

Fall 1994

The Effects of Sexually-Explicit and/or Violent Stimuli on the Use of Physical or Sexual Coercion Within Dating Relationships

Michelle Colleen Monk
University of Iowa

Copyright © 1994 Michelle Colleen Monk Posted with permission of the author.

This dissertation is available at Iowa Research Online: <https://ir.uiowa.edu/etd/5365>

Recommended Citation

Monk, Michelle Colleen. "The Effects of Sexually-Explicit and/or Violent Stimuli on the Use of Physical or Sexual Coercion Within Dating Relationships." PhD (Doctor of Philosophy) thesis, University of Iowa, 1994.
<https://doi.org/10.17077/etd.dfxrpmbs>

Follow this and additional works at: <https://ir.uiowa.edu/etd>

Part of the [Psychology Commons](#)

THE EFFECTS OF SEXUALLY-EXPLICIT AND/OR VIOLENT STIMULI ON
THE USE OF PHYSICAL OR SEXUAL COERCION WITHIN DATING
RELATIONSHIPS

by

Michelle Colleen Monk

A thesis submitted in partial fulfillment
of the requirements for the Doctor of
Philosophy degree in Psychology
in the Graduate College of
The University of Iowa

December 1994

Thesis supervisor: Professor John F. Knutson

Psychology
T1994
.M775

Copyright by
MICHELLE COLLEEN MONK

1994

All Rights Reserved

Graduate College
The University of Iowa
Iowa City, Iowa

CERTIFICATE OF APPROVAL

PH.D. THESIS

This is to certify that the Ph.D. thesis of

Michelle Colleen Monk

has been approved by the Examining Committee
for the thesis requirement for the Doctor of
Philosophy degree in Psychology at the December
1994 graduation.

Thesis committee: _____

Thesis supervisor

Member

Member

Member

Member

TABLE OF CONTENTS

| | Page |
|--|------|
| LIST OF TABLES | v |
| CHAPTER | |
| I. INTRODUCTION | 1 |
| Violence Within Marital or Dating Relationships | 3 |
| The Prevalence of Dating Violence. | 5 |
| Differential Gender Perpetration and Reciprocity | 7 |
| Sexual Aggression. | 9 |
| Possible Risk Factors for Adult Involvement in Physically and Sexually Coercive Interactions | 11 |
| Definitional Distinctions Among Types of “Pornography” | 14 |
| The Arousability Model | 16 |
| The Social Control Model | 18 |
| The Social Learning Model | 19 |
| Previously Reported Effects of Exposure to Sexually-Violent Pornography | 21 |
| Previously Reported Effects of Exposure to Slasher Films. | 31 |
| Variables That May Account for Some of the Inconsistencies Among Reported Findings | 35 |
| Specific Hypotheses Addressed Within the Context of the Present Study. | 47 |
| II. METHODOLOGY | 53 |
| Preliminary Assessment | 53 |
| Subject Selection Procedures and Characteristics of the Group Testing Sample and Participating Sample | 59 |
| Videos Used in the Experimental Manipulation | 60 |
| Instruments Employed for the Experimental Manipulation | 62 |
| Film Segment Ratings Scale. | 62 |
| The Modified Analog Dating Task. | 62 |
| Rape Myth Acceptance Scale. | 66 |
| Physical Evaluation Questionnaire | 67 |
| Texas Social Behavior Inventory (Short Form). | 68 |
| Procedure | 68 |
| III. RESULTS | 73 |
| Preliminary Analyses | 73 |
| Prevalence Rates for Use and Receipt of Physical Coercion | 73 |

| | |
|---|---------|
| Reciprocity | 74 |
| Factors That May Influence the Use of Violence in a Dating Interaction. | 75 |
| Relation Between History of Dating Violence Use, Aggressive Beliefs, and Use of Sexual Coercion in Past Dating Relationships. | 76 |
| Sexual Coercion | 76 |
| Reported Use of Sexually-Explicit and/or Violent Stimuli | 77 |
| Relation Between Pornography Use, Aggressive Beliefs, and Use of Sexual Coercion in Past Dating Relationships | 79 |
| Sample Base Rates for SCL-90-R Hostility and Psychoticism Characteristics. | 80 |
| Relation Between Subject Characteristics, Beliefs, and Use of Sexual Violence in Past Dating Relationships | 81 |
| Effects of Film Exposure on Males' and Females' Endorsements of Physical and Verbal Coercion. | 82 |
| Effects of Film Exposure on Males' and Females' Acceptance of Interpersonal Violence | 83 |
| Effects of Film Exposure on Males' and Females' Rape Myth Beliefs | 85 |
| Effects of Film Exposure on Males' and Females' Self-Esteem | 86 |
| The Relation Between Person-Specific Variables and Endorsements of Physical and Verbal Coercion, Rape Myth Acceptance, Acceptance of Interpersonal Violence, and Self-Esteem | 87 |
| The Mediating Effects of Person-Specific Variables on Aggressive Beliefs, Attitudes, and Behavior as a Result of Exposure to Sexually-Explicit and/or Violent Stimuli | 88 |
| Feedback | 89 |
| IV. DISCUSSION | 91 |
| Possible Reasons for the Few Significant Findings Identified in this Study. | 94 |
| Additional Findings of Interest. | 103 |
| Physical Coercion | 103 |
| Differential Gender Perpetration of Dating Violence | 104 |
| Reciprocity | 104 |
| Sexual Coercion | 105 |
| REFERENCES | 139 |
| APPENDIX A. GROUP TESTING QUESTIONNAIRES | 149 |
| APPENDIX B. HUMAN SUBJECTS CONSENT FORM | 165 |
| APPENDIX C. FILM SEGMENT RATING SCALE | 166 |

| | | |
|-------------|---|-----|
| APPENDIX D. | ANALOG DATING TASK - REVISED | 172 |
| APPENDIX E. | RAPE MYTH ACCEPTANCE SCALE. | 235 |
| APPENDIX F. | ACCEPTANCE OF INTERPERSONAL VIOLENCE SCALE | 238 |
| APPENDIX G. | TEXAS SOCIAL BEHAVIOR INVENTORY | 240 |
| APPENDIX H. | PHYSICAL EVALUATION QUESTIONNAIRE | 243 |
| APPENDIX I. | POST-EXPOSURE DEBRIEFINGS | 246 |
| APPENDIX J. | PARTICIPATION FEEDBACK QUESTIONNAIRE. | 256 |
| APPENDIX K. | PARTICIPATION FEEDBACK | 257 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Characteristics of Population and Participating Subjects | 108 |
| 2. Graduate Students' Categorization of Film Segments | 109 |
| 3. Reported Level of Entertainment, Arousal, Disturbance, Excitement, Interest, and Graphicness for the Five Film Segment Categories | 110 |
| 4. Prevalence Rates for Use and Receipt of Physical Coercion. | 113 |
| 5. Percentage of Subjects Who Were Exposed to Sexually- Explicit and/or Violent Pornography Once a Month or More | 114 |
| 6. Percentage of Subjects Who Have Seen At Least 25% of the Films in Each Category Listed in the Film-Viewing Questionnaire | 115 |
| 7. Relation Between Use of Sexually-Explicit and/or Violent Stimuli and Acceptance of Interpersonal Violence, Adversarial Sexual Beliefs, and Use of Sexual Coercion in a Dating Relationship | 116 |
| 8. Analysis of Use of Physical Coercion to Resolve Conflict Within Analog Dating Task Scenarios | 117 |
| 9. Analysis of Use of Physical Coercion to Resolve Conflict Within Analog Dating Task Scenarios | 118 |
| 10. Analysis of Use of Verbal Coercion to Resolve Conflict Within Analog Dating Task Scenarios | 119 |
| 11. Analysis of Use of Verbal Coercion to Resolve Conflict Within Analog Dating Task Scenarios | 120 |
| 12. Repeated Measures Analysis on Acceptance of Interpersonal Violence | 121 |
| 13. Repeated Measures Analysis on Acceptance of Interpersonal Violence | 123 |
| 14. Analysis of Rape Myth Acceptance Following Film Exposure | 126 |
| 15. Analysis of Rape Myth Acceptance Following Film Exposure | 127 |

| | |
|---|-----|
| 16. Analysis of Male Participants' Beliefs in Rape Myths Assessed Situationally Via the Analog Dating Task. | 128 |
| 17. Analysis of Male Participants' Beliefs in Rape Myths Assessed Situationally Via the Analog Dating Task. | 129 |
| 18. Analysis of Generalized Self-Esteem Following Film Exposure. | 130 |
| 19. Analysis of Generalized Self-Esteem Following Film Exposure. | 131 |
| 20. Analysis of Satisfaction With One's Own Attractiveness Following Film Exposure | 132 |
| 21. Analysis of Satisfaction With One's Own Attractiveness Following Film Exposure | 134 |
| 22. Analysis of Satisfaction With One's Own Body Build or Weight Following Film Exposure | 135 |
| 23. Analysis of Satisfaction With One's own Body Build or Weight Following Film Exposure | 137 |
| 24. Relation Between Person-Specific Variables and Physically and Verbally-Coercive Responding and Belief and Self- Esteem Measures | 138 |

CHAPTER I. INTRODUCTION

Violence in the family is a significant social problem. Early research, dominated by the psychopathological model (Gelles, 1973; Spinetta & Rigler, 1972), portrayed family violence as rare blemishes in family life. More recent data show violence to be part of the daily tapestry of family relations. A 1985 national survey (Straus & Gelles, 1990) reveals that of the 2,688 families interviewed, over 5% reported experiencing events which would qualify as spouse or child abuse. While this percentage suggests that 1.4 to 1.7 million children in the United States experience parental assault and witness assaults between their parents, other studies employing different measures and definitions of violence have found both higher and lower rates than those found by Straus and Gelles (1990). Differing measures and definitions can present dilemmas to investigators who study domestic violence; often the terms "abuse," "violence," and "aggression" are used interchangeably although these terms are often not conceptually equivalent.

Physical abuse directed against children was the first form of family violence that was recognized as a significant health or social service problem. The first article identified a battered child syndrome and described it as the deliberate injury of children through physical assault by a caretaker. The term "battered child syndrome" (Kempe, Silverman, Steele, Droegemueller, & Silver, 1962) quickly gave way to terms such as "child abuse," "child abuse and neglect," and "child maltreatment." Therefore, the term "abuse" was not only applied to physical assault, but also to malnutrition, failure to thrive, sexual exploitation,

educational neglect, medical neglect, and emotional abuse (Straus & Gelles, 1990).

To a lesser extent, the same definitional expansion that occurred with child abuse has occurred within the area of violence toward women. Initial definitions of wife abuse focused on acts of damaging physical violence directed toward women by their spouses or partners. However, as wife abuse has become recognized as a social problem, the definition of abuse has been broadened to include sexual abuse, marital rape, and even pornography (London, 1978).

Violence and aggression are two other concepts whose definitions are not firmly established. In fact, researchers in this area have been striving for over five decades to develop suitable operational definitions for these terms. One of the particularly salient issues in this area is how the term "violence" may be conceptually distinguished from "aggression." The distinction between these two concepts has become an issue of some importance because of concern over the fact that they have been used interchangeably in the family violence literature (Straus & Gelles, 1990) as well as in the dating violence literature (e.g., see Archer & Ray, 1989). Straus & Gelles (1990) attempted to differentiate between these two terms by asserting that "violence" refers to a physical act carried out with the intention or perceived intention of physically hurting another, while "aggression" refers to any malevolent act that is intended to hurt another person whether it be physical, emotional, or deprivational. Although Straus and Gelles' effort helped to differentiate these two concepts at least somewhat, the definitions of these terms continue to be operationally vague and unclear, particularly since they require one to assume another's intent - an issue that has been a point of contention in the area of aggression research for some time (Knutson, 1973).

Because of inconsistencies among the operational definitions that have been posited,

most of the investigations conducted with respect to domestic violence vary considerably in the prevalence rates reported. For this reason, studies in this area need to specify how they define concepts, and an attempt needs to be made among investigators to establish some general consistency in how terms are used. In addition, since many researchers in the area of aggression consider attempts at measuring the intent of subjects to be unproductive, if not futile (Knutson, 1973), future studies may benefit from employing more objective approaches toward defining concepts of domestic violence or aggression.

In order to clarify the terminology to be used in the context of the present study, definitions of the broader concepts (i.e., violence, aggression) will be provided here. More complete and detailed conceptualizations of these and other terms will be provided later, however, as further specification becomes necessary. Within the context of this study, "violence" refers to the use of physical force against another which actually causes or carries with it a clear potential to cause tissue damage. The acts falling under this rubric include the use of physical force against another, throwing things at another, pushing, grabbing, shoving, slapping, kicking, punching, biting, hitting another with something, using a knife or gun against someone, and beating up someone. "Aggression", on the other hand, refers to any malevolent act directed against another person whether it be verbal, physical, emotional, or deprivational. Acts under this division include threats of violence, attempts at violence, acts of violence, and verbal abuse. Since "aggression" assumes such a broad definition in the present study, acts of aggression not subsumed under the term "violence" will be clearly identified.

Violence Within Marital or Dating Relationships

Within the domestic violence literature, there are a number of areas that have received considerable attention, one of which is violence within marital relationships. Straus and

Gelles (1990) noted from their 1985 national family survey that of 6,002 married or cohabiting couples that were interviewed telephonically, just over 16% experienced at least one incident involving a physical assault during the previous 12 months. Since this estimate included assaults that are typically viewed as relatively minor (e.g., pushing, slapping, shoving, or throwing things), this estimate of couple violence may be considered rather liberal; however, Straus and Gelles also provided a more conservative estimate noting that just over 6% of these couples experienced serious assaults involving kicking, punching, biting, or choking, acts which carry a relatively high risk of causing physical injury.

Violence within dating relationships has been recently recognized as a pervasive social problem (Bogal-Allbritten & Allbritten, 1985). Two often cited investigators reported that 22% of college students have experienced violence within a dating relationship (Cate, Henton, Koval, Christopher, & Lloyd, 1982; Matthews, 1984). Within these studies, "violence" indicated that an object was thrown at one or both of the partners, pushing or shoving occurred, slapping occurred, kicking, biting, or hitting with the fists occurred, someone hit or tried to hit their partner with something, someone was physically beaten, someone was threatened with a knife or gun, or a knife or gun was used. Dating violence has become a focus of concern not only because this problem is pervasive, but also because the premarital relationship is typically viewed as the context in which actors are socialized into later marital roles. Cate and his colleagues (1982) noted that individuals in violent premarital relationships tend to be more congruent in their attitudes toward marital abuse and generally express approval for violence more than do those who have not experienced violence premaritally. Clearly, these findings provide an additional reason for concern regarding the pervasive use and receipt of violence in dating relationships.

The Prevalence of Dating Violence

The first step in determining the seriousness of a social problem is to identify its prevalence. This was, in fact, the primary goal of most of the early investigations conducted in the area of dating violence. The vast majority of those studies have reported a prevalence rate somewhere between 19% and 36% for the young adult population. However, some estimates have been lower (e.g., 12% - Henton, Cate, Koval, Lloyd, & Christopher, 1983), while others have been much higher (e.g., 66% - Laner & Thompson, 1982). The precise reason for the disparity among prevalence estimates is unclear; however, some of it may be due to the definitional diversity and sampling problems apparent among these studies. For example, in some studies (e.g., Cate et al., 1982; Matthews, 1984) dating violence includes (1) objects being thrown at one of the partners, (2) pushing or shoving, (3) slapping, (4) kicking, biting, or hitting with the fists, (5) hitting or trying to hit with something, (6) beatings, (7) threatening with a knife or gun, or (8) using a knife or gun ; while others also include verbal abuse such as insults and belittling (Laner & Thompson, 1982), threats of violence (Makepeace, 1981), and possessiveness, rejection, sexual pressure and forced sex (Rouse, 1988). It is notable that some studies inquired only about the more severe acts of violence that carry with them a high risk of physical injury (e.g., Yllo & Straus, 1981) while others did not specify their definition of "violence" at all (e.g., Bernard & Bernard, 1983; Reuterman & Burcky, 1989).

Another cause of prevalence differences may be the sampling procedures employed in the various studies. Although most investigations were conducted via questionnaires that were administered to undergraduate psychology students during class (e.g., Cate et al., 1982; Matthews, 1984), other investigators gathered self-administered mailed questionnaires (e.g., Lane & Gwartney-Gibbs, 1985; Archer & Ray, 1989), or questionnaires that were

taken home to be returned the following class period (e.g., Laner & Thompson, 1982). The latter studies reported low response rates (i.e., 55.5%, 59%, and 74% - respectively) relative to those studies in which materials were completed during class (i.e., 100% - Cate et al., 1982; and Matthews, 1984). Low rates of responding makes the self-selection of subjects a potential problem, particularly with respect to prevalence rates, when generalizing results to the college population as a whole.

In addition to definitional diversity and sampling problems, dating violence studies are forced to rely on the willingness of subjects to divulge very personal information regarding their private lives. To help assure honesty in responding, most investigators in this area stress to participants that their answers will be kept completely confidential. It is unclear, however, how genuine subjects perceive this claim to be, especially when it's not clear that identifying information is kept separate from their responses.

It is imperative that future studies make an effort to systematically address these shortcomings. For example, to clarify definitional distinctions, "violence" may be used to refer to the actual use of physical force against one's partner including throwing things at the partner, pushing, grabbing, shoving, slapping, kicking, punching, biting, and hitting the partner with something. "Severe violence," on the other hand, may be used to refer to the use of one of the more extreme violent acts against one's partner including using a knife or gun against a partner and beating up one's partner. Finally, rejection, possessiveness, and certain acts of aggression including threats of violence, attempts at violence, and verbal abuse, could be specified as such rather than be included in the term "violence".

Sampling problems might also be avoided by administering questionnaires to all members of a natural collective (e.g., all college students enrolled in general psychology courses) during time that has already been reserved for that particular class or activity. Such

procedures would eliminate the difficulties associated with low response rates and would provide a more accurate assessment of the prevalence and nature of dating violence within a particular population (see Browne & Finkelhor, 1986). The confidentiality of participants' responses might also be ensured by providing subjects with idiosyncratic identification numbers to be used in the place of names and social security numbers to identify their responses and to call them back for participation in later studies.

Differential Gender Perpetration and Reciprocity

In the area of dating violence, it was revealed early on that women are not only victims of dating violence but they are perpetrators as well. In fact, a great deal of research has been directed toward determining differences in gender perpetration of dating violence.

Makepeace (1983) reported that in his sample every type of violent behavior was more likely to be expressed by men (13.7%) than women (9.3%) with the largest difference at the level of severe violence (ie: assault with an object, beating up, and assault with a weapon). Other studies have not confirmed that result, however. In the serious and casual relationships of high school and college students, Plass and Gessner (1983) found that females were actually much more likely than males to engage in pushing, grabbing, shoving, slapping, throwing something, kicking, biting, hitting with a fist, and hitting or trying to hit with an object.

Still other researchers have reported that men and women are approximately equal in their use of physical coercion. For example, Straus, Gelles and Steinmetz (1980) reported that data from the 1975 National Family Violence Survey revealed that about the same number of wives had attacked their husbands (11.6%) as husbands had attacked their wives (12.1%). Similarly, Lane and Gwartney-Gibbs (1985) reported that among their college student sample, the percentages of males and females who were abusive (ie: insulted or swore, did

something spiteful, or threatened to hit or throw something), violent (ie: threw something, pushed, grabbed, shoved, slapped, kicked, punched, bit, or attempted to or actually hit with something), or assaultive toward their partner (ie: threatened with a knife or gun, or beat up) were approximately equal.

Some investigators have suggested that there are no pure victims or pure perpetrators in physically violent interactions; rather, there is a reciprocity of violence. Cate and his colleagues (1982) reported that, in a majority of the cases they investigated, the violence was of a reciprocal nature. In fact, in 68% of the relationships where violence occurred, each partner was both the victim and the perpetrator of violent behavior at some point in the relationship. Knutson and Mehm (1988) also found evidence suggesting that there may have been significant reciprocity among their sample. Specifically, 56% of the females who reported themselves to be recipients of violence also reported being users of violence and 45% of the males who reported themselves to be recipients of violence also reported themselves to be users. Matthews (1984) additionally reported that females tended not to view themselves as victims but as more co-equally responsible for the violence.

It has been cautioned, however, that these findings should not be interpreted to mean that males are as seriously victimized by physical coercion as females (Straus, Gelles, & Steinmetz, 1980). Steinmetz (1978) maintained that, although she found that women physically abuse men, violence against women is generally qualitatively more serious. Lane and Gwartney-Gibbs (1985) reported that among college students, about 10% more females than males both experienced and inflicted violence (attempted to hurt or maim their partner through physical force), and significantly more females slapped, kicked, bit, punched or threw something at their partners. However, significantly more male students assaulted their partner (ie: threatened with a knife or gun or beat up their partner), particularly beating

up, during courtship. Therefore, the force males used probably resulted in greater injury.

As increasingly more information regarding the prevalence of dating violence has been revealed, several fundamental questions have come to the forefront of deliberation in this area of research. Specifically, what are the predisposing conditions that increase the chances that an individual will respond to a date with violence? And more specifically, are there qualities inherent in some interactions that contribute to the use of violence? Schartz (1989) briefly examined the latter question by exposing subjects to a task inquiring about their probable responses in a number of different hypothetical dating scenarios. The hypothetical scenarios were classified into four categories: simple disagreements, jealousy, verbally-coercive provocation, and physically-coercive provocation. She found that subjects endorsed the use of physical coercion when provoked by a date's use of physical coercion more than in response to any other type of hypothetical situation. Since this analog dating task was designed to reveal information regarding a subject's probable response in dating situations involving conflict, Schartz's (1989) data suggest that individuals are most likely to endorse the use of physical coercion when faced with physical coercion. Although these findings provide support for the reciprocity hypothesis and sustain the notion that there are qualities inherent in interactions involving conflict that contribute to continued violence, they have not yet been replicated. The present study was designed not only to replicate Schartz's (1989) findings, but also to address the overarching issue by attempting to uncover other predisposing conditions that may increase the chances that an individual will respond to a date with violence.

Sexual Aggression

Like the use of physical coercion within dating relationships, sexual coercion in situations of courtship has also been reported to be extremely widespread, particularly

among adolescents and young adults. Kirkpatrick and Kanin (1957) conducted a study in which 55.7% of 291 college women reported being offended at some act of erotic intimacy during the previous academic year. Approximately 12% of these respondents had experienced forceful attempts and 3.4% had experienced aggressively forceful attempts at intercourse during which menacing threats or physical coercion were employed. This research was replicated 20 years later by Kanin and Parcell (1977) who reported that 83% of college women had experienced offensive sexually aggressive behavior sometime during their dating history, and 50.7% had experienced the same in the previous year. In 1982, Koss and Oros reported that 13% of a sample of college women had experienced sexual aggression which the investigators concluded fulfilled the legal definition of rape.

A perusal of the sexual aggression literature reveals that investigators no longer ask women whether or not they have been "raped" or "victimized by sexual aggression." The reason for this lies in the fact that although an experience might fall under the legal definition of rape, most women forced into intercourse by an acquaintance do not define themselves as being raped (Koss, 1985; Koss & Oros, 1982), nor do their offenders define themselves as rapists (Rapaport & Burkhart, 1984). To provide evidence of this phenomenon, Koss and Oros (1982) included an item on the Sexual Experiences Survey directly asking women if they had ever been raped. In a follow-up with women who agreed to be interviewed, Koss (1985) found that only 57% of the women who had had intercourse against their will through use of, or threat of force acknowledged that they had been raped. All of the women (43%) who did not acknowledge that rape had occurred knew their assailants. None of them reported the experience to police, and only a very few went to a hospital or crisis center.

Therefore, in an attempt to more accurately assess the prevalence of sexual aggression,

researchers have instead inquired of subjects whether or not they have found various acts of erotic intimacy to be personally offensive (including necking, petting above the waist, petting below the waist, and sexual intercourse), and have asked specifically about subjects' experience with various types of sexual aggression including attempts at intercourse which were characterized by menacing threats or the coercive infliction of physical pain. Skelton (1982) went even one step further by asking subjects to describe the types of coercive methods utilized in the aggressive incidents in order to better assess the quality of events.

Future studies investigating the prevalence of sexual coercion may contribute most to this developing area by continuing to assess the occurrence of specific acts and events rather than inquiring about general phenomenon like "sexual aggression" or "sexual coercion" which elicit preconceived yet sometimes inaccurate notions about what the phenomenon actually entails. An alternative approach to gaining information regarding sexual coercion has also been to assess the expression of willingness to engage in sexually aggressive acts which has typically been examined indirectly via questionnaires such as the Rape Myth Acceptance Scale (Burt, 1980), and the Acceptance of Interpersonal Violence Scale (Burt, 1980). Attempts have also been made to assess subjects' willingness to engage in sexually aggressive acts in a more direct manner; however, the hypothetical scenarios provided to subjects have typically been very unrealistic (e.g., see Demare, Briere, & Lips, 1988). Scenarios which more realistically address questions of this sort, however, would likely provide valuable information and insight.

Possible Risk Factors for Adult Involvement in Physically and Sexually Coercive Interactions

Although most of the early literature on physical and sexual coercion focused primarily on prevalence issues, more recent research has reflected a heightened emphasis on the

delineation of factors that may lead or contribute to adult involvement in physically and sexually coercive interactions.

One risk factor that has been systematically studied with respect to its influences on later aggression is past exposure to violence within the family of origin. This violence includes viewing parental aggression within the marital dyad as well as punitive or abusive childhood histories. According to Bandura (1973) and Straus, Gelles, and Steinmetz (1980), physical aggression between family members provides a training ground for the learning of aggressive behavior and the appropriateness of such behavior in love relationships. Children observe the use of physical aggression among family members who are supposed to love each other. The use of intrafamilial coercion communicates to children the acceptability of physical aggression within a love relationship as a means of expressing anger, responding to stress, or controlling the behavior of others. Bandura's (1973) and Straus and his colleagues' (1980) social learning perspective clearly provides a basis for the assertion that those who have experienced aggressive or abusive childhoods are more likely to participate in physical coercion later in their intimate adult relationships.

Huesmann (1988) has also proposed a model whereby the development of habitual aggressive behavior during childhood may pave the way for enduring aggressive behavior that persists into adulthood. According to Huesmann's (1988) information processing model, children may acquire aggressive scripts early in life and maintain them through both observational and enactive learning processes. Once encoded, the scripts for aggressive behavior may be elicited through a general activation of memory or by specific cues to which the person was exposed. Some of the most potent cues are those that were present when the script was encoded, though any aggressive cue may trigger the retrieval of an aggressive script. Thus, observed violence among family members not only provides

scripts for future behavior but also triggers the recall of existing aggressive scripts. If these scripts continue to be rehearsed, their recall in the future is more probable. According to Huesmann, if undampened, this cumulative learning process may build enduring schemas for aggressive behavior that persist into adulthood and pervade interactions within future relationships.

Although there is rather clear empirical support for the hypothesis that exposure to parental aggression within the marital dyad is associated with violence in one's own dating or marital relationships (Straus, Gelles, & Steinmetz, 1980; Gelles, 1976; Kalmuss, 1984; Gwartney-Gibbs, Stockard, & Bohmer, 1987), the bulk of support for the notion that abusive or violently punitive childhood experiences are related to the emergence of violence in intimate adult relationships rests largely on theoretical reasoning. In fact, research that has been conducted at the University of Iowa casts doubt on the simple notion that coercive childhood experiences will yield coercive and violent patterns in intimate adult relationships (Knutson & Mehm, 1988; Schartz, 1989; Monk, 1991). These findings do not suggest that punitive childhood backgrounds are unimportant, but merely that they do not account for enough of the variance to make strong inferences regarding relations between childhood experiences and adult use of coercion. Essentially, the emergence of violent and coercive acts in intimate relationships is likely to be determined by more variables than just punitive or acrimonious childhood experiences.

During the last two decades a great deal of research has been conducted in another area which may have implications for violence within intimate relationships. Specifically, research exploring the effects of exposure to pornography suggests that viewing certain types of sexually-explicit and/or violent portrayals may lead to an increased acceptance of violence against women (Malamuth & Check, 1981), increased aggressive behavior toward

women in a laboratory setting (Donnerstein & Berkowitz, 1981), and an increased willingness to rape (Donnerstein, 1984). Although these films have typically been referred to as "pornography," many of the depictions falling under this rubric (e.g., R-rated "teenage sex films" and "slasher" films) display much less sexual explicitness than is typically associated with traditional pornographic films. Therefore, there are few restrictions on the accessibility of these movies. Given the popularity of these films among teenagers (Smalley, 1990) and the increase in rape myth acceptance, adversarial sexual beliefs, and sexual callousness that have been associated with exposure to some of these films (e.g., Check & Guloien, 1989), it is plausible that exposure to such stimuli may have an effect on college students' behavior, attitudes and beliefs as well as on their interactions with dating partners.

Although no study has directly examined how pornography affects interactions within intimate relationships, considerable research has studied how such exposure can influence violence against women. To examine this literature, however, several definitional distinctions must be made.

Definitional Distinctions Among Types of "Pornography"

During the 1970's, when research on the effects of pornography emerged, the term "pornography" was used to represent all materials and stimuli that were considered to be sexually explicit. With increasing research sophistication, however, the terms "erotica" and "pornography" have become distinct categories where previously they were used interchangeably. "Erotica" came to represent materials containing sexually-explicit behavior, but with depictions of mutual consent and power (Bowen, 1987). "Pornography", on the other hand, came to represent materials which depict sexual violence and coercion, portraying a continuum of sexual activity from increasing violence and

aggression, including the threat of physical force to coerce a woman into sexual acts, up to and including sadistic violence and rape (Koss & Leonard, 1984; Malamuth, 1984).

Check (1985) later refined the definitional distinction by dividing the "pornographic" category into nonviolent dehumanizing stimuli and sexually-violent stimuli. According to Check, nonviolent dehumanizing stimuli included materials depicting the maltreatment of women in various nonaggressive ways. For example, women are portrayed as lacking individuality, as being unable to resist any request for sex, and as being useful primarily for the sexual gratification of men. This categorization is very similar to what was termed the "subtle force" category by Steinem in 1980. Steinem depicted this category of materials as portraying unequal nudity, a physical attitude of conqueror and victim, and race, class, status or power differences. Check's sexually-violent stimuli commonly show women being raped and beaten and typically portray the women as ultimately enjoying such treatment. Steinem (1980) referred to this category as "clear force" and included materials portraying the use of weapons, torture, bondage or other physical force involving pain, suffering, humiliation, rape or sadomasochism.

Recently, a new genre of films has emerged called "slasher films." These films began appearing 12 to 14 years ago and have become especially popular with young audiences. Slasher films contain explicit scenes of violence in which the victims are nearly always female, and violent scenes are juxtaposed with sensual or erotic scenes.

As mentioned previously, there is a significant body of research in the area of pornography which has focused on how these types of media may contribute to the physical or sexual victimization of women. In fact, three different although somewhat overlapping theories have been proposed to explain how various types of pornographic stimuli may affect male behavior.

The Arousability Model

Zillmann (1971, 1978) proposed a theory to account for his findings regarding exposure to pornography and aggressive behavior. Before reviewing this theory, however, it should be noted that much of Zillmann's early work was based on the manipulation of the hedonic valence and excitatory potential of what he called "erotica." Based on some of his methodological descriptions (e.g., Zillmann, Bryant, Comisky, & Medoff, 1981), it is clear that Zillmann's definition of erotica was much broader than is generally accepted at the present time. In fact, it appears likely that much of Zillmann's stimuli included dehumanizing stimuli and sexually-violent pornography as well as erotica. In the context of Zillmann's work, however, these definitional distinctions assume relatively little importance since his primary interests lie in the excitatory potential and hedonic valence of the film rather than in the subtleties of the film content.

In the context of Zillmann's model, which came to be known as the "arousability model," Zillmann argued that exposure to erotica increases the level of sympathetic excitation. Since this excitation does not rapidly dissipate, it extends into postexposure behavior so that residues of erotica-induced excitation combine additively with other types of environmental excitation (e.g., provocation from a laboratory confederate). Zillmann argued that because higher levels of excitation tend to make feelings of annoyance and anger more intense, the provoked person who is still aroused from exposure to erotica will behave more aggressively than he or she otherwise would. Essentially then, it is the residual arousal, or more accurately its sympathetic concomitant, resulting from exposure to erotica that is viewed as combining with anger and aggressive motives, making these emotions "artificially" intense.

Based on findings from his 1981 study, Zillmann was not only able to establish strong

support for this model, but he was able to refine it as well. Zillmann randomly assigned 40 male subjects, who had been provoked by a same-sex confederate, to one of four film conditions: (1) comparatively nonarousing, pleasant erotica (girlie fare), (2) arousing, displeasing, and nonaggressive erotica (beastiality), (3) arousing, displeasing, and aggressive erotica (sodomasochism), or (4) a no-exposure control group, and then provided them with an opportunity to retaliate against their annoyer. Retaliation was assessed by observing how long and how high pressure from a blood pressure apparatus was applied to the confederate's arm. Zillmann's data from this study provided evidence that highly arousing films with a negative hedonic valence, depicting sexual practices that are typically experienced as disturbing as well as arousing (e.g., beastiality or sodomasochism), proved to have a particularly strong aggression-facilitating effect. Specifically, the high excitatory potential and negative hedonic valence were found to combine additively to have a facilitative effect on aggression. Zillmann, Bryant, Comisky, and Medoff's 1981 data also provided evidence that effects resulting from exposure to erotica are not necessarily due to sexual themes or to the sexual arousal it produces. Rather, these effects are found to result from erotica's impact on autonomic arousal and its ability to evoke pleasure (positive hedonic valence) or disturbance (negative hedonic valence). Erotica, in other words, affects aggression because it is arousing and pleasant or irritating - not simply because it displays "sex".

Based on the premises of Zillmann's arousability model, film depictions which are determined to be exciting and/or sexually arousing should facilitate the use of aggression in situations involving clear provocation. Furthermore, arousing films which also have a negative hedonic valence or are disturbing to viewers should have an even greater potential to facilitate the use of aggression.

The Social Control Model

An alternative theory on the influence of pornography on attitudes, beliefs, and behavior was proposed by political writers including Weis and Borges (1973), Barry (1979), Brownmiller (1975), Burt (1980), and Rave (1985), who have long been concerned about the direct and indirect effects of films portraying sexually degrading depictions of women and the use of physical and/or sexual coercion against women. Their work has focused on a cultural concern for human dignity, sexual hostility, and the treatment of women as objects. Weis and Borges (1973) referred to this theory as the "social control model," and it asserts that sexual aggression is facilitated by cultural attitudes and beliefs concerning male-female relationships and sex roles. The social control model extends the concept of aggression to include social influences on individual behavior. In this context, research efforts have been directed toward examining links between cultural norms, attitudes, and beliefs about women and individual aggressive behavior. Researchers such as Weis and Borges, Barry, Brownmiller, Burt, and Rave seek to examine both the harmful consequences of pornography and the extent to which it reflects culturally held attitudes and beliefs about women. The key to this model, however, is the belief that pornography actually influences cultural norms, attitudes, and beliefs about women. Given this basic premise, films depicting women as sexually indiscriminate and as ultimately enjoying sexual coercive activities should facilitate attitudes and behaviors which are more accepting of the use of sexual violence against women. Furthermore, films portraying women as the powerless victims of male aggression and violence should facilitate attitudes and behaviors which are more accepting of the use of physical violence against women. Conversely, erotic depictions, which portray sexually-explicit behavior with mutual consent and power, should discourage acceptance of male-female violence and rape myths.

The Social Learning Model

The final theory on the influence of exposure to sexually-explicit and/or violent stimuli on behavior was proposed by Bandura (1973, 1977) and extended by Check and Malamuth (1986) and has been referred to as the "social learning" model. According to Bandura (1977), exposure to pornography teaches novel modes of sexual behavior including acts involving coercion, facilitates already learned modes of sexual behavior, and weakens inhibitions over previously learned but unacceptable forms of sexual behavior. Check and Malamuth (1986) also noted, however, that although exposure to pornography may lead to greater acceptance of some sexual behaviors, those behaviors may not be performed by viewers unless the "right" environmental circumstances are present. Such circumstances may include disinhibitory influences ranging from life event stress, alcohol, and drugs to certain characteristics of the film itself.

A number of characteristics specific to pornographic stimuli have been thought to play a principle role in weakening social inhibitions against unacceptable forms of sexual behavior. As one example, Malamuth, Heim, and Feshbach (1980) suggested that pairing sexually-arousing images with violence as is done in sexually-violent depictions may be a powerful conditioning force. Specifically, they noted that the elicitation of sexual arousal within a violent context may result in a conditioning process whereby depictions of violent acts become associated with sexual pleasure, a highly powerful unconditioned stimulus (Malamuth, Heim, & Feshbach, 1980).

As part of this model, Bandura (1973) proposed that vicarious expectancy learning and reinforcement may also account for lowered inhibitions. For example, Bandura suggested that a man could come to believe that he might receive sexual satisfaction from raping a woman as a result of reading about another man enjoying rape. Furthermore, Bandura

proposed that observing a film character engaging in an enjoyable but unacceptable activity increases the chances that an observer will engage in the same behavior, particularly if the model is either reinforced in some way or goes unpunished. Check and Malamuth (1986) further extended Bandura's proposal by asserting that to the extent that the chances of getting caught or punished are a deterrent to carrying out sexually-violent acts, observing an unpunished rape in a film or on television should facilitate disinhibition of actual rape behavior. Check and Malamuth (1986) further asserted that to the extent that portrayals of violence against women in the media depict women as ultimately enjoying physical or sexual assault, observers should be more likely to carry out physically or sexually coercive acts.

After persons acquire standards of conduct through modelling and observational learning, they partially regulate their own actions by self-created consequences (Bandura, Underwood, & Fromson, 1975). That is, they do things that give them self-satisfaction and a sense of self-worth but refrain from doing things that produce self-devaluative consequences. There are ways, however, in which self-generated consequences can be separated from socially inappropriate acts by using what have been called "self-exonerating" practices (Bandura, 1973). One self-exonerative practice described by Bandura and his colleagues (1975) involves attributing the blame for a crime to the victim. This practice has received much attention in association with rape (e.g., see Burt, 1980). As described by Bandura and his colleagues, victims are faulted for bringing suffering on themselves by engaging in behavior that deserves to be "punished," such as hitchhiking, allowing a man to come to her apartment, or wearing provocative clothing. An attempt to operationalize this exonerative practice has been made by Burt (1980) through the construction of the Rape Myth Acceptance Scale. In addition to finding that blaming the victim is common in American society, Burt (1980) also hypothesized that such beliefs may be increased through

media exposure to the objectification and physical and sexual abuse of women.

Another powerful self-exonerative practice involves dehumanizing the victims toward whom injurious behavior is directed; a practice that is frequently modelled in violent as well as nonviolent pornography. Inflicting harm upon individuals who are regarded as subhuman or debased is less likely to elicit self-reproof than if these people are seen as human beings with dignifying qualities. The reason for this is that people who are reduced to base creatures are viewed as insensitive to maltreatment and influenced only through more primitive methods. Dehumanizing the victim is therefore a potent means of reducing self-punishment for cruel actions (Bandura, et. al., 1975).

Based on the assertions set forth by the social learning model, films pairing sexually-arousing images with violence such as sexually-violent and slasher depictions should be much more likely to disinhibit physically assaultive acts and beliefs than films which portray no violence and portray women as equal partners in sexual activities. Furthermore, to the extent that these depictions portray victims as enjoying or becoming physically aroused in response to physically or sexually coercive activities as in sexually-violent depictions, viewers should be more likely to endorse the use of physical and sexual coercion, accept interpersonal violence, and believe rape myths than individuals not exposed to these depictions.

Previously Reported Effects of Exposure to Sexually-Violent Pornography

The majority of studies of the effects of sexually-violent pornography have been investigated in the context of the social learning model and a learning and conditioning framework (Bandura, 1973, 1977; Check & Malamuth, 1986). According to this social learning model, it has been proposed that the cinematic synthesis of sex and aggression may

result in conditioning such that aggressive behavior may become associated with sexual arousal (Malamuth, 1984). Other investigators have also suggested that through learning, modeling, and imitation, people are more likely to perform behaviors they have observed, particularly if viewers are reinforced (e.g., Hans, 1980). Sexually-violent pornography is, therefore, thought to provide a dynamic vehicle for learning sexually coercive acts since sexually-violent images are paired with sexual arousal. The latter is viewed as a powerful reinforcer by some theorists (e.g., Malamuth, 1984) based on the notion that sexual arousal can be a reinforcing consummatory activity (e.g., Herrnstein, 1977).

Numerous studies have been conducted to assess the effects of exposure to sexually-violent pornography (e.g., Check & Malamuth, 1982; Malamuth & Check, 1981; Malamuth, 1981a; Donnerstein & Berkowitz, 1981; Donnerstein, 1984). Furthermore, a number of significant effects have been found. For example, Check and Malamuth (1982) found an increase in acceptance of rape myths in both men and women as a result of exposure to sexually-violent pornography. Moreover, Malamuth and Check (1981) reported that their subjects evidenced an increase in acceptance of violence against women following film exposure to sexually-violent depictions. Malamuth (1981a) also reported that subjects who viewed sexually-violent films reported an increase in self-generated rape fantasies. Donnerstein and Berkowitz (1981) found an increase in aggressive behavior toward women in a laboratory setting for subjects who viewed sexually-violent films, and Donnerstein (1984) and Check (1985) found that subjects reported an increase in their willingness to rape following such film exposure. Finally, Donnerstein (1984) reported that his subjects who were exposed to sexually-violent films evidenced decreased perceptions of rape victim suffering. It should be noted, however, that these findings are in no way unequivocal. In fact, results that have been reported by different investigators as well as

findings reported by the same researchers via different studies have been somewhat inconsistent. As an example, Malamuth and Check (1981) conducted a field experiment in which 271 male and female students served as subjects to identify the effects of exposure to films that portray sexual violence as having positive consequences. Subjects were randomly assigned to view, on two different evenings, either violent-sexual or control feature-length films. The dependent measures were scales assessing acceptance of interpersonal violence against women, acceptance of rape myths, and beliefs in adversarial sexual relations. These scales were embedded within many other items on a Sexual Attitude Survey administered to all students in classes several days after some of them had been exposed to the movies. The results of this study indicated that exposure to the films portraying violent sexuality increased male subjects acceptance of interpersonal violence against women. A similar nonsignificant trend was found on acceptance of rape myths.

A study published four years later by Check (1985), however, failed to replicate the significant result revealed by Malamuth and Check (1981). In his 1985 study, Check solicited 436 males from Toronto through newspaper advertisements and assigned them to one of four conditions: sexually-violent pornography, nonviolent dehumanizing pornography, nonviolent erotica, and a no-exposure control. Following three videotape-viewing sessions, subjects participated in a fourth session in which they completed the Rape Myth Acceptance scale (Burt, 1980), the Adversarial Sexual Beliefs scale (Burt, 1980), the Acceptance of Interpersonal Violence scale (Burt, 1980), and the Sexual Callousness scale (Mosher, 1971). Subjects were also asked "how likely they would be to commit rape if they could be assured that no one would know and that they could in no way be punished," and "how likely they would be to force a female to do something sexual she really didn't want to do." Although student subjects who scored high on psychoticism and were

exposed to either sexually-violent or dehumanizing pornography reported a greater likelihood of raping and forcing sex acts on females than other subjects, Check reported no effects for the Rape Myth Acceptance scale, Adversarial Sexual Beliefs scale, the Acceptance of Interpersonal Violence scale, or the Sexual Callousness scale.

Inconsistencies have also been identified between the findings reported by Donnerstein and Berkowitz (1981) and Malamuth and Ceniti (1986). Specifically, Donnerstein and Berkowitz (1981) conducted a study in which male subjects were angered by a male or female confederate and were exposed to one of four different types of films: (1) a control film without aggressive or sexual content, (2) a nonaggressive sexually-explicit film, (3) an aggressive pornographic film in which the victim ultimately becomes a willing participant in the sexual activities, or (4) an aggressive pornographic film in which the victim finds the experience humiliating and disgusting. Following film exposure, subjects were given an opportunity to administer electric shocks to the male or female confederate. The results of this study revealed that none of the films affected aggression against a male target; however, both the positive- and negative-aggressive pornographic films increased aggression against the female confederate.

Malamuth and Ceniti (1986) were unable to confirm Donnerstein and Berkowitz's results, however. Malamuth and Ceniti (1986) recruited 42 men from a large group of subjects who had earlier volunteered for an experiment on sexual responsiveness to participate in a three-phase study. In phase one, subjects were asked to complete a questionnaire which assessed various sexual issues among other topics. Embedded in this questionnaire was the item asking the subject to indicate his likelihood of raping if he was assured of not being caught and punished. In phase two, subjects were randomly assigned to a "sexually-violent," "sexually-nonviolent," or a no-exposure control condition. Subjects

in the sexually-violent condition were exposed to two "soft-core," feature length films per week for three consecutive weeks. Four of these films contained elements of sexual violence such as rape and sadomasochism. During the fourth week, subjects in the sexually-violent condition were given two chapters portraying nonviolent pornography and sadomasochism, in addition to narrative-pictorials of rape and of lesbianism, to view at home. Similarly, during this same four-week period, subjects in the sexually nonviolent condition were exposed to six films with sexually-explicit but nonaggressive content. Again, in the fourth week, subjects in the sexually-nonviolent condition were given two separate chapters depicting sexually-nonviolent activities in addition to descriptive pictorials of a woman masturbating to view at home. Finally, in phase three, subjects participated in what they thought was a different experiment involving ratings of a female confederate. Half of the subjects were also angered by the confederate and half were not. The primary dependent measure in this study was aggressive behavior as measured by the number and intensity of noise blasts. However, several other measures, including anger toward the confederate and desire to hurt her, were assessed in addition to the likelihood to rape question. Although a number of extensive analyses were conducted, no significant results were identified for any of the dependent variables.

Further evidence of the inconsistencies among the reported effects of exposure to sexually-violent films may be found in the studies conducted by Malamuth, Reisin, and Spinner (1979) and Donnerstein (1984). Malamuth and his colleagues (1979) had male and female subjects review issues of *Playboy* and *Penthouse* that contained either nonaggressive scenes or portrayals of sadomasochism and rape. A third group was given neutral materials to review. Subjects then watched a videotaped interview with an actual rape victim and responded to a questionnaire which assessed their perception of the victim,

attitudes toward the rape act, and beliefs about their own behavior in such situations. Two weeks later, subjects were given copies of newspaper articles on several topics, including one on rape. The results showed that neither exposure to the aggressive pornography, nor exposure to the nonaggressive pornography affected subjects' perceptions of the videotaped victim or the newspaper article, relative to the neutral-content exposure group. In fact, the only statistically significant finding in this study was that subjects who were exposed to the violent and nonviolent sexual stimuli were *less* likely to perceive pornography as a cause of rape, compared to the neutral-fare control group.

Donnerstein (1984) exposed 52 college-age males who had been initially screened via the SCL-90-R Psychoticism and Hostility subscales to five feature-length commercially available movies over five consecutive days. The four different types of films to which subjects were randomly assigned included X-rated nonviolent dehumanizing pornography, X-rated sexually-violent pornography (of which many included positive outcomes), slasher films, and a no-exposure control. Immediately following the fifth film, all of the subjects watched a videotaped reenactment of a rape trial in which a man was accused of forcefully raping a woman he had met briefly in a bar. Subjects then completed a questionnaire in which they indicated their verdict, assessed the defendant's intentions, assessed their level of sympathy for the woman, and rated the victim's resistance, responsibility, attractiveness, level of injury, and worthiness. Although the results revealed no effects for verdict or judgements about the alleged assailant, and no significant differences between subjects in any of the film conditions and the no-exposure control group on the attractiveness, responsibility, resistance, or sympathy variables, subjects in all three film exposure conditions rated the victim of the assault as less injured and less worthy than the no-exposure control subjects.

A perusal of the research investigating the effects of exposure to sexually-violent pornography reveals a number of possibilities for the inconsistencies among studies. However, many of these possible reasons have not only been found to be problematic in the area of sexually-violent pornography, but for pornography research as a whole. Therefore, they will be addressed in another section. There are two plausible explanations for the inconsistencies in the area of sexually-violent pornography, however, that are directly linked to the content of these films.

It is possible that the varied findings reported in different studies at least partially reflect the different responses of subjects to sexually-violent depictions with positive versus negative outcomes. Prior to 1980, very little attention, if any, was given to the “outcome” variable, and researchers typically included sexually-violent film stimuli with both positive and negative outcomes in their film exposure manipulations with little thought as to their possible differential effects on viewers (e.g., see Malamuth, Reisin, & Spinner, 1979). In 1980, however, Malamuth and Check conducted a study to assess the hypothesis that it is the sexually-violent images depicting positive consequences for sexual aggression that serve both as reinforcers and as disinhibitors of antisocial aggression. As this hypothesis gained empirical support, social learning principles were used to more fully explain it. Specifically, Check and Malamuth (1986) stated that observers are vicariously reinforced for sexual violence by seeing that sexual violence produces sexual pleasure for the rapist's victim. The assumption that an arousal response from a rape victim is reinforcing for the rapist is supported by clinical reports that many rapists demand an indication that their victims enjoy the assault (Check & Malamuth, 1986). It may also be that the perception that the victim derives pleasure from being assaulted may serve the self-monitoring function of minimizing the seriousness of the consequences to the victim, thereby disengaging internal inhibitions

and vindicating the assault (Bandura, 1973).

Several studies have been conducted to test the hypothesis that sexually-violent stimuli depicting positive victim consequences for sexual aggression are more sexually arousing and reinforcing than sexually-violent stimuli which portray the victim as abhorring the assault (e.g., Malamuth & Check, 1980; Malamuth & Check, 1983; Donnerstein & Berkowitz, 1981; Check & Malamuth, 1982; Malamuth & Check, 1981). Malamuth and Check (1980) assessed sexual responsivity through a self-report questionnaire to stories describing rape versus stories describing consenting themes. They found that portrayals that depicted the woman as experiencing sexual arousal, irrespective of whether they portrayed rape or consenting interactions, were reported by subjects to be more sexually stimulating than those depicting the woman's disgust. The same arousing effect of positive outcomes was reported by Malamuth and Check (1980, 1983) when subjects were provided with audiotaped versions of rape or consenting portrayals and subject arousal was measured through penile tumescence.

Several studies have also directly compared the effects of exposure to sexually-violent stimuli depicting positive consequences with sexually-violent films depicting negative victim consequences on viewers' perceptions of rape victims, willingness to aggress against a female confederate, and beliefs regarding rape (e.g., Malamuth & Check, 1980a; Donnerstein & Berkowitz, 1981; Malamuth & Check, 1985). Malamuth and Check (1980) exposed male subjects to one of three equally sexually arousing audiotaped versions of a two minute sexually-explicit communication. The first version involved a rape story in which the rapist perceived that the victim became sexually aroused. The second version described a rape in which the victim abhorred the assault. Finally, the third version described mutually desired intercourse between a man and a woman. Following the first

part of the experiment, subjects all listened to the same "rape-criterion" story, were measured for sexual arousal and completed a questionnaire. The results of this study revealed that the men who had initially listened to the rape-arousal story rated the rape victim as experiencing less trauma than subjects who earlier heard the rape abhorrence story or the mutually desired intercourse story. Furthermore, subjects who heard the rape-arousal story indicated that they believed that a greater percentage of men would rape than subjects who either initially listened to the rape-abhorrence story or the story describing mutually desired intercourse.

Malamuth and Check (1985) further explored the influence of specific film content on subjects' beliefs regarding rape by having male subjects listen to audiotaped stories in which the content was manipulated along the dimensions of consent (woman's consent versus no consent), pain (woman's pain versus no pain), and outcome (woman's arousal versus woman's disgust). After listening to one of the six stories, half of the subjects heard an account of a man who secretly followed a woman home from a nightclub, broke into her apartment, and forcibly raped her. The other half heard about a man and a woman who have mutually consenting intercourse in the man's apartment. Subjects were then asked to give their impressions of these events including the degree to which the woman was traumatized, her willingness to engage in sex, and the extent of her pleasure and pain. Subjects were also asked to complete a questionnaire that asked about the percentage of women who would enjoy various sexual activities. Embedded in this were items that asked subjects about their beliefs in rape myths; specifically, the percentage of women, if any, who would derive some pleasure from being forced into sexual acts and the percentage of women who would derive pleasure from being raped. The results of this study revealed that subjects who first heard the story in which the nonconsenting woman ultimately became

aroused perceived more victim pleasure in the later rape criterion story than subjects who earlier heard the nonconsenting woman's disgust depictions. Malamuth and Check (1985) found similar results for the questions measuring what percentage of women the men thought would enjoy being raped and would enjoy doing something sexual that they did not initially want to do. Finally, the authors found that subjects who first read the story in which the nonconsenting woman ultimately became aroused were much more likely to believe that women enjoy rape and/or forced sex than subjects who first heard the story describing consensual intercourse.

In addition to the victim's ultimate response to sexual coercion, there are other features embedded in the content of sexually-violent depictions that may differentially influence viewers' beliefs, attitudes, and behavior as well. For example, simply observing aggression in films has been reported to reduce restraints against subsequent aggressive behavior (e.g., Donnerstein, 1980; Donnerstein & Berkowitz, 1981; Donnerstein & Hallam, 1978). There are two reasons why this might be so. Berkowitz (1974) proposed an associative model suggesting that the presence of aggressive cues may be an important determinant of whether or not an aggressive response is made. Individuals as well as objects may take on an aggressive cue value if they have been previously associated with observed violence. Thus, sexually aggressive stimuli as well as films depicting physical aggression directed against female targets may facilitate subsequent aggression against females because of the repeated association of females with observed aggression. This proposal is consistent with the basic premises of the social control model. It could also be that the graphicness of the violence itself is a crucial factor with respect to the facilitation of subsequent aggression. In fact, if increased arousal and negative hedonic valence combine to facilitate aggression as Zillmann's arousability model suggests, increasing the intensity

and the graphicness of film content should result in a subsequent increase in aggressive responding for individuals viewing that depiction.

One question that follows naturally from the preceding arguments is whether the changes in beliefs, attitudes, and behavior that have been reported to follow exposure to sexually-violent pornography (e.g., Check & Malamuth, 1982; Malamuth & Check, 1981; Donnerstein & Berkowitz, 1981) are a function of both the violence and the sexual explicitness in the film or the result of viewing violence against women regardless of the sexual explicitness in the film (Linz, Donnerstein, & Penrod, 1987). Malamuth and Check (1981) conducted an investigation that provided strong evidence that the material shown to subjects did not need to attain a level of sexual explicitness that would be judged "pornographic" in order to find significant effects. Based on this evidence and the arguments discussed previously, it is feasible to hypothesize that it may simply be the depiction of violence directed against women, whether or not it is in a sexual context, that has the greatest influence on attitudes, beliefs, and behavior. Furthermore, it may be that the graphic nature of the violence depicted in films serves a critical role in the facilitation of subsequent aggressive responding against women. Fully addressing these hypotheses would require that the effects of exposure to violence against women be assessed both within and outside of a sexual context. Furthermore, including a comparison film condition in which graphic violence against women is portrayed would help delineate the importance of the nature of violence as a disinhibitor of subsequent aggression.

Previously Reported Effects of Exposure to Slasher Films

Two of the characteristics of sexually-violent depictions that are thought to be facilitative of aggressive responding are also found in "slasher" films, which juxtapose sensual or erotic scenes with scenes involving graphic violence. In particular, slasher films allow for

the association of sexual arousal with aggressive behavior, a combination which has been proposed to be a powerful conditioning force (Malamuth, Heim, & Feshbach, 1980) by advocates of the social learning model. Moreover, since slasher films depict graphic scenes of violence which frequently include the physical mutilation and murder of women, they are specifically structured such that females assume an aggressive cue value as they are depicted as the targeted victims of violence.

The content of slasher films differs enough from that of sexually-violent films, however, that different hypotheses regarding the effects of exposure to these films are necessary. For example, although sexually-violent films have been reported to be arousing to viewers (e.g., Malamuth & Check, 1980; Malamuth & Check, 1983; Donnerstein & Berkowitz, 1981), it is thought that slasher films have an even higher potential for arousing audiences (Maslin, 1982). In fact, slasher films are specifically structured such that graphic scenes of violence are immediately preceded by some sort of erotic prelude that lulls viewers into a mildly sensual mood. The purpose of this eroticism is to lower the viewer's defenses to heighten the film's physical effectiveness once the killing and mutilation begins. Such a combination is thought to contribute to an especially high level of physiological arousal, which, when combined with the negative hedonic valence of the violence, may have a particularly strong aggression-facilitating effect (Zillmann et al., 1981). Furthermore, although slasher films are often referred to in the literature as "sexually-violent depictions" (e.g., Linz, Donnerstein, & Penrod, 1988; Linz, Donnerstein, & Adams, 1989), the violence depicted is not rape nor is there any attempt to portray the victim as enjoying or becoming aroused to the violence. Therefore, unlike sexually-violent pornography, slasher films do not promote the notion that violence itself *leads* to sex or the message that women ultimately enjoy or gain pleasure from activities that are coercive and violent in nature. Based on these

premises, it seems unlikely that exposure to slasher films would significantly alter viewers' rape myth acceptance or willingness to use sexual coercion; rather, it is more likely that viewers of slasher films would evidence a heightened acceptance of violence toward women or display a greater willingness to aggress against women.

What has actually been found to result from exposure to slasher films is somewhat equivocal, however. There are two significant effects of exposure to slasher films that have been consistently identified; however, these dependent variables have only been examined by researchers from the same university. Even so, exposure to slasher depictions has been reported to lead to a self-reported decrease in the perception of violence and degradation portrayed in these films. Furthermore, such exposure has been found to lead to a reduction in self-reported and physiological arousal to the violence found in slasher films (Linz, Donnerstein, & Penrod, 1984; Linz, Donnerstein, & Penrod, 1988; Linz, Donnerstein, & Adams, 1989).

For the most part, however, there have been a number of inconsistencies identified among the findings for exposure to slasher films such that the dependent variables that have resulted in statistically significant findings in one study differ from what have been found to be significant in another. For example, Linz and his colleagues (1988) randomly assigned 156 college-age males to view one of three types of films: R-rated slasher films, R-rated nonviolent teenage sex movies, or X-rated nonviolent movies. He also included a no-exposure control condition. After subjects had completed their final film-viewing session, they completed a pretrial questionnaire which included the Rape Empathy scale and watched a color, videotaped, condensed reenactment of a complete rape trial. After viewing the trial, subjects completed scales designed to measure a variety of variables including victim sympathy and injury. Two significant effects were found for the planned contrasts on the

rape empathy, sympathy, and injury variables. Subjects exposed to R-rated slasher films scored lower on the sympathy scale than other subjects. There was also a statistically significant effect for the Rape Empathy Scale. Lower levels of rape empathy were found among subjects exposed to the high dose of slasher films compared to all others. However, there were no effects for victim injury. Another series of dependent variables were also assessed following film exposure including the endorsement of force in sexual relations, rape myth acceptance, the tendency to view women as sexual objects, and beliefs regarding conservative sex roles. No significant effects among these dependent variables were identified.

Two other studies which assessed the effects of exposure to slasher films reported results that were not fully consistent with those of Linz, Donnerstein, and Penrod (1988), however. Donnerstein's 1984 study, which was described earlier in some detail, revealed no significant differences between subjects in the dehumanizing, sexually-violent, slasher, or no-exposure film conditions with respect to their ratings of a rape victim's attractiveness, responsibility, or resistance, nor was there a significant difference identified for subjects' sympathy for the victim. However, the men in all three exposure conditions rated the victim of sexual assault as less "injured" and less "worthy" than the no-exposure control subjects. What is most notable about these inconsistent results regarding subjects' assessments of victim injury, is that even research published by the same investigator failed to result in consistent findings with respect to the effects of exposure to slasher films.

Intons-Peterson and Roskos-Ewoldsen (1989) also reported findings that were inconsistent with the results of Linz and his colleagues (1988). Specifically, Intons-Peterson and Roskos-Ewoldsen designed a study to test the effectiveness of general sex education and rape-specific education on rape myth acceptance and attitudes towards an

alleged rapist and victim depicted in a videotaped trial. As part of the study, subjects also viewed segments of commercially-released R-rated slasher films, X-rated erotica, and neutral presentations. Subjects were pretested on the Rape Myth Acceptance Scale, viewed the education and commercially-released film segments, and then were retested on the Rape Myth Acceptance Scale and watched a videotaped reenactment of a rape trial. They then completed a battery of questions about the victim and the defendant. In an analysis of their data, the authors only considered results of statistical tests that were significant at levels of $p = .03$ or smaller to guard against an inflated alpha error. Also, to evaluate the effects of the commercially-released films on rape myth acceptance independently of the educational presentations, an analysis of covariance (with the prescore on the Rape Myth Acceptance scale as the covariate) was undertaken, using only those subjects who had not viewed the educational materials. The results indicated that the subjects exposed to the slasher films showed a greater increase in acceptance of myths about rape (from the first to the second administration of the Rape Myth Acceptance Scale) than did groups that saw either nonviolent sexual or nonviolent nonsexual material. An additional analysis which tested the main effects (the educational film conditions and exposure to the commercial films) and the interaction between these two variables on rape myth acceptance, also revealed a main effect for film exposure. Exposure to slasher films produced greater acceptance of rape myths than exposure to either the nonviolent erotica or neutral films.

Variables That May Account for Some of the Inconsistencies

Among Reported Findings

As noted in the previous review of the current pornography literature, there is a great deal of inconsistency in the findings reported within and/or among investigators. Factors contributing to these inconsistencies may include different levels of dependent realism

among studies, difficulties in classifying pornographic films, and different personality characteristics of viewers in various studies.

The realism of the dependent measures which have been used to examine the effects of exposure to sexually-explicit and/or violent stimuli is one factor which needs to be taken into consideration when discussing the inconsistency of findings in the area of pornography. Toward the end of his literature review, Linz (1989) directed attention to the fact that of all the pornography studies he examined, those which required subjects to make judgements about actual rape victims or rape victims in highly realistic circumstances revealed no antisocial effects for exposure to nonviolent pornography. Moreover, he asserted that those studies in which antisocial effects were found appeared to rely on less realistic stimulus materials for the dependent variable task. One of the three investigations which Linz (1989) judged as having highly realistic dependent stimuli required that college student subjects view a color, videotaped, condensed reenactment of a complete rape trial that included opening statements from both attorneys, witness testimony, attorney closing arguments, and final instructions from the presiding judge. The facts presented at this trial were likely to be familiar to college students since the case involved the alleged rape of woman during a fraternity party by one of the fraternity members, and a follow-up study collected an independent rating of these materials revealing that participants perceived this rape trial to be highly realistic and well produced. Interestingly enough, no attitudinal changes following exposure to the sexually nonviolent materials were found.

Linz (1989) also discussed a study conducted by Donnerstein (1984) on the long-term effects of exposure to nonviolent pornography in which significant effects were found. This investigation employed a less well-produced black and white videotape of courtroom proceedings involving not a fraternity rape case, but a case in which a woman was stopped

by a man claiming to be an off-duty policeman - a situation which Linz (1989) pointed out may have been less plausible to college-age subjects. Similarly, Weaver (1987) and Zillmann and Bryant (1982) conducted studies in which effects were found wherein subjects read only one page or one paragraph scenarios describing a rape trial.

Research in other psychological domains also suggest that as dependent materials become more realistic, and perhaps more complex, dependent variable effect sizes appear to diminish. Linz, Slack, Kaiser, and Penrod (1981) and Linz and Penrod (1982) found in their meta-analyses of "defendant characteristics" studies that when study realism is increased (e.g., videotaped versus written summaries of evidence), effect sizes for the independent variable diminish. It is possible that a similar process may be at work in other areas of the pornography literature.

On the basis of Linz's argument that dependent variable effect sizes may be influenced by the realism of the dependent measures used, it seems crucial to the integrity of the research in this area to keep dependent measures as realistic and plausible as possible while still being mindful of practical and ethical considerations. Some investigations conducted on the effects of exposure to pornography have used subjects' reports of their willingness to rape or force sexual activities on a female if assured of not being caught as dependent measures (e.g., Check, 1985; Malamuth & Ceniti, 1986). Others have used aggression directed against a confederate of the experimenter as measured by levels of electric shock, inflation of a blood pressure cuff, or number and intensity of noise blasts as primary dependent measures of harmful effects (e.g., Donnerstein & Barrett, 1978; Zillmann et al., 1981; Donnerstein & Hallam, 1978; Donnerstein & Berkowitz, 1981). These measures are not only somewhat unrealistic when compared with actually occurring interpersonal aggression, but they are also appropriate only if the findings are to be generalized to the probability of

stranger assault. There is wide agreement among researchers, however, that this type of aggression is actually quite rare (e.g., Braucht, Loya, & Jamieson, 1980; Skelton, 1982). In fact, the assertion that most violence takes place between people who know each other was most clearly supported in a seminal study conducted by Wolfgang (1958) on the victims of homicide in which he studied all of the criminal homicide cases that occurred in Philadelphia during the 5-year period from 1948 to 1952. In this study, Wolfgang found that 84% of the female victims and 59% of the male victims were killed by someone with whom they had a close personal relationship. In keeping with the notion that most violence occurs between people who know each other and given that the goal of the present study was to assess the effects of exposure to sexually-explicit and/or violent stimuli within a dating context, it seemed that it would be most expedient to have couples come together to the laboratory, view sexually-explicit and/or violent stimuli as they might on a date, and determine what direct and indirect effects exposure to this stimuli might have on their interactions.

There are a number of practical and ethical reasons why such a study would be impossible to execute, however. For one reason, successfully recruiting and scheduling both members of a dating dyad to participate simultaneously in a psychology experiment is a difficult task (e.g., Schartz, 1989). Furthermore, one must also consider the probability that a couple would volunteer for an experience which may induce coercive interactions between them. Finally, such a study would clearly raise ethical concerns regarding experimenter safety, subject safety (both during and after the study), and the appropriateness of engaging couples in such an experience with an unknown outcome.

After a thorough consideration of these practical and ethical dilemmas, the present study was designed so that subjects could participate independently of their dating partners.

Following film exposure, individuals were asked to respond to an analog task in which they were to envision themselves in several highly plausible dating situations which involved conflict. Since each analog scene specified the level of intimacy at which participants were to envision their dating relationship, there was no need to otherwise control for this variable. Essentially, the present study was designed to capture the feeling of actual involvement in dating situations involving conflict while still making it practically and ethically possible to identify what effects exposure to pornographic stimuli may have on anticipated dating interactions.

In addition to problems with varying dependent variable realism, it is likely that some of the inconsistency among findings in the pornography literature may have resulted from difficulties associated with film categorization. Although it is true that over the last decade pornography researchers have agreed on reasonably clear definitional distinctions in this area, it continues to be extremely difficult to categorize whole films as one type of pornography or another. This is particularly the case when several different types of pornographic scenes are embedded within the context of one film. Thus, an investigator may expose subjects to a film that might be classified overall as dehumanizing stimuli (e.g. *The Getaway*), while specific scenes in that film may contain material that would be more suitably classified as physical or sexual violence. If such a film were to be used in a study investigating the effects of pornography on behavior and attitudes, several important questions would have to be addressed. Namely, what in the film is responsible for the effects of exposure if any are found? If no effects of exposure are found, is it because these categories of pornography have no effect on viewers, or is it because one type of pornography has a neutralizing effect on the others? It is easy to see how different studies exposing subjects to what they purport to be a particular type of stimuli could lead to a

variety of results. In order to avoid complications associated with different scene types embedded within a single film, the present study used a thirty minute composite of scenes from various films depicting a particular type of film category. In this way, the effects of exposure to particular types of film stimuli could be identified.

The confusion between nonviolent dehumanizing pornography and erotica may also have contributed to some of the inconsistencies among film effect findings. Early in the history of pornography research, little attention was given to the distinction between nonviolent dehumanizing pornography and erotica and both were simply called "erotica" or "pornography" (e.g., see Zillmann, 1971, 1978; Zillmann, Bryant, Comisky, & Medoff, 1981). However, even at the present time it is difficult to find depictions of pure erotica which have not been contaminated with dehumanizing portrayals of women.

Unlike erotica, which has been described in the literature as sexual depictions in which men and women share involvement in humanized and positive relationships, dehumanizing pornography typically depicts images that reflect patterns of sexual inequality (Steinem, 1980). As noted by Zillmann and Bryant (1982), dehumanizing films are not overtly violent nor do any of the depicted activities entail coercion or the deliberate infliction or reception of pain. However, they do depict women as socially nondiscriminating, hysterically euphoric in response to just about any sexual or pseudosexual stimulation, and eager to accommodate seemingly any and every sexual request. Essentially, media portrayals of women as sexually nondiscriminating and as sexual playthings are seen as providing a social sanction for males to treat women in this manner (Brownmiller, 1975).

The first studies that were published on the effects of exposure to dehumanizing stimuli were conducted by Zillmann and Bryant (1982, 1984). They found that long-term exposure to nonviolent but degrading pornography that depicts women in sexually submissive roles

cause male and female subjects to become more tolerant of unusual sexual practices (e.g., sadomasochism), less supportive of statements about sexual equality, and more lenient in assigning punishment to a rapist. They also found that exposure to these films increased males' sexual callousness toward females. Although Zillmann and Bryant's (1982, 1984) results were striking, other investigators have been unable to replicate their results (e.g., Linz, Donnerstein, & Penrod, 1988; Padgett & Brislin-Slutz, 1987; Check, 1985; Donnerstein, 1984; Krafka, 1985). Even so, the fact that films with dehumanizing components were found to adversely influence male viewers' perceptions of females in two different studies gives credence to the possibility that confusion between erotica and nonviolent dehumanizing stimuli could have led to inconsistencies among reported results. Therefore, in order to avoid including dehumanizing portrayals in the erotica film condition of the present study, graduate students were asked to categorize all of the films that were included in the study as one type of pornography or another based on the definitions provided by prior pornography researchers. Although a nonviolent dehumanizing film condition was not included in the present study, raters were provided with a "dehumanizing" category within which they could categorize films if they deemed it appropriate.

Another variable that could have led to inconsistencies among results in studies investigating the effects of pornography is the length of time in which subjects were exposed to films within the context of each study. Zillmann and Bryant (1984), as well as others (Berkowitz, 1984), have argued that continued exposure to explicit depictions of women engaged in sexual activity may activate thoughts about female promiscuity in viewers that would not occur with shorter exposure. Furthermore, Tversky and Kahneman (1973) maintained that the availability of these thoughts in memory may lead to inflated

estimates of women's tendencies to either desire or engage in unusual or coercive sexual activities, including rape. Finally, Zillmann and Bryant (1984) argued that the probability that these ideas will be accessed and used in evaluations of women will increase as a subject is exposed to more of these behaviors in movies. With these arguments in mind as well as the time limitations of subjects participating in the present study, the film segments chosen for use were specifically selected to provide viewers with a short-term (30-minute), but high intensity dose of exposure to film segments characteristic of a particular film category. In this way, subjects in this study would be able to view a comparable number of scenes characteristic of a certain type of pornography as subjects in other studies who are asked to view 2-3 hours of unedited film content. However, the format for the present study allows for a more manageable time frame.

One additional problem in the pornography literature that may have led to some of the inconsistency among findings is the different characteristics of subjects themselves. Most investigations that have been conducted in this area have not reported background information about participants; however, there is research which suggests that subjects with different personal preferences and different personality types may be affected differently by exposure to sexually-explicit stimuli (e.g., Check & Guloien, 1989). For example, high frequency consumers as opposed to low frequency consumers of pornography have been found to respond to pornographic materials in different ways. In general, Check and Guloien (1989) found that subjects who viewed sexually-explicit videos or films at least once a month are more accepting of rape myths and violence against women, more likely to endorse adversarial sex beliefs, more likely to report that they might rape and force women into unwanted sex acts, and more sexually calloused. Furthermore, they found that high frequency consumers of pornography are more susceptible to the messages conveyed

through sexually-violent pornography and dehumanizing stimuli. That is, Check and Guloien (1989) reported that high frequency consumers who were exposed to sexually-violent or dehumanizing pornography in the laboratory were more likely to report that they might rape, were more sexually calloused, and were more sexually aggressive than high frequency consumers who were not exposed to sexually-violent or dehumanizing pornographic stimuli. Similar findings were also reported by Check and Guloien (1989) with respect to individuals with higher levels of psychoticism who they asserted are already somewhat sexually aggressive in their attitudes and behavior. Specifically, they found that individuals scoring high on Eysenck's (1978) Psychoticism scale who were exposed to sexually-violent or dehumanizing pornography were more likely to say they would rape or force a women into unwanted sex acts than individuals who scored low on this scale. This finding was particularly strong when tested with student samples. The present study was also specifically designed to assess whether or not subject characteristics play a critical mediating role in how sexually-explicit and/or violent stimuli affect beliefs, attitudes, and behavior. To confirm Check and Guloien's results, psychoticism, as assessed by the Symptom Checklist-90-R, was examined with respect to its ability to mediate the effects of exposure to pornography on subjects' beliefs, behaviors, and attitudes. Furthermore, to extend Check and Guloien's (1989) findings, hostility as assessed by the Symptom Checklist-90-R and prior dating violence use as assessed by the Conflict Tactics Scale were also examined with respect to their possible role in mediating the effects of pornographic exposure on subjects' subsequent aggressive responding.

In addition to the problems in the pornography research pertaining to inconsistencies among the studies, it is also clear that research investigating the effects of exposure to sexually-explicit and/or violent stimuli on women has been largely neglected. Examining

the effects of female exposure to pornography, Gutierrez and Kenrick (1979) and Mayerson and Taylor (1987) suggested that women's self-esteem was adversely affected. Similarly, Duval and Wicklund (1972) reported that objective self-awareness may be negatively affected by the way females are treated and portrayed in pornography. In addition, a study by Hans (1980) led him to hypothesize that exposure to pornographic depictions may cause women to become receptive to self-directed violence or even encourage them to "cooperate" in their own victimization. This hypothesis formed the basis of Hans' "spiraling aggression" model.

In contrast to Hans' (1980) findings, Malamuth (1984) found that exposure to films which portray aggressive sex as resulting in positive consequences significantly increased male but not female subjects' acceptance of interpersonal violence against women and acceptance of rape myths. In fact, they found that exposure to pornography has a tendency to decrease women's acceptance of interpersonal violence and rape myths (Malamuth & Check, 1980, 1981). Furthermore, Griffitt (1979) reported that women tend to respond to nonaggressive and aggressive sexually-explicit stimuli with greater negative affect than men. Malamuth and Check (1981) discussed this phenomenon in terms of "attitude polarization" and "reactance" effects. That is, when people with differing views on a particular issue are presented with mixed data, each side tends to focus on information consistent with their own views. Because it has been demonstrated repeatedly that men are more accepting of violence against women and more accepting of rape myths than are women (Malamuth & Check, 1981; Malamuth, Haber, & Feshbach, 1980), one would also expect them to be more accepting of the subtle messages portrayed in pornography. The pattern for females, however, is more likely due to a "reactance" phenomenon (Heilman, 1976; Sensenig & Brehm, 1968) in which the message of the film activates defenses to consider why the

information being conveyed is false. Thus, according to Malamuth and Check (1981), females are more inclined to react to pornography with greater negative affect than men and are less likely to accept interpersonal violence against women and rape myths as a result of exposure to such materials.

Also, in contrast to the findings and theoretical positions of Gutierrez and Kenrick (1979), Duval and Wicklund (1972), Mayerson and Taylor (1987), and Hans (1980), Krafka (1985) found that female participants exposed to a four-film series of erotica, sexual violence, or slasher stimuli showed no evidence of lowered self-esteem or lowered satisfaction with body image relative to a no-exposure control group. Furthermore, Krafka reported that rape attitudes and attitudes about violence against women were unaffected by exposure. Finally, no evidence was found to support the "escalating aggression" hypothesis noted by Hans (1980). In fact, no change in feelings of vulnerability toward crime was noted for either viewers of erotica or sexual violence, and viewers of slasher films actually rejected the self-relevance of the victim scene and reported a level of vulnerability that was less than that reported by the no-exposure control group. Clearly these findings run counter to predictions based on Hans' (1980) "spiraling aggression" model.

It should be noted, that all of the dependent measures used by investigators in the area of pornography research assess women's self-esteem and acceptance of rape myths in a general or global sense. It seems probable, however, that sexually-explicit and/or violent stimuli might have more direct effects on these qualities in a more situational context. For example, exposure to sexually-explicit and/or violent stimuli might lead a women to respond to situational date rape in a manner that is consistent with someone who has low self-esteem while her overall (global) self-esteem might remain unaffected. If this were the case,

measures assessing global qualities would provide only a diluted version of the effects of sexually-explicit and/or violent stimuli, thus leading to inconsistent findings. For this reason, the present study was designed to explore self-esteem and acceptance of rape myths situationally by way of women's responses to dating scenarios in which they were asked to indicate how they would respond to probable sexual victimization. Based on the argument that sexually-explicit and/or violent stimuli would have more direct effects on situational qualities than on global qualities, it was hypothesized that exposure to sexually-violent pornography, slasher films, and films displaying violence against women would negatively affect female's situational self-esteem, and exposure to sexually-violent pornography would adversely affect their situational acceptance of rape myths.

In addition to the fact that there are numerous inconsistencies among the few findings that have been reported with respect to the effects of exposure to sexually-explicit and/or violent stimuli on women, there has also been no research done to examine how such exposure affects women's proclivity to use violence in situations of provocation or conflict. Much of the work in the area of dating violence has shown that women may resort to the use of physical violence in interpersonal relationships as much or more than men (e.g., see Plass & Gessner, 1983; Lane & Gwartney-Gibbs, 1985). Furthermore, consideration of much of the research that has been done in the area of pornography with females suggests that they are more inclined to respond to nonaggressive and aggressive pornography with greater negative affect than men (e.g., see Malamuth & Check, 1980, 1981). If this is true, and women are less likely to be accepting of violence directed toward themselves as a result of exposure to such materials, it is probable that women who are exposed to sexually-explicit and/or violent stimuli will respond to interpersonal situations involving provocation or conflict with an equal or greater proclivity to use physical violence than males exposed to

these films. Furthermore, females who are exposed to sexually-explicit and/or violent stimuli will respond to interpersonal situations involving provocation or conflict with a greater willingness to use physical violence than females who are not exposed to these films.

Specific Hypotheses Addressed Within the Context of the

Present Study

The present study was conducted to address two overarching goals. The first goal was to describe the use and receipt of physical and sexual coercion and the use of sexually-explicit and/or violent stimuli and their correlates in a large sample of undergraduates. The second goal was to assess the effects of exposure to sexually-explicit and/or violent cinematic stimuli on the coercive responding of a selected subgroup of undergraduates via an analog dating task. With respect to the former goal, a number of hypotheses were tested. Specifically, it was hypothesized that data collected via the present study would be consistent with the notion that a reciprocity of violence accounts for some of the coercion that is employed within dating interactions. Furthermore, to provide additional support for the reciprocity hypothesis and to sustain the notion that there are qualities inherent in conflictual dating interactions that contribute to the use of violence, it was hypothesized that participants would be significantly more likely, regardless of the film condition to which they were exposed, to endorse the use of physical coercion in the Analog Dating Task when provoked by a date more than in response to any other type of dating conflict (e.g., simple disagreements, conflicts involving jealousy).

The present study was also designed to assess the relative strengths of the arousability model, the social control model, and the social learning model as they account for the effects of exposure to sexually-explicit and/or violent stimuli. Zillmann's arousability model

suggests that film depictions which are deemed exciting, particularly those which are determined to be sexually-arousing, should intensify anger and aggression, particularly in situations involving provocation. Furthermore, films that are noted to be disturbing and have a negative hedonic valence should combine additively with a high excitatory potential to facilitate the use of aggression. By obtaining subject ratings on the excitement, arousal, disturbance, and graphic nature of the violence in the films, it was possible to rank the films in terms of their ability to facilitate aggressive responding according to Zillmann's model. Based on subjects' ratings, all films were reported to be equally exciting while erotica and slasher films were rated as significantly more arousing than the other film types. Slasher, sexually-violent, and violent films were all reported to be equally disturbing although significantly more disturbing than control and erotic films. Finally, slasher films were rated as significantly more graphic than sexually-violent or violent films which were both reported to be significantly more graphic than erotica or control films. Based on these ratings, the arousability model would support the hypothesis that exposure to any of the five film types should facilitate the use of aggression; however, slasher films, which are exciting, arousing, and disturbing would be most facilitative of violent behavior while control films, which are exciting but lack arousing as well as disturbing content would be the least facilitative of aggression.

The social control model asserts that pornography, which depicts the degradation of women in various aggressive and nonaggressive ways, influences cultural norms, attitudes, and beliefs about the appropriateness of interpersonally violent behavior. Cultural norms, attitudes, and beliefs, in turn, affect individuals' interpersonal behavior. On the basis of these premises, it was hypothesized that films portraying women as sexually indiscriminate and as ultimately enjoying sexual coercion (i.e., sexually-violent films) would facilitate

beliefs in rape myths. Furthermore, films depicting females as the powerless victims of male aggression and violence (i.e., sexually-violent films, slasher depictions, and films depicting violence against women) were hypothesized to facilitate attitudes and behaviors which are more accepting of violence against women. Conversely, depictions portraying sexually-explicit behavior with mutual consent and power (i.e., erotica), were hypothesized to actually discourage acceptance of male-female violence, belief in rape myths, and the endorsement of physically and/or sexually aggressive behavior.

The assertions set forth by the social learning model (i.e., Bandura, 1973, 1977; Check & Malamuth, 1986) suggest that film depictions linking sexual arousal with violence, (i.e., sexually-violent and slasher films), would be significantly more likely to disinhibit physically assaultive acts and increase acceptance of interpersonal violence than erotic films which depict women and men as equal partners in nonviolent sexual activities. Furthermore, to the extent that film depictions promote the idea that violence itself leads to sex and portray victims as enjoying or becoming aroused in response to physically or sexually coercive activities (i.e., sexually-violent depictions), viewers' beliefs in rape myths, acceptance of interpersonal violence and willingness to use physical as well as sexual violence would be significantly higher than for individuals not exposed to these depictions.

A fourth "model" introduced by Linz, Donnerstein, and Penrod (1987), which proposes that changes in beliefs, attitudes and behavior following exposure to pornographic material are primarily due to messages about aggression against women regardless of the sexual explicitness in the film was also addressed within the context of this study as was the hypothesis that the graphic nature of the violence in a film depiction is critical in facilitating aggressive responding. In order to assess the viability of this model, this study was constructed such that five different groups of subjects would be exposed to films depicting

various gradations of violence and/or sexually-explicit content. The first group was exposed to films depicting arousing but strictly nonviolent erotic portrayals of sexual activities (erotica). The second group was exposed to films depicting violence combined with sexually-explicit activity (sexually-violent films). A third group was exposed to films depicting graphic violence that was only tangentially associated with mild erotic scenes (slasher films). The fourth group was exposed to films depicting violence against women in the absence of sexually-explicit activity (violent films), and the fifth group was exposed to control films depicting no violent or sexually-explicit content. Based on Linz, Donnerstein, and Penrod's (1987) proposal, it was hypothesized that participants exposed to films depicting violence against women in the absence of erotic content and subjects viewing sexually-violent depictions would evidence comparable acceptance of interpersonal violence and willingness to use physically coercive behavior following exposure. Because of the graphic nature of the violence depicted in slasher films, however, it was hypothesized that subjects viewing these films would evidence significantly higher acceptance of interpersonal violence and willingness to use coercive behavior than subjects assigned to the violent and sexually-violent film conditions. Finally, it was predicted that the three groups of subjects which were exposed to the film conditions containing violence would evidence significantly higher acceptance of interpersonal violence and willingness to use physical coercion than subjects exposed to erotica or control films, whose acceptance of interpersonal violence and willingness to use physical coercion would be comparable.

Several hypotheses were also proposed regarding person-specific variables for the present study, not only to confirm the prior assertion that habitual pornography consumers and individuals with greater psychotic symptomatology possess sexually-aggressive tendencies prior to experimental pornography manipulations, but also to verify that person-

specific variables assume an important role in mediating the effects of exposure to pornography. To confirm and extend Check and Guloien's (1989) findings and to guide the focus of the study toward an examination of variables that are particularly likely to be relevant in a study on dating violence, psychoticism, hostility, and prior dating violence use were examined to assess their possible role in mediating film exposure effects.

Essentially, it was predicted that individuals with greater psychoticism, hostility, pornography use, or prior dating violence use would evidence significantly greater acceptance of interpersonal violence, adversarial sexual beliefs, and use of sexual coercion within a dating context prior to film exposure when compared with other subjects. Secondly, it was hypothesized that individuals with more psychoticism or hostility or a prior history of dating violence use would show significantly greater rape myth acceptance, acceptance of interpersonal violence, and endorsement of physically and/or sexually-coercive responding on the Analog Dating Task as a result of exposure to sexually-violent films than subjects with little or no psychoticism, hostility, or prior dating violence use or subjects who were exposed to erotica or control films. Finally, it was hypothesized that individuals with more psychoticism or hostility or a history of dating violence use would evidence significantly greater acceptance of interpersonal violence and endorsement of physically-coercive responding following exposure to slasher films or films depicting violence against women when compared with subjects reporting little or no psychotic or hostile symptomatology or prior dating violence use and when compared with subjects exposed to erotica or control films.

Finally, the present study was designed to permit an assessment of the influence of the sex of the viewer on responding as a result of exposure to sexually-explicit and/or violent films. Therefore, there were several hypotheses proposed that were specific to female

subjects. First, it was hypothesized that exposure to slasher films, and films displaying violence against women would negatively affect female's self-esteem, but only if assessed in a situational manner. Furthermore, exposure to sexually-violent stimuli was predicted to adversely affect women's situational acceptance of rape myths as well as their situational self-esteem. It was also predicted that women exposed to sexually-violent films, slasher films, and films depicting violence directed against women would be as likely or more to respond with violence to situations involving provocation or conflict than males exposed to these films. Furthermore, women exposed to sexually-violent films, slasher films, and films depicting violence directed against women would be more likely to respond with violence to situations involving provocation or conflict than females who were exposed to erotica or control films.

CHAPTER II. METHODOLOGY

Preliminary Assessment

The potential pool of subjects for this study included all students enrolled in introductory psychology courses at the University of Iowa during the fall and spring semesters of the 1992-1993 school year. As partial fulfillment of the research participation requirements for these courses, undergraduate students had the option of participating in a large group session during which they completed the Beliefs and Social Behavior questionnaire and the Film-Viewing Questionnaire along with a number of other questionnaires. The other questionnaires assessed a wide range of personal and psychological characteristics, values, and beliefs, but their content did not relate to participants' use of pornography, film-viewing practices, acceptance of interpersonal violence, adversarial sexual beliefs, use and receipt of physical coercion in dating relationships, psychotic symptomatology, or feelings of hostility.

The Beliefs and Social Behavior questionnaire is a combination of a number of small scales and items assessing a variety of personal beliefs and behaviors. Included in this questionnaire are the Subjects' Use of Pornography Scale (Demare, Briere, & Lips, 1988), the Acceptance of Interpersonal Violence Scale (Burt, 1980), the Adversarial Sexual Beliefs Scale (Burt, 1980), the hostility and psychoticism subscales of the Symptom Checklist-90 (Derogatis, 1977), items from the Conflict Tactics Scale (Straus, 1979) assessing use and receipt of physical coercion in dating relationships, and items assessing participants' marital

status, dating preferences, dating status, and nationality. Because the instructional set and the escalating nature of the questions included in the Conflict Tactics Scale may be crucial to the mindset of participants, the CTS portion of the Beliefs and Social Behavior questionnaire was kept intact. However, the items of the other questionnaires were scrambled.

Subjects' use of pornography was assessed in this study using the same scale as that employed by Demare, Briere, and Lips (1988). Participant responses to several questions beginning with "In the last year, how often have you used sexually-explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted _____" were used to assess the extent of their use of pornography displaying a number of different sexual and/or violent acts. Embedded within this instrument are acts which represent three different categories of pornography: explicit sexually-violent pornography (SVP), represented by the higher frequency of two acts, (a) "a man forcing a woman to perform a sexual act against her will" or (b) "rape of a woman (or women) by a man (or many men)"; violent pornography (VP), represented by the highest frequency of three acts; (a) "bondage of women," (b) "torture or mutilation of women," or (c) "whipping, spanking, or beating of women"; and nonviolent pornography (NVP), represented by the frequency of the final item, "mutually consenting sex between a man and a women (not involving any of the above themes)."

The Acceptance of Interpersonal Violence scale is a 6-item instrument that was developed by Burt in 1980 to measure the degree to which a respondent finds male-directed violence against females acceptable. Three of the items on this scale relate to sexual violence (e.g., "being roughed up is sexually stimulating to many women") and three relate to nonsexual violence (e.g., "a wife should move out of the house if her husband hits her"). An

increased acceptance of violence is correlated with reticence to convict a rapist (Burt & Albin, 1981), laboratory aggression against women (Malamuth, 1983; Malamuth & Check, 1982), and rape myth acceptance (Burt, 1980). For this scale, the item-to-total correlation ranges from .21 to .40, and Cronbach's alpha = .59.

The Adversarial Sexual Beliefs scale is a 9-item instrument that was also developed by Burt (1980) to assess the extent to which a respondent believes that sexual relationships are fundamentally exploitative; that each party to them is manipulative, sly, cheating, opaque to the other's understanding, and not to be trusted. An increased tendency to advocate adversarial sexual beliefs has been shown to correlate positively with rape myth acceptance (Burt, 1980). For this scale, the item-to-total correlation ranges from .38 to .58, and Cronbach's alpha = .80.

The psychoticism subscale of the SCL-90-R (Derogatis, 1977) was developed to represent the construct "psychoticism" as a continuous dimension of human experience. Items indicative of a withdrawn, isolated, schizoid life style were included, as were first-rank symptoms of schizophrenia, such as hallucinations and thought-broadcasting. The ten items constituting the psychoticism scale provide a graduated continuum from mild interpersonal alienation to dramatic evidence of psychosis. The internal consistency of the psychoticism scale is .77, and the test-retest reliability is .84. In order to determine the construct validity of the SCL-90-R, Derogatis, Rickels, and Rock (1976) contrasted this inventory with another established multidimensional measure of psychopathology, namely the Minnesota Multiphasic Personality Inventory. In that study, a sample of 119 symptomatic volunteers were administered the SCL-90-R and the MMPI; in addition to being scored for the ten standard clinical scales, the MMPI was also scored for Wiggins (1969) content scales and the cluster scales of Tryon (1966). The results indicated that the

SCL-90-R psychoticism subscale correlated with the MMPI Schizophrenia scale .64, the Autism scale .55, the Psychoticism scale .52, the Poor Morale scale .51, the Psychopathic Deviate scale .51, the Paranoia scale .48, and the Psychasthenia scale .48.

The hostility subscale of the SCL-90-R (Derogatis, 1977) was designed to reflect thoughts, feelings or actions that are characteristic of the negative affective state of anger. The six items selected for this scale include qualities such as aggression, rage, irritability, and resentment. The internal consistency of the hostility scale is .84 and the test-retest reliability is .78. In the study of construct validity described above, Derogatis, Rickels, and Rock found that the SCL-90-R hostility subscale correlated with the MMPI Resentment and Aggression scale .68, the Manifest Hostility scale .57, the Depression scale .52, the Anxiety scale .44, and the Suspicion and Mistrust scale .41.

The scoring for the two SCL-90-R scales is the same. Respondents are provided with five possible ways to respond to each item ranging from 1 = no difficulty with the stated symptom to 5 = extreme difficulty with the stated symptom. These scores are then totaled and averaged across the total number of items in the scale to yield an overall mean score. Previous studies that have employed these two measure to assess subject characteristics (e.g., Linz, Donnerstein, & Adams, 1989), have argued that individuals with mean scores above 2.00 on one or both scales may be especially influenced by pornographic material. Furthermore, they cite the fact that scores above 2.00 fall approximately one and one-half standard deviations above the mean for male nonpatients (Derogatis, 1977). On the basis of this information, subjects in the present study were also divided according to these guidelines.

The Conflict Tactics Scale was developed by Straus (1979) as a means to assess how individuals resolve disputes in dyadic relationships. Adaptations of this scale have been

widely employed in studies of premarital, marital, and family violence. The Conflict Tactics Scale consists of eighteen questions referring to the frequency of various behaviors (e.g., pushing, kicking, hitting, using a knife or gun) used during dyadic conflict. For each question, the respondent is provided with eight options ranging from never to more than twenty times. The variation of the CTS administered as part of the Beliefs and Social Behavior questionnaire was an abbreviated version of the Conflict Tactics Scale and included items regarding the use and receipt of physical coercion during any dating relationship and only the more physically coercive behaviors. In addition, two items were added to assess the occurrence of verbal threats and physical force to gain sexual intimacy. (See Appendix A for a complete list of questions.)

The final set of questions included in the Beliefs and Social Behavior questionnaire assessed participants' marital status, dating preferences, and nationality. These items served to eliminate individuals from the final part of the study who were not single, did not have an exclusive preference for dating individuals of the opposite sex, and/or were not born and reared in the United States.

The Film-Viewing Questionnaire, which was administered along with the Beliefs and Social Behavior questionnaire during group testing, assessed the respondent's history of viewing erotic, violent, sexually-violent, slasher, and dehumanizing erotic movies as well as his or her willingness to allow censorship of those films from being shown on the University of Iowa campus for either educational or research purposes. This questionnaire consists of a listing of 100 movies that are readily available in theaters or video rental agencies. These movies represent categories ranging from comedies and drama to sexually-violent dramatizations. The categories of interest in this study include: (1) erotica, which refers to movies containing sexually-explicit behavior, but with mutual consent and power

(c.f. Bowen, 1987); (2) violence, which refers to materials containing violent interactions between a man and a woman, but without any sexual connotations; (3) sexual violence, which refers to materials which exhibit women being raped and beaten and typically portray them as ultimately enjoying such treatment (c.f. Check, 1985); (4) slasher films, which refer to a genre of movies which portray gratuitous aggression within a sexual context that is primarily directed toward female victims; and (5) nonviolent dehumanizing erotica, which refers to materials which disparage women in various subtle and nonaggressive ways (ie: women are portrayed as lacking individuality, as being unable to resist any request for sex, and as being useful primarily for the sexual gratification of men) (c.f. Check, 1985). Listed on the questionnaire are 19 erotic movies, 7 violent movies, 8 sexually-violent movies, 13 slasher films, and 19 nonviolent dehumanizingly erotic movies. Each of these movies was chosen because its content, as a whole, fit one of the respective definitions. The numerical disparity among movie categories was purposeful and represented their approximate current availability in video stores. In addition, the movies chosen were identified by three video store clerks in the community as being among the most frequently rented films within the five categories of interest.

The Film-Viewing Questionnaire was presented in questionnaire form and subjects were asked to identify the movies they had seen in full and to indicate whether or not they would support censorship of those films to prohibit them from being shown on the University of Iowa campus. The number of movies within each category that had been seen by each subject was then summed, with those scores serving as an indicator of long-term pornography use. The information regarding censorship served as a screening tool to eliminate subjects who indicated that they would support the censorship of key films that were to be used later in the study. Approximately 5% of all group testing subjects (N=69)

were eliminated from the potential pool of subjects for the second part of the study on this basis.

To assure anonymity, all participants received an idiosyncratic identification number at the time they completed the Beliefs and Social Behavior questionnaire and the Film-Viewing Questionnaire. This number appeared on the subjects' machine scorable answer sheets as well as on 3 x 3 inch cards which participants were asked to retain. These numbers then served to identify and recruit eligible subjects who completed both questionnaires during the group testing session. This procedure has been effectively used (Berger, 1981; Zaidi, 1985, 1988; Berger, Knutson, Mehm, & Perkins, 1988; Zaidi, Knutson, & Mehm, 1989; Schartz, 1989) to identify respondents without the use of personal identifying information and to relate screening data to subsequent measures without compromising anonymity.

Subject Selection Procedures and Characteristics of the Group Testing Sample and Participating Sample

Responses to items from the Film-Viewing Questionnaire, and items assessing participants' marital status, dating preferences, and nationality served to establish eligibility for the second part of this study. It was necessary that subjects be at least 18 years of age and single. Furthermore, they had to be currently dating someone of the opposite sex and they had to express an exclusive preference for dating individuals of the opposite sex. Finally, subjects had to have been born and reared in the United States. In addition, subjects who indicated during the screening session that they would support the censorship of films that were to be used in the study were eliminated from the pool of eligible participants. This was to ensure that individuals who found certain stimuli upsetting or offensive would not be inadvertently exposed to them. Of the 1497 potential subjects who were screened during group testing, 1242 subjects fulfilled eligibility requirements to

participate in the second part of the study.

The idiosyncratic identification numbers of eligible participants were displayed in the area where potential subjects select research experiences in which to participate. Accompanying the list of eligible identification numbers was an explanation stating that this experiment involves watching videos which may include sexually-explicit and/or graphically-violent material. Furthermore, it stated that individuals who may be upset by scenes involving consensual sexual activities between men and women, rape, or physical violence are encouraged not to participate. Because the second part of this study could involve watching videos containing scenes from adult movies, the poster also indicated that subjects under the age of 18 were not allowed to participate. Finally, the poster specified that the experiment would require approximately one hour and that one hour of research participation credit would be awarded to each individual who participated.

Of the 1,242 subjects who fulfilled eligibility requirements to participate in the study, 202 subjects actually chose to participate. Characteristics of both the group testing sample and the subjects who participated in the second part of the study may be seen in Table 1. Age means for the group testing sample and participating subjects were 18.9 and 19.1 years respectively; the age range for the group testing sample was 16-57 years, while the age range for participating subjects was 18-46 years.

Videos Used in the Experimental Manipulation

The film segments chosen for use were selected to represent five categories: (1) erotic films, which contain sexually-explicit behavior, but with mutual consent and equal power (c.f. Bowen, 1987); (2) films depicting violence against women, which show women mistreated through verbal or physical coercion in the absence of sexually-explicit material; (3) slasher films, which portray random, noninstrumental, and gratuitous aggression within

a sexual context that is primarily directed toward female victims; (4) sexually-violent depictions, which exhibit women being beaten and sexually assaulted and ultimately enjoying such treatment (c.f. Check, 1985); and (5) control films, which were selected to be exciting to viewers; however, they included no sexually-explicit behavior nor violent content.

Each video used consisted of 25-30 minutes of four to eight film segments representative of content appropriate to that film category. That is, there were five videos comprised of varying numbers of film segments combined to total approximately the same duration of exposure to each specific film category. In order to ensure appropriate categorization for the film segments within the five videos, 13 psychology graduate students were provided with defining criteria for each of the film categories used in this study and one additional category that was not used (i.e., dehumanizing erotica). They then categorized each of the 29 film segments that were used to produce the stimulus materials. The results of the graduate students' categorization of the film segments may be seen in Table 2.

In order to determine whether the film segments were comparable in terms of their ability to sustain participants' attention, six undergraduate students rated how entertaining, arousing, disturbing, exciting, interesting, and graphic each of the film segments were on a scale from 1-5. The results of ANOVAs conducted on these data revealed that the film segments were rated as approximately equal in terms of how exciting they are, but they differed significantly on all other assessed dimensions. To examine the differences in film segment ratings, refer to Table 3.

Instruments Employed for the Experimental Manipulation

Film Segment Ratings Scale

The Film Segment Ratings Scale was developed for this study primarily for the purpose of ensuring that the participants' full attention would be focused on the videotape they were given to watch. This scale included five questions to be answered following each of the four to eight film segments included on the videotape. The first three questions inquired about the appropriateness of that segment to be seen within the context of an entire movie on a first date, with an individual whom the participant has been dating for 6 months or more, and with his or her present partner. The last two questions assessed the level of comfort participants would experience if they were to view the film segment within the context of an entire movie with their present partner or by themselves. A secondary purpose of this questionnaire was to unobtrusively encourage participants to view the purpose of the experiment as that of trying to gain normative information regarding how the average American college student might act or feel in a variety of dating situations. This deception was included in this study because it has been suggested (Linz, 1989) that the behavior of subjects may be influenced by awareness of the fact that researchers were interested in their reactions to women and rape following exposure to pornography.

The Modified Analog Dating Task

The Analog Dating Task was originally developed by Schartz (1989) to assess the respondent's propensity to use physical coercion as a means of settling dyadic disputes and to determine how physical violence escalates in a relationship. The original Analog Dating Task consisted of fourteen scenarios depicting four types of conflict: three of the scenes depicted conflict involving jealousy, five scenes involved conflict involving the use of

provocation, one scene depicted conflict over sexual intimacy issues, and five scenes depicted simple disagreements. For the present study, subjects were asked to read each scenario, imagine themselves in that scenario, indicate how upset the situation would make them on a scale of 1-7, and select one of the sixteen possible responses which most closely approximates the way in which they would respond in that situation. For purposes of data analyzation, these sixteen response possibilities were classified into four different categories: (1) calm, controlled responses (i.e., discuss the issue calmly), (2) avoidant responses (i.e., sulk and/or refuse to talk about it, cry, leave the room or situation, end the relationship), (3) verbally coercive responses (i.e., discuss the issue but in an irritated tone, yell at your date, insult or swear at your date, do or say something to spite your date, threaten to hit or throw something at your date), and (4) physically coercive responses (i.e., throw or smash or hit some object; throw some object at your date; push, grab, or shove your date; slap your date; kick, bite, or hit your date with your fist, hit or try to hit your date with something). It might be noted that these choices represent the same behaviors listed in the Conflict Tactics Scale; however, the option of beating up one's date was eliminated and an option for ending the relationship was added.

For this study, one scenario was added to the original version of the Analog Dating Task which assessed participants' responses to a disagreement regarding appropriate sexual behavior, and five scenarios were added to examine participants' responses to a partner's use of verbal threats and physical force to gain sexual intimacy. For the scenario involving a sexual disagreement and two of the five scenarios assessing participants' responses to their partners' use of sexual coercion, the response possibilities were the same as those used for the original Analog Dating Task scenarios except that an option for complying was added. For the remaining three scenarios assessing participants' responses to their date's

sexually coercive advances, 15 response options were available including: (1) a willingness to allow the sexual act to occur (i.e., comply), (2) calm, controlled responding (i.e., try to talk or reason with your date), (3) verbally coercive responding (i.e., yell at date, insult or swear at your date, cry, do or say something to spite your date, threaten to hit or throw something at your date, threaten to break off the relationship), and (4) physically coercive responding (i.e., throw or smash or hit some object; push, grab, or shove your date; slap your date; kick, bite, or hit your date with your fist; hit or try to hit your date with something).

Finally, four items were added to the females' version of this task to assess how they would respond to unwanted sexual advances by a casual date, and five items were added to the males' version in order to assess how they might respond with a casual date in situations in which sex could be forced upon their unwilling partner. Female respondents were provided with nine response possibilities for their four additional scenarios which were classified into four different categories including: (1) rape myth endorsements (e.g., allow him to continue [unbuttoning your jeans], since you probably lead him on by inviting him to your apartment), (2) responses indicative of low self-esteem (e.g., allow him to continue since you're afraid if you tell him to stop, he won't want to see you anymore, allow him to continue because if you don't, he might tell everyone that you're just a "tease"), (3) responses leading to possible miscommunication (e.g., say nothing, say nothing hoping that he will read your body and facial cues that you want him to stop), and (4) reasonable and unequivocal communication (e.g., tell him calmly that you want him to stop, tell him in an irritated tone that you want him to stop, tell him in an angry tone that you want him to stop, push him away). Male respondents were provided with ten response possibilities for two of their added scenarios, 11 response possibilities for two scenarios, four response

possibilities for one scenario, and two response possibilities for their last scenario. For the scenarios with 10 or 11 response possibilities, there were three categories of responses included in the present study's data analyses: (1) the use of verbal coercion (i.e., discuss the issue but in an irritated tone, yell at her, insult or swear at her, do or say something to spite her), (2) the use of verbal sexual coercion (i.e., verbally force her into engaging in sexual activities - suggest that it might be in her best interest to comply with your wishes so you don't have to get rough with her), and (3) the use of physical sexual coercion (i.e. physically force her into engaging in sexual activities - hold her down and force her to comply with your wishes to have sexual intercourse with her). The other two scenarios provided for male respondents assessed rape myth beliefs in a more situational context via their endorsements of the following response possibilities: (1) "Go ahead and have sex with the girl since she was probably asking for it anyway," and (2) "the young woman was asking for it because she shouldn't have been hitchhiking in the first place."

After selecting a response to each scenario, respondents were asked to predict if and how their reaction might change if their partner repeatedly engaged in the same behavior pattern. Participants were provided with four options, ranging from never changing to changing after their date repeated the behavior more than five times. The respondents then selected from among the original options the different response they would use. In the last four scenarios provided to female participants which assessed their responses to unwanted sexual advances by a casual date, this inquiry was modified slightly by instead asking how participants would respond if their date disregarded their statements of nonconsent and continued in his sexual pursuits. For these scenarios, participants were provided with the original response options as well as three more verbally coercive response options (i.e., yell at him, insult or swear at him, do or say something to spite him). For the six added

scenarios provided to male participants which assessed their probable responses in casual dating situations in which they had an opportunity to force sex upon an unwilling partner, this inquiry was eliminated since it failed to make sense within the context of these scenarios. At the end of each Analog Dating Task scenario, participants were asked whether they had ever experienced anything similar to this, and whether they could even imagine anything like this happening to them.

A complete list of the scenarios and response choices presented to each subject may be found in Appendix D.

Rape Myth Acceptance Scale

The Rape Myth Acceptance Scale is a measure developed by Burt (1980) to identify the prevalence of rape myth acceptance. Burt (1980) defined rape myths as false beliefs about rape which attempt to blame the victim for her plight or to minimize the consequences of rape. Several studies using Burt's Rape Myth Acceptance Scale have found that rape myth acceptance successfully predicts aggression against women (e.g., Malamuth, 1983; Malamuth & Check, 1982). For example, Malamuth's (1983) study provided data suggesting that laboratory aggression against a woman may be predicted by attitudes facilitating violence, assessed via the Rape Myth Acceptance Scale, and arousal to sexually-violent media. While laboratory aggression against women is not a perfect analogue to rape, it has been hypothesized that both sexual and nonsexual violence against women share certain common underpinnings (e.g., Brownmiller, 1975; Burt, 1980; Clark & Lewis, 1977). Furthermore, subsequent research has extended Malamuth's (1983) findings suggesting that rape myth acceptance may be a better predictor of aggression against women than is a general acceptance of violence. This assertion has been made in part because male aggression against women has been found to be mediated by processes different from those

affecting aggression between males (Malamuth & Check, 1982).

Appendix E displays the nineteen items included in the Rape Myth Acceptance Scale. Among the nineteen items are eleven which are scored on a 7-point scale, anchored by "strongly agree" and "strongly disagree" endpoints. These 11 items include myths such as "women who get raped while hitchhiking get what they deserve" and "a woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex." Two items ask participants to estimate how many fictitious rapes are reported for vengeful purposes or to cover up an illegitimate pregnancy. On these, response categories are "almost all," "about 3/4," "about half," "about 1/4," and "almost none." The last six items of the Rape Myth Acceptance Scale ask the respondent how likely it is that they would believe a rape reported by various hypothetical individuals (e.g., a white woman, a black woman, a neighborhood woman). For these, the response categories include "always," "frequently," "sometimes," "rarely," and "never." Burt (1980) reported that an item analysis of this scale resulted in a respectable Chronbach coefficient alpha of .88.

Physical Evaluation Questionnaire

As a measure of body image and physical self-esteem, the Physical Evaluation questionnaire was adapted from Secord and Jourard (1953) by DeLamater and MacCorquodale (1979). It is a written questionnaire consisting of a list of sixteen physical features (e.g., eyes, hips, genitals) that participants rate on a 5-point Likert scale. The endpoints reflect an expression of complete satisfaction with one's own body characteristic to the desire to see that feature altered. Factor analyses on data from college-age women have identified two dimensions to this scale - one dimension concerned with attractiveness and another concerned with the evaluation of one's body build or weight. Franzoi & Herzog (1985) recently established discriminant validity of a version of this scale containing

more than sixteen items by comparing anorexic women to normal weight women. Subject scores on the two factors described previously are determined by summing the relevant items.

Texas Social Behavior Inventory (Short Form)

To measure general self-esteem, a short form of the Texas Social Behavior Inventory (Helmreich & Stapp, 1974) was also administered to participants. This written inventory was constructed to assess self-confidence and competence in social situations. Participants rated themselves on a 5-point scale ranging from "not at all characteristic of me" to "very much characteristic of me," and a composite score was determined by keying responses in the same direction and summing all sixteen items. The Texas Social Behavior Inventory has proven to be effective in predicting interpersonal attraction in laboratory studies (Helmreich, Aronson, & LeFan, 1970), and correlates strongly with the masculinity and femininity subscales of the Personal Attributes Questionnaire (Spence, Helmreich, & Stapp, 1974). The Texas Social Behavior Inventory also relates significantly and positively to the achievement of academic and other honors (Stapp, 1974). When administered to males, this inventory is orthogonal to a measure of social desirability, the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1961), but shows only a modest, although significant ($r = .32$), correlation for females.

Procedure

Subjects participated in this study individually; however, they were guided through the procedures in tandem such that two subjects could take part in the study simultaneously in adjacent rooms. Each of the two experimenters began the study with one subject in one of the two film-viewing rooms. After this part of the experiment was completed, each subject

was transferred to the other experimenter in the adjacent room where the second part of the study was conducted.

When they arrived, participants were required to state their age and present their numbered card from the group testing session before they entered the laboratory. This was to assure that they were at least 18 years old and that they were eligible to participate. Subjects under 18 years of age, those with no identification cards, and those with ineligible identification numbers were not allowed to continue. Subjects who met eligibility criteria had their numbered card and the card which signifies that they received research participation credit signed by their experimenter prior to the start of the experiment.

A male and a female experimenter were always present simultaneously in the laboratory to conduct each experimental session. Such an arrangement was adopted for several reasons. First, it was felt that more participants would view this research experience as two separate studies if they were independently introduced to the film-viewing and questionnaire parts by different experimenters. Furthermore, the simultaneous presence of a male and a female experimenter likely decreased the safety risk for female experimenters guiding male participants through the study and reduced the probability that participants would make allegations of impropriety against an experimenter. Finally, combining different sex experimenters with male and female subjects precluded the possibility that sex of experimenter would be confounded with sex of subject.

During the initial part of the experiment it was explained to subjects that they were selected to participate in this study on the basis of their responses to the Beliefs and Social Behavior questionnaire which they completed as part of group testing. However, it was emphasized that no single response or experience determined eligibility. Rather, subjects were selected from among those who completed the Beliefs and Social Behavior

questionnaire to represent a wide range of opinions, preferences, and experiences. It was further explained that the idiosyncratic ID number served as a means to ensure subject anonymity while permitting the experimenter to match information from the two phases of the experiment.

The experimenters informed participants that the primary purpose of the film-viewing part of this study was to obtain information from average college students regarding how they would react to and evaluate film segments if they were seen with a date. Subjects were then informed that they might view sexually-explicit and graphically-violent film segments, and they were reminded that they would be free to withdraw from the study at any time without penalty. The experimenters then told the subjects that, during the last thirty minutes of the research hour, they would be completing several questionnaires which constituted a pilot study designed to identify how average college students would respond in dating situations involving communication ambiguity and conflict, how they perceive themselves and their bodies, and what their opinions, feelings, and attitudes were regarding rape. The experimenters further explained that all responses would be kept anonymous and confidential through computer scoring. Subjects were then asked to respond candidly in order to provide an accurate representation of responses from average American college-age adults. The experimenters then showed subjects a twenty-second video segment from "Angel Heart" to ensure their awareness of the content of some of the movie segments to which they might be exposed. The experimenters also reminded subjects that they would be free to terminate their participation at any time without penalty. Finally, the experimenters informed participants that some of the questions to which they would be responding during the second part of the study might be considered personal or upsetting. Therefore, if they found an item objectionable, they should feel free to omit that item.

The experimenters then asked potential subjects if they wished to continue. Of the 202 subjects who chose to participate in the study, only two female subjects chose to withdraw after viewing the 20-second film segment. These subjects were asked to complete a computerized research credit form and then were thanked and dismissed. Those continuing completed an informed consent sheet as well as a computerized research credit form and placed both in a sealed box. The experimenters also supplied participants who wished to continue in the study with one of the five unmarked videos, demonstrated the operation of the video cassette player, and provided them with the Film Segment Ratings Scale to complete during the pauses following each film segment. Lastly, participants were informed that their experimenter would be available in a nearby room if they needed assistance or if they wished to withdraw from the study but would not be present during their viewing or rating of the film segments.

After the video-rating task was completed, each experimenter directed the participant to an adjacent room where they met the second experimenter who provided them with several questionnaires to complete. These experimenters reminded subjects that the questionnaires were part of a pilot study designed to identify how average college students would respond in dating situations involving communication ambiguity and conflict, how they perceive themselves and their bodies, and what their opinions, feelings, and attitudes were regarding rape and interpersonal violence. All 200 remaining subjects chose to proceed with this part of the study; therefore, they signed another informed consent sheet and were provided with the appropriate questionnaires, answer sheets, and instructions for completing both. Had subjects chosen to terminate their participation at this time, they would have been thanked and dismissed. No participants chose this option. Participants were again informed that their experimenter would be available in a nearby room if they needed assistance or wished

to withdraw from the study, but, as before, their experimenter would not be present while the questionnaires were being completed.

After participants completed the questionnaires, the investigators provided them with a copy of the debriefing designed for the particular film segments viewed (See Appendix I). The investigators then verbally reviewed the information contained in the debriefing with participants and asked about their awareness of the connection between the studies. Finally, the experimenters asked if participants had any questions about the study or the debriefing. After answering all questions, the experimenters asked participants to complete a feedback questionnaire, which was constructed to assess their feelings and opinions regarding the experiment, and then they were thanked for their participation and dismissed.

CHAPTER III. RESULTS

Preliminary Analyses

Prevalence Rates for Use and Receipt of Physical Coercion

As depicted in Table 3, approximately equal percentages of males and females in the group testing sample as well as in the participating sample reported engaging in some act of aggression during a dating relationship. In terms of actual acts of violence, however, significantly more females than males reported perpetrating physical coercion in both the group testing sample ($p \leq .01$) and the participating sample ($p \leq .05$). Similarly, significantly more females than males within the group testing sample reported seriously assaulting their dates ($p \leq .01$). The participating sample also showed a similar difference in direction and magnitude; however, the difference was not statistically significant. Lastly, when perpetration of severe violence was examined, females and males were approximately equal in their use, indicating that the discrepancy among males and females who reported seriously assaulting a date appeared to be the result of females who reported engaging in significantly more kicking behavior directed against their dates than males.

Females reported being victimized by general acts of aggression, including threats, assault, and physical and verbal coercion more than males. However, although this difference between males and females was comparable for the group testing sample and the participating sample, the gender difference was only found to be statistically significant for the group testing sample ($p \leq .01$). In contrast, males reported being victimized by dates

significantly more than females in terms of actual physically violent acts. Again, the gender difference for receipt of violent acts was significant only for the group testing sample ($p \leq .05$); however, participating subjects evidenced a similar although nonsignificant pattern of responding. Consistent with reports of serious assault perpetration, significantly more males than females reported being kicked, being beat up, or having a knife or gun used against them by a date. Again, although the pattern of responding for males and females was similar for the group testing sample and the participating sample, this gender difference was found to be statistically significant only for the group testing sample ($p \leq .01$). Finally, consistent with reports of severe violence use, very similar percentages of males and females reported victimization by severely violent acts.

Reciprocity

Three different analyses were conducted for the group testing sample and participating sample to examine the possibility that a reciprocity of violence accounts for some of the coercion that is employed within conflictual dating interactions. The first analysis examined the hypothesis that if there were reciprocity of physical coercion between the members of a dating dyad, a significant relation should be present between reported use of violence and reported receipt of violence. These variables produced a correlation of $.58$ ($p \leq .01$), indicating that perpetration of violence and receipt of violence were significantly related.

Since reported use and receipt of violence correlated significantly, a second set of analyses examined the hypothesis that, compared to respondents who did not report themselves to be perpetrators of dating violence, those individuals who did report using physical coercion in dating relationships were significantly more likely to report being the recipients of physical coercion in dating relationships as well. To test this hypothesis, a matrix of physical coercion receipt versus physical coercion use as endorsed on the Beliefs

and Social Behavior questionnaire was created. A chi-square test of independence for Dating Violence Use, which indicated whether or not participants reported using physical coercion sometime in their dating history, and Dating Violence Receipt, which indicated whether or not participants were victimized sometime during their dating history, also revealed a significant association between reported use and reported receipt of dating violence (Chi Square (1, N=1497) = 414.5, $p \leq .01$). Thus, those individuals who reported using physical coercion in dating relationships also reported receiving physical coercion in dating relationships, beyond what would be expected by chance.

A third analysis investigated the relation between actual receipt of physical coercion as reported on the Beliefs and Social Behavior questionnaire and the proclivity to respond with physical coercion to the conflict described in the scenarios of the Analog Dating Task. For the total participating sample, there was a modest but significant association ($r=.15$; $p \leq .05$) between receipt of physical coercion as reported on the Conflict Tactics Scale items of the Beliefs and Social Behavior questionnaire and the expressed willingness to use physical coercion in response to the conflicts in the Analog Dating Task.

Factors That May Influence the Use of Violence in a Dating Interaction

To assess whether there are qualities inherent in conflicted interactions that may contribute to the use of violence, the hypothetical scenarios of the original Analog Dating Task were divided into three types: those describing simple disagreements, those involving jealousy, and those involving provocation. Endorsements of physically coercive responses were then analyzed via the nonparametric sign test to identify which of the three scene types were most likely to elicit violent responding. The results of these analyses indicated that the use of physical coercion in jealousy and provocation scenarios was significantly greater ($p \leq$

.01) than the use of physical coercion in simple disagreement scenarios. However, the difference between the use of physical coercion in jealousy and provocation scenarios was not statistically significant. Thus, individuals were most likely to endorse the use of physical coercion when faced with a conflict involving jealousy or when provoked through verbal or physical coercion.

Relation Between History of Dating Violence Use, Aggressive Beliefs, and Use of Sexual Coercion in Past Dating Relationships

To assess the hypothesis that individuals with a prior history of dating violence have sexually-aggressive tendencies as well, a series of Pearson correlations were conducted between reported use of dating violence and acceptance of interpersonal violence, adversarial sexual beliefs, and reported use of sexual coercion in past dating relationships. Use of violence within a dating relationship correlated significantly with acceptance of interpersonal violence ($r = .15$; $p \leq .01$), adversarial sexual beliefs ($r = .07$; $p \leq .01$), and prior use of sexual coercion within a dating relationship ($r = .14$; $p \leq .01$). It should be noted, however, that although these correlations were statistically significant, each accounted for very little variance.

Sexual Coercion

Two questions included in the Beliefs and Social Behavior questionnaire assessed sexual victimization in the group testing sample by inquiring into histories of receiving verbal threats or being physically coerced into sexual activities by a date. Verbal threats were defined for subjects as "a verbal suggestion that it might be in their best interest to comply with the perpetrator's wishes so he/she doesn't have to get rough with them." Similarly,

physical coercion was defined as "holding them down and forcing them to comply with the perpetrator's wishes to have sexual intercourse with him/her." Of 944 females, 15.7% reported that they experienced one or both types of sexual coercion on one or more occasions. Similarly, 15.5% of the 100 participating females reported that they experienced one or both types of sexual coercion as well. Although males have not traditionally been questioned about experiences of this sort, 5.4% of the male group testing sample and 3.1% of the participating males stated that they experienced at least one of these types of sexual coercion.

Two questions on the Beliefs and Social Behavior questionnaire also assessed perpetration of sexual coercion by inquiring into histories of verbally threatening or physically coercing a date into engaging in sexual activities. These concepts were defined for subjects in a manner identical to the way they were defined in the victimization questions except that pronouns were altered to appropriately fit the questions. For the group testing sample as well as participating subjects, 2% of females reported that they engaged in sexually coercive behavior. Furthermore, 2.8% of the males in the group testing sample and 2% of participating males reported that they were sexually coercive at least once.

Reported Use of Sexually-Explicit and/or Violent Stimuli

Use of sexually-explicit and/or violent stimuli was assessed via two different methods within the context of this study. First, subjects indicated how many times in the last year they used erotic, sexually-violent, or violent pornographic films or magazines. As seen in Table 5, in the group testing sample and for the participating subjects, more males than females reported that they had used erotic materials once a month or more. This was the case for sexually-violent and violent pornography as well.

Subjects were also provided with a movie list which included erotic, dehumanizing,

sexually-violent, violent, and slasher films and were asked to designate those they had seen in their entirety. The number of films in each category varied to represent their approximate current availability in video stores. The frequency distribution of subjects viewing each film type evidenced a natural dividing point between subjects who viewed at least 25% of the films and those who had viewed less than 25%. Therefore, subjects who reported viewing at least 25% of the films that were listed in a particular category were labelled as heavier viewers of that film type for the purpose of this descriptive analysis. In the group testing sample, significantly more males than females reported seeing at least 25% of the erotic ($p \leq .01$), sexually violent ($p \leq .01$), slasher ($p \leq .01$), and dehumanizing films ($p \leq .01$), whereas there was no difference between females and males who reported seeing at least 25% of the films depicting violence directed against women (see Table 6). In the participating sample, approximately equal percentages of males and females indicated that they saw at least 25% of the erotic, sexually-violent and slasher films while significantly more males than females reported viewing at least 25% of the dehumanizing and violent film categories ($p \leq .01$; $p \leq .05$ - respectively).

To examine whether these two different methods of assessing prior film exposure provided redundant information, use of erotica, sexually-violent pornography and violent depictions as assessed by the Pornography Use items on the Beliefs and Social Behavior questionnaire were correlated with the number of films viewed in each corresponding category on the Movie Viewing Questionnaire. Viewing of erotic films as assessed by both of these measures correlated significantly ($r = .19$; $p \leq .01$) as did reported use of sexually-violent pornography and violent depictions ($r = .10$; $p \leq .01$ and $r = .09$; $p \leq .01$ - respectively). Although these correlations were statistically significant, they were still quite low; therefore, both assessments of pornography use were retained as independent

measures throughout the study.

The percentage of females who reported heavier viewing of erotica on the Film-Viewing Questionnaire who chose to participate in the second part of the study was significantly higher than the percentage of women reporting heavier viewing of erotica in the group testing sample ($p \leq .01$). Likewise, the percentage of women who reported heavier viewing of violent films on the Film-Viewing Questionnaire who chose to participate in the second part of the study was significantly lower than the percentage of women reporting heavier viewing of violent films in the group testing sample ($p \leq .01$). These significant differences likely resulted from self-selection processes whereby women who had more exposure to erotica in the past were more likely to participate in the experiment and women who had more exposure to films depicting violence against women chose not to participate after reading the warning regarding the sexually-explicit and/or violent nature of the study that was posted by the sign-up sheets.

Relation Between Pornography Use, Aggressive Beliefs, and Use of Sexual Coercion in Past Dating Relationships

The hypothesis that pornography use would correlate positively with reported acceptance of interpersonal violence, adversarial sexual beliefs, and histories of sexually-violent acts, was examined by correlating these variables as assessed via the Beliefs and Social Behavior questionnaire and the Film-Viewing Questionnaire. As seen in Table 7, exposure to erotica, sexually-violent pornography, and violent pornography as assessed by the Pornography Use questions on the Beliefs and Social Behavior questionnaire evidenced significantly higher correlations with beliefs, including acceptance of interpersonal violence and adversarial sexual beliefs, than with reported histories of sexually-violent acts. This pattern was also present when exposure to erotica, dehumanizing stimuli and slasher films, as

assessed by the Film Viewing Questionnaire, was correlated with beliefs and histories of sexually-violent acts. However, exposure to sexually-violent stimuli as assessed by the Film Viewing Questionnaire correlated similarly with beliefs and prior sexual coercion use, and films depicting nonsexual violence against women showed almost no correlation with any of the assessed variables.

Sample Base Rates for SCL-90-R Hostility and Psychoticism Characteristics

The Psychoticism and Hostility subtests of the SCL-90-R questionnaire were used to assess psychotic and hostile symptomatology. The mean for psychoticism was 1.68 (SD = .59) for the entire group testing sample while the mean for hostility was 1.80 (SD = .71) for this sample of subjects. The psychoticism mean for male subjects (1.69, SD = .61) did not differ significantly from female subjects (1.68, SD = .58), nor did male and female groups differ with respect to mean hostility scores. The hostility mean for male subjects was 1.85 (SD = .76) and the mean for female subjects was 1.77 (SD = .68). Moreover, the means for male and female subjects who participated in the experimental part of the study were comparable to those for the group testing sample, indicating that the participating sample was representative of the total sample in terms of these two subject variables (Psychoticism mean and SD for female participating subjects = 1.64 and .58 - respectively; Hostility mean and SD for female participating subjects = 1.80 and .68 - respectively; Psychoticism mean and SD for male participating subjects = 1.69 and .69 - respectively; Hostility mean and SD for male participating subjects = 1.87 and .78 - respectively).

Because a score of 2.00 on the psychoticism and/or the hostility subtests of the SCL-90-R has been used to differentiate subjects in studies of pornography (e.g., Linz, et. al., 1989), the percentages of subjects scoring at or above 2.00 were also assessed. In the

group testing sample and for the participating subjects, slightly more males than females reported higher psychotic symptomatology with 26.6% of the group testing male sample and 27.1% of the male participating subjects compared with 23.7% of the female group testing sample and 20.8% of the female participating subjects reporting psychoticism scores greater than 2.00. Likewise, more males than females also reported higher hostility symptomatology with 37.7% of the group testing male sample and 35% of the male participating subjects compared with 29.4% of the female group testing sample and 30.7% of the female participating subjects reporting hostility scores greater than 2.00. These differences were not statistically different however.

Relation Between Subject Characteristics, Beliefs, and Use of Sexual Violence in Past Dating Relationships

To assess the hypothesis that individuals endorsing at least mild hostile and/or psychotic symptomatology possessed sexually aggressive attitudes and behavior prior to film exposure, a series of Pearson correlations were conducted between psychoticism and hostility symptomatology and acceptance of interpersonal violence, adversarial sexual beliefs, and perpetration of sexual violence in past dating relationships. For the group testing sample, psychoticism correlated significantly with acceptance of violence in interpersonal relationships ($r=.21$; $p \leq .01$), adversarial sexual beliefs ($r=.27$; $p \leq .01$), and use of sexual coercion in past dating relationships ($r=.09$; $p \leq .01$). Hostility also correlated significantly with all of these variables with $r=.19$ ($p \leq .01$) for acceptance of violence in interpersonal relationships, $r=.22$ ($p \leq .01$) for adversarial sexual beliefs, and $r=.22$ ($p \leq .01$) for perpetration of sexual coercion in past dating relationships.

Effects of Film Exposure on Males' and Females'

Endorsements of Physical and Verbal Coercion

In order to assess the effects of film exposure on Analog Dating Task responding, four continuous variables were examined via two separate 2 (erotic content) x 2 (violent content) x 2 (sex) analyses of variance. Two film genre could be used to represent the sexually-violent condition, slasher films and sexually-violent depictions. Because of subtle differences in the content of these films and differential predictions regarding their effects, two parallel analyses were conducted. The first used sexually-violent films in the erotic and violent cell and the second used slasher films in the erotic and violent cell. The dependent variables selected for analysis included: (1) endorsements of physically-coercive responses across 20 of the Analog Dating Task scenarios, (2) endorsements of verbally-coercive responses across 24 of the Analog Dating Task scenarios, (3) endorsements of situational rape myth beliefs, and (4) females' endorsements of responses signifying situational low self-esteem. Analyses were planned but could not be completed on two additional variables, males' endorsements of physical sexual coercion and verbal sexual coercion within the context of five brief sexual encounter scenarios. No male participants positively endorsed either of these variables in any of the five scenarios.

The first variable that was examined represented endorsements of physically-coercive responses across 20 of the Analog Dating Task scenarios. The five scenarios for males and the four scenarios for females describing sexual encounters within the context of a short-term dating relationship were not included in this analysis since the physical coercion described in those scenarios for male subjects was primarily sexual in nature and the coercion described in the scenarios for female subjects was primarily defensive in nature. As noted previously, the 20 scenes that were employed in this analysis described a wide

variety of conflictual dating interactions including conflicts over jealousy, simple disagreements, sexual disagreements, conflicts involving provocation, as well as conflicts involving elements of sexual coercion. The first ANOVA was conducted to examine differences among groups in the use of physical coercion within Analog Dating Task scenarios following film exposure by using sexually-violent films in the erotic and violent cell. The second ANOVA assessed use of physical coercion in Analog Dating Task scenarios following film exposure by replacing sexually-violent films with slasher films in the erotic and violent cell. The results of both of these analyses and cell means may be seen in Tables 8-9. The results of these analyses indicated that there was a significant main effect of sex, suggesting that regardless of the type of films to which they were exposed, females were significantly more willing to respond with physical violence in hypothetical dating conflicts than males.

Two ANOVAs also assessed willingness to endorse verbally coercive responses within 24 of the Analog Dating Task scenarios. The only scenario that was not included in these analyses was the final scenario in the male version of the Analog Dating Task which was designed to assess situational rape myth beliefs and provided no verbal coercion response possibilities. The results of these analyses indicated that there were no significant differences in responding based on type of film exposure or sex of respondent (see Tables 10-11).

Effects of Film Exposure on Males' and Females' Acceptance of Interpersonal Violence

To assess changes in acceptance of interpersonal violence as a result of exposure to different types of films, two repeated measures analyses of variance were conducted to investigate group response differences with sex of subject and type of film exposure as

independent variables and time (pre- versus post-film exposure) as a within-subject factor. The first ANOVA conducted for this variable was designed to investigate differences among groups in response to the Acceptance of Interpersonal Violence questionnaire prior to and following film exposure as well as changes in responding from pre- to post-film exposure by using sexually-violent films in the erotic and violent cell. The second ANOVA was designed to assess differences among groups in response to the Acceptance of Interpersonal Violence questionnaire prior to and following film exposure as well as changes in responding from pre- to post-film exposure by replacing sexually-violent films with slasher films in the erotic and violent cell. The results of the first ANOVA indicated that there was a main effect of sex ($p \leq .01$), suggesting that males, prior to and following exposure to erotica, sexually-violent films, control films, or films depicting violence against women, were significantly more accepting of interpersonal violence than females. The results of the second ANOVA indicated that there was a 2-way interaction between type of film exposure (erotic content) and sex of subject ($p \leq .05$). Follow-up tests suggested that males assigned to erotica and slasher film conditions were significantly more accepting of interpersonal violence than females assigned to erotica and slasher film conditions. Since this interaction did not involve the time factor, however, film exposure did not contribute to the differences. Rather, this interaction was likely the result of a subject assignment effect whereby males who were significantly more accepting of interpersonal violence than other males and/or females who were significantly less accepting of interpersonal violence than other females were inadvertently but randomly assigned to erotica and slasher film conditions (see Tables 12-13).

Effects of Film Exposure on Males' and Females' Rape

Myth Beliefs

The influence of film exposure on rape myth acceptance was assessed via two different 2 (erotic content) x 2 (violent content) x 2 (sex) analyses of variance. The first ANOVA conducted for rape myth acceptance examined differences among groups in response to the Rape Myth Acceptance scale following film exposure by using sexually-violent films in the erotic and violent cell. The second ANOVA assessed differences among groups in response to the Rape Myth Acceptance Scale following film exposure by replacing sexually-violent films with slasher films in the erotic and violent cell. As seen in Tables 14-15, the results of both analyses indicated that there was a significant main effect of sex ($p \leq .01$), suggesting that, across all assessed film types, male subjects were significantly more accepting of rape myths than female subjects.

Situational rape myth beliefs were assessed for males via two scenarios included in the Analog Dating Task - one describing a potential sexual encounter with a girl who was picked up by a group of males while they were driving around town, and the other describing a newspaper article that was written about a woman who had been raped. As seen in Tables 16-17, no significant differences in males' responding were identified as a function of type of film exposure. Analyses were planned but could not be completed on females' situational rape myth acceptance since too few females endorsed responses indicative of rape myth acceptance in the four brief sexual encounter Analog Dating Task scenarios. In fact, only three of the one hundred female subjects endorsed responses indicative of situational rape myth acceptance in one of the scenarios, and one subject endorsed such a response in three of the scenarios.

Effects of Film Exposure on Males' and Females'

Self-Esteem

Self-esteem and satisfaction with body image was assessed via the Texas Social Behavior Inventory and the Physical Evaluation Questionnaire. Again, two separate 2 (erotic content) x 2 (violent content) x 2 (sex) ANOVAs were conducted to examine each of three dependent variables, generalized self-esteem, satisfaction with one's own attractiveness, and satisfaction with one's own body build or weight. The first ANOVA conducted to examine each of these three variables examined differences among groups in response to the Texas Social Beliefs Inventory or the Physical Evaluation Questionnaire following film exposure by using sexually-violent films in the erotic and violent cell. The second ANOVA assessed differences among groups in response to the Texas Social Beliefs Inventory or Physical Evaluation Questionnaire following film exposure by replacing sexually-violent films with slasher films in the erotic and violent cell. Neither analysis of variance indicated that there were significant differences in generalized self-esteem based on type of film exposure or sex of respondent (see Tables 18-19). However, the first ANOVA conducted to examine satisfaction with one's own attractiveness indicated that there was a 2-way interaction between type of film exposure (erotic content) and sex ($p \leq .05$). Follow-up tests that were conducted to assess the nature of this interaction suggested that males who viewed erotica or sexually-violent films were significantly less satisfied with their own attractiveness following film exposure than males who viewed control films or films depicting violence against women. No significant effects were revealed by way of the second ANOVA conducted for this dependent variable. As with satisfaction with one's own attractiveness, the first ANOVA conducted to examine satisfaction with one's own body build or weight also indicated that there was a 2-way interaction between type of film

exposure (erotic content) and sex of subject ($p < .05$). Tukey follow-up tests to this interaction suggested that female subjects who viewed control films or films depicting violence against women were significantly less satisfied with their body build or weight following film exposure than males who viewed erotica, sexually-violent films, control films, or films depicting violence against women (see Tables 20-21 and 22-23). The results of the second ANOVA indicated that there was a significant main effect of sex ($p \leq .01$), suggesting that male subjects were significantly more satisfied with their body build or weight than female subjects.

An attempt was also made to assess females' self-esteem in a situational context; however, too few females endorsed responses indicative of low self-esteem in the four brief sexual encounter Analog Dating Task scenarios. In fact, only three of the one hundred participating females endorsed responses indicative of low self-esteem in one of the scenarios, and one subject endorsed such a response in three of the scenarios.

The Relation Between Person-Specific Variables and
Endorsements of Physical and Verbal Coercion, Rape
Myth Acceptance, Acceptance of Interpersonal Violence,
and Self-Esteem

To preliminarily assess whether or not there was a relation between person-specific variables and endorsements of physically and/or verbally coercive responding on the Analog Dating Task, rape myth acceptance, acceptance of interpersonal violence, and self-esteem, Pearson correlations between person-specific variables and each of these variables were conducted. As seen in Table 24, hostility, psychoticism, and prior dating violence use all correlated significantly with physically coercive responding on the Analog Dating Task. Furthermore, psychotic symptomatology correlated significantly but negatively with

generalized self-esteem and satisfaction with one's own body build or weight. Finally, prior dating violence use correlated significantly with males' situationally assessed rape myth beliefs.

The Mediating Effects of Person-Specific Variables on
Aggressive Beliefs, Attitudes, and Behavior as a Result of
Exposure to Sexually-Explicit and/or Violent Stimuli

Given that hostility, psychoticism, and prior dating violence use all correlated significantly with physically-coercive responding on the Analog Dating Task as well as with belief and self-esteem measures, and given the general lack of film exposure effects, a series of conditional analyses were planned whereby interactions between hostility, psychoticism, and prior dating violence use and film effects could be examined. Subjects were divided into those scoring at or above 2.00 on the SCL-90-R psychoticism and hostility subtests and those scoring below 2.00, and were labelled "high" or "low" with respect to psychoticism and hostility, respectively. Subjects were also divided into those reporting prior use of dating violence on the Conflict Tactics Scale and those denying prior use of violence and were labelled "high" or "low" on this variable accordingly. Each of these three variables were then introduced as independent factors in a series of analyses of variance such that the mediating effects of these person-specific variables on dependent measures as a result of exposure to sexually-explicit and/or violent stimuli could be assessed. Given that the number of subjects in each cell was very small (e.g., $n=2$), however, and given that the ratio of the largest to the smallest cell size was never less than 2.0, analyses of variance could not be conducted due to concerns regarding violation of the assumption of homogenous variances (Hays, 1988).

Feedback

Because of concerns regarding propriety and possible controversy when studies involving pornography are conducted with undergraduate students, participating subjects were asked to complete a questionnaire designed to assess subject reactions to the study. As seen in Appendix K, subjects' responses largely reflected satisfaction with their experience. When asked how worthwhile they felt this research was, 87% indicated that they generally felt the study was worthwhile, 6% felt that the study was not worthwhile, and 8% had no strong opinions either way. When subjects were questioned regarding what they thought the aftereffects of participation on them might be, 56% felt the aftereffects would be positive overall, while only 4% reported feeling that the aftereffects would be negative. Forty percent indicated they did not feel strongly that the aftereffects would be positive or negative. Following their completion of the study, subjects were also asked whether they would be willing to participate in a similar experiment in the future. Only 4% of the participants indicated that they would not be willing, while 93% of those responding indicated that they would be willing. Four percent indicated that they might or might not be willing. Another question inquired about how educational participants thought their experience was. Sixty percent of the subjects indicated that they felt the experience was educational, 18% felt that it was not educational, and 23% did not indicate strong opinions either way. When asked if they felt adequately prepared for what they saw in this study, 12% of participants reported feeling ill-prepared, 83% felt prepared, and 5% did not report strong feelings either way. Finally, subjects were asked if they felt pressured to participate in this study. Only 2% of subjects felt pressured, 95% felt that they had not been pressured into participating, and 4% indicated that they did not feel strongly either way.

Immediately following the debriefing, participants were also asked to indicate whether

or not they knew responding to the questionnaires was related to their previous viewing of films. In response to this question, 8% of responding participants indicated that they suspected there might be a relation between the two studies while 43% stated they were not aware of any association. Slightly over 48% of the subjects chose not to respond to this question.

CHAPTER IV. DISCUSSION

The principle goal of the present study was to test the hypothesis that exposure to sexually-explicit and/or violent stimuli has a significant influence on interpersonal interactions between dating partners. An examination of the results failed to reveal any differences in subjects' beliefs, attitudes, or behavior that could be attributed to film exposure effects. This overall lack of effects is consistent with studies conducted by Malamuth, et. al. (1979), Malamuth, et. al. (1980), Check (1985), Linz, et. al. (1988), Malamuth & Ceniti (1986), and Padgett & Brislin-Slutz (1987) which also identified few significant effects as a result of exposure to pornography. It should be noted that these studies were quite variable in terms of the types of sexually-explicit and/or violent stimuli used, length of film exposure, subject populations employed, and types of dependent measures used. As a result, there is no obvious way to differentiate these studies from those in which more significant effects were found.

The fact that exposure to sexually-explicit and/or violent stimuli did not significantly affect male subjects' rape myth beliefs and acceptance of violence against women is consistent with the findings of Check (1985) and Linz, et. al. (1988), who also failed to identify any significant effects of exposure to sexually-violent or slasher films on males' rape myth acceptance or acceptance of interpersonal violence. At the same time, however, the present results failed to replicate the results of other studies including those reported by Malamuth and Check (1981), Check and Malamuth (1982), and Intons-Peterson and

Roskos-Ewoldsen (1989) who found that exposure to sexually-violent stimuli and slasher films did increase rape myth acceptance and acceptance of interpersonal violence in male subjects.

Sexually-explicit and/or violent film exposure also failed to significantly affect rape myth beliefs and acceptance of interpersonal violence in females. These results are consistent with the findings of Krafska (1985), who reported that attitudes of women regarding rape and violence against women were unaffected by exposure to erotica, slasher films, or sexually-violent stimuli. However, findings from the present study failed to provide empirical support for the Hans (1980) “spiraling aggression” model, which states that exposure to pornographic depictions causes women to become receptive to self-directed violence and may even encourage them to “cooperate” in their own victimization. This study’s results also failed to empirically support Malamuth and Check’s (1981) “attitude polarization” hypothesis, which suggested that women react to sexually-violent pornography with greater negative affect than men and are thus *less* likely to accept interpersonal violence against women and rape myths as a result of exposure to such materials. Female subjects were found to be significantly less accepting of interpersonal violence and rape myths than males in the present study; however, these differences were not linked to film exposure effects.

Although exposure to sexually-explicit and/or violent film exposure did not significantly affect subjects’ beliefs, attitudes, or willingness to endorse the use of coercion within the Analog Dating Task, there were findings identified which suggested that film exposure may influence how subjects view themselves. In particular, male subjects who viewed erotica or sexually-violent films were found to be significantly less satisfied with their physical attractiveness following film exposure than males who were exposed to control films or

films depicting violence against women. Although secondary to the overall purpose of this study, this finding is notable because prior pornography researchers have failed to assess how film exposure may affect the self-esteem and body satisfaction of male subjects. It is equally possible, however, that this finding represents a simple Type I error. Only a follow-up study could establish the validity of this result.

As hypothesized, sexually-explicit and/or violent film exposure failed to significantly affect females' overall self-esteem as measured by the Texas Social Behavior Inventory or satisfaction with their attractiveness as measured by the Physical Evaluation Questionnaire. There were also no significant differences among female subjects' reported satisfaction with their body build or weight as a result of type of film exposure. These findings are all consistent with the results reported by Krafska (1985) who found that female subjects' overall self-esteem, satisfaction with their attractiveness, and satisfaction with their body build or weight failed to differ significantly as a result of exposure to erotica, sexual violence, or slasher depictions relative to a no-exposure control. In the present study, however, film exposure was found to interact significantly with sex of subject to affect satisfaction with body build or weight. In particular, analyses conducted with slasher films in the erotic and violent cell revealed that, across all film conditions, males were significantly more satisfied with their weight and body build than females. However, analyses conducted using sexually-violent films in the erotic and violent cell indicated that only females who viewed control or violent films were significantly less satisfied with their body build or weight than male subjects. Females exposed to sexually-violent or erotic depictions failed to differ significantly from male subjects in terms of their body satisfaction. These results are contradictory to what might be expected based on prior research which suggested that exposure to pornography either has no effect or it adversely affects women's

self-esteem. Because this finding is counterintuitive and contradictory to what prior pornography research would predict, it might best be construed as a Type I error. However, the possibility remains that exposure to films with sexually-explicit content (i.e., erotica as well as sexually-violent pornography) may actually increase the satisfaction of female viewers with respect to their body build or weight.

Possible Reasons for the Few Significant Findings

Identified in this Study

There are a number of reasons that may be posited to explain the small number of film exposure effects identified in the present study. The first and most obvious explanation would be that exposure to sexually-explicit and/or violent stimuli actually has relatively little effect on beliefs and attitudes regarding violence or on the use of coercion within a dating context. However, there are other equally viable possibilities that warrant consideration as well. For example, it is possible that the sample of subjects used for the present study was in some way unique or different from the subject samples used for other studies. In fact, prior pornography researchers have argued that certain subject-specific variables may mediate the effects of exposure to pornography (e.g., Check & Guloien, 1989; Linz, et. al., 1989). Therefore, if the present sample were different from other samples with respect to these variables, this could at least partially account for the dearth of significant findings obtained. As mentioned in the introduction, Check and Guloien (1989) argued that individuals who view pornographic stimuli at least once a month and individuals with higher levels of psychoticism, particularly students, are particularly susceptible to the messages conveyed through pornography. Furthermore, Linz and his colleagues (1989) argued that subjects scoring above 2.00 on the psychoticism or hostility subscales of the SCL-90-R may be especially influenced by exposure to pornography. These arguments and the

possibility that prior dating violence use may also render an individual to be more susceptible to the messages conveyed through pornography, suggest that a comparison between the prevalence of heavy pornography use, psychoticism, hostility, and prior dating violence use within the present sample and that within other samples is warranted.

The percentage of subjects who reported viewing sexually-explicit videos or films at least once a month was described in two prior studies: Check (1985) reported that 66% of his sample reported viewing sexually-explicit videos or films at least once a month, and Check and Guloien (1989) reported that 55% of their sample reported more extensive pornography use. In comparison, only 21.9% of the subjects participating in this study reported viewing sexually-explicit videos or films at least once a month, suggesting that considerably fewer subjects in the present study would be considered “heavy viewers” and, thus, more susceptible to the effects of pornography.

The levels of psychoticism and hostility in the present study were compared with those reported by Linz and his colleagues (1984; 1988), since they used the subscales of the SCL-90-R to assess these characteristics. Check and Guloien (1989) and Check (1985) also assessed the levels of psychoticism among subjects in their studies; however, they used Eysenck’s (1978) Psychoticism scale for this purpose, which produces scores that are not directly comparable to those of the SCL-90-R subscales. It should also be noted that Linz and his colleagues routinely eliminated individuals who scored above 2.00 on either the psychoticism or the hostility subscale to reduce the possibility that individuals who might be especially influenced by pornography would pose a risk to the community following film exposure. Because there was no empirical evidence to support such an assertion of community risk, individuals scoring above 2.00 on the hostility or psychoticism subscales were retained in the present study, however, to increase the generalizability of the findings

to an unselected sample. Linz, et. al. (1984) reported that the average psychoticism subscale score for subjects participating in their study was approximately 1.00, while the average hostility score for participating subjects was 1.24. Linz, et. al. (1988) reported their subjects' average psychoticism score to be 1.51 while the average hostility score was 1.55. In the present study, the average psychoticism score of participating subjects was 1.67, while the average hostility score was 1.84. These scores were only slightly higher than those reported by Linz and his colleagues in their 1988 study; however, the present sample's scores were significantly higher than those reported by Linz et. al. (1984), suggesting that the susceptibility of subjects in the present study to the effects of sexually-explicit and/or violent stimuli should be at least comparable to if not greater than that of subjects in the Linz, et. al. (1984; 1988) studies.

The prevalence of dating violence use reported in the present study was also comparable if not higher than that found in other dating violence studies. Using a definition of dating violence that was similar to that employed by Cate et. al., (1982), Matthews (1984), Schartz (1989), and Monk (1991), 45% of the females and 31% of the males in the present study reported perpetrating at least one act of violence within a dating context. Monk (1991) reported similar percentages for her sample, stating that 48% of the females and 24% of the males admitted using violence in a dating situation. Although Cate et. al., (1982), Matthews (1984), and Schartz (1989) failed to report prevalence rates for use of coercion, the overall prevalence rates reported in these studies (i.e., 22-25%), which included use as well as receipt of physical coercion, were lower than the 33% of participants in the present study reporting only perpetration. The fact that prior dating violence use in this sample is comparable to or higher than that reported in other studies suggests either that subjects in this sample have been as or more willing to use coercion to resolve past dating conflicts than

in other samples. Therefore, if there were any bias in this sample with respect to prior dating violence use, it would be likely that this sample allowed for a better chance of finding exposure effects, if they truly existed.

Another reason that may be proposed to explain the small number of film exposure effects identified in the present study could be a lack of sufficient statistical power. In the present study, 100 male and 100 female participants were distributed equally among five film exposure conditions such that 20 males and 20 females were assigned to each group. Other researchers examining the effects of exposure to sexually-explicit and/or violent stimuli reported sample sizes ranging from 42-436 subjects, with 10-109 subjects in each of their film exposure groups. Given that the number of subjects per condition in the present study falls in the middle of the range reported by prior researchers, and given that studies with fewer than 20 subjects per group still reported a number of significant film effects (e.g., Donnerstein, Berkowitz, & Linz, 1986; Zillmann, Bryant, Comisky, & Medoff, 1981; Malamuth, 1981), it seems unlikely that the lack of effects identified in this study was solely the result of insufficient statistical power.

Also relevant to the discussion of statistical power and the ability of the present study to identify film exposure effects is the fact that other findings identified within the context of this study replicated the results of prior pornography and dating violence research. For example, males in this study were found to be significantly more accepting of interpersonal violence than females both prior to and following the film exposure manipulation. Furthermore, male subjects were significantly more likely to endorse rape myth beliefs following film exposure than female subjects. These findings are both consistent with the results of Barnett and Feild (1977), Selby, Calhoun, & Brock (1977), Malamuth, Haber, and Feshbach (1980), and Tieger (1981) who reported that male subjects, in general, are

more accepting of violence against women and are more accepting of rape myths than female subjects. Also in the present study, female subjects were found to be significantly more willing to endorse the use of physical violence in the Analog Dating Task scenarios than males. This finding is consistent with prior studies conducted by Plass and Gessner (1983), Schartz (1989), and Monk (1991) who found that females were significantly more likely to report using physical coercion within prior dating relationships than males. The fact that the power in this study was sufficient to reveal findings that are consistent with prior research lends credence to the argument that the power would also have been adequate to identify film exposure effects had there been a true effect.

Concern regarding the validity of the Analog Dating Task as a measure of the use of violence within dating interactions may also be offered as a possible explanation for the few film exposure effects identified in this study. In fact, given that this measure is relatively new and that little is known regarding the validity of this instrument, such concern is warranted. Even so, findings that were identified within the context of this study and results that were reported in a prior study (i.e., Monk, 1991) suggest that the Analog Dating Task does have some validity as a measure of dating violence. In particular, Monk (1991) found that subjects' reports of prior dating violence use on the Conflict Tactics Scale and on the Interpersonal Experiences and Attitudes Survey were significantly correlated with subjects' endorsement of physically coercive responses on the Analog Dating Task (i.e., $r=.35, p \leq .01$; $r=.36, p \leq .01$ - respectively). These correlations were particularly high for males (i.e., $r=.70, p \leq .01$; $r=.50, p \leq .01$ - respectively); however, they were also significant for females (i.e., $r=.33, p \leq .01$; $r=.29, p \leq .01$ - respectively). Furthermore, in the present study, physically coercive responding on the Analog Dating Task was found to correlate significantly with psychoticism, hostility, and reports of prior dating violence use

as assessed by the SCL-90-R and Conflict Tactics Scale questions on the Beliefs and Social Behavior questionnaire. Significant positive correlations between these variables would be expected based on the fact that hostility, by definition, describes symptomatic feelings of anger or aggression (Derogatis, 1977), prior use of dating violence describes the actual use of coercion in prior dating relationships (Straus, 1979), and psychoticism has been found in prior studies to be associated with aggressive thoughts and behavior (e.g., Check & Guloien, 1989). Furthermore, although these variables were all assessed via self-report measures, it is likely that these correlations were not simply the result of method variance. This assertion is supported by the fact that the correlation between reported use of coercion on the Conflict Tactics Scale items of the Beliefs and Social Behavior questionnaire and use of violence in the Analog Dating Task was in the direction and of the magnitude that would be expected based on the results reported by Monk (1991). One additional finding identified through the present study that supports the validity of the Analog Dating Task as a measure of dating violence use is the fact that significantly more females than males endorsed the use of physical coercion within Analog Dating Task scenarios. This finding is consistent with the fact that significantly more women than men in the present sample admitted to using violence in prior dating relationships on the Conflict Tactics Scale, and it is consistent with other research which suggests that women actually engage in the use of violence more than men (e.g., Plass & Gessner, 1983). Of course, the tissue damaging consequences do not show the same pattern.

Another concern regarding the adequacy of the Analog Dating Task as a measure of dating violence is the question of whether the task is capable of adequately arousing the feelings in participants that true dating conflict incites. An inability to arouse such feelings ^{problem} would likely be reflected through a lack of variability in subjects' reports of how upset the

dating conflict made them feel, which were reported by each subject after reading and envisioning themselves in each Analog Dating Task scenario. A frequency distribution of between-subject and intra-subject reports of “upset feelings” revealed that the feelings aroused by different scenarios were actually quite variable. This high variability suggests either that subjects responded randomly to these items or that the Analog Dating Task was sufficiently engaging to engender the variable emotional intensity of different dating interactions.

Another possible reason for the few results found in this study relates to the length of the film stimuli. Although prior research has shown that significant effects may be found after exposing subjects to 15 minutes of film content or less (e.g., Donnerstein, Berkowitz, & Linz, 1986; Intons-Peterson & Roskos-Ewoldson, 1989; Berkowitz and Rawlings, 1963; Donnerstein and Berkowitz, 1981; Malamuth, 1981), Zillmann and Bryant (1984), Tversky and Kahneman (1973), and others (e.g., Berkowitz, 1984) have argued that continued exposure to pornographic depictions may have very *different* effects on subjects’ beliefs regarding rape and evaluations regarding women than brief exposure may have. An attempt was made to address this problem in the present study by exposing subjects to short-term but highly intensive film content. It was argued that this would allow subjects in the present study to view a comparable number of scenes characteristic of a certain type of film as subjects in other studies who were asked to view several hours of film content. For the purpose of the present study, the assumption was made that these two methods were comparable and would result in similar findings; however, the comparability of these two methods continues to be an empirical question. It is possible that lengthening the film segments to allow for more fully developed scenes and story lines could be more engaging for subjects, allowing them to develop a greater emotional investment in the interactions of

prolonged exposure

the characters. Greater involvement as well as greater emotional investment could result in very different or even more substantial belief, attitude, and behavior changes than were identified in the present study.

It is also possible, however, that personal beliefs and attitudes such as those regarding sex, rape, and interpersonal violence are not easily manipulable. Numerous cultural, familial, social, and religious influences converge to structure and mold personal beliefs and attitudes, and it is feasible that it would take much more than a brief period of film exposure to significantly alter them. Check and Malamuth (1986) argued, however, that the individuals most likely to "learn" sexually aggressive behavior from pornographic depictions are those who are younger, less sexually experienced, and still in a "learning mode," as is the case with students. In fact, Check and Guloien (1989) provided empirical support for this hypothesis with their findings that individuals with greater psychotic symptomatology, particularly those who were students, reported a greater likelihood of raping and forcing women into unwanted sex acts following exposure to sexually-violent or nonviolent dehumanizing pornography. In light of this data, the dearth of film exposure effects in the present study cannot be fully explained by the assertion that attitudes and beliefs may not be easily manipulated, particularly since the subject sample for this study consisted solely of "impressionable" undergraduate students.

Another reason which might help explain why so few film exposure effects were found could be that the R-rated films selected for use in this study were not explicit enough sexually to sufficiently heighten subjects' arousal. Zillmann and his colleagues (1981) argued that exposure to moderately arousing, pleasant erotica should produce only a negligible effect on motivated aggressiveness. However, exposure to "strong" erotica with a great excitatory capacity and positive hedonic valence is expected to increase aggression

somewhat, with the strongest facilitation of motivated aggression expected after exposure to erotica that are both highly arousing and greatly disturbing. Based on this reasoning, it is conceivable that exposure to more explicit sexual depictions could have greater effects on dyadic interactions than were identified within the present study.

A final explanation for the small number of findings involves the possibility that subjects' awareness of the experimental hypotheses biased the results of this study. Since data collection for this study took over three months, subjects who participated early in the experiment had ample time to discuss their participation with subjects who chose to participate later in the semester. In particular, subjects could have shared information regarding the film segments they viewed, and they could have shared the fact that the two reportedly "different" studies (i.e., one involving film-viewing and the other requiring questionnaire completion) actually went together such that the questionnaires were designed to assess the effects of film exposure on beliefs and behavior. Such information would allow later subjects to be fully informed as to the experimenters' intentions and calibrate their responses to the dependent variables accordingly. The fact that the present study involved sexually-explicit and/or violent films may have further heightened subjects' motivation to talk with one another about their experiences. Subjects' awareness that the two studies were connected was assessed following their participation in the study. The results revealed that 8% suspected that the studies were related, 43% indicated that they were not aware of any association, and 48% either chose not to respond to this question or were unclear as to how they wanted to respond. Therefore, the argument that subjects' awareness of the experimental hypothesis biased the results of the present study remains a distinct possibility.

Additional Findings of Interest

Although sexually-explicit and/or violent film exposure failed to significantly affect participants' beliefs and attitudes regarding violence or their use of physical or verbal coercion within the Analog Dating Task, other analyses that were conducted within the context of this study revealed a number of rather interesting results.

Physical Coercion

Within the present sample, approximately 24% of males and 48% of females reported using physical coercion in at least one dating interaction, and 50% of males and 42% of females reported being the recipients of at least one violent act within a dating relationship. Altogether, approximately 53% of the males and females in the present sample reported prior involvement in at least one dating interaction in which violence was used. This prevalence rate is significantly higher than the 22% reported by Cate et. al. (1982) and Matthews (1984) for their subject samples and the 25 -29% reported by Schartz (1989) and Monk (1991) in their studies. Although definitional discrepancy generally accounts for at least some of the diversity among reported prevalence rates in the area of dating violence, care was taken to ensure that all five of these studies used comparable definitions for "violence." Furthermore, the present study was conducted at the same university, using comparable subject samples and sampling procedures as the studies conducted by Schartz (1989) and Monk (1991). Finally, the procedures employed to ensure subjects' confidentiality in the present study were also identical to those used by Schartz (1989) and Monk (1991); therefore, the reason for the large discrepancy between the prevalence rate found in this study and those reported in prior studies is unclear. Part of the discrepancy may be due to an increased awareness of the dating violence problem on college campuses, which could make individuals more willing to report such experiences, or dating violence

A

higher prevalence

could actually have increased in the last three years. Unfortunately, the data from the present study is limited such that it is not possible to assess the validity of these explanations; however, these findings may serve as an impetus for future studies.

Differential Gender Perpetration of Dating Violence

A review of the dating violence literature (e.g., Plass & Gessner, 1983; Lane and Gwartney-Gibbs, 1980; Cate et. al., 1982; Matthews, 1984) suggests that women are not only victims of dating violence, but they are perpetrators as well. In fact, consistent with this notion, results of the present study reveal that significantly more women than men admitted to using violence within dating relationships, and more males reported receiving at least one act of violence in a dating context. Steinmetz (1978) and Lane and Gwartney-Gibbs (1985) cautioned, however, that although women use physical coercion against men, the violence that is directed against women is generally qualitatively more serious. Due to the evidence and persuasive arguments provided by Steinmetz (1978) and Lane and Gwartney-Gibbs, it is conceded that the force males use during violent interactions may result in greater injury; however, in the present study, although the base rate for severe violence use was very low, approximately equal percentages of male and female participants reported using severe violence against a date, and significantly more females engaged in kicking behavior against their dates.

makes
gender
injury
equal to
reported
severe
violence

Reciprocity

A review of the dating violence literature also suggests that there are few pure victims or pure perpetrators in physically violent dyadic interactions. Rather, there appears to be a reciprocity of violence (Straus, et. al., 1980; Cate, et. al., 1982; Matthews, 1984; Knutson & Mehm, 1988). Consistent with prior research, reported use of physical coercion in dating

Ⓟ

relationships correlated significantly with reported receipt of coercion. Furthermore, the data indicated that participants who reported using physical coercion in dating relationships also reported receiving coercion in dating relationships, beyond what would be expected by chance. Finally, a significant correlation between receipt of physical coercion as reported on the Conflict Tactics Scale items of the Beliefs and Social Behavior questionnaire and use of coercion within the Analog Dating Task also provided modest support for the reciprocity hypothesis.

It should be noted, however, that the analysis designed to examine factors that may influence the use of violence in a dating interaction failed to provide unequivocal support for the reciprocity hypothesis. Instead, this analysis revealed that jealousy and provocation were equally likely to incite the use of physical coercion within the Analog Dating Task scenarios. These results are inconsistent with those reported by Schartz (1991), who found that individuals are most likely to endorse the use of physical coercion when faced with physical coercion.

Sexual Coercion

In addition to its focus on physical coercion, this study was also designed to provide prevalence information regarding sexual abuse, as well as information regarding risk factors that may disinhibit the use of sexual coercion within a dating relationship. Slightly less than 16% of the females at this university reported that they were coerced into sexual activities by a date. This is comparable to prior reports made by Koss and Oros (1980; 1982), who stated that 11 - 13% of their sample of college women had experienced sexual aggression by acquaintances which fulfilled the legal definition of rape, and Monk (1991), who found that 10.8% of the women in her sample had been either verbally threatened or physically forced into engaging in sexual activities by a date.

Although males are typically not questioned about heterosexual victimization experiences, approximately 5% of the male subjects in the present study reported being coerced verbally or physically into sexual activities by a date. This percentage is comparable to those reported by Lane and Gwartney-Gibbs (1985) and Monk (1991), who found that approximately 2-3% of males in their samples had been coerced into sexual activities by a date. The prevalence rate for male victimization found in the present study is also consistent with the fact that 2% of females in this sample admitted that they had been sexually coercive toward their male dating partners.

In contrast to the consistency in responding regarding female perpetration of sexual coercion and male sexual victimization, male reported use of sexual coercion was quite discrepant from female reported receipt of sexual coercion. Specifically, although 16% of the females in the group testing sample reported victimization by sexual coercion, only 3% of the male group testing sample reported using sexual coercion. One may speculate as to why these results are so disparate. It is plausible that this disparity may have resulted from whimsical responding. However, it is also possible that there was a systematic bias in responding among males and females. For example, it is conceivable that the female subjects overreported their receipt of sexual coercion. Furthermore, it is also possible that this sample of males deliberately underreported their use of sexual coercion (a social desirability bias), or that a disproportionate percentage of males did not perceive their behaviors as being sexually coercive. This latter possibility is supported by Shotland's (1985) argument that at least some sexual coercion results from misunderstandings between males and females concerning sex and by the argument that sexually aggressive males are more likely than their less sexually aggressive counterparts to embrace adversarial sexual beliefs (Rapaport & Burkhart, 1984), to accept interpersonal violence and coercive sexuality

(Rapaport & Burkhart, 1984), and to embrace rape supportive beliefs as being true (Koss, Leonard, Beezley, & Oros, 1985).

Table 1. Characteristics of Population and Participating Subjects

| <u>Subject Pool</u> | N | Age | |
|------------------------|------|------|---------|
| | | Mean | Range |
| Population | 1474 | 19.0 | (16-57) |
| Males | 530* | 19.3 | (16-36) |
| Females | 944* | 18.8 | (16-57) |
| Participating Subjects | 200 | 19.1 | (18-46) |
| Males | 97 | 19.1 | (18-34) |
| Females | 103 | 19.1 | (18-46) |

*Includes 2 subjects who misrecorded their ages

Table 2. Graduate Students' Categorization of Film Segments

| | | |
|--|------|---|
| <u>Erotica</u> | | |
| Young Lady Chatterly | N=13 | (13 - Erotica) |
| Emmanuelle in SOHO | N=13 | (7.5 - Erotica; 5.5 - Dehumanizing) |
| Sea of Love | N=12 | (11 - Erotica; 1 - Dehumanizing) |
| Wild Orchid | N=12 | (10 - Erotica; 2 - Dehumanizing) |
| Bolero | N=12 | (11 - Erotica; 1 - Dehumanizing) |
| <u>Violent Films</u> | | |
| The Getaway | N=13 | (12 - Violent; 1 - Control) |
| Raging Bull | N=13 | (12 - Violent; 1 - Sexually Violent) |
| The Burning Bed | N=12 | (12 - Violent) |
| Once Upon a Time in America | N=12 | (12 - Violent) |
| Sleeping With the Enemy | N=11 | (11 - Violent) |
| The Night Watchman | N=12 | (12 - Violent) |
| The Cook, the Thief, His Wife and Her Lover | N=11 | (10 - Violent; 1 - Sexually Violent) |
| Olivia | N=12 | (6 - Violent; 5 - Slasher; 1 - Sex. Vio.) |
| <u>Slasher Films</u> | | |
| Sante Sangre | N=13 | (11 - Slasher; 2 - Sexually Violent) |
| Friday the 13th, Part II | N=12 | (12 - Slasher) |
| The Toolbox Murders | N=11 | (11 - Slasher) |
| Angel Heart | N=12 | (5 - Slasher; 3 - Sexually Violent; 3 - Erotica; 1 - Dehumanizing) |
| <u>Control Films</u> | | |
| When Harry Met Sally | N=13 | (13 - Control) |
| Indiana Jones | N=13 | (13 - Control) |
| Prince of Tides | N=12 | (12 - Control) |
| Point Break | N=12 | (12 - Control) |
| My Cousin Vinny | N=12 | (12 - Control) |
| Frankie and Johnny | N=12 | (12 - Control) |
| Children of a Lesser God | N=12 | (12 - Control) |
| <u>Sexual Violence</u> | | |
| Emmanuelle | N=13 | (12 - Sexual Violence; 1 - Erotica) |
| Blue Velvet | N=13 | (12 - Sexual Violence; 1 - Deh.) |
| Wild Orchid | N=12 | (5.5 - Sexual Violence; 6.5 - Deh.) |
| Straw Dogs | N=12 | (12 - Sexual Violence) |
| Swept Away | N=12 | (11 - Sexual Violence; 1 - Deh.) |

Table 3. Reported Level of Entertainment, Arousal, Disturbance, Excitement, Interest, and Graphicness for the Five Film Segment Categories

| <u>Entertainment</u> | | | | |
|----------------------|-------------|-----------|--------------|-----------------|
| | Group Means | F (4, 25) | Significance | Tukey HSD (.05) |
| Control | 4.41* | | | |
| Erotica | 2.57 | | | |
| Sexual Violence | 1.83 | 6.61 | $p \leq .01$ | 1.67 |
| Slasher | 2.42 | | | |
| Violence | 1.98 | | | |

*According to the Tukey HSD procedure, the control film segments were judged by raters to be significantly more entertaining than all of the other film segment types ($p \leq .05$). There were no significant differences, however, between erotic, sexually-violent, slasher, and violent film segments in terms of their entertaining qualities.

| <u>Arousal</u> | | | | |
|-----------------|-------------|-----------|--------------|-----------------|
| | Group Means | F (4, 25) | Significance | Tukey HSD (.05) |
| Control | 1.14 | | | |
| Erotica | 3.40* | | | |
| Sexual Violence | 1.83 | 7.09 | $p \leq .01$ | 1.47 |
| Slasher | 2.50* | | | |
| Violence | 1.25 | | | |

*According to the Tukey HSD procedure, the erotic and slasher film segments were judged by raters to be significantly more arousing than the other film segment types ($p \leq .05$). There were no significant differences, however, between erotic and slasher film segments or between control, sexually-violent, and violent film segments in terms of their ability to arouse viewers.

Table 3--continued

| <u>Disturbing</u> | | | | |
|-------------------|-------------|-----------|--------------|-----------------|
| | Group Means | F (4, 25) | Significance | Tukey HSD (.05) |
| Control | 1.00 | | | |
| Erotica | 1.53 | | | |
| Sexual Violence | 3.30* | 41.40 | $p \leq .01$ | .74 |
| Slasher | 3.29* | | | |
| Violence | 3.38* | | | |

*According to the Tukey HSD procedure, the sexually-violent, slasher, and violent film segments were judged by raters to be significantly more disturbing than the other film segment types ($p \leq .05$). There were no significant differences, however, between sexually-violent, slasher and violent film segments or between control and erotic film segments in terms of their disturbing qualities.

| <u>Excitement</u> | | | |
|-------------------|-------------|-----------|--------------|
| | Group Means | F (4, 25) | Significance |
| Control | 2.21 | | |
| Erotica | 3.07 | | |
| Sexual Violence | 2.23 | 1.13 | $p > .05$ |
| Slasher | 2.92 | | |
| Violence | 2.06 | | |

Table 3--continued

| | <u>Interest Level</u> | | | |
|-----------------|-----------------------|-----------|---------------|-----------------|
| | Group Means | F (4, 25) | Significance | Tukey HSD (.05) |
| Control | 4.26* | | | |
| Erotica | 2.20 | | | |
| Sexual Violence | 2.27 | 3.69 | $p \leq .025$ | 1.91 |
| Slasher | 2.46 | | | |
| Violence | 2.32 | | | |

*According to the Tukey HSD procedure, the control film segments were judged by raters to be significantly more interesting than all of the other film segment types ($p \leq .05$). There were no significant differences, however, between erotic, sexually-violent, slasher, and violent film segments in terms of their ability to hold viewers' interest.

| | <u>Graphic Nature of the Violence in the Film</u> | | | |
|-----------|---|-----------|--------------|--------------|
| HSD (.05) | Group Means | F (4, 25) | Significance | Tukey |
| | Control | 1.00 | | |
| | Erotica | 1.00 | | |
| | Sexual Violence | 2.73* | 24.74 | $p \leq .01$ |
| | Slasher | 3.92* | | 1.05 |
| | Violence | 2.67* | | |

*According to the Tukey HSD procedure, the sexually-violent, slasher, and violent film segments were judged by raters to be significantly more graphic than the other film segment types ($p \leq .05$). There were no significant differences, however, between sexually-violent, slasher and violent film segments or between control and erotic film segments in terms of the graphicness of their violence or lack thereof.

Table 4. Prevalence Rates for Use and Receipt of Physical Coercion

| | Group Testing | Individual Testing |
|------------------------------|---------------|--------------------|
| Use of Aggression | | |
| Males | 64.8% | 58.8% |
| Females | 63.5% | 63.1% |
| Use of Physical Coercion | | |
| Males | 30.8% | 28.0% |
| Females | 44.5% | 38.8% |
| Use of Serious Assault | | |
| Males | 7.3% | 7.2% |
| Females | 17.0% | 15.5% |
| Use of Severe Violence | | |
| Males | 1.9% | 1.0% |
| Females | 1.0% | 1.9% |
| Receipt of Aggression | | |
| Males | 56.8% | 49.5% |
| Females | 65.0% | 56.3% |
| Receipt of Physical Coercion | | |
| Males | 49.6% | 46.4% |
| Females | 42.3% | 34.9% |
| Receipt of Serious Assault | | |
| Males | 23.1% | 19.6% |
| Females | 12.5% | 10.7% |
| Receipt of Severe Violence | | |
| Males | 2.3% | 1.0% |
| Females | 2.6% | 2.9% |

Aggression = threats of violence, attempts at violence, acts of violence, and/or verbal abuse

Physical Coercion = using physical force against a date, throwing things at a date, pushing, grabbing, shoving, slapping, kicking, punching, biting, hitting a date with something, using a knife or gun against a date, beating up a date

Serious Assault = kicking a date, beating up a date, using a knife or gun against a date

Severe Violence = beating up a date or using a knife or gun against a date

Table 5. Percentage of Subjects Who Were Exposed to Sexually-Explicit and/or Violent Pornography Once a Month or More

| | Erotica | Sexually-Violent Pornography | Violent Pornography |
|-------------------------------|---------|---------------------------------|------------------------|
| <u>Group Testing Sample</u> | | | |
| Males | 34% | 5.9% | 8.3% |
| Females | 14.9% | 1.6% | 2.1% |
| <u>Participating Subjects</u> | | | |
| Males | 32.3% | 3.1% | 8.3% |
| Females | 17.4% | 1.9% | 1.9% |

Table 6. Percentage of Subjects Who Have Seen At Least 25% of the Films in Each Category Listed in the Film-Viewing Questionnaire

| | Erotica | Dehumanizing Films | Sexually-Violent Films | Violent Films | Slasher Films |
|-------------------------------|---------|-----------------------|---------------------------|------------------|------------------|
| <u>Group Testing Sample</u> | | | | | |
| Males | 44.8% | 15.7% | 5% | 37.3% | 16% |
| Females | 17% | 3% | 2.2% | 41.8% | 5.8% |
| <u>Participating Subjects</u> | | | | | |
| Males | 43.2% | 14.5% | 7.1% | 27.8% | 17.5% |
| Females | 44.7% | 0% | 1.9% | 20.5% | 8.7% |

Table 7. Relation Between Use of Sexually-Explicit and/or Violent Stimuli and Acceptance of Interpersonal Violence, Adversarial Sexual Beliefs, and Use of Sexual Coercion in a Dating Relationship

| | Acceptance of Interpersonal Violence | Adversarial Sexual Beliefs | Use of Sexual Coercion |
|--|--------------------------------------|----------------------------|------------------------|
| <u>Pornography Use Items</u> | | | |
| Amount of Pornography Seen in General | .29* (N = 1477) | .28* (N = 1477) | .06* (N = 1481) |
| Exposure to Erotica | .15* (N = 1484) | .19* (N = 1484) | .00 (N = 1488) |
| Exposure to Sexually-Violent Pornography | .27* (N = 1480) | .23* (N = 1478) | .08 (N = 1486) |
| Exposure to Violent Pornography | .28* (N = 1460) | .28* (N = 1460) | .07* (N = 1464) |
| <u>Film-Viewing Questionnaire</u> | | | |
| Exposure to Erotica | .14* (N = 1489) | .16* (N = 1488) | .02 (N = 1497) |
| Exposure to Dehumanizing Films | .20* (N = 1489) | .23* (N = 1488) | .11* (N = 1497) |
| Exposure to Sexually-Violent Films | .10* (N = 1489) | .15* (N = 1488) | .13* (N = 1497) |
| Exposure to Slasher Films | .21* (N = 1489) | .22* (N = 1488) | .09* (N = 1497) |
| Exposure to Violent Films | .01 (N = 1489) | .02 (N = 1488) | .03 (N = 1497) |

*Pearson correlation coefficient statistically significant at $p \leq .01$

Table 8. Analysis of Use of Physical Coercion to Resolve Conflict Within Analog Dating Task Scenarios

| a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell | | | | | |
|---|-------------|----------|--------|--------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | .561 | 1 | .561 | .609 | .436 |
| Violence | 2.241 | 1 | 2.241 | 2.430 | .121 |
| Sex | 21.824 | 1 | 21.824 | 23.668 | .000 |
| Two-way interactions: | | | | | |
| Erotic x Violence | .411 | 1 | .411 | .446 | .505 |
| Erotic x Sex | .507 | 1 | .507 | .550 | .459 |
| Violence x Sex | .026 | 1 | .206 | .029 | .866 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | .000 | 1 | .000 | .000 | .994 |
| Explained Variance | 24.813 | 7 | 3.545 | | |
| Residual Variance | 140.162 | 152 | .922 | | |
| Total | 164.975 | 159 | 1.038 | | |
| b. Cell means | | | | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> | | | |
| Sexual Violence | | | | | |
| Male | .67 | 21 | | | |
| Female | 1.32 | 19 | | | |
| Violence | | | | | |
| Male | .33 | 21 | | | |
| Female | 1.21 | 19 | | | |
| Erotica | | | | | |
| Male | .35 | 20 | | | |
| Female | .95 | 20 | | | |
| Control | | | | | |
| Male | .22 | 18 | | | |
| Female | 1.05 | 22 | | | |

Table 9. Analysis of Use of Physical Coercion to Resolve Conflict Within Analog Dating Task Scenarios

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|---------|-----|--------|--------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | .657 | 1 | .657 | .729 | .395 |
| Violence | 2.500 | 1 | 2.500 | 2.770 | .098 |
| Sex | 30.197 | 1 | 30.197 | 33.464 | .000 |
| Two-way interactions: | | | | | |
| Erotic x Violence | .451 | 1 | .451 | .500 | .481 |
| Erotic x Sex | .006 | 1 | .006 | .007 | .933 |
| Violence x Sex | .910 | 1 | .910 | 1.009 | .317 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | .618 | 1 | .618 | .685 | .409 |
| Explained Variance | 35.615 | 7 | 5.088 | | |
| Residual Variance | 137.160 | 152 | .902 | | |
| Total | 172.775 | 159 | 1.087 | | |

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Slasher | | |
| Male | .41 | 17 |
| Female | 1.57 | 23 |
| Violence | | |
| Male | .33 | 21 |
| Female | 1.21 | 19 |
| Erotica | | |
| Male | .35 | 20 |
| Female | .95 | 20 |
| Control | | |
| Male | .22 | 18 |
| Female | 1.05 | 22 |

Table 10. Analysis of Use of Verbal Coercion to Resolve Conflict Within Analog Dating Task Scenarios

a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell

| Source | SS | df | MS | F | p |
|-------------------------------|----------|-----|--------|-------|------|
| Main Effects: | | | | | |
| Erotic | 16.353 | 1 | 16.353 | 1.717 | .192 |
| Violence | 5.005 | 1 | 5.005 | .526 | .470 |
| Sex | 13.586 | 1 | 13.586 | 1.427 | .234 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 20.639 | 1 | 20.639 | 2.167 | .143 |
| Erotic x Sex | 12.157 | 1 | 12.157 | 1.277 | .260 |
| Violence x Sex | 3.362 | 1 | 3.362 | .353 | .553 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | .977 | 1 | .977 | .103 | .749 |
| Explained Variance | 71.857 | 7 | 10.265 | | |
| Residual Variance | 1447.518 | 152 | 9.523 | | |
| Total | 1519.375 | 159 | 9.556 | | |

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Sexual Violence | | |
| Male | 8.29 | 21 |
| Female | 7.58 | 19 |
| Violence | | |
| Male | 7.81 | 21 |
| Female | 7.89 | 19 |
| Erotica | | |
| Male | 8.35 | 20 |
| Female | 6.75 | 20 |
| Control | | |
| Male | 9.00 | 18 |
| Female | 8.82 | |

Table 11. Analysis of Use of Verbal Coercion to Resolve Conflict Within Analog Dating Task Scenarios

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|-------------|----------|--------|-------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 26.021 | 1 | 26.021 | 2.794 | .097 |
| Violence | 11.025 | 1 | 11.025 | 1.184 | .278 |
| Sex | 21.127 | 1 | 21.127 | 2.269 | .134 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 13.373 | 1 | 13.373 | 1.436 | .233 |
| Erotic x Sex | 20.834 | 1 | 20.834 | 2.237 | .137 |
| Violence x Sex | .549 | 1 | .549 | .059 | .808 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | .010 | 1 | .010 | .001 | .974 |
| Explained Variance | 94.336 | 7 | 13.477 | | |
| Residual Variance | 1415.439 | 152 | 9.312 | | |
| Total | 1509.775 | 159 | 9.495 | | |
| b. Cell means | | | | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> | | | |
| Slasher | | | | | |
| Male | 8.35 | 17 | | | |
| Female | 6.96 | 23 | | | |
| Violence | | | | | |
| Male | 7.81 | 21 | | | |
| Female | 7.89 | 19 | | | |
| Erotica | | | | | |
| Male | 8.35 | 20 | | | |
| Female | 6.75 | 20 | | | |
| Control | | | | | |
| Male | 9.00 | 18 | | | |
| Female | 8.82 | 22 | | | |

Table 12. Repeated Measures Analysis on Acceptance of Interpersonal Violence

| Source | SS | df | MS | F | p |
|---|---------|-----|--------|------|------|
| a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell | | | | | |
| Main Effects: | | | | | |
| Erotic | .13 | 1 | .13 | .01 | .934 |
| Violence | 8.30 | 1 | 8.30 | .45 | .504 |
| Sex | 139.67 | 1 | 139.67 | 7.55 | .007 |
| Time | 9.86 | 1 | 9.86 | 2.76 | .099 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 20.74 | 1 | 20.74 | 1.12 | .292 |
| Erotic x Sex | 65.41 | 1 | 65.41 | 3.53 | .062 |
| Violence x Sex | 11.95 | 1 | 11.95 | .65 | .423 |
| Erotic x Time | .10 | 1 | .10 | .03 | .870 |
| Violence x Time | .23 | 1 | .23 | .07 | .799 |
| Sex x Time | 1.44 | 1 | 1.44 | .40 | .527 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 40.77 | 1 | 40.77 | 2.20 | .140 |
| Erotic x Violence x Time | .65 | 1 | .65 | .18 | .671 |
| Erotic x Sex x Time | 11.33 | 1 | 11.33 | 3.18 | .077 |
| Violence x Sex x Time | 1.04 | 1 | 1.04 | .29 | .59 |
| Four-way Interaction: | | | | | |
| Erotic x Violence x Sex x Time | .00 | 1 | .00 | .00 | .980 |
| Explained Variance For Tests of Between-Subjects Effects | 286.97 | 7 | 41.00 | | |
| Residual Variance For Tests of Between-Subjects Effects | 2739.49 | 148 | 18.51 | | |
| Total | 3026.46 | 155 | 59.51 | | |
| Explained Variance For Tests Involving "Time" | 24.65 | 15 | 3.08 | | |
| Residual Variance For Tests Involving "Time" | 528.18 | 148 | 3.57 | | |
| Total | 552.83 | 163 | 3.54 | | |

Table 12--continued

| b. Cell means for "Time 1" | | |
|----------------------------|-------------|----------|
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
| Sexual Violence | | |
| Male | 13.50 | 20 |
| Female | 11.28 | 18 |
| Violence | | |
| Male | 11.71 | 21 |
| Female | 12.00 | 19 |
| Erotica | | |
| Male | 12.30 | 20 |
| Female | 10.50 | 20 |
| Control | | |
| Male | 13.17 | 18 |
| Female | 11.00 | 20 |
| Cell means for "Time 2" | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
| Sexual Violence | | |
| Male | 13.40 | 20 |
| Female | 10.44 | 18 |
| Violence | | |
| Male | 10.95 | 21 |
| Female | 12.05 | 19 |
| Erotica | | |
| Male | 12.25 | 20 |
| Female | 10.20 | 20 |
| Control | | |
| Male | 12.11 | 18 |
| Female | 11.20 | 20 |

Table 13. Repeated Measures Analysis on Acceptance of Interpersonal Violence

| Source | SS | df | MS | F | p |
|--|---------|-----|--------|------|-------|
| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
| Main Effects: | | | | | |
| Erotic | .69 | 1 | .69 | .04 | .847 |
| Violence | 16.66 | 1 | 16.66 | .91 | .343 |
| Sex | 171.93 | 1 | 171.93 | 9.36 | .003 |
| Time | 13.08 | 1 | 13.08 | 3.64 | .058 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 33.18 | 1 | 33.18 | 1.81 | .181 |
| Erotic x Sex | 87.74 | 1 | 87.74 | 4.77 | .030* |
| Violence x Sex | 4.95 | 1 | 4.95 | .27 | .605 |
| Erotic x Time | .02 | 1 | .02 | .01 | .936 |
| Violence x Time | .90 | 1 | .90 | .25 | .618 |
| Sex x Time | 1.69 | 1 | 1.69 | .47 | .494 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 58.64 | 1 | 58.64 | 3.19 | .076 |
| Erotic x Violence x Time | 1.62 | 1 | 1.62 | .45 | .503 |
| Erotic x Sex x Time | 10.79 | 1 | 10.79 | 3.00 | .085 |
| Violence x Sex x Time | .86 | 1 | .86 | .24 | .625 |
| Four-way Interaction: | | | | | |
| Erotic x Violence x Sex x Time | .00 | 1 | .00 | .00 | .980 |
| Explained Variance For Tests of Between-Subjects Effects | 373.79 | 7 | 53.40 | | |
| Residual Variance For Tests of Between-Subjects Effects | 2756.22 | 150 | 18.37 | | |
| Total | 3130.01 | 157 | 19.94 | | |
| Explained Variance For Tests Involving "Time" | 28.96 | 8 | 3.62 | | |
| Residual Variance For Tests Involving "Time" | 538.97 | 150 | 3.59 | | |
| Total | 567.93 | 158 | 3.59 | | |

Table 13--continued

* Using the Bonferroni follow-up test, females in all four film-exposure groups were significantly less accepting of interpersonal violence than males who viewed erotica or slasher films ($p < .05$). Furthermore, females exposed to erotica or slasher films were significantly less accepting of interpersonal violence than males from all four exposure groups ($p < .05$).

b. Cell means for "Time 1"

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Slasher | | |
| Male | 14.18 | 17 |
| Female | 11.35 | 23 |
| Violence | | |
| Male | 11.71 | 21 |
| Female | 12.00 | 19 |
| Erotica | | |
| Male | 12.30 | 20 |
| Female | 10.50 | 20 |
| Control | | |
| Male | 13.17 | 18 |
| Female | 11.00 | 20 |

Table 13--continued

Cell means for "Time 2"

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Slasher | | |
| Male | 13.82 | 17 |
| Female | 10.35 | 23 |
| Violence | | |
| Male | 10.95 | 21 |
| Female | 12.05 | 19 |
| Erotica | | |
| Male | 12.25 | 20 |
| Female | 10.20 | 20 |
| Control | | |
| Male | 12.11 | 18 |
| Female | 11.20 | 20 |

Table 14. Analysis of Rape Myth Acceptance Following Film Exposure

| Source | SS | df | MS | F | p |
|---|-----------|-----|----------|--------|------|
| a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell | | | | | |
| Main Effects: | | | | | |
| Erotic | 95.765 | 1 | 95.765 | .548 | .460 |
| Violence | 14.883 | 1 | 14.883 | .085 | .771 |
| Sex | 3085.529 | 1 | 3085.529 | 17.647 | .000 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 218.691 | 1 | 218.691 | 1.251 | .265 |
| Erotic x Sex | 78.585 | 1 | 78.585 | .449 | .504 |
| Violence x Sex | 107.375 | 1 | 107.375 | .614 | .435 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 70.882 | 1 | 70.882 | .405 | .525 |
| Explained Variance | 3677.538 | 7 | 525.363 | | |
| Residual Variance | 25352.933 | 145 | 174.848 | | |
| Total | 29030.471 | 152 | 190.990 | | |

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Sexual Violence | | |
| Male | 42.00 | 21 |
| Female | 31.82 | 17 |
| Violence | | |
| Male | 38.62 | 21 |
| Female | 34.00 | 19 |
| Erotica | | |
| Male | 39.35 | 20 |
| Female | 28.53 | 19 |
| Control | | |
| Male | 43.41 | 17 |
| Female | 32.68 | 19 |

Table 15. Analysis of Rape Myth Acceptance Following Film Exposure

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|-------------|----------|----------|--------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 6.382 | 1 | 6.382 | .036 | .849 |
| Violence | 119.305 | 1 | 119.305 | .680 | .411 |
| Sex | 4158.249 | 1 | 4158.249 | 23.717 | .000 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 518.766 | 1 | 518.766 | 2.959 | .088 |
| Erotic x Sex | 385.141 | 1 | 381.141 | 2.197 | .140 |
| Violence x Sex | .098 | 1 | .098 | .001 | .981 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 363.351 | 1 | 363.351 | 2.072 | .152 |
| Explained Variance | 5526.365 | 7 | 789.481 | | |
| Residual Variance | 25422.576 | 145 | 175.328 | | |
| Total | 30948.941 | 152 | 203.611 | | |
| b. Cell means | | | | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> | | | |
| Slasher | | | | | |
| Male | 48.38 | 16 | | | |
| Female | 31.27 | 22 | | | |
| Violence | | | | | |
| Male | 38.62 | 21 | | | |
| Female | 34.00 | 19 | | | |
| Erotica | | | | | |
| Male | 39.35 | 20 | | | |
| Female | 28.53 | 19 | | | |
| Control | | | | | |
| Male | 43.41 | 17 | | | |
| Female | 32.68 | 19 | | | |

Table 16. Analysis of Male Participants' Beliefs in Rape Myths Assessed Situationally Via the Analog Dating Task

a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell

| Source | SS | df | MS | F | p |
|------------------------------|--------|----|------|------|------|
| Main Effects: | | | | | |
| Erotic | .018 | 1 | .018 | .101 | .752 |
| Violence | .003 | 1 | .003 | .018 | .892 |
| Two-way interactions: | | | | | |
| Erotic x Violence | .134 | 1 | .134 | .739 | .393 |
| Explained Variance | .157 | 3 | .052 | | |
| Residual Variance | 13.831 | 76 | .182 | | |
| Total | 13.987 | 79 | .177 | | |

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Sexual Violence | .14 | 21 |
| Violence | .10 | 21 |
| Erotica | .05 | 20 |
| Control | .17 | 18 |

Table 17. Analysis of Male Participants' Beliefs in Rape Myths Assessed Situationally Via the Analog Dating Task

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|-------------|----------|------|-------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | .111 | 1 | .111 | 1.289 | .260 |
| Violence | .020 | 1 | .020 | .230 | .633 |
| Two-way interactions: | | | | | |
| Erotic x Violence | .030 | 1 | .030 | .353 | .554 |
| Explained Variance | .155 | 3 | .052 | | |
| Residual Variance | 6.201 | 72 | .086 | | |
| Total | 6.355 | 75 | .085 | | |
| b. Cell means | | | | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> | | | |
| Slasher | .06 | 17 | | | |
| Violence | .10 | 21 | | | |
| Erotica | .05 | 20 | | | |
| Control | .17 | 18 | | | |

Table 18. Analysis of Generalized Self-Esteem Following Film Exposure

| a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell | | | | | |
|---|----------|-----|---------|-------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 42.752 | 1 | 42.752 | .800 | .372 |
| Violence | .720 | 1 | .720 | .013 | .908 |
| Sex | 120.002 | 1 | 120.002 | 2.247 | .136 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 5.395 | 1 | 5.395 | .101 | .751 |
| Erotic x Sex | 100.984 | 1 | 100.984 | 1.891 | .171 |
| Violence x Sex | .375 | 1 | .375 | .007 | .933 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 146.741 | 1 | 146.741 | 2.747 | .100 |
| Explained Variance | 416.207 | 7 | 59.458 | | |
| Residual Variance | 7745.322 | 145 | 53.416 | | |
| Total | 8161.529 | 152 | 53.694 | | |

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Sexual Violence | | |
| Male | 53.81 | 21 |
| Female | 59.29 | 17 |
| Violence | | |
| Male | 56.48 | 21 |
| Female | 54.84 | 19 |
| Erotica | | |
| Male | 56.25 | 20 |
| Female | 57.63 | 19 |
| Control | | |
| Male | 54.35 | 17 |
| Female | 56.47 | 19 |

Table 19. Analysis of Generalized Self-Esteem Following Film Exposure

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|-------------|----------|--------|-------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 57.232 | 1 | 57.232 | 1.034 | .311 |
| Violence | .009 | 1 | .009 | .000 | .990 |
| Sex | 28.309 | 1 | 28.309 | .511 | .476 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 2.296 | 1 | 2.296 | .041 | .839 |
| Erotic x Sex | 18.726 | 1 | 18.726 | .338 | .562 |
| Violence x Sex | 25.278 | 1 | 25.278 | .457 | .500 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 42.395 | 1 | 42.395 | .766 | .383 |
| Explained Variance | 178.998 | 7 | 25.571 | | |
| Residual Variance | 8025.447 | 145 | 55.348 | | |
| Total | 8204.444 | 152 | 53.977 | | |
| b. Cell means | | | | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> | | | |
| Slasher | | | | | |
| Male | 55.69 | 16 | | | |
| Female | 57.55 | 22 | | | |
| Violence | | | | | |
| Male | 56.48 | 21 | | | |
| Female | 54.84 | 19 | | | |
| Erotica | | | | | |
| Male | 56.25 | 20 | | | |
| Female | 57.63 | 19 | | | |
| Control | | | | | |
| Male | 54.35 | 17 | | | |
| Female | 56.47 | 19 | | | |

Table 20. Analysis of Satisfaction With One's Own Attractiveness Following Film Exposure

| a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell | | | | | |
|---|----------|-----|--------|-------|-------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 25.081 | 1 | 25.081 | 2.206 | .140 |
| Violence | 4.298 | 1 | 4.298 | .378 | .540 |
| Sex | .194 | 1 | .194 | .017 | .896 |
| Two-way interactions: | | | | | |
| Erotic x Violence | .700 | 1 | .700 | .062 | .804 |
| Erotic x Sex | 54.848 | 1 | 54.848 | 4.823 | .030* |
| Violence x Sex | 4.717 | 1 | 4.717 | .415 | .521 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 12.114 | 1 | 12.114 | 1.065 | .304 |
| Explained Variance | 102.452 | 7 | 14.636 | | |
| Residual Variance | 1648.855 | 145 | 11.371 | | |
| Total | 1751.307 | 152 | 11.522 | | |

* Using the Tukey HSD procedure, males who viewed erotic or sexually-violent films were significantly less satisfied with their attractiveness than males who viewed control films or films depicting violence against women ($p \leq .05$).

Table 20--continued

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Sexual Violence | | |
| Male | 20.43 | 21 |
| Female | 22.47 | 17 |
| Violence | | |
| Male | 23.05 | 21 |
| Female | 21.58 | 19 |
| Erotica | | |
| Male | 21.10 | 20 |
| Female | 21.32 | 19 |
| Control | | |
| Male | 22.35 | 17 |
| Female | 21.32 | 19 |

Table 21. Analysis of Satisfaction With One's Own Attractiveness Following Film Exposure

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|-------------|----------|--------|-------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 21.030 | 1 | 21.030 | 1.801 | .182 |
| Violence | 5.940 | 1 | 5.940 | .509 | .477 |
| Sex | 22.917 | 1 | 22.917 | 1.963 | .163 |
| Two-way interactions: | | | | | |
| Erotic x Violence | .436 | 1 | .436 | .037 | .847 |
| Erotic x Sex | 8.819 | 1 | 8.819 | .755 | .386 |
| Violence x Sex | 4.862 | 1 | 4.862 | .416 | .520 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | .765 | 1 | .765 | .066 | .798 |
| Explained Variance | 67.125 | 7 | 9.589 | | |
| Residual Variance | 1693.045 | 145 | 11.676 | | |
| Total | 1760.170 | 152 | 11.580 | | |
| b. Cell means | | | | | |
| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> | | | |
| Slasher | | | | | |
| Male | 21.88 | 16 | | | |
| Female | 21.09 | 22 | | | |
| Violence | | | | | |
| Male | 23.05 | 21 | | | |
| Female | 21.58 | 19 | | | |
| Erotica | | | | | |
| Male | 21.10 | 20 | | | |
| Female | 21.32 | 19 | | | |
| Control | | | | | |
| Male | 22.35 | 17 | | | |
| Female | 21.32 | 19 | | | |

Table 22. Analysis of Satisfaction With One's Own Body Build or Weight Following Film Exposure

| a. Analysis of Variance Using Sexually-Violent Films in the Erotic and Violent Cell | | | | | |
|---|----------|-----|---------|--------|-------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | .093 | 1 | .093 | .003 | .958 |
| Violence | 7.463 | 1 | 7.463 | .222 | .638 |
| Sex | 562.058 | 1 | 562.058 | 16.712 | .000 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 29.649 | 1 | 29.649 | .882 | .349 |
| Erotic x Sex | 157.926 | 1 | 157.926 | 4.696 | .032* |
| Violence x Sex | 11.114 | 1 | 11.114 | .330 | .566 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 127.778 | 1 | 127.778 | 3.799 | .053 |
| Explained Variance | 890.970 | 7 | 127.281 | | |
| Residual Variance | 4876.559 | 145 | 33.631 | | |
| Total | 5767.529 | 152 | 37.944 | | |

*Using the Tukey HSD procedure, females who viewed control films or films depicting violence against women were significantly less satisfied with their body build or weight than males who viewed erotica, sexually-violent films, control films, or films depicting violence against women ($p \leq .05$).

Table 22--continued

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Sexual Violence | | |
| Male | 23.14 | 21 |
| Female | 22.65 | 17 |
| Violence | | |
| Male | 25.86 | 21 |
| Female | 17.68 | 19 |
| Erotica | | |
| Male | 23.90 | 20 |
| Female | 20.84 | 19 |
| Control | | |
| Male | 24.82 | 17 |
| Female | 21.42 | 19 |

Table 23. Analysis of Satisfaction With One's Own Body Build or Weight Following Film Exposure

| a. Analysis of Variance Using Slasher Films in the Erotic and Violent Cell | | | | | |
|--|----------|-----|---------|--------|------|
| Source | SS | df | MS | F | p |
| Main Effects: | | | | | |
| Erotic | 6.084 | 1 | 6.084 | .171 | .680 |
| Violence | 30.432 | 1 | 30.432 | .854 | .357 |
| Sex | 736.679 | 1 | 736.679 | 20.683 | .000 |
| Two-way interactions: | | | | | |
| Erotic x Violence | 5.993 | 1 | 5.993 | .168 | .682 |
| Erotic x Sex | 79.145 | 1 | 79.145 | 2.222 | .138 |
| Violence x Sex | 48.082 | 1 | 48.082 | 1.350 | .247 |
| Three-way Interaction: | | | | | |
| Erotic x Violence x Sex | 59.712 | 1 | 59.712 | 1.676 | .197 |
| Explained Variance | 981.254 | 7 | 981.254 | | |
| Residual Variance | 5164.628 | 145 | 35.618 | | |
| Total | 6145.882 | 152 | 40.433 | | |

b. Cell means

| <u>Movie Type</u> | <u>Mean</u> | <u>n</u> |
|-------------------|-------------|----------|
| Slasher | | |
| Male | 23.13 | 16 |
| Female | 20.32 | 22 |
| Violence | | |
| Male | 25.86 | 21 |
| Female | 17.68 | 19 |
| Erotica | | |
| Male | 23.90 | 20 |
| Female | 20.84 | 19 |
| Control | | |
| Male | 24.82 | 17 |
| Female | 21.42 | 19 |

Table 24. Relation Between Person-Specific Variables and Physically and Verbally-Coercive Responding and Belief and Self-Esteem Measures

| N = 200 | Psychoticism | Hostility | Prior Dating Violence Use |
|--|--------------|-----------|---------------------------|
| Use of Physical Coercion on the Analog Dating Task | .22** | .20** | .29** |
| Use of Verbal Coercion on the Analog Dating Task | .10 | .13 | -.08 |
| Rape Myth Acceptance | .05 | .07 | -.06 |
| Acceptance of Interpersonal Violence | .09 | .13 | .06 |
| Generalized Self-Esteem | -.16* | -.07 | .10 |
| Subjects' Satisfaction with Their Own Attractiveness | -.12 | .07 | .04 |
| Subjects' Satisfaction with Their Body Build or Weight | -.27** | -.02 | .02 |
| Situationally-Assessed Rape Myth Beliefs (Males) | .08 | .18 | .29** |
| Situationally-Assessed Rape Myth Beliefs (Females) | -.02 | -.06 | -.06 |
| Situationally-Assessed Self-Esteem | .01 | -.05 | -.13 |

*Pearson correlation coefficient statistically significant at $p \leq .05$

**Pearson correlation coefficient statistically significant at $p \leq .01$

REFERENCES

- Archer, J., & Ray, N. (1989). Dating violence in the United Kingdom: A preliminary study. Aggressive Behavior, 15, 337-343.
- Attorney General's Commission on Pornography: Final report. (1986, July). Washington, DC: U.S. Department of Justice.
- Bandura, A. (1973). Aggression: A social learning analysis. Englewood Cliffs, N. J.: Prentice-Hall.
- Bandura, A. (1977). Self-efficacy: Towards a unified theory of behavioral change. Psychological Review, 84, 191-215.
- Bandura, A., Underwood, B., & Fromson, M. E. (1975). Disinhibition of aggression through diffusion of responsibility and dehumanization of victims. Journal of Research in Personality, 9, 253-269.
- Barnes, G. E., Malamuth, N. M., & Check, J. V. P. (1984a). Personality and sexuality. Personality and Individual Differences, 5, 159-172.
- Barnett, N. J., & Feild, H. (1977). Sex differences in university students' attitudes toward rape. Journal of College Student Personnel, 2, 93-96.
- Barry, K. (1979a). Female sexual slavery. Englewood Cliffs, NJ: Prentice-Hall.
- Barry, K. (1979b). Pornography: The ideology of cultural sadism. Women Against Violence in Pornography and Media Newspaper, 3 (10), 1-2.
- Berger A. M. (1981). An examination of the relationship between harsh discipline in childhood, later punitiveness toward children and later ratings of adjustment. Unpublished doctoral dissertation, The University of Iowa, Iowa City, Iowa.
- Berger, A. M., Knutson, J. F., Mehm, J. G., & Perkins, K. A. (1988). The self-report of punitive childhood experiences of young adults and adolescents. Child Abuse and Neglect, 12, 251-262.
- Berkowitz, L. (1974). Some determinants of impulsive aggression: The role of mediated associations with reinforcements for aggression. Psychological Review, 81, 165-176.

- Berkowitz, L. (1984). Some effects of thoughts on anti- and pro-social influences of media events: A cognitive-neoassociation analysis. Psychological Bulletin, 95, 410-427.
- Berkowitz, L., & Rawlings, E. (1963). Effects of film violence on inhibitions against subsequent aggression. Journal of Abnormal Social Psychology, 66, 405-412.
- Bernard, M. L., & Bernard, J. L. (1983). Violent intimacy: The family as a model for love relationships. Family Relations, 32, 283-286.
- Bogal-Allbritten, R., & Allbritten, W. (1985). The hidden victims: Courtship violence among college students. Journal of College Student Personnel, 26, 201-204.
- Boudouris, J. (1974). Classification of homicides. Criminology, 11, 525-540.
- Bowen, N. H. (1987). Pornography: Research review and implications for counseling. Special issue: Counseling and violence. Journal of Counseling and Development, 65 (7), 345-350.
- Braucht, G. N., Loya, F., & Jamieson, K. J. (1980). Victims of violent death: A critical review. Psychological Bulletin, 87 (2), 309-333.
- Brodbelt, S. (1983). College dating and aggression. College Student Journal, 17, 273-277.
- Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. Psychological Bulletin, 99 (1), 66-77.
- Brownmiller, S. (1975). Against our will: Men, women and rape. New York: Simon & Schuster.
- Burkhart, B. R., & Stanton, A. L. (1988). Sexual aggression in acquaintance relationships. In G. W. Russell (Ed.), Violence in intimate relationships (pp. 43-65). Great Neck, N.Y.: PMA Publishing Corp.
- Burt, M. R. (1980). Cultural myths and supports for rape. Journal of Personality and Social Psychology, 38, 217-230.
- Burt, M. R., & Albin, R. S. (1981). Rape myths, rape definitions, and probability of conviction. Journal of Applied Social Psychology, 11, 212-230.
- Cate, R. M., Henton, J. M., Koval, J., Christopher, F. S., & Lloyd, S. (1982). Premarital abuse: A sociological perspective. Journal of Family Issues, 3 (1), 79-90.
- Check, J. V. P. (1985). The effects of violent and nonviolent pornography (Contract No. 05SV 19200-3-0899). Ottawa, Ontario: Canadian Department of Justice.

- Check, J. V. P., & Guloien, T. H. (1989). Reported proclivity for coercive sex following repeated exposure to sexually violent pornography, nonviolent dehumanizing pornography, and erotica. In D. Zillmann & J. Bryant (Eds.), Pornography: Research advances and policy considerations. Hillsdale, N. J.: Erlbaum.
- Check, J. V. P., & Malamuth, N. M. (1982, May). Pornography effects and self-reported likelihood of committing acquaintance versus stranger rape. Paper presented at the meeting of the Midwestern Psychological Association, Minneapolis.
- Check, J. V. P., & Malamuth, N. M. (1986). Pornography and sexual aggression: A social learning theory analysis. Communications Yearbook, 9, 181-213.
- DeLamater, J., & MacCorquodale, P. (1979). Premarital sexuality. Madison, Wisconsin: University of Wisconsin Press.
- Demare, D., Briere, J., & Lips, H. M. (1988). Violent pornography and self-reported likelihood of sexual aggression. Journal of Research in Personality, 22, 140-153.
- Derogatis, L. R. (1977). SCL-90-R: Administration, scoring, and procedures manual - II for the revised version and other instruments of the psychopathology rating scale series. John Hopkins University School of Medicine, Clinical Psychometrics Research Unit, Baltimore, MD.
- Derogatis, L. R., Rickels, K., & Rock, A. (1976). The SCL-90 and the MMPI: A step in the validation of a new self-report scale. British Journal of Psychiatry, 128, 280-289.
- Donnerstein, E. (1980). Pornography and violence against women: Experimental studies. Annals of the New York Academy of Sciences, 347, 277-288.
- Donnerstein, E. (1984). Pornography: Its effects on violence against women. In N. M. Malamuth & E. Donnerstein (Eds.), Pornography and sexual aggression (pp.53-79). Orlando: Academic.
- Donnerstein, E., & Barrett, G. (1978). The effects of erotic stimuli on male aggression towards females. Journal of Personality and Social Psychology, 36, 180-188.
- Donnerstein, E., & Berkowitz, L. (1981). Victim reactions in aggressive erotic films as a factor in violence against women. Journal of Personality and Social Psychology, 41, 710-724.
- Donnerstein, E., Berkowitz, L., & Linz, D. (1986). Role of aggressive and sexual images in violent pornography. Unpublished manuscript, University of Wisconsin-Madison.
- Donnerstein, E., & Hallam, J. (1978). Facilitating effects of erotica on aggression against women. Journal of Personality and Social Psychology, 36, 1270-1277.
- Donnerstein, E., Linz, D., & Penrod, S. (1987). The question of pornography: Research findings and policy implications. New York: Free Press.

- Duval, S., & Wicklund, R. A. (1972). A theory of objective self-awareness. New York: Academic.
- Eysenck, H. J. (1978). Sex and personality. London: Sphere Books.
- Franzoi, S. L., & Herzog, M. E. (1985). The Body Esteem Scale: A convergent and discriminant validity study. Unpublished manuscript. Marquette University, Milwaukee, WI.
- Gelles, R. J. (1973). Child abuse as psychopathology: A sociological critique and reformulation. American Journal of Orthopsychiatry, 43, 611-621.
- Gelles, R. J. (1976). Family violence. Beverly Hills, CA: Sage.
- Goldstein, J. H. (1975). Aggression and Crimes of Violence. New York: Oxford University Press.
- Griffitt, W. (1979). Response to erotica and the projection of response to erotica in the opposite sex. Journal of Experimental Research in Personality, 6, 330-338.
- Gutierrez, S., & Kenrick, D. (1979, September). Effects of physical attractiveness of stimulus photos on own self-esteem. Paper presented at the meeting of the American Psychological Association, New York.
- Gwartney-Gibbs, P. A., Stockard, J., & Bohmer, S. (1987). Learning courtship aggression: The influence of parents, peers, and personal experiences. Family Relations, 36, 276-282.
- Hans, V. (1980, August). Pornography and feminism: Empirical evidence and directions for research. Paper presented at the meeting of the American Psychological Association, Montreal.
- Hays, W. L. (1988). Statistics. New York, N.Y.: Holt Rhinehart and Winston, Inc.
- Heilman, M. (1976). Oppositional behavior as a function of influence attempt intensity and retaliation threat. Journal of Personality and Social Psychology, 33, 574-578.
- Helmreich, R., Aronson, E., & LeFan, J. (1970). To err is humanizing-sometimes: Effects of self-esteem, competence, and a pratfall on interpersonal attraction. Journal of Personality and Social Psychology, 16, 259-264.
- Helmreich, R., & Stapp, J. (1974). Short forms of the Texas Social Behavior Inventory (TSBI), an objective measure of self-esteem. Bulletin of the Psychonomic Society, 4(5A), 473-475.
- Henton, J., Cate, R. M., Koval, J., Lloyd, S., & Cristopher, S. (1983). Romance and violence in dating relationships. Journal of Family Issues, 4(3), 455-482.
- Herrnstein, R. J. (1977). The evolution of behaviorism. American Psychologist, 32, 593-603.

- Huesmann, L. R. (1988). An information processing model for the development of aggression. Aggressive Behavior, 14, 13-24.
- Intons-Peterson, M. J., Roskos-Ewoldsen, B. (1989). Mitigating the effects of violent pornography. In S. Gubar & J. Hoff-Wilson (Eds.), For adult users only: The dilemma of violent pornography. Bloomington: Indiana University Press.
- Kalmuss, D. (1984). The intergenerational transmission of marital aggression. Journal of Marriage and the Family, 46, 11-19.
- Kanin, E. J., & Parcell, S. R. (1977). Sexual aggression: A second look at the offended female. Archives of Sexual Behavior, 6, 67-76.
- Kempe, H. C., Silverman, F., Steele, B., Droegemueller, W., & Silver, H. (1962). The battered child syndrome. Journal of the American Medical Association, 181, 17-24.
- Kirkpatrick, C., & Kanin, E. (1957). Male sex aggression on a university campus. American Sociological Review, 22, 52-58.
- Knutson, J. F. (1973). The control of aggression. Chicago: Aldine Publishing Co.
- Knutson, J. F., & Mehm, J. G. (1988). Transgenerational patterns of coercion in families and intimate relationships. In G. W. Russel (Ed.), Violence in Intimate Relationships (pp. 67-90). New York: PMA Publishing Corp.
- Koss, M. P. (1985). The hidden rape victim: Personality, attitudinal, and situational characteristics, Psychology of Women Quarterly, 9, 193-212.
- Koss, M. P., & Leonard, K. E. (1984). Sexually aggressive men: Empirical findings and theoretical implications. In N. M. Malamuth & E. I. Donnerstein (Eds.), Pornography and sexual aggression (pp. 213-232). New York: Academic Press.
- Koss, M.P., Leonard, K.E., Beezley, D. A., & Oros, C. J. (1985). Nonstranger sexual aggression: A discriminant analysis of the psychological characteristics of undetected offenders. Sex Roles, 12, 981-992.
- Koss, M. P., & Oros, C. J. (1980). The "unacknowledged" rape victim. Paper presented at the meeting of the American Psychological Association, Montreal.
- Koss, M. P., & Oros, C. J. (1982). Sexual experiences survey: A research instrument investigating sexual aggression and victimization. Journal of Consulting and Clinical Psychology, 80, 455-457.
- Krafka, C. L. (1985). Sexually explicit, sexually violent, and violent media: Effects of multiple naturalistic exposures and debriefing on female viewers. Unpublished doctoral dissertation, University of Wisconsin-Madison.
- Lane, K. E., & Gwartney-Gibbs, P. A. (1985). Violence in the context of dating and sex. Journal of Family Issues, 6 (1), 45-59.

- Laner, M. R., & Thompson, J. (1982). Abuse and aggression in courting couples. Deviant Behavior, 3, 229-244.
- Linz, D. (1989). Exposure to sexually explicit materials and attitudes toward rape: A comparison of study results. The Journal of Sex Research, 26 (1), 50-84.
- Linz, D., Donnerstein, E., & Adams, S. M. (1989). Physiological desensitization and judgements about female victims of violence. Human Communication Research, 15 (4), 509-522.
- Linz, D. G., Donnerstein, E., & Penrod, S. (1984). The effects of multiple exposures to filmed violence against women. Journal of Communication, 34, 130-147.
- Linz, D. G., Donnerstein, E., & Penrod, S. (1987). The findings and recommendations of the Attorney General's Commission on Pornography: Do the psychological "facts" fit the political fury? American Psychologist, 42 (10), 946-953.
- Linz, D. G., Donnerstein, E., & Penrod, S. (1988). The effects of long-term exposure to violent and sexually degrading depictions of women. Journal of Personality and Social Psychology, 55, in press.
- Linz, D., Slack, A., Kaiser, K., & Penrod, S. (1981, October). Meta-analysis of defendant characteristics studies. Biennial convention of the American Psychology and Law Society, Cambridge, MA.
- Linz, D., & Penrod, S. (1982, March). A meta-analysis of the influence of research methodology on the outcomes of jury simulation studies. Annual Meeting, Academy of Criminal Justice Sciences.
- London, J. (1978). Images of violence against women. Victimology, 2, 510-524.
- Makepeace, J. M. (1981). Courtship violence among college students. Family Relations, 30, 97-102.
- Makepeace, J. M. (1983). Life events stress and courtship violence. Family Relations, 32, 101-109.
- Malamuth, N. M. (1981). Rape fantasies as a function of repeated exposure to sexual violence. Archives of Sexual Behavior, 10, 33-47.
- Malamuth, N. M. (1983). Factors associated with rape as predictors of laboratory aggression against women. Journal of Personality and Social Psychology, 45 (2), 432-442.
- Malamuth, N. M. (1984). Aggression against women: Cultural and individual causes. In N. M. Malamuth & E. I. Donnerstein (Eds.), Pornography and sexual aggression (pp. 19-52). New York: Academic Press.
- Malamuth, N. M., & Ceniti, J. (1986). Repeated exposure to violent and nonviolent pornography: Likelihood of raping ratings and laboratory aggression against women. Aggressive Behavior, 12, 129-137.

- Malamuth, N. M., & Check, J. V. (1980a). Penile tumescence and perceptual responses to rape as a function of victim's perceived reactions. Journal of Applied Social Psychology, 10, 528-547.
- Malamuth, N. M., & Check, J. V. (1980, August). The effects of mass exposure on acceptance of violence against women: A field experiment. Paper presented at the meeting of the American Psychological Association, Montreal.
- Malamuth, N. M., & Check, J. V. (1980). Penile tumescence and perceptual responses to rape as a function of victim's perceived reactions. Journal of Applied Social Psychology, 10 (6), 528-547.
- Malamuth, N. M., & Check, J. V. P. (1981). The effects of mass media exposure on acceptance of violence against women: A field experiment. Journal of Research in Personality, 15, 436-446.
- Malamuth, N. M., & Check, J. V. P. (1982). Factors related to aggression against women. Paper presented at the annual meeting of the Canadian Psychological Association, Montreal.
- Malamuth, N. M., & Check, J. V. P. (1983). Sexual arousal to rape depictions: Individual differences. Journal of Abnormal Psychology, 92, 55-67.
- Malamuth, N. M., & Check, J. V. P. (1985). The effects of aggressive pornography on beliefs of rape myths: Individual differences. Journal of Research in Personality, 19, 299-320.
- Malamuth, N. M., Haber, S., & Feshbach, S. (1980). Testing hypotheses regarding rape: Exposure to sexual violence, sex differences, and the 'normality' of rape. Journal of Research in Personality, 14, 121-137.
- Malamuth, N. M., Heim, M., & Feshbach, S. (1980). Sexual responsiveness of college students to rape depictions: Inhibitory and disinhibitory effects, Journal of Personality and Social Psychology, 38, 399-408.
- Malamuth, N. M., Reisin, I., & Spinner, B. (1979, September). Exposure to pornography and reactions to rape. Paper presented at the 87th annual convention of the American Psychological Association, New York.
- Maslin, J. (1982, November 11). Bloodbaths debase movies and audiences. New York Times, p. 2.
- Matthews, W. J. (1984). Violence in college couples. College Student Journal, 18, 150-158.
- Mayerson, S. E., & Taylor, D. A. (1987). The effects of rape myth pornography on women's attitudes and the mediating role of sex role stereotyping. Sex Roles, 17 (5/6), 321-338.

- Monk, M. C. (1991). The association between punitive childhood experiences, use and enjoyment of sexually explicit stimuli, and physical and sexual coercion within dating relationships. Unpublished master's thesis, University of Iowa, Iowa City, Iowa.
- Mosher, D. L. (1971). Psychological reactions to pornographic films. In Technical report of the Commission on Obscenity and Pornography, Vol. 8, pp. 255-312. Washington DC: U.S. Government Printing Office.
- Padgett, V. R., & Brislin-Slutz, J. A. (1987). Pornography, erotica and negative attitudes towards women: The effects of repeated exposure. Unpublished manuscript, Marshall University, Huntington, West Virginia.
- Plass, M. S., & Gessner, J. C. (1983). Violence in courtship relations: A southern sample. Free Inquiry in Creative Sociology, 11 (2), 198-202.
- Rapaport, K., & Burkhart, B. (1984). Personality and attitudinal characteristics of sexually coercive college males. Journal of Abnormal Psychology, 93, 216-221.
- Rave, E. (1985). Pornography: The leveler of women. In L. B. Rosewater & L. E. A. Walker (Eds.), Handbook of feminist therapy (pp. 226-235). New York: Springer.
- Reuterman, N. A., & Burcky, W. D. (1989). Dating violence in high school: A profile of the victims. Psychology, A Journal of Human Behavior, 26 (4), 1-5.
- Rouse, L. P. (1988). Abuse in dating relationships: A comparison of blacks, whites, and hispanics. Journal of College Student Development, 29, 312-319.
- Schartz, H. A. (1989). Physical coercion in dating couples. Unpublished master's thesis, The University of Iowa.
- Secord, P. F., & Jourard, S. M. (1953). The appraisal of body-cathexis: Body-cathexis and the self. Journal of Consulting Psychology, 17 (5), 343-347.
- Selby, J. W., Calhoun, L. G., & Brock, T. (1977). Sex differences in the social perception of rape victims. Personality and Social Psychology Bulletin, 3, 412-415.
- Sensenig, J., & Brehm, J. W. (1968). Attitude change from an implied threat in attitudinal freedom. Journal of Personality and Social Psychology, 8, 324-330.
- Shotland, R. L. (1985). A preliminary model of some causes of date rape. Academic Psychology Bulletin, 7, 187-200.
- Skelton, C. A. (1982). Situational and personal correlates of sexual victimization in college women. Unpublished doctoral dissertation, Auburn University, Auburn, AL.
- Smalley, B. (1990, October). Are horror movies too horrible for kids? Redbook, pp. 36-38.

- Spinetta, J. J. & Rigler, D. (1972). The child-abusing parent: A psychological review. Psychological Bulletin, 77, 296-304.
- Steinem, G. (1980). Erotica and pornography: A clear and present difference. In L. Lederer (Ed.), Take back the night: Women on pornography (pp. 35-39). New York: William Morrow.
- Steinmetz, S. K. (1978). The battered husband syndrome. Victimology, 2 (3-4), 499-509.
- Straus, M. A. (1979). Measuring intrafamily conflict and violence: The Conflict Tactics (CTS) Scales. Journal of Marriage and the Family, 41, 75-88.
- Straus, M. A. (1980). Stress and physical child abuse. Child Abuse and Neglect, 4, 75-88.
- Straus, M. A., & Gelles, R. (1990). Physical Violence in American Families. New Jersey: Transaction Publishers.
- Straus, M., Gelles, R., & Steinmetz, S. (1980). Behind closed doors: Violence in the American family. New York: Anchor Books.
- Tieger, T. (1981). Self-rated likelihood of raping and the social perception of rape. Journal of Research in Personality, 15, 147-154.
- Tryon, R. C. (1966). Unrestricted cluster and factor analysis with application to the MMPI and Holzinger-Harman problems. Multivar. Behav. Res., 1, 229-244.
- Tversky, A., & Kahneman, D. (1973). Availability: A heuristic for judging frequency and probability. Cognitive Psychology, 5, 207-232.
- Weaver, J. B. (1987). Effects of portrayals of female sexuality and violence against women on perceptions of women. Unpublished doctoral dissertation, University of Indiana, Bloomington.
- Weis, K., & Borges, S. S. (1973). Victimology and rape: The case of the legitimate victim. Issues in Criminology, 8, 71-115.
- Wiggins, J. S. (1969). Content dimensions in the MMPI. In J. N. Butcher (Ed.), MMPI: Research developments and clinical applications. New York: McGraw-Hill.
- Wilson, K., Faison, R., & Britton, G. M. (1983). Cultural aspects of male sex aggression. Deviant Behavior, 4, 241-255.
- Wolfgang, M. E. (1958). Patterns in criminal homicide. New York: Wiley.
- Yllo, K., & Straus, M. A. (1981). Interpersonal violence among married and cohabiting couples. Family Relations, 30, 339-347.

- Zaidi, L. (1985). The influence of punitive childhood experiences on disciplinary responses in an analog parenting task. Unpublished masters thesis, University of Iowa.
- Zaidi, L. (1988). The influence of abusive childhood experiences on adult personality characteristics and disciplinary responses in an analog parenting task. Unpublished doctoral dissertation, University of Iowa, Iowa.
- Zaidi, L. Y., Knutson, J. F., & Mehm, J. B. (1989). Transgenerational patterns of abusive parenting: Analog and clinical tests. Aggressive Behavior, 15, 137-152.
- Zillmann, D. (1971). Excitation transfer in communication-mediated aggressive behavior. Journal of Experimental Social Psychology, 7, 419-434.
- Zillmann, D. (1978). Attribution and misattribution of excitatory reactions. In J. Harvey, W. J. Ickes, & R. F. Kidd (Eds.), New directions in attribution research (Vol. 2). Hillsdale, NJ: Erlbaum.
- Zillmann, D., & Bryant, J. (1982). Pornography, sexual callousness, and the trivialization of rape. Journal of Communication, 32, 10-21.
- Zillmann, D., & Bryant, J. (1984). Effects of massive exposure to pornography. In N. Malamuth & E. Donnerstein (Eds.), Pornography and Sexual Aggression. New York: Academic Press.
- Zillmann, D., Bryant, J., and Carveth, R. A. (1981). The effect of erotica featuring sadomasochism and bestiality on motivated intermale aggression. Personality and Social Psychology Bulletin, 7, 153-159.
- Zillmann, D., Bryant, J., Comisky, P. W., & Medoff, N. J. (1981). Excitation and hedonic valence in the effect of erotica on motivated intermale aggression. European Journal of Social Psychology, 11, 233-252.

APPENDIX A. GROUP TESTING QUESTIONNAIRES

Beliefs and Social Behavior

Group Form

Since this questionnaire asks about things that you may consider personal, we are not asking you to put your name or your social security number on the questionnaire or the answer sheet. Anonymity is GUARANTEED. However, later in the semester we are going to invite some students who completed this questionnaire to participate in another study. In order to protect your privacy and still be able to relate your responses to information obtained later, we have attached a numbered card to your questionnaire that corresponds to your answer sheet. Please remove the card with your number and retain it. Later in the semester we will post a sheet with the numbers of students eligible to participate in the other study. In order to gain admittance to the session, you will need the numbered card. The other study will require 1 hour. You will receive 1 hour of RP credit for each study in which you participate.

REMEMBER - Please take the numbered card and do not enter your university ID number on the answer sheet.

Furthermore, when you turn in the questionnaire and answer sheet, keep them separate from any material that contains identifying information (name or university ID).

Many of the questions refer to your perception of events or people, so they have no right or wrong answers. Please answer the questions as accurately and as honestly as you can, but bear in mind that some of the questions ask for your opinion as opposed to fact. Please put all answers on the enclosed answer sheet, rather than on the questionnaire. You may find some items to be discomfoting or embarassing. If so, feel free to omit any items that you feel to be discomfoting or embarassing. (**On the answer sheet, "True" is alternative #1 and "False" is alternative #2.**)

Number _____ Please put this number in the first 4 spaces of the ID number section of the answer sheet.

Age _____ Please enter your age in the two spaces following the above number.

Sex _____ Please enter your sex in the space after age: If you're a female, enter "1"; if you're a male, enter "2".

Sample

IDENTIFICATION NUMBER

| | | | | | | | |
|---|---|---|---|---|---|---|--------|
| 0 | 0 | 0 | 1 | 2 | 0 | 1 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | Two |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | Spaces |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | Should |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | Be |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | Empty |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Age = Sex =
 ID # = 0001 20 Female

1. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **group sex**?:

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

2. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by never feeling close to another person?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

3. People today should not use "an eye for an eye and a tooth for a tooth" as a rule for living.

1 = Strongly agree
 2 = Agree
 3 = Have no feelings for or against this statement
 4 = Disagree
 5 = Strongly Disagree

4. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by getting into frequent arguments?

1 = Not at all
 2 = A little bit
 3 = Moderately
 4 = Quite a bit
 5 = Extremely

5. A woman will only respect a man who will lay down the law to her.

1 = Strongly agree
 2 = Agree
 3 = Have no feelings for or against this statement
 4 = Disagree
 5 = Strongly Disagree

6. What is your current marital status?

1 = Single
 2 = Married
 3 = Separated
 4 = Divorced
 5 = Widowed

7. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by the idea that someone else can control your thoughts?

1 = Not at all
 2 = A little bit
 3 = Moderately
 4 = Quite a bit
 5 = Extremely

8. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **female homosexual acts**?:

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

9. Being roughed up is sexually stimulating to many women.

1 = Strongly agree

2 = Agree

3 = Have no feelings for or against this statement

4 = Disagree

5 = Strongly Disagree

10. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by the idea that something is wrong with your mind?

1 = Not at all

2 = A little bit

3 = Moderately

4 = Quite a bit

5 = Extremely

11. Many women are so demanding sexually that a man just can't satisfy them.

1 = Strongly agree

2 = Agree

3 = Have no feelings for or against this statement

4 = Disagree

5 = Strongly Disagree

12. I am currently dating someone of the opposite sex. (T/F)

13. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by hearing voices that other people do not hear?

1 = Not at all

2 = A little bit

3 = Moderately

4 = Quite a bit

5 = Extremely

14. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **a man forcing a woman to perform a sexual act against her will?**

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

15. Many times a woman will pretend she doesn't want to have intercourse because she doesn't want to seem loose, but she's really hoping the man will force her.

1 = Strongly agree

2 = Agree

3 = Have no feelings for or against this statement

4 = Disagree

5 = Strongly Disagree

16. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by feeling easily annoyed or irritated?

1 = Not at all

2 = A little bit

3 = Moderately

4 = Quite a bit

5 = Extremely

17. A man's got to show the woman who's boss right from the start or he'll end up henpecked.

1 = Strongly agree

2 = Agree

3 = Have no feelings for or against this statement

4 = Disagree

5 = Strongly Disagree

18. I only date individuals of the opposite sex. (T/F)

19. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by other people being aware of your private thoughts?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

20. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted the **rape of a woman (or women) by a man (or many men)**?

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

21. A wife should move out of the house if her husband hits her.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

22. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by temper outbursts that you could not control?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

23. Women are usually sweet until they've caught a man, but then they let their true self show.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

24. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by shouting or throwing things?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

25. I was born and raised in the United States. (T/F)

26. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by having thoughts that are not your own?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

27. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **bondage of women**?

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

28. Sometimes the only way a man can get a cold woman turned on is to use force.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

29. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by having urges to beat, injure, or harm someone?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

30. A lot of men talk big, but when it comes down to it, they can't perform well sexually.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

31. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by feeling lonely even when you are with people?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

32. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **torture or mutilation of women**?

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

33. A man is never justified in hitting his wife.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

34. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by having urges to break or smash things?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

35. In a dating relationship a woman is largely out to take advantage of a man.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

36. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by having thoughts about sex that bother you a lot?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

37. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **whipping, spanking or beating of women**?

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

38. Men are out for only one thing.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

39. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by the idea that you should be punished for your sins?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

40. In the last year, how often have you used sexually explicit or pornographic materials (e.g., books, magazines, films, videotapes) that depicted **mutually consenting sex between a man and a woman**?

(1) never (2) twice a year (3) four times a year (4) once a month (5) once a week or more

41. Most women are sly and manipulating when they are out to attract a man.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

42. A lot of women seem to get pleasure in putting men down.

- 1 = Strongly agree
- 2 = Agree
- 3 = Have no feelings for or against this statement
- 4 = Disagree
- 5 = Strongly Disagree

43. For this question, select one of the numbered descriptors that best describes how much discomfort this problem has caused you during the past week including today.

How much were you distressed by the idea that something serious is wrong with your body?

- 1 = Not at all
- 2 = A little bit
- 3 = Moderately
- 4 = Quite a bit
- 5 = Extremely

**** Please complete the rest of the questions by referring to **any relationship** that you have had, even single dates. Include answers for the relationship in which you are currently involved. ****

No matter how well two people get along, there are times when they disagree on major decisions, get annoyed about something the other person does, or just have spats and fights because they are in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Following is a list of some things that you and a date might have done when you had a dispute.

- 44) Has a date/mate ever thrown or smashed or hit or kicked something?
 1 = Yes
 2 = No
- 45) Have you ever thrown or smashed or hit or kicked something?
 1 = Yes
 2 = No
- 46) Has a date/mate ever thrown something at you?
 1 = Yes
 2 = No
- 47) Have you ever thrown something at a date/mate?
 1 = Yes
 2 = No
- 48) Has a date/mate ever pushed, grabbed or shoved you?
 1 = Yes
 2 = No
- 49) Have you ever pushed, grabbed or shoved a date/mate?
 1 = Yes
 2 = No
- 50) Has a date/mate ever slapped you?
 1 = Yes
 2 = No
- 51) Have you ever slapped a date/mate?
 1 = Yes
 2 = No
- 52) Has a date/mate ever kicked, bit or hit you?
 1 = Yes
 2 = No
- 53) Have you ever kicked, bit or hit a date/mate?
 1 = Yes
 2 = No

- 54) Has a date/mate ever hit or tried to hit you with something?
1 = Yes
2 = No
- 55) Have you ever hit or tried to hit a date/mate with something?
1 = Yes
2 = No
- 56) Has a date/mate ever beat you up?
1 = Yes
2 = No
- 57) Have you ever beat a date/mate up?
1 = Yes
2 = No
- 58) Has a date/mate ever threatened you with a knife or gun?
1 = Yes
2 = No
- 59) Have you ever threatened a date/mate with a knife or gun?
1 = Yes
2 = No
- 60) Has a date/mate ever used a knife or gun on you?
1 = Yes
2 = No
- 61) Have you ever used a knife or gun on a date/mate?
1 = Yes
2 = No
- 62) Has a date/mate ever verbally threatened you into engaging in sexual activities (e.g., suggested that it might be in your best interest to comply with his/her wishes so he/she doesn't have to get rough with you)?
1 = Yes
2 = No
- 63) Have you ever verbally threatened a date/mate into engaging in sexual activities (e.g., suggest that it might be in his/her best interest to comply with your wishes so you don't have to get rough with him/her)?
1 = Yes
2 = No
- 64) Has a date/mate ever physically forced you into engaging in sexual activities (e.g., held you down and forced you to comply with his/her wishes to have sexual intercourse with him/her)?
1 = Yes
2 = No

- 65) Have you ever physically forced a date/mate into engaging in sexual activities (e.g., held him/her down and forced him/her to comply with your wishes to have sexual intercourse with him/her)?
- 1 = Yes
 - 2 = No

Film-Viewing Questionnaire

Because of the recent publicity and concern about film censorship on this campus, we have constructed this questionnaire to identify the self-directed movie-viewing habits of the typical undergraduate student. On this sheet are listed specific titles of a number of different movies. Please indicate on the computerized answer sheet whether or not you have seen these films in their entirety by blackening in "A" for yes, or "B" for no. **If you have seen the film**, please indicate whether or not you would support censorship of that film which would prohibit it from being shown for educational or research purposes on the University of Iowa's campus. If you would support censorship of the film blacken in "C". If you would NOT support censorship leave "C" blank.

| | <u>YES (A)</u> | <u>NO (B)</u> | <u>Censorship (C)</u> |
|--|----------------|---------------|-----------------------|
| 66. Adventures in Babysitting | ___ | ___ | ___ |
| 67. Lady Chatterly's Lover | ___ | ___ | ___ |
| 68. Last Tango in Paris | ___ | ___ | ___ |
| 69. Vacation | ___ | ___ | ___ |
| 70. The Night Porter | ___ | ___ | ___ |
| 71. Straw Dogs | ___ | ___ | ___ |
| 72. Adventures of Miles and Otis | ___ | ___ | ___ |
| 73. Illsa - She Wolf of the SS | ___ | ___ | ___ |
| 74. Young Lady Chatterly | ___ | ___ | ___ |
| 75. Uncle Buck | ___ | ___ | ___ |
| 76. Emmanuelle in SOHO | ___ | ___ | ___ |
| 77. The Cook, the Thief, His Wife and Her Lover | ___ | ___ | ___ |
| 78. The Adventures of Tom Sawyer | ___ | ___ | ___ |
| 79. Blue Velvet | ___ | ___ | ___ |
| 80. Illsa - Harum Keeper of the Oil Sheiks | ___ | ___ | ___ |
| 81. Turner and Hooch | ___ | ___ | ___ |
| 82. Bolero | ___ | ___ | ___ |
| 83. Wild Orchid | ___ | ___ | ___ |
| 84. Airplane | ___ | ___ | ___ |
| 85. The Burning Bed | ___ | ___ | ___ |
| 86. Shivers | ___ | ___ | ___ |
| 87. Tootsie | ___ | ___ | ___ |
| 88. Olivia | ___ | ___ | ___ |
| 89. A Weekend With the Babysitter | ___ | ___ | ___ |
| 90. Bananas | ___ | ___ | ___ |
| 91. The Getaway | ___ | ___ | ___ |
| 92. Sleeping With the Enemy | ___ | ___ | ___ |
| 93. Stir Crazy | ___ | ___ | ___ |
| 94. Portrait of Seduction | ___ | ___ | ___ |
| 95. The Eyes of Laura Mars | ___ | ___ | ___ |
| 96. The Three Amigos | ___ | ___ | ___ |
| 97. About Last Night | ___ | ___ | ___ |
| 98. Emmanuelle | ___ | ___ | ___ |
| 99. Betsy's Wedding | ___ | ___ | ___ |
| 100. The Raging Bull | ___ | ___ | ___ |

| | | | |
|--|-----|-----|-----|
| 101. Harem Keeper | --- | --- | --- |
| 102. The Burbs | --- | --- | --- |
| 103. The Fantasist | --- | --- | --- |
| 104. Playboy: Video Playmate Calender | --- | --- | --- |
| 105. Stripes | --- | --- | --- |
| 106. Swept Away | --- | --- | --- |
| 107. Bedroom Window | --- | --- | --- |
| 108. Beverly Hills Cop | --- | --- | --- |
| 109. Chorus Call | --- | --- | --- |
| 110. Dressed to Kill | --- | --- | --- |
| 111. Roxanne | --- | --- | --- |
| 112. Playboy: The Girls of Spring Break | --- | --- | --- |
| 113. 9 1/2 Weeks | --- | --- | --- |
| 114. Big Business | --- | --- | --- |
| 115. Once Upon a Time in America | --- | --- | --- |
| 116. The Story of O | --- | --- | --- |
| 117. Rain Man | --- | --- | --- |
| 118. Sante Sangre | --- | --- | --- |
| 119. Playboy: Playmates of the Year | --- | --- | --- |
| 120. Big | --- | --- | --- |
| 121. The Devil in Miss Jones | --- | --- | --- |
| 122. Super Vixens | --- | --- | --- |
| 123. The Pink Panther | --- | --- | --- |
| 124. Angel Heart | --- | --- | --- |
| 125. Playboy: Video Centerfold (Playmate of the Year) | --- | --- | --- |
| 126. Dead Poet's Society | --- | --- | --- |
| 127. Lady on the Bus | --- | --- | --- |
| 128. Toolbox Murders | --- | --- | --- |
| 129. Pee Wee's Big Adventure | --- | --- | --- |
| 130. Playboy: Video Centerfold (Dutch year) | --- | --- | --- |
| 131. Henry and June | --- | --- | --- |
| 132. Fletch | --- | --- | --- |
| 133. Maniac | --- | --- | --- |
| 134. Playboy: Fantasies I or II | --- | --- | --- |
| 135. The Muppet Movie | --- | --- | --- |
| 136. Hollywood Nights | --- | --- | --- |
| 137. Friday the 13th, Part 2 | --- | --- | --- |
| 138. Ghostbusters | --- | --- | --- |
| 139. Playboy: Sexy Lingerie | --- | --- | --- |
| 140. Home Movies, Vol. 1, 11, or 111 | --- | --- | --- |
| 141. Mr. Mom | --- | --- | --- |
| 142. Nightmare | --- | --- | --- |
| 143. Playboy: Wet and Wild | --- | --- | --- |
| 144. The Great Mupper Caper | --- | --- | --- |
| 145. Rear Busters | --- | --- | --- |
| 146. Texas Chainsaw Massacre | --- | --- | --- |
| 147. Moonstruck | --- | --- | --- |

| | | | |
|---|---|---|---|
| 148. The Unbearable Lightness of Being | — | — | — |
| 149. Behind the Brown Door | — | — | — |
| 150. The Great Outdoors | — | — | — |
| 151. She's Gotta Have It | — | — | — |
| 152. Greek Mistress | — | — | — |
| 153. The Man With One Red Shoe | — | — | — |
| 154. Wifemistress | — | — | — |
| 155. 1001 Erotic Nights: The Story of Scheherazade | — | — | — |
| 156. Harry and the Hendersons | — | — | — |
| 157. Ghost | — | — | — |
| 158. Out for Blood | — | — | — |
| 159. Like Father Like Son | — | — | — |
| 160. An Officer and a Gentleman | — | — | — |
| 161. Debby Does Dallas | — | — | — |
| 162. Joe Versus the Volcano | — | — | — |
| 163. Pretty Woman | — | — | — |
| 164. Ginger Lynn movies | — | — | — |
| 165. Herbie Goes Bananas | — | — | — |

APPENDIX B. HUMAN SUBJECTS CONSENT FORM

In the initial part of this study, you will view films and evaluate them on a number of dimensions for approximately 30 minutes. This portion of the experiment is a study on individuals' reactions to and evaluations of commercially released films, and it is desirable that you take your participation seriously to ensure reliable and accurate results. For the remainder of the hour, you will be asked to participate in another pilot study which involves responding to several questionnaires. These questionnaires are designed to identify how you would respond in dating situations involving communication ambiguity and conflict, how you perceive yourself and your body, and what your opinions, feelings, and attitudes are regarding rape. This experiment will take approximately one hour, and for your time and participation you will receive one hour of research participation credit.

With respect to the first half of this experiment, it is important that you be aware that the film clips you will view are commercially released, but they may be R- or X-rated. They may contain scenes of **explicit** and **graphic** violence, portrayals of **explicit** human sexual behavior, or both. When you sign this form, **you are indicating that you are at least 18 years old**, that you have viewed a sample video depicting what some of the material you may be exposed to will be like, and that you are aware that some of these scenes may be disturbing or distressing.

At the completion of the study, further information regarding the procedures and purposes of the study will be given to you, and we will answer any questions you may have. **Participation in this study is voluntary.** You may withdraw from the study at any time, and if, for any reason, you do not wish to continue participating in this study, you should inform the experimenter **immediately**.

If you wish to speak to a professor about any aspect of this study, please contact Dr. Knutson at 335-2436. If he is unavailable at that time, leave a message, and he will contact you as soon as possible.

All individuals' responses to the films will be confidential. In all probability there will be publications or other educational uses of the data, but your responses will be identifiable only through the idiosyncratic 4-digit number that was given to you during group testing. Please answer all questions as honestly as you can. The results of this study will contribute to our scientific knowledge, but will probably have no direct benefits to you as a participant.

I have read the above and consent to participate in this study.

Name

Date

APPENDIX C. FILM SEGMENTS RATING SCALE

Male _____ Female _____

This questionnaire is designed to identify how appropriate college-aged adults think certain movie scenes would be to view within a dating context. There are five questions that go with each movie scene. After you have viewed the scene, put the VCR on "pause," and respond to each question by circling the letter of the response that best captures your thoughts. If you are not currently in a dating relationship, when responding to questions "C" and "D" for each scene, consider how you would have felt in the context of your last relationship.

1. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
 - a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
 - a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
 - a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
 - a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
 - a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy

2. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
3. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate

- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
4. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
5. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate

- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
6. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy

- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
7. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
8. A. I think this scene, within the context of an entire movie, would be _____ to see on a first date.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- B. I think this scene, within the context of an entire movie, would be _____ to see after dating someone for 6 months or more.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate

- C. I think this scene, within the context of an entire movie, would be _____ to see with my present partner.
- a. very appropriate b. somewhat appropriate c. neither appropriate nor inappropriate d. somewhat inappropriate e. very inappropriate
- D. If I were to see this scene within the context of an entire movie with my present partner, I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy
- E. If I were to view this scene within the context of an entire movie by myself with no one else around I would feel _____.
- a. very comfortable b. fairly comfortable c. neutral (I don't feel comfortable or uncomfortable) d. somewhat uneasy e. very uneasy

APPENDIX D. ANALOG DATING TASK - REVISED

Instructions for Males**PLEASE READ THESE INSTRUCTIONS CAREFULLY!**

Following, you will read descriptions of conflicts in dating situations that most people would find upsetting or irritating. After reading the description, you will be asked to respond to several questions as if this situation were actually happening to you. Try to place yourself in this situation and think about how you would most likely respond. Remember, we have no way to link your responses to you, so PLEASE be as honest and truthful as possible.

Following, you will read descriptions of conflicts in dating situations. After reading the description, you will be asked to respond to some questions as if this were happening to you. While you read the description, try to imagine how you would feel. Try to visualize what you would do, adding any details that you feel are necessary.

A. You and your girlfriend have been going out for about 12 months. You both consider your relationship to be serious and do not date anyone else. You have had a rough day and are particularly annoyed. Your girlfriend is typically late. This night, your girlfriend was supposed to arrive over 2 hours ago, but she has not called. Finally, your girlfriend arrives.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|--------------------|---|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | Extremely upset | |

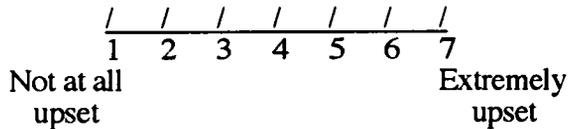
2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object

11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

B. You and your girlfriend have been going out for about a year. You both consider your relationship to be serious and do not date anyone else. You have had a rough day and are particularly annoyed. Your girlfriend starts picking on your appearance, for example criticizing your clothes, your weight, your new haircut, etc.

1. On a scale of 1-7, how upset would this make you?



2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist

- 15. hit or try to hit your date with something
- 16. end the relationship

5. Have you ever been in a situation similar to this?

- 1. Yes
- 2. No

6. Can you even imagine yourself in a situation like this?

- 1. Yes
- 2. No

C. You and your girlfriend have been going out for about 12 months. You both consider your relationship to be serious and do not date anyone else. You tell your girlfriend that you want to go out with some of your friends, tonight, instead of her. Your girlfriend becomes angry and starts yelling at you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|--|
| / | / | / | / | / | / | / | / | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Not at all upset | | | | | | | Extremely upset | |

2. How would you respond:

- 1. discuss the issue calmly
- 2. discuss the issue but in an irritated tone
- 3. yell at your date
- 4. sulk and/or refuse to talk about it
- 5. insult or swear at your date
- 6. cry
- 7. do or say something to spite your date
- 8. leave the room or situation
- 9. threaten to hit or throw something at your date
- 10. throw or smash or hit some object
- 11. throw some object at your date
- 12. push, grab, or shove your date
- 13. slap your date
- 14. kick, bite, or hit your date with your fist
- 15. hit or try to hit your date with something
- 16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

- 1. I would never respond differently
- 2. I would respond differently the next time my date did this
- 3. I would respond differently after my date had done this 3 or 4 times
- 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

D. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your girlfriend tells you that she has volunteered to work, tonight, instead of going to the movies with you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date

13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
 1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
 0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
 1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
 1. Yes
 2. No
- E. You and your girlfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. You are talking to one of your ex-girlfriends at a party. Your current date sees you laughing and joking around. After the two of you get back to your home, your girlfriend is very angry, and in the midst of the argument, she threatens to break off the relationship.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|--------------------|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | Extremely upset | | | |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist

15. hit or try to hit your date with something
16. end the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

F. You and your girlfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. Your girlfriend tells you that she is seriously considering accepting an offer from another school 1200 miles from you. She has not discussed this with you before, and you were under the impression that she was going to continue going to school, here.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|--------------------|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | Extremely upset | | | |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

G. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. You want to have sexual intercourse with your girlfriend. You try to kiss her, but she pushes you away.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date

13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

H. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. You are disagreeing about what to do tonight, for example, you want to go to a certain movie and your date wants to go to a party.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|--|
| / | / | / | / | / | / | / | / | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Not at all upset | | | | | | | Extremely upset | |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist

15. hit or try to hit your date with something
16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
2. No
1. You and your girlfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. You see your girlfriend flirting with one of your friends at a party. You see her kiss your friend. After you both get home, . . .
1. On a scale of 1-7, how upset would this make you?
- | | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |
2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

J. You and your girlfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. You tell your girlfriend that you think she has been putting on a lot of weight and offer to help her to go on a diet. She becomes upset with you and insults or swears at you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|--------------------|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | Extremely upset | | | |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date

12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

K. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and had decided not to date anyone else. You tell your girlfriend that you want to date other girls. She becomes very annoyed and breaks something of yours.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---|---|---|---|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Not at all upset Extremely upset

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist

- 15. hit or try to hit your date with something
- 16. end the relationship

5. Have you ever been in a situation similar to this?

- 1. Yes
- 2. No

6. Can you even imagine yourself in a situation like this?

- 1. Yes
- 2. No

L. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your girlfriend wants to have sexual intercourse with you, but you do not.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|--|
| / | / | / | / | / | / | / | / | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Not at all upset | | | | | | | Extremely upset | |

2. How would you respond:

- 1. comply
- 2. try to talk or reason with your date
- 3. yell at your date
- 4. insult or swear at your date
- 5. cry
- 6. do or say something to spite your date
- 7. try to leave the room or situation
- 8. threaten to hit or throw something at your date
- 9. throw or smash or hit some object
- 10. throw some object at your date
- 11. push, grab, or shove your date
- 12. slap your date
- 13. kick, bite, or hit your date with your fist
- 14. hit or try to hit your date with something
- 15. threaten to break off the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

- 1. I would never respond differently
- 2. I would respond differently the next time my date did this
- 3. I would respond differently after my date had done this 3 or 4 times
- 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

- 0. not change my response

1. comply
2. try to talk or reason with your date
3. yell at your date
4. insult or swear at your date
5. cry
6. do or say something to spite your date
7. try to leave the room or situation
8. threaten to hit or throw something at your date
9. throw or smash or hit some object
10. throw some object at your date
11. push, grab, or shove your date
12. slap your date
13. kick, bite, or hit your date with your fist
14. hit or try to hit your date with something
15. threaten to break off the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

M. Part 2: You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your girlfriend wants to have sexual intercourse with you, but you do not. Your girlfriend states that if you do not want to have sex with her she will go out and find another man who does.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist

15. hit or try to hit your date with something
 16. end the relationship
 17. comply
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
 17. comply
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

N. Part 3: You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your girlfriend wants to have sexual intercourse with you, but you do not. Your girlfriend threatens to break off the relationship if you do not comply.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---|---|---|---|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Not at all
upset

Extremely
upset

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship
17. comply

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date

14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship
17. comply

5. Have you ever been in a situation similar to this?

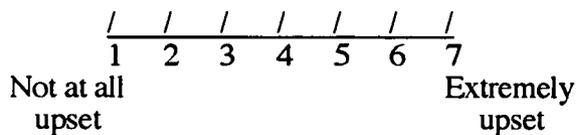
1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

O. Part 4: You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your girlfriend wants to have sexual intercourse with you, but you do not. Your girlfriend becomes annoyed and starts wrestling with you and unfastening your clothes.

1. On a scale of 1-7, how upset would this make you?



2. How would you respond:

1. comply
2. try to talk or reason with your date
3. yell at your date
4. insult or swear at your date
5. cry
6. do or say something to spite your date
7. try to leave the room or situation
8. threaten to hit or throw something at your date
9. throw or smash or hit some object
10. throw some object at your date
11. push, grab, or shove your date
12. slap your date
13. kick, bite, or hit your date with your fist
14. hit or try to hit your date with something
15. threaten to break off the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
0. not change my response
 1. comply
 2. try to talk or reason with your date
 3. yell at your date
 4. insult or swear at your date
 5. cry
 6. do or say something to spite your date
 7. try to leave the room or situation
 8. threaten to hit or throw something at your date
 9. throw or smash or hit some object
 10. throw some object at your date
 11. push, grab, or shove your date
 12. slap your date
 13. kick, bite, or hit your date with your fist
 14. hit or try to hit your date with something
 15. threaten to break off the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

P. Part 5: You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your girlfriend wants to have sexual intercourse with you, but you do not. Your girlfriend forcefully removes your clothes and proceeds to have sex with you anyway.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:
1. comply
 2. try to talk or reason with your date
 3. yell at your date
 4. insult or swear at your date
 5. cry
 6. do or say something to spite your date
 7. try to leave the room or situation
 8. threaten to hit or throw something at your date
 9. throw or smash or hit some object
 10. throw some object at your date
 11. push, grab, or shove your date
 12. slap your date

13. kick, bite, or hit your date with your fist
 14. hit or try to hit your date with something
 15. threaten to break off the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. comply
 2. try to talk or reason with your date
 3. yell at your date
 4. insult or swear at your date
 5. cry
 6. do or say something to spite your date
 7. try to leave the room or situation
 8. threaten to hit or throw something at your date
 9. throw or smash or hit some object
 10. throw some object at your date
 11. push, grab, or shove your date
 12. slap your date
 13. kick, bite, or hit your date with your fist
 14. hit or try to hit your date with something
 15. threaten to break off the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

Q. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and had decided not to date anyone else. Your girlfriend tells you that she wants to date other guys.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|--------------------|---|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | Extremely upset | |

2. How would you respond:
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?
 1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
 0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship

5. Have you ever been in a situation similar to this?
 1. Yes
 2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

R. You and your girlfriend have been going out for about a year. You both consider the relationship to be serious and have decided not to date anyone else. During the course of an argument, your girlfriend becomes very angry and hits you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|------------|---|---|---|---|---|---|-----------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all | | | | | | | Extremely |
| upset | | | | | | | upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date

6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

5. You and your girlfriend have been going out for about 12 months. You both consider the relationship to be serious and have decided not to date anyone else. However, one evening you arrive at your girlfriend's apartment to find her in bed with another man.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|------------|---|---|---|---|---|---|-----------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all | | | | | | | Extremely |
| upset | | | | | | | upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

T. You and your girlfriend have been going out for about one year. You both consider the relationship to be serious and have decided not to date anyone else. You want to "spice up" your sex life by trying some new positions and techniques you saw demonstrated in a pornographic movie you rented. Your girlfriend is disgusted at your suggestions and she calls you a "pervert".

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|------------|---|---|---|---|---|---|-----------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all | | | | | | | Extremely |
| upset | | | | | | | upset |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone

3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

U. You and some friends go out to have a few beers. At the beer garden, you notice that a girl keeps looking at you from across the patio. Finally, you approach her and buy her a drink. After about an hour she invites you to accompany her to her apartment. At the apartment after drinking a couple more glasses of wine, the two of you start fondling each other. However, once you start to unbutton her jeans she says she wants you to stop.

1. How would you respond?

1. stop unbuttoning her jeans
2. discuss the issue calmly
3. discuss the issue but in an irritated tone
4. continue unbuttoning her jeans
5. yell at her
6. sulk and/or refuse to talk about it
7. insult or swear at her
8. do or say something to spite her
9. verbally force her into engaging in sexual activities (e.g., suggest that it might be in her best interest to comply with your wishes so you don't have to get rough with her)
10. physically force her into engaging in sexual activities (e.g., hold her down and force her to comply with your wishes to have sexual intercourse with her)

2. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|------------|---|---|---|---|---|-----------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all | | | | | | Extremely |
| upset | | | | | | upset |

3. Have you ever been in a situation similar to this?

1. yes
2. no

4. Can you even imagine yourself in a situation like this?

1. yes
2. no

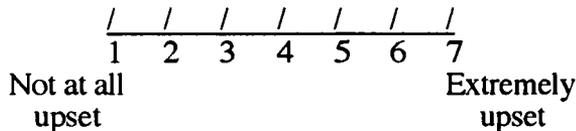
V. You are invited to a sorority date party by a girl that is considered to be particularly "wild". During the course of the party she invites you up to see her room. During this visit, you playfully wrestle her to her bed, and then you start caressing her breasts. She asks you to stop and she tries to push you away.

1. How would you respond?

1. stop touching her as she asked you to do
2. discuss the issue calmly
3. discuss the issue but in an irritated tone
4. continue touching her in intimate places
5. yell at her
6. sulk and/or refuse to talk about it
7. insult or swear at her
8. do or say something to spite her

9. verbally force her into engaging in sexual activities (e.g., suggest that it might be in her best interest to comply with your wishes so you don't have to get rough with her)
10. physically force her into engaging in sexual activities (e.g., hold her down and force her to comply with your wishes to have sexual intercourse with her)

2. On a scale of 1-7, how upset would this make you?



3. Have you ever been in a situation similar to this?

1. yes
2. no

4. Can you even imagine yourself in a situation like this?

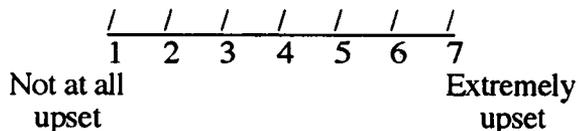
1. yes
2. no

W. You and a group of some of your friends decide to cruise around town to look for some girls. As you go down the main street of the town one of your friends sees two provocatively dressed girls and he convinces them to get into the car. They suggest going to one of your friends' apartments to "party". After consuming some beer, you notice that the friend that offered to take you home at the end of the night is missing. Concerned that he might have left, you wander through the house looking for him. As you open the door to one of the bedrooms, you see your friend and one of the girls lying on the bed. It is obvious that they just finished having sex, and your friend encourages you to have sex with her too, even though you're not entirely sure she wants to.

1. How would you respond?

1. Tell your friend that you want no part of what's going on.
2. Back out of the situation gracefully.
3. Go ahead and have sex with the girl so your friend won't consider you "strange."
4. Go ahead and have sex with the girl since she was probably asking for it anyway.

2. On a scale of 1-7, how upset would this make you?



3. Have you ever been in a situation similar to this?

1. yes
2. no

4. Can you even imagine yourself in a situation like this?

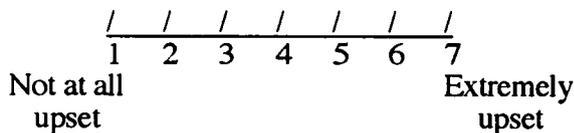
1. yes
2. no

X. You invite a girl from your history class on a date. She accepts with a smile. You treat her to an expensive dinner, and later, you take her dancing. You notice that she seems to really enjoy your company and that she particularly enjoys dancing slow songs with you. After you leave the dance bar, you suggest that the two of you go back to your place. However, she says she needs to get up early in the morning. You eventually convince her to join you for just a little nightcap. Once you are in the apartment and sitting comfortably on the sofa, you try to kiss her. She responds at first and then pulls away saying that she had better go.

1. How would you respond?

1. stop kissing her and offer to take her home
2. discuss the issue calmly
3. discuss the issue but in an irritated tone
4. continue kissing her
5. try to get more intimate with her
6. yell at her
7. sulk and/or refuse to talk about it
8. insult or swear at her
9. do or say something to spite her
10. verbally force her into engaging in sexual activities (e.g., suggest that it might be in her best interest to comply with your wishes so you don't have to get rough with her)
11. physically force her into engaging in sexual activities (e.g., hold her down and force her to comply with your wishes to have sexual intercourse with her)

2. On a scale of 1-7, how upset would this make you?



3. Have you ever been in a situation similar to this?

1. yes
2. no

4. Can you even imagine yourself in a situation like this?

1. yes
2. no

Y. You invited a girl who you've been seeing for the past three weeks to your apartment to watch a movie on your video recorder. She accepts and even brings popcorn for the occasion. About 15 minutes into the movie you start kissing and touching your date. Although you have had great sex with this girl before, she asks you to stop.

1. How do you respond?
 1. stop kissing and touching her as she requested
 2. discuss the issue calmly
 3. discuss the issue but in an irritated tone
 4. continue kissing and touching her
 5. try to get more intimate with her
 6. yell at her
 7. sulk and/or refuse to talk about it
 8. insult or swear at her
 9. do or say something to spite her
 10. verbally force her into engaging in sexual activities (e.g., suggest that it might be in her best interest to comply with your wishes so you don't have to get rough with her)
 11. physically force her into engaging in sexual activities (e.g., hold her down and force her to comply with your wishes to have sexual intercourse with her)

2. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

3. Have you ever been in a situation similar to this?
 1. yes
 2. no
4. Can you even imagine yourself in a situation like this?
 1. yes
 2. no

Z. Suppose you read a newspaper article about a 21-year-old woman who was bringing charges of rape against a young man who agreed to give her a ride while she was hitchhiking.

Without knowing any more about the woman or the man would your first inclination be to assume that:

1. the young woman was asking for it because she shouldn't have been hitchhiking in the first place
2. the driver was clearly in the wrong whether the woman was hitchhiking or not

ANALOG DATING TASK - REVISED

Instructions for Females**PLEASE READ THESE INSTRUCTIONS CAREFULLY!**

Following, you will read descriptions of conflicts in dating situations that most people would find upsetting or irritating. After reading the description, you will be asked to respond to several questions as if this situation were actually happening to you. Try to place yourself in this situation and think about how you would most likely respond. Remember, we have no way to link your responses to you, so PLEASE be as honest and truthful as possible.

A. You and your boyfriend have been going out for about 12 months. You both consider your relationship to be serious and do not date anyone else. You have had a rough day and are particularly annoyed. Your boyfriend is typically late. This night, your boyfriend was supposed to arrive over 2 hours ago, but he has not called. Finally, your boyfriend arrives.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this

3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

B. You and your boyfriend have been going out for about a year. You both consider your relationship to be serious and do not date anyone else. You have had a rough day and are particularly annoyed. Your boyfriend starts picking on your appearance, for example criticizing your clothes, your weight, your new haircut, etc.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|--------------------|---|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | Extremely upset | |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry

7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

C. You and your boyfriend have been going out for about 12 months. You both consider your relationship to be serious and do not date anyone else. You tell your boyfriend that you want to go out with some of your friends, tonight, instead of him. Your boyfriend becomes angry and starts yelling at you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date

10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

D. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your boyfriend tells you that he has volunteered to work, tonight, instead of going to the movies with you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done

this 3 or 4 times

4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
 0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship

5. Have you ever been in a situation similar to this?
 1. Yes
 2. No

6. Can you even imagine yourself in a situation like this?
 1. Yes
 2. No

E. You and your boyfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. You are talking to one of your ex-boyfriends at a party. Your current date sees you laughing and joking around. After the two of you get back to your home, your boyfriend is very angry, and in the midst of the argument, he threatens to break off the relationship.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|--------------------|---|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | Extremely upset | |

2. How would you respond:
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry

7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

F. You and your boyfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. Your boyfriend tells you that he is seriously considering accepting an offer from another school 1200 miles from you. He has not discussed this with you before, and you were under the impression that he was going to continue going to school, here.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|------------|---|---|---|---|---|---|-----------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all | | | | | | | Extremely |
| upset | | | | | | | upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date

8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

G. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. You want to have sexual intercourse with your boyfriend. You try to kiss him, but he pushes you away.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|--|
| / | / | / | / | / | / | / | / | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Not at all upset | | | | | | | Extremely upset | |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date

- did this
3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

H. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. You are disagreeing about what to do tonight, for example, you want to go to a certain movie and your date wants to go to a party.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|--|
| / | / | / | / | / | / | / | / | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Not at all upset | | | | | | | Extremely upset | |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date

6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

I. You and your boyfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. You see your boyfriend flirting with one of your friends at a party. You see him kiss your friend. After you both get home, . . .

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry

7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

J. You and your boyfriend have been going out for about 12 months. You both consider the relationship to be serious and do not date anyone else. You tell your boyfriend that you think he has been putting on a lot of weight and offer to help him to go on a diet. He becomes upset with you and insults or swears at you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times

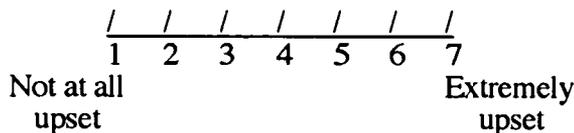
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship

5. Have you ever been in a situation similar to this?
1. Yes
 2. No

6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

K. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and had decided not to date anyone else. You tell your boyfriend that you want to date other guys. He becomes very annoyed and breaks something of yours.

1. On a scale of 1-7, how upset would this make you?



2. How would you respond:
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?
 1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
 0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship

5. Have you ever been in a situation similar to this?
 1. Yes
 2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

L. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your boyfriend wants to have sexual intercourse with you, but you do not.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|------------|---|---|-----------|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all | | | Extremely | | | |
| upset | | | upset | | | |

2. How would you respond:

1. comply
2. try to talk or reason with your date
3. yell at your date
4. insult or swear at your date
5. cry
6. do or say something to spite your date
7. try to leave the room or situation
8. threaten to hit or throw something at your date
9. throw or smash or hit some object
10. throw some object at your date
11. push, grab, or shove your date
12. slap your date
13. kick, bite, or hit your date with your fist
14. hit or try to hit your date with something
15. threaten to break off the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. comply
2. try to talk or reason with your date
3. yell at your date
4. insult or swear at your date
5. cry
6. do or say something to spite your date
7. try to leave the room or situation

8. threaten to hit or throw something at your date
9. throw or smash or hit some object
10. throw some object at your date
11. push, grab, or shove your date
12. slap your date
13. kick, bite, or hit your date with your fist
14. hit or try to hit your date with something
15. threaten to break off the relationship

5. Has anything similar to this ever happened to you?

1. Yes
2. No

6. Were you even able to imagine anything like this happening to you?

1. Yes
2. No

M. Part 2: You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your boyfriend wants to have sexual intercourse with you, but you do not. Your boyfriend states that if you do not want to have sex with him he will go out and find another woman who does.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|------------|---|---|---|---|---|---|-----------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all | | | | | | | Extremely |
| upset | | | | | | | upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship
17. comply

3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
 17. comply

5. Have you ever been in a situation similar to this?
1. Yes
 2. No

6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

N. Part 3: You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your boyfriend wants to have sexual intercourse with you, but you do not. Your boyfriend threatens to break off the relationship if you do not comply.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |

2. How would you respond:
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
 17. comply

3. How many times would you let your date do this again before you changed the response that you selected in question 2?
 1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .
 0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
 17. comply

5. Have you ever been in a situation similar to this?
 1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
 1. Yes
 2. No

O. Part 4: You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your boyfriend wants to have sexual intercourse with you, but you do not. Your boyfriend becomes annoyed and starts wrestling with you and unfastening your clothes.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:
 1. comply
 2. try to talk or reason with your date
 3. yell at your date
 4. insult or swear at your date
 5. cry
 6. do or say something to spite your date
 7. try to leave the room or situation
 8. threaten to hit or throw something at your date
 9. throw or smash or hit some object
 10. throw some object at your date
 11. push, grab, or shove your date
 12. slap your date
 13. kick, bite, or hit your date with your fist
 14. hit or try to hit your date with something
 15. threaten to break off the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
 1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
 0. not change my response
 1. comply
 2. try to talk or reason with your date

3. yell at your date
4. insult or swear at your date
5. cry
6. do or say something to spite your date
7. try to leave the room or situation
8. threaten to hit or throw something at your date
9. throw or smash or hit some object
10. throw some object at your date
11. push, grab, or shove your date
12. slap your date
13. kick, bite, or hit your date with your fist
14. hit or try to hit your date with something
15. threaten to break off the relationship

5. Has anything similar to this ever happened to you?

1. Yes
2. No

6. Were you even able to imagine anything like this happening to you?

1. Yes
2. No

P. Part 5: You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and do not date anyone else. Your boyfriend wants to have sexual intercourse with you, but you do not. Your boyfriend forcefully removes your clothes and proceeds to have sex with you anyway.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:

1. comply
2. try to talk or reason with your date
3. yell at your date
4. insult or swear at your date
5. cry
6. do or say something to spite your date
7. try to leave the room or situation
8. threaten to hit or throw something at your date
9. throw or smash or hit some object
10. throw some object at your date
11. push, grab, or shove your date
12. slap your date
13. kick, bite, or hit your date with your fist
14. hit or try to hit your date with something
15. threaten to break off the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. comply
 2. try to talk or reason with your date
 3. yell at your date
 4. insult or swear at your date
 5. cry
 6. do or say something to spite your date
 7. try to leave the room or situation
 8. threaten to hit or throw something at your date
 9. throw or smash or hit some object
 10. throw some object at your date
 11. push, grab, or shove your date
 12. slap your date
 13. kick, bite, or hit your date with your fist
 14. hit or try to hit your date with something
 15. threaten to break off the relationship
5. Has anything similar to this ever happened to you?
1. Yes
 2. No
6. Were you even able to imagine anything like this happening to you?
1. Yes
 2. No

Q. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and had decided not to date anyone else. Your boyfriend tells you that he wants to date other girls.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Not at all upset | | | | | | | Extremely upset |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date

4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

R. You and your boyfriend have been going out for about a year. You both consider the relationship to be serious and have decided not to date anyone else. During the course of an argument, your boyfriend becomes very angry and hits you.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times
4. I would respond differently if my date did this more than 5 times

4. My different response would be to . . .

0. not change my response
1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object

11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

5. Have you ever been in a situation similar to this?

1. Yes
2. No

6. Can you even imagine yourself in a situation like this?

1. Yes
2. No

S. You and your boyfriend have been going out for about 12 months. You both consider the relationship to be serious and have decided not to date anyone else. However, one evening you arrive at your boyfriend's apartment to find him in bed with another woman.

1. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |

2. How would you respond:

1. discuss the issue calmly
2. discuss the issue but in an irritated tone
3. yell at your date
4. sulk and/or refuse to talk about it
5. insult or swear at your date
6. cry
7. do or say something to spite your date
8. leave the room or situation
9. threaten to hit or throw something at your date
10. throw or smash or hit some object
11. throw some object at your date
12. push, grab, or shove your date
13. slap your date
14. kick, bite, or hit your date with your fist
15. hit or try to hit your date with something
16. end the relationship

3. How many times would you let your date do this again before you changed the response that you selected in question 2?

1. I would never respond differently
2. I would respond differently the next time my date did this
3. I would respond differently after my date had done this 3 or 4 times

4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

T. You and your boyfriend have been going out for about one year. You both consider the relationship to be serious and have decided not to date anyone else. You want to "spice up" your sex life by trying some new positions and techniques you saw demonstrated in a pornographic movie you rented. Your boyfriend is disgusted at your suggestions and he calls you a "slut".

1. On a scale of 1-7, how upset would this make you?

| | | | | | | | | |
|---------------------|---|---|---|---|---|---|--------------------|--|
| / | / | / | / | / | / | / | / | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Not at all upset | | | | | | | Extremely upset | |

2. How would you respond:
1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date

8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
3. How many times would you let your date do this again before you changed the response that you selected in question 2?
1. I would never respond differently
 2. I would respond differently the next time my date did this
 3. I would respond differently after my date had done this 3 or 4 times
 4. I would respond differently if my date did this more than 5 times
4. My different response would be to . . .
0. not change my response
 1. discuss the issue calmly
 2. discuss the issue but in an irritated tone
 3. yell at your date
 4. sulk and/or refuse to talk about it
 5. insult or swear at your date
 6. cry
 7. do or say something to spite your date
 8. leave the room or situation
 9. threaten to hit or throw something at your date
 10. throw or smash or hit some object
 11. throw some object at your date
 12. push, grab, or shove your date
 13. slap your date
 14. kick, bite, or hit your date with your fist
 15. hit or try to hit your date with something
 16. end the relationship
5. Have you ever been in a situation similar to this?
1. Yes
 2. No
6. Can you even imagine yourself in a situation like this?
1. Yes
 2. No

U. You and some friends go out to have a few beers. At the beer garden, you notice that a guy keeps looking at you from across the patio. Finally, he approaches you and buys you a drink. After about an hour you invite him to accompany you to your apartment. At the apartment after drinking a couple more glasses of wine, the two of you start fondling each other. However, once he starts to unbutton your jeans you want him to stop.

1. How would you respond?

1. allow him to continue, since you probably lead him on by inviting him to your apartment
2. allow him to continue since you're afraid if you tell him to stop, he won't want to see you anymore
3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
4. say nothing
5. say nothing hoping that he will read your body and facial cues that you want him to stop
6. tell him calmly that you want him to stop
7. tell him in an irritated tone that you want him to stop
8. tell him in an angry tone that you want him to stop
9. push him away

2. How would you respond if he continued unbuttoning your jeans after you asked him to stop?

1. allow him to continue, since you probably lead him on by inviting him to your apartment
2. allow him to continue since you're afraid if you tell him to stop, he won't want to see you anymore
3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
4. say nothing
5. say nothing hoping that he will read your body and facial cues that you want him to stop
6. tell him calmly that you want him to stop
7. tell him in an irritated tone that you want him to stop
8. tell him in an angry tone that you want him to stop
9. try to get away by pushing or shoving him
10. yell at him
11. insult or swear at him
12. do or say something to spite him

3. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|---|---|---|--------------------|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | | | | Extremely upset |

4. Has anything similar to this ever happened to you?

1. yes
2. no

5. Were you even able to imagine anything like this happening to you?

1. yes
2. no

V. You invited a guy to one of your sorority date parties, and you dressed particularly provocatively hoping to get his attention. During the course of the party you invite him up to see your room. During this visit, he playfully wrestles you to your bed, and then he starts caressing your breasts. You want him to stop.

1. What do you do?

1. allow him to continue, since you probably lead him on by dressing provocatively
2. allow him to continue since you're afraid if you tell him to stop, he won't want to date you anymore
3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
4. say nothing
5. say nothing hoping that he will read your body and facial cues that you want him to stop
6. tell him calmly that you want him to stop
7. tell him in an irritated tone that you want him to stop
8. tell him in an angry tone that you want him to stop
9. push him away

2. How would you respond if he continued touching you in private places after you asked him to stop?

1. allow him to continue, since you probably lead him on by dressing provocatively
2. allow him to continue since you're afraid if you tell him to stop, he won't want to date you anymore
3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
4. say nothing
5. say nothing hoping that he will read your body and facial cues that you want him to stop
6. tell him calmly that you want him to stop
7. tell him in an irritated tone that you want him to stop
8. tell him in an angry tone that you want him to stop
9. try to get away by pushing or shoving him
10. yell at him
11. insult or swear at him
12. do or say something to spite him

3. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---|---|---|---|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Not at all
upset

Extremely
upset

4. Has anything similar to this ever happened to you?

1. yes
2. no

5. Were you even able to imagine anything like this happening to you?

1. yes
2. no

W. A guy who you've been seeing for the past three weeks invites you to his apartment to watch a movie on his video recorder. You accept and even buy some popcorn for the occasion. About 15 minutes into the movie, your date starts kissing you and touching you, and it is clear that he does not intend on watching the movie. Although you have had sex with this guy before, you are having some ambivalent feelings about whether you want to continue having sex with him. You want to tell him to stop.

1. What do you do?

1. allow him to continue, since you probably lead him on by having sex with him before
2. allow him to continue since you're afraid if you tell him to stop, he won't want to date you anymore
3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
4. say nothing
5. say nothing hoping that he will read your body and facial cues that you want him to stop
6. tell him calmly that you want him to stop
7. tell him in an irritated tone that you want him to stop
8. tell him in an angry tone that you want him to stop
9. push him away

2. If you asked him to stop, how would you respond if he ignored your request and continued kissing and touching you in private places?

1. allow him to continue, since you probably lead him on by having sex with him before
2. allow him to continue since you're afraid if you tell him to stop, he won't want to date you anymore
3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
4. say nothing
5. say nothing hoping that he will read your body and facial cues that you want him to stop
6. tell him calmly that you want him to stop
7. tell him in an irritated tone that you want him to stop
8. tell him in an angry tone that you want him to stop

9. try to get away by pushing or shoving him
 10. yell at him
 11. insult or swear at him
 12. do or say something to spite him
3. On a scale of 1-7, how upset would this make you?

| | | | | | | |
|---------------------|---|---|--------------------|---|---|---|
| / | / | / | / | / | / | / |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Not at all upset | | | Extremely upset | | | |

4. Has anything similar to this ever happened to you?
1. yes
 2. no
5. Were you even able to imagine anything like this happening to you?
1. yes
 2. no

X. A guy who you've been dying to go out with invites you on a date. He treats you to an expensive dinner, and later, he takes you dancing. You notice that he seems to really enjoy your company and that he particularly enjoys dancing slow songs with you. After you leave the dance bar, he suggests that the two of you go back to his place so you can talk. You accept. However, once you get to his place, you discover that he really intended to do more than just talk. He kisses you and you respond, but once he starts unbuttoning your blouse you get nervous. You want to tell him to stop.

1. What would you do?
 1. allow him to continue, since, after all, he did spend a lot of money on you tonight
 2. allow him to continue since you're afraid if you tell him to stop, he won't want to date you anymore
 3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"
 4. say nothing
 5. say nothing hoping that he will read your body and facial cues that you want him to stop
 6. tell him calmly that you want him to stop
 7. tell him in an irritated tone that you want him to stop
 8. tell him in an angry tone that you want him to stop
 9. push him away
2. If you asked him to stop, how would you respond if he continued to take off your shirt and unzip your pants?
 1. allow him to continue, since, after all, he did spend a lot of money on you tonight
 2. allow him to continue since you're afraid if you tell him to stop, he won't want to date you anymore
 3. allow him to continue because if you don't, he might tell everyone that you're just a "tease"

APPENDIX E. RAPE MYTH ACCEPTANCE SCALE

The items in this questionnaire deal with a range of feelings many people have about certain issues. Please indicate your degree of agreement with the statements by circling the number which most closely corresponds with your degree of agreement.

- 1) A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.

strongly / / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

- 2) Any female can get raped.

strongly / / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

- 3) One reason that women falsely report a rape is that they frequently have a need to call attention to themselves.

strongly / / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

- 4) Any healthy woman can successfully resist a rapist if she wants to.

strongly / / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

- 5) When women go around braless or wearing short skirts and tight tops, they are just asking for trouble.

strongly / / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

- 6) In the majority of rapes, the victim is promiscuous or has a bad reputation.

strongly / / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

7) If a girl engages in necking or petting and she lets things get out of hand, it is her own fault if her partner forces sex on her.

strongly / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

8) Women who get raped while hitchhiking get what they deserve.

strongly / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

9) A woman who is stuck-up and thinks she is too good to talk to guys on the street deserves to be taught a lesson.

strongly / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

10) Many women have an unconscious desire to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.

strongly / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

11) If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.

strongly / / / / / / / / strongly
agree 1 2 3 4 5 6 7 8 disagree

12) What percentage of women who report a rape would you say are lying because they are angry and want to get back at the man they accuse?

1. ___ almost all 2. ___ about 3/4 3. ___ about 1/2
4. ___ about 1/4 5. ___ almost none

13) What percentage of reported rapes would you guess were merely invented by women who discovered they were pregnant and wanted to protect their own reputation?

1. ___ almost all 2. ___ about 3/4 3. ___ about 1/2
4. ___ about 1/4 5. ___ almost none

A person comes to you and claims they were raped. How likely would you be to believe their statement if the person were:

14) . . . your best friend?

very likely / / / / / / / / very unlikely
to believe 1 2 3 4 5 6 7 8 to believe

15) . . . an Indian woman?

very likely / / / / / / / / very unlikely
to believe 1 2 3 4 5 6 7 8 to believe

16) . . . a neighborhood woman?

very likely / / / / / / / / very unlikely
to believe 1 2 3 4 5 6 7 8 to believe

17) . . . a young boy?

very likely / / / / / / / / very unlikely
to believe 1 2 3 4 5 6 7 8 to believe

18) . . . a black woman?

very likely / / / / / / / / very unlikely
to believe 1 2 3 4 5 6 7 8 to believe

19) . . . a white woman?

very likely / / / / / / / / very unlikely
to believe 1 2 3 4 5 6 7 8 to believe

APPENDIX F. ACCEPTANCE OF INTERPERSONAL VIOLENCE SCALE

- 1) People today should not use "an eye for an eye and a tooth for a tooth" as a rule for living.

1=Strongly agree
2=Agree
3=Have no feelings for or against this statement
4=Disagree
5=Strongly Disagree

- 2) Being roughed up is sexually stimulating to many women.

1=Strongly agree
2=Agree
3=Have no feelings for or against this statement
4=Disagree
5=Strongly Disagree

- 3) Many times a woman will pretend she doesn't want to have intercourse because she doesn't want to seem loose, but she's really hoping the man will force her.

1=Strongly agree
2=Agree
3=Have no feelings for or against this statement
4=Disagree
5=Strongly Disagree

- 4) A wife should move out of the house if her husband hits her.

1=Strongly agree
2=Agree
3=Have no feelings for or against this statement
4=Disagree
5=Strongly Disagree

5) Sometimes the only way a man can get a cold woman turned on is to use force.

1=Strongly agree

2=Agree

3=Have no feelings for or against this statement

4=Disagree

5=Strongly Disagree

6) A man is never justified in hitting his wife.

1=Strongly agree

2=Agree

3=Have no feelings for or against this statement

4=Disagree

5=Strongly Disagree

APPENDIX G. TEXAS SOCIAL BEHAVIOR INVENTORY

The Social Behavior Inventory asks you to describe your reactions and feelings when you are around other people. Each item has a scale marked with numbers 1, 2, 3, 4, and 5, with (1) indicating "not at all characteristic of me" and (5) "very characteristic of me", and the other numbers, points in between.

For each item, choose the number which best describes how characteristic the item is of you.

1) I am not likely to speak to people until they speak to me.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

2) I would describe myself as self-confident.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

3) I feel confident of my appearance.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

4) I am a good mixer.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

- 5) When in a group of people, I have trouble thinking of the right things to say.

1 = not at all characteristic of me
2 = not very characteristic of me
3 = slightly characteristic of me
4 = fairly characteristic of me
5 = very much characteristic of me

- 6) When in a group of people, I usually do what the others want rather than make suggestions.

1 = not at all characteristic of me
2 = not very characteristic of me
3 = slightly characteristic of me
4 = fairly characteristic of me
5 = very much characteristic of me

- 7) When I am in a disagreement with other people, my opinion usually prevails.

1 = not at all characteristic of me
2 = not very characteristic of me
3 = slightly characteristic of me
4 = fairly characteristic of me
5 = very much characteristic of me

- 8) I would describe myself as one who tries to master situations.

1 = not at all characteristic of me
2 = not very characteristic of me
3 = slightly characteristic of me
4 = fairly characteristic of me
5 = very much characteristic of me

- 9) Other people look up to me.

1 = not at all characteristic of me
2 = not very characteristic of me
3 = slightly characteristic of me
4 = fairly characteristic of me
5 = very much characteristic of me

- 10) I enjoy social gatherings just to be with people.

1 = not at all characteristic of me
2 = not very characteristic of me
3 = slightly characteristic of me
4 = fairly characteristic of me
5 = very much characteristic of me

11) I make a point of looking other people in the eye.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

12) I cannot seem to get others to notice me.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

13) I would rather not have very much responsibility for other people.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

14) I feel comfortable being approached by someone in a position of authority.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

15). I would describe myself as indecisive.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

16) I have no doubts about my social competence.

- 1 = not at all characteristic of me
- 2 = not very characteristic of me
- 3 = slightly characteristic of me
- 4 = fairly characteristic of me
- 5 = very much characteristic of me

APPENDIX H. PHYSICAL EVALUATION QUESTIONNAIRE

Listed below are parts of the body. Decide how you feel about that part of your own body and fill in the oval on your scoreset which best represents your own feelings according to the following scale:

1) hair

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

2) facial complexion

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

3) distribution of hair over body

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

4) waist

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

5) body build

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

6) width of shoulders

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

7) chest/breasts

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

8) eyes

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

9) hips

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

10) legs

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

11) teeth

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

12) face

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

13) weight

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

14) genitals

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

15) stomach

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

16) birthmarks/scars

- 1 = have strong feelings and wish change could somehow be made
- 2 = don't like, but can put up with
- 3 = have no particular feelings one way or the other
- 4 = am satisfied
- 5 = consider myself fortunate

APPENDIX I. POST-EXPOSURE DEBRIEFINGS

Debriefing (Control Film Condition)

I want to take this time to thank you for your participation today and to provide you with some additional information about this study. As I explained previously, the primary purpose of this study is to obtain normative information from average college students on what types of attitudes, responses, or behaviors they might adopt in a variety of dating situations. In the context of this study, you were asked how you might respond to certain film segments if they were seen in a dating situation, how you would respond in dating situations involving communication ambiguity and conflict, how you perceive yourself in general, and what your opinions, feelings, and attitudes are regarding rape. As an additional goal, we thought it might be beneficial to examine whether or not the content of certain movies seen within a dating context might influence later dating interactions. Therefore, we chose five different types of films that are often seen by college-age viewers and selected scenes from them that promoted a common theme.

Because of the warnings that preceded your participation in this study, it is likely that you expected to see film segments consisting of sexual and/or violent acts. Instead, you were exposed to movies that contained neither of these elements. It is feasible that you may have been greatly disappointed, or you may have been somewhat relieved. In any case, there was a reason that you were not exposed to the film segments that you were warned about. As I stated previously, one of the goals of this study was to examine whether or not the content of certain movies seen within a dating context might influence later dating interactions. As you may be aware, in the past two decades, there have been numerous allegations made with respect to the pernicious effect sexually-explicit materials (e.g., books, magazines, films) have on the individuals who utilize them. In fact, a number of investigators have set out to examine this hypothesis, and although some have found that certain types of sexually-explicit stimuli may have aversive consequences, the findings have been inconsistent and vary according to the type of sexually-explicit stimuli used, the amount of physical violence presented in the material, and the type of outcome measures employed. This study is therefore an attempt to clarify previous findings and to identify whether or not previous findings generalize to dating interactions.

In this study, as in most experimental studies, we included a condition in which participants are exposed to neutral stimuli which does not contain elements thought to influence future beliefs and behavior. By including such a condition, it is possible to identify whether or not experimental effects that are found are due to specific film elements, film viewing in general, or simply norms of responding common to college students. This condition is typically referred to as a control condition, and it serves to help investigators identify the true source of experimental effects. As you may have suspected, your participation helped provide us with this necessary information.

On another educational note, it's not only important for you to know how experimental studies are constructed in a general sense, but it's also important that you be informed of

some of the specific methodological constraints that are involved in a study of this type. When conducting a scientific study, psychologists often do what they can to increase experimental control, and yet keep their independent and dependent measures realistic enough to be able to generalize findings to real world phenomena. In this study, there was some interest in how college students would respond to certain types of films if they were seen in a dating situation. Because films as a whole are often composed of more than one type of scene (e.g., some scenes are erotic and some are violent while other scenes may depict sexually-explicit behavior involving violence), and because subjects have limited participation time, 30-minute videos were constructed for this study which depicted only certain types of scenes. By limiting participants' exposure to a certain type of scene, the psychologist has better control over the independent variable and may more clearly assess what it is that participants are responding to.

You may have also noticed that in order to assess how participants would respond in dating situations involving conflict, you and others were asked to place yourselves in a series of analog dating situations. It would have been unethical and impractical to ask participants to act out various situations involving conflict with a date, and it would have been impossible to control how long participants had been dating each other. By using an analog task that was carefully constructed to approximate real-world dating situations, each of these problems was addressed.

There is just one more short questionnaire we'd like you to fill out before you leave--it gives you a chance to express your opinion on the value of research like this. If you have any questions that haven't been answered, please stay and chat with your experimenter afterward. We would like very much to hear from you.

Once again, thank you.

(If you would like to speak to a professor about any aspect of this study, please feel free to contact Dr. Knutson, 335-2436. If he is unavailable at that time, leave a message and he will contact you as soon as possible.)

Debriefing (Erotica Film Condition)

I want to take this time to thank you for your participation today and to provide you with some additional information about this study. As I explained previously, the primary purpose of this study is to obtain normative information from average college students on what types of attitudes, responses, or behaviors they might adopt in a variety of dating situations. In the context of this study, you were asked how you might respond to certain film segments if they were seen in a dating situation, how you would respond in dating situations involving communication ambiguity and conflict, how you perceive yourself in general, and what your opinions, feelings, and attitudes are regarding rape. As an additional goal, we thought it might be beneficial to examine whether or not the content of certain movies seen within a dating context might influence later dating interactions. Therefore, we chose five different types of films that are often seen by college-age viewers and selected scenes from them that promoted a common theme.

In the film segments that you viewed, you may have noticed that the common theme was sexual. The men and women in these films seem to be equally interested in engaging in sexual activities and they seem to have equal power. It is notable, however, that the actors portrayed in these segments conform closely to the “ideal” body type.

What might result from exposure to films of this type? One result may be pressure to conform to the standards set by these characterizations. Some individuals may be tempted to compare their sexual experiences with those depicted in the film segments. Another possibility is that a person may compare his or her physical self to what he or she sees on the screen and come away dissatisfied. I hope it’s clear by now that any such comparisons aren’t really valid, since the men and women in the films are preselected for their bodies, and the situations they encounter are fictitious.

On a more general educational note, I feel it’s not only important for you to know what some of the overall goals were for this study, but also for you to be aware of some of the methodological constraints that are involved in a study of this type. When conducting a scientific study, psychologists often do what they can to increase experimental control, and yet keep their independent and dependent measures realistic enough to be able to generalize findings to real world phenomena. In this study, there was some interest in how college students would respond to certain types of films if they were seen in a dating situation. Because films as a whole are often composed of more than one type of scene (e.g., some scenes are erotic and some are violent while other scenes may depict sexually-explicit behavior involving violence), and because subjects have limited participation time, 30-minute videos were constructed for this study which depicted only certain types of scenes. By limiting participants’ exposure to a certain type of scene, the psychologist has better control over the independent variable and may more clearly assess what it is that participants are responding to.

You may have also noticed that in order to assess how participants would respond in dating situations involving conflict, you and others were asked to place yourselves in a series of analog dating situations. It would have been unethical and impractical to ask participants to act out various situations involving conflict with a date, and it would have been impossible to control how long participants had been dating each other. By using an analog task that was carefully constructed to approximate real-world dating situations, each of these problems was addressed.

There is just one more short questionnaire we’d like you to fill out before you leave--it gives you a chance to express your opinion on the value of research like this. If you have any questions that haven’t been answered, please stay and chat with your experimenter afterward. We would like very much to hear from you.

Once again, thank you.

(If you would like to speak to a professor about any aspect of this study, please feel free to contact Dr. Knutson, 335-2436. If he is unavailable at that time, leave a message and he will contact you as soon as possible.)

Debriefing (Sexually Violent Film Condition)

I want to take this time to thank you for your participation today and to provide you with some additional information about this study. As I explained previously, the primary purpose of this study is to obtain normative information from average college students on what types of attitudes, responses, or behaviors they might adopt in a variety of dating situations. In the context of this study you were asked how you might respond to certain film segments if they were seen in a dating situation, how you would respond in dating situations involving communication ambiguity and conflict, how you perceive yourself in general, and what your opinions, feelings, and attitudes are regarding rape. As an additional goal, we thought it might be beneficial to examine whether or not the content of certain movies seen within a dating context might influence later dating interactions. Therefore, we chose five different types of films that are often seen by college-age viewers and selected scenes from them that promoted a common theme. All the film segments you saw had at least two things in common. They contained elements of aggressive behavior, and they contained elements of an erotic or sexual nature.

You may have noticed that the films you saw were particularly violent in regard to women. Sexual violence, rape, and violence toward women in general were themes included in the film segments, and much of this violence was preceded by or portrayed within a sexual, sensual, or erotic context. In some of the film segments, such as the one taken from *Straw Dogs*, there was an obvious intertwining of violence and sexuality. In other film segments, such as the one taken from *Wild Orchid*, the combination creeps in more subtly. A potential problem with this combination is that it is possible for sexual arousal to the erotic portion of the film to contribute to sexual arousal to the violent portion of the film. It is easy to see how many exposures to scenes of this type may lead an individual to believe that sexual violence is less offensive than it really is.

Some of the research conducted on these films suggest that scenes such as those you saw today tend to reinforce certain myths about rape. For example, one totally unfounded myth is that if a woman does not immediately report a rape, or hesitates to report it, then the act is somehow not considered a real rape. A second falsehood is that if a woman does anything which puts her at greater risk or makes her more vulnerable to being victimized (e.g., going to a man's apartment, wearing enticing clothing, etc.) she somehow brings the rape upon herself. These are, in fact, just myths and are totally unfounded. In reality, as you are hopefully aware, rape is a terrible crime, and in the United States is punishable by many years in prison. As well, rape victims suffer severe psychological damage as well as the more obvious physical effects of the assault. Unfortunately, many people still believe a number of falsehoods or myths about rape.

For those of you that are women, here are a few warnings about rape. While it is true that any woman can be raped, you can take certain common sense precautions to reduce your own risk. Be aware of your environment--avoid walking alone in deserted or poorly lit areas; carry yourself assertively; lock your doors. In dating situations, clearly communicate your intentions regarding sex to your date and if you do not wish to have sex, be confident in your assertion that "no" means "NO!" My intent in repeating this information is not to alarm you, but to alert you, especially since rape most commonly occurs in the victim's home or the perpetrator's home within the context of a "date."

For those of you that are men, you may find yourself in fewer dating situations involving conflict by listening to your date. If what she is saying is ambiguous or unclear to you, ask her to clarify what she means. Most importantly, don't fall into the trap of assuming that your date really means "yes" in situations involving sex when she has verbalized "no."

On a more general educational note, I feel it's not only important for you to know what some of the overall goals were for this study, but also for you to be aware of some of the

methodological constraints that are involved in a study of this type. When conducting a scientific study, psychologists often do what they can to increase experimental control, and yet keep their independent and dependent measures realistic enough to be able to generalize findings to real world phenomena. In this study, there was some interest in how college students would respond to certain types of films if they were seen in a dating situation. Because films as a whole are often composed of more than one type of scene (e.g., some scenes are erotic and some are violent while other scenes may depict sexually-explicit behavior involving violence), and because subjects have limited participation time, 30-minute videos were constructed for this study which depicted only certain types of scenes. By limiting participants' exposure to a certain type of scene, the psychologist has better control over the independent variable and may more clearly assess what it is that participants are responding to.

You may have also noticed that in order to assess how participants would respond in dating situations involving conflict, you and others were asked to place yourselves in a series of analog dating situations. It would have been unethical and impractical to ask participants to act out various situations involving conflict with a date, and it would have been impossible to control how long participants had been dating each other. By using an analog task that was carefully constructed to approximate real-world dating situations, each of these problems was addressed.

I hope the experience of participation in this film experiment has been interesting and educational, and I want to thank you for helping in this research. There is just one more short questionnaire that we'd like you to fill out before you leave--it gives you the opportunity to express your opinion on the value of research like this. If you have any further questions about the study, please stay and chat with your experimenter. We would like very much to hear from you.

Once again, thank-you.

(If you would like to speak to a professor about any aspect of this study, please feel free to contact Dr. Knutson, 335-2436. If he is unavailable at that time, leave a message and he will contact you as soon as possible.)

Debriefing (Slasher Film Condition)

I want to take this time to thank you for your participation today and to provide you with some additional information about this study. As I explained previously, the primary purpose of this study is to obtain normative information from average college students on what types of attitudes, responses, or behaviors they might adopt in a variety of dating situations. In the context of this study you were asked how you might respond to certain film segments if they were seen in a dating situation, how you would respond in dating situations involving communication ambiguity and conflict, how you perceive yourself in general, and what your opinions, feelings, and attitudes are regarding rape. As an additional goal, we thought it might be beneficial to examine whether or not the content of certain movies seen within a dating context might influence later dating interactions. Therefore, we chose five different types of films that are often seen by college-age viewers and selected scenes from them that promoted a common theme.

All the film segments you saw had two things in common. They contained scenes of explicit violent behavior, and they contained scenes of an erotic or sexual nature. Much of the violence contained in the films, was in fact, closely linked to eroticism. I would like to discuss with you the effects that movie violence in general, and the sensuality-with-violence combination in particular, can have upon viewers.

One major effect that large doses of violence in films can have is that it can make one less bothered by violence or make a person hardened and callous about violence. While you may initially have found some of the violence in these films disturbing, it perhaps became easier to tolerate the violence after continued exposure. This is a normal reaction that has been termed "desensitization."

Another concern of the present research is that the film segments you saw were particularly violent with regard to women. In the films from which these segments were taken, women more often were the targets of brutality or savagery than men--and the violence against women tended to be more graphic or prolonged. One of the things we are interested in finding out is how these films affect your perceptions about women as victims.

Your reaction to the violence in the film segments could have been one of a half a dozen possibilities. Fear, anxiety, or disgust are probably familiar to some of you, while others of you may have felt simply curious or minimally disturbed by what you saw. We probably all know someone who is bothered very little by scenes of explicit violence--some people are able to digest or dismiss the depictions with little thought. Whatever your reaction to the film depictions--whether curiosity, disgust, anger, fear, or just a slight distaste towards them--let me assure you that there are other individuals who feel the same way.

For the females who viewed these film segments, one thing that you should keep in mind about today's viewing is that the films you saw were products of imagination. They were fiction, not reality, and you need not feel more at risk because of seeing them. Probably everyone has been disturbed by something from a movie at one time or another, but the feeling goes away because we know, "It was only a film." The common sense approach to violent crime that you probably already employ, is probably the best precaution you can take to avoid victimization.

Now I want to return to a point brought up earlier. In these film segments, violent and aggressive behavior was often preceded by or portrayed within a sexual context. Besides providing an unexpected contrast, the placing of violence within a sexual context is tied to a potential problem. You may have found the erotic aspects mildly pleasing or arousing. This is normal. It's also normal to feel a sudden reversal of emotion when a scene abruptly explodes with violence. It is possible, however, for individuals who become sexually aroused to the erotic portion of the film to also experience residual arousal to the violent portion of the film. Over many exposures to scenes of this type, it is possible for an

individual to believe that sex and violence is a legitimate combination. This is not to say that a person becomes more accepting of sex followed by murder and mayhem--but it may, for example, signal less concern for victims of the crime rape. In contrast to the violence seen on the screen, mere rape might seem tame--and therefore, be trivialized. We asked you to complete the questionnaires regarding dating conflict, rape myths, and body/self-image to see if your responses were in some way influenced by your exposure to the film segments.

On a more general educational note, I feel it's not only important for you to know what some of the overall goals were for this study, but also for you to be aware of some of the methodological constraints that are involved in a study of this type. When conducting a scientific study, psychologists often do what they can to increase experimental control, and yet keep their independent and dependent measures realistic enough to be able to generalize findings to real world phenomena. In this study, there was some interest in how college students would respond to certain types of films if they were seen in a dating situation. Because films as a whole are often composed of more than one type of scene (e.g., some scenes are erotic and some are violent while other scenes may depict sexually-explicit behavior involving violence), and because subjects have limited participation time, 30-minute videos were constructed for this study which depicted only certain types of scenes. By limiting participants' exposure to a certain type of scene, the psychologist has better control over the independent variable and may more clearly assess what it is that participants are responding to.

You may have also noticed that in order to assess how participants would respond in dating situations involving conflict, you and others were asked to place yourselves in a series of analog dating situations. It would have been unethical and impractical to ask participants to act out various situations involving conflict with a date, and it would have been impossible to control how long participants had been dating each other. By using an analog task that was carefully constructed to approximate real-world dating situations, each of these problems was addressed.

There is just one more short questionnaire that we'd like you to fill out before you leave--it gives you a chance to express your opinion on the value of research like this. If you have any further questions about the study, please stay and chat with your experimenter. We would like very much to hear from you.

Once again, thank-you.

(If you would like to speak to a professor about any aspect of this study, please feel free to contact Dr. Knutson, 335-2436. If he is unavailable at that time, leave a message and he will contact you as soon as possible.)

Debriefing (Violence Against Females Film Condition)

I want to take this time to thank you for your participation today and to provide you with some additional information about this study. As I explained previously, the primary purpose of this study is to obtain normative information from average college students on what types of attitudes, responses, or behaviors they might adopt in a variety of dating situations. In the context of this study you were asked how you might respond to certain film segments if they were seen in a dating situation, how you would respond in dating situations involving communication ambiguity and conflict, how you perceive yourself in general, and what your opinions, feelings, and attitudes are regarding rape. As an additional goal, we thought it might be beneficial to examine whether or not the content of certain movies seen within a dating context might influence later dating interactions. Therefore, we chose five different types of films that are often seen by college-age viewers and selected scenes from them that promoted a common theme. All the film segments you saw had at least one thing in common; they contained scenes of explicit violent behavior.

You may have noticed that the film segments you saw showed a great deal of violence directed toward women. In the films from which these segments were taken, women more often were the targets of brutality than men, and the violence against women tended to be more graphic or prolonged. One of the things we are interested in finding out is how these films affect individuals' perceptions about women as victims.

Your reaction to the violence in the film segments could have been one of a half a dozen possibilities. Fear, anxiety, or disgust are probably familiar to some of you, while others of you may have felt simply curious or minimally disturbed by what you saw. We probably all know someone who is bothered very little by scenes of explicit violence--some people are able to digest or dismiss the depictions with little thought. Whatever your reaction to the film depictions--whether curiosity, disgust, anger, fear, or just a slight distaste towards them--let me assure you that there are other individuals who feel the same way.

For the females who viewed these film segments, one thing that you should keep in mind about today's viewing is this: the films you saw were products of imagination. They were fiction, not real, and you need not feel more at risk because of seeing them. The common sense approach to violent crime that you probably already employ, is probably the best precaution you can take to avoid victimization.

There is a potential problem in exposing individuals to scenes depicting violence against women. Over many exposures to scenes of this type, an individual could come to incorrectly assume that violent interactions among males and females is normal and legitimate. This is not **only** to say that a person may become more accepting of physical violence, but it may also lead to less concern for victims of violent encounters.

On a more general educational note, I feel it's not only important for you to know what some of the overall goals were for this study, but also for you to be aware of some of the methodological constraints that are involved in a study of this type. When conducting a scientific study, psychologists often do what they can to increase experimental control, and yet keep their independent and dependent measures realistic enough to be able to generalize findings to real world phenomena. In this study, there was some interest in how college students would respond to certain types of films if they were seen in a dating situation. Because films as a whole are often composed of more than one type of scene (e.g., some scenes are erotic and some are violent while other scenes may depict sexually-explicit behavior involving violence), and because subjects have limited participation time, 30-minute videos were constructed for this study which depicted only certain types of scenes. By limiting participants' exposure to a certain type of scene, the psychologist has better control over the independent variable and may more clearly assess what it is that participants are responding to.

You may have also noticed that in order to assess how participants would respond in dating situations involving conflict, you and others were asked to place yourselves in a series of analog dating situations. It would have been unethical and impractical to ask participants to act out various situations involving conflict with a date, and it would have been impossible to control how long participants had been dating each other. By using an analog task that was carefully constructed to approximate real-world dating situations, each of these problems was addressed.

I hope the experience of participating in this experiment has been interesting and educational, and I want to thank you for helping in the program. There is just one more short questionnaire that we'd like you to fill out before you leave--it gives you a chance to express your opinion on the value of research like this. If you have any further questions about the study, please stay and chat with your experimenter. We would like very much to hear from you.

Once again, thank-you.

(If you would like to speak to a professor about any aspect of this study, please feel free to contact Dr. Knutson, 335-2436. If he is unavailable at that time, leave a message and he will contact you as soon as possible.)

APPENDIX J. PARTICIPATION FEEDBACK QUESTIONNAIRE

In order to improve our research and learn your feelings about this project, we ask that you take a few minutes to provide some feedback.

1. How worthwhile do you think this research is?

Very worthwhile $\frac{ / }{ 1 } \frac{ / }{ 2 } \frac{ / }{ 3 } \frac{ / }{ 4 } \frac{ / }{ 5 } \frac{ / }{ 6 } \frac{ / }{ 7 }$ Not worthwhile at all

2. What do you think the after effects of participation will be on you? (Consider emotional, attitudinal, and physical effects)

Negative $\frac{ / }{ 1 } \frac{ / }{ 2 } \frac{ / }{ 3 } \frac{ / }{ 4 } \frac{ / }{ 5 } \frac{ / }{ 6 } \frac{ / }{ 7 }$ Positive
aftereffects aftereffects

3. Considering what you know now (about why we had you do the things you did), how willing would you be to take part in a similar, future experiment?

Not willing $\frac{ / }{ 1 } \frac{ / }{ 2 } \frac{ / }{ 3 } \frac{ / }{ 4 } \frac{ / }{ 5 } \frac{ / }{ 6 } \frac{ / }{ 7 }$ Quite willing

4. How educational did you find your experience with this study?

Very educational $\frac{ / }{ 1 } \frac{ / }{ 2 } \frac{ / }{ 3 } \frac{ / }{ 4 } \frac{ / }{ 5 } \frac{ / }{ 6 } \frac{ / }{ 7 }$ Not educational at all

5. Before we showed you the film clips, we provided you with a description of what you might see. Do you think this procedure adequately prepared you for what you later saw?

Did not $\frac{ / }{ 1 } \frac{ / }{ 2 } \frac{ / }{ 3 } \frac{ / }{ 4 } \frac{ / }{ 5 } \frac{ / }{ 6 } \frac{ / }{ 7 }$ Did
prepare me prepare me

6. Did you feel pressured to participate in this study?

Not at all $\frac{ / }{ 1 } \frac{ / }{ 2 } \frac{ / }{ 3 } \frac{ / }{ 4 } \frac{ / }{ 5 } \frac{ / }{ 6 } \frac{ / }{ 7 }$ Very much

APPENDIX K. PARTICIPATION FEEDBACK

Response Frequencies for Questions Assessing Subject Satisfaction with Their Participation

In order to improve our research and learn your feelings about this project, we ask that you take a few minutes to provide some feedback.

1. How worthwhile do you think this research is?

| | <u>response</u> | <u>frequency</u> | <u>percent</u> |
|-----------------------|-----------------|------------------|----------------|
| very worthwhile | 1 | 74 | 36.6 |
| | 2 | 68 | 33.7 |
| | 3 | 33 | 16.3 |
| | 4 | 16 | 7.9 |
| | 5 | 5 | 2.5 |
| not worthwhile at all | 6 | 6 | 3.0 |
| | 7 | 0 | 0.0 |

2. What do you think the aftereffects of participation will be on you?

| | <u>response</u> | <u>frequency</u> | <u>percent</u> |
|-----------------------|-----------------|------------------|----------------|
| negative aftereffects | 1 | 1 | .5 |
| | 2 | 1 | .5 |
| | 3 | 6 | 3.0 |
| | 4 | 81 | 40.0 |
| | 5 | 44 | 21.8 |
| positive aftereffects | 6 | 39 | 19.3 |
| | 7 | 30 | 14.9 |

3. Considering what you know now (about why we had you do the things you did), how willing would you be to take part in a similar, future experiment?

| | <u>response</u> | <u>frequency</u> | <u>percent</u> |
|---------------|-----------------|------------------|----------------|
| not willing | 1 | 2 | 1.0 |
| | 2 | 3 | 1.5 |
| | 3 | 2 | 1.0 |
| | 4 | 8 | 4.0 |
| | 5 | 26 | 12.9 |
| quite willing | 6 | 51 | 25.2 |
| | 7 | 110 | 54.4 |

4. How educational did you find your experience with this study?

| | <u>response</u> | <u>frequency</u> | <u>percent</u> |
|------------------------|-----------------|------------------|----------------|
| very educational | 1 | 26 | 12.9 |
| | 2 | 45 | 22.3 |
| | 3 | 49 | 24.3 |
| | 4 | 46 | 22.8 |
| | 5 | 21 | 10.4 |
| not educational at all | 6 | 8 | 4.0 |
| | 7 | 7 | 3.5 |

5. Before we showed the film clips, we provided you with a description of what you might see. Do you think this procedure adequately prepared you for what you later saw?

| | <u>response</u> | <u>frequency</u> | <u>percent</u> |
|--------------------|-----------------|------------------|----------------|
| did not prepare me | 1 | 9 | 4.5 |
| | 2 | 7 | 3.5 |
| | 3 | 7 | 3.5 |
| | 4 | 10 | 5.0 |
| | 5 | 11 | 5.4 |
| did prepare me | 6 | 42 | 20.8 |
| | 7 | 116 | 57.4 |

6. Did you feel pressured to participate in this study?

| | <u>response</u> | <u>frequency</u> | <u>percent</u> |
|------------|-----------------|------------------|----------------|
| not at all | 1 | 162 | 80.1 |
| | 2 | 23 | 11.4 |
| | 3 | 6 | 3.0 |
| | 4 | 7 | 3.5 |
| | 5 | 2 | 1.0 |
| | 6 | 1 | .5 |
| very much | 7 | 1 | .5 |