free to express themselves in front of their partners if they fear being assaulted when they get home.

Encourage students to find out what programs and options are available in their home communities. Perhaps some students can share their findings with the class. Students can be encouraged to think about how they might assist these or other worthwhile programs in their communities.

7. Create a Domestic Violence Safety Plan (See Attachment E: "Domestic Violence Safety Plan" Pamphlet).

8. Victims of criminal attacks who suffer bodily injury may be provided with monetary compensation under the ND Crime Victims Reparation Act. "Victims may be eligible for payments of medical expenses, lost wages, and mental health counseling. Dependents of deceased victims may also be eligible for certain benefits, including funeral expenses. The Crime Victims Reparations Fund only pays for loss not paid by other sources" (North Dakota Office of the Attorney General).

9. It may also be important to know that "if an offender is convicted and is placed on probation or parole, the court must consider ordering the offender to make restitution, which is payment to cover the costs of the victim's injuries, damages, or loss. An order does not guarantee restitution will be awarded and many times it is not possible. However, the prosecutor will make every effort to see that restitution is paid if ordered" (North Dakota Office of the Attorney General).

This page titled [2.6: F. Risk-Reduction Suggestions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.7: G. Resources and Legal Issues

G. Recourses and Legal Issues

The following information can appear full of legalese. The immediate reaction of some might be to skim over it, or omit it all together. However, victims do not have this luxury and they need to become educated about certain aspects of the legal system whether they wish to or not. Have students reflect on what it might be like to be a victim in an abusive situation and be informed of the avenues open to them within the legal system. Have them explore in what ways it might empower them or dis-empower them. Is the difference in part due to their race or social status?

To initiate criminal charges the victim contacts law enforcement and makes a complaint. Law enforcement may open an investigation, and the prosecutor will determine if charges may be brought. If so, the abuser faces the possibility of being ordered to batterers' treatment, fines, and incarceration.

According to the ND Century Code 14-07.1 -11 : An officer may arrest an abuser without a warrant if there is probable cause, or reasonable belief that the abuser has assaulted

- his or her partner or spouse,
- family or household member, or
- any person with whom the abuser has or has had a relationship, including same-sex partners.

The officer need not witness the assault or find other witnesses before arresting both parties in a domestic violence incident however, the officer must consider

- the comparative severity of injuries, and
- whether injuries were inflicted in self-defense.

Victims may also use the civil laws to assist them. Victims may apply for protection orders on their own, without an attorney. According to the 1994 Violence Against Women Act, no fee may be charged for filing or service of a protection order. The protection order may offer various remedies:

- a no-contact provision
- exclusion of the batterer from the victim's home and place of employment
- temporary provisions regarding custody and visitation of the children
- other provisions regarding property, counseling, etc.

Victims should keep the protection order with them at all times, and leave a copy with friends, in the car, or at work. If the order is violated, victims should call the police immediately.

The person asking for the order must appear in court, and a permanent court order may be granted for a period of up to one year. Some states grant orders for longer, others for much shorter periods of time, with the possibility of extension. Violation of a protection order can result in fines, incarceration or both.

It is important to note, however, that rural individuals may experience a significant delay in the arrival of law enforcement to their remote living situation if the order is violated by the abuser. Some victims would not benefit at all from a protection order and may actually be placed in greater danger if they let their guard down because of a false sense of security based on the order. According to a 1997 Florida Governor's Task Force Report, "More than 17% of domestic homicide victims had a protection order against the [assailant] at the time of the killing." Another study examining the impact of protection orders notes that "more violations of protection orders leading to an arrest occurred within 90 days of the orders" (American Bar Association). It is important to know that a "No Contact Order" is not a "Protection Order;" however, a 1997 statute allows warrantless arrest when No Contact Orders are broken in domestic violence cases.

A police officer must arrest an abuser if there is probable cause that the abuser has violated a protection order. Officers may arrest even if they did not witness the incident. Violation of a protection order by stalking a victim is a Class C felony. Violation of a protection order is a Class A misdemeanor for the first violation and up to a Class C felony for subsequent violations. Violation has a maximum penalty of one year in jail, a \$1,000 fine, or both for the first violation and a maximum of five years in prison and a \$5,000 fine, or both for subsequent violations. The typical penalty is often less than the maximum.

If victims choose or feel forced to leave the state in which a protection order was granted, that order should be recognized by law enforcement in other states. This protection came about in 1994 when Congress enacted the Violence Against Women Act (VAWA) "directing jurisdictions to give full faith and credit to valid orders of protection issued by other jurisdictions" (Protecting Victims of Domestic Violence).

Abusers who follow victims across state or tribal lines and violate protection orders "can be arrested and prosecuted if the laws of the enforcing jurisdiction allow this type of enforcement for violations of protection orders" (PCADV). It is important to note that some states require survivors to register or file orders of protection. While North Dakota does not require survivors to register protection orders, it should be pointed out, particularly to out-of-state individuals, that it is recommended in order to facilitate the role of law enforcement personnel.

To register the order, the victim (petitioner) takes the order to the district court clerk and asks to register it in North Dakota. The petitioner will be asked to sign a sworn statement that the copy is up to date and a correct copy of the order. It also states that the petitioner will alert the court if there are any future changes to the order made by the issuing state. If the copy is a certified copy of the order, a copy will be delivered to the court and to the local sheriff's department. It will then be entered into the Protection Order Registry, which is part of North Dakota's Current Warrant Information System (North Dakota Council on Abused Women's Services).

In 1997, the FBI established the National Crime Information Center's (NCIC) Protection Order File. This file is voluntary, however, and does not contain orders from all jurisdictions. There also may be incomplete data or incompatible data with the FBI files. Additionally, there may be a gap when the protection order was filed and when it was entered into the NCIC file. North Dakota is currently working on implementing this process (OVC, 2002).

According to 18 USC sec. 2261, it is a federal crime for a person to travel interstate, or leave or enter Indian country with the intent to injure, harass or intimidate an intimate partner when in the course of or as a result of the travel the abuser commits a violent crime that causes bodily injury. The abuser must intend to commit the domestic violence at the time of travel. It is also a federal crime to cause an intimate partner to cross state lines, or leave or enter Indian country by force, coercion, duress, or fraud if the abuser intentionally inflicts bodily injury on the partner during or as a result of the conduct (PCADV).

Federal law also prohibits an abuser subject to a qualifying order of protection from possessing firearms and ammunition (18 U.S.C. sect. 922[g][8]). Abusers are not banned from possessing guns permanently, only for the time that the order of protection is in existence. Additionally, there are "official use" exemptions, which allow law enforcement and military personnel who are subject to an order of protection to possess their service weapon while on duty (PCADV).

Discuss how effective the students think these laws are. What are their opinions of the "official use" exemption in 18 U.S.C. sect. 922[g][8]? Reflection may also be given to situations in which a woman strikes back at her long-time abuser, is convicted of domestic abuse, and then can not arm herself with a gun in the future. What other situations can students come up with in regard to these laws?

Similarly, but more extensively, 18 U.S.C. section 922(g)(9) prohibits gun or ammunition possession by anyone who has been convicted of a qualifying misdemeanor crime of domestic violence. The law applies to both federal and state misdemeanors that meet certain conditions. The gun ban is permanent, which means that if a person has been convicted of a qualifying misdemeanor, he/she may never legally possess a gun again unless the conviction has been expunged or set aside or the person has been pardoned or has had his/her civil rights restored. There is no "official use" exemption, so law enforcement officers and members of the military are subject to this law, even while on duty. The federal statute is retroactive, so it applies to convictions that occurred before the law went into effect (PCADV).

Have students collect some of the legal documents associated with domestic violence, perhaps examining the "Disorderly Conduct Restraining Order Statutes" in Attachment G. Have them pay close attention to the language used. Who is the audience for these documents? For whom are the documents intended? In what ways does the language obscure the tragedies that the documents are aimed at preventing or addressing? Have students write an essay about how audience changes language, and why this is or is not necessary. Many students may wonder: "Why don't they just use plain English?" Perhaps there are essays they are reading for your class that provoke a similar response. Have students tie these reactions into their discussion.

Law enforcement officers in North Dakota have the following obligations:

- must file reports on all domestic violence calls
- must maintain a state registry of protection orders
- must enter orders into the criminal warrant information system within 24 hours of their issuance. (For more information on ND Domestic Violence Laws, see Attachment F).

Low-cost legal services may be available, based on income levels, for court proceedings in domestic violence cases, child custody, divorce and other legal matters. Call the Legal Aid Association, a private attorney or an abuse crisis center for more information.

Group Project: Have students visit law enforcement personnel, emergency room staff, abuse crisis staff, and/or clergy. Have students discover how attitudes and procedures have changed over the last decade. What are the workers' feelings about these changes? What stories do they tell? Would students be interested in entering this line of work?

This page titled [2.7: G. Resources and Legal Issues](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.8: H. Activist Suggestions and Examples

H. Activist Suggestions and Examples

GROUP ASSIGNMENT: Brainstorm ways the average citizen can help put a stop to domestic violence. Begin within their homes, expand to their communities, their states, their nation, and finally, globally. Try to have each student come up with a different way to help.

To minimize the amount of domestic violence in our communities there are things we can do and actions we can support as volunteers and voters. In our personal lives we can lead by example and model non-abusive relationships. As citizens we need to hold abusers accountable and not minimize abusive behavior. Additional efforts also need to be made to educate in schools by using videos, handouts and small group discussions related to issues such as self-esteem, media violence, conflict resolution and gender roles. Financial and personnel support should be provided to groups to help victims and youth deal with the issues mentioned previously.

We can also examine our and other relationships, and encourage others to do the same, as we look for warning signs of potential abuse within ourselves or others. Though it is not always easy to predict violent or abusive behavior, these warning signs provide some indication. Watch out for individuals who:

- ignore you when you speak
- talk over you
- cross or violate your personal boundaries
- call you names or make accusations
- expect you to alter your way of dress
- try to persuade you with pleas or accusations if you resist their sexual advances
- demonstrate a prejudice about gender, race, religion, ability, sexual orientation
- have displayed violence or abuse against people, animals, objects or the earth
- expect you to alter your free time and your activities because of their jealousy
- demonstrate a lack of self-esteem
- expect you to yield to their desires
- frighten you when they are angry
- blame you for their behavior
- drink heavily or abuse drugs

Obviously, one or even more of these behaviors does not mean the person is a potential assailant. However, these traits and behaviors have been found in individuals who have been assailants (From CVIC literature).

If an individual has been raised in a home or even a society in which battering existed, that person may not recognize that their behavior is destructive or abusive. To identify the potential for abuse, ask yourself the following questions:

- Are you extremely jealous?
- Do you control your partner's activities?
- Do you use physical force to solve problems?
- Do you believe that you are the head of the household and should not be challenged?

If the answers to the above questions are true for you, then you are probably hurting the people you love and should get help from someone who will hold you accountable. Acknowledge that the abuse is your problem and have the courage to seek help.

(Center for Prevention of Sexual and Domestic Violence, 1994).

During class discussion, ask what further suggestions students have. How aware were they of teen dating violence when they were in high school or junior high? How active are they in their communities now? How active do they plan on being in the future?

This page titled [2.8: H. Activist Suggestions and Examples](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.9: I. North Dakota/Rural-Specific Information and Issues

I. North Dakota /Rural Specific Information and Issues

When we discuss issues surrounding domestic violence and why victims may not leave an abusive situation, it is important to look at the particular realities of rural life. Many students in our classes will recognize the following issues as significant to the region they live or have lived in.

1. No Transportation – Rural victims may not have access to a vehicle or even a driver's license. Road conditions during winter may prohibit travel, especially on back roads where snow removal may be intermittent or completely lacking.
2. Nowhere to Go – Rural victims may not have access to a shelter, or the nearest one may be more than an hour away. Going to a shelter means uprooting children from school and extended family and it takes advance planning. It cannot be a spontaneous response.
3. Security – Many rural victims have never lived anywhere else, and leaving the security of a family is a frightening prospect.
4. Livelihood/Lifestyle – Many victims are business partners in the farming or ranching operation.
5. Generational Effects of Domestic Violence – Isolation can be pronounced in rural areas, and the family may be a closed unit. If victims grew up witnessing domestic violence, they may see domestic violence as normal.
6. Shortage of Resources – There is a lack of support services to assist victims in leaving. If they are available, there may be a lack of public awareness as to how to access them. Consider that there may not even be 911 services (Tri-State Rural, *Guide*).

As you can see, isolation is a major factor in keeping victims in an abusive relationship. A victim may be alone with the abuser for several months over the winter if employment is seasonal. Also, a victim's nearest neighbor may be miles away, which increases the batterer's control over the victim. Alcohol use may increase during these periods of isolation, fueling an already volatile situation.

To make matters worse, in addition to lack of telephone or 911 services, there may be long-distance charges for other communities that may only be a few miles away, making it difficult for victims to remain in contact with family and friends. Long-distance charges are often monitored by the abusers. Additionally, a more accepting attitude toward ownership of weapons is common in rural communities. Hunting weapons are common, and victims are often threatened with them (Tri-State Rural, *Guide*).

Native American victims living on reservations face many of the same issues as rural victims. Some of the reasons for staying which apply to victims in rural areas may also apply to Native Americans. There are also additional factors to consider:

1. Racism – Native Americans have experienced a history of prejudice from individuals and institutions; therefore, they may be hesitant in reaching out for help.
2. Inadequate Number and Capacity of Jails - tribal law enforcement may have difficulty in keeping abusers in custody.
3. No Tribal Code –There may not be a tribal code that defines domestic violence as criminal conduct (Tri-State Rural, *Guide*; OVC *Bulletin*) (for tribal sensitive resources see Attachment H).

This page titled [2.9: I. North Dakota/Rural-Specific Information and Issues](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.10: J. Cyberlinks

J. Cyberlinks

In addition to sites referenced within the Sources used for this module, the following internet resources are recommended for further information.

Alabama Coalition Against Domestic Violence : <https://acadv.org/>

American Bar Association Commission on Domestic Violence : https://www.americanbar.org/groups/domestic_violence/

Community Violence Intervention Center: <https://www.cviconline.org/>

First Response to Victims of Crime: <https://ovc.ojp.gov/sites/g/files/xy...eguidebook.pdf>

Girl Scouts of America : <https://www.girlscouts.org/>

Mending the Sacred Hoop: <https://mshoop.org/>

North Dakota Council for Abused Women Services (ND-CAWS): North Dakota Domestic & Sexual Violence Coalition: <https://nddsvc.org/>

National Center for Victims of Crime: <https://victimsofcrime.org/>

National Council of Juvenile and Family Court Judges: <https://www.ncjfcj.org/>

National Criminal Justice Reference Service: <https://www.ojp.gov/ncjrs/new-ojp-resources>

National Bulletin on Domestic Violence Prevention: <https://vawnet.org/publisher/national-bulletin-domestic-violence-prevention>

Office for Victims of Crime: <https://ovc.ojp.gov/>

Office On Violence Against Women: <https://www.justice.gov/ovw>

Strong Hearts Native Helpline: <https://strongheartshelpline.org/>

UND Criminal Justice: <https://arts-sciences.und.edu/academics/criminal-justice/index.html>

UND Sociology: <https://arts-sciences.und.edu/academ...ogy/index.html>

UND Women Studies: <https://arts-sciences.und.edu/academ...ies/index.html>

Women's Rural Advocacy Programs: <https://www.letswrap.com/>

This page titled [2.10: J. Cyberlinks](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.11: K. Possible Textbook/Article/Reader Suggestions

K. Possible Textbook/Article/Reader Suggestions

Boland, M. (1997) *Crime Victim's Guide to Justice*. Naperville, IL: Sourcebooks, Inc.

Connelly, H. (June 1999) *Children Exposed to Violence: Criminal Justice Resources*. Washington, DC.: Office for Victims of Crime.

Jerin, R. and L. Moriarty (1998) *Victims of Crime*. Chicago IL.:Nelson-Hall.

Karmen, A. (2001) *Crime Victims*. Belmont, CA: Wadsworth.

Lurigio, A., Wesley, S. and R, Davis (eds.) (1990) *Victims of Crime*. Newbury Park, CA: Sage Publications.

Price B. and N. Sokoloff (2004) *The Criminal Justice System and Women*, Boston MA.:Mc Graw-Hill.

Roberts, A. (1990) *Helping Crime Victims*. Newbury Park, CA: Sage Publications.

This page titled [2.11: K. Possible Textbook/Article/Reader Suggestions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

2.12: L. Other Recommended Readings and Resources

L. Other Recommended Readings and Resources

Other materials available for distribution or showing to students, include:

“Abuse and Violence in Same-Gender Relationships” (2002) available from NDCAWS.

“Help, Hope, and Healing” (2002) 25 min. video with discussion guide available from the Office for Victims of Crime.

Hyde, J. (2004) *Half The Human Experience The Psychology of Women*. Boston, MA: Houghton Mifflin Company.

James, R. and B. Gilliland (2001) *Crisis Intervention Strategies*; Boston, MA: Brooks/Cole.

“Media and Violence Against Women” (2001) 75 min. video available from NDCAWS.

“Men’s Violence Against Women; Origins, Consequences, and Remedies” (2001) 45 min. video available from NDCAWS.

“National Bulletin on Domestic Violence Prevention” Boston, MA: Quinlan Publishing Group.

“The Dating Bill of Rights” (1998) 26 min. video available from NDCAWS.

Image Citations

Image 2.1. [Image](#) courtesy of 18288 under [CC0 1.0](#) via Pixabay.

Image 2.2. [Image](#) courtesy of 69 under [CC0 1.0](#) via Pixabay.

Video Citations

Video 2.1: MMIW <https://youtu.be/jnybZEDhe9U?si=YXpe5O1-kGsgow7Z> under [CC0 1.0](#) via Youtube.

This page titled [2.12: L. Other Recommended Readings and Resources](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

CHAPTER OVERVIEW

3: Chapter 3 - Sexual Assault

- 3.1: A. Types and Definitions
- 3.2: B. Myths and Realities
- 3.3: C. Fast Facts
- 3.4: D. Impacts
- 3.5: E. Hints for Assisting
- 3.6: F. Risk-Reduction Suggestions
- 3.7: G. Resources and Legal Issues
- 3.8: H. Activist Suggestions and Examples
- 3.9: I. North Dakota/Rural-Specific Information and Issues
- 3.10: J. Cyberlinks
- 3.11: K. Possible Textbook/Article/Reader Suggestions
- 3.12: L. Other Recommendations and Resources

This page titled [3: Chapter 3 - Sexual Assault](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume, University of North Dakota](#).

3.1: A. Types and Definitions



Image 3.1

Sexual assault is a terrifying and brutal crime, which many would rather not think about. However, ignoring the issue does not make it go away, and discussing it may prevent future victimization. As with other forms of victimization, it is important to stress in your discussions that sexual assault of any type is never the victim's fault. No one asks for or deserves to be sexually assaulted.

Before sharing definitions with students, ask them to write their own definitions either individually or as a group. Then provide them with the definitions in this module and have them compare. What did they include, exclude? How difficult was it to write a definition? Discuss any issues that arise during the comparison.

Sexual assault can assume many different forms, and there are a multitude of varying definitions depending on which text or legal statute one is examining. The following is a broad useful definition used by the Grand Forks Community Violence Intervention Center and others.

Sexual assault is any sexual contact or sexual attention committed by force, threats, bribes, manipulation, pressure, tricks, or violence. It includes rape and attempted rape, child molestation, incest, and sexual harassment. Assaultants can be strangers, acquaintances, friends, or family members. The devastating effects of the crime are felt directly by the victims and indirectly by those who love them. (For an expanded definition, please see Attachment I - "Sexual Assault – Definition.")

From a legal as well as a healthy relationship standpoint, a key issue is understanding clearly what "consent" is.

Question 3.1

[Show Correct Answer](#)

Sexual relations should only happen between adults when there is

Ask students to think about their own intimate relationships and what did or would signal consent. Some may feel that consent is implied in various nonverbal actions and that outright discussion is not needed and would “ruin” the moment. Compare their suggestions to the healthy and often legally required aspects of consent explained below.

First, it is important to note that a person may not be able to give consent because of age, or mental or physical incapacity, which can include intoxication. Assuming consent can be given, the individuals must agree of their own free will, not because of fraud or fear. Consent should be verbal and explicit because silence or submission may occur for reasons other than consent. As explained in material available from CVIC, “Consent is based on choice. Consent is possible only when there is equal power. Giving in because of fear is not consent. Going along with something because of deception or feeling afraid to scream or struggle is not consent. If someone can't say “no” comfortably, then “yes” has no meaning (CVIC - *Abuse and Rape Crisis Program* pamphlet).



Question 3.2

[Show Correct Answer](#)[Show Responses](#)

If consent can not be given due to the fact that they are passed out, under the influence of drugs, or asleep, it is safe to assume

A

that consent is implied

B

that there is no consent

Based on the definitions developed above, there are many forms that sexual assault can take such as:

- Gang or Multiple Rape – unwanted sexual contact by two or more persons against another
- Stranger Rape – unwanted sexual contact by someone unknown to the victim
- Acquaintance or Date Rape – unwanted sexual contact by someone known to the victim
- Sexual abuse, including incest – sexual contact by a family member or blood relative
- Marital Rape – unwanted sexual contact by a spouse
- Unwanted sexual contact of any kind
- Obscene phone calls
- Exhibition of sexual parts
- Forcing a person to pose for sexual pictures
- Forcing a person to look at pornography
- Videotaping or photographing a person without that person’s consent
- Forced prostitution

Sexual assault can also be drug induced. In 1996, Congress unanimously passed the Drug-Induced Rape Prevention and Punishment Act, which provides severe sentences of up to 20 years for anyone convicted of possession of a controlled substance with the intent to commit a crime of violence, including sexual assault (North Dakota Prevention Resource Center).

The drugs used are odorless, tasteless and can be slipped into alcoholic drinks, soda pop or other beverages, and not simply at parties but on dates and in other environments when victims are not expecting it, and cause them to become unconscious. The drugs and their names vary, such as G.H.B. (Gammahydroxybutyrate), Liquid E, Liquid X, Grievous Bodily Harm, Roofies (Rohypnol), La Roche, R-Z, Rib, Roll'n'Fall, and the Forget Pill. They all dissolve quickly, tastelessly, and invisibly (or with a slight green tint) in drinks. These drugs can have severe side effects including a deep coma-like sleep, shallow breathing, decreased blood pressure and short-term memory loss. They can also be fatal. If someone thinks they have been drugged, it is important to seek medical attention and be tested right away as traces of the drugs can appear in the blood and urine for up to 72 hours (though typically less) afterward.

If someone has been sexually assaulted it is recommended that they:

- Find a safe environment away from the attacker. Ask a trusted friend to stay with you.

- Preserve evidence of the attack. Do not straighten out the scene of the attack. Don't bathe, douche, use the restroom, or brush your teeth. Write down all the details you can recall about the attack and the attacker.
- Call a victim advocate or counselor.
- Seek medical attention.
- Consider reporting the crime to the police.
- Remember it was not your fault and healing will take time so give yourself the time you need (RAINN).

This page titled [3.1: A. Types and Definitions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.2: B. Myths and Realities

B. Myths and Realities

To assess students' current level of knowledge, give them the quiz found in Attachment J, then discuss the following.

Begin covering this section by discussing what a myth is, perhaps defining it on the board. Then ask the class, individually or in groups, to compose a list of myths associated with sexual assault. Discuss the realities afterward. Have students write about which myths they had held (or even continue to hold) as realities, and which they had known were purely myths. What accounts for their assumptions? Have them reflect on the differing powers of personal experience, anecdotal evidence, and statistics. This may offer an excellent opportunity to discuss the importance and differences of both quantitative and qualitative research.

MYTH #1: Rapists are unknown strangers who jump out of the shadows.

REALITY: Six out of 10 rape or sexual assault victims stated the offender was an intimate, other relative, friend or acquaintance (U.S. Department of Justice). In fact, 83% of college women know their attacker (Community Violence Intervention Center).

MYTH #2: Rape is about sexual urges one cannot control.

REALITY: Rape is a crime of violence and not motivated by sexual desire. Rapists are motivated by the sadistic pleasure they derive and their need to control, dominate, hurt, degrade, and/or humiliate the victim.

A possible analogous story for this follows: Two teens are having sex in one teen's bedroom and the front door slams closed. The teens are hot and heavy, in fact they are in the act. Dad/Mom starts stomping up the stairs to the bedroom, shouting, "Who's in there with you! What are you doing?" Do you think the teens will be able to stop in the middle of the sex act or will they be unable to control themselves? Stopping and grabbing their clothes is an option. Continuing on is a choice one or both makes.

MYTH #3: The victim brought it on her/himself by a) dressing the way s/he did, b) acting the way s/he did, c) being where s/he was, d) looking the way s/he was, e) engaging in certain activities before the assault.

REALITY: No one "asks" to be sexually assaulted. There is an assumption regarding this myth that the power of preventing the crime is in the victim's hands. The power of COMMITTING the crime is in the perpetrator's hands, not the victim's.

Engage the class in a discussion about commonly held misconceptions about a man's right to sex if he paid for an expensive dinner (at what dollar value does the woman "owe" the man?) or if she dresses seductively (what type of dress is seductive and what does that signal?). You might also lead a discussion about scoring and how it devalues women by treating them like objects of conquest.

MYTH #4: It was not rape because she did not resist.

REALITY: It is common for rape survivors to indicate that they feared for their lives and were immobilized by that fear.

MYTH #5: Men cannot be sexually assaulted.

REALITY: Both males and females can be raped by both men or women assailants.

MYTH #6: It is not sexual assault if there is no penetration of the vagina or anus.

REALITY: The definition of sexual assault is ANY sexual contact without consent or when it is impossible for the victim to give consent. (See previous definitions.)

MYTH #7: Sexual assault only happens to certain types of people.

REALITY: Sexual assault happens to people from every race, gender, religious background, sexual orientation, and economic class. It happens to infants, the elderly, people who are married and single, the strong and the weak. There is no telling whom a predator will choose as a victim.

MYTH #8: You can spot a sexual assailant.

REALITY: Just as victims come from all walks of life, so do assailants.

MYTH #9: A lot of victims cry "rape" when it never happened.

REALITY: Victims are no more likely to make false reports about rape than individuals who falsely report other felonies. Only about 2-8% of all rape and related sex charges are determined to be false (Jerin & Moriarity 1998).

MYTH #10: A real survivor will appear hysterical after the attack.

REALITY: There may be many stages that a woman will go through after the assault, including a phase during which the survivor will appear to be very much in control of her emotions. This is a normal coping mechanism for many, though not all.

MYTH #11: I live in a small rural community with a low crime rate; therefore, I don't have to worry.

REALITY: Sexual assault occurs in every environment: the city, the suburbs, small towns and rural areas. Also, it is estimated that only one in 10 rapes are ever reported (North Dakota Prevention Resource Center).

Discussion/Essay Topic: How do classism, racism, and/or sexism figure into these myths? What is the role of patriarchy in perpetuating them? A good piece for discussion is Susan Griffin's essay, "Rape, the All American Crime" (1971). If you want to really provoke conversation have students read "Fraternities and Rape on Campus," by Patricia Yancy Martin & Robert A. Hummer in Gender & Society, Vol. 3, No. 4, Dec. 1989.

This page titled [3.2: B. Myths and Realities](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.3: C. Fast Facts

Have students individually list questions they may have about sexual assault. Then divide the class into small groups. Have them research the questions on the Internet during a class period. This assignment will allow students to research in small groups and also affords an opportunity to discuss the validity of certain web sites. During the next class period, students may share the results of their findings with the class. (Useful websites are listed in section J.)

In North Dakota For Year 2016

Twenty sexual assault crisis centers served 1,098 primary victims and 290 secondary victims of sexual assault.

At least 368 of primary victims were under the age of 18 at the time of the assault/s.

At least 87% of victims were female.

At least 95% of assailants were male.

At least 3% of assailants were female.

At least 65% of the cases reported to Crisis Centers were also reported to law enforcement.

At least 73% of the adult assaults were rape, 4% were attempted rape, and 23% were other types of sexual contact.

In at least 41% of the cases, the assailant was a friend/acquaintance/date of the victim.

At least 21% of the cases were incest or indicated a history of incest.

At least 38% of the assaults occurred in the victim's or assailant's home.

Nationally

Women ages 16 to 24 experience rape at rates four times higher than the assault rate for all women.

Native Americans are raped at a rate more than double that of rapes reported by all races on an annual average. (All races: 2 per 1,000; Native American: 35 per 1,000) [NDCAWS *Violence*.]

College women are at greater risk for rape and other forms of sexual assault than women the same age but not in college.

It is estimated that almost 25% of college women have been victims of rape since the age of 14 (Sampson).

Discussion: Students may wish to discuss the predatory feelings this information may conjure up in their minds. Does it set men up to be predators and women to be prey? Who are the bad guys? Must a female assume all men are potential predators? How concerned are the male students about becoming victims of this type of crime?

Most injured rape, attempted rape, and sexual assault victims did not receive treatment for their injuries (Rennison, 2002).

"Approximately two-thirds of rapes/sexual assaults occurred at night - 6 p.m. to 6 a.m" (U.S. Department of Justice 2).

"At least 32% of victims were referred to sexual assault providers by themselves, friends, or family members. " (North Dakota Council on Abused Women's Services/Coalition Against Sexual Assault in ND, numbers for the year 2014).

Discussion: Consider the impact of the facts if we change the verb tense. For example, what is the difference when we say "one in 4 women was raped," and when we say "one in 4 women will be raped," or even "one in 4 women are raped." What is the cognitive and emotional difference?

This page titled [3.3: C. Fast Facts](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.4: D. Impacts



Image 3.2

After a sexual assault the victim's feelings may be unpredictable and may range from possible numbness to sadness, grief, terror, or confusion. Different victims react in different ways thus, their feelings may be expressed or controlled. The victim may be outwardly upset or appear very calm. Additionally, the victim may experience loss of appetite and disturbance in sleep patterns (Community Violence Intervention Center, *Ensuring*).

Many victims continue to experience negative emotions and reactions long after the rape. Victims may even mentally and physically relive the assault many times (flashbacks). These continued reactions are often termed "Rape Trauma Syndrome" or "Rape-related Post Traumatic Stress Disorder (PTSD)". Victims suffering from PTSD may:

- be afraid they will see the rapist, be afraid of all men (in the case of a male perpetrator) for a time, may be afraid to leave home or afraid of crowds because trust in their environment was destroyed.
- experience physical discomfort, nightmares, loss of appetite, sexual dysfunction, and extreme mood swings.
- experience a prolonged grieving process and may go through cycles of denial, resolution, anxiety, and grief.

(North Dakota Council on Abused Women's Services, *Friends*)

Victims should carefully consider accessing medical services. In addition to being physically bruised or injured, victims may wish to be tested for sexually transmitted infections, pregnancy, and HIV/AIDS. Victims may wish to call a sexual abuse crisis center in order to have an advocate accompany them to the doctor's office or hospital (see Appendix K).

A nurse will be present to explain the exam and will stay through the procedures. Evidence of assault will be collected when possible, therefore, victims should refrain from showering, douching or changing clothes before seeking medical assistance. The hospital exam is most effective within 72 hours of the assault so that physical evidence can be collected.

Victims may consent to a medical exam and refuse evidence collection. It is their choice. Medical personnel are required to report the assault to police as soon as possible. Even if victims have not received medical treatment within 72 hours, it is still important to see a doctor (CVIC *Sexual Assault*).



Question 3.4

[Show Correct Answer](#)

Which of the following are reasons why a medical exam should be performed after a sexual assault?

- A** To check for diseases like STD's and HIV
- B** To check for injury and pregnancy
- C** To collect evidence and ensure a successful prosecution
- D** Both A and B

This page titled [3.4: D. Impacts](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.5: E. Hints for Assisting

Most of us know at least one victim of sexual assault who may turn to us for support or guidance. While there is no magical answer that will solve all of their problems or take away what has happened, there are some things we can keep in mind as we try to assist them.

- Believe them. People rarely lie about abuse or sexual assault.
- Listen to them and concentrate on understanding their feelings.
- Let them know that you understand their feelings. For example, you might say, "You must have been very frightened" or "I'm sorry that this happened to you. It wasn't your fault."
- Ask how you can help.
- Be patient. Remember, it will take time for them to deal with the crime.
- Avoid cutting off victims' expression of their emotions.
- Inform them about available resources.
- Help them to regain a sense of control. Support them in making decisions about whom to tell and how to proceed. Accept their choice of solution to the rape – even if you disagree with what they are doing.
- Offer shelter or companionship so that they do not have to be alone.
- Offer to accompany them in seeking assistance (medical, police, counseling, etc.).
- Remind them that what happened to them was not their fault.
- It is also important to understand that there are some things that should be avoided. In addition to being non-judgmental, the following behaviors should be avoided:
 - Don't ask questions that imply that what happened was their fault, such as "Why did you go to his room?" or "Why did you stay with her?"
 - Don't pry. Allow them to tell you only as much as they wish.
 - Don't judge.
 - Don't touch or hug them unless you are sure that they are comfortable with physical contact.
 - Don't tell anyone about what happened without permission.
 - Don't tell them what to do. Help them explore the options and allow them to decide whether to report the assault to the police.
 - Don't be overly protective.
 - Don't let your own feelings get in the way of helping. Know your limitations. Tell them your limits about how much time and energy you can give, rather than making unrealistic commitments. If you are unable to help, refer to someone who can.

Contact a Sexual Assault or Domestic Violence Center: 1-800-472-2911 or 1-800- 656-4673/ 1-800-656 HOPE (CVIC, *Helping A Friend*; RAINN).

This page titled [3.5: E. Hints for Assisting](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.6: F. Risk-Reduction Suggestions

You cannot always avoid sexual violence, but there are some things you can do to minimize your chances.

- Examine your sexual desires and limits before a sexual encounter so you can let your limits about the level of intimacy you want in a relationship be clearly known to your date.
- Know that you are never responsible for fulfilling anyone else's sexual needs, and that love is not synonymous with sex.
- Use assertive speech and body posture.
- Have your own transportation or taxi fare.
- Avoid secluded places, including houses, apartments, and rooms in residence halls and fraternity/sorority houses.
- Go with friends to parties and clubs. Watch out for each other, have at least one person stay sober and leave together.
- Be aware that using alcohol or drugs makes you more vulnerable because you are less able to assess the danger and escape.
- Don't leave your beverage unattended or accept a drink from an open container.
- Trust your discomfort; if you sense potential danger, listen to your instincts.
- Be aware of your surroundings at all times.
- Be aware of individuals who:

o Ignore your wishes

o Attempt to make you feel guilty or accuse you of being 'uptight' or 'stuck-up'

o Ignore your personal boundaries

o Do not listen, or disregard what you are saying

o Are under the influence of alcohol or other drugs

- Get out of violent or uncomfortable situations, if possible.
- Do not become isolated with someone you do not know or trust.
- Be impolite if necessary.
- Protest loudly.
- Leave.
- Go or help.

This page titled [3.6: F. Risk-Reduction Suggestions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.7: G. Resources and Legal Issues

Sexual assault is a crime, and a victim is protected under the law. The North Dakota Century Code addresses sexual assault. Please refer to Attachment L for the statutes. If convicted of sexual crimes, the offender must register as a sex offender for up to 10 years. If you are curious as to the presence of sex offenders in your area, you may call your local police department and request the addresses of such offenders who have registered or you may look at the database online. There are additional statutes covering related crimes such as indecent exposure, corruption of a minor, incest, and surreptitious intrusion (window peeping).

The North Dakota Crime Victims Compensation Fund may be able to assist with medical costs. To qualify, the victim must report the rape to the police within 72 hours, cooperate with law enforcement in their investigation and file an application within a year of the crime. The fund is a secondary source that pays for what the victim's primary insurance does not. Survivors of sexual assault are encouraged to call 1-800-472-2911, which is available 24 hours, seven days a week. They may also contact a local crime victim witness program.

Ask students if they would know their rights as an offender. See how many they can list and ask them how they know these rights (typically they heard them on television). Then ask them if they would know their rights as a victim and compare to the list below. Discuss why these rights are not as readily portrayed in the popular media.

Victim rights vary somewhat from state to state, but typically sexual assault victims have the right to:

- Live without violence.
- Report the attack to a law enforcement agency and expect that action will be taken to apprehend and convict the offender in a timely, respectful manner.
- Be informed of the nearest crime victim assistance program or resource.
- File a civil suit against the attacker.
- Request that law enforcement withhold their identity from the public.
- Be notified of their rights, any proposed plea agreement, final disposition of the criminal case, and the offenders release or escape.
- Protection from HIV by requesting that a convicted sex offender be tested.
- Request a speedy trial.
- Submit a Victim's Impact Statement at sentencing.
- Restitution as discussed above.

If the sexual assault occurs on a college campus, the victim may report the crime to campus police. The victim will file a report and the campus police will investigate. The Campus Security Act of 1990, amended in 1998, requires institutions of higher education to distribute to all current students and employees, and applicants for enrollment or employment, two types of information: (1) Descriptions of policies related to campus security, and (2) Statistics concerning specific types of crimes. Amendments enacted in 1998 were renamed Title 11 and are now known as the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The amendments require the disclosure of crimes that are reported to police and campus officials other than police, along with a breakdown of locations of criminal activity to be specified as on-campus, non-campus, residence hall or public property (University of Arkansas).

Each campus may have a different method for handling accusations of sexual assault or violence on campus. For example, at the University of North Dakota in Grand Forks, offenders may be subject to appropriate adjudication processes, disciplinary action, and/or criminal proceedings.

At the University of North Dakota, a victim may file a complaint on campus and/or a criminal complaint with law enforcement. The victim does not need to file a police report in order to file an administrative complaint through the Student Affairs and Diversity Office and is entitled to campus counseling services, support from Student Health, the University Community Violence Intervention Center Advocate, Affirmative Action, and other resources in the community. The individual accused is also entitled to support and counseling. The [University Code of Student Life](#) outlines procedures for on-campus adjudication (University of North Dakota *Sexual Assault Policy*).



Question 3.5

[Show Correct Answer](#)
[Show Responses](#)

Match each of the following websites with the appropriate entity.

Premise

Response

1	Student Affairs and Diversity	→	A	http://www1.und.edu/student-affairs/
2	University Counseling Center	→	B	http://www1.und.edu/health-wellness/counseling-center/
3	Student Health Services	→	C	http://www1.und.edu/health-wellness/student-health/
4	Community Violence Intervention	→	D	http://www1.und.edu/student-life/cvic-at-und.cfm
5	Affirmative Action Office	→	E	http://www1.und.edu/affirmative-action/

Group Exercise: Have students obtain procedures for filing a sexual assault complaint on campus. Many schools have their crime statistics on the Internet. Have them compare statistics. (It is remarkable how many campuses report zero or few sexual assaults. What does this suggest?) How hard was it to obtain this information? Have another group of students obtain the most recent year's statistics on sexual assault on campus. How hard was it for them to obtain these numbers? What do the numbers seem to suggest? Are they reflective of what they have "heard"? How aware were they of this information before this assignment? This assignment should provide a wonderful opportunity to discuss the expression, "numbers don't lie," and how this relates to research.

This page titled [3.7: G. Resources and Legal Issues](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.8: H. Activist Suggestions and Examples

GROUP ASSIGNMENT: Brainstorm ways the average citizen can help put a stop to sexual assault. Begin within their homes, expand to their communities, their states, their nation, and finally, globally. Try to have each student come up with a different way to help.

To lessen the number of sexual assaults that take place in our country, we all need to do what we can in our lives and our communities. Suggested actions include:

- Organize neighborhood patrols against sexual assault.
- Take a vocal stand at home, work, places of worship, and so on - opposing violence against women.
- Educate other victims.
- Draft, pass and enforce laws.
- Challenge attitudes and language that degrade women and girls.
- Create memorial monuments to victims.
- Demonstrate positive behavior to boys and girls, relatives and friends.
- Have ongoing international criminal tribunals on crimes against women with law making and enforcement powers.
- Raise more money to protect witnesses and support victim advocates and organizations.
- Get involved with activities during Sexual Assault Awareness Month in April.
- Coordinate self-defense training for girls and women.
- Advocate swift, effective prosecution of rapists.
- Advocate for more civil suits.
- Distribute rape prevention educational information.
- Encourage and listen when survivors speak out.

GROUP OR INDIVIDUAL ASSIGNMENT: Some individuals advocate physical memorials for rape victims and survivors. Some have suggested there needs to be a rape museum that would memorialize rape victims, much as we have done for soldiers who have served in wars. The museum would perhaps be along the lines of the Holocaust Museum in Washington, D.C., which serves to remember those who were killed and to educate the living. Have students write a paper advocating for such a museum or opposing one. If they take the position that such a place needs to be constructed, have them design what it might include and what purposes it might serve. If they oppose such a building, have them develop arguments on why society does not need such a place. An additional step might be to have them research previous pro/con arguments made on this topic.

This page titled [3.8: H. Activist Suggestions and Examples](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.9: I. North Dakota/Rural-Specific Information and Issues

When we discuss issues surrounding sexual assault, it is important to look at the particular realities of rural life. Many students in our classes will recognize the following issues as significant to the region they live or have lived in.

1. No Transportation – They may not have access to a vehicle or even a driver's license, so traveling to town to report a crime or seek medical attention may not seem practical. Road conditions during winter may prohibit travel, especially on back roads where snow removal may be intermittent or completely lacking.
2. Nowhere to Go – Victims who are assaulted by a family member or relative may not have access to a shelter, or the nearest one may be more than an hour away. Going to a shelter means uprooting children from school and extended family and it takes advance planning. It can not be a spontaneous response.
3. Security – Many rural victims have never lived anywhere else, and leaving the security of other family members to escape the actions of one, is a frightening prospect.
4. Generational Effects of Sexual Abuse – Isolation may be pronounced in rural areas, and the family may be a closed unit. If victims grew up with the offender or married into the family, they may fear not being believed or even being blamed by other members of the family who do not understand the dynamics of sexual abuse. In particular, many Native American women have internalized the victimization, and sexual abuse has become commonplace (NDCAWS; *Sexual*).
5. Shortage of Resources –There is a lack of support services to assist victims. If they are available, there may be a lack of public awareness as to how to access them. Consider that there may not even be 911 services (Tri-State Rural, *Guide*; OVC *Bulletin*).

This page titled [3.9: I. North Dakota/Rural-Specific Information and Issues](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.10: J. Cyberlinks

In addition to sites referenced within the Sources used for this module, the following internet resources are recommended for further information.

Community Violence Intervention Center: <https://www.cviconline.org/>

First Response to Victims of Crime: <https://ovc.ojp.gov/sites/g/files/xy...eguidebook.pdf>

Lifetime Television: <https://www.mylifetime.com/>

North Dakota Domestic & Sexual Violence Coalition : NDCAWS:<https://nddsvc.org/>

National Center for Victims of Crime: <https://victimsofcrime.org/>

National Council of Juvenile and Family Court Judges: <https://www.ncjfcj.org/>

National Criminal Justice Reference Service: <https://nij.ojp.gov/library/publicat...ers-and-agents>

Office for Victims of Crime: <https://ovc.ojp.gov/>

Office On Violence Against Women: <https://www.justice.gov/ovw>

Rape, Abuse & Incest National Network: <https://rainn.org/>

Strong Hearts Native Helpline:<https://strongheartshelpline.org/>

Women's Rural Advocacy Programs: <https://www.letswrap.com/>

This page titled 3.10: J. Cyberlinks is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by Wendelin M. Hume.

3.11: K. Possible Textbook/Article/Reader Suggestions

Boland, M. (1997) *Crime Victim's Guide to Justice*. Naperville, IL: Sourcebooks, Inc.

Connelly, H. (June 1999) *Children Exposed to Violence: Criminal Justice Resources*. Washington, DC: Office for Victims of Crime.

Jerin, R. and L. Moriarity (1998) *Victims of Crime*. ; Chicago IL:Nelson-Hall.

Karmen, A. (2001) *Crime Victims*. Belmont CA:Wadsworth.

Lurigio, A., Skogan, W. and R. Davis (eds.) (1990) *Victims of Crime*. Newbury Park, CA: Sage Publications.

Minnesota Indian Women's Resource Center *Songidee Biimadaziwin*. Minneapolis, MN.

Price B. and N. Sokoloff (2004) *The Criminal Justice System and Women*, Boston MA: McGraw-Hill.

Rennison, C. (2001) *Violent Victimization and Race 1993-98*. Washington, DC: Bureau of Justice Statistics.

Roberts, A. (1990) *Helping Crime Victims*. Newbury Park, CA: Sage Publications.

Sampson, R. (2002) *Acquaintance Rape of College Students*. Washington, DC:Office of Community Oriented Policing Services.

OVC Bulletin(1992) *Victim Programs to Serve Native Americans*. Washington, DC: Office of Justice Programs.

This page titled [3.11: K. Possible Textbook/Article/Reader Suggestions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

3.12: L. Other Recommendations and Resources

Other materials available for distribution or showing to students, include:

“Breaking the Silence” (2002) 20 min. video available from NDCAWS

“From Crush to Cruelty: Dating Violence in Rural and Remote Areas” (1999) 14 min. video available from NDCAWS.

“Help, Hope, and Healing” (2002) 25 min. video with discussion guide available from the Office for Victims of Crime.

Hyde, J. (2004) *Half The Human Experience The Psychology of Women*. Boston, MA: Houghton Mifflin Company.

James, R. and B. Gilliland (2001) *Crisis Intervention Strategies*. Boston, MA: Brooks/Cole.

“Media and Violence Against Women” (2001) 75 min. video available from NDCAWS.

“Men’s Violence Against Women; Origins, Consequences, and Remedies” (2001) 45 min. video available from NDCAWS.

“Rape in the Heartland” (1991) 60 min. video available from NDCAWS.

“The Dating Bill of Rights” (1998) 26 min. video available from NDCAWS.

“Our Stories” (2000) 21 min. video available from NDCAWS.

“Widening the Circle” (2002) 22 min. video available from NDCAWS.

Image Citations

Image 3.1. [Image](#) courtesy of 1617558 under [CC0 1.0](#) via Pixabay.

Image 3.2. [Image](#) courtesy of 67202 under [CC0 1.0](#) via Pixabay.

This page titled [3.12: L. Other Recommendations and Resources](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

CHAPTER OVERVIEW

4: Chapter 4 - Stalking

- 4.1: A. Types and Definitions
- 4.2: B. Myths and Realities
- 4.3: C. Fast Facts
- 4.4: D. Impacts
- 4.5: E. Hints for Assisting
- 4.6: F. Risk-Reduction Suggestions
- 4.7: G. Resources and Legal Issues
- 4.8: H. Activist Suggestions and Examples
- 4.9: I. North Dakota/Rural-Specific Information and Issues
- 4.10: J. Cyberlinks
- 4.11: K. Possible Textbook/Article/Reader Suggestions
- 4.12: L. Other Recommendations and Resources

This page titled [4: Chapter 4 - Stalking](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume, University of North Dakota](#).

4.1: A. Types and Definitions



Image 4.1

We often hear about stalking when it happens to celebrities, but stalking can happen to anyone.

Before sharing definitions with students, ask them to write their own definitions either individually or as a group. Then provide them with the definitions in this module and have them compare. What did they include, exclude? How difficult was it to write a definition? Discuss any issues that arise during the comparison.

According to North Dakota Stalking Law, to "stalk" means to engage in an intentional course of conduct directed at a specific person which frightens, intimidates, or harasses that person, and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to experience fear, intimidation, or harassment.

Such behavior might include following an individual, leaving notes, or making harassing phone calls, mailing, e-mailing, spying, showing up at the person's place of work, leaving objects for the person, and/or vandalizing property of the individual - all on a repeated basis. Often the actions will quickly escalate. The stalker's actions may be motivated by an intense affection for, or an extreme dislike of, the victim. As with the other forms of victimization discussed in this module, the offender is obsessed with controlling the victim's actions and feelings.

Stalking can happen to anyone. It is not always limited to the victims, as the problem can extend to other family members and third parties. The majority of stalking occurs between people who have known each other intimately. Domestic violence stalkers as a category constitute the most dangerous and potentially lethal group of stalkers (*CVIC Stalking*).



Video 4.1 Dr. Wendelin Hume being Interview at Studio 1 at University of North Dakota <https://www.youtube.com/watch?v=APSLCAxwWPc>

Similar to off-line stalking, the majority of victims are women, and the majority of perpetrators are men; however, there are some differences between on-line stalking and off-line stalking:

1. In on-line stalking, geography does not matter. The stalker could be the person next door or live across an ocean.
2. Cyberstalkers can also get other stalkers to join in on the assault by posting messages about the victim.
3. It is sometimes difficult to identify the stalker on e-mail because they can send messages under other people's accounts, anonymously, or with an alias (University of Minnesota, *Cyberstalking*).

The following are suggestions if you find that you are being cyberstalked:

- Send the stalker a "clear warning" that asks the perpetrator to stop all communication. Under no circumstances communicate with the stalker after this.
- File a complaint with the stalker's Internet service provider as well as your own service provider.
- Collect all evidence and document all contact made by the stalker. Save email postings, or other communications, and print them out. Record dates and times of any contact with the stalker.
- Consider changing your email address, your Internet service provider, and your home phone number.
- Contact online directory listings and tell them to remove you from their directories.
- File a report with local law enforcement and ask what charges can be pursued (University of Minnesota, *Cyberstalking*).
- Some victims have found it helpful to "out" the stalker if the perpetrator is part of an online community, such as in a chatroom or on a listserv.

This page titled [4.1: A. Types and Definitions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.2: B. Myths and Realities

Much of the following information was obtained from a web site at the University of Minnesota through the Program Against Sexual Violence, "Stalking."

MYTH #1: Stalkers simply follow their victim around.

REALITY: "Stalkers made overt threats (about 45% of cases); spied on or followed (75%); vandalized property (about 30%); threatened to kill or killed pets of victims (10%)."

MYTH #2: Stalking does not last long.

REALITY: Most episodes lasted about a year or less, but some have been reported to continue for five years or more.

MYTH #3: Stalkers eventually get bored and go away.

REALITY: "20% of victims said the stalking ended because the victim moved away. 15% said it ended due to police involvement. Some stalkers do end the stalking when they begin a new intimate relationship."

MYTH #4: Stalking is a rare occurrence.

REALITY: One in 10 people are stalked. One in 12 women are stalked in their lifetimes. Each year an estimated one million women and close to 400,000 men are stalked

(Survivors of Stalking; University of Minnesota, Stalking).

MYTH #5: Stalking is a frightening experience; therefore, victims immediately seek out legal protection.

REALITY: Only 50% ever report it to the police and only 25% obtain restraining orders.

MYTH #6: If you get a restraining order, the stalker will back off.

REALITY: 80% of all restraining orders are violated.

MYTH #7: Stalking is not something that happens to teens.

REALITY: 10 percent of females are under 18 years old and 12% of males are under 18 years old (*Survivors of Stalking*).

MYTH #8: If a person is being stalked s/he should not worry; it is merely a nuisance and the stalker is harmless.

REALITY: "Most violent crimes begin with stalking. People, including children, are typically stalked before being abducted" (*Survivors of Stalking*).

MYTH #9: Only the person stalked is in jeopardy.

REALITY: "Stalking endangers the victim, family, community and also poses a workplace violence threat. Millions of innocent people suffer the secondary impact of the stalker's actions" (*Survivors of Stalking*).

MYTH #10: Stalking is something that is limited to the victim's private life.

REALITY: "More than 45% of all stalking cases involve disruption within the workplace" (*Survivors of Stalking* 1).

MYTH #11: Most stalkers are strangers who are considered mentally ill.

REALITY: "Most victims knew the stalker. Women were most likely to be stalked by an intimate partner (77%); 64% of men knew their stalker. Most victims believe the reasons for the stalkers' actions were power and control, and only 7% said the stalkers were mentally ill or abusing drugs or alcohol" (University of Minnesota, *Stalking*).

Ask students to think about their own intimate relationships and if their refusal to let a relationship end might have been thought of as 'stalking' by the other person. Would they have trouble communicating clearly and forcefully to someone to leave them alone?

This page titled [4.2: B. Myths and Realities](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.3: C. Fast Facts

Have students individually list questions they may have about stalking. Then divide the class up into small groups. Have them research the questions on the Internet during a class period. This assignment will allow students to research in small groups and also affords an opportunity to discuss the validity of certain web sites. During the next class period, students can share the results of their findings with the class. (Useful websites are listed in section J.)

According to the CDC an estimated 15.2% of women and 5.8% of men in the United States have been stalked at some time in their lifetime.

According to the Nation's Violence Against Women Survey, 77% of female and 64% of male victims knew their stalker.

Over the course of a year, 1,006,970 women, and 370,990 men were stalked.

Based on analysis of the National Violence Against Women Survey results, it is estimated that 8.2 million women have been cyber-stalked at some point in their lifetime.

The average case lasts 1.8 years and nearly one-fifth of all stalking victims move to new locations to escape their stalkers (Tjaden & Thoennes).

Nearly 95% of female victims and 60% of male victims identify their stalker as male.

30% of female stalking victims and 20% of male stalking victims seek psychological counseling as a result of their victimization.

25% of women stalking victims and 10% of men stalking victims obtained restraining orders against their stalkers.

About 24% of female victims who reported their crimes to police had their cases prosecuted as compared to 19% of male victims.

About 92% of the defendants in stalking cases are male. The average age of the defendant is 38 years old.

About 72% of defendants had prior criminal records, the majority being intimate abuse crimes University of Minnesota, *Stalking*).

"25% of stalking incidents among college women involve cyberstalking" (University of Minnesota, *Cyberstalking*).

This page titled [4.3: C. Fast Facts](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.4: D. Impacts

The impact on the victim ranges from loss of work time to death. Approximately 75% of homicide victims who were women were stalked before their death (University of Minnesota, *Stalking*).

Other victims have experienced psychological trauma, a feeling of having to always "look over their shoulder," nuisance phone calls, loss of jobs, and damage to personal property. Being stalked is more than just a nuisance; victims often live in fear and uncertainty. A threat doesn't require words. A hand pointed at you in the shape of a gun, a bouquet of black roses, a dead animal received in the mail can all communicate a frightening message.

Psychological effects on victim/survivors include:

- anger
- fear
- depression
- inability to trust
- changes in sleeping and/or eating patterns
- exhaustion and/or frequent crying spells
- inability to concentrate
- declining academic and/or employment performance (GMU, *Stalking*)

If you are a victim it is important to:

- Keep records of all stalking/harassing behavior to help law enforcement look at the totality of the circumstances.
- Keep accurate notes about dates, times, locations, and witnesses.
- Keep copies of all letters, envelopes and so on. Touch only the extreme edges to preserve fingerprints and other evidence. Store in paper bags not plastic so moisture will not ruin evidence. Turn the evidence over to the police.

Cyberstalking can be just as emotionally damaging as off-line stalking. It creates fear and anxiety in victims. Some cases have escalated to the point of abusers showing up at the victims' homes. There have also been cases involving perpetrators sending others to the victims' homes to sexually assault them.

This page titled [4.4: D. Impacts](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.5: E. Hints for Assisting

Most of us know at least one victim of stalking who may turn to us for support or guidance. While there is no magical answer that will solve all of their problems or take away what has happened, there are some things we can keep in mind as we try to assist them.

- Believe them.
- Listen to them and concentrate on understanding their feelings.
- Let them know that you understand their feelings. For example, you might say, "You must have been very frightened" or "I'm sorry that this happened to you. It wasn't your fault."
- Ask how you can help.
- Develop a support system for them.
- Be patient. Remember, it will take time for them to deal with the crime.
- Avoid cutting off victims' expression of their emotions.
- Inform them about available resources.
- Help them to regain a sense of control. Support them in making decisions about whom to tell and how to proceed. Accept their choice of solution to the stalking –even if you disagree with what they are doing.
- Offer shelter or companionship so that they do not have to be alone.
- Offer to accompany them in seeking assistance (medical, police, counseling, etc.).
- Remind them that what happened to them was not their fault.
- It is also important to understand that there are some things that should be avoided. In addition to being non-judgmental, the following behaviors should be avoided:
 - Don't ask questions that imply that what happened was their fault, such as "Why did you speak to them again?" or "Why did you like them in the first place?"
 - Don't pry. Allow them to tell you only as much as they wish.
 - Don't judge.
 - Don't tell anyone about what happened without permission.
 - Don't tell them what to do. Help them explore the options and allow them to decide whether to report the assault to the police.
 - Don't let your own feelings get in the way of helping. Know your limitations. Tell them your limits about how much time and energy you can give, rather than making unrealistic commitments. If you are unable to help, refer to someone who can. Contact a Sexual Assault or Domestic Violence Center: 1-800-472-2911 or 1-800- 656-4673/ 1-800-656 HOPE (CVIC, *Helping A Friend*; RAINN).

This page titled [4.5: E. Hints for Assisting](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.6: F. Risk-Reduction Suggestions

A victim may be able to best assess the stalker's potential for violence. A victim should choose what action he or she wants to take to attempt to stay safe. This may mean hiding, pressing charges, or staying and utilizing the law enforcement community and courts. Even given the best efforts of law enforcement and the courts, it is impossible to guarantee the complete safety of a victim.

If you are a victim:

- Try to avoid all personal contact.
- Trust your instincts and do not worry about overreacting.
- Lock all doors at home, in the dorm, in your garage, and in your car.
- Consider filing charges with the police and obtaining a restraining order.
- Inform people. Let them know what is going on.
- Tell people at work and keep a copy of a restraining order if you have one.
- Screen your mail and be alert for any unusual packages.
- Have emergency phone numbers available.
- Keep records of all stalking behavior, so law enforcement can look at the totality of your circumstances.
- Keep accurate dates, times, and locations of events as well as the names of any witnesses.
- Keep copies of letters and so on. Touch items only at the edges so evidence like fingerprints can be preserved. Store the items in a paper bag as plastic can trap moisture that will ruin the evidence.
- Take pictures if it is safe to do so.
- Use an answering machine and get an unlisted number.
- If you are being followed do not go directly home, go to the police station.

Suggestions for online safety include:

- Get a non-gender specific on-line name.
- Edit online profiles to remove personal and gender specific information.
- Take care when designing your signature so as not to reveal personal information.

This page titled [4.6: F. Risk-Reduction Suggestions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.7: G. Resources and Legal Issues

All states have anti-stalking laws as of January 1, 1994.

If victims of stalking wish to leave the state and the stalker follows, the stalker can be arrested for a federal crime, according to the following code: 18 U.S.C. sect. 2261A. It is a federal crime to cross a state line with the intent to injure or harass any person during the course of or as a result of the travel, or if the defendant places the person or a member of the person's immediate family in reasonable fear of death or serious bodily injury. It also is a federal crime to stalk another individual within the special maritime or territorial jurisdiction of the U.S. (which includes federal reservations). The definition of immediate family is broad and includes a spouse, parent, child, sibling and all other household members who are related to the primary victim by blood or marriage (PCADV) (See Attachment M - "Stalking Laws: North Dakota.")

Also, civil orders restricting contact may be an option. In a familial or personal relationship, a protection order may be considered (refer to Section II in this module). Another option that may be available is a disorderly conduct restraining order. (See Attachment N "Disorderly Conduct Restraining Order Documents.") Civil law suits are also on option.

This page titled [4.7: G. Resources and Legal Issues](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.8: H. Activist Suggestions and Examples

GROUP ASSIGNMENT: Brainstorm ways the average citizen can help put a stop to stalking. Begin within their homes, expand to their communities, their states, their nation, and finally, globally. Try to have each student come up with a different way to help.

To lessen the number of stalking incidents that take place in our country, we all need to do what we can in our lives and our communities. Suggested actions include:

- Organize neighborhood patrols against stalking.
- Take a vocal stand at home, work, places of worship, and so on - opposing violence against women.
- Educate other victims.
- Draft, pass and enforce laws.
- Challenge attitudes and language that degrade women and girls.
- Demonstrate positive behavior to boys and girls, relatives and friends.
- Have ongoing international criminal tribunals on crimes against women with law making and enforcement powers.
- Raise more money to protect witnesses and support victim advocates and organizations.
- Coordinate self-defense training for girls and women.
- Advocate swift, effective prosecution of stalkers.
- Advocate for more civil suits.
- Distribute stalking prevention educational information.
- Encourage and listen when survivors speak out.

This page titled [4.8: H. Activist Suggestions and Examples](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.9: I. North Dakota/Rural-Specific Information and Issues

In 2017 there were 551 reported instances of stalking in North Dakota which was a 27% increase from the year before. Only 46 of the reported instances of stalking were cleared which resulted in the arrests of 20 adults and 3 juveniles (BCI, 2018). In many rural areas the internet is the most convenient way to communicate and obtain other services rather than traveling long distances. Rural residents may be trusting of others and therefore susceptible to cybercrimes including cyberstalking. American Indian/Alaska Native women are significantly more likely to report being stalked than are women of other racial or ethnic backgrounds.

Take a poll of how many students use the internet. In groups have them discuss what safety measures they currently take versus measures they know they should be taking. Have them share their suggestions with the class.

THOUGHTFUL CONCLUSION: Bring in a cookie sheet filled with two dozen votive candles (or one for each student). Have the students light them at the beginning of the class for each person they know who has been a victim of domestic violence, stalking or rape. Allow the candles to burn during the class period as a visual reminder that these have not been merely academic exercises, rather the lives of individuals who live with the ghosts of violence everyday. At the end of class have each student read the various ways individuals can help, and blow out each candle until there are none left. Note - if smoke detectors are a concern use battery operated votive candles instead.

This page titled [4.9: I. North Dakota/Rural-Specific Information and Issues](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.10: J. Cyberlinks

In addition to sites referenced within the Sources used for this module, the following internet resources are recommended for further information.

Community Violence Intervention Center: <https://www.cviconline.org/>

First Response to Victims of Crime: <https://ovc.ojp.gov/sites/g/files/xy...eguidebook.pdf>

GetNetWise: <https://www.getnetwise.org/>

Lifetime Television: <https://www.mylifetime.com/>

North Dakota Domestic & Sexual Violence Coalition: NDCAWS: <https://nddsvc.org/>

National Center for Victims of Crime: <https://victimsofcrime.org/>

National Criminal Justice Reference Service: <https://www.ncjrs.gov/>

National Cybercrime Training Partnership: www.cybercrime.org

Office for Victims of Crime: <https://ovc.ojp.gov/>

Office On Violence Against Women: <https://www.justice.gov/ovw>

Rape, Abuse & Incest National Network: <https://rainn.org/>

Women's Rural Advocacy Programs: <https://www.letswrap.com/>

This page titled 4.10: J. Cyberlinks is shared under a CC BY-NC-SA license and was authored, remixed, and/or curated by Wendelin M. Hume.

4.11: K. Possible Textbook/Article/Reader Suggestions

Boland, M. (1997) *Crime Victim's Guide to Justice*. Naperville, IL: Sourcebooks, Inc.

Jerin, R. and L. Moriarty (1998) *Victims of Crime*. Chicago IL: Nelson-Hall.

Karmen, A. (2001) *Crime Victims*. Belmont CA: Wadsworth.

Lurigio, A., Skogan, W. and R. Davis (eds.) (1990) *Victims of Crime*. Newbury Park, CA: Sage Publications.

Minnesota Indian Women's Resource Center, *Songidee Biimadaziwin*. Minneapolis, MN.

Price B. and N. Sokoloff (2004) *The Criminal Justice System and Women*. Boston MA: McGraw-Hill.

Roberts, A. (1990) *Helping Crime Victims*. Newbury Park, CA: Sage Publications.

Tjaden, P. and N. Thoennes (1998) *Stalking in America: Findings From the National Violence Against Women Survey*. Washington, DC: U.S. Department of Justice.

This page titled [4.11: K. Possible Textbook/Article/Reader Suggestions](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

4.12: L. Other Recommendations and Resources

Other materials available for distribution or showing to students, include:

“Breaking the Silence” (2002) 20 min. video available from NDCAWS.

“Help, Hope, and Healing” (2002) 25 min. video with discussion guide available from the Office for Victims of Crime.

Hyde, J. (2004) *Half The Human Experience The Psychology of Women*. Boston, MA: Houghton Mifflin Company.

James, R. and B. Gilliland (2001) *Crisis Intervention Strategies*. Boston, MA: Brooks/Cole.

“Media and Violence Against Women” (2001) 75 min. video available from NDCAWS.

“Men’s Violence Against Women; Origins, Consequences, and Remedies” (2001) 45 min. video available from NDCAWS.

“Stalkers: Assassins Among Us” (1993) 50 min. video available from NDCAWS.

“The Dating Bill of Rights” (1998) 26 min. video available from NDCAWS.

“Our Stories” (2000) 21 min. video available from NDCAWS.

“Widening the Circle” (2002) 22 min. video available from NDCAWS.

Image Citations

Image 4.1. [Image](#) courtesy of 15 under [CC0 1.0](#) via Pixabay.

Video Citations

Video 4.1 Dr. Wendelin Hume being Interview at Studio 1 at University of North Dakota <https://www.youtube.com/watch?v=APSLCAxwWPc>

This page titled [4.12: L. Other Recommendations and Resources](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Wendelin M. Hume](#).

Detailed Licensing

Overview

Title: [Giving Voice to Victimology in North Dakota](#)

Webpages: 59

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 4.0](#): 93.2% (55 pages)
- [Undeclared](#): 6.8% (4 pages)

By Page

- [Giving Voice to Victimology in North Dakota](#) - [CC BY-NC-SA 4.0](#)
 - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
 - [TitlePage](#) - [CC BY-NC-SA 4.0](#)
 - [InfoPage](#) - [CC BY-NC-SA 4.0](#)
 - [Table of Contents](#) - [Undeclared](#)
 - [Licensing](#) - [CC BY-NC-SA 4.0](#)
 - [Acknowledgements](#) - [CC BY-NC-SA 4.0](#)
 - [About the Author](#) - [CC BY-NC-SA 4.0](#)
 - [1: Chapter 1-Introduction](#) - [CC BY-NC-SA 4.0](#)
 - [1.1: Explanation – What is Curriculum Infusion?](#) - [CC BY-NC-SA 4.0](#)
 - [1.2: History](#) - [CC BY-NC-SA 4.0](#)
 - [1.3: Layout](#) - [CC BY-NC-SA 4.0](#)
 - [1.4: Encounters](#) - [CC BY-NC-SA 4.0](#)
 - [2: Chapter 2 - Domestic Violence](#) - [CC BY-NC-SA 4.0](#)
 - [2.1: A. Types and Definitions](#) - [CC BY-NC-SA 4.0](#)
 - [2.2: B. Myths and Realities](#) - [CC BY-NC-SA 4.0](#)
 - [2.3: C. Fast Facts](#) - [CC BY-NC-SA 4.0](#)
 - [2.4: D. Impacts](#) - [CC BY-NC-SA 4.0](#)
 - [2.5: E. Hints for Assisting](#) - [CC BY-NC-SA 4.0](#)
 - [2.6: F. Risk-Reduction Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [2.7: G. Resources and Legal Issues](#) - [CC BY-NC-SA 4.0](#)
 - [2.8: H. Activist Suggestions and Examples](#) - [CC BY-NC-SA 4.0](#)
 - [2.9: I. North Dakota/Rural-Specific Information and Issues](#) - [CC BY-NC-SA 4.0](#)
 - [2.10: J. Cyberlinks](#) - [CC BY-NC-SA 4.0](#)
 - [2.11: K. Possible Textbook/Article/Reader Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [2.12: L. Other Recommended Readings and Resources](#) - [CC BY-NC-SA 4.0](#)
 - [3: Chapter 3 - Sexual Assault](#) - [CC BY-NC-SA 4.0](#)
 - [3.1: A. Types and Definitions](#) - [CC BY-NC-SA 4.0](#)
 - [3.2: B. Myths and Realities](#) - [CC BY-NC-SA 4.0](#)
 - [3.3: C. Fast Facts](#) - [CC BY-NC-SA 4.0](#)
 - [3.4: D. Impacts](#) - [CC BY-NC-SA 4.0](#)
 - [3.5: E. Hints for Assisting](#) - [CC BY-NC-SA 4.0](#)
 - [3.6: F. Risk-Reduction Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [3.7: G. Resources and Legal Issues](#) - [CC BY-NC-SA 4.0](#)
 - [3.8: H. Activist Suggestions and Examples](#) - [CC BY-NC-SA 4.0](#)
 - [3.9: I. North Dakota/Rural-Specific Information and Issues](#) - [CC BY-NC-SA 4.0](#)
 - [3.10: J. Cyberlinks](#) - [CC BY-NC-SA 4.0](#)
 - [3.11: K. Possible Textbook/Article/Reader Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [3.12: L. Other Recommendations and Resources](#) - [CC BY-NC-SA 4.0](#)
 - [4: Chapter 4 - Stalking](#) - [CC BY-NC-SA 4.0](#)
 - [4.1: A. Types and Definitions](#) - [CC BY-NC-SA 4.0](#)
 - [4.2: B. Myths and Realities](#) - [CC BY-NC-SA 4.0](#)
 - [4.3: C. Fast Facts](#) - [CC BY-NC-SA 4.0](#)
 - [4.4: D. Impacts](#) - [CC BY-NC-SA 4.0](#)
 - [4.5: E. Hints for Assisting](#) - [CC BY-NC-SA 4.0](#)
 - [4.6: F. Risk-Reduction Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [4.7: G. Resources and Legal Issues](#) - [CC BY-NC-SA 4.0](#)
 - [4.8: H. Activist Suggestions and Examples](#) - [CC BY-NC-SA 4.0](#)
 - [4.9: I. North Dakota/Rural-Specific Information and Issues](#) - [CC BY-NC-SA 4.0](#)
 - [4.10: J. Cyberlinks](#) - [CC BY-NC-SA 4.0](#)
 - [4.11: K. Possible Textbook/Article/Reader Suggestions](#) - [CC BY-NC-SA 4.0](#)

- [4.12: L. Other Recommendations and Resources](#) - *CC BY-NC-SA 4.0*
- [Back Matter](#) - *CC BY-NC-SA 4.0*
 - [Detailed Licensing](#) - *CC BY-NC-SA 4.0*
- [Bibliography](#) - *CC BY-NC-SA 4.0*
- [Attachments](#) - *CC BY-NC-SA 4.0*
- [Index](#) - *Undeclared*
- [Glossary](#) - *Undeclared*
- [Detailed Licensing](#) - *Undeclared*

Bibliography

V. Bibliography

The Alabama Coalition Against Domestic Violence (ACADV) (Accessed:6/25/01) *The Facts About Domestic Violence*. <http://www.acadv.org/>.

American Bar Association Commission on Domestic Violence (Accessed 06/25/01). *Domestic Violence Stats*. <http://www.abanet.org/domviol/>

Bureau of Criminal Investigations (2002) *Domestic Violence in North Dakota*.

Center For the Prevention of Sexual and Domestic Violence (1994) *What Every Congregation Needs to Know About Domestic Violence*. Seattle.

Community Violence Intervention Center *Are You Aware of the Facts? Sexual Violence*. Grand Forks, ND.

Community Violence Intervention Center *Abuse & Rape Crisis Program - Ensuring a Community of Peace*. Grand Forks, ND.

Community Violence Intervention Center *Campus Resource – Sexual Assault*. Grand Forks, ND.

Community Violence Intervention Center *Campus Resource – Stalking*. Grand Forks, ND.

Community Violence Intervention Center *No One Deserves to be Abuse."* Grand Forks, ND .

Community Violence Intervention Center *Sexual Violence Quiz*. Grand Forks, ND.

Community Violence Intervention Center *Stalking Statistics*. Grand Forks, ND.

Domestic Abuse Intervention Project *Power and Control Wheel*. Duluth, MN.

International Association of Chiefs of Police. *Protecting Victims of Domestic Violence:*

A Law Enforcement Officer's Guide to Enforcing Orders of Protection 42 Nationwide.

James & Gilliland (2001). *Crisis Intervention Strategies*. Thomson Learning- CA: Belmont.

Minnesota Indian Women's Resource Center *Songidee Biimadaziwin*. Minneapolis, MN.

United States Attorney's Office District of North Dakota (Accessed 10/23/25) *FYI: Domestic Violence and the Law*. <https://www.justice.gov/usao-nd/victim-witness-assistance/brochures/federal-domestic-violence-laws>

North Dakota Domestic & Sexual Violence Coalition (Accessed 10/23/25) *Domestic Violence*. <https://nddsvc.org/get-information/domestic-violence>

North Dakota Domestic & Sexual Violence Coalition (Accessed 10/23/25) *Against Sexual Assault*. <https://nddsvc.org/get-information/sexual-violence>

Facts About Sexual Assault in North Dakota - 2023 . [North Dakota Sexual Assault Statistics 2023](#)

Friends & Family of Sexual Assault Survivors. 1998. Bismarck, ND.

Sexual Violence What You should Know.

North Dakota Domestic & Sexual Violence Coalition (Accessed 10/23/25) *Stalking*. <https://nddsvc.org/get-information/stalking>
Women are Sacred.

North Dakota Office of the Attorney General *Victim/Witness: "Your Rights and Duties as a Victim or a Witness."*

North Dakota Prevention Resource Center. *Acquaintance "Rape, Drugs and You."*

Office for Victims of Crime (June 2012) *OVC Help Series – Domestic Violence Victimization*.

Office for Victims of Crime (September 2006) NCJ 189190 *Legal Series Bulletin #4: Enforcement of Protective Orders*.

OVC Bulletin(1992) *Victim Programs to Serve Native Americans*. Washington, DC: Office of Justice Programs.

PCADV - Pennsylvania Coalition Against Domestic Violence. *An Advocate's Guide to Full Faith and Credit for Orders of Protection*.

Rape, Abuse & Incest National Network (RAINN) *Sexual Assault pamphlet*.

Rennison, C. and S. Welchans (May 2000) *Intimate Partner Violence*. U.S. Department of Justice ([NCJ 178247](#)).

Rennison, C. (August 2002) *Rape and Sexual Assault*. U.S. Department of Justice ([NCJ 194530](#)).

Sampson, R. (2002) *Acquaintance Rape of College Students*. Washington, DC:

Office of Community Oriented Policing Services.

Tjaden, P. and N. Thoennes (1998) *Stalking in America: Findings From the National Violence Against Women Survey*. Washington, DC: U.S. Department of Justice. ([NCJ 169592](#))

Tri-State Rural Collaboration Project. *Dating Violence*. Bismarck, ND: ND Council On Abused

University of North Dakota (Revised 10/25) [Sexual Assault Policy](#).

Attachments

Attachment A

Emergency Numbers

Grand Forks Community Services

Emergency- 911

Police (non-emergency)- 701-787-8000

CVIC- 701-746-0405

Abuse, & Rape Crisis Center- 701-293-7273

NE Human Service Center- 701-795-3000

Sheriff (GF County) – 701-780-8280

State Highway Patrol- 701-328-1081

For road emergency assistance in Grand Forks, ND, call a local towing service like [701 Towing and Recovery](#) at 701-775-6530 for immediate help, or GF 311 at 311 (within city limits) for non-emergency issues. For traffic information and road conditions, dial 511 or visit the North Dakota 511 website.

Altru Health- 701-780-5000

University of North Dakota

Emergency- 911

Campus Police- 701- 777-3491

Counseling Center – 701-777-2127

Student Health Services-701-777-4500

On-Campus Housing- 701-777-4251

CVIC- 701-746-8900

UND Care Team: During Office Hours 701- 777-2664

Outside Office Hours : 701-777-3491

National Suicide Prevention Lifeline – 1-800-273-8255 or 988

The Trevor Project - 1-866-488-7386

UND CVIC Information: <https://und.edu/student-life/violence/cvic.html>



Attachment B

Domestic Violence Definition

Domestic Violence

Definition

Domestic violence is an on-going pattern of power and control that coerces and forces one's will upon one's partner. Although physical violence may occur only occasionally in an abusive relationship, abusers regularly use intimidating or controlling tactics. Which abusive tactic abusers choose depends on what they think will work, what response they want from their partner, and where they are. For example, abusers may hit their partners when they are alone but in public they may resort to threats through a nasty glare, a violent gesture, or a humiliating remark. Abusers do this not only to force their partners to behave in a certain way, but also to establish an overall relationship in which they have total control, both now and in the future.

Types of Domestic Abuse

- **Physical**- Any forceful or violent physical behavior.

Examples include: slapping, punching, kicking, spanking, pinching, pushing, shoving, wrestling, biting, choking, scratching, throwing bodily, grabbing, burning, pulling hair, restraining, spitting, throwing objects, using a weapon such as a stick, ruler, belt, whip, knife, spoon, gun, etc.

- **Psychological**- Abuse can exist even if abusers don't touch their partners physically. It is intended to make the partners feel afraid, to ruin their self-esteem, and to make them feel helpless and unable to escape further physical, sexual, or psychological abuse. Again, abusers use it to control their partners.

Examples include: name calling, ridiculing; threats of violence toward the victim or his/her children; threats of suicide if the victim leaves; threats to run away with the children or expose personal secrets or embarrassments; controls or limits on the victim's behavior such as keeping him/her from using the phone, seeing friends, leaving the

room or house; treating the victim like a servant regarding household chores and decision making; acting extremely jealous; forcing the victim to ask for and account for any money received, etc.

- **Sexual**- Any sexual act or behavior the victim does not want to do.

Examples include: forcing sexual activity when the victim says "no", is sleeping, under the influence of alcohol or drugs and unable to say "no", is not asked, or is afraid to say "no"; physically attacking the sexual parts of the victim's body; forcing him/her to do any specific sexual activity that is not wanted.

- **Destruction of property and pets**- Used with the intention to make one afraid, with the understanding that it could be the victim next time.

Examples include: harming pets to "get back" at the victim, throwing objects across the room, punching walls, slamming doors, smashing objects, hiding, stealing, or destroying possessions.

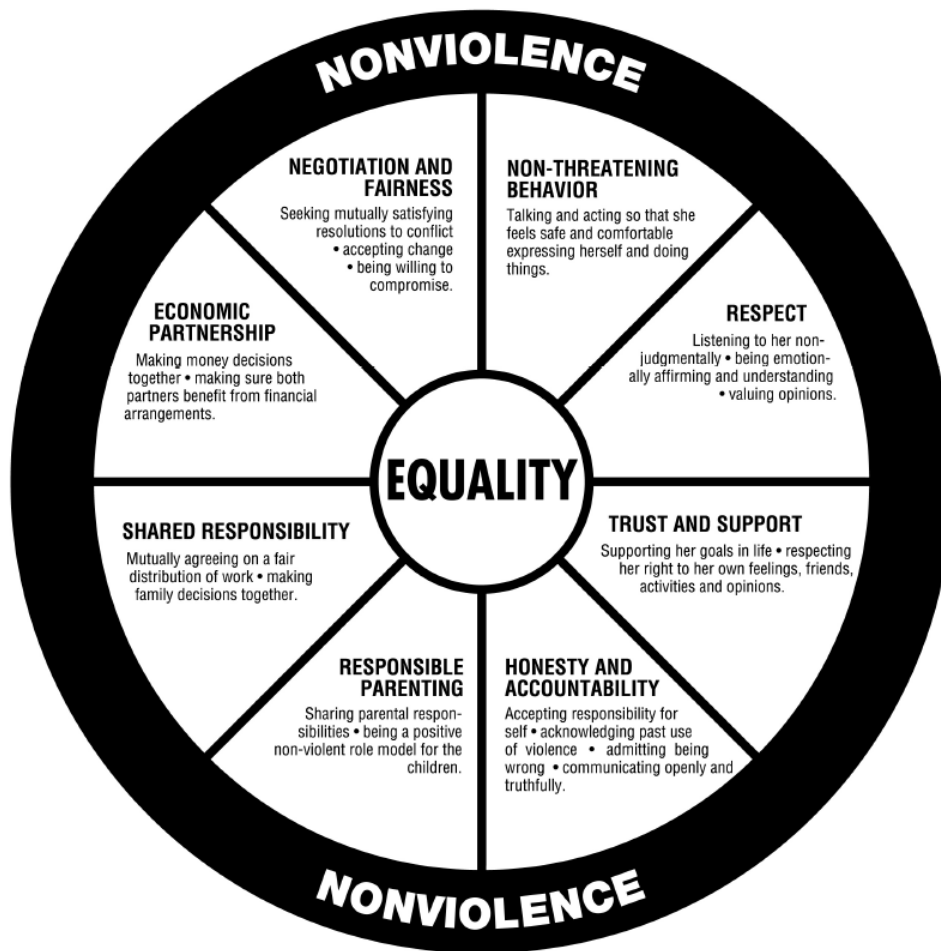
Attachment C

Power and Control Wheel



DOMESTIC ABUSE INTERVENTION PROGRAMS
 202 East Superior Street
 Duluth, Minnesota 55802
 218-722-2781
www.theduluthmodel.org

Attachment D



Attachment E

Safety Plan

Deciding whether or not to leave a partner is a difficult decision. There are counselors and victim advocates that can go over all options with you. You can use the phone numbers located in this handbook. If you decide to leave, you want the task to be accomplished quickly and you want to stay safe. The following are some suggestions to help you with this move.

Items you should have ready to take with you when you leave:

Your purse or wallet- including driver's license, money, and social security and credit cards, your phone, house and car keys

Any other forms of ID – green card, passport, birth and marriage or divorce certificates

Legal documents – children's birth certificates, children's health and school records, copy of protection order, lease or rental agreement, check book, insurance

Health items – medications, health records, crutches or other needed devices

Emotional items – children's small toys and blankets, pictures and small sentimental items, jewelry

Once you leave you need to decide who will tell about your situation. There are people who can help you with this transition. Here are some more suggestions for your safety.

At Work:

DISORDERLY CONDUCT RESTRAINING ORDER
ND CRIMINAL CODE CHAPTER 12.1-31.2

12.1-31.2-01. Disorderly conduct restraining order -- Penalty.

1. "Disorderly conduct" means intrusive or unwanted acts, words, or gestures that are intended to adversely affect the safety, security, or privacy of another person. Disorderly conduct does not include constitutionally protected activity.
2. A person who is a victim of disorderly conduct or the parent or guardian of a minor who is a victim of disorderly conduct may seek a disorderly conduct restraining order from any court of competent jurisdiction in the manner provided in this section.
3. A petition for relief must allege facts sufficient to show the name of the alleged victim, the name of the individual engaging in the disorderly conduct, and that the individual engaged in disorderly conduct. An affidavit made under oath stating the specific facts and circumstances supporting the relief sought must accompany the petition.
4. If the petition for relief alleges reasonable grounds to believe that an individual has engaged in disorderly conduct, the court, pending a full hearing, may grant a temporary disorderly conduct or to have no contact with the person requesting the order. A temporary restraining order may be entered only against the individual named in the petition. The court may issue the temporary restraining order without giving notice to the respondent. The temporary restraining order is in effect for not more than thirty days, unless otherwise terminated by the court.
5. The court may grant a disorderly conduct restraining order ordering the respondent to cease or avoid the disorderly conduct or to have no contact with the applicant if:
 - a. A person files a petition under subsection 3;
 - b. The sheriff serves the respondent with a copy of the temporary restraining order issued under subsection 4 and with notice of the time and place of the hearing;
 - c. The court sets a hearing for no later than fourteen days after issuance of the temporary restraining order unless the time period is extended upon written consent of the parties, or upon a showing that the respondent has not been served with a copy of the temporary restraining order despite the exercise of due diligence; and
 - d. The court finds after the hearing that there are reasonable grounds to believe that the respondent has engaged in disorderly conduct. If a person claims to have been engaged in a constitutionally protected activity, the court shall determine the validity of the claim as a matter of law and, if found valid, shall exclude evidence of the activity.
6. A restraining order may be issued only against the individual named in the petition. Relief granted by the restraining order may not exceed a period of two years. The restraining order may be served on the respondent by publication pursuant to rule 4 of the North Dakota Rules of Civil Procedure.

7. A disorderly conduct restraining order must contain a conspicuous notice to the respondent providing:
 - a. The specific conduct that constitutes a violation of the order;
 - b. Notice that violation of the restraining order is punishable by imprisonment of up to one year or a fine of up to one thousand dollars or both; and
 - c. Notice that a peace officer may arrest the respondent without a warrant and take the respondent into custody if the peace officer has probable cause to believe the respondent has violated an order issued under this section.
8. If the respondent knows of an order issued under subsection 4 or 5, violation of the order is a class A misdemeanor. If the existence of an order issued under subsection 3 or 4 can be verified by a peace officer, the officer, without a warrant, may arrest and take into custody an individual whom the peace officer has probable cause to believe has violated the order.
9. The clerk of court shall transmit a copy of a restraining order by the close of the business day on which the order was granted to the local law enforcement agency with jurisdiction over the residence of the alleged victim of disorderly conduct. Each appropriate law enforcement agency may make available to its officers current information as to the existence and status of any restraining order involving disorderly conduct.
10. Notwithstanding subsection 5 of section 11-16-05, a state's attorney may advise and assist any person in the preparation of documents necessary to secure a restraining order under this section.
11. Fees for filing and service of process may not be charged to the petitioner in any proceeding seeking relief due to domestic violence under this chapter.

Attachment H

Suggested Tribal Information



[Tribal Court Clearinghouse](https://workforce.libretexts.org/@go/page/47347)

Suggestions for Tribal sensitive information include:

Californian Indian Legal Services (2002) *Tribal Response to Domestic Violence in the Workplace*. http://www.calindian.org/nl_summer2002.5.htm.

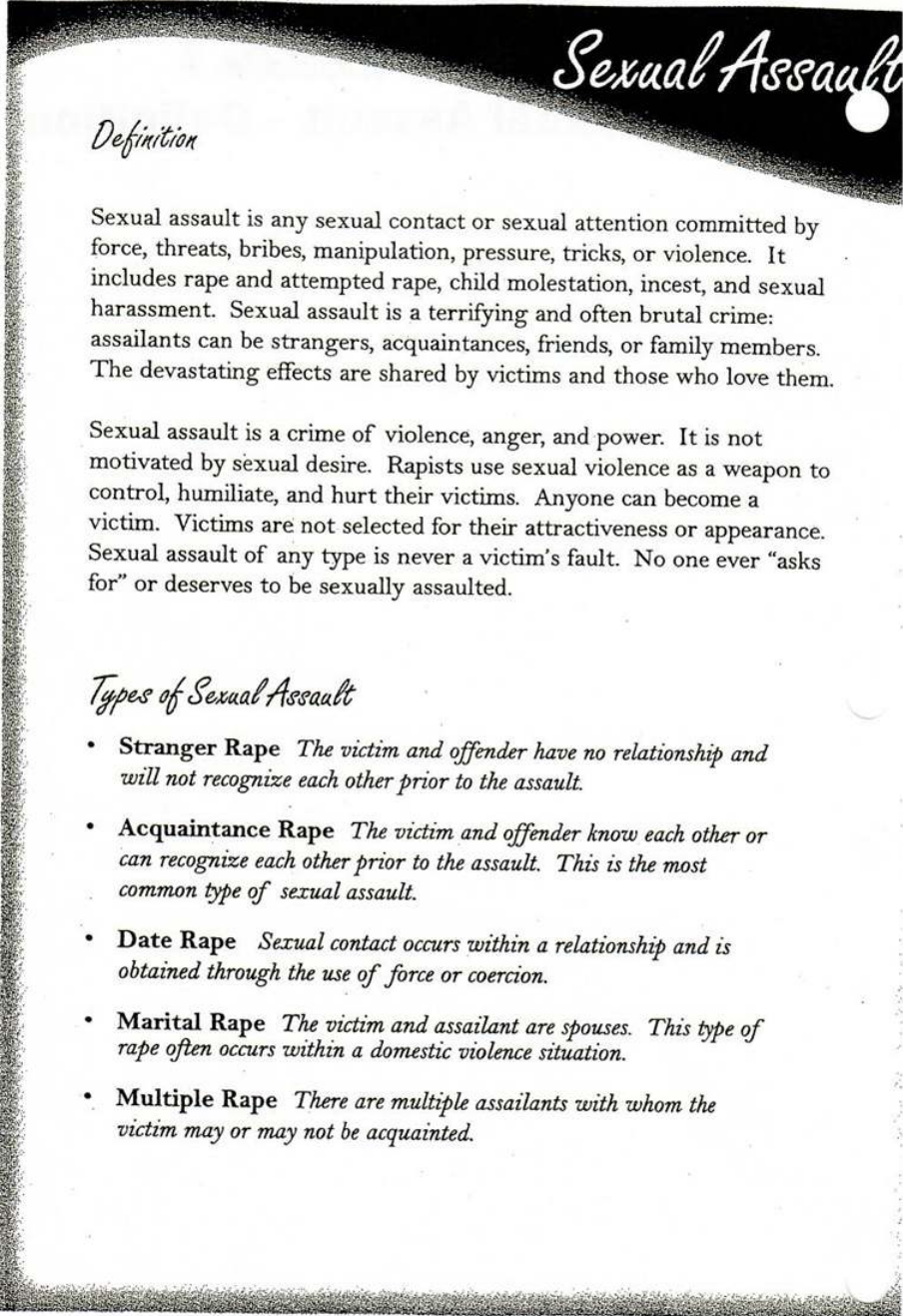
Malley-Morrison, K. and D. Hines (2004) *Family Violence in a Cultural Perspective Defining, Understanding, and Combating Abuse*. Thousand Oaks, CA.: Sage Publications.

Mending the Sacred Hoop (2004) *Mending the Sacred Hoop Technical Assistance Project*. <http://www.msh-ta.org>.

Tarver, M., Walker, S. and H. Wallace (2002) *Multicultural Issues in the Criminal Justice System*. Boston: Allyn & Bacon.

Taylor, R. (1994) *Minority Families in the United States A Multicultural Perspective*. Englewood Cliffs, N.J.: Prentice Hall.

Attachment I



Sexual Assault

Definition

Sexual assault is any sexual contact or sexual attention committed by force, threats, bribes, manipulation, pressure, tricks, or violence. It includes rape and attempted rape, child molestation, incest, and sexual harassment. Sexual assault is a terrifying and often brutal crime: assailants can be strangers, acquaintances, friends, or family members. The devastating effects are shared by victims and those who love them.

Sexual assault is a crime of violence, anger, and power. It is not motivated by sexual desire. Rapists use sexual violence as a weapon to control, humiliate, and hurt their victims. Anyone can become a victim. Victims are not selected for their attractiveness or appearance. Sexual assault of any type is never a victim's fault. No one ever "asks for" or deserves to be sexually assaulted.

Types of Sexual Assault

- **Stranger Rape** *The victim and offender have no relationship and will not recognize each other prior to the assault.*
- **Acquaintance Rape** *The victim and offender know each other or can recognize each other prior to the assault. This is the most common type of sexual assault.*
- **Date Rape** *Sexual contact occurs within a relationship and is obtained through the use of force or coercion.*
- **Marital Rape** *The victim and assailant are spouses. This type of rape often occurs within a domestic violence situation.*
- **Multiple Rape** *There are multiple assailants with whom the victim may or may not be acquainted.*

Sexual Violence Quiz

In 1994, the North Dakota Campus Violence Project undertook a survey of undergraduate students at colleges and universities across the state. The information listed here has been generated specifically from that survey.

1. Women are most vulnerable to sexual and physical assault during:
 - A. Fall Semester
 - B. Spring Semester
 - C. Summer Semester
2. Seven out of ten college students who are involved in a sexual or physical assault were using alcohol at the time.
 - A. True
 - B. False
3. Two-thirds of college students who have been sexually assaulted were assaulted before college.
 - A. True
 - B. False
4. Most rapes against college women occur on dates or at parties.
 - A. True
 - B. False
5. The number of female college students who have experienced forced sexual activity is:
 - A. 1 in 10
 - B. 1 in 8
 - C. 1 in 4

Answer key: 1) A; 2) A; 3) A; 4) A; 5) C



<https://nddsvc.org/about/contact>

Attachment L

LEGAL STATUTES

It is important to be aware of laws regarding crimes that are sexually violating. The North Dakota Century Code includes the following legal statutes:



12.1-20-03 Gross Sexual Imposition

1. A person who engages in a sexual act with another, or who causes another to engage in a sexual act, is guilty of an offense if:
 - a. He compels the victim to submit by force or by threat of imminent death, serious bodily injury, or kidnapping, to be inflicted on any human being;
 - b. That person or someone with that person's knowledge has substantially impaired the victim's power to appraise or control the victim's conduct by administering or employing without the victim's knowledge intoxicants or other means with intent to prevent resistance;
 - c. He knows that the victim is unaware that a sexual act is being committed upon him or her.
 - d. The victim is less than fifteen years old; or
 - e. He knows or has reasonable cause to believe that the other person suffers from a mental disease or defect which renders him or her incapable of understanding the nature of his or her conduct.
2. A person who engages in sexual contact with another, or who causes another to engage in sexual contact, is guilty of an offense if:
 - a. The victim is less than fifteen years old; or
 - b. He compels the victim to submit by force or by threat of imminent death, serious bodily injury, or kidnapping, to be inflicted on any human being.

3. An offense under this section is a class A felony if in the course of the offense the actor inflicts serious bodily injury upon the victim or if his conduct violates subdivision a or d of subsection 1, or if the victim is not a voluntary companion of the actor and has not previously permitted him sexually liberties. Otherwise the offense is a class B felony.

12.1-20-04 Sexual Imposition

1. A person who engages in a sexual act or sexual contact with another, or who causes another to engage in a sexual act or sexual contact, is guilty of an offense if the actor compels the other person to submit by any threat that would render a person of reasonable firmness incapable of resisting.
2. The offense is a class C felony unless the victim is a minor, fifteen years of age or older, in which case it is a class B felony.

12.1-20-07 Sexual Assault

1. A person who knowingly has sexual contact with another person, or who causes another person to have sexual contact with that person, is guilty of an offense if:
 - a. That person knows or has reasonable cause to believe that the contact is offensive to the other person;
 - b. That person knows or has reasonable cause to believe that the other person suffers from a mental disease or defect which renders him or her incapable of understanding the nature of his or her conduct;
 - c. That person or someone with that person's knowledge has substantially impaired the victim's power to appraise or control the victim's conduct, by administering or employing without the victim's knowledge intoxicants or other means for the purpose of preventing resistance;
 - d. The other person is in official custody or detained in a hospital, prison, or other institution and the actor has supervisory or disciplinary authority over him or her;
 - e. The other person is a minor, fifteen years of age or older, and the actor is the other person's parent, guardian, or is otherwise responsible for general supervision of the other person's welfare, or
 - f. The other person is a minor, fifteen years of age or older, and the actor is an adult.

23

2. The offense is a class C felony if the actor's conduct violates subdivision b, c, or e of subsection 1, or subdivision f of subsection 1 if the adult is at least twenty-two years of age, a class A misdemeanor if the actor's conduct violates subdivision d of subsection 1 or subdivision f of subsection 1 if the adult is at least eighteen years of age and not twenty-two years of age or older, or a class B misdemeanor if the actor's conduct violates subdivision a of subsection 1.

12.1-20-12.1 Indecent Exposure

A person shall be guilty of a class B misdemeanor for:

1. Knowingly exposing one's penis, vulva, or anus in a public place with the intent to annoy or harass another person.
2. Masturbating in a public place.

~ ~ ~

Additional statute information is available upon request by calling 746-0405:

- Corruption of a minor
- Incest
- Surreptitious Intrusion (window peeping)
- AIDs screening of convicted individuals

**Be Aware
of the Facts**

24

Attachment M

Stalking Legislation: North Dakota

Section 12.1-17-07.1. STALKING.

"1. As used in this section:

- a. 'Course of conduct' means a pattern of conduct consisting of two or more acts evidencing a continuity of purpose. The term does not include constitutionally protected activity.
- b. 'Stalk' means to engage in an intentional course of conduct directed at a specific person which frightens, intimidates, or harasses that person, and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to experience fear, intimidation, or harassment.

2. No person may intentionally stalk another person.

3. In any prosecution under this section, it is not a defense that the actor was not given actual notice that the person did not want the actor to contact or follow the person; nor is it a defense that the actor did not intend to frighten, intimidate, or harass the person. An attempt to contact or follow a person after being given actual notice that the person does not want to be contacted or followed is prima facie evidence that the actor intends to stalk that person.

4. In any prosecution under this section, it is a defense that a private investigator licensed under chapter 43-30 or a peace officer licensed under chapter 12-63 was acting within the scope of employment.

5. If a person claims to have been engaged in a constitutionally protected activity, the court shall determine the validity of the claim as a matter of law and, if found valid, shall exclude evidence of the activity.

6. a. A person who violates this section is guilty of a class C felony if: (1) The person previously has been convicted of violating section 12.1-17-01, 12.1-17-02, 12.1-17-04, 12.1-17-05, or 12.1-17-07 or a similar offense in another state, involving the victim of the stalking; (2) The stalking violates a court order issued under chapter 14-07.1 protecting the victim of the stalking, if the person had notice of the court order; or (3) The person previously has been convicted of violating this section.

B. If subdivision "a" does not apply, a person who violates this section is guilty of a class A misdemeanor."

Section 12.1-17-07. HARASSMENT.

"1. A person is guilty of an offense if, with intent to frighten or harass another, he:

- a. Communicates in writing or by telephone a threat to inflict injury on any person, to any persons' reputation, or to any property;
- b. Makes a telephone call anonymously or in offensively coarse language;

- c. Makes repeated telephone calls, whether or not a conversation ensues, with no purpose of legitimate communication; or
 - d. Communicates a falsehood in writing or by telephone and causes mental anguish.
2. The offense is a class A misdemeanor if it is under subdivision "a" of subsection 1. Otherwise, it is a class B misdemeanor.
3. Any offense defined herein and committed by use of a telephone may be deemed to have been committed at either the place at which the telephone call or calls were made, or at the place where the telephone call or calls were received."

Protection orders issued in certain cases are to have a copy of the stalking law attached. See North Dakota Century Code section 14-07.1-03.1.

Attachment N

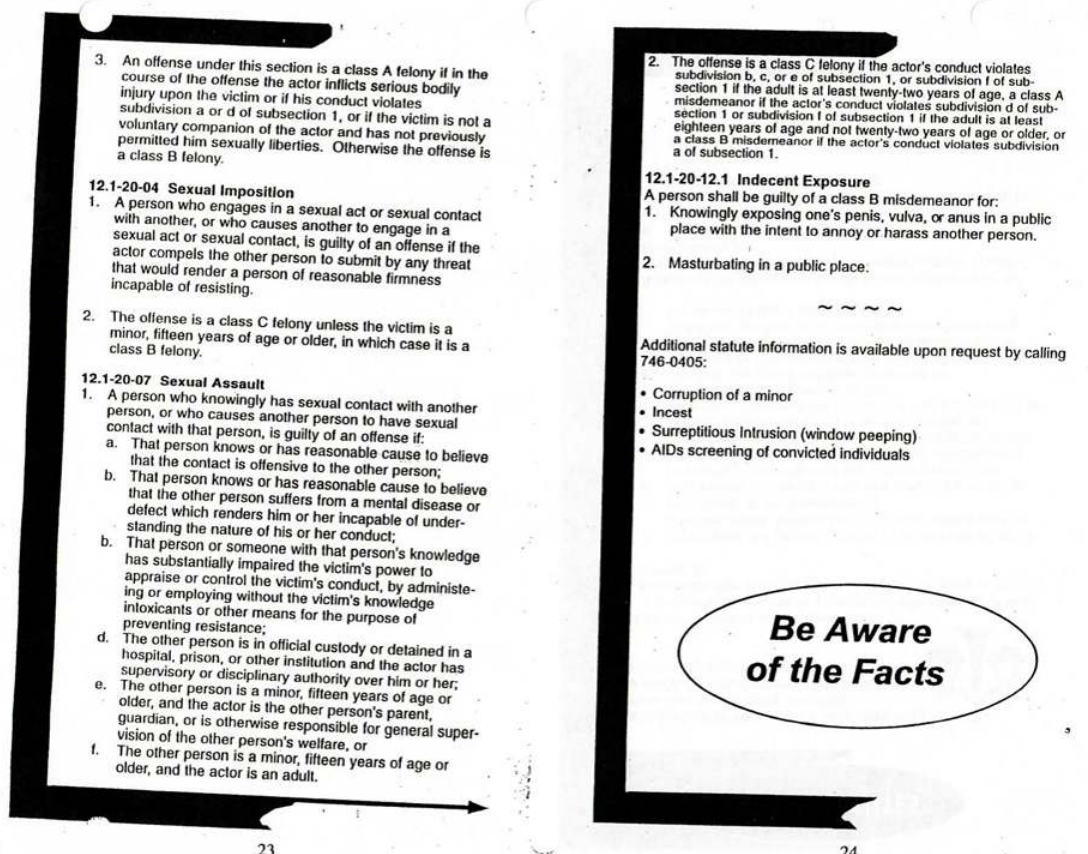
LEGAL STATUTES

It is important to be aware of laws regarding crimes that are sexually violating. The North Dakota Century Code includes the following legal statutes:



12.1-20-03 Gross Sexual Imposition

1. A person who engages in a sexual act with another, or who causes another to engage in a sexual act, is guilty of an offense if:
 - a. He compels the victim to submit by force or by threat of imminent death, serious bodily injury, or kidnapping, to be inflicted on any human being;
 - b. That person or someone with that person's knowledge has substantially impaired the victim's power to appraise or control the victim's conduct by administering or employing without the victim's knowledge intoxicants or other means with intent to prevent resistance;
 - c. He knows that the victim is unaware that a sexual act is being committed upon him or her.
 - d. The victim is less than fifteen years old; or
 - e. He knows or has reasonable cause to believe that the other person suffers from a mental disease or defect which renders him or her incapable of understanding the nature of his or her conduct.
2. A person who engages in sexual contact with another, or who causes another to engage in sexual contact, is guilty of an offense if:
 - a. The victim is less than fifteen years old; or
 - b. He compels the victim to submit by force or by threat of imminent death, serious bodily injury, or kidnapping, to be inflicted on any human being.



Attachment O

Excerpt from Section 1 of North Dakota Constitution

Section 25.

1. To preserve and protect the right of crime victims to justice, to ensure crime victims a meaningful role throughout the criminal and juvenile justice systems, and to ensure that crime victims' rights and interests are respected and protected by law in a manner no less vigorous than the protections afforded to criminal defendants and delinquent children, all victims shall be entitled to the following rights, beginning at the time of their victimization:
 - a. The right to be treated with fairness and respect for the victim's dignity.
 - b. The right to be free from intimidation, harassment, and abuse.
 - c. The right to be reasonably protected from the accused and any person acting on behalf of the accused.
 - d. The right to have the safety and welfare of the victim and the victim's family considered when setting bail or making release decisions.
 - e. The right to prevent the disclosure of information or records that could be used to locate or harass the victim or the victim's family, or which could disclose confidential or privileged information about the victim, and to be notified of any request for such information or records.
 - f. The right to privacy, which includes the right to refuse an interview, deposition, or other discovery request made by the defendant, the defendant's attorney, or any person acting on behalf of the defendant, and to set reasonable conditions on the conduct of any such interaction to which the victim consents. Nothing in this section shall abrogate a defendant's sixth amendment rights under the Constitution of the United States nor diminish the state's disclosure obligations to a defendant.
 - g. The right to reasonable, accurate, and timely notice of, and to be present at, all proceedings involving the criminal or delinquent conduct, including release, plea, sentencing, adjudication, and disposition, and any proceeding during which a right of the victim is implicated.

- h. The right to be promptly notified of any release or escape of the accused.
 - i. The right to be heard in any proceeding involving release, plea, sentencing, adjudication, disposition, or parole, and any proceeding during which a right of the victim is implicated.
 - j. The right, upon request, to confer with the attorney for the government.
 - k. The right to provide information regarding the impact of the offender's conduct on the victim and the victim's family to the individual responsible for conducting any presentence or disposition investigation or compiling any presentence investigation report or recommendation regarding, and to have any such information considered in any sentencing or disposition recommendations.
 - l. The right, upon request, to receive a copy of any report or record relevant to the exercise of a victim's right, except for those portions made confidential by law or unless a court determines disclosure would substantially interfere with the investigation of a case, and to receive a copy of any presentence report or plan of disposition when available to the defendant or delinquent child.
 - m. The right, upon request, to the prompt return of the victim's property when no longer needed as evidence in the case.
 - n. The right to full and timely restitution in every case and from each offender for all losses suffered by the victim as a result of the criminal or delinquent conduct. All monies and property collected from any person who has been ordered to make restitution shall be first applied to the restitution owed to the victim before paying any amounts owed to the government.
 - o. The right to proceedings free from unreasonable delay, and to a prompt and final conclusion of the case and any related post-judgment proceedings.
 - p. The right, upon request, to be informed of the conviction, adjudication, sentence, disposition, place, and time of incarceration, detention, or other disposition of the offender, any scheduled release date of the offender, and the release of or the escape by the offender from custody or commitment.
 - q. The right, upon request, to be informed in a timely manner of all post-judgment processes and procedures, to participate in such processes and procedures, to provide information to the release authority to be considered before any release decision is made, and to be notified of any release decision regarding the offender. The parole authority shall extend the right to be heard to any person harmed by the offender.
 - r. The right, upon request, to be informed in a timely manner of any pardon, commutation, reprieve, or expungement procedures, to provide information to the governor, the court, any pardon board, and other authority in these procedures, and to have that information considered before a decision is made, and to be notified of such decision in advance of any release of the offender.
 - s. The right to be informed of these rights, and to be informed that victims can seek the advice of an attorney with respect to their rights. This information shall be made available to the general public and provided to all crime victims in what is referred to as a Marsy's card.
2. The victim, the retained attorney of the victim, a lawful representative of the victim, or the attorney for the government upon request of the victim may assert and seek enforcement of the rights enumerated in this section and any other right afforded to a victim by law in any trial or appellate court, or before any other authority with jurisdiction over the case, as a matter of right. The court or other authority with jurisdiction shall act promptly on such a request, ensuring that no right is deprived without due process of law, and affording a remedy by due course of law for the violation of any right. The reasons for any decision regarding disposition of a victim's right shall be clearly stated on the record.
3. The granting of these rights to victims shall not be construed to deny or disparage other rights possessed by victims. All provisions of this section apply throughout criminal and juvenile justice processes and are self-enabling. This section does not create any cause of action for damages against the state, any political subdivision of the state, any officer, employee, or agent of the state or of any of its political subdivisions, or any officer or employee of the court.
4. As used in this section, a "victim" is a person who suffers direct or threatened physical, psychological, or financial harm as a result of the commission or attempted commission of a crime or delinquent act or against whom the crime or delinquent act is committed. If a victim is deceased, incompetent, incapacitated, or a minor, the victim's spouse, parent, grandparent, child, sibling, grandchild, or guardian, and any person with a relationship to the victim that is substantially similar to a listed relationship, may also exercise these rights. The term "victim" does not include the accused or a person whom the court finds would not act in the best interests of a deceased, incompetent, minor, or incapacitated victim.

Glossary

Sample Word 1 | Sample Definition 1

Detailed Licensing

Overview

Title: [Giving Voice to Victimology in North Dakota](#)

Webpages: 59

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 4.0](#): 93.2% (55 pages)
- [Undeclared](#): 6.8% (4 pages)

By Page

- [Giving Voice to Victimology in North Dakota](#) - [CC BY-NC-SA 4.0](#)
 - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
 - [TitlePage](#) - [CC BY-NC-SA 4.0](#)
 - [InfoPage](#) - [CC BY-NC-SA 4.0](#)
 - [Table of Contents](#) - [Undeclared](#)
 - [Licensing](#) - [CC BY-NC-SA 4.0](#)
 - [Acknowledgements](#) - [CC BY-NC-SA 4.0](#)
 - [About the Author](#) - [CC BY-NC-SA 4.0](#)
 - [1: Chapter 1-Introduction](#) - [CC BY-NC-SA 4.0](#)
 - [1.1: Explanation – What is Curriculum Infusion?](#) - [CC BY-NC-SA 4.0](#)
 - [1.2: History](#) - [CC BY-NC-SA 4.0](#)
 - [1.3: Layout](#) - [CC BY-NC-SA 4.0](#)
 - [1.4: Encounters](#) - [CC BY-NC-SA 4.0](#)
 - [2: Chapter 2 - Domestic Violence](#) - [CC BY-NC-SA 4.0](#)
 - [2.1: A. Types and Definitions](#) - [CC BY-NC-SA 4.0](#)
 - [2.2: B. Myths and Realities](#) - [CC BY-NC-SA 4.0](#)
 - [2.3: C. Fast Facts](#) - [CC BY-NC-SA 4.0](#)
 - [2.4: D. Impacts](#) - [CC BY-NC-SA 4.0](#)
 - [2.5: E. Hints for Assisting](#) - [CC BY-NC-SA 4.0](#)
 - [2.6: F. Risk-Reduction Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [2.7: G. Resources and Legal Issues](#) - [CC BY-NC-SA 4.0](#)
 - [2.8: H. Activist Suggestions and Examples](#) - [CC BY-NC-SA 4.0](#)
 - [2.9: I. North Dakota/Rural-Specific Information and Issues](#) - [CC BY-NC-SA 4.0](#)
 - [2.10: J. Cyberlinks](#) - [CC BY-NC-SA 4.0](#)
 - [2.11: K. Possible Textbook/Article/Reader Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [2.12: L. Other Recommended Readings and Resources](#) - [CC BY-NC-SA 4.0](#)
 - [3: Chapter 3 - Sexual Assault](#) - [CC BY-NC-SA 4.0](#)
 - [3.1: A. Types and Definitions](#) - [CC BY-NC-SA 4.0](#)
 - [3.2: B. Myths and Realities](#) - [CC BY-NC-SA 4.0](#)
 - [3.3: C. Fast Facts](#) - [CC BY-NC-SA 4.0](#)
 - [3.4: D. Impacts](#) - [CC BY-NC-SA 4.0](#)
 - [3.5: E. Hints for Assisting](#) - [CC BY-NC-SA 4.0](#)
 - [3.6: F. Risk-Reduction Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [3.7: G. Resources and Legal Issues](#) - [CC BY-NC-SA 4.0](#)
 - [3.8: H. Activist Suggestions and Examples](#) - [CC BY-NC-SA 4.0](#)
 - [3.9: I. North Dakota/Rural-Specific Information and Issues](#) - [CC BY-NC-SA 4.0](#)
 - [3.10: J. Cyberlinks](#) - [CC BY-NC-SA 4.0](#)
 - [3.11: K. Possible Textbook/Article/Reader Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [3.12: L. Other Recommendations and Resources](#) - [CC BY-NC-SA 4.0](#)
 - [4: Chapter 4 - Stalking](#) - [CC BY-NC-SA 4.0](#)
 - [4.1: A. Types and Definitions](#) - [CC BY-NC-SA 4.0](#)
 - [4.2: B. Myths and Realities](#) - [CC BY-NC-SA 4.0](#)
 - [4.3: C. Fast Facts](#) - [CC BY-NC-SA 4.0](#)
 - [4.4: D. Impacts](#) - [CC BY-NC-SA 4.0](#)
 - [4.5: E. Hints for Assisting](#) - [CC BY-NC-SA 4.0](#)
 - [4.6: F. Risk-Reduction Suggestions](#) - [CC BY-NC-SA 4.0](#)
 - [4.7: G. Resources and Legal Issues](#) - [CC BY-NC-SA 4.0](#)
 - [4.8: H. Activist Suggestions and Examples](#) - [CC BY-NC-SA 4.0](#)
 - [4.9: I. North Dakota/Rural-Specific Information and Issues](#) - [CC BY-NC-SA 4.0](#)
 - [4.10: J. Cyberlinks](#) - [CC BY-NC-SA 4.0](#)
 - [4.11: K. Possible Textbook/Article/Reader Suggestions](#) - [CC BY-NC-SA 4.0](#)

- [4.12: L. Other Recommendations and Resources](#) - *CC BY-NC-SA 4.0*
- [Back Matter](#) - *CC BY-NC-SA 4.0*
 - [Detailed Licensing](#) - *CC BY-NC-SA 4.0*
- [Bibliography](#) - *CC BY-NC-SA 4.0*
- [Attachments](#) - *CC BY-NC-SA 4.0*
- [Index](#) - *Undeclared*
- [Glossary](#) - *Undeclared*
- [Detailed Licensing](#) - *Undeclared*