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College students' attitudes toward gender roles and acquaintance rape

Sandra Ann Kuiper
Iowa State University

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College students' attitudes toward
gender roles and acquaintance rape

by

Sandra Ann Kuiper

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
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MASTER OF SCIENCE

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Signatures have been redacted for privacy

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CHAPTER ONE: INTRODUCTION

Acquaintance rape is an increasing concern on college and university campuses. In a survey of 7,000 students at 35 universities, 54% of the women had been sexually assaulted (Koss et al., 1987). Of the women who admitted to having being victimized, 90% of them reported that their assailant was an acquaintance. In addition, 75% of the women who were assaulted did not identify themselves as victims of a sexual assault (Koss, Gidycz, & Wisniewski, 1987 in Neff, 1988).

Federal Bureau of Investigation statistics show that over a five-year span, 1975-1980, reported cases of sexual assault on college campuses increased by 55% (Borden et al., 1988). A 1983 study conducted by Bernard and Bernard concluded that "violence is as much a part of life among college students as it is a part of life in the American marriage" (Aizenman & Kelley, 1988, p. 306). As a result, today if a woman is raped on a college campus, it is more likely that the perpetrator will be a boyfriend or an acquaintance than a stranger (Neff, 1988).

Each state has its own variation of the legal definition of rape; however, rape is generally defined as a "victim having sexual intercourse against his/her will and without his/her consent" (Neff, 1988, p. 147). Acquaintance rape is defined as a "sexual assault committed by someone the victim knows" (Neff, 1988, p. 146). It is estimated that 60% to 80% of the rapes being committed today are acquaintance rapes (Sweet, 1985).

A victim of acquaintance rape, who is most often a woman, feels ashamed, is unwilling to report the incident, and as a result is unwilling to confront the perpetrator or the perpetrator's friends. In addition, victims believe that in a court of law it will be proven that they did not sufficiently resist the attack and are somehow responsible for the rape (Neff, 1988). In her study, Koss found that not only did half of the victims not talk with others about the incident, more than 95% neglected to report the incident to the police (Neff, 1988). As a result, acquaintance rape is one of the most difficult crimes to prosecute (Sweet, 1985).

Victims of acquaintance rape often do not view themselves as having been raped. They will answer "no" when questioned about being raped, but will admit that they've been forced to have sexual intercourse. Because it is difficult for victims to believe that someone they know and trust could commit such a crime, denial is a common reaction (Sweet, 1985). In an acquaintance rape situation, victims suffer from a different type of victimization than do victims of a stranger rape. They are attacked and then not believed, but they also risk losing faith in themselves and in their ability to trust others (Sweet, 1985).

One of the major contributing factors to acquaintance rape is related to the different socialization process regarding relationships and intimacy that men and women experience while growing up (Neff, 1988). Men and women often watch each other's behavior and make inferences about what the other person is thinking, feeling and wanting. The danger in this type of interaction is that most men interpret

women's behavior as more sexual than do women. A study done by Zellman, Johnson, Giarrusso, and Goodchilds in 1979, found that boys interpreted nearly all things they were asked more sexually than did girls (Muehlenhard, 1988a).

Many young men and women suffer from a lack of communication skills in the areas of sexuality and intimacy. In addition, "a lack of confidence in the area of asserting their sexual rights and needs" exists (Aizenman & Kelley, 1988, p. 309). This lack of communication, or miscommunication, has a significant impact on acquaintance rape. Not only do men and women interpret each other's behaviors differently, but they also misinterpret one another's intentions. Many men believe that if women resist their sexual advances, they do so only because they don't want to appear promiscuous. The misunderstanding is magnified when men continue making advances in spite of women's protests. In many instances, men may feel led on at this point, and entitled to sexual intercourse. As a result, they use force which often leads to a crime.

Yet another contributing factor to acquaintance rape relates to traditional and nontraditional attitudes toward relationships and women. Those who hold traditional attitudes toward women are those who are most likely to believe in the stereotypes that contend that traditional women are "supposed to be kind, compassionate, patient, accepting and dependent" (Muehlenhard & Linton, 1987, p. 188). Those who believe in traditional stereotypes also believe that women never admit that they have sexual desires, and as a result also believe that "men's role is to overcome women's token resistance" (Muehlenhard & Linton, 1987, p. 188).

It is also traditional people who believe that if a woman leads a man on, her refusal to have sexual intercourse would justify the man's using force with her.

This masculine mystique not only creates the need for men to be superior and conquer women, but "could also cause traditional men to rape" (Muehlenhard & Linton, 1987, p. 188). In addition, traditional males who have "oversubscribed" to their traditional roles also believe that violence is a natural occurrence in a relationship (Sweet, 1985). Macho attitudes do not always lead traditional men to rape; however, they do create a greater tolerance for it (McCarthy, 1987).

There are many myths surrounding this issue that increase the severity of the problem. Some of these myths include: "women like rape, so there's no such thing as rape," or "women provoke it, men can't control themselves," or that "women deserve it" (Sweet, 1985, p. 57). Those who believe these myths are those who are most likely to be more tolerant of rape, and place more blame on the victim (Muehlenhard & Linton, 1987).

Another difference between men's and women's socialization process relies on the different way in which each views the purpose of a relationship. Many young men believe that the purpose of a relationship is to achieve sexual activity, whereas women do not. By the time young men reach college, 55% contend that a "good sexual relationship is the most desirable quality in a date" (Neff, 1988, p. 148). However, for women of the same age, a different perspective exists; 79% believe that a good relationship is more desirable than sex. Rape occurs when action

is taken on these opposing values.

There are significant differences between men's and women's attitudes toward sexuality. Studies show that many of the differences can be attributed to society. Research done by Ageton in 1983 found that male adolescents often approved of acts of sexual assault committed by their friends (Borden et al., 1988).

Just as there are many different attitudes and beliefs with regard to sexuality and intimacy, there are as many reasons for violence in relation to them. One theory that seeks to explain some of the reasons sexual aggression occurs in dating relationships focuses on the issue of power. "It has been argued that rape is a consequence of the power disparity between women and men" (Muehlenhard & Linton, 1987, p. 186). Tradition has socialized men and women into believing that males have rights with regard to women's sexuality. In addition, women have learned that if they refuse males' advances the male may end the relationship, spread rumors about the female, or resort to force (Neff, 1988).

According to Muehlenhard and Linton (1987), there are certain factors involved in a dating relationship that increase the possibilities of a sexual offense occurring. Alcohol use and abuse are large contributors to acquaintance rape. Not only does alcohol use make women less able to defend themselves, but it also reduces men's inhibitions against violence. In their study of high school students, Muehlenhard and Linton found that "18% of the girls and 39% of the boys (involved in the study), said that it is acceptable for a boy to force

sex if the girl is stoned or drunk" (Muehlenhard & Linton, 1987, p. 187).

It is estimated that as many as "one to two thirds of rapists, and many rape victims, are intoxicated" at the time of the assault (Muehlenhard & Linton, 1987, p. 187). In many instances, if a rapist was intoxicated at the time of the rape, he is often excused because he wasn't fully aware of what he was doing. However, for the woman who was raped while she was drunk, she is held responsible and blamed for the incident (Muehlenhard & Linton, 1987).

Another factor that contributes to acquaintance rape is the issue of who pays the dating expenses. In the American dating system, there is an unwritten law that states that money and sex will be exchanged on a date. If the occasion arises where a man accepts financial responsibility on a date, and the woman refuses to have sexual intercourse with him, he may feel that he has been cheated. In the study conducted by Muehlenhard and Linton, results showed that 12% of the girls and 39% of the boys involved in the study believed that if the boy spends a lot of money on his date, it is acceptable for him to force sex upon her (Muehlenhard & Linton, 1987). In addition, when the man initiates the date and pays the dating expenses, he is placed in control of the situation, and this enables him to commit a sexual assault if he believes that the situation warrants it.

Who initiates the date is also a factor influencing the likelihood of a sexual assault occurring. If a woman initiates a date, it may be interpreted as a signal that she is interested in having sex with him.

In addition, if the male does interpret her assertiveness in this way and she refuses, it may give the male reason to rape her (Muehlenhard & Linton, 1987).

Other factors that researchers believe contribute to acquaintance rape are the dating activity or location, and who provides the transportation on the date. Each of these issues contribute to the possibility of an assault's occurrence, and to the "power disparity" that exists between men and women (Muehlenhard & Linton, 1987).

These issues of control originate with men's and women's socialization process. Because both men and women are stereotyped into certain roles, they act upon them. "Women are often taught to be passive and nonassertive, men are encouraged to be aggressive" (Aizenman & Kelley, 1988, p. 209). As a result, these stereotypical feminine beliefs make women more vulnerable to rape and make men more capable of committing it.

Problem Statement

Because acquaintance rape is an increasing concern on college and university campuses today, it is important that research be done to determine what factors contribute to its incidence and tolerance. Such research could also contribute to determining ways to deal with this problem.

Significance of Study

The purposes of conducting this study were: (a) to investigate the relationship between individuals who possess traditional attitudes toward the role of women in society and the belief that acquaintance rape is justifiable when women engage in nontraditional behaviors, and (b) to determine if a difference exists between those who possess traditional attitudes and those who possess nontraditional attitudes toward the role of women in society with regard to the justifiability of acquaintance rape.

This study will contribute to the existing body of knowledge concerning acquaintance rape, and will seek to explain why the prevalence of acquaintance rape is so high on college campuses. It will address various societal factors that contribute to this problem, and investigate whether traditional or nontraditional values have an effect on people's attitudes toward the justifiability of acquaintance rape.

Assumptions

It is assumed that participants will read each item carefully and respond honestly when completing the questionnaire. It is also assumed that participants will not be under the influence of alcohol or other substances when completing the questionnaire.

Definitions

Rape: an act wherein the victim is forced to have sexual intercourse against his/her own will (Neff, 1988).

Acquaintance Rape: an act wherein the victim is forced by someone the victim knows to have sexual intercourse against his/her own will.

Traditional Men/Women: those men and women who receive low scores on the Attitudes Toward Women Scale.

Nontraditional Men/Women: those men and women who receive high scores on the Attitudes Toward Women Scale.

Limitations

The population for this study will be limited to those male and female undergraduates living in the residence halls at Iowa State University. Participation will be determined by randomly selecting one male and one female floor from each of the three residence associations at Iowa State University. These associations are the Towers Residence Halls, the Richardson Court Residence Halls, and the Union Drive Residence Halls.

This study will contribute to the existing body of knowledge that exists regarding acquaintance rape. It will investigate the effect men's and women's attitudes toward women's roles in society have on their tolerance of acquaintance rape.

Research Questions

This research will address the following questions:

Do individuals who possess traditional attitudes toward the role of women in society deem acquaintance rape justifiable when women engage in nontraditional behaviors?

Is there a difference between those who possess traditional attitudes toward the role of women in society and those who possess nontraditional attitudes with regard to the justifiability of acquaintance rape?

CHAPTER TWO: REVIEW OF LITERATURE

The review of literature was conducted utilizing ERIC documents, journals, Scholar articles and personal conversations with the principal investigator in the area of acquaintance rape, Dr. Charlene Muehlenhard.

The review of literature includes the major findings of research regarding acquaintance rape on college and university campuses. The effect traditional versus nontraditional attitudes toward women's sexual roles, their role in society and how these attitudes affect individual's attitudes toward acquaintance rape will be discussed. In addition, the areas of token resistance, societal pressures, campuses at risk, dating behaviors, date rape - the unreported crime, attitudes toward rape, effects of courtship aggression and prevention will also be investigated.

Traditional Versus Nontraditional Attitudes

Estimates indicate that fifty percent of all rapes occur between acquaintances (Rabkin, 1979 in Muehlenhard et al., 1985). In addition, statistics show that many of these rapes occur in dating relationships (Muehlenhard et al., 1985).

Because sexual aggression is such a reality in many women's lives, women need to know what may cause such aggression in their "potential dates' attitudes toward the justifiability of rape" (Muehlenhard, et al., 1985, p. 297). Muehlenhard, Friedman and Thomas (1985) conducted a study of male undergraduates enrolled in introductory psychology

courses.

To determine their dating behaviors and their attitudes toward women, two instruments were used. The first instrument, The Attitudes Toward Women Scale (Spence & Helmrich, 1972), a 55-item questionnaire that contained items about the "rights of women in vocational, educational, social, sexual, and marital situations" was used (Muehlenhard, 1988a, p. 24). Using a four-point scale, this instrument measured traditional versus nontraditional attitudes toward women. The second instrument presented dating scenarios that manipulated who initiated the date, where the couple went on the date, and who paid the dating expenses. In an attempt to determine how subjects viewed certain sexual behaviors on a date, seven different sexual behaviors were listed that ranged from a kiss good night to sexual intercourse. These sexual behaviors, and the dating scenarios, were rated on a seven-point scale as to whether the male would be justified in forcing the female to engage in these behaviors. The dating scenarios were followed by a question asking whether the male was justified in forcing the female to have intercourse with him.

The results of the study showed that in all of the dating scenarios, subjects viewed forcing the woman to have sexual intercourse as non-justifiable. However, if the female asked the male out, if the male paid all of the dating expenses, or if the couple went to his apartment, subjects believed the male would be more justified in forcing the female to have sexual intercourse. The researchers predicted that males who possessed traditional attitudes toward women would be more

likely than males who possessed nontraditional attitudes to believe that forcing a female to have sexual intercourse was more justifiable under certain circumstances. However, these "results did not consistently reach significance" (Muehlenhard et al., 1985, p. 308).

A similar design was used by Muehlenhard in a 1988 study of 272 female students and 268 male students who were enrolled in an introductory psychology course. However, in this study, she investigated how traditional and nontraditional women and men regarded various dating behaviors, and how those dating behaviors related to their attitudes toward acquaintance rape.

As in the previous study, two instruments were utilized. Again, the first instrument used was The Attitudes Toward Women Scale developed by Spence and Helmrich (1972). The second instrument presented various dating scenarios that manipulated "who initiated the date, where the couple went, and who paid the dating expenses" (Muehlenhard, 1988a, p. 23). Three different levels of dating initiation -- he asked, she hinted, and she asked -- were paired with three activities: going to a movie, to a religious function, or to his apartment to talk (Muehlenhard, 1988a). Results of this study indicated that 77.5% of those involved said that it was never justifiable for a man to force sexual intercourse upon a woman. Of the 22.5% who stated that it was sometimes justifiable, the circumstances under which it was justifiable were not reported. Results also showed that sex-willingness and rape justifiability were perceived to be highest when the woman initiated the date or when the couple went to the man's apartment. In addition,

"men's sex-willingness ratings were consistently higher than women's" (Muehlenhard, 1988a, p. 20). This suggests that men may sometimes feel led-on and may believe that their dates are more interested in sexual intercourse than they actually are. "Rape justifiability ratings were higher for men than for women, and higher for traditional persons - especially for traditional men - than for nontraditional persons" (Muehlenhard, 1988a, p. 20).

A 1987 study conducted by Muehlenhard and Linton investigated the "incidence of and the risk factors for date rape and other forms of male-against-female sexual aggression in dating situations" (Muehlenhard & Linton, 1987, p. 186). A questionnaire, in which participants were asked to describe their most recent date, was completed by 341 women and 294 men. This included, among other things, who paid the dating expenses, how many times the couple had dated, whether drugs or alcohol were used, and how suggestively each person dressed. The questionnaire also includes a list of 17 sexual activities ranging from kissing to sexual intercourse. Subjects were then asked to mark the activities "(a) the woman did willingly, (b) the man tried to do against the woman's wishes, and (c) he actually did against her wishes" (Muehlenhard & Linton, 1987, p. 188).

Results revealed that 77.6% of the women and 57.3% of the men involved in the study had been involved in some form of sexual aggression. In addition, "14.7% of the women and 7.1% of the men had been involved in rape" (Muehlenhard & Linton, 1987, p. 193). The study also indicated that factors such as "the man's initiating the date,

paying all the expenses, and driving; miscommunication about sex, heavy alcohol or drug use, 'parking;' and men's acceptance of traditional sex roles, interpersonal violence, adversarial attitudes about relationships, and rape myths" are all contributors to the incidence of acquaintance rape (Muehlenhard & Linton, 1987, p. 186).

Token Resistance

Another factor that contributes to the incidence of acquaintance rape is the belief that women often engage in "token resistance" to sexual activity by saying "no" when they mean "yes." The traditional social script dictates that women's role is to resist sexual activity, and that men's role is to overcome their token resistance and ignore their refusals (Muehlenhard & Hollabaugh, 1988).

In their 1988 study, Muehlenhard and Hollabaugh investigated whether women do engage in "token resistance" to sexual activity. Six hundred and ten undergraduate women participated in the study in which they were asked to complete questionnaires asking if, and how often, they had offered resistance to sexual activity when they intended to have sexual intercourse. Results indicated that 39.3% of the women did offer token resistance, but 60.7% did not. Women who engage in this behavior are more likely than others to believe that this is the common way to behave in a relationship. They also tend to believe that men's and women's relationships are adversarial, and that it is natural for men to use force in relationships. These behaviors coincide with the traditional belief that women offer insincere resistance to men's sexual

advances, and men overcome such resistance with aggression (Muehlenhard & Hollabaugh, 1988).

Societal Pressure

A 1967 study conducted by Kanin found that "86.2% of sexually aggressive men and 58.0% of other men reported peer pressure to engage in premarital sex" (Kanin 1967 in Muehlenhard & Cook, 1988, p. 59). Such pressure could originate with men themselves because of society's standards dictating male sexuality. Society promotes the attitude that males should be the initiators regarding sexuality and if they are not, women may believe that they are homosexual. It is also standards such as these that dictate that "real men would never refuse a woman's sexual advances" (Muehlenhard & Cook, 1988, p. 59). As a result, men may engage in unwanted sexual activity because of the above reasons, or because they view male virginity as something to be ashamed of (Muehlenhard & Cook, 1988).

Muehlenhard and Cook "investigated men's experiences with unwanted sexual activity" in their 1988 study (Muehlenhard & Cook, 1988, p. 58). Subjects were 507 men and 486 women who responded to a questionnaire asking if they had ever "engaged in unwanted sexual activity for any of 51 reasons" (Muehlenhard & Cook, 1988, p. 58). In addition, a number of attitudinal scales were used: a 25-item version of the Attitudes Toward Women Scale (Spence, Helmrich, & Stapp, 1973), the Sex Role Stereotyping Scale (Burt, 1980), the Adversarial Sexual Beliefs Scale (Burt, 1980), the Acceptance of Interpersonal Violence Scale (Burt, 1980), and the

short form of the Sexual Beliefs Scale (Muehlenhard & Felts, 1986).

Results showed that "almost two thirds of the men and almost half of the women had engaged in unwanted intercourse" (Muehlenhard & Cook, 1988, p. 69). Men often engage in unwanted sexual intercourse because of societal expectations. Society expects males to want sexual intercourse. As a result, males often experience unwanted sexual intercourse "more often than women because of the peer pressure, inexperience, sex-role concerns, and popularity factors" (Muehlenhard & Cook, 1988, p. 69). In addition, both men and women who engaged in unwanted sexual intercourse also believed that women's resistance to sexual intercourse was token resistance. They believed that by offering token resistance, women who do not want to appear promiscuous can have sexual intercourse. People who engage in unwanted sexual intercourse may also believe that "what people do and say regarding sex does not correspond to what they really want" (Muehlenhard & Cook, 1988, p. 70). As a result, unwanted sexual intercourse occurs when men act upon this belief.

Studies indicate that violence occurs in dating relationships as much as it does in marital relationships. Aizenman and Kelley completed a study in 1988 that investigated the incidence of violence and acquaintance rape among college students, the type of violence that occurred and the circumstances involved, students' attitudes regarding violence in romantic relationships, any sex-related differences between being the victim or the perpetrator, the relationship between violence and sexual assault experienced as a child to what was experienced as an

adult, and violence associated with feelings of safety and comfort with one's own sexuality (Aizenman & Kelley, 1988).

In Aizenman and Kelley's 1988 study, 800 undergraduate students were mailed a questionnaire that addressed their experience with violence in personal relationships or whether they had ever experienced any type of unwanted sexual aggression in relationships, either as adults or as children. In addition, issues such as the individual's feelings of well-being, self confidence and other related areas were addressed. Results showed that one-fourth of the women had experienced violence in a relationship. In addition, the possibility of aggression occurring in a relationship increased as the relationship becomes more serious. Some of the causes of violence in these relationships can be related to poor communication, immaturity, lack of confidence in communicating sexual rights and needs, as well as violence experienced as a child (Aizenman & Kelley, 1988).

Campuses At Risk

It has been established that forced sexual intercourse is a problem on college and university campuses. Miller and Marshall conducted a study in 1987 at two large university campuses in which 472 men and 323 women participated. These students were enrolled in graduate and undergraduate classes at either a liberal arts and professional, commuter institution in the urban Midwest, or a scientific and technical residential university in the south.

Researchers developed a Sexual Experiences Survey that consisted of

three areas. The first area contained items concerning participants' sexual experiences while attending college. The second area contained items concerning participants' sexual experiences before coming to college. The last area dealt with background information of the participants. In addition, some questions were taken from a research report by Koss and Oros (1982). Two forms of the survey were developed, one for men, and one for women.

The study indicated that "coercive sex is occurring in a variety of settings" (Miller & Marshall, 1987, p. 38). In addition, it was found that a greater number of students from the residential campus experienced forced sexual intercourse because the other individual threatened to end the relationship than those students attending an urban campus. In addition, 27% of the women and 15% of the men admitted that they had been a part of a dating situation that involved forced sexual intercourse.

Dating Behaviors

Knox and Wilson conducted a study in 1981 that sought to investigate college students' dating behaviors. The investigators were interested in where students go on their dates, how they meet one another, what they discuss, and their sexual expectations of the date. Three hundred and thirty-four students at East Carolina University completed the questionnaire that contained items asking participants about their parents' behaviors, and items about their own sexual and dating behaviors.

Results showed that men and women have different ideas regarding the type of sexual activity that should occur on dates. Less than 15% of those involved in the study believed that they and their dates held the same beliefs with regard to dating sexual activity. In addition, 70% of the men believed that it was appropriate to have sexual intercourse on the fifth date, in contrast to 50% of the women holding this belief. Such differing views with regard to dating and sexual activity are yet another contributor to acquaintance rape.

The Unreported Crime

Because not all sexual assaults are reported to police, it is difficult to determine the extent to which sexual assault occurs. As a result, the incidence of rape has been greatly underestimated.

In their 1987 study, Koss, Gidycz and Wisniewski sought to assess the incidence of rape. The study consisted of a 330-item questionnaire and a ten-item Sexual Experience Survey (Koss & Gidycz, 1985; Koss & Oros, 1982). These were administered through the mail to 6,159 students in a national sample, who were enrolled in 32 colleges, universities, technical schools, community colleges, and various other institutions of higher education throughout the United States.

Results of the study indicated that 54% of college women admitted to having been the victims of a sexual assault, while only 25% of college men admitted to being the perpetrators of a sexual assault or other aggressive sexual behavior. Statistics such as these do not coincide because the number of men who are admitting to committing

sexual assaults to account for the large number of victims. However, women may have been sexually victimized before entering college, which may account for a portion of the discrepancy (Koss et al., 1987).

Attitudes Toward Rape

Tetreault and Barnett conducted a study in 1987 that sought to "investigate females' and males' reactions to a woman who presumably had been raped by a stranger or an acquaintance" (Tetreault & Barnett, 1987, p. 353). Subjects were 80 undergraduate men and women enrolled in an introductory psychology class.

Participants in the study were led to believe that they would be observing video tapes of rape victims who were involved in a counseling session. However, the tapes were actually a portrayal by an actress in a counseling session with a therapist. Before watching the video, participants were given one of two rape descriptions to read. One scenario described an acquaintance rape, and the other described a stranger rape; in all other aspects the scenarios were identical. After viewing the videos, participants completed questionnaires regarding their reactions toward the rape and the victim, responses as to the responsibility of the victim, whether a rape had occurred, and their reactions toward the seriousness of the incident.

Results of the study found that respondents placed less blame on the victim of the stranger rape than the victim of the acquaintance rape. The women who responded to the questionnaire were more certain a rape had occurred when the perpetrator was a stranger than when the

perpetrator was an acquaintance. In addition, the women viewed a stranger rape as a more serious offense. However, the opposite was true for the males who responded to the questionnaire.

Women perceive acquaintance rape as less serious because they believe that victims are somehow responsible for the incident because they know the perpetrator. Because men see the sexual behavior of women as acceptable only when they are involved in a relationship, they view victims of an acquaintance rape in a negative way and blame victims for their involvement in the incident (Tetreault & Barnett, 1987).

Effects of Learned Courtship Aggression

A 1987 study conducted by Gwartney-Gibbs sought to investigate courtship aggression and its influences. For purposes of this study, courtship aggression included sexual aggression and any type of abuse or violence. This study also attempted to discover what influences partners in a relationship, parents, and friends or peers have on the incidence of courtship aggression.

A questionnaire completed by 289 students was administered through the mail. Six dependent variables were used: inflicted abuse; violence; and sexual aggression; and sustained abuse; violence; and sexual aggression. Each of these variables was irrelevant to the study and sought to determine whether the respondent had ever been involved in a sexually aggressive situation. The independent variable sought to determine respondents' relationships with parents, peers, and their own experiences with sexual aggression.

Results indicated that those respondents who were exposed to aggression through parents, peers or their own partners, learned violence, and were more likely to inflict and sustain violence. However, because males and females learn different things from identical situations, the influences from the three groups studied differed from males to females.

Prevention

Borden, Karr and Caldwell-Colbert sought to assess the effectiveness of rape prevention programs on college campuses in their 1988 study. The purpose of this study was to determine the impact rape awareness and prevention programs were having on students. In addition, it also sought to determine whether elements such as church attendance or whether the perpetrator and victim knowing one another had an impact on students' attitudes toward sexual assault.

Fifty men between the ages of 18 and 34, and fifty women between the ages of 18 and 48 participated in the study. Each of these students was enrolled in an introductory psychology course at a large university in the Midwest.

Two instruments, the Attitudes Toward Rape questionnaire, and the Rape Empathy Scale were used. Students were separated into different groups of 50 persons each. Each person's membership in a group was determined by the length of his/her particular class period. Those students whose class meeting time was longer received a prevention program, while those students with a shorter class period did not, and

served as the control group.

Once students were placed into groups, the researchers determined who attended church on a regular basis (at least three times a month), and which participants personally knew a rape victim. After participants completed the two questionnaires, they attended a 45-minute lecture on rape awareness and prevention. This process was determined to be successful and was again repeated four weeks later.

Results showed that there were differences among the sexes. However, neither personally knowing a rape victim, nor regularly attending church, had an impact on empathy toward rape, perpetrators and victims. Borden, Karr and Caldwell-Colbert (1988) contend that such results support the need for dynamic and vivid awareness and prevention program formats that involve participant interaction. Such programming is necessary to elevate people's consciousness and level of understanding regarding acquaintance rape.

Because Federal Bureau of Investigation statistics show that "one of every three women will be sexually assaulted in her lifetime" (Lee, 1987, p. 100), it is important to also target prevention programs to the male population. A 1987 study conducted by Lee sought to assess an experiential training program for men. Subjects were 24 men enrolled in a psychology class who were divided into two groups. The first group completed the Attitudes Toward Rape Scale questionnaire before and after completing a rape facts questionnaire and a narrative read by a male detailing a vivid account of a woman being raped. The second group completed the questionnaire only after attending the same program group

one completed.

Results showed that there were no major differences between the pretest and posttest results of group one. However, group members' attitudes changed over time. This particular study does support the need for, and the value of, prevention programs targeted to the male population.

The literature demonstrates that acquaintance rape is a problem, not only on college and university campuses, but in society. Studies indicate that issues such as traditional versus nontraditional attitudes, token resistance, societal pressure, failure to report the crime, dating behaviors, attitudes toward rape, and the effects of learned courtship aggression, all contribute to the incidence of acquaintance rape.

CHAPTER THREE: METHODOLOGY

The methodology section will include descriptions of the sample population, the instruments used, and procedures used to analyze the data.

Subjects

The sample of students used in this survey consisted of 166 male and female undergraduate students living in the residence halls at Iowa State University during the 1989 fall semester. One male floor and one female floor from each of the residence hall associations: Towers Residence Halls; Richardson Court Residence Halls; and Union Drive Residence Halls were selected.

Instruments

Two instruments were used for this study. The first instrument utilized was the Attitudes Toward Women Scale and consists of a 55-item questionnaire developed by Spence and Helmrich in 1972. The instrument contains questions "bearing on the vocational, educational, and intellectual roles of women, freedom and independence, dating, courtship and etiquette, sexual behavior, and marital relationships and obligations" (Spence & Helmrich, 1972). The Attitudes Toward Women Scale was normed on 420 men and 529 women in introductory psychology classes at the University of Texas at Austin in 1971 and on 293 men and 239 women at the same institution in 1972. Combined mean score for the

men who participated was 89.261 while the combined mean score for women was 98.211. As a result, the mean score for the men was lower (more traditional) than the women's mean score (more nontraditional) (Spence & Helmrich, 1972). Subjects were asked to respond to each of the items on a four-point scale as to whether they: agreed strongly; agreed mildly; disagreed mildly; disagreed strongly, with each of the statements.

The second instrument used, was developed by Dr. Charlene Muehlenhard in her study that sought to discover how "traditional and nontraditional women and men, as measured by the Attitudes Toward Women Scale, interpreted various dating behaviors and how their attitudes toward date rape related to such dating behaviors" (Muehlenhard, 1988a, p. 20). This 22-item questionnaire was completed after subjects completed the Attitudes Toward Women Scale. Subjects were asked to respond to each dating scenario that manipulated who initiated the date, where the couple went and who paid the dating expenses. These responses were measured on a four-point scale as to whether subjects: agreed strongly; agreed mildly; disagreed mildly; or disagreed strongly that the female was interested in sexual intercourse and whether the male would be justified in forcing the female into having sexual intercourse against her will.

Procedures

A proposal was submitted for approval to the Iowa State University Committee on use of Human Subjects in research in October 1989. The committee reviewed the proposal and concluded that the rights and

welfare of the subjects were appropriately protected.

On October 2, 1989, the researcher conducted a pilot study with 14 graduate students in Higher Education 615A Seminar. The survey took approximately 15-20 minutes to complete. The survey was then revised according to suggestions made by these graduate students.

The researcher also submitted a proposal to the Iowa State University Department of Residence Program Staff and attended a meeting on October 19, 1989. This was done to obtain permission to conduct the survey in the residence halls. The researcher then contacted Hall Advisors from each residence hall complex to choose individual houses (floors) that would participate in the study. After this was determined, individual Resident Assistants were contacted and it was agreed that the researcher would attend each house (floor) meeting to distribute and conduct the surveys. As an incentive to participate, the researcher agreed to present an educational program dealing with acquaintance rape on each house (floor) that agreed to participate in the study.

Surveys were distributed between November 6, 1989 and December 5, 1989 to 166 men and women living in the residence halls at Iowa State University. The investigator administered the surveys to residents living on the selected residence hall houses (floors), explained the research to the residents, and instructed them on how to complete the survey. At that time, the issues of confidentiality of information on the survey, purpose of the survey, and participants' option to withdraw from participating in the study were also discussed. In addition,

respondents were informed of how and when they could be apprised of the results of the study if they so chose. The researcher was present to address any questions or concerns posed by the respondents as they completed the survey. The surveys were collected by the investigator upon completion of the instrument.

Variables

- INDEPENDENT VARIABLES:
1. Who initiated the date
 2. Where the couple went on the date
 3. Who paid the dating expenses
- DEPENDENT VARIABLES:
1. Sex willingness
 2. Rape justifiability

Based upon the research, the following hypotheses were used:

Hypotheses of the Study

1. There is no difference between traditional and nontraditional persons in their estimates of how much the woman wants sexual intercourse before she says no (Muehlenhard, 1988a).
2. There is no difference between traditional and nontraditional persons in their estimates of whether the male would be justified in forcing the woman to have sexual intercourse after she says no.
3. There is no difference between traditional and nontraditional males' estimations of how much the woman wants sexual intercourse before she says no (sex willingness variable).
4. There is no difference between traditional and nontraditional

men with regard to believing that rape is justifiable (Muehlenhard, 1988a).

Research Design

Using the SPSSX format, independent t-tests were performed to determine the difference between men's and women's scores on the Attitudes Toward Women Scale and the dating scenarios scale. A one-way analysis of variance was performed on both students' scores on the Attitudes Toward Women Scale and the dating scenarios scale. This was done to determine if there were differences in responses of those students living in the Towers Residence Association, Union Drive Association, and Richardson Court Association. In addition, a one way analysis of variance was performed on students' scores to determine if there were differences among the scores of freshmen, sophomores, juniors, and seniors.

Students were placed in two groups based upon their scores on the Attitudes Toward Women Scale. Those students who scored 110 or above on the attitudes test were placed in the nontraditional group, while those students whose composite score on the attitudes scale was 104 or below were classified as traditional. T-tests were performed to determine if differences existed between traditional persons and nontraditional persons' responses on the dating scenarios scale. T-tests were also performed on the scores of males to determine if differences existed between traditional and nontraditional men.

In addition, t-tests were performed on participants' responses on

the dating scenarios scale to determine if there were differences between traditional and nontraditional persons' responses. The responses of males only were also studied.

CHAPTER FOUR: RESULTS

The purpose of this chapter is to present the results from the statistical analysis of the data collected using Spence and Helmrich's (Spence & Helmrich, 1972) Attitudes Toward Women Scale and Muehlenhard's Dating Scenarios Scale (Muehlenhard, 1988a). Results were organized according to the hypotheses used. The statistical analyses used were t-tests and one-way analyses of variance.

Significant differences ($p < .05$ and $p < .01$) were found between men's and women's scores on the Attitudes Toward Women Scale. Scores ranged from 72 to 127. The scores between 104 and 110 were not used for data analysis to provide a spread in the means of scores. The median was 107 and rather than allowing a cluster of scores around the median, a spread of three scores was utilized to provide additional strength for the data. As a result, persons whose scores were 104 and below are described as possessing traditional attitudes toward women, while those persons whose scores were 110 and above are described as possessing nontraditional attitudes toward women. The mean score of 116.44 for the men who completed the scale was significantly higher than the women's score of 102.01. Such differences indicate that the males completing the Attitudes Toward Women Scale were more nontraditional in their attitudes toward women and their roles in society, than were the women who completed the same scale.

Subjects were asked to respond to each of the following 22 dating scenarios that were each prefaced with the words "a man and a woman are

in a Psychology class together and talk with each other occasionally" to serve as background information. The remaining portion of the dating scenarios are listed in the order they appeared on the instrument as follows:

1. After class one day, he asked her to go to a religious function with him on Saturday night.
2. After class one day, she hinted to him that she had no plans for Saturday night. He then asked her out for a date and they went to see a movie.
3. After class one day, she asked him to go to a religious function on Saturday night.
4. After class one day, he asked her out for a date on Saturday night and they went to a movie.
5. One day after class she hinted to him that she had no plans for Saturday night and he asked her to go to a religious function with him.
6. After class one day, she asked him out on a date for Saturday night and they went to a movie.
7. After class one day, he asked her out for a Saturday night and they went to his apartment to talk.
8. After class one day, she hinted that she had no plans for Saturday night. He then asked her out for a date and they went to his apartment to talk.
9. After class one day, she asked him out for a date on a Saturday night and they went to his apartment to talk.

The scenarios ten and eleven addressed the issue of who pays the dating expenses and appeared as follows: suppose that a man and a woman go to a concert together and the man pays for both of the tickets himself; and suppose that a man and a woman go to a concert together and each pay for his/her own tickets.

Each of the above eleven scenarios were followed by two statements:

"based on this information, I believe that this woman wants to have sexual intercourse with this man" (defined as the sex willingness variable) and "if it turned out that she did not want to have intercourse with him, I believe he would be justified in doing it against her wishes" (defined as the rape justifiability variable).

Mean scores were computed for each of the 22 dating scenarios. Significant differences of opinion between men's and women's estimations of whether a woman wants to have sexual intercourse existed in 11 of the dating scenarios. See Table 1.

Based upon these data, it appears that patterns have emerged. Although men and women disagree as to whether a woman is interested in having sexual intercourse, as in the situations described earlier, they do agree that once a woman says no to sexual intercourse, a male would not be justified in forcing sexual intercourse upon her. In the 11 scenarios described earlier in which participants were asked whether the female was interested in having sexual intercourse with her date, the females' mean scores were consistently higher than the males' mean scores. Such scores indicate that females disagree strongly that the woman is interested in having sexual intercourse with her date, based upon only the information given. In addition, men were more likely to believe that because women engage in certain behaviors, such as going to a man's apartment, asking a man out for a date, or other such behaviors as described in the scenarios, they are interested in having sexual intercourse with their dates.

Mean scores were also computed for the Attitudes Toward Women Scale

Table 1. Mean scores for men (M) and women (F) on the attitude toward women scale and dating scenarios scales

Variable	Group	Mean Scores	S.D.	T-Value	2-Tailed Probability
ATTOT	M	116.44	18.22	5.72	0.000
	F	102.01	14.25		
Scenario-1 ^a He asks/ religious function	M	3.78	0.58	-3.23	0.002
	F	3.99	0.12		
Scenario-1 ^b	M	3.83	0.58	-0.77	0.445
	F	3.89	0.51		
Scenario-2 ^a She hinted/movie	M	3.31	0.80	-3.06	0.003
	F	3.67	0.66		
Scenario-2 ^b	M	3.78	0.60	-0.91	0.365
	F	3.86	0.56		
Scenario-3 ^a She asks/ religious function	M	3.69	0.62	-3.89	0.000
	F	3.96	0.20		
Scenario-3 ^b	M	3.83	0.60	-0.58	0.562
	F	3.88	0.54		
Scenario-4 ^a He asks/movie	M	3.56	0.69	-3.90	0.000
	F	3.89	0.35		
Scenario-4 ^b	M	3.80	0.63	-0.50	0.617
	F	3.85	0.61		
Scenario-5 ^a She hinted/ religious function	M	3.62	0.70	-3.66	0.000
	F	3.92	0.27		
Scenario-5 ^b	M	3.85	0.52	0.12	0.907
	F	3.84	0.64		

^aSex willingness rating.

^bRape justifiability rating.

Table 1 (continued)

Variable	Group	Mean Scores	S.D.	T-Value	2-Tailed Probability
Scenario-6 ^a She asks/movie	M F	3.50 3.81	0.71 0.46	-3.39	0.001
Scenario-6 ^b	M F	3.83 3.85	0.58 0.61	-0.28	0.782
Scenario-7 ^a He asks/apartment	M F	3.35 3.80	0.80 0.55	-4.28	0.000
Scenario-7 ^b	M F	3.85 3.87	0.50 0.53	-0.20	0.842
Scenario-8 ^a She hinted/ apartment	M F	3.31 3.68	0.83 0.66	-3.11	0.002
Scenario-8 ^b	M F	3.85 3.88	0.50 0.49	-0.38	0.706
Scenario-9 ^a She asks/apartment	M F	3.29 3.57	0.82 0.80	-2.15	0.003
Scenario-9 ^b	M F	3.80 3.84	0.61 0.60	-0.39	0.695
Scenario-10 ^a Concert/he pays both	M F	3.68 3.88	0.54 0.40	-2.61	0.010
Scenario-10 ^b	M F	3.81 3.84	0.63 0.60	-0.27	0.789
Scenario-11 ^a Concert/each pay own	M F	3.71 3.93	0.55 0.25	-3.37	0.001
Scenario-11 ^b	M F	3.82 3.85	0.58 0.62	-0.29	0.772

comparing responses by participants' place of residence. With the exception of one incident (8a), no significant differences were found at the $p < .05$ level between responses from those persons living in the Towers Residence Association (mean 108.68), Union Drive Association (mean 108.86), and Richardson Court Association (mean 111.15).

Mean scores were also computed for the Attitudes Toward Women Scale comparing responses by participants' year in college. No significant differences at the $p < .05$ level were found between responses of freshmen (mean 108.44), sophomores (mean 109.00), juniors (mean 108.70), and seniors (mean 107.78). Such findings indicate that students' attitudes toward women do not appear to change significantly from the time they enter college to the time they leave college.

Significant differences at the $p < .05$ level were found between the responses of traditional men and women and nontraditional men and women on each of the 22 dating scenarios. Such differences were found for both the sex willingness variable and the rape justifiability variable. Mean scores for nontraditional persons were consistently lower than the scores for traditional persons on each of the dating scenarios. This translates into traditional persons consistently disagreeing more strongly than nontraditional persons that based upon the information given in the scenarios, the woman was interested in having sexual intercourse with her date or that the male would be justified in forcing her to do so. See Table 2.

Such differences indicate that those persons who possess nontraditional attitudes toward women are less likely to believe in

Table 2. Mean scores for traditional men and women and nontraditional men and women on the dating scenarios scale

Variable	Group	Mean Scores	S.D.	T-Value	2-Tailed Probability
Scenario-1 ^a He asks/ religious function	Nontrad.	3.75	0.61	-3.35	0.001
	Trad.	4.00	0.00		
Scenario-1 ^b	Nontrad.	3.75	0.69	-2.30	0.023
	Trad.	3.95	0.37		
Scenario-2 ^a She hinted/movie	Nontrad.	3.26	0.87	-4.26	0.000
	Trad.	3.75	0.50		
Scenario-2 ^b	Nontrad.	3.67	0.73	-3.03	0.003
	Trad.	3.95	0.37		
Scenario-3 ^a She asks/ religious function	Nontrad.	3.69	0.63	-2.93	0.004
	Trad.	3.92	0.27		
Scenario-3 ^b	Nontrad.	3.73	0.73	-2.33	0.021
	Trad.	3.95	0.37		
Scenario-4 ^a He asks/movie	Nontrad.	3.54	0.69	-4.09	0.000
	Trad.	3.91	0.34		
Scenario-4 ^b	Nontrad.	3.68	0.79	-2.69	0.008
	Trad.	3.95	0.37		
Scenario-5 ^a She hinted/ religious function	Nontrad.	3.62	0.72	-3.02	0.003
	Trad.	3.89	0.31		
Scenario-5 ^b	Nontrad.	3.72	0.73	-2.46	0.015
	Trad.	3.95	0.37		
Scenario-6 ^a She asks/movie	Nontrad.	3.49	0.73	-3.47	0.001
	Trad.	3.83	0.42		

^aSex willingness rating.

^bRape justifiability rating.

Table 2 (continued)

Variable	Group	Mean Scores	S.D.	T-Value	2-Tailed Probability
Scenario-6 ^b	Nontrad.	3.71	0.75	-2.54	0.012
	Trad.	3.95	0.37		
Scenario-7 ^a He asks/apartment	Nontrad.	3.54	0.82	-3.96	0.000
	Trad.	3.79	0.48		
Scenario-7 ^b	Nontrad.	3.75	0.63	-2.45	0.016
	Trad.	3.95	0.37		
Scenario-8 ^a She hinted/ apartment	Nontrad.	3.32	0.83	-2.77	0.006
	Trad.	3.67	0.64		
Scenario-8 ^b	Nontrad.	3.77	0.60	-2.01	0.047
	Trad.	3.94	0.39		
Scenario-9 ^a She asks/ apartment	Nontrad.	3.24	0.86	-2.89	0.005
	Trad.	3.63	0.73		
Scenario-9 ^b	Nontrad.	3.68	0.76	-2.57	0.011
	Trad.	3.94	0.40		
Scenario-10 ^a Concert/he pays both	Nontrad.	3.64	0.56	-3.44	0.001
	Trad.	3.90	0.35		
Scenario-10 ^b	Nontrad.	3.71	0.76	-2.09	0.038
	Trad.	3.92	0.45		
Scenario-11 ^a Concert/each pay own	Nontrad.	3.68	0.57	-3.48	0.001
	Trad.	3.94	0.25		
Scenario-11 ^b	Nontrad.	3.71	0.76	-2.24	0.027
	Trad.	3.94	0.40		

society's stereotypes regarding women and their roles in society. As a result, they are less likely to believe that who initiates the date, where the couple goes on the date, and who pays the dating expenses, has a large impact on sex willingness and rape justifiability. Therefore, nontraditional persons were more likely than traditional persons to believe that based upon the information given in the scenarios, the woman was interested in sexual intercourse or that rape would be justifiable.

Those persons possessing traditional attitudes toward women, however, disagreed strongly with each of the statements concerning sex willingness and rape justifiability. Traditional persons disagreed strongly that based upon who initiates a date, where a couple goes on a date, and who pays the dating expenses, a woman is willing to have sex or that a man would be justified in forcing her to do so. One possible explanation for such findings may be that because traditional persons believe in traditional stereotypes of women and their role in society, women should be protected and not harmed.

These results do not lend support to a similar study conducted by Muehlenhard in 1988. In this study Muehlenhard found that "traditional and nontraditional persons made similar sex-willingness ratings, but traditional persons - especially traditional men - rated rape as significantly more justifiable than did nontraditional persons" (Muehlenhard, 1988a, p. 33).

The present research does not lend support to the researcher's first two hypotheses proposing that: "there is no difference between

traditional and nontraditional persons in their estimates of how much the woman wants sexual intercourse before she says no" (sex willingness variable), and "that there is no difference between traditional and nontraditional persons in their estimates of whether the male would be justified in forcing the woman to have sexual intercourse after she says no" (rape justifiability variable). In both instances, traditional persons disagreed more strongly with statements indicating both sex willingness and rape justifiability (see Table 2).

Mean scores for traditional and nontraditional males were also computed for each of the 22 dating scenarios (see Table 3). Significant differences at the $p < .05$ level were found in six of the dating scenarios indicating sex willingness. In each of these six scenarios, traditional males disagreed more strongly than nontraditional males that the woman was interested in sexual intercourse. The six scenarios were based upon: a male asking a female to a religious function; a woman hinting at having no plans and the man asking her to a movie; a man asking a woman to a movie; a woman hinting at having no plans and the man asking her to a religious function; a couple attending a concert together in which the man pays the dating expenses; and a couple attending a concert together where each pay his/her own dating expenses.

Such results indicate that when a woman hints at having no plans, thus resulting in a date, or when a man asks a woman out on a date and the couple attends either a religious concert or goes to a movie, which are traditional behaviors, a woman is not indicating that she is interested in having sexual intercourse. In addition, when a couple

Table 3. Mean scores for traditional and nontraditional men on the dating scenarios scale

Variable	Group	Mean Scores	S.D.	T-Value	2-Tailed Probability
Scenario-1 ^a He asks/ religious function	Nontrad.	3.67	0.69	-2.13	0.037
	Trad.	4.00	0.00		
Scenario-1 ^b	Nontrad.	3.79	0.59	-0.36	0.719
	Trad.	3.85	0.67		
Scenario-2 ^a She hinted/movie	Nontrad.	3.16	0.86	-2.36	0.021
	Trad.	3.65	0.59		
Scenario-2 ^b	Nontrad.	3.72	0.62	-0.77	0.443
	Trad.	3.85	0.67		
Scenario-3 ^a She asks/ religious function	Nontrad.	3.61	0.70	-1.00	0.322
	Trad.	3.75	0.44		
Scenario-3 ^b	Nontrad.	3.79	0.61	-0.35	0.728
	Trad.	3.85	0.67		
Scenario-4 ^a He asks/movie	Nontrad.	3.43	0.75	-2.84	0.006
	Trad.	3.85	0.49		
Scenario-4 ^b	Nontrad.	3.76	0.66	-0.53	0.595
	Trad.	3.85	0.67		
Scenario-5 ^a She hinted/ religious function	Nontrad.	3.52	0.80	-2.03	0.047
	Trad.	3.80	0.41		
Scenario-5 ^b	Nontrad.	3.83	0.50	-0.16	0.875
	Trad.	3.85	0.67		
Scenario-6 ^a She asks/movie	Nontrad.	3.40	0.77	-1.89	0.063
	Trad.	3.75	0.55		

^aSex willingness rating.

^bRape justifiability rating.

Table 3 (continued)

Variable	Group	Mean Scores	S.D.	T-Value	2-Tailed Probability
Scenario-6 ^b	Nontrad.	3.79	0.59	-0.36	0.719
	Trad.	3.85	0.67		
Scenario-7 ^a He asks/ apartment	Nontrad.	3.22	0.86	-1.44	0.154
	Trad.	3.52	0.68		
Scenario-7 ^b	Nontrad.	3.83	0.46	k-0.14	0.891
	Trad.	3.85	0.67		
Scenario-8 ^a She hinted/ apartment	Nontrad.	3.21	0.91	-1.42	0.161
	Trad.	3.52	0.68		
Scenario-8 ^b	Nontrad.	3.84	0.45	0.27	0.790
	Trad.	3.80	0.70		
Scenario-9 ^a She asked/ apartment	Nontrad.	3.18	0.89	-1.80	0.076
	Trad.	3.58	0.69		
Scenario-9 ^b	Nontrad.	3.75	0.64	-0.51	0.611
	Trad.	3.84	0.69		
Scenario-10 ^a Concert/he pays both	Nontrad.	3.56	0.60	-3.11	0.003
	Trad.	3.89	0.32		
Scenario-10 ^b	Nontrad.	3.77	0.66	-0.40	0.691
	Trad.	3.84	0.69		
Scenario-11 ^a Concert/each pay both	Nontrad.	3.61	0.62	-2.61	0.011
	Trad.	3.89	0.32		
Scenario-11 ^b	Nontrad.	3.79	0.59	-0.34	0.732
	Trad.	3.84	0.69		

goes to a concert and the male pays the dating expenses, or when each pay his/her own expenses, traditional men again disagreed strongly that she was interested in sexual intercourse. Both traditional and nontraditional men agreed that based upon such behaviors, the woman was not indicating that she was interested in having sexual intercourse. Traditional men disagreed more strongly than nontraditional men in all 22 instances.

Such results may also indicate that when a woman engages in nontraditional behaviors such as asking a man out on a date, or going to a man's apartment on a date, significant differences between traditional and nontraditional men's responses were not present. However, responses for each of the 22 dating scenarios were all in the disagree mildly to disagree strongly range. As a result, according to the responses of both traditional and nontraditional males involved in this research, dating behaviors such as the ones mentioned in the questionnaires, neither indicate that a woman is willing to have sexual intercourse with her date, nor do they make it appropriate for a male to force sexual intercourse upon a woman after she says no.

Six of the eleven scenarios indicating sex willingness lend support to the researcher's hypothesis stating that "there is no difference between traditional and nontraditional males' estimations of how much the woman wants sexual intercourse before she says no" (sex willingness variable). In six of the eleven scenarios indicating sex willingness, significant differences at the $p < .05$ level were found. Those scenarios containing significant differences were when a man asked a woman to a

religious function, when a woman hinted about a date and the man asked her to a movie, when a man asked a woman to a movie, when a woman hinted about a date and a man asked her to a religious function, when a couple goes to a concert and the man pays for both tickets, and when a couple goes to a concert and each pay for his/her own tickets. Such differences indicate that based upon the information given in the scenarios, traditional males disagreed more strongly than nontraditional males that the female was interested in having sexual intercourse with her dating partner. See Table 3.

This research lends support to the last hypothesis made that "there is no difference between traditional and nontraditional men with regard to believing that rape is justifiable" (rape justifiability variable). No significant differences were found between traditional and nontraditional men's beliefs that rape is justifiable. Both traditional and nontraditional men's responses to the justifiability of rape were between the disagree mildly and disagree strongly ranges. See Table 3.

CHAPTER FIVE: SUMMARY

The purpose of this chapter is to present a brief summary of the study, discuss the results and significance of the study, and provide recommendations for future research.

One hundred and sixty-five male and female undergraduates living in the Iowa State University Residence Halls during the Fall 1989 semester made up the sample of students for this study. One male floor and one female floor from each residence association was represented in the sample population.

Two instruments were used to gather data. The first instrument utilized was the Attitudes Toward Women Scale developed by Spence and Helmrich (1972). This scale measured subjects' attitudes toward the "rights of women in vocational, educational, social, sexual, and marital situations" (Muehlenhard, 1988a, p. 24). The second instrument used, the dating scenarios scale, sought to discover how "traditional and nontraditional women and men, as measured by the Attitudes Toward Women Scale, interpreted various dating behaviors and how their attitudes toward date rape related to such dating behaviors" (Muehlenhard, 1988a, p. 20). Subjects completed the Attitudes Toward Women Scale (Spence & Helmrich, 1972) and then completed the dating scenarios scale (Muehlenhard, 1988a).

Using the SPSS-X format, independent t-tests were performed to determine the difference between men's and women's scores on the Attitudes Toward Women Scale and the dating scenarios scale. A one-way

analysis of variance was performed on students' scores on the Attitudes Toward Women Scale and the dating scenarios scale to determine if there were differences in responses of students living in each of the three residence associations. A one-way analysis of variance was also performed on students' scores to determine if there were differences among the scores of freshmen, sophomores, juniors, and seniors.

The results of the statistical analysis showed significant differences ($p < .05$ and $p < .01$) between men's and women's scores on the Attitudes Toward Women Scale. The mean score of 116.44 for the men who completed the scale was significantly higher than the women's score of 102.01. Such differences indicate that the males completing the scale were more nontraditional in their attitudes toward women than were the women who completed the same scale. As a result, these nontraditional men are less likely to accept the traditional stereotypes of women and their roles in society, relationships, and in the home.

Mean scores were also computed for the Attitudes Toward Women Scale comparing responses by participants' place of residence and by their year in college. No significant differences ($p < .05$) were found in either of these comparisons.

Discussion of Results

The purposes of conducting this study were: (a) to investigate the relationship between individuals who possess traditional attitudes toward the role of women in society and the belief that acquaintance rape is justifiable when women engage in nontraditional behaviors, and

(b) to determine if a difference exists between those who possess traditional attitudes and those who possess nontraditional attitudes toward the role of women in society with regard to the justifiability of acquaintance rape.

Hypothesis One

This study tested the hypothesis that "there is no difference between traditional and nontraditional persons in their estimations of how much the woman wants sexual intercourse before she says no." This research does not lend support to this hypothesis. Significant differences ($p < .05$) were found in each of the eleven scenarios concerning sex willingness. Traditional people disagreed more strongly, that given the information in the dating scenarios, the woman was interested in sexual intercourse. See Table 2.

Hypothesis Two

This study also tested the hypothesis that "there is no difference between traditional and nontraditional persons in their estimations of whether the male would be justified in forcing the woman to have sexual intercourse after she says no." Again, this research did not lend support to the hypothesis. Significant differences ($p < .05$) were found between traditional males' and nontraditional males' responses regarding rape justifiability. In addition, both traditional and nontraditional males either disagreed mildly or disagreed strongly with statements concerning rape justifiability. As a result, such findings indicate

that whether the males possess traditional attitudes toward women or nontraditional attitudes, both believe that rape is not justifiable after the woman says no to sexual intercourse.

Hypothesis Three

This research also tested the hypothesis that "there is no difference between traditional and nontraditional males' estimations of how much the woman wants sexual intercourse before she says no." Significant differences were present in six of the eleven scenarios. Again based upon the information given in the scenario, traditional males disagreed more strongly than nontraditional males that the woman was interested in sexual intercourse.

Hypothesis Four

The final hypothesis tested states that "there is no difference between traditional and nontraditional men with regard to believing that rape is justifiable." The results lend support to this hypothesis. No significant differences were found between traditional and nontraditional men's beliefs that rape is justifiable. Both traditional and nontraditional men either disagreed mildly or disagreed strongly that rape was not justifiable based upon the given circumstances.

According to Muehlenhard's 1988 research, "rape justifiability ratings...were higher for traditional persons - especially for traditional men - than for nontraditional persons" (Muehlenhard, 1988a, p. 20). This research does not support such findings. Traditional men

and women disagreed more strongly than nontraditional men and women in the areas of sex willingness and rape justifiability. In addition, traditional males disagreed more strongly than nontraditional males on many of the sex willingness scenarios.

Significance of the Study

The findings of this study suggest that both traditional and nontraditional men and women who participated in the study believe that acquaintance rape is not justifiable. If this research were indicative of what is occurring on college campuses today, the number of reported cases of acquaintance rape would be much lower than they are. However, the number of reported cases is not decreasing and it is easier to respond on a questionnaire that acquaintance rape is not justifiable than to live by that belief. As many as "one quarter of women in college today have been the victims of rape or attempted rape, and over 90% of them knew their assailants" (Lee, 1987, p. 147). As a result, a discrepancy exists between the present research and what is actually occurring in society presently.

In Muehlenhard's 1988 research, traditional males were more accepting of acquaintance rape than was found in this research. One reason such differences were present might be attributed to television and other media's extensive coverage in dealing with the issue of acquaintance rape. In the past year there have been many television sitcoms, movies, and newspaper and magazine articles concerning this problem. Such media coverage has dealt with the victim's response and

trauma, her shame and unwillingness to confront the perpetrator, and the blame she places on herself. These articles and movies also concentrate on both the perpetrator and the victim's disbelief that what actually occurred was rape, the necessary therapy and healing process for the victim, and lastly, the prosecution process. People have become more sensitive and knowledgeable about acquaintance rape, and as a result could account for a portion of the discrepancy between Muehlenhard's and the present research findings.

Another important factor to consider is the fact that those who participated in the present study were students living in the residence halls where programming on topics such as acquaintance rape is not only provided, but in some cases, mandatory. Yet, another possible explanation for the discrepancy in results may be that it is much more clear how one feels about acquaintance rape when one isn't in the situation. It is much easier to respond on paper and believe that acquaintance rape is not justifiable when one isn't directly confronted with the situation, than it is to act upon that belief when one is faced with the situation. Another factor that complicates matters further is alcohol use and abuse. When participants completed the questionnaires in the investigator's presence, they were not under the influence of alcohol and their beliefs and values were clearer. However, often when young people are in a dating situation, alcohol may be a factor. Research shows that as many as "one to two-thirds of rapists and many rape victims are intoxicated" (Muehlenhard & Linton, 1987, p. 187). As a result, choices and values are no longer clear and people may act out

of character and an assault may occur.

Another possible explanation for the discrepancy in results may be that when students were completing the questionnaire (in the researcher's presence), they were responding in the way in which they believed they were expected.

Studies such as the present one are an important way to investigate the circumstances and possible influences surrounding the issue of acquaintance rape. More importantly, such research could also become an integral part of developing prevention strategies through education and self discovery. Such education and self discovery programs should concentrate on building self esteem and learning how to communicate more effectively about sexual involvement, learning the importance of taking alcohol out of sexual activity, and most importantly, learning how to communicate more assertively and truthfully with one another.

There has been an increase in the services offered to rape victims. Some of these services include: "rape crisis hot lines, counseling centers, and rape awareness task forces" (Lee, 1987, p. 100). One innovative rape prevention program was developed by the Mid Missouri Men's Resource Group. This program was designed for teenage and adult men on the "premise that rape prevention programs will have limited success as long as they are addressed only to potential victims" (Lee, 1987, p. 100). The program consists of three parts: (1) participants review the myths and facts surrounding rape, (2) participants take part in experiential exercises in order to help them realize, at least in part, the victim's distress, and (3) participants imagine themselves

observing a situation in which their roommate forces his date into having sexual intercourse against her will. The workshop concludes with participants processing their reactions to the exercise. The goals of the program are for participants to realize the connection between forcible rape and acquaintance rape, and to "encourage participants to consider the special problem of a rape in which the victim and the perpetrator are acquainted with each other" (Lee, 1987, p. 100).

Programs on college campuses such as the one developed by the Mid Missouri Men's Resource Group are extremely valuable, but it is also important to address this issue with the junior high and high school population. Girausso, Johnson, Goodchilds, and Zellman conducted a study in 1979 and found that of the high school students sampled, 43% of the boys and 32% of the girls thought that if a boy and girl had been dating a long time, it was acceptable to force sex upon the girl (Sweet, 1985).

Young people are learning about sexuality before they reach high school and college. Until society becomes cognizant of what these young adults are learning about sexuality from television, advertising, their peers, parents and other adults, the problem of acquaintance rape cannot be effectively dealt with. However, the idle realization of what message young people are receiving regarding sexuality is not enough; media, parents, and school systems need to take an active role in altering such messages and educating on what appropriate behavior is and is not.

Each of the factors just mentioned has a tremendous impact on young

people because children and adults learn from what they live and see. Colleges and universities cannot deal effectively with the concern of acquaintance rape alone. The issues of respect for one another's personhood, values, wishes, and right to choose when one wants to become sexually active, need to be dealt with in the home when children are growing up but must also be reinforced positively by society throughout one's lifetime. Such learning can originate in the home by positive role modeling from parents, can continue in grammar school, junior high, and high school through curriculum and continued role modeling, and reinforced through awareness and prevention programs in college. It is only by educating potential victims and perpetrators, in addition to addressing society's sexual stereotypes and expectations, that this problem can be dealt with effectively and prevented.

Since acquaintance rape is an increasing concern on college and university campuses, many institutions are taking action. In an educational setting, one of the most basic ways to deal with acquaintance rape is through education. Miller and Marshall contend that "basic sex education" could be effective if incorporated into health classes at secondary schools and during freshmen orientation at the collegiate level (Miller & Marshall, 1987, p. 47). Educational programs that show preventative strategies, the harmful effects of alcohol in sexual situations, sex role stereotypes and the negative and dangerous impact they have on dating relationships are also needed (Sandberg et al., 1987, p. 309). Educational efforts must also be directed toward the victims. When victims do not believe that a crime

has taken place, perpetrators cannot be dealt with. As a result, this crime often goes unnoticed.

Another area that needs to be addressed by both administrators and educators is that of ethics, and sexual ethics in particular. It is an educator's responsibility to challenge students, not only intellectually, but also ethically. According to Miller and Marshall, students' "sexual attitudes and ethics and behavior" (Miller & Marshall, 1987, p. 147) are in need of guidance. In a study done by Miller and Marshall, "30% of the men and 14% of the women said they had lied to obtain sexual intercourse" (Miller & Marshall, 1987, p. 147). Statistics such as these are evidence that an important part of the education process is being neglected. Students are being educated in the arts and sciences, but an issue such as how to treat individuals with respect and dignity may not be addressed to the extent it needs to be.

One of the most important areas of support must come from college and university administrators. Administrators need to recognize the severity of the issue of acquaintance rape and become supportive of programs designed to deal with acquaintance rape, whether they be alcohol education programs, assertiveness training programs, or communication skills workshops (Miller & Marshall, 1987). It is also vital that policies be instituted that state that actions such as rape and violence are unacceptable and will be dealt with accordingly. Without specific policies in effect, prevention programs will be ineffective (Sandberg et al., 1987). However, by instituting such

policies, "the resistance to dealing constructively with the problem" will be greatly reduced (Sandberg et al., 1987, p. 308).

"Rape is increasingly being recognized as a serious problem" (Lee, 1987, p. 101) on college campuses. As a result, it is essential that it is dealt with on college campuses. However, the problem doesn't begin at college; it begins much earlier. As a result programs that deal with assertiveness skills, communication between the sexes, and the dangerous effects of drugs and alcohol in regards to a relationship must be presented, not only at the college level, but also at the high school and junior high level. This problem will not disappear; it is only by involving and educating faculty, administration and student services personnel staff that we will effectively be able to cope with the problem.

Need for Further Research

The present study was conducted at a single large, public institution in the Midwest with undergraduates only. Therefore, the results may not be generalizable to colleges with different environments. Similar studies are needed in colleges of varying sizes that may attract different populations. In addition, it may be helpful to utilize a larger population sample in future research. It may also be helpful to utilize a pretest and posttest format so as to include some type of intervention/sensitivity training with regard to attitudes toward women, sexuality, and societal roles.

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APPENDIX

Attitudes Toward Women Scale mean scores for participants' year in college

Year in College	Number	Mean	Standard Deviation
Freshmen	80	108.44	17.53
Sophomores	31	109.00	19.19
Juniors	27	108.70	13.58
Seniors	9	107.78	27.99

Attitudes Toward Women Scale mean scores for participants' place of residence

Place of Residence	Number	Mean	Standard Deviation
Towers Residence Association	57	108.68	17.79
Union Drive Residence Association	50	108.86	17.20
Richardson Court Residence Association	60	111.15	18.97

Dear Participant:

Thank you for agreeing to complete this questionnaire. The purpose of this study is to assess your attitudes toward the role of women in our society and toward acquaintance rape. The results of this study will be a part of a national data base regarding these issues, but your responses to this questionnaire will be kept strictly confidential.

Please use a #2 soft lead pencil when responding to each of the 77 questions on the answer sheet provided. You are asked to express your feelings about each statement or question by indicating whether you (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY, (D) DISAGREE STRONGLY. Please consider each item carefully and respond honestly.

It is also important that you respond to the items requesting sex, grade or educational level and birth date, found on side one of the answer sheet. However the items requesting name, identification number and special codes may be left blank. If you are interested in the results of this study please contact me at 294-5163.

Participation in this study is strictly voluntary, and you may withdraw from the study at any time by simply not completing the questionnaire. This study has met the standards set by the Human Subjects Committee at Iowa State University.

Thank you,

Sandra A. Kuiper

ATTITUDES TOWARD WOMEN SCALE

The statements listed below describe different attitudes toward the role of women in society which people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY, (D) DISAGREE STRONGLY. Please indicate your opinion by marking the column on the answer sheet which corresponds to the alternative which best describes your personal attitude. Please respond to every item.

1. Women have an obligation to be faithful to their husbands.
2. Swearing and obscenity are more repulsive in the speech of a woman than a man.
3. The satisfaction of her husband's sexual desires is a fundamental obligation of every wife.
4. Divorced men should help support their children but should not be required to pay alimony if their wives are capable of working.
5. Under ordinary circumstances, men should be expected to pay all the expenses while they're out on a date.
6. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
7. It is alright for wives to have an occasional, casual, extra-marital affair.
8. Special attentions like standing up for a woman who comes into a room or giving her a seat on a crowded bus are out-moded and should be discontinued.
9. Vocational and professional schools should admit the best qualified students, independent of sex.
10. Both husband and wife should be allowed the same grounds for divorce.
11. Telling dirty jokes should be mostly a masculine prerogative.
12. Husbands and wives should be equal partners in planning the family budget.
13. Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.

- (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY,
(D) DISAGREE STRONGLY

14. Women should claim alimony not as persons incapable of self-support but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.
15. Intoxication among women is worse than intoxication among men.
16. The initiative in dating should come from the man.
17. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
18. It is insulting to women to have the 'obey' clause remain in the marriage service.
19. There should be a strict merit system in job appointment and promotion without regard to sex.
20. A woman should be as free as a man to propose marriage.
21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.
22. Women should worry less about their rights and more about becoming good wives and mothers.
23. Women earning as much as their dates should bear equally the expense when they go out together.
24. Women should assume their rightful place in business and all the professions along with men.
25. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
26. Sons in a family should be given more encouragement to go to college than daughters.
27. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
28. It is childish for a woman to assert herself by retaining her maiden name after marriage.
29. Society should regard the services rendered by women workers as valuable as those of men.
30. It is only fair that male workers should receive more pay than women, even for identical work.

- (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

31. In general, the father should have greater authority than the mother in the bringing up of children.
32. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.
33. Women should demand money for household and personal expenses as a right rather than a gift.
34. The husband should not be favored by law over the wife in the disposal of family property or income.
35. Wifely submission is an outworn virtue.
36. There are some professions and types of businesses that are more suitable for men than women.
37. Women should be concerned with their duties of childrearing and housetending, rather than with desires for professional and business careers.
38. The intellectual leadership of a community should be largely in the hands of men.
39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.
40. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.
41. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.
42. Women should take the passive role in courtship.
43. On the average, women should be regarded as less capable of contribution to economic production than are men.
44. The intellectual equality of woman with man is perfectly obvious.
45. Women should have full control of their persons and give or withhold sexual intimacy as they choose.
46. The husband has in general, no obligations to inform his wife of his financial plans.
47. There are many jobs in which men should be given preference over women in being hired or promoted.

- (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY,
(D) DISAGREE STRONGLY

48. Women with children should not work outside the home if they don't have to financially.
49. Women should be given equal opportunity with men for apprenticeship in the various trades.
50. The relative amounts of time and energy to be devoted to household duties on the one hand and to a career on the other should be determined by personal desires and interests rather than by sex.
51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.
52. If both husband and wife agree that sexual fidelity isn't important, there's no reason why both shouldn't have extra-marital affairs if they want to.
53. The husband should be regarded as the legal representative of the family group in all matters of law.
54. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.
55. Most women need and want the kind of protection and support that men have traditionally given them.

DATING SCENARIOS QUESTIONNAIRE

Please respond to each of the following scenarios on the answer sheet provided. You are asked to express your opinions regarding each scenario by indicating whether you (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY, (D) DISAGREE STRONGLY

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day, he asked her to go to a religious function with him on Saturday night.

56. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
57. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day she hinted to him that she had no plans for Saturday night. He then asked her out for a date and they went to see a movie.

58. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
59. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day she asked him to go to a religious function on Saturday night.

60. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
61. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day he asked her out for a date on Saturday night and they went to a movie.

62. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
63. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

- (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY,
(D) DISAGREE STRONGLY

A man and a woman are in a Psychology class together and talk with each other occasionally. One day after class she hinted to him that she had no plans for Saturday night and he asked her to go to a religious function with him.

64. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
65. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day she asked him out on a date for Saturday night and they went to a movie.

66. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
67. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day he asked her out for a Saturday night and they went to his apartment to talk.

68. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
69. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day she hinted that she had no plans for Saturday night. He then asked her out for a date and they went to his apartment to talk.

70. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
71. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

- (A) AGREE STRONGLY, (B) AGREE MILDLY, (C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

A man and a woman are in a Psychology class together and talk with each other occasionally. After class one day she asked him out for a date on Saturday night and they went to his apartment to talk.

72. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
73. If it turned out that she did not want to have intercourse with him, I believe he would be justified in doing it against her wishes.

Suppose that a man and a woman go to a concert together and the man pays for both of the tickets himself...

74. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
75. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.

Suppose that a man and a woman go to a concert together and each pay for their own tickets...

76. Based on this information, I believe that this woman wants to have sexual intercourse with this man.
77. If it turned out that she did not want to have intercourse with him, I believe that he would be justified in doing it against her wishes.