DATE RAPE AND COMPLIANCE-GAINING GOALS AND MESSAGES FROM THE FEMALE'S PERSPECTIVE

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ABSTRACT

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This investigation explored constraints to stopping or attempting to stop unwanted sexual advances leading to forced sexual intercourse in a dating relationship. Constraints were examined in terms of manifestations in verbal and nonverbal messages generated by potential victims. A review of relevant date-rape and compliance-gaining literature resulted in 17 research questions and four hypotheses for the present study.

One goal of the study was to evaluate messages, generated in the context of potential forced sexual intercourse, for message directness or indirectness. A pre-study was conducted to identify strategies to be labeled as direct and indirect. Female college students (N = 28) from a large midwestern university rated and ranked 26 strategies (Muehlenhard, Andrews, & Beal, 1996) that could be communicated in response to unwanted sexual advances. In the main study, female undergraduates (N = 212) read one of four hypothetical scenarios varied by relational development and by degree of sexual discrepancy between current and desired situation. Subjects generated messages in response to scenarios, prioritized goals, indicated reactions to primary and secondary goals (Dillard, 1990), and provided demographic information and perceptions of date rape. Based upon demographic information, subjects were differentiated by experience with date-rape situations. Coders evaluated each generated message for general directness and indirectness and for particular strategy type. The coefficient for intercoder

reliability was .90. The pre-study identified 8 strategies as direct and 18 strategies as indirect. Using those categories, the main study classified generated statements as direct (38%), indirect (48%), and uncodable (14%). The most-used particular strategy, "She gets up to leave," was coded as indirect. Consistent with previous findings (Koss, Gidycz, & Wiskniewski, 1989), demographic results indicated that 12.3% (n = 26) of the participants reported having experienced forced sexual intercourse in a dating relationship. Another 19.3% (n = 41) indicated that they had been in a dating situation when they believed forced sexual intercourse was extremely likely but did not occur. Compared to those without any level of direct experience with date rape, self-identified date-rape victims believed that a significantly higher proportion of women had been date raped and also reported personally knowing more women who have been raped. Participants with some self-reported level of direct experience with date rape also rated scenario realism as significantly higher than did those who reported no experience level with date rape. One area with a non-significant difference by direct-experience type was direct and indirect message use. However, a significant main effect was found for the use of direct messages as a function of scenario-described relational development, with the low-relational development participants using significantly more direct messages than did the high-relational development participants. Importance of secondary goals as a set (i.e., constraints on reaching primary goal) did not relate to message directness. Two types of secondary goals, functioning as constraints in stopping the aggressor, were differentiated by scenario type, and one of these constraining goals was differentiated by reported direct-experience level with date rape.

This is dedicated to my husband and son, my inspiration.

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I was once told that 60% of all A.B.D.s never complete their doctoral degrees due to the challenge of the dissertation. I'm not certain about the veracity of the percentage, but I am certain that I am grateful not to be part of the 60% group. There are a number of influential people who have kept me on track in their own ways throughout this project. Some of them prayed for me, some prodded, and still others played occasionally to provide much needed diversions. The following individuals and groups have helped me maintain perspective and complete the project: Todd and Benjamin Avery, the people closest to my heart; the entire Avery family; the entire Baldwin family, especially my mother; Dr. David Weinandy; Dr. Lorraine Straw; Dr. Pamela Gray; my doctoral committee, including Dr. Kelly Morrison, Dr. Sandi Smith, Dr. Steven McCornack, and Dr. Robert Griffore; the Communication Arts Department at Aquinas College including, Dr. David Weinandy (again), Sr. Rosemary O'Donnell, Dr. Renee Stahle, and Dr. Curt Bechler; Dr. Bruce Frayman; Diane Bigelow; the students who participated in the study and those at Aquinas College who cheered me on; the Communication Department staff at MSU, especially Marge Barkman; the support staff at Aquinas College; all of my friends at Georgetown United Methodist Church; and, of course, God. Thanks to all!

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Chapter 1

Introduction

Statement of the Problem

The "Just Say No" phrase coined by Nancy Reagan in the 1980s in her campaign against drugs has an appealing simplicity. In fact, that phrase has been extrapolated to other issues where attitudinal and behavioral change are desired. One such issue is date rape (also referred to in the literature as acquaintance rape) which is a rape that occurs within the general context of dating relationships. Similar to the approach taken by the former First Lady, some researchers argue that the secret to controlling the number of date-rape incidents rests primarily upon the alleged victim simply making expectations explicitly known (i.e., communicating sexual interest and intent) (Abbey, 1982, 1987; Shotland & Craig, 1988). These researchers contend that explicit communication of expectations will lessen misinterpretation of cues where "friendly" behaviors--such as participating in conversation or being willing to have a drink in the other person's apartment--are mistaken as interest in sexual intercourse (Abbey, 1982, 1987; Shotland & Craig, 1988). In fact, there are a number of studies and commentaries that focus on the prevalence of "token resistance" or a lack of an unwavering "no" (Fussman, 1993; Muehlenhard & Hollabaugh, 1988; Shotland, 1989). However, simply telling people to say "no" to drug dealers or to would-be assailants minimizes the complexity of the situation (Elliott, 1993). Research focusing solely on this aspect lacks an acknowledgment and exploration of the factors, both situational and relational, that can make saying "no" extremely difficult and a less than efficacious persuasive strategy.

Therefore, it seems theoretically and pragmatically valuable to consider which strategies victims of unwanted sexual behavior consider and which they reject. In exploring these strategies, at least two key questions emerge: a) what constraints to stopping or attempting to stop unwanted sexual advances do victims experience and why, and b) how are these constraints manifested in the verbal and nonverbal messages generated by victims? An in-depth investigation of the "in-the-moment" obstacles to stopping or to persuading the aggressor to stop unwanted sexual behavior leading to intercourse will be explored in this project. It is believed that understanding these obstacles may be a step toward creating efficacious strategies to help reduce the prevalence of unwanted sexual contact.

There is some debate regarding the exact frequency of date rape (Aldrich, 1994; Gross & Greene, 1992; Johnson, Palileo, & Gray, 1992; Orton, 1994). Regardless of whether or not the percentages accurately represent the prevalence, it is indisputable that date rape affects the lives of many people. For example, according to the FBI Uniform Crime Report (1997), 72.5 founded rapes (i.e., confirmed by law enforcement agencies) occur per 100,000 females and, on average, a rape occurs in the United States every five minutes. In two studies conducted on college campuses, 54% of the college women surveyed reported having experienced some form of forced sexual contact, with 15% of them reporting an experience of rape (Koss, Gidycz, & Wisniewski, 1987; Koss, Woodruss, & Koss, 1991). Between 78% and 89% of the sexual assaults reported in these studies were said to be perpetrated by someone the victim knew (Koss et al., 1987; Koss et al., 1991).

Date rape touches the lives of both women and men. Although more attention is given to female victims, men are critical to the formula of date rape--both as potential assailants and as potential victims. A large body of research has focused on men as would-be assailants (Benson, Charlton, & Goodhart, 1992; Burke, Stets, & Pirog-Good, 1988; Craig, Kalichman, & Follingstad, 1989; Peterson & Franzese, 1987; Stets & Pirog-Good, 1989; Warren, Reboussin, Hazelwood, & Wright, 1991), but, in addition to this, at least one study suggests that men may be victims of this crime as well (Struckman-Johnson, 1988). Furthermore, if it is accurate that women are reluctant to file formal complaints against their alleged assailants or even to tell anyone of the incident (Makepeace, 1981; Parrot, 1990; Weller, 1992; Winkel & Koppelaar, 1991), it seems probable that men, who are potential victims, may feel even more pressure not to come forward given the societal stereotypes of women as victims. This suggests that the prevalence of date rape against men may be considerably higher than what is suggested by the reported cases.

Whether the victim is male or female, the task of attempting or persuading the aggressor to stop unwanted sexual advances is an unenviable but necessary task. Relying on the alleged assailant to stop unwanted sexual advances seems both naive and potentially injurious. Expecting the "good will" of the other person to prevail, even when that individual is someone well liked, may be misguided and may give individuals a false sense of security. In fact, studies have explored males' self-reported likelihood to rape in both circumstances with strangers (Briere & Malamuth, 1983; Malamuth, 1981; Tieger, 1981) as well as with individuals known by the victim (Malamuth, 1986). These studies indicated that as many as 60% of the men surveyed reported at least some likelihood of

raping if they could be assured of not being caught, regardless of the interpersonal relationship.

A potential problem occurs when men and women believe other people behave according to good will. Specifically, they may perceive themselves to be invulnerable to date rape, thus blinding them to potential danger, especially when it involves other people they know very well. This may cause them not to think proactively about strategies for responses, should unwanted sexual advances occur. Concern regarding this potential "blindness" has been addressed in much of the current literature distributed on college campuses as part of student orientation and public safety programs (Harrison, Downes, & Williams, 1991; Kidder, Boeil, & Moyer, 1983; Lisker, 1996; Shea, 1993).

Given the prevalence and importance of this topic, further exploration into persuasive strategies to stop unwanted sexual intercourse, as well as perceived obstacles to persuasion seems warranted. However, in order to make this exploration manageable, the project's scope is limited in two important ways. First, due to the statistics for male and female victims, women as potential victims of date rape will be the focus of this study. Second, this investigation will concentrate on traditional college-aged students, as they are in a particularly vulnerable phase of their lives with regard to date rape due to the prevalence of courting or dating relationships (Parrot, 1990).

With these constraints in mind, the purpose of the proposed research is to explore women's projected reactions to hypothetical date-rape situations. Specifically, the focus is on exploring women's perceptions regarding the importance of stopping an unwanted sexual attempt intended to lead toward intercourse and what factors, if any, might cause them to reshape their message output. The study has two goals: a) explore the type of

verbal and nonverbal messages used to stop an unwanted sexual advance, and b) examine the salience of constraints on message output.

Using a goal-directed framework, both functional classification--describing messages in terms of "the apparent goals pursued by the message" (O'Keefe, 1990, p. 204)--and strategic classification--describing messages in terms of "the means of achieving the message's goal" (p. 205)--are explored in the present investigation. For the functional classification component, Dillard's (1990) multiple-goals approach serves as a primary guide as he presents a conceptual framework for different types of goals. For the strategic classification component, Muehlenhard, Andrews, and Beal's (1996) typology of 26 possible responses to an unwanted sexual advance will focus the investigation.

To begin, the key existing themes in the date-rape literature will be presented. Next, relevant compliance-gaining literature, especially that related to goals and strategies, will be reviewed. Based on these two areas of study, the research hypotheses and research questions for the present investigation will be posited. Finally, the methodology for the investigation and the results and discussion sections will be presented.

Date-Rape Literature

Despite the plethora of date-rape studies as a whole in both academic journals and non-academic sources in the past one quarter century, the following literature review illustrates that the present investigation is an area that has not yet been given enough academic attention. Although a specific investigation of the constraints women experience in attempting to stop unwanted sexual behavior is lacking, numerous connections between extant research and the present study can be drawn.

In exploring the date-rape literature, it was discovered that researchers have made some attempt to categorize the studies by type. A categorization system posited by Burt and Estep (1981) and Kleinke and Meyer (1990) is presented here with emphasis placed on how the previous research relates to the present investigation. Because the purpose of reviewing the date-rape literature is simply to illustrate the diversity of investigation and to place the present study in context, most of the research projects are not presented in great detail. Attention will be given now to the first identified group of date-rape studies.

Commission of the crime. One general identified category was factors contributing to commission of the crime. Research exploring rape-myth acceptance (Bernie & Colon, 1994; Burt, 1980; Burt & Albin, 1981; Burt & Estep, 1981; Dull & Giacopassi, 1987; Fischer, 1987; Gillen and Muncer, 1995; Larsen & Long, 1988; Margolin, Miller, & Moran, 1989; Ward, 1988) as well as research investigating acceptance of rigid social roles (Costin, 1985; Costin & Schwarz, 1987; Spence, Helmreich, & Stapp, 1973) are both key areas of investigation within the commission of the crime category. Rape myths have been defined as "prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists" (Burt, 1980, p. 217). The researchers have concluded that rape-myth acceptance narrows the definition of rape for both victim and perpetrator; the effect of holding these stereotyped beliefs is to deny that many instances involving coercive sex actually constitute "rape". Faced then with real-life situations, individuals who accept rape myths may be more likely to continue sexual advances even when the other person has indicated a desire for the behavior to stop. Victims of date rape who have narrow definitions of rape due to rape-myth acceptance may face numerous constraints in determining a course of action because they are so surprised this

is happening to them. The situation simply does not fit their narrow definition of rape. This extant research on rape-myth acceptance and rigid social roles provides a springboard for the present investigation because it helps to illustrate that these types of situations are complex and that attitudes may be rooted in long-term socialization. It may be these types of variables that help explain why women experience constraints in stopping or attempting to stop unwanted sexual behavior, and future investigation may elucidate this idea.

Also in the commission of the crime area is the research related to communication of expectations (Abbey, 1982, 1987; Byers & Lewis, 1988; Knox & Wilson, 1981; Sawyer, Desmond, & Lucke, 1993; Shotland & Craig, 1988), avoidance strategies (Amik & Calhoun, 1987; Atkeson, Calhoun, & Morris, 1989; Fischhoff, Furby, & Morgan, 1987; Koss, 1986; LaPlante, McCormick, & Brannigan, 1980; McCormick, 1979; Murnen, Perot, & Byrne, 1989), and token resistance (Fussman, 1993; Muehlenhard & Hollabaugh, 1988; Shotland, 1989). For a communication-based study, these investigations are helpful in that they do explore the dyad, but most of the studies do not focus a great deal on the exploration of the motivation for the behavior. As mentioned earlier, some of these researchers postulate that the solution to the prevalence of date rape is simply for women to express expectations more clearly and to avoid token resistance. This perception that women resist by using subtle verbal and nonverbal cues is highlighted in Abbey's (1991) conclusion that:

> Educational programs need to be implemented to teach dating-age youth how to honestly and clearly convey their intentions and impute the intentions of their dates rather than to rely on indirect cues . . . . Future generations of American

> youth will learn that "no" means "no" and "yes" means "yes" only if they consistently receive this message from peers, parents, teachers, the media, and most importantly, their dates (p. 108).

The present investigation argues that this is an oversimplification, and it is necessary to consider what factors constrain the victim's communication behavior, making saying "no" a formidable task. The second category of date-rape literature, context of the assault, may offer insight into potential constraining factors and is presented next.

Context of the assault. Investigations have identified several situational factors that may contribute to the likelihood for date rape to occur. Specifically, situational factors conducive to date rape were reported to include alcohol, loud music, private dwellings, parties and bars, sorority and fraternity activities, and multiple male living units (Makepeace, 1981; Parrot & Bechhofer, 1991). Even the time of year has been linked with a higher incidence of date rape with the beginning of the academic year through the Thanksgiving holiday involving the highest reported incidence (Parrot & Bechhofer, 1991). Much of the date-rape research has been conducted on college students which helps to explain why several of the situational factors seem to be most relevant to the college-student experience. However, rather than using college students for convenience, investigation of this type is purposeful. Parrot (1990) determined that most rapists are between 15 and 24 years of age, putting high school and traditional-aged college students in a high-risk category. Not only does this information provide justification for the present study to utilize traditional-aged college students in the investigation, the issue of situational variables may be important as well. As women contemplate their ability to stop or to persuade the aggressor to stop an unwanted sexual

advance, situational variables, such as alcohol consumption, may be perceived to be constraints for the victim and perpetrator. Participants in the present investigation will be asked to consider two situational factors: relational development (i.e., length of relationship and level of perceived relational investment) and degree of discrepancy (i.e., the discrepancy between what the victim desires sexually and the assailant's desire for sexual intercourse). Relational development was selected because the present investigation is rooted in the context of date rape rather than stranger rape, thus rational development would vary. This varied relational involvement may affect the victim's perceived choices in attempting to stop the aggressor. It is also anticipated that the level of sexual involvement (representing the degree of discrepancy) may influence the victim's behavior.

Once a date rape has occurred, the victim is left with the reality of what has happened. The third category of date-rape literature helps to illustrate the powerful effects that date rape can have on its victims.

Victim reactions and traumatic effects. Research on victims' attributions of self-blame following rape incidents (Frazier, 1990; Janoff-Bulman, 1979, 1982; Miller & Porter, 1983) falls within this category. One investigation by Janoff-Bulman (1979) was especially helpful in understanding the concept of self-blame. In this study, self-blame was divided into two types: behavioral and characterological. Janoff-Bulman explained that behavioral self-blame is related to control in that attributions are made to a modifiable source--one's behavior. This type of blame is associated with belief in future avoidability of negative outcomes. In contrast, characterological self-blame is related to esteem in that attributions are made to a relatively nonmodifiable source--one's character.

This type of blame is associated with belief in personal deservingness for past negative outcomes. Of these two types, Janoff-Bulman reported that depression is correlated more with characterological self-blame.

In addition to the area of self-blame, the research exploring individual "styles" of recovery (Gaitskill, 1994; Taylor, Wood, & Lichtman, 1983; Winkel & Koppelaar, 1991), effective forms of treatment (Burgess & Holmstrom, 1976; Koss & Burkhart, 1989), and post-rape perceptions of society (Janoff-Bulman & Frieze, 1983; Peterson & Seligman, 1983; Scheppele & Bart, 1983) all fall within the category of victim reactions and traumatic effects. These studies attempt to explain the unique experiences of rape victims. Janoff-Bulman and Frieze (1983), for example, explained that many victims experience psychological distress because basic assumptions about themselves and their world are shattered by their experiences. Consequent perceptions include a decrease of belief in personal invulnerability, a decrease in perception of the world as meaningful and orderly, and a decrease in perception of self as positive. An interesting question that emerges for the present investigation is whether perceived constraints on behavior to stop or to persuade the other to stop unwanted sexual advances contribute to the psychological distress felt by victims after the assault.

The distress that victims feel is a post-rape issue, but there is also a category of date-rape research that explores the pre-rape issue of the likelihood to rape or be raped. This fourth identified category of date-rape research is the focus of the next section.

Likelihood to rape or be raped. This category of date-rape research relies heavily upon analysis of self-report and demographic data. The research discussed earlier regarding individuals' self-reported likelihood to rape (Briere & Malamuth, 1983;

Malamuth, 1981, 1986; Tieger, 1981) falls within this category. Moreover, investigations have included exploration of the relevance of previously experienced abuse (Deal & Wampler, 1986; Roscoe & Benaske, 1985) and characteristics such as sex, age, race, socioeconomic status, and political affiliation of victims and offenders (Grauerholz & Solomon, 1989; Peterson & Franzese, 1987; Prentky, Burgess, & Carter, 1986; Sigelman, Berry, & Wiles, 1984). The self-report data and other analyses are important in the overall investigation of date rape as a phenomenon, but these investigations alone do not provide a communication-based understanding unless they are correlated with communication variables. The combination of these types of variables and communication-based variables will be included in the present investigation by exploring the correlation between previously experienced date rape and goals and constraints on behavior. The purpose of this inclusion will be to determine if women who previously have been victims of date rape perceive constraints to stop or persuade the aggressor to stop unwanted sexual behavior differently than do those women who have not had previous experience of this type.

Once a date rape occurs, those individuals directly involved in the situation, as well as others outside of the relationship, may attribute responsibility and blame for what occurred. The fifth and final identified category of date rape literature explores this issue.

Assessment of responsibility or blame. One particularly relevant application of this information is to explore what factors jury members may consider--both when determining whether a situation constitutes rape and when recommending punishment. Such issues have received increased attention with the occurrence of famous "rape" cases, such as the William Kennedy Smith trial (Cowan & Curtis, 1994).

The assessment of responsibility or blame for behavior has been explored as it relates to a number of variables. The following is not an exhaustive list, but it illustrates the diversity of investigation in this area. As a whole, the variables incorporated into investigations of responsibility or blame assessment can be categorized according to characteristics of the evaluator, the situation, or the victim.

In terms of variables relating to the evaluator, some studies have explored demographic data while others have examined dimensions of attitude or personality. The evaluator's sex (Calhoun, Selby, & Warring, 1976; Cowan & Curtis, 1994; Deitz, Blackwell, Daley, & Bentley, 1982; Langley et al., 1991; McLendon et al., 1994; Schultz & Schneider, 1991; Sheldon-Keller, Lloyd-McGarvey, West, & Canterbury, 1994; Tetreault & Barnett, 1987), political affiliation and ethnicity (Cowan & Curtis, 1994), and previously experienced victimization (Deitz et al., 1982) are all examples of variables incorporated in third-party demographic investigations. Investigations of the evaluator's attitude or personality characteristics have explored the degree of social influence experienced (Drout, Becker, Bukkosy, & Mansell, 1994), belief in a just-world hypothesis (Kleinke & Meyer, 1990), and acceptance of rape myths and sex-role stereotypes (Jenkins & Dambrot, 1987; Proite, Dannells, & Benton, 1993).

In addition to the evaluator's characteristics, placement of blame or responsibility has been examined according to situational characteristics. Situational variables have included degree of acquaintance between victim and perpetrator (Bell, Kuriloff, & Lottes, 1994; Bridges & McGrail, 1989; Johnson, 1994; McLendon et al., 1994; Sheldon-Keller et al., 1994; Tetrealt & Barnett, 1987), the degree of physical violence or force involved (Garcia, Milano, & Quijano, 1989; Langley et al., 1991; Shotland & Goodstein, 1983),

type of dating activity, such as who initiated, who paid, and where they went on the date (Muehlenhard, Friedman, & Thomas, 1985), and availability of information to a third party regarding motives of the victim and assailant (Vallacher & Selz, 1991; Wiener & Rinehart, 1986).

In contrast, other variables examined in assessment of blame or responsibility research have related directly to the victim and to the victim's behavior. For example, research has included recidivist victims--those who have reported previous rapes (Schultz & Schneider, 1991), the nature of the resistance used by the victim (Berlinger, 1986; Langley et al., 1991; Shotland & Goodstein, 1983; Weller, 1992), the victim's attire (Cassidy & Hurrell, 1995), the attractiveness of the victim (Ferguson, Duthie, & Graf, 1987), the sexual history of the victim (Johnson, 1994), the degree of perceived sexual pleasure experienced by the victim (McCaul, Veltum, Boyechko, & Crawford, 1990), and the victim's previous sexual activity--sexual precedence--with the assailant (Shotland & Goodstein, 1992).

These investigations illustrate the extent to which researchers have examined the minutia of placement of responsibility or blame in circumstances involving unwanted sexual behavior. This information is infinitely important to prosecution and defense lawyers as they select juries to hear cases and as they prepare questions for their witnesses. This information may be useful for educational and treatment programs as well. However, given that women do not anticipate being raped, it probably does not occur to them prior to leaving on a date to consider how others, outside of the relationship, may perceive such factors as their attire, their attractiveness, or the nature of the date. Because the present investigation is designed to explore how women experience

date rape only from the standpoint of stopping or attempting to stop unwanted sexual behavior, assessment of blame or responsibility will not be an area of focus. It should be noted, though, that when women consider their goals and constraints, what "others" outside of the situation might think could enter into their perceptions; therefore, the participants will be asked to consider factors that could relate to others' perceptions of them and their behavior.

Although the categorization systems presented by Burt and Estep (1981) and Kleinke and Meyer (1990) have provided a useful conceptual picture of the literature relating to the date-rape phenomenon, there have been new developments in the date-rape literature with two major additions emerging. The first has been the number of articles and other documents relating to the development and assessment of educational programs. The second has been the debate regarding the reported versus accepted scope of date rape as a phenomenon.

Educational programs. The first addition, educational programs, resulted largely from a federal law signed July 23, 1992 under the Higher Education Act requiring that colleges receiving federal student aid must provide "educational programs promoting students' awareness of rape, acquaintance rape and other sex offenses" (Glazer, 1994, p. 975). These schools are also required to "collect annual statistics on sex offenses, distribute them to current students and establish disciplinary procedures for dealing with sex offenses" (p. 975). Several colleges and universities have established programs. Some evaluators have applauded while others have attacked programs and policies for their aggressive and directive approaches to the issue.

One such program belongs to Swarthmore College in Pennsylvania. This program existed seven years before the law required it, and Swarthmore is hailed as the first college to develop an educational program designed to reduce date rape (Wiener, 1992). The program involved creating a video focusing on communication issues to teach students about this type of rape. Students at the college wrote, produced and even acted in the video. The video was then shown to freshmen at the beginning of the academic year. Although the program received an award from the Los Angeles Commission on Assaults Against Women, Wiener reported that the program also received a great deal of skepticism and criticism as some reporters alleged that Swarthmore College regarded "inappropriate innuendo as the equivalent of rape" (p. 44).

In addition to Swarthmore College, there are several other college and university programs that have received national attention, and at times debate, in both the academic and lay worlds. Academic institutions receiving attention have included Antioch College in Ohio (Gross, 1993; Healy, 1993; Will, 1993); Columbia University in New York (Hellman, 1993); Wittenberg University in Ohio (McEvoy, 1992); The University of Maine (Caron, 1993); Cornell University in New York (Mazur, 1993); and University of Pennsylvania (Shea, 1993). These programs have included a variety of educational formats such as videotape, peer education, facilitated discussion, assertiveness training, theatrical dramatizations, and role-play exercises. Communication-based issues have been at the heart of several of the programs as they focus on such issues as consent and discussion of sexual expectations.

As programs are developed under the federal mandate, issues especially relevant to students' ability to stop or attempt to stop unwanted sexual advances should be

considered for holistic understanding. The present investigation is designed to explore what those issues may be from the perspective of potential female victims. In the present age of educational assessment (Angelo & Cross, 1993), colleges and universities do not want to implement programs without determining if those programs are effective. Exploring the constraints that potential victims feel may be a critical variable in understanding why certain programs on date rape are reported to be effective (Gray, Lesser, Quinn, & Bounds, 1990; Harrison et al., 1991; Kidder et al., 1983; McEvoy, 1992; Shea, 1993) while others are said to fail (Borden, Karr, & Caldwell-Colbert, 1988; Lenihan & Rawlins, 1994). For example, one reportedly successful program described by Kidder et al. (1983) offered assertiveness training for women. In the program, the women were given the opportunity to practice the prescribed behaviors where they previously felt afraid or felt they had no right to resist. Fear was discovered to be the most common reaction to victimization, and it was evaluated as exacerbating victimization because it caused the victims to feel immobilized. The present study may help to explain what specifically creates fear for date-rape victims and why immobilization may be the subsequent reaction.

Reported versus accepted scope of date rape. The attention surrounding the programs and policies in higher education fueled a second major development in the date-rape literature. Specifically, individuals both inside and outside the academic arena began to debate assumptions based on previous research regarding the prevalence of the crime. The majority of the debate regarding prevalence has centered on a study conducted by Mary P. Koss and colleagues in 1985 funded by the National Institute of Mental Health (Koss et al., 1987; Koss & Seibel, 1988). This study has been widely

disseminated in the popular press to document the scope of date rape (Berlinger & Koss, 1992). In this national study involving 32 United States institutions of higher education, more than 6,000 students participated (3,187 females and 2,972 males). Ohio's legal definition of rape, which the researchers argued was similar to that of many other states, was used for the investigation. The legal definition of rape in Ohio is as follows:

> Vaginal intercourse between male and female, and anal intercourse, fellatio, and cunnilingus . . . Penetration, however slight, is sufficient to complete vaginal or anal intercourse . . . No person shall engage in sexual conduct with another person when any of the following apply: (a) the offender purposely compels the other person to submit by force or threat of force, (b) for the purpose of preventing resistance, the offender substantially impairs the other person's judgment or control by administering any drug or intoxicant to the other person (Ohio Revised Code as presented by Koss & Seible, 1988).

Based on this definition, 489 women were labeled as rape victims with 52 classified as stranger-rape victims, 416 classified as acquaintance-rape victims, and 21 not receiving classification due to missing data. Each of the 489 women answered "yes" to one or more of the following three questions: a) Have you had sexual intercourse when you didn't want to because a man gave you alcohol or drugs? b) Have you had sexual intercourse when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.) to make you? c) Have you had sex acts (anal or oral intercourse or penetration by objects other than the penis) when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.) to make you?

Johnson et al. (1992) replicated the Koss et al. (1985) study with 1,177 students (511 males and 666 females) on a single university campus and argued that their findings were consistent with Koss et al. and that the survey instrument was unbiased. However, others have challenged the 1985 results and implications. At the forefront of this opposition have been Gilbert (1991, 1993; Gilbert as critiqued by Collison, 1993), Roiphe (1993, 1994), Paglia (Paglia & Cordes, 1993), and Carlin (1994).

Taken as a whole, the opposition's argument has been three-fold. First, critics have argued that Koss' definition of rape was too broad, resulting in an exaggeration of the prevalence of rape. Koss (1993) countered this by indicating that "although educational materials exist that promote broad interpretations of the term 'rape' [also see Young, 1993], critics err in the assumption that these definitions undergird the empirical date base . . . the definition of rape [used for this study] is consistent with the statutes of most North American jurisdictions" (p. 185). Second, critics have argued that Koss included other types of sexual victimization besides rape in these figures, which caused exaggeration. Koss (1993) corrected critics by explaining that although various other forms of sexual victimization were examined (e.g., unwanted touching and intercourse subsequent to menacing verbal coercion), the responses to these items were not summed along with those dealing with force to obtain the rape rate. Third, critics have charged that the vast majority of the "rape victims" did not classify themselves as rape victims so neither should Koss. Again, Koss (1993) offered clarification and explanation. Approximately one-quarter of the 489 women labeled as rape victims did not feel victimized by the experience. The remaining women had the following reactions: "one-quarter thought it was rape; one-quarter thought it was some kind of crime, but did

not realize it qualified as rape; [and] one-quarter thought it was serious sexual abuse, but did not know it qualified as a crime" (p. 185). Koss ultimately argued that "the failure to embrace the correct legal label for one's victimization does not mean that the victimization did not occur" (p. 185).

Berlinger and Koss (1992), Faludi (1993), Orton (1994), and Ring (1994) are all concerned about what impact the debate regarding prevalence and the publicity surrounding the debate will have on public support and education or prevention programs. Berlinger and Koss (1992), for example, indicated that the challenges "reveal little regard for the scholarship on the subject and remind us that we are fighting ideological barriers that no set of numbers may be able to lower" (p. 124). In an article exploring the debate, an exasperated student was reported to have said, "We need to talk about prevention and education. We are going to war with each other instead of going to war against the problem" (Collison, 1993, p. A41). Even if the findings by Koss et al. (1987) were exaggerated, which they argued were not, does it diminish the impact that victims of sexual assault experience? The present investigation begins with the perspective that, regardless of the exact figures, men and women need to address the issue of unwanted sexual behavior by increasing understanding of what occurs as the situation unfolds. Only then can solutions be addressed.

Summary of date-rape literature. Over the past one quarter century, the phenomenon of date rape has received a great deal of attention. To help manage the mass and diversity, Burt and Estep (1981) and Kleinke and Meyer (1990) offered categorization systems for the phenomenon. Taken together, five areas of investigation were identified. The first area, factors contributing to commission of the crime,

addressed such issues as rape-myth acceptance, adherence to rigid social roles, communication of expectations, avoidance strategies, and token resistance. The second area, context of the assault, focused on factors such as common locations of date rape and specific behavioral correlates such as consumption of alcohol. The third area, victim reactions and traumatic effects, centered on issues of self-blame, style of recovery, treatment programs, and post-rape perceptions of society. The fourth area, likelihood to rape or be raped, utilized self-report data and statistical analyses of demographic indicators. The fifth area, assessment of responsibility or blame, involved three major components: evaluator characteristics (both demographic and attitude or personality based), situational characteristics, and victim characteristics.

Since the time the categorizational systems by Burt and Estep (1981) and Kleinke and Meyer (1990) were presented, two additional key areas of investigation have emerged. The first, stemming from the implementation of a federal mandate, has been the development and assessment of educational programs. The second area, emerging as a result of increased attention given to the phenomenon, concerns the reported and accepted scope of the phenomenon and has spurred heated debate.

These seven themes in the date-rape literature illustrate the diversity of investigation (see Table 1), but they also point to the fact that most of the research relates to pre-rape and post-rape issues rather than actual situational-rape issues. The present investigation will focus on this latter area. Specifically, this paper will explore women's perceived constraints to their ability to stop or to persuade the aggressor to stop unwanted sexual advances.

Attempting to stop an unwanted sexual advance in all of its potential complexity can be categorized as a compliance-gaining attempt. Relevant compliance-gaining literature will be explored next to identify constraints that women may perceive on their ability to stop an attempt at forced intercourse.

Compliance-Gaining Research

Philosopher and novelist, Ayn Rand, once described the human species as goal-driven and action-oriented (Rand as described in Branden, 1989). This statement is central to research in compliance-gaining as it highlights humans' ability to contemplate and set a course of action. Dillard (1990) explained that this implies conscious appreciation--although perhaps not total awareness--of one's own behaviors. Unlike the great bulk of persuasion studies that focus on how and why persuasive messages have the effects they do, compliance-gaining research highlights the "questions of how and why persons produce the social influence efforts they do" (O'Keefe, 1990, p. 200). Another useful distinction between compliance-gaining and persuasion is that compliance-gaining focuses on behavioral change, while persuasion can involve both behavioral change as well as attitudinal shifts. O'Keefe explained that the study of compliance-gaining messages can be categorized usefully by two broad classification schemes: functional and strategic. Functional classification schemes describe messages in terms of "the apparent goals pursued by the message" (p. 204), while strategic classification schemes describe messages in terms of "the means of achieving the message's goal" (p. 205). The present investigation will involve a combination of the two types. Participants will consider goals and constraints (functional) and issues of message production (strategic). In exploring the application of these schemes to the present investigation, relevant literature

regarding the functional and strategic components will be presented, beginning with the functional component.

The functional component. O'Keefe (1990) explained that there are numerous examples of classification schemes that focus on the functional component of messages. The selected scheme for the present investigation is referred to as a multiple-goals perspective, developed by James Dillard (1990). An infrastructure of goals, plans, and action was highlighted that is helpful in the present investigation of women's perceived constraints on stopping or persuading the other to stop unwanted sexual behavior leading to intercourse. For ease of discussion, Dillard labeled the individual making the influence attempt and the individual receiving the attempt as the actor and target respectively. These terms will be used throughout the following sections.

Goals were described as "future states of affairs which an individual is committed to achieving or maintaining" (p. 43). A goal may serve the following functions: a) initiate action, b) act as a standard against which outcomes resulting from the action may be compared, and c) impact meaning in human action and interaction. Dillard postulated that people have multiple goals that vary in degree of abstraction, importance over time, and importance at any given point in time. Thus, different goals will be dominant at different times. Although Dillard's approach has not been utilized to explore cognition and message output in date-rape situations, it is directly applicable. For example, presumably in the context of an unwanted sexual advance, the desired "future state of affairs" from the perspective of the recipient of the advance is the termination of that advance.

Following goals are plans. Dillard explained that "a plan is that which specifies the set of actions necessary to achieve a goal" (p. 43). Three dimensions of plans were described: hierarchy, complexity, and completeness. Plan hierarchy refers to the abstractness of the goal. An abstract goal may elicit an equally abstract plan (e.g., a goal of wanting to stop an unwanted sexual advance may invoke a relatively general plan of trying to persuade the target to stop). Plan complexity refers to the number of elements and contingencies in a plan and to the sequence in which those elements must be executed. If, for example, the plan during an unwanted sexual advance involves asking the target in the form of a direct request to stop, the plan has only one step. Finally, plan completeness pertains to the extent to which the elements of a plan are clearly delineated with regard to contingencies and subcomponents. In the example above involving the direct request to stop, there are no contingencies presented. What if the target does not stop after the request is made? Furthermore, the plan does not specify when the request will be made or the style of presentation.

Applying the examples identified for plan hierarchy, complexity, and completeness to a potential date-rape situation highlights the issue that there is very little time between the establishment of the goal and the necessity to respond. This is an important difference in the nature of this context as compared to many other compliance-gaining situations. For example, if an actor has a goal of getting money back that is owed, the actor may spend hours contemplating the most effective message strategies for compliance-gaining and likely would develop a plan and perhaps an alternate plan in case the first fails. However, in a date-rape situation, the likelihood of the actor to do pre-planning for strategies to stop an unwanted sexual advance is

minimized because it is unlikely that individuals anticipate the necessity to have such a plan in place. Given that the actor has agreed to or even initiated the date, there is presumably some level of positive affect for the target. Therefore, it seems unlikely that the actor anticipates undesirable behavior from the target. It is not until the initiation of the unwanted sexual advance, then, that the actor will identify the necessity of the goal and which strategies will be used. Because of the relatively spontaneous nature of the date-rape situation from the perspective of the victim, the present investigation does not explicitly explore the planning component of the goals-planning-action (GPA) sequence.

Whether the amount of planning time is hours (which possibly occurs in some compliance-gaining situations) or seconds (which likely occurs in the context of date rape), action is the result of plans that have been put into effect. Dillard (1990) explained that a number of demands and limitations may affect the action portion of the GPA sequence. First, given that individuals have multiple goals, one or more of the actor's other goals may change the goal-plan that is currently being translated into action. For example, the goal of stopping an unwanted sexual advance via direct request may be displaced by other goals to protect one's own face, or "an approved social identity" (Trenholm & Jensen, 1996, p. 10), as well as the target's face. Second, "features of the situation or interaction may come to light that make it apparent that pursuing a particular goal is fruitless, thereby terminating plan execution" (Dillard, 1990, p. 44). For example, if the assailant in the date-rape situation becomes even more physically aggressive as the actor attempts to persuade the target to stop, the actor may believe that any attempt made would be pointless or might even exacerbate the situation. Finally, "translating the plan into action may require cognitive capacity that is available only in limited quantities"

(p. 44). If, for example, the actor is seriously intoxicated, she may be unable to execute the plan. It is also possible that action by the actor may be limited, not because of a lack of an existing goal or establishment of a plan, but because she has become immobilized by fear. Given that Kidder et al. (1983), as reported earlier, discovered that fear was the most common reaction to victimization and that it caused victims to feel immobilized, this is a plausible consequence of an unwanted sexual advance.

Dillard (1990) specified two types of goals: primary goals (also referred to as influence goals) and secondary goals. The two types of goals are distinguished "by their centrality to the influence attempt and by their causal relations to one another" (p. 45). An elucidation of these goal types is critical to the present investigation of the perceived constraints women experience in date-rape situations.

First, primary goals "bracket the attempt and provide the explanation for the interaction" (p. 45); they also drive the influence attempt. Awareness of a primary goal occurs when a person "perceives some discrepancy or potential discrepancy between the current state of affairs and the desired state of affairs" (p. 45), where "state of affairs" refers to the behaviors of the target. For example, if a woman prefers to restrict physical contact on a date to kissing but the man prefers sexual intercourse, there is an obvious discrepancy between the current state of affairs and the desired state of affairs. Given this discrepancy, the actor's most likely primary goal in the situation would be to stop the unwanted sexual advance. Dillard claims that the importance of the desired state of affairs and the discrepancy between the current and desired states contribute to the importance of the influence goal and the actor's persistence in reaching that goal.

Unlike the primary goal which drives the influence attempt, secondary goals "act as a counterforce to it and as a set of dynamics that help to shape planning and message output" (p. 46). Taken together, the primary and secondary goals comprise a set of approach and avoidance forces oriented toward securing compliance. Secondary goals constitute standards that are used to reject, or as a basis to alter, compliance-gaining messages.

Dillard, Segrin, and Hardin (1989) proposed five different types of secondary goals (see Table 2). Identity goals constitute the first type. These goals are "objectives related to self concept. They derive from one's moral standards, principles for living, and personal preferences concerning one's own conduct" (p. 20). For example, a goal to be honest and forthright would be considered an identity goal, as would a goal to maintain certain role differentiation such as between teacher and student. Interaction goals, the second type, "are concerned with social appropriateness. They represent one's desire to manage impressions successfully, to ensure a smooth flow to the communication event, to avoid threatening the face of the target, and to produce messages that are relevant and coherent" (p. 20). Trying not to look inept while making the compliance-gaining attempt would be considered an interaction goal. Relational resource goals constitute the third type. The focus of these goals is "on increasing or maintaining valued relational assets such as attention, positive stimulation, emotional support, and social comparison" (Dillard, 1990, p. 47). For example, wanting to avoid possible damage to the relationship would be relevant to this goal type. Personal resource goals, the fourth type, are "concerned with maintaining or improving all of those physical, material, mental, and temporal assets that a person may have" (Dillard, 1990, p. 47). Attempting to lessen the

threat to one's safety, for example, is a personal resource goal. The final secondary goal type is arousal management goals which refers to "a desire to maintain a state of arousal that falls within certain idiosyncratically preferred boundaries . . . to dampen their apprehension induced by participation or anticipation of making an interpersonal influence attempt" (Dillard et al., 1989, p. 20). For example, fearing emotional discomfort or nervousness relates to the arousal management goal type.

Because the present investigation is rooted in the context of date rape rather than a stranger rape, one of the variables of interest is the tension between the primary goal of getting the aggressor to stop the unwanted sexual attempt and the secondary goal of relational development. In courtship, individuals vary in level of relational development which, for this study, will be conceptualized as perceived relational closeness. When an actor encounters an unwanted sexual advance, the level of relational involvement may affect the perceived struggle between the primary goal and the secondary goals. It seems reasonable to expect that if two people are on their first date and the actor judges the relationship to have low development, the perceived conflict between the primary goal and secondary goals may be lower than if the relationship were more developed. Attempting to stop an unwanted sexual advance may result in the decline or termination of the relationship (Metts, Cupach, & Imahori, 1992) because the compliance-gaining attempt is a threat to the target's negative face, or the desire to be free from imposition or intrusion (Brown & Levinson as cited in Littlejohn, 1996). Specifically, because the energy (in terms of time and emotion) invested in the relationship has been limited, risking damage to the relationship may be less of a concern. The primary goal, then, likely would remain paramount. The concept of the actor producing messages that he or

she believes emphasize desirable consequences for high intimate targets, as opposed to low intimate targets, has been supported in the literature (see Dillard & Burgoon, 1985; Dillard et al., 1989). As a result, it is anticipated that as perceived relational development increases and individuals become more invested in the relationship, they will experience more dissonance in challenging the desires of the target. This will be due to fears that the status of the relationship may be jeopardized.

Dillard et al. (1989) explicated and empirically tested this multiple-goals approach. The results from three studies (1989) indicated that the six-goal model (one primary goal and five secondary goals) provides an adequate representation of actors' goals in interpersonal influence situations. The three studies serve as a basis for confidence in the reliability and validity of the approach. The present investigation explores the concept of how women perceive primary and secondary goals in the context of date rape with special attention given to the degree of discrepancy (between the current state of affairs and the desired state of affairs) and perceived relational development.

In addition to investigating the struggle between the primary goal and the secondary goals in an unwanted sexual advance (functional component), the issue of what messages, both verbal and nonverbal, emerge as a consequence of these goals is of interest. Therefore, attention is now turned to the strategic area of compliance-gaining messages.

The strategic component. In defense of including the strategic component in compliance-gaining research, Dillard et al. (1989) argued that a communication-based study must necessarily examine message output of the GPA sequence. O'Keefe (1990) insisted that researchers must specify the particular feature, or underlying dimension, of

compliance-gaining messages that is of interest in order to permit meaningful research (also see Frey, Botan, Friedman, & Kreps, 1991). Without doing so, O'Keefe (1990) argued, the researcher will create a "hodgepodge of categories . . . that are nearly uninterpretable" (p. 208). When selecting a meaningful message feature and a useful classification system for the present investigation, existing classification systems were examined.

There are numerous systems presented and reviewed in the compliance-gaining literature (for example, Baxter, 1984; Boster, 1990; Brendan, Bisanz, & Kohn, 1985; Cody, McLaughlin, & Jordan, 1980; Craig, Tracy, & Spisak, 1986; Dillard & Fitzpatrick, 1985; Marwell & Schmitt, 1967; Roloff, Janiszewski, McGrath, Burns, & Manrai, 1988; Schenck-Hamlin, Wiseman, & Georgacarakos, 1982; Wiseman & Schenck-Hamlin, 1981). Marwell and Schmitt's (1967) classification system contains 16 compliance-gaining techniques including promise, threat, positive expertise, negative expertise, liking, pregiving, aversive stimulation, debt, moral appeal, positive self-feeling, negative self-feeling, positive altercasting, negative altercasting, altruism, positive esteem, and negative esteem. Given that the general compliance-gaining research focuses on verbal messages, it is understandable that Marwell and Schmitt's system, as well as the others, present strategies suitable primarily for verbal messages rather than nonverbal messages. Although a typology with only verbal message strategies may be applicable for more typical or nonvolatile compliance-gaining situations, in the context of a potential date rape, women likely will consider nonverbal strategies as well as verbal strategies. This suggestion is supported in the date-rape resistance literature (Atkeson et al., 1989; Koss, 1986; Murnen et al., 1989). For example, Atkeson et al. (1989) interviewed 116

female rape victims seen at rape crisis centers. Based on the information given in the interview pertaining to resistance, the following three mutually exclusive groups were formed: no resistance (14%, $\underline{n}$ = 16), verbal resistance (53%, $\underline{n}$ = 62), and physical resistance (33%, $\underline{n}$ = 38). Furthermore, in a study conducted by Murnen et al. (1989), 72 women wrote descriptions of unwanted sexual activity. Of those who had experienced an unwanted intercourse attempt (53.7%), reactions to the attempt were reported as follows: nothing (37.1%), nonverbal (8.6%), mild verbal (14.3%), strong verbal (25.7%), and physical (14.3%). These two studies identify the existence of nonverbal and physical forms of resistance in the context of unwanted intercourse attempts. Given that resistance may be viewed simultaneously as an attempt to refuse and to gain compliance (Edgar & Fitzpatrick, 1990), the studies highlight the necessity to include nonverbal and physical compliance-gaining strategies.

One coding system, presented by McCormick (1979) in an investigation of strategies unmarried men and women college students use for having and avoiding sex, is especially relevant to the present investigation. One hundred twenty men and 109 women were asked to "imagine being alone with an attractive person of the opposite sex whom they had known for less than three weeks and with whom they had necked with but had not yet had sexual intercourse" (p. 198). They were then asked how they would influence the date to have sex and to avoid having sex, assuming that the date was "turned-on". Based on pilot testing, ten possible strategy categories for having sex and nine possible strategy categories for avoiding sex were used. In the main study, raters coded the first and last strategy mentioned in each student's essay. The "have sex" influence situation included the following categories: reward, coercion, logic, information, manipulation,

body language, deception, moralizing, relationship conceptualizing, and seduction. The "avoid sex" influence situation included all of the above categories except seduction. These categories are presented in greater detail in Table 3.

McCormick reported that there was a relatively low percentage of scoring system problems in terms of coding the strategies students used to influence a date to have sexual intercourse. Based on this, the researcher concluded that the study's coding scheme adequately accounted for most of the strategies used when having sexual intercourse was the goal. In contrast, the researcher reported a high percentage of scoring system problems in terms of strategies students used to influence a date to avoid having sex. The researcher concluded that the primary reason for the coding problems was that the subjects presented vaguely described strategies which related to more than one of the coding categories. Based on this, the researcher concluded that fewer and more general categories should be used when attempting to determine strategies individuals use in avoiding sex.

Although McCormick's suggestion that the solution to the "avoid sex" coding problems was fewer categories, the researcher did not indicate why the goal of having sex would generate specific responses, while the goal of avoiding sex would generate vaguely described strategies. A plausible explanation, not presented by McCormick, is that the description provided to the subjects for their response was more conducive to the goal of having sex than to the goal of avoiding sex. Recall that the subjects were simply asked to "imagine being alone with an attractive person of the opposite sex whom they had known for less than three weeks and with whom they had necked with but had not yet had sexual intercourse" (p. 198). Then they were asked how they would influence the "turned-on"

date to have sex and to avoid having sex. Although this description may have provided enough information for a subject to consider strategies for having sex (since the other person is already "turned on"), the description may not have given the subjects enough contextual information about the nature of the date for the purpose of generating strategies for avoiding sex. For example, the description did not make clear whether the situation is relatively benign or volatile. The fact that the date is "turned-on" does not necessarily mean that the date has indicated that sexual intercourse is desired and will be pursued. Furthermore, very little emphasis is placed on the idea that from the viewpoint of the subject, sexual intercourse is not desired. Given these limitations, it may be that the primary reason for the vagueness of responses regarding avoiding sex was the vagueness of the description provided.

McCormick also noted that coding problems occurred because the subjects' described strategies often related to more than one of the coding categories. Again, McCormick's suggestion was to use more general categories. However, if the strategies for avoiding sex relate to more than one of the coding categories at a time, making finer distinctions (rather than more general ones) could lessen the problem as long as the strategy descriptions allow for plausible combinations. For example, it seems quite possible that a woman attempting to stop an unwanted attempt at intercourse could use both a verbal message and a nonverbal message at the same time. For example, she might scream "No!". The scream is nonverbal but the utterance of "No!" is verbal. The critical factor is to have a coding system that represents the real-life strategies that victims of this type of assault utilize.

A coding system representing these real-life strategies is now available. Muehlenhard et al. (1996) identified 26 responses women make in an attempt to stop men's unwanted sexual advances. The verbal and nonverbal responses were generated through an open-ended questionnaire. Sixty female and sixty male introductory psychology students described ways in which men had made sexual advances toward women and in which women had resisted unwanted sexual advances from men based on real-life experiences. No hypothetical experiences were used. Similar responses were collapsed to generate the 26 response descriptions. The present investigation utilizes these 26 responses (see Table 4) with an open-ended section encouraging subjects to identify any other responses that a woman could make to a man's unwanted sexual advances.

In addition to selecting an applicable scheme of messages, it is also necessary, as noted earlier by O'Keefe (1990), to specify a particular feature, or underlying dimension, of compliance-gaining messages for meaningful research to occur. Again, McCormick's (1979) study of messages generated by men and women in attempting to persuade another person to have or to avoid having sex is helpful in this regard. McCormick's specified feature was directness/indirectnesss. A direct compliance-gaining message is one in which the persuasive force of the message depends on the target's awareness of how the source is attempting to gain compliance (McCormick, 1979). Put another way, a direct message explicitly makes clear what is wanted from the target. In contrast, an indirect message "is one in which there is room for doubt about the persuader's intent . . . These messages are designed to have plausible deniability" (Edgar & Fitzpatrick, 1990, p. 110).

Several other researchers have discussed the importance of this message feature in the context of sexual behavior (Edgar & Fitzpatrick, 1990; Metts et al., 1992). One concern regarding actors using indirect messages in attempting to stop an unwanted sexual advance is that the target may not recognize the actor's intent. Furthermore, even if the target does recognize the attempt for what it is, the target may rationalize that the actor does not really desire for the attempt to stop, given that the "resistance" to the attempt was indirect. Although a very direct message may still result in a lack of awareness or denial on the target's part, indirect strategies have been evaluated as having an even greater likelihood of being misinterpreted or disregarded by the target (Abbey & Melby, 1986; Edgar & Fitzpatrick, 1990; Sawyer et al., 1993).

In order to use the degree of directness as the specific message feature, it is necessary to determine which of Muehlenhard's et al. (1996) list of 26 strategies to be used in the present investigation are direct and indirect. What is important is to label strategies as direct or indirect based on the perceptions of the individuals who might actually use these strategies. Therefore, part of the present investigation will be dedicated to determining which of these strategies women perceive as direct and indirect.

Summary of compliance-gaining literature. The compliance-gaining literature has been examined for both the functional and strategic classification schemes. Although numerous functional perspectives exist, Dillard's (1990) goal-driven model was selected for use in the presented investigation. Special attention will be given to how women perceive the various secondary goals as constraints on their ability to stop an unwanted sexual advance leading toward intercourse. For the strategic classification scheme, Muehlenhard's et al. (1996) approach has been adopted for the study because it

specifically presented real-life strategies for avoiding an unwanted sexual advance. This 26-message system will be used to explore the message feature–directness/indirectnesss.

With the previous date-rape and compliance-gaining literature as a foundation, it is now possible to posit a number of research questions and hypotheses. The research questions are presented first followed by the hypotheses.

Research Questions

In the review of the date-rape literature, it was noted that a debate is being waged over research on the prevalence of rape in general and date rape in particular. Koss' et al. (1987) study has been at the center of the debate. According to their national findings involving 32 United States institutions of higher education, 416 (13%) of the 3,187 female participants were classified as date-rape (acquaintance-rape) victims. The present investigation provides an opportunity to explore, on a small scale, participants' stated personal experience with date rape and knowledge of others who have experienced date rape. Three direct experience levels with date rape will be examined as follows: a) direct experience as a date rape victim, b) direct experience with a situation where date rape was perceived as extremely likely but did not occur, and c) no direct experience with either date rape or the likelihood situation. The study also allows for an investigation of perceptions regarding the seriousness of date rape, the proportion of women who have experienced date rape, and the problem of date rape on college campuses. An exploration of the possible relationship between these variables was of interest, as a number of questions emerge. For example, once someone experiences date rape, is that person more likely to meet others who have experienced date rape? Therefore, to explore the personal experiences and the cited perceptual issues as well as some of the possible relationships

to each other, the following research questions are posited (see Table 5):

RQ_1: What proportion of the participants report having been in a situation with a date when they were forced to have sexual intercourse against their will?

RQ_2: What proportion of the participants report having been in a situation with a date when they truly believed that the likelihood of forced sexual intercourse was extremely high but did not occur?

RQ_3: What perceptions do the participants have regarding the proportion of women, in general, who have been forced to have sexual intercourse against their will in a situation with a date?

RQ_4: How big of a problem do the participants perceive date rape to be on college campuses?

RQ_5: What, if any, relationship is there between personal knowledge of others being forced to have sexual intercourse by a date and perceptions of the proportion of women who have been forced to have sexual intercourse by a date?

RQ_6: What, if any, relationship is there between perceptions of the proportion of women who have been forced to have sexual intercourse by a date and the perceived problem of date rape on college campuses?

RQ_7: What, if any, relationship is there between personal knowledge of others being forced to have sexual intercourse against their will and the perceived problem of date rape on college campuses?

RQ_8: How, if at all, do participants differ in perceptions of the percentage of women who have experienced date rape based upon their own reported direct experience level with date rape?

RQ_9: How, if at all, do participants differ in perceived likelihood of knowing someone else who has experienced date rape based upon their own reported direct experience level with date rape?

RQ_{10}: How, if at all, do participants differ in perceptions of the perceived problem of date rape on college campuses based upon their own reported direct experience level with date rape?

The aforementioned research questions allow for an assessment of the subjects' report of direct experience and perception regarding prevalence and seriousness of date rape. Another goal of the project is to determine which tactics, as the identified message feature of interest, women perceive to be direct and which they perceive to be indirect. Using McCormick's (1979) conceptualization, a direct compliance-gaining message is defined as one that explicitly makes clear what is wanted from the target. An indirect compliance-gaining message is defined as one in which "there is room for doubt about the persuader's intent" (Edgar & Fitzpatrick, 1990, p. 110). As noted earlier, the present investigation utilizes Muehlenhard's et al. (1996) identified 26 possible responses women make in an attempt to stop men's unwanted sexual advances. In Muehlenhard's et al. investigation, subjects were not asked to rank or rate each response in terms of directness/indirectnesss. Therefore, the following research question is posited (see Table 6):

RQ_{11}: Which of Muehlenhard's et al. (1996) 26 responses are rated and ranked by the participants as direct or indirect?

To make this classification system more meaningful, it is also important to determine which of the strategies the participants, overall, report they would use most,

least, etc. It is believed that this information could be critically important in the development of effective date-rape avoidance training. If, for example, the indirect strategies are the ones that the women report that they would most likely use, then it is logical that there may be greater likelihood of the male missing or misinterpreting the cue to stop the unwanted sexual advance. Therefore, the following research question is posited (see Table 6):

RQ_{12}: To what extent, if any, do the participants use direct strategies in general and indirect strategies in general when confronted with a hypothetical date-rape scenario?

RQ_{13}: To what extent, if any, do the participants use particular direct and indirect strategies when confronted with a hypothetical date-rape scenario?

In addition to the date-rape literature, the compliance-gaining literature review also provided foundation for a number of research questions. As noted, Dillard (1990) explained that people have multiple goals that vary in importance over time and importance at any given point in time. The issue of which secondary goals are perceived as most important from the victim's perspective within the context of potential date rape is of special interest in this investigation. Given that, after an exhaustive search, no literature was available that applied a goals-perspective to the date-rape context, it is difficult to specify which of the secondary goals will be identified as most important. Adding to this difficulty is the fact that an argument can be made for the importance of each of the secondary goals based upon the date-rape and compliance-gaining literature. For example, one finding in the educational-programs literature pertaining to date rape was that fear was the most common reaction to victimization (Kidder et al., 1983). Based

upon Dillard's et al. (1989) description of the secondary-goal types, fear likely would be linked to concern with one's safety (part of the personal resource goal category) and experiencing unwanted intense emotion (part of the arousal management goal category). If, instead of emphasizing the fear-reaction literature, one emphasizes the literature relating to the resulting decline or termination of the relationship as a consequence of attempting to stop an unwanted sexual advance (Metts et al., 1992), then the relational resource goal category may be evaluated as greatly important. Individuals may be especially concerned with the future state of the relationship. If the literature pertaining to face work (Brown & Levinson as cited in Littlejohn, 1996) is emphasized, then the interaction goal category would be evaluated as greatly important. Finally, if the literature relating to the common reaction of self-blame (Janoff-Bulman, 1979) or social roles (Costin & Schwarz, 1987) is emphasized, then the identity goal category likely would take a position of great importance. Therefore, given the feasibility of different secondary goals (or combinations of goals) being rated as most important, the following research question is presented (see Table 6):

RQ_{14}: How do the participants prioritize the secondary goals when confronted with a hypothetical date-rape scenario?

In addition to the research question regarding prioritization of particular secondary goals, a number of additional questions result from the present investigation's partially exploratory nature. One exploratory goal is to determine how perceived importance of the secondary goals may differ based upon participants' direct experience level as victims of date rape. Furthermore, does the difference in experience affect the types (direct/indirect) of messages created? Also related to experiential difference is the

issue of whether women who report having had direct experience as victims find it easier to project themselves into the hypothetical situations than do those individuals who have not had this experience. It is anticipated that there will be some difference based upon direct experience level with date rape, but a theoretically driven prediction of the direction of the difference cannot be offered. It could be that individuals who have personally experienced date rape would identify more secondary goals as constraints because they have seen first-hand the complexity of the interaction. In contrast, those who have never experienced such an interaction may be very idealistic in thinking about how they would respond, anticipating that nothing would get in their way of achieving the primary goal. This concept of idealism is supported by research indicating that individuals are unrealistically optimistic about future life events until faced with a related negative experience (Weinstein, 1980).

It is also possible that the inverse could occur. Perhaps women who have had direct personal experience as victims would like to think that if they faced such an experience again they would do whatever it took to stop the unwanted sexual advance regardless of degree of discrepancy or relational involvement. If this were the case, these women likely would indicate that the secondary goals would not constrain or reshape their behavior. In contrast, women who have not had direct personal experience with date rape may have difficulty imagining that they could bring themselves to stop or attempt to stop an unwanted sexual advance. This may occur especially if they had heard from other women who have experienced such an assault that it doesn't seem to matter what you do; the inevitability of forced intercourse may exist. This likely would be reflected in identifying more secondary goals as constraints. As a result of the feasibility of these

different possibilities, the following research questions are posited (see Table 6):

RQ_{15}: How, if at all, do the participants differ in prioritization of the secondary goals when confronted with a hypothetical date-rape scenario based upon their own reported direct experience level with date rape?

RQ_{16}: How, if at all, do the participants differ in use of direct and indirect strategies when confronted with a hypothetical date-rape scenario based upon their own reported direct experience level with date rape?

RQ_{17}: How, if at all, do the participants differ in evaluation of scenario realism based upon their own reported direct experience level with date rape?

The presented research questions are a result, in part, of the exploratory portion of the present investigation. Now, attention is turned to the more theoretically driven aspects of the study, specifically to the hypotheses of the present investigation.

Hypotheses

As noted by Dillard (1990), the degree of discrepancy between the current state and the desired state has been found to be positively related to both the perceived importance of the primary goal and the actor's persistence in achieving the primary goal within compliance-gaining situations. To determine if these variables will have like functions within the context of the present investigation, hypothetical scenarios (to be discussed in greater detail in the methods section) will be used with varied degree of discrepancy and relational development. This results in a 2X2 factorial design (high and low degree of discrepancy and high and low-relational development). The possible combinations are represented in Table 8. Based upon this design, the following hypotheses are posited (see Table 7):

H_1: Participants in the high degree of discrepancy conditions will rate the importance of the primary goal to be significantly higher than will participants in the low degree of discrepancy conditions.

H_2: Participants in the high degree of discrepancy conditions will rate their willingness to persist in achieving the primary goal to be significantly higher than will participants in the low degree of discrepancy conditions.

In addition to the degree of discrepancy, relational development has been found to relate to message production. As noted earlier, Dillard and Burgoon (1985) and Dillard et al. (1989) found that, in situations with high intimate targets, actors produce messages that they believe those targets desire. Therefore, it is expected that participants assigned to the high-relational development conditions will experience more dissonance in challenging the desire of the aggressor to have sexual intercourse. This will result in fewer direct messages. Therefore, the following hypothesis is posited:

H_3: Participants in the high-relational development conditions will produce significantly fewer direct messages than will those in the low-relational development conditions.

Finally, one of the previously dependent variables, importance of the secondary goals as a set, is refocused as an independent variable. Specifically, it is anticipated that there will be a relationship between the perceived importance of the secondary goals as a set and message directness. As Dillard (1990) explained, the primary goal drives the influence attempt thus motivating action, whereas secondary goals "act as a counterforce to it" and constitute standards that are used to reject, or as a basis to alter, possible compliance-gaining messages (p. 46). Therefore, it is anticipated that when individuals

perceive secondary goals (as a set) to be important, they will be less likely to use direct approaches to achieving the primary goal, and instead, likely will reshape the compliance-gaining message to be more indirect. Therefore, the following hypothesis is presented:

H_4: The perceived importance of the secondary goals as a set is negatively related to message directness.

Now that the literature has been reviewed and the research questions and hypotheses presented, the methodology used in the study will be described. Attention will be given to the sample, instrument, procedure, pilot study, and textual analysis used.

Chapter 2

Methods

Sample

A non-probability, purposive sample was used for this research. Because traditional-aged college students are included in the highest-risk group for date rape (Parrot, 1990), it was appropriate to utilize individuals within this demographic. All of the participants were enrolled in undergraduate communication courses at a large midwestern university. Participation in the project was voluntary; extra credit for the course was provided for participation. For the pre-study intended to determine which strategies should be labeled as direct and indirect, 28 traditional-aged female subjects participated. Twenty-eight women also participated in the pilot study. Each participant was assigned randomly to one of four cells as follows: seven in low-relational development/high degree of discrepancy, nine in high-relational development/high degree of discrepancy, five in low-relational development/low degree of discrepancy, and seven in high-relational development/low degree of discrepancy. Relational development was manipulated in the scenarios in terms of the amount of time spent in the relationship (i.e., first date versus dating for awhile) and perceived closeness. Degree of discrepancy also was manipulated in the scenarios. In the low discrepancy condition the sexual behavior described was quite involved (i.e., kissing, mutual arousal, nudity, and petting above and below the waist). In the high discrepancy condition, the sexual behaviors were minimal (i.e., kissing). In the main study, 212 female subjects were assigned randomly to one of the four possible cells varied by relational development and degree of discrepancy. The cell distribution was as follows: 51 in low-relational development/high degree of

discrepancy, 58 in high-relational development/high degree of discrepancy, 50 in low-relational development/low degree of discrepancy, and 53 in high-relational development/low degree of discrepancy. Although an exploration of differences based upon participants' level of direct experience with date rape was one purpose of the present investigation, no attempt was made to have a specified number of the experience profiles in each cell. Instead, comparisons between levels of direct experience with date rape were made based upon the entire sample and, as would be expected, were not equal in size. The proportion in each group is discussed in the results section.

Instrument

For the pre-study investigation, participants completed a two-part questionnaire. First, the subjects rated the directness of each strategy on an eight-point scale with one being definitely indirect and eight being definitely direct (see Appendix A). A scale with no midpoint was selected to force participants to identify at least a tendency for a strategy to be direct or indirect. The second part of the questionnaire asked subjects to rank in order the strategies from 1 to 26 with one being definitely indirect and 26 being definitely direct (see Appendix B). The purpose of this second part was to aid in the differentiation between strategies (direct/indirect) more easily (using the two parts of the survey together); there was also some concern that part-one results alone would not yield enough clear variation to label strategies as direct or indirect.

For the functional area of the investigation in the main study, Dillard's et al. (1989) self-report, multiple-goals scale was used with slight variations in phrasing to better capture the nature of the context under investigation. The survey also included items for primary-goal importance, relational development, degree of discrepancy,

perception of forced sex, persistence, and scenario realism (see Appendix C). Confirmatory Factor Analysis (CFA) was conducted on these items to determine their fit. A five-factor model was tested for the secondary goals. The specific criteria employed in assessing item quality included item contribution to scale reliability, magnitude of primary factor loadings, internal consistency, and parallelism. Problematic items, based upon these criteria, were omitted from subsequent analyses. A chi-square goodness of fit also was calculated using the critical value formula presented by Hays (1988). The obtained chi-square was 150.70 ($\underline{df} = 133$). The critical value for model rejection was 161.1805. Therefore, the model was accepted with the retained items (see Table 9). The retained items for primary-goal importance, perception of forced sex, and persistence are presented in Table 10.

As part of the main-study survey, the participants read an assigned hypothetical scenario varied in terms of relational development and degree of discrepancy--high-high, high-low, low-high, and low-low (see Appendix D). As noted earlier, relational development was manipulated in terms of the amount of time spent in the relationship (i.e., first date versus dating for awhile) and perceived closeness. To manipulate the degree of discrepancy--the difference between the current state and the desired state--the high discrepancy scenarios presented minimal sexual behaviors (i.e., kissing), while the low discrepancy scenarios described more involved sexual behaviors (i.e., kissing, mutual arousal, nudity, and petting above and below the waist). Retained items for relational development and degree of discrepancy are presented in Table 11. Participants also were asked to prioritize and list their goals and other issues they were concerned about during the encounter (see Appendix E). For the strategic area of the investigation, participants

were asked to provide written, detailed descriptions of what (both verbal and nonverbal) they would communicate to the target. Specifically, participants were asked to indicate the first thing they would say and/or do through the tenth thing they would say and/or do (if they chose to use all options) and why they would say and/or do what they had described (see Appendix F). These written texts were then coded using Muehlenhard's et al. (1996) strategy list and labeled as direct or indirect based upon the pre-study investigation. Finally, subjects were asked to complete a number of demographic and information-seeking questions relating to their experience with date rape and their perceptions of the seriousness and prevalence of date rape (see Appendix G). It was necessary to minimize one section of the survey biasing participants' responses to other sections of the survey. To do this, the survey sections were presented in the following order: read scenario, generate message to the target, identify and prioritize goals and other concerns, evaluate primary and secondary goals, and complete demographic and miscellaneous items.

Procedure

Self-report technique. The self-report survey instrument created for the main investigation was designed to be easily understood so that the subjects could complete the instrument in the privacy of their own homes without the supervision of the researcher. This technique was used because of the sensitive nature of the topic. In addition to needing a private setting for the completion of the surveys, subjects' perception of the anonymity of their responses was especially critical for this type of research. It has been reported that subjects' ability to be candid regarding their feelings and attitudes typically increases with their perception of anonymity of their responses (Frey et al., 1991).

Therefore, a designated drop-off area was provided, and consent forms (see Appendix H) were collected in a separate receptacle from the surveys to reinforce to the subjects that the researcher would not be able to associate their particular responses with the signed consent forms. It was anticipated that by allowing for private completion of the surveys and safeguards to promote anonymity, the potential for subjects to change their responses as a result of knowing they were being observed, known as the Hawthorne effect, would be minimized (Frey et al., 1991). Frey et al. explained that without these precautionary steps, there is increased reason to question the internal validity of the study. Specifically, there is no way to guarantee that the researcher is measuring the constructs of the study rather than other variables such as the subjects' desire to present a particular image to the researcher that may not be representative of their true attitudes.

Of course, even with these precautions, there are no guarantees in survey self-report research that the responses are representative of what the respondents would do. Frey et al. (1991) outlined both strengths and weaknesses of the self-report procedure. The primary advantage is that they are "extremely effective for ascertaining respondents' beliefs, attitudes, and values" (p. 96). Because of this strength, the self-report technique was selected for this investigation. There are, however, several limitations to this procedure. First, self-reports depend on "people being able and willing to provide complete and accurate information . . . , [and they] demand that people reflect on their behavior, which may be difficult" (p. 97). Second, self-reports may or may not be reflective of actual behavior. As Frey et al. noted, there is often "little relationship between perception and behavior" (p. 97). These concerns highlighted the necessity to include manipulation checks in the investigation.

Pilot study. Because self-report surveys were used rather than observing behavior as it occurs in natural settings (because naturally occurring behavior is not conducive to an ethical investigation of date rape), it was especially critical to conduct a pilot test (Fink & Kosecoff, 1985). Self-administered questionnaires are dependent upon the clarity of their language. A pilot study should reveal whether people understand the directions and are comfortable answering the questions. The subjects should perceive the presented information to have ecological validity--the sense that the instrument reflects real-life circumstances (Frey et al., 1991). The pilot study, therefore, assessed both the content of the instrument and the form of the instrument. Special consideration was given to determining if the subjects' open-ended comments could be coded using Muehlenhard's et al. (1996) list of possible responses. This process is described further under the textual analysis section. The pilot test followed a number of guidelines consistent with those suggested by Fink and Kosecoff (1985) and Frey et al. (1991). Specifically, every attempt was made to select respondents similar in terms of critical demographics (e.g., female, college students, traditional age) to the ones who eventually completed the survey. Twenty-eight women participated in the study, ranging in age from 20-25. Because the pilot test was the step in the process designed to make necessary alterations proactively to increase the validity of the final draft of the survey, completed surveys from the pilot study were not included in the main study's final analysis. Attention was given to failure to answer questions, multiple answers provided to the same questions, and comments written in the margins. Manipulation checks of the scenarios were included in both the pilot study and the final version of the survey. This was done to ensure that the scenarios had both content validity which relates to whether the scenarios

"reflect the attributes (or content) of the concept being investigated" (Frey et al., 1991) and ecological validity which assesses the degree to which the scenarios are perceived as realistic to the respondents. Both content validity and ecological validity were of concern here because of the use of hypothetical situations. The subjects needed to perceive that they could go beyond empathizing with someone in such a situation. They actually needed to feel as though they could place themselves in the situation and think about how they would actually respond to such circumstances.

Textual analysis. In both the pilot study and the main study, participants were asked to write what they would say and/or do in the situation described. This was done before they completed the questions relating to the functional area of the investigation. The functional area explored the struggle between the primary goal and the secondary goals given the degree of discrepancy and relational development. They were instructed to be as specific as possible--writing the exact words and describing the specific behaviors that they think they would use in the situation and why they would use those words and behaviors. To aid with coding, subjects were asked to put each strategy on a separate line. Conversation analysis, a form of textual analysis (Frey et al., 1991), was conducted on the data base--in this case the written responses to a hypothetical scenario--using the coding system outlined previously. Two coders were trained by the researcher to understand the coding system and the unit of analysis. The pilot study was used to practice the coding system. Based upon this exercise, the coders, along with the researcher, determined that it was necessary to expand the category codes. Extensive discussion took place to determine what type of expansion would be most beneficial to capture the spirit of the strategies listed by the participants. As a result of this discussion,

in addition to direct response (coded as a one) and indirect response (coded as a two), three additional codes were implemented for the main study. A code of three represented a response deemed by the coders to be direct but not one included on Muehlenhard's et al. (1996) list of direct responses. A code of four represented a strategy determined to be an indirect response by the coders but not one included on Muehlenhard's et al. list of indirect responses. Finally, a code of five was given to any tactic that the coders were unable to classify under codes one through four. For the main study, intercoder reliability was calculated, and the coders worked together to reach agreement on coded units about which they disagreed. Scott's pi index (as outlined by Wimmer & Dominick, 1991) was used to calculate intercoder reliability. This reliability index was selected because it "corrects for the number of categories used" (p. 173). The coders analyzed the database for category type (e.g., categories one through five) and then the researcher assessed the number of units in each category (simple frequency count) to illustrate how often specific message types were being communicated. This, then, yielded both qualitative (category types) and quantitative (category frequency) data.

Chapter 3

Results

Relational Development, Degree of Discrepancy, and Forced Sex Manipulation Checks

Before any analysis of data could be conducted, it was necessary to determine if the scenario manipulations were effective. In order to do this, the subjects were asked a number of questions based upon what they read in their assigned scenario. As noted earlier, the items were evaluated for reliability, internal consistency, and parallelism using Confirmatory Factor Analysis. Only those items that met acceptable standards were retained. Indexes for relational development, degree of discrepancy, and perception of forced sex were then created for each subject using the retained items. A two-way analysis of variance (ANOVA) was computed to evaluate the expected differences on the relational development index (possible range 6 to 36) and the degree of discrepancy index (possible range 3 to 15) as a function of the scenarios. Results indicated that the scenario manipulations were effective for both relational development and degree of discrepancy. Specifically, the two-way ANOVA demonstrated a significant main effect for the relational development index (F (1, 192) = 46.700, $p \leq .01$) as a function of the relational development levels described in the scenarios (see Table 12). In the two low-relational development scenarios, the means were 9.16 and 8.25 (possible range 3 to 15), in contrast to the high-relational development scenarios where both means were 13.41 (see Figure 1). A main effect for scenario-described degree of discrepancy was not significant for the relational development index, and there was no interaction effect between the two independent variables. As anticipated, when the degree of discrepancy index was examined as a function of scenario type, there was a main effect for scenario-described

degree of discrepancy (F (1, 192) = 28.99, $p \leq .001$, see Table 13). Means of the degree of discrepancy index (possible range 3 to 15) were 12.40 and 12.04 for the low degree of discrepancy conditions. For the high-degree of discrepancy scenarios, the mean indexes for degree of discrepancy were 14.04 and 13.18 (see Figure 2). An unanticipated main effect was found here for scenario-described relational development (F (1, 192) = 6.375, $p \leq .05$, see Table 13). Specifically, the changes in the degree of discrepancy indexes were greater when relational development was low. No interaction effect was found. Finally, a manipulation check was completed for perception of forced sex. It was important that the subjects recognized the volatile nature of the situation and that "Steve" was planning to force sexual intercourse. The retained items for perception of forced sex created an index with a mean of 11.88 (possible range 5 to 15). This mean indicates that the subjects recognized the nature of the interaction as one involving potential force.

Research Questions One through Ten

As noted earlier, no attempt was made to control the number of individuals participating in the study who had personally experienced date rape. Instead, the researcher was interested in obtaining a sense of reported frequency and subjects' perceptions of prevalence and significance using the total sample. Descriptive statistics for these issues are presented in Table 14. Table 15 includes means to be used for analysis as a function of reported direct-experience level with date rape. Of the 212 participants, 26 (12.3%) reported that they had experienced forced sexual intercourse while in a situation with a date, and 41 (19.3%) had been in a situation with a date when they truly believed that the likelihood of forced sexual intercourse was extremely high but did not occur. The no experience group, then, contained 144 women (67.9%) with one

person not responding to the related items. When all participants were asked what percentage of women, in general, they believe have been forced to have sexual intercourse against their will in a situation with a date, the response was quite varied with a mean of 44.29 and a standard deviation of 19.30. The minimum reported percentage was 1%, and the maximum reported percentage was 87%. Because of the size of the standard deviation, the median and mode also were calculated with results of 44.00 and 40.00 respectively. Post hoc analyses were conducted to assess whether this variation was a function of scenario type. A two-way ANOVA demonstrated that there were no significant interaction effects or main effects for the estimated percentage of women whom have experienced date rape as a function of scenario type.

In addition to estimating the percentage of women who have experienced date rape, the subjects were asked to indicate how many women (not including themselves), if any, they personally know who have been forced to have sexual intercourse against their will. The mean for this question was 1.55 with a standard deviation of 2.38 (min. = 0 and max. = 15). The subjects then indicated how big the problem on college campuses they perceived date rape to be. On a one to five scale (one being no problem and five being a big problem), the mean was 4.04 (SD = .87).

In addition to the descriptive statistics presented above, the researcher was interested in looking at possible relationships between these demographic/informational variables (see Table 16). The relationship between personal knowledge of others being forced to have sexual intercourse against their will and perceptions of the proportion of women who have been forced to have sexual intercourse against their will in a situation with a date was examined. Analysis indicated a significant positive relationship

($r = .1523$, $p \leq .05$). As the reported number of rape victims known personally by the subject increased so did the perceived percentage of women forced to have sexual intercourse in a situation with a date.

The correlation between perceptions of the proportion of women who have been forced to have sexual intercourse against their will in a situation with a date and the perceived problem of date rape on college campuses also was explored. A significant positive relationship was found ($r = .2486$, $p \leq .001$). Therefore, the subjects who perceived a greater proportion of women experiencing forced sexual intercourse in a situation with a date also perceived date rape to be a more serious problem on college campuses.

A third relationship examined was between personal knowledge of others being forced to have sexual intercourse against their will and the perceived problem of date rape on college campuses. It was determined that as the number of other women personally known by the subject increased, so did their perception of the problem of date rape on college campuses. A significant positive relationship was found between these two variables ($r = .1392$, $p \leq .05$).

A one-way analysis of variance (ANOVA) was used to determine if there were significant differences in the estimated percentages of individuals who have been forced to have sexual intercourse by a date based upon the reported level of direct date-rape experience. As noted earlier, three levels of reported direct date-rape experience were examined: a) direct experience as a date-rape victim, b) direct experience with a situation where date rape was perceived as extremely likely but did not occur, and c) no direct experience. A significant main effect was found ($F(2, 207) = 4.74$, $p \leq .01$) for the

estimated percentage of date rape victims as a function of reported date-rape experience level (see Table 17). The means were 41.90 (no experience), 45.98 (likelihood experience), and 54.04 (rape experience) (see Figure 3). Using the Tukey method (as described by Bartz, 1981), the combinations of means were tested for significant differences. Results indicated that the self-reported date-rape victims estimated the percentage of women who have been forced to have sexual intercourse by date to be significantly higher than did those who have had no experience with date rape. Those in the likelihood experience were not significantly different from either the participants who reported no experience or those who reported direct experience as date rape victims.

Potential differences, based upon reported direct experience level with date rape, were further examined by assessing the number of women reported to be known personally by the subject who have been forced to have sexual intercourse against their will. A one-way ANOVA demonstrated a significant main effect (F (2, 207) = 10.6380, $p \leq .001$, see Table 18). The means were 1.07 (no experience), 2.39 (likelihood experience), and 2.92 (rape experience) (see Figure 4). Using the Tukey method, significant differences were found between those who reported no experience and those who reported the likelihood experience. A significant difference also was found between those who reported no experience and those who indicated that they had been victims of date rape. These findings demonstrate that, for these participants, at least some level of direct experience with date rape increased the reported number of women known to the participant as having been raped. Those in the likelihood experience and those in the date rape experience were not significantly different on this variable.

Continuing with the assessment of reported date-rape experience level impact, a one-way ANOVA was performed for the estimated problem of date rape on college campuses (possible range 1 to 5). The group means were 3.99 (no experience), 4.12 (likelihood experience), and 4.23 (rape experience). A main effect was not found, indicating that the three groups did not vary significantly on this variable. All three groups rated the problem of date rape on college campuses to be quite large.

Research Question Eleven

Using the surveys from the 28 participants in the prestudy, determinations were made as to which of Muehlenhard's et al. (1996) statements would be coded as direct and indirect. Again, a direct message is one that makes explicitly clear what is wanted from the target, and an indirect message is one that leaves room for doubt about what is wanted from the target. A comparison was made between the responses on the two sections of the survey (i.e., rating the strategies and ranking the strategies). This was done to determine if there was consistency in subjects' reactions to the two parts of the survey. Frequencies, percentages, means, standard deviations, variances, and ranges were collectively examined to determine whether there was consistency.

Statements that were labeled as indirect took two forms. The first form was classified for this study as pure-indirect strategies (see Table 19). These strategies had scores clustering closely to the definitely indirect end of the likert-type format (part one of the survey with possible responses from one to eight) or consistently received a 13 or lower on the ranking section (part two of the survey with possible responses from 1 to 26). The 13 and below division was used for this purpose because the 13/14 point represented the mid-point for potential scoring. Specifically, these strategies had means

in the rating section of the survey from 2.96 (SD = 1.45) to 4.50 (SD = 1.75). In the ranking section, these strategies had means from 3.29 (SD = 3.11) to 8.33 (SD = 4.64).

The other form of indirect strategies was classified for this study as varied-indirect strategies (see Table 20). These included the strategies with greater fluctuation across subjects in how they were rated and ranked. These strategies had means in the rating section from 4.11 (SD = 1.81) to 7.32 (SD = 1.19). In the ranking section, these strategies had means from 6.87 (SD = 5.32) to 17.54 (SD = 7.29). Two strategies had higher means (7.32, 6.68 and 15.04, 17.54 in rating and ranking respectively) than the other varied-indirect strategies, but the strategies were included as indirect items rather than direct items because of the size of the standard deviations. Even these varied-indirect items had much larger standard deviations (1.19, 1.94 and 6.91, 7.29 in rating and ranking respectively) than the standard deviations for the direct items (.00, .50, .97, 1.31, 1.38, 1.45, 1.47, 1.63, and 1.62, 2.41, 3.34, 3.46, 3.82, 4.35, 4.62, 4.81 in rating and ranking respectively). These figures illustrate that, although these two strategies' means were similar to some of the direct-strategy means (see Table 21), the varied responses represented by the standard deviations made the strategies more aligned with the conceptual definition of an indirect message. In other words, the strategies left room for doubt about what was wanted from the target.

Research Question Twelve

Pilot study. Two volunteer coders, other than the researcher, coded the open-ended portions of the pilot-study surveys. The research participants completed this section of the survey first. Specifically, they were asked to read their assigned scenario and indicate what they would say and/or do first and why, second and why, etc. through

tenth (if they chose to use all options). Three pilot-study surveys were used for the purpose of training the coders. The coders were given opportunity to ask questions, and the researcher provided clarification. Once these surveys were removed, 25 surveys remained for coding practice and identification of coding concerns. The 25 surveys represented each scenario type as follows: low-relational development/high degree of discrepancy (n = 7), high-relational development/high degree of discrepancy (n = 9), low-relational development/low degree of discrepancy (n = 5), and high-relational development/low degree of discrepancy (n = 7). The 25 surveys included 124 responses; therefore, 248 responses were coded, given that there were two coders. Taken together, the codes were as follows: 45% (n = 111) coded as 1 (direct); 35% (n = 88) coded as 2 (indirect); 5% (n = 13) coded as 4 (direct other); 5% (n = 12) coded as 5 (indirect other); and 10% (n = 24) coded as 6 (uncodable).

Scott's pi was used to calculate the intercoder reliability coefficient. Again this formula was selected because it corrects for the number of categories used. Initially, there was a .58 agreement coefficient. An acceptable coefficient for this formula is .75 or higher. In an attempt to determine why the obtained coefficient was so low, the researcher discussed the coding guidelines again with the coders, and clarification was offered. The coders were reminded to read the "why" portion of the subjects' statements to help with the classification. This discussion was deemed appropriate, as the purpose of the pilot study was in part to provide an opportunity to establish and practice a coding system. The two coders then went back through the responses about which they disagreed and made any changes that they deemed appropriate. Scott's pi was recalculated for the pilot-data set, and a .94 agreement coefficient was obtained.

Main study. For the main study, 1338 statements were coded as direct, indirect, direct other, indirect other, or unable to be coded. The uncodable statements (n = 190, 14% of the total 1338 statements) were labeled this primarily because the statements described something to occur after the fact (e.g., I would seek counseling, call a friend for support, or go to the hospital for an exam). Once the coders made their individual assessment, the researcher calculated agreement across the two coders for each statement. Using Scott's pi, intercoder reliability was .90, with acceptability for this coefficient at .75. The coders disagreed on 93 (7%) of the 1338 statements. The primary researcher determined category placement for these 93 messages. Frequency distributions were then calculated for direct/direct other and indirect/indirect other to determine whether the direct strategies or the indirect strategies were more frequently reported for use as a whole. As noted on Table 22, the indirect/indirect-other strategies were more frequently cited with 646 (48%) of the total 1338 statements labeled as indirect or indirect other. The direct/direct-other statements occurred as 502 (38%) of the total 1338 statements.

Research Question Thirteen

This research question examined whether there were particular direct or indirect strategies that were used more often than were others. The specific direct strategy differences are presented first followed by the specific indirect strategy differences. When the strategies were assessed individually, certain direct strategies definitely occurred more frequently than did other direct strategies (see Table 23). "She says, 'No!'" occurred 32% of the time that a direct strategy was used and represented 12% of the total statements and 14% of the codable statements. The second most frequently used direct strategy was, "She responds with physical violence, such as kneeing, biting,

slugging, kicking, or clawing." This occurred 108 times (23% of the direct statements, 9% of the total statements, and 10% of the codable statements). "She tells him, 'This is rape, and I'm calling the cops'" was the third most often used direct strategy at 12% (n = 58) of the 502 total direct statements (4% of the total statements, and 5% of the codable statements). The other two fairly frequently occurring direct strategies were, "She pushes him away" and "She screams". These both occurred in 8% of the direct statements (n = 42 and 40 respectively), and each represented 3% of the total statements and 4% of the codable statements.

In examination of the indirect strategies, there were also certain strategies that occurred more often than others (see Table 24). "She gets up to leave" was the most frequently cited indirect strategy at 33% (n = 212) of the 646 total indirect statements made (16% of total statements, 18% of codable statements). The next most frequently used indirect strategy involved breaking the mood and occurred as 9% (n = 57) of the indirect statement total (4% of total statements, 5% of codable statements). "She says, 'I really care about you, but I'm not ready. Let's wait until the relationship is stronger'" was third most frequent. It occurred 44 times (7% of the total indirect statements) and represented 3% of all the statements and 4% of the codable statements. The fourth most frequent, "She tells him she doesn't want to do anything beyond kissing or making out," also represented 7% of the indirect statements (n = 43, 3% of all statements and 4% of codable statements). At 4% of the indirect statements used, "She says she has herpes (or other diseases)" was presented 26 times (2% of total statements and codable statements).

Research Question Fourteen

This research question explored the issue of which, if any, secondary goals were evaluated as having greater importance within the general context of attempted rape on a date. Because the different secondary-goal categories had a different number of items (either three or four), it was not possible to simply compare the mean indexes for each secondary-goal category; the lowest and highest possible means were not consistent across all category types. Instead, the means for the retained questions were calculated separately for the entire sample and compared to determine if the questions with the higher means fell into particular secondary-goal categories. Each category's means were then averaged to assess the significance of the secondary-goal type. Table 25 presents the item means and the averaged means for each secondary-goal category. The arousal management items had the highest means overall with an average of the means at 4.28 (possible range 1 to 5). The second highest secondary-goal category was personal resource goals; the average of the means was 3.91 (possible range 1 to 5). The identity items were third highest overall with an average of the means at 2.76 (possible range 1 to 5). The lowest two categories were interaction goals and relational resource goals with averaged means of 1.68 and 1.44 respectively (possible range 1 to 5). These results indicated that within the context of anticipated forced sexual intercourse by a date, the participants perceived arousal management (related to apprehension) and personal resource goal issues (related to concern for one's safety) as most important. Although less than arousal management and personal resource goals, issues related to one's self-concept and personal preferences for conduct (both related to the identity goal category) were rated as fairly important. The least important issues as evaluated by the

subjects related to concern for face/impression management (interaction goals) and maintaining relational resource goal assets such as attention, emotional support, and positive stimulation from the target.

Research Question Fifteen

Given the potential differences between individuals based upon reported experience levels with date rape, this research question examined the importance of each secondary-goal type as a function of this reported level. A one-way ANOVA was performed for each secondary-goal type. Of the five secondary-goal types (identity, interaction, relational resource, personal resource, and arousal management), a significant main effect as a function of reported experience level with date rape was found only for the interaction goal category (F (2, 207) = 4.97, $p \leq .01$, see Table 26). The means for the interaction goal index (possible range 3 to 15) were 4.65 (no experience), 5.73 (likelihood experience), and 6.23 (rape experience) (see Figure 5). Using the Tukey method, those who reported no experience and those who reported experience as date rape victims varied significantly on the rated importance of interaction goal issues (relating to concern for face/impression management). The importance of the interaction goal issues were perceived as significantly more important for those who reported date rape victim status. However, those who reported the likelihood experience did not differ significantly from either those who reported no experience or those who reported experience as date rape victims.

Given that only one of the secondary-goal scores showed differences based upon reported direct-experience with date rape, post hoc analyses were performed on the secondary-goal scores as a function of scenario type. Of the five secondary goals, two

showed differences based upon scenario type using two-way ANOVAs. First, as with reported direct-experience with date rape, differences in interaction goal scores were found based upon scenario type. Specifically, there was a main effect for scenario-described degree of discrepancy (F (1, 177) = 4.027, $p \leq .05$, see Table 27). The low degree of discrepancy conditions resulted in significantly higher interaction goal scores (M = 5.18 and 5.59 on possible 3 to 15 range) than in the high degree of discrepancy condition (M = 4.73 and 4.72 on possible 3 to 15 range) (see Figure 6). A main effect for the interaction goal scores was not found for scenario-described relational development, nor was there an interaction effect between relational development and degree of discrepancy. A second goal that was differentiated by scenario type was the relational resource goal category. A significant main effect was found for relational development (F (1, 177) = 4.835, $p \leq .05$, see Table 28). In the low relational development scenario conditions, the relational resource goal index had means of 5.24 and 5.41 (possible range of 4 to 20). In contrast, the high relational development scenario conditions produced relational resource goal index means of 6.55 and 5.66 (possible range of 4 to 20) (see Figure 7). Therefore, individuals in the high relational development conditions perceived the relational resource goal issues to be significantly more important than those in the low relational development conditions. There was no main effect for this variable as a function of degree of discrepancy, nor was there an interaction effect between relational development and degree of discrepancy. Table 29 includes the means of all of the secondary goal indexes as a function of scenario type as well as other dependent variables used for analysis.

Research Question Sixteen

This research question explored the possible difference in use of direct and indirect messages based upon reported direct experience level with date rape, by examining the mean use of each message type. The direct message means (possible range 0 to 10) were 2.29 (no experience), 2.66 (likelihood experience), and 2.39 (rape experience). The indirect message means (possible range 0 to 10) were 3.01 (no experience), 3.44 (likelihood experience), and 2.69 (rape experience). One-way ANOVAs demonstrated that there were no main effects or interaction effects for the use of direct and indirect messages as a function of reported date-rape experience level.

Research Question Seventeen

This research question assessed the potential difference between the participants based upon reported direct experience level with date rape in relation to evaluation of scenario realism. Four statements on the survey tapped into this issue, creating an index for scenario realism (possible range 4 to 20). The closer to 20 (after one question was reverse coded), the better the rating of the scenario. The mean for the total sample for scenario realism was 17.34. Divided by group, the means for the scenario realism index were 16.92 (no experience), 18.20 (likelihood experience), and 18.50 (rape experience) (see Figure 8). A one-way ANOVA showed significant differences between groups ($F(2, 206) = 6.46$, $p \leq .01$, see Table 30). The Tukey method was then used to examine differences between all mean combinations. Both those in the likelihood experience and the rape experience rated scenario realism as significantly higher than did those who reported no experience level with date rape. Those in the likelihood experience and the date-rape experience were not significantly different from each other.

Hypotheses One and Two

These two hypotheses dealt with the influence of the degree of discrepancy on the perceived importance of the primary goal and persistence in achieving that goal respectively. It was anticipated that participants in the high degree of discrepancy conditions would rate the importance of the primary goal as significantly higher than would participants in the low degree of discrepancy conditions. It was further anticipated that participants in the high degree of discrepancy conditions would rate their willingness to persist in achieving the primary goal more highly than would participants in the low degree of discrepancy conditions. Results indicated that in the low degree of discrepancy conditions, the means for primary goal importance (possible range 4 to 20) were 19.42 and 18.94. In the high degree of discrepancy conditions, the means for primary goal importance were 19.24 and 19.17. For persistence in achieving the primary goal (possible range 3 to 15), the means in the low degree of discrepancy conditions were 14.18 and 14.11. In the high degree of discrepancy conditions, the means were 14.49 and 14.38. A two-way ANOVA was performed for primary goal importance and persistence in achieving the primary goal as a function of scenario type. No main effects were found for degree of discrepancy or relational development for primary goal importance or persistence. Based upon the means for each of the dependent variables, it is clear that the participants perceived the primary goal of stopping "Steve" and their willingness to persist in achieving that goal as highly important regardless of scenario type.

Hypothesis Three

The use of direct messages was evaluated for potential differences based upon the relational development variable as specified in the hypothetical scenarios. As part of the

directions for the open-ended section, the subjects were asked to reread the scenario they were given and then write what their first (second, third, etc.) words and/or actions would be toward reaching the goal of stopping the sexual advance. Analysis was performed on the direct messages to determine if there were differences based upon scenario-specified relational development. A two-way ANOVA was performed for message directness as a function of scenario type. A significant main effect was found for relational development (F (1, 207) = 5.42, $p \leq .05$, see Table 31). In the low-relational development conditions the use of direct messages (possible range 0 to 10) averaged 3.00 and 2.32, in contrast to the high-relational development conditions with direct message means of 2.09 and 2.11 (see Figure 7). A main effect for degree of discrepancy was not found, nor was there a significant interaction effect. A two-way ANOVA also was performed on the use of indirect messages as a function of scenario type. No significant main effects or interaction effects were found.

Hypothesis Four

This last hypothesis evaluated the relationship between the perceived importance of the secondary goals as a set and message directness. Although the correlation did show a negative relationships ($r = -.0964$) between secondary-goal importance and the direct-message strategy, it did not reach statistical significance ($p \geq .05$). When the secondary goals were tested separately, the only relationship between secondary-goal importance and message directness that reached statistical significance was the relational resource goal category ($r = -.2081$, $p \leq .01$).

Chapter 4

Discussion

Interpretation of Results

Research questions one through ten. The goal of these research questions was two-fold: 1) to assess the subjects' reported experience with and perceptions of date-rape situations and related issues, and 2) to assess the relationships and possible differences between these reported experiences and perceptions. One area of assessment was the reported level of participants' direct experience with date rape. Three experience levels (direct experience as a date-rape victim, direct experience with a situation where date rape was perceived as extremely likely but did not occur, and no direct experience) were examined. As indicated earlier, 12.3% (n = 26) of the 212 participants indicated that they had experienced forced sexual intercourse while in a situation with a date. These data from the present investigation regarding reported personal experience with date rape were consistent with Koss' et al. (1987) study in which 13% (n = 416) of the 3,187 participants were classified as date-rape (acquaintance-rape) victims.

Although Koss et al. did not ask the participants in their study if they had ever been in a situation with a date where they truly believed that the likelihood of forced sexual intercourse was high but did not occur, the present study did assess this information. As noted earlier, of the 212 participants, almost 20% (19.3% or $\underline{n}$ = 41) reported such an experience. The present investigation included this assessment to determine if subjects who reported the likelihood experience were more similar to those who reported that they had been victims of date rape or to those who reported having no experience with date rape ($\underline{n}$ = 144, 67.9%).

When assessment of estimated percentages, personal knowledge of others, and perceived problem of date rape on college campuses were examined based upon reported experience level with date rape (no experience, likelihood experience, or rape experience), several interesting results surfaced. The one variable that was not affected by experience level was perceived problem of date rape on college campuses. No statistically significant differences were found based upon experience level with date rape. These results were not terribly surprising given the push on college and university campuses to include workshops and educational programs on date rape and other dating decisions. It is probable that students perceive that date rape must be a fairly serious problem on college campuses or these workshops and educational programs would not be necessary and included in the co-curricular program. The two variables that were influenced by experience type were personal knowledge of others who have been raped and the estimated percentage of women who have been forced to have sexual intercourse by a date. For both dependent variables, those who reported having been victims of date rape were significantly different from those reporting no experience. Those reporting the likelihood experience were significantly different from those reporting no experience for the number of rape victims known to the participant, but the two experience levels were not significantly different for the estimated percentage of women who have experienced date rape. Interestingly, those who reported the likelihood experience were not significantly different from those who reported having been victims of date rape for either the estimated percentage or the reported number. There are a number of possible explanations for the differences between those who report having had at least some direct experience with date rape and those who have had no experience. One possible

explanation is that those individuals with experience may share these experiences with others, and others, knowing that these women can empathize, disclose that the experience also has happened to them. Another possibility is that women who have experienced date rape or a situation where date rape was perceived as highly likely but did not occur seek out others who have had these experiences. This may occur, for example, in the context of therapeutic support groups. Given the probability for psychological trauma caused to the victim (Janoff-Bulman & Frieze, 1983), these women may seek out help to process through the experience and work to move forward. This connection to others who have shared like experiences may have lead those in the rape experience group to estimate the percentage of women who have been forced to have sexual intercourse by a date to be higher than those who have had no date-rape experience.

Research questions eleven through thirteen and sixteen. Research questions eleven through thirteen all dealt with the directness/indirectnesss of message strategies. Muehlenhard's et al. (1996) 26 responses were rated and ranked by the participants to determine whether the strategy should be labeled as direct or indirect. Of the 26 responses, only eight were labeled as direct. The others were labeled as pure indirect (n = 5) or varied indirect (n = 13). These findings indicate that there are many more potential messages that "leave room for doubt about what is wanted from the target" (conceptual definition of indirectness) than make "explicitly clear what is wanted from the target" (conceptual definition of directness). Although this may or may not be cause for concern in itself, the results indicating that the participants used 10% more indirect messages (n = 646) than direct messages (n = 502) in response to the scenarios given them is concerning. This trend is further supported in examination of the specific

strategies and their frequency of use as the most common indirect message represented 16% of the total number of statements made, as compared to the most frequently used direct message representing 12% of the total number of statements. If indirect messages are indeed more likely to be misinterpreted or discarded by the target (Abbey & Melby, 1986; Edgar & Fitzpatrick, 1990; Sawyer et al., 1993), reliance on indirect messages in the context of forced sexual intercourse in a situation with a date is unwise.

The seriousness of the reliance on more indirect messages than direct messages is further compounded by the results to research question sixteen. Each message strategy category (direct, indirect, direct other, and indirect other) was examined for possible differences based on reported direct experience level with date rape. No significant differences as a function of experience level were found. These results suggest that even after having experienced date rape or a situation in which date rape was perceived as highly likely but did not occur, messages in response to a hypothetical situation involving potential forced sexual intercourse remain the same. One might expect that those who have experienced a situation of this nature in the past would use more direct messages in order to make their wishes "this time" absolutely clear, but this did not occur. Perhaps, the individuals who reported experience as date rape victims perceive that message directness had little or nothing to do with the outcome in the situation; therefore, their message strategies were not altered (although there is no baseline to actually test this). In terms of the individuals who reported the likelihood experience, they may credit their message approach (a mix of direct and indirect messages) to be the reason that forced sexual intercourse was not achieved.

Research questions fourteen and fifteen. These two research questions examined the prioritization of secondary goals. Research question fourteen identified the order of secondary-goal importance. As noted earlier, the arousal management goals and personal resource goals received the highest ratings respectively. Therefore, concerns with issues such as maintaining an acceptable level of arousal (arousal management goal) and one's personal safety (personal resource goal) were perceived as most important. Although these results are not surprising given the nature of the date-rape situation, it is interesting that even though the situation was only hypothetically described, participants felt an uncomfortable level of arousal and feared for their safety. For research question fifteen, the prioritization of goals were assessed as a function of reported direct-experience level with date rape. Only one of the secondary goals, the interaction goal category, was differentiated by experience type. Those individuals, who reported have experienced date rape, rated the interaction goal issues (such as face/impression management) as significantly more important than did those individuals who reported no experience with date rape. This indicates that the self-reported date-rape victims were much more concerned with avoiding embarrassing "Steve" or making him look stupid while attempting to stop the unwanted sexual advance than were those women who had not had a date-rape experience of any kind. The question is why women who have experienced date rape would be more concerned with these types of issues. If anything, it might be anticipated that once women have experienced date rape they would be even less concerned with maintaining an aggressor's face. One possible explanation is that there are personality variables at work. Perhaps these individuals experienced date rape because they were unwilling to threaten the face of the target. Although assessment of

personality variables was beyond the scope of this project, these variables should be examined in the future. This finding highlights the necessity to work with date rape victims in not feeling badly about asserting their wishes within a sexual context even if it means potentially embarrassing the other person.

Post hoc analyses also were performed on the secondary goal indexes as a function of scenario type. Interestingly, two of the secondary goals were differentiated. First, the interaction goal issues were perceived as significantly more important for the individuals in the low degree of discrepancy conditions than they were for the high degree of discrepancy conditions. This seems to indicate that when individuals are close to sexual intercourse before the unwanted sexual advance occurs, the women were more concerned with saving the aggressor's face than when individuals only had kissed before the unwanted advance occurred. A possible explanation for this is that the women in the low degree of discrepancy condition were more aware of the level of intimacy that the sexual activity created and potentially were concerned with what terminating the sexual activity might do to the aggressor's ego and their own face issues. The other secondary goal that was differentiated by scenario type was the relational resource goal category. Here, the individuals in the high relational development conditions perceived the relational resource goal issues to be significantly more important than those in the low relational development conditions. The relational resource goal category addresses concerns with preserving the present and future relationship with the other person. It is logical that those in the high relational development condition would perceive these issues as more important because they have more relationship to protect.

Research question seventeen. This research question assessed the general evaluation of the assigned scenarios for realism as well as potential differences in evaluation based upon reported level of date-rape experience. The scenarios were evaluated as quite realistic overall (means of 16.92, 18.20, and 18.50 on a possible scale of 4 to 20). However, the individuals who reported having experienced date rape or the likelihood experience rated the scenarios as being significantly more realistic (M = 18.50 and 18.20 respectively) than did those individuals who have had no experience with date rape (M = 16.92). The scenario realism questions dealt with the participants' evaluation of whether the scenario could actually happen and whether they could imagine/envision themselves in the situation with "Steve". A possible explanation for this finding is that the women who reported some level of experience with date rape more easily projected themselves into the situation and perceived the situation as realistic because they had been in a similar situation at least once before in their lives. Those individuals who have never had this type of experience before may have a difficult time imagining that it could ever happen to them or that the situation could involve the elements described in the scenarios. The lower ability of the no experience individuals to imagine themselves in the situation or see the situation as realistic is troubling given that increased awareness of date-rape feasibility is one critical element in educational programs. If women, who have had no experience of this type, have a difficult time imagining themselves in the situation or the feasibility of the situation to occur, it may be difficult to get these same women to envision possible effective reactions within the context of the situation.

Hypotheses one and two. Hypotheses one and two examined the importance of the primary goal and the degree of persistence in primary-goal achievement as a function

of scenario-described degree of discrepancy. As Dillard (1990) expressed, high degrees of discrepancy have been found to increase primary-goal importance and willingness to persist in achieving that goal. Based upon Dillard's finding, it was anticipated that in the present study, participants in the high degree of discrepancy conditions would rate the importance of the primary goal as significantly higher than would participants in the low degree of discrepancy conditions. It was further anticipated that participants in the high degree of discrepancy conditions would rate their willingness to persist in achieving the primary goal more highly than would participants in the low degree of discrepancy conditions. The results did not demonstrate a main effect for scenario-described degree of discrepancy. The primary goal of stopping "Steve" was perceived as very important regardless of discrepancy type. In fact, on a 4 to 20 possible range, the lowest mean based upon scenario type for goal importance was 18.94. This high rating continued for the persistence in achieving the primary goal. Again, no main effect was found for degree of discrepancy. On a 3 to 15 possible range, the lowest persistence mean based upon scenario type was 14.11. This finding demonstrates that the subjects (regardless of degree of discrepancy) perceive that they would put a great deal of effort into stopping "Steve" and continue their attempts even if "Steve" did not stop initially. These findings, although contrary to what was hypothesized, are encouraging. They indicate that the women in this study perceived the aggressor's actions as an important violation and worthy of persistent action.

Hypothesis three. This hypothesis examined the use of direct messages as a function of scenario-described relational development. It was anticipated that those individuals in the low-relational development conditions would use more direct strategies

than would individuals in the high-relational development conditions. This hypothesis was based upon previous findings (see Dillard & Burgoon, 1985 and Dillard et al., 1989) that individuals in close relationships are more likely to produce messages that do not challenge the desired outcome of the other person. The results of the present study supported these findings. A main effect for use of direct messages as a function of scenario-described relational development was found. Individuals in the low-relational development condition used significantly fewer direct messages than did those individuals in the high-relational development conditions. These results highlight that even though the situation was hypothetical in nature, the participants who were told that they had been dating "Steve" steadily for awhile and had grown to be very close to him and invested in the relationship used fewer direct strategies. Given that these findings occurred in a hypothetical situation, the differences may be more extreme within a real-life interaction. The emphasis on communicating in ways that the aggressor will perceive as representing desirable consequences appears, based upon these results, to be a significant force in message production.

Hypothesis four. This final hypothesis evaluated the relationship between the perceived importance of the secondary goals as a set and message directness. It was predicted that as secondary-goal importance increased, the directness of messages would decrease. Although the results were in the direction predicted for the secondary-goals as a set, they lacked statistical significance. Only the relational resource goal category provided a statistically significant negative relationship between secondary-goal importance and message directness. This secondary goal category relates to maintaining valued relational assets such as "attention, positive stimulation, emotional support, and

social comparison" (Dillard, 1990, p. 47). The fact that the relationship between secondary-message importance and message directness was in the hypothesized direction (although lacking statistical significance), leads the researcher to question if real-life interaction would result in the same findings as the hypothetical-situational approach used in this investigation. Perhaps imagining self in a situation and being in the situation is not comparable enough to create affect on message production. This issue is discussed in the section on future research directions.

Limitations of the Study

The primary limitation of the present investigation was the use of hypothetical scenarios. Although every attempt was made to create realistic-scenario descriptions, placing self in a hypothetical situation and experiencing a real-life occurrence are not the same. The physical and emotional reaction to being in a situation where forced sexual intercourse by a date is likely cannot be fully created in a pencil and paper task. Thus, scenarios fundamentally lack ecological validity. There may be ways to get closer to real-life situations, but these come with a different set of concerns. For example, a researcher may gain permission to interview victims of date rape immediately following the incident to investigate what occurred between the victim and the aggressor. Although this information would provide greater ecological validity, there are other concerns such as the victims' emotional state and the potential psychological damage caused to the victim as a consequence of the interview. It might be possible to link with a law-enforcement agency or a rape-crisis intervention center to address some of these concerns.

The other primary limitation is a function of the sample. Although it was purposive in that college-aged women are in the highest risk group based upon age (Parrot, 1990), the sample was non-probability in nature. The results are limited to those who participated in the study. Because a simple-random sample was not used, the generalizability of the results should be questioned. The participants were all students in communication-related courses where clear message production is certainly discussed. Although the classes used for the investigation draw a variety of majors (given the service-oriented nature of lower-level courses in communication), it is impossible to know if their responses are reflective of what would occur from a broader sample pool.

Future Research Directions

The limitations identified produce a number of areas for possible future research. Attempting data collection in real-life situations and utilizing a sample base that is representative of women in the relevant demographic should continue to be a goal for researchers interested in the phenomenon of date rape. This study only explored individuals in the traditional college-age span. Given that Parrot (1990) indicated that the 15 to 24 age span is of special interest for this topic, the need for investigation of the full age span exists. For example, do high school students (ages 15 through 18) perceive the strategies, secondary goals, and significance of the date-rape issue the same as those included in the present investigation? Expansion of the age range for future investigations would give a more complete sense of potential perceptions, etc. for the relevant age demographic for this topic. Furthermore, replication of this study utilizing other techniques such as interviews with victims and non-victims is desirable to create a more complete understanding of the decision-making processes and consequences that

occur. Attention to these data collection and the sampling issues will enhance confidence in results found.

In addition to ecological validity and sampling issues, there are a number of other possible directions for future research. For example, in the present investigation, the prevalence of experience in which forced sexual intercourse was perceived to be highly likely but did not occur was an area of assessment. Results indicated that almost 20% of the subjects reported this likelihood experience. The subjects were not asked, however, what happened in that situation to prevent the rape from occurring. Perhaps the completion of the act was stymied because of resistance used or because the would-be assailant changed his mind. Without asking for that information, it is impossible to know (at least from the female's perspective) what prevented the carry-through of the assault. This information may be pivotal to effective date-rape prevention training and should be included in future projects of this nature.

Understanding the perception of possible responses to unwanted sexual advances was a primary area of focus for this investigation. However, only female perceptions were analyzed. Given that the male perspective is critical to whether responses are interpreted as direct or indirect, it is important to include men in evaluation of messages. It is entirely possible that the messages evaluated by the women in this sample to be direct are not the messages that men would evaluate as direct. A comparative analysis of message directness by sex is a logical next step for future research.

As noted in the results, the indirect message strategies were used 10% more frequently than the direct message strategies. This is a significant area of concern because researchers have established that indirect messages are more likely to be

misinterpreted or discarded by the aggressor. Therefore, attention should be given to use of direct and indirect messages within educational sessions at the high school and college levels. Specifically, workshop leaders should encourage individuals to use more direct strategies from the moment of the unwanted attempt. Although this may be uncomfortable for individuals to consider, the stakes are high—date rape. A second way that attention can be given to the use of direct and indirect messages is to educate potential assailants (which includes everyone) of the less obvious strategies that may be attempted. If individuals are receptive to this type of conversation, they may learn to respect not only the most obvious messages but also those that are less direct.

Women as victims have been the focus of the present investigation, but that does not eliminate the potential of men as victims within the context of a dating relationship. Struckman-Johnson (1988) discovered that one in 10 men in their investigation reported having been a victim of rape within a heterosexual relationship. Although this is a smaller proportion than is indicated for women, investigation of the male-as-victim phenomenon merits attention. Future research must explore this possibility if we are to have a full understanding of what occurs when unwanted sexual advances are made.

Summary

This investigation explored the constraints to stopping or attempting to stop unwanted sexual advances women experience and why they experience them. These constraints were examined in how they become manifest in the verbal and nonverbal messages generated by potential victims within the date-rape context. Exploration of the experience level with date rape as well as perceptions of the date-rape phenomenon (e.g., percentage affected, significance of the problem on college campuses, and the

number of other victims known to the subject) were examined. Special attention was given to possible differences based upon self-reported direct-experience with date rape. A number of significant results were identified in the investigation leading the researcher to the conclusion that this is a fruitful area of research. Ideas for future investigations were offered with focus on increasing generalizability and ecological validity. The results provide a number of opportunities for educational institutions to explore. Prevention workshops and educational programs for date rape at both the high school and college levels should continue to enhance present programs. This study has demonstrated that saying "no" is complex and that the obstacles women experience in stopping an unwanted sexual advance are multi-faceted.

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APPENDICES

APPENDIX A

Muehlenhard's et al. (1996) Responses to Unwanted Sexual Advances-- Rating

For each of the following, please rate on a 1-8 scale the directness/indirectnesss of each message with regards to communicating that the sexual advance is unwanted with 1 being "DEFINITELY INDIRECT" and 8 being "DEFINITELY DIRECT". A direct message makes explicitly clear what is wanted from the other person. An indirect message leaves room for doubt about what is wanted from the other person. Please circle only one number for each statement.

A. She says, "I really care about you, but I'm not ready. Let's wait until the relationship is stronger."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

B. She says, "I'm scared."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

C. She says, "No!"
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

D. She yells, "No!"
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

E. She tells him she's on her period.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

F. She asks him to take her home.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

G. She gets up to leave.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

H. She tells him it's against her beliefs and she wants to wait until marriage.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

I. She says she has herpes.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

J. She slaps his hands playfully, smiles, and says "no."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

K. She responds with physical violence, such as kneeing him, biting him, slugging him, kicking him, or clawing him.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

L. She threatens him with physical violence, such as threatening to knee, bite, slug, kick, or claw him.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

M. She slaps him.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

N. She cries.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

O. She says, "I'm tired and I have to get up early."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

P. She calls him names such as jerk, creep, or sex-crazed maniac.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

Q. She screams.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

R. She says, "I can't."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

S. She says, "I'm not sure we should."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

T. She tells him, "This is rape, and I'm calling the cops."
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

U. She pushes him away.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

V. She breaks the mood, such as by beginning a conversation or suggesting going to get something to eat.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

W. She says she's afraid of getting pregnant.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

X. She tells him she doesn't want to do anything beyond kissing and making out.
definitely indirect 1 2 3 4 5 6 7 8 definitely direct

Y. She says, "You hurt my feelings by trying to take advantage of me."

definitely indirect 1 2 3 4 5 6 7 8 definitely direct

Z. She cries, pleads, and asks God to help her.

definitely indirect 1 2 3 4 5 6 7 8 definitely direct

Please use the back of this survey to list any other responses a woman could make to a man's unwanted sexual advances.

Note. Adapted from Muehlenhard et al. (1996). Used by permission of the authors.

APPENDIX B

Muehlenhard's et al. (1996) Responses to Unwanted Sexual Advances--Ranking

Please rank order each of the following messages from 1 to 26 with 1 being "DEFINITELY INDIRECT" and 26 being "DEFINITELY DIRECT". A direct message makes explicitly clear what is wanted from the other person. An indirect message leaves room for doubt about what is wanted from the other person. Please use each number one time only. If it helps you keep track, please cross off each number below as you use it. PLEASE TAKE EXTRA CARE NOT TO REVERSE THE NUMBERS.

Definitely Indirect ..1..2..3..4..5..6..7..8..9..10..11..12..13..14..15..16..17..18..19..20..21..22..23..24..25.. Definitely Direct 26

_____ She says, "I really care about you, but I'm not ready. Let's wait until the relationship is stronger."

_____ She says, "I'm scared."

_____ She says, "No!"

_____ She yells, "No!"

_____ She tells him she's on her period.

_____ She asks him to take her home.

_____ She gets up to leave.

_____ She tells him it's against her beliefs and she wants to wait until marriage.

_____ She says she has herpes.

_____ She slaps his hands playfully, smiles, and says "no."

_____ She responds with physical violence, such as kneeing him, biting him, slugging him, kicking him, or clawing him.

_____ She threatens him with physical violence, such as threatening to knee, bite, slug, kick, or claw him.

_____ She slaps him.

_____ She cries.

_____ She says, "I'm tired and I have to get up early."

_____ She calls him names such as jerk, creep, or sex-crazed maniac.

_____ She screams.

_____ She says, "I can't."

_____ She says, "I'm not sure we should."

_____ She tells him, "This is rape, and I'm calling the cops."

_____ She pushes him away.

_____ She breaks the mood, such as by beginning a conversation or suggesting going to get something to eat.

_____ She says she's afraid of getting pregnant.

_____ She tells him she doesn't want to do anything beyond kissing and making out.

_____ She says, "You hurt my feelings by trying to take advantage of me."

_____ She cries, pleads, and asks God to help her.

APPENDIX C

Questions for Functional-Area and Manipulation Checks

The order of the questions and the labels for each section are presented here for ease in reading. The order and labels do not represent what was provided to the participants.

Instructions: Based on your understanding of the situation between you and Steve as depicted in the scenario you just read, please circle the number (or respond as instructed) that best represents how you feel. Please put a star next to any item that seems confusing or vague to you.

Relational Development

1. I feel emotionally close to Steve.
   Strongly disagree 1 2 3 4 5 Strongly agree

2. I feel attached to Steve.
   Strongly disagree 1 2 3 4 5 Strongly agree

3. I believe that Steve feels emotionally close to me.
   Strongly disagree 1 2 3 4 5 Strongly agree

4. I believe that Steve feels attached to me.
   Strongly disagree 1 2 3 4 5 Strongly agree

5. I would say that Steve and I have gotten to know each other well.
   Strongly disagree 1 2 3 4 5 Strongly agree

6. Steve's and my relationship has developed to the point that I feel emotionally connected to him.
   Strongly disagree 1 2 3 4 5 Strongly agree

7. Generally in dating relationships, I feel emotionally close only after I have been dating for awhile.
   Strongly disagree 1 2 3 4 5 Strongly agree

Degree of Discrepancy

1. Steve's attitude toward sex in this situation is different from mine.
   Strongly disagree 1 2 3 4 5 Strongly agree

2. What Steve wants sexually in this situation and what I feel comfortable doing are two very different things.
   Strongly disagree 1 2 3 4 5 Strongly agree

3. What I feel comfortable doing with Steve sexually and actually having sexual intercourse are not that different from one another.
   Strongly disagree 1 2 3 4 5 Strongly agree

4. Before Steve became aggressive, I came close to having sexual intercourse with him.
   Strongly disagree 1 2 3 4 5 Strongly agree

Manipulation Check for Perception of Forced Sex

1. Steve feels very strongly about pursuing his sexual advances including sexual intercourse.
   Strongly disagree 1 2 3 4 5 Strongly agree

2. Steve intends to pursue his sexual advances including sexual intercourse at any cost.
   Strongly disagree 1 2 3 4 5 Strongly agree

3. Steve will force me to have sex.
   Strongly disagree 1 2 3 4 5 Strongly agree

4. Steve will not stop his sexual advances even though he knows that I don't want to have sex.
   Strongly disagree 1 2 3 4 5 Strongly agree

Manipulation Check for Perceived Realism

1. This scenario is realistic.
   Strongly disagree 1 2 3 4 5 Strongly agree

2. What happened in this scenario could actually happen.
   Strongly disagree 1 2 3 4 5 Strongly agree

3. I was able to imagine myself in this situation with Steve.
   Strongly disagree 1 2 3 4 5 Strongly agree

4. I was not able to envision myself in this situation with Steve.
   Strongly disagree 1 2 3 4 5 Strongly agree

5. I would make the following changes to the scenario to make it seem more realistic.

Influence Items

1. It is very important to me to make sure that Steve stops.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I am very concerned about getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I really don't care that much whether I can get Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. Getting Steve to stop is absolutely critical.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

Identity Items

1. I do not want to violate my own ethical standards (e.g., lying) in getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. In this situation, I am concerned about maintaining my own ethical standards (e.g., not lying) in getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I am concerned about being true to myself and my values in getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. I want to behave in a mature, responsible manner in getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

5. I am concerned with sticking to my own standards in getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

Interaction Items

1. It is a high priority for me to avoid embarrassing Steve while I try to get him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I don't want to say or do anything that might embarrass Steve.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I am concerned with making Steve look bad in this situation.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. I don't want to make Steve look stupid while I try to get him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

Relational Resource Items

1. I am willing to risk possible damage to the relationship in order to get Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. Getting Steve to stop is more important to me than preserving our relationship.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I don't care if getting Steve to stop hurts our relationship.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. It is a high priority for me to avoid damaging my present relationship with Steve in getting him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

5. It is a high priority for me to avoid damaging my future relationship with Steve in getting him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

Personal Resource Items

1. My attempts to get Steve to stop may cause him to harm me.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. Steve may get rough if I try to get him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. Steve will become even more aggressive if I try to get him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. There may be an even greater threat to my safety if I push the issue.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

Arousal Management Items

1. Trying to get Steve to stop makes me feel apprehensive.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. This situation with Steve does not make me nervous.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. This situation with Steve worries me.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. I feel uncomfortable about trying to get Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

5. Thinking about getting Steve to stop is upsetting to me.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

Persistence Items

1. I will try anything I can think of to get Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I will put a great deal of effort into getting Steve to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. Even if Steve doesn't stop at first, I will keep on trying.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. No matter what Steve does, I will not give up trying to get him to stop.
   Strongly Disagree 1 2 3 4 5 Strongly Agree

APPENDIX D

Hypothetical Scenarios Varied in Terms of Relational Development and Degree of Discrepancy

Low-Relational Development/High Degree of Discrepancy

You met Steve recently in one of your classes, and you don't know him very well. Tonight, you are on your first date with Steve. You went to dinner and a movie, and now you are back at his apartment. As the evening progresses, you and Steve begin to kiss, which is fine with you, but you tell Steve that this is as far as you want it to go tonight. Suddenly, his demeanor changes, and he becomes very aggressive. Steve says he can't wait to go all the way and that he plans to have sex with you tonight whether you want it or not. He tells you to just relax and enjoy what's coming next. You feel you are losing control of the situation, and you wish you would have never gone out with him. You believe that Steve will force you to have sex even though this is not what you want.

Low-Relational Development/Low Degree of Discrepancy

You met Steve recently in one of your classes, and you don't know him very well. Tonight, you are on your first date with Steve. You went to dinner and a movie, and now you are back at his apartment. As the evening progresses, you and Steve become more and more sexually involved. Both of you end up with your clothes off. You have kissed, become mutually aroused, and fondled each other's genitals. All of this has been fine with you, but you tell Steve that this is as far as you want it to go tonight. Suddenly, his demeanor changes, and he becomes very aggressive. Steve says he can't wait to go all the way and that he plans to have sex with you tonight whether you want it or not. He tells you to just relax and enjoy what's coming next. You feel you are losing control of the situation, and you wish you would have never gone out with him. You believe that Steve will force you to have sex even though this is not what you want.

High-Relational Development/High Degree of Discrepancy

You met Steve last semester in one of your classes. You began dating and have been seeing him steadily for awhile. You feel very close to him, and you feel invested in the relationship. On this particular night, you went to dinner and a movie, and now you are back at his apartment. As the evening progresses, you and Steve begin to kiss, which is fine with you, but you tell Steve that this is as far as you want it to go tonight. Suddenly, his demeanor changes, and he becomes very aggressive. Steve says he can't wait to go all the way and that he plans to have sex with you tonight whether you want it or not. He tells you to just relax and enjoy what's coming next. You feel you are losing control of the situation, and you wish you would have never gone out with him. You believe that Steve will force you to have sex even though this is not what you want.

High-Relational Development/Low Degree of Discrepancy

You met Steve last semester in one of your classes. You began dating and have been seeing him steadily for awhile. You feel very close to him, and you feel invested in the relationship. On this particular night, you went to dinner and a movie, and now you are back at his apartment. As the evening progresses, you and Steve become more and more sexually involved. Both of you end up with your clothes off. You have kissed, become mutually aroused, and fondled each other's genitals. All of this has been fine with you, but you tell Steve that this is as far as you want it to go tonight. Suddenly, his demeanor changes, and he becomes very aggressive. Steve says he can't wait to go all the way and that he plans to have sex with you tonight whether you want it or not. He tells you to just relax and enjoy what's coming next. You feel you are losing control of the situation, and you wish you would have never gone out with him. You believe that Steve will force you to have sex even though this is not what you want.

APPENDIX E

Instructions for Prioritization of Goals and Other Issues

Keep in mind the situation that was described between you and Steve. Make a list of all of the concerns that crossed your mind as you considered your reaction to Steve. Once you have generated your list, rank order each concern by placing a number next to each (1= greatest concern).

Concern	Rank Order

APPENDIX F

Instructions for Textual Response

Given the situation that was described for you between you and Steve, think about what you would do and/or say to Steve to persuade him to stop his sexual advance. Please be as specific as possible about what actions (verbal or nonverbal) you would take by writing out in chronological order exactly what you would do and/or say to Steve. Then explain why you would say and/or do what you have described. Use as many of the spaces provided on this page and the next page as needed to reflect what you think you would say and/or do. If you need more spaces than what is provided, please use the back of the second page. Thank you.

Reread the scenario and start with your first words and/or actions towards your goal.

What is the first thing you would say and/or do?

_____

Why?

_____

What is the second thing you would say and/or do?

_____

Why?

_____

What is the third thing you would say and/or do?

_____

Why?

_____

What is the fourth thing you would say and/or do?

_____

Why?

_____

What is the fifth thing you would say and/or do?

_____

Why?

_____

What is the sixth thing you would say and/or do?

Why?

What is the seventh thing you would say and/or do?

Why?

What is the eighth thing you would say and/or do?

Why?

What is the ninth thing you would say and/or do?

Why?

What is the tenth thing you would say and/or do?

Why?

APPENDIX G

Demographic and Information-Seeking Questions

Please respond to the following. Remember that all of your responses will be kept completely anonymous.

Previous Reported Experience with Date Rape

Have you ever been in a situation with a date when you were forced to have sexual intercourse with him against your will?

Yes No

Have you ever been in a situation with a date when you truly believed that the likelihood of forced sexual intercourse was extremely high?

Yes No

Awareness of Problem

What percentage of women, in general, do you believe have been forced to have sexual intercourse against their will in a situation with a date?

_____%

Not including yourself, do you personally know anyone who has been forced to have sexual intercourse against her will?

Yes No

How many, if any, women do you personally know who have been forced to have sexual intercourse against their will?

_____

How big of a problem on college campuses do you think date rape is?

No Problem 1 2 3 4 5 Big Problem

APPENDIX H

Communication Research Consent Form

With regard to your participation in this research:

1. You will be asked to complete a set of questionnaires on your own time outside of class. This set of questionnaires should take you no more than 30 minutes to complete. You will be asked to place a completed questionnaire in an unmarked, sealed envelope, and return it to Dr. Kelly Morrison's office as a drop-off point. You will place your signed consent form in a separate envelope and return it to the drop off point as well.

2. Your responses to this set of questionnaires will in now way affect your evaluation in any Communication courses or in the Department of Communication.

3. You may earn extra credit for your participation if your faculty member approves it, but this extra credit will not be transferable to another class or another term.

4. Your participation in this study does not guarantee any beneficial results to you other than possible extra credit for participation.

5. You have the right to withdraw from this study at any time without penalty.

6. The results of this study will be completely anonymous. No one, not even the principal investigator, will be able to associate the responses provided or any other data with individual subjects.

7. The data you provide the researcher as a result of your participation in this study may be used by other scientists for secondary analysis. Again, the data will be completely anonymous.

8. If you have further questions regarding this study or the data generated from it, you may contact Dr. Kelly Morrison in the Department of Communication to have these questions answered.

9. If you feel any distress as a result of completing the questionnaire for this study, please contact MSU's Sexual Assault Crisis and Safety Education telephone number at (517) 355-8270 or visit the Center at 207 Student Services Building.

Please print and sign your name below if you have read and understand this form.

Signature_____ Printed Name_____

APPENDIX I

TABLES

TABLE 1

Seven Areas in Date-Rape Literature

Areas	Content
Factors contributing to commission of crime	*Rape-myth acceptance *Rigid social roles *Communication of expectations *Avoidance strategies
Context of assault	*Situational factors: *Alcohol *Loud music *Private dwellings *Parties and bars *Sorority and fraternity activities *Multiple male living units *Time of year
Victim reactions and traumatic effects	*Self-blame *Styles of recovery *Forms of treatment *Post-rape perceptions of society
Likelihood to rape or be raped	*Likelihood to rape (self-reported) *Demographics—victim and assailant: *abuse *sex *age *socioeconomic *political *race

(table continues)

Areas	Content
Assessment of responsibility and blame	*Evaluator demographics: *sex *ethnicity *political affiliation *victimization *attitude and personality *social influence *belief in just-world hypothesis *belief in rape myths *sex-role stereotypes *Situational factors: *stranger versus date rape *degree of force used *dating activity *motives of both *Victim characteristics: *recidivist victims *resistance used *attire and attractiveness *sexual history *perceived pleasure
Educational programs	*Higher Education Act (July 23, 1992) *Program requirements *Program development *Program evaluation *Controversy
Reported vs. accepted scope of phenomenon	*National study (Koss, 1985) *National replication (Johnson, 1992) *Criticism and rebuttal: *breadth of definition *types of assault *classification

TABLE 2

Dillard's (1990) Secondary Goals

Secondary Goals	Description
Identity Goals	*Address self-concept issues *Maintain principles for living *Consider personal conduct preferences
Interaction Goals	*Determine social appropriateness *Manage impressions *Avoid "face" threats
Relational Resource Goals	*Maintain relational assets: *attention *positive stimulation *emotional support *social comparison
Personal Resource Goals	*Maintain personal assets: *physical *material *mental *temporal
Arousal Management	*Maintain desired state *Dampen apprehension

TABLE 3

McCormick's (1979) Strategies for Avoiding Sexual Encounters

Message output	Definition
Information	In a straightforward or direct manner, tell the date sex was not desired.
Reward	Giving gifts, providing services, and flattering the other person in exchange for compliance.
Logic	Using rational, but not moral, arguments to convince the other person to stop attempting sexual intercourse.
Relationship Conceptualizing	Influencing the date by talking about the relationship and indicating concern for the date's feelings.
Moralizing	Telling the other person that it is the influencing agent's legitimate or socially-sanctioned right not to have sexual intercourse.
Coercion	Punishing or threatening to punish noncompliance by withdrawing resources or services or by sharing negative feelings.
Deception	Giving the date false information.
Body Language	Using facial expression, posture, physical distance, and relatively subtle gestures to communicate one's sexual intentions.
Manipulation	Hinting at sexual intentions by subtly altering one's appearance, the setting or the topic of conversation.

TABLE 4

Muehlenhard's et al. (1996) Responses to Unwanted Sexual Advances

Responses
She says, "I really care about you, but I'm not ready. Let's wait until the relationship is stronger."
She says, "I'm scared."
She says, "No!"
She yells, "No!"
She tells him she's on her period.
She asks him to take her home.
She gets up to leave.
She tells him it's against her beliefs and she wants to wait until marriage.
She says she has herpes (or another sexually-transmitted disease).
She slaps his hands playfully, smiles, and says "no."
She responds with physical violence, such as kneeing him, biting him, slugging him, kicking him, or clawing him.
She threatens him with physical violence, such as threatening to knee, bite, slug, kick or claw him.
She slaps him.
She cries.
She says, "I'm tired and I have to get up early."
She calls him names such as jerk, creep, or sex-crazed maniac.
She screams.
She says, "I can't".

(table continues)

Responses
She says, "I'm not sure we should."
She tells him, "This is rape, and I'm calling the cops."
She pushes him away.
She breaks the mood, such as by beginning a conversation or suggesting going to get something to eat.
She says she's afraid of getting pregnant.
She tells him she doesn't want to do anything beyond kissing and making out.
She says, "You hurt my feelings by trying to take advantage of me."
She cries, pleads, and asks God to help her.

TABLE 5

Research Questions One through Ten

RQ_1:	What proportion of the participants report having been in a situation with a date when they were forced to have sexual intercourse against their will?
RQ_2:	What proportion of the participants report having been in a situation with a date when they truly believed that the likelihood of forced sexual intercourse was extremely high but did not occur?
RQ_3:	What perceptions do the participants have regarding the proportion of women, in general, who have been forced to have sexual intercourse against their will in a situation with a date?
RQ_4:	How big of a problem do the participants perceive date rape to be on college campuses?
RQ_5:	What, if any, relationship is there between personal knowledge of others being forced to have sexual intercourse by a date and perceptions of the proportion of women who have been forced to have sexual intercourse by a date?
RQ_6:	What, if any, relationship is there between perceptions of the proportion of women who have been forced to have sexual intercourse by a date and the perceived problem of date rape on college campuses?
RQ_7:	What, if any, relationship is there between personal knowledge of others being forced to have sexual intercourse by a date and the perceived problem of date rape on college campuses?
RQ_8:	How, if at all, do participants differ in perceptions of the percentage of women who have experienced date rape based upon their own reported direct experience level with date rape?
RQ_9:	How, if at all, do participants differ in perceived likelihood of knowing someone else who has experienced date rape based upon their own reported direct experience level with date rape?
RQ_{10}:	How, if at all, do participants differ in perceptions of the perceived problem of date rape on college campuses based upon their own reported direct experience level with date rape?

TABLE 6

Research Questions Eleven through Seventeen

RQ_{11}:	Which of Muehlenhard's et al. (1996) 26 responses are rated and ranked by the participants as direct or indirect?
RQ_{12}:	To what extent, if any, do the participants use direct strategies in general and indirect strategies in general when confronted with a hypothetical date-rape scenario?
RQ_{13}:	To what extent, if any, do the participants use particular direct and indirect strategies when confronted with a hypothetical date-rape scenario?
RQ_{14}:	How do the participants prioritize the secondary goals when confronted with a hypothetical date-rape scenario?
RQ_{15}:	How, if at all, do the participants differ in prioritization of the secondary goals when confronted with a hypothetical date-rape scenario based upon their own reported direct experience level with date rape?
RQ_{16}:	How, if at all, do the participants differ in use of direct and indirect strategies when confronted with a hypothetical date-rape scenario based upon their own reported direct experience level with date rape?
RQ_{17}:	How, if at all, do the participants differ in evaluation of scenario realism based upon their own reported direct experience level with date rape?

TABLE 7

Hypotheses

H_1:	Participants in the high degree of discrepancy conditions will rate the importance of the primary goal to be significantly higher than will participants in the low degree of discrepancy conditions.
H_2:	Participants in the high degree of discrepancy conditions will rate their willingness to persist in achieving the primary goal to be significantly higher than will participants in the low degree of discrepancy conditions.
H_3:	Participants in the high-relational development conditions will produce significantly fewer direct messages than will those in the low-relational development conditions.
H_4:	The perceived importance of the secondary goals as a set is negatively related to message directness.

TABLE 8

Representation of Hypotheses One through Three

	Relational Development	
Degree of Discrepancy	Low	High
Low	1. Lower perceived importance of primary goal 2. Lower persistence 3. More direct message	1. Lower perceived importance of primary goal 2. Lower persistence 3. Fewer direct messages
High	1. Higher perceived importance of primary goal 2. Higher persistence 3. More direct messages	1. Higher perceived importance of primary goal 2. Higher persistence 3. Fewer direct messages

TABLE 9

Retained Items for Secondary Goals

Factor Loadings	Identity Goals (alpha = .734)
.79	I do not want to violate my ethical standards (e.g., lying) in getting Steve to stop.
.64	In this situation, I am concerned about maintaining my own ethical standards (e.g., not lying) in getting Steve to stop.
.66	I am concerned about being true to myself and my values in getting Steve to stop.
.48	I am concerned with sticking to my own standards in getting Steve to stop.
	Interaction Goals (alpha = .863)
.83	It is a high priority for me to avoid embarrassing Steve while I try to get Steve to stop.
.95	I don't want to say or do anything that might embarrass Steve.
.70	I don't want to make Steve look stupid while I try to get him to stop.
	Relational Resource Goals (alpha = .730)
.53	I am willing to risk possible damage to the relationship in order to get Steve to stop. (R)
.56	I don't care if getting Steve to stop hurts our relationship. (R)
.68	It is a high priority for me to avoid damaging my present relationship with Steve in getting him to stop.
.78	It is a high priority for me to avoid damaging my future relationship with Steve in getting him to stop.
	Personal Resource Goals (alpha = .745)
.61	My attempts to get Steve to stop may cause him to harm me.
.90	Steve may get rough if I try to get him to stop.
.59	Steve will become even more aggressive if I try to get him to stop.
.52	There may be an even greater threat to my safety if I push the issue.
	Arousal Management Goals (alpha = .473)
.57	This situation with Steve does not make me nervous. (R)
.67	This situation with Steve worries me.
.24	Thinking about getting Steve to stop is upsetting to me.

Note. (R) represents a reverse-coded item. Chi-square = 150.70, df = 133, critical figure for model rejection = 161.1805. Adapted from Dillard et al. (1989). Used by permission of the authors.

TABLE 10

Retained Items for Importance of Primary Goal,
Persistence, and Perception of Forced Sex

Factor Loadings	Item Category
	Importance of Primary Goal (alpha = .62)
.51	It is important to me to make sure that Steve stops.
.53	I am very concerned about getting Steve to stop.
.53	I really don't care that much whether I can get Steve to stop. (R)
.57	Getting Steve to stop is absolutely critical.
	Persistence (alpha = .68)
.52	I will put a great deal of effort into getting Steve to stop.
.83	Even if Steve doesn't stop at first, I will keep on trying.
.59	No matter what Steve does, I will not give up trying to get him to stop.
	Perception of Forced Sex (alpha = .67)
.52	Steve intends to pursue his sexual advances including sexual intercourse at any cost.
.61	Steve will force me to have sex.
.77	Steve will not stop his sexual advances even though he knows that I don't want to have sex.

Note. (R) represents a reverse-coded item.

TABLE 11

Retained Items for Relational Development and Degree of Discrepancy

Factor Loadings	Item Category
	Relational Development (alpha = .88)
.74	I feel emotionally close to Steve.
.81	I feel attached to Steve.
.63	I believe that Steve feels emotionally close to me.
.70	I believe that Steve feels attached to me.
.72	I would say that Steve and I have gotten to know each other well.
.84	Steve's and my relationship has developed to the point that I feel emotionally connected to him.
	Degree of Discrepancy (alpha = .43)
.50	What Steve wants sexually in this situation and what I feel comfortable doing are two very different things.
.50	What I feel comfortable doing with Steve sexually and actually having sexual intercourse are not that different from one another. (R)
.36	Before Steve became aggressive, I came close to having sexual intercourse with him. (R)

Note. (R) represents a reverse-coded item.

TABLE 12

Analysis of Variance for Relational Development Index
by Scenario-Described Relational Development and Degree of Discrepancy

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	1090.694	2	545.347	23.567	.000***
Relational Development	1080.637	1	1080.637	46.700	.000***
Degree of Discrepancy	14.375	1	14.375	.621	.432
Interactions	7.060	1	7.060	.305	.581
Variation Explained	1097.754	3	365.918	15.813	.000***
Residual	4442.914	192	23.140		
Total	5540.668	195	28.414		

***$p \leq .001$.

TABLE 13

Analysis of Variance for Degree of Discrepancy Index
by Scenario-Described Relational Development and Degree of Discrepancy

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	117.980	2	58.990	17.423	.000***
Relational Development	21.573	1	21.573	6.375	.012*
Degree of Discrepancy	98.103	1	98.103	28.990	.000***
Interactions	2.434	1	2.434	.719	.397
Variation Explained	120.415	3	40.138	11.861	.000***
Residual	649.723	192	3.384		
Total	1563.713	195	3.949		

*$p \leq .05$. ***$p \leq .001$.

TABLE 14

Demographic Results

Item	Results
The proportion of the participants who reported having been in a situation with a date when they were forced to have sexual intercourse against their will.	n = 26 12.3%
The proportion of the participants who reported having been in a situation with a date when they truly believed that the likelihood of forced sexual intercourse was extremely high but did not occur.	n = 41 19.3%
The perceived proportion of women, in general, who have been forced to have sexual intercourse against their will in a situation with a date.	M = 44.29 SD = 19.30 Mdn = 44.00 range = 1 - 87% mode = 40.00
The reported number of women known personally to the participants who have been forced to have sexual intercourse against their will.	M = 1.55 SD = 2.38 range = 0 - 15
The estimated size of the date-rape problem on college campuses. (On 5-point scale)	M = 4.04 SD = .87

TABLE 15

Level of Participants' Own Reported Direct Experience Level with Date Rape: Table of Means

Dependent Variables	Possible Range	Means within Groups: No Experience	Likelihood Experience	Rape Experience
Participants' estimation of % who have been date raped	0 – 100%	41.90	45.98	54.04
Reported number of rape victims known to participant	0 - ∞	1.07	2.39	2.92
Perceived size of date-rape problem on college campuses	1 – 5	3.99	4.12	4.23
Personal resource goals	4 - 20	15.51	15.83	16.04
Relational resource goals	4 - 20	5.50	5.72	6.89
Interaction goals	3 - 15	4.65	4.65	6.23
Identity goals	4 – 20	10.65	12.08	11.17
Arousal management goals	3 – 15	12.78	12.63	12.79
Secondary goals as a set	18 – 90	49.50	52.16	53.41
Realism of scenario	4 – 20	16.92	18.20	18.50
Direct messages	0 – 10	2.29	2.66	2.39
Indirect messages	0 – 10	3.01	3.44	2.69

TABLE 16

Assessment of Relationship between Demographic and Information Variables

Variable One	Variable Two	Results
Personal knowledge of others who have been forced to have sexual intercourse	Perception of percentage of women who have been forced to have sexual intercourse by a date	$r = .1523$, $p \leq .05$
Perception of percentage of women who have been forced to have sexual intercourse by a date	Perceived problem of date rape on college campuses	$r = .2486$, $p \leq .001$
Personal knowledge of others who have been forced to have sexual intercourse	Perceived problem of date rape on college campuses	$r = .1392$, $p \leq .05$

TABLE 17

Analysis of Variance for Estimated Percentage of Date-Rape Victims by Own Reported Direct Experience Level with Date Rape

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Between Groups	3405.632	2	1702.816	4.737	.01**
Within Groups	74415.364	207	359.495		
Total	77820.995	209			

**$p \leq .01$.

TABLE 18

Analysis of Variance for Reported Number of Rape Victims Known to Participant by Own Reported Direct Experience Level with Date Rape

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Between Groups	110.604	2	55.302	10.638	.000***
Within Groups	1070.898	206	5.199		
Total	1181.502	208			

***$p \leq .001$.

TABLE 19

Pure-Indirect Strategies

Strategy	Descriptive Statistics		
She slaps his hands playfully, smiles, and says "no."	Rating M = 2.96 Ranking M = 3.29	SD = 1.45 SD = 3.11	 0% > 13
She says, "I'm tired and I have to get up early."	Rating M = 3.96 Ranking M = 4.58	SD = 2.17 SD = 3.01	 0% > 13
She breaks the mood, such as by beginning a conversation or suggesting going to get something to eat.	Rating M = 4.04 Ranking M = 4.96	SD = 1.48 SD = 4.63	 8.4% > 13
She says, "I'm not sure we should."	Rating M = 4.04 Ranking M = 6.83	SD = 1.85 SD = 3.62	 4.2% > 13
She says she's afraid of getting pregnant.	Rating M = 4.50 Ranking M = 8.33	SD = 1.75 SD = 4.62	 12.6% > 13

Note. Rating possible mean from 1 to 8 and Ranking possible mean from 1 to 26

TABLE 20

Varied-Indirect Strategies

Strategy	Descriptive Statistics		
She says, "I really care about you, but I'm not ready. Let's wait until the relationship is stronger."	Rating M = 6.21 Ranking M = 13.54	SD = 1.77 SD = 6.55	 50.2% > 13
She says, "I'm scared."	Rating M = 4.43 Ranking M = 10.29	SD = 1.62 SD = 5.48	 33.4% > 13
She tells him she's on her period.	Rating M = 4.11 Ranking M = 6.87	SD = 1.81 SD = 5.32	 16.7% > 13
She asks him to take her home.	Rating M = 4.68 Ranking M = 11.38	SD = 2.37 SD = 4.54	 33.4% > 13
She gets up to leave.	Rating M = 5.71 Ranking M = 12.71	SD = 2.21 SD = 5.06	 45.7% > 13
She tells him it's against her beliefs and she wants to wait until marriage.	Rating M = 7.32 Ranking M = 15.04	SD = 1.19 SD = 6.91	 54.3% > 13
She says she has herpes.	Rating M = 4.93 Ranking M = 9.12	SD = 2.23 SD = 5.45	 20.9% > 13
She cries.	Rating M = 5.39 Ranking M = 14.04	SD = 1.66 SD = 4.21	 58.4% > 13
She calls him names such as jerk, creep, or sex-crazed maniac.	Rating M = 5.64 Ranking M = 13.00	SD = 1.85 SD = 4.67	 41% > 13
She says, "I can't."	Rating M = 5.29 Ranking M = 11.83	SD = 2.05 SD = 5.27	 37.7% > 13
She tells him she doesn't want to do anything beyond kissing and making out.	Rating M = 5.96 Ranking M = 12.58	SD = 2.01 SD = 6.67	 45.8% > 13
She says, "You hurt my feelings by trying to take advantage of me."	Rating M = 5.82 Ranking M = 10.83	SD = 1.59 SD = 4.56	 20.9% > 13
She cries, pleads, and asks God to help her.	Rating M = 6.68 Ranking M = 17.54	SD = 1.94 SD = 7.29	 60.9% > 13

Note. Rating possible mean from 1 to 8 and Ranking possible mean from 1 to 26.

TABLE 21

Direct Strategies

Strategy	Descriptive Statistics		
She yells, "No!"	Rating M = 8.00	SD = .00	
	Ranking M = 24.75	SD = 1.62	100% > 13
She says, "No!"	Rating M = 7.79	SD = .50	
	Ranking M = 22.83	SD = 2.41	100% > 13
She responds with physical violence, such as kneeing him, biting him, slugging him, kicking him, or clawing him.	Rating M = 7.75	SD = .97	
	Ranking M = 22.08	SD = 3.34	100% > 13
She tells him, "This is rape, and I'm calling the cops."	Rating M = 7.46	SD = 1.45	
	Ranking M = 23.21	SD = 4.35	95.7% > 13
She threatens him with physical violence, such as threatening to knee, bite, slug, kick or claw him.	Rating M = 7.18	SD = 1.31	
	Ranking M = 18.79	SD = 3.82	91.7% > 13
She screams.	Rating M = 6.82	SD = 1.63	
	Ranking M = 18.42	SD = 4.62	87.4% > 13
She slaps him.	Rating M = 6.71	SD = 1.38	
	Ranking M = 17.96	SD = 3.46	83.4% > 13
She pushes him away.	Rating M = 6.64	SD = 1.47	
	Ranking M = 15.96	SD = 4.81	71.9% > 13

Note. Rating possible mean from 1 to 8 and ranking possible mean from 1 to 26.

TABLE 22

Qualitative Data

Direct Strategies			
Direct Strategies	n = 473	(36%)	M = 2.23
Direct-Other Strategies	n = 29	(2%)	M = .14
Total Direct Strategies	n = 502	(38%)	M = 2.37
Indirect Strategies			
Indirect Strategies	n = 501	(37%)	M = 2.36
Indirect-Other Strategies	n = 145	(11%)	M = .68
Total Indirect Strategies	n = 646	(48%)	M = 3.05
Uncodable Strategies			
Uncodable Strategies	n = 190	(14%)	M = .90
Total			
Total Strategies	n = 1338	(100%)	M = 5.42

Note. Using Scott's (1955) pi, intercoder reliability for total strategies = .90. Means represent the average number of strategies used with possible mean ranges from 0 to 10.

TABLE 23

Most-Used Direct Strategies

Strategy	Frequency
She says, "No!"	n = 159 32% of direct statements 12% of total statements
She responds with physical violence, such as kneeing, biting, slugging, kicking, or clawing.	n = 114 23% of direct statements 9% of total statements
She tells him, "This is rape, and I'm calling the cops."	n = 58 12% of direct statements 4% of total statements
She pushes him away.	n = 42 8% of direct statements 3% of total statements
She screams.	n = 40 8% of direct statements 3% of total statements
Totals for Most-Used Direct Strategies	n = 413 82% of total direct statements

TABLE 24

Most-Used Indirect Strategies

Strategy	Frequency
She gets up to leave.	n = 212 33% of indirect statements 16% of total statements
She breaks the mood, such as beginning a conversation or suggesting going to get something to eat.	n = 57 9% of indirect statements 4% of total statements
She says, "I really care about you, but I'm not ready. Let's wait until the relationship is stronger."	n = 44 7% of indirect statements 3% of total statements
She tells him she doesn't want to do anything beyond kissing and making out.	n = 43 7% of indirect statements 3% of total statements
She says she has herpes (or another sexually-transmitted disease).	n = 26 4% of indirect statements 2% of total statements
Totals for Most-Used Indirect Strategies	n = 382 59% of total indirect statements

TABLE 25

Assessment of Secondary-Goal Category Importance

Arousal Management Goal Items (Averaged Means = 4.26)	
This situation with Steve does not make me nervous. (R)	M = 4.68
This situation with Steve worries me.	M = 4.60
Thinking about getting Steve to stop is upsetting to me.	M = 3.46
Personal Resource Goal Items (Averaged Means = 3.91)	
My attempts to get Steve to stop may cause him to harm me.	M = 3.96
Steve may get rough if I try to get him to stop.	M = 4.28
Steve will become even more aggressive if I try to get him to stop.	M = 3.92
There may be an even greater threat to my safety if I push the issue.	M = 3.48
Identity Goal Items (Averaged Means = 2.76)	
I do not want to violate my ethical standards (e.g., lying) in getting Steve to stop.	M = 1.97
In this situation, I am concerned about maintaining my own ethical standards (e.g., not lying) in getting Steve to stop.	M = 2.09
I am concerned about being true to myself and my values in getting Steve to stop.	M = 3.50
I am concerned with sticking to my own standards in getting Steve to stop.	M = 3.46
Interaction Goal Items (Averaged Means = 1.68)	
It is a high priority for me to avoid embarrassing Steve while I try to get Steve to stop.	M = 1.62
I don't want to say or do anything that might embarrass Steve.	M = 1.57
I don't want to make Steve look stupid while I try to get him to stop.	M = 1.86
Relational Resource Goal Items (Averaged Means = 1.44)	
I am willing to risk possible damage to the relationship in order to get Steve to stop. (R)	M = 1.45
I don't care if getting Steve to stop hurts our relationship. (R)	M = 1.55
It is a high priority for me to avoid damaging my present relationship with Steve in getting him to stop.	M = 1.38
It is a high priority for me to avoid damaging my future relationship with Steve in getting him to stop.	M = 1.37

Note. (R) represents a reverse-coded item. All means had possible range of 1 to 5.

TABLE 26

Analysis of Variance for Averaged Scores for Interaction Goals by Own Reported Direct Experience Level with Date Rape

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Between Groups	78.133	2	39.066	4.970	.008**
Within Groups	1627.182	207	7.861		
Total	1705.314	209			

**$p \leq .01$.

TABLE 27

Analysis of Variance for Interaction Goals by Scenario-Described Relational Development and Degree of Discrepancy

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	37.987	2	18.993	2.215	.112
Relational Development	5.115	1	5.115	.597	.441
Degree of Discrepancy	34.536	1	34.536	4.027	.046*
Interactions	7.922	1	7.922	.924	.338
Variation Explained	45.908	3	15.303	1.785	.152
Residual	1517.805	177	8.575		
Total	1563.713	180	8.687		

*$p \leq .05$.

TABLE 28

Analysis of Variance for Relational Resource Goals by Scenario-Described Relational Development and Degree of Discrepancy

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	51.248	2	25.624	3.242	.041*
Relational Development	38.215	1	38.215	4.835	.029*
Degree of Discrepancy	16.250	1	16.250	2.056	.153
Interactions	20.874	1	20.874	2.641	.106
Variation Explained	72.122	3	24.041	3.042	.030*
Residual	1398.906	177	7.903		
Total	1471.028	180	8.172		

*$p \leq .05$.

TABLE 29

Date Rape Scenarios: Table of Means

Dependent Variables	Possible Range	LRD/ HDD	HRD/ HDD	LRD/ LDD	HRD/ LDD
Personal resource goals	4 – 20	16.18	15.48	15.69	15.29
Relational resource goals	4 – 20	5.41	5.66	5.24	6.55
Interaction goals	3 – 15	4.73	4.72	5.18	5.59
Identity goals	4 – 20	10.25	11.44	11.00	11.22
Arousal management goals	3 – 15	12.82	12.91	12.45	12.76
Secondary goals as a set	18 – 90	49.81	50.26	50.21	51.95
Importance of primary goals	4 – 20	19.24	19.17	19.42	18.94
Persistence in primary-goal achievement	3 – 15	14.49	14.38	14.18	14.11

Note. LRD = Low Relational Development scenario. HRD = High Relational Development scenario. LDD = Low Degree of Discrepancy scenario. HDD = High Degree of Discrepancy scenario.

TABLE 30

Analysis of Variance for Averaged Scores for Evaluation of Scenario Realism by Own Reported Direct Experience Level with Date Rape

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Between Groups	90.193	2	45.097	6.461	.01**
Within Groups	1437.893	206	6.980		
Total	1528.086	208			

**$p \leq .01$.

TABLE 31

Analysis of Variance for Use of Direct Strategies
by Scenario-Described Relational Development and Degree of Discrepancy

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	22.355	2	11.177	3.368	.036*
Relational Development	17.976	1	17.976	5.416	.021*
Degree of Discrepancy	4.603	1	4.603	1.387	.240
Interactions	6.075	1	6.075	1.831	.178
Variation Explained	28.430	3	9.477	2.855	.038*
Residual	686.992	207	3.319		
Total	715.422	210	3.407		

*$p \leq .05$.

APPENDIX J

FIGURES

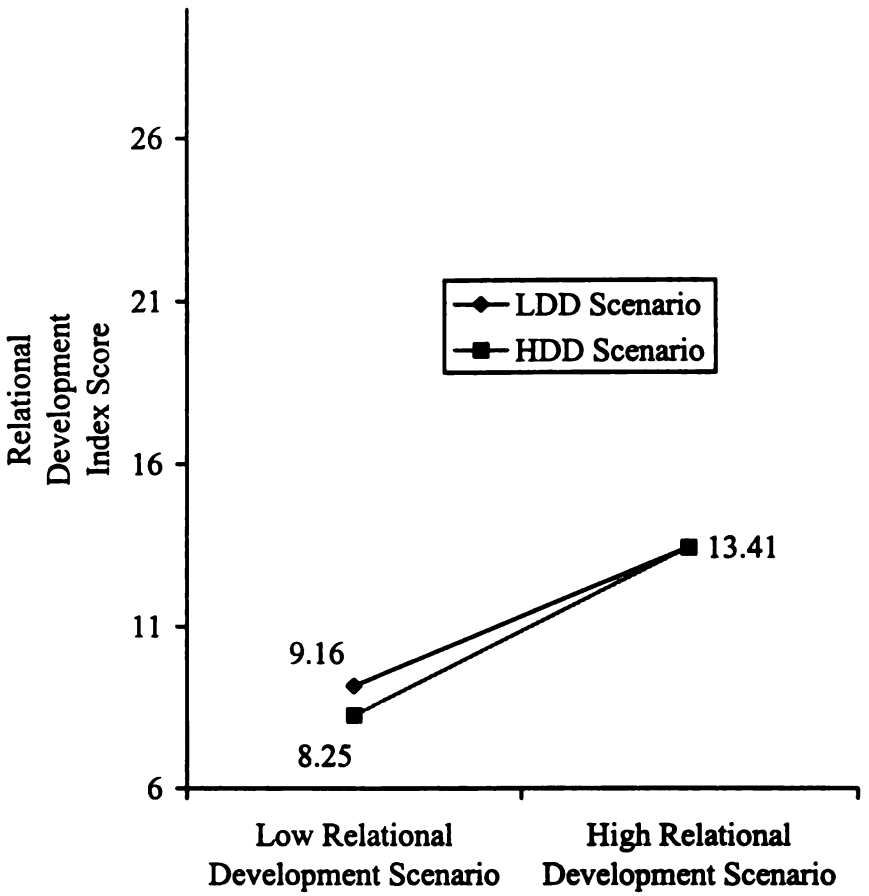

Figure 1. Participants' relational development index average as a function of scenario type. LDD = Low Degree of Discrepancy scenario. HDD = High Degree of Discrepancy scenario. Range of possible scores: 6 – 30.

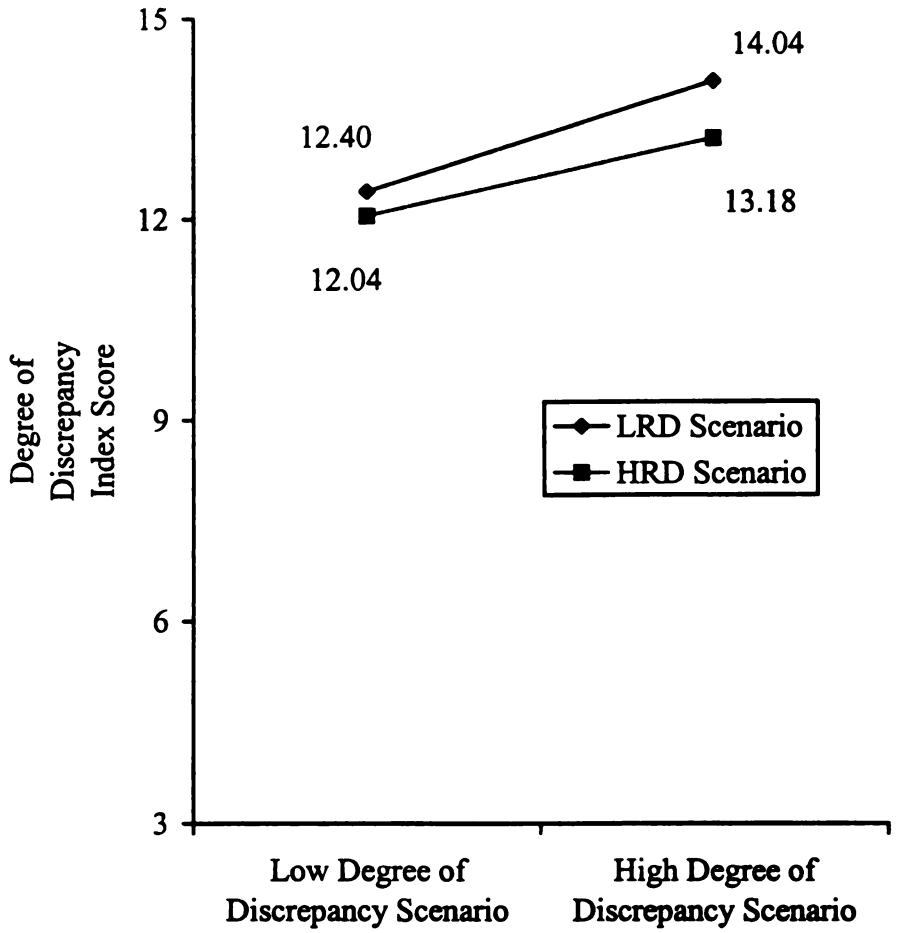

Figure 2. Participants' degree of discrepancy index average as a function of scenario type. LRD = Low Relational Development scenario. HRD = High Relational Development scenario. Range of possible scores: 3 - 15.

Figure 3. Participants' estimation of the percentage of women who have been forced to have sexual intercourse against their will in a dating situation, as a function of participants' own reported direct experience level with date rape.

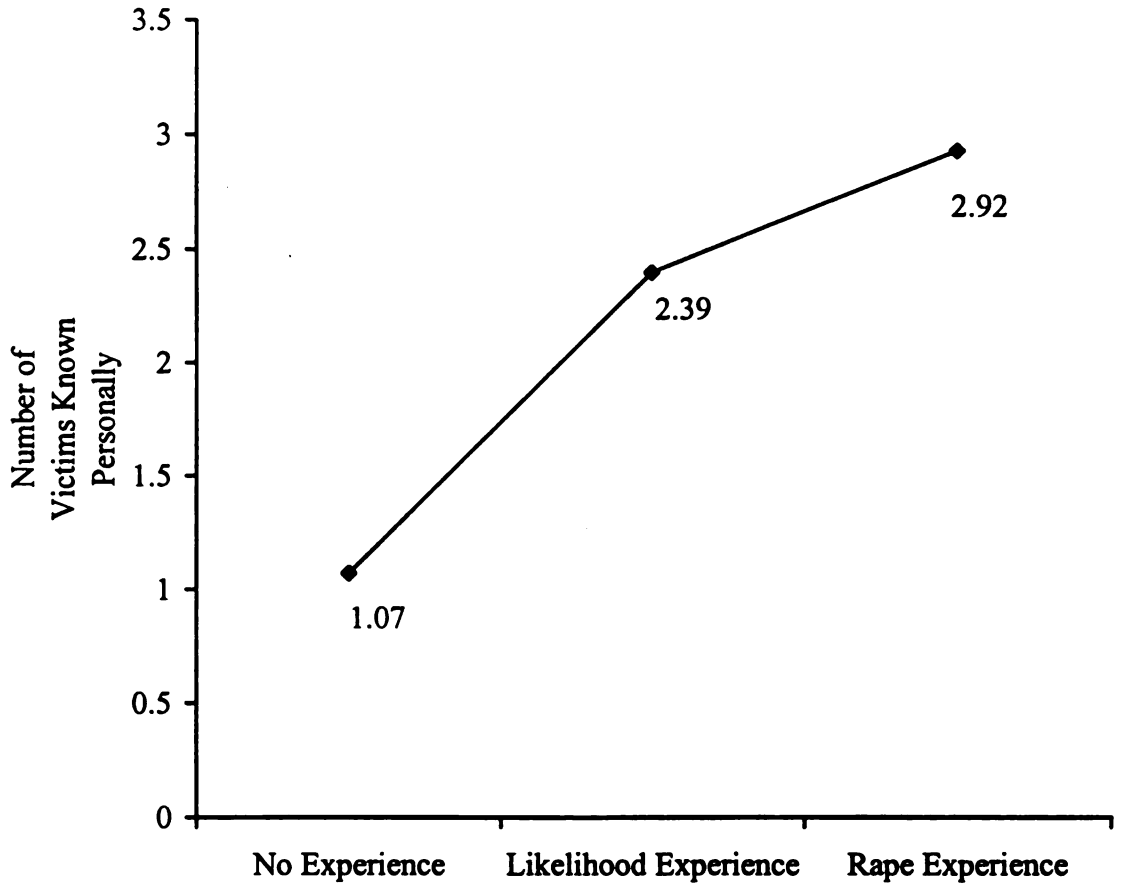

Figure 4. Reported number of raped women known personally by the participants, as a function of participants' own reported direct experience level with date rape.

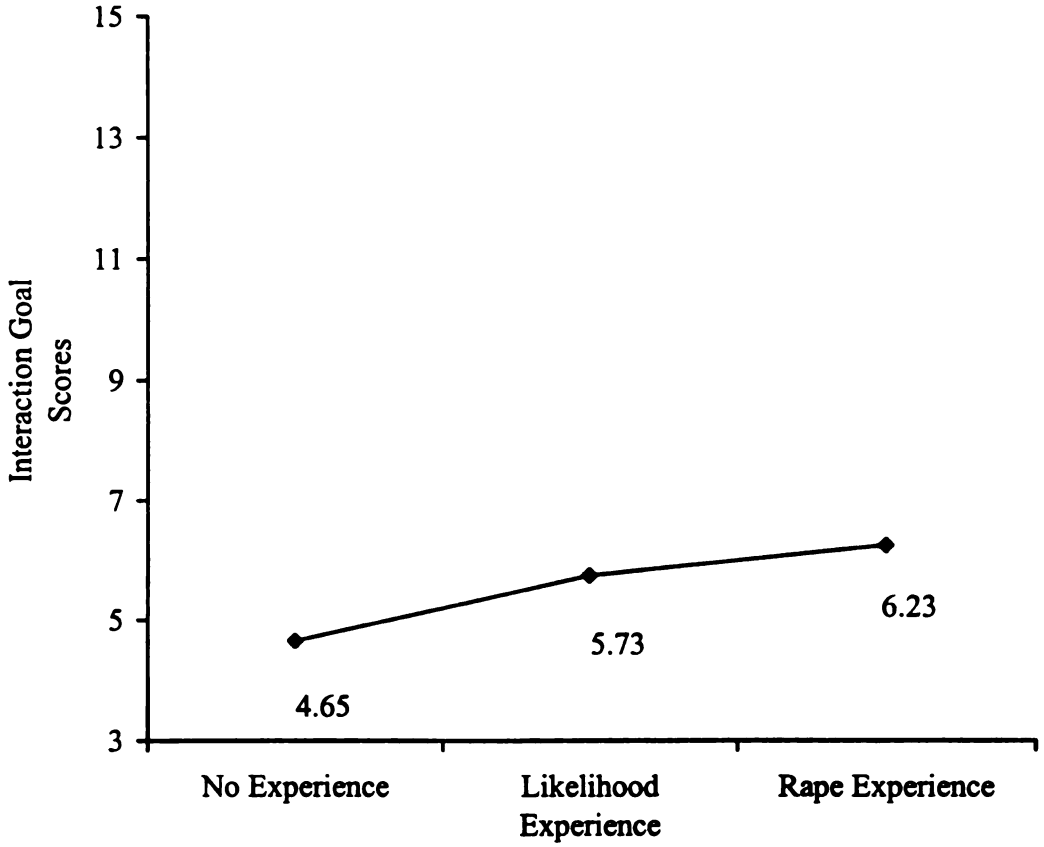

Figure 5. Participants' averaged scores for interaction goals, as a function of participants' own reported direct experience level with date rape. Range of possible scores: 3 - 15.

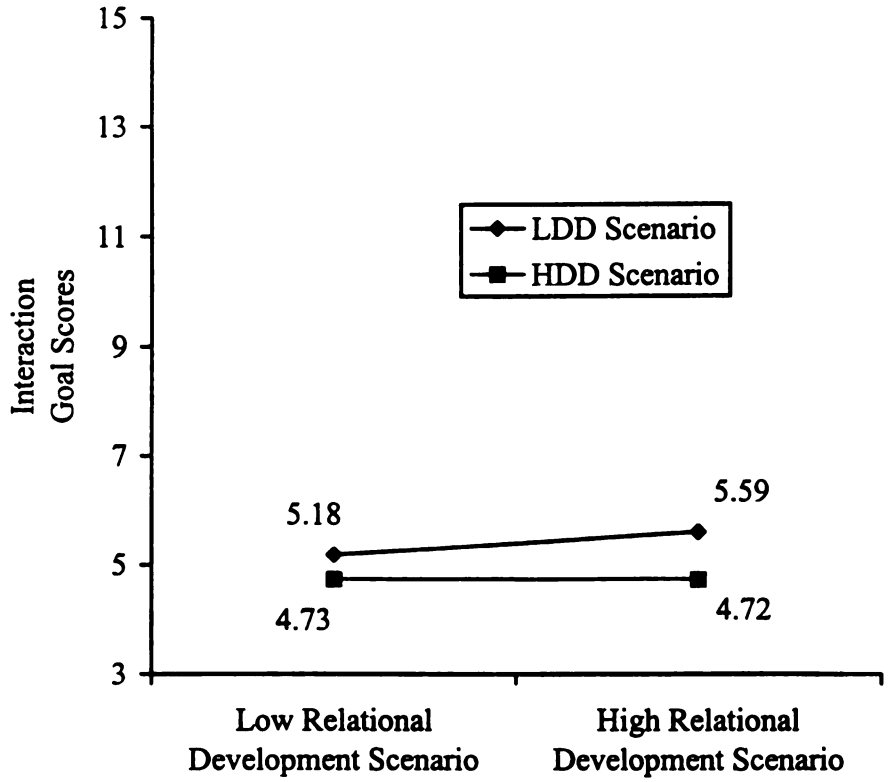

Figure 6. Participants' interaction goal scores as a function of scenario-described relational development and degree of discrepancy. LDD = Low Degree of Discrepancy. HDD = High Degree of Discrepancy. Range of possible scores: 3 – 15.

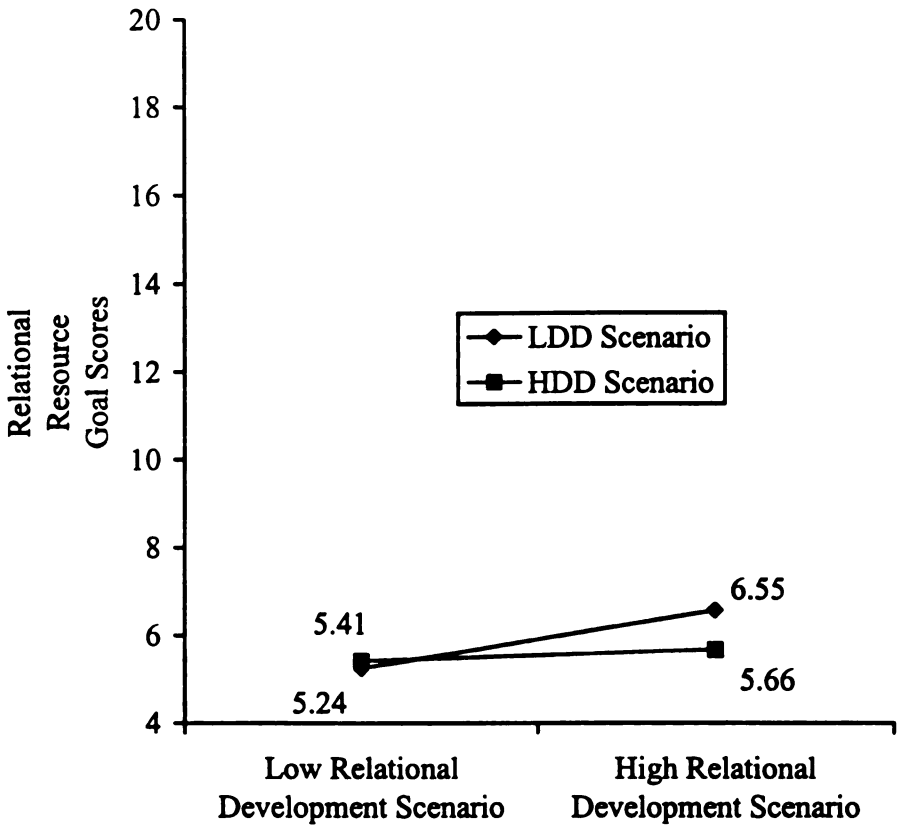

Figure 7. Participants' relational resource goal scores as a function of participants' own reported direct experience level with date rape. LDD = Low Degree of Discrepancy. HDD = High Degree of Discrepancy. Range of possible scores: 4 – 20.

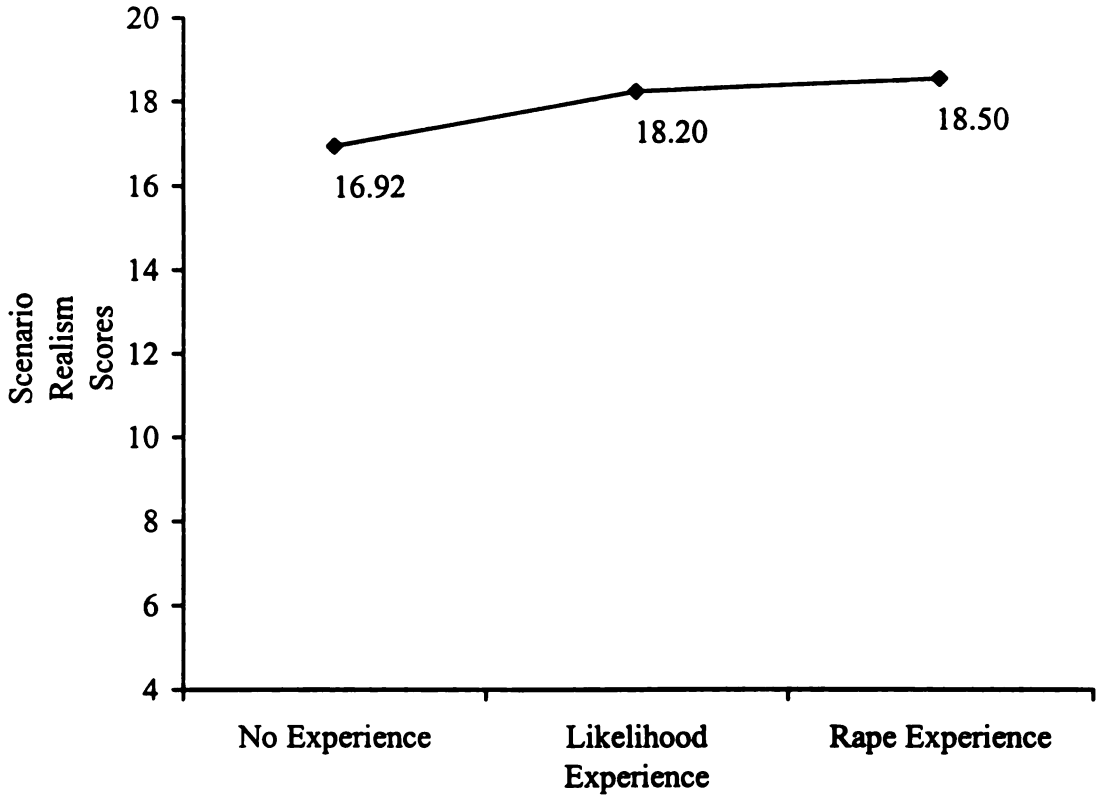

Figure 8. Participants' averaged scores for evaluation of scenario realism as a function of participants' own reported direct experience level with date rape. Range of possible scores: 4 - 20.

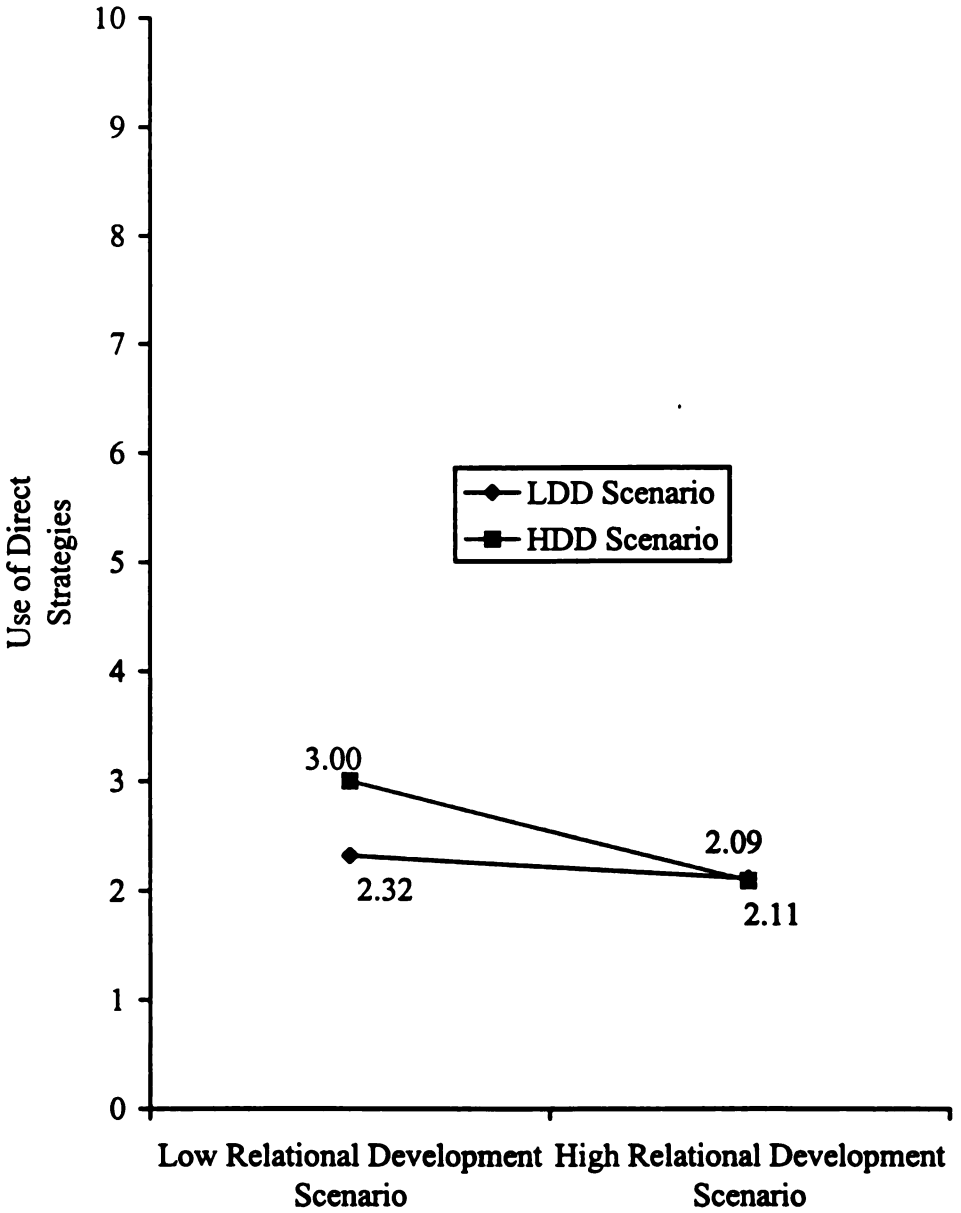

Figure 9. Participants' use of direct strategies as a function of scenario-described relational development and degree of discrepancy. LDD = Low Degree of Discrepancy scenario. HDD = High Degree of Discrepancy scenario. Range of possible scores: 0 - 10.