Men and Gender: An Intervention of Social-Sexual Effectiveness and Attitudes Toward Women

David Donnay

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Men and Gender: An Intervention of Social-Sexual Effectiveness and Attitudes Toward Women

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in the Department of Psychology

by
David Andrew Donnay
May 7, 1993

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PROJECT TITLE: Men and Gender: An Intervention of Social-Sexual Effectiveness and Attitudes Toward Women

APPROVED BY:

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Abstract

This study assessed men's social-sexual effectiveness and attitudes toward women, and investigated their apparent association. The present study investigated how these two measures, in a sample of college males, develop over time through maturation and program intervention. It was predicted that both male social-sexual effectiveness and attitudes toward women would be positively correlated, and that the measures would show an improvement in the subjects' confidence relating to women and in less traditional attitudes toward women. It was also expected that those subjects who experienced the program intervention, which was aimed at instilling greater gender sensitivity in men, would show the most change in the anticipated direction. The subjects completed two anonymous self-report measures of (a) social-sexual effectiveness and (b) attitudes toward women on two different occasions over a period of approximately three months. Results indicated that the program intervention was ineffective; that the subjects' attitudes became more traditional; and that social-sexual effectiveness and attitudes toward women were not positively correlated. Theoretical issues and educational implications were discussed.
Men and Gender: An Intervention of Attitudes and Social-Sexual Effectiveness

Several reasons exist for pursuing a project on men, gender, and attitudes, all of which are best summarized by Johnson (1980): "It is difficult to believe that such widespread violence is the responsibility of a small lunatic fringe of psychopathic men. That sexual violence is so pervasive supports the view that the locus of violence against women rests squarely in the middle of what our culture defines as 'normal' interactions between men and women". This project attempted to address the definition of these "normal interactions," and to determine their effect on the individual development of the men in our society. This project also hoped to assess the efficacy of a gender-sensitivities workshop with male subjects.

The pervasiveness of sexual violence against women that Johnson (1980) alluded to has been well documented in recent literature. A study by Muehlenard and Linton (1987) found that 77.6% of women and 57.3% of men had been involved in at least one sexual assault, of these 14.7% of women and 7.1% of men had been involved in a completed rape. Kanin and Piercell (1977) found that at least half of all the female students they surveyed had been victims of some type of sexual coercion, and Russell (1984) found that 44% of the women had reported attempted or completed rape. Koss, Gydicz, and Wisniewski, (1987) found similar results in a study where 27.5% of college women reported experiencing and 7.7%
of college men reported perpetrating an act that met the legal definition of rape.

Men were the focus of the present study because it was believed that they are the primary controlling members of 'normal' male-female interactions. Traditional gender roles cast men as dominant and aggressive, while women are generally submissive and passive (Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz, 1972; Ellis and Bentler, 1973; Sheriff and Jarrett, 1953). These traditional gender roles create a culture in which an unbalanced power relationship exists between men and women (Henley, 1977; Kahn, 1984; Polk, 1974; Unger, 1976), and, which is often maintained through actual or threatened violence (Sanday, 1981; Russell, 1975).

Traditional gender roles espoused within our culture encourage men to develop a manner which is distinctly violent toward women. Several authors have described how our cultural beliefs about dating might lead to sexual misunderstandings and, in the extreme case, rape (Bernard, 1969; Brodyaga, Gates, Singer, Tucker, and White, 1975; Giarusso, Johnson, Goodchilds, and Zellman, 1979; Johnson, 1980; Medea and Thompson, 1974; Russell, 1975; Weis and Borges, 1973).

Rape and male sexual aggressiveness tends to coincide with these traditional gender roles in our culture (Brownmiller, 1975; Burt,1980; Clark and Lewis, 1977; Quackenbush, 1990), which is further supported by empirical evidence that traditional gender attitudes are related to attitudes toward rape (Brownmiller, 1975; Burt, 1980; Check and Malamuth, 1983; Field, 1978; Muehlenard,
Men and Gender: An Intervention

1988a; Muehlenard, Friedman, and Thomas, 1985; Muehlenard and MacNaughton, 1988; Quackenbush, 1990). Burkhart and Stanton (1985) claimed that male sexual aggression was strongly related to a certain set of misogynistic and rape-supported beliefs and attitudes. There is further evidence that traditional attitudes towards women and gender roles are related to actual engagement by men in sexual offenses (Koss, Leonard, Beezley, and Oros, 1985; Muehlenard and Linton, 1987; Malamuth, 1981; Rapaport and Burkhart, 1984).

Traditional attitudes towards women seem to be widely accepted. In one study of college males, 33% of the males surveyed endorsed the belief that it would do some women good to get raped (Barnett and Field, 1977). Such attitudes have a disinhibitory effect on sexual aggressiveness in men, encouraging them to interpret ambiguous female behaviors as flirtations, to believe that women are not really threatened by coercive sexual behaviors, and to perceive rape victims as desiring and deriving gratification from being sexually assaulted (Malamuth and Check, 1980a, 1980b, 1983; Malamuth, Heim, and Feshbach, 1980).

Not surprisingly, these beliefs have also been found to be strongly related to actual deviant patterns of sexual arousal and an inclination to commit rape (Malamuth, Haber, and Feshbach, 1980). One study of college males by Rapaport and Burkhart (1984) found that only 29% of college males in a large sample denied having perpetrated coercive sexual activities. They also found that one in three of the subjects reported incidences in which they ignored a woman's protests. Koss (1986) and Koss et al. (1987) reported that
at least one in thirteen male students admitted to having raped or attempted to rape a woman. Muehlenard and Linton (1987) also found that 7.1% of men had been involved in a completed rape.

Gender-role conflict is theorized to be the psychological core of male sexual aggressiveness (Finkelhor, 1984; Finn, 1986; Russell, 1984). According to O'Neil (1990), gender-role conflict is described as a psychological state in which socialized gender roles have negative consequences on a person or on others; "gender-role conflict occurs when rigid, sexist, or restrictive gender roles result in personal restriction, devaluation, or violation of others or self". Thus, the internal conflict often results in some type of acting out which devalues or violates others, particularly women. Men who are struggling to develop less traditional constructs of gender in their lives also find it difficult to maintain healthy, non-aggressive relationships with women, since both traditional masculinity and traditional male psychological well-being have been shown to be negatively related to gender-role conflict (Sharpe and Heppner, 1991).

The literature reviewed above suggests that sexual aggression is common among all men, not just sex offenders. Although convicted sex offenders were found to have more deviant, callous attitudes toward women (Clark and Lewis, 1977), college male subjects, who have a high likelihood of raping, also maintain such attitudes (Malamuth, 1981).

The confusion and disrespect by men toward the rights and feelings of women have been attributed to deficiencies in male heterosocial development. Sex offenders were described as socially
inadequate and incapable of appropriate heterosocial relations (Clark and Lewis, 1977; Laws and Serber, 1975), and thus in need of social-skills training (Abel, Blanchard, and Becker, 1978; Becker, Abel, Blanchard, Murphy, and Coleman, 1978). However, there is doubt that sex offenders in general are less heterosocially skilled than other men, since incarcerated sex offenders do not represent a random sample of all sex offenders. Stranger sex offenders are more likely than date sex offenders to be incarcerated due to report and trial rates for the two categories (Clark and Lewis, 1977; Holmstrom and Burgess, 1978; Koss, Dinero, Seibel, and Cox, 1988; Russell, 1984). Incarcerated sex offenders were rated as having lower heterosocial skills than non-incarcerated sex offenders or non-sex offenders (Segal and Marshall, 1985; Stermac and Quinsey, 1986). However, Lipton, McDonel, and McFall (1987) have concluded that all sex offenders were especially deficient in reading women's cues appropriately.

Twentyman and McFall (1975) found that heterosocially skilled men find it easier to initiate a variety of interactions with women. But, it is not just sex offenders who have difficulties relating to women. In laboratory investigations, Abbey (1982) found that men, generally, tend to project sexual intent into females' friendly behavior. Quackenbush (1990) hypothesized that men with limited social skills and confidence relating to women may depend upon traditional attitudes and stereotypes in order to function in the social arena. He found that men with higher social-sexual effectiveness tend to believe fewer of the stereotyped myths regarding male-female relationships, indicating less acceptance of
adversarial sexual beliefs, interpersonal violence, and rape mythology, than men with lower social-sexual effectiveness.

The social-psychological context of male gender roles, attitudes, and social skills suggest an investigation of the effects of planned intervention on the development of male students. Sexual aggression in males must be approached within a cultural context. It is particularly troubling that pornography and movies portraying sexual violence support or encourage traditional gender attitudes, and thus sexual aggression (Malamuth and Check, 1981; Muehlenard and Falcon, 1990; U.S Department of Justice, 1986). Malamuth (1981) has suggested that societal changes in sexual aggression must be preceded by changes in the way rape is reported in the media and entertainment.

Others state that interventions should be done both at the societal and at the individual level (Muehlenard, Friedman, and Thomas, 1985). At the individual level, many support the idea that social effectiveness is important in intervention because personal incompetence in communication and in social perception contribute to the occurrence of acquaintance or date rape (Abbey, 1982; Bernard, 1969; Brodyaga, Gates, Singer, Tucker, and White, 1975; Goodchilds and Zellman, 1984; Medea and Thompson, 1974; Russell, 1975; Quackenbush, 1989, 1990; Weis and Borges, 1973). In fact, most treatment programs for sex offenders include heterosocial skills training (Abel et. al., 1976; Abel, Barlow, Blanchard, Bristow, and Young, 1977; Whitman and Quinsey, 1981).

The primary purpose of the present study was to understand if the factors of social-sexual effectiveness and gender attitudes
associated with sexual aggression in male subjects, from a general college population, develop over time and by result of planned intervention. It was expected that social-sexual effectiveness (as measured by the Male Social-Sexual Effectiveness Scale) would increase slightly over time due to increased experience in relations with women, and that those subjects receiving the treatment intervention would respond with a greater increase in effectiveness. It was also expected that subjects' attitudes towards women (as measured by the Attitudes Toward Women Scale) would become less traditional over time due to an increased understanding of appropriate gender relationships as presented in the orientation program and in the core curriculum of the college. It was anticipated that those subjects receiving the treatment intervention would respond with a greater shift in attitudes toward women.

The above expectations followed directly from a few important assumptions. It was assumed that the college environment would encourage subjects to grow in their confidence in social situations and to develop greater sensitivity toward women, as the particular college involved in this study had made a strong commitment to providing an environment where students benefit from both a coeducational setting and a gender-specific development program. The college had also made an explicit stand against sexual harassment and sexual aggression through its policies and actions. In addition, it was assumed that the implementation of a gender sensitivity workshop would serve to sharpen the students' awareness of appropriate gender relations.
The secondary purpose of the present study was to investigate the validity of Quackenbush's (1990) finding that men with limited skill and confidence relating to women may depend upon traditional attitudes and stereotypes when functioning in the social arena. And, conversely, that men scoring higher on the male social-sexual effectiveness scale tend to believe fewer of the stereotyped myths regarding male-female relationships. Thus, it was expected that scores on the Male Social-Sexual Effectiveness Scale would be positively correlated with scores on the Attitudes Toward Women Scale.
Method

Participants

Sixty-nine male first-year students, with a median age of 18 years, participated in the study. The attrition rate was approximately 50 percent. This sample was drawn from a population of predominantly middleclass undergraduate students attending a private midwestern university with minimal minority enrollment. The subjects were housed on an all-male first-year residence hall, and were requested (but not mandated) to participate in the study as part of the residence life program.

Procedure

The study was integrated into the residence life program, which provides services and activities that encourage development within the context of campus life. Participation was optional and subjects were informed of their rights to withdraw at anytime. They were asked to provide data at two separate times during the first semester, as follows: within hours of arriving on campus, as an extension of the new-student orientation; and near the end of the first semester. The students were also randomly assigned to participate in either a gender sensitivity workshop or an academic skills workshop, which were conducted two weeks prior to the final assessment.

Students were instructed at each of the two testing times to read and sign the informed consent form, and then to read the directions and respond appropriately to the two scales and the
attached questionnaire. The only inducement for participation was the presence of refreshments.

**Programmatic Interventions**

The fall orientation schedule was directed by the Office of Campus Life (see Appendix 1). This schedule of programs is conducted at the beginning of each academic year in order to present first-year students with the basic skills and information required to adjust to college life. Of particular interest to the present study was an effort to address issues of alcohol, gender, and sexual violence. The College Transition Assembly, which was attended by all male and female first-year students, presented these issues in an educational forum. Students were shown a short video relating the incidence of alcohol and dating abuse in the college environment. Following the video, comments were presented by a panel of student development staff and older undergraduate students. These comments were intended to provide meaningful alternatives to the tragic scenes portrayed in the video, and to provide personal examples of mature development in college students. The assembly included an interactive question and answer period. Directly following the assembly, the students were involved in small group discussions led by peer educators.

Approximately twelve weeks into the first semester, the gender sensitivity workshop and the academic skills workshop were provided by trained, experienced peer educators. The academic skills workshop, which served as the control condition, was a basic 45 minute presentation, including a short video, on effective time-
management and study skills. The experimental condition was a 90 minute gender sensitivity workshop, developed to address the dichotomous construct of gender, and its implications within our society.

The leaders of the gender sensitivity workshop, followed a learning format which had been developed by the author (see Appendix 2). This format included discussion on the following topics: personal values, societal factors and gender roles, sexuality, objectification, communication and dating behavior, sexual harassment, sexual assault and aggression, effects of alcohol, as well as prevention strategies and victim support services. The role-play required that subjects think about the internal thoughts and feelings of men and women in acquaintance rape situations. The format was non-accusatory and presented information which the men would find useful in their interactions with women.

Measures

The Male Social-Sexual Effectiveness Scale was used to measure the heterosocial skills of the subjects. This scale was developed by Quackenbush (1989, 1990), in order to assess self-perceived social effectiveness in the areas of dating and sexual-relating. The scale has 14 Likert scaled items on a continuum ranging from one (never true) to seven (always true). Subjects were directed to indicate the degree to which the statements were perceived to be true with respect to their effectiveness. According to Quackenbush (1989), the scale and all of its items meet Likert's Criterion of Internal Consistency (p<.01), and has an internal
reliability of (a=.847) using Cronbach's method. Support for the
criterion-referenced validity of the scale was supported by
significant correlations with Burt's three scales of Adversarial
Sexual Beliefs, Acceptance of Interpersonal Violence, and Rape Myth
Acceptance (Quackenbush, 1990).

The **Attitude toward Women Scale** (AWS) is a 55 item likert
scale containing statements about the rights and roles of women in
several areas: vocational, educational, and intellectual activities;
dating and sexual behavior; and marital relationships (Spence and
Helmreich, 1972a). In the present study, the short version of the
scale was used to assess the subjects' attitudes about women and
gender issues. These attitudes have been shown, in past studies, to
be related to male sexual aggression; subjects who advocated
traditional sex role stereotypes on the AWS were more likely than
others to engage in victim blaming (Feild, 1978).

The AWS has been used extensively as reported in the
literature on gender and interpersonal relationships, and it appears
to be reliable. The short 25 item version of the AWS correlated
almost perfectly the full 55 item form (r=.968 for males). Whole-
part correlations and factor structures were similarly correlated
with statistical significance at p<.001 (Spence and Helmreich,
1973). The AWS also has a 2-week test-retest reliability
coefficient of .94 (Muehlenard and Scardino, 1985), and maintains an
internal reliability of a=.91 using Cronbach's method (Muehlenard and
Miller, 1987).
In addition, a series of open ended questions were used at both the first and final assessment in order to assess the subjects' responses about friendship and dating (See Appendix 3).

**Design and Data Analysis**

Each scale served as a dependent measure. The first independent variable was the passage of time between the beginning of the semester and the final testing of subjects (a within subjects factor). The second independent variable was the random placement of subjects in either the control condition of the academic skills workshop or the experimental condition of the gender sensitivity workshop (a between subjects factor). A two-way mixed design analysis of variance was done to determine the significance of both the within subjects effect and the between subjects effect, as well as the interaction effect of these two variables.

A Pearson Product-Moment correlation was conducted, in order to assess the secondary hypothesis that scores on the Male Social-Sexual Effectiveness Scale would be positively correlated with scores on the Attitudes Toward Women Scale.
Results

The means and standard deviations for the two dependent variables, over time and between the gender sensitivity workshop condition and the academic skills workshop condition, are presented in Tables 1 and 2.

Insert Tables 1 and 2 about here

A two-way mixed design, analysis of variance was used to determine the significance of the effects due to time (a within subjects factor), condition (a between subjects factor), and the interaction of these two independent variables in the data. The results of this analysis are presented in the ANOVA summary tables, tables 3 and 4.

Insert Tables 3 and 4 about here

The results of the inferential tests for the data in Table 1, as summarized in Table 3, indicate that time and condition had no main effect on social-sexual effectiveness. Social-sexual effectiveness was also not effected by the interaction of time and condition. Essentially, no differences were found across any variable or combination of variables. The experimental hypothesis that social-sexual effectiveness would improve was not confirmed.

The results of the inferential tests for the data in Table 2, as summarized in Table 4, indicate that time and condition did effect
the subjects' attitudes toward women. There was one main effect in attitudes toward women due to the time elapsed from the beginning to the end of the first semester, $F(1,32) = 8.37, p < .01$. Condition, alone, had no main effect on attitudes toward women. However, a slight interaction was found between time elapsed and the two workshops, $F(1,32) = 3.80, p < .10$. These results were in a direction opposite to that which was hypothesized, as attitudes toward women became more traditional during the first semester, not less.

The results of a Pearson Product-Moment correlation indicated that no significant relationship existed between social-sexual effectiveness and attitudes toward women, $r = .14$ and $.08$, for trials one and two respectively.
Discussion

The development of social-sexual skills and attitudes toward women in college males was examined. Several limitations should be considered when interpreting the results of this study. Many subjects were unable to continue their participation throughout the study's entirety and the study was relatively brief in comparison to the life-span development of the relevant attributes. The data taken at the beginning of the semester may have been artificially inflated due to the transparent social desirability of less traditional gender attitudes, as the results were relatively untraditional. And, although the means and/or standard deviations found on the two measures were similar to those found by Quackenbush (1989) and Spence, Helmreich, and Stapp (1973), limitations exists due to the self-reported nature of these measures.

The primary purpose of the present study was to investigate whether the factors of social-sexual effectiveness and attitudes toward women associated with sexual aggression in male subjects, from a college population, improve over time and by result of planned intervention. The analyses of data found several aspects of the experimental hypothesis to be incorrect. The social-sexual effectiveness of the subjects remained unchanged. Unexpectedly, the attitudes toward women of the entire sample became more traditional over the course of the first semester, as summarized in Table 5.

Insert Table 5 about here
There also appeared to be a slight interaction between time and the two workshops. For those subjects who participated in the gender sensitivity workshop, the workshop seemed to inhibit further movement of attitudes in the traditional direction, whereas those subjects that participated in the academic skills workshop showed a noticeable shift in the direction of more traditional attitudes toward women. However, the workshop condition had no main effect by itself, as the results indicated the movement of attitudes was not statistically significant between the two workshop conditions.

These findings suggest that current attempts to advocate development of less traditional gender attitudes are unsuccessful, as the programmed intervention was ineffective in preventing traditional shifts in attitudes. However, the gender sensitivity workshop did inhibit further regression of attitudes in the traditional direction, even if it could not completely prevent the development of more traditional attitudes.

It appears that the first semester experience of these subjects resulted in more traditional attitudes toward women, while neither encouraging or discouraging development of social-sexual effectiveness. Their all male residence hall appeared to be an extremely influential factor with respect to the development of social-sexual skills and attitudes toward women, as men in this type of environment do not increase their level of confidence in relating to women and tend to develop more traditional attitudes toward women. The cultural beliefs about dating supported within this type of environment have, in fact, been found to lead to such attitudes (Bernard, 1969; Brodyaga et al., 1975; Medea and
Thompson, 1974; Russell, 1975; Weis and Borges, 1973; Giarusso et al., 1979), and may inhibit confidence in relating to women.

The experimental hypothesis assumed that the sample would show an increased level of social-sexual effectiveness due to the frequency of male-female social interactions on college campuses. It seems that the physical separateness of an all male residence hall sufficiently limits casual relations with women, thereby inhibiting social-sexual development in college males during their first semester. The implications are that residence life must be altered either physically or programmatically in order to increase the frequency of male-female social interactions.

The considerable innocuousness of the intervention was reflected in the results, and further development of more salient means of intervention are necessary. The impact of the intervention was likely overshadowed by individual adherence to traditional college male behaviors, including sex and the use of alcohol and other drugs. The social-biological reinforcements of these behaviors are of substantial strength. The intervention also competed with persuasive arguments, academic and otherwise, which supported the status quo. Within the environment of academic freedom, as is the case with most college settings, all arguments are often considered plausible.

In light of the significant shift in attitudes away from the advocated direction, the ineffectiveness of the intervention can be further attributed to social-psychological reactance and negative attitude change (Brehm, 1966; Rhodewalt and Davison, 1983). Challenging the subjects' current belief systems and gender-
identities may have caused individual affirmation of these original values. Apparently, the argument that less traditional attitudes toward women and increased social skills would be useful in social interactions was not sufficiently convincing.

It is equally likely that sufficient time had not passed, in this case, for a significant and positive maturation to take place. Further research may find that a complete four year college experience leads to significantly less traditional attitudes about gender, and results in equally significant increases in social-sexual skills.

Many may find the inefficacy of the intervention in this study to be particularly discouraging. Yet, much potential still exist for the development of effective interventions. The current assessment of effectiveness was unable to cover the complete range of positive and negative outcomes which resulted from the gender sensitivity workshop, due to the narrow foci of the two measures used. The development of an effective intervention will need to be a systematic and thoughtful process which contends with the many complexities associated with male sexual aggression, not only of social-sexual effectiveness and attitudes toward women, but the full continuum of contributing individual and societal factors, a task beyond the scope of this scientific inquiry.

The secondary purpose of the present study was to investigate the validity of Quackenbush's (1990) finding that men with limited skill and confidence relating to women may depend upon traditional attitudes and stereotypes when functioning in the social arena. Therefore, the relationship between social-sexual effectiveness and
attitudes toward women was also explored. It was found, in this case, that social-sexual effectiveness and attitudes toward women are not significantly correlated as had been hypothesized.

These findings were in direct opposition to both the hypothesis of the present study and the findings of Quackenbush (1990), among others (Abbey, 1982; Bernard, 1969; Brodyaga et al., 1975, Medea and Thompson, 1974; Russell, 1975; Weis and Borges, 1973; Goodchilds and Zellman, 1984). However, the results were in congruence with the recent findings of Muehlenard and Falcon (1990), who found doubt in the correlation between heterosocial skills and traditional attitudes toward women and rape.

The criterion-reference validity of the Male Social-Sexual Effectiveness Scale (Quackenbush, 1989) was seriously questioned by the absence of a positive correlation between this scale and the Attitudes toward Women Scale. The inference that men with greater confidence in relating to women should belief fewer traditional attitudes about female gender roles, was not validated in this case. Further investigation, not only of the specific correlation between these two scales, but of the general relationship between social-sexual skills and attitudes toward women is recommended in light of these and recent findings.

In summary, the need for effective interventions of traditional attitudes toward women and sexual aggressiveness among males still exist. The results of the present study indicated that changes in attitudes toward women occur, and that current interventions are ineffective in their attempt to encourage less traditional beliefs about female gender roles. The traditional shift in the subjects'
attitudes, and the relative ineffectiveness of the programmed intervention have important implications for educators and counselors alike, given the prevalence of sexual aggression and the threat it poses to the development of both men and women in our society.
References


(Chair). *Acquaintance rape and adolescent sexuality.* Symposium conducted at the meeting of the Western Psychological Association, San Diego.


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Table 1

Male Social-Sexual Effectiveness Scale: Mean Scores and Standard Deviations by 2 Conditions at 2 Trials
(higher scores in the direction of greater effectiveness)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Beginning</th>
<th>End of Semester</th>
<th>Marginal</th>
</tr>
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<tr>
<td></td>
<td>Mean (s. dev.)</td>
<td>Mean (s. dev.)</td>
<td>Mean (s. dev.)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitivity</td>
<td>63.47 (14.57)</td>
<td>64.18 (16.25)</td>
<td>63.82 (15.41)</td>
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<td>Workshop</td>
<td></td>
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<td></td>
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<tr>
<td>Academic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>63.12 (08.18)</td>
<td>64.12 (07.83)</td>
<td>63.62 (08.01)</td>
</tr>
<tr>
<td>Workshop</td>
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<tr>
<td>Marginal</td>
<td>63.29 (11.64)</td>
<td>64.15 (12.56)</td>
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</table>

Note
Beginning (of Semester): initial assessment, taken upon arrival to campus
End of Semester: final assessment, taken near the completion of the first semester on campus
Table 2

Attitudes Toward Women Scale: Mean Scores and Standard Deviations by 2 Conditions at 2 Trials

(higher scores in the direction of less traditional attitudes)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Beginning</th>
<th>End of Semester</th>
<th>Marginal</th>
</tr>
</thead>
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<td></td>
<td>Mean (s. dev.)</td>
<td>Mean (s. dev.)</td>
<td>Mean (s. dev.)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitivity</td>
<td>80.47 (06.77)</td>
<td>77.18 (08.79)</td>
<td>78.83 (07.78)</td>
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<tr>
<td>Academic Skills</td>
<td>79.18 (09.93)</td>
<td>72.71 (13.26)</td>
<td>75.95 (11.60)</td>
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<tr>
<td>Workshop</td>
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<tr>
<td>Marginal</td>
<td>79.83 (08.35)</td>
<td>74.95 (11.03)</td>
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</table>

Note

Beginning (of Semester): initial assessment, taken upon arrival to campus

End of Semester: final assessment, taken near the completion of the first semester on campus
Table 3
Summary of a Two-way Mixed Design Analysis of Variance for Social-Sexual Effectiveness

<table>
<thead>
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<th>Source</th>
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<th>df</th>
<th>MS</th>
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Table 4

Summary of a Two-way Mixed Design, Analysis of Variance for Attitudes Toward Women

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Table 5
A Summary of Mean Scores and Standard Deviation for Male Social-Sexual Effectiveness and Attitudes Toward Women for the Entire Sample at 2 Trials, Regardless of Condition

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<th>Dependent Measure</th>
<th>Beginning</th>
<th>End of Semester</th>
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<tbody>
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<td>Mean (s. dev.)</td>
<td>Mean (s. dev.)</td>
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<tr>
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<td>64.15 (12.56)</td>
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<tr>
<td>Attitudes Toward Women</td>
<td>79.83 (08.40)</td>
<td>74.95 (11.20)</td>
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Note
Beginning (of Semester): initial assessment, taken upon arrival to campus
End of Semester: final assessment, taken near the completion of the first semester on campus
Appendix 1

The 1992 - 1993 Orientation Schedule

Saint John's University, Office of Campus Life

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
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<tbody>
<tr>
<td><strong>Sunday August 30</strong></td>
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<tr>
<td>10:30 - 1:30 p.m.</td>
<td>Lunch</td>
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<tr>
<td>11:00 a.m.</td>
<td>Residence Halls Open</td>
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<tr>
<td>12:00 - 4:00 p.m.</td>
<td>Information Tables</td>
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<td>Medical Forms, I.D.s, Financial Aid Forms,</td>
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<tr>
<td></td>
<td>Official Registration Confirmation, etc.</td>
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<tr>
<td>12:00 - 7:00 p.m.</td>
<td>Meal Contracts Available</td>
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<tr>
<td>4:30 - 7:00 p.m.</td>
<td>Dinner</td>
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<td>5:00 - 5:45 p.m.</td>
<td>Mass</td>
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<tr>
<td>7:00 - 8:30 p.m.</td>
<td>Transfer and Readmit Orientation</td>
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<tr>
<td>8:00 - 9:30 p.m.</td>
<td>Freshmen Floor Meetings</td>
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**Monday August 31**

<table>
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<tr>
<th>When</th>
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<tr>
<td>7:00 - 8:30 a.m.</td>
<td>Breakfast</td>
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<tr>
<td>8:00 - 9:00 a.m.</td>
<td>Calculus Readiness/Math Proficiency Exams</td>
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<tr>
<td>9:00 - 3:30 a.m.</td>
<td>New Registrants</td>
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<tr>
<td>9:30 - 10:45 a.m.</td>
<td>Academic Orientation: Process of Discovery</td>
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<tr>
<td>11:00 - 12:30 p.m.</td>
<td>Foreign Language Proficiency Exams</td>
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<tr>
<td>12:30 - 1:30 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 - 3:00 p.m.</td>
<td>Student Affairs Assembly</td>
</tr>
<tr>
<td>3:00 - 3:30 p.m.</td>
<td>ACE/Freshmen Survey Public Information</td>
</tr>
<tr>
<td>3:30 - 4:30 p.m.</td>
<td>SJU Campus Tours</td>
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</table>
5:30 - 6:45 p.m. President's Banquet, Shirt and Tie
6:50 - 7:30 p.m. Monastic Evening Prayer
8:00 - 10:00 p.m. Movie

Tuesday Sept. 1

7:00 - 9:30 a.m. Breakfast
9:00 - 11:00 a.m. Registration Changes
9:00 - 11:00 a.m. Career Interest Survey
9:30 - 11:00 a.m. Dining Service Employees Orientation
11:00 - 12:00 p.m. Freshmen Honors Program Orientation Lunch
10:45 - 1:00 p.m. Buses Leave for CSB
1:00 - 1:30 p.m. College Transition Assembly
1:30 - 4:00 p.m. CSB Campus Tours
4:00 - 5:00 p.m. Buses Leave for SJU
5:00 - 5:30 p.m. Dinner
5:00 - 6:30 p.m. Buses Leave for CSB
7:30 - 8:00 p.m. Square Dance
8:00 - 10:00 p.m.

Wednesday Sept. 2 First Day of Class
Appendix 2

Gender Sensitivity Workshop Facilitation Format

Introduction

- We are concerned students who have trained to lead discussions on issues of gender, dating, and abuse.
- I and my co-facilitator, are here because these are issues important to us. We first began looking at these issues because: (facilitators enter personal reasons)
- We feel the discussion and the information presented this evening will be useful to each of you, as you interact with women at the College of Saint Benedict and elsewhere.
- We ask that you to feel comfortable in sharing your thoughts and feelings throughout the discussion, and suggest that what is said in this room does not leave it.
- In order to gain from this experience, it is crucial that everyone invest themselves for the next ninety minutes of discussion. Please note that we are not here to accuse anybody of anything, just to discuss some very important issues.
- Hopefully, we can examine ourselves and work together to help make this a valuable experience.

Values

- Definition: personal beliefs that guide our behavior. We feel that any discussion on personal topics like this should begin with concrete understandings of values.
values must be defined before-hand
* one must understand the consequences of value decisions
* values must be acted on consistently
* one must be satisfied with the value

Q What values do you find important in yourself? your friends?

Societal Factors

• List on a blackboard the negative (slang) terms used to describe men and women. Discuss the patterns.
• Let's take some time to look at how our values about men and women effect our attitudes and behaviors.
  * We can do this by investigating how we perceive the rights and roles of women versus those of men in our society.
  * Let's look at several areas:
    - dating
    - sexuality
    - vocation
    - education
    - marital relationships
    - domestic responsibilities
    - etc.
  * Please consider your expectations of yourself and of your other male versus female friends.
  * Now ask yourselves, if we as a society and more importantly as individuals, grant equality for both men and women.
• List terms (slang) used to describe sexual activity. Discuss the prevalence of violence in these terms.
Q What are some media forms that contribute to the degradation of women and that encourage the association between sexuality and violence?
Q Is there a connection between pornography, advertising, "blonde jokes", etc. and sexual violence?
Q If men or women are objectified, are there going to exist problems with this objectification of people, especially of women?
• When people are thought of as objects rather than as human beings it is easier to be violent toward them. This tendency toward violence also leads to oppression of certain groups. Oppression is the devaluing of humans and is the foundation for the prevalence of such behaviors as sexual violence, battering, murder, etc.
Q Is the oppression of women a societal problem?
Q What are some forms of social, economic, and political oppression?
Q How are physical and emotional oppression manifested in society? in our own relationships?
Q How are we responsible for these forms of oppression?
• The oppression of women is a societal problem.
  • In our society women are oppressed physically, emotionally, politically, socially, and economically
    - physically = rape, battering, etc.
    - emotionally = self esteem, appearance, sexual coercion
politically = few elected female officials, opinions of women are often not respected
socially = we live in a male dominated society; males dominate conversations (96% of interruptions during conversations are by men), sexual harassment, etc.
economically = women do 75% of the work in the world, but only receive 10% of the income

• What can be done to prevent contributing behaviors?
  * Awareness
  * Education
  * Changing attitudes and values
  * Actions, words, and dialogues

Q What are you willing to do?

Communication

***Role Play***

• One man and one women (backs facing one another). Both alternate what would be their internal thoughts and feelings of each other and of the events leading up to the confrontation of the possible date rape situation. This would demonstrate disparity of thoughts about the same situation and the necessity of clear communication.
I knew she really liked me by the way she kept smiling at me in class.

He was always so nice in class. I really wanted to get to know him better, so I was excited when he asked me over.

When she agreed to come over I thought I'd get lucky - but I knew I would get it once I saw the way she was dressed.

We were having a good time talking (and watching videos). He started to kiss me and I really liked him so that was nice.

We were kissing and she really liked it.

But he started getting more aggressive and acting like he wanted more. I tried pushing him away.

I was confused later when she protested, but I figured she was going through the motions - probably because she didn't want me to think she was easy.

He just kept telling me to relax and that I'd like it.

I just ignored it and eventually she stopped struggling.

I told him to stop, but he didn't listen.

I think she liked it once she finally let go.

I'm so embarrassed and ashamed. I can't believe it happened to me - especially by someone I know and like. He hurt me.

If she didn't want it, why did she come to my room? I don't know what her problem was. What happened - I don't understand.

How realistic or accurate is this portrayal?

What was the man feeling in this scene?

Do men have these confused feelings?
Does our culture allow men to be confused?
Does our culture allow men to have feelings?
What feelings are allowed, what is not?

Q  What was the woman feeling in this scene?
Q  What could these two people have done differently?
• We might suggest that these situations of miscommunication have earlier beginnings which need to be addressed.
  * Men and women often expect different outcomes from friendly, romantic, and sexual interactions.
    - in social situations, men are activity orientated
    - women tend to be much more relational

Q  Do men and women expect and desire different outcomes from dating situations?
Q  What characteristics do you look for in friends of the same sex? in the opposite sex?
Q  What implications do these character preferences have upon personal interactions?
• Verbal communication is essential before engaging in sexual activity because of the following reasons:
  * One cannot be certain of another's feelings and desires without clear communication.
  * One cannot rely on body language.
  * Once cannot rely on dress

Q  How do you know if a woman wants to have sex?
Q  Is there ever a point at which it is safe to make assumptions?
Q  Does "NO" always mean no?
Q  What if her body language seem to be saying otherwise?
Q  What if you are already engaging in intercourse?
•  "NO" always means no.

Sexual Harassment and Acquaintance Assault seem to be manifestations of the above discussed issues of objectification and oppression, as well as role cast behavior. Men tend to be the aggressors due to their socialization, however men can be victimized.

Q  How often do victims know their attackers?
•  Over 75% of student victims knew their assailants and 57% of those were on dates.

Q  Can anybody be a rapist?

Q  What personal characteristics do rapists have?
•  Often times, the rapist will be:
  *  Attractive
  *  Personable / Charming
  *  Popular
  *  Athlete or Fraternity Member
  *  Someone who believes the myths that women deserve to be raped or that women owe men sex.
  *  Many men who are prone to rape women, drink more on average than those who do not rape.

Alcohol

Q  Can alcohol use increase the odds of a rape occurring?
•  Alcohol is a contributing factor behind most serious problems on campus, including sexual assaults and rapes.
Q  What do you think is the percentage of men and women involved in rapes who were using alcohol at the time?
    •  75% of men involved, as were 55% of the women.
    •  At the University of Minnesota, 100% of date rapes involved the use of alcohol.
Q  Why is alcohol an important consideration when discussing these issues?
    •  The State Attorney General's Office states that both men and women should be especially careful in situations involving the use of alcohol and drugs. They can interfere with one's ability to assess situations and communicate effectively.
Q  Do you think men (or women) sometimes use alcohol as a crutch or an excuse. ie. "I was drunk" "It wasn't really me"
    •  Unfortunately, alcohol is frequently used by men as an excuse and as a weapon.
    •  Even date rapes are often premeditated.
      "Men get smashed and break things; women get smashed and get broken" (Robin Wilson, 1990)

**Alcohol Impairs Communication**

Q  Does communication get more difficult as you drink more?
Q  Is it easier to ignore "stop signs" when you are drunk?
Q  Do you think men have a hard time identifying rape?
Q  Do men always know or consider themselves to be rapists?
    •  A major study shows that over 1/3 of college males have ignored a woman's protests.
• A full 84% of the men who raped definitely were convinced that it was not rape.

Q What can be done to increase communication?

Q Men, what can you do when you are drunk to remain respectful of women?

• Man can do the following things:
  * listen carefully
  * empathize
  * know their limits and expectations
  * understand that "NO" means no
  * communicate intentions clearly because actions may be misinterpreted
  * remember that date rape is a crime, even when drunk
  * don't have sex unless you are sure it is consensual

Referrals

• If you would like to talk about this some more, please speak with one of us, a member of the residence staff, and/or a counselor.

• What to do and/or whom to contact if you or someone you know has been a victim of sexual violence (this is important because often times the first person a female victim/survivor confides in is her closest male friend):
  * Contact someone whom you can trust (friend, R.A., etc.)
  * Go to a hospital for treatment of injuries and for tests. Do not shower, bathe, change clothes, or douche before going to the hospital or clinic.
  * A victim/survivor has the option of reporting to campus
security, university officials, or law enforcement officers.

* We encourage consultation of a trained rape-crisis counselor.

• REMEMBER, when someone is raped, all control is taken away from them - someone took sex from her/him when they did not want to give. It is very important not to make any decisions for a rape victim. Let her decide what she/he would like to do. Even after several days, weeks, months, or years you may need to continue a supportive and patient posture in your relationship with the victim/survivor.
Appendix 3

Open Ended Questions about Friendship and Dating
(Sample Questions)

1. Briefly describe a romantic and/or sexual situation in which you felt best about yourself? What did you feel and why?

2. Briefly describe a romantic and/or sexual situation in which you felt worst about yourself? What did you feel and why?

3. Identify and explain 2-3 qualities which you consider to be most important in a member of the opposite sex.

4. Identify and explain 2-3 qualities which you consider to be most important in a member of the same sex.

5. Describe any perceived differences you may have in how you relate/interact with members of the opposite sex versus those of your same sex.

6. Was the situation described above a positive or a negative experience? Explain.