COMMUNICATING ON YOUTUBE: BYSTANDERS' RECORDING OF FEMALE-

ON-FEMALE VIOLENCE

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ABSTRACT

Communicating on YouTube: Bystanders' Recording of Female-on-Female Violence

By

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This study analyzed the current phenomenon of bystanders recording female-on-female violent videos. This year marked the first time a YouTube video made national headlines for showing a woman beaten unconscious outside of a nightclub. The current study analyzed the volume of bystanders recording female-on-female violence, the amount of bystanders who revealed themselves as the video director, and the increase in violence and nudity within the YouTube videos. A content analysis provided a systematic and historical understanding of this female-on-female violence as a cultural phenomenon. In the seven-year period from 2007-2014, 64 percent of bystanders revealed themselves as the video director; a 55 percent increase in females punching each other; and a 40 percent increase in nudity. The data provides a platform for researchers to learn how female-on-female violence went from "cat fights" to beating a woman unconscious while recording it on a smart phone.

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DEDICATION

For My Grandparents, Art and Jutta,

with endless love and gratitude

TABLE OF CONTENTS

Chapter

LIST OF TABLES

Table

LIST OF FIGURES

Figure

CHAPTER 1

Introduction

On January 18, 2014, Kim Pham was beaten unconscious outside of a nightclub in Santa Ana, California while dozens of people stood around and watched (CBS News, 2014). The witnesses of this nightclub beating were seen recording the female-on-female fight with their cell phones rather than intervening to save the 23-year-old woman's life (CBS News, 2014). After being taken off life support, Kim Pham was pronounced dead on January 21, 2014 (Flores & Do, 2014).

The video of Pham being beaten outside of the nightclub was uploaded to YouTube and swept across news outlets like *The Los Angeles Times*, *KTLA News*, *CBS News*, and *ABC News* within hours of the incident (Frere & Suter, 2014). The stations played the video several times in an attempt to get the public's help in identifying the suspects who were involved in the nightclub beating. In addition, on February 12, 2014, *The Los Angeles Times* released the recording of the 911 call from a witness at the Santa Ana nightclub, but police were slow to respond to the request for assistance in stopping a fight (*Los Angeles Times,* 2014). While the incident received an abundance of media attention, there was one alarming question these major media outlets did not ask: why didn't anyone present attempt to help? Instead, media coverage focused on identifying suspects in the video and updates on Kim Pham's condition while on life support. The people observing the violence can be viewed as bystanders. The literature explains that the "bystander effect" means the more people there are in an emergency situation, the less likely a person is to intervene and help because bystanders measure the severity of the situation based off the reactions from other people around them (Latane & Darley,

1

1968). While major media outlets focused on discussing the logistics of the case even after Kim Pham's death, Dr. Drew Pinsky, celebrity psychologist starring on the TV show *Dr. Drew on Call,* focused on the larger societal effects of the Kim Pham case. Dr. Drew interviewed four clinical psychologists and psychotherapists from the Bureau of Behavior Health and asked, "is this the bystander effect, or is there something about our social media sense of ourselves that is distancing us from the actual circumstance [in front of us]" (Pinsky, 2014). Pinsky's (2014) question animates the following study on female-on-female violence as it relates to the bystanders effect and YouTube videos.

The number of bystanders recording Kim Pham's death can be considered a new phenomenon in our society (Pinsky, 2014). Pinsky (2014) argued that the volume of bystanders who chose to cell phone record the beating rather than help the victim has changed the way people are responding to emergencies and has major implications for future generations to come. The Kim Pham beating videos have received a total of 303,257 views on YouTube as of October 2014; however, this number does not include news stations rebroadcasting the amateur video on their program. Although Kim Pham's death is considered a new phenomenon, female violence has been apart of American culture for decades.

Female-on-Female Violence in Society

Historically, female-on-female violence has been defined as a physical altercation between two or more females (Hischinger, Grisso, Wallace, McCollum, Schwarz, Sammel, Bresinger, & Anderson, 2003). For the past forty years, female-on-female violence has been a source of eroticism, entertainment, humor, and has been called "catfights" or "bitch fights" (Brown & Tappan, 2008, p.47). However, what the

recent events surrounding Kim Pham death indicate is that female-on-female violence has gone from a catfight style of entertainment to perhaps a new form of entertainment – passively observing a woman being beaten unconscious en masse. Given this change, there is merit in asking whether the amount of violence in female-on-female fight videos being recorded and uploaded to YouTube has increased. Measuring the increase in violence has the potential to help our society by recognizing if women beating each other unconscious can become a standard practice in future female-on-female fights. This study has the ability to give researchers the tools to understand if female violence is increasing, and the direction of where female-on-female violence is going in our society in order to identify how female violence has become normalized in American culture.

Bystanders' Reactions on YouTube

The recording and uploading of female-on-female violent videos has relevance for many fields of research, which includes media studies, communication, psychology, and sociology. By recording a violent female-on-female video, bystanders are able to capture how people are reacting to violent or emergency situations (Latane & Darley, 1968). In turn, by documenting bystanders' reactions on video, researchers can understand people's behaviors, attitudes, and the socio-cultural effects of watching female-on-female violence. The field of communication and media studies can benefit substantially from this research because female-on-female violence on YouTube will help determine what messages are on display and how the consumer comes to interpret the message of female-on-female violence. If bystanders are not reacting to female-on-female violent situations in YouTube videos, this could influence how the consumer watching these videos understands what to do if they find themselves in a similar

3

situation. Also, the consumer could interpret the message of female violence as a source of entertainment and come to recognize that female violence is enjoyable to watch and/or normal in American society based on the millions of female-on-female violent videos available on YouTube.

While the Bureau of Behavior Health, media outlets such as *Dr. Drew on Call,* and clinical psychologists are acknowledging that the recording of female-on-female violence is an issue in our society, there is a lack of research on this topic to give an explanation as to why there is an increase in bystanders recording female violence (Pinsky, 2014). As such, the current study fills a significant gap in research; but first, it is vital to understand the origin and emergence of female-on-female violence.

CHAPTER 2

Review of Literature

The Rise of Female-on-Female Violence

The rise of female-on-female violence began to shift in the 1960s and 1970s

from depictions of an attractive blonde and brunette fighting on television into the 1980s

and 1990s where the media popularized the term "bad girl behavior" (Brown & Tappan,

2008, p. 49). This "bad girl behavior" was marked by an increase in female gangs

(Brown & Tappan, 2008), feminism's backlash toward politics of the decade (Fauldi,

1991), and women becoming part of the forefront of punk rock culture (Marcus, 2012).

However, "bad girl behavior" was not only a growing trend happening within media; it

was also growing among the female population in the United States (Brown & Tappan,

2008)**.** According to the 2012 Bureau of Justice Statistics, 36 percent of incarcerated

females were sentenced for violent crimes (Sipes, 2012). In addition, "the growth in the

female incarcerated population was 2.2 percent since the year 2000" (Sipes, 2012, n.p.).

Furthermore, 75 percent of female violent offenders were involved in a female-on-

female incident (Greenfeld & Snell, 2000). At present, this rise of female-on-female

violence is not only growing according to the U.S. Justice Department, but the once

humorous idea of a "catfight" portrayed in the media is now shifting toward these

catfights becoming more aggressive, violent, and overtly sexualized in our society all

while female incarnation rates are on the rise (Brown & Tappan, 2008). In the late 1990s

and the start of the new millennium, mainstream media saw the shift to a conception of

"girl power" fueled by the Riot Grrrl movement, which emphasized females standing up

for themselves and confronting issues of rape, gender inequality, emotional and physical

abuse, violence, and capitalism, into the millennial generation of glamorizing "mean girl" culture (Marcus, 2010; Brown & Tappan, 2008, p. 49).

The new millennium marked an upcoming MTV generation that celebrated reality TV, featuring displays of young adult women fighting with one another in stylish outfits (Douglas, 2010). "Mean girl" entertainment was targeted toward tweens and young women with shows like *The Simple Life*, *The Hills*, *Bring It On, My Super Sweet 16, Laguna Beach, Buffy the Vampire Slayer,* and *Alias*, which illustrated attractive girls competing for "queen bee status" (Brown & Tappan, 2008). The millennial generation of women is facing a challenging interrelationship between what they see on TV, their social media identity, and their personal identity offline due to the media celebrating mean girl or bad girl behavior (Brown & Tappan, 2008). Recently, there has been yet another shift in the rise of female-on-female violence from being on TV to taking place on social media. According to Carrington (2013), from September 2009 to March 2013 the number of videos under the Google search title "girls fighting YouTube" increased by 77 million, whereas the number of videos under the search title "boys fighting YouTube" increased only by 33.9 million during the same time period.

This is a phenomenon that is becoming increasingly visible within American culture. While some studies suggest possible reasons for the increased number of female-on-female violent videos on YouTube (Carrington, 2013), as yet there has been no study to measure if there is an increase in the amount of violence within female-on-female fight videos being recorded and uploaded to YouTube. In order to understand the origin of this current phenomenon, it is imperative to look at the literature already in place in three areas: the bystander effect in terms of violence, the reaction from

bystanders witnessing female-on-female violence, and lastly, the recording and uploading of violent female-on-female videos. The existing literature within these three areas lends understanding to how people react to fights, why there is an increase in female violence, and the role of social media in the consumption of female-on-female violence.

Bystanders Reaction and Recording Female-on-Female Violence

The model of the bystander effect derives from Latane and Darley (1968), following the 1964 Kitty Genovese murder in which 38 people saw Genovese being assaulted and not a single person intervened. In the case of Kitty Genovese, bystanders also exhibited something called "diffusion of responsibility," a term denoting the idea that as the number of bystanders increase, there is a greater belief that someone else will intervene or help, thus the person watching doesn't have to (Latane & Darley, 1968). In order to study this phenomenon, Latane and Darley (1968) conducted an experiment in which they filled a waiting room with smoke and tested how participants would react if they were alone in the room, versus having a group of people in the room. The authors found that an individual bystander is influenced by the actions and decisions of other bystanders around them (Latane & Darley, 1968). If everyone else in a group of onlookers seems to regard an event as non-serious, then it will affect any one individual from wanting to help (Latane & Darley, 1968). Latane and Darley's (1968) experiment also found that having other people around during an emergency situation may affect an individual in a few ways, including the social influence of how other people are reacting to the situation and the diffusion of responsibility.

A more recent study of the bystander effect by Laner, Benin, and Ventrone (2001) attempted to fill the gaps from Latane and Darley's (1968) experiment by measuring the bystanders' intentions to intervene in an emergency situation. Laner, et al. (2001) examined three types of hypothetical emergency situations in which a victim was in need of assistance. The victim was cast as a woman, child, or dog in order to measure the intention to intervene depending on whom the victim was.

Laner, et al. (2001) study set up three "what would you do" scenarios using a survey for the participant to respond to each emergency situation. The first scenario stated, "you are in a parking lot and there in front of you is a…140-150 pound man kicking, yelling at, and hitting a six year old. The child is crying and seems to be in pain…what do you think you would do?" (Laner, et al., 2001, p. 29). The authors used the same scenario each time but changed the victim, while the type of abuse remained the same. Laner, et al. (2001) wanted to find out if the amount of information known about the relationship between victim and abuser had anything to do with the way participants would respond to questions. For example, one question asked was "what do you think you would do now that you know that the child (or woman or dog) is the man's child (or wife or dog)?" (p. 30). The purpose of the study was to understand people's attitudes towards helping the three types of victims and to test the differences in respondents' willingness to help three different victims (Laner et al., 2001). The authors concluded that the likely explanation as to why people do not respond to helping others lies in the nature of the type of help that is required and the level of danger in getting involved (Laner, et al., 2001). The author's study helped to illustrate why bystanders may not intervene in female-on-female violent situations because of level of danger

involved in breaking up a fight or that the bystander themselves might get hurt in the process.

Lastly, the results from the study revealed that women are more likely to intervene in a situation that is less dangerous, such as helping children, while men are likely to intervene to help a woman because men felt as though they could protect a woman from danger (Laner, et al., 2001). Laner, et al. (2001) research found several reasons as to why some bystanders intervene in a dangerous situation, while others do not. The authors found that respondents perceived themselves as not being powerful or strong enough to stop the attack going on in front of them. Thus, women's attitudes reflect a proclivity to help children and a hesitation to help an unknown male-to-female confrontation for fear of their own safety (Laner, et al., 2001). However, the authors' study left a significant gap in the research because it did not analyze male-on-male violence or female-on female violence in understanding if the bystander would intervene, or how the bystander would react in the situation depending on gender differences. Distinguishing male-on-male violence from female-on-female violence is important because male-on-male violence has been represented in American culture with positive traits, such as masculinity, assertiveness, and strength (Krienert, 2003). Conversely, female-on-female violence has been represented as playful, sexual, and less threatening (Brown & Tappan, 2008; Douglas, 2010). The differences between gender-based violence could contribute to how bystanders react to the violence happening in front of them. Bystanders' reaction and/or intervention in female-on-female violence is important to analyze because it helps to understand why people would record the female fights rather than intervene in the situation. Laner, et al. (2001) study illustrated that men

9

expressed they were more likely to help a woman in danger, yet there is a continued increase of female-on-female violent videos being recorded and uploaded to YouTube (Carrington, 2013). This study aims to fill the gap in research, contending that while previous studies show the likelihood of helping a woman in danger, this may not be the case when it comes to two or more women fighting.

The Reaction and Intervention

A study by Lowe, Levine, Best, and Heim (2012) analyzed the role of gender in a bystander's reaction to violence. The authors provided a preliminary theory of attitudes and beliefs about women's public displays of violence and how male and female bystanders situate themselves depending on the difficulties with intervention of female-on-female violence (Lowe et al., 2012). The authors conducted a focus group and asked participants to discuss their first-hand accounts or experiences with witnessing female-to-female violence, as well as the reasons why they intervened or chose not to intervene in the situation. Results showed that men have a tendency to laugh at female violence whether it is based on nervousness, the idea that women are not as threatening as men while fighting, or that intervening in a female fight could get a male into more trouble because if males break up a fight they might "hurt" a female in the process (Lowe et al., 2012). Males also were concerned over the liability (weighing their options and/or looking at the costs) involved in breaking up a female-to-female fight as a bystander, which also included sexual harassment issues if the women fighting were exposed while the male bystander tried to break up the fight. However, female participants in the focus group were embarrassed by the existence of females in a fight as spectacles or a source of entertainment for men to watch when it came to fight

intervention (Lowe et al., 2012). The pertinent finding in this study was that female participants expressed that they were more likely to intervene. The two reasons women would be likely intervene are, first, they did not want females fighting to be a source of sexual entertainment for males, and second, they were embarrassed to see women behave as public spectacles (Lowe et al., 2012). It is worth noting that in the Kim Pham incident, both females and males watched Kim Pham beaten unconscious. Lowe et al. (2012) found that female participants expressed that they were more likely to intervene, while male participants expressed hesitation and being uncomfortable with how to break up a fight. The study found that both male and female participants "struggled with their role obligations in respect of female-on-female violence" (p. 1822). Although the Lowe et al. (2012) study served to understand potential difficulties of intervention with female-on-female violence, the study left a significant gap in research as to why female-on-female violence is on the rise as it relates to bystanders recording and uploading YouTube videos.

Female-on-Female Violence being Recorded and Uploaded

Most recently, Carrington (2013) investigated why there is a rise in female-on-female violence, and the use of video recording and uploading of female-on-female violence on social media platforms. Carrington (2013) argued that the increase in female-on-female violence on YouTube is a result of how people receive information via social media. Carrington (2013) found two sociocultural shifts impacting the increasing rates of female-on-female violence on YouTube. The first was a shift toward normalizing female violence. The second related to the impact of social networking sites rewarding female-on-female fighting. This created a conflict between the real world

11

women live in and women being rewarded for their behavior on social media (Carrington, 2013). The study helped to raise awareness of the increase of female-on-female violence as it relates to YouTube videos and social media (Carrington, 2013). The study also provided a platform for future researchers to investigate if female-on-female videos on YouTube are becoming more violent over time and the bystanders' role in the recording and uploading of female-on-female violent videos. While Carrington (2013) found there is an increase of female-on-female violent videos from a Google search, there is still a gap in the research as it relates to bystanders recording female-on-female violent videos. Previous research in this field has exemplified that female-on-female violent videos on YouTube have become more prevalent. Therefore, one can argue, as the video views increase, bystanders witnessing female-on-female violence will be interested in recording their own video. This notion comprises the first hypothesis of the study.

H1: The more video views these female-on-female violent YouTube videos receive, bystanders record their own female-on-female violent videos.

While Carrington (2013) argued that there is an increase in female-on-female violence being recorded and uploaded to the Internet, there is a lack of research that examines the videos of female-on-female violent videos posted to YouTube. Previous research on the topic has also left one important question behind: what bystanders (female or male) are recording female-on-female violence? It is crucial to understand the shift in society that took bystanders from recording female-on-female fights to now recording and uploading a female beaten unconscious to YouTube. Prior research also evidences a gap in examining these violent videos on YouTube to understand the role

nudity and violence has in bystanders recording female-on-female violence. Research in the field of female nudity and violence has focused on nudity and violence on television and in movies (Diamond, 2005; Heinecken, 2003; Hills, 1999), female nudity and violence as it relates to the porn industry (Boyle, 2005), or as it relates to females harming men (Motz, 2008; Cecil, 2007; Weatherby, Blanche, & Jones, 2008). However, there is a lack of research focused on female-on-female violence and nudity within YouTube videos.

After reviewing the bystander effect (Latane & Darley, 1968) in terms of violence and the increase of female-on-female violence on YouTube (Carrington, 2013), important questions still remain. The purpose of this research is to understand if there is an increase in the amount of violence in female-on-female fight videos on YouTube. To that end, the following research questions will be analyzed:

RQ1: Is the amount of nudity increasing in female-on-female violent videos on YouTube?

RQ2: Is a type of violence (ex: punching, kicking, hair pulling, biting or scratching) within female-on-female violent videos on YouTube increasing?

RQ3: What violent female-on-female videos are most watched on YouTube and how much violence and nudity is in the most watched YouTube videos?
The significance of asking these hypotheses and research questions will lend to answering and interpreting the results. The findings from these questions will assist this study and future researchers' in understanding how female violence has increased in our society, the type of violence increasing, and the messages on display by analyzing the content within these videos.

CHAPTER 3

Theoretical Framework

The Convenience of YouTube

In order to better understand the increase of violence shown in female-on-female videos being recorded and uploaded to YouTube, three theories were applied: uses and gratifications theory, cultivation theory, and social learning theory. First, uses and gratifications theory illustrates that media users are active participants rather than passive media users in seeking their own media in order to gratify their needs (Katz, Blumler, & Gurevitch, 1973; LittleJohn & Foss, 2008). Based on the number of video views, consumers are selecting these female-on-female violent YouTube videos to watch, but what gratifications are they getting from watching this type of media? Recent research suggests that people are using YouTube as a source of information, as a source of entertainment, or as a social connection to an online community with other YouTube users (Shao, 2009). By applying uses and gratifications theory as a theoretical tool, it is clear that YouTube is an ideal place for audience members to seek out the (violent) content of their choice simply by searching specific terms related to the videos they want to watch (Hanson & Haridakis, 2008). Greene and Krcmar (2005) applied the uses and gratifications model to their research on media violence by looking at movies and television shows. Their study found that aggressive personalities seek out violent media in order to simulate and authenticate their own aggressive tendencies and to gratify their need for mediated violence (Greene & Krcmar, 2005). Greene and Krcmar (2005) also found that "violent movie exposure was positively related to risk taking [behavior]" (p. 88).

The current study applied uses and gratifications as a theoretical tool to understand video view numbers as it relates to bystanders revealing themselves as the video director. This helps to understand the uses for consumers uploading female violent videos and the recognition (or gratification) from the number of video views. Since YouTube is a social networking site, people find gratification in the social aspect of what their video can do for them. For example, their video might receive comments, initiate discussions, and maintain relationships with other YouTube users (Froget, Baghestan, & Asfaranjan, 2013). The female consumer may use these videos as a means to learn how to fight, or a male consumer can use these videos as what to do when a fight happens.

According to Carrington (2013), the incidence of violent content being watched and uploaded to YouTube is on the rise. Carrington (2013) argues there has been an increase in the volume of female-on-female violent videos being uploaded to YouTube. In September 2009, a Google search for "Girls fighting YouTube.com" had 24.1 million search results; by March 2013, the same search words yielded 102 million search results (Carrington, 2013). A Google search in December 2014 for "girls fighting YouTube.com" yielded 243 million search results. While previous research illustrates the surge of female-on-female violent videos being uploaded on YouTube, it is also important to understand the consequences from the consumers' exposure to these videos. The consequences for consumers of these violent videos can be viewed through the process of cultivation.

Cultivation theory argues that television shapes, or "cultivates," viewers' social construction of reality (Gerbner, Gross, & Signorielli, 1986). In addition, cultivation

theory argues that the more exposure a person has to television, the more likely their frame of reference will come from the messages, attitudes, beliefs, and morals they see in the media (Gerbner, 1990). Since the inception of YouTube and other video sites, there has been a shift in consumers' choices of media sources, whether it is on TV or through sites like YouTube (Kelly, 2013). Due to the choices available, the amount of time people are spending watching online videos has increased from 2011 to 2013, by 3.8 hours per month (Kelly, 2013). By using cultivation theory as a tool to examine the increase of female-on-female violent videos, it is apparent that a platform like YouTube has become more accessible to millions of people. Because there are millions of these female-on-female violent videos available, YouTube is serving to normalize female-on-female violence as part of entertainment. Accessibility is key to making a cultural phenomenon (Gerbner & Gross, 1976) like female-on-female violence become part of mainstream culture. In addition, YouTube has become a part of entertaining and shaping the views of American culture just like television has (Burgess, Green, Jenkins, & Hartley, 2009).

Cultivation theory (Gerbner & Gross, 1976) also serves as a tool for understanding how female violence has become normalized. However, female violent videos on YouTube can also teach consumers what normal bystander behavior looks like during a female-on-female fight. This can be applied by using social learning theory, which can be explained as people learning through a cognitive process of observing another person's behavior in a social setting and the consequences or rewards that their behavior brings (Bandura, 1971). Relating this theory to the current study, if the consumer watches these videos and sees a majority of bystanders recording the fight

then they will recognize normal bystander behavior as people recording the female fight. The YouTube subscriber may come to see that if these videos show positive attributes of females fighting, then they will learn female violence is less threating or enjoyable to watch. They may also learn there are little or no consequences for the video directors, the fighters, or the people watching the fight. This means that if the consumer then wanted to record their own female-on-female fight, they would receive recognition as the one who recorded the violence with minimal consequences. Additionally, because news stations show amateur footage of violent situations, then the bystanders learn how to receive social media recognition plus acknowledgement on television as the person who recorded the video. This could contribute to the phenomenon of bystanders recording these videos and wanting to reveal themselves as the video director. Therefore, because of the rise in female-on-female violent videos on YouTube, bystanders want to receive recognition or credibility as the ones responsible for recording the female-on-female violence.

H2: Because there is an increase in female-on-female violent videos uploaded to YouTube, bystanders are revealing themselves as the ones who recorded the violence.

While earlier studies have used experiments (Latane & Darley, 1968), surveys (Laner, et al., 2001), focus groups (Levine, Best, & Heim, 2012) or applied feminist theories (Carrington, 2013) in order to explain bystander behavior and the rise of female violence, the current study will attempt to fill the gap in research by using content analysis to examine the female-on-female violent videos on YouTube. Past research (Carrington, 2013) has not examined the YouTube videos as a valuable source of information to determine if there is an increase in the type of violent acts, or the amount

of nudity within these YouTube videos. Therefore, this study will add a much-needed contribution the field of media studies by using a content analysis as a method of examining the violence and nudity within female-on-female violent YouTube videos.

CHAPTER 4

Methodology

Content Analysis

While there has been research done in the field of female-on-female violence,

there has yet to be a study that exclusively analyzes the female-on-female violent

YouTube videos for content. With this in mind, a content analysis provided a systematic

and historical understanding of this current phenomenon. The current study measured

violent acts and amount of nudity, and looked for themes that might emerge from the

YouTube videos, which assisted in addressing both hypotheses and research questions.

The time frame for YouTube videos was seven years, 2007-2014. This time frame was

determined because the YouTube site was launched in 2007 (YouTube, 2014) and a

seven-year period could help to interpret if there was an increase in violence within

female violent videos. In that same year, the iPhone 2 was introduced (Apple, 2014),

which contributed to the accessibility of smart phones and the ability to record live

events.

Sample

A total of 117 (n=117) videos were collected for this quantitative content

analysis. The videos that were excluded from this sample were either staged, for profit,

professional fights (i.e. MMA fighting, boxing, and/or wrestling), or were removed from

YouTube for violating YouTube's user agreement policies. For the purpose of this

research, for-profit professional fights are defined as female-on-female fights filmed in

an arena or venue with hundreds to thousands of people in the crowd. Therefore, in

order for the video to be included in the sample and qualify for this content analysis, the

19

fight must have occurred in a non-venue, arena, or commercialized setting. The

following search terms were used to code the videos: girl fight (8.8 million video results,

50 videos included in the sample); women fight (4 million video results, 26 videos); girl

on girl fight (2.8 million video results, 12 videos); girls fighting (596,000 video results,

17 videos); and girl street fight (354,000 video results, 12 videos coded), for a total of

117 videos. In order to ensure a random sample, using the search terms listed above, the

third sixth, and ninth video of each YouTube results page were chosen for the sample.

Procedure

In order to understand if there is an increase in the amount of violence shown in

female-on-female fight videos on YouTube and which female-on-female violent videos

are most watched, each month and year of the videos posted to YouTube was coded.

There were a total of 12 coders; eight of the coders were female and four coders were

male. Of the 12 coders, 10 of them were graduate students from the communication

program at a mid-sized state university in Southern California. By having the majority of

the coders come from the same field of study, it increased the reliability of coding

results since the coders stem from similar academic backgrounds and field training

(Stempel & Westley, 1981). A coding worksheet, verbal coding definitions, and

explanations were introduced during a structured one-hour coder training session. A list

of YouTube videos with titles and web links that met the criteria for the sample was

organized in an Excel spreadsheet by posted date and was distributed to the coders. A

pre-test of three videos with each coder was conducted to check for initial reliability.

Initial reliability was measured based on verbal coding definitions and the accuracy of

counting violent acts on screen before starting the coding procedure. Joint probability of

agreement or inter-rater reliability was assessed by taking the average of both coders'

numbers per category (Fleiss, 1971). For example, if coder one marked 17 punches for

video number six and coder two marked 15 punches for video number six, then 16

punches was calculated and recorded for video number six. This same procedure was

done for the amount of nudity per video. For example, if coder number three said there

were four instances of genital exposure in video number 51 and coder number four said

there were five instances of genital exposure for video number 51, then four and a half

instances of genital exposure was calculated and recorded for video number 51. Two

coders coded the same videos per search term in order to measure reliability,

objectiveness and check for joint probability of agreement or inter-rater reliability

between both coders (Fleiss, 1971).

Content Measures

Three main categories were coded: prevalence, explicitness, and video

production. Each of these three categories assisted in addressing the research questions

and hypotheses. Each category was subjected to a test-retest method to check for

reliability. The test-retest was done during coder training to check for inter-coder

reliability (Wrench, Thomas-Maddox, Richmond, & McCroskey, 2013). This was

accomplished by having two coders code the same three videos together and stopping

after each category was completed on the worksheet. Each time a category was

completed, both coders discussed their results to see if there were variations in the

answers. Two weeks after the first set of coders completed the pre-test, another set of

coders went through coder training to check if the new set of coders had the same results

as the last set of coders. This procedure was carried out with a total of 12 coders to

ensure inter-coder reliability of each category on the coding worksheet. Inter-coder reliability was measured based off the agreement of the total items in each category (Korb, 2014). For example, the prevalence category had eight items to code under that category. If both coders had perfect agreement of all eight items, it was 100 percent reliability for that category. Of the 12 coders that participated in the test-retest coder training, the prevalence category had 80 percent agreement, the explicitness category had 70 percent and the video production category had 80 percent agreement. It is not only imperative to this study to discuss inter-coder reliability, but category definitions should also be mentioned.

The first category on the coding worksheet was prevalence. Prevalence was defined as looking at a text over a specific time span, in order to compare common trends, widespread themes, and or similar outcomes of an event from year to year (Wu et al., 2003). For example, comparing YouTube videos from 2007 to 2009, the viewer might start to see a trend that videos directors are revealing themselves more in 2009 then in 2007. It is crucial to measure if there is an increase in video directors revealing themselves because it helps to understand how bystanders are reacting to female violence happening in front of them. This phenomenon will aid future researchers' understanding of how bystanders could once go from recording females fighting to recording a female being beaten unconscious and uploading the video to YouTube. It is for this reason why a category like prevalence is important to code. Prevalence can also help determine trends like the locations of the fights or the average ages of female fighters. Determining the average age of female fighters and the location of these fights will assist in generalizing the overall profile of female fighters in these YouTube videos.

The average age of female fighters in these videos may help future researchers comprehend the link between age and the rise in female violent arrests in the United States.

The following items were coded under the category of prevalence: date the video was posted on YouTube; total number of video views to date; number of bystanders recorded in the video; gender of the bystanders; estimated number of bystanders filming in the video at the same time; amount of time that elapses in the video before a bystander attempts to physically intervene to break up the fight; and location of fight. The locations of the fight were coded as: middle school; high school; college; residential street; and commercial buildings or public locations, which includes public restrooms, restaurant, parking lot, public street, nightclub. The location of the fight helped to determine if there were higher or lower rates of fights happening in certain areas and not in others. In addition, the estimated age of females fighting in the videos were coded as pre teen 10-12, teen 13-17, young adult, 18-24, and adult 25+. The location of women fighting might also help in determining age.

The second category was explicitness, which was defined as the readily observable or overt use of violence, profanity, language, and nudity (Merriam-Webster, 2014). The physical violence shown in the videos was coded by the type of violence being inflicted during the fight by two or more women, which included but was not limited to punching, kicking, slapping, biting, hair pulling, choking, scratching, and use of objects to inflict pain, which include slamming into walls, cars, doors, stairs, windows, concrete (not limited to curbs or sidewalks). Furthermore, the level of injury,

bruising, blood, hair missing, scratches, or broken nose or other body parts was also coded under the explicitness category.

Profanity was defined as obscene comments, swearing, and/or cursing (Merriam-Webster, 2014) amongst the bystanders recorded during the fight or between the fighters in the video. For example, the following words or comments were categorized under profanity: fuck, bitch, cunt, asshole, whore, slut, and hoe. The language from bystanders in the videos on YouTube was coded into the following categories: directions giving advice on what to do in the fight, how to "win" the fight, or insulting comments (i.e. fat or ugly), and comments on female body parts exposed during the fight. The last category under explicitness was nudity. Nudity can be defined as the amount of skin exposed or nakedness during the fight, which included, breasts, nipples, legs, stomach, buttocks, arms, and genitals (Merriam-Webster, 2014).

The last category was video production. The following items were categorized under video production: the time the bystander starts filming in relationship to the fight, i.e., whether they begin filming during the argument before the fight, mid-way through the video, or toward the end of the fight. Additional items included: gender of bystander filming, if they turned the smart phone around to show their face, or stated their name during the video, or had the loudest voice on camera. The video production category also included what bystanders were doing during the time of recording and if they were active or passive bystanders. Active bystanders included people cheering, clapping, making comments about the fight itself, i.e., "this fight is crazy, look at them go." Active comments did not include comments about nudity or directorial language about the fight, i.e., "get up and punch her," since nudity and directorial language will be

24

coded under different categories. In addition, passive bystanders were coded as people standing around the fight who remained silent during the video recording of the fight. The videos were also categorized by length of time that goes by before a bystander, security guard, teacher, or police officer, etc. break up the fight.

CHAPTER 5

Results

Testing the Hypotheses and Research Questions

Hypotheses One and Two

Once the coding for each category was completed, each hypothesis and research

question was tested. Hypothesis one stated that as the YouTube video views increase,

bystanders record their own female-on-female fight videos. This was tested by looking

at the top 10 videos with the highest number of video views and month and year the

video was posted on YouTube in order to understand if more bystanders are recording

and uploading their own female-on-female violent videos on YouTube. Hypothesis one

revealed that there is an increase in bystanders recording female-on-female violent

videos. Figure 1 illustrates the top ten videos with the highest amount of video views.

The earliest video collected for this sample was May 2007 with the video title "black

girls fight." This video received a total of 7.8 million views on YouTube as of October

2014. From the earliest video collected for this sample, the results also revealed that

there is a steady increase in female-on-female violent videos being recorded and

uploaded to YouTube and a relationship between the number of video views and the

increase of videos being recorded and uploaded to YouTube. Figure 2 illustrates that

November 2013 had nine videos uploaded, which was the largest number of videos

uploaded to YouTube for this sample. This could be due to the fact that videos posted

from previous months had high video views. The January 2013 video "Hot black girl vs.

blonde Russian girl girlfight" received 1.7 million views, the May 2013 video "Ghetto

girls fight till naked in the park" received 3.5 million views, and the June 2013 video,

"Best girlfights ever" received 2.4 million views. Therefore, the more video views these female-on-female violent videos receive, bystanders record their own videos. It should be mentioned that 79 percent of the videos featured active bystanders, where active bystanders were defined as people cheering, clapping, making comments about the fight itself, i.e., "this fight is crazy, look at them go, this is sexy/hot, etc."
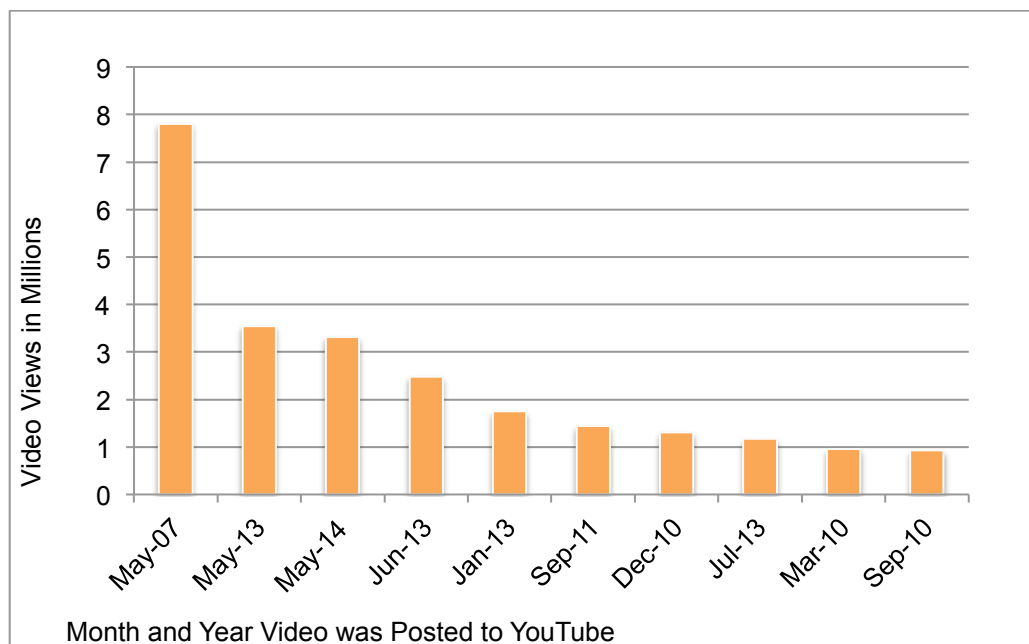

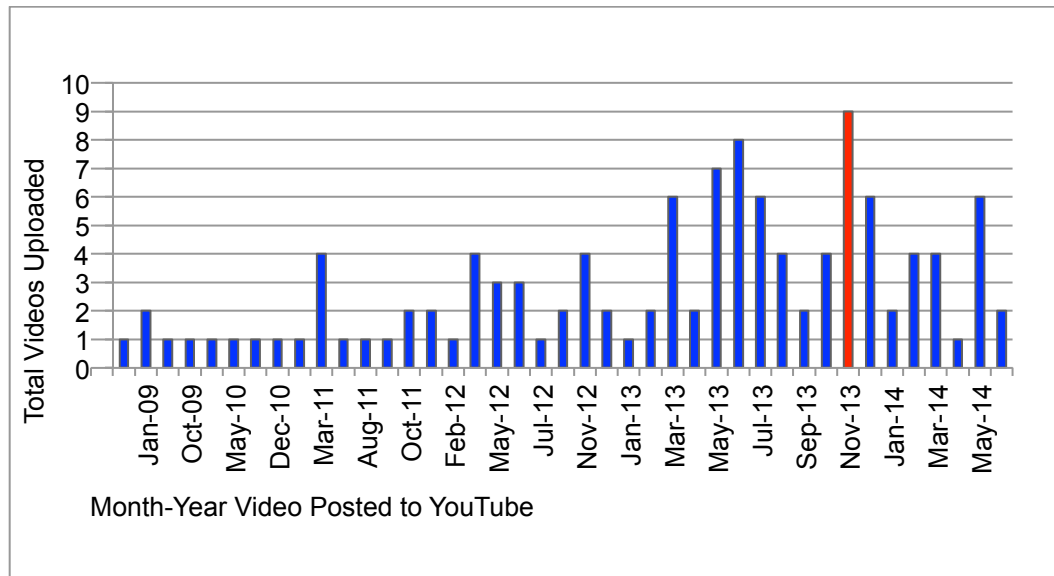*Figure 1.* The ten videos in order of highest amount of video views

Figure 2. Videos uploaded per month and year

Hypothesis two looked at the rate at which bystanders revealed themselves as the ones responsible for recording the female-on-female violence. For the purpose of this research, "revealed themselves" denotes that the person filming the female-on-female violent video had to do one of the following: either turn the camera around while recording the female-on-female violence to show their face, say their name as the person responsible for recording the video, or have the loudest, clearest voice audible in the video. This hypothesis was tested by having each coder mark either male or female for the gender of the person filming the video on each of their coding worksheets. Then, the data was calculated by counting the total number of male directors, total number of female directors, and total number of unknown directors (unknown directors meant the video director did not reveal their identity). If coders did not agree on the gender of the person coding, those videos were excluded from the bystander gender results. The majority of coder disagreements meant that one coder marked male/female for the gender of the video director and coder two marked unknown, and a marginal amount of

coder disagreements occurred because one marked female and coder two marked male. A total of 64 percent of video directors revealed themselves. Eight percent of video directors did not reveal their identity, and 28 percent of the videos coded did not have coder-to-coder agreements for the gender of the video director. Hypothesis two found that bystanders are revealing themselves as the ones who recorded the violence.

Research Question One

The first research question examined whether the amount of nudity was increasing in female-on-female violent videos on YouTube. Nudity was calculated based on the amount of skin exposed or nakedness during the fight. Nudity was measured based the number of times a body part was exposed. Research question one was tested by taking the total number of videos per month and year and dividing that number by the total acts of nudity. Total acts of nudity included adding all of the following instances together for both fighters per video: breast exposure, nipples, legs, stomach, buttocks, arms and genitals per month and year. For example, if fighter one had her breasts, stomach, buttocks, and legs exposed and fighter two had her breasts, nipples, and arms exposed, then the total acts of nudity for that video would be calculated as: breast two, nipples one, stomach one, buttocks two, legs one, and arms one; the total acts of nudity for that video would be 8. Out of the 279 total acts of nudity for all videos coded, there was 30 percent arm exposure, 20 percent stomach exposure, 17.5 percent leg exposure, 17.5 percent breast exposure, 10 percent buttocks exposure, four percent nipple exposure, and one percent was genital exposure. From May 2007, which was the earliest video collected in this sample, to the latest video sample, June 2014, the data indicates that nudity is increasing by 40 percent overall (from May 2007 to June 2014) within

these female-on-female violent videos on YouTube. Figure 3 illustrates June 2013

having had the most cases of nudity per month and year with a total of 28 acts of nudity

out of the eight videos posted for June 2013 followed by May 2013 with 21 acts of

nudity out of the seven videos posted for that month and year. Research question one

found significant evidence to show overall nudity is increasing within these female-on-
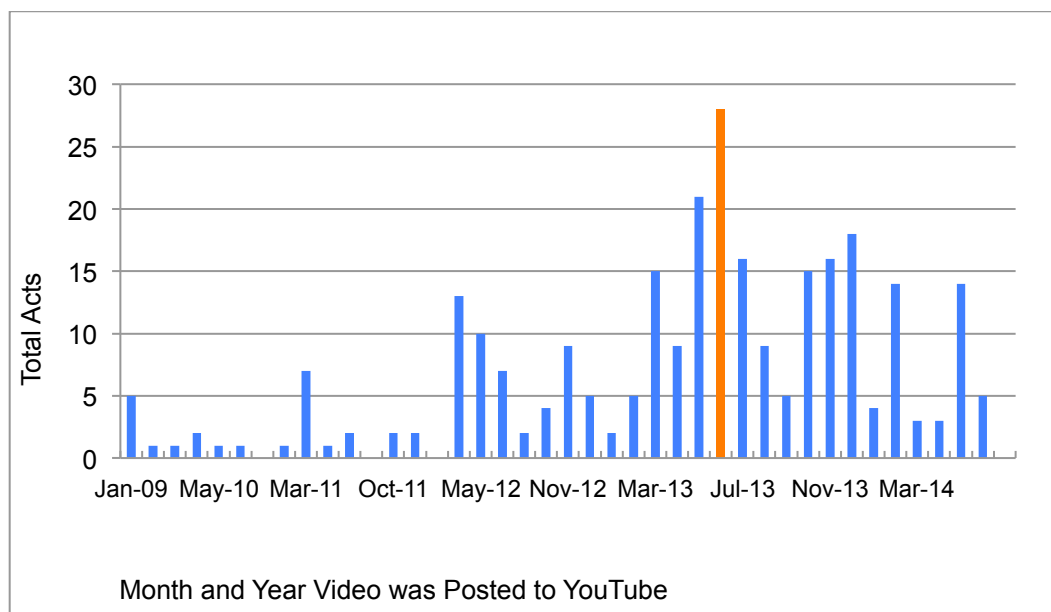
female violent videos on YouTube.

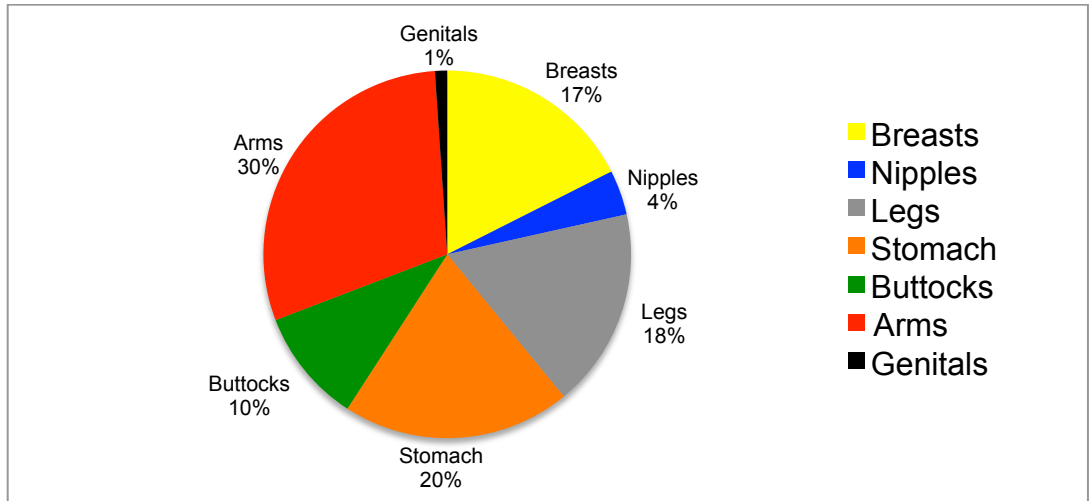*Figure 3.* Total acts of nudity per month and year

Figure 4. Total acts of nudity within female-on-female violent videos

Research Question Two

The second research question analyzed what type of violence (ex: punching, kicking, hair-pulling, biting or scratching) within female-on-female violent videos on YouTube is increasing. Previous research has shown that female-on-female violence is on the rise (Carrington, 2013), but it is important to find out what type of violence is happening during female fights. The data for research question two determined the increase in a certain type of violence by taking the total number of videos per month and year divided by the total number of punches, kicks, slaps, biting, hair-pulling, choking, or scratching per month and year. In order to measure if there was an increase in a particular type of violent act, each type of violent act was divided by the total number of videos per month and year. There were a total of 2,080 violent acts and the most frequent type of violence was punching. Figure 5 illustrates that punching was the most frequent act of violence and accounted for 66 percent of the total violent acts, 11 percent was hair pulling, 10.8 percent was slapping, 10.2 percent was kicking, and less than one percent was choking, scratching, or biting. In addition to looking at the frequency of

punching, by looking at the month and year these videos were posted over the type of violence, the results also found as illustrated in Figure 6, that punching is increasing by 55 percent overall in female-on-female violent videos. The percentage increase was calculated from the January 2009 (the second oldest video in the data that had acts of violence) compared to June 2014. In addition, November 2013 had the highest amount of violence and most video uploads collected for this sample with 191 acts of violence within the nine videos uploaded for that month and year compared to zero acts of violence in May 2007 out of one video posted for the month. It is worth noting the average video time length was two minutes and 15 seconds, and the response time for a person to break up a female-on-female fight was an average of 55 seconds. This information is crucial because it shows how long bystanders are capable of recording female violence happening in front of them. It also shows how long it takes for the bystanders to react or intervene between two women fighting.
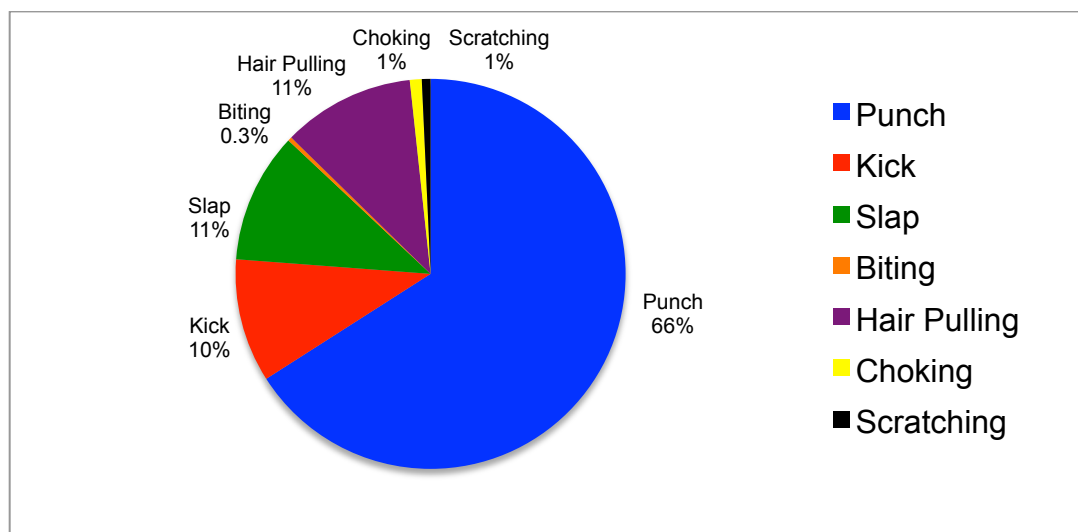
Figure 5. Most frequent type of violence occurring in female-on-female
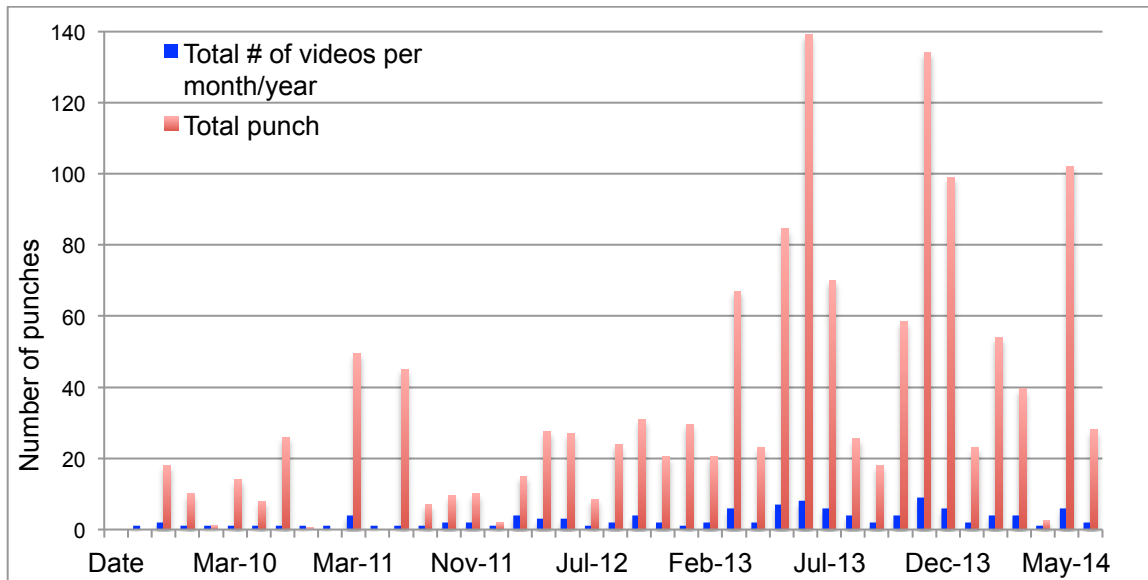
Figure 6. Punching increasing within female-on-female violent videos on YouTube

Research Question Three

Research question three was interested in finding what violent female-on-female videos are most watched and how much violence and nudity was in the most watched YouTube videos. Out of 117 videos collected, research question three was tested by taking the top ten videos with the highest number of video views and calculating how many violent acts and instances of nudity were found within each of the top ten videos in order to demonstrate how much violence and nudity was in the most watched YouTube videos collected for this sample. The top ten videos are as follows:

Table 1. Top Ten Videos with Total Nudity and Violence

Name of Video	Date Posted	Video Views	Total Nudity	Total Violence
1. Black Girl Fight	May- 2007	7.7 million	1	0
2. Ghetto Girls Fight till Naked in the Park	May-2013	3.5 million	4	22
3. Crazy Girl Fight!	May-2014	3.3. million	3	22
4. Best Girlfights Ever	Jun-2013	2.4 million	2	32
5. Hot Black Girl vs Blonde Russian Girl (girlfight)	Jan-2013	1.7 million	2	39
6. Girlfight in Bronx NYC- Best Friend Steals iPod & gets beat Up	Sep-2011	1.4 million	0	9
7. Two Chinese/Asian Girls Fighting over the Same Guy	Dec-2010	1.3 million	0	1
8.Girlfight: Diamond vs. Glitter	Jul-2013	1.1 million	3	33
9. Hot Girl Fight	Mar-2010	955,627	1	14
10. Real Girl Fight	Sep-2010	927,263	1	31

While the video with the highest number of views was also the oldest video

collected for the sample, it has only one act of nudity and no instances of violence. This

could mean one of two things: first, the longer the video stays on YouTube, the greater

the chances of the video views increasing. Second, although this video has no violence,

the title "Black girl fight" implies there is a fight in the video to the YouTube consumer.

The title of this video and the number of video views could contribute to why people

would want to click to watch this video in the first place. Although the video with the

highest volume of views featured zero acts of violence, the rest of the videos collected

have an average violence of 17.7 violent acts per video. The top ten videos have above-

average acts of violence with 20.3 acts per video. Within the top ten videos, there was

80 percent punching, 8.3 percent hair pulling, 6.4 percent kicking, 3.4 percent slapping,

one percent scratching, and one percent biting. Therefore, the videos with the higher number of views have higher volumes of violent acts within each video.

The top ten videos also measured nudity. The average amount of nudity for the entire sample was 2.3 acts per video, but the top ten most viewed videos had only 1.7 acts of nudity per video. Out of the top 10 videos, there was 41 percent arm exposure, 24 percent breast exposure, 17.5 percent leg exposure and another 17.5 percent stomach exposure. It is worth noting that while the top ten videos had fewer acts of nudity overall, but the videos had above-average breast exposure, with 24 percent compared to the average of 17.5 percent and arm exposure 41 percent compared to 30 percent average.

CHAPTER 6

Discussion

Female Violence as it Relates to Bystanders

While there has been research done to suggest there is an increase in female-on-female violent videos on YouTube (Carrington, 2013), there is a lack of extant research examining the violence and nudity within these YouTube videos. This study served to fill that gap. It is worth going back to the question that was posed in the introduction: "is this the bystander effect, or is there something about our social media sense of ourselves that is distancing us from the actual circumstance [in front of us]" (Pinsky, 2014)? The current study found that there was an average of 13.7 bystanders per video, 7.1 female bystanders (51 percent) and 6.6 male bystanders (49 percent). The present study also found that more male bystanders recorded the fight (52 percent); however, there were more female bystanders watching the fight than male bystanders. These results illustrate that the bystander effect is more likely to occur among members of the same sex. This means female bystanders respond to the situation depending on what other females are doing and males react based on what other males around them are doing (Latane & Dabbs, 1975). Lowe et al. (2012) found that both males and females struggle with their gender role obligations as they relate to female-on-female violence. This finding indicates that if bystanders struggle with their gender role obligations, then following what members of the same sex are doing might be a way of coping with the female-on-female violence in front of them (Lowe et al., 2012). Previous research indicates the likelihood of helping or stopping a female-on-female fight (Lowe et al., 2012), but this study found that it takes an average of 55 seconds for a bystander, either male or female,

to break up a fight. This means that both male and female bystanders allow females to fight for almost an entire minute before reacting. Lastly, while the current study argued that the bystander effect can relate to female-on-female violence, it is critical to discuss the social media aspect of bystanders uploading these videos to YouTube in order to understand how bystanders went from recording female fights to recording a female beaten unconscious and uploading the video to YouTube.

Social Media and Female Violence

It is imperative to understand cultivation theory as it relates to the results of this research. While cultivation theory mainly argues that television shapes or nurtures our social construction of reality based on the messages we see on TV, for the millennial generation YouTube has become that popular platform to disseminate similar messages as TV does (Gerbner, et al., 1986; Brown & Tappan, 2008). As previously mentioned, accessibility is key in order to get messages to a mass audience, and YouTube makes watching female-on-female violent videos readily available and easy to access to the millennial generation. The current study found that the increase in female-on-female violent videos on YouTube is helping to cultivate a message that female violence is acceptable, normal and entertaining to watch (Gerbner, et al., 1986). The data revealed that 79 percent of the videos featured active bystanders, which means that people were cheering, clapping, making comments about the fight itself, i.e., "this fight is crazy, look at them go, this is sexy/hot, etc." From a social learning theory perspective, when consumers watch these videos they are seeing bystanders repeating the same behavior in different videos and learning that a majority of bystanders within the videos cheer, clap, or make comments about how entertaining the female fight is (Bandura, 1971).

37

Therefore, the consumer learns that female-on-female violence is normal. They are also recognizing that normal bystander behavior is to celebrate female violence in front of them by clapping, cheering or making comments about the fight.

Consumers of female violent videos are seeing bystander behavior as celebrating the violence in front of them. Bystanders are rarely punished for their behavior from authorities who break up the fight, nor are female fighters ever seen being arrested for participating in a street fight. The people who watch these videos are learning that the fighters are often praised for putting in a good fight, or making another fighter bleed. Because these videos only show rewarding behavior, when the consumer of these videos finds themselves witnessing a fight, they might mimic what they have seen in YouTube videos and record or celebrate the fight happening in front of them. YouTube subscribers of these videos are also learning common language used during the fight. The word "bitch" was used as least three times per video, and in some instances it was used 35 times in a single two- minute video.

In summary, these YouTube videos are serving to normalize, cultivate, and nurture mainstream messages about female-on-female violence, and showing video viewers how bystanders and fighters are behaving, reacting, and even celebrating a female fight in front of them (Gerbner, et al., 1986).

Not only are the consumers of these videos seeing how bystanders react, but they are also seeing how being the video director is a way to receive social media recognition and popularity. Bystanders revealing themselves in the video can also be seen from a uses and gratifications standpoint. As previously mentioned, uses and gratifications theory can be summarized as media users being active receivers of media (Katz,

Blumler, & Gurevitch, 1973). YouTube is an ideal platform for media users to self-select a specific type of video they want to watch in order to satisfy their media needs (Hanson & Haridakis, 2008). This current study illustrated that 64 percent of bystanders revealed their identities. Bystanders revealing themselves is a part of media users satisfying their need for social media credibility, praise, or recognition. Lastly, the more video views these videos receive, the more validation and satisfaction these bystanders receive for recording the violence (Coyne, Walker-Padilla, & Howard, 2013).

Female Violence on YouTube and in Society

It is also important to look at how female-on-female violence relates to American culture and society as a whole. It is essential to note that 62 percent of the female fighters within the YouTube videos collected for this sample were 24 years old and younger. The current study demonstrates that not only do young women comprise the majority of the fighters in the YouTube videos, but according to a 2013 report from the U.S. Department of Justice, as of 2011, one in five juvenile violent crime arrests involved females (Puzzanchera & Sickmund, 2013).

In summary, female-on-female violence is not only a growing trend on YouTube but also a growing trend within American culture and society. This study filled the gap in knowledge with the aim of understanding the phenomenon of bystanders recording female-on-female violent videos. The 55 percent increase in the type of violence occurring within these videos was found to be punching. Historically, female violence was seen as less threatening than male violence due to the fact that males were stronger, and more aggressive and it was socially acceptable for men to fight each other (Brown & Tappan, 2008). This study found that there is an increase in violence within these

videos, which could mean that females are becoming just as aggressive as their male

counterparts (Brown & Tappan, 2008). Moreover, the current study also found a 40

percent increase in the amount of nudity within the videos, and the most viewed videos

in the sample had above-average breast exposure and above-average violence. This

illustrates a few things. First, the longer the period of exposure to nudity, the higher the

video views will be. Second, female fighters are revealing more of their bodies while

fighting. This reflects how the consumer could come to recognize that if breasts are

shown for longer periods of time, it will increase the likelihood of video views. This also

contributes to the number of bystanders recording the fight, if they recognize that more

nudity and/or more violence adds to higher video views.

The discussion about female-on-female violence and future research on this topic

should remain at the forefront of communication and media studies research. While this

study filled a significant gap in knowledge regarding the rise of female-on-female

violence, more research should be conducted in order to start the process of decreasing

or preventing female-on-female violence in the United States.

CHAPTER 7

Limitations and Directions for Future Research

There are a few notable limitations to this study. First, because this study employed a content analysis it cannot draw conclusions or understand the intentions of people who are in the video or recording them. While it could not draw conclusions about the people recording female violence, the research served as an important tool in measuring an increase in the type of violence, the increase in overall nudity, and in analyzing the videos with the highest number of views. An additional limitation of the current study and its scope was the volume of items available to code and the time restraints. This unfortunately limited the number of categories that were chosen for coding.

It should be mentioned that some coder disagreements occurred in the video production category in the segment for gender of the person coding. The disagreements occurred either because coder one marked the gender of the person and coder two marked unknown (this occurred nine times), or because coder one would mark female and coder two would mark male (this occurred 33 times). Disagreements also occurred due to the quality of the video, if there were audio issues, or if the camera did not have a steady position long enough to capture the gender of the person recording. Although coder disagreements were a limitation, the study found significant results to support 51 percent of male bystanders as the majority of video directors.

Another limitation was that both nudity and violence had month-to-month fluctuations. To remedy this limitation, a larger sample size may help to explain fluctuations. Time constraints were also a limitation when it came to collecting the video

sample due to YouTube's user agreement policies, which removed any videos in violation of their policies. Also, when conducting research with YouTube videos, there is some inaccuracy within the video view count, due to the fact that a person can watch the same YouTube video multiple times. This means that each time a person clicks to watch the same video, it is counted as a new video view. While this study found that it takes an average of 55 seconds for people to help or break up a female fight, some people record violent videos for evidence when the authorities arrive rather than intervening in the situation as a form of helping people involved in an emergency situation.

Directions for Future Research

While the gender of the video director was coded for this analysis, future research should analyze if there is more or less nudity or violence depending on the gender of the person recording the video. This should be analyzed in order to understand if there are gender differences of the person recording. Similarly, it would be interesting to understand the intentions of the person uploading the female-on-female violent videos on YouTube to identify if it was for social media recognition or because these violent videos have become common on YouTube and they want to contribute their own video.

Yet another arena for future study would be to look at the sex of the person intervening or breaking up the fight. This would allow an understanding if there is a difference in response time as it relates to either males or females. Previous research from Laner, et al. (2001) found that women are more likely to intervene in a situation that is less dangerous, while men are likely to intervene to help a woman in danger. This study found that is takes both (male or female) almost an entire minute to break up a

fight. As such, future research should look at the gender of the first person to intervene and the time differences between males and females. It is also important for upcoming research in this field to analyze not only bystanders' reactions but also YouTube users' comments and reactions about the video in order to understand trends or themes within the comments section. This could aid in determining the purpose as to why YouTube users are watching these videos.

A future study could also do surveys or focus groups to analyze the differences of males versus females watching female-on-female violent YouTube videos in order to understand participant reactions. Although previous research has done focus groups with participants in order to understand how they reacted to past experiences of witnessing female-on-female violence (Lowe et al., 2012), there is still a gap in the research that measures the reactions of people watching these live videos.

A forthcoming study could measure bystander group size as it relates to breaking up a female fight. This is important because of the Latane and Darley (1968) bystander effect study, which found that group size does make a difference when it comes to people intervening in life threatening emergency situations. However, a future study should measure group size as it relates to intervening in a female-on-female fight.

Lastly, a future study could measure the correlation between the increase in videos being uploaded to YouTube as it relates to events in the media or within society. For example, in this study, November 2013 had the highest number of videos uploaded and the largest number of violent acts per video. If one were to look back at events in November 2013 and their media coverage, is there a correlation between events in the media and videos being uploaded to YouTube?

CHAPTER 8

Conclusion

The current study analyzed the increase in female-on-female violence on YouTube. This study found that bystanders are revealing themselves as the ones responsible for recording the violence. This means that the consumers of these videos will not only interpret female violence as being normal, but the video director takes credit as the person responsible for recording the violence. Furthermore, this study found that there is a 40 percent increase in the amount of nudity within female-on-female violent videos. The study also found punching to be the most frequent type of violent act, and punching increased by 55 percent between May 2007 and June 2014. Although the common belief about female-on-female violence is that it is less threatening, the 55 percent increase in females punching each other could contribute to understanding how a female could be beaten unconscious during a fight. Finally, this study found that the most watched videos on YouTube had above-average violence, less overall nudity, but a greater amount of breast and arm exposure. These findings indicate that longer periods of breast exposure contribute to a higher number of video views. This content analysis provided a systematic and historical understanding of female-on-female violence as a cultural phenomenon. The current study also provided a platform for future researchers to learn how female-on-female violence went from "cat fights" to beating a woman unconscious outside of a nightclub while recording it on a smart phone.

As a final note, the Kim Pham case concluded with two females being convicted to felony manslaughter for the death of Pham. Each woman convicted is serving six years in prison (Flores, 2014). In the case of Kim Pham, both female and male

bystanders watched her being beaten unconscious outside of a nightclub. The violent

video of Pham helped convict some of the women involved in her beating and death, but

if bystanders had stopped recording the female-on-female violence and instead helped

Pham, she may still have been alive today.

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Coding Worksheet

Coder Name:

Coder's Gender, either M or F

Today's Date:

Video Name:

YouTube Video Link:

Video Time Length:

Type of fight video: professional or non-professional?

Prevalence Category (8 items)

1. Date video was posted to YouTube:

2. Number of video views:

3. Total number of bystanders in video:

4. Total number of male bystanders:

5. Total number of female bystanders:

6. Time stamp of fight intervention: (defined as the time a person breaks up the fight   for it to *end*)

7. Location of the fight, *select one* of the following:

 Middle School ____ High School ____University/College ____ Residential street __

 Commercial building ___Restroom ___Restaurant ____Parking lot ____

 Public street ____nightclub/entertainment venue ____

8. Age of fighters, *select one* of the following: (things to look for in helping to determine age, location of the fight, *or* what the fighters are wearing, i.e. school uniform, backpack, etc.)

Preteen 10-12 ___ Teen 13-17____Young adult 18-24 ____ adult 25+_____

Explicitness Category (6 items)

1. Type of violence, tick mark each time *any* of the following occur:

Punch _____Kick _____Slap_____ Biting _____

Hair pulling _____ Choking _____ Scratching _____

Use of objects to inflict pain, tick mark for each time *any* of the following occur:

Slamming person into car_____ slamming person into door_____

slamming person into wall(s)_____Slamming person into

window_____ Slamming head/body into concrete (sidewalk or curb) _____

2. Level of injury, mark all that apply:

Bruising_____ Blood_____ Hair missing _____Visible scratch marks_____

Broken nose _____

Other broken bones (list all that apply)_____

3. Profanity Used, tick mark each time *any* of the following are recorded:

Fuck_____Bitch_____Cunt_____Asshole____Whore_____Slut_____Hoe____

List any others: _____

4. Insulting comments between fighters (other than profanity) list any that apply:

(i.e. fat, ugly, I hate you, racial slurs)

_____

53

5. Direction giving advice from the bystanders

(i.e. punch her in the face, get up and kick her, or how to "win" the fight)

_____

6. Nudity, tick mark each of the following body parts are exposed:

 Breast(s)_____Nipple(s)_____Leg(s)_____Stomach_____Buttocks_____

 Arms____ Genitals____

Video Production Category (4 items)

1. Start time of the first fight action (i.e. first punch, first kick, etc.)

2. Gender of the person/people filming (male *or* female) _____

3. Active bystanders Yes *or* No, if yes, are they: cheering, clapping, making comments

    about liking the fight List all that apply: _____

4. Passive bystanders Yes *or* No if, no, they are: standing around the fight watching,

    but remaining silent. _____