

A STUDY ON VIOLENT CRIMES TO CHINESE ABROAD STUDENTS AND THEIR SELF-DEFENSE

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Abstract

The purpose of the study was to investigate violent crimes targeted at Chinese students studying abroad in different counties and self-defense behaviors of these students during attacks. It was expected that the findings of this research be used as a scientific base for designing self-defense curricula for these students and for all Chinese universities. The research analyzed all reported 106 women cases and 89 men cases from all sources of media during 2000-2016 years, based on six categories: murder, rape, aggravated assault, robbery, kidnapping, and bullying. The results indicated that USA had highest number of violent crimes to Chinese abroad students. Most victims were attacked by single attacker and some by two attackers. Violent crimes happened to Chinese abroad students in all academic status, including high school, under graduate, master, and doctoral programs. Attackers included strangers, former or current dates, classmates, and roommates. Weapons used by attackers included knives, blunt objects, and guns. The barehanded attacks included mainly kicks, punches, chokes, and throws. The attacking pattern used commonly was sudden attacks. The main triggering factors of violent crimes included date-oriented problems, arguments and conflicts, rape and robbery oriented, and hate. Self-defense behaviors showed in a few cases. The results suggested formal self-defense education, utilizing the findings of this research as a base for self-defense curriculum design, for Chinese abroad students and Chinese universities.

INTRODUCTION

There has been a rapid increase of Chinese abroad students in recent years, and the population has reached nearly 300 thousand in the USA. However, the violent crimes targeted at these students also caused significant fear among these students and their parents; the child is the center of each Chinese family as a tradition and the one-child policy makes the only-child the only hope in each family (Chen, 2011). Unfortunately, Most Chinese students have not taken any self-defense courses in China before they went abroad (Chen, 2015a). This research concerns the safety of all Chinese abroad students and the reassurance of their families in China.

RESEARCH METHOD

Content analysis was used in this study to collect cases and analyze the data. The research collected 106 women cases and 89 men cases from all available sources of media (internet, newspapers, books, magazines, etc.) mainly during 2000-2016 years, and those were all reported worldwide cases that the author could collect. Analysis was based on the four categories classified by Uniform Crime Report (2015): murder, rape, aggravated assault, and robbery. Two categories that the Chinese parents also worry, kidnapping and bully, were added.

The case reports showed a wide range of information. Some reports provided all details while some only had several sentences. Therefore, the numbers showed in tables represented only reported data. The results were reported based several aspects:

1. Countries and years of cases.
2. Age, gender, status, victims in each case, relationship with attacker, and consequence.
3. Attacker's gender, number, status.
4. Location, time, pattern, weapon, tricks in attacks.
5. Triggering factor, and self-defense behaviors

RESULTS AND DISCUSSION

Cases in Countries and Years

The results in Table 1 indicated that violent crimes occurred to male and female Chinese abroad students in all countries where they were studied. There were more cases in several countries but not all of the six types of crimes occurred in all countries. For female students, the USA had the highest number of cases and all six types of crimes occurred in the USA. Murder was the leading threat and bullying was the least for female Chinese abroad students. Rape, aggravated assault, robbery, and kidnaping showed similar numbers of cases. For male students, the USA had the highest number of cases and four types of crimes occurred in the USA. Murder was the leading threat and aggravated assault was the second. Robberies and kidnaps were equal in numbers of cases, while no rapes or bullies were reported. The following countries were not included in data collection for males: Italy, New Zealand, South Africa, and Sweden.

Table 1. *Cases of Male and Female Students in Different Countries*

Country	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Australia	4	8	-	2	4	2	2	5	1	3	-	-	11	20
Canada	7	7	-	2	1	1	-	1	2	1	-	-	10	12
France	1	1	-	-	1	2	1	-	-	-	-	-	3	3
Germany	3	2	-	-	3	-	-	-	-	-	-	-	6	2
Great Britain	2	5	-	-	4	1	1	-	-	1	-	-	7	7
Italy	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Japan	8	5	-	2	4	2	-	-	-	-	-	-	12	9
Malaysia	3	1	-	1	1	-	-	-	-	1	-	-	4	3
New Zealand	-	1	-	-	-	1	-	-	-	-	-	-	-	2
Norway	1	1	-	-	-	-	-	-	-	-	-	-	1	1
Russia	-	-	-	-	7	1	-	-	-	-	-	-	7	1
South Africa	-	-	-	-	-	-	-	1	-	1	-	-	-	2
South Korea	1	3	-	-	-	-	-	-	-	-	-	-	1	3
Spain	-	-	-	-	-	-	1	1	-	-	-	-	1	1
Sweden	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Ukraine	1	1	-	-	-	-	-	-	-	-	-	-	1	1
USA	15	24	-	4	4	2	2	2	4	4	-	1	25	37
Total	46	64	0	11	29	12	7	10	7	11	0	1	89	106

The results in Table 2 showed that violent crimes occurred to male and female Chinese abroad students in all 17 years studied. There was no obvious trend of increasing or decreasing case numbers in these years. It seems that becoming victims of violent crimes is always a part of life of Chinese abroad students, even though the chance can be very small.

Table 2. *Cases of Male and Female Students in Different Years*

Year	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2016	5	7	-	1	3	1	2	1	-	-	-	-	10	20
2015	3	5	-	2	1	2	2	3	1	3	-	1	7	12
2014	1	2	-	-	-	0	1	-	1	-	-	-	3	3
2013	3	4	-	-	1	2	-	-	1	-	-	-	5	2
2012	3	-	-	-	2	3	-	1	-	1	-	-	5	7
2011	3	2	-	-	-	-	-	-	1	2	-	-	4	1
2010	-	2	-	3	2	1	1	1	-	-	-	-	3	9
2009	3	8	-	1	5	1	-	1	2	2	-	-	10	3
2008	5	6	-	-	3	1	-	1	-	-	-	-	8	2
2007	1	2	-	-	2	1	-	1	1	1	-	-	4	1
2006	7	4	-	-	7	-	-	-	-	-	-	-	14	1
2005	5	5	-	-	3	-	-	1	-	1	-	-	8	2
2004	2	3	-	1	-	-	-	-	-	-	-	-	2	3
2003	1	3	-	-	-	-	1	-	-	1	-	-	2	1
2002	1	3	-	1	-	-	-	-	-	-	-	-	1	1
2001	2	4	-	1	-	-	-	-	-	-	-	-	2	1
2000/before	1	1	-	1	-	-	-	-	-	1	-	-	1	37
Total	46	61	0	11	29	12	7	10	7	11	0	1	89	106

Victim Age, Gender, Status, Number, Relationship, and Consequence

The results in Table 3 indicated that about 82% of female students were attacked when they were alone. This result reminds female students the danger of staying alone in a foreign country for school. However, 15% female students became victims of violent crimes even though they were staying with a partner, including a male partner. Male students showed similar pattern as female students, with 72% of male students were attacked when they were alone, and 20% became victims of violent crimes even though they were staying with a partner. In some cases, they were attacked even when they stayed with a small group of people.

Table 3. *The Number of Male and Female Victims in Each Case*

Victim number	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1 Victims	32	49	-	10	20	9	6	12	7	9	-	1	65	90
2 Victims	16	11	-	-	3	3	-	3	-	-	-	-	19	17
3 Victims	-	-	-	1	2	-	1	-	-	-	-	-	3	1
4 and more	-	1	-	-	2	-	6	1	-	-	-	-	3	2
Total	48	61	-	11	27	12	8	16	7	9	0	1	90	110

The results in Table 4 showed that both female and male students can become victims at any ages. Older students may have more experience in their life, but not necessarily on prevention and handling of violent crimes.

Table 4. *Ages Range of Male and Female Students*

Age range	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
16-17	-	3	-	-	-	-	-	-	-	2	-	-	-	5
18-19	1	4	-	4	4	2	1	2	1	1	-	-	7	13
20-21	3	6	-	-	1	2	-	-	2	3	-	-	3	11
22-23	2	8	-	-	2	1	-	-	-	-	-	1	5	10
24-29	12	13	-	-	7	-	1	1	-	1	-	-	5	15
30+	6	6	-	1	1	1	2	-	-	-	-	-	4	8
Unknown	23	21	-	5	16	6	3	6	4	3	-	-	3	41

The results in Table 5 indicated that female students of any academic status can become victims, no matter they were in high school, undergraduate programs, or graduate programs. Doctoral students cannot be excluded.

Table 5. *Academic Status of Male and Female Students*

Status	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
High school	-	3	-	-	-	2	-	4	-	1	-	1	-	11
College fresh	-	3	-	4	-	1	-	1	-	2	-	2	-	13
Sophomore	2	-	-	-	1	1	-	-	-	2	-	1	3	3
Junior	-	1	-	-	1	-	-	-	-	-	-	-	1	1
Senior	1	2	-	-	1	-	1	-	-	-	-	-	3	2
Unknown	24	30	-	6	20	10	7	9	7	6	-	6	58	67
Master	14	15	-	-	1	-	-	-	-	-	-	-	15	15
Doctor	4	3	-	1	3	-	-	-	-	-	-	-	7	4

The results in Table 6 indicated that the death rate was very high for female and male students when they were attacked. The chance of becoming disabled or suffering light or severe injuries was very high for both male and female students too. The chance of rape (possibly of getting AIDS or STD) was also a threat to female students. Very few female students escaped safely when they were attacked.

Table 6. *Consequences to male and Female Students*

Consequence	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Death	45	52	-	-	2	-	-	-	1	-	-	-	-	52
Severe injury or disabled	5	7	-	-	12	4	2	1	-	1	-	1	-	14
Light injury	-	2	-	-	17	9	2	5	4	-	-	-	3	16
Raped	-	-	-	7	-	-	3	-	2	-	-	-	1	7
Molested	-	-	-	3	-	-	-	-	-	-	-	-	3	3
No injury	-	-	-	1	-	-	-	2	-	1	-	-	58	4
Unknown	-	-	-	-	-	-	-	1	-	9	-	-	15	10

Attacker's Number, Gender, and Identity

The results in Table 7 indicated that more attackers were acting alone when they attacked female and male students, even though victims may have had a partner. However, multiple attackers occurred often to both female and students as well. The results in Table 8 indicated that most attackers were males. This is similar to crime statistics in United States according to Uniform Crime Report (2015).

Table 7. *Numbers of Attackers in Each Case to Male and Female Students*

Number of attacker	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1-on-1	20	37	-	10	8	6	3	4	-	1	-	1	31	59
1-om-2	9	10	-	-	-	2	-	2	-	-	-	-	9	14
1-om-multiple	2	3	-	-	2	-	-	-	-	-	-	-	4	3
2-on-1	2	4	-	-	1	-	1	2	3	1	-	-	7	7
Multiple-on-1	9	1	-	-	13	3	2	2	4	1	-	1	28	8
Multiple-on Multiple	1	-	-	-	3	1	1	1	-	-	-	-	5	2
Unknown	4	6	-	1	-	-	-	-	-	7	-	-	4	14

Table 8. *Genders of Attackers*

Gender	Murder	Rape	Aggravated Assault	Robbery	Kidnaping	Bullying	Total
Male attacker	92	12	34	19	9	-	166 90.7%
Female attacker	3	-	9	2	2	1	17 9.3%

The results in Table 9 demonstrated that although female students may be attacked by anyone, strangers (attackers) were the top threat to female students. Surprisingly, the second top group of attackers were their current or ex boyfriends or dates. For some, the closest boyfriends or dates became the most dangerous attackers to female students. Classmates or family members/relatives can be dangerous, too, if these female students cannot handle the relationship well. Strangers, classmates/roommates, and terrorists represented the main attackers to male Chinese abroad students even though they may be attacked by anyone. Like female students, these male students also need to learn how to prevent and handles all different types of potential attackers.

Location, Time, Pattern, Weapon, and Tricks in Attacks

The results in Table 10 indicated that attacks can occur anytime to both male and female Chinese abroad students. The daytime and dark time can be equally dangerous to male and female students, and the awareness for safety should be on all time.

The results in Table 11 showed that attacks occurred to both male and female students at various locations. Among these locations, the dorm/apartment and street can be the most dangerous places for both male and female students.

Table 9. *Identity of Attackers to Male and Female Students*

Identity	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Stranger	16	24	-	3	8	8	5	10	1	2	-	-	30	47
Lover/ spouse/ex	2	16	-	-	-	2	-	-	-	-	-	-	2	18
Classmate/ roommate	10	4	-	2	8	-	-	-	1	-	1	-	20	8
Family/ relatives	1	5	-	-	-	-	-	-	-	-	-	-	1	5
Gang/terrorist	2	3	-	-	11	2	2	-	-	-	-	-	15	5
Colleague/ coworker	1	1	-	1	2	-	-	-	1	-	-	-	3	2
Boss/landlord	-	-	-	2	1	-	-	-	-	-	-	-	1	2
Internet/ advertisement	-	-	-	1	-	-	-	-	2	-	-	-	2	1
Known	2	-	-	-	-	-	-	-	1	-	-	-	3	-
Police	3	-	-	-	2	-	-	-	-	-	-	-	5	-
Professor	-	-	-	2	-	-	-	-	-	-	-	-	-	2
Unknown	8	7	-	-	-	-	-	-	-	8	-	-	8	15

Table 10. *Time Factor in Attacks to Male and Female Students*

Time factor	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Day time	14	14	-	6	13	7	-	4	3	3	-	-	30	34
Dark time	16	22	-	3	11	3	7	5	2	1	-	-	36	34
Unknown	17	19	-	1	3	1	1	-	2	2	-	-	23	23

Table 11. *Locations of Attacks to Male and Female Students*

Location	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Dorm/apartment	2	16	-	1	-	2	-	-	-	-	-	-	2	18
Street	11	12	-	2	8	5	2	5	1	3	-	-	22	26
Campus	3	2	-	3	6	1	1	-	-	1	-	-	10	7
Transportation	1	2	-	-	-	4	3	1	-	-	-	-	4	7
Park/wood	-	2	-	1	-	-	-	1	1	-	1	-	1	5
Workplace	2	2	-	2	2	-	-	-	-	-	-	-	4	4
Entertainment/ shop/dine	5	4	6	-	-	-	-	-	2	-	-	-	11	4
Taxi/other car/ driving	-	3	-	-	-	-	-	-	-	-	-	-	-	3
Unknown	6	6	-	-	-	1	-	-	-	5	-	0	8	12

Understanding attacking patterns and weapons should be a base for designing self-defense curriculum for these students. The results in Table 12 indicated several characteristics of attacking patterns to female students. Sudden attacks occurred to about 25% of female students before they

had a chance to defend themselves. The most used weapons on attacks to female students were knives, seconded was blunt subjects, and followed up by firearms and pepper spray.

Among barehanded attacks to female students, kicks and punches were the most used attacks, seconded with strangulations and chokes. Throws, hair-pulls, arm-holds, bear-hugs, and pushes were also used commonly by attackers when attacking female students. Attacking patterns and weapons used to attack male students were similar to that of female students. However, the firearms were used more than to male students.

Table 12. *Attacking Patterns and Weapons to Male and Female Students*

Pattern/ weapon	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Sudden attack		11		2		5		5		1		-		25
Knife/axe	15	25	-	-	9	2	5	1	2	-	-	-	31	29
Firearm	15	7	-	-	-	-	2	1	1	-	-	-	18	8
Blunt object	6	8	-	-	7	1	-	2	-	-	-	-	13	11
Stun gun	-	-	-	-	-	-	-	-	1	-	-	-	1	-
Pepper spray	-	-	-	-	-	1	-	1	-	-	-	-	-	2
Fist/foot/ elbow/knee	6	4	-	0	25	11	6	3	1	1	-	1	38	20
Strangulation/ choke	4	14	-	1	4	1	2	2	5	-	-	-	15	18
Throw-down	2	3	-	1	9	3	2	-	-	-	-	-	13	7
Arm-hold	-	1	-	2	2	2	2	-	4	1	-	-	8	6
Bear-hug	-	1	-	2	3	1	-	-	4	1	-	-	7	5
Hair-pull	-	1	-	1	2	4	1	-	1	-	-	-	4	6
Floor attack	1	1	-	-	1	-	-	-	-	-	-	-	2	1
Hit private	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Bite	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Car hit	1	-	-	-	-	1	-	-	-	-	-	-	1	1
Arson	-	1	-	-	-	-	-	-	-	-	-	-	1	2
Poisoning	-	1	-	-	-	-	-	-	-	-	-	-	-	1
DMT drug	1	1	-	-	-	-	-	-	-	-	-	-	1	1
Push down from height	1	2	-	-	-	-	-	1	-	-	-	-	1	3
Pour chemical	-	-	-	-	1	-	-	-	-	-	-	-	1	-
Throw object	-	-	-	-	1	-	-	-	-	-	-	-	1	-
Stripe clothe	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Other violence	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Unknown	9	7	-	-	-	-	-	-	-	9	-	-	9	16

Triggering Factors and Self-Defense Behaviors

The results in Table 13 indicated that attackers tended to use some tricks to get these students into their traps before they started actual physical attacks. The tricks used included helping them to rent a room, shop, find jobs, make friends, or play together. However, they were not

enough cases to find out a pattern, and there were not enough cases to identify the differences between male and female students. More research on this topic is suggested.

Table 13. *Tricks Used by Attackers on Male and Female Students*

Trick	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Help find job	-	-	-	-	-	-	-	-	1	-	-	-	1	-
Entertainment	-	-	-	-	-	3	-	-	1	-	-	-	1	3
Help rent room	1	1	-	1	-	-	-	-	-	-	-	-	1	1
Make friends	1	-	-	-	-	-	-	-	-	1	-	-	1	1
Make conversation	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Help buy cell	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Help buy car	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Threat to report	-	-	-	1	-	-	-	-	-	-	-	-	-	1

The results in Table 14 indicated different groups of triggering factors that led to attacks to female students. , The leading triggering factor was related to dating relationships. The second main triggering factor were arguments/conflict, rape, and robbery. The third group of triggering factors included bullying foreigners, hate, opportunity, and financial issues. For male Chinese abroad students, robbery and resistance to robbery were the leading triggering factors to attacks. Arguments and conflicts were the second leading triggering factor to male students. The third triggering factor was bullying foreigners and hates.

Since arguments and conflicts were a main factor that triggered attacks to both male and female Chinese abroad students, it is necessary to investigate what caused arguments and conflicts started. Based on Uniform Crime Report (2015), arguments are the leading cause of murder in the United States. The leading cause of arguments was dating related issues to female students (Table 15). Hate, improper conversation, violent date/people, and asking for money constructed the second group of causes. Other causes included borrowing money or things but not returning, competitions, drunk, and accidents. Arguments and conflicts also led to attacks to male Chinese abroad students. Bad temper, habits of using physical language, financial conflicts, and disturbing others were the first group of causes. The second group of causes included more mental problems and accidents.

The results in Table 16 show self-defense behaviors of male and female students when attacked. Many students had no time or opportunity to defend themselves during attacks since attacks occurred suddenly. Most victims were killed or injured during their instinctive struggle or defense, more likely due to the lack of self-defense training in Chinese universities (Chen, 2015b).

Scarifying the body, money, and freedom seemed to be an effective way to protect the life. The effectiveness of running, yelling for help, or playing dead type of defense could not be investigated due to the lack of enough cases.

Table 14. *Triggering Factors for Attacks to Male Students*

Triggering factor	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Robbery	11	9	-	0	1	0	-	0	6	1	-	-	18	10
Argue/fight/conflict	6	7	-	-	11	3	-	-	-	-	-	-	17	10
Bullied as a foreigner	15	-	-	5	-	3	2	1	1	-	-	-	18	9
Hate	1	5	-	-	11	2	-	-	-	-	-	-	12	7
Rape	-	9	-	-	-	-	-	1	-	-	-	-	-	10
Date/reject/breakup	3	14	-	-	-	1	-	-	-	1	-	1	3	17
Resist robbery	2	1	-	-	1	-	1	1	-	-	-	-	4	3
In a murder robbery	2	14	-	1	1	1	-	2	-	-	-	-	3	18
Violent law/arrested	1	-	-	-	2	-	-	-	-	-	-	-	3	-
Glance at	-	-	-	-	2	-	1	-	-	-	-	-	3	-
Jealous	2	1	-	-	-	-	-	-	-	-	-	-	2	1
Financial issue	2	6	-	-	-	-	-	-	-	-	-	-	2	6
On-site by chance	2	-	-	-	-	-	-	-	-	-	-	-	2	-
Gave an opportunity	-	-	-	5	-	-	-	2	-	-	-	-	-	7
Attacker mental problem	-	3	-	-	-	-	-	-	-	-	-	-	-	3
Attacked wrong person	-	1	-	-	-	1	-	-	-	-	-	-	-	2
Asked for direction	-	-	-	-	-	-	-	1	-	1	-	-	-	2
Terrorism	-	2	-	-	-	-	-	-	-	-	-	-	-	2
Retaliation	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Drunk/drug	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Road rage	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Bump attacker by accident	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Business conflict	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Picked by troublemaker	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Helped others	-	-	-	-	-	-	-	-	1	-	-	-	1	-
Tricked on job hunting	-	-	-	-	-	-	-	-	1	-	-	-	1	-
Unknown	12	10	-	-	1	-	-	-	-	7	-	-	12	17

Table 15. *Causes of Arguments and Conflicts among Male and female Students*

Cause	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Date issues/ romantic triangle	1	14	-	-	-	1	-	-	-	-	-	-	1	15
Bad temper	1	-	-	-	4	-	-	-	1	-	-	-	5	-
Bad conversation	-	3	-	-	-	-	-	-	-	-	-	-	-	3
Hate	1	3	-	-	-	1	-	-	-	-	-	-	-	4
Violent opponent	3	-	-	-	-	2	-	1	-	-	-	-	3	3
Job/Financial aid competition	3	1	-	-	-	-	-	-	-	-	-	-	3	1
Ask money from lover	-	2	-	-	-	-	-	-	-	-	-	-	-	2
Disturb others	1	-	-	-	1	-	-	-	-	-	-	-	2	-
Borrow/take but no return	1	1	-	-	-	-	-	-	-	-	-	-	1	1
Got drunk	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Attacked by mistake	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Bump by accident	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Lonely/isolate	1	-	-	-	-	-	-	-	-	-	-	-	1	1
Jealous	1	-	-	-	-	-	-	-	-	-	-	-	1	-
A glance	-	-	-	-	1	-	-	-	-	-	-	-	1	-
Mis-understand	-	-	-	-	1	-	-	-	-	-	-	-	1	-

Table 16. *Self-defense Behaviors of Male and Female Students Dealing with Attacks*

Self-defense	Murder		Rape		Aggravated Assault		Robbery		Kidnaping		Bullying		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
No time for defense	14	20	-	1	13	7	1	3	1	-	-	-	28	31
Failed struggle	21	20	-	2	12	6	1	-	2	-	1	-	35	32
Barehanded defense	-	1	-	-	1	1	1	1	-	-	-	-	2	3
successful	-	-	-	-	1	-	-	-	-	-	-	-	1	-
Equipment defense	-	-	-	-	1	-	-	-	-	-	-	-	1	-
successful	-	-	-	1	-	-	-	-	1	-	-	-	1	1
Ran succeed	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Failed defense	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Ran failed	-	-	-	-	-	-	1	1	-	-	-	-	1	1
Yell for help	-	-	-	-	-	-	-	-	-	1	-	-	-	1
succeed	-	-	-	4	-	-	4	5	3	1	-	-	7	10
Obey & survived	-	-	-	2	-	1	1	-	-	-	-	-	1	3
Obey failed	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Play death survived	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	11	16	-	-	1	-	-	-	1	6	-	-	13	22

CONCLUSIONS

Violent crimes occurred to Chinese abroad students in almost all countries studied. Chinese abroad students of any ages and of any academic status may be attacked by strangers or someone they know, at any time and any locations. Many victims lost their lives, became permanently disabled or suffered severe injuries. The causes of attacks included date-related issues, arguments, and robberies and rapes. Attacking patterns and weapons used by attackers included sudden attacks, firearms, knives, blunt objects, and strong arms. Most victim failed to take any self-defense actions.

APPLICATIONS AND SUGGESTIONS

Chinese students and their families should be aware of the potential danger of violent crimes and take self-defense education before these students go abroad for study. The design of self-defense curricula and instruction should be based on solid research regarding what these student needs. This research can serve as a solid base for self-defense curricula in Chinese high schools and universities where these students were preparing themselves for study abroad. A comprehensive self-defense education is absolutely needed for Chinese high schools and universities based on the wide range of violent crimes and physical attacks to Chinese abroad students. Short term training on self-defense will not be enough to prepare these students for study abroad.

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