The Role of Sexual Assault Perpetration History in the Labeling of Sexual Assault

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Abstract

The label that people attribute to an instance of sexual assault affects their opinion of those involved, to whom they attribute blame, and how they conceptualize and remember the event. The researchers in this study investigated the differences in how perpetrators and non-perpetrators of sexual assault label behavioral descriptions of sexual assault experiences. Results showed that perpetrators and non-perpetrators differ in their labeling in sexual situations that deviate from stereotypical rape situations but do not differ in their labeling of stereotypical rape situations. Results also showed that rape myth acceptance correlates with some, but not all, of the items’ labels that describe sexually assaultive experiences. Implications for sexual assault prevention programming will be discussed.
The Role of Sexual Assault Perpetration History in the Labeling of Sexual Assault

Sexual Assault Frequencies

Sexual assault remains a persistent and prevalent social problem and crime, throughout the United States. At its base, sexual assault involves sexual contact without consent. Previous research has found that between 50% and 66% of college-aged women report having suffered some form of sexual assault (from unwanted touching to completed rape), with one in five college-aged women reporting having suffered an attempted or completed rape (Brener, McMahon, Warren, & Douglas, 1999; Koss, Gidycz, & Wisniewski, 1987; Lloyd & Emery, 2000). In fact, longitudinal studies have found that, in just a two-to-three month time span, more than 22% of college women experience some form of sexual assault and that 3% to 7.9% of college women experience completed rape in that same time span (Gidycz, Hanson, Layman, 1995; Gidycz, Loh, Lobo, Rich, & Lynn, 2007; Gidycz, McNamara, & Edwards, 2006). Furthermore, 25% to 33% of college-aged men report having perpetrated some level of sexual assault since age 14, with 3.7% to 9% of college-aged men reporting having perpetrated rape (Abbey, McAuslan & Ross, 1998; Abbey, McAuslan, Zawacki, Clinton, 2001; Koss et al., 1987; Loh, Gidycz, Lobo & Luthera, 2005; Rapaport & Burkhart, 1984). Even though both men and women report high rates of sexual assault perpetration and victimization respectively, in 2010 less than 0.0003 percent of people in the United States reported a forcible rape to the police (U.S.
Department of Justice, 2012).

**Characteristics of Sexual Assault**

Although many people believe that sexual assault tends to occur between strangers, in actuality roughly 76% of sexual assault victims know their perpetrators (Bureau of Justice Statistics, 2005). In fact, the vast majority of sexual assaults involving college women (between 66% and 80%) involve an acquaintance of the victim rather than a stranger (Koss, Dinero, Seibel, & Cox, 1988; Truman, 2011). Instances of acquaintance rape differ from instances of stranger rape in that they are less likely to include threats of bodily harm, hitting and slapping and a weapon (Koss, 1988). Sexual assault between individuals who know each other involves more than just acquaintances, as intimate partner sexual violence affects roughly 25% of women in self-described ‘serious dating relationships’ (Banyard, Arnold, & Smith, 2000; Hammond & Calhoun, 2007). Sexual assault impacts women of all demographics; however, it occurs more frequently amongst younger women, women with greater amounts of sexual experience and women who have previously experienced sexual assault (Hegeman & Meikle 1980; Koss 1985; Koss & Dinero 1989; Russell 1984).

**Mislabeling**

Research with female victims of rape found that many women do not label it as such. Koss (1985) researched these women who have experienced a sexual assault but do not label it as a rape, a concept that she termed “unacknowledged rape victims.” It has been documented that between 33% and 73% of victims do not acknowledge their victimization as rape (Botta & Pingree, 1997; Koss 1988; Layman, Gidycz & Lynn
Layman, Gidycz and Lynn (1996) investigated what, if not ‘rape,’ do these women label their experiences; they found that, when forced to choose an option they felt best described the situation among a list of labels, the majority chose to label it a ‘serious miscommunication’ (62.5%) whereas others label it as a crime other than rape (15%) and some simply label themselves as non-victims (22.5%). Just as victims of sexual assault frequently do not label their victimization ‘rape,’ it is likely that perpetrators do not label their perpetrations ‘rape.’ However, there has been limited research into the labeling of sexual assault by perpetrators. In an effort to reduce sexual assault, researchers should explore how those who initiate sexual assault, the perpetrators, conceptualize those experiences.

One reason that there is a discrepancy between endorsement of sexual perpetration and victimization and the labeling of those experiences is that studies record sexual assault perpetration and victimization information using the Sexual Experiences Survey (SES) (Koss & Gidycz 1985; Koss et al., 2007). The SES employs a series of behavioral questions such as “Have you had sexual intercourse with a man (woman) when you (she) didn't really want to because you (she) felt pressured by his (your) continual arguments?” (Koss & Oros, 1982). Because these questions do not use the word ‘rape,’ they do not require the respondent to label the event as such. The impact of the ‘rape’ label extends beyond simply impacting an individual’s decision to report the crime to the police but even affects how a person conceptualizes sexual assault-related concepts. For example, although 16% of college men agree that “Although most women wouldn’t admit it, they generally find being
physically forced into sex a real ‘turn-on,’” only 4% of those same men agree with the conceptually identical statement, “Many women secretly desire to be raped” (Edwards, Gidycz & Desai, 2010). These questions, conceptually, are the same. Only the use of the word ‘rape’ differs in these questions, but it greatly impacts how people approach the idea. In the sexual assault literature, two explanations exist for how an individual labels a sexual assault: whether the experience matches their concept of sexual assault (their rape script) and the perceived consequences of applying such a label (their motivation) (Peterson & Muelenhard, 2001).

**Script theory.** Script Theory involves the interplay of various cognitive schemas about a particular event or situation (Schank & Abelson, 1977). People use scripts to inform their actions in all situations, from how to find seating at a restaurant to how to merge onto a freeway. These scripts function unconsciously and are difficult to change (Demorest, 1995); they provide information involving how and when to perform actions and inform people as to which actions are situationally appropriate (Fiske & Taylor, 1991), and they affect our memory of events, how we interpret events and to which aspects of an event we attend (Baldwin, 1992; Zadney & Gerard, 1974). Just as people have scripts for other aspects of their lives, people have scripts for sex and rape. Payne (1999) studied common rape scenarios, which include ideas such as, “Rape mainly occurs on the ‘bad’ side of town,” rape always involves the use or threat of a weapon, and that rape typically occurs between strangers. The more closely a sexual assault resembles a person’s rape script the more likely they are to label the event ‘rape’ (Burt, 1991). However, many of these rape scripts do not reflect
the reality of how sexual assault occurs. As a result, people with inaccurate or unduly narrow rape scripts less frequently, correctly label instances of sexual assault than those with more accurate rape scripts.

**Scripts of unacknowledged rape victims.** Bondurant (2001) and Kahn (1994) found that acknowledged rape victims and unacknowledged rape victims hold very different rape scripts. According to Littleton (2003), unacknowledged rape victims tend to envision rapes as a violent attack from a stranger, whereas acknowledged rape victims tend to describe rapes as less violent and as occurring between acquaintances. Furthermore, acknowledged rape victims are more likely to have experienced physical force and physically resisted more when they were sexually assaulted than unacknowledged rape victims (Gault, 1993; Kahn et al., 1994; Layman, Gldycz & Lynn, 1996; Schwartz & Leggett, 1999). It follows that a disparity between a victim’s conceptualization of rape and his or her own sexual assault experience, would affect the likelihood of his or her acknowledging the experience as a sexual assault. In fact, previous research has found that conceptualizing all rape as blitz-rape—statistically infrequent rape by a stranger, usually involving a weapon—lessens the likelihood that an individual will correctly label an experience as rape (Bondurant, 2001; Kahn et al., 1994; Kelly, 1988; Parrot, 1991). In other words, when individuals hold rape scripts that do not reflect how sexual assaults typically occur, they are less likely to recognize those acts as sexual assaults. Although much research has involved the rape scripts of women and unacknowledged rape victims, studies have yet to explore the concept of unacknowledged perpetrators and how they label sexual assault. For, just as victims of
sexual assault frequently do not label their victimization ‘rape,’ it is likely that perpetrators do not label their perpetrations ‘rape.’

**Scripts of police officers.** Krahé (1991) studied the rape scripts of police officers, and found that they tend to describe the typical rape scenario as involving strangers and a moderate degree of force—this does not reflect the typical rape. More dangerously, Krahé found that police officers’ script for a questionable, potentially false report of rape involves acquaintances and low amounts of physical force—how most rapes occur. Littleton (2003) suggests that they hold this belief because of how greatly it resembles their script for traditional, consensual sex.

In all of these instances, peoples’ sexual assault scripts influence whether or not they believe an event is sexual assault, which in turn influences what label they attach to that event. As an event differs more greatly from a person’s held rape script, that person incorrectly becomes less likely to apply the rape label, even though the act lacks consent—the key component of consensual sex. If potential perpetrators of rape hold incongruous or unlikely rape scripts, it follows that they could commit sexual assault and not recognize it as such.

**Rape myth acceptance.** Rape Myth Acceptance (RMA) involves preconceived beliefs about rape that in turn influence how a person observes, interprets and ultimately, labels an instance of sexual assault. Burt (1980) first described RMA as an interplay of three basic ideologies: sexual conservativism, adversarial sexual beliefs and acceptance of interpersonal violence. Sexual conservativism involves particularly restrictive beliefs about how, when and with whom sexual acts are appropriate—“the
primary goal of sexual intercourse is to have children.” Adversarial sexual beliefs involve considering sexual relationships to be inherently exploitative—“Most women are sly and manipulating when they are out to attract a man.” Acceptance of interpersonal violence involves considering the use of force or coercion to gain sexual intimacy as a legitimate course of action—“Being roughed up is sexually stimulating to many women.” Some examples of rape myths include: “any healthy woman can resist a rapist if she really wants to,” “only bad girls get raped” or “women ask for it” (Burt 1980).

Lonsway (1994) conducted a meta-analysis of twenty-four assessments of RMA and found that in twenty-one of them men—the most common perpetrators of sexual assault—possessed significantly higher levels of RMA than women; none of the studies found women to have higher levels than men. Assessing potential relationships between race or ethnicity and RMA, some studies have found that African-American (Dull & Giacopassi, 1987; Giacopassi & Dull, 1986) and Hispanic students (Fischer, 1987) possess greater levels of RMA than Caucasian-American students. However, these racial and ethnic differences in RMA may result indirectly from religious, cultural history and sex role expectations (Lonsway, 1994). The literature has also revealed slightly mixed results regarding education level and RMA. Whereas some studies have found no correlation (Field, 1978a, 1978b), others have found a negative correlation—as level of education increases RMA decreases (Burt, 1980; Burt & Ablin 1981). Additionally, research has found RMA differences by profession, with police officers exhibiting higher RMA and community mental health
workers exhibiting lower RMA (Feild, 1978a; Ward, 1988). Further research on the relationship between RMA and whether or not the person knows a survivor of sexual assault also has some conflicting findings. Some research has found that knowing a rape survivor correlates with lower RMA (Ellis, O'Sullivan, & Sowards, 1992; Gilmartin-Zena, 1987), and other research has found no relationship between knowing a rape victim and RMA (Borden, Karr, & Caldwell-Bolbert, 1988; Burt, 1980; Wiener, Wiener & Grisso, 1989).

A person’s level of RMA correlates with many of their other cognitions regarding sexual assault. People with greater degrees of RMA are more likely to report negative evaluations of a sexual assault victim (Borden, 1988; Burt & Albin, 1981; Weidner, 1983). Similarly, people with greater degrees of RMA are more likely to report positive evaluations of rapists (Burt, 1983; Burt & Albin, 1981). They also attribute less weight to the impact rape has on its victims (Hamilton & Yee, 1990; Meuhlenhard & MacNaughton 1988; Norris & Cubbins, 1992; Quackenbush, 1989). Individuals with high levels of RMA also report a greater willingness to use force to obtain sex in non-rape scenarios (Briere & Malamuth, 1983; Pryor, 1987). Five studies have even found that people with high RMA are more likely to say that they would “rape a woman’ if they would not be caught or punished” (Briere & Malamuth, 1983; Check & Malamuth, 1985; Hamilton & Yee, 1990; Reilly, 1992; Teiger, 1981).

Relative to rape scripts, as individuals’ acceptance of rape myths increases, their definition for what constitutes ‘rape’ shrinks (Burt, 1991). This denial of the ‘rape’ label dramatically impacts rape victims’ lives as it makes rape harder to
prosecute, hinders the victim’s recovery process and legitimizes the perpetrator’s actions (Burt, 1981; Burt, 1991). Overall, RMA exacerbates hostility toward victims of sexual assault, blinds the public to instances of sexual assault as it limits their understanding of what constitutes rape and remains a strong predictor of incorrect or overly limited rape scripts.

**Motivation for labeling.** Motivation in labeling involves the potential consequences of applying a particular label. If labeling a sexual assault ‘rape’ will lead to a victim losing friends, acquiring negative stigma or shatter his or her belief in a ‘just world’ (see: Blaming the victim, below), the person is less likely to label it ‘rape.’ Peterson and Muelenhard (2011) investigated why victims of sexual assault chose to (or not to) label their experience ‘rape.’ They grouped female victims of sexual assault into two categories; ‘labelers’ (45%), those who consider their assault ‘rape’ and, ‘non-labelers’ (55%)—unacknowledged rape victims—those who do not. Non-labelers typically did not refer to their sexual assault as ‘rape’ for several motivational reasons (a) they did not want to hurt the perpetrator (in all instances in this study, the perpetrators were male)—he is a friend, or someone they see too frequently to risk making the relationship uncomfortable—(b) they did not want to pursue legal action—they have heard of the difficulties and tribulations of testifying in a sexual assault case—(c) they considered ‘rape’ too strong a term—although they consider it a ‘bad’ sexual experience’, rape carries too much negative stigma. In these instances, the costs of labeling the assault ‘rape’ outweigh the benefits and so the victim does not label the forced sexual intercourse, ‘rape.’ Whereas the literature has
explored motivations for why victimized women chose the labels that they do, researchers have not yet investigated how or why men, perpetrators and non-perpetrators, label sexual assault. The labeling motivations of men and perpetrators likely, but not definitively, differ from women and victims.

**Consequences of Mislabling**

Although many factors contribute to the disparity between how many people report a sexual assault to the police and how many people report a sexual assault during a study, one influencing factor involves the application of the ‘rape’ label. Because people mislabel sexual assaults, fewer people report these crimes to the police, which leaves perpetrators unpunished. Mislabling in cases that do reach court contribute to lower conviction rates (Burt, 1981). In terms of the victims, unacknowledged rape victims are more likely to continue a relationship with their perpetrator than those who label the assault as rape and, in Littleton’s (2009) study, were twice as likely to experience revictimization. More non-labeling victims blame themselves for the assault (Peterson & Muelenhard, 2011), and in general, when people fail to correctly understand an event as a rape, they tend to blame the victim of the crime more (Borden, 1988; Burt & Albin, 1981; Weidner, 1983). This inaccurate application of blame as a result of mislabeling further victimizes victims of sexual assault.

**Alternate Rape Labels**

Sexual assaults vary in context, in the characteristics of perpetrators and victims, and in how all involved parties react to the event. This variation, although it
does not make any of the situations any less of a sexual assault, does contribute to the ambiguity of sexual assaults. The use of a single rape script can never encompass the varied contexts that characterize all the different sexual assaults. In kind, the use of only one sexual assault label, ‘rape,’ can never describe all the varying sexual assaults. Harris (2011) explains how popular mentality dichotomizes instances of sex either into one of two scripts: the criminal (i.e., rape), which consists of acts that resemble the stereotypical rape myth scenario and the consensual, which consists of all other sex acts. This dichotomy does not accurately reflect the complexity and diversity of sexual assault; it represents a lack of vocabulary. Although this dichotomy still exists within the general public, many institutions have begun using numerous labels. The Ohio Revised Code categorizes sexual assault into five levels: rape, sexual battery, unlawful sexual conduct with a minor, gross sexual imposition and sexual imposition (Ohio Revised Code, 2012). Some universities list sexual assault within their student code of conduct as a series of different offenses including: public indecency, voyeurism, sexual imposition, gross sexual imposition, sexual battery and rape (Office of Community Standards, 2012). And most psychological studies utilize the Sexual Experiences Survey (SES) which contains five categories of sexual assault—no sexual assault, unwanted sexual contact, attempted rape, coercion and completed rape—to more specifically describe the different events (Koss et al., 2007; Koss & Oros, 1982).

Each of these formal labeling systems includes behavioral descriptions of sexual assault and the technical label for those behaviors. However, none of the descriptions include the myriad of situational contexts that lead to victims
mismatching rape scripts or explain the complicated circumstances that de-motivate a victim from labeling the assault rape. In order for people to recognize sexual assault in context, they must first understand the core, behavioral elements of the crime, as these institutions describe them.

**The Proposed Study**

The label that people attribute to an instance of sexual assault affects their opinion of those involved, to whom they attribute blame, how they conceptualize and remember the event, their likelihood to report the incident to the police and consequentially the likelihood that a jury will convict the perpetrator. In order to reduce sexual assault, people, particularly potential perpetrators, must first understand the basic, behavioral elements of sexual assault and then be able to correctly recognize and label sexual assault in context. People hold great negative opinions of rape and, when they can apply the ‘rape’ label, vilify such action (Edwards et al., 2010). It follows that a potential, unacknowledged perpetrator, who recognizes an act as sexual assault, may be less likely to commit that act. But, they frequently fail to apply that label as a result of incongruous rape scripts or alternative motivations. This study aims to identify if, without misleading scripts and motivations, with only behavioral descriptions of sexual assaults, will men correctly recognize sexual assaults? Further, this study will explore whether having a history of sexual assault perpetration influences that recognition. Finally, this study will examine how the extent to which a person accepts rape myths relates to how they label sexual assaults.
During the first time-point of a two time-point study, male participants will complete the Illinois Rape Myth Acceptance Short Form and the Sexual Experiences Survey—Short Form Perpetration (SES-SFP) as well as some demographic and sexual history questions. During the second time-point, participants will answer a series of descriptive questions about the two SES-SFP items that are most relevant to the experiences of college students: “To what extent do you consider this behavior: normal, rude, wrong, abuse, a crime, sexual assault, rape.” These findings will explore how men who complete the SES-SFP interpret the items. It will explore if men can recognize sexual assault in its very basic form. With a greater understanding of men’s labeling, sexual assault prevention programming could, more highly informed, combat narrow rape scripts and negative motivations—the major causes of mislabeling.

**Hypotheses**

The current researcher proposes two hypotheses.

Hypothesis 1: Individuals with a history of sexual assault perpetration will be more likely than individuals without a history of sexual assault perpetration to label descriptions of sexual assault as “normal” and “a miscommunication” and less likely to label them as: “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape.”

Hypothesis 2: High RMA will correlate positively with the labeling of the SES-SFP items as “normal” and “a miscommunication” and will correlate negatively with the labeling of the SES-SFP items as: “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape.”
In addition to the above hypotheses, the researcher will conduct exploratory analyses of the relationship between assault perpetration and which label participants believe ‘best describes’ a behavioral description of sexual assault. Due to a lack of previous research on this topic, no a priori hypothesis was made.

Method

Pilot Study

In order to further investigate what labels college males use to conceptualize instances of sexual assault, the researcher conducted a pilot study. Participants included 32 undergraduate males who registered for this pen-and-paper, IRB-approved pilot study using the online psychology pool. The researcher already intended to use the descriptions: ‘normal,’ ‘wrong,’ ‘a crime,’ ‘sexual assault’ and ‘rape.’ The pilot study provided participants with each item from the SES-SFP, and, rather than responding to the SES-SFP item (e.g., “How many times in the past 12 months?”), participants answered the open-ended question, “In one or a few words, what would you call this act?” The researchers aggregated the responses to the pilot study’s open-ended question, finding that the respondents commonly described the items as “rude” or “abuse.” Thus, as a result of the pilot study, the researchers added the following questions to the survey: “To what extent do you consider this behavior rude?” and “To what extent do you consider this behavior abuse?” Finally, the researchers added the label “a miscommunication” because “serious miscommunication” was the most commonly endorsed label in the Layman et. al. (1996) study.
Participants

The 133 participants who completed the first time-point were predominantly young ($M = 20.47, SD = 3.65$) and Caucasian (81.2%). Most participants were in their first or second year of college (74.5%).

The 22 participants who completed both time-points were similar, in that they were predominantly young ($M = 20.36, SD = 1.99$) and Caucasian (72.7%). Most participants were in their first or second year of college (68.2%). Demographic characteristics for the 133 participants who completed just the first part of the study and for the 22 participants who completed both parts of the survey are summarized in Table 1.

Measures

*Demographics Questionnaire.* (see Appendix D-1) A demographics questionnaire collected information including age, race, ethnicity, religion, current relationship status (e.g., single, in a relationship, married) and number of previous sexual partners. This questionnaire was completed at the first time-point only.

*Sexual Experiences Survey-Short Form Perpetration (SES-SFP)– Revised (Koss et al., 2007).* (see Appendix D-2) Participants completed a revised version of the Sexual Experiences Survey (Koss, 1985), which assesses perpetration of unwanted sexual experiences. The SES-SFP has seven items, each with five sub-items, which ask if the respondent has performed a specific, behavioral description of some level of sexual assault “Since age 14.” An example item is: “I put my penis, my fingers or
objects into a woman’s vagina without her consent by threatening to physically harm her or someone close to her.”

Researchers grouped participants’ history of sexual assault perpetration into one of two levels (“no history and “history of perpetration”). The SES-SFP form has proven reliable with an internal consistency of $\alpha = .75$, and two-week test-retest reliability of $\alpha = .87$ (Murphy, Gidycz & Scanlin, 2012). The SES-SFP form has concurrent validity with both hypergender ideology scales (Hamburger, Hogben, McGowen, & Dawson, 1996) and rape myth acceptance scales (Payne, Lonsway & Fitzgerald, 1999), with persons who report a history of sexual assault perpetration also demonstrating greater levels of rape myth acceptance and hypergender ideology (Murphy, Gidycz, & Johnson, in preparation). For this sample, the Cronbach’s alpha for participants who completed the first time-point ($N=133$) is .97. The Cronbach’s alpha for the participants who completed both time-points ($N=22$) is .99. This questionnaire was administered in its entirety at the first time-point.

*Illinois Rape Myth Acceptance Scale-Short Form (IRMAS-SF)* (Payne, Lonsway & Fitzgerald, 1999). (see Appendix D-3) The IRMAS-SF is a twenty-item scale that assesses the participant’s belief in typical rape myths such as “Many women secretly desire to be raped.” Respondents indicated their level of agreement with each of the items on a seven-point scale ranging from “Not at all agree” (1) to “Very much agree” (7). Higher scores are indicative of greater rape myth acceptance.

The IRMAS-SF has construct validity as it correlates with the Adversarial Sexual Belief scales, Sexism scales, Hostility Toward Women scales, and Acceptance
of Interpersonal Violence scales, with individuals who report greater acceptance of rape myths also reporting higher scores on the mentioned scales (Payne, Lonsway & Fitzgerald, 1999). The IRMAS has a Cronbach’s alpha of .87 (Payne, Lonsway & Fitzgerald, 1999). For this sample, the Cronbach’s Alpha for participants who completed the first time-point ($N=133$) is .83. The Cronbach’s Alpha for the participants who completed both time-points ($N=22$) is .85. This questionnaire was completed at the first time-point.

Descriptive Questions. (see Appendix D-4) During the second time-point, participants completed a survey that consisted of two of the seven SES-SFP items: “A man fondled, kissed, or rubbed up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removed some of their clothes without their consent (but did not attempt sexual penetration) by:” and “A man put his penis, fingers or objects into a woman’s vagina without her consent by.” These items were selected because they cover a range of sexually assaultive behavior from unwanted contact to completed rape, allowing researchers to assess labeling of a range of sexual perpetration acts. A series of five tactics (the SES-SFP sub-items) followed each of the two SES-SFP items: “telling lies, threatening to end their relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, continually verbally pressuring them after they said they didn’t want to” (telling lies), “showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to” (emotional coercion), “taking advantage when they were too drunk or out of it to stop what was happening” (intoxicated
victim), “threatening to physically harm her or someone close to her” (threatening force), or “using force, for example holding them down with my body weight, pinning their arms, or having a weapon” (using force). A series of descriptive questions followed each of the SES-SFP’s sub-items, asking, “To what extent do you consider this behavior: normal, a miscommunication, rude, wrong, abuse, a crime, sexual assault, rape.” Participants reported their responses on a seven-point scale where 1 = not at all and 7 = completely as well as identified which of the aforementioned descriptors ‘best describes’ each item of the SES. Participants completed these items at the second time-point only.

Procedure

The researcher recruited men through their introductory psychology courses, as students have an opportunity to either participate in experiments or complete written assignments for credit. During the 2012-2013 academic year, participants used the online psychology pool registration system to enroll in the first time-point of an experiment with the non-specific title, “Men’s Social Experiences Part 1 of 2,” in order to avoid selection bias.

After registering for the first time-point, their browsers directed participants to the Sona online survey system. Participants read an informed consent document (see appendix A-1 for a copy) and had an opportunity to select ‘continue’ (verifying their consent) or to discontinue their participation at that time. Participants had to complete time-point one in one session, which took roughly 30 minutes, and were able to
discontinue their participation at any time. In order to link the information from both time-points while keeping the participants’ identities confidential, participants completed a subject number calculation form (see Appendix B) at the beginning of each time-point. Time-point one consisted of the seven SES-SFP items and all of their sub-items as well as the 20 Illinois Rape Myth Acceptance Scale-Short Form (IRMAS-SF) items and a few demographic and sexual history questions. After completing the survey, the Sona system presented participants with debriefing information (see Appendix C-1 for a copy) and asked them to enroll via the Psychology Pool for the second time-point, “Men’s Social Experiences Part 2 of 2.” Participants received .5 course credits for their participation in the first time-point.

The second time-point consisted of a paper and pen survey that began with participants reading and signing an informed consent form (see appendix A-2 for a copy). The researcher then collected the informed consent forms and distributed the subject number calculation forms and the surveys. The surveys took about fifteen minutes to complete and consisted of a series of descriptive questions about the two SES-SFP items most prototypical of college populations along with their sub-items. After returning the surveys, the participants received copies of their informed consent forms and debriefing forms (see Appendix C-2 for a copy), which made them aware of campus resources and provided the contact information of the faculty supervisor and principal investigator in case they experienced any discomfort or had any questions. All participants received .5 course credits for their participation in the second time-point.
Data Analyses

Time 1 data was recorded online. Time 2 data was entered by hand into a statistical software program (SPSS). The file containing responses was downloaded and merged with the Time 2 data. For the IRMAS-SF only, sample mean substitution was used to impute data for those missing two or fewer items (10% of the data points).

Results

Rates of Perpetration of Sexual Assault.

Of the participants who completed both time-points 36.4% (N=8) had committed some act of sexual assault since age 14 with 13.6% (N=3) reporting that they had perpetrated a rape. None reported having attempted rape, 9.1% (N=2) reported having coerced someone into intercourse, and 13.6% (N=3) reported having performed an act of forced sexual contact.

Do perpetrators and non-perpetrators differ in how they label behavioral descriptions of sexual assault?

Hypothesis 1: Individuals with a sexual assault perpetration history will be more likely than individuals without a sexual assault perpetration history to label a description of a sexual assault as “normal” or “a miscommunication” and will be less likely to label a description of sexual assault as: “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape.” I performed a series of independent samples t-tests to assess whether-or-not and, if so, how perpetrators and non-perpetrators differed in their endorsement of a particular label on a scale from ‘not at all’ (1) to ‘completely’
(7). When testing for significant differences, in order to control for Type-1 error, I used a more conservative $p < .01$. See Table 1 for results.

Perpetrators and non-perpetrators differed significantly in their labeling of six of the forced sexual contact items. In response to the *forced sexual contact using lies* item perpetrators endorsed the label “normal” $t(20)=-3.39, p=.003$ more than non-perpetrators and endorsed the labels “rude” $t(20)=3.07, p=.006$ and “a crime” $t(20)=2.90, p=.009$ less than non-perpetrators. In response to the *using emotional coercion* item, non-perpetrators endorsed the label “sexual assault” $t(20)=3.04, p=.007$ more than perpetrators, and, in response to the *by threatening force* item, non-perpetrators endorsed the label “abuse” $t(20)=3.37, p=.003$ and “a crime” $t(20)=3.69, p=.001$ more than perpetrators. Perpetrators and non-perpetrators did not differ significantly in their labeling of any of the penetration items. All other differences in labeling were non-significant.

Although not all relationships were significant, a pattern in the data was evident in the expected direction, such that perpetrators’ average endorsement of the labels “normal” and “a miscommunication” were higher than that of non-perpetrators for all forced sexual contact and penetration items minus one (*forced sexual contact using force* “normal,” for which the means of perpetrators and non-perpetrators were equal, $M = 1.50$). Further, though not universally significant, the mean endorsement of the labels “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape” were higher among non-perpetrators than perpetrators for all forced sexual contact and penetration items minus one, which was non-significant (*forced sexual contact by
using force “wrong” \( t(20) = -0.22, p = .830 \). See Figures 1 and 2 for the average responses of perpetrators and non-perpetrators for the items: forced sexual contact by telling lies and penetration by telling lies.

**Does RMA correlate with how men label behavioral descriptions of sexual assault?**

Hypothesis 2: High RMA will correlate positively with the labeling of SES-SFP items as “normal” and “a miscommunication” and will correlate negatively with the labeling of the items as “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape.” I performed a series of correlations to examine how RMA relates with the endorsement of each label. See Table 3 for correlations.

RMA correlated significantly with seven forced sexual contact labels and thirteen penetration labels. Of the forced sexual contact items, RMA correlated significantly with: three of the using lies labels “rude,” “wrong,” and “abuse” (with \( r \)'s ranging from -0.46 to -0.56); two of the using emotional coercion labels “wrong” (\( r = -0.49 \)) and “abuse” (\( r = -0.45 \)); the label while victim is intoxicated “normal” (\( r = 0.44 \)) and the label threatening force “abuse” (\( r = -0.56 \)). Of the penetration items, RMA correlated significantly with: five of the while victim is intoxicated labels “normal” (\( r = 0.55 \)) and “rude,” “wrong,” “abuse” and “crime” (with \( r \)'s ranging from -0.50 to -0.61); four of the using lies labels “normal” (\( r = 0.62 \)) and “rude,” “wrong” and “abuse” (with \( r \)'s ranging from -0.62 to -0.65); three of the using force labels “normal” (\( r = 0.61 \)) and “abuse” and “a crime” (with \( r \)'s = -0.48) and the label using emotional coercion “abuse” (\( r = -0.45 \)). All other correlations were non-significant.
Beyond statistical significance, correlations were in the expected direction. As hypothesized, RMA correlated positively with all “normal” and “a miscommunication” items minus one, which was not significant (forced sexual contact using emotional coercion “normal” \( r = .22 \)). As hypothesized RMA correlated negatively with all “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape” labels minus five forced sexual contact items, none of which were significant (while the victim is intoxicated “crime” \( r = .02 \), while the victim is intoxicated “sexual assault” \( r = .10 \), while the victim is intoxicated “rape” \( r = .25 \), by threatening force “rape” \( r = .15 \), using force “rape” \( r = .05 \)).

Which of the provided labels will men think best describes each of the behavioral descriptions of sexual assault?

Due to a lack of previous research on this topic, no a priori hypothesis was made. We compared the response frequencies for each item as exploratory research. See Table 4 for results.

Only 17 of the 22 participants who completed both time-points completed this section; one of those 17 abstained from reporting a ‘best’ label for one item. The 17 participants each selected a ‘best’ label for 10 items (excepting the one who abstained from one item) for a total of 169 ‘best’ label selections. A few patterns emerged in respondents’ labeling. No perpetrator selected “a miscommunication” as the best label for any description of sexual assault. For the item, penetration using force, all but one respondent selected “rape” as the best label (the other—a perpetrator—chose “sexual assault”). “Rape” was the most commonly selected label across all items (selected in
59 out of 169 instances) and was selected by at least one participant for all but two items (forced sexual contact using lies and forced sexual contact using emotional coercion). “Sexual assault” was the second most commonly selected label (selected in 35 out of 169 instances) and was selected by at least one participant for every item. “Wrong” was the third most commonly selected item (selected in 24 out of 169 instances). “A miscommunication” was the least frequently selected label across all items (selected in three out of 169 instances), two of which were when the victim was intoxicated and one was for the penetration using lies item. “Rude” was the second least frequently selected (selected in four out of 169 instances, three of which were forced sexual contact items), and “a crime” was the third least frequently selected (selected in six out of 169 instances). “Normal” was selected as the best label in seven out of 169 instances; six of those instances were by perpetrators and were for the coercion items (by telling lies, using emotional coercion) or victim intoxication items.

**Discussion**

The study found that although, as a trend, perpetrators endorsed mitigating labels (“normal” and “a miscommunication”) more than non-perpetrators and endorsed negative labels (“rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape”) less than non-perpetrators, the two groups differed significantly only in their labeling of some of the forced sexual contact items. Additionally, the study found that, as a trend, the higher an individual’s RMA levels the more they endorsed mitigating labels and the less they endorsed negative labels. RMA correlated significantly with a
variety of labels and items, most commonly with the *penetration using lies* and *penetration while victim intoxicated* items and with the “abuse” label. Finally, respondents chose “rape” and “sexual assault” as the ‘best’ label more than they did any other.

In terms of the difference between perpetrator and non-perpetrator labeling, the extent to which an event differs from a stereotypical rape script seems to matter. Perpetrators and non-perpetrators did not differ significantly in their labeling of items that involved penetration nor in items that involved the use of force. The prototypical rape script involves penetration and the use of force, as such and in accordance with Burt’s (1991) findings, it follows that individuals, regardless of sexual assault perpetration history, would be able to accurately label those stereotypical situations. However, when a description differed from that typical rape script, such as when the description did not involve penetration or involved the use of lies rather than force, perpetration history played a role in participants’ labeling. In the situations that differ from common rape scripts, it is possible that a participant relies on cues from his personal sexual history, as well as his belief system, in order to ascribe a label to the event. Participants who have a history of perpetration have a distinctly different set of sexual experiences than non-perpetrators, and it may affect how they conceptualize those events. These different conceptualizations, or sexual assault scripts, may account for the differences in labeling. Alternatively, it is possible that limited rape scripts contributed to prior acts of sexual perpetration due to a lack of identification of such acts with sexual assault or rape. Although certainly participants rely on their personal
experiences to construct their scripts and opinions about all events, this study used a
two time-point design to minimize contamination between reporting sexual assault
perpetration history and labeling, such that participants are labeling general
descriptions of sexual assault rather than ones from their past. Thus, it is possible that
individuals’ lack of correct sexual assault labeling and adherence to traditional rape
scripts both predicted their perpetration and their labeling in the current study. The
order of the time-points also allows us to say that sexual assault perpetration predicted
labeling.

Relative to RMA, this study found that, as a trend and with six exceptions (out
of 80 items), RMA correlated positively with the endorsement of the labels “normal”
and “a miscommunication” and correlated negatively with the endorsement of the
labels “rude,” “wrong,” “abuse,” “a crime,” “sexual assault” and “rape.” In particular,
the study found that RMA correlated significantly with more labels for items that
referenced victim intoxication or use of force than any other item. Since the IRMAS-
SF includes items that refer to rape myths that involve victim intoxication (“If a
woman is raped while she is drunk, she is at least somewhat responsible for letting
things get out of control”) and the use of force in sex (“Although most women
wouldn't admit it, they generally find being physically forced into sex a real ‘turn-
on’”), it is not surprising that participants with high RMA would label said items in a
way that reflects those beliefs (Payne, Lonsway & Fitzgerald, 1999). The four
instances of significant, negative correlation between RMA and “wrong” and four
instances of significant, positive correlation between RMA and “normal” may also
reflect traditional rape myth beliefs. The label “wrong” represents a clear moral judgment of the action, and considering how individuals who believe rape myths demonstrate a greater acceptance for interpersonal violence, individuals with high RMA may not see these acts of sexual assault as morally “wrong” but in fact as acceptable or even “normal” (Burt, 1980). RMA correlated significantly (and negatively in all instances) with the label “abuse” more than any other label (in seven instances), such that the higher an individual’s RMA the less they endorsed the label “abuse.” This may occur because of a conflict of scripts. The term “abuse” is commonly associated with a crime other than sexual assault, domestic abuse, the typical script for which may not involve sexual abuse. If the participant’s script for “abuse” is not sexual in nature, then it is less likely that he would apply this label to a description of sexual assault.

Regarding the ‘best’ label, the fact that respondents chose the two most specific and, arguably, negative labels—“sexual assault” and “rape”—most frequently suggests an overall accuracy in labeling the behavioral descriptions. Furthermore, as the penetration using force item most closely resembles a stereotypical rape situation, it follows that perpetrators and non-perpetrators alike would accurately select rape as the ‘best’ label for it. In fact, only in the items that differ most greatly from a stereotypical rape scenario (and technical definition of rape) did no participant select “rape” as the best label: forced sexual contact using lies and forced sexual contact using emotional coercion. Even though participants may have endorsed the “rape” label in the likert scale, they recognized a more specifically appropriate label for this
particular act (e.g., “a crime” or “sexual assault”). This supports Harris’ (2011) argument that sexual experiences do not exist in a ‘rape-or-consensual sexual experience’ dichotomy and that a variety of labels are needed to describe the many different sexual encounters. In Layman, Gidycz & Lynn (1996), the majority of female unacknowledged victims selected “serious miscommunication” as the best label for their experience; in this study, not a single perpetrator chose “a miscommunication” for any of the items. Although this difference may arise from difference in study methodology (Layman studied personal experience while this study examined general descriptions) it may also suggest a different focus for victims’ and perpetrators’ conceptualizations. Victims may focus on communication during the event while perpetrators may focus on the means by which the act took place (as represented by the SES-SFP sub items). Further, as Layman et al.’s (1996) study of victims’ labeling asked the participants to label their personal experiences and this study attempted to discourage participants from labeling their own experiences—by separating the times in which they completed the SES-SFP and when they answered the labeling questions—the absence of any perpetrator selecting “a miscommunication” as the best label for any item may suggest the success of this experimental manipulation. For, if men were referencing their own experiences, they may have been apt to select this label.

**Limitations**

The small sample size of this study limited its results. The study had a low retention rate (133 participants completed the first time-point, while only 22
participants continued on to the second time-point); it appears that the participants that completed both time-points differed from those who did not in terms of past history of perpetration with a greater percentage of perpetrators in the final sample compared to all the participants who completed the study at time 1 (see Table 1 for demographic differences). However, it is unclear how this difference may have impacted the results. It is possible that with a larger sample size, a higher retention rate and the accompanying increase in statistical power, additional significant findings will emerge. For example, no significant differences emerged between perpetrators’ and non-perpetrators’ labeling of the penetration items, but all of the differences were in the expected direction. Thus, this study’s conclusions regarding the lack of labeling differences between perpetrators and non-perpetrators for penetration items may change with increased power. Additionally, the study had a relatively homogeneous sample. Future studies should seek a more diverse sample with regard to age and race. Also, future studies could offer different labels or order the labels differently so as to limit any order-effect.

**Implications**

In terms of policy initiatives, accurate labeling of sexual encounters may prevent sexual assault perpetration by correcting social norms about sexual assault. Since people can accurately label stereotypical rape situations, sexual assault prevention programming efforts may need to focus more on assault that does not fit typical rape scenarios. Programming could focus on overcoming a rape/not rape dichotomy, emphasizing the other forms of sexual assault or other non-“rape” labels
for sexual assault. An example message could include, “It doesn’t have to be rape to be sexual assault,” or “It doesn’t have to be rape to be wrong.” Providing men with clear and negative labels for and access to sexual assault scripts that do not involve penetration may help them to recognize instances of sexual assault more clearly rather than leaving them to rely on personal experiences that may be less informative.

Future studies should seek to replicate the current study with larger and more diverse samples. Future research should also investigate the concept of unacknowledged perpetration (whether-or-not an individual who endorses performing a behavioral description of sexual assault, also endorses an item that asks if he or she has ever molested or raped anyone) and if, and if so how, unacknowledged perpetrators differ from acknowledged perpetrators in their labeling of general descriptions of sexual assault. As well as, how perpetrators (acknowledged and unacknowledged) label their personal perpetration experiences. Also, just as Littleton (2003) investigated the differences in the rape scripts of acknowledged and unacknowledged rape victims, future studies should investigate the possible differences among the rape scripts of acknowledged and unacknowledged perpetrators. Additionally, future studies should examine the impact of labeling on perpetration and the extent to which labeling predicts future acts of sexual assault perpetration.

Clinicians should take care to note the way in which different perpetrators label their experiences. Acknowledgement of perpetration may be more complicated than simply whether or not a perpetrator views what he or she has done as rape. Rather
than a ‘rape-or-consensual experience’ binary (Harris, 2011), perpetrators may conceptualize their own experiences with a more complex combination of labels. In screening for a history of sexual assault perpetration, clinicians may want to use behavioral descriptions rather than value-laden terms (e.g., rape) in order to account for perpetrators who do not label their experiences as acts of sexual assault. Also, clinicians should include an emphasis on discerning the motivation behind an individual’s labeling: Does he or she want to avoid the stigmatizing label of rapist? Does he or she want to avoid the self-recognition as a criminal? Does he or she not label purely because of not recognizing the event as a rape or sexual assault? Or conversely, does he or she accept the label “rapist?” Since a having a history of sexual assault perpetration is predictive of how an individual labels sexual assaults, discerning the reasoning behind that labeling and correcting for inaccurate labeling may help reduce the likelihood that that person will perpetrate again.

**Conclusion**

Labeling matters. The way in which we conceptualize events, as positive or negative, acceptable or unacceptable has an impact on not only how we interpret future similar experiences but on how we behave during those experiences. Whereas applying an inaccurate label or relying on an inaccurate script during a mundane encounter can lead to an awkward or somewhat difficult experience, the wrong label applied to or the failed recognition of a sexual assault has severe and long-term consequences for not only all involved but the culture at large. It is by learning to accurately view the world that we can begin to overcome instances of crime by
miscommunication or assault by misunderstanding. It is by spreading an accurate awareness of sexual assault that we can begin to overcome it.
<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Time-Point 1 N = 133: N(%)</th>
<th>Time-Point 2 N = 22: N(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year in School</strong></td>
<td>First Year</td>
<td>65(48.9)</td>
<td>9(40.9)</td>
</tr>
<tr>
<td></td>
<td>Sophomore</td>
<td>34(25.6)</td>
<td>6(27.3)</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td>20(15.0)</td>
<td>5(22.7)</td>
</tr>
<tr>
<td></td>
<td>Senior (including 4+ years)</td>
<td>11(8.3)</td>
<td>2(9.1)</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>3(2.3)</td>
<td></td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td>American Indian or Alaskan Native</td>
<td>2(1.5)</td>
<td>1(4.5)</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>11(8.3)</td>
<td>5(22.7)</td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>4(3.0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle Eastern</td>
<td>1(.8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiracial</td>
<td>4(4.0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (not listed)</td>
<td>1(.98)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>108(81.2)</td>
<td>16(72.7)</td>
</tr>
<tr>
<td></td>
<td>Decline to Answer</td>
<td>2(1.5)</td>
<td></td>
</tr>
<tr>
<td><strong>Perpetration History</strong></td>
<td>No History of Perpetration</td>
<td>104(78.2)</td>
<td>14(63.6)</td>
</tr>
<tr>
<td></td>
<td>Has a History of Perpetration</td>
<td>29(21.8)</td>
<td>8(36.4)</td>
</tr>
<tr>
<td>Item</td>
<td>Non-Perpetrator M(SD)</td>
<td>Perpetrator M(SD)</td>
<td>t</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>----------</td>
</tr>
<tr>
<td>A man fondles, kisses, or rubs up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent <em>(but did not attempt sexual penetration)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using lies:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>1.57(0.76)</td>
<td>3.23(1.58)</td>
<td>t(20)=3.39, p =.003</td>
</tr>
<tr>
<td>a miscommunication</td>
<td>2.79(2.12)</td>
<td>3.75(1.91)</td>
<td>t(20)=1.06, p =.301</td>
</tr>
<tr>
<td>rude</td>
<td>6.36(0.93)</td>
<td>4.50(1.93)</td>
<td>t(20)=3.07, p =.006</td>
</tr>
<tr>
<td>wrong</td>
<td>6.36(1.28)</td>
<td>5.38(1.60)</td>
<td>t(20)=1.56, p =.129</td>
</tr>
<tr>
<td>abuse</td>
<td>6.07(1.14)</td>
<td>4.75(1.67)</td>
<td>t(20)=2.21, p =.039</td>
</tr>
<tr>
<td>a crime</td>
<td>5.93(1.21)</td>
<td>4.00(1.93)</td>
<td>t(20)=2.90, p =.009</td>
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<tr>
<td>sexual assault</td>
<td>5.56(1.56)</td>
<td>4.63(1.85)</td>
<td>t(20)=1.67, p =.111</td>
</tr>
<tr>
<td>rape</td>
<td>4.43(2.24)</td>
<td>4.00(1.85)</td>
<td>t(20)=0.46, p =.652</td>
</tr>
<tr>
<td>using emotional coercion:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>1.79(0.97)</td>
<td>2.88(0.83)</td>
<td>t(20)=2.65, p =.015</td>
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<tr>
<td>a miscommunication</td>
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<td>3.38(1.77)</td>
<td>t(20)=0.61, p =.549</td>
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<tr>
<td>rude</td>
<td>6.21(0.97)</td>
<td>5.63(1.41)</td>
<td>t(20)=1.16, p =.259</td>
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<tr>
<td>wrong</td>
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<td>5.63(1.30)</td>
<td>t(20)=1.83, p =.083</td>
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<tr>
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<td>4.75(1.75)</td>
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<tr>
<td>a crime</td>
<td>5.57(1.34)</td>
<td>3.50(2.14)</td>
<td>t(20)=2.81, p =.011</td>
</tr>
<tr>
<td>sexual assault</td>
<td>5.93(1.49)</td>
<td>3.75(1.83)</td>
<td>t(20)=3.04, p =.007</td>
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<tr>
<td>rape</td>
<td>4.86(1.99)</td>
<td>3.00(1.93)</td>
<td>t(20)=2.13, p =.046</td>
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<tr>
<td>while victim intoxicated:</td>
<td></td>
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<td></td>
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<tr>
<td>normal</td>
<td>2.79(1.53)</td>
<td>3.50(1.41)</td>
<td>t(20)=1.08, p =.292</td>
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<tr>
<td>a miscommunication</td>
<td>2.23(2.02)</td>
<td>3.75(2.19)</td>
<td>t(20)=0.89, p =.383</td>
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<tr>
<td>rude</td>
<td>6.36(0.84)</td>
<td>5.50(2.00)</td>
<td>t(20)=1.42, p =.172</td>
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</tbody>
</table>

**Bold** = p < .01
A man fondles, kisses, or rubs up against the private areas of someone's body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent (but did not attempt sexual penetration).

<table>
<thead>
<tr>
<th>Using lies:</th>
<th>Normal</th>
<th>1.57(0.76)</th>
<th>3.23(1.58)</th>
<th>t(20)=−3.39, p =.003</th>
</tr>
</thead>
<tbody>
<tr>
<td>a miscommunication</td>
<td>2.79(2.12)</td>
<td>3.75(1.91)</td>
<td>t(20)=−1.06, p =.301</td>
<td></td>
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<td>4.75(1.67)</td>
<td>t(20)=2.21, p =.039</td>
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<tr>
<td>A crime</td>
<td>5.93(1.21)</td>
<td>4.00(1.93)</td>
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<td></td>
</tr>
<tr>
<td>rape</td>
<td>4.43(2.24)</td>
<td>4.00(1.85)</td>
<td>t(20)=0.46, p =.652</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using emotional coercion:</th>
<th>Normal</th>
<th>1.79(0.97)</th>
<th>2.88(0.83)</th>
<th>t(20)=−2.65, p =.015</th>
</tr>
</thead>
<tbody>
<tr>
<td>a miscommunication</td>
<td>2.86(1.99)</td>
<td>3.38(1.77)</td>
<td>t(20)=−0.61, p =.549</td>
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<tr>
<td>rude</td>
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<td>t(20)=1.16, p =.259</td>
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**Bold** = \(p < .01\)

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### Table 3

**RMA and Labeling Correlations**

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* $p < .05$

** $p < .01$

◊ = Correlation not computed due to lack of variability.
## Table 4

**Frequencies for ‘Best’ Label**

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<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Rape</td>
<td>4 (30.8)</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>While victim intoxicated</td>
<td>Normal</td>
<td>0</td>
<td>1 (25)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Miscommunication</td>
<td>1 (7.7)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Wrong</td>
<td>2 (15.4)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sexual assault</td>
<td>2 (15.4)</td>
<td>1 (25)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Rape</td>
<td>8 (61.5)</td>
<td>2 (50)</td>
<td>10</td>
</tr>
<tr>
<td>Threatening</td>
<td>Wrong</td>
<td>1 (7.7)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Threat</td>
<td>Using force</td>
<td>Force</td>
<td></td>
<td></td>
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<tr>
<td>--------</td>
<td>-------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sexual assault</td>
<td>0</td>
<td>3 (23.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rape</td>
<td>13 (100)</td>
<td>1 (7.7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rape</td>
<td>1</td>
<td>1 (7.7)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>7 (53.8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1 (33.3)</td>
<td></td>
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<td></td>
<td></td>
<td>0</td>
<td>0</td>
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<td></td>
<td>1 (33.3)</td>
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<td>1</td>
<td>1 (33.3)</td>
<td></td>
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<td></td>
<td></td>
<td>8</td>
<td>7 (53.8)</td>
<td></td>
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<td>4</td>
<td>4</td>
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<td></td>
<td></td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1: Average Responses for Forced Sexual Contact Using Lies

*p < .01
Figure 2: Average Responses for Penetration Using Lies

No significant differences
References


Davies, M., Rogers, P., & Whitelegg, L. (2009). Effects of victim gender, victim sexual orientation, victim response and respondent gender on judgments of


Consulting and Clinical Psychology, 57, 242-250.


Psychology of Women Quarterly, 16, 179-191.


Rapaport, K., & Burkhart, B. R. (1984). Personality and attitudinal characteristics of
sexually coercive college males. *Journal of Abnormal Psychology*, 93(2), 216-221.


Appendix A-1

Ohio University Consent Form

Title of Research: Men’s Social Experiences Part 1 of 2.

Researcher: Alexander Bill

You are being asked to participate in research. For you to be able to decide whether you want to participate in this project, you should understand what the project is about, as well as the possible risks and benefits in order to make an informed decision. This process is known as informed consent. This form describes the purpose, procedures, possible benefits, and risks. It also explains how your personal information will be used and protected. This will allow your participation in this study. If you wish to have a copy of this consent document to take with you, you should print it.

You will be asked to complete a subject number calculation form to generate a unique subject number. You will also be asked to complete this form during the second time-point. This number will be used to link your two answer sets; however, we will have no way of linking your identity to your answers.

**Explanation of Study**

You will be asked to respond to some questions regarding your sexual experiences, as well as your opinions about sexual behaviors.

If you agree to participate, you will be asked to fill out a survey that asks you questions about your sexual history and attitudes about sexual behaviors. If you think you will feel uncomfortable answering questions of a sexual nature, you should not participate in this study.

Your participation in the study will last approximately thirty minutes.

**Risks and Discomforts**

Risks or discomforts that you might experience are emotional discomfort or distress due to the sexually explicit content of the items or from recalling your personal sexual history. If, at any time, you would like to discontinue your participation, please inform the researcher, you may do so without losing credit accrued.

**Benefits**

This study is important to science/society because it may help researchers improve future studies regarding sexual interaction by improving the relevancy of their questions. Individually, you may benefit by learning about the research process.
Confidentiality and Records
Your study information will be kept confidential. Researchers will not be able to link your responses with any identifying information.

Additionally, while every effort will be made to keep your study-related information confidential, there may be circumstances where the researchers must inform agencies* of your participation in this study:

* Federal agencies, for example the Office of Human Research Protections, whose responsibility is to protect human subjects in research;
* Representatives of Ohio University (OU), including the Institutional Review Board, a committee that oversees the research at OU;

Compensation
As compensation for your time/effort, you will receive .5 course credits for your participation.

This is the first of a two time-point study. After completing this portion, you should register for the second time-point using the online psychology pool. You will receive additional course credit for your participation in the second time-point.

Contact Information
If you have any questions regarding this study, please contact the researchers:

Alexander Bill
ab279708@ohio.edu

Christine A. Gidycz, Ph.D.
gidycz@ohio.edu (593-1092)

If you have any questions regarding your rights as a research participant, please contact Jo Ellen Sherow, Director of Research Compliance, Ohio University, (740)593-0664.

By agreeing to participate in this study, you are agreeing that:

• you have read this consent form (or it has been read to you) and have been given the opportunity to ask questions and have them answered
• you have been informed of potential risks and they have been explained to your satisfaction.
• you understand Ohio University has no funds set aside for any injuries you might receive as a result of participating in this study
• you are 18 years of age or older
• your participation in this research is completely voluntary
• you may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you and you will not lose any benefits to which you are otherwise entitled.
Appendix A-2
Ohio University Consent Form

Title of Research: Men’s Social Experiences Part 2 of 2.

Researcher: Alexander Bill

You are being asked to participate in research. For you to be able to decide whether you want to participate in this project, you should understand what the project is about, as well as the possible risks and benefits in order to make an informed decision. This process is known as informed consent. This form describes the purpose, procedures, possible benefits, and risks. It also explains how your personal information will be used and protected. Once you have read this form and your questions about the study are answered, you will be asked to sign it. This will allow your participation in this study. You should receive a copy of this document to take with you.

You will be asked to complete a subject number calculation form to generate a unique subject number. You should have completed this same form during the first time-point and it should generate the same number. This number will be used to link your two answer sets; however, we will have no way of linking your identity to your answers.

Explanation of Study

You will be asked to respond to some questions regarding your opinions about sexual experiences.

If you think you will feel uncomfortable answering questions of a sexual nature, you should not participate in this study.

Your participation in the study will last approximately fifteen minutes.

Risks and Discomforts

Risks or discomforts that you might experience are emotional discomfort or distress due to the sexually explicit content of the items.

Benefits

This study is important to science/society because it may help researchers improve future studies regarding sexual interaction by improving the relevancy of their questions. Individually, you may benefit by learning about the research process.
Confidentiality and Records
Your study information will be kept confidential. Researchers will not be able to link your responses with any identifying information.

Additionally, while every effort will be made to keep your study-related information confidential, there may be circumstances where the researchers must inform agencies* of your participation in this study:
  * Federal agencies, for example the Office of Human Research Protections, whose responsibility is to protect human subjects in research;
  * Representatives of Ohio University (OU), including the Institutional Review Board, a committee that oversees the research at OU;

Compensation
As compensation for your time/effort, you will receive .5 course credits for your participation.

Contact Information
If you have any questions regarding this study, please contact the researchers:

Alexander Bill                         ab279708@ohio.edu
Christine A. Gidycz, Ph.D.     gidycz@ohio.edu (593-1092)

If you have any questions regarding your rights as a research participant, please contact Jo Ellen Sherow, Director of Research Compliance, Ohio University, (740)593-0664.

By signing below, you are agreeing that:
• you have read this consent form (or it has been read to you) and have been given the opportunity to ask questions and have them answered
• you have been informed of potential risks and they have been explained to your satisfaction.
• you understand Ohio University has no funds set aside for any injuries you might receive as a result of participating in this study
• you are 18 years of age or older
• your participation in this research is completely voluntary
• you may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you and you will not lose any benefits to which you are otherwise entitled.

Signature_________________________________________ Date_______

Printed Name_______________________________________
Appendix B

**Subject Number Calculation Form** (Time 1 & Time 2)

Please write down the **last 4 digits** of your phone number:

____  _____  _____  _____

Record the **month** and **day** of your birth date. Add this **4 digit** figure to your SS # above. If the month or day is only 1 digit, please put a '0' in the first space. For example, if you were born on January 1, you should record it as '01/01':

+ _____  _____ / _____  _____
  M       M       D       D

________________________________

= _____  _____  _____  _____  _____

Add the number of letters in your mother's **FULL FIRST** name. Do not use nicknames. For example, if your mother's first name is Christine, but she goes by the nickname Chris, you should record it as ‘09’, the number of letters in CHRISTINE.:

+ _____  _____

________________________________

= _____  _____  _____  _____  _____

Please enter this number on the line at the top of the survey packet. Please put this sheet back in the manila envelope provided. Fill out all questionnaire sheets. If you have any questions, please ask the experimenter.
Appendix C-1

DEBRIEFING FORM Time-point 1 of 2

Thank you for your participation in the first of this two-part study. Please sign up for the second part “Men’s Social Experiences part 2 of 2” on the online psychology pool. You will receive additional for your participation. The information provided by these questionnaires will help psychology researchers and clinicians learn more about college men’s sexual encounters and the relationship that their opinions have with those encounters. The results of such studies will provide more detailed information to aid in the development of future prevention and intervention programming for college men.

As a reminder, all of your questionnaire responses are confidential. If you have any further questions regarding the nature of this study, or would like to request details of the results of the study, please feel free to contact one of the following:

Researcher: Alexander Bill
ab279708@ohio.edu

Faculty Researcher: Christine A. Gidycz
Porter Hall - Room 231
593-1092

In addition, if you are concerned about the study materials used or questions asked and wish to speak with a professional, or if you would like more information or reading material on this topic, please contact one of the following resources:

Ohio University Counseling and Psychological Services: 740-593-1616
Hudson Health Center, 3rd Floor
2 Health Center Drive
Athens, Ohio 45701

Ohio University Psychology and Social Work Clinic 740-593-0902

OU Counselor-in-Residence: 740-593-0769
Caitlin Reese
http://www.ohio.edu/counseling/Counselor-in-Residence.cfm
Walk-ins Mondays and Wednesdays 6-9pm in Jefferson Hall, Room 122
Thank you for your participation in this research project. The information provided by these questionnaires will help psychology researchers and clinicians learn more about how college men label sexual encounters and the role that their sexual history plays in that labeling. In doing so, psychologists will be better able to use such questionnaires in researching a variety of related issues in a valid manner. The results of such studies will provide more detailed information to aid in the development of future prevention and intervention programming for college men.

As a reminder, all of your questionnaire responses are confidential. If you have any further questions regarding the nature of this study, or would like to request details of the results of the study, please feel free to contact one of the following:

Researcher: Alexander Bill
ab279708@ohio.edu

Faculty Researcher: Christine A. Gidycz
Porter Hall - Room 231
593-1092

In addition, if you are concerned about the study materials used or questions asked and wish to speak with a professional, or if you would like more information or reading material on this topic, please contact one of the following resources:

Ohio University Counseling and Psychological Services: 740-593-1616
Hudson Health Center, 3rd Floor
2 Health Center Drive
Athens, Ohio 45701

Ohio University Psychology and Social Work Clinic 740-593-0902

OU Counselor-in-Residence: 740-593-0769
Caitlin Reese
http://www.ohio.edu/counseling/Counselor-in-Residence.cfm
Walk-ins Mondays and Wednesdays 6-9pm in Jefferson Hall, Room 122
Appendix D-1

Demographic Questions

1. What is your age?


2. What is your current year in school?
   A. First Year  D. Senior (including 4+ years)
   B. Sophomore  E. Graduate Student
   C. Junior      F. Other

3. What is your racial identity?
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Native Hawaiian or Other Pacific Islander
   E. White/Caucasian
   F. Multiracial
   G. Middle Eastern
   H. Other (Please Write in)

4. What is your ethnicity?
   A. Hispanic or Latino
   B. Not Hispanic or Latino

5. In what religion were you raised?
   A. Catholic (Christian)  E. None/Atheist
   B. Protestant (Christian)  F. Muslim
   C. Jewish  G. Other
   D. Nondenominational

6. Which one best describes your intimate relationships/sexual orientation?
   A. Exclusively heterosexual experiences
   B. Mostly heterosexual experiences
   C. More heterosexual than homosexual experiences
   D. Equal heterosexual and homosexual experiences
   E. More homosexual than heterosexual experiences
   F. Mostly homosexual experiences
   G. Exclusively homosexual experiences

7. What is your current marital status?
   A. Never married  D. Divorced
   B. Cohabitating     E. Widowed
   C. Married


8. What is your current dating status?
   A. I do not date.
   B. I date casually.
   C. I am involved in a long-term monogamous relationship (more than 6-months).
   D. I am engaged.
   E. I am married.

   Sexual History Questions

   The next four questions ask about sexual history. The questions about sexual intercourse mean penetration of the vagina or anus, no matter how slight, by a man’s penis. Ejaculation is not required.

   1) Have you ever willingly had sexual intercourse? (Please circle one)
      A. Yes
      B. No

   2) How old were you when you first willingly had sexual intercourse? (Please skip if you answered B “No” to the previous question)
      __________

   3) To the best of your knowledge, how many consensual (not forced) sex partners have you had?
      __________

   4) To the best of your knowledge, how many consensual partners have you engaged in sexual behavior with (but have not had sexual intercourse with)?
      __________
Appendix D-2

**SES-P**

The following questions concern sexual experiences. We know these are personal questions, so we do not ask your name or other identifying information. Your information is completely confidential. We hope this helps you to feel comfortable answering each question honestly. Please circle the accurate response (yes/no) if you have ever, since the age of 14, performed the act.

<table>
<thead>
<tr>
<th>Sexual Experiences</th>
<th>Since the age of 14, have you ever done this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I fondled, kissed, or rubbed up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removed some of their clothes without their consent (<em>but did not attempt sexual penetration</em>) by:</td>
<td></td>
</tr>
<tr>
<td>a. Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
<td>Yes</td>
</tr>
<tr>
<td>c. Taking advantage when they were too drunk or out of it to stop what was happening.</td>
<td>Yes</td>
</tr>
<tr>
<td>d. Threatening to physically harm them or someone close to them.</td>
<td>Yes</td>
</tr>
<tr>
<td>e. Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
2. **I had oral sex with someone or had someone perform oral sex on me without their consent by:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Taking advantage when they were too drunk or out of it to stop what was happening.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Threatening to physically harm them or someone close to them.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Since the age of 14, have you ever done this?

3. **I put my penis (men only) or I put my fingers or objects (all respondents) into a woman’s vagina without her consent by:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Taking advantage when they were too drunk or out of it to stop what was happening.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Threatening to physically harm them or someone close to them.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
4. I put in my penis (men only) or I put my fingers or objects (all respondents) into someone’s butt without their consent by:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
</tr>
<tr>
<td>b.</td>
<td>Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
</tr>
<tr>
<td>c.</td>
<td>Taking advantage when they were too drunk or out of it to stop what was happening.</td>
</tr>
<tr>
<td>d.</td>
<td>Threatening to physically harm them or someone close to them.</td>
</tr>
<tr>
<td>e.</td>
<td>Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
</tr>
</tbody>
</table>
Since the age of 14, have you ever done this?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> Even though it did not happen, I TRIED to have oral sex with someone or make them have oral sex with me without their consent by:</td>
<td></td>
</tr>
<tr>
<td>a. Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>b. Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>c. Taking advantage when they were too drunk or out of it to stop what was happening.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>d. Threatening to physically harm them or someone close to them.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>e. Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td><strong>6.</strong> Even though it did not happen, I TRIED put in my penis (men only) or I tried to put my fingers or objects (all respondents) into a woman’s vagina without their consent by:</td>
<td></td>
</tr>
<tr>
<td>a. Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>b. Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>c. Taking advantage when they were too drunk or out of it to stop what was happening.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>d. Threatening to physically harm them or someone close to them.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>e. Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>
7. **Even though it did not happen, I TRIED to put in my penis (men only) or I tried to put my fingers or objects (all respondents) into someone’s butt without their consent by:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.</td>
<td>Yes</td>
</tr>
<tr>
<td>c. Taking advantage when they were too drunk or out of it to stop what was happening.</td>
<td>Yes</td>
</tr>
<tr>
<td>d. Threatening to physically harm them or someone close to them.</td>
<td>Yes</td>
</tr>
<tr>
<td>e. Using force, for example holding them down with my body weight, pinning their arms, or having a weapon.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix D-3

IRMAS-SF

**DIRECTIONS:** Please read the following statements and indicate the extent to which you agree with each item using the scale provided. There are no right or wrong answers. Please choose only one option for each item. Please use the scale below:

<table>
<thead>
<tr>
<th>Much</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>3.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>5.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>6.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>7.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>9.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10. It is usually only women who dress suggestively that are raped.</td>
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<tr>
<td>11. If the rapist doesn't have a weapon, you can't really call it rape.</td>
<td>1</td>
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<tr>
<td>12. Rape is unlikely to happen in the woman's own familiar neighborhood.</td>
<td>1</td>
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<tr>
<td>13. Women tend to exaggerate how much rape affects them.</td>
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<tr>
<td>14. A lot of women lead a man on and then they cry rape.</td>
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</tr>
<tr>
<td>15. It is preferable that a female police officer conduct the questioning when a woman reports rape.</td>
<td>1</td>
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<tr>
<td>16. A woman who &quot;teases&quot; men deserves anything that might happen.</td>
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<tr>
<td>17. When women are raped, it's often because the way they said &quot;no&quot; was ambiguous.</td>
<td>1</td>
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<tr>
<td>18. Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away.</td>
<td>1</td>
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<tr>
<td>19. A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex.</td>
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<tr>
<td>20. Rape happens when a man’s sex drive gets out of control.</td>
<td>1</td>
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Appendix D-4

Closed-ended, descriptive questions following an SES item

Although the following questions appear the same, READ CAREFULLY, as there are differences between each.

1. A man fondles, kisses, or rubs up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent \( \textit{but did not attempt sexual penetration} \) by \textit{telling lies, threatening to end their relationship, threatening to spread rumors about them, making promises about the future he knew were untrue, or continually verbally pressuring them after they said they didn’t want to}.  

To what extent do you consider this behavior \textbf{normal}?

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To what extent do you consider this behavior \textbf{rude}?

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To what extent do you consider this behavior \textbf{wrong}?

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To what extent do you consider this behavior \textbf{abuse}?

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To what extent do you consider this behavior \textbf{crime}?

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To what extent do you consider this behavior \textbf{sexual assault}?

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</table>
To what extent do you consider this behavior *rape*?

1 2 3 4 5 6 7
Not at all Completely

Which of the previous seven descriptors *best* describes the behavior (Please circle the single, best descriptor)?
2 A man fondles, kisses, or rubs up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent (but did not attempt sexual penetration) by showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to.

To what extent do you consider this behavior **normal**?

1  2  3  4  5  6  7  
Not at all  Completely

To what extent do you consider this behavior **rude**?

1  2  3  4  5  6  7  
Not at all  Completely

To what extent do you consider this behavior **wrong**?

1  2  3  4  5  6  7  
Not at all  Completely

To what extent do you consider this behavior **abuse**?

1  2  3  4  5  6  7  
Not at all  Completely

To what extent do you consider this behavior **crime**?

1  2  3  4  5  6  7  
Not at all  Completely

To what extent do you consider this behavior **sexual assault**?

1  2  3  4  5  6  7  
Not at all  Completely

To what extent do you consider this behavior **rape**?

1  2  3  4  5  6  7  
Not at all  Completely

Which of the previous seven descriptors **best** describes the behavior (Please circle the single, best descriptor)?
3 A man fondles, kisses, or rubs up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent (*but did not attempt sexual penetration*) by taking advantage when they were too drunk or out of it to stop what was happening.

To what extent do you consider this behavior **normal**?

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To what extent do you consider this behavior **rude**?

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To what extent do you consider this behavior **wrong**?

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To what extent do you consider this behavior **abuse**?

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To what extent do you consider this behavior **crime**?

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To what extent do you consider this behavior **sexual assault**?

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To what extent do you consider this behavior **rape**?

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Which of the previous seven descriptors *best* describes the behavior (Please circle the single, best descriptor)?
4 A man fondles, kisses, or rubs up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent *but did not attempt sexual penetration* by threatening to physically harm them or someone close to them.

To what extent do you consider this behavior **normal**?

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To what extent do you consider this behavior **rude**?

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To what extent do you consider this behavior **wrong**?

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To what extent do you consider this behavior **abuse**?

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To what extent do you consider this behavior **crime**?

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To what extent do you consider this behavior **sexual assault**?

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To what extent do you consider this behavior **rape**?

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</table>

Which of the previous seven descriptors *best* describes the behavior (Please **circle** the single, **best descriptor**)?
A man fondles, kisses, or rubs up against the private areas of someone’s body (lips, breast/chest, crotch or butt) or removes some of their clothes without their consent (but did not attempt sexual penetration) by using force, for example holding them down with his body weight, pinning their arms, or having a weapon.

To what extent do you consider this behavior normal?

1 2 3 4 5 6 7
Not at all

To what extent do you consider this behavior rude?

1 2 3 4 5 6 7
Not at all

To what extent do you consider this behavior wrong?

1 2 3 4 5 6 7
Not at all

To what extent do you consider this behavior abuse?

1 2 3 4 5 6 7
Not at all

To what extent do you consider this behavior crime?

1 2 3 4 5 6 7
Not at all

To what extent do you consider this behavior sexual assault?

1 2 3 4 5 6 7
Not at all

To what extent do you consider this behavior rape?

1 2 3 4 5 6 7
Not at all

Which of the previous seven descriptors best describes the behavior (Please circle the single, best descriptor)?
6. A man put his penis or his fingers or objects into a woman’s vagina without her consent by telling lies, threatening to end their relationship, threatening to spread rumors about them, making promises about the future I knew were untrue, or continually verbally pressuring them after they said they didn’t want to.

To what extent do you consider this behavior normal?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior rude?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior wrong?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior abuse?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior crime?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior sexual assault?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior rape?

1 2 3 4 5 6 7
Not at all Completely

Which of the previous seven descriptors best describes the behavior (Please circle the single, best descriptor)?
7. A man put his penis or his fingers or objects into a woman’s vagina without her consent by showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force after they said they didn’t want to

To what extent do you consider this behavior **normal**?

1  2  3  4  5  6  7
Not at all  Complete

To what extent do you consider this behavior **rude**?

1  2  3  4  5  6  7
Not at all  Complete

To what extent do you consider this behavior **wrong**?

1  2  3  4  5  6  7
Not at all  Complete

To what extent do you consider this behavior **abuse**?

1  2  3  4  5  6  7
Not at all  Complete

To what extent do you consider this behavior **crime**?

1  2  3  4  5  6  7
Not at all  Complete

To what extent do you consider this behavior **sexual assault**?

1  2  3  4  5  6  7
Not at all  Complete

To what extent do you consider this behavior **rape**?

1  2  3  4  5  6  7
Not at all  Complete

Which of the previous seven descriptors *best* describes the behavior (Please circle the single, best descriptor)?
8. A man put his penis or his fingers or objects into a woman’s vagina without her consent by taking advantage when they were too drunk or out of it to stop what was happening.

To what extent do you consider this behavior normal?

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To what extent do you consider this behavior rude?

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To what extent do you consider this behavior wrong?

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To what extent do you consider this behavior abuse?

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To what extent do you consider this behavior crime?

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To what extent do you consider this behavior sexual assault?

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To what extent do you consider this behavior rape?

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Which of the previous seven descriptors best describes the behavior (Please circle the single, best descriptor)?
9. A man put his penis or his fingers or objects into a woman’s vagina without her consent by threatening to physically harm her or someone close to her.

To what extent do you consider this behavior normal?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior rude?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior wrong?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior abuse?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior crime?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior sexual assault?

1 2 3 4 5 6 7
Not at all Completely

To what extent do you consider this behavior rape?

1 2 3 4 5 6 7
Not at all Completely

Which of the previous seven descriptors best describes the behavior (Please circle the single, best descriptor)?
10. A man put his penis or his fingers or objects into a woman’s vagina without her consent by using force, for example holding them down with my body weight, pinning their arms, or having a weapon.

To what extent do you consider this behavior **normal**?

1    2    3    4    5    6    7
Not at all

To what extent do you consider this behavior **rude**?

1    2    3    4    5    6    7
Not at all

To what extent do you consider this behavior **wrong**?

1    2    3    4    5    6    7
Not at all

To what extent do you consider this behavior **abuse**?

1    2    3    4    5    6    7
Not at all

To what extent do you consider this behavior **crime**?

1    2    3    4    5    6    7
Not at all

To what extent do you consider this behavior **sexual assault**?

1    2    3    4    5    6    7
Not at all

To what extent do you consider this behavior **rape**?

1    2    3    4    5    6    7
Not at all

Which of the previous seven descriptors **best** describes the behavior (Please **circle the single, best descriptor**)?