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**“It Would Never Happen To Me”:
Female Perceptions of Community and
Experience of Crime on and off Campus**

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Trinity College
Senior Thesis 2014
Anthropology

Table of Contents

Introduction...4

Chapter 1: Lisa; the experiences of being a minority student...13

Chapter 2: Wendy; sophomore who contradicts the pattern...20

Chapter 3: Charlotte; differentiating memories...27

Chapter 4: Sam; how memory changes in order to compensate for trauma...36

Chapter 5: Hilary; making sense of her own traumatic experiences in comparison to those of other girl's on campus...43

Chapter 6: Violet; making sense of how she understands incidents on campus...52

Conclusion...60

Appendix

Bibliography

Introduction

Founded in 1823, Trinity College has a long, rich history of academic excellence. Originally situated in the heart of Hartford, it was moved to its current location in 1878 after trustees sold the former campus to the City of Hartford. When the current campus was erected, there was nothing but open fields surrounding the 100-acre campus.¹ The neighborhood that circumscribes the campus today developed around the college. Trinity College now has a unique situation of being a small liberal arts college in a city, much like prestigious universities such as Columbia University, Harvard University, Temple University, Boston University, and Yale University.

Most Trinity students, 65.4%, categorize themselves as “white.” Given the primarily white student body and Trinity’s location in a poor minority neighborhood, it’s not surprising that students have “fear” of the local community. Especially given general racialized fears in the U.S. (Manner and Miller, 2013). But according to criminology and Justice Department data, that in the U.S. most violence on campus is committed by students against other students (Fisher et al. 2009). This made me curious: how do female students perceive safety on and off campus? And how does this compare to their actual experiences of danger, violence, or crime?

As a senior female student at Trinity College, I have a great understanding of what it is like to be a student and a woman on this campus. Yet, in order to grasp a wider range of opinions and perceptions about safety, I conducted 21 interviews with fellow female students about perceptions and actual experiences. In order to be representative, I attempted to replicate the percentages of racial distribution and demographics among female students. I interviewed six seniors, five juniors, five sophomores, and five first

¹ <http://www.trincoll.edu/AboutTrinity/mission/Pages/History.aspx>

years. The students consisted of fifteen that identified as white, two that identified as Hispanic, one that identified as black, two that identified as Middle Eastern and one that identified as mixed race. The racial percentages of females on Trinity College's campus as of 2014 are 65.4% white, 20.7% minority, 9.5% foreign, and 4.5% unknown (Trinity Office of Institutional Research, 2013). Although I could not replicate these percentages exactly, I was able to interview 71% white students, and 29% minority students (students of color).

Let us define perceived safety and fear, and how that is different from risk. The fear of crime is the emotional response to what a person perceives to be the risk, risk of crime is the cognitive assessment of the likelihood someone will be victimized (Burrus et al. 2010). This differentiation is important because there is statistically a higher perceived risk for females than males. However, males are more likely to be actually victimized for theft, etc. (Jennings et al. 2007). From a campus climate survey conducted on the Trinity College campus in 2007, 50% of female students (juniors and seniors) believed that students sexually harassed other students often. Only 27% of male students had the same perception (J. Hughes, 2007). Females also regard their risk of property victimization as higher than males (Jennings et al. 2007).

Females engage in what is called "constrained behavior" in attempt to reduce their risk of being a victim. According to Jennings et al. (2007) female students are 13.33% more fearful than male students, while they are 7.43% safer. They also have a 3.39% higher perceived risk (Jennings et al. 2007).

From the time we receive our college acceptance letter in the mail, to the moment we grasp the diploma in our hands, we are encouraged by Trinity College to form a

community with our fellow students. A major theme of my research developed around this notion of creating a college community that stands in dichotomy to the Hartford community. I found the students on campus perceive off campus to be dangerous. The campus has acquired a gated feeling, without needing the physical structures. When the danger comes from a fellow student, this threatens the student and college identity, and thus induces what is termed “defense motivation” (de Hoog, 2012). According to de Hoog “defense motivation” is, “...the desire to hold, form or defend beliefs congruent with existing self-definitional beliefs” (2012). Throughout the following narratives I will attempt to prove this.

One might ask why institutions of higher learning are at risk of being a source of victimization and crime. There are four characteristics that have been found to correlate with college campuses and high rates of crime: proximity to crime, exposure to crime, target attractiveness, and lack of guardianship (Fisher et al. 1998). These characteristics can be applied to Trinity College, since the college is located in a poor neighborhood and there has been to be a correlation between poverty with an increase in petty crime. Trinity College also has a vibrant nightlife. Studies have also shown that those who engage in nighttime activities are at a higher risk of victimization. (Fisher et al. 1998).

In regards to what is called “target-attractiveness” (Fisher et al. 1998), Trinity College is a private institution that currently costs \$61,806 a year to attend. Many students are perceived to be affluent and have the ability to spend money on nonessential expenses. And lastly, a lack of guardianship is also applicable to Trinity College because for many students it is their first time navigating without parental guidance. To wit, there is no one to tell them to come home at night. (Fisher et al. 1998).

Trinity College has an open campus, meaning that the local community has the ability to come on campus and use the facilities. Whether or not to close the campus off from the community of Hartford or not has been a hot topic of debate among faculty, staff, and students. However, according to previous research it is more likely for a student to be victimized by a fellow student for all crimes. To be specific, sexual victimization by a fellow student is the most prevalent. (Wilcox, et al. 2007). Given this, it would be interesting to know why opinions on whether to keep the campus open, or to close it off, are so varied. This topic will be expended in the following six chapters.

No campus is exempt from the trials and tribulations of threat level and student safety. Between the years 2010 and 2012, there were 19 reported sexual offences on campus and 46 cases of burglary. (Campus Safety Clery Report, 2012). Again, these are reported cases. Many go unreported. In this thesis I will further explore and analyze questions that I raise in the following paragraphs. Most specifically, the perceived safety of female students in relation to the actual risk they are at of being victimized.

One might ask why these different perceptions of safety are so important. This is because students perceived safety impacts his or her ability to participate in the community of the college. According to Bridget Kelly and Alina Torres, female students do not enjoy the same quality of educational opportunities as their male classmates because they feel held back for fear of personal safety. (Kelly & Torres, 2006). They also point to part of this inequality as aspect of the victim-blaming culture that is prevalent on college campuses towards women that are victims of violent crime. Kelly and Torres go on to say, "...when women accept sexual victimization as the norm, they have internalized sexism and allowed fear to limit their freedom and equality." Other authors

have agreed with similar statements such as, "...Women's victimization and emotional fear...further control and constrain college women's behavior." (Wilcox, et al. 2007).

In relation to my first major theme, the cultivation of a dichotomy between the Trinity College community and the Hartford community, there is also a rape myth culture that becomes apparent from my interviews. Rape myths are defined as, "prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists." (Burt, 1980). Rape myths, "support blaming the victim, absolving the perpetrator and rationalizing sexual violence." (Vandiver, Dupalo, 2012, pg 594). This can take the form of students saying things such as, "she's a slut anyways," "she was asking for it," "she's lying," etc. In reality, the percentage of girls that lie is predicted to be between >1%-10% (Ibid). I argue that this is what leads to victim recantation, where rape victims change their narrative to avoid social sanction. Prior research supports my theory and state that, "...victims choose to retract...[for] fear of the offender and/or repercussions from his family, her own family and/or community..." (Robinson & Cook, 2007). In the case of my informants, I would say the fear of repercussions is the more poignant and applicable.

A further connection with the concept of rape myths is hegemonic masculinity. This is the presence of everyday practices used by men to dominate women (Connell, 2005). Oftentimes, these things are normalized. For example, Trinity College has a bantam as its mascot. A bantam is a fighting cock, and a cock is a phallic symbol and male dominance. Hegemonic masculinity is rampant on Trinity College's campus, and the reader will see examples of this in the narratives to follow. The male students on this campus have more status and power than female students according to informants.

As stated earlier, nightlife is a large part of social interaction at college, and popular at Trinity College. Research has shown that the consumption of alcohol is used as a way to excuse violent behavior, as shown by anthropologist David Riches in his research with Eskimos. The Eskimo people that he researched would become excessively drunk and pick fights with old rivals. When sober, they would act as if nothing had happened. (Riches, 1976). I believe, and hope to prove, that part of the reason the male students are able to evade consequences from their violent behavior is alcohol consumption.

I anticipated the topics of my interviews would be troubling for informants. In order to properly handle these sensitive topics, I consulted Laura Lockwood from the Women and Gender Resource Center. She gave information and tools on how to address issues of violence against women that might arise during the interview process. This helped me formulate questions that would be unobtrusive, while still gaining valuable information.

I expected different answers to the questions I asked. I believed that the female students Trinity College to be more wary of outsiders from the Hartford community than they are of their fellow male students. I also hypothesized that girls had a higher perceived risk than their male counterparts. Furthermore, I theorized that white students would also have a higher perceived risk than minority students. I considered the reputation of the students at Trinity College as having the ability to spend money on non-essential expenses, versus those who received scholarship or financial aid. I theorized that students with financial aid would have a lower perceived risk of the community than those who are more affluent. This led me to believe that female students were naive about

what is actually dangerous and what is not. I found that female students were in fact not unaware of the dangers within their own community, but were more reluctant to acknowledge it.

I organized each of the following six chapters around individual narratives. By organizing my information around individual narratives, I hope the reader is able to gain an intimate relationship with the stories the following six individuals have to share. Some will be disturbing, while others will show the inspiring strength of the women on our campus.

All students have been given a pseudonym in order to maintain confidentiality.

I open my discussion with a minority student, Lisa. The reader is able to grasp a better sense of the campus climate from her experiences. Understanding the campus culture is crucial to discerning why sexual violence has become a prominent issue.

The second chapter explores the transitional period between freshman year and senior year. Wendy is a sophomore student and her narrative is an example of the internal struggle to make sense of how she perceives her safety. She does not fit into either end of the spectrum in regards to her opinion of whether or not Trinity should have an open campus. Wendy caught my interest because she contradicts perception patterns that I found among other students.

Chapter three, Charlotte's narrative, I chose to include because of our shared experience. As a close friend, we had both dealt with a specific traumatic event that occurred involving a mutual friend our freshman year. The differences between the ways both of us remember, and the way our friend does, is an interesting coping mechanism

and will be explored in this chapter. This narrative also exemplifies the social pressures to discriminate against local residents.

The fourth chapter's narrative is also one that I have personal ties to. Sam experienced a traumatic event during her freshman year and confided in me at the time. However, my interview with her exemplified how she has changed her memory of it. The changes and discrepancies in narratives are further explored here.

This leads us to the fifth chapter, the narrative of a student named Hilary. Hilary has had several traumatic experiences on campus by fellow students, and yet she still has a bigger aversion to off campus residents. She does want the campus closed completely. Hilary's narrative is troublesome and brings to light a lot of issues that manifest in the nightlife on campus. She describes one specific event that she was a secondhand witness to, one that the next narrative also includes.

The final narrative in chapter six is of a first year informant I call Violet. What struck me about Violet's narrative is the difference in perception about the same scenario that Hilary mentions. She is trying to come to terms with how terrible things can happen to a fellow student, and the possibility of experiencing them herself. The comparison between Violet and Hilary is interesting and will call for further investigation in their respective chapters.

In my conclusion I will discuss the overall themes and issues--changing perceptions of safety on and off campus between freshman and senior year, and a dichotomous idea of what constitutes "community"-- that are brought forward across the six narratives I chose to include. I will also briefly reflect on my own experiences, and how this impacted my analyzing of information.

The reader will find throughout my thesis I will switch back and forth between referring to my informants as “girls,” “females,” and “women.” I refer to informants based on the context and discourse of the discussion. Furthermore, as college students we are in a transitional time in our lives. We as students are leaving childhood and entering the adult world. There is no clear boundary of where girlhood ends and womanhood starts.

I found the following major themes in my research. First, perceptions of safety changed for female students from their first year to their senior year. Senior students were more aware of the risks from fellow male students. Secondly, as a college we idealize this sense of campus “community.” This leads us 1) to create a bias against the local community and 2) also may work to silence violence reports within our own community. In my conclusion I suggest some ways that we may address this “town” and “gown” divide. I also suggest ways that we may take on the problems within our campus community, and in doing so, make it a stronger and more welcoming community for all students, whether female or male, minority or white.

Chapter 1: Lisa

I met Lisa while involved in a student organization together on campus. Our paths had crossed several times, and I recognized her as a friendly person. Because of her identification as a minority, and her urban upbringing, she was an opportune candidate for an informant. I wanted to make sure I collected information across a wide range of students.

Because I was sure that Lisa's rearing in a city would be key as a source of information, we began by talking about her hometown, and what it was like growing up as a minority in a big city. According to Lisa, her urban upbringing allowed her to be more comfortable on a campus in an urban setting. She says that,

"My background makes me feel more comfortable. I'm used to this environment. I'm used to having to look behind me when I'm walking. But it's normal. It's important to be aware of what's around you. It's part of the world, I guess."

Here she makes the point that background is important. The way a person is raised influences the way he or she perceives their surroundings. Lisa grew up close to the biggest projects in her city. She says is used to having to look behind her back even when she isn't alone, and being aware of her surroundings. Throughout the interview, Lisa continually brought up the differences in her upbringing from her roommates, who are white and affluent. We talked extensively about the differences between her roommate's reactions to local residents of Hartford in comparison to her own. In regards

to the safety on campus, and her views, she says that, "...that's the world...there is danger everywhere. If you don't know that, you aren't going to be safe."

She told me that her roommates are quick to blame locals if there is a mishap, and that they believe it is unfair that they have to be aware of their surroundings while on campus. She expands this perception with the majority of the population at Trinity College.

"When things get stolen, in rooms or buildings, people love to just blame locals...these people [the locals] are just trying to hand out menus...how would they get into your room? How would they know the code? And then they have friends, we've only been here for two months, but you've gotten close enough to give out your code to your friends. But it can't be them, no; you've known them for a month. It has to be the Chinese locals. That's not my mentality...how would they have gotten in? And there are people that can get in...I don't immediately blame people just because they are outsiders."

This story highlights the differences in perceptions between Lisa and her roommates, especially in regards to race. I gathered that part of this is because Lisa grew up in an ethnically diverse neighborhood, but also because she is a minority herself. The passage above also highlights a key theme that I mentioned in my introduction, the sense of community that is fostered among students. Lisa's roommate immediately identifies with her new friend because she is part of the Trinity community, and not because she knows her very well. The idea of her new friend stealing from her goes against the cultivated community image that the school encourages, and therefore she cannot accept

it. Instead, she forms a new answer –blaming Chinese from Hartford who are distributing restaurant menus--for her missing items.

I consider Lisa a friend, and in addition to discussing her experiences in regards to her race during the interview, she has also confided in me on separate informal occasions. In her neighborhood in a big city, Lisa was considered white, because her skin is very light. However, at Trinity College she is continually dealing with students who treat her differently because they consider her to be different and not white. For example, she had an experience where a student commented, “Oh my god, I’ve never met a non-white Jew before.” On another occasion, a student was pressuring Lisa and her friend to attend a party on campus. When she tried to make it clear she was not interested, he responded by saying, “How do the Mexicans not want to go?” Lisa is not Mexican. I was shocked to hear that another student had made such a comment to her, but Lisa was unperturbed. She told me that, “people say things...it’s just how you’re raised...if you’re saying things like that you must have heard it somewhere and they aren’t teaching you those things in school.” Here, Lisa is insinuating that the disrespectful behavior of other students was a product of their upbringing. I found Lisa’s responses and rationale for this behavior interesting. She explained that,

“There are people who are gonna say things and you need to know how to respond. The stereotype for Hispanics is that they are ghetto and loud. If you say that and I start cursing at you, is that proving you wrong?”

From these experiences that Lisa described to me, I gathered that discrimination, and to some extent racism, has become normalized on our campus. Not only did students

feel that it was okay to comment on another student's race, but the student being commented on excuses it. These are only two of the stories that Lisa shared with me, and unfortunately, there are a few more. If students treat each other in such a manner, there is no doubt that there is racial discrimination between students and the local residents of Hartford, the majority of whom are Hispanic. This raises the question of whether students are quick to blame locals just because of ethnicity, rather than for events that have happened on campus.

Although there are similarities between living in an urban setting at school, and her hometown, she identifies one big difference between Hartford and New York that makes her uncomfortable. The main difference that she points out is that Hartford is less populated than the city she is from. Where in her city, the "sketchy" (i.e. not safe) parts are the ones with more people, in Hartford it is the areas that she describes as "desolate" that make her more uncomfortable. The emphasis she made when we discussed when she felt safe, and when she didn't, was on the number of people she was with. For example, in Hartford she felt more comfortable at night with a group of people walking around than she would walking alone during the day.

As with all my informants, we discussed further what makes her feel unsafe, and what doesn't. I originally hypothesized that all informants would feel more unsafe at night versus the day, and also being alone versus among other people. In Lisa's case, she had a different perspective. Instead of feeling unsafe at night and alone, she described it as being "tense." She also commented that drunken people made her feel less safe than being alone at night.

In general, Lisa is not interested in getting drunk, or Trinity's vibrant nightlife. In our discussion of why she feels this way she explains that, "...I know why I'm here...to get an education...there are so many kids who come here with a completely different mentality...they don't see the value in it." Neither of Lisa's parent's went to college, so for her the opportunity to attend Trinity College has been exciting. Her goal of attending college differs from many of her peers

Lisa links sexual assault to drinking. She perceives that sexual assaults tend to happen when students are too intoxicated. According to Lisa, it becomes a way of excusing what would normally be considered rape similar to David Riches (1996) research that found the use of alcohol to excuse violent behavior. Research has shown the alcohol is used as a way to excuse violent behavior. According to anthropologist David Riches, "...among those social events for which alcohol happens to be an intrinsic part, violent behavior (supposing it occurs) is learned behavior." (Riches, 1986). This theme will become reoccurring throughout my discussion in other narratives.

Additionally, Lisa identifies Trinity as a "hook up" school, rather than a "relationship" school. This means that students will "hook up" (meaning have some sort of casual sexual interaction) rather than take part in a monogamous consistent relationship. Because of this, Lisa believes, "...that mentality makes people think it's okay. And people just take things too far." Among my informants, this was a common theme. Female students are aware that alcohol consumption puts them at risk of being sexually assaulted. Unlike the majority of my informants though, Lisa avoids drinking entirely, so she does not put herself at this perceived risk. I have come to gather that this is more for academic reasons, than for the fear of being in an uncomfortable situation.

Lisa makes it clear she has come to Trinity for an education, and not for what is typically deemed the college experience, which includes binge drinking and partying. According to the information Lisa gave me this is the reason she has not had any experiences with unwanted sexual advances, etc.

Additionally, the discrimination and assumption that local Hartford residents are to blame for thefts is in part a racial stereotype and for the most part, not a reaction to real experiences. This racial discrimination seems to overflow into student experiences, such as the ones that Lisa has had. Because Lisa does not fit into the community culture developed here at Trinity College, she feels more comfortable in the outside community than her white roommates do.

The next chapter provides the narrative of a female student who embodies the Trinity stereotype. She is white and affluent, which gives a nice contrast to Lisa, who is a minority.

Chapter 2: Wendy

I stationed myself in the library for a series of interviews that took place in early December. I had girls coming in and out at ninety-minute intervals, so none of them would see another one leaving or coming into the private room I had reserved. Wendy was one of these many interviews I had set up on this day. I contacted her through a mutual friend, and she was happy to help.

Wendy is what one would call a “typical Trinity girl.” She is white, affluent, and takes an active part in the nightlife on campus. Of course, these are stereotypes and not the way things really are. But I admit that I had these preconceived notions before attending Trinity College. I wanted to talk to Wendy because she is not the type of girl I normally socialize with, and because I was trying to get a well rounded picture of what female students at Trinity are experiencing, she seemed like a good informant.

By the time I met with Wendy, I had conducted the majority of my interviews. It became clear that all students’ perceptions of safety differed from day to night. Students felt safer during the day than at night. This was because of the amount of light, the ability to see what was going on around her, and also the number of people around.

Wend commented that:

“Like when it’s dark out and I’m alone, I can’t see approaching people, or I’ve heard stories of people getting mugged or whatever when it’s dark out. So, whether it’s realistic possibility...I just can’t, like, see what’s going on.”

Additionally, specific places on campus make the girls feel safer than others. These are areas that populated by more students. Areas of campus that are more desolate, or closer to the outskirts of campus are perceived to be less safe.

Wendy continued:

“...In the center of campus and there are campus safety [officers], and I think that being around so many people just makes me feel a lot safer...around the Crescent Street houses...that area is a little less safe. Just because it’s closer to the outskirts of campus. And there are more suspicious people walking around...”

Here it is interesting to note that Wendy says “suspicious people walking around.” I would infer from this comment that she means the local residents of Hartford, and not students. To Wendy, the presence of local residents indicates danger. I also gather this is because she does not like the outskirts of campus. Wendy feels safest in the center, where it is most likely to be all students. I asked her specifically why she seems to be so wary of the outside residents that come on to campus. She told me that:

“They’re generally a lot older, and I’m just not really sure what they are doing there, not really sure why they are there. Like, it’s a general rule that they are not supposed to be there, so that’s why I feel uncomfortable with them there.”

The unknown is what causes the fear. She doesn’t know why they are on campus, whereas fellow students it is obvious why they are here. Just as in the case when it is dark out and she cannot see what is going on around her, not knowing the people she is in the company with make her feel unsafe. In general, people tend to be afraid of the unknown.

However, Wendy has never had any significant interaction with off campus residents, except for events when they are specifically invited on campus, such as Halloween on Vernon. Her wariness of the Hartford community made me curious of whether she would want the campus closed off. Her answer surprised me. She told me:

“I think that if it’s too closed off it will just portray the wrong image to the outside world. I think it already is pretty closed off. But I think if we close it off anymore it will be like we don’t want the outside in. And I think it’s important that we have a good relationship with the surrounding area.”

Her answer seems contradictory. She has an aversion to the people that live off campus, and yet she does not want them closed out. She says that she doesn’t want locals coming on to campus, and yet she also says, “if we close it off anymore it will be like we don’t want the outside in.” It becomes an issue of principle. She doesn’t want to say that she wants the campus closed, because it would change her own perception of herself. And to a certain extent, I think my opinion of her matters too. She may be telling me what she thinks I want to hear.

So, we moved to what helps to make her feel more comfortable and safe. My first inclination is to ask if campus safety helps. However, Wendy didn’t seem pleased:

“I think they are there, and they are there to break up parties and stuff. I just don’t really know what their role is...I don’t really know what they do...I’m confused about what they can and cannot do...I know when I was looking at Trinity they emphasized that you can call and someone will walk you back to your dorm. And I know people that have called and they said that they don’t do that.”

Again, Wendy emphasizes that there is an unknown factor here as well. As I discussed earlier, Wendy seems to have a connection between the unknown and her perceived lack of safety.

Our conversation then moved to the student life on campus. I wanted a better perspective on how she perceives the campus culture. At this point Wendy seemed to become a little bit more uncomfortable. We occupy very different groups of friends and conduct our social lives accordingly. She gave shorter answers to the questions relating to campus culture than most informants. For example when I asked about sexual assault on campus, she immediately answered that she didn't know of any incidents on campus. Based on the number of interviews I conducted, and the number of girls that did know about assault on campus, I found this answer hard to believe. I decided in this incident not to push the question farther because I was making her visibly uncomfortable. I asked her thoughts on the hook up culture, and whether this would have any impact on sexual assaults on campus. She told me that, "...There is a very distinctive culture here, where anything goes. So males are more inclined to think it's okay...hook ups are just so everyday...it doesn't carry a lot of weight." So, is this a way of admitting that there is sexual assault happening on campus? As I found with many of my informants, they would contradict themselves over the course of the interview. Informants want to give the "right" answer, but in reality there is no correct answer. Additionally, the informant has every right to change her mind over the course of the interview. This is a predicament I will explore further in future narratives.

What I found most interesting about Wendy is that instead of feeling more comfortable from her first to second year at Trinity, she feels less comfortable. She told me that:

“At the beginning of last year I didn’t think it was that bad...I think I’ve gotten less comfortable with the environment. Coming into it I didn’t think it was that big a deal...I don’t mind it being in Hartford, I just wish it was a different part of it maybe.”

When we started the interview, it seemed to me that the unknown is what makes Wendy feel unsafe, however here she is more familiar with Trinity College and it’s campus, yet she feels less safe than she did when she was a first year. In increasing involvement in the idealized community dichotomizes her from those that are different, for example, the Hartford local residents.

Wendy contradicts the pattern of changing perceptions by class year. Instead of becoming more comfortable in her second year at Trinity College, she is less so. This is because she has become more enculturated to the “community” of Trinity College by her involvement with the nightlife and embodying the idealized Trinity student. This association solidifies the dichotomy between her perceived sense of campus community on campus versus the local community.

From my interview with Wendy I found that I had to be careful about how I interpret what my informants are telling me. The way she perceives me, and the way I perceive her influence how I analyze the information that she is giving me. It also further solidified the trend that it female students feel less safe at night than they do during the day.

As much as Wendy provided a plentiful amount of information; the inability to break through the awkwardness came as a disadvantage. With my next informant, Charlotte, this was not so.

Chapter 3: Charlotte

I have known Charlotte since the first week of freshman year. She is one of my closest friends on campus. Because of our shared history and experiences, she was someone that I immediately identified as a good informant.

Charlotte is a true extrovert and she had no problems getting right down to talking. As a friend, she already knew what I was going to be asking about, so she was prepared for how hard some of the questions would be.

A social person, Charlotte perpetually surrounds herself with people. And the same is true of when she goes to and from different places. Like many of the informants I talked to, being around other people is what makes her feel safer. However, Charlotte is also very confident. She will walk home alone from the library, for example, but would prefer not to. She had walked home alone from a friend's house on Crescent Street the night before. When she does have to walk across campus alone, and in this case at night, she takes certain precautions that she would not do during the day. The night before the interview she had called a friend while walking home. She finds comfort in being able to talk to someone. In addition, Charlotte and her three roommates have a text messaging thread, and when she walks alone at night she will let her roommates know where she is. This way, if she does not make it back in a certain amount of time, it will be suspicious. The ability to let someone know where she is at all times, even when she is not physically with anyone is Charlotte's coping mechanism for dealing with her perceived danger while walking alone on campus at night. She made it very clear to me that she was not afraid of being sexually assaulted though; it was more that she is worried about being mugged.

On another instance where Charlotte walked alone at night on campus, local residents approached her:

“I was walking back from the library to the Crescent townhouses and these three boys were there and they noticed me. And they were like, ‘you really shouldn’t be walking alone’ and I was like ‘oh it’s fine’ and they were like, ‘no, no, we’ll walk you. To make sure you get there safe.’ I was like okay this is kind of weird [to herself]. I mean, they were very nice, and they were like ‘you really shouldn’t be alone you should always be with someone. You don’t know there are dangerous neighborhoods around here’. And then I kind of assumed they were Trinity students. And I was like ‘oh, where do you live?’ And they were like ‘oh we grew up on Zion Street but now some of us live on New Britain and some of us live on Broad.’ And I was like ‘oh...you don’t go here.’ They were really nice. It was funny that they were, like, looking out for me, because they knew that it was dangerous for me to be walking alone...probably because...it’s not the greatest neighborhood surrounding Trinity. And they’ve grown up in it, so they sort of know what could potentially happen...in the 90s there was a huge gang problem...tension between Trinity and they outside world...the violence.”

What was interesting about this instance was the difference in the way she talked about these boys in our interview, in relation to how she talked about them when we were among other friends. While she praised them for their hospitality to me, in front of our friends she made fun of them. She joked about how one of the young men was sending her text messages, but he really had no chance with her. Our friends laughed, from their point of view, how could he even be so bold as to think she would be interested? I was saddened by the difference in her behavior. The young men were nothing but kind to her, and she didn’t seem to value it. She was expected by her peers to act a particular way

when discussing local residents. While we were discussing the situation she explained why she didn't feel unsafe around these young men:

"I feel like part of the reason I didn't feel unsafe with the non-Trinity students...is because I didn't realize that they were not part of the Trinity community. Because they were coming out of Ferris and I was walking with them, and one of them was wearing a Trinity hat. So I just assumed that they were. But I guess as soon as I found out who they were, I guess I just sort of changed my perception of them."

As she mentioned, the knowledge that the boys weren't students changed her perceptions of them. She admits that she has a preconceived notion of local residents, and also that she has her own personal prejudices.

"I didn't feel unsafe, actually I think my first reaction was, like, I guess I felt bad. Because they were asking me about my life and everything...they were pretty much like 'oh you're this rich white girl and were like these poor guys who can't afford to go to college who live around the block.' And that's just, like, the reaction, that's the way it made me feel. It just made me feel uncomfortable."

The combination of these three passages is an example of how a narrative can change. This is a sign that there is a campus expectation, at least among part of the campus community, to be disrespectful to local residents. This is also another example of the in-group versus out-group mentality that has been fostered on campus. Charlotte cannot let her peers know that she couldn't identify a non-Trinity student because this would threaten the in-group mentality.

While we among friends, this story came up. The way that Charlotte talked about the young men that offered to walk her home at this point was very different. According to her (in this setting among our friends) it was outlandish for him to think he had the right to talk to her. Social class and race came into play. What is also interesting here is that she never felt unsafe sexually, only that she might get mugged. But again, when we discussed the interaction among friends it seemed to take a sexual tone. He was texting her, which was an indication he was interested in her romantically, and she made it very clear to our friends that she was out of his league. This was because she was of a different class than him. The distinction is primarily because she is a student that attends Trinity, and he is not.

As our conversation turned toward the sexual relations on campus, it was clear that our previous relationship was an advantage. Charlotte and I have been friends quite some time; we have shared experiences and memories of things that have happened, whether it was to either of us individually, or a mutual friend. The focus of the interview turned to one specific friend.

When I first asked her if she knows anyone who has been sexually assaulted on campus, she said she didn't know anyone. I had to ask three times until she finally admitted that she did. I brought up our friend. She told me that: "The reason I was debating [whether to say it was sexual assault or not] is because at that time she was very much 'this happened.' But in recent years when I've talked to her about it, she is just like, 'oh, it's whatever.'" Like the change between our private discussion of Charlotte's interaction with the local residents, and with our friends, it appears that the narrative of our friend has also changed. I cannot say for sure why this is. It may be because it is an

easier way of coping. Or, it could for our friend to create her own sense of agency. Either way, the mutual friend no longer wants to think of the events of that night as a sexual assault, even though Charlotte and I remember it as such. As we continued to discuss this specific night, Charlotte started to become upset. Her words became sharper and louder. She went on to say:

“I think it’s a problem...I just remember that night sitting in your room and her crying and sobbing and you being like something similar happened to me, it’s okay...and the fact that you had experienced something that wasn’t the same but a similar experience, I feel like she was like, ‘oh it’s happened to someone else, so it’s okay’ but it’s not okay in any way. And I think people need to speak out against what happens. But no one does. Which is why everyone was like ‘oh my god can you believe what happened at the purple house?’ and yes it’s horrible what happened. But it’s not the first time it’s happened. In my four years, it’s probably...the 100th time, if not more. People think it’s a normal thing because it’s happened to other people. Just because it happens to other people, does not mean it’s normal at all. Like, yeah people get murdered. But that’s not normal at all.”

When something happens to a friend, it sometimes becomes even more upsetting than if it happened to you. I can say this from personal experience because of that night. Whereas our friend has written off the incident, neither Charlotte nor I have. Additionally, an event like this shocks a person into realizing that these things do happen. It is not unknown. Charlotte brought up the case of a sexual assault that happened at the beginning of the Fall Semester of 2013.² The shocked reaction of the student body was

² At an off campus house referred to as the “purple house.” This incident was reported to the Trinity Community at large by an email from campus safety: “I write to inform you that Campus Safety responded to an alleged sexual assault of a Trinity student by a Trinity student at approximately 1:15 a.m. Wednesday at an off-campus house where Trinity students live. The two students involved are known to each other.

troubling to her, when she perceives sexual assault to be normalized on campus. She goes so far as to compare it to murder.

According to Charlotte, the root of the problem is in the hook up culture at Trinity, and also the perceived lack of respect that male students have for female students.

“I guess just the way guys talk about sex in general. They are always like, ‘oh I fucked this chick so hard. I like pounded it in her.’ And you’re like, she’s not an object. She is a human, with feelings...I think it depends...all guys talk about sex. But it depends on the context, the way in which they live their lives...like especially, like, the frat brothers...and they talk about them like they are, like, these sex toys to them.”

Charlotte says boys view female students as sexual objects, rather than they do as people. She does make an important point however, that not all male students behave this way, and just as context mattered in the way we discussed local residents, the same applies for the way males treat or talk about females. The discourse of at least some male students is indicative of how they perceive female students, and it shows a lack of respect for her body and her agency.

The passage above is a prime example of hegemonic masculinity. Even the way that male students discuss female students is dominant. The use of the word “fuck” or “pounded” is aggressive. It is violent. It takes away the girl’s status as a person, and puts her in an inferior position.

The victim was taken to Hartford Hospital, and the Hartford Police Department responded immediately. The incident is under investigation by Hartford Police and by the administration of the College. at approximately 1:15am on September 4th, 2013 via campus safety email

We talked about other forms of violence on campus. Surprisingly, Charlotte brought up events that happened on campus that I thought were well known. For example, she was the only informant to mention a particular student that had been beaten up the beginning of our sophomore year.³ She told me her perception of what happened:

“It happened pretty early on in the semester sophomore year. I heard about it from my roommates...they sent an email out...of course everyone was up in arms about it and they were like ‘we need more campus safety’...the thing I found most interesting about it is once they found out that it wasn’t a Hartford resident that did it, and it was a Trinity student that did it, they totally swept it under the rug. It was like everything dropped off. We never got further information about it. And I think it’s just them trying to protect Trinity’s reputation. Which I think is wrong because the safety of our students, regardless of whether it’s from the community outside Trinity or the community inside Trinity, I think that should be the priority. And that’s why I think it’s bad that people like sweep their sexual assault stories under the rug, like [mutual friend] unfortunately did, like it didn’t happen.”

Charlotte makes a point that became a common theme as I gathered more information from various informants. There is a pattern of trying to erase memories or incidents that would change the way a person perceives their “community”, or the people in it. It would fit into the stereotypical view of local residents if the student who was attacked, was beaten up by a member of the Hartford community. However, when it became clear that it was a fellow student, people no longer wanted to acknowledge it, just as it is with sexual assaults. Students want to be able to trust each other. When students assault each other it breaks down that comfortable perception. It shakes a person’s sense

³ See appendix for email that students received from campus safety and Dean Alford

of security. There is a sense that we *should* be able to trust each other. But the question is whether this gets in the way of letting us see our environment for what it really is. This same theory is applicable to narratives I will be including in the following three chapters.

The change of narrative is a theme we will see again in the next chapter. I interview another informant whose perceptions of the past are different than my own.

Chapter 4: Sam

Just as with the previous narrative, I knew a lot about someone before the interview, including incidents she may have omitted from the discussion. As was the case for many of my informants, we were already acquaintances or friends. This is the narrative of an informant I will refer to as Sam.

I met Sam my freshman year. At the time, we were quite close. Over the past four years, we have grown apart. However, we are still friendly and exchange greetings when we see each other around campus. When I was in the process of identifying informants for interviews, I thought of Sam because she was outside my current circle of friends, and also because she was an ethnic minority.

Sam was happy to help. We set up a meeting. It was a rainy afternoon, and we conducted the interview in the private setting of her dorm room.

We started the interview the same as any other. We went over where she grew up, how this shaped how she felt being at Trinity, and what she perceived to be the safe and unsafe parts of campus. Sam was an interesting case in this regard as well because, except for freshman year, she has been living in the same part of campus sophomore, junior, and now senior year.

As with many other informants, Sam said that she felt more comfortable when there were people around, versus when she is alone. She told me how when she interned in New York this past summer, she felt more safe there than she does being alone at night in her own suburban New England neighborhood.

“Just because I think I have a fear of remote places. I don’t really like being out in my neighborhood at night. It’s very remote; there aren’t many streetlights. I guess it’s kind of eerie to me. But when it’s a city and there are people, it’s just; I think it’s a psychological

thing in my mind. I feel more comfortable in civilization and with people. When I feel like there is life going on outside.”

Similar to other informants, it is the number of people that the student is with that seems to have more of an influence on perceived safety, than what time of day or where she is. I also think it’s important to note here that she brushes off these feelings of uneasiness. She says that it’s a “psychological thing in my mind” as if she isn’t supposed to feel that way. And perhaps maybe she isn’t. There is something very reassuring about having the presence of other people around.

Furthermore, Sam says she feels safe walking off campus when there are signs of families. She gave me the example of when she walks down New Britain Avenue for lunch. Oftentimes, there are children in the park on New Britain and this puts her at ease. In response to this, she feels the most unsafe when there aren’t families or children around. To her, this is a sign that a place is not safe.

As I collected more information from interviews, I started to notice a difference in students’ opinions about the open campus depending on a student’s race, and their class year. Minority students tended to believe that the campus should stay open, as did all of the senior informants. Sam is both a minority student and a senior, and as I expected she believes the campus should stay open. She explained to me that:

“I think closing it off would send the wrong message out to the community as well. We take advantage of the restaurants and tons of cultural stuff in Hartford, that if I have the ability to take advantage of the resources that Hartford has to offer, I think people, especially if they

want to use Trinity for the right reasons, like the library, should have the opportunity to do so. Otherwise it's sort of a double standard."

I think that Sam makes a good point. Oftentimes, students don't even realize how much we use Hartford, and how little we give back. What is also important about this excerpt is it is the first place in the interview where Sam doesn't completely explain herself. At the time I did not notice this, but when transcribing, she mentions local residents using Trinity College "for the right reasons." She doesn't explain what the wrong reasons are. I assume that as a fellow student, she expects I know what she means by this. The "wrong reasons" are messages of entitlement and segregation from Hartford.

Our conversation eventually turned to matters of general safety regulations on campus, and this is where Sam brought up sexual violence without my asking. She was able to give me two separate instances, with two different couples, that involved intimate partner violence. She described the following two events to me:

"...We could see into Summit South. And we saw this couple...we saw the girl slap the guy. And we were like 'Oh, they're fighting' but then it seemed like it was getting physical. And the guy pinned the girl down on the couch. We were like "oh my god, what should we do?" We called Campo, and we saw them go in the room. Two of our friends went over there too. They seemed to break it up and stuff...the other time it was a similar thing...by McCook we saw a guy pin a girl up against a wall and they were screaming at each other. Whenever we see some guy get physical with a girl we are always sort of afraid..."

Fortunately, in both instances Sam was with friends and they called campus security to break up both situations. However, it is interesting that Sam was the only informant who gave me such specific information about events. She described exactly how things happened to other female students, however, we will see that she is much less specific when it comes to her own experiences.

As with all the senior informants that I met with, Sam believes her perception of how safe she is has changed since freshman year. She informed me that her drinking habits are what have changed the most:

“I was warier of drinking with people I didn’t know. But now that I’m a senior, I think I know what everybody is about. I feel like I’ve grown up a bit. I’m a lot more comfortable with it. I had a bad experience with somebody freshman year, and I kind of was like not into partying with people I didn’t know. I was way more comfortable with just my friends and stuff.”

This passage is also an important place where Sam purposefully does not go into detail. Unlike when she described other student’s experiences, she grazes over her own. As I remember it, Sam was pressured by a fellow male student to perform oral sex when she did not want to. What was most upsetting to her is that her male friends seemed to give it less thought when it happened. She was deeply troubled. Now, she seems to brush it off. Later in the interview we returned to the topic of sexual assault when I brought it up. She tells me that:

“It’s a very broad term, sexual assault, so I feel like a lot of things could fall under that category. I’ve never known anybody that had to do something with somebody that they didn’t

want to. I guess that is what I would consider to be sexual assault. Everyone has consented to things that have been done.”

She says here that, “everyone has consented to things that have been done” but I don’t remember her consenting to what happened when she was a freshman. Even if she did, it was after she was pressured into doing so. Again, she removes herself and grazes over her own experiences, while being more comfortable talking about other student’s experiences.

She also comments on the difference between how she sees things now, and how she saw things as a freshman. According to Sam, as a freshman, she was naive and excited to party for the first time. Alcohol influences the perception that Sam has about her the experiences. She seems to be saying that she thinks her credibility is compromised because she was consuming alcohol; in a way she seems to be saying it was her own fault, instead of blaming the boy that assaulted her. She said as a freshman she would put herself, “in uncomfortable situations, where I would come out of it feeling dirty and annoyed with myself.” She takes responsibility for what happened to her, as if in some way it was her own fault because of alcohol consumption. Furthermore, because she was not physically forced to do anything, but only pressured, it does not qualify as sexual assault to her. Sam now has had a steady boyfriend, and no longer feels sexual pressures. She says he gives her a sense of security that being single at Trinity College does not.

Interestingly, Sam believes there is an underlying cause for the general disrespect of female students on campus. She believes it is a lack of respect for the female intellect that leads to sexual violence.

“...Sexually, intellectually, male students don’t respect female students. We have to claw a little harder. Especially when this is a school that takes pride in it’s Econ department. It sort of breeds a specific sort of guy. And I think if a woman were to go into that field or workforce, they often look down on that or they don’t necessarily consider her to be as intellectually capable as they are...there first has to be that mental respect.”

The point she makes steers us to an important aspect of our own culture. From what Sam is describing, women are not respected as intellectual equals of men, which in turn furthers or reinforces hegemonic masculinity.

Sam’s information brought a lot of themes that coursed through all my interviews into clearer perspective. Through her omission of specific information, while giving details of others, she showed me how students think of sexual assault. It is a stigma to be assaulted. It’s something that isn’t discussed. As with other informants, there was an unspoken acknowledgement of mutual information, but we did not discuss it specifically. And I felt that it was not my place to insist on further questioning. This is interesting because they agreed to be interviewed and I had told them in advance what the questions would be in reference to.

Or, was it because their memories of what happened in the past had really changed? When you tell yourself enough times that something has happened a certain way, perhaps eventually it becomes a truth in ones mind.

The next informant is a first year. Unlike Sam, she has not had years to contemplate her experiences. She will help identify leading factors and motives in conflicting narratives about traumatic experiences.

Chapter 5: Hilary

An easy way to find more informants was through simple networking. After completing an interview, I would ask the informant for a reference to another female student that might be willing to discuss her experiences thus far at Trinity College. This is how I met Hilary. Prior to our meeting for the interview, I had never met her before. Hilary was a petite white girl, with a palpable and friendly energy.

Despite the busy atmosphere, as it was approaching the end of the semester, I decided that renting out a media room in the library would be a good idea. I arrived early to the room so that no one would see us go in together, to further protect her anonymity.

Hilary is a first year student. And like most first years, she lives on the south side of campus. Similar to many other students on campus, Hilary is from the northeast part of the United States. Originally from a city close by, she and her family more recently moved to a suburb not far from New York City. While this new town is the supposed epitome of suburbia, according to Hilary her previous urban home was quite the opposite. She claimed that her experience living in the city was crucial to her ability to conduct herself at a school in an urban setting.

“I grew up in [the city], it wasn’t ideal...I knew how to act. But then living in [the suburb] is so nice and I’m really happy that I had that...some kids here just don’t know how to act in a dangerous area...I don’t walk late at night, and I don’t go to the library after dark...you don’t want to be stupid...I would say I’m more confident having grown up in a rocky area...you just recognize things. Like if I had grown up in [suburbia] my whole life, where it’s so nice...you don’t consider certain aspects.”

Hilary believes that she is different. Because of her prior experience, she knows how to act. A point that she made very clear to me about local residents is that she never

felt like she was going to be assaulted sexually, but that she was more afraid of having something stolen. Her experiences with the Hartford community are all in relation to theft.

“When we first got here there were so many muggings and so many things going on. And the kids that it was all happening to were kids that I knew and I would talk to them, and they would be freaking out about it and I would be like this is ridiculous. That’s kind of engrained in me now, don’t even bother going out too late.”

Because of the experiences her peers had, she avoids going to the library or walking around campus at night. Meanwhile, her male friends do not feel the same way. They have no problems walking home alone at night. They don’t even think twice about it. She told me a specific story in which her male friends proved to her they did not need assistance.

“The boys don’t care...we would always talk about needing a buddy to walk home with, and they would be like ‘it’s not a big deal.’ Guys don’t think twice about it at all. They don’t feel unsafe at all...they are like ‘it would never happen to me’ or they know how to take care of it...actually the girls who got mugged at the beginning of the year where they got punched in the face and stuff like that were actually a few of my girlfriends and my guy friends were the ones who caught the guys who mugged them. So, my guy friends beat the shit out of them. So, I feel like guys can take care of things on their own. So if anyone tried to mess with them it wouldn’t go well.”

By saying “guys can take of things on their own,” Hilary believes that she is not able to do so as a young women. This is also a form of symbolic violence. Symbolic

violence is cultural norms that are instilled upon society so much so that it is assumed that they are true. Symbolic violence takes place in everyday habits shaped by society and culture (Bourdieu, Wacquant 1992), .It has become so engrained that a man should be able to defend himself, while a woman is more fragile, that it has crept into her discourse and perceptions about her environment.

According to Hilary, despite the bravado displayed in protecting female students from muggers, the male students are not respectful of women. In fact, she claims she has not met a single nice male student on campus. What is even more troubling to her is that she perceives upperclassmen to be worse than her fellow first year students. This is an indication that she believes that first year males are encultured to become disrespectful to women. She told me the following story after I asked her how safe she felt around other students:

“...there was this one creepy experience with this one upperclassman, I wasn’t in the right state. I hung out with him not intending to do something with him, and I didn’t want to it at all and it just happened...I wish I hadn’t done it. And I know I can’t get it back. But I’m just, like, I like didn’t want to do that. It wasn’t that I was too messed up to say no. It was just that...I just felt like I couldn’t say no...”

In this instance, although Hilary claims she was not in the right state, it seems that social pressures compromised her more than intoxication. As she mentions, she was aware of what was going on, and that she was conscious enough to have said no, but that she “couldn’t.” Because she told me that upperclassmen were even more disrespectful than underclassmen, this indicates that she felt she couldn’t because she was in an

inferior position being both a first year, and a female. She indicated to me that the male students on campus act with entitlement when it comes to sex. She told me that, "...no one is like looking at a girl and is like, 'oh she is a nice girl' they look at her and are like, 'oh, I wonder if she'll have sex with me.'" In this respect, Hilary is describing an objectification of women's bodies. Again, this is a form of symbolic violence and hegemonic masculinity, similar to the situation that Charlotte described in chapter three.

Unfortunately, the prior story was not the only sexual violence Hilary had experienced on campus. For Hilary, the second assault she experienced was with two male students. One was with a boy she had been seeing, and the other was with a "close" friend.

"I guess it was sexual assault...I completely blacked out one night, and I don't remember any of it and I guess shit went down and I don't remember any of it because I looked through my texts from my best friend from home and I guess she was like freaking out...[she had texted her friend that something was not quite right...she did not make this entirely clear] so I met with my RA and I had to meet with my area coordinator and she was like...you can press charges. I was, like, I don't want to press charges. I just want someone to talk to about it."

It is not uncommon for girls to choose not to press charges on their assaulters. According to a study by Bonnie Fisher of college students that were victims of rape, only 5% were reported (Fisher et al. 2009). Fisher found several reasons that victims chose not to report the rape including, "...not wanting family or other people to know...lack of proof...fear of reprisal...fear of being treated with hostility" (Fisher et al. 2009). With a school as small as Trinity, the repercussions of reporting can be disastrous for a girl's

social life. Her reputation is at risk of becoming stigmatized. As Hilary mentioned, there were people she knew who were involved in the event. She has to consider what the other friends in their clique would think of her for ratting on the boys who gang raped her.

I was curious to know how these experiences influenced Hilary's perception of safety on campus. Especially since she seemed so cautious of the outside community. She told me that because of her experiences she was more "aware" while going out and partying at school. As she said:

"It definitely makes me more aware...at home it's different when you're drinking with all your close friends because you know nothing is going to happen, and you're at like a house...but like here you go from place to place...with people you think you know, but you don't know at all really..."

As I had observed with other informants, Hilary touches upon a critical point for first year students. Although they are quick to trust their new friends, in reality none of them have known each other very long. The ability to trust them so easily can be a blessing and a curse. While it is awesome that students feel that they can be comfortable around each other, it also leaves them vulnerable to being taken advantage of. Here is a prime example of one of my main themes: the construction of a Trinity "community". Since Hilary's experiences threaten this construction that has been engrained in her, she tries to find a way of justifying it. She wants to be able to trust her fellow students.

Not only has Hilary had personal experiences with sexual violence, ranging from being conscious but pressed by an upperclassmen into unwanted sex, to being unconscious and gang raped, but also she has been witness to the aftermath of assaults on

other female students assaults as well. I asked her if she had ever heard of friends or acquaintances being assaulted on campus. She told me the following story:

“I remember at the beginning of the year...it was like 12:30 [in the morning] on like a Friday or something. She was outside my room...I heard laughing but it was actually crying. And I guess she had gotten raped or something, there were ambulances and cops and everything...I guess it wasn’t rape at all...I guess she was like begging the guy to have sex with her...she admitted to it. She was like, ‘yeah, I made it up...’ I guess it was sexual assault...”

When we were discussing this incident, Hilary’s tone of voice was derogatory towards the girl who claimed to be raped. While talking to other informants, they also mentioned this particular incident, and they also used the same condescending tone. Many commented that the girl was “a slut,” or that she was “asking for it.” All the informants that mentioned the incident were first years as well. This is what is called a rape myth. As I mentioned in my introduction, a rape myth is a false belief in regards to rape that rationalizes the sexual violence that has been committed. It is prejudicial and stereotypical.

One might expect that, given what has happened to Hilary, she would be more sympathetic with other women who have experienced assault. However, Hilary was not sympathetic when she described the girl in the hallway. Given the derogatory tone with which Hilary and other first year women students described the incident, I wonder why any girl on campus would want to come forward about having been sexually assaulted. The environment of the student body is not a welcoming one. If I were to guess, the girl

who Hilary is describing changed her mind and “admitted” that she was lying because she was pressured to do so. Just as Hilary felt she was unable to say no to the upperclassman who pressured to have sex, or when she decided not to press charges against the male students who raped her. In relation to this, it is important to note that Hilary did add an “I guess it was sexual assault” to the end of the story about the girl in the hallway. This shows that she is struggling to make sense of what happened, the same way she struggled to make sense of her own experiences.

What struck me most about Hilary and her perspective was that although she had such terrible experiences personally, the ones experienced by her friends seemed to have more of an impact on her perception of safety. She was very adamant to me that the campus be closed and gated. In her own words she said:

“I totally disagree with having an open campus. I think it’s absolutely absurd. They don’t pay 60,000 a year to go here. They don’t belong here. There is no reason...like why are you here? There is no reason for you to be here. It just creates so much more of a negative feeling.”

Hilary originally wanted to attend Fordham University in the Bronx, New York. At Fordham, the campus is completely gated and students have to go through a single stream in and out where they sign in or sign out. According to her, this is a better and safer system than Trinity has. Hilary has had experiences with violence with students and outside residents, but she is much more accepting of her own assault. I believe that this is because it is an accepted part of campus culture.

Hilary's interview was the most troubling for me. I spent a lot of time mulling it over in my head after we concluded. I was troubled that someone could have so much trust in people (fellow male students) that didn't deserve her trust at all. She seems to be displacing the trauma of what was done to her by members of the campus community onto the local community. Her narrative gives me a clearer picture of the "inside" versus "outside" community dichotomy at Trinity College. We, as students, are conditioned to trust our in-group, and the in-group stresses the danger of the outside. When there is danger inside the group, to acknowledge this challenges the entire idea of an in-group, or the Trinity College "community."

I will elaborate further on the community dichotomies in my conclusion.

The final chapter touches further upon the campus culture and discourse of female students. The informant, Violet, discusses the same incident of the girl in the hallway who "lied" about being raped.

Chapter 6: Violet

Because I was using networking as a way of finding informants, I could not avoid having some that knew each other, or experienced the same event with different perceptions or understandings. This was the case with a first year informant, Violet.

Our meeting took place in an empty classroom on the Long Walk. It was dark out, as the days were getting shorter as the fall wore on. She seemed a bit nervous, and I assumed this was because I was older.

As we started the interview, I realized that Violet was looking for answers that were “safe.” What I mean by this is that she wanted to please me, but she also did not want the conversation to lead into any topics that would make her uncomfortable. There were many times where she started an answer with ‘I guess’ instead of ‘I think,’ or ‘I know.’ She was insecure about how exactly she was supposed to answer. I continually reminded her that there were no right answers, only her opinions and perceptions. If I were to grade answers on a horizontal scale, her answers would always be in the middle; meaning she never was adamant about any of her answers. For example, when I asked her about how she reacted to walking back from the library at night she gave me the following explanation:

“I guess sometimes when I do hear of things happening it does make me scared, because I think oh that could have been me. What would I have done in that situation? But then again, when I’m walking home from the library at night I just know, okay so look at my surroundings do I see anything sketchy going on? Oh, okay I’m safe to walk. There’s a campus safety person over there. I’m not on my cell phone texting I’m just walking back to my dorm, so just things like that I know to do. Just in case, you know, anything happens. Because you do hear of things and you always think it’s not going to happen to me. But you never know.”

This excerpt also touches upon another important aspect of my interview with Violet; she said that she is constantly looking around and scoping out her environment for potential dangers. She also mentions the presence of campus safety makes her feel safer. Campus safety's presence as a positive influence on her perception of safety is brought up at several points in our interview. When I asked her directly about how they make her feel she told me, "...I feel safe seeing them." However, it is not only the campus safety's presence that makes her feel safer, it is the presence of any population. In the following excerpt she mentions several times how crucial it is whether or not people are around.

"I think it depends on whether it's during the weekend or a weeknight. Because on the weekend I probably feel more safe because there are always more people around and hanging out. If it's during a week day then I wouldn't feel safe walking on the Long Walk for example or Vernon because there's not many people around. I would probably feel more safe walking during the week day near the library to my dorm, because there are a lot of people at the library doing late night studying or whatever.

As with other informants, the number of people the student is surrounded by, and not necessarily in the direct company of, is what impacts her perceptions of her safety. Having her peers around makes her more feel secure, while being alone is seen as a cause for concern. I wondered if the same applied for off campus residents. According to Violet, she does not feel the same security from local residents as she does from fellow students. As with all my informants I asked her how she felt about our open campus policy. She answered in the following way:

“I think it’s okay during the day, although at night it should be closed [the campus]. For example, maybe past 10 o’clock or so if you’re not a Trinity student you don’t really have a reason to be on campus, so why would you be here? I only say that because everything has happened at night. Like at these late hours. During the day it’s okay, because I see kids playing on the LSC quad near my room, or like someone walking their dog...”

Violet’s reaction was consistent with other first year responses. Freshman informants were more likely to respond that they want the campus closed, versus upperclassmen that believed there is no reason to gate the campus and block out the local community.

The conversation took a more interesting turn when we started to discuss the “hook up” and sex culture of the campus. She told me the following story. It was eerily similar to the story that Hilary told me.

“I’ve heard of a girl...beginning of the school year...of a sexual assault of some sort. We got an email the next day and one of my roommates actually told me about it because this roommate, she always knows all the gossip for some reason...she actually saw it, well not saw it but she saw the aftermath of it. The girl was on the LSC quad like crying and screaming, and campus safety came. And then, apparently, our roommate told us that the girl had made it up and it wasn’t actually a rape or a sexual assault, she just made it out to be like that because she was really drunk and she emphasized what happened that night. And then the next morning it wasn’t really what she made it out to be I guess, if that makes sense...I think she told the campus safety people that she got raped but she didn’t actually...that she wanted to have sex with this boy and then maybe it went too far...maybe that is rape. This girl kind of has a crazy reputation...I think she accused the kid of sexual assault. But...there is kind of a thin line between was it really, or wasn’t it?...and then I

guess she was like oh no it wasn't and then she told campus safety that it was. Although she wanted to do it with the boy. And then the boy might have taken it too far, and then she didn't want to, so then she started freaking out."

According to the Women and Gender Resource Center (WGRAC) here on campus, only 2% of victims lie about being raped (Lockwood, 2014). What was also interesting is that the other informant, Hilary, also said that the girl had lied about being raped. This may be part of the reason that victims do not come forward about being assaulted. I did not interview any male students, so I cannot compare the way that they might blame the victim in the same way I can about my female informants. However, as a female I know that girls can be vicious. There is nothing worse than being discriminated against or gossiped about by other girls. Violet went on to say later in the interview, "I guess because of her reputation...that she might more easily put herself in situations that might cause trouble. Whereas someone who...not as promiscuous...they wouldn't put themselves in a situation like that..." Part of the reason that girls respond to rapes on campus this way is because it is a form of defense. By saying that another girl put herself in that situation, it protects her from saying that it could happen to her too. It is also important to note that Violet says, "I guess" before her statement. This shows that she is trying to make sense of the situation. She doesn't know for sure what happened, but because of the victim blaming culture on campus, she is influenced to think it must be the girl's own fault. Meanwhile, Violet also admitted that the dating culture on campus encourages casual sexual relations:

“...The culture of dating and hooking up is so casual that you don’t really do anything, you just brush it off. You wake up the next morning and you’re like, ‘oh, whatever’ just because it was so casual in the first place, that anything that took place could be taken casually too. If anything goes too far you could be like, ‘oh my gosh, I did that...’ it was so casual in the first place.”

What is confusing is that Violet does not give a definition of what qualifies a girl as “promiscuous.” According to the *Oxford English Dictionary Online*, “promiscuous” is defined as: “Of a person or animal: indiscriminating in sexual relations. Also (of sexual intercourse, relationships, etc.): casual, characterized by frequent changes of sexual partner” (2007) If the general population on campus takes sex casually, wouldn’t that also make the majority promiscuous? According to a recent survey of students on the definition of “promiscuous,” several mentioned that it is a term specific to females. None of the students said that it was a term only related to males. For example a female sophomore said that the definition is, “a girl who sleeps with many people.” Another sophomore female defined promiscuity as, “when a girl is extremely flirtatious and is very outright way with her sexuality.”⁴ But still...if the general campus culture is a “hook up” one, why would some girls be labeled as sluts?

Furthermore, in the two passages above, Violet mentions things are taken “too far” but does not explain what she means by this. As a fellow student, she expects me to understand what she is insinuating By “too far” it seems that she means that the situation has gone past a point in which a girl feels comfortable performing sexual acts. She no longer feels like she is able to handle or control the situation, and it is now out of her hands.

⁴ Survey conducted by Professor Rebecca Beebe in on of her anthropology classes

I decided to turn the topic of conversation to relations between male and female students in a social setting. Violet told me that she had never personally felt disrespected by a fellow male student, but that she has witnessed and heard about the disrespect of male students. She told me it is especially prevalent in the fraternity scene on campus:

“...I’ve never felt like any boy has been mean to me...but from observations from things around here...especially boys in the frats, they have so much power and stuff because they are in a frat and everyone wants to get in...they can like do what they want.”

From my own experiences, and from what other informants have told me, this perception is the general the consensus among female students. The fraternity scene holds a lot of social power, and the males that are brothers are able to manipulate their peers because of social capital they gain from granting access to parties.

It may have been because Violet is a first year, or because it is just part of her personality, but there was a definite uneasiness to the conversation. She was uncomfortable. I believe this also speaks to the culture around sexual assault on Trinity’s campus. It is not a topic girls feel safe talking about.

Furthermore, my interview with Violet showed how deeply rooted the practice of blaming the victim is in our community. Out of the first year students that I interviewed (four), three had a story of sexual violence that had touched their lives in some way. All stories were similar enough that I believe they were about the same girl. Out of the three who told me about sexual assaults that they knew about, two believed that the girl was making it up, and that she had a reputation to begin with. This was not necessarily in what they both said, but the manner in which they said it. The condescending tone and

disgusted facial expressions spoke for themselves. These are unfortunate odds for the girl who was assaulted, for she is now labeled as “that” girl who tried to get a fellow student in trouble. She will now be stigmatized by her peers.

Conclusion

I undertook this subject of research with the full understanding that I would also be studying myself. As a student of Trinity College, I am a participant in the campus culture, as well as an observer. As a female student on campus, I have had my own experiences in regards to perceived safety and actual risk. Throughout the process I was forced to reflect on my own experiences. It was a hard and troubling experience. I had a pessimistic view of the outcome. I believed that girls would disappoint me, and have a radical aversion to the outside community.

To my surprise, female students seem to be better informed about the actual risks than I hypothesized. In every interview I conducted, all informants believed that there was more sexual assault happening between students than between the local residents and students. This is supported by statistics included in Campus Safety reports. Between 2010 and 2012 19 forcible sexual offenses that occurred on campus, between the same years there were only 6 off campus forcible sexual offenses (Ortiz, 2013).

All of the information that I collected has led me to make the following conclusion. First year female students have different views than seniors. As a first year, students are less informed, and to a certain extent there is no way to learn how to protect oneself without going out and experiencing the campus culture. Experience increases safety. Over the four years, the female students transition to a point where they no longer are under the illusion that campus is a safe haven from violence. All of the senior students I talked to have been touched by sexual violence, whether it was personal or through a friend. I wanted these narratives to touch the reader in such a way that he or she finds that they create a relationship with these girls. I chose individuals instead of composite stories so that the impact of these stories was more powerful and intimate.

Initially, there is strong disconnect for first year students between the perception of safety and the reality of sexual violence on Trinity College's campus.

Perceptions Based on Class year

First year students have more fear of the outside community, and felt themselves less at risk of being victimized by fellow students. However, they still believed that more sexual assault happened between students. What was most interesting is that first year students were more likely to believe that although they are aware of sexual assault happening on campus, they adamantly believed that they were smart enough to avoid bad situations, and that personally they were less at risk than their peers. Informants of the class of 2017 (first year students) were also more likely to divulge that they had been in uncomfortable situations with male students, or had "hooked up" with someone and wasn't confident in that decision. First year students were also the only ones to voice a concern about Trinity's open campus. Of the five first year students, two believed that a gated campus would make them feel safer.

Sophomores had similar responses to first years, but more developed, and somewhat confused. Informants from the class of 2016 voiced concerns about the presence of local residents on campus, however they did not seem to believe that the campus should be closed off. Similar to first years, sophomores tended to be under the impression that sexual assault happened on campus, but it would not happen to them.

Junior informants are more confident about their surroundings on campus, and are well aware of risks that came from their fellow students. They agreed that they also had a higher perceived risk of victimization, but four of the five informants explained that they

believed that they have been conditioned to believe that women must be more cautious than men. I unfortunately did not include any junior narratives in my analysis. This is because narratives from junior informants did not have any one moment that caught my eye and interest. However, their views were still considered in my considerations of overall themes.

Senior informants were adamant that the campus should stay open to the Hartford community. They believe that it is unfortunate that students, both male and female may have to look over their shoulder but they also commented that there is nothing one can do about it and is necessary when living in a city.

All of the senior informants were well aware of the risk of sexual assault by their male peers, especially the unclear behavior that happens when alcohol is involved. Of the senior informants, two were aware of separate sexual assault cases perpetuated by students against students that had gone unreported. As a senior, I am aware of one as well. Senior informants agreed that women are at higher risk than men, and also have an obligation to look out for themselves. As a senior myself, interviewing fellow students that I have spent four years with was an interesting experience. I've known all of them since our first year, and so the discourse was less formal than with other informants. It also allowed me to have a deeper perspective of the information that they shared. This was such with Sam and Charlotte, where I used my own memory of respective situations to influence how I analyzed their interviews.

Perceptions of "Safety" On and Off Campus

There were trends that were apparent over all classes. Informants felt safer in areas with more people around and that were better lit. The presence of Campus Safety also made informants feel safer. Several informants mentioned the Campus Safety car that is parked on the Lower Long Walk at night makes them feel safer while walking home from the library. The majority of students have not had a significant amount of interaction with off campus residents. This raises further questions about why female students may be suspicious of local residents, even though they have had no interaction.

In regards to the differences between races, I found my original hypothesis to be accurate. Minority students, specifically Hispanic and black, feel less wary among local residents. All minority students, across all classes, believed that the campus should remain open to the local community. Among the minority students, two were on academic scholarship and grew up in urban settings. I believe this also influenced their confidence and ability to have a lower perceived risk than their white counterparts.

As a student myself, I had the ability to move fluidly in and out of the role of an anthropologist and a fellow student. This allowed me the ability to notice differences between what informants said in interviews, and what they said among their peers, such as with Charlotte or Sam. From these variations, I conclude that there is a social obligation of white students to demonstrate bias against local residents.

Challenging the Idea of “Community”

The concept of a Trinity College “community” has enforced a cultural barrier between the students and local residents, as well as minority students. This allows for

minority students to have a lower perceived risk than white students do. When students jump to conclusions about crime on campus having been committed by local residents, such as with Lisa's roommates, or the case of Chris Kenney (a student assaulted by a fellow student my sophomore year, 2012), they are trying to maintain the community they have constructed. By admitting it was a fellow student, this puts their community identity at risk. I am included in this community that Trinity College has fostered, and it is noticeable in my discussion in Charlotte's narrative. As a student at Trinity College, I cannot remove my own perceptions of the campus community from my analysis.

A subcategory of the community dichotomy is failing to recognize when assault has happened. There are social implications of reporting a rape or assault. The campus is small, and news travels quickly. Furthermore, I found with many informants they contradicted themselves within the course of the interview. I believe this is in part due to the social implications of reporting a rape. For example in the case of Hilary, who did not want to prosecute the male students who assaulted her, she "just wanted someone to talk to" (i.e. go to the Counseling Center). She also, disturbingly, noted that these boys were in her circle of friends. If she were to pursue prosecution, it would have repercussions on her social life that she didn't want.

The implications of "hegemonic masculinity" are also noticeable in the dialogue with informants. This was noticeable in the perceived general lack of respect male students have for female students. In Sam's narrative she points out that the disrespect comes from a deeper place; the disrespect is both sexual and intellectual. She argues that female students are not as respected in the classroom as their male counterparts. Charlotte mentions the clear disrespect male students have when discussing sex with their female

classmates. They treat women as sexual objects, rather than equals. If there is no respect on a day-to-day basis, it is no wonder that there is rape and sexual assault present on our campus.

Suggestions for Further Research

Sexual assault and rape does not happen just between heterosexual individuals, but in the homosexual community as well. It would be interesting to compare and see whether there are the same issues of sexual violence among the homosexual students on campus as there are among heterosexual.

Further research is also necessary from the point of view of male students. I believe that if I were to interview male students, I would not get clear information. Although male students brag about their sexual prowess, e.g. “I pounded her so hard,” it is doubtful a male student would want to admit that he raped a fellow female student, or even know that he did. This research would have to be done by a male student.

Another area of further research is in the impact of whether or not a student is on financial aid has an impact on her perception of safety. I hypothesize that students on financial would have a lower perceived risk of the surrounding community than students who are able to pay their full tuition because of the neighborhoods in which they grew up in.

Suggestions for Administration

I believe that the start of change must come from teaching boys how to *not* rape girls, rather than teaching girls how to not be raped. I believe that male students should be

thoroughly educated about what qualifies as rape and sexual assault. If a girl is passed out because she is so drunk and cannot say no, that does not mean she consented.

I recently attended a bystander training class through WGRAC. I found it informative, and believe that all students should be required to take such a course, including male students.

The false fear of local community can also be addressed. More students need to be involved with community engagement and outreach. It should be required that students have more experience off campus and engage with local residents.

The initial misplaced trust that students have in our own community also needs to be addressed. The way that the college is fostering community presently is not working to encourage students to report student-on-student violence. This illusion needs to be debunked by properly educating and reinforcing students of the potential dangers *on campus*.

Current Events

Recently the U.S. Department of Education released the names of fifty-five colleges and universities across the United States that have been charged with violating Title IX. Many of the schools listed are small liberal arts colleges, similar to Trinity College. Included in the list are: Hobart and William Smith Colleges, Swarthmore College, College of William and Mary, Occidental College, Sarah Lawrence College, Amherst College along with numerous other credible universities. Recently in the news, Tufts University, also part of the New England Small College Athletic Conference, was accused of violating Title IX as well. Tufts failed to deal with sexual assaults and

harassment in a prompt and equitable way. Tufts University failed to investigate sexual assaults unless there was a written complaint. They also did not have a Title IX coordinator from 2009 to 2011 (U.S. Dept. of Education, 2014

Sexual assault and rape is an issue that prevails across all colleges. The government's attempt to make the entire system of sexual assault reporting more transparent is in an effort to create more awareness about the issues that are so prevalent on college campuses. It is important that the faculty, staff, and students are aware that these issues are not singular to our campus.

Final Comments

The undertaking of this subject was self-exploratory in some respects. There is nothing like examining other girl's experiences to make me look inward at my own. I cannot separate my own perceptions and opinions from the way in which I chose to represent and analyze the girls I chose to narrate. I can say confidently that this project was not completely objective, and I don't think it needed to be. I am a female student and these issues matter to me.

Appendix 1

Glossary

Campo: Slang for campus safety

Hartford Local: A derogatory term for the local residents of Hartford. Usually implies a Hispanic person of low income.

Hook up: A term for two people that have some sort of casual sexual relation. This could be anything from making out to having intercourse.

LSC: Language Science Center, a building on campus

Appendix 2

Sources of Public Data

1. Campus Safety Clery Report of 2012 of Security and Fire Safety

Clery Report for 2012 of Security & Fire Safety

ANNUAL CRIME STATISTICS

Trinity College Three-Year Disclosure of Crimes Reported to Campus Safety & Other Administrative Entities			
	Totals		
Criminal Offenses Occurring On Campus	2010	2011	2012
Aggravated Assault	0	6	2
Arson	1	1	0
Burglary	24	14	8
Murder / Manslaughter (Non-Negligent)	0	0	0
Murder / Manslaughter (Negligent)	0	0	0
Motor Vehicle Theft	10	7	2
Robbery	4	3	1
Sex Offenses: (Forcible)	6	6	7
Sex Offenses: (Non-Forcible)	0	0	0
(Incest)	0	0	0
(Statutory Rape)	0	0	0
Criminal Offenses Occurring On Campus Residence Halls **	2010	2011	2012
Aggravated Assault	0	1	0
Arson	1	0	0
Burglary	19	8	0
Murder / Manslaughter (Non-Negligent)	0	0	0
Murder / Manslaughter (Negligent)	0	0	0
Motor Vehicle Theft	0	0	0
Robbery	2	0	0
Sex Offenses: (Forcible)	1	1	4
Sex Offenses: (Non-Forcible)	0	0	0
(Incest)	0	0	0
(Statutory Rape)	0	0	0
Criminal Offenses Occurring on NON Campus Locations	2010	2011	2012
Aggravated Assault	0	2	1
Arson	0	0	0
Burglary	5	1	2
Murder / Manslaughter (Non-Negligent)	0	0	0
Murder / Manslaughter (Negligent)	0	0	0
Motor Vehicle Theft	0	0	0
Robbery	1	0	0
Sex Offenses: (Forcible)	0	1	1
Sex Offenses: (Non-Forcible)	0	0	0
(Incest)	0	0	0
(Statutory Rape)	0	0	0

****CRIMES REPORTED IN THE "RESIDENCE HALLS" SECTION ARE ALSO INCLUDED IN THE "ON CAMPUS" CATEGORY.**

ANNUAL CRIME STATISTICS

Trinity College Three-Year Disclosure of Crimes Reported to Campus Safety & Other Administrative Entities			
	Totals		
Criminal Offenses Occurring On Campus	2010	2011	2012
Aggravated Assault	0	6	2
Arson	1	1	0
Burglary	24	14	8
Murder / Manslaughter (Non-Negligent)	0	0	0
Murder / Manslaughter (Negligent)	0	0	0
Motor Vehicle Theft	10	7	2
Robbery	4	3	1
Sex Offenses: (Forcible)	6	6	7
Sex Offenses: (Non-Forcible)	0	0	0
(Incest)	0	0	0
(Statutory Rape)	0	0	0
Criminal Offenses Occurring On Campus Residence Halls **	2010	2011	2012
Aggravated Assault	0	1	0
Arson	1	0	0
Burglary	19	8	0
Murder / Manslaughter (Non-Negligent)	0	0	0
Murder / Manslaughter (Negligent)	0	0	0
Motor Vehicle Theft	0	0	0
Robbery	2	0	0
Sex Offenses: (Forcible)	1	1	4
Sex Offenses: (Non-Forcible)	0	0	0
(Incest)	0	0	0
(Statutory Rape)	0	0	0
Criminal Offenses Occurring on NON Campus Locations	2010	2011	2012
Aggravated Assault	0	2	1
Arson	0	0	0
Burglary	5	1	2
Murder / Manslaughter (Non-Negligent)	0	0	0
Murder / Manslaughter (Negligent)	0	0	0
Motor Vehicle Theft	0	0	0
Robbery	1	0	0
Sex Offenses: (Forcible)	0	1	1
Sex Offenses: (Non-Forcible)	0	0	0
(Incest)	0	0	0
(Statutory Rape)	0	0	0

****CRIMES REPORTED IN THE "RESIDENCE HALLS" SECTION ARE ALSO INCLUDED IN THE "ON CAMPUS" CATEGORY.**

[illegible]

SURVEY HIGHLIGHTS BY INSTITUTION

	Capital CC	Gateway CC	Manchester CC	Tynes CC	CCSU	FCSU	SCSU	US Coast Guard Academy	University of CT	WCU
Will transport intoxicated students										*
Identified sexual assault training for officers	*	*	*		*	*	*	*	*	*
CAMPUS RESPONSE TEAMS										
Do you have a Campus Response Team (CRT) or Sexual Assault Response Team(SART)	*	*	*	*	*	*	*	*	*	*
Estimated number of members	5	10	10	15	20+	10	15	20+	20+	10
Team includes local sexual assault crisis program staff					*	*	*	*	*	*
Meet more than once a month(1m) monthly(1m) semester(3) annually(4)	0	5	NM	M	M	5	5	M	M	M
by including Other(3)										
Social assault training required for team			*		*	*	*			*
How often is training provided: Once or more per semester (OS), once or more per academic year (OAY), Never (N)	OS	OA			OA	OS	OS	OA	OS	OA
Team members review cases	*	*			*	*				*
If so, when do they meet After each incident (EI), Once or more per semester (OS) once per academic year (OAY)	EI				OS	EI				EI
VICTIM SERVICES										
There is a victim services coordinator on campus	*		*	*	*	*	*	*	*	*
24/7 services available					*	*	*	*	*	*
Referral provided to local		*			*	*	*	*	*	*
Sexual assault program					*	*	*	*	*	*
Campus based advocacy offered during judicial review process						*	*	*	*	*
JUDICIAL PROCESS										
Judicial board hearing		D,JA	SA	D,F,S	D,S,M,J,F	D,J	S,L,J	J,S,O	S,A,O	S,A,J,F
members: Dean of Students(D) faculty (F) students (S) Student Affairs(SA)										S
Judicial(1) Other(3)										
Social assault training standard for members of the judicial review process	*	*			*	*	*	*	*	*
How often is training provided: Once or more per semester (OS), once or more per academic year (OAY), Never (N)	OS	OA			OA	OS	OS	OA	OA	OA
Are all incidents of sexual assault reported to the Title IX officer	*		*		*	*	*	*	*	*
Both parties can have a support person present during the judicial process	*	*		*	*	*	*	*	*	*
Victim input:										
Input statements	*	*		*	*	*	*	*	*	*
Input for sanctions	*	*		*	*	*	*	*	*	*
Informal options:										
relocation of victim(1V)		CV/CA		CV/CA	RV/BA, CV/CA, NC	RV/BA, O CV/CA, NC	CV/CA, NC RV/BA	RV/CA, CV/CA, NC	RV/BA CV/CA, NC	RV/BA CV/CA, NC
reduction of offender(EO)										
change of victim class(es)(CV)										
change of offender class(es)(CO)										
no contact (NC) Other(3)		*	*	*	*	*	*	*	*	*
literary sanctions offered										

3. List of Institutions Under Investigation via U.S. Department of Education website

State	Institution
AZ	Arizona State University
CA	Butte-Glen Community College District
CA	Occidental College
CA	University of California-Berkeley
CA	University of Southern California
CO	Regis University
CO	University of Colorado at Boulder
CO	University of Colorado at Denver
CO	University of Denver
CT	University of Connecticut
DC	Catholic University of America
FL	Florida State University
GA	Emory University
HI	University of Hawaii at Manoa
ID	University of Idaho
IL	Knox College
IL	University of Chicago
IN	Indiana University-Bloomington
IN	Vincennes University
MA	Amherst College
MA	Boston University
MA	Emerson College
MA	Harvard College
MA	Harvard University—Law School

MA	University of Massachusetts-Amherst
MD	Frostburg State University
MI	Michigan State University
MI	University of Michigan-Ann Arbor
NC	Guilford College
NC	University of North Carolina at Chapel Hill
ND	Minot State University
NH	Dartmouth College
NJ	Princeton University
NY	Cuny Hunter College
NY	Hobart and William Smith Colleges
NY	Sarah Lawrence College
NY	Suny at Binghamton
OH	Denison University
OH	Ohio State University
OH	Wittenberg University
OK	Oklahoma State University
PA	Carnegie Mellon University
PA	Franklin and Marshall College
PA	Pennsylvania State University
PA	Swarthmore College
PA	Temple University
TN	Vanderbilt University
TX	Southern Methodist University
TX	The University of Texas-Pan American

VA	College of William and Mary
VA	University of Virginia
WA	Washington State University
WI	University of Wisconsin-Whitewater
WV	Bethany College
WV	West Virginia School of Osteopathic Medicine

Appendix 3

Campus Safety Emails

1.

Ortiz Jr., Cisco

To: Ortiz Jr., Cisco

Campus Safety Advisory; September 4, 2013

September 4, 2013 10:56 AM

[Hide Details](#)

To the Campus Community,

I write to inform you that Campus Safety responded to an alleged sexual assault of a Trinity student by a Trinity student at approximately 1:15 a.m. Wednesday at an off-campus house where Trinity students live. The two students involved are known to each other. The victim was taken to Hartford Hospital, and the Hartford Police Department responded immediately. The incident is under investigation by Hartford Police and by the administration of the College.

The victim is in the care of Hartford Hospital and is also receiving support from Trinity staff. Out of respect to the victim, we cannot give out further information at this time. Please be assured that we will do all we can to support the victim, and we will cooperate fully with the Hartford Police.

Cisco Ortiz

Director of Campus Safety



FRANCISCO ORTIZ JR.
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2.

From: Lugo, Jorge F
Sent: Sunday, March 04, 2012 5:31 PM
To: Alford, Frederick H.P.
Subject: Updated Campus Safety Alert

I write to give you updated information on the assault that took place early this morning and to apologize for the lack of detail in the earlier message. The Trinity student who was attacked suffered severe injuries and is undergoing surgery. From what we know so far, two Trinity men were walking on Allen Place near the corner of Allen and Summit St. between 2:30 and 3:00 am when a car pulled up to them and an estimated six people got out of the car and came at them. One of the two men was able to escape, but the other student was beaten brutally. A woman, who is not a member of the Trinity community and who was driving by, saw the attack, stopped, flashed her lights, and blew her car horn causing the assailants to flee. We are not sure if it was she or someone else who called the police, but HPD and emergency vehicles responded along with Campus Safety.

The reports we got from the police indicated contradictory descriptions of the assailants, as indicated earlier, but we have been able to get enough information from the victim and his friend to know that the assailants were not Trinity students. The men could not identify the make or model of the car and noted only that the group of assailants included males and females. We do not know yet what the motives were for the attack, but we believe it was robbery.

Hartford Police and Campus Safety are investigating and welcome information from anyone who may have witnessed the event or knows of anyone who did. Campus Safety will be assigning an officer to that area and HPD will be making additional patrols. In the meantime I ask that everyone keep this young man, his friends, and his family in their thoughts. I also remind everyone that the chaplains and counselors are available to anyone who would like some with whom to speak.

Frederick Alford
Dean of Students

3.

From: Lugo, Jorge F
Sent: Sunday, March 04, 2012 10:58 AM
To: Global Distribution List for Admin/Staff; glibdist_alumni; Global Distribution List for Faculty; Global Distribution List for Freshmen; Global Distribution List for IDP; Global Distribution List for Juniors; Global Distribution List for Seniors; Global Distribution List for Sophomores; Global Distribution List for Specials
Subject: assault

To the members of the Trinity College community:

Last night, at approximately three a.m. a student was assaulted and injured while walking on Allen Pl.

The student was assaulted by several persons, but it is unclear whether the suspects in this assault were Trinity or non-Trinity students.

Hartford Police and Trinity College Campus Safety are working together to investigate this incident further.

Campus Safety would like to remind all members of the community to utilize on campus transportation, and walk in pairs or groups when possible.

Jorge Lugo
Office Assistant
Trinity College Campus Safety
76 Vernon Street, Hartford, CT 06106
(: 860.297.2091 2:860.297.2482; : Jorge.Lugo@trincoll.edu)

P Go Green: Do not print this email if it is not necessary

Date: October 10, 2013

To: Julian Zieff
Beth Nola

From: James J. Hughes Ph.D., Chair
Trinity College Institutional Review Board
Federalwide Assurance: 1 W A00017955



Re: Approval of Research Proposal 2014-003

I have reviewed your request for IRB review and approval of your project on "Sexual Risk and Perceived Safety on Campus." Your proposed project meets the ethical standards for research involving human participants with respect to obtaining informed consent, assuring confidentiality of participants' responses, and posing little or no risk to participants. Your project is hereby approved under expedited review and you may proceed with your research when you wish. If the need arises for any further communication about this proposal, please use the identifier number above.

Please note this approval extends for a period of one year from the date above. Should you continue your research beyond that period a new IRB application is required.

If you change your research methodology in any way, please contact me so that I can verify that your research still meets the appropriate ethical standards.

cc: Melania Stern, IRB Administrator

Sincerely,

James J. Hughes Ph.D.
Chair, Institutional Review Board
Trinity College

Interview Script

Hi my name is Jillian Zieff and for my senior thesis I am studying perceived safety on and off of campus, specifically in regards to female students. I will be asking you questions about your experiences here at Trinity. I ask for your permission to record this interview, however your participation in this project will be kept confidential. You are able to back out at any time. If you decide after the interview is completed that you no longer wish to have your information used, you can contact me in the following ways:
Cell: 508-397-7204
Email: jillian.zieff@trincoll.edu
Do you understand and agree to these terms?

Interview Questions:

Name (pseudonym):
Year:
Hometown:
Ethnicity:
How did you choose Trinity?

Was Trinity's urban setting part of your consideration in the college process?

Where do you live on campus?
Do you think where you live on campus influences how safe you feel? Why?

Where do you feel most safe on campus?
When do feel most safe?

Is there anywhere on campus where you feel unsafe? Where and why?
Is there any time...?
Do you go to the library at night? Do you walk home alone afterwards?
Are there any things that you do while walking home alone that make you feel more safe?

Do you think your male friends think twice before walking alone at night?

Do you think your upbringing or where you grew up has impacted how you see your environment here at Trinity College? Does it make you more wary or more comfortable?

Do you ever go off campus? When? Where? Who do you go with?

Where feel most safe off campus?
When?

Where do you feel unsafe?

When do you feel unsafe?

What are your thoughts on the open campus Trinity has? Do you think it should stay this way or be closed off from the public?

Have you ever interacted with off campus residents in an informal setting? Did you feel comfortable doing so? Why or why not?

Have you ever felt unsafe while interacting informally with other students on campus? Why or why not? What was the situation? Please be specific.

What is your perception of campus safety?

Have you or any of your friends ever called them? When and why? Have you or any of your friends ever used a blue call box? When and why?

Do you think campus safety is doing a good job? If not, do you have any suggestions?

Do you think there is more sexual assault happening on or off campus? Why one way or the other? How does this influence how safe you feel on or off campus?

Have you or any of your friends made use of the WGRAC? When? What for?

Do you know of or have any friends that have been sexually assaulted? How did this make you feel?

What about the recent incident on Broad Street? What are your thoughts on that?

Do you take part in the nightlife on campus?

Have you ever felt unsafe while “out” on the weekends? How did you handle this situation?

Do you think the dating and “hook up” culture has any influence on the sexual assaults that happen on campus? Why or why not? What impact do you think Greek life has on the campus culture overall?

Would you say that male students are respectful to female students overall? Can you give any specific examples either way?

Has your perception of how safety changed since freshman year? How so? (If informant is no longer a freshman).

Overall, do you like Trinity College?

If there were anything you would change, what would it be?

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