

**Mitigating the Effects of Exposure to
Violence Against Women: An Educational Perspective**

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Lakehead University

(A Master's Thesis in Partial Fulfillment

of the requirements for the

Master of Arts Degree)

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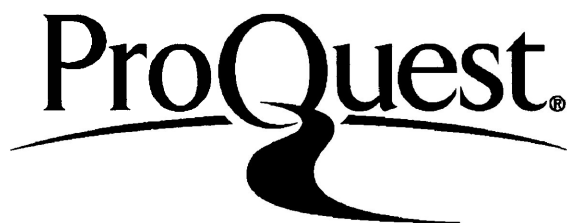
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Abstract

One hundred sixty-four female and one hundred twenty-four male undergraduate university students participated in an experiment designed to assess the role and / or value of education in mitigating the effects of exposure to violence against women. In order to assess the role of education some subjects were given type-written educational interventions (briefings) designed to dispel rape myths prior and / or subsequent to exposure to a written violent acquaintance-rape depiction, while other subjects received only the rape depiction and no intervention. The basic design of the experiment was a 2 x 2 x 2 factorial with gender and educational interventions (ie, Prebriefing and Debriefing) as the independent variables. Two additional control groups were created in order to explore the impact of the rape depiction. All subjects were required to complete a Sexual Attitudes Survey in which the dependent measures were embedded. The results indicated that subjects who received an educational intervention prior to the rape depiction significantly decreased their levels of rape myth acceptance and adversarial sexual beliefs in comparison to subjects who did not receive any educational intervention. Further significant results were found between the genders; across all conditions

females, relative to males, were significantly less accepting of rape myths, interpersonal violence, and adversarial sexual beliefs. Females also expressed significantly greater sensitivity to the content of the rape depiction than males. The implications of the present data are discussed in terms of their impact on the direction of future research in establishing effective educational interventions.

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Mitigating the Effects of Exposure to Violence Against Women:

An Educational Perspective

"Pornography is the undiluted essence of anti-female propaganda... that promotes a climate in which acts of sexual hostility directed against women are not only tolerated but ideologically encouraged" (Brownmiller, 1975). "Pornography is the theory, and rape is the practice" (Morgan, 1978).

Advocates of women's rights / issues have for many years been concerned with the issue of pornography and violence against women. Their concerns, as reflected in the above statements, have served as the impetus for many laboratory studies in the area of violence against women. Since the time of the 1970 commission on Obscenity and Pornography evidence has been amassed to contradict the commission's conclusion (Barnes, 1970) that exposure to, or use of, explicit sexual materials does not play a significant role in the causation of social or individual harm. In fact, recent research suggests a direct relationship between mass media violence against women and the negative attitudes and behaviours that result. It is the objective of this study to investigate the role and / or value of an educational approach in countering the

negative effects of media violence against women.

When violence was paired with sexual materials (explicit or otherwise) in laboratory experiments, exposure to the sexually violent stimuli led to increased acceptance of rape myths (Malamuth & Check, 1981; Malamuth & Check, 1985): increased acceptance of violence against women (Malamuth, Haber & Feshbach, 1980; Zillman & Bryant, 1982) and increased levels of laboratory aggression against female confederates measured via electric shock (Malamuth, 1978; Donnerstein, 1980, Donnerstein & Berkowitz, 1981; Leonard & Taylor, 1983).

The first study to examine the effects of aggressive pornography on aggressive behaviour since the 1970 Commission, by Neil Malamuth (cited in Malamuth & Donnerstein, 1984), found that exposure to aggressive pornography led to increased aggression against females under certain conditions. In this experiment male subjects were given either inhibitory or disinhibitory cues with respect to aggressing against females. After exposure to aggressive pornography those subjects given the disinhibitory cues displayed the greatest level of aggression toward the female confederates involved in the experiment.

In another study investigating the effects of aggressive

pornography, angered male subjects showed the highest level of aggression toward women after viewing an aggressive erotic film as opposed to those subjects viewing an erotic or neutral film. In fact, in this study even male subjects who were not angered significantly increased their aggression levels toward female targets if they previously viewed the aggressive erotic film (Donnerstein, 1980).

Varying victim responses within the context of rape depictions is a factor which appears to influence a male's aggression toward females. In a study by Donnerstein and Berkowitz (1981) subjects were exposed to one of four film clips: 1) A neutral film; 2) A sexually explicit film; 3) An aggressive pornographic film in which the female enjoys being victimized; or 4) An aggressive pornographic film in which the female appears to suffer. The results indicated that when male subjects were angered by female confederates both aggressive pornographic films increased aggression towards females. In non-angered males, however, only the aggressive pornographic film with the positive victim outcome (film number three) resulted in increased aggression towards females. This study clearly demonstrates that "the common story line of violent pornography ---THE WILLING VICTIM--- influenced both angered and non

angered males" (Donnerstein, Linz & Penrod, 1987, p.98).

According to Donnerstein *et al*::

"The most well-documented finding in social science literature is that all sexually violent material in our society, whether sexually explicit or not, tends to promote aggression against women" (1987, p.179).

The effects of sexually violent material in promoting aggression against women has been further documented by the results of experiments which demonstrated attitude changes toward women as a result of exposure to depictions of violence against women. In a study by Malamuth and Check (1981) male and female subjects were exposed to non-explicit depictions of sexual violence contained in mass-released theatre films. The results indicated that male subjects viewing these films significantly increased their level of acceptance of interpersonal violence as well as demonstrating a tendency to accept more rape myths than the control subjects. For female subjects there were non-significant tendencies in the opposite direction: The female subjects were less accepting of

interpersonal violence and Rape Myths than the control subjects.

In other studies measuring increased levels of aggressive behaviour, Donnerstein, Berkowitz & Linz (cited in Donnerstein, Linz & Penrod, 1987), found that sexually violent depictions as well as violence-only depictions resulted in higher levels of aggressive behaviour than did sex-only depictions. In this study increased aggressive behaviour was measured by attitudes toward rape; the reported willingness to use force against a woman; and the reported willingness to rape if not caught. Interestingly, the most callous rape attitudes and the largest percentage of subjects indicating some likelihood of raping or using force occurred in the violence-only depictions. In another study, Malamuth, Check and Briere (1986), found that males who indicated they would be sexually aroused by using force against women were more sexually aroused by aggressive than nonaggressive stories. The aggressive stories used by Malamuth *et al.*, were both sexual and nonsexual with the nonsexually aggressive story depicting a man who cuts a woman with a knife and beats her into unconsciousness. These studies indicate that violence against women need not occur in a pornographic or sexually explicit context in order to have a negative impact on viewer attitudes or behaviour. Research using R-rated

fantasy films depicting extremely brutal violence against women (which often juxtapose a sensual / erotic scene with a violent scene) support this conclusion (Linz, Donnerstein & Penrod, 1984; Linz 1985).

Linz *et al.* (1984); Linz (1985) found that male subjects exposed to a series of R-rated violent films reported seeing less violence with continued exposure. Furthermore, material initially found to be anxiety provoking, depressing, and somewhat degrading to women was judged to be less so after prolonged exposure to filmed violence. Viewing of the violence against women in these films also appeared to affect the subjects' responses to the victim of an actual rape trial. In comparison to no-exposure control subjects the men exposed to the violent films were less sympathetic toward the victim of the rape and less able to empathize with rape victims in general. Zillman and Bryant (1982) also found that subjects exposed to a massive pornography condition (four hours of sexually explicit materials over a six week period) suffered a loss of compassion for female rape victims. The loss of compassion was measured by the minor sentences of incarceration that subjects assigned to the rape offender. It is interesting to note that this "Trivialization of Rape" occurred for both male and female subjects exposed to the massive

pornography condition.

In light of the results of the scientific literature to date, one can be fairly confident in assuming that sexually explicit and / or non-explicit violence against women serves to promote antisocial attitudes and behaviour towards women.

The critical question thus becomes: can something be done to extinguish / mitigate the negative effects of exposure to mass media violence against women?

Current research suggests that educational interventions may be useful in mitigating the effects of media violence against women (Donnerstein & Berkowitz, 1981; Malamuth & Check, 1984; Check & Malamuth, 1984; Linz 1985). The educational interventions recently employed have been in the form of debriefings. Debriefings are, most often, composed of typewritten statements the focus of which is to dispel the misinformation often contained or implied in mass media portrayals of violence against women. Debriefings typically caution subjects against accepting the common themes of pornographic and non-pornographic stimuli; namely that women desire and / or derive pleasure from sexual aggression, abuse, and rape. The use of debriefings was employed in a

study by Donnerstein and Berkowitz (1981). The results indicated that subjects who were exposed to violent and non-violent pornographic depictions and subsequently debriefed, showed less acceptance of rape myths than did non-debriefed subjects exposed to a neutral film. The debriefings evidently served to sensitize subjects so that they were less inclined to accept common rape myths.

Similarly, Malamuth and Check (1984) found that subjects who were debriefed following exposure to rape depictions were less accepting of Rape Myths than subjects who were not debriefed and exposed to depictions of mutually consenting intercourse. The debriefed subjects were less inclined to believe women wanted to be raped and less inclined to see victim behaviour as a cause of rape as compared to the non-debriefed subjects. The results of another experiment (Check & Malamuth, 1984) revealed that participation in pornography experiments can have an educational impact on a subject's post-experimental attitudes, as long as the debriefings are appropriately constructed to dispel any rape myths that are present in the rape depictions used in the experiments. In this experiment subjects read either an acquaintance or stranger rape depiction, and were subsequently debriefed. At a later date the subjects

were asked to give their opinions on a number of newspaper articles; one of which included a story about rape. The results indicated that subjects in the rape debriefing conditions gave the rapist in the newspaper article a longer jail sentence and saw the victim as less responsible than did the subjects in the control conditions. However, the effect of the debriefing was only statistically significant when the debriefing followed a rape depiction chosen on the basis of its relevance to the rape myths discussed in the debriefings (ie, the acquaintance rape depiction). This finding supports the hypothesis of Malamuth, Feshbach, and Heim (1980) that post-experimental discussions or communications can provide an important corrective experience for subjects exposed to the fictitious information embedded in pornographic stimuli. In fact, Check and Malamuth (1984) conclude that in order to be maximally effective, debriefings should be designed specifically to dispel the myths incorporated in the materials utilized in any given experiment.

A study by Bross (cited in Donnerstein, Linz & Penrod, 1987) investigating the effectiveness of a prefilm message lends further support to the value of educational interventions in mitigating the negative effects of exposure to violence against women. In this study subjects

were exposed to a videotaped prefilm message prior to viewing R-rated slasher films. Scenes from R-rated slasher films were interspersed throughout the prefilm message in order to focus the subjects' awareness on the potential effects of viewing these violent films. The results reported trends which indicated that male viewers who were exposed to the prefilm message reported seeing more violent scenes in general than the subjects who did not receive the prefilm message. Furthermore, the subjects in the prefilm message condition found the films viewed to be significantly more degrading to women than the subjects in the no-message condition.

Continued research in the area of educational interventions is vital. As Donnerstein, Linz & Penrod (1987) report; "research has not reached the point where we can say with certainty that a given message, educational program, or label on a particular media product is effective in reducing the impact of exposure."

Furthermore, at this time an educational rather than legal remedy seems more plausible. Unfortunately, legal remedies are fraught with an inordinate number of complications. The issue of limiting media violence against women in a legal arena becomes confused with issues of

censorship, freedom of rights, and constitutional matters.

It is the purpose of this study to expand the base of information on the effectiveness of educational interventions.

On the basis of research cited previously, (Donnerstein & Berkowitz,1981; Malamuth & Check, 1984; Check & Malamuth, 1984) it is hypothesized that subjects who receive a briefing, either prior to or after exposure to written depictions of violence against women, will undergo an important corrective experience (as measured by an attitudes survey) in comparison to the control subjects who receive only the rape depiction and no briefing. In addition, this experiment will examine the effect of varying the presentation of educational interventions and the effect of gender on the dependent measures (the Rape Myth Acceptance scale, the Adversarial Sexual Beliefs Scale , the Acceptance of Interpersonal Violence Scale and the four post-depiction questions measuring subjects' reactions to reading the rape depiction).

METHOD

Subjects

One hundred sixty-four female and one hundred twenty-four male

undergraduate students from Lakehead University participated in this experiment. The mean age of the subjects was 22.1 years with a sd of 5.5 years (the mean for females was 22.2 years, sd 6.3 years; for males the mean was 21.9 years, sd 4.2 years). Students were solicited from all introductory psychology courses, as well as one first year engineering course. Only subjects recruited from introductory psychology courses participated for experimental credit; engineering students did not receive credit for participation. Of the 164 female subjects 2 were from the engineering class and 162 were from the psychology classes. Of the 124 male subjects 24 were from the engineering class and 100 were from the psychology classes. All students participated in their classes, in groups ranging in size from approximately 30 to 120 persons. Subjects were informed in advance that the study would require them to read some materials and answer some questions that they may or may not find objectionable and / or offensive. The study was described to subjects as a survey which measured current sexual attitudes. All students appeared to respond seriously and attentively to the demands of the experiment. Participation in the study was entirely voluntary.

Overview & Design

The basic design of the experiment was a 2 x 2 x 2 factorial, with two additional control groups included. The independent variables manipulated in the experiment were gender and the educational interventions (ie, the Prebriefings and Debriefings). All subjects received a sexually violent acquaintance rape depiction and a sexual attitudes survey, along with either a prebriefing, a debriefing, both briefings or no briefings. In addition to the subjects who did not receive a briefing , two additional control groups were created. One group received only the attitudes survey, while the other group received both a survey and briefing but no rape depiction. The additional control groups were created in order to measure the impact of the acquaintance rape depiction. Subjects were randomly assigned to one of six conditions: (a) a Prebriefed group, (b) a Debriefed group, (c) a Prebriefed / Debriefed group, (d) a Depiction Control group, (e) a Briefed Control group , or (f) a Survey Control group (for a detailed explanation of each condition see Appendix A).

Materials

Violent Acquaintance Rape Depiction. The written, violent

acquaintance-rape depiction used in this study was just over two type-written pages in length (see Appendix B). The depiction was constructed to reflect the common story line of violent pornography: that of the willing and / or deserving victim. The depiction was written from the perspective of the perpetrator, not the victim. In the depiction, the perpetrator meets the victim at a nightclub. They leave the nightclub together and the victim invites the perpetrator over to her apartment for a "night cap". When the perpetrator's advances are rejected, he forces intercourse on his victim. A violent rape ensues, the result of which portrays positive consequences for the perpetrator as well as his victim.

Educational Intervention. The educational interventions utilized in this study were in the form of "briefings". The briefings utilized were composed of type-written statements, the focus of which was to dispel the myths and fictitious information contained in the violent acquaintance-rape depiction. All of the briefings contained the same information; only verb tenses and length were altered to suit the various exposure conditions (See Appendix C for actual briefings).

Measures

Sexual Attitudes Survey. The "sexual attitudes survey" employed in this study was derived directly from a sexual attitudes survey constructed by Malamuth and Check (1981) for use in their study on the effects of mass media exposure on acceptance of violence against women. As in the Malamuth and Check survey, the pertinent dependent measures of this survey were the Acceptance of Interpersonal Violence (AIV) scale (6 items), the Adversarial Sexual Beliefs (ASB) scale (9 items), and an abridged version of the Rape Myth Acceptance (RMA) scale (11 items). The items for each scale are presented in Appendix D. These three scales were developed by Burt (1980) who presents data concerning their reliability and validity.

The items from the three scales were embedded in random order with other items from Malamuth and Check's sexual attitude survey to make up the sexual attitudes survey used in the present study (See Appendix E). The non-pertinent items in the survey, not used in the analyses, were filler items that dealt with topics such as contraception, masturbation, etc...

A Likert rating scale was used for the pertinent dependent

measures; subjects were required to rate items on a scale ranging from 1)"Strongly Disagree" to 7)"Strongly Agree". At times, greater agreement with the statement, while at other times greater disagreement with the statement indicated higher rape myth acceptance, acceptance of interpersonal violence, or belief in adversarial sexual relations. The items on each of the scales were summed to produce an overall score for that scale. For purposes of analysis all scores were later converted so that higher scores indicated greater acceptance and lower scores indicated less acceptance of rape myths, adversarial sexual beliefs, and acceptance of interpersonal violence.

Post-Depiction Questions. In addition to the sexual attitudes survey, four additional questions were asked of those subjects who were required to read the violent, acquaintance-rape depiction. The four questions (also in Likert form) assessed the subject's sensitivity to the content of the rape depiction as well as their tendency to blame the victim for the attack (see also Appendix D).

Procedure

Subjects participated in the experiment in their regular

classrooms. At the beginning of each session, subjects were told that the study they were about to participate in was designed to measure current sexual attitudes. They were informed that the study required them to read some materials and answer some questions which they may or may not find objectionable and/ or offensive. Participation was completely voluntary and subjects were told that they were free to withdraw from the study at any time. Subjects were randomly assigned to one of the six different exposure conditions. Subjects assigned to the three control conditions (Depiction / Survey / Briefing) were required to read additional filler material, so that all groups appeared to finish at approximately the same time. Once subjects met all the demands of their respective conditions they were supplied with a final debriefing which stated the purpose and rationale behind the study. Subjects were also encouraged to fill out a self-addressed envelope if they wanted a synopsis of the results mailed out to them. In addition, subjects were invited to participate in an oral discussion (question and answer period) upon completion of the data collection. The reason for the discussion and final debriefing was to ensure that all subjects were disabused of any of the possible misconceptions introduced by the stimuli.

RESULTS

Control groups. In order to determine the impact of the written violent acquaintance-rape depiction, preliminary analysis among the three control groups were carried out. Analyses of variance carried out on the three dependent scale measures (the RMA, ASB, and AIV scales) revealed no significant differences among the three control groups (see Table 1 for control group means). Subjects in the depiction control group did not score significantly differently from subjects in the briefing or survey control groups. If the rape depiction had a significant impact one would expect the scores of the depiction control group to be significantly different from the briefing and survey control groups. Due to the lack of significant difference among the control groups one can conclude that the impact of the written, violent acquaintance-rape depiction was limited. The lack of significant impact of the written, violent acquaintance-rape depiction does not negate any attempts to measure the effectiveness of the educational interventions used in this study. The written, violent acquaintance-rape depiction in combination with the educational interventions may still be useful in mitigating the effects of exposure to

Table 1
Mean Scores for Control Groups

EXPOSURE CONDITION	<u>N</u>	DEPENDENT MEASURES		
		ASB	RMA	AIV
BRIEFED GROUP	53			
<u>M</u>		26.3	24.6	14.0
<u>SD</u>		8.4	8.8	5.6
SURVEY GROUP	54			
<u>M</u>		26.3	25.1	13.4
<u>SD</u>		7.0	8.8	4.8
DEPICTION GROUP	46			
<u>M</u>		28.2	26.4	13.7
<u>SD</u>		6.8	10.6	5.0

written depictions of violence against women. Thus, further analyses involved only those groups which received either the depiction itself or some version of the educational intervention. The briefing and survey control groups were dropped from further analysis, making the design of the study a fully crossed 2 x 2 x 2 factorial (Prebriefing x Debriefing x Gender).

Effects of Educational Intervention. In order to determine the impact of the educational intervention techniques employed, multivariate analyses of variance were performed on the three dependent measures (RMA, ASB, and AIV scales) as well as the four post-depiction questions using gender, prebriefing (yes \ no), and debriefing (yes \ no) as independent variables.

A manova on the three dependent scale measures yielded significance only for the effect of gender $F(1,173)=18.3$ $p<.001$. Females, relative to males, were significantly less accepting of rape myths, less accepting of interpersonal violence, and less accepting of adversarial sexual beliefs (see Table 2 for a comparison of the means). No significant results were found for the effect of group membership (for an examination of the group by gender means see Appendix F: Table 3 A).

As in the previous analysis, a 2 x 2 x 2 manova carried out on the

four post-depiction questions also yielded significance only for the effect of gender, $F(1,173)=16.8$ $p<.001$. An examination of the mean scores (see Table 4) revealed that females judged the rape depiction to be more offensive, more violent, viewed the victim as being less responsible for the attack and attributed a greater degree of suffering to the victim, than did the males. Again, no significant results were found for the effect of group membership (See Appendix G: Table 5 for full results of the aforementioned Manovas).

Table 2
Gender Differences on the RMA, ASB and AIV Scales

GENDER	<u>N</u>	DEPENDENT MEASURES		
		ASB	RMA	AIV
FEMALES	106			
<u>M</u>		24.1	22.7	12.5
<u>SD</u>		7.1	9.0	5.0
MALES	75			
<u>M</u>		29.3	26.4	15.8
<u>SD</u>		8.1	11.2	5.3

Table 4

Gender Differences on the Four Post-Depiction Questions

GENDER	<u>N</u>	DEPENDENT MEASURES			
		Q1	Q2	Q3	Q4
FEMALES	106				
<u>M</u>		2.2	5.0	5.0	2.4
<u>SD</u>		1.7	1.7	1.8	1.8
MALES	75				
<u>M</u>		2.5	4.3	4.0	3.3
<u>SD</u>		1.8	1.5	1.9	1.9

A Priori Hypothesis. While overall Manova analyses did not reveal any significant effects for group membership, further analyses were carried out for several reasons. First, based on earlier research, it was hypothesized that the effects of the educational interventions used in this study would best be assessed by simply comparing the prebriefed group to the depiction control group, and the debriefed group to the depiction control group. The effects predicted were not most sensitively assessed by the traditional 2 x 2 factorial because the possibility existed that the treatment effects would not be additive. Furthermore, a reliability analysis of the three scales used in this study indicated that only two of the scales were adequately sensitive. In the present study, the reliability coefficients were as follows; the Rape Myth Acceptance Scale $r=.771$, the Adversarial Sexual Beliefs Scale $r=.705$, and the Acceptance of Interpersonal Violence Scale $r=.587$. Thus, further attempts to measure the impact of the educational interventions involved only the two more reliable scales: the Rape Myth Acceptance Scale and the Adversarial Sexual Beliefs Scale.

To investigate further two contrast analyses, comparing the subjects in the prebriefed and debriefed group to the subjects in the

depiction control group , were carried out. The contrast analyses involved two 2 x 2 Anovas: first, a contrast between the prebriefed group and depiction control group with gender as the other factor , and second, a contrast between the debriefed group and depiction control group also with gender as the other factor.

The contrast analyses revealed a significant effect for only one of the two a priori hypotheses; a significant main effect of prebriefing was found between the prebriefed group and the depiction control group where as, no difference was found between the debriefed group and the depiction control group.

The significant difference between the prebriefed group and the depiction control group occurred on both of the more reliable dependent measures; the Rape Myth Acceptance Scale, $F(1,89)=4.66, p<.05$ and the Adversarial Sexual Beliefs Scale, $F(1,89)=10.4, p<.01$. Individuals in the prebriefed group, relative to individuals in the depiction group, were less accepting of rape myths ($X=22.1, sd=10.1$ versus $X=26.4, sd=10.6$ respectively) and less accepting of adversarial sexual beliefs ($X=24.1, sd=7.8$ versus $X=28.2, sd=6.8$ respectively). Not surprisingly, as in earlier analyses the main effect of gender was still significant. In fact, with

respect to the prebriefed / depiction control comparison, the main effects of group and gender combined accounted for 25 percent of the variance (eta squared) on the Adversarial Sexual Belief Scale measures (9 percent of the variance was accounted for by the effect of groups, and 16 percent of the variance was accounted for by the effect of gender) and 10 percent of the variance on the Rape Myth Acceptance Scale measures (5 percent of the variance was accounted for by the effect of groups, and 5 percent of the variance was accounted for by the effect of gender).

With respect to the second a priori hypothesis, no significant main effect of group was found between the debriefed group and the depiction control group. While the mean scores of the subjects in the debriefed group were also indicative of less acceptance of rape myths and less acceptance of adversarial sexual beliefs as compared to the mean scores of the subjects in the depiction control group these differences did not reach statistical significance. As reported in earlier analyses, the only significant main effect was again the effect of gender. A visual representation of the relationship between the rape myth acceptance scores and the adversarial sexual beliefs scores as a function of exposure condition (Prebriefing / Debriefing / Depiction) and gender are displayed in

figures 1 and 2.

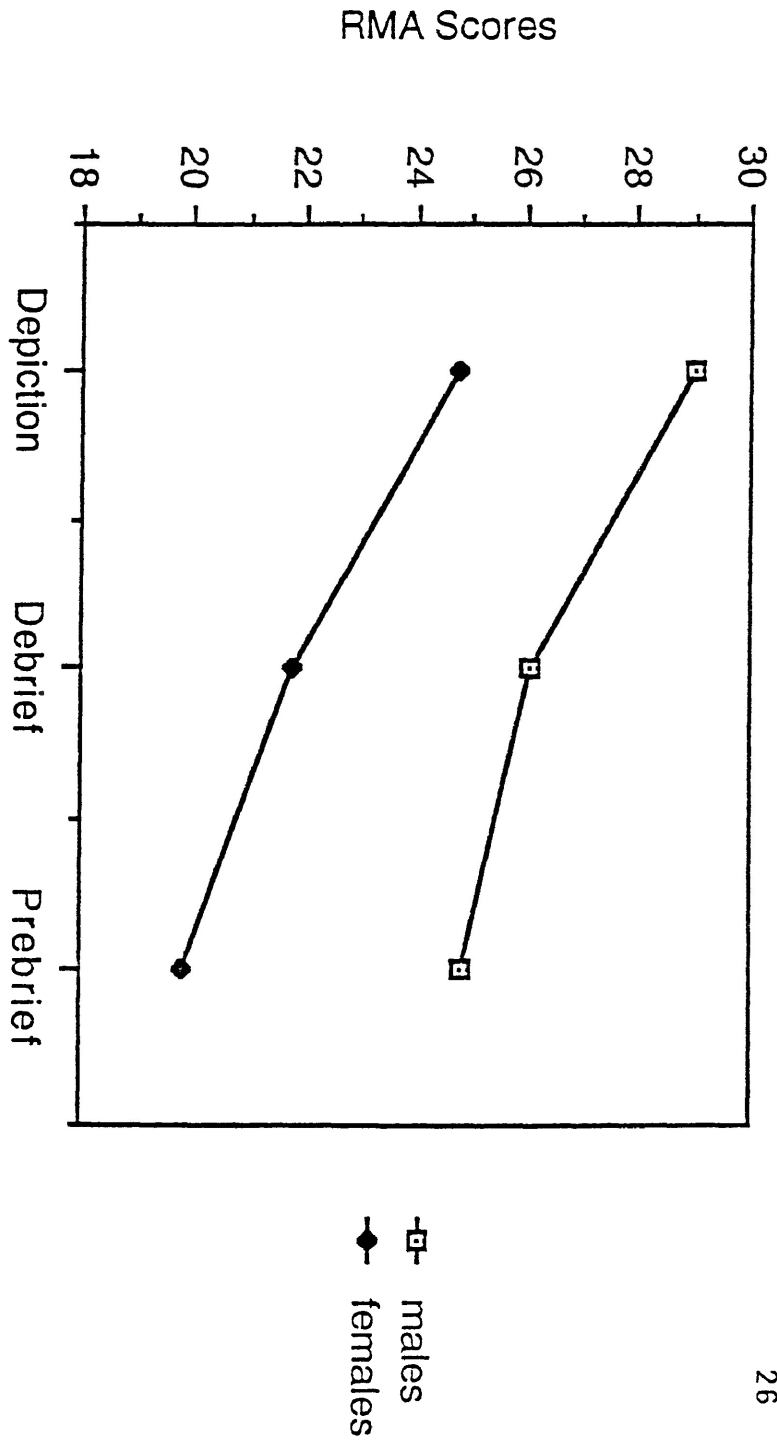


Figure 1: RMA Scores as a Function of Exposure Condition and Gender

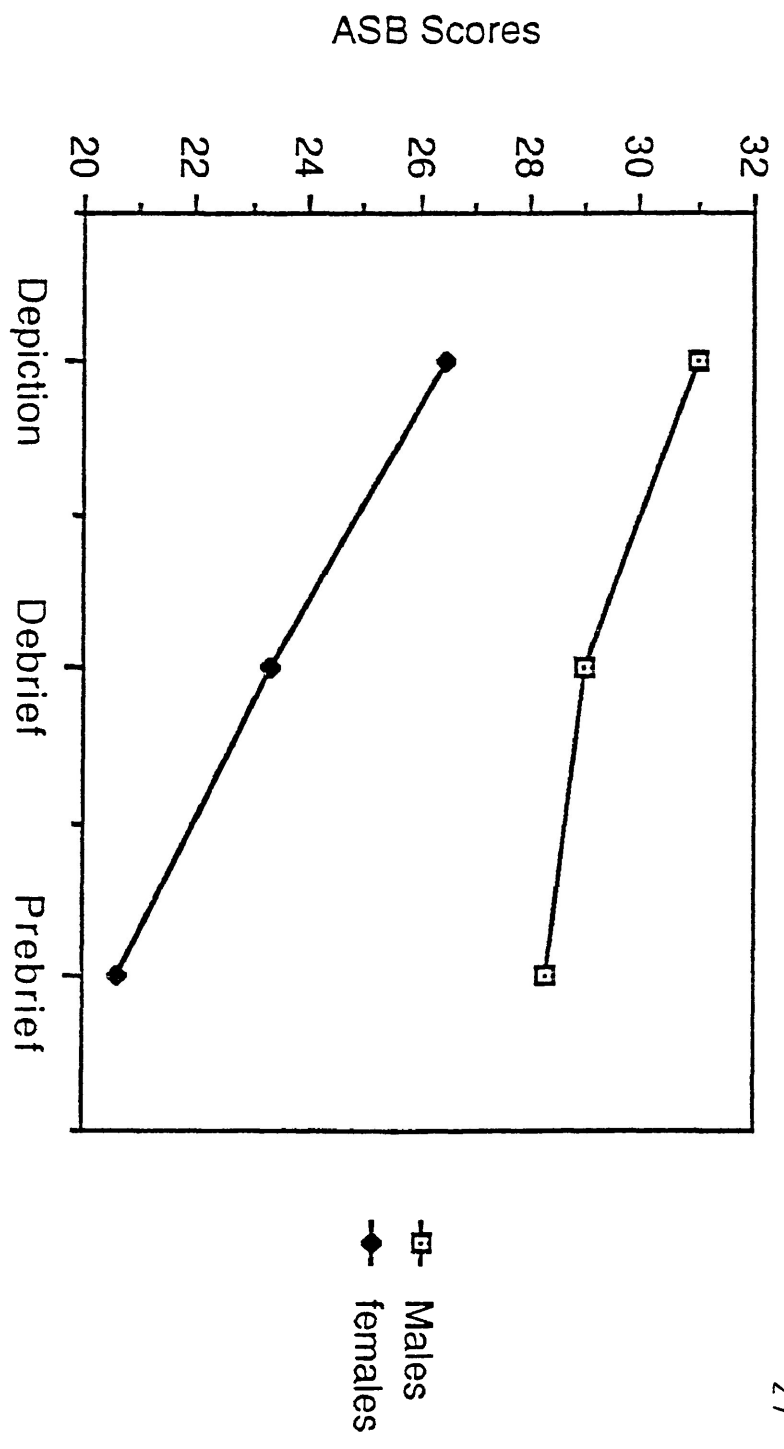


Figure 2: ASB Scores as a Function of Exposure Condition and Gender

DISCUSSION

While the failure of the Manova analyses to detect any overall effect of educational interventions on the different exposure conditions limits the strength of any conclusions that can be drawn from this experiment the results of the a priori analyses must still be considered.

The results of the a priori analyses support the notion that briefings given to subjects, prior to exposure to written depictions of violence against women, have a positive impact on subjects' attitudes in terms of decreasing rape myth acceptance and adversarial sexual beliefs. The fact that briefings given to subjects after exposure to written depictions of violence against women fail to have the same significant impact implies that in order for briefings to be maximally effective they should be administered prior to exposure to violent materials. If future research substantiates a temporal advantage in administering briefings prior to exposure to violent materials then early intervention must be considered. Early intervention may serve to avert or prevent the process of "desensitization" reported in studies by Linz *et al.*, (1984); Linz (1985), and Zillman and Bryant (1982).

With respect to the individuals that received both the prebriefing

and debriefing, it is interesting to note the "apparent" lack of effect of the educational intervention. The subjects in the prebriefed / debriefed group received a prebriefing identical to the one that subjects in the prebriefed group received. Yet, an inspection of the group means (see Appendix F: Table 3) reveals that the subjects in the prebriefed / debriefed group had scores indicative of greater acceptance of rape myths and greater acceptance of adversarial sexual beliefs than the subjects in the prebriefed group or debriefed group. While the differences among these three groups were not significant, this data pattern highlights one of the variables that future researchers should concern themselves with when developing "effective" educational interventions; namely, the inherent strength of an educational intervention. Intuitively, one would normally expect the individuals in the prebriefed / debriefed group to score even lower than the individuals who received just the significantly effective prebriefing. It is possible that this did not occur because the effect of the combined briefings may have been too "strong" and thus caused individuals to react against accepting the premise of the interventions. In order for effective educational interventions to be firmly established it will be necessary for future researchers to treat "strength" of intervention as a

variable. In fact, without treating "strength" of intervention as a variable researchers run the risk of either alienating their audiences with an overpowering intervention or not reaching them at all with a weak intervention.

Another factor which may influence the development of effective educational interventions is highlighted by the significant gender differences found in the overall Manova analyses. Across all conditions males were found to be significantly more accepting of interpersonal violence, more accepting of rape myths, and more accepting of adversarial sexual beliefs than females. Male subjects, relative to the female subjects, also rated the rape depiction to be significantly less offensive and less violent and attributed more blame and less pain to the victim in the rape depiction. This finding is consistent with the results of other studies (Malamuth & Check, 1981) and supports the notion of an "attitude polarization" hypothesis. Malamuth and Check (1981) explain the attitude polarization hypothesis as allowing individuals with differing views on a particular issue to focus on information consistent with their own views. Due to the fact that the violence in this study is directed towards women it is not surprising that the female subjects in this study were more

sensitive to the violence and displayed a tendency to be significantly less accepting of the violence than the males. Knowing that gender differences exist has relevant consequences for future educationally based interventions in that just as briefings in the past have been designed specifically to dispel myths incorporated in the stimuli of any given experiments, future research should concern itself with the possibility of gender specific or gender effective briefings. Mitigating violence against women must be a gender-free, humanist effort. In order to assimilate the genders in this effort, however, it may be necessary to educate from the perspective of differences-- at least initially.

Despite the minimal impact that the written violent acquaintance-rape depiction appeared to have in this study, the subjects in the prebriefed group demonstrated significant decreases in their level of rape myth acceptance and adversarial sexual beliefs as compared to the subjects in the depiction control group, thus demonstrating the usefulness of education in mitigating the effects of exposure to written depictions of violence against women. Given that researchers have found many significant negative effects of exposure to visual depictions of violence against women (Donnerstein, 1981; Donnerstein & Berkowitz, 1981;

Malamuth & Check, 1981; Zillman & Bryant, 1982), future researchers would do well to use, as stimuli, visual images that depict violence against women. These images (theatre movies, television movies, videos) likely have a more powerful effect due to their visual and auditory nature and may be more readily consumed than written depictions of violence against women. Although some evidence to indicate that educational interventions are successful in mitigating the effects of exposure to visual depictions of violence against women already exists (Donnerstein & Berkowitz, 1981; Bross; cited in Donnerstein, Linz & Penrod, 1987) continued research is essential in order to determine; A) how much of an impact of the stimuli is necessary in order for educational interventions to be effective, and B) whether or not educational interventions are more effective when the stimuli are more "powerful".

Before concluding, mention must be made of the demand characteristics present in this research situation. Within the context of one session, subjects were exposed to depictions of violence against women; given educational interventions which suggested how they should react to the depictions; and then asked to report their attitudes about rape myths etc. Thus, the possibility exists that the attitude changes

witnessed in the Prebriefed group may in part be due to the demand characteristics of the experiment. However, this is unlikely given that subjects who were under the same demand pressures (subjects in the Debriefed and Prebriefed /Debriefed groups) failed to respond in the same way as the subjects in the Prebriefed group.

In order to avoid speculation as to the effects of demand characteristics inherent in studies which explore the effectiveness of educational interventions, future researchers would be advised to engage in follow-up studies. By carrying out follow-up studies and testing the longevity of attitude changes, researchers would be able to eliminate the impact of the initial demand pressures. An alternate approach which would also deal effectively with eliminating demand characteristics would be to administer the dependent measures at a later date, under the guise of a separate study. If this were done, one could state more conclusively that the results were not due to the demands of the experiment.

Research in the area of educational interventions is still in its infancy. As previously mentioned; "research has not reached the point where we can say with certainty that a given message, educational program, or label on a particular media product is effective in reducing the

impact of exposure" (Donnerstein, Linz & Penrod,1987). The results of this experiment suggest that there are a number of variables left yet to explore, more specifically: issues of temporal advantage in administering educational interventions, issues of inherent strength of educational interventions, and issues of gender specific or gender effective educational interventions, must be addressed. Only continued research will ultimately lead to effective educational interventions that will serve to mitigate and perhaps extinguish the effects of exposure to violence against women!

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APPENDIX A

The six different exposure conditions in this study are as follows;

1) **Prebriefed group**: These subjects first received a prebriefing then the written, violent, acquaintance-rape depiction and finally they were required to complete the sexual attitudes survey.

2) **Debriefed group**: These subjects were first exposed to the written, violent, acquaintance-rape depiction followed by a debriefing and then were required to complete the sexual attitudes survey.

3) **Prebriefed / Debriefed group**: Subjects in this group received briefings prior to and after exposure to the written, violent, acquaintance-rape depiction before completing the sexual attitudes survey.

4) **Depiction Control group**: Subjects in this group were exposed to the written, violent, acquaintance-rape depiction and then asked to complete the sexual attitudes survey. This group did not receive any briefings (educational intervention) until completion of the sexual attitudes survey.

5) **Briefed Control group**: Subjects in this group were given a briefing and were then instructed to complete the sexual attitudes survey.

6) **Survey Control group**: subjects in this group were only required to

fill out the sexual attitudes survey.

****Note:** subjects in groups four, five and six were supplied with filler

materials which they were to read upon completion of the sexual attitudes

survey. This was done so that all groups appeared to meet the demands of

their respective conditions at approximately the same time.

APPENDIX B

Following is the written, violent, acquaintance-rape depiction used in this study;

I felt like the luckiest guy on the dance floor. Here I was sharing this waltz with the best looking pair of legs in the house. We were burning up the dance floor; I mean we were hot!! It took all the energy I could muster to control my hard on..... I couldn't wait for the night to really begin.

The best thing about this night was I didn't even have to ask her over to my place.....she invited me to her place for a "night cap". It seemed like an eternity before we got to her place but when we finally did, I was all over her like a wet blanket. Suddenly she pushed me off. I guess I was sort of coming on too strong, but with a body like hers she was probably used to it!

She didn't ask me to leave, she just told me to "take it easy". So we sat back on her couch awhile and drank, and chatted. She seemed to be getting more comfortable.....more open..... As we talked, I gently moved my arm around the back of the couch inches from her soft golden locks of hair. I could feel myself getting hard.....

I leaned over and gave her a deep passionate kiss. As she opened her lips to accommodate my tongue, I began to remove her blouse. She began to struggle.

Not this time I thought to myself. I grabbed her right arm and forcefully placed it behind her back.

She struggled and started to shout. She was pleading with me, saying; "Please don't.....Please.....". I climbed on top of her and covered her mouth with my hand.

She bit me!

To calm her down I gently slapped her across the face. She may have been saying NO but her body was bitchin for it!!!

I remembered the way she moved so seductively on the dance floor.....I knew she wanted it then.....and I could tell she wanted it now more than ever! And I knew I was just the man to satisfy this bitch!

As I continued to remove the rest of her clothes.....I could tell she was getting excited. I ran my hands across her firm full breasts.....massaging her breasts until her nipples hardened with passion. Kissing her, massaging her, burying my head into her inviting breasts, I gasped at the sudden pleasurable sensation that shot through me.

I placed my knee on her legs and her thighs began to spread as I slithered down her body.....I was rock hard and ready to fuck her. I slapped her gently once again to remind her of who was in charge.....she lay there shuddering, pleading, and gasping for air.....awaiting the moment of ultimate ecstasy that I was about to give her.

I guided my cock into her and began to ride her.....in and out went my cock into her pussy. I grabbed her bare buttocks and squeezed her cheeks to pull her even closer to me. I could feel her hips rising to meet my hardness.....her body began to shudder and shake as she gasped taking in gulps of air. I could feel her coming now, as she began to moan louder and louder.....

By this time I was also past the point of no return.....I did some gasping of my own as I pumped rapidly into her love tunnel.

God! I knew it was going to be good, but I had no idea that it was going to be this good!!!

As I rolled off her she lay there motionless with a tear streaming down her cheek.....I could tell she had never been fucked so good!!

As I got up to leave.....I turned and thanked her for the dance.

APPENDIX C

In order to suit the various exposure conditions four different educational interventions (briefings) were constructed for use in this study. The content of the actual briefings are as follows;

1) Prebriefing. The story you are about to read depicts the rape of a woman.

Although this story is not based on factual information, rape statistics suggest that stories similar to the one you are about to read occur with frequent regularity.

The rape depiction was constructed specifically for use in this experiment. The depiction contains in it a number of falsehoods and rape myths that, unfortunately, many people still believe in.

One of the more common rape myths that people still believe in is that a woman who puts herself at risk (eg, dressing seductively, hitchhiking, inviting men over on the first date) deserves what she gets. Another totally unfounded myth is that women are capable of resisting rapists at will.

Rape myths often receive support in our culture from depictions of

violence directed against women. These depictions can be found in magazine and book publications, X-rated and R-rated movies as well as television shows / movies. Exposure to media violence against women can cause us to become more accepting of other forms of violence against women as well as more calloused in our attitudes toward rape victims.

Studies have shown that persons who view graphic forms of violence against women often undergo attitude changes. In one study where subjects were exposed to five R-rated films over a one week period, it was found that subjects became less bothered by this type of material. More specifically, subjects became less anxious and depressed when viewing scenes of graphic violence directed against women. In addition, subjects perceptions of violence changed: over the course of the week subjects reported seeing less overall violence in the films, less violence against women, fewer scenes of rape and less graphic scenes of violence.

In this experiment exposure to violent images against women also had the effect of "desensitizing" subjects to the plight of the female victim. When subjects were asked to evaluate a rape victim, after viewing a reenactment of a rape trial, they rated the victim as more responsible and more worthless than did a group of control subjects who had not seen

the five films. The experimental subjects (those who had seen the films) also saw less injury to the rape victim than did the control subjects (those who did not see the film).

It is extremely important for us to recognize the complete and utter falsehood in media depictions of violence against women. The common story line of violent pornography, in which rapes are depicted as being pleasurable, sexually arousing, and beneficial to the female victim, must be rejected.

Women do not enjoy being brutalized, demeaned or raped. Women are not "asking for it" when they are out alone, walking down the street at night. Women should be able to walk around freely without the nagging fear of possibly being victimized.

Exposure to stimuli which demeans women and promotes aggression against women can only lead to an increase in the support of rape myths and calloused attitudes toward women. At worst..... these stimuli may even lead to increased incidents of sexual violence and rape.

The consumption of violent pornography demeans not only those portrayed but also those who consume.

****This prebriefing was given to subjects in both the Prebriefed and Prebriefed / Debriefed groups.**

2) Debriefing. The story you have just read depicted the rape of a woman.

Although this story was not based on factual information, rape statistics suggest that stories similar to this one occur with frequent regularity.

This rape depiction was constructed specifically for use in this experiment and contains in it a number of falsehoods and rape myths that, unfortunately, many people still believe in.

One of the more common rape myths is that a woman who puts herself at risk (eg, dressing seductively, hitchhiking, inviting men over on a first date) deserves what she gets. Another totally unfounded myth is that women are capable of resisting rapists at will.

Rape myths often receive support in our culture from depictions of violence directed against women. These depictions are found in magazine and book publications, X-rated and R-rated movies, as well as television shows / movies. Exposure to media violence against women can cause us

to become more accepting of other forms of violence against women as well as more calloused in our attitudes towards rape victims.

Studies have shown that persons who view graphic forms of violence against women often undergo attitude changes. In one study where subjects were exposed to five R-rated films over a one week period, it was found that subjects became less bothered by this type of material. More specifically, subjects became less anxious and depressed when viewing scenes of graphic violence against women. In addition, subjects perceptions of violence changed: Over the course of the week subjects reported seeing less overall violence in the films, less violence against women, fewer scenes of rape, and less graphic scenes of violence.

In this experiment, exposure to violent images against women also had the effect of "desensitizing" subjects to the plight of the female victim. When subjects were asked to evaluate a rape victim, after viewing a reenactment of a rape trial, they rated the victim as more responsible and more worthless than did a group of control subjects who had not seen the five films. The experimental subjects (those that saw the films) also saw less injury to the rape victim than did the control subjects (those that did not see the films).

It is extremely important for us to recognize the complete and utter falsehood in media depictions of violence against women. The common story line of violent pornography, in which rapes are depicted as being pleasurable, sexually arousing and beneficial to the female victim, must be rejected.

Women do not enjoy being brutalized, demeaned or raped. Women are not "asking for it" when they are out alone, walking down the street at night. Women should be able to walk around freely without the nagging fear of possibly being victimized.

Exposure to stimuli which demeans women and promotes aggression against women can only lead to an increase in the support of rape myths and calloused attitudes toward women. At worst.....these stimuli may even lead to increased incidents of sexual violence and rape.

The consumption of violent pornography demeans not only those portrayed but also those who consume.

**This debriefing was given only to subjects in the debriefed group condition.

3) Briefing. Following is a questionnaire concerning your attitudes and opinions regarding a variety of sexual and related issues.

Before completing the survey, however, I wish to address a number of falsehoods and rape myths that, unfortunately, many people still believe in.

Among the more common rape myths are; 1) A woman who puts herself at risk (eg, dressing seductively, hitchhiking, inviting men over on a first date) deserves what she gets and 2) Any woman is capable of resisting a rapist at will.

These rape myths often receive support in our culture from depictions of violence directed against women. The depictions are found in magazine and book publications, X-rated and R-rated movies as well as television shows / movies. Exposure to media violence against women can cause us to become more accepting of other forms of violence against women as well as more calloused in our attitudes toward rape victims.

Studies have shown that persons who view graphic forms of violence against women often undergo attitude changes. In one study where subjects were exposed to five R-rated films over a one week period, it was found that subjects became less bothered by that type of material.

More specifically, subjects became less anxious and depressed when viewing scenes of graphic violence directed against women. In addition, subjects' perceptions of violence changed: over the course of the week subjects reported seeing less overall violence in the films, less violence against women, fewer scenes of rape, and less graphic scenes of violence.

In this experiment, exposure to violent images against women also had the effect of "desensitizing" subjects to the plight of the female victim. When subjects were asked to evaluate a rape victim after viewing a reenactment of a rape trial, they rated the victim as more responsible and more worthless than did a group of control subjects who had not seen the five films. The experimental subjects (those who viewed the films) also saw less injury to the rape victim than did the control subjects (those who did not view the films).

It is extremely important for us to recognize the complete and utter falsehood in media depictions of violence against women. The storyline of violent pornography, in which rapes are depicted as being pleasurable, sexually arousing, and beneficial to the female victim, must be rejected.

Women do not enjoy being brutalized, demeaned, or raped. Women

are "not asking for it" when they are out alone, walking down the street at night. Women should be able to walk around freely without the nagging fear of possibly being victimized.

Exposure to stimuli which demeans women and promotes aggression against women can only lead to an increase in the support of rape myths and calloused attitudes toward women. At worst..... these stimuli may even lead to increased incidents of sexual violence and rape.

The consumption of violent pornography demeans not only those portrayed but also those who consume.

**This briefing was given only to subjects in the briefed group condition.

4) Debriefing. As previously mentioned, there are a number of rape myths that, unfortunately, many people still believe in.

Among the more common rape myths are; 1) that women who put themselves at risk deserve what they get and 2) that women are capable of resisting rapists at will.

These rape myths often receive support in our culture from depictions of violence directed against women. These depictions are found in magazine and book publications, X-rated and R-rated movies as well as television shows / movies.

As mentioned earlier exposure to media violence against women can cause calloused attitudes toward rape victims as well as greater tolerance for other forms of violence against women. Remember the experiment in which subjects exposed to the five R-rated films became progressively less anxious and depressed when viewing scenes of graphic violence directed against women. Perceptions of violence also changed; subjects saw less overall violence, less violence against women, and fewer scenes of rape. Subjects also showed less sympathy toward the victim of a rape (judging the rape victim to be more responsible and more worthless) than did a group of control subjects who were not exposed to the R-rated films.

The common story line of violent pornography, in which rapes are depicted as being pleasurable, sexually arousing, and beneficial to the female victim, must be rejected.

Women do not enjoy being brutalized demeaned or raped. Exposure to stimuli which suggests otherwise and promotes aggression against women can only lead to an increase in the support of rape myths and calloused attitudes toward women. At worst..... these stimuli may even lead to increased incidents of sexual violence and rape.

The consumption of violent pornography demeans not only those portrayed but also those who consume

**This debriefing was used only for subjects who were in the prebriefed/debriefed exposure condition.

APPENDIX D

The dependent measures are composed of the following statements;

Rape Myth Acceptance Scale

- 1) Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.
- 2) If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.
- 3) Women who get raped while hitchhiking get what they deserve.
- 4) Any healthy woman can successfully resist a rapist if she really wants to.
- 5) When women go around braless or wearing short skirts and tight tops, they are just asking for trouble.
- 6) If a girl engages in necking or petting and she lets things get out of hand, it is her own fault if her partner forces sex on her.
- 7) A woman who is stuck-up and thinks she is too good to talk to guys on the street deserves to be taught a lesson.
- 8) Any female can get raped.
- 9) A woman who goes to the home or apartment of a man on their first date implies tht she is willing to have sex.
- 10) In the majority of rapes, the victim is promiscuous or has a bad reputation.
- 11) One reason that women falsely report a rape is that they frequently have a need to call attention to themselves.

ADVERSARIAL SEXUAL BELIEFS SCALE

- 1) Men are out for only one thing.
- 2) In a dating relationship a woman is largely out to take advantage of a man.
- 3) A lot of women seem to get pleasure in putting men down.
- 4) Many women are so demanding sexually that a man just can't satisfy them.
- 5) A lot of men talk big, but when it comes down to it, they can't perform well sexually.
- 6) A man's got to show the woman who's boss right from the start or he'll end up henpecked.
- 7) Most women are sly and manipulating when they are out to attract a man.
- 8) Women are usually sweet until they've caught a man, but then they let their true self show.
- 9) A woman will only respect a man who will lay down the law to her.

ACCEPTANCE OF INTERPERSONAL VIOLENCE SCALE

- 1) Being roughed up is sexually stimulating to many women.
- 2) A wife should move out of the house if her husband hits her.
- 3) Sometimes the only way a man can get a cold woman turned on is to use force.
- 4) A man is never justified in hitting his wife.

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

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

POST DEPICTION QUESTIONS

1) The woman in the preceding story did not appear to suffer much, in fact, she seemed to enjoy having sex with the man.

2) I found the preceding story to be extremely violent.

3) The preceding story offended me greatly.

4) Had the woman in the preceding story not behaved as she did, she would not have been attacked.

Appendix E

Attitudes Survey

Dear Participant:

THE FOLLOWING IS A QUESTIONNAIRE CONCERNING YOUR ATTITUDES AND OPINIONS ABOUT A VARIETY OF SEXUAL ISSUES AND RELATED ISSUES. WE ASK YOU TO RESPOND HONESTLY AND FULLY TO THE QUESTIONS. THERE ARE NO RIGHT OR WRONG ANSWERS, JUST OPINIONS. YOUR RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL.

PLEASE RESPECT OTHER PARTICIPANTS' CONFIDENTIALITY BY WAITING UNTIL ALL OF THE QUESTIONNAIRES HAVE BEEN COLLECTED BEFORE TALKING TO OTHERS. MANY OF THE RESPONSES YOU WILL GIVE WILL BE ALONG SCALES SUCH AS:

STRONGLY _____ _____ _____ _____ _____ _____ STRONGLY
DISAGREE 1 2 3 4 5 6 7 AGREE

IF YOU STRONGLY DISAGREE WITH THE STATEMENT THAT COMES BEFORE THIS SCALE, YOU SHOULD CHECK OFF THE FARTHEST POINT ON THE LEFT PORTION OF THE SCALE. IF YOU NEITHER AGREE NOR DISAGREE, YOU SHOULD CHECK OFF THE MIDPOINT OF THE SCALE. IF YOU STRONGLY AGREE YOU SHOULD CHECK OFF THE FARTHEST POINT ON THE RIGHT PORTION OF THE

SHOULD CHECK OFF THE FARTHEST POINT ON THE RIGHT PORTION OF THE SCALE. OTHER POINTS ALONG THE SCALE SHOULD BE CHECKED OFF TO INDICATE VARIOUS DEGREES OF AGREEMENT OR DISAGREEMENT WITH THE STATEMENT.

MANY THANKS FOR YOUR COOPERATION.

INSTRUCTIONS:

Before completing the sexual attitude survey, please answer the following questions by checking the space that indicates your answer.

1. The woman in the preceding story did not appear to suffer much, in fact, she seemed to enjoy having sex with the man.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

2. I found the preceding story to be extremely violent.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

3. The preceding story offended me greatly.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

4. Had the woman in the preceding story not behaved as she did, she would not have been attacked.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

3. There is something wrong with a woman who doesn't want to marry and raise a family.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

4. Men are out for only one thing.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

6. How do you respond to erotic or pornographic material?

- Greatly aroused
- Aroused occasionally
- No reaction
- Mixed arousal and disgust
- Usually disgusted
- Avoid it

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

9. Who should have access to explicit manuals of sexual intercourse?

- Anyone at all
- Anyone over 18
- Anyone over 21
- Only couples who are about to be married
- Only couples who are married
- No one

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

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

11. People should not have oral sex.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

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

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

13. The primary goal of sexual intercourse should be to have children.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

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

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

15. For unmarried couples, birth control should be primarily a responsibility of the: (check one)

- Male partner
- Female partner

_____ A joint responsibility

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

Strongly _____ Strongly
Disagree 1 2 3 4 5 6 7 Agree

17. If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.

Strongly _____ Strongly
Disagree 1 2 3 4 5 6 7 Agree

18. It is acceptable for the woman to pay for the date.

Strongly _____ Strongly
Disagree 1 2 3 4 5 6 7 Agree

19. Women who get raped while hitchhiking get what they deserve.

Strongly _____ Strongly
Disagree 1 2 3 4 5 6 7 Agree

20. Masturbation is a normal sexual activity.

Strongly _____ Strongly
Disagree 1 2 3 4 5 6 7 Agree

21. How often was sex the subject of general family conversation while you were a child.

- _____ Frequently
- _____ Occasionally
- _____ Seldom
- _____ Never

22. Any healthy woman can successfully resist a rapist if she really wants to.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

24. When women go around braless or wearing short skirts and tight tops, they are just asking for trouble.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

26. Have you read or looked at erotic or pornographic books, movies, magazines, etc.? (exclude experiments)

- Frequently
- Occasionally
- A few times
- No, but I would like to
- Not interested
- Never would

27. College clinics should make artificial means of birth control available to college students regardless of their marital status.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

30. Any female can get raped.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

32. A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

34. There is nothing wrong with a woman going to a bar alone.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

35. Men have a biologically stronger sex drive than women.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

37. In the majority of rapes, the victim is promiscuous or has a bad reputation.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

39. What do you think are the effects of repeated exposure to pornographic or erotic material.

- Extremely harmful
- Harmful
- Slightly harmful
- Slightly beneficial
- Beneficial
- Extremely beneficial

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

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

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

43. Parents should not allow their children to masturbate.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

44. A woman should be a virgin when she marries.

Strongly Disagree Strongly Agree
 1 2 3 4 5 6 7

45. How would you describe your political views?

- Very liberal
- Somewhat liberal
- Moderate
- Somewhat conservative
- Very conservative

COMMENTS:

FINAL DEBRIEFING

The purpose of this study was to determine what role "education" can play in mitigating the effects of exposure to violence against women.

In past studies, exposure to sexually violent materials resulted in increased acceptance of rape myths, increased acceptance of violence against women and increased laboratory aggression against female confederates (via electric shock).

In this experiment ALL of you were asked to fill out a sexual attitude survey. However, before filling out the survey SOME of you were exposed to a rape depiction along with or without a "briefing".

The "briefings" were composed of type written statements the focus of which was to inform you against accepting the common themes of sexually violent stimuli; namely that women desire and / or derive pleasure from sexual aggression, abuse and rape.

The briefings were in a sense an "educational intervention".

The survey was constructed in an attempt to measure the impact, if any, that briefings would have on your attitudes toward violence, rape and other sexual issues.

The results of the study will be made available to you in the University Library upon completion of the thesis. If however, you would like to have a synopsis of the results sent to you please address the attached envelope and return it to the researcher.

Once again, thank you for your participation in this experiment.

APPENDIX F

Table 3

The Effects of Educational Intervention on the RMA, ASB, and AIV Scales

EXPOSURE CONDITION	N	DEPENDENT MEASURES		
		ASB	RMA	AIV
PREBRIEFED GROUP	44			
<u>M</u>		24.1	22.1	13.9
<u>SD</u>		7.8	10.1	5.7
DEBRIEFED GROUP	44			
<u>M</u>		25.6	23.6	14.0
<u>SD</u>		7.8	9.1	5.8
PRE / DEBRIEFED GROUP	47			
<u>M</u>		26.8	24.7	14.0
<u>SD</u>		8.9	10.3	6.3
DEPICTION GROUP	46			
<u>M</u>		28.2	26.4	13.7
<u>SD</u>		6.8	10.6	5.0

APPENDIX F

Table 3 A

The Effects of Educational Intervention on the RMA, ASB, and AIV Scales
(Exposure Condition X Gender)

EXPOSURE CONDITION		DEPENDENT MEASURES					
		ASB		RMA		AIV	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
-----N-----							
PREBRIEFED GROUP							
Males	20	28.2	8.28	24.9	11.4	16.2	5.43
Females	24	20.5	5.36	19.8	8.48	12.0	5.28
DEBRIEFED GROUP							
Males	18	29.0	8.09	26.1	10.9	15.2	6.35
Females	26	23.3	6.75	21.8	7.36	13.1	5.38
PRE / DEBRIEFED GROUP							
Males	19	28.9	9.33	25.9	10.0	16.6	6.03
Females	28	25.3	8.37	23.9	10.5	12.2	5.98
DEPICTION GROUP							
Males	18	30.9	7.05	29.0	12.8	15.0	5.79
Females	28	26.5	6.14	24.8	8.72	12.8	4.38

APPENDIX G

Table 5

A) Manova Table. RMA, ASB and AIV By GROUP and GENDER

	<u>DF</u>	<u>SS</u>	<u>Sig. of F</u>
Within Cells	173	123.99	
Constant		248733.28	
Group		197.79	.192
Gender		2272.56	.000
Group By Gender	3	35.25	.837

B) Manova Table. Four Post-Depiction Questions By Group and Gender

	<u>DF</u>	<u>SS</u>	<u>Sig. of F</u>
Within Cells	173	5.90	
Constant		6249.70	
Group	3	14.10	.071
Gender		98.95	.000
Group By Gender		4.52	.515