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The Prevalence of Rape Myths and the Likelihood to Sexually Harass

by

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Abstract

This study assessed rape, sexual assault, and sexual harassment. These topics are heavily prevalent in today's social media, where rape myths and victim blaming are promoted. The high frequency of sexual assault and sexual harassment among women creates an additional need for research (Ash et al., 2017; Hlavka, 2014). The researcher analyzed how predominant rape myths are and how likely individuals are to sexually harass. The researcher additionally examined how well people can define sexual assault, sexual harassment, and rape. Hypotheses stated that men would be more likely than women to exemplify rape supportive attitudes and higher likelihood ratings of sexual harassment. Former or current athletes were also predicted to depict higher scores on the rape supportive attitude scale and higher likelihood ratings of sexual harassment. Finally, it was predicted that sex education would decrease an individual's level of rape supportive attitudes and their likelihood to sexually harass. Participants completed the Rape Supportive Attitude Scale (RSAS) (Lottes, 1991) and the Likelihood to Sexually Harass Scale (LTSHS) (Pryor & Wesselmann, 1987). Participants also defined rape, sexual assault, and sexual harassment. Neither gender, athletic participation, nor knowledge of vocabulary significantly related to participants' LSHS scores, RSAS scores, or their Comprehensive Sex Education (CSE) scores. Comprehensive sex education did not significantly relate to participants' RSAS scores, LSHS scores, or their vocabulary definitions. There were no significant interactions between variables, but it is suspected that a small sample size contributed to the present findings.

Introduction

For my Honors Thesis and Women's and Gender Studies Capstone Project, I was interested in researching how prevalent rape myths are in today's society, as well as how likely individuals are to sexually harass women knowing that there would not be any reprisals. I was additionally intrigued in analyzing how well people know the definitions of sexual assault, sexual harassment, and rape. Upon my arrival at Alfred University, I became well-acquainted with individuals who have experienced or who know others who have experienced varying forms of sexual violence. It has haunted me for the last few years as to why society continues to blame the victim or survivor of sexual violence and why individuals do not recognize aspects of sexual violence in their own experiences. Therefore, I wanted to further explore the complex aspects of sexual violence; specifically rape myths, likelihood of sexual harassment, and definitions of these topics.

Through observation of my sources, it is also apparent that my study may enhance the field of Psychology because participants filled out distinct scales, the Rape Supportive Attitudes Scale (Lottes, 1991) and the Likelihood to Sexually Harass Scale (Pryor & Wesselmann, 1987), which have not been presented to college students in recent years. What's more, my study may be particularly beneficial and eye-opening because sexual assault and sexual harassment are being largely discussed in today's society in response to the increase in reports of sexual harassment and sexual assaults. Overall, collectively having participants fill out each scale and answer demographic questions regarding their sexual education experiences, and their abilities to define sexual assault, sexual harassment, and rape permits my study to be a novel examination of heavily studied topics.

As an individual heavily involved in sexual violence programming, I want to be a voice for survivors who are unable to come forward or who are prevented from speaking up for themselves. I worked with the SAVE (Sexual Assault Violence Education) committee, as well as the Wellness Representatives and the Sexual Assault Prevention Peer Educators to create programming that allows myself and others to have conversations about sexual assault, resources for survivors, consent, rape culture, etc. Therefore, my research on sexual assault, sexual harassment, and rape was another way for me to further educate myself and those around me with the findings, in addition to creating a conversation about the topics that incorporates actual results from current individuals.

Society holds a blurred image of what rape is. That is, many people are not aware of the fine line between the differences of sexual assault, sexual harassment and rape (Brown, Lafrance, & Loe, 2012). While there are people at Alfred University who know the statistics of sexual assault on college campuses and beyond, rape culture continues to be an epidemic that impacts far too many individuals. Furthermore, even though certain people know the realities of rape culture, victim blaming, re-victimization, the lack of resources, and unfortunately, the backlash that ties in with advocating for survivors, there is a difference between knowing the statistics or knowing how prevalent rape culture is, and taking action to decrease, or in an ideal world, demolish these numbers. As a result, my research is the first step towards delving deeper into the complexities of why society blames survivors of sexual violence and why individuals do not recognize sexual violence in their own lives.

For my study, I hypothesized that men would be more likely than women to exemplify rape supportive attitudes and they would have a higher likelihood of sexual harassment. I also hypothesized that former or current athletes would depict higher scores on the rape supportive

attitude scale and would have higher likelihood ratings of sexual harassment. Finally, it was

predicted that sex education would decrease an individual's level of rape supportive attitudes and

their likelihood to sexually harass. Participants completed the Rape Supportive Attitude Scale

(RSAS) (Lottes, 1991) and the Likelihood to Sexually Harass Scale (LTSHS) (Pryor &

Wesselmann, 1987). Participants also provided definitions of rape, sexual assault, and sexual

harassment. Through analysis of the findings, it was depicted that gender did not significantly

impact RSAS scores, LSHS scores, or Comprehensive Sex Education (CSE) scores. Whether a

participant was a current or former athlete did not have a significant impact on RSAS scores,

LSHS scores, or CSE scores. Knowledge of the definitions for sexual assault, sexual harassment,

and rape also did not significantly affect RSAS scores, LSHS scores, or CSE scores.

Comprehensive sex education did not significantly relate to the knowledge of the definitions of

sexual assault, sexual harassment, and rape, nor did the knowledge of such definitions

significantly impact participants' scores on the RSAS or LSHS. Furthermore, the interaction

between gender and participation on an athletics team did not significantly impact the RSAS,

LSHS, and CSE scores. What's more, participation on an athletics team in combination with

knowledge of the definitions of the three vocabulary terms did not significantly impact RSAS

scores, LSHS scores, or CSE scores. Lastly, participation on an athletics team did not

significantly impact how well participants defined the aforementioned definitions.

While the findings were not significant, it was intriguing that women who were athletes

scored higher on the RSAS than men who were athletes, particularly because I hypothesized that

men would score higher on the RSAS than women, though I also hypothesized that athletes

would score higher on the RSAS than non-athletes. At the same time, men who were not athletes

scored higher on the RSAS than women who were not athletes, which does support the initial

hypothesis. In addition, non-athletes who correctly defined only one of the vocabulary definitions scored higher on the LSHS than athletes who also correctly defined one of the vocabulary definitions, exemplifying that it is possible that athletes are being trained on sexual violence. Furthermore, athletes who correctly defined all three vocabulary terms scored higher on the LSHS than non-athletes, which does not support the idea that being able to define sexual assault, sexual harassment, and rape would decrease an individual's LSHS scores.

One limitation of this study is that there was not a wide-range of participants. There were seven men, twelve women, zero other gender identities, ten athletes, as well as nine non-athletes. A majority of participants were young adults, exemplified to be of a white descent, and had reached a high school level of education. Consequently, future research would benefit in recruiting participants from various ethnicities, participation in athletic teams, levels of education, and ages.

Due to the intense emotional nature of the study, the researcher was unable to ask participants about their history of sexual trauma. Therefore, the researcher could not gauge how one's experience of sexual violence may impact participants' scores on the RSAS and the LTSHS, as well as their ability to properly define sexual assault, sexual harassment, and rape.

As a result of each hypothesis not being supported by the data in this study, it is possible that recruiting more participants would enable the researcher to find significant results. At the same time, if gender, being an athlete, and comprehensive sex education do not impact participants' LSHS or RSAS scores, the researcher may want to look into other variables that could impact the scores and knowledge of definitions. Furthermore, future research would benefit from including analysis of how in-depth sex education was for individuals who received it, in addition to what specific topics were covered if the education was received in elementary school, middle school,

high school, and so on. It would also be intriguing to determine how participants view sexual harassment of men versus women and whether they have ever committed acts of sexual harassment themselves.

Overall, I hope that the findings of my research will broaden people's understanding of the unfortunate prevalence of rape myths and how there are still individuals who would sexually harass others, even amidst the multiple traumas that social media continuously reports. Individuals may even recognize acts of sexual violence that they have perpetuated or endorsed themselves, which would ultimately promote a change in how people react to rape culture. Researching rape myths and the likelihood of sexual harassment among Alfred University college students may prospectively open other's eyes to how serious the issue truly is.

I intend to educate people on the topics of rape myths, the likelihood to sexually harass, and definitions of sexual assault, sexual harassment, and rape during the presentations of my findings. Moreover, I hope to inspire others to educate those around them, as well as take part in the movement to prevent sexual violence and decrease the prevalence of rape myths, not for the sake of me, but for the sake of the survivors who will come after me, and those who have come before me.

The Prevalence of Rape Myths and the Likelihood to Sexually Harass

Rape, sexual assault, and sexual harassment are heavily prevalent in today's social media and news stories, where platforms are facilitating discussions that promote rape myths and victim blaming (Ash, Sanderson, Kumanyika, & Gramlich, 2017). The high frequency of sexual assault and sexual harassment among women creates an additional need for such research (Ash et al., 2017; Hlavka, 2014). In fact, today's society emphasizes the submission of women to men, thereby creating a social norm that men are sexually aggressive and women are subservient (Hlavka, 2014). Our patriarchal society facilitates and promotes sexual aggression of men; platforms such as news stations and Twitter continually enable the discussion of rape myths and victim blaming (Ash et al., 2017; Hlavka, 2014). Based upon this social norm, I predict that men will be more likely than women to exemplify rape supportive attitudes in the present study.

Additionally, I hypothesize that individuals that are currently or have been part of an athletics team will depict higher scores on the rape supportive attitude scale because sports teams have depicted higher levels of rape supportive attitudes than other groups on college campuses in past research (Ash et al., 2017). Social media and news footage often question the validity of victims' reports because it is presented as blasphemous that a male athlete, or a man in general, would take advantage of a woman. However, statistics show that women are in fact sexually harassed more than men (56% and 40%, respectively) and that it is more likely that a woman will be pressured into going on dates or pressured into sexual activity (Hlavka, 2014).

Because women experience sexual assault and sexual harassment more than men do, I predict that men will have a higher likelihood than women to agree that they would sexually harass someone in various scenarios. I also predict that individuals who are currently or have been part of an athletics team will have higher likelihood ratings of committing actions of sexual

harassment because sports teams emphasize physical aggression and reward men for being physically dominant (Ash et al., 2017), which causes me to hypothesize that athletes will have higher scores regarding the likelihood to sexually harass than those who are not athletes.

Lastly, I hypothesize that the more sex education an individual has obtained, the less likely they will be to exemplify rape supportive attitudes and the less likely they will be to have higher scores for the likelihood to sexually harass someone because they will have been exposed to topics regarding sexual harassment, sexual assault, rape, and consent. Past research has shown that sexual education courses in universities assist students in understanding what consent means and how consent can be given both verbally and non-verbally, as well as clarifying what the definitions of rape and sexual assault are (Brown, Lafrance, & Loe, 2012). Thus, I'd expect that the more educated an individual is in regards to sex education, the more likely they will be to exemplify a culture of consent and to not sexually assault another individual. Additionally, they will be better able to provide accurate definitions of sexual assault, sexual harassment, and rape.

One of the benefits associated with this research is that participants will be able to reflect on their beliefs towards rapists and victims of rape, as well as their morals in regards to how they treat other individuals. Through analysis of Ball and Fowler's (2008) study on the prevalence of sexual offenses toward women as they age, it is evident that sexual offenses occur well into women's older years, specifically until they are 85 years old. Therefore, my research may not only help people to better recognize how their actions impact others in regards to sexual activities, but they may also realize how devastatingly prevalent sexual assault is in society, let alone throughout women's entire lives. Contrastingly, these benefits may also serve as risks for certain participants because it may cause them to acknowledge actions that they are not proud of or did not consciously realize were inherently illegal or harmful actions. At the same time, by

becoming aware of one's lack of knowledge regarding definitions, such as sexual assault, my hope is to influence people to educate themselves on the topic. Studies show that children learn about sex from their peers and mass media more than they do from teachers, parents, or any other authority figures, which causes me to hope that increasing participants' own awareness of the correct definitions of vital vocabulary, such as sexual assault, sexual harassment, and rape, will encourage individuals to also teach one another, which may in turn create a more enlightened and conscientious society (Zimmerman, 2015).

Method

Participants

Participants were required to be Alfred University students, faculty, or staff who are 18 years of age or older. Participants were recruited through the psychology participant pool and word of mouth. Participants who were Introduction to Psychology students received 3 Experimental Course Credits for taking part in the study, while other participants did not receive compensation for their participation. The final sample included 19 participants, with seven men and 12 women who were all 18 years of age or older, with a mean age of 23.72 years. Ten participants were athletes, while the other nine were not. With relation to race/ethnicity, 16% of the participants in this study were African-American, 11% were Asian, 63% were White, 5% were Latino/Hispanic, and 5% described their race/ethnicity as other. Thirty-seven percent of the participants identified as men, while 63% of the participants identified as women, with none of the participants identifying as another gender identity. Thirty-seven percent of the participants in this study grew up in rural hometowns, another 37% grew up in urban hometowns, and 26% of the participants grew up in suburban hometowns. Of the participants in this study, 68% of the participants in this study received completed enough education to receive a high school diploma,

while 11% of the participants received their Bachelor's Degree and another 11% received their Doctorate's Degree.

Materials

     Rape Supportive Attitude Scale. The Rape Supportive Attitude Scale (RSAS; Lottes, 1991) measured attitudes that are hostile to rape victims, including false beliefs about rape and rapists. The beliefs that are measured by the scale include: women enjoy sexual violence, women are responsible for rape prevention, sex rather than power is the primary motivation for rape, rape happens only to certain kinds of women, a women is less desirable after she has been raped, women falsely report many rape claims, and rape is justified in some situations. Each of these beliefs were incorporated into a scenario where participants were asked to indicate on a Likert scale how much they agree with the statement. All scenarios are found in *Appendix A*. In regards to the RSAS' internal consistency reliability, the Cronbach alpha was .91 for each sample of participants, which is an excellent score. The validity score was low, as it was calculated to be a .39 or greater for both sets of participants that the researchers analyzed (Fisher, Davis, Yarber, & Davis, 2011).

     Likelihood to Sexually Harass Scale. The Likelihood to Sexually Harass Scale (LSHS; Pryor & Wesselmann, 1987) was developed to measure men's proclivities to sexually harass women, as well as the tendency to behave in a sexually exploitive manner. On a Likert scale, participants indicated how likely they would be to carry out a certain response to various scenarios of sexual harassment. When scoring the LSHS Scale, the key items were respondents' answers to the b item for each scenario. Ratings for these items were summed to produce an overall LSHS score. The reliability of the LSHS Scale was calculated as a Cronbach alpha score of .90 or greater, which is an excellent score. In addition, the validity score was found to

correlate with numerous self-report scales such as Attraction to Sexual Aggression (r=.38), Rape Myth Acceptance (r=.37), Hostile Sexuality (r=.27), and endorsing a dominance function of sex (r=.45) (Fisher et al., 2011). While the Likelihood to Sexually Harass Scale was created with the intention of surveying only men, this research intended to see whether men or women are more likely to sexually harass another individual. Therefore, the scenarios were changed to maintain main characters that are presented as *they*, so as to conceal the gender of the main character. Changing the scale would decrease the reliability and validity of the measure, but in order to compare the answers of men and women, the scale had to be adapted to be taken by both men and women. The original measure can be found in *Appendix B*, while the revised version used in this study can be found in *Appendix C*.

Procedure

This study was conducted on an individual, in-person format. Participants spent 45 minutes completing the study. When participants arrived, they were provided the consent form (*Appendix D*) and the researcher reviewed aloud the main purpose, as well as the methodology of the study. In order to minimize the risk for participants, they were told in the sign-up sheet (*Appendix E*), the consent form, and aloud that they were going to be answering questions and reading scenarios that represent sexual assault, sexual harassment, and rape. Additionally, the study and the content of the study were explicitly explained before participants signed the consent form. Participants were told in the consent form and aloud that they were able to leave the study at any time. The researcher reiterated the risks associated with participation. No participants chose to leave the study. Upon providing consent, participants filled out a demographics questionnaire and were asked to define sexual harassment, sexual assault, and rape to the best of their abilities using a free-form, written response methodology (see *Appendix F*).

Participants then completed the RSAS (*Appendix* A) followed by the LSHS (*Appendix C*). The

LSHS and RSAS, as well as the questions regarding definitions of sexual assault, sexual

harassment, and rape are procedures that assisted in measuring the Dependent Variables. After

participants read and responded to each scale, they were provided a debriefing form (*Appendix

G*), which the researcher reviewed with them aloud. In the debriefing statement, participants

were told that the purpose of the study is to research how prevalent rape myths are in today's

society, as well as how likely individuals are to sexually harass another individual while

knowing that there would not be any reprisals. Additionally, the current study was carried out to

analyze how well participants know the definitions of sexual assault, sexual harassment, and

rape. The researcher emphasized the five main hypotheses that the researcher created prior to

collecting data. At debriefing, a handout with resources for participants who find that they need

access to counseling services was provided (see *Appendix H*).

Results

The researcher analyzed how predominant rape myths are, as well as how likely

individuals are to sexually harass. The researcher additionally examined how well people know

the definitions of sexual assault, sexual harassment, and rape. Hypotheses stated that men would

be more likely than women to exemplify rape supportive attitudes and they would have a higher

likelihood of sexual harassment. Former or current athletes were also predicted to depict higher

scores on the rape supportive attitude scale and it was expected that they would have higher

likelihood ratings of sexual harassment. Finally, it was predicted that sex education would

decrease an individual's level of rape supportive attitudes and their likelihood to sexually harass.

A 2 x 2 x 3 Between-Subjects MANOVA was used to analyze the data; gender (men vs.

women), athletic status (athletes vs. nonathletes), and knowledge of definitions (1 definition

accurate, 2 definitions accurate, 3 definitions accurate) served as the independent variables, while RSAS scores, LSHS Scores, and comprehensive sex education (CSE) scores served as dependent variables. When looking specifically at gender (men $M = 32.00$; women $M = 31.00$) as an independent variable, results showed that gender did not significantly relate to how well participants scored on the RSAS ($F = 0.064$, $p = 0.806$). Results also exemplified that gender (men $M = 10.50$; women $M = 11.091$) did not significantly relate to participants' scores on the LSHS ($F = 0.069$, $p = 0.798$). Gender (men $M = 19.833$; women $M = 21.571$) did not significantly relate to CSE scores either ($F = 0.489$, $p = 0.500$). Thus, the hypothesis that men would be more likely than women to exemplify rape supportive attitudes and have a higher likelihood sexual harassment was not supported.

With regard to athletics, results portrayed that being on an athletic team does not significantly impact how well participants scored on the RSAS ($F = 1.436$, $p = 0.258$, athlete $M = 34.444$, nonathlete $M = 27.875$) or the LSHS ($F = 0.598$, $p = 0.457$, athlete $M = 10.778$, nonathlete $M = 11.00$). Being an athlete (athlete $M = 20.778$, nonathlete $M = 20.875$) also did not significantly impact participants' CSE scores ($F = 2.077$, $p = 0.180$). Therefore, the hypothesis that current or former athletes would have higher scores on the rape supportive attitude scale and higher likelihood ratings of sexual harassment was also not supported due to nonsignificant results.

Furthermore, knowledge of definitions did not significantly relate to the participants' RSAS scores ($F = 0.179$, $p = 0.838$, $M = 31.353$), LSHS scores ($F = 0.716$, $p = 0.512$, $M = 11.000$), or CSE scores ($F = 1.551$, $p = 0.259$, $M = 20.824$). As a result, though the researcher did not make an initial hypothesis on knowledge of definitions impacting participants' scores, it is

evident that knowledge of definitions does not have a significant effect on RSAS scores, LSHS scores, or CSE scores.

In addition, the researcher analyzed the interaction between gender and being on an athletics team on the scale scores. Findings show that gender and athletic status did not significantly relate to participants' RSAS scores ($F = 1.690$, $p = 0.223$), LSHS scores ($F = 0.069$, $p = 0.798$) or CSE scores ($F = 1.250$, $p = 0.290$). Similarly, the interaction between athletics and knowledge of definitions did not have significant impacts on the RSAS scores ($F = 0.018$, $p = 0.896$, $M = 1.080$), LSHS scores ($F = 3.112$, $p = 0.108$, $M = 13.653$), or CSE scores, either ($F = 2.184$, $p = 0.170$, $M = 44.853$).

An additional correlational analysis was carried out to assess the relationship between CSE scores and the RSAS scores, LSHS scores, and knowledge of definitions were the dependent variable. Results depicted that comprehensive sex education ($M = 20.737$) does not significantly pertain to how participants scored on the RSAS ($r = -0.045$, $p = 0.863$, $M = 31.353$) or the LSHS ($r = -0.238$, $p = .327$, $M = 10.882$). Comprehensive sex education does not significantly relate to the accuracy of definitions exemplified for sexual harassment, sexual assault, and rape ($r = -0.119$, $p = .629$, $M = 2.5882$). The hypothesis that sex education would decrease an individual's level of rape supportive attitudes and their likelihood to sexually harass was also unfounded because the results were not significant.

When reviewing the frequencies for various comprehensive sexual education questions, however, some interesting data became apparent. The researcher found that a majority of participants received sex education when they were 15 years old or younger. The researcher also observed that 74% of the participants in this study learned how to give consent verbally, and 32% of the participants did not learn how to ask for and receive consent. Of the participants in

this study, 47% learned communication skills in their sex education, while 37% of participants

did not learn communication skills. Over half (53%) of participants in this study did not learn

factual information on abortions, 79% did not learn factual information about masturbation, and

53% of participants did not learn about the various ways to form healthy relationships. While

67% of the participants in this study found the sex education they received to be helpful, 68% of

the participants stated that they would like to see a sex education course offered at Alfred

University. Therefore, even though participants received sex education at a relatively young age,

it is apparent that certain participants promote rape myths and may be more likely to sexually

harass another individual. Overall, the researcher concluded that just because an individual has

received sex education, does not mean that it is comprehensive and it does not mean that the

material has been internalized. The fact that over half of the participants (68%) would like for

Alfred University to offer a sex education course exemplifies how sex education should not only

be more in-depth and comprehensive, but also extended into higher education.

   A chi-square test was also used to analyze the impact of being an athlete on the

knowledge of the definitions of sexual assault, sexual harassment, and rape. Results indicated

that there was not a significant difference in whether a person was an athlete or not on their

knowledge of sexual assault, sexual harassment, and rape ($x^2 = 1.310$, $p = 0.519$). It is important

to note, however, that the finding approached significance and thus, with a larger sample may

have led to significant findings. When observing the means, it was noted that athletes'

knowledge of definitions (M = 34.444) was higher in comparison to nonathletes (M = 27.875). In

fact, 80% of the athletes successfully defined all three vocabulary terms.

Discussion

Through analysis of the findings, it was depicted that gender did not significantly impact RSAS scores, LSHS scores, or CSE scores. While the hypothesis of men scoring higher on the RSAS and LSHS than women cannot be supported, the researcher found that men did in fact score higher overall on the RSAS than women and lower on the LSHS than women. What's even more interesting is that men were able to define more of the vocabulary terms than women, though not by a significant difference.

Athletic status also did not have a significant impact on RSAS scores, LSHS scores, or CSE scores. However, athletes successfully defined sexual assault, sexual harassment, and rape more often than non-athletes, which may mean that athletes in this study are actually being educated on vital definitions. This might be the case because they are athletes and Title IX now requires athletes to be educated on sexual violence. At the same time, the researcher found that athletes did in fact score higher on the RSAS than nonathletes. Athletes additionally scored lower on the LSHS than non-athletes, though not by large enough differences to substantiate statistical significance.

According to the results, comprehensive sex education did not significantly relate to RSAS scores, LSHS scores, or the knowledge of the definitions of sexual assault, sexual harassment, and rape. While the hypothesis that sex education would decrease an individual's scores on the LSHS and RSAS cannot be supported, there is not sufficient data to fully disregard the theory that participants would score lower if they received sex education. This may be true because studies show that comprehensive sex education can teach students how to make better sexual decisions in regard to themselves and others, as well as learn how to better understand their own and other's expectations with relationships and hooking up. Therefore, sex education

can possibly decrease the prevalence of rape myths and sexual harassment (Lafrance et al., 2012).

The hypothesis relating to comprehensive sex education impacting the knowledge of definitions cannot be supported and neither can the hypothesis for knowledge of definitions impacting RSAS or LSHS scores. In fact, the researcher found that when participants successfully defined all of the vocabulary terms, they did not exemplify the lowest RSAS or LSHS scores. When participants defined only one out of the three vocabulary terms, they did indeed score the highest on the RSAS and LSHS, which supports the previous hypothesis that less knowledge of definitions impacts the survey scores.

The last finding was that participation on an athletics team did not significantly impact how well participants defined the aforementioned definitions. What's additionally interesting is that more athletes correctly defined three of the vocabulary terms than did athletes who correctly defined one or two of the vocabulary terms, as well as nonathletes who correctly defined one, two, or three of the vocabulary terms. Furthermore, more nonathletes correctly defined three of the vocabulary terms than did nonathletes who correctly defined only one or two of the vocabulary terms. As a result, while the results were nonsignificant, it is possible that being an athlete does in fact cause individuals to better define sexual assault, sexual harassment, and rape.

While each hypothesis was not supported by the data in this study, it is possible that recruiting more participants would enable the researcher to find significant results. At the same time, if gender, being an athlete, and comprehensive sex education do not impact participants' LSHS or RSAS scores, future researchers may want to look into other variables that could impact the scores and knowledge of definitions.

One of the benefits associated with this research was that participants would be able to reflect on their beliefs towards rapists and victims of rape, as well as their morals in regards to how they treat other individuals. Through analysis of Ball and Fowler's (2008) study on the prevalence of sexual offenses towards women as they age, it is evident that sexual offenses occur well into women's older years, specifically until they are 85 years old. Therefore, participation in this research may not only help people to better recognize how their actions impact others in regards to sexual activities, but they may also realize how devastatingly prevalent sexual assault is in society, let alone throughout women's entire lives. At the same time, by becoming aware of one's lack of knowledge regarding definitions, such as sexual assault, perhaps people will choose to educate themselves on the topic. Studies show that children learn about sex from their peers and mass media more than they do from teachers, parents, or any other authority figures (Zimmerman, 2015), which suggests that increasing participants' own awareness of the correct definitions of vital vocabulary, such as sexual assault, sexual harassment, and rape, will encourage individuals to also teach one another, which may in turn create a more enlightened and conscientious society. Learning techniques and materials relating to rape, sexual assault, and sexual harassment would benefit individuals in modifying their perspectives to be all-inclusive and wide-ranging.

Education relating to sexual health and reproductive rights should be more comprehensive throughout high school and college. Participants in this study are receiving sex education at an average age of 15 and they are not educated enough on topics relating directly to themselves, and their health and well-being. For example, half of the participants in this study relayed an absence of information on abortions and ways to form healthy relationships. Additionally, more than half of the participants did not receive factual information on

masturbation. Education regarding communication skills, as well as facts about abortion, masturbation, sexual orientation, sexuality, and forming healthy relationships was not covered explicitly in sex education for a majority of students in this study. Furthermore, it is possible that although students received sex education around the age of 15, they are not showing evidence of having internalized what rape myths are or the injustice of sexually harassing someone. What is interesting, however, is that overall, students in the present study correctly defined vocabulary words relating to sexual harassment, sexual assault, and rape. This is likely because more than half of the participants received education on the definitions of sexual harassment, sexual assault, or rape.

Lafrance et al.'s (2012) findings show that sexual assaults, harassments and rapes are commonly reported on college campuses, with 78% of reported sexual assaults occurring during a hook-up. What's more, this study showed that male and female students are consenting to unwanted sexual behavior, which ultimately leaves them with a poorer psychological well-being. As a result, comprehensive sex education can help individuals to be able to understand when a situation can be defined as a form of sexual violence, which can prevent young adults from possibly entering risky situations and complying with unwanted sexual behaviors, or even experiencing the traumatic aftermath of a sexual assault or sexual harassment.

Limitations and Future Research

One limitation of this study is that there was not a wide-range of participants. The sample size was limited and not representative of diverse populations. A majority of participants were between the ages of 18 and 22, exemplified to be of a white descent, and had reached a high school level of education. For future research, it is highly recommended that a more diverse set of participants be recruited in order to better analyze and discuss the findings of the study. By

including individuals of various gender identities, participation on athletics teams, and experience of comprehensive sex education, researchers can draw more solid conclusions from the available data.

Due to the intense emotional nature of the study, the researcher was unable to ask participants about their history of sexual trauma. Therefore, a clear limitation of the study is that the researcher could not gauge how one's experience of sexual violence may impact participants' scores on the RSAS and the LTSHS, as well as their ability to properly define sexual assault, sexual harassment, and rape. Future research would benefit greatly from gaining insight on how familiar participants are with sexual violence and whether they or someone they know has experienced a form of it. Therefore, a researcher could include a question on the demographics questionnaire that introspects on whether participants were sexually abused as children or know a close friend or family member that was. Another possible question is whether or not the participant or someone they know has been raped, sexually harassed, sexually assaulted, or experienced victim blaming. Gaining a better idea of what participants have experienced in regards to sexual trauma can help researchers to draw conclusions on how personal experience impacts one's ability to not perpetuate rape myths or sexual harassment towards others.

An additional line of future research involves evaluating education curriculum. As Lafrance et al. (2012) stated, sexual education for college students can help individuals to identify what they expect with relationships and even hook ups, as well as learn about their own definition of romantic relationships, how to communicate such expectations, and how to identify barriers to healthy relationships. By focusing on the benefits of sexual education and determining what aspects of sexual education students find truly helpful, sexual education can be tailored in a comprehensive manner towards what actually works for young adults, even individuals younger

than college students. In turn, this information can assist education systems in forming beneficial programs that are supported not only by personal experiences relayed by participants, but also by research.

Conclusion

Overall, while the results of this study were not significant, several important findings and implications can be drawn. Specifically, students should be provided a more qualitative, far-reaching range of sexual education. This may specifically assist in preventing the enabling of rape myths, as well as committing or supporting rape, sexual assault, and sexual harassment. Further, it is evident that more research needs to be done on topics regarding rape, sexual assault, and sexual harassment so that society is better aware of the how prevalent such issues are, in addition to the implications of supporting rape myths and sexual harassment.

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Appendix A

Rape Supportive Attitude Scale

Rape Supportive Attitude Scale

Directions: To indicate your opinion about each statement, circle a number corresponding to whether you strongly disagree (1), disagree (2), are undecided or have no opinion (3), agree (4), or strongly agree (5).

Remember: Be sure that the statement you are reading corresponds to the statement number you are marking on the answer sheet. Mark only one response for each statement.

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

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

2. A man has some justification in forcing a female to have sex with him when she led him to believe she would go to bed with him.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

3. The degree of a woman's resistance should be the major factor in determining if a rape has occurred.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

4. The reason most rapists commit rape is for sex.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

5. If a girl engages in necking or petting and she lets things get out of hand, it is her fault if her partner forces sex on her.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

6. Many women falsely report that they have been raped because they are pregnant and want to protect their reputation.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

7. A man has some justification in forcing a woman to have sex with him if she allowed herself to be picked up.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

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

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

9.   A charge of rape two days after the act has occurred is probably not rape.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

10. A raped woman is a less desirable woman.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

11. A man is somewhat justified in forcing a woman to have sex with him if he has had sex with her in the past.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

12. In order to protect the male, it should be difficult to prove that a rape has occurred.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

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

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

14. A woman who is stuck-up and thinks she is too good to talk to guys deserves to be taught a lesson.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

15. One reason that women falsely report rape is that they frequently have a need to call attention to themselves.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

16. In a majority of rapes the victim is promiscuous or had a bad reputation.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

17. Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

18. Rape is the expression of an uncontrollable desire for sex.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

19. A man is somewhat justified in forcing a woman to have sex with him if they have dated for a long time.

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

20. Rape of a woman by a man she knows can be defined as a "woman who changed her mind afterwards."

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

Appendix B

Original Likelihood to Sexually Harass Scale

Instructions: On the sheets that follow you will find 10 brief scenarios that describe 10 different interactions between males and females. In each case you will be asked to imagine that you are the main male character in the scenario. Then you will be asked to rate how likely it is that you would perform each of several different behaviors in the described social context. Assume in each scenario that no matter what you choose to do, nothing bad would be likely to happen to you as a result of your action. Try to answer each question as honestly as you can. Your answers will be completely anonymous. No one will ever try to discover your identity, no matter what you say on the questionnaire.

Scenario 1

Imagine that you are an executive in a large corporation. You are 42 years old. Your income is above average for people at your job level. You have had numerous job offers from other companies. One day your personal secretary decides to quit her job and you have the task of replacing her. The personnel department sends several applicants over for you to interview. All seem to be equally qualified for the job. One of the applicants, Michelle S., explains during her interview that they desperately need the job. The person is 23 years old, single and has been job-hunting for about a month. You find yourself very attracted to her. She looks at you in a way that possibly conveys that she is also attracted to you. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you give her the job over the other applicants? (Circle a number to indicate your response.)

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Assuming that you are secure enough in your job that no possible reprisals could happen to you, would you offer her the job in exchange for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Assuming that you fear no reprisals on your job, would you ask her to meet you later for dinner to discuss her possible employment?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 2

Imagine that you are the owner and manager of an expensive restaurant. One day, while going over the receipts, you discover that one of the waitresses has made some errors in her checks. She has undercharged several customers. The mistake costs you $100. In talking to some of the other employees, you find that the particular customers involved were friends of the waitress. You call her into your office and ask her to explain her behavior. The waitress confesses to having intentionally undercharged her friends. She promises that she will never repeat this dishonest act and tells you that she will do anything to keep her job. The waitress is someone you have always found particularly attractive. She is a divorcee and about 25 years old. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you let her keep her job?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Would you let her keep her job in exchange for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Would you ask her to meet you for dinner after work to discuss the problems?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 3

Imagine that you are the manager of a shipping company. One day your supervisor asks you to study the possibility of buying several computers for the office. You call up several competing companies that sell computers. Each company sends a sales representative over to your office who describes the company's products. A salesperson from company "A" calls you and asks to come to your office. You agree and the next day a very attractive woman shows up. She can offer no real reason for buying her company's products over those of the other companies. However, she seems very sexy. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you recommend her line of computers?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Assuming that you are secure enough in your job that no possible reprisals could happen to you, would you agree to recommend her line of computers in exchange for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Given the same assumption as in the last question above, would you ask her to meet you later for dinner to discuss the choice of computers?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 4

Imagine that you are a Hollywood film director. You are casting for a minor role in a film you are planning. The role calls for a particularly stunning actress, one with a lot of sex appeal. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you give the role to the actress whom you personally found sexiest?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Would you give the role to an actress who agreed to have sex with you?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Would you ask the actress to whom you were most personally attracted to talk with you about the role over dinner?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 5

Imagine that you are the owner of a modeling agency. Your agency specializes in sexy female models used in television commercials. One of your models, Amy T., is a particularly ravishing brunette. You stop her after work one day and ask her to have dinner with you. She coldly declines your offer and tells you that she would like to keep her relationship with you "strictly business." A few months later you find that business is slack and you have to lay off some of your employees. You can choose to lay off Amy or one of the four other women. All are good models, but someone has to go. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you fire Amy?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Assuming that you are unafraid of possible reprisals, would you offer to let Amy keep her job in return for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Would you ask Amy to join you for dinner so that you could talk over her future employment?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 6

Imagine that you are a college professor. You are 38 years old. You teach in a large Midwestern university. You are a full professor with tenure. You are renowned in your field (Abnormal Psychology) and have numerous offers for other jobs. One day following the return of an examination to a class, a female student stops in your office. She tells you that her score is one point away from an "A" and asks you if she can do some extra credit to raise her score. She tells you that she may not have a sufficient grade to get into graduate school without the "A." Several other students have asked you to do extra credit assignments and you have declined to let them. This particular woman is a stunning blonde. She sits in the front row of the class every day and always wears short skirts. You find her extremely sexy. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

a. Would you let her carry out a project for extra credit (e.g., write a paper)?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

b. Assuming that you are very secure in your job and the university has always tolerated professors who make passes at students, would you offer the student a chance to earn extra credit in return for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

c. Given the same assumptions as in the question above, would you ask her to join you for dinner to discuss the possible extra credit assignments?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 7

Imagine that you are a college student at a large Midwestern university. You are a junior who just transferred from another school on the East coast. One night at a bar you meet an attractive female named Rhonda. Rhonda laments to you that she is failing a course in English Poetry. She tells you that she has a paper due next week on the poet Shelley, and fears that she will fail since she has not begun to write it. You remark that you wrote a paper last year on Shelley at your former school. Your paper was given an A+. She asks you if you will let her use your paper in her course. She wants to just retype it and put her name on it. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you let Rhonda use your paper?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Would you let Rhonda use your paper in exchange for sexual favors?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    c. Would you ask Rhonda to come to your apartment to discuss the matter?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

Scenario 8

Imagine that you are the editor for a major publishing company. It is your job to read new manuscripts of novels and decide whether they are worthy of publication. You receive literally hundreds of manuscripts per week from aspiring novelists. Most of them are screened by your subordinates and thrown in the trash. You end up accepting about one in a thousand for publication. One night you go to a party. There you meet a very attractive woman named Betsy. Betsy tells you that she has written a novel and would like to check into getting it published. This is her first novel. She is a dental assistant. She asks you to read her novel. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you agree to read Besty's novel?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Would you agree to read Betsy's novel in exchange for sexual favors?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    c. Would you ask Betsy to have dinner with you the next night to discuss your reading her novel?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

Scenario 9

Imagine that you are a physician. You go over to the hospital one day to make your rounds visiting your patients. In looking over the records of one of your patients, you discover that one of the attending nurses on the previous night shift made an error in administering drugs to your patients. She gave the wrong dosage of a drug. You examine the patient and discover that no harm was actually done. He seems fine. However, you realize that the ramifications of the error could have been catastrophic under other circumstances. You pull the files and find out who made the error. It turns out that a new young nurse named Wendy H. was responsible. You have noticed Wendy in some of your visits to the hospital and have thought of asking her out to dinner. You realize that she could lose her job if you report this incident. How likely are you to do each of the following things?

Circle a number to indicate your response for each question.

a. Would you report Wendy to the hospital administration?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

b. Assuming that you fear no reprisals, would you tell Wendy in private that you will not report her if she will have sex with you?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

c. Assuming that you fear no reprisals, would you ask Wendy to join you for dinner to discuss the incident?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 10

Imagine that you are the news director for a local television station. Due to some personnel changes you have to replace the anchor woman for the evening news. Your policy has always been to promote reporters from within your organization when an anchor vacancy occurs. There are several reporters from which to choose. All are young, attractive, and apparently qualified for the job. One reporter, Loretta W., is someone whom you personally find very sexy. You initially hired her, giving her a first break in the TV news business. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you give Loretta the job?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Assuming that you fear no reprisals in your job, would you offer Loretta the job in exchange for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Assuming that you fear no reprisals in your job, would you ask her to meet you after work for dinner to discuss the job?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Appendix C

Revised Likelihood to Sexually Harass Scale

Instructions: On the sheets that follow you will find 10 brief scenarios that describe 10 different interactions. In each case you will be asked to imagine that you are the main character in the scenario. Then you will be asked to rate how likely it is that you would perform each of several different behaviors in the described social context. Try to answer each question as honestly as you can. Your answers will be completely anonymous. No one will ever try to discover your identity, no matter what you say on the questionnaire.

Scenario 1

Imagine that you are an executive in a large corporation. You are 42 years old. Your income is above average for people at your job level. You have had numerous job offers from other companies. One day your personal assistant decides to quit their job and you have the task of replacing them. The personnel department sends several applicants over for you to interview. All seem to be equally qualified for the job. One of the applicants explains during their interview that they desperately need the job. The person is 23 years old, single and has been job-hunting for about a month. You find yourself very attracted to this applicant. They look at you in a way that possibly conveys that they are also attracted to you. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you give this person the job over the other applicants?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Assuming that you are secure enough in your job that no possible reprisals could happen to you, would you offer the person the job in exchange for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Assuming that you fear no reprisals on your job, would you ask the applicant to meet you later for dinner to discuss their possible employment?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 2

Imagine that you are the owner and manager of an expensive restaurant. One day, while going over the receipts, you discover that one of the wait staff has made some errors in their checks. The person has undercharged several customers. The mistake costs you $100. In talking to some of the other employees, you find that the particular customers involved were friends of the employee. You call the person into your office and ask them to explain their behavior. The employee confesses to having intentionally undercharged their friends. The person promises that they will never repeat this dishonest act and tells you that they will do anything to keep their job. The employee, who is a divorcee and about 25 years old, is someone you have always found particularly attractive. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you let the employee keep their job?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Would you let the employee keep their job in exchange for sexual favors?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    c. Would you ask the employee to meet you for dinner after work to discuss the problems?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

Scenario 3

Imagine that you are the manager of a shipping company. One day your supervisor asks you to study the possibility of buying several computers for the office. You call up several competing companies that sell computers. Each company sends a sales representative over to your office who describes the company's products. A salesperson from company "A" calls you and asks to come to your office. You agree and the next day a very attractive salesperson shows up. This person can offer no real reason for buying the company's products over those of the other companies. However, they seem very sexy. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you recommend the salesperson's line of computers?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Assuming that you are secure enough in your job that no possible reprisals could happen to you, would you agree to recommend this salesperson's line of computers in exchange for sexual favors?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    c. Given the same assumption as in the last question above, would you ask the salesperson to meet you later for dinner to discuss the choice of computers?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

Scenario 4

Imagine that you are a Hollywood film director. You are casting for a minor role in a film you are planning. The role calls for a particularly stunning performer, one with a lot of sex appeal. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you give the role to the person whom you personally found sexiest?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Would you give the role to a person who agreed to have sex with you?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Would you ask the person to whom you were most personally attracted to talk with you about the role over dinner?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 5

Imagine that you are the owner of a modeling agency. Your agency specializes in sexy models used in television commercials. One of your models is particularly ravishing. You stop them after work one day and ask the model to have dinner with you. The model coldly declines your offer and tells you that they would like to keep their relationship with you "strictly business." A few months later you find that business is slack and you have to lay off some of your employees. You can choose to lay off the beautiful model that declined your offer or one of four other models. All are good models, but someone has to go. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

   a. Would you fire the model that declined your offer?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

   b. Assuming that you are unafraid of possible reprisals, would you offer to let the model keep their job in return for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

   c. Would you ask the model to join you for dinner so that you could talk over their future employment?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 6

Imagine that you are a college professor. You are 38 years old. You teach in a large Midwestern university. You are a full professor with tenure. You are renowned in your field (Abnormal Psychology) and have numerous offers for other jobs. One day following the return of an examination to a class, a student stops in your office. They tell you that their score is one point away from an "A" and asks you if they can do some extra credit to raise their score. The student tells you that they may not have a sufficient grade to get into graduate school without the "A." Several other students have asked you to do extra credit assignments and you have declined to let them. This particular student, who sits in the front row of the class every day and always wears provocative clothing, is stunning. You find the student extremely sexy. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

   a.   Would you let the student carry out a project for extra credit (e.g., write a paper)?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

   b.   Assuming that you are very secure in your job and the university has always tolerated professors who make passes at students, would you offer the student a chance to earn extra credit in return for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

   c.   Given the same assumptions as in the question above, would you ask the student to join you for dinner to discuss the possible extra credit assignments?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 7

Imagine that you are a college student at a large Midwestern university. You are a junior who just transferred from another school on the East coast. One night at a bar you meet an attractive student who laments to you that they are failing a course in English Poetry. The student tells you that they have a paper due next week on the poet Shelley, and fears that they will fail since they had not begun to write it yet. You remark that you wrote a paper last year on Shelley at your former school. Your paper was given an A+. The student asks you if you will let them use your paper in their course. The student wants to just retype it and put their name on it. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you let the student use your paper?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    b. Would you let the student use your paper in exchange for sexual favors?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

    c. Would you ask the student to come to your apartment to discuss the matter?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

Scenario 8

Imagine that you are the editor for a major publishing company. It is your job to read new manuscripts of novels and decide whether they are worthy of publication. You receive literally hundreds of manuscripts per week from aspiring novelists. Most of them are screened by your subordinates and thrown in the trash. You end up accepting about one in a thousand for publication. One night you go to a party. There you meet a very attractive person who tells you that they have written a novel and would like to check into getting it published. This is the author's first novel. The author is a dental assistant and they ask you to read the novel. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

a. Would you agree to read the author's novel?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

b. Would you agree to read the author's novel in exchange for sexual favors?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

c. Would you ask the author to have dinner with you the next night to discuss your reading the novel?

1------------------------2------------------------3------------------------4------------------------5

Not at all Likely   Very Likely

Scenario 9

Imagine that you are a physician. You go over to the hospital one day to make your rounds visiting your patients. In looking over the records of one of your patients, you discover that one of the attending nurses on the previous night shift made an error in administering drugs to your patients. The nurse gave the wrong dosage of a drug. You examine the patient and discover that no harm was actually done. He seems fine. However, you realize that the ramifications of the error could have been catastrophic under other circumstances. You pull the files and find out who made the error. It turns out that a new young nurse was responsible. You have noticed this nurse in some of your visits to the hospital and have thought of asking them out to dinner. You realize that the nurse could lose their job if you report this incident. How likely are you to do each of the following things?

Circle a number to indicate your response for each question.

    a.   Would you report the nurse to the hospital administration?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b.   Assuming that you fear no reprisals, would you tell the nurse in private that you will not report them if they will have sex with you?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c.   Assuming that you fear no reprisals, would you ask the nurse to join you for dinner to discuss the incident?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Scenario 10

Imagine that you are the news director for a local television station. Due to some personnel changes you have to replace the anchor for the evening news. Your policy has always been to promote reporters from within your organization when an anchor vacancy occurs. There are several reporters from which to choose. All are young, attractive, and apparently qualified for the job. One reporter, Taylor, is someone whom you personally find very sexy. You initially hired Taylor, giving them a first break in the TV news business. How likely are you to do the following things in this situation?

Circle a number to indicate your response for each question.

    a. Would you give Taylor the job?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    b. Assuming that you fear no reprisals in your job, would you offer Taylor the job in exchange for sexual favors?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

    c. Assuming that you fear no reprisals in your job, would you ask Taylor meet you after work for dinner to discuss the job?

1-----------------------2-----------------------3-----------------------4-----------------------5

Not at all Likely   Very Likely

Appendix D

Informed Consent Form

The Prevalence of Rape Myths and the Likelihood to Sexually Harass

You are invited to be in a research study of characteristics of undergraduate students enrolled in various levels of university classes. You were selected as a possible participant because you are 18 years of age or older and enrolled in a class at Alfred University. We ask that you read this form before agreeing to participate in this study.

Background Information

The current study will investigate attitudes and behaviors associated with rape myths, sexual harassment, sexual assault, rape, and victim blaming.

Procedures

If you agree to participate in this study, I will ask that you fill out the following questionnaires in full and be forthright in your answers. On the pages that follow, you will find a demographics questionnaire as well as surveys of attitudes towards rape myths, sexual assault, sexual harassment, and victim blaming. Completion of this study is estimated to take 45 minutes.

Risks and Benefits of Being in the Study

It is possible that you may feel discomfort while considering some of the survey items that deal with potentially troubling situations. You are free to discontinue your participation at any time during the study. In the event that this study causes distress, the researcher suggests that you consult with the Alfred University Wellness Center (607-871-2300) or another mental health service provider in your immediate vicinity. If you need to utilize the Wellness Center services,

Crystal Henshaw (psychology department secretary) or I will escort you to the Wellness Center. If you need access to Counseling Services after hours, it is recommended that you call Public Safety (607-871-2108) (which I can assist you with), who will then contact the on-call counselor if necessary (607-871-2300). I intend for you to be aware of the triggering nature of this study in the event that you require additional services or are unable to complete the study. Participation in this study may provide you with some additional knowledge about research related to rape myths and sexual assault, and your participation will hopefully add to this knowledge base. You will receive 3 credits for your Introduction to Psychology course (if eligible) for participating in this study.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify an individual participant. Research records will be kept in a locked file and in a locked office in the psychology department. The researcher will then hand the files over to the faculty sponsor to cease their access to the records of the study. Records will be kept for at least three years after completion of the study, after which records may be destroyed at the discretion of the researcher.

Voluntary Nature of the Study

Your decision whether or not to participate will not affect your current or future relations with Alfred University. If you decide to participate, **you are free to withdraw at any time without penalty**.

Contacts and Questions

The researcher conducting this study is Summer Markajani. If you have questions about your participation in this study that you would like to ask before participating, please feel free to ask the researcher beforehand. You are also free to contact the researcher at sbm2@alfred.edu. If you have any questions now, or later, related to the integrity of the research or the rights of research subjects, you are encouraged to contact the faculty sponsor, Dr. Button at button@alfred.edu or (607)871-2860 or Dr. Danielle D. Gagne, Chair of the Alfred University Human Subjects Research Committee, at (607) 871-2213 or electronically at hsrc@alfred.edu.

Statement of Consent

I have read the above information. I consent to participate in the study.

_____

Signature

_____

Printed Name

_____

Date

Appendix E

Sign Up Sheet with Trigger Warning

EXPERIMENT # _; Worth 3 Experiential Credits

Experimenter: Summer Markajani, sbm2@alfred.edu (contact directly for cancellations)

Faculty Sponsor: Dr. Button, (607) 871-2860, button@alfred.edu

Topic/Concepts: Rape Myths, Likelihood to Sexually Harass, Sexual Assault, Sexual Harassment, Rape

Trigger Warning: This study contains information about sexual assault and/or violence which may be triggering to survivors or those that know survivors. If you feel that you may experience negative emotions as a result of participating in this study, I recommend that you do not take part in this study.

You may only participate in this study once.

Date: MM/DD/2018

Time:

Location: Science Center 4th floor, room ___

Student Name	Student Email	Psych. Professor	Show	No Show

Appendix F

Informative Questionnaire

1. Please select the race(s) and/or ethnicity(s) that you identify with.

   a. African-American

   b. Asian

   c. Caribbean

   d. White

   e. Latino/Hispanic

   f. Other, please specify: _____

2. What gender do you most identify with?

   a. Man

   b. Woman

   c. Transgender Man

   d. Transgender Woman

   e. Gender Variant/Non-Conforming

   f. Not Listed: _____

   g. Prefer Not to Answer

3. What was the geographic density of your hometown?

   a. Rural

   b. Urban

   c. Suburban

4. How old are you? _____

5. What is the highest degree level you have earned?

   a. High School Diploma

   b. Associate's Degree

   c. Bachelor's Degree

   d. Master's Degree

   e. Doctorate Degree

6. Have you ever received comprehensive sex education that taught you about condoms and contraception as methods to reduce the risk of unintended pregnancy and infection from STIs?

    a. Yes

    b. No

    c. I don't remember

7. Have you ever received comprehensive sex education that taught you the proper use of latex condoms in addition to lubricants?

    a. Yes

    b. No

    c. I don't remember

8. Have you ever received comprehensive sex education that taught you the definition of consent?

    a. Yes

    b. No

    c. I don't remember

9. Have you ever received comprehensive sex education that taught you the definition of sexual assault?

    a. Yes

    b. No

    c. I don't remember

10. Have you ever received comprehensive sex education that taught you the definition of rape?

    a. Yes

    b. No

    c. I don't know

11. Have you ever received comprehensive sex education that taught you the definition of sexual harassment?

    a. Yes

    b. No

    c. I don't know

12. Have you ever received comprehensive sex education that taught you how to ask for and receive consent?

    a. Yes

    b. No

    c. I don't remember

13. Have you ever received comprehensive sex education that taught you how to give consent in a verbal manner?

    a. Yes

    b. No

    c. I don't remember

14. Have you ever received comprehensive sex education that taught you interpersonal and communication skills in regards to healthy communication and relationships?

    a. Yes

    b. No

    c. I don't remember

15. Have you ever received comprehensive sex education that taught you accurate, factual information on abortion?

    a. Yes

    b. No

    c. I don't remember

16. Have you ever received comprehensive sex education that taught you accurate, factual information regarding masturbation?

    a. Yes

    b. No

    c. I don't remember

17. Have you ever received comprehensive sex education that taught you accurate, factual information regarding sexual orientation?

    a. Yes

    b. No

    c. I don't remember

18. Have you ever received comprehensive sex education that provided you positive messages in relations to sexuality and sexual expression?

    a. Yes

    b. No

     c. I don't remember

19. Have you ever received comprehensive sex education that taught you about the importance of and ways to form healthy, open relationships?

     a. Yes

     b. No

     c. I don't know

20. If you received sex education, how old were you when you received the program?
    _____

21. If you received sex education, where did you receive the program?
    _____

22. If you received sex education, how long did you receive the program for? (e.g., 1 hour workshop, semester long course, etc.)

    _____

23. If you received sex education, did you find the program helpful?

     a. Yes

     b. No

     c. I'm not sure

     d. Other, please specify: _____

24. Would you like to see sex education offered as a course at Alfred University?

     a. Yes

     b. No

     c. I'm not sure

     d. Other, please specify: _____

25. Have you in the past or are you currently part of an athletics team?

     a. Yes

     b. No

26. If you answered yes, please select the athletics team(s) that you have been or are currently part of.

     a. Football

     b. Soccer

     c. Lacrosse

    d. Swimming

    e. Track & Field

    f. Baseball

    g. Basketball

    h. Golf

    i. Cross-Country

    j. Equestrian

    k. Tennis

    l. Badminton

    m. Other (please specify): _____

27. Please write the definition of "sexual assault" to the best of your ability.

_____

28. Please write the definition of "sexual harassment" to the best of your ability.

_____

29. Please write the definition of "rape" to the best of your ability.

_____

Appendix G

Debriefing Statement

This study was conducted to research how prevalent rape myths are in today's society as well as how likely individuals are to sexually harass another individual while knowing that there would not be any reprisals. Additionally, the current study was carried out to analyze how well participants know the definitions of sexual assault, sexual harassment, and rape. The researcher hypothesized that men would be more likely than women to exemplify rape supportive attitudes and that individuals who have been or who currently are part of athletics teams will exemplify higher scores on the Rape Supportive Scale. The researcher also hypothesized that men, as well as individuals on athletics teams, will show a higher likelihood than women to agree to sexually harassing a woman. Lastly, the researcher predicted that individuals who have received comprehensive sex education will be less likely to exemplify rape supportive attitudes or to sexually harass another person and that they will be more likely to maintain accurate definitions of sexual assault, sexual harassment, and rape. You earned 3 research credits by participating in this study (if eligible).

There was risk associated with your agreement to participate in this research. Thus, if you experience any emotional distress as the result of participating in this study, psychological treatment is available through Alfred University Counseling Services (607) 871-2300, which is part of the free health services in the Wellness Center. In the event that you require services after hours, I recommend that you call Public Safety first (607-871-2108) (which I can assist you with), who will then contact the on-call counselor from the Wellness Center if necessary (607-871-2300).

 The primary researcher for this study is Summer Markajani, and you may contact the researcher at sbm2@alfred.edu for answers to questions about the study. Dr. Amy Button is the faculty supervisor of Summer Markajani. You may also contact Dr. Button via email at button@alfred.edu or by phone (607) 871-2860 with questions or concerns about the study. If you have questions about research participants' rights, you may contact the Human Subjects Research Committee chair, Dr. Danielle Gagne, at (607) 871-2873 or hsrc@alfred.edu.

Please do not discuss the details of this study with any of your classmates or friends.

Appendix H

Resource Information Cards

Resources	Resources
Wellness Center - Counseling Services - 607-871-2300 (calls received after office hours are forwarded to the counselor on call)	**Wellness Center - Counseling Services** - 607-871-2300 (calls received after office hours are forwarded to the counselor on call)
Office of Public Safety, Chief John Dougherty 607-871-2108 dougherty@alfred.edu	**Office of Public Safety**, Chief John Dougherty 607-871-2108 dougherty@alfred.edu
Cattaraugus Community Action 24-Hour Hotline 1-888-945-3970	**Cattaraugus Community Action 24-Hour Hotline** 1-888-945-3970
Alfred Village Police Department, Emergency, Call 911; Non-Emergency, 607-587-8877	**Alfred Village Police Department**, Emergency, Call 911; Non-Emergency, 607-587-8877
Title IX Coordinator (all persons), Director of Human Resources, Mark Guinan 607-871-2909 guinan@alfred.edu	**Title IX Coordinator** (all persons), Director of Human Resources, Mark Guinan 607-871-2909 guinan@alfred.edu
Title IX Deputy Coordinator (students), Dean of Students, Norm Pollard 607-871-2132 pollard@alfred.edu	**Title IX Deputy Coordinator** (students), Dean of Students, Norm Pollard 607-871-2132 pollard@alfred.edu
Title IX Deputy Coordinator (faculty) Psychology Instructor, Amy Button 607-871-2860 button@alfred.edu	**Title IX Deputy Coordinator** (faculty) Psychology Instructor, Amy Button 607-871-2860 button@alfred.edu