"THE UNIVERSITY OF WISCONSIN—LA CROSSE FRESHMEN
STUDENTS' SEX ROLE STEREOTYPE ATTITUDES AND
THEIR VULNERABILITY TO ACQUAINTANCE
RAPE IN THE 1986 SPRING SEMESTER."

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College Student Personnel

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ABSTRACT

A. L. Beckett: "The University of Wisconsin-La Crosse freshmen students' sex role stereotype attitudes and their vulnerability to acquaintance rape in the 1986 Spring Semester."

The purposes of this study were to determine if the 1986 Spring Semester, freshmen students at the University of Wisconsin-La Crosse were vulnerable to acquaintance rape based on sex role stereotype attitudes. Specific questions were: How many freshmen fit conservative sex role stereotypes for their gender? What were the demographic characteristics of the surveyed freshmen? How close to other surveyed freshmen were the attitudes of the surveyed UW-L freshmen? How much contact with abusive relationships had the surveyed freshmen students experienced?

The researcher designed, 5-point Likert scale was given to 156 freshmen students who were taking English, 110 College Writing I. Only courses with instructors who taught at least two or more sections at UW-L in the 1986 Spring Semester were utilized. Subjects completed the survey during either the first or last 10 minutes of each class.

Results indicated that, overall, freshmen students at UW-L
did not appear to have formulated rigid attitudes about sex role stereotypes and that both sexes were able to initiate social activities. The study also indicated that the freshmen students at UW-L may be vulnerable to acquaintance rape based on their conservative sex role stereotyped attitudes about sexual intercourse and dating activities.
CHAPTER I
INTRODUCTION

In the past 20 years the college campus, like the community at large, has begun to confront socially explosive issues. The campus has acquired some of the characteristics and social problems of the community. The social problems, issues, and concerns faced by the campus have had an impact on the individual student. One issue confronting many college students is rape.

There are several definitions of rape. One of these is "a crime usually a felony, in which the criminal (male) compels a victim (female) to submit to penile-vaginal sexual intercourse against her will, with or without the use of force, fear or fraud" (Gager, & Schurr, 1976, p. 92). The minimal legal definition of rape, which is used by courts and legal system is described by Koss (1985) as "sexual intercourse against their will through the use of or threat of force" (p. 56).

Besides the legal definition of rape, there are two general types of rape, stranger rape and acquaintance rape. Acquaintance rape is also known as social rape or date rape. In acquaintance rape, the victim knows who the rapist is prior
to the attack. This common knowledge between the victim and the rapist sets acquaintance rape apart from stranger rape. With stranger rape the victim has no prior connection to the rapist and is therefore often unable to identify the assailant.

Acquaintance rape attacks commonly occur in settings that are familiar to both parties. Jean Westler (1981), of the National Center for Prevention and Control of Rape, places acquaintance rape attacks into three categories:

1. On a date, acquaintance rape is more likely to occur on a second or third date since social defenses are higher on a first date.

2. After a chance meeting: Discos, single bars, or parties set the stage for social rape. Communication is frequently a problem.

3. In the neighborhood, the rapist may be an employee in a local store, a rebuffed neighbor, or a former boyfriend (p. 249).

What appears to the female victim, as a nice association with a male friend, often leaves the woman wondering what she said or did wrong that provoked the man to attack her (Behrens, 1981; McDonald, 1971). This confusion develops new feelings and attitudes in the victim that she has made a wrong decision to go out on a date. The woman often blames herself for the rape; she is left to feel the burden of guilt and that she was solely responsible for the rape. The victim of the rape believes that no one would believe that she could not have prevented the rape.
In 1983, Check and Malamuth conducted a study in Manitoba on "Sex Role Stereotyping and Reactions to Acquaintance Rape Versus Stranger Rape". In their research, they found that sex role stereotyping and society's attitudes on behavior and conduct during a date and in social settings does provide a rape-supportive environment. Check and Malamuth (1983) state:

According to this analysis, traditional sexual scripts (Gagnon & Simon, 1983) with which men and women are frequently raised dictate that women are not supposed to indicate directly their sexual interest or to engage freely in sexuality. Men, on the other hand, are taught to take the initiative and to persist in attempts at sexual intimacy even when a woman indicates verbally that she is unwilling to have sex (presumably because of the male belief that a woman's initial resistance is only token) (p. 344).

Check and Malamuth (1983) also state that "Bert, (1980) found that both men's and women's sex role stereotyping inclinations were predictive of rape-supportive attitudes and beliefs" (p. 347). This is to say that the more a man or woman adheres to the traditional sex role stereotype of their sex through supportive attitudes and beliefs, the more vulnerable they may be to a rape scenario (Check & Malamuth, 1983).

The traditional sex role stereotypes that produce the supportive attitudes and beliefs are based on a learning process that each of us is brought up with called "foreplay to rape" (Weis & Borges, 1973; Schiff, 1973). For the
woman the dichotomy between being attractive, seductive, yet unavailable during courtship is part of the learning process. With the traditional sex role, the woman takes the passive, accepting, and submissive position (Check & Malamuth, 1983). Women become the acceptable sex object for the man. This is regarded as fair play. Men are rarely informed about female courtship behavior. Society teaches the man to be strong, aggressive, dominant, and uncompromising in a patriarch society. The males are driven by their desire to maintain their dominance and masculinity. Jackson (1978) found that:

Aggression is part of man's activity. He is not only expected to take the lead but to establish dominance over the woman, to make her please him, and his "masculinity" is threatened if he fails to do so. Sexual conquest becomes an acceptable way for validating masculinity, of demonstrating dominance of and superiority over women (p. 37).

This is shown by the male's desire to complete the task of rape and to prove his superiority over the female. Men must take control, maintain the lead role, and prove their ability to perform sexually (Behrens, 1981; Jackson, 1978).

The aggression tactics of men are not part of the women's social training at any level of intimacy. Men are only doing what society has taught them (Medea & Thompson, 1974; Mithers, 1980; Gager & Schurr, 1976). The behavior of the man is condoned by a society that believes it is
acceptable and proper to train their men in aggressive tactics of "sexual exploitation, deception, and trickery" (Adams & Fay, 1984, p. 8). This style of thinking and behavior opens itself up to a rape identified culture (Adams & Fay, 1984).

This study attempted to find out how dating attitudes are affected by sex role stereotypes and if dating attitudes have any impact on acquaintance rape. Results may be beneficial in providing recommendations for implementation of new programs and safety features for the UW-L campus.

Statement of the Problem

The researcher surveyed 1986 Spring Semester, freshmen students, at the University of Wisconsin-La Crosse (UW-L), to measure the respondents sex role stereotypes and manifestations in dating attitudes and the impact of these sex role stereotype attitudes and behaviors conducive to acquaintance rape. The major question was: Does the student's sex role stereotype attitudes, in a dating situation, promote acquaintance rape behavior? Related questions to be answered were: Do the demographic characteristics of the respondents have an impact on sex role stereotypes in dating situations? Are there specific dating attitudes that may show a higher risk of acquaintance rape behavior? Does a more liberal or traditional sex role stereotype attitude create a more positive or negative environment for acquaintance rape?
Importance of the Study

Colleges and universities have tried to meet the students' needs regarding safety and security on the college campus. Recently an emphasis has been placed on additional alternative safety measures for women. A stronger warning and greater awareness of legal consequences for men has also been emphasized (Sweet, 1985; Ehrhart & Sandler, 1985).

Prior to this study, the researcher could find no recent major study to summarize the sex role stereotypes and manifestations on dating attitudes and its impact on attitude and behavior on acquaintance rape. The reason for this study was to find out how dating attitudes are affected by sex role stereotypes and if dating attitudes have any impact on acquaintance rape.

The purpose of this current study was to determine if the 1986 Spring Semester freshmen students at UW-L were vulnerable to acquaintance rape based on sex role stereotype attitudes. A survey of dating attitudes on sex role stereotypes was used. No study had been done specific to UW-L on assessing student attitudes in dating situations and its correlation to acquaintance rape.

The result of the study may prove useful in evaluating programs which are already operating. It will also be useful in providing recommendations for implementation of new programs and safety features on campus which will enhance or upgrade
those presently being used.

Related Literature

There are several definitions of rape. One of these is "a crime, usually a felony, in which the criminal (male) compels a victim (female) to submit to penile-vaginal sexual intercourse against her will with or without the use of force, fear or fraud" (Gager & Schurr, 1976, p. 92). The minimal legal definition of rape, which is used by the courts and legal system is described by Koss (1985) as "sexual intercourse against their will through the use of or threat of force (p. 56).

Besides the legal definitions of rape, there are two general types of rape, stranger rape and acquaintance rape. The latter is also known as social rape and date rape. With stranger rape the victim has no prior connection to the rapist and she is often unable to identify the assailant. Acquaintance rape allows the victim to know prior to the attack, who the rapist is. This common knowledge between the victim and the rapist sets acquaintance rape apart from stranger rape. Acquaintance rape is a crime that happens most frequently to young people. The majority of the victims are under the age of 24 (Seligmann et al, 1984).

The crime setting for acquaintance rape is much different than the setting of a stranger rape. Jean Westler (1981), of the National Center for Prevention and Control of Rape,
places acquaintance rape attacks into three categories:

1. On a date, acquaintance rape is more likely to occur on a second or third date since social defenses are higher on a first date.

2. After a chance meeting: Discos, single bars, or parties set the stage for social rape.

3. In the neighborhood, the rapist may be an employee in a local store, a rebuffed neighbor, or a former boyfriend (p. 249).

These settings are one dimension to the crime of acquaintance rape.

A second dimension to the crime of acquaintance rape is sex role stereotypes. Sex role stereotypes are found in every dimension of a person's life. They are a part of everyone's social upbringing.

These stereotypes control the sexual comfort level in one's sexual behavior, attitudes, and verbal and nonverbal communications. Sexual stereotypes are present in the dynamics of acquaintance rape. In 1983, Check and Malamuth conducted a study in Manitoba on "Sex Role Stereotyping and Reactions to Acquaintance Rape Versus Stranger Rape". In their research, they found that sex role stereotyping and society's attitudes on behavior and conduct during a date and in social settings does provide a rape supportive environment. Check and Malamuth (1983) state:

According to this analysis, traditional sexual scripts (Gagnon & Simon, 1983) with which men and women are frequently raised dictate that women are
not supposed to indicate directly their sexual interest or to engage freely in sexuality. Men, on the other hand, are taught to take the initiative and to persist in attempts at sexual intimacy even when a woman indicates verbally that she is unwilling to have sex (presumably because of the male belief that a woman's initial resistance is only token) (p. 344).

Check and Malamuth (1983) also state that "(Bert, 1980) found that both men's and women's sex role stereotyping inclinations were predictive of rape-supportive attitudes and beliefs" (p. 347). This is to say that the more a man or woman adheres to the traditional sex role stereotype of their sex through supportive attitudes and beliefs, the more vulnerable they may be to a rape scenario (Check & Malamuth, 1983). The traditional sex role stereotypes that produce the supportive attitudes and beliefs are based on a learning process that each of us is brought up with called "foreplay to rape" (Weis & Borges, 1973; Schiff, 1973).

For the woman, the dichotomy between being attractive, seductive, yet unavailable during courtship is part of the learning process. Within the traditional sex role, women take on the passive, accepting and submissive position (Check & Malamuth, 1983). Women become the acceptable sex object for the man. These women are looked upon as sexual play toys for men. Society teaches the man to be strong, aggressive, dominant and uncompromising in a patriarch
society. Men are socially taught to be everything that women can not be according to the social norms. Jackson (1978) found that:

Aggression is part of man's activity. He is not only expected to take the lead but to establish dominance over the woman, to make her please him, and his "masculinity" is threatened if he fails to do so. Sexual conquest becomes an acceptable way of validating masculinity, of demonstrating dominance of and superiority over women (p. 37).

This is shown by the man's desire to complete the task of rape and to prove their superiority over women. Men must take control, maintain the lead role, and prove their ability to perform sexually (Behrens, 1981; Jackson, 1978).

These aggression tactics of men are not part of the women's social training at any level of intimacy. Men are only acting within the norms of society (Medea & Thompson, 1984; Mithers, 1980; Gager & Schurr, 1976). The behavior of the man is condoned by a society that believes it is acceptable and proper to train men in aggression tactics of "sexual exploitation, deception and trickery" (Adams & Fay, 1984, p. 8).

Women's lack of social training has discouraged females from acquiring the necessary skills needed in order to be alert to the strong male sex drive and the male sex stereotype. In contrast to this attitude a study done on male aggression, by Kanin (1957) showed the following:
Older brothers may deliberately instruct and admonish their younger sisters about male sex exploration, or else older brothers may, without conscious intent on their part, give the female an added insight and knowledge into the male subculture and its expectation in dating behavior. The implication drawn here is that older brothers may be responsible for implanting more caution in their younger sisters. There is, however, the possibility that the presence of an older male sibling means greater understanding of male expectations and consequently an increased tolerance of male aggressiveness, rendering the girl less prone to report such episodes as offensive (p. 199).

These social attitudes related to rape are found in more than 4,000 years of history, dating back before biblical times (Brownmiller, 1975). Social attitudes and training are deeply rooted in historical beliefs handed down from generations.

Today's generation of college students have learned these social attitudes related to rape from past history. Student attitudes on rape have become more liberal and broader based. The focus of student's attitudes on rape has begun to change. Students appear to have diluted the definitions of rape, making the crime of rape more acceptable and less deviant (Adams & Fay, 1984; Sweet, 1985; Seligmann "et al", 1984). This is happening in student attitudes on acquaintance rape where the individuals know each other socially.

Several recent campus studies have been done on attitudes
related to acquaintance rape. The dynamics of such attitudes are complex. A prevalent attitude discovered was that the males did not identify themselves as rapists and females did not identify their rape experience as rape (Sweet, 1985). Similar studies found that males did not identify their sexual, aggression experiences against females to be labeled as rape (Seligmann et al, 1984). In a study done in California of male and female students, it was found that over half of the students felt that there were times when it was OK for a man to force a woman to have sexual intercourse (Adams & Fay, 1984; Schultz & DeSavage, 1985; Seligmann et al, 1984).

To date, no study has been done to reveal why students do not identify their actions and attitudes on acquaintance rape as a crime. There are, however, some attitudes that may be more positively identified to acquaintance rape. Some of these rape-supportive attitudes are also related to behaviors.

A few of these attitudes appear to be more essential to a rape-supportive environment. In this research, rape-supportive attitudes were studied for the potential of producing a rape-supportive environment at UW-L. One attitude that supports a rape-supportive environment is the degree an individual adheres to traditional sex role stereotypes. Check and Malamuth (1983) found:
According to this analysis, traditional sexual scripts (Gagnon & Simon, 1983) with which men and women are frequently raised dictate that women are not supposed to indicate directly their sexual interest or to encourage freely in sexuality. Men, on the other hand, are taught to take the initiative and to persist in attempts at sexual intimacy even when a woman indicates verbally that she is unwilling to have sex (presumably because of the male belief that a woman's initial resistance is only token) (p. 344).

Another attitude that supports a rape-supportive environment is that a woman's lack of social training has discouraged females from the necessary skills needed in order to be alert to the strong male sex drive and the male sex stereotype. In contrast to this attitude a study done on male aggression, by Kanin (1957) showed the following:

Older brothers may deliberately instruct and admonish their younger sisters about male sex exploration, or else older brothers may, without conscious intent on their part, give the female an added insight and knowledge into the male subculture and its expectation in dating behavior. The implication drawn here is that older brothers may be responsible for implanting more caution in their younger sisters. There is, however, the possibility that the presence of an older male sibling means greater understanding of male expectations and consequently an increased tolerance of male aggressiveness, rendering the girl less prone to report such episodes as offensive (p. 199).

A third attitude which supports a rape-supportive environment is the communication of consent from the female for sexual intercourse. In a study done by Schultz and DeSavage, it was found that men felt that if a woman gave consent to sexual intercourse and then later refused during the act,
then the man could not be held responsible for his actions. The woman had allowed the act to occur and she should have called it off when she thought it was going too far.

Schultz and DeSavage believe that the reasons for these attitudes were that most females were led to believe that it was the females duty to stop sexual foreplay at the danger point. If the male has sexual rights to her body despite her late objection after a certain stage of intimacy, the assumption is that beyond this stage males become a sexual automation incapable of reasoning and self control (Katz, 1979, p. 144).

These three attitudes are prevalent in a rape-supportive environment, but does not necessarily mean acquaintance rape will occur. It does, however indicate that if these attitudes are present to some degree, acquaintance rape is likely to be present.

Assumption and Hypotheses

The following assumptions were made:

1. The students who were surveyed answered the questionnaire items honestly.

2. The survey questionnaire effectively measured students' attitudes on dating as related to acquaintance rape.

Questions to be answered by the study were:

1. How many freshmen fit the conservative sex role stereotypes for males and females at UW-L in the 1986 Spring Semester?
2. What were the demographic characteristics of the freshmen?

3. How close to other surveyed freshmen do the attitudes of UW-L freshmen fit?

4. How much contact with abusive relationships have the freshmen at UW-L experienced?

**Definition of Terms**

For the purpose of this study, specific terms were defined as follows:

1. **Acquaintance rape** is the subset of rape occurrence in which the participants know each other.

2. **Attitudes** represent what the participant usually does or intends to do in a particular setting. An attitude represents an acquired behavioral disposition. They are assumed to (a) represent the residues of previous learning experiences, (b) be located within the individual, (c) predict behavior relevant to the attitude.

3. **Conservative sex role stereotypes** is defined as adhering to social norms that place women in passive, submissive, dynamic roles. For purposes of this study, freshmen students at UW-L in the 1986 Spring Semester, who answered statements 8, 12, 15, 20, and 31 with an agree response, were considered conservative in their view of sex role stereotypes.
4. **Norms** is defined as social consciousness about those behaviors that are socially desirable in a particular subculture (e.g. family, peers). A norm represents a person's perception of what they should do in a particular setting.

5. **Rape identified culture** is an environment which encourages sexual aggression by men and endorses passivity among women.

6. **Sex role stereotype** is defined for either gender to play, act or perform within a socially standardized conception or image invested with special meaning and held in common by members of society.
CHAPTER II

METHOD

Sample and Setting

The University of Wisconsin-La Crosse (UW-L) is an accredited four year institution, providing baccalaureate degrees and limited graduate degree programs. It is located in La Crosse, Wisconsin (population 48,500). UW-L is a part of the University of Wisconsin System which has reciprocity with Minnesota. This results in a majority of the UW-L students being residents from both Wisconsin and Minnesota.

A cluster sample was used for purposes of this study. The sample consisted of 300 student respondents from the 1986 Spring Semester, 110 College Writing I course. Of the respondents, 156 students were selected for inclusion in the study because of their freshmen standing. The remaining 144 students were upper classmen and were excluded because of their class standing. The sections surveyed were those which had more than two sections taught by the same instructor. The surveys were given in a 2 week period during February, 1986. Forty-one percent of the sample were between the ages of 17 and 18. Forty-eight percent were between the ages of 19 and 20, and 10% were 21 years or older. Of the 156
freshmen students, 37% were males and 63% were females. Of the total sample, 67% lived on campus, 31% lived off campus, and 11% lived with their family. Considering males only in the sample, 56% lived on campus, 26% lived off campus, and 18% lived at home with their family. Of the females in the sample, 74% lived on campus, 17% lived off campus, and 9% lived with their family.

Research Design

Variables

The independent variables in the study included the students' age, the number of siblings, marital status, and sex. The intervening variables included dating history, level of knowledge about rape, and significance of sex (such as a means in itself or as a means to other goals such as security and popularity). The dependent variables included:

1. Perceptions of norms for social-sexual behavior.
2. Personal attitudes about social-sexual behavior.
3. The importance of verbal and nonverbal communications that may indicate sexual interest.

These dependent variables were measured by student responses to a researcher designed survey.

Design

The study was a one-shot, descriptive analysis of the
identity of freshmen, their attitudes about dating and identification of other factors that have an impact on the respondents in decision and attitudes related to dating and rape. Campbell and Stanley (1969) state that one-shot case study designs have such absence of control that they are of almost no scientific value. The inference from the results are based upon general expectations of what the data would have been if the event (students' dating situations) had not occurred (Campbell & Stanley, 1969). Gay (1981) identifies three problems associated with descriptive studies; developing the instrument to be used, lack of response, and lack of reliable results because no conclusion can be made about nonrespondents. Contrary to what Gay (1981) identifies as a problem of descriptive studies in regard to lack of responses, there was a 100% response from the sample group. With the assistance of Dr. Jennifer Wilson, the researcher developed a survey using a Likert scale. This type of survey design takes little time to distribute because it can be given out to a large group at one time. It also does not take much time for the respondents to answer the questionnaire. Therefore, while the design does have weaknesses that must be considered when interpreting data, it is sometimes one of the few designs available to collect data.
Threats to Internal Validity

The following threats to internal validity for this one-shot study were considered: History, maturation, selection, and mortality.

Gay (1981) defines history as any event which is not part of the experimental treatment but which may affect performance on the dependent variables. The more time it takes to conduct the study, the more likely history may be a problem. No more than one month elapsed from the first possible time the subjects could have been studied and the last possible time the subjects may have been surveyed. All events taken into consideration for this study occurred within the 1986 Spring Semester, thus historical threat to internal validity was minimal.

The effects of the subject maturation was unlikely to have threatened validity for the study. The subjects varied with respect to age (17 to 25 or older). Despite this variation in age, it is unlikely that any respondent's maturity, in the one month time span of the study, would have affected the results of the study.

The researcher was unable to avoid selection bias as identified by Gay (1981). The 1986 Spring Semester, 110 College Writing I course was used by the researcher because of the large percentage of available freshmen students taking this course. Course instructors
who were asked by the researcher to participate, also volunteered their students for the study. Therefore, while internal validity does have some weaknesses that must be considered when interpreting data, it is sometimes one of the few designs available to collect data.

The mortality of the subjects was not a concern of this study since it was a one-shot data collection design. Thus, none of the freshmen respondents could drop out of later testing or data collection. According to Campbell and Stanley (1963) other issues related to internal validity with a one-shot case study design were insignificant. Factors, such as testing, instrumentation, regression, and interaction of selection did not affect or weaken the design (Campbell & Stanley, 1963).

Threats to External Validity

Campbell and Stanley (1963) identify the interaction between treatment and selection as a threat to external validity in a one-shot case study design. The selection of subjects may be a threat to external validity because of volunteer biases and the use of available groups. Although selection may be a threat to external validity and must be considered when interpreting data, it is sometimes one of the few designs available to collect data. The study does not account for the freshmen subjects who chose not to
respond to the survey, therefore inferences about this group must be made cautiously.

Instrumentation

A survey questionnaire (shown in Appendix A) was designed by the researcher in collaboration with Dr. Jennifer Wilson, of the Counseling and Testing Center at UW-L, to obtain expert opinion regarding the content of the survey. Content for the survey questions were formulated from published research utilizing researcher designed questions relevant to attitudes about acquaintance rape.

Procedure

A cluster sample was used for purposes of this survey. To obtain the sections, instructors, course times and section meeting days needed for the study, the University of Wisconsin-La Crosse Spring 1986 Classes bulletin was used. The researcher compiled a list of English, 110 College Writing I instructors who taught at least two or more sections at UW-L in the 1986 Spring Semester. The researcher selected the 110 College Writing I course because of the large percentage of freshmen students who take this course. A list of 5 potential instructors was compiled and each of the 5 instructors was then contacted by phone for permission to distribute the survey to the students in the 16 sections.
they taught. A final list of 5 instructors and 16 sections was compiled.

The researcher attended each of the 16 selected sections to distribute the instrument for the study. Gay (1981) states that personally administered questionnaires have some definite advantages compared to other sources of collecting data for research purposes. The questionnaire is more effective because it requires less time to administer, it is less expensive, and it permits the researcher to collect data from a larger sample. The personally administered questionnaire allows for an opportunity to establish rapport with respondents, explaining the purpose of the study and clarifying individual items.

Due to the time constraints of both the instructors and the researcher, the survey was given on consecutive days, February 19 through February 25, 1986. The researcher made time arrangements to administer the questionnaire with each instructor prior to the survey day. The total survey time took less time than the researcher anticipated. Subjects were given the survey by the researcher during the first or last 10 minutes of the class period, based on instructor discretion. Respondents had the survey process explained to them before the surveys were passed out. The following oral instructions were given to each class prior to handing the
surveys out:

This survey is for research on my seminar paper for the CSP program. Filling it out is totally optional on your part. Please be honest in your feelings about each statement while completing the survey. If you feel uncomfortable answering any statement or wish to not answer any statements, that is OK. All information on the survey will be confidential. Either pen or pencil may be used. Thank you.

The class was informed that the information would be kept confidential. Although each individual had the option of not responding to the survey, the return rate was 100%.

Data Analysis

Responses to each questionnaire item were tabulated. Male and female responses to statements 8, 12, 15, 20, and 31 which relate to conservative attitudes regarding sex role stereotypes were tabulated by male responses, female responses, and as a total group. The same procedure was used throughout the entire study. Percentages for the entire group and for women and men were recorded. Assuming the survey is valid, the conclusions drawn from the survey are valid only in the time frame of February 19 through February 25, 1986. Assumptions about freshmen student attitudes in dating situations on acquaintance rape for any other time period compared to the 1986 Spring Semester should be made cautiously.

Delimitations

1. The subjects consisted only of those students in
English, 110 College Writing I sections, whose instructors agreed to the survey and taught more than one section.

2. The subgroup selected for the study were those students of freshmen standing in the 110 College Writing I course, from the sections which were selected by the researcher.

3. The sections either met on Tuesday and Thursday for a total of three hours per week or Monday, Wednesday and Friday for three hours a week.
CHAPTER III
RESULTS AND DISCUSSION

This chapter contains results of the survey data, discussion of those results, and recommendations of those results.

Results
Demographic Characteristics

The demographic information obtained in the survey showed age, sex, living environment, marital status, and dating status of the respondents. The percentage of respondents by each demographic characteristic are shown in tables 1-4.

Table 1 indicates the ages and sex of the freshmen respondents in this survey. Forty-eight percent of the 156 students in the sample group were between 19 and 20 years old. Sixty-three percent of the respondents were female and 37% of the respondents were male.
Table 1
SEX AND AGE OF RESPONDENTS

<table>
<thead>
<tr>
<th>AGE</th>
<th>SEX</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALES</td>
<td>FEMALES</td>
<td>TOTAL</td>
</tr>
<tr>
<td>17-18</td>
<td>32%</td>
<td>46%</td>
<td>41%</td>
</tr>
<tr>
<td>19-20</td>
<td>49%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>21-22</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>23 or older</td>
<td>14%</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

The results in Table 2 indicate the marital status of the respondents in the sample group. Eighty-four percent of the respondents indicated that they were single. Of those respondents indicating that they were single, 82% were male and 85% were female. Sixteen percent of the sample group did not indicate a marital status. There were no respondents indicating that they were married or divorced.
Table 2

MARITAL STATUS BY SEX OF RESPONDENT

<table>
<thead>
<tr>
<th>MARITAL STATUS*</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALES</td>
</tr>
<tr>
<td>Single</td>
<td>82%</td>
</tr>
<tr>
<td>No Response</td>
<td>18%</td>
</tr>
</tbody>
</table>

*No respondents indicated that they were married or divorced.

The data on where the respondents lived when the survey was given out is shown in Table 3. Sixty-eight percent of the respondents lived on campus and 32% lived off campus with either other students or with their family.

Table 3

RESPONDENTS HOUSING ARRANGEMENTS BY SEX

<table>
<thead>
<tr>
<th>HOUSING</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALES</td>
</tr>
<tr>
<td>Living On Campus</td>
<td>56%</td>
</tr>
<tr>
<td>Living Off Campus</td>
<td>26%</td>
</tr>
<tr>
<td>Living With Family</td>
<td>18%</td>
</tr>
</tbody>
</table>

Table 4 indicates the dating status of the respondents
in regard to where they live. Eighty-four percent of the respondents living on campus were currently dating at the time the survey was given out. Sixteen percent of the students living on campus indicated that they were not dating. Sixty-six percent of the sample group who lived off campus were dating. Of the respondents living on campus and dating 84% were female and 84% were male. Eighty-two percent of the females and 47% of the males living off campus were presently dating.

Table 4

DATING STATUS IN REGARD TO HOUSING ARRANGEMENTS BY SEX

<table>
<thead>
<tr>
<th>DATING STATUS</th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living On Campus And Dating</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Living on Campus And Not Dating</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Living Off Campus And Dating</td>
<td>47%</td>
<td>82%</td>
<td>66%</td>
</tr>
<tr>
<td>Living Off Campus And Not Dating</td>
<td>53%</td>
<td>18%</td>
<td>34%</td>
</tr>
<tr>
<td>Living With Family And Dating</td>
<td>70%</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>Living With Family And Not Dating</td>
<td>30%</td>
<td>25%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Sex Role Stereotypes

Five survey statements dealt with the respondent's view on sex role stereotypes. Freshmen student respondents were asked to rate their responses on a 5-point Likert scale. On this 5-point scale 1 equalled strongly agree (A), 2 equalled agreed (A), 3 equalled undecided (U), 4 equalled disagree (D), and 5 equalled strongly disagree (SD).

The respondents who responded to survey statements 8, 12, 15, 20, and 31 with an agree or strongly agree were considered to have conservative attitudes in their view of sex role stereotypes. The five statements which were rated by the respondents indicated views regarding 1) women taking a passive role in a relationship, 2) men always asking the women out for a date, 3) women never asking a man out for a date, 4) society's expected norms of male initiative in social activities, and 5) society's expected norms of male initiative in sexual activity. The percentage of respondents responding to each survey statement regarding sex role stereotypes is shown in Table 5.
Table 5
PERCENTAGE OF RESPONDENTS RATING SURVEY ITEMS ON SEX ROLE STEREOTYPING (S.R.S.) BY RESPONSE CATEGORY

<table>
<thead>
<tr>
<th>VIEW OF S.R.S. REGARDING:</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women taking a passive role in relationships</td>
<td>0%</td>
<td>8%</td>
<td>19%</td>
<td>46%</td>
<td>27%</td>
</tr>
<tr>
<td>Statement 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men always asking women for a date</td>
<td>4%</td>
<td>9%</td>
<td>22%</td>
<td>60%</td>
<td>6%</td>
</tr>
<tr>
<td>Statement 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women never asking men for a date</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>52%</td>
<td>45%</td>
</tr>
<tr>
<td>Statement 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society's norms with male initiative in social activities</td>
<td>8%</td>
<td>49%</td>
<td>12%</td>
<td>28%</td>
<td>3%</td>
</tr>
<tr>
<td>Statement 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society's norms with male sexual activities</td>
<td>1%</td>
<td>46%</td>
<td>24%</td>
<td>22%</td>
<td>7%</td>
</tr>
</tbody>
</table>

When respondents were asked to rate statement 8 "Women are to take the passive role in a relationship", 80% of the
females and 66% of the males disagreed or strongly disagreed that women should take the passive role in a relationship.

In statement 15 "A man should always ask the woman for a date", 11% more women than men disagreed with the statement. More than twice as many females than males disagreed or strongly disagreed with statement 20 "A woman should never ask a man out for a date". Of the male respondents, 68% strongly agreed or agreed with statement 12 that "According to society's norm, men are expected to take the initiative in social activities". Only 51% of the females agreed or strongly agreed with the statement. The remaining 49% of the female respondents were undecided, disagreed or strongly disagreed. As a combined group, the majority of respondents agreed with the statement. The response to statement 31 regarding society's norms and male initiative in sexual activity was rated very similar to statement 12. Forty-six percent of the females strongly agreed or agreed and 33% of the females disagreed or strongly disagreed. Over 50% of the male respondents agreed with statement 31 while 21% of the male respondents disagreed or strongly disagreed. For purposes of this study, the freshmen sample who rated these five statements with an agree or strongly agree response were considered to have conservative sex role stereotype attitudes.
Sexual Values

Four survey statements dealt with sexual values as they relate to sexual intercourse while dating. The freshmen respondents were asked to rate their responses to the statements on a 5-point Likert scale, "1" being strongly agree and "5" being strongly disagree. The sexual value statement was written in four different ways. A majority of the responses to these 4 statements indicated conservative values. The breakdown of statements by response percentages is shown in Table 6.

Table 6

PERCENTAGE OF RESPONDENTS RATING SURVEY ITEMS ON SEXUAL VALUES BY RESPONSE CATEGORY

<table>
<thead>
<tr>
<th>SEXUAL VALUES REGARDING:</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 17</td>
<td>0%</td>
<td>1%</td>
<td>6%</td>
<td>23%</td>
<td>69%</td>
</tr>
<tr>
<td>Women should give sex as repayment for an evening date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement 21</td>
<td>32%</td>
<td>58%</td>
<td>6%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Under some circumstances a woman should refuse a man's advances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6 (Cont.)
PERCENTAGE OF RESPONDENTS RATING SURVEY ITEMS
ON SEXUAL VALUES BY RESPONSE CATEGORY

<table>
<thead>
<tr>
<th>SEXUAL VALUES REGARDING:</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 24</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>9%</td>
<td>88%</td>
</tr>
</tbody>
</table>
Forcing a woman to have sexual intercourse on a date is acceptable

| Statement 26            | 81%            | 13%   | 1%        | 1%       | 3%                |
Under no circumstances is it acceptable for a man to force a woman to have intercourse

On statement 17, women were more strongly opposed to sexual intercourse as part of an evening's date nearly 3 times as often as males. Thirty-one percent of the males strongly disagreed with the statement, whereas 90% of the women strongly disagreed. On a whole, 92% of the respondents felt that women should not give men sexual repayment for their evenings' date.

Only 2% more women than men agreed or strongly agreed
with statement 21 that there were some circumstances in which it was acceptable for a woman to refuse a man's sexual advances. Four percent of the respondents disagreed with this statement.

The survey also showed that 98% of the females and 93% of the males disagreed with statement 24 "Forcing a woman to have sexual intercourse on a date is acceptable". More than 75% of the total sample group strongly disagreed.

When respondents rated statement 26 "Under no circumstances is it acceptable for a man to force a woman to have sexual intercourse", both sexes were firm in their confirmation of the statement. The women's percentage was greater than the men's percentage believing that forcing a woman to have intercourse was unacceptable. Eighty-one percent of all respondents strongly agreed with the statement.

**Use of Physical Abuse**

Four questions in the survey dealing with sexual abuse were closed-ended questions. The respondents were asked to answer questions 34, 35, 36, and 37 with a yes or no answer. Two questions were directed at the use of physical abuse while in a dating situation. The other two questions addressed the use of physical abuse outside a dating situation. The questions were divided between having been abused and having abused someone else. A breakdown of responses by percentage is shown in Table 7.
### Table 7
PERCENTAGE OF RESPONDENTS ACKNOWLEDGING ABUSE BY RESPONSE CATEGORY

<table>
<thead>
<tr>
<th>ABUSE QUESTION</th>
<th>PERCENTAGE OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALES</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Question 34 Have you ever been physically abused while in a dating situation?</td>
<td>7%</td>
</tr>
<tr>
<td>Question 35 Have you ever been physically abused outside a dating situation?</td>
<td>16%</td>
</tr>
<tr>
<td>Question 36 Have you ever abused anyone in a dating situation?</td>
<td>32%</td>
</tr>
<tr>
<td>Question 37 Have you ever abused anyone outside a dating situation?</td>
<td>30%</td>
</tr>
</tbody>
</table>

The survey indicated that 11% of the females and 7% of the males have been abused physically while in a dating situation. It also indicated that 16% of the males and 11% of the females have been abused outside a dating situation.
Almost twice as many males, 30% compared to 16% of the females have abused someone outside a dating situation. In a dating situation, 3 times as many respondents have abused someone as opposed to having been abused in a dating situation. Almost twice as many of the sample, 21% have abused someone outside a dating situation compared to 12% having been abused outside a dating situation. The researcher did not ask respondents to specify the type or degree of abuse used when the abuse occurred.

Discussion

The purpose of this study was to determine if freshmen students attending the University of Wisconsin-La Crosse: 1) fit conservative sex role stereotypes for their gender; 2) what the demographic characteristics of the freshmen surveyed were; 3) how many freshmen students surveyed at UW-L's English 110 College Writing I course have experienced or had some contact with an abusive relationship; and 4) how many freshmen students at UW-L prescribe to sexual aggression and the use of force while dating.

Demographic Characteristics

The demographic characteristics of the freshmen students, by national statistics, are representative of the most vulnerable group associated with acquaintance rape. The most common age range for acquaintance rape to take place is
between 13 and 35 years old (Westler, 1981). Acquaintance rape can occur in almost any environment. It can happen on the woman's home turf, in the back of a car, or at a party (Westler, 1981; Amir, 1971). Students in college environments, like those at UW-L are likely to be found in any one of these environments. Acquaintance rape can happen to someone married as well as someone single or divorced. The rapist may be someone the victim dates, someone the victim works with, or even a boss or supervisor (Westler, 1981; Medea & Thompson, 1974). Therefore, the students in this study, regarding demographic characteristics, support past research on demographic characteristics and acquaintance rape.

Sex Role Stereotypes

The survey findings indicate overall that freshmen students who participated in the survey did not appear to have formulated rigid attitudes about sex role stereotypes. Response to the five statements were congruent with similar studies done on male aggression and sex role stereotypes (Jackson, 1978; Check & Malamuth, 1983). Almost 75% of the respondents indicated that they disagreed or strongly disagreed in the view that women should take a passive role in a relationship. In similar statements "Men should always ask a woman for a date" and "Women should never ask
men out for a date" a majority of the respondents disagreed or strongly disagreed with the statement. The survey group appears to believe that both genders can be the initiator in requesting a date or engaging in social activities for their date. Gager & Schurr (1976) believed that society encourages a more passive role by women and that this passivity is what has allowed women to be victimized by men and by society. The sample group's response to these statements fall contrary to Gager & Schurr's (1976) statement regarding male aggression and female passivity and victimization. The survey statements seem to indicate that the survey group feels that both males and females share more equality of power in their dating relationships.

According to society's norm men are expected to take the initiative in social activities. Results from this study indicated that more than 2/3 of the females and half of the males affirmed this statement. Past researchers (Jackson, 1978; Medea & Thompson, 1974; Gager & Schurr, 1976; Seligmann et al, 1984) indicate that according to society's norms men are expected to be aggressive and show leadership and drive. This is supported by society stereotyping how sex is expected to act in specific situations. These specific situations include dating relationships, sexual intercourse and social relationships. Jackson (1978) reported that male sexual and social initiative is predictive of
social norms placed on the man by society. Check and Malamuth (1983) noted that traditional sexual social script in which both genders are raised frequently dictate who will take the initiative.

When the statement "According to society's norm, men are expected to take the initiative in sexual activities" was given, the response was somewhat different than the response on male's initiative with social activities. The responses indicate that the freshmen students surveyed are less decisive in their sex role stereotype attitudes. This group of freshmen do not show adherence or conformity to society's norm based on sexual activity. In traditional, conservative sex role stereotypes Check and Malamuth (1983) describe that men are expected to be the aggressor and women are expected to be passive and accepting. This view indicates a more male-dominated initiative. If Jackson (1978) and Check and Malamuth (1983) are correct in their observations and research, it would indicate that freshmen students in the survey at UW-L are a mixture and that some have accepted conservative sex role stereotype attitudes as to how gender relationships in social and sexual activities are to be followed while others have rejected these attitudes. It could also be said, with caution, that the survey group is more open and liberal in its attitudes related to social activities and adherence to sex role stereotypes placed on
them by society. It could be said that the survey group is more conservative in its attitudes related to society's norms on male aggression and initiative in sexual activity.

In this study both genders believe that men should take the initiative in sexual activities according to the socially prescribed norms of our society. Therefore, the results of this study regarding sex role stereotypes and social sexual expectations are both supportive and rejecting of past research.

Sexual Values

Students were asked to rate four specific statements concerning their sexual values while dating. The results indicated that both males and females showed strongly conservative values. At no time did either sex believe it was acceptable to force a person to have sexual intercourse against their will or as repayment for the evening's date. Women were more strongly opposed to forced sexual intercourse than men were, but only by a very small margin.

In a study of high school students, Adams and Fay (1984) found that both genders viewed sexual aggression and initiation of social sexual activity by force to be unacceptable. In their study 82% of the students surveyed felt that there were never any circumstances in which using force to have sexual intercourse was acceptable. At UW-L, more than 90%
of the respondents surveyed believed that "Under no circumstances is it acceptable for a man to force a woman to have sexual intercourse". Therefore, the result of this study regarding sexual values are supportive of past research on sexual aggression values.

Physical Abuse

The sample group for the study was asked about abusive relationships. Question 34 gave examples of physical abuse as being hit, kicked or beaten and question 36 listed examples of abuse being verbal, emotional, or physical. These were the only times abuse or physical abuse were defined. Respondents reported abusing other people as much as three times more often than they were abused. In dating situations, 1/3 of the men surveyed reported having been abused and 1/4 of the women surveyed reported having abused someone. Only 1/10 of the females indicated that they had been abused while in a dating situation.

In research of undergraduate abuse while dating, Makepeace (1979) found that 1/5 of the students had been abused. Koss (1982, 1985) reported in her research of undergraduates, that as few as 1 in 8 women had labeled their experiences with male sexual aggression and abuse as rape. The research for this study did not ask students to define their abusive situations in relationship to rape. Therefore, there is no
way of knowing if the experiences of abuse were acquaintance rape. The results of this study do indicate that a great deal of physical force and abuse was used while dating and that there was also a lot of receiving of physical force and abuse while dating. This confirms and supports other research findings found on abuse.

The results of this survey indicated a contradiction in the attitudes, values and actions related to acquaintance rape and freshmen attitudes while dating. The confusion in attitudes and beliefs and the degree of abuse while dating indicate a potential for acquaintance rape to exist on the UW-L campus among freshmen. The research does not indicate to what degree, if at all, acquaintance rape actually takes place at the University of Wisconsin-La Crosse.

The need for more specific research related to sex role stereotypes and abuse while dating is apparent. Studies need to be more specific in order to determine to what degree and how often acquaintance rape is occurring. Studies should incorporate more explicit language and a more narrowly defined area of study. The end result could yield a greater understanding of student attitudes on the subject of acquaintance rape.

Limitations

1. Only freshmen students in the 1986 Spring Semester,
English, 110 College Writing I course, whose instructors were asked and consented to allow their students to participate in the survey, were included in the research. It is possible that these student's opinions may differ from those students whose sections were not chosen for the study or from other freshmen not in English, 110 College Writing I this semester.

2. Students were surveyed at various times of the day and on different days of the week. Therefore, respondents could have heard about the study from others who had already taken the survey.

3. The respondents were not a random sample from the 1986 Spring Semester. It is possible that these subject's answers may differ from others who have also had social or dating relationships.

Recommendations

Based on the results of this study and the research literature, the following recommendations were made:

1. It is recommended that the study be replicated with more specific questions addressing attitudes that relate to acquaintance rape.

2. The University of Wisconsin-La Crosse (UW-L) should evaluate the UW-L student population's awareness of and knowledge of acquaintance rape.

3. UW-L should evaluate the UW-L faculty, administration
and staff awareness of and knowledge of acquaintance rape.

4. UW-L should implement a plan of education for UW-L students, faculty, administrators, and staff to increase awareness of and knowledge of acquaintance rape and all available campus and community resources.

5. UW-L should design and implement a plan for future evaluation of acquaintance rape at UW-L based on this study and other research related to acquaintance rape on the college campus.

6. UW-L should evaluate present UW-L programs for their effectiveness in addressing acquaintance rape. Future evaluation of existing programs and implementation of new prevention awareness programs should occur.

7. It is recommended that a future study include demographic data on the respondent's high school population and/or community population for purposes of measuring sex role stereotype attitudes.
CHAPTER IV

SUMMARY

The purpose of this study was to determine if freshmen students enrolled at the University of Wisconsin-La Crosse (UW-L) have conservative sex role stereotype attitudes that would cause them to be more vulnerable to acquaintance rape.

Subjects consisted of 156 freshmen students who attended 1 of the 16 sections taught by 1 of 5 instructors in English, 110 College Writing I course in the 1986 Spring Semester at UW-L. The instructors were asked by the researcher to volunteer their classes to participate in the study.

A researcher designed, one-shot descriptive analysis was used to identify freshmen, their attitudes about dating, and identification of other factors that have an impact on the respondent's attitudes which relate to dating and acquaintance rape. The survey was given by the researcher, to the participants, during the first or last 10 minutes of each class period, based on the discretion of the instructor.

Results indicated that, overall, freshmen students at UW-L do not appear to have rigid, formulated attitudes about sex role stereotypes. The study did indicate that freshmen have a more conservative view of their sexual
relationships than of their social relationships.

According to this research, freshmen respondents appear to be more open and liberal about relationships that involve social contact or activities. The sample group used for this research indicated they held conservative attitudes toward society's norms and student values involving sexual intercourse or activities. Students felt less willing to view sexual relationships as a partnership. There was the indication that men were viewed as the aggressor and females as being passive. This traditional sex role stereotype relationship of males being superior and females being passive indicated potential for acquaintance rape on the UW-L campus. There does seem to be some indecisiveness and confusion by the freshmen about what society's norms are and what is acceptable in a dating relationship.

It was suggested that the study be redone to focus more closely on student attitudes in dating and on their attitudes toward society's norms. It was also recommended that future research have a more broad-based freshmen research sample to study rather than just using the English department students.
REFERENCES


Mithers, C. L. (1980, Nov.). Date Rape-When Nice Guys Won't Take No for an Answer. *Mademoiselle, 86*, 210-211.


Check the answers which best describe you.

1. Age: 17-18__, 19-20__, 21-22__, 23-24__, 25 or older__
2. Sex: Female__, Male__. Marital Status: Single__, Married__, Divorced__
3. Year in college: Freshman__, Sophomore__, Junior__, Senior__, Graduate__
4. Housing: Live on campus__, Live off campus without parents or family__, Live with parents or family__
5. Do you have any siblings in your family? Yes__, No__ (Please indicate the number.) Younger sisters__, Older sisters__, Younger brothers__, Older brothers__
6. Are you a member of any fraternity or sorority on the UW-L campus? Yes__, No__
7. Are you involved with any fraternity or sorority on the UW-L campus? Yes__, No__
8. Do you currently date? Yes__, No__
9. If you answered yes to question 8, about how many times per week do you date? 1-3__, 4-6__, 7-9__, More than 9__

Rate the statements by using the following scale:
SA=Strongly Agree  A=Agree  U=Undecided  D=Disagree  SD=Strongly Disagree
Circle the rating that best describes how you feel about the statement.

1. Playing board games or cards with friends is a good way to get to know people. SA A U D SD
2. You do not need to drink in order to have a good time while with friends. SA A U D SD
3. It is more important to go out with a group of friends than with just one person. SA A U D SD
4. The more money I have, the more confident I am. SA A U D SD
5. Having a date is important if you are going to be popular. SA A U D SD
6. A good night kiss is expected of the woman on the first date. SA A U D SD
7. Having a date on a week-end night (Friday, Saturday, or Sunday) is important. SA A U D SD
8. Women are to take the passive role in a relationship. SA A U D SD
9. Not spending money on a date is acceptable. SA A U D SD
10. A woman should be the first to ask a man out for a date. SA A U D SD
11. A woman should only go out on a date with the same man three times. SA A U D SD
12. According to society's norm, men are expected to take the initiative in social activities. SA A U D SD
13. Sharing in the dating expenses on a date is important. SA A U D SD
Rate the statements by using the following scales:

SA = Strongly Agree  A = Agree  U = Undecided  D = Disagree  SD = Strongly Disagree

Circle the rating that best describes how you feel about the statement.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>A person's appearance on a date is important.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>15</td>
<td>A man should always ask the woman for a date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>16</td>
<td>I always like to pay my own way so that I will not owe anything to other people.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>17</td>
<td>Women should give men sex as repayment for a good night's date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>18</td>
<td>Having sexual intercourse on a date is not important.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>19</td>
<td>Going along with the crowd is more important than doing what you believe is right.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>20</td>
<td>A woman should never ask a man out for a date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>21</td>
<td>Under some circumstances a woman should refuse a man's advances.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>22</td>
<td>I buy gifts for my friends even though there is no special occasion.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>23</td>
<td>Males should have control over females on dates.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>24</td>
<td>Forcing a woman to have sexual intercourse on a date is acceptable.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>25</td>
<td>A movie and dinner at a nice restaurant constitutes a date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>26</td>
<td>Under no circumstances is it acceptable for a man to force a woman to have sexual intercourse.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>27</td>
<td>A man has to prove his masculinity on a date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>28</td>
<td>I would rather spend money on someone else than on myself.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>29</td>
<td>A man should never apologize for his behavior on a date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>30</td>
<td>Sexual intercourse is important on a date.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>31</td>
<td>According to society's norm, men are expected to take the initiative in sexual activities.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>32</td>
<td>It is important to know what your date expects from you.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>33</td>
<td>There is a biological point in the male sex cycle, beyond which he can not control his sexual behavior.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>34</td>
<td>Have you ever been physically abused in a dating situation, such as; hit, kicked or beaten? Yes____, No____.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>35</td>
<td>Have you ever been physically abused outside a dating situation? Yes____, No____.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>36</td>
<td>Have you ever abused anyone, such as; verbal, physical, or emotional, in a dating situation? Yes____, No____.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>37</td>
<td>Have you ever abused anyone outside a dating situation? Yes____, No____.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>38</td>
<td>In your own words, define rape.</td>
<td>SA A U D SD</td>
</tr>
</tbody>
</table>