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**DETECTION OF SEXUAL CUES: AN ASSESSMENT OF NONAGGRESSIVE
AND SEXUALLY COERCIVE COLLEGE MALES**

by

Rita Kenyon-Jump

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
Department of Psychology**

**Western Michigan University
Kalamazoo, Michigan
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DETECTION OF SEXUAL CUES: AN ASSESSMENT OF NONAGGRESSIVE AND SEXUALLY COERCIVE COLLEGE MALES

Rita Kenyon-Jump, Ph.D.

Western Michigan University, 1992

Seventy-four nonaggressive and 78 sexually coercive college males, as determined by the Sexual Experiences Survey (Koss & Oros, 1982) and ranging in age from 18-25 years, participated in a study designed to assess their ability to detect specific behavioral cues of female partners' unwillingness to engage in kissing, genital fondling, and sexual intercourse. Contrary to prediction, a 2 (nonaggression and sexual coercion) X 3 (kissing, fondling, and intercourse) analysis of variance revealed no statistically significant difference between the nonaggressive and sexually coercive males in their ability to detect cues of female unwillingness to engage in kissing, genital fondling, and sexual intercourse, $F(1, 450) = .263, p = .25$. Significant differences did emerge with regard to cue detection among the three levels of sexual intimacy, $F(2,450) = 17.818, p \leq .001$, with significant differences occurring between the kissing and fondling scenarios, $q(3) = 6.471, p < .01$, and the kissing and intercourse scenarios, $q(3) = 7.882, p < .01$.

When coercive males were compared according to the number of coercive endorsements, coercive males with two or more acts of sexual coercion were slightly less able to detect cues of female unwillingness than were coercive males endorsing only one act of coercion, $t(76) = 1.499, p \leq .10$.

A 2 (nonaggression and sexual coercion) X 3 (kissing, fondling, and intercourse) analysis of variance revealed no significant differences between the two

groups in ratings of female willingness, $F(1, 447) = 3.084$, $p \leq .10$, but the trend was in the predicted direction with nonaggressive males rating the females as slightly more unwilling than did coercive males.

Descriptive data revealed differences between what males reported they would do if they were the males in the vignettes and what they reported most males would do. Both nonaggressive and sexually coercive males tended to choose the more socially appropriate response for themselves, such as asking the female if she wished to kiss or be touched and talking with the female after the forced intercourse, but they chose more coercive statements when describing what most males would do.

Discussion of the results and implications for future research are provided.

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Rita Kenyon-Jump

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CHAPTER I

INTRODUCTION

Review of the Literature

Research on rape has centered primarily on rape perpetrated by strangers, but in recent years, the scientific community as well as the general public, has recognized the phenomenon of rape in a dating situation by an acquaintance. Historically, statistics for occurrence rates of rape have relied upon crisis center files and police records; however, it is an accepted fact that the majority of rapes remain unreported (Koss & Oros, 1982). Given the difficulty in obtaining accurate measures of the prevalence of rape in general, it is not surprising that acquaintance rape is often undetected. In fact, rapes committed by friends or acquaintances are the least likely of all sexual assaults to be reported (Dean & Debruyn-Kops, 1982). Moreover, acquaintance rape is often not recognized or identified as "real" rape (Klemmack & Klemmack, 1976; Shotland & Goodstein, 1983). Therefore, prevalence rates for acquaintance rape rely upon surveys rather than police records or crisis center files.

Prevalence rates of forced/coerced intercourse of college age women varied widely, ranging from less than 5% (Yegidis, 1986) to 58% (Amick & Calhoun, 1987) of the women surveyed in studies conducted on acquaintance rape. Additional studies of college age women reported the following frequencies of rape: 13% (Levine-MacCombie & Koss, 1986); 15% (Kanin, 1985; Koss, Gidycz, & Wisniewski, 1987); 21% (Sandberg, Jackson, & Petretic-Jackson, 1987); 27% (Miller & Marshall, 1987)

and 30% (Lewin, 1985). Prevalence rates for specific acts of sexual aggression, such as coerced touching, kissing, and fondling, were as high as 75% of the women surveyed (Amick & Calhoun, 1987; Garret-Gooding & Senter, 1987).

Statistics regarding sexual aggression and rape perpetrated by college age men reveal a different overall picture than that presented by reports of college age women. Only two studies revealed comparable prevalence rates for males raping and females having been raped; 15% of the men surveyed in these studies acknowledged having forced intercourse on at least one occasion (Miller & Marshall, 1987; Rapaport & Burkhart, 1984). Koss et al. (1987) found that only 4% of their sample of college-age men acknowledged rape, whereas 3%, 7%, and 10% acknowledged attempted rape, sexual coercion, and sexual contact, respectively. When college males were surveyed regarding engagement in sexually aggressive behavior since entering college, 13% (Adler, 1985) and 25% (Kanin, 1967) indicated such activity. In addition, over a third of the college males surveyed indicated some likelihood of raping if they could be assured that no one would know (Check & Malamuth, 1983; Tieger, 1981).

Despite the incongruence in recorded prevalence rates of sexual aggression and rape between college-aged males and females, it is safe to conclude that a large number of men and women are affected by this phenomenon. Thus, the numbers alone provide support for the importance of studying acquaintance rape.

A majority of studies in the area of acquaintance rape have attempted to delineate characteristics separating sexually aggressive and raping males from nonsexually aggressive males. Whereas some studies (Check & Malamuth, 1983; Eagley & Steffen, 1986; Garrett-Gooding & Senter, 1987; Malamuth, 1986; Peterson & Franzese, 1987; Tieger, 1981; Thompson, 1991) found a belief in traditional sex-role stereotyping to be highly correlated with acceptance and practice of sexually coercive

behavior, including rape, Rapaport and Burkhardt (1984) contended that general measures of sex-role stereotyped attitudes toward women were not useful predictors of sexual aggression and rape in males. However, specific attitude measures, such as the acceptance of interpersonal violence (Burt, 1980), have been highly correlated with rape and sexual aggression (Malamuth, 1986; Rapaport & Burkhardt, 1984). Adler (1985) also found a significant relationship between attitudes that sanction sexual victimization of women and rape/sexual aggression.

Socialization which emphasizes the influence of peer pressure on males to attain sexual goals has been posited as an explanation for sexual aggression. Involvement in a peer group whose members engage in and are supportive of sexually aggressive behavior is highly correlated with male sexual aggression (Adler, 1985; Garrett-Gooding et al., 1987; Kanin, 1967, 1984). Both Garrett-Gooding et al. (1987) and Kanin (1967) found a significantly higher proportion of fraternity members among their samples of sexually aggressive males than among the nonaggressive samples. O'Sullivan (1991) reported that fraternity members and college athletes perpetrated 13 and 9 of 24 documented cases of gang rape by college students, respectively; only two of the cases involved males not associated with formal organizations.

In addition, Kanin (1984) found that date rapists were more involved in "highly erotic-oriented peer socialization" (p. 98) during junior high and high school than a control group of males. Date rapists were also much more likely than nonaggressive controls to have engaged in collaborative sex (e.g., sequential sexual sharing) with male friends and to have had sexual intercourse with a woman recommended as sexually congenial by a friend (Kanin, 1985). Further evidence for the socialization theory was offered by Kanin (1967, 1984, 1985) who found that date rapists were more sexually active yet less satisfied with their sexual achievements than their

nonabusing counterparts. Kanin suggested that such dissatisfaction could be due to a perceived failure to live up to the expectations of a highly eroticized peer group.

Contrary to the findings of others, Heilbrun and Loftus (1986) found an inverse relationship between peer pressure and repeated sexual aggression; college males with a history of repeated sexual aggression reported less peer pressure than those with no history of repeated aggression. Heilbrun and Loftus (1986) suggested that sadism, a "condition in which the violence inflicted upon the victim is sexually arousing in itself" (p. 321), rather than peer pressure is the motivating force behind sexually aggressive behavior. In a review of offender and nonoffender (e.g., college males) sexual aggression research, Prentky and Knight (1991) question the role of arousal to violence *per se*; they suggest that "the weakness of inhibitory controls of sexual arousal in the presence of force, violence, nonconsent, and victim distress may be more important for most rapists than their sexual arousal to violence" (p. 653). Barbaree and Marshall (1991) offer support for a disinhibition model of rape arousal and further suggest that this model may be the "most applicable to acquaintance or date rape" (p. 627).

Encompassed in sex-role socialization are several beliefs endorsed by both men and women. Historically and currently, initiating sexual activity has been deemed a male prerogative (Komarovsky, 1976), and a female's simple initiation of a date with a male carries the risk of perceived justification of rape (Muehlenhard, 1988b; Muehlenhard, Friedman, & Thomas, 1985). Men and women also continue to believe that men have stronger sex drives than women despite no supporting evidence (Byrne, 1977). Women frequently believe that male companions' sexual needs are more important than their own (Murnen, Perot, & Byrne, 1989) and women are "expected to express less overt interest in engaging in sexual activities than are men" (Abbey, 1991a, p. 167).

In addition, both genders endorse the misconception that once a male is sexually aroused, he must complete the sexual activity. Miller and Marshall (1987) found that 22% of the sexually active women and 6% of the men surveyed had engaged at least once in sexual intercourse due to a perceived inability to stop because of the men's excitement level. Peterson and Franzese (1987) found that 21% of the males in their sample had forced intercourse because of extreme arousal while Greendlinger and Byrne (1987) found that 23% of the males in their sample had become "so excited" (p. 7) that they could not stop themselves. These findings are similar to those of Koss and Oros (1982) who found that 23% of the males in their study proceeded with intercourse against a woman's wishes because their arousal was too intense to stop. In Kanin's (1984) study of self-disclosed date rapists, over 90% experienced an "exaggerated selective perception of the females' receptivity" (p. 100) which further intensified their own sexual arousal. Kanin suggested that these men ignored or did not discriminate stimuli that would have cued them to stop their sexual advances.

Gender differences in the perception of sexual interest exist between male and female college students, with some date and acquaintance rapes "at least partially due to misperception of sexual intent" (Abbey, 1991b, p 103). From an early age and continuing into adulthood, men focus more on sexuality than do women (Gross, 1978). As a result, males tend to see more sexuality in situations than do women (Abbey, 1982; Abbey, Cozzarelli, McLaughlin, & Harnish, 1987; Abbey & Melby, 1986; Muehlenhard, 1988a; Muehlenhard, 1988b; Saul, Johnson, & Weber, 1989; Shotland & Craig, 1988). In studies comparing college students' perceptions of sexual interest in heterosexual interactions, males were more likely to perceive behavior on the part of females as being flirtatious, sexy, seductive, or promiscuous, whereas females perceived the same behaviors as indicating only friendliness; in addition, men perceived

both males and females as having more sexual interest than did women (Abbey, 1982; Abbey & Melby, 1986; Saul et al., 1987; Shotland & Craig, 1988).

When males viewed romantic and nonromantic films prior to viewing a friendly or seductive heterosexual interaction, they again were more likely to perceive female actors as seductive in both interactions than were females. Sigal et al. (1988) suggested that additional cues in the films primed males to view male-female interactions in romantic terms, making them more susceptible to misinterpretations of female nonverbal cues.

Men and women also react differently to sexual misinterpretations. After learning of misperceptions of sexual interest, women tended to feel embarrassed, upset, or angry while men reported feeling amused or happy (Abbey, 1987). Further evidence of gender differences in dating behaviors can be found in the work of Muehlenhard (1988b) who reported that "no matter who initiated the date, who paid, or where the couple went, men were always more likely than women to interpret the behavior as a sign that the woman wanted sex" (p. 31).

In addition to misinterpreted cues, men frequently reported believing that when a woman says "no" to intercourse, she really means "yes" (Rapaport & Burkhart, 1984; Sandberg et al., 1987; Shotland & Goodstein, 1983). Even when males initially complied with females' refusals (i.e., accepted that "no" means "no"), they were likely to initiate the refused advances again during the same date (Byers, 1988; Byers & Lewis, 1988). Furthermore, a woman's willingness to engage in extensive sexplay was often interpreted as desiring sexual intercourse over any verbal and/or physical protests occurring later in the interaction (Shotland & Goodstein, 1983).

Beyond a particular level of intimacy, women are viewed as giving up their right to refuse sex (Burt, 1980; Korman & Leslie, 1982). This is especially true in

ongoing relationships. Both male and female college students have reported that sexual coercion is more acceptable in steady dating relationships than in less involved relationships (Amick & Calhoun, 1987; Garret-Gooding & Senter, 1987; Kanin, 1957). Disagreements regarding desired level of sexual intimacy were also more likely to occur among men and women who dated frequently and whose dates involved sexual activity (Byers & Lewis, 1988).

The research regarding interpretation of attraction within heterosexual interactions has focused primarily upon perceptions of attitudes (e.g., friendly, flirtatious, promiscuous or positive, neutral, negative) with limited behavioral cues, such as eye contact, interpersonal distance, hand touching (Abbey & Melby, 1986; Shotland & Craig, 1988), smiling, and asking questions (Shotland & Craig, 1988).

Furthermore, many stimulus materials portrayed casual interactions, such as males and females talking, (Abbey, 1982; Abbey & Melby, 1986; Muehlenhard, Miller, & Burdick, 1983) rather than sexually intimate interactions. For example, Muehlenhard, Miller, and Burdick (1983) used the number of scenes in which a male accurately judged a female actor's attitude (positive, neutral, or negative) toward dating a male with whom she was engaged in a 2-minute conversation as a measure of cue-reading ability by high- and low-frequency male daters. Although they found no differences between the high- and low-frequency daters in their cue-reading skills, neither group was particularly accurate in reading cues; the low-frequency daters had a mean accuracy score of 5.14 and the high-frequency daters had a mean score of 4.29 out of a possible score of 10. While this study provided evidence of poor cue-reading among males, it did not address the ability to detect specific cues of sexual interest and disinterest or cues in explicitly sexual scenes, situations in which misread cues can mean acquaintance rape.

Another limitation of previous research in the area of gender differences in interpreting cues in heterosexual relationships is that the studies have utilized college males in general with no attempt to ascertain where the subjects would fall on the continuum of aggressive sexual behavior. Because past experiences strongly determine the interpretations people ascribe to situations, it is reasonable to ask if a history of sexually coercive behavior influences one's interpretations of heterosexual interactions.

Focus of the Present Study

While it is clear that miscommunication occurs frequently in male-female dating relationships and that miscommunication can lead to sexual aggression, how such misperceptions translate into behavior remains unclear. The present research studied the relationship between college males' ability to detect specific cues indicating unwillingness on the part of the female to engage in sexual activity and their history of engaging in nonaggressive and sexually coercive behavior. Specific, behavioral cues (e.g., frowning, crossing arms and/or legs, holding/squeezing legs together, turning body away, pulling away) and verbal cues (e.g., changing topic of conversation, beginning a conversation, saying "no") that women use to indicate unwillingness to engage in sexual behavior rather than general attitudes of dating willingness were utilized. Coercive males were chosen for study rather than assaultive or abusive males because coercion (e.g., verbal persuasion with nonphysical threats) appears to be the most frequently reported form of sexual aggression among college students (Craig, 1990) and the least likely form of sexual aggression for women to avert (Murnen et al., 1989).

It was hypothesized that males with histories of coercive sexual behavior would differ from nonaggressive college males in their ability to detect cues of a female's

unwillingness to engage in a continuum of sexual behaviors, ranging from kissing to sexual intercourse. It was predicted that sexually active males who had not engaged in any type of coercive sexual behavior would be better able to identify cues of women's resistance to engaging in sexual behavior than would males who had engaged in coercive sexual behavior. It was also predicted that males who could not identify the cues of reluctance would rate the females as more willing to engage in sexual behavior than the males who were able to detect the cues.

CHAPTER II

METHOD

Subjects

Two hundred-fourteen undergraduate males at Western Michigan University volunteered for a study on styles of sexual interaction among college students. Males who were classified as not ever having had sexual intercourse ($n=18$), as sexually abusive ($n=4$), or as sexually assaultive ($n=3$) using the Sexual Experiences Survey (Koss & Oros, 1982), as well as nonaggressive or sexually coercive males who identified themselves as married ($n=13$), homosexual ($n=3$), or greater than 25 years of age ($n=6$), were not included in the study. In addition, 15 males were eliminated from the analysis because they did not complete all of the survey materials. Thus, 152 (74 nonaggressive, 78 sexually coercive) unmarried, heterosexual college males aged 18-25 years comprised the sample.

Participants were recruited through various disciplines (e.g., psychology, communication, business management, physical education, political science, history, and human physiology) across the university; however, the majority of participants was enrolled in psychology courses. Participants received tickets for a weekly lottery in which one winner received \$25.00 in cash each week. Students in three psychology courses (e.g., Introductory Psychology, Abnormal Psychology, and Statistics) also received course credit for their participation.

There were no differences between the groups of nonaggressive and sexually coercive males with regard to race, class standing, or age. The majority of participants

was white (92.76%) and the overall mean age was 20.43 years. There were also no differences between the two groups with regard to fraternity membership or having a steady dating partner. Contrary to other studies (Garrett-Gooding et al., 1987; Kanin, 1967), sexually coercive males were not more likely than nonaggressive males to belong to fraternities. Table 1 contains the demographic characteristics of the subjects in both groups and Chi-square analyses.

Setting

The study took place in classrooms in Wood Hall on the campus of Western Michigan University. Participants from several sections of Introductory Psychology, Abnormal Psychology, and Statistics completed the materials during classtime while other participants came to one classroom on one of two available evenings each week following their recruitment. The number of male participants taking the survey at any one time ranged from 1 to 25.

Table 1
Subject Characteristics

	Nonaggressive	Sexually Coercive	
Number	74	78	
Mean Age in Years	20.30	20.55	$\chi^2(7) = 6.9, p = .50$
Age Range	18-24	18-25	
Race			$\chi^2(2) = .101, p = .95$
White	93.24%	92.31%	
Nonwhite	4.05%	5.12%	
African American	(1.35%	(5.12%)	
Native American	1.35%		
Asian	1.35%)		
Unknown	2.70%	2.56%	

Table 1--Continued

	Nonaggressive	Sexually Coercive	
Class Standing			$\chi^2(4) = 4.75, p = .20$
Frosh	14.86%	5.12%	
Sophomore	31.08%	39.74%	
Junior	37.84%	42.31%	
Senior	14.86%	12.82%	
Unknown	1.35%	0%	
Fraternity Membership			$\chi^2(1) = .133, p = .80$
Members	20.27%	17.95%	
Nonmembers	79.73%	82.05%	
Steady Dating Partner			$\chi^2(1) = .006, p = .95$
Steady Partner	50%	50.65%	
No Steady Partner	50%	49.35%	

Materials

Participants completed The Sexual Experiences Survey (Koss & Oros, 1982), a 12-item instrument which classifies male sexual aggression along a continuum from nonaggressive to assaultive behavior. The Sexual Experiences Survey (Appendix B) has a reported internal consistency reliability of .89 for males (Koss & Gidycz, 1985). Males were classified as sexually coercive when they endorsed at least one of the following: (1) "been in a situation when you became so sexually aroused that you could not stop yourself even though the woman did not want to have sexual intercourse;" (2) "had sexual intercourse with a woman when she didn't really want to because you threatened to end your relationship otherwise;" (3) "had sexual intercourse with a woman when she didn't really want to because she felt pressured by your continual arguments;" and (4) "obtained sexual intercourse by saying things you didn't really mean" (Koss & Oros, 1982, p. 456).

Participants also completed a demographic questionnaire with questions regarding age, gender, ethnicity, marital status, sexual orientation (e.g., heterosexual, homosexual), dating frequency, number of dating partners, and involvement in campus organizations, such as fraternities, athletic organizations, and so forth (Appendix C).

Participants read 15 vignettes (Appendix D) depicting typical dating situations in which a man and woman are engaging in sexual behavior. Participants read five different vignettes of each of the following sets of sexual behavior: kissing, genital fondling, and intercourse (penile-vaginal penetration). The sets of kissing and intercourse vignettes contained two vignettes in which a woman was willing to engage in kissing and intercourse, respectively, and three vignettes in which the woman indicated unwillingness to engage in kissing and intercourse, respectively. Four of the five vignettes depicting genital fondling contained cues of a woman's unwillingness to engage in genital fondling and one vignette depicted willingness on the part of the female. Unwillingness to engage in a particular behavior was demonstrated by a woman engaging in one or more of the following behaviors: turning her head away from the male when he attempted to kiss her, changing the topic of conversation or beginning a conversation when the male made sexual advances, crossing her arms or legs, frowning, raising her shoulders when the male placed his arm around the woman, pulling away from the male, turning her body away from male, moving the male's hand away from her body, holding her legs together tightly, saying, "Please, (name)," and saying "No." An earlier pilot survey of 34 undergraduate females conducted by the author indicated that these were behaviors in which the majority engaged when letting a male know that they are not interested in sexual relations. Studies that noted specific avoidance strategies used by women have found that women move the male's hand, move away from the male, push the male away (Byers & Lewis, 1988), indicate with

body language, such as facial expression, posture, and physical distance (McCormick, 1979), divert the conversation (Perper & Weis, 1987), and verbally state "No" (Byers & Lewis, 1988; McCormick, 1979; Perper & Weis, 1987) when attempting to avoid sexual contact.

After reading each vignette, the participants completed a form (Appendix E) in which they rated the female's and male's willingness to engage in sexual behavior on a 7-point scale, identified any behaviors on the part of the female and male that would indicate reluctance to engage in sexual activity, and answered two multiple choice questions regarding what they would do in the situation and what they thought most males would do. The multiple choice questions were specific to each vignette. Participants also rated the realism of the vignettes in terms of typical college student interactions. Completion of the survey materials took 35-45 minutes.

Dependent Variable

The dependent variable was correct identification of behaviors indicative of a woman's reluctance to engage in sexual behavior.

Measures of correct identification were obtained in the following ways:

1. A percentage correct calculation of the number of identified cues of the females' reluctance to engage in the sexual behavior. Percentage scores were used in the analysis of variance calculations because the number of cues in the sexual intimacy conditions was unequal.
2. A frequency count of the total number of miscues (e.g., false positives), instances in which the participant identified cues that were not present.

After reading each vignette, the participants described what behavior(s), if any, the female was exhibiting that would indicate reluctance to engage in the sexual activity

(e.g., kissing, genital fondling, or intercourse) within that vignette. Asking the participants to identify the female's behavior provided descriptive evidence of the participant's ability to detect specific cues on the part of the female.

Participants also rated each female's willingness to engage in sexual activity on a 7-point Likert scale from extremely willing to extremely unwilling.

Procedure

Prior to their participation in the study, the author informed subjects that their participation in the study was anonymous and voluntary in that the decision to participate or withdraw from the study would have no effect on relations in their particular class, such as psychology, or with Western Michigan University, in general. The author also assured potential participants that they would retain the extra credit and opportunity to win \$25.00 even if they chose to withdraw. They were informed that potential benefits would include an increased awareness of their own responses in sexual interactions, an increased interest in detecting a partner's willingness or unwillingness to engage in sexual behavior, and the opportunity to win \$25.00. When appropriate, students were told they would receive extra credit. They were also informed that potential risks involved embarrassment in reading vignettes depicting explicit sexual behavior.

Those who chose to participate received a packet of materials which included the demographic questionnaire, the Sexual Experiences Survey, 15 vignettes, and 15 recording forms. The author provided the following instructions to the participants:

Each of you has a packet of materials that includes several questionnaires and short vignettes depicting male and female college students interacting with each other. The vignettes contain a range of sexually explicit behaviors. Some of the vignettes contain interactions in which both the male and the female are willing to engage in sexual behavior and some contain interactions in which one of the partners is

demonstrating some reluctance or unwillingness to engage in sexual activity.

Complete the questionnaires in the order in which they appear in your packet. Consider your answers carefully as you cannot go back to previous questionnaires or vignettes. After reading each vignette, complete the questionnaire immediately following the vignette. Although it is preferred that you answer all questions, you do have the option to skip items. After you have finished answering the questions, begin reading the next vignette in your packet. Continue reading the vignettes and answering the questionnaires until you have completed all of the materials in the packet. There are 15 vignettes in all. Remember, do not return to previous questionnaires or vignettes.

Do not put your name or social security number on any of these materials. Your responses will be totally anonymous and will not be traceable to you. Your decision to participate or withdraw from participation will not in any way bias relations in your class (e.g., psychology), in particular, or Western Michigan University, in general. You may withdraw from the study at any time and still receive extra credit and/or a lottery ticket for participating.

When you are finished, place your packet face down in the box on the table and pick up a card that can be given to your psychology instructor for extra credit. You can also pick up a paper with the names (e.g. Rita Kenyon-Jump, Dr. M. Michele Burnette) and phone numbers (372-7173, 387-4489, 387-4486) of persons you can call if you have any questions.

Students receiving extra credit were given a specially coded index card which they were to return to their instructors after writing on the card their own names and social security numbers. Both of these measures served to ensure anonymity of the participants from the experimenter. Each participant received a numbered lottery ticket as he turned in his packet. Participants received the lottery ticket and the extra credit when appropriate, upon turning in the packet regardless of its completion.

All participants completed the Sexual Experiences Survey first and the demographic questionnaire second. The order of the vignettes varied across subjects as each packet of 15 vignettes was randomly ordered to minimize sequence effects. Although counter-balancing the order of the vignettes across the different classifications of sexual aggression is the ideal method to avoid sequencing effects, this strategy was not possible due to the need to maintain the anonymity of the participants' responses. It was not possible to give half of the subjects in each classification a different order of

the vignettes because the author did not know how males were classified until after they had completed the Sexual Experiences Survey.

CHAPTER III

RESULTS

Reliability

Two graduate students coded the data while a third student coded a random selection (e.g., using a table of random numbers) of 34% of the total sample of participants for purposes of reliability. Inter-rater reliability (number of agreements / number of agreements plus disagreements X 100) on the identification of cues was 98.2%. The person who conducted the reliability coding was not aware of the classification (e.g., nonaggressive, sexually coercive) status of the participants.

Social Validity of Vignettes

Participants rated each vignette on a 5-point Likert scale with a rating of 1 pertaining to very realistic and a rating of 5 being very unrealistic. Participants perceived the vignettes to be realistic depictions of typical college student interactions ($M = 2.09$).

Cue Detection

Using the percentage of correct cues identified as the dependent variable, a 2 (level of sexual aggression: nonaggression & sexual coercion) x 3 (level of sexual intimacy: kissing, genital fondling, and sexual intercourse) analysis of variance revealed no statistically significant difference between the nonaggressive and sexually coercive males in their abilities to detect cues of females' unwillingness to engage in

kissing, genital fondling, and sexual intercourse (i.e., penile-vaginal penetration), $F(1,450) = .263$, $p = .25$. (See Table 2.) In fact, neither group proved to be particularly adept in detecting cues. Across all conditions (e.g., kissing, fondling, intercourse), nonaggressive males, on average, detected 33% of the cues while sexually coercive males detected 32%.

There were significant differences in percent correct detection of cues among the three levels of sexual intimacy, kissing, genital fondling, and intercourse, $F(2,450) = 17.818$, $p \leq .001$. Table 3 reveals the mean percentage of cues detected by nonaggressive and coercive males in the kissing, genital fondling, and sexual intercourse vignettes. The Tukey method of multiple comparisons revealed significant differences between cue detection in the Kissing and Fondling Vignettes, $q(3) = 6.471$, $p < .01$, and in the Kissing and Intercourse vignettes, $q(3) = 7.882$, $p < .01$. The interaction between sexual aggression (nonaggressive and sexually coercive males) and sexual intimacy (kissing, genital fondling, intercourse) was not statistically significant, $F(2,450) = .229$, $p = .25$.

Table 2
Analysis of Variance: Sexual Aggression X Sexual Intimacy
Utilizing Percentage of Cues Detected

Source	DF	Mean Square	F	P
Sexual Aggression	1, 450	.012	.263	$p = .25$
Sexual Intimacy	2, 450	.785	17.818	$p \leq .001$
Sexual Aggression X Sexual Intimacy	2, 450	.010	.229	$p = .25$

Table 3
Mean Percentage of Cues Detected Among Levels of Sexual Intimacy

	Kissing	Genital Fondling	Intercourse
Nonaggressive	40%	31%	28%
Sexually Coercive	41%	28%	26%

The author utilized an independent *t*-test to compare the frequency of miscues identified by the nonaggressive and sexually coercive males across all vignettes combined. Miscues were coded when participants identified specific cues that were not present in the vignettes. No statistical difference emerged with regard to miscues, $t(150) = .135$, $p = .447$. Nonaggressive males had an average of 1.89 miscues ($SD = 2.00$, Range = 0-8) while sexually coercive males had an average of 1.94 miscues ($SD = 2.01$, Range = 0-7). The modal miscue among the nonaggressive males involved the participant noting that women said, "Stop," while the modal miscue for the sexually coercive males involved the participant saying that women said, "No."

Cue Detection According to Amount of Coercion

Coercive males who endorsed having engaged in more than one act of coercion on the Sexual Experiences Scale (Koss & Oros, 1982) were compared with coercive males who endorsed only one act of coercion. Figure 1 depicts the frequency distribution of the number of endorsements (e.g., one, two, three, or four) of coercive behaviors by males in the sexually coercive group. The majority (79.5%) of sexually coercive males identified only one item while 17.9% and 2.6% identified two and three items, respectively. No one endorsed all four items identified as coercive behavior on the Sexual Experiences Survey.

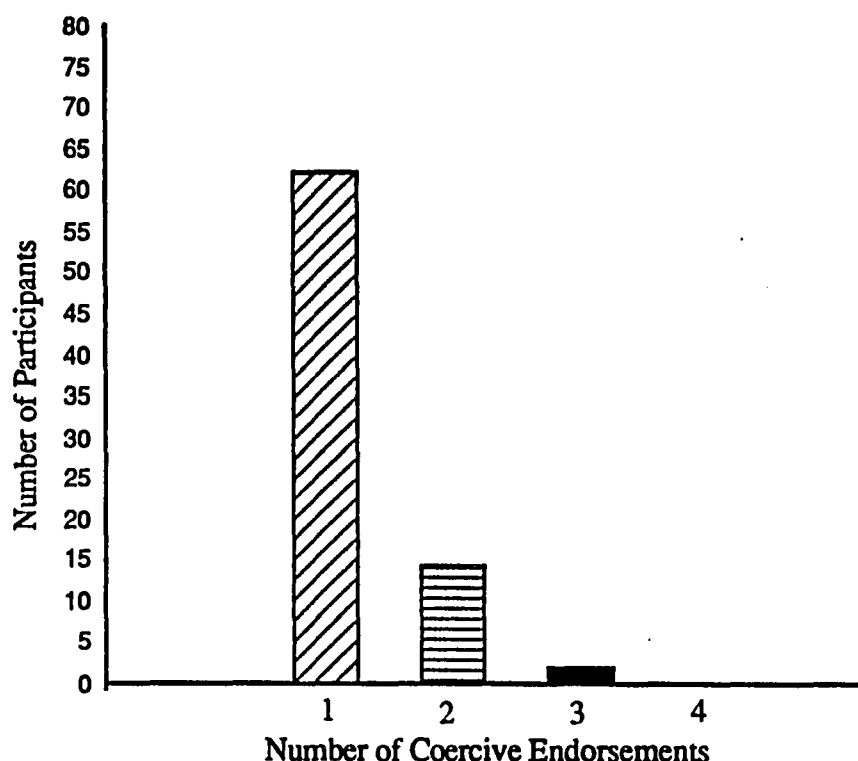


Figure 1. Frequency Distribution of Endorsements of Coercive Behavior by Sexually Coercive Males.

Table 4 shows the composition of the coercive group according to their endorsement of items on the Sexual Experiences Survey. Because participants could endorse more than one item, the number of endorsements will be larger than the number of participants and the percentages will exceed 100%.

An independent t -test analyzing the percentage of correct cues identified for these two groups (e.g., those with one endorsement of sexually coercive behavior and those with two or more endorsements) of sexually coercive males revealed a trend in the predicted direction, $t(76) = 1.499$, $p \leq .10$. Males who had endorsed more than one act of coercion were less able to detect cues of a female's unwillingness. Males

who endorsed having engaged in one act of sexual coercion detected, on average, 31.9% of the cues ($SD = .181$, Range = 0 - 82.2%) while those having engaged in more than one act of coercion detected, on average, 24.5% of the cues ($SD = .162$, Range = 0 - 55.6%). Thus, males who were more coercive were less able to detect cues of females' unwillingness to engage in kissing, genital fondling, and sexual intercourse, although the difference did not reach statistical significance.

Table 4
Classification of Sexually Coercive Males

Sexual Experiences Item	Frequency	Percentage
Been in a situation where you became so sexually aroused that you could not stop yourself even though the woman did not want to have sexual intercourse	6	7.69%
Had sexual intercourse with a woman when she didn't really want to because you threatened to end your relationship otherwise.	2	2.56%
Had sexual intercourse with a woman when she didn't really want to because she felt pressured by your continual arguments	20	25.64%
Obtained sexual intercourse by saying things you didn't really mean	68	87.18%

Female Willingness

A 2 (sexual aggression: nonaggression & sexual coercion) x 3 (sexual intimacy: kissing, genital fondling, & sexual intercourse) analysis of variance revealed no significant differences in ratings of female willingness, $F(1,447) = 3.084$, $p \leq .10$. Although coercive males did not rate the females as significantly more willing to engage in sexual behavior than did nonaggressive males, the trend was in the predicted

direction with nonaggressive males rating the females as slightly more unwilling ($M=5.69$, $SD = 0.779$, Range = 3.4 - 7.0) than did coercive males ($M = 5.54$, $SD = 0.801$, Range = 3.6 - 6.8).

Significant differences did emerge when comparing willingness ratings for the kissing, fondling, and intercourse vignettes, $F(2,447) = 26.27$, $p \leq .001$. The Tukey method of multiple comparisons revealed significant differences between willingness ratings in the Kissing and Fondling Vignettes, $q(3) = 7.312$, $p < .01$, and in the Fondling and Intercourse vignettes, $q(3) = 9.883$, $p < .01$. The interaction between sexual aggression (nonaggressive and sexually coercive males) and sexual intimacy (kissing, genital fondling, intercourse) was not statistically significant, $F(2,447) = 1.258$, $p = .25$. Table 5 summarizes the findings of the 2 (nonaggression & sexual coercion) X 3 (kissing, genital fondling, & intercourse) analysis of variance utilizing female willingness ratings. Table 6 displays the mean ratings of female willingness for nonaggressive and sexually coercive males in the kissing, fondling, and intercourse vignettes.

Table 5
Analysis of Variance: Sexual Aggression X Sexual Intimacy
Utilizing Female Willingness Ratings

Source	DF	Mean Square	F	P
Sexual Aggression	1, 447*	2.749	3.084	$p \leq .10$
Sexual Intimacy	2, 447*	23.421	26.27	$p \leq .001$
Sexual Aggression X Sexual Intimacy	2, 447*	1.121	1.258	$p = .25$

*One case was deleted because of missing values.

Table 6
Mean Rating of Female Willingness Among Levels of Sexual Intimacy

	Kissing	Genital Fondling	Intercourse
Nonaggressive	5.97	5.26	6.02
Sexually Coercive	5.62	5.21	5.97

Descriptive Responses of Self and Others

Table 7 displays percentages of participants' responses on the descriptive data in which participants were asked to choose from a group of statements the one response that best described what they would do if they were the male in the vignette and what they thought most males would do in that situation. Over three-quarters of both the nonaggressive and sexually coercive males chose the responses of asking the female if she wished to kiss or be touched and talking with the female following intercourse when describing what each would do if he were the male in the vignettes but less than half of the nonaggressive males and approximately half of the sexually coercive males chose these same responses when describing what most males would do. Both nonaggressive and sexually coercive males were more likely to chose coercive statements (e.g., "You act like you don't even care about me," "No one has to know - don't worry," "I don't do this with everyone, but I think you're special") when stating how other males would behave in the vignettes than when stating how they would behave. Nonaggressive and sexually coercive males were also more likely to endorse that other males rather than themselves would continue kissing and fondling the females in the vignettes. Nonaggressive males did not respond to the question of what they

would do or wrote in their own answers, such as "None of the above" or "I wouldn't do that," more frequently than sexually coercive males.

Table 7
Comparisons of Nonaggressive & Sexually Coercive Males on
Self and "Most Guys" Responses

	Nonaggressive		Coercive	
	Self	"Most Guys"	Self	"Most Guys"
KISSING VIGNETTES				
Continue kissing female	1.8%	20.2%	4.7%	20.0%
Say, "Come on, I love you."	0%	2.2%	0%	4.3%
Say, "You act like you don't even care about me."	3.6%	22.0%	14.2%	20.9%
Ask her if she wants to kiss	78.4%	46.2%	78.1%	50.2%
No Response / Other Response (e.g., "None of the above")	16.2%	9.4%	3.0%	4.7%
FONDLING VIGNETTES				
Continue fondling female	3.0%	27.4%	6.7%	33.8%
Say, "Come on, I love you."	0.3%	7.1%	1.9%	10.2%
Say, "No one has to know - don't worry."	0%	8.8%	2.2%	11.1%
Ask her if she wants me to touch her	83.1%	47.6%	86.0%	41.4%
No Response / Other Response (e.g., "None of the above")	13.5%	9.1%	3.2%	3.5%
INTERCOURSE VIGNETTES				
Feel sexually satisfied & content	2.2%	16.1%	0.4%	13.9%

Table 7--Continued

	Nonaggressive		Coercive	
	Self	"Most Guys"	Self	"Most Guys"
INTERCOURSE VIGNETTES--Continued				
Say, "Come on, I love you."	0.4%	8.0%	1.3%	14.7%
Say, "I don't do this with everyone, but I think you're special."	0.9%	14.7%	3.4%	14.3%
Talk about what just happened	74.6%	46.9%	88.9%	51.3%
No Response / Other Response (e.g., "None of the above")	21.9%	14.3%	6.0%	5.9%

Female Misunderstanding

All participants were asked on the Sexual Experiences Survey (Koss & Oros, 1982, p. 456) if they had "ever had a woman misinterpret the level of sexual intimacy" they desired. A 2 x 2 Chi-square analysis utilizing two levels of sexual aggression (nonaggression and coercion) and two levels of misinterpretation (yes and no) revealed significant differences between the two groups, $\chi^2 (1, N = 152) = 8.00, p \leq .01$. Coercive males were more likely than nonaggressive males to endorse that they had had a woman misinterpret the level of sexual intimacy they desired.

CHAPTER IV

DISCUSSION

Interpretation of Cue Detection

Contrary to the hypothesis, nonaggressive college males were not significantly better than sexually coercive college males in detecting behavioral cues of females' unwillingness to engage in kissing, genital fondling, and sexual intercourse. Although neither group appeared very proficient in cue detection, both groups performed equally. Potential support for the hypothesis that coercive males would be less able to detect cues was gleaned from the analysis of coercive males when they were divided according to self-reported acts of coercion. Males who endorsed having engaged in more than one coercive behavior in order to have sexual intercourse with a female were slightly less able to detect cues of female unwillingness than males who endorsed having engaged in only one type of coercion, but the difference was statistically insignificant.

It is possible that the males in the sexually coercive group were not particularly coercive. Not only did the majority endorse only one coercive response on the Sexual Experiences Survey but also was classified as being coercive on the basis of saying things they didn't mean rather than by other coercive acts. This finding is similar to that of other researchers (Craig, Kalichman, & Follingstad, 1989; Greendlinger & Byrne, 1987). In fact, Craig (1990) suggested that the most common form of manipulation used by sexually coercive men is making false statements or false promises. Perhaps significant differences would have emerged between the

nonaggressive and sexually coercive groups if the sample of coercive males had contained more males that endorsed a higher frequency of coercive acts.

One could speculate that "saying things you don't mean" is less coercive than the other behaviors especially in that it does not specify that the woman did not want to have sexual intercourse such as the other three statements do (See Table 4). Males who endorsed items on the Sexual Experiences Survey indicating that they knew that the female did not want to have intercourse appear to be generally aware that their partner was reluctant and appear to be insensitive to her preference. Yet, it remains plausible that they are unable to detect specific cues of unwillingness. Many males believe that women must first show reluctance (i.e., offer token resistance) so as not to appear promiscuous. It is also possible that these males assessed that the women were unwilling after they had intercourse rather than at the time they were pressing the women for intercourse. The wording of the Sexual Experiences Survey describes past behavior and does not specify that the male was aware of the female's behavior during the sexual interaction.

Miscues were analyzed to determine if males misidentified cues, such as identifying a behavior in the willing vignettes or interpreting rather than identifying specific behaviors in the vignettes depicting unwillingness. When reviewing the miscue data, the researcher made a post hoc hypothesis that nonaggressive males would identify more miscues than would sexually coercive males. The rationale for this hypothesis was that nonaggressive males would error on the conservative side by attributing more cues to the scenarios than were present. It was thought that nonaggressive males might conceptualize the nonverbal behaviors of unwillingness as verbal statements, such as "No," "Don't," or "Stop," even though the females did not make such statements.

There were no differences between the nonaggressive and coercive males with regard to miscues, which were noted when a participant identified a cue that was not present. Relatively few miscues occurred in the kissing vignettes, the vignettes in which both groups scored the highest average in percentage of correctly identified cues. More miscues occurred in the genital fondling and sexual intercourse vignettes than in the kissing vignettes among both nonaggressive and sexually coercive males.

As previously noted, the modal miscues among the nonaggressive and sexually coercive males involved the participant noting that women said, "Stop," and, "No," respectively. These miscues may have represented interpretation rather than identification of the females' cues of unwillingness to engage in the sexual behavior. Although the participants may not have identified the specific cues that the women were exhibiting, their responses of "Stop" and "No" indicated that they were detecting the general message that the females did not want to engage in sexual behavior. Evidence for this is found in their ratings of female willingness; nonaggressive and sexually coercive males determined that the women were unwilling to engage in kissing and sexual intercourse and mildly unwilling to engage in genital fondling.

Significant differences were found in cue detection across the different levels of sexual intimacy. Participants detected more cues in the kissing vignettes than in either the genital fondling or sexual intercourse vignettes. One explanation for this finding is the possible lack of ambiguity in the kissing vignettes. Women in these vignettes did not engage in consensual sexual activity prior to the kissing whereas there was consensual activity in the genital fondling and intercourse vignettes. Women in the genital fondling vignettes were willing to kiss and have their breasts fondled but were unwilling to engage in genital fondling, while women in the intercourse vignettes were willing to engage in kissing, breast fondling, and genital fondling but not intercourse.

Previous research has demonstrated that women who engage in sexplay prior to intercourse are viewed as desiring intercourse even when they verbally and physically protest and are held more accountable than males if rape does occur (Johnson, Jackson, & Smith, 1989; Shotland & Craig, 1983). In addition, other studies (Burt, 1980; Korman & Leslie, 1982) have documented that women are viewed as losing their right to refuse intercourse when sexplay proceeds beyond a particular level of intimacy. Thus, the males may have focused upon behaviors that the women were willing to perform and missed the cues for the behaviors that they were unwilling to perform.

A salient finding in this study is the lack of accurate cue detection in the sample of nonaggressive males. Because all of the males in the study had experienced sexual intercourse and equal numbers of nonaggressive and sexually coercive males had steady dating partners, a lack of dating and/or sexual experience cannot account for the nonaggressive males' inability to detect cues. A possible explanation for the lack of accurate cue detection in either group is that males in general, regardless of their sexual histories, are not sensitive to the specific behaviors of resistance that women offer. Both groups were able to ascertain that women were unwilling to engage in sexual intercourse and kissing even when they detected only a third of the women's behavioral cues. Nonaggressive males may be more likely to respond to the female's unwillingness by discontinuing their sexual pursuits, while coercive males detect the unwillingness but disregard the women's behavior.

The number of vignettes in the study may have encouraged participants to write minimal rather than inclusive responses when indicating the behaviors of reluctance that the women were exhibiting. Fifteen vignettes were included to allow for vignettes depicting consensual sexual activity as well as reluctant sexual activity and to provide repeated measures of the ability to detect cues. Ten of the 15 scenarios included cues of

female unwillingness to engage in sexual activity. Fewer vignettes and an emphasis on recording every behavior of reluctance exhibited by the females may have provided clearer evidence of the participants' ability or inability to detect the cues.

Yet, several vignettes were necessary to include scenes of willingness and unwillingness and provide more than one measure of cue-reading ability. Furthermore, with 15 vignettes, one may have been concerned regarding a practice effect, that is that participants would scan the scenarios for cues found in previous vignettes. The fact that this did not occur supports the conclusion that the cues were not identified.

One could argue that the participants' inability to detect more than 32% of the cues in this study is irrelevant to real-life dating situations because of the dependence upon written scenarios of coercive sexual behavior rather than real-life events. Craig (1990) defined the problem as a lack of "ecological validity" (p. 405) and suggested that participants respond differently to written and video-taped vignettes than they would in real-life events. While it may be true that participants react differently to in-vivo stimuli than written stimuli, vignettes have been found to produce "more valid and reliable measures of respondent opinion than the simpler abstract questions more typical of opinion surveys" (Alexander & Becker, 1978, p. 93) and have been found to be very useful when participants are required to make judgments based on abstract and limited information (Alexander & Becker, 1978).

The nature of coercive sexuality, especially rape, would make this study difficult to complete without use of vignettes. Ethical reasons would prohibit manipulation of sexual assault in real-life situations. Video-taped scenes of forced intercourse would be difficult to create with the same amount of detail contained in the written vignettes. In addition, participants may become more uncomfortable viewing explicit scenes of sexual intercourse than reading scenes. This could result in a

selection bias when participants who are unwilling to view such scenes withdraw from participation or fail to volunteer. Although the use of written vignettes may be a limitation in generalizing to real-life events, their use appears warranted when studying sexually coercive behavior.

Interpretation of Willingness Ratings

The difference in ratings of female willingness approached significance with coercive males rating females as less unwilling than did nonaggressive males. Although neither group perceived the females in the vignettes to be willing to engage in the sexual behavior, nonaggressive males perceived the females to be more unwilling than did sexually coercive males. Surprisingly, the nonaggressive males did not perceive the women in the intercourse vignettes to be extremely unwilling despite the fact that they exhibited verbal (e.g., "Please, No") and nonverbal cues indicating their unwillingness to engage in sexual intercourse.

Again, significant differences occurred across the three levels of sexual intimacy. Women in the fondling vignettes were rated as less unwilling than those in either the kissing or sexual intercourse vignettes. As previously mentioned, males in both groups may have perceived the fondling vignettes to be the most ambiguous. Women in these vignettes demonstrated their reluctance with nonverbal cues, such as moving the male's hand, crossing her legs, adjusting her skirt, and holding her legs together, and with the verbal cue of stating, "Please," along with the male's name. Women in the intercourse vignettes displayed the same cues as in the fondling vignettes but also told the male "No." The higher rating of unwillingness in the intercourse vignettes may be attributed to the verbal "No" by the females in those vignettes. Yet, in a study that analyzed couples' disagreements over their desired level of sexual intimacy,

the males were more likely to be compliant to the females' refusals when the women provided less definite verbal responses, such as no verbal refusal or a refusal that indicated that future advances might be accepted at some other time or place (Byers & Lewis, 1988).

Interpretation of Descriptive Responses

Although statistical analyses were not conducted, noticeable differences were found between nonaggressive and sexually coercive males with regard to the descriptive choices of what they might do if they were the males in the vignettes. While the majority in each group chose the most socially appropriate answer (e.g., he would ask the female if she wanted to kiss or be touched and he would talk with the female following the forced intercourse), more nonaggressive than sexually coercive males indicated that they would do none of the designated choices. Of the four choices, three contained some element of coercion, such as continuing with the behavior or questioning the woman's refusal. The fact that coercive males were more likely than nonaggressive males to choose one of the available options rather than writing in "none of the above" or "I would not do that," as the nonaggressive males did, offers face validity to the distinction that the males classified as coercive according to the Sexual Experiences Survey were, in fact, more sexually coercive than those classified as nonaggressive.

Even though the majority of coercive males said they would ask the female if she wanted to kiss (78.1%) and if she wanted him to touch her (86%), 4.7% and 6.7% said they would continue kissing and fondling the female, respectively. This is important given that they had rated the female as unwilling to engage in kissing and mildly unwilling to engage in genital fondling. Thus, over 11% of the sample of

coercive males said they would continue kissing or fondling a woman even though they perceived that she was unwilling or mildly unwilling to do so.

Self responses of sexually coercive males pertaining to the statement regarding feeling sexually satisfied and content following forced intercourse were similar to findings of other researchers. For example, sexually aggressive males frequently have reported more dissatisfaction with their sexual achievements than nonaggressive males (Kanin, 1967, 1983, 1984, 1985). Only .4% of the coercive males indicated that they would feel sexually content and satisfied compared to 2% of the nonaggressive males.

When comparing nonaggressive and sexually coercive males with regard to what they thought most males would do if they were the males in the vignettes, differences emerged in the fondling and intercourse vignettes. Nonaggressive males were more likely to choose one of the available responses when describing what they thought most males would do rather than when describing what they would do. Yet, they still were less likely than sexually coercive males to choose one of the four responses.

The percentages of males who would continue kissing and fondling the women despite the women's reluctance to engage in the activity increased when discussing what "most guys" would do versus what the respondents would do. Approximately 20% of the males in both groups responded that most males would continue kissing the women and approximately one-third of the nonaggressive and sexually coercive males reported that most males would continue fondling the females. Again, it is important to note that these males had rated the females as unwilling to engage in kissing and mildly unwilling to engage in genital fondling. Thus, many nonaggressive and sexually coercive males responded that "most guys" would continue engaging in sexual behavior against the female's wishes.

Numerous studies have indicated the importance of social support for maintaining sexually aggressive behavior (Adler, 1985; DeKeseredy, 1988; Garret-Gooding et al., 1987; Gross, 1978; Kanin, 1967, 1984). Other researchers have contended that male sexuality per se promotes sexual aggression (Burt, 1980; Clark & Lewis, 1977; Dull & Giacopassi, 1987; Gross, 1978). Both college men and women report that males use strategies more for pursuing sexual encounters while women use strategies more for avoiding sex (LaPlante, McCormick, & Brannigan, 1980; McCormick, 1979). The discrepancy between what nonaggressive and sexually coercive males say that they would do and what they believe that most males would do suggests the presence of a common belief that males are expected to behave in a sexually coercive manner. Holding such a belief normalizes the presence of sexually coercive behavior in dating relationships and provides a rationalization for engaging in coercive sexual behavior.

It is likely that the responses attributed to "most guys" present the more accurate picture of male behavior in dating situations. Both nonaggressive and sexually coercive males tended to choose the most socially appropriate response of talking with the females when describing what they would do if they were the males in the vignettes but chose more coercive responses when describing other males' behavior. Other research has demonstrated that males initiated sexual behavior nonverbally and were more likely to comply with a female's refusal to have sex when the female gave less definite verbal refusals (Byers & Lewis, 1988). Furthermore, women were least likely to respond verbally when males used persuasion to obtain intercourse and were least likely to thwart sexual attacks when the means of attack was persuasion (Murnen et al., 1989). Females were also more likely to use nonverbal means when they consented to intercourse (Byers, 1980). Thus, it would appear that asking the female if she wishes

to engage in sexual behavior or talking about forced intercourse after it occurs happens less frequently than the males in this study would indicate.

Recommendations

Recruitment of males who are more sexually coercive for the coercive group is needed to determine if sexually coercive males are less able than nonaggressive males to detect cues of female unwillingness. The current study approached significance when males in the coercive group were compared with one another with regard to the number of acts of coercion. Despite the small sample of more coercive males ($n=16$), males who had endorsed more than one act of sexual coercion were slightly less likely than those who endorsed only one act of coercion to accurately detect cues of female unwillingness to engage in different sexual behaviors. Use of a larger sample of very coercive males may reveal significant differences in cue detection when compared with nonaggressive males.

A comparison of male and female detection of women's unwillingness to engage in sexual behavior could provide additional information regarding gender differences in interpreting sexual behavior. One would expect women to be able to identify significantly more cues than either nonaggressive or sexually coercive males, especially since women have acknowledged that they engaged in the identified behaviors to let men know that they were not interested in kissing, fondling, or sexual intercourse. If women were unable to identify the cues in the vignettes, the validity of the male data would be questioned. The low percentages of cue detection among the males could be attributed to flaws in the research design rather than an inability to detect cues.

Studying the ability of older and/or married men to detect cues of female willingness and unwillingness to engage in different sexual behaviors could provide interesting information regarding the influence of gender, age, and experience in intimate heterosexual relationships. Married males may identify less with the males in the dating scenarios and focus more upon the behavior of the females rather than that of the males in the vignettes. The failure of males of differing ages and with greater amounts of sexual experience to detect cues would provide strong evidence of true differences between males and females in their perceptions of sexual encounters and support the finding that males, in general, are not skilled in detecting women's behavioral cues of resistance.

Additional research could address which cues were consistently detected and missed. Analysis of specific cues might reveal that males do not attend to specific behaviors but instead focus upon chains of behavior. Such an analysis would be useful in training males to detect cues of female reluctance earlier in the chain of events.

The influence of alcohol and other substances on the ability of males to detect cues of female willingness and unwillingness to engage in sexual behavior would be a useful addition to the acquaintance rape literature. Although alcohol is thought to inhibit women's ability to send and perceive cues of potential assaults and decrease their ability to resist attacks (Abbey, 1991a), little research has focused upon male drinking and cue detection. Instead, alcohol consumption by college males is considered a rationalization rather than a casual factor for male sexual aggression (Abbey, 1991a).

Future research could utilize video vignettes for more realistic depictions of the dating situations. Sexual scenes from movies and television would solve the dilemma of having actors engage in explicit, coercive sexual activity and would provide more

life-like stimuli. Enabling the participants to see the behaviors rather than to visualize them while reading may provide more compelling data regarding males' cue detection ability.

Research focused upon teaching males how women communicate nonverbally rather than vocally may prove helpful in decreasing coercive sexual behavior. Several studies (Amick & Calhoun, 1987; Muehlenhard, Julsonnet, Carlson, & Flarity-White, 1989; Sandberg et al., 1987; Warshaw, 1988) have taught women to be more vocally assertive, but little emphasis has been placed on teaching males about nonvocal communication. Given the fact that the bulk of communication in consensual and forced sexual interactions is nonvocal (Byers, 1980; Byers & Lewis, 1988) and given the low percentage of cue detection among both nonaggressive and sexually coercive college males in this study, nonverbal communication appears to be an area worthy of further study.

Conclusions

Contrary to the predictions, sexually coercive college males were not less able than nonaggressive college males to detect cues of unwillingness exhibited by women in kissing, genital fondling, and sexual intercourse scenarios. In fact, neither group proved to be very skillful in detecting the cues. Surprisingly, nonaggressive males detected less than one-third of the cues exhibited by the females in the vignettes.

Sexually coercive males did not rate the women as being significantly more willing to engage in sexual behavior than did nonaggressive males. Both groups of males rated the females as being unwilling to engage in sexual intercourse and kissing and mildly unwilling to engage in genital fondling. The presence of consensual sexual

behavior and the lack of a firm verbal statement of unwillingness (e.g., "No") are plausible explanations for the higher ratings of willingness for the fondling vignettes.

Although the research hypotheses were not supported, there is evidence that males who engage in two or more acts of sexual coercion are slightly less likely than those who have engaged in one act of coercion to accurately detect cues of female unwillingness to engage in sexual behavior. Thus, additional research with very coercive males may prove beneficial. Training males to detect cues would be a logical next step in preventing sexual coercion.

Appendix A
Acquaintance Rape: A Review and Critical Analysis

Acquaintance Rape: A Review and Critical Analysis

Rape has attracted much attention in the past two decades; however, it has only been in the past ten years that researchers have focused on acquaintance rape, the phenomenon of rape in a dating situation. Sexually aggressive behavior occurs on a continuum from touching obtained through verbal coercion to intercourse obtained through physical force. For the purpose of this review, rape will be defined as sexual intercourse achieved against consent through use of verbal coercion and/or physical force. Sexual aggression will include any forced or coerced sexual act other than intercourse. Coercion refers to the act of compelling by intimidation without regard for individual desire or volition (Stein, 1975). Examples of sexually aggressive male behavior would include kissing, fondling, and touching a woman without her consent. Although it is possible for both males and females to be victims and perpetrators of rape, this review will focus on the female victim and the male perpetrator as this is by far the most common pattern.

Historically, statistics for occurrence rates for rape have relied upon crisis center files and police records; however, it is an accepted fact that the majority of rapes go unreported (Koss & Oros, 1982). Given the difficulty in obtaining accurate measures of the prevalence of rape in general, it is not surprising that acquaintance rape is often undetected. In fact, rapes committed by friends or acquaintances are the least likely of all sexual assaults to be reported (Dean & DeBruyn-Kops, 1982). Moreover, acquaintance rape is often not recognized or identified as "real" rape (Klemmack & Klemmack, 1976; Shotland & Goodstein, 1983). Therefore, prevalence rates for acquaintance rape rely upon surveys rather than police records or crisis center files.

Prevalence rates of forced/coerced intercourse of college age women vary widely, ranging from less than 5% (Yegidis, 1986) to 58% (Amick & Calhoun, 1987)

of the women surveyed in studies conducted on acquaintance rape. Additional studies of college age women reported the following frequencies of rape: 13% (Levine-MacCombie & Koss, 1986); 15% (Kanin, 1985; Koss, Gidycz, & Wisniewski, 1987); 21% (Sandberg, Jackson, & Petretic-Jackson, 1987); 27% (Miller & Marshall, 1987) and 30% (Lewin, 1979, cited in Lewin, 1985).

Different measurement tools may account for some of the differences in prevalence rates for the same gender. For example, several studies (Amick & Calhoun, 1987; Levine-MacCombie & Koss, 1986; Koss et al., 1987) used the Sexual Experiences Survey (SES: Koss & Oros, 1982) to determine prevalence rates, while others (Lewin, 1979, cited in Lewin, 1985; Sandberg et al., 1987) devised similar questionnaires of their own, thus rendering direct comparisons of prevalence suspect. An additional study (Miller & Marshall, 1987) purported to have used several items from the SES (Koss & Oros, 1982) as well. In general, definitions of rape varied widely. For example, Yegidis (1986) defined rape as forced intercourse, with force then defined on a continuum of verbal persuasion to use of a weapon. Lewin (1979, cited in Lewin, 1985, p. 185) used the broadest definition of rape when she asked female respondents "Have you ever engaged in intercourse when you really didn't want to?"

Another potential explanation for the variation among prevalence rates for acquaintance rapes is the time-frame to which the survey questions pertained. All of the studies utilizing the SES (Koss & Oros, 1982) used the broad time-frame of "ever" having engaged in the specified behaviors whereas other studies asked only in reference to the "past year" or "upon entering college." The data from Yegidis (1986) is difficult to compare with other studies for several reasons. First, the 5% reported refers both to forced intercourse and oral sex within the past year; secondly, she reported frequencies

of forced sexual encounters rather than the number of women experiencing these specific acts. To further complicate comparisons, several other researchers reported combined statistics for attempted rape and rape.

With the exception of the study by Lewin (1979, cited in Lewin, 1985), all of the cited prevalence projects utilized hundreds of subjects. Thus, it seems implausible that the sample size is responsible for the differing rates. In addition, the bulk of the studies involved introductory psychology students. Although there appears to be no obvious selection bias operating that could explain these discrepant findings, it would be beneficial to utilize other students in addition those in psychology classes. Therefore, differences in prevalence rates may be worthy of further exploration.

Prevalence rates for acts of sexual aggression, such as coerced kissing, touching, and fondling, were as high as 75% of the women surveyed (Amick & Calhoun, 1987; Garret-Gooding & Senter, 1987). A nationwide study of postsecondary students in a variety of educational settings (e.g. technical schools, community colleges, state universities, Ivy League schools, and so forth) revealed that 54% of the undergraduate women surveyed had experienced some form of sexual victimization (Koss, et al., 1987); these findings support previously published assertions of high rates of sexual aggression among "normal" populations. Although these results are generalizable only to postsecondary students, it is still significant in that 26% of all persons aged 18-24 in the United States are attending school (U.S. Bureau of the Census, 1980). Similarly, 48% of the women surveyed by Sandberg et al. (1987) reported having been touched, held, or kissed against their will.

Statistics regarding sexual aggression and rape based on surveys of college age men reveal a different overall picture than that presented by reports of college age women. Only two studies revealed comparable prevalence rates for males raping and

females having been raped; 15% of the men surveyed in these studies acknowledged having forced intercourse on at least one occasion (Miller & Marshall, 1987; Rapaport & Burkhardt, 1984). Koss et al. (1987) found that only 4% of their sample of college age men acknowledged rape whereas 3%, 7%, and 10% acknowledged attempted rape, sexual coercion, and sexual contact, respectively. In addition, 13% (Adler, 1985) and 25% (Kanin, 1967) of the males surveyed indicated engagement in sexually aggressive behavior since entering college. Moreover, 30% of the males surveyed by Check and Malamuth (1983) and 37% of those surveyed by Teiger (1981) indicated some likelihood of raping if they could be assured that no one would know.

The most common practice for obtaining prevalence rates for rape was to operationalize behavior that legally meets the criteria for rape rather than asking males if they have ever "raped." Studies using the SES asked the female if she has ever been raped but did not ask male respondents if they have ever raped. Koss and Oros (1982) found that 11% of the women endorsed specific behaviors that met the criteria for rape but only 6% responded that they had been "raped." Only one study directly asked men if they had ever raped a woman and only 1% of the sample responded affirmatively (Peterson & Franzese, 1987). Thus, it would seem that using a description or definition of behavior constituting rape yields different results than leaving the definition of rape to the discretion of the respondent.

There are several feasible explanations for the discrepancy between male reports of raping and female reports of being raped. It is possible that men other than those in college have raped the women who were surveyed. It is also possible that a few men are raping many women. The most likely rationale, however, is the failure of males to label their behavior as rape. Koss et al. (1987) suggest that the differences in prevalence rates reported by men and women could be due to the fact that "men may be

perceiving and conceptualizing potentially relevant sexual experiences in a way that is not elicited by the present wording of the SES" (p. 169). The assertion that men who rape perceive and conceptualize sexual experiences differently than their female counterparts is supported by research conducted by Scully & Marolla (1982, cited in Koss et al., 1987). in which convicted rapists denied that their behavior constituted rape and contended that their actions involved consensual sexual activity despite physical injury to their victims. Regardless of differences in recorded prevalence rates between college aged males and females, it's safe to conclude that a large number of men and women are affected by this phenomenon. Thus, the numbers alone provide support for the importance of studying acquaintance rape.

Yet, more important than mere numbers is the physical and psychological damage to victims of rape. Rape is a traumatic event for women with the majority of victims not rapidly recovering from the experience (Koss & Burkhardt, 1989). The immediate post-rape distress response includes feelings of shock, anxiety, guilt, depression, fear, and shame (Medea & Thompson, 1974). The long-term symptom pattern following rape includes fear/avoidance responses, sexual dysfunction, affective constriction, and disturbances of self-efficacy/self-esteem (Koss & Burkhardt, 1989). A long-term follow-up study with rape victims revealed that over 40% reported fear of being alone, restricted dating, sexual difficulties, suspiciousness, and depression for periods of one to two and a half years after the assault. Moreover, there is evidence to suggest that victims of acquaintance rape experience more severe adjustment problems than those experienced by women raped by strangers or family members (McCahill, Meyer, & Fischman, 1979). It has been hypothesized that such severe adjustment problems occur because the woman's trust in a friend and her faith in her own judgment have been violated (Barrett, 1982, cited in Miller & Marshall, 1987). In

addition, acquaintance rape victims may begin to fear all other acquaintances because of an inability to differentiate the motives of the rapist from other friends (McCahill, Meyer, & Fischman, 1979). Thus, victims of acquaintance rape suffer both immediate and long-term effects as a result of unwanted sexual intercourse.

Males too can suffer consequences of acquaintance rape. Rape is a crime that is punishable by incarceration when detected and prosecuted. Males who engage in coercive sexual activity can be prosecuted and punished for a continuum of sexual activity ranging from criminal sexual conduct to attempted rape and rape. Thus, acquaintance rape can adversely affect the lives of both the victim and perpetrator.

Although acquaintance rape has been a focus of study since 1957 when Kirkpatrick and Kanin conducted the first study of acquaintance rape, the acquaintance rape literature only recently has been reviewed. The American Journal of College Health recently devoted one issue to the review of literature on the issue of college violence. In that issue, Berkowitz (1992) briefly reviewed a selected sample of research pertaining to college males as sexual aggressors while Leidig (1992) reviewed studies involving females as victims. Benson, Charlton, and Goodhart (1992) briefly reviewed prevalence of acquaintance rape, victim and assailant characteristics, and the role of alcohol in acquaintance rape. While each of these reviews summarized general findings and offered ideas for prevention, none offered a critique of the literature.

Other recent reviews have developed theoretical models to explain male sexual aggression. Using a national sample of college students, Malamuth, Sockloskie, Koss, and Tanaka (1991) proposed that sexual aggression "results from the combination of relatively high levels of hostile masculinity and sexual promiscuity" (p. 680). Craig (1990) proposed a situational model in which sexually coercive college males create situations which favor sexual aggression.

Others (Ellis, 1991; Hall, 1990; Hall & Hirschman, 1991; Prentky & Knight, 1991) have developed theories of sexual aggression using data from clinical and student populations. Ellis proposed a biosocial theory of rape in which males are "neurohormonally disposed to sexual assault" (p. 638). Ellis suggested that "neurohormonally, raping tendencies may be seen as resulting primarily from an increased sex drive, a desire to possess and control multiple sex partners, and an insensitivity to adverse consequences of one's actions" (p. 638). Hall and Hirschman (1991) proposed a theory of sexual aggression that integrates "physiological sexual arousal, cognitions that justify sexual aggression, affective dyscontrol, and personality problems" (p. 662). These reviews summarize and critique the literature that conforms to their models but do not review the many different variables studied in the acquaintance rape literature.

What follows is a brief review and critical analysis of the acquaintance rape literature focusing on the various subject populations used, the dependent variables measured, and the procedural variations employed. Methodological issues are raised and suggestions for improvement are provided. In addition, studies involving prevention of acquaintance rape and treatment of victims and offenders will be reviewed.

Subject Populations

The vast majority of studies involving date rape have been conducted using college students as subjects. Adler's (1985) longitudinal study of 284 males from their sophomore year in high school to the age of 31 years and Burt's (1980) and Burt & Albin's (1981) study of 598 adults aged 18 years and older have been exceptions. Practical and scientific rationales exist for utilizing college students. According to

Bureau of Justice Statistics (BJS, 1984), the highest rate of victimization is in the 16-19-year-old age group with the second highest rate occurring in the 20-24-year-old group, ages that overlap with those of the college student population. Also, victimization rates for these groups are approximately 4 times higher than the average for women of all ages (BJS, 1984). In addition, the FBI (1986) reported that 45% of all alleged rapists who were arrested were under the age of 25 years. Thus, the preponderance of studies using college students as participants can be explained and justified for the following reasons: (1) College aged persons are among the age groups most at risk for rape or raping; and (2) College students are easily accessible for study within university settings.

Yet, the victimization and offender statistics would also support the need to do research with noncollege populations, such as high school students, or even nonstudent populations. Targeting college students as participants taps into approximately one-fourth of all persons aged 18-24 (U. S. Bureau of Census, 1980), yet leaves the other 75% of that age group who don't attend school out of the picture and analysis. Further, according to the Bureau of Justice Statistics (1984), rape victimization rates are inversely related to family income; the lower the family income the higher the rate of rape victimization.

Not only are young women from low income families at risk of being raped, but they often do not attend college; thus, their experience of acquaintance rape is not studied. Therefore, the literature on acquaintance rape may not be representative for all women at risk. Lower income women who are not in college typically have limited access, if any, to the resources (e.g. counseling centers, rape prevention workshops) that women in college readily have at their disposal. It is reasonable to question what effect such differences could have on the experience of acquaintance rape.

Furthermore, it seems unlikely that effective prevention and treatment programs will be developed for this at risk group without the benefit of studying the problem from this perspective. Although noncollege populations are not as easily accessed as college populations, it would seem that an issue as serious and far-reaching as rape would warrant investigation with a variety of populations within the identified risk groups.

As previously cited, a large number of studies of acquaintance rape involved determining prevalence rates of rape and sexual aggression among college students. In conjunction with this, several studies have attempted to delineate characteristics separating sexually aggressive males/rapists and nonsexually aggressive males. Whereas some studies (Garrett-Gooding & Senter, 1987; Check & Malamuth, 1983; Malamuth, 1986; Peterson & Franzese, 1987; Tieger, 1981) found a belief in traditional sex-role stereotyping to be highly correlated with acceptance and practice of sexually coercive behavior (including rape), Rapaport and Burkhart (1984) contended that general measures of sex-role stereotyped attitudes toward women were not useful predictors of sexual aggression and rape in males; neither the Attitude Toward Women Scale (Spence & Helmreich, 1972) nor the sex role satisfaction measure (Burt, 1980) yielded significant results in predicting sexually coercive behavior. Attitude measures specifically aimed at coercive or aggressive themes, however, were useful predictors (Rapaport & Burkhart, 1984). Acceptance of interpersonal violence (Burt, 1980) is one specific attitude measure that has been correlated with male sexual aggression and rape (Malamuth, 1986; Rapaport & Burkhart, 1984). Using a slightly different measure, Adler (1985) also found a significant relationship between attitudes that sanction sexual victimization of women and rape/sexual aggression. Among women, gender-role attitudes are no longer believed to have value in predicting victims of rape (Amick and Calhoun, 1987; Koss & Dinero, 1989).

Involvement in a peer group whose members engage in and are supportive of sexually aggressive behavior is highly correlated with male sexual aggression (Adler, 1985; Garrett-Gooding et al., 1987; Kanin, 1967, 1984). Both Garrett-Gooding et al. (1987) and Kanin (1967) found a significantly higher proportion of fraternity members among their sample of sexually aggressive males than that of the nonsexually aggressive males. In addition, Kanin (1984) found that date rapists were more involved in "highly erotic-oriented peer socialization" (p. 98) during junior high and high school than a control group of males.

Socialization is a learning process through which members of a group learn what is acceptable behavior and how to perform such behaviors. As a learned behavior, sexually aggressive behavior is strengthened directly through social reinforcement by members of a peer group and indirectly through a lack of punishing consequences by the peer group. Modeling of sexually aggressive behavior within a peer group, such as a fraternity, is another manner in which such behaviors are learned. Kanin (1984) suggested that socialization emphasizing sexual conquest may lead to men becoming "increasingly indiscriminate in the selection of sexual partners and in the utilization of tactics thought efficacious in gaining their sexual goals" (p. 98). Another feasible explanation for the higher proportion of fraternity members within the sexually aggressive samples is that fraternity members date more frequently than nonfraternity members and, thus, have greater opportunities to engage in sexual activity.

Further, date rapists were found to be more sexually active yet less satisfied with their sexual achievements than their nonabusing counterparts (Kanin, 1967, 1984). Kanin (1984) suggested that such dissatisfaction could be due to a perceived failure to live up to the expectations of a highly eroticized peer group. Perhaps, the fact

that abusing males view sex as an "achievement" or "accomplishment" rather than a relational need warrants further exploration.

Sexually aggressive behavior among college males was found to covary with personality measures of irresponsibility, immaturity, a lack of a social conscience, and an orientation to view females as adversaries (Rapaport & Burkhart, 1984) and was linked with external locus of control, greater misanthropy, lower anomie, lowered self-esteem, conservative political views, and optimism about the future (Peterson & Franzese, 1987). Another study, however, reported that self-esteem had no direct effects for males on inflicting sexual abuse in dating relationships (Burke et al., 1988). While Rapaport and Burkhart (1984) contend that the expression of sexual aggression is dependent upon characterological or personality deficits, Koss and Leonard (1984) found only weak and/or nonsignificant relationships between psychopathology and sexual aggression. Koss and Leonard (1984) further suggest that demographic variables could account for elevation on measures of psychopathology.

A shortcoming of focusing upon personality characteristics is that it fails to move beyond identification of the problem. A more serious consequence of this emphasis, however, is the tendency to reify concepts, such as personality characteristics, and offer them as explanations of behavior. This can become a circular form of explanatory fiction in which the cause of the behavior is inferred from the same information that comprises the effect. Explanatory fiction can serve to thwart further research if such explanations are accepted as causes of behavior. In addition, behaviors encompassed in the identified personality characteristics often are not delineated; for example, how would a person with misanthropy ("hatred, dislike, distrust of mankind," Stein, 1975, p. 852), immaturity, or anomie (absence of social norms) behave? Ultimately the goal of research on rape and other sexually aggressive

behaviors is to eliminate these behaviors. To do so, we must steadfastly focus on behavior and its causes, especially those that can be varied in an effort to alter behavior. Although identification and description are beneficial to understanding the phenomenon of acquaintance rape, they don't provide a complete analysis.

Situational variables, such as alcohol and other drugs, have been consistently associated with acquaintance rape (Amick & Calhoun, 1987; Kanin, 1984; Koss & Dinero, 1989; Miller & Marshall, 1987). Approximately 67% of the self-disclosed date rapists studied by Kanin (1984) implicated immoderate drinking in their assaults. Similarly, Miller and Marshall (1987) found that 60% of the women who had experienced coercive sex as well as 70% of the males reported having used alcohol or other drugs at the time of the assault. The role of alcohol in acquaintance rape is complex and caution should be used in ascribing casual status. For example, Kanin (1984) pointed out that the date rapists in his study also indicated excessive drinking and comparable sexual intimacy during dates without the presence of violence.

Several hypotheses have been offered to explain the role of alcohol and other drugs in acquaintance rape. One such hypothesis is that alcohol acts as a "disinhibiting agent" permitting the expression of force (Kanin, 1984). Another explanation is that alcohol facilitates the perception of a partner's coital receptivity (Kanin, 1984); sexually aggressive males may view alcohol use as a cue of a partner's willingness to engage in sexual activity which then overrides any verbal nonconsensual assertions (Koss & Dinero, 1989). It has been further hypothesized that alcohol may interfere with organized resistance behaviors or even produce physiological effects that weaken the interpretation of assault cues (Russell, 1984). At any rate, additional research is needed before we can fully understand the role of alcohol and other drugs in acquaintance rape.

Attribution research which investigates attitudes and beliefs of undergraduate students toward rape, rape victims, and rapists has frequently focused on the issues of consent and what constitutes rape. While the vast majority of these studies address the issue of responsibility or blame for the assaults, a lack of consensus exists among them. Males (Calhoun et al., 1976; Cann et al., 1979; Jenkins & Dambrot, 1987; Scroggs, 1976) and traditionally sex-stereotyped females (Coller & Resick, 1987) were more likely to hold the victim responsible for the rape. Yet, in another study, white males were more likely than white females to blame the male; white females blamed the situation or society rather than the male (Fischer, 1987). Further, males and females who held "more traditional sex-role attitudes" blamed the victim more and the rapist less (Acock & Ireland, 1983, p. 188).

Shotland and Goodstein (1983) attempted to explain the gender discrepancy in assigning blame by statistically controlling for "egalitarianism" toward women. When they held attitude toward women (ATW: Spence & Helmreich, 1972) scores constant, women were found to blame the victim more; however, there were no gender differences when they simply compared gender and victim blame. Although these results claim to clarify the relationship between gender and blame, a sequencing effect may have confounded the results.

Males and females who agreed with rape myths were also more likely to blame the female for her victimization (Burt & Albin, 1981; Jenkins & Dambrot, 1987). In addition, some research suggests that date rape is more acceptable when the male paid the dating expenses (Jenkins & Dambrot, 1987; Muehlenhard, 1988b; Muehlenhard, Friedman, & Thomas, 1985) whereas other research indicated that women who shared in dating expenses were more likely to be victimized (Korman & Leslie, 1982).

The literature suggests that different populations of college students view the situation of acquaintance rape very differently. The attribution of "blame/responsibility" is more complex than merely a male-female dichotomy. It is possible that the phrasing of questions and/or the number of available responses may account for discrepant findings across studies. For example, some studies forced a dichotomous response of male or female in answer to the question of who was to blame for the rape while others offered additional choices of blaming the situation or society. We cannot adequately compare the outcomes of such studies when the opportunities to respond were different for the participants. Another question to be raised is whether the adjectives "blame" and "responsible" evoke identical responses as both appear to be used interchangeably throughout the literature. Goodchilds, Zellman, Johnson, and Giarrusso (1988) acknowledge that "responsibility" can take on several different meanings in dating contexts; they suggest that it can imply "control" or "blame." In addition, they suggest that responsibility can even take on a paradoxical meaning when someone is held responsible for outcomes which are a direct result of behaving "irresponsibly." Perhaps, the difference between the terms "blame" and "responsibility" is inconsequential; however, because of their integral role in the study of rape, the distinction seems worthy of investigation.

A different approach to studying attributions in the area of acquaintance rape has been to focus on opposite gender relationships. Males have been found to misperceive friendliness from a member of the opposite gender as a sign of sexual interest (Abbey, 1982; Saul, Johnson, & Weber, 1989). When observing female behavior, males were more likely to perceive sexual motives or intentions, such as flirtatiousness, sexiness, seductiveness, or promiscuity whereas women assessed the same behaviors as indicating friendliness (Abbey, 1982; Saul et al., 1989). In addition, males rated male

actors in a more sexualized manner than did females and males were also more sexually attracted to the opposite gender actor than were females (Abbey, 1982).

Additional research has focused on males' perceptions of a female's willingness to engage in sexual activity. Men frequently report believing that when a woman says "no" to intercourse, she really means "yes" (Dull & Giacopassi, 1987; Rapaport & Burkhart, 1984; Sandberg et al., 1987; Shotland & Goodstein, 1983). Coining the phrase "token resistance," Muehlenhard and Hollabaugh (1988) explored this behavior of "saying no but meaning yes" from the perspective of females; they found that 39% of the women surveyed acknowledged having engaged in "token resistance" on at least one occasion. The most cited motives for this behavior were pragmatic reasons, such as fear of appearing promiscuous. In a similar study, Muehlenhard and McCoy (1989) found additional evidence of women engaging in token resistance because of acceptance of a sexual double standard which evaluates sexually active men positively and sexually active women negatively.

Further research on these gender differences could have direct impact on our understanding of why acquaintance rape occurs. This information, along with the prevalence of the problem, may indicate that we should be approaching the problem from a normative perspective rather than a deviant one. If males in general perceive seemingly innocuous, friendly behaviors in a sexualized way, we may need to take a less blaming and more educative approach in the study of acquaintance rape. This can be more readily accomplished by looking to the environment rather than internal processes in the individual for causes and solutions. Training males to detect and respond to women's objections is one viable avenue to pursue. Males may be more willing to openly and honestly participate in rape treatment and prevention programs if they weren't identified as deviants with characterological flaws.

Description and Critique of Dependent Variables

Cognitive Measures

Dependent variables used in the acquaintance rape literature can be divided into two basic types, cognitive and behavioral measures. Cognitive measures take the form of measuring "attitudes," which are defined as "relatively enduring organizations of feelings, beliefs, and behavior tendencies directed toward specific persons, issues, objects, or groups" (Baron & Byrne, 1984, p. 165). Social psychologists have devoted a vast amount of research to the study of how attitudes are formed, changed, and affect behavior. They propose that attitudes can directly affect overt behavior when such attitudes are strongly held, readily accessible, very specific to the behavior and have direct relevance to an outcome (Baron & Byrne, 1984). An overview of this research is beyond the scope of this review, but interested persons can find such information in social psychology texts, such as those edited by Baron & Bryne (1984) and Jones, Hendrick, and Epstein (1979).

Analysis of the cognitive measures used in the study of acquaintance rape provides some enlightenment as to the discrepant findings in the studies previously cited. In reviewing the literature, it becomes apparent that while different measures were used, they proposed to be measuring the same hypothetical constructs, such as "attitude," or "traditional sex roles." The question becomes one of construct validity: are the various measures of "attitude" or "traditional sex-roles" measuring the same things?

When studies use the same instruments, such as the Rape Myth Acceptance Scale (Burt, 1980), Sex Role Stereotyping Scale (Burt, 1980), Adversarial Beliefs Scale (Burt, 1980), Acceptance of Interpersonal Violence Scale (Burt, 1980), Sexual Conservatism Scale, (Burt, 1980), Attitudes Toward Women Scale (Spence &

Helmreich, 1972, Spence, Helmreich, & Stapp, 1973), or Sexual Beliefs Scale (Muehlenhard & Felts, 1987, cited in Muehlenhard & Hollabaugh, 1988), it is much easier to compare findings across studies. Use of standard measures across studies allows other researchers to examine the operationalization of these constructs and compare the specific items endorsed rather than the overall construct. Overall constructs provide a useful shorthand descriptive function but care should be taken to carefully specify what constitutes these constructs. Some studies (Acock & Ireland, 1983) not only fail to provide information regarding what constituted their measure of sex-role attitudes but also further obscure the data by dichotomizing the information into two groups: liberal and traditional sex-role attitudes. The terms "liberal" and "traditional" both have various connotations, some of which may not be relevant to the study and, thus, should be avoided.

Rape myth acceptance has been one of the most widely used cognitive measures in the acquaintance rape literature. Burt (1980) defines rape myths as false, stereotyped, or prejudicial beliefs about rape, rape victims, and rapists; for example, several rape myths suggest that women "deserve" or "ask for it" because of the clothes they wear or behavior such as hitchhiking or going to a man's apartment. Although rapists are more likely to accept rape myths than other males (Malamuth, 1981), members of the general population have also been found to endorse these beliefs (Burt, 1980; Feild, 1978). Burt (1980) suggests that rape myth acceptance alone cannot predict rape but that such beliefs form part of a larger, interrelated attitude structure based upon acceptance of interpersonal violence, a belief that sexual relationships must be adversarial, and sex role stereotyping.

An additional cognitive measure that has been explored with college males has been the likelihood of raping (LR) if assurance was given that they wouldn't be caught.

Studies (Check & Malamuth, 1983; Tieger, 1981) have shown that over a third of the college males surveyed affirmed that they would rape if they could be assured of not being caught. High LR ratings have also been found to correlate highly with acceptance of rape myths (Malamuth & Check, 1980a; Malamuth, Haber, & Feshbach, 1980; Tieger, 1981). In addition, high LR ratings have been found to be positively correlated with sexual arousal (both self-reported and penile tumescence measures) to rape portrayals but not to those of consensual sex (Malamuth, Heim, & Feshbach, 1980; Malamuth & Check, 1980b). Additional research using both penile tumescence and self-report measures demonstrated that low LR males were more sexually stimulated by sexual depictions with a mutually consenting partner than by those in which the rape victim continuously abhorred the assault; however, high LR males were more sexually aroused on the penile tumescence measure to the rape abhorrence portrayal than to the mutually consenting portrayal (Malamuth & Check, 1981, cited in Malamuth, 1981). On the self-reported measures of arousal, high LR males reported equal levels of sexual arousal to the rape abhorrence and consenting depictions.

Behavioral Measures

Behavioral measures used in acquaintance rape research take the form of self-report of past and current sexual experiences and physiological measures of sexual arousal. Self-report of past sexual experiences in the form of anonymous surveys is by far the most common behavioral measure used. The most widely used instrument is the Sexual Experiences Survey (SES), a ten-item self-report of past sexual experiences with separate wordings for males and females (Koss and Oros, 1982).

Of the many measures of sexual behavior used in the literature, only the Sexual Experiences Survey (Koss & Oros, 1982) has been assessed for reliability and validity

using several different college student populations. The internal consistency of the items utilizing the Cronbach alpha was .89 for males and .74 for females (Koss & Gidycz, 1985). In addition, the test-retest reliability was 93% (Koss & Gidycz, 1985). The accuracy of the Sexual Experiences Survey (SES) was assessed by comparing responses on the SES with those obtained in private standardized interviews using post-master's-level, same-gender psychologists. The Pearson correlation between a female's level of victimization based upon responses on the SES and in the interview was .73 ($p < .001$) and only 3% of those women identified as rape victims changed their responses or gave "responses of questionable veracity" in the interview (Koss & Gidycz, 1985, p. 423). Moreover, the Pearson correlation between a male's level of sexual aggression based upon responses on the SES and in the subsequent interview was .61 ($p < .001$) (Koss & Gidycz, 1985).

Two additional behavioral measures of sexual experiences have been cited in the literature. The Coercive Sexuality Scale (Rapaport & Burkhart, 1984) measures the frequency of coercive sexual behaviors and the methods by which these sexual behaviors were obtained and the Sexual Behavior Inventory (SBI; Bentler, 1968) assesses sexual experience in various heterosexual acts, such as kissing, breast fondling, oral sex, and intercourse.

Sexual arousal has been an important component of rape research and has been assessed physiologically with penile tumescence measures and indirectly with self-report measures of arousal. Rapists have been found to show high and about equal levels of sexual arousal to audio-taped depictions of both rape and consenting sexual acts using measures of penile tumescence (Abel, Barlow, Blanchard, & Guild, 1977; Abel, Blanchard, & Becker, 1976; Barbaree, Marshall, & Lanther, 1979; Quinncy, Chaplin, & Varney, 1981). Conflicting evidence has been found regarding nonrapist's

sexual arousal patterns; some researchers (Barbaree et al., 1979) found relatively little penile tumescence to rape as compared with consensual sex while others (Malamuth, 1981; Malamuth & Check, 1980a) found that nonrapists were as aroused to rape depictions as to the consenting activity.

The definitions of the rapist and nonrapist populations in these studies have important implications for the study of date rape. Determining how rapists respond behaviorally to such stimuli is an important starting point; however, research with rapists has involved convicted rapists who comprise only a small percentage of rapists. Several researchers (Clark & Lewis, 1977 ; Rada, 1978) contend that convicted rapists differ markedly from those who remain unapprehended. In addition, because the vast majority of date rapists are undetected, it is possible that date rapists have comprised the nonrapist samples in research involving college students; thus, both the rapist and nonrapist populations may be unrepresentative.

Malamuth and Check (1981, cited in Malamuth, 1981) attempted to explain the discrepancy in arousal patterns of nonrapists (e.g. college males who indicated low likelihood of raping) by manipulation of the victim's response in the presentation of rape stimuli. Penile tumescence ratings were similar when the victim was consenting and when she was said to be involuntarily aroused by the rape; however, penile tumescence was much lower when the victim's response was one of abhorrence. Similar results were found in another study utilizing both male and female college students and self-report measures of sexual arousal; when the rape victim was depicted as experiencing involuntary orgasm, male levels of arousal were comparable to those elicited by portrayals of mutually consenting sex (Malamuth, Heim, & Feshbach, 1980). In addition, males were most aroused when the victim was portrayed as experiencing involuntary orgasm with pain while females were most aroused when the

victim experienced involuntary orgasm without pain (Malamuth, Heim, & Feshbach, 1980).

Although Malamuth et al. (1980) stated that they clearly debriefed the subjects as to the falsity of the "orgasm" rape depictions, they were criticized for use of "totally false" depictions of rape outcomes, the delay in debriefing subjects, failure to report findings of debriefings, and oversimplification of the findings on women's sexual arousal (Sherif, 1980). This experiment raises important questions for future research. Does use of involuntary orgasm in rape depictions facilitate the rape myth that women secretly enjoy being raped?

Procedural Variations

The bulk of studies utilizing independent variables involved attribution research with gender as the most common variable manipulated (Abbey, 1982; Acock & Ireland, 1983; Calhoun et al., 1976; Check & Malamuth, 1983; Fischer, 1986, 1987; Jenkins & Dambrot, 1987; Saul et al, 1989; Scroggs, 1976; Shotland & Goodstein, 1983; Tetreault & Barnett, 1987; Tieger, 1981). In asking the question "Was it rape?", the following independent variables were manipulated: victim-offender relationship, amount of force used by the offender, and type, amount, and timing of resistance used by the victim. Subjects were less likely to call the situation rape when the victim was acquainted with the rapist (Check & Malamuth, 1983), the assailant used low levels of force (Burt & Albin, 1981; Shotland & Goodstein, 1983), the victim failed to resist (Scroggs, 1976; Tieger, 1981) or resisted only verbally (Shotland & Goodstein, 1983), and the victim protested later rather than earlier in the sexual interaction (Shotland & Goodstein, 1983).

The issue of blame and responsibility for rape was discussed in terms of manipulating the gender of the respondents; however additional independent variables, such as victim's attractiveness, history of rape, and "respectability" were used in various studies (Acock & Ireland, 1983; Scroggs, 1976; Tieger, 1981). Burt and Albin (1981) criticized research in which the "character" of the victim is manipulated. They contend that such manipulations "bear some tenuous, but usually unexplicated, relationship to perceived probability of consent" (p. 214). An example of this occurs in research by Acock & Ireland (1983) who used the words "gave in" (p. 184, 185) to refer to the victim's reaction to the rapist. It is likely that "gave in" implies consent more so than a phrase such as "did not physically resist." In addition, manipulations of respectability or attractiveness embody public stereotypes of rape and sexual assault that support rather than clarify rape myths. Burt and Albin (1981) point out that there is no evidence from police files that dress or attractiveness makes any difference to rapists; they suggest that experimental research could be strengthened by making use of case descriptions from police, medical, and crisis center records when selecting independent variables. It would seem obvious that the goal of laboratory research is to learn relationships between variables that would provide generality to real-life rape situations.

Methodological Considerations

Although researchers have collected data using interviews, surveys, self-report instruments, and physiological measures, the most prevalent practice involves use of surveys. With the exception of two studies (Kanin, 1967; Koss & Gidycz, 1985) that used interviews in addition to surveys, all of the cited prevalence data on acquaintance rape were obtained through anonymous paper and pencil surveys given to large groups of college students in classroom settings. Several other researchers utilized interviews

in the collection of data, but their focus was not simply on obtaining prevalence rates (Burt, 1980; Burt & Albin, 1981; Levine-MacCombie & Koss, 1986). Kanin's (1984) interviews with 71 self-disclosed date rapists provided a unique contribution to the acquaintance rape literature. Although the information is self-report, it provides a starting point from which acquaintance rapists and stranger rapists can be compared.

Written vignettes portraying various sexual scenarios are the most frequently used stimuli in rape research although some studies have presented audio or video vignettes. Certainly written vignettes are relatively cost-effective to administer; no equipment is necessary and written materials can be mass-administered in a short amount of time. Although these considerations are important in conducting research, a more important factor is generality. Because rape is impossible to study directly in a laboratory setting, certain concessions must be made; however, we must attempt to make our studies as relevant to real-life situations as possible. It would seem that audio and/or video presentation of rape stimuli would emulate in vivo situations more so than merely reading about such situations. Human interactions are complex and often involve subtleties, such as eye contact, tone of voice, or body position, that cannot be adequately captured in a written vignette. A relatively simple method of obtaining sexually explicit video and/or audio stimuli would be to use scenes from television and/or movies. Perhaps an area of research to pursue would be replication of studies replacing written vignettes with audio or video vignettes. Not only could this provide additional support for previous research, but findings of no difference in the method of stimuli presentation could justify continued use of the fast, cost-effective method of using written vignettes.

Although paper and pencil tasks dominate the research on attitudes and attribution, this method of data collection is commonly criticized. In fact, the procedure

of obtaining a single measurement or several unrelated measurements at a single point in time and labeling it an "attitude" violates the definition of attitude as a "relatively enduring" or "stable" predisposition to respond. Stability refers to a consistency in an individual's response across time or consistency across modes of responding to an attitude object. Cook and Campbell (1979) have identified this practice as a threat to the construct validity of putative causes and effects. Construct validity can also be threatened when researchers utilize only one exemplar of a particular construct (Cook & Campbell, 1979). This could be the case in acquaintance rape research when only one measure of a construct of "sex-role stereotyping" is utilized. Malamuth and associates (Malamuth, Heim, & Feshbach, 1980; Malamuth & Check, 1980b; Malamuth & Check, 1981, cited in Malamuth, 1981) provide a useful example of utilizing several constructs in conjunction with one another; they used several measures of sexual aggression, such as penile tumescence to rape stimuli, self-report of sexual arousal, and likelihood of raping (LR) ratings. Utilizing more than one measure of a construct and/or taking measures of the same construct over time would improve the construct validity of much of the attitude research on acquaintance rape.

Prevention

Although acquaintance rape involves both males and females, very little preventative research has been done from the male perspective. Specific programs emphasizing skill training, education/awareness, and self-defense have been developed for women but our efforts with males have remained stagnant at the suggestion stage. The few studies in the literature directed toward prevention efforts with men are descriptive in nature (Briskin & Gary, 1986) and emphasize education and awareness

workshops (Briskin & Gary, 1986; Lee, 1987; Sandberg, et al., 1987; Warshaw, 1988).

Rape prevention with women should more accurately be called rape "precaution" since prevention suggests that one can keep rape from occurring. Although we can teach women skills that may prove helpful in averting rape, we cannot assure women that if they engage in certain behaviors that they will not be raped. At best, skill training for women can only be classified as precautionary whereas prevention of rape must focus on male behavior.

Assertiveness training is the most common form of skill training recommended for women (Amick & Calhoun, 1987; Muehlenhard, Julsonnet, Carlson, & Flarity-White, 1989; Sandberg et al., 1987; Warshaw, 1988). Muehlenhard and colleagues (1989) describe the most comprehensive assertiveness program to date. Their program includes several assessment tools (Sexual Assertiveness Questionnaire, Muehlenhard & Linton, 1985; Sexual Assertiveness Role-Play Test, Flarity-White & Muehlenhard, 1988, both cited in Muehlenhard, et al., 1989; and Sexual Assertiveness Self-Statement Test, Muehlenhard et al., 1989) designed to screen women who are at risk for sexual coercion and to assist in personalizing their training programs. Other suggested prevention strategies for women include values clarification (Sandberg et al., 1987), education (Amick & Calhoun, 1987; Sandberg, 1987; Warshaw, 1988), cue victimization discrimination (Amick & Calhoun, 1987; Sandberg et al, 1987), self-defense (Amick & Calhoun, 1987; Sandberg, 1987; Warshaw, 1988), self-reliance (Kirkpatrick & Kanin, 1957; Warshaw, 1988) sex education (Miller & Marshall, 1987), and avoidance (Warshaw, 1988).

Although rape awareness workshops recently have been started across the country on university campuses (Warshaw, 1988), there has been only one such

workshop delineated in the professional literature. This particular program is described as an experiential training for men and consists of discussion of the myths and facts of rape, experiential empathy exercises, and guided imagery exercises in which the participants are asked to imagine themselves as observers to their roommate's coercive sexual practices with a date (Lee, 1987). The study was a two-group design utilizing pre- and posttest scores on an attitude toward rape scale designed for the study. One group of 12 subjects received only the posttest while the other 12 subjects received both the pre- and posttests. Although this was a first attempt at providing some data regarding prevention efforts with men, there are several problems with this study. From comparison of the pre- and posttest scores, the author states that "apparently, group members showed a shift in their attitudes over time" (p. 101); yet, the entire length of the workshop was two hours with the posttest given just after completion of the program. It is neither evident that "attitudes" did change over time nor clear whether all of the components were necessary for a change on the attitude toward rape scale. It seems feasible that scores on that measure could change after merely hearing the myths and facts of rape. In addition, it is unclear what the relationship is between the endorsed attitudes and subsequent behavior.

Involvement of couples in acquaintance rape prevention workshops has not occurred despite the fact that acquaintance rape often occurs within ongoing relationships. Amick and Calhoun (1987) found that 80% of the acquaintance rape incidents involved romantic acquaintances who had relationships of greater than 6 months in length. In addition, 64% of the self-disclosed date rapists in Kanin's (1984) study reported having had 2-5 dates prior to the rape. Moreover, both males and females reported that coercion was more acceptable in relationships of greater involvement than those of "passing acquaintance" (Garrett-Gooding & Senter, 1987, p.

366). Thus, it would appear that involving couples in prevention workshops would be one way to reach men while also addressing the interaction of both males and females.

Prevention strategies have been directed toward universities in addition to those targeted specifically for men and women. Sandberg and colleagues (1987) suggested that universities require educational prevention programs for all fraternities and dormitories, promote research on date rape, and state clear policies with detailed consequences for committing rape. Miller and Marshall (1987) suggest that universities begin with the problem of alcohol and other drug use on campuses since such use has been implicated in a majority of acquaintance rapes.

Treatment

Because so few acquaintance rape victims present for treatment, therapists frequently have relied upon the strategies used with victims of stranger rape. Typically, treatment of rape victims focuses on alleviation of depression, avoidance behaviors, generalized fears, and sexual dysfunctions. Holmes and St. Lawrence (1983) classify the existing treatment literature for victims of rape into three categories: rape crisis counseling, specific behavioral interventions, and comprehensive treatment packages.

Rape crisis counseling entails providing information, problem-solving, support, and empathy to the victim. Behavioral interventions that have been used successfully in treating specific behavioral problems include systematic desensitization (Wolff, 1977), biofeedback (Blanchard & Abel, 1976), cognitive behavior modification (Forman, 1980; Turner & Frank, 1981); implosion (Haynes & Mooney, 1975), and negative practice (Wolff, 1977). Comprehensive treatment packages combine education, relaxation training, and other behavioral interventions designed to treat specific aftereffects of rape. From casual observation it follows that treatments for acquaintance

and stranger rapes would have similarities; however, the differences between the experiences would also suggest that differing treatments are in order. However, such research is lacking in the literature.

Treatment programs specific to date rapists are nonexistent in the literature as well. The bulk of the treatment information on sex offenders pertains to incarcerated rapists, pedophiles, and incest offenders. As mentioned earlier, convicted rapists differ from those who remain unapprehended and there is no evidence to suggest that date rapists are similar to either pedophiles or incest offenders.

Although Groth (1979) confirmed that sexual offenders differ, he suggested that one or more of the following basic techniques could be adapted to treat the specific needs of any individual rapist: psychotherapy, behavior modification, chemotherapy, psychoeducational programs, or incapacitation. Groth (1979) suggested that there is little evidence to support the efficacy of psychotherapy in the treatment of men who rape, and although chemotherapy (e.g. Depo-Provera) and behavior modification appear promising in the treatment efficacy of men who rape, more research is needed in these areas. Incapacitation involves surgical castration or incarceration; surgical castration is irreversible and doesn't appear to be a viable mode of treatment from legal and ethical perspectives. While incarceration would prevent acquaintance rapists from having access to targets of their sexual abuse, it seems unlikely that incarceration of acquaintance rapists would prove to be the most efficacious treatment strategy since it is difficult to convict rapists in general.

The psychoeducational program appears on the surface to be the most applicable treatment for males who engage in sexually aggressive behavior with acquaintances. Such programs consist of sex education courses, sensitivity training, consciousness-raising groups, social skills training, assertion training, relaxation training, and stress

and anger management trainings. Empirical research using a skill-based treatment program for men who engage in rape and sexually aggressive behavior with acquaintances would be a useful contribution to the literature.

Summary

The review of the acquaintance rape literature reveals inconsistencies in the reported prevalence rates, characteristics of date rapists, and attributions of responsibility for sexual assaults. The vast majority of research has been conducted with college student populations with relatively little emphasis to other populations at risk. A general consensus exists that sexual aggression is a widespread problem on university campuses and that victims suffer deleterious consequences as a result of sexually coercive and assaultive behavior. In addition, important discoveries have been made regarding gender differences in the way that males and females view interactions with one another.

Recommendations

Throughout this review, suggestions have been offered for improvement of current research practices and additional areas to pursue. A major finding of this review is the paucity of research with respect to prevention and treatment strategies for males. Although the difficulties in obtaining male participants for prevention or treatment research has been noted (Briskin & Gary, 1986; Muchlenhard et al., 1989; Warshaw, 1988), the crucial need for such work remains. Also, it is important to address ways in which women can protect themselves; however, to focus only on women is to implicitly suggest that women are somehow more responsible than men.

Although there has been an abundance of research on attitudes regarding date rape, it has dealt primarily with defining such attitudes. Relatively little work has been done in trying to systematically change these attitudes. If attitudes are predictive of overt behavior, changing attitudes which support and condone acquaintance rape would be a pertinent research avenue to pursue.

Perhaps, the heavy research emphasis on attitudes and personality characteristics has kept us centered on describing the person performing the sexually aggressive behaviors rather than on preventing or changing the behaviors themselves. Emphasis on the interactions involved in acquaintance rapes may prove useful for developing preventative and treatment strategies for both males and females. In addition, changing the focus of our research from viewing the male as having personality deficits to viewing his behavior as being a product of the environment may enable researchers to learn what maintains such behavior, and in turn, change the relevant contingencies. This change in emphasis would also have a direct impact on increasing the participation of males in the acquaintance rape research.

Research on the prevalence of acquaintance rape has led to an increased awareness of the problem on college campuses; however, researchers have long been aware that acquaintance rape exists. Thus, the time has come to move beyond the present stage of surveying the extent of the problem and work toward the more difficult task of finding solutions.

Appendix B
Sexual Experiences Survey - Male Form

Sexual Experiences Survey

Have you ever:

- | | |
|--------------|---|
| ___YES ___NO | 1. Had intercourse with a woman when you both wanted to? |
| ___YES ___NO | 2. Had a woman misinterpret the level of sexual intimacy you desired? |
| ___YES ___NO | 3. Been in a situation where you became so sexually aroused that you could not stop yourself even though the woman did not want to have sexual intercourse? |
| ___YES ___NO | 4. Had sexual intercourse with a woman when she didn't really want to because you threatened to end your relationship otherwise? |
| ___YES ___NO | 5. Had sexual intercourse with a woman when she didn't really want to because she felt pressured by your continual arguments? |
| ___YES ___NO | 6. Obtained sexual intercourse by saying things you didn't really mean? |
| ___YES ___NO | 7. Been in a situation where you used some degree of physical force (twisting her arm, holding her down, etc.) to try to make a woman engage in kissing or petting when she didn't want to? |
| ___YES ___NO | 8. Been in a situation where you tried to get sexual intercourse with a woman when she didn't want to by threatening to use physical force (twisting her arm, holding her down, etc.) if she didn't cooperate, but for various reasons sexual intercourse didn't occur? |
| ___YES ___NO | 9. Been in a situation where you used some degree of physical force (twisting her arm, holding her down, etc.) to try to get a woman to have sexual intercourse with you when she didn't want to, but for various reasons sexual intercourse didn't occur? |
| ___YES ___NO | 10. Had intercourse with a woman when she didn't want to because you threatened to use physical force (twisting her arm, hold her down, etc.) if she didn't cooperate? |
| ___YES ___NO | 11. Had sexual intercourse with a woman when she didn't want to because you used some degree of physical force (twisting her arm, holding her down, etc.)? |
| ___YES ___NO | 12. Been in a situation where you obtained sexual acts with a woman such as anal or oral intercourse when she didn't want to by using threats or physical force (twisting her arm, holding her down, etc.)? |

Koss, M. P. & Oros, C. J. (1982). Sexual experiences survey: A research instrument investigating sexual aggression and victimization. *Journal of Consulting and Clinical Psychology*, 50(3), 455-457.

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Appendix C
Demographic Questionnaire

Demographic Questionnaire

1. Age _____
2. Race Black _____ White _____ American Indian _____
 Hispanic _____ Asian _____ Other (Specify) _____
3. Class Standing: Freshman _____ Sophomore _____
 Junior _____ Senior _____
4. Marital Status: Single _____ Married _____ Divorced _____
 Cohabiting*: _____
 *(living with a person to whom you are not married and with
 whom you share a sexual relationship)
5. Sexual Orientation: Heterosexual _____ Homosexual _____
6. Those who are not married, complete the following questions:
 - A. Place a check in front of the following category that best describes your current dating status:
 _____ Not currently dating
 _____ Dating occasionally with 1 person
 _____ Dating occasionally with 2-3 persons
 _____ Dating occasionally with more than 3 persons
 _____ Dating frequently with 1 person
 _____ Dating frequently with 2-3 persons
 _____ Dating frequently with more than 3 persons
 - B. Steady partner Yes _____ No _____
 If yes, for how long? _____ (Circle: weeks/months/years)
 - C. Dating Frequency: Number of dates per month
 _____ 0 _____ 1-5 dates/month _____ 6-10 dates/month
 _____ 11-15 dates/month _____ 16 or more dates/month
7. Campus organizations of which you are a member:

_____ Service Organization	_____ Religious Organization
_____ Athletic Organization	_____ Student Government Organization
_____ Fraternity	_____ Other _____

Appendix D
Vignettes

Vignette: Kissing #1

Jerry put the movie in the VCR while Amy grabbed two Cokes from the refrigerator and a bag of "Smart Food" popcorn. They sat next to one another on the couch as the movie began. Neither one talked much. Occasionally Jerry would throw some popcorn up and catch it in his mouth. Amy would smile and laugh. Jerry tried to get Amy to try it too, but she would just smile and kiddingly say "No way." When they finished the popcorn, they began talking about the movie. Amy said that she was pleasantly surprised that the movie was about more than baseball. She said, "You know, I never really understood the fascination with baseball -you know, the baseball, apple pie, and mom thing." Jerry laughed and said, "What do you mean? Baseball is great!"

About 20 minutes into the movie, Jerry moved closer and put his arm around Amy's shoulders. Amy crossed her arms, raising her shoulders slightly and resting her arms across her chest. He gently stroked Amy's shoulder and kissed her softly on the lips. Amy turned her head away slightly and began talking about the movie again. Amy said, "This is a pretty good movie. I would have even paid full price to see it at the theater." Jerry agreed but added "I like seeing movies at home. You know, you can relax more." Jerry then put both arms around Amy, held her close, and kissed her again, longer this time. Amy looked away and said nothing.

Vignette: Kissing #2

It was a Thursday night and the place to be was Bourbon Street. The place was packed, the music was loud, and everyone was ready to party. David was there with a bunch of his friends and had spent about an hour just talking and watching the videos. David was looking around and noticed a girl that he sat by in his psychology class at the next table. David called out her name, "Lisa, hey Lisa!" Lisa turned her head and when she saw David she smiled and motioned for him to join her at her table.

David asked her about her classes and how things were going. Lisa laughed and said, "I should probably be home studying for the next psychology exam, but here I am." David laughed too. He said, "You're doing much better than I am so if you should be studying, I'm really in trouble." Lisa smiled and said, "It can't be that bad." They talked for about 20 minutes about classes and then David asked Lisa if she'd like to dance. Lisa replied, "Sure, the music is great."

David followed Lisa to the dance floor and they began dancing. The dance floor was really crowded and the music was fast. David and Lisa danced through several songs. When a slow tune played, David and Lisa continued to dance. As David put his arm around Lisa and pulled her close, she pulled back slightly. Dave gently rubbed his hand along Lisa's back and shoulders in rhythm to the music. David kissed Lisa's ear. Turning her head away from him, she said, "David." As the song was ending, David pulled Lisa close to him and kissed her passionately on the lips. Lisa frowned and looked away.

Vignette: Kissing #3

As they waited in line to get their tickets for the movie, Bob began teasing Mary about the movie, "Are you sure you don't want to see *Night of the Living Dead* rather than *Steel Magnolias*? You know, it's not too late; both movies start at the same time." Mary smiled and replied, "I'm positive that I don't want to see *Night of the Living Dead*."

After buying their tickets, they got some popcorn and pop and went into the theater. Both agreed that they liked to sit in the back of the theater. As they waited for the previews to begin, they ate their popcorn and talked about how much work they had to do for their classes. Each had papers due the following week.

They finished the popcorn before the movie began and settled back in their seats. Bob put his arm around Mary's shoulder. He gently stroked Mary's shoulder and kissed her softly on the lips. Mary smiled at Bob and moved closer to him. As the previews and movie started, neither one spoke. About 20 minutes into the movie, Bob stroked Mary's shoulder, leaned over, and kissed her longer this time. Mary put her head on Bob's shoulder.

Vignette: Kissing #4

Vince had just arrived at the party when he saw Kim standing in the kitchen talking to some friends. He made his way across the crowded living room and called out to her. With the music playing so loudly, Kim didn't hear Vince calling her name until he was standing next to her. She smiled and said, "Yes?" Vince smiled, "I just got off work and came right over. How long have you been here?" Kim said, "I really just got here myself. I've just been standing here complaining about how much school work I have to do this weekend." Vince nodded his head in agreement.

Kim handed Vince a soda and they walked outside to the porch. The music was still loud but it was easier to hear. Vince said, "I can't believe how nice the weather is! Who would have thought we could be outside at this time of year?" "Ya, I know what you mean," Kim replied. Suddenly Kim's favorite song was blaring out on the the porch; apparently someone had cranked up the music. Kim started moving to the music and Vince said, "Want to dance?" Kim said, "Sure, this is my favorite song to dance to. I really love it."

Vince took Kim's hand and they began dancing. He put his arm around her and pulled her close. Kim rested her head on Vince's shoulder as they danced in a slow rhythmic motion. Vince gently rubbed his hand along Kim's back. As the song was ending, Vince kissed Kim passionately on the lips. Kim returned her head to his shoulder.

Vignette: Kissing #5

The stadium was packed as Tim and Lori made their way up to their seats. The organ was blaring and the crowd was yelling for Isiah Thomas. Both Tim and Lori were big Piston fans so this was a great night for them. Tim teased Lori about the seats, "Are we heading all the way to the top? I didn't bring binoculars, you know." Lori replied, "Don't worry about it. I told you I got good seats." As they arrived at their seats, Lori said, "See, in the center of the court - you can't get much better." Tim smiled and replied, "I stand corrected. These are great seats." Lori just grinned.

Just as they got seated, the Pistons came running out and the crowd went wild. Both Lori and Tim rose to their feet and joined in the yelling and whistling. The crowd started cheering and clapping in unison. Both Lori and Tim were standing and clapping when Tim put his arm around Lori's shoulder. Lori raised her shoulders slightly and continued clapping. As Tim leaned over to kiss Lori, she turned her head away. Tim whistled and yelled, "Alright, Isiah - go for it, man!" Just as they were sitting down again, Tim pulled Lori close to him and kissed her on the lips. Lori pulled back and looked away.

Vignette: Fondling #1

At supper in the cafeteria, John and Jennifer were discussing what movie to rent. Jennifer wanted to see *Joe Versus the Volcano* while John opted for *Die Hard II*. They laughed and joked about who would "win" and finally agreed to get *Die Hard II*. Jennifer said, "I usually don't like sequels, but I really liked *Die Hard*, and besides, Bruce Willis is great." John said, "Hey, maybe we should get the volcano movie." Jennifer laughed, "You're the one who wanted to see *Die Hard II* so that's what we'll get."

When they returned with the movie, John grabbed a couple of Cokes and they settled down on the couch to watch the movie. "I'm warning you now," John said with a smile, "No drooling over Bruce Willis." Jennifer smiled and touched John's hand, saying "Don't worry, I'll hold myself back."

As they talked and watched the movie, John and Jennifer sat sideways on the couch, each raised on an elbow with a pillow bunched up for support. John put his arm around Jennifer's shoulder, pulling her closer. She snuggled next to him. They continue watching the movie and occasionally kissed. After about 20 minutes, John put both arms around Jennifer and turned her around, away from the TV. He kissed her again, longer this time.

John rubbed his hand along Jennifer's shoulder and breast over her sweater. While they kissed, John cupped Jennifer's breast in one hand and gently squeezed it. John slid his hand under Jennifer's sweater and unhooked her bra. Jennifer could feel her face flush and felt John's hot breath along her neck as he kissed her. John slid his hand along Jennifer's thigh and raised her jean skirt. He gently stroked her vaginal area along the outside of her panties. Jennifer took John's hand, moving it away from her panties. She adjusted her skirt so that she was fully covered. John and she kissed some more together on the couch. Jennifer held her legs together, but John moved his hand along the inside of Jennifer's thigh and pulled her panties down with one hand. He continued to kiss her and began stroking her vagina. Jennifer crossed her legs and again attempted to adjust her skirt. John whispered, "Relax," unbuttoned her skirt, and slipped it off. As she held her legs together, Jennifer said, "John, please." John continued to stroke Jennifer's thighs and vagina.

Vignette: Fondling #2

Janet and Willie had been out dancing for hours and both were pretty tired when they got back to the dorm; however, it was still rather early. Janet had an idea, "I have a tape from Friday night's *Late Night with David Letterman*. Why don't we watch it? I heard some people talking about it at lunch today and it sounded great." Willie thought that was a great idea and added, "Friday's the best night because of viewer mail. Some buddies of mine wrote a letter and it would be too funny if it got on the show." Janet laughed and said, "I can imagine what kind of letter those guys would write."

Janet put the tape in while Willie ran down to the pop machine to get a couple of Cokes. When he returned, they sat together on the couch. As they watched *Letterman*, they snuggled together on the couch. Willie put his arm around Janet's shoulder, pulling her closer and Janet snuggled next to Willie. As they watched *Letterman*, they occasionally kissed. About 20 minutes later, Willie put both arms around Janet, turning her around and away from the T.V. He kissed her again, longer this time.

Willie stroked Janet's shoulder and rubbed her breast over the top of her blouse. He cupped her breast with one hand while gently squeezing it. As they kissed, Willie began unbuttoning Janet's blouse and slipped his hand inside her bra. He stroked Janet's nipple and unhooked her bra. Janet could feel Willie's hot breath and felt her face begin to flush. Willie slid his hand along Janet's thigh and raised her jean skirt. He gently stroked her vaginal area along the outside of her panties. Janet looked into Willie's eyes. Willie kissed Janet passionately, pushing his tongue into her mouth. Willie moved his hand along the inside of Janet's thigh and pulled her panties down with one hand. He continued to kiss her and began stroking her vagina. Janet moved closer, pressing up against Willie. As he whispered, "Relax," in her ear, Janet slightly parted her legs. Willie unbuttoned her skirt and slipped it off. Janet smiled as Willie continued to stroke her thighs and vagina.

Vignette: Fondling #3

Pete flipped on the TV and yelled to Jane, "Do you want to watch *Pretty Woman* on HBO or *Broadcast News* on SHOWTIME?" "Let's watch *Pretty Woman*," Jane replied, "I've already seen *Broadcast News*." "That's Ok with me," Pete said, "but hurry up, the movie is starting." Jane ran in with the popcorn and sat next to Pete on the couch.

Pete put his arm around Jane, she leaned back, and they both began watching the movie. As they watched the movie, Pete pulled Jane even closer and she laid her head on his shoulder. Occasionally Pete would lean over and kiss Jane. About 20 minutes into the movie, Pete slowly caressed Jane's shoulder and moved his hand down her arm and over to her breast. He lightly rubbed her breast, gently squeezing it between his fingers. He moved his hand down and slipped it in under Jane's sweater. He quickly lifted her bra up and began stroking the nipple of her breast. He leaned down and kissed Jane.

Jane could hear Pete's quickened breathing and felt her face flush. While one hand was fondling Jane's breast, Pete placed the other in Jane's lap. He began moving his hand slowly in her lap and slid his hand along her inner thighs. Crossing her legs, Jane reached for Pete's hand, moving it from her lap and holding it. Pete pulled his hand out of her reach and returned it to her lap. He slid his hand from her knees up to her thighs. He moved his hand up inside her skirt and began moving his hand between her thighs until he reached her panties. As he began stroking her vagina through her panties, Jane tried to keep her legs closed and again moved Pete's hand. Pete continued stroking Jane and slid his fingers inside her panties. Jane whispered, "Pete, please " Pete whispered to Jane, "Relax." He continued stroking her vagina, pushing his hand between her legs.

Vignette: Fondling #4

As Chuck pulled into the driveway, he turned off the car and left the music on. He had just finished telling a funny story about their psychology instructor. Nancy was laughing very hard, "You're hilarious," she said as she wiped tears from her eyes, "You sound just like him." Chuck smiled. "Oh, you like my imitations, huh? How about this?" Chuck said as he started talking like the psychology professor again. "Stop," Nancy said, "My sides hurt from laughing so much."

"Ok, if you insist," Chuck said as he put his arm around Nancy's shoulder. Nancy moved closer to Chuck and leaned against Chuck's arm. Chuck continued to hold Nancy's hand and gently rubbed it with his thumb. After about twenty minutes, Chuck leaned over and kissed Nancy on the lips. Nancy rested her head on Chuck's shoulder. Chuck began caressing Nancy shoulder and slowly moved his hand down to her breast. He moved his hand along the outside of her sweater in a gentle rhythmic fashion. Slipping his hand up under her sweater, Chuck cupped her breast in his hand and lightly rubbed her nipple. With a quick motion, he lifted her bra up and felt her nipple harden against his touch. Kissing her on the lips, Chuck began squeezing her nipple gently between his fingers.

Nancy felt her face flush and could hear Chuck's quickened breath. While continuing to stroke Nancy's breast, Chuck moved his hand to her lap. He began slowly rubbing his hand along her thigh and lap. Nancy pressed her knees tightly together and reached for Chuck's hand. Chuck moved his hand from her reach and slid his hand from her knees to her thighs. He pushed his hand up inside her skirt and began moving his hand between her legs until he reached her panties. As he began stroking her vagina through her panties, Nancy crossed her legs, closing them tighter. She again tried to move Chuck's hand as he slipped his fingers inside her panties and continued to stroke her vagina. Nancy whispered, "Chuck, please." Pushing her legs farther apart, Chuck whispered "Relax," and continued to stroke her vagina.

Vignette: Fondling #5

It was about 1 a.m. when Michael and Nicole headed toward campus after the concert. As Michael drove, Nicole softly sang the closing number from the show. When they pulled up in front of the dorm, Michael turned off the ignition but left the music playing. Nicole turned to Michael, "I really had a great time. They are every bit as good live as they are on M-TV." Michael agreed, "I really had a good time." Michael said, "I just got their most recent cassette. Let's sit out here and listen to it for awhile." Nicole was pretty excited still from the concert and replied, "Ok, I'm too awake now to go to bed anyway." As they listened to the music, Michael took Nicole's hand and motioned for her to move closer.

Nicole moved closer to Michael and he put his arm around her shoulder. Neither one said anything as they listened to the music. With his other hand, Michael softly touched Nicole's cheek, turned her face toward his, and kissed her. Nicole laid her head on Michael's shoulder. As they continued to quietly listen to the music, Michael softly rubbed his hand along Nicole shoulder. Nicole sighed and snuggled closer to Michael. After about 20 minutes, Michael continued to stroke her shoulder and slowly moved his hand along her arm and over to her breast. He lightly touched her breast over the top of her sweater and cupped it in his hand.

Michael began kissing Nicole as he slipped his hand under her sweater and quickly lifted her bra. Nicole felt her face flush as Michael stroked the nipple of her breast. While fondling Nicole's breast with one hand, Michael placed his other hand in Nicole's lap and began moving his hand along her thighs. Nicole crossed her legs and took Michael's hand in hers. Michael pulled his hand away and slid his hand along her thigh, under her skirt, pushing her skirt up. He gently moved his hand along the smooth skin of her thigh until he reached her panties. Nicole squeezed her legs tightly together. Michael kissed Nicole again and began stroking her vagina through her panties. Nicole tried to adjust her skirt and reached for Michael's hand. Michael continued stroking Nicole and slipped his fingers inside her panties. Nicole whispered, "Please, Michael." Michael whispered, "Relax," pushed her legs further apart and continued to stroke her vagina.

Vignette: Intercourse #1

As Tom was driving Diane home from a party of one of his friends, they began talking about the evening. "I can't believe how funny Mark is," Diane said, "My face hurts from laughing so much." Tom replied, "You should hear him some mornings. He'd be a great stand-up comedian. We keep trying to get him up on the stage at Chaps, but he won't do it." Diane smiled and put her arm around Tom's shoulder. "What about you?" she asked. "You're pretty hilarious yourself." Tom smiled, "You think so, huh?"

He pulled the car into the driveway, reached over and kissed Diane. Smiling, Diane replied, "Yes, I do." Tom put both arms around Diane, pulled her close, and kissed her passionately for a long time. Tom and Diane looked into one another's eyes and held their gaze for awhile. After about 20 minutes, Tom again kissed Diane and began fondling her breast. He slid his hand into her blouse and began stroking her nipple. With the other hand, he began unbuttoning her blouse. As they continued to kiss, Tom unhooked Diane's bra. "You're so beautiful," he whispered. Tom slid his hand along Diane's thighs and raised her skirt. He pushed his hand between her legs and began gently stroking her vaginal area along the outside of her panties.

Diane took Tom hand and moved it away from her. She adjusted her skirt so that she was fully covered. Tom continued to stroke her breasts and kissed her along her neck. Although Diane held her legs together, Tom moved his hand along the inside of her thigh and pulled her panties down. He continued kissing her passionately, thrusting his tongue into her mouth, and stroking her vagina with his fingers. Diane crossed her legs, took ahold of his hand and attempted to adjust her skirt. Tom whispered, "Relax," while he unbuttoned her skirt and pulled it off. Diane whispered, "Tom, please." Tom continued to kiss Diane and pressed his body hard against hers.

Tom thrust his tongue between Diane's lips. He stroked her vagina with one hand and unzipped his pants with the other. He pulled his jeans and briefs down and pushed himself on top of Diane. Diane was trembling and could not move under Tom's weight. Tom was breathing hard and his body

Vignette: Intercourse #1- - Continued

had broken out with sweat. Diane crossed her legs, locking them together. "Please, Tom, no, " she said. Tom parted her legs and plunged himself between her legs.

Vignette: Intercourse #2

Jessica and Matthew were sitting on the couch watching *Moonstruck* on HBO. Neither one had said much for the first part of the movie; they just ate popcorn and silently watched the movie. Occasionally, Matthew would crack a joke and Jessica would laugh.

About 20 minutes into the movie, Matthew put his arm around Jessica and kissed her. Jessica moved closer to Matthew and they continued to watch the movie. Matthew slowly rubbed his hand along Jessica's arm and, after several minutes, moved his hand over her breast. He put both arms around Jessica, pulled her closer, and kissed her passionately, longer this time. Jessica and Matthew snuggled closer to each other. Matthew began rubbing his hand over the outside of Jessica's blouse and squeezed her breast. After several more minutes, he slipped his hand up under her blouse. As he pushed her bra up and began stroking her nipple, he kissed Jessica again and again. Michael then unhooked her bra and began unbuttoning her blouse.

Michael slid his hand down Jessica's breast and stomach. He whispered, "You're so beautiful," as he slid his hand down to her thigh, pushing her skirt up, and gently stroking the outside of her panties along her vaginal area. Jessica took Michael's hand and moved it away from her legs. She adjusted her skirt to cover herself. Michael kissed her along the neck and cupped her breast in his hand, squeezing it softly. He moved his other hand down to her thigh and toward her panties. Just as Jessica crossed her legs, Michael had ahold of her panties and pulled them down. Jessica again took Michael's hand and attempted to adjust her skirt. He pulled away and continued stroking her vagina. As Jessica held her legs together tightly, Michael whispered, "Relax." Jessica whispered, "Michael, please." He pressed his body up against hers and thrust his tongue between her lips.

Michael stroked her vagina with one hand and unzipped his pants with the other hand. Jessica was trembling and could not move under Michael's weight as he pulled his jeans and briefs down. Michael was breathing hard and Jessica could feel his penis hardened against her. She squeezed her legs together tightly, locking them together. Michael pushed her legs apart and thrust himself between her legs.

Vignette: Intercourse #3

Dana put the movie in the VCR and sat on the couch by Curtis. "This had better be good," she said with a smile on her face, "The last time you picked out the movie I was afraid to go to sleep." Curtis laughed, "It wasn't that bad - besides, this is a comedy. How scary can it be?" Dana replied, "I don't know." They sat together on the couch eating popcorn and watching the movie. About 20 minutes into the movie, Curtis moved closer to Dana and put his arm around her shoulder. Dana looked into Curtis' eyes and smiled. Curtis lightly touched her cheek and kissed her on the lips. Dana put her head on Curtis' shoulder.

As they watched the movie, Curtis gently rubbed his hand along Dana's arm. He moved his hand over her breast, stroking it over the top of her sweater. Curtis kissed her along the neck. After several minutes, he took Dana in his arms, turned her away from the TV, and kissed her passionately. He continued to kiss her as he slid his hand up under her sweater. Curtis slipped his hand under her bra, cupped her breast in his hand, and stroked her nipple. Unhooking her bra, he whispered, "You're so beautiful." Dana smiled and moved closer to him. Curtis slid his hand down to her thigh and rubbed his hand along the inside of her thighs. He raised her skirt and began gently stroking her vaginal area along the outside of her panties. Dana parted her legs slightly. Curtis continued to stroke her along the outside of her panties. He slipped his fingers inside of her panties and touched her vagina. As he pulled down her panties, Dana raised her body slightly to ease in pulling her panties down. Curtis continued to stroke Dana's vagina and passionately kiss her. Curtis whispered, "Relax," as he pulled her skirt off. Dana smiled and kissed Curtis. Curtis pushed his body against Dana as they continued to kiss.

With one hand, Curtis continued to stroke Dana's vagina while he unzipped his pants with the other. Dana felt the weight of Curtis on her and felt his hard penis against her skin. Curtis was breathing hard and his body had broken out with sweat. Dana parted her legs and put her arms around Curtis, as he thrust himself between her legs.

Vignette: Intercourse #4

Eddie pulled into the driveway and shut off the ignition but left the music playing. "Do you have much school work to get done yet this weekend?" he asked. "Well, I have an exam later in the week and I should get some reading done before Monday afternoon," she replied. "Me too," Eddie said with a laugh, "But let's not spoil the evening by talking about school." Eddie took Belinda's hand in his and said, "I really had a great time tonight. Belinda looked into his eyes and said, "Me too." Eddie reached over and kissed Belinda on the lips. Belinda moved closer to Eddie and put her head on his shoulder. Eddie put his arm around Belinda and they occasionally kissed.

After about 20 minutes, Eddie moved his hand from Belinda's shoulder to her breast. He cupped his hand around her breast and gently squeezed her through her blouse. He turned her face toward his and passionately kissed her on the mouth. As they kissed, Eddie moved his hand up under Belinda's blouse and began stroking her nipple. He unhooked her bra and began unbuttoning her blouse. Eddie rubbed his hand softly over Belinda's breasts. He kissed her along the neck. "You're so beautiful," he whispered.

Eddie slipped his hand into Belinda's lap and began rubbing her thighs. He put his hands between her legs and raised her skirt. He moved his hand along her inner thigh and began gently stroking her vaginal area along the outside of her panties. Belinda parted her legs slightly. Eddie kissed Belinda along her neck and continued to stroke her vagina with his fingers inside her panties. He kissed Belinda passionately, thrusting his tongue inside of her mouth. Belinda raised her body slightly as Eddie pulled her panties down. Eddie whispered, "Relax." Belinda put both arms around Eddie.

As they kissed, Belinda felt Eddie's hard body pressed up against her. As they kissed, Eddie stroked Belinda's vagina with one hand and unzipped his pants with the other. Belinda could feel Eddie weight on her as he pulled down his jeans and briefs. Eddie was breathing hard and his body had broken out with sweat. Belinda parted her legs as Eddie plunged himself between her legs.

Vignette: Intercourse #5

Jamie brought the popcorn in and sat next to Patrick on the couch just as he started the movie *Dick Tracy*. "This was a movie that I really wanted to see at the theater, but I never made it," Patrick remarked. Jamie said, "I know. I never saw it either, but I heard good things about it." As the movie began, they talked about Madonna and Warren Beatty. Patrick teased Jamie about eating all the popcorn. She laughed and said, "Look who's talking!" As they sat beside each other on the couch, Patrick put his arm around Jamie. He rubbed his hand along her shoulder.

About 20 minutes into the movie, Patrick moved his hand from Jamie's shoulder to her breast. He rubbed his hand along the outside of her blouse and gently squeezed her breast. Patrick kissed Jamie while he moved his hand inside her blouse. He unhooked her bra and cupped her breast in his hand. As they kissed, Patrick stroked Jamie's nipple with one hand and unbuttoned her blouse with the other. "You're so beautiful," he whispered. Patrick moved his hand from Jamie's breast across her stomach and down to her lap. He rubbed his hand along her knees and up along her thighs. Pushing her skirt up, Patrick rubbed his hand across the outside of Jamie's panties. Jamie crossed her legs and adjusted her skirt so that she was fully covered. She moved Patrick's hand away from her lap. Patrick kissed Jamie and returned his hand to her thighs. He pushed his hand between her thighs and pulled her panties down. Jamie held her legs tightly together. Patrick whispered, "Relax, " and pulled her skirt off. Jamie whispered, "Patrick, please!" Patrick continued to kiss Jamie and pressed his body firmly against her.

Patrick pushed his tongue into Jamie's mouth as he kissed her. He stroked her vagina with one hand and unzipped his pants with the other. Jamie squeezed her legs together as Patrick pulled his jeans and briefs down and pushed himself on top of her. Jamie was trembling and could not move under Patrick's weight; she could feel his hard penis against her skin. Patrick was breathing hard and his body had broken out with sweat. "Please, Patrick, no," Jamie said as she crossed her legs and locked them together. Patrick pulled her legs apart and plunged himself between her legs.

Appendix E
Recording Forms

Recording Form - Kissing Vignettes

1. Check the response that best fits for you.

If I were the male in this vignette I would:

- ☐ a. Continue kissing (Name of female in vignette inserted)
☐ b. Say "Come on, I love you."
☐ c. Say "You act like you don't even care about me."
☐ d. Ask her if she wants to kiss

Most guys I know would:

- ☐ a. Continue kissing (Name of female in vignette inserted)
☐ b. Say "Come on, I love you."
☐ c. Say "You act like you don't even care about me."
☐ d. Ask her if she wants to kiss

2. Circle the response that best describes the female's willingness to engage in sexual behavior

Extremely	Willing	Mildly	Indifferent	Mildly	Unwilling	Extremely
Willing		Willing		Unwilling		Unwilling

3. Circle the response that best describes the male's willingness to engage in sexual behavior.

Extremely	Willing	Mildly	Indifferent	Mildly	Unwilling	Extremely
Willing		Willing		Unwilling		Unwilling

4. Is the female in this vignette exhibiting any behavior(s) that would indicate reluctance to engage in sexual activity? ☐ Yes ☐ No

5. If yes, describe what behavior(s) the female was exhibiting that indicated reluctance to engage in sexual activity.

6. Is the male in this vignette exhibiting any behavior(s) that would indicate reluctance to engage in sexual activity? ☐ Yes ☐ No

7. If yes, describe what behavior(s) the male was exhibiting that indicated reluctance to engage in sexual activity.

8. Would you call this woman for another date? ☐ Yes ☐ No

9. Circle the response that best describes your opinion of how typical this scenario is of interactions of college students with 1 being very realistic and 5 being very unrealistic:

1 2 3 4 5

Recording Form - Genital Fondling Vignettes

1. Check the response that best fits for you.

If I were the male in this vignette I would:

- ☐ a. Continue fondling (Name of female in the vignette inserted).
☐ b. Say "Come on, I love you."
☐ c. Say "No one has to know - don't worry."
☐ d. Ask her if she wants me to touch her.

Most guys I know would:

- ☐ a. Continue fondling (Name of female in the vignette inserted).
☐ b. Say "Come on, I love you."
☐ c. Say "No one has to know - don't worry."
☐ d. Ask her if she wants me to touch her.

2. Circle the response that best describes the female's willingness to engage in sexual behavior

Extremely Willing Mildly Indifferent Mildly Unwilling Extremely
Willing Willing Unwilling Unwilling

3. Circle the response that best describes the male's willingness to engage in sexual behavior.

Extremely Willing Mildly Indifferent Mildly Unwilling Extremely
Willing Willing Unwilling Unwilling

4. Is the female in this vignette exhibiting any behavior(s) that would indicate reluctance to engage in sexual activity? ☐ Yes ☐ No

5. If yes, describe what behavior(s) the female was exhibiting that indicated reluctance to engage in sexual activity.

6. Is the male in this vignette exhibiting any behavior(s) that would indicate reluctance to engage in sexual activity? ☐ Yes ☐ No

7. If yes, describe what behavior(s) the male was exhibiting that indicated reluctance to engage in sexual activity.

8. Would you call this woman for another date? ☐ Yes ☐ No

9. Circle the response that best describes your opinion of how typical this scenario is of interactions of college students with 1 being very realistic and 5 being very unrealistic:

1 2 3 4 5

Recording Form - Intercourse Vignettes

1. Check the response that best fits for you.

If I were the male in this video I would:

- ☐ a. feel sexually satisfied and content
☐ b. Say "Come on, I love you."
☐ c. Say "I don't do this with everyone, but I think you're special."
☐ d. Talk with (Name of female in the vignette inserted) about what just happened.

Most guys I know would:

- ☐ a. Feel sexually satisfied and content.
☐ b. Say "Come on, I love you."
☐ c. Say "I don't do this with everyone, but I think you're special."
☐ d. Talk with (Name of female in the vignette inserted) about what just happened.

2. Circle the response that best describes the female's willingness to engage in sexual behavior

Extremely Willing Mildly Indifferent Mildly Unwilling Extremely Unwilling

3. Circle the response that best describes the male's willingness to engage in sexual behavior.

Extremely Willing Mildly Indifferent Mildly Unwilling Extremely Unwilling

4. Is the female in this vignette exhibiting any behavior(s) that would indicate reluctance to engage in sexual activity? ☐ Yes ☐ No

5. If yes, describe what behavior(s) the female was exhibiting that indicated reluctance to engage in sexual activity.

6. Is the male in this vignette exhibiting any behavior(s) that would indicate reluctance to engage in sexual activity? ☐ Yes ☐ No

7. If yes, describe what behavior(s) the male was exhibiting that indicated reluctance to engage in sexual activity.

8. Would you call this woman for another date? ☐ Yes ☐ No

9. Circle the response that best describes your opinion of how typical this scenario is of interactions of college students with 1 being very realistic and 5 being very unrealistic:

1 2 3 4 5

Appendix F

Permission Letters from the American Psychological Association to Reprint the Sexual Experiences Survey

JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY

A Publication of the American Psychological Association

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August 18, 1992

Rita Kenyon-Jump, M.A.
7155 Blue Star Highway, #18
Coloma, MI 49038

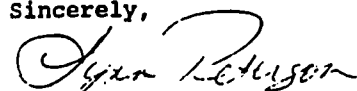
Dear Ms. Kenyon-Jump:

Our office received your request for the use of The Sexual Experiences Survey (Koss & Oros, 1982) in your dissertation. All such requests are processed through Karen Thomas at the American Psychological Association. I have forwarded your letter to her, but will give you her address for future reference:

Karen Thomas, Permissions
Journals Program
American Psychological Association
705 First Street, NE
Washington, D.C. 20002-4242

Please let me know if I can help further.

Sincerely,



Lynn Peterson,
Journal Assistant

LGP/lp

cc: Karen Thomas, APA

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Karena Thomas 9-2-92

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Appendix G
Approval Letters From the Human Subjects
Institutional Review Board



WESTERN MICHIGAN UNIVERSITY

Date: January 9, 1991

To: Rita Kenyon-Jump

From: Mary Anne Bunda, Chair

Mary Anne Bunda

Re: HSIRB Project Number 91-01-12

This letter will serve as confirmation that your research protocol, "Detection of Sexual Cues: An Assessment of College Males and Females," has been approved after full review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any change in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

xc: M. Michele Burnette, Psychology

Approval Termination: January 9, 1992



WESTERN MICHIGAN UNIVERSITY

Date: February 18, 1991

To: Rita Kenyon-Jump

From: Mary Anne Bunda, Chair

Mary Anne Bunda

Re: HSIRB Project Number 91-01-12

This letter will serve as confirmation that the changes in your research protocol, "Detection of Sexual Cues: An Assessment of College Males and Females," were received by the HSIRB on February 13, 1991.

The amended recruitment technique and reward for participation are acceptable, and your protocol continues to be approved.

xc: M. Michele Burnette, Psychology



WESTERN MICHIGAN UNIVERSITY

Date: March 11, 1991

To: Rita Kenyon-Jump

From: Mary Anne Bunda, Chair

Mary Anne Bunda

Re: HSIRB Project Number 91-01-12

This letter will serve as confirmation that additional changes in your research protocol were reviewed by the Board. The changes are approved as long as exactly the same recruitment document is used.

If you have any questions, please call Marjorie Kuipers in the HSIRB office, telephone number 387-5926.

xc: M. Michele Burnette, Psychology



WESTERN MICHIGAN UNIVERSITY

Date: May 28, 1991

To: Rita Kenyon-Jump

From: Mary Anne Bunda, Chair

Mary Anne Bunda

Re: HSIRB Project Number 91-01-12

This letter will serve as confirmation that the changes in your research protocol as outline in your memo of May 23, 1991, are approved by the HSIRB.

xc: M. Michele Burnette, Psychology

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