

Annotated Bibliography for Sexual Harassment (with a focus on technology)



DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE
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Barak, A. (2005). Sexual harassment on the Internet. *Social Science Computer Review*, 23(1), 77-92.

Sexual harassment offline is a well-known, highly prevalent, extensively investigated, and intensively treated social problem. An accepted model classifies sexual harassment behaviors into the categories of gender harassment, unwanted sexual attention, and sexual coercion. Theory and research show that sexual harassment behavior occurs as a product of person situation characteristics and has substantial personal and organizational costs. This article reviews the available information on sexual harassment in cyberspace, equates this phenomenon with what has been learned about sexual harassment offline, points to specific characteristics of online culture and technology that reinforce the behavior, and proposes ways of promoting prevention.

(Note: This article is one of the leading articles on online harassment behavior, and has been cited 226 times since published, in this article we read that a greater deal of cyber harassment is in the form of gender harassment)

Charteris, J., Maple, M., & Kennedy, A. Snapchat at school—‘Now you see it...’: Networked affect—cyber bullying, harassment and sexting. In *33rd International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education* (p. 111).

Snapchat is one of the most popular social media applications among Australian young people. Its global impact has grown rapidly in recent years. Reported is a mixed methods case study located in New South Wales schools. An online survey was conducted with education practitioners to enquire into their experiences of Snapchat in their school settings. The researchers used survey responses and comments from follow up interviews to consider how networked affect is enacted through Snapchat. Networked affect can be seen as a visceral movement of emotion through the intra-action of social media and human bodies. Both corporeal affect and Snapchat have received increased attention by researchers over the last five years although little has been written to link the two. We highlight the importance of reading the affective social impact of Snapchat use among young people and the potential of looking beyond its abuses to the affordances of the application.

Chesney, T., Coyne, I., Logan, B., & Madden, N. (2009). Griefing in virtual worlds: causes, casualties and coping strategies. *Information Systems Journal*, 19(6), 525-548

A virtual world is a computer-simulated three-dimensional environment. They are increasingly being used for social and commercial interaction, in addition to their original use for game playing. This paper studies negative behaviour, or ‘griefing’, inside one virtual world through a series of observations and focus groups with users. Data were collected to identify griefing behaviours and their impact, examine why griefing happens and who the likely targets and perpetrators are, and suggest strategies for coping with it. Findings show that griefing behaviour is common. It is defined as unacceptable, persistent behaviour and is typically targeted at inexperienced residents by those with more knowledge of the virtual world. Community and individual coping strategies are identified and discussed

(Note: ‘griefing’ is when a person intentional angers others within the virtual world. Coping strategies is what I was most interested in and how this might apply to SH)

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Curtis, P. (1992). Mudding: Social phenomena in text-based virtual realities. *High noon on the electronic frontier: Conceptual Issues in Cyberspace*, 347-374

A MUD (Multi-User Dungeon or, sometimes, Multi-User Dimension) is a network-accessible, multi-participant, user-extensible virtual reality whose user interface is entirely textual. Participants (usually called players) have the appearance of being situated in an artificially-constructed place that also contains those other players who are connected at the same time. Players can communicate easily with each other in real time. This virtual gathering place has many of the social attributes of other places, and many of the usual social mechanisms operate there. Certain attributes of this virtual place, however, tend to have significant effects on social phenomena, leading to new mechanisms and modes of behavior not usually seen 'IRL' (in real life). In this paper, I relate my experiences and observations from having created and maintained a MUD for over a year.

(Note: This is not a Sexual Harassment article but give an Idea of the multiple platforms there are as well as briefly mentioning anonymity of users and irresponsible game play)

Dill, K. E., Brown, B. P., & Collins, M. A. (2008). Effects of exposure to sex-stereotyped video game characters on tolerance of sexual harassment. *Journal of Experimental Social Psychology*, 44(5), 1402-1408.

The violent video game literature has previously not extended to the domain of violence against women. The current investigation tested the effects of exposure to sex-typed video game characters versus images of professional men and women on judgments and attitudes supporting aggression against women. Results showed experimental effects of short-term exposure to stereotypical media content on sexual harassment judgments but not on rape myth acceptance. A significant interaction indicated that men exposed to stereotypical content made judgments that were more tolerant of a real-life instance of sexual harassment compared to controls. Long-term exposure to video game violence was correlated with greater tolerance of sexual harassment and greater rape myth acceptance. This data contributes to our understanding of mass media's role in socialization that supports violence against women.

Finn, J. (2004). A survey of online harassment at a university campus. *Journal of Interpersonal Violence*, 19(4), 468-483.

This exploratory study of 339 students at the University of New Hampshire found that approximately 10% to 15% of students reported receiving repeated e-mail or Instant Messenger (I-M) messages that "threatened, insulted, or harassed," and more than half of the students received unwanted pornography. Approximately 7% of students reported online harassment to an authority. Messages originated from strangers, acquaintances, and significant others. No difference in online harassment was found based on demographic variables except sexual orientation. Sexual minority students were more likely to receive online harassment from strangers than were heterosexual students. Implications for further research and for policy/program development are discussed.

(Note: Would be interested to know if there is a screening filter that could catch words within the subject line and automatically flag Harassment)

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Fox, J., Bailenson, J. N., & Tricase, L. (2013). The embodiment of sexualized virtual selves: The Proteus effect and experiences of self-objectification via avatars. *Computers in Human Behavior*, 29(3), 930-938.

Research has indicated that many video games and virtual worlds are populated by unrealistic, hypersexualized representations of women, but the effects of embodying these representations remains understudied. The Proteus effect proposed by Yee and Bailenson (2007) suggests that embodiment may lead to shifts in self-perception both online and offline based on the avatar's features or behaviors. A 2x2 experiment, the first of its kind, examined how self-perception and attitudes changed after women (N = 86) entered a fully immersive virtual environment and embodied sexualized or non-sexualized avatars which featured either the participant's face or the face of an unknown other. Findings supported the Proteus effect. Participants who wore sexualized avatars internalized the avatar's appearance and self objectified, reporting more body-related thoughts than those wearing non-sexualized avatars. Participants who saw their own faces, particularly on sexualized avatars, expressed more rape myth acceptance than those in other conditions. Implications for both online and offline consequences of using sexualized avatars are discussed.

Fox, J., & Tang, W. Y. (2014). Sexism in online video games: The role of conformity to masculine norms and social dominance orientation. *Computers in Human Behavior*, 33, 314-320.

Sexism toward women in online video game environments has become a pervasive and divisive issue in the gaming community. In this study, we sought to determine what personality traits, demographic variables, and levels of game play predicted sexist attitudes towards women who play videogames. Male and female participants (N = 301) who were players of networked video games were invited to participate in an anonymous online survey. Social dominance orientation and conformity to some types of masculine norms (desire for power over women and the need for heterosexual self-presentation) predicted higher scores on the Video Game Sexism Scale (i.e., greater sexist beliefs about women and gaming). Implications for the social gaming environment and female gamers are discussed.

Henry, N., & Powell, A. (2015). Beyond the 'sext': Technology-facilitated sexual violence and harassment against adult women. *Australian & New Zealand Journal of Criminology*, 48, 104-118.

Young people's use of technology as a tool for the negotiation of their sexual identities and encounters has increasingly become a focal point in popular and scholarly discussion. Much of this debate centers on the sending of explicit sexual images and/or video ('selfies' or 'sexting') by mobile phone, email or social media. In Australia and elsewhere, legislative frameworks have arguably over-regulated or criminalized young people's consensual, digital, sexual communications. Equally, the law has failed to respond to the harm that is experienced by victims of non-consensual making and/or distribution of such sexual images. In this paper, we examine the non-consensual creation and distribution of sexual images in the context of harassment, stalking and family or intimate violence. We argue that harmful digital

communications are often framed as a problem of user naivete ´ rather than gender-based violence. Moreover, we argue that current legal and policy approaches fail to adequately capture the social and psychological harm that results from the use of sexual imagery to harass, coerce or blackmail women. We draw on preliminary data from a larger project investigating adult women’s experiences of technology-mediated sexual violence and harassment.

Li, Q. (2007). Bullying in the new playground: Research into cyberbullying and cyber victimisation. *Australasian Journal of Educational Technology*, 23(4).

This study examines the nature and extent of adolescents’ cyberbullying experiences, and explores the extent to which various factors, including bullying, culture, and gender, contribute to cyberbullying and cyber victimisation in junior high schools. In this study, one in three adolescents was a cyber victim, one in five was a cyberbully, and over half of the students had either experienced or heard about cyberbullying incidents. Close to half of the cyber victims had no idea who the predators were. Culture and engagement in traditional bullying were strong predictors not only for cyberbullying, but also for cyber victimisation. Gender also played a significant role, as males, compared to their female counterparts, were more likely to be cyberbullies.

Mainiero, L. A., & Jones, K. J. (2013). Workplace romance 2.0: Developing a communication ethics model to address potential sexual harassment from inappropriate social media contacts between coworkers. *Journal of Business Ethics*, 114(2), 367-379.

This article examines ethical implications from workplace romances that may subsequently turn into sexual harassment through the use of social media technologies, such as YouTube, Facebook, LinkedIn, Twitter, text messaging, IM’ing, and other forms of digital communication between office colleagues. We examine common ethical models such as Jones (Acad Manag Rev 16:366–395, 1991) issue-contingent decision-making model, Rest’s (Moral development: Advances in research and theory, 1986) Stages of Ethical Decision-Making model, and Pierce and Aguinis’s (J Org Behav 26(6):727–732, 2005) review of workplace romance versus sexual harassment issues. The article makes a contribution by developing a new communication ethics model that includes response positive and response negative contingencies to guide decision-making about inappropriate social media contacts that spillover into the workplace. In addition, we recommend that human resource personnel take a more active role in communicating appropriate ethical rules of conduct concerning the use of social media technologies inside and outside the office.

Megarry, J. (2014, December). Online incivility or sexual harassment? Conceptualising women's experiences in the digital age. In *Women's Studies International Forum* (Vol. 47, pp. 46-55). Pergamon.

Launched in 2006, the growth of Twitter as a microblogging platform has been exponential, yet little research to date specifically considers women's experiences of the medium. This article draws on a case study of the #mencallmethings hashtag, in which women describe and discuss the verbal abuse that they have received online from men. Providing a broad based context for

the specific analysis of the #mencallmethings hashtag, I concentrate on the theoretical contributions made by western feminist research over the last 30 years to embed the aggressive harassment of women online in a wide review of types of threats to women. I argue that the harassment conveyed in the hashtag should be recognized as online sexual harassment, and a form of excluding women's voices from the digital public sphere.

Pierce, C. A., & Aguinis, H. (1997). Using virtual reality technology in organizational behavior research. *Journal of Organizational Behavior*, 407-410

Conventional research methodologies that use written vignettes to present stimuli have been criticized as lacking in realism. We propose the use of highly immersive virtual reality (VR) technology to overcome limitations of written vignettes and other traditional methodologies. We also illustrate how VR technology can be effectively used to investigate various topics in organizational behavior and industrial/organizational psychology.

Piotrowski, C. (2012). From workplace bullying to cyberbullying: The enigma of e-harassment in modern organizations. *Organization Development Journal*, 30(4), 44

Research on the topic of employee harassment, in the form of workplace bullying, has proliferated over the past decade. However, there is limited research on the incidence and impact of cyberbullying, a related type of cyber-abuse, in the work environment. Thus, it would be of interest to examine the conceptual and pragmatic similarities and differences between these two types of harassment and discuss the implications for organizations. To that end, the current paper a) reviews the major findings of key studies on workplace bullying, b) presents a bibliometric analysis of the topic of cyberstalking in adult populations, and c) integrates the recent literature on E-Harassment in the workplace. These findings indicate that administrators and organizational leaders may not appreciate the full extent and impact that cyber-abuse may have on their employees. Moreover, the onerous impact on productivity and potential legal liability of 'bullying' behaviors, specifically E-Harassment, should be a major concern for managers and top executives in the modern organization. Finally, this article frames the handling of cyber-abuse cases within the organizational framework of crisis management (Lalonde, 2007) and psychosocial safety climate proposed by Bond et al. (2010). Strategic initiatives for OD and I/O consultants are noted. Introduction

Richmeier, J. (2016, April 19). New Army interactive game provides sexual assault, harassment training. *The Leavenworth Times*, pp 1-3. Retrieved from <http://www.leavenworthtimes.com/article/20160419/NEWS/160419365>

It may not be the type of video games that most Americans are used to playing. But a new interactive game developed for the Army is designed to train command teams how to respond to reports of sexual harassment and sexual assault.

Note: This is a news article, and very brief, however it shows that the military has already adopted this type of training tool.

Yao, M. Z., Mahood, C., & Linz, D. (2010). Sexual priming, gender stereotyping, and likelihood to sexually harass: Examining the cognitive effects of playing a sexually-explicit video game. *Sex roles*, 62(1-2), 77-88.

The present study examines the short-term cognitive effects of playing a sexually explicit video game with female “objectification” content on male players. Seventy-four male students from a university in California, U.S. participated in a laboratory experiment. They were randomly assigned to play either a sexually-explicit game or one of two control games. Participants’ cognitive accessibility to sexual and sexually objectifying thoughts was measured in a lexical decision task. A likelihood-to sexually-harass scale was also administered. Results show that playing a video game with the theme of female “objectification” may prime thoughts related to sex, encourage men to view women as sex objects, and lead to self-reported tendencies to behave inappropriately towards women in social situations.

Ybarra, M. L., & Mitchell, K. J. (2008). How risky are social networking sites? A comparison of places online where youth sexual solicitation and harassment occurs. *Pediatrics*, 121(2), e350-e357.

Recently, public attention has focused on the possibility that social networking sites such as Myspace and Facebook are being widely used to sexually solicit underage youth, consequently increasing their vulnerability to sexual victimization. Beyond anecdotal accounts, however, whether victimization is more commonly reported in social networking sites is unknown. The Growing up With Media Survey is a national cross-sectional online survey of 1588 youth. Participants were 10- to 15-year-old youth who have used the Internet at least once in the last 6 months. The main outcome measures were unwanted sexual solicitation on the Internet, defined as unwanted requests to talk about sex, provide personal sexual information, and do something sexual, and Internet harassment, defined as rude or mean comments, or spreading of rumors. Fifteen percent of all of the youth reported an unwanted sexual solicitation online in the last year; 4% reported an incident on a social networking site specifically. Thirty-three percent reported an online harassment in the last year; 9% reported an incident on a social networking site specifically. Among targeted youth, solicitations were more commonly reported via instant messaging (43%) and in chat rooms (32%), and harassment was more commonly reported in instant messaging (55%) than through social networking sites (27% and 28%, respectively). Broad claims of victimization risk, at least defined as unwanted sexual solicitation or harassment, associated with social networking sites do not seem justified. Prevention efforts may have a greater impact if they focus on the psychosocial problems of youth instead of a specific Internet application, including funding for online youth outreach programs, school antibullying programs, and online mental health services.