AN ASSESSMENT OF COLLEGE STUDENTS' ATTITUDES AND EMPATHY TOWARD RAPE

THESIS

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE

By

Sloane C. Burke, B.S.
Denton, Texas
December, 1998

The purpose of this study was to assess rape attitudes and empathy levels of students at a university in North Texas. The Attitudes Toward Rape questionnaire and the Rape Empathy Scale were administered to 387 undergraduate students. Dependent variables were attitudes and empathy and independent variables were prior knowledge or experience as a rape victim, having female siblings, gender, marital status, and age. Significance was found between rape-intolerant attitudes and both prior experience as a victim (p<.001), and gender (p<.001). Significance was also found between empathy and experience as a rape victim (p<.035) and gender (p<.032).
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CHAPTER I

INTRODUCTION

It is estimated (FBI, 1998) that 371 out of 100,000 women will become the victim of rape each year, incidences can reach as high as one-in-four when attempted rape and coercion are also considered over a woman's lifetime (Koss, 1988). Results of a large scale survey of over 6,000 college women in 1987 indicated 44 to 78 percent were forced to have sexual contact against their will (Check & Malamuth, 1983; Holcomb, Sarvela, Sondag, & Holcomb, 1991; Koss, 1988). Rapes that occur on college campuses are usually committed by someone who the victim knows. Unfortunately, 90 percent of women fail to report the rape due to feelings of humiliation, distrust, guilt, and other post-traumatic stress disorders (Anspaugh & Ezell, 1990). In a study by Malamuth (1983) regarding attitudes toward women, 30 percent of college men interviewed disclosed that they would rape a woman if they could be assured that they would never be caught. Another study by Check and Malamuth (1983) found that 26 percent of college men admitted to having made a forceful attempt at sexual intercourse that caused observable distress to the woman (e.g., screaming, fighting, pleading, or crying).

Based on current research, college students appear to be at a higher risk than the general population for rape (Anspaugh & Ezell, 1990). Contributions to the high incidence of rape among college students included various factors. Age is the most
common factor that puts college women at risk (Uniform Crime Reports, 1993). Women are most likely to be the victim of sexual assault between the ages of 15 and 19, the second highest risk group are ages 20-24 (Pike, 1997). Another factor is the unique sexual atmosphere of the college campus as college students are introduced to a newfound independence with less restrictions (Holcomb et al., 1991).

Alcohol and drug use can also be an important factor for incidence of rape among college students, as ninety-five percent of all rapes occur when the victim, rapist, or both, were under the influence of alcohol. Alcohol is a common component of both rape and campus life (Strong & DeVault, 1997). In addition, Pirog (1989) reported that 39 percent of male students surveyed indicated it was "all right" to force sex if a girl was "stoned" or "drunk."

Miscommunication regarding sexual consent is another factor that seems to particularly affect younger adults and college students. The literature supports the theory that most college students, particularly males, are unclear of the definition of rape (Check & Malamuth, 1983). Research conducted by Burt (1980), Holcomb et al. (1991), and Malamuth (1981), also shows that rape-tolerant attitudes are one of the most common contributors to the high prevalence of rape among college students. People who accept rape stereotypes, adversarial sexual beliefs, and traditional sex role attitudes show a greater acceptance of rape, and appear to condemn victims more. The research further suggests that rape-tolerant attitudes are related to actual involvement in sexual violence (Holcomb et al., 1991; Koss, 1988, Malamuth, 1981, Rapaport & Burkhart, 1984).
Rape-tolerant attitudes are classified by three groups (Burt, 1980): 1. **Adversarial sexual beliefs**: beliefs such as women are responsible for rape. 2. **Traditionally**: women are viewed as passive, sweet, and gentle, unlike men who are seen as aggressors, initiators, and proud of their sexual ability. 3. **Acceptance of rape stereotypes**: attitudes that prostitutes cannot be raped, rape only occurs when the victim has a weapon, or it is not definitely rape if a woman is intoxicated or wearing revealing clothes. Research consistently shows that males hold more rape-tolerant attitudes than their female counterparts (Holcomb et al., 1991; Malamuth & Litton, 1987). Feild (1978) suggests that attitudes of people toward rape are important for understanding the victim’s behavior. Rape-tolerant attitudes may have resulted in the underreporting of rape by victims (it is estimated only 10 percent are reported), the treatment of rape victims by police officers, judges, juries, and health care workers. Perhaps even most importantly are societal beliefs in rape myths which contribute to the continued victimization of women (Burt, 1980).

With the exception of gender related differences, limited information is available regarding other factors that influence attitudes toward rape and empathy toward rape victims (Borden, Karr, & Calwell-Colbert, 1988). No information was found on whether having a female sibling influences rape attitudes and empathy levels, although Deitz, Blackwell, Daley, and Bently (1982) found that knowing a rape victim did increase one’s empathy level toward rape. Apart from Deitz’ research on empathy, very limited information exists regarding empathy levels toward rape victims. Assessment of these attitudes and empathy levels could help to determine where and to whom campus rape prevention programs could be most efficiently targeted. This assessment could further
help to assess where and at what learning level health promotion programs could be effectively implemented.

Statement of the Problem

It is estimated (FBI, 1998) that 371 out of 100,000 will become the actual victim of rape. Further assessment is needed to understand attitudes and empathy toward women who have been raped or who are the potential victims of rape. These attitudinal sets are influential in the reporting of rape, the treatment of rape victims by police and health care workers, and most importantly by society (Feild, 1978). Assessing college students’ attitudes on rape stereotypes and beliefs is important because they are uniquely at risk because of rape-related factors such as age, alcohol and drug use, and rape-tolerant behavioral norms on campus (Holcomb et al., 1993), therefore, assessment of attitudes and empathy toward rape and victims is important for the design and implementation of effective rape prevention programs.

Purpose of the Study

The purpose of this study is to assess rape attitudes and empathy levels of college students in a selected university setting in North Texas.

Significance of the Problem

Research has shown that 25 percent of college women surveyed had been the victims of rape or attempted rape (Koss, 1988; Strong & DeVault, 1997). Of these rapes only 20 percent of the victims reported that they were the victim of a rape (Anspaugh & Ezell, 1990). Apart from gender, there appears to be limited information regarding attitudes and empathy toward rape (Borden et al., 1988). Assessing attitudes concerning
rape stereotypes and myths is important because widely accepted societal attitudes may play an important role in sexual violence and victimization (Holcomb et al., 1993).

Only two previous studies examined the effects of prior victimization or actually knowing a rape victim. Borden et al. (1988) implemented both the ATR and RES but found no significance for subjects who had either been the previous victim of rape or had known someone who was a victim of rape. The study conducted by Borden et al. (1988) utilized a control and treatment group to measure change before and after a rape awareness program. A limitation of the study was that participants had a prior exposure to the rape prevention program before implementation and perceived the program as positive (Borden et al., 1988). Feild (1978) found that rape crises counselors who had prior experience with victims of rape had more rape intolerance toward rape than other professionals and citizens.

The literature search revealed a variable that has not been studied in previous research, that is, if having female siblings affects attitudes and empathy levels for rape victims. The researcher felt it would be interesting to examine if those who had a closer relationship to females and more exposure to females, would have more rape intolerance or greater empathy.

The literature review revealed that gender significantly influences attitudes and empathy of rape and rape victims (Ageton, 1983; Borden et al., 1988; Deitz et al., 1982; Feild, 1978; Malamuth & Check, 1981). Studies show that males are more likely than females to endorse rape-tolerant attitudes. Apart from gender differences regarding
attitudes toward rape, little information is available on other factors that influence both attitudes and empathy levels toward rape and rape victims (Borden et al., 1988).

Feild (1978) and Burt (1980) found that married citizens sampled had more rape intolerance toward rape than those that were single. Apart from Feild (1978) and Burt’s (1980) findings minimal research has been conducted with this variable.

The literature review revealed age as both significant and nonsignificant in rape attitudes. Boxley et al. (1995) found little differences between age and attitudes of those aged 12-14. Burt (1980) found that younger people (under 25) revealed less stereotypic, adversarial views toward rape, as did Feild (1978).

Because college students may be at high risk for rape, the information collected in this study may aid in assessing where and to whom information about rape and prevention programs could most effectively be targeted on campus.

Hypotheses

1. Students who either have known a rape victim or have themselves been a victim of rape, will express more rape-intolerant attitudes toward rape and greater empathy levels toward rape victims than students who have not known a rape victim or have been the victim of a rape.

2. Students with female siblings will report more rape-intolerant attitudes toward rape and greater empathy toward rape victims than students without female siblings.

3. Female students will have more rape-intolerant attitudes toward rape and greater empathy levels toward rape victims than those of their male counterparts.
4. Married students will have more rape intolerance toward rape and greater empathy levels toward rape victims than those who are single.

5. Students over the age of twenty-six will demonstrate more rape intolerance toward rape and greater empathy levels toward rape victims than the students under the age of twenty-six.

Definitions of Terms

Acquaintance Rape- forced sexual intercourse between individuals who know each other (Payne, 1995).

Attitude- an emotionalized tendency, organized through experience, to react positively or negatively toward a psychological object. Also known as a predisposition to actions (Green, 1990).

Behavior- the actions or reactions of persons or things under given circumstances (The American Heritage Dictionary, 1994).

Date Rape- a form of acquaintance rape that involves forced sexual intercourse by a dating partner (Payne, 1995).

Empathy- unique capacity of the human being to feel the experiences, needs, aspirations, frustrations, sorrows, joys, anxieties, hurt or hunger of others as if they were his or her own (Deitz, Blackwell, Daley, & Bentley, 1982).

Gender- the characteristics associated with being male or female (Strong & DeVault, 1997).

Marital rape - forced sexual intercourse against a spouse's will through the use of threat or force (Strong & DeVault, 1997).
**Post-traumatic stress disorder (PTSD)**- A characteristic group of symptoms, such as depression, that follow an intensely distressing event outside a person's normal life experience, in this case rape (Strong & DeVault, 1997).

**Rape**- the act of being forced to have sexual intercourse against one's will. It is a crime of violence and may not be sexual in nature or motivation (Anspaugh & Ezell, 1990).

**Rape Myths**- prejudiced, stereotyped, or false beliefs regarding rape, rape victims, and rapists, for example a woman maybe asking for rape if she is wearing revealing clothing or has a little “too much” to drink (Burt, 1980).

**Rape Survivor**- the individual who has been raped (including attempted rape) as a minor and/or as an adult. A survivor does not have to be a particular gender (Levine, 1996).

**Rape Trauma Syndrome**-a.k.a. post traumatic stress disorder. The emotional changes an individual undergoes as a result of rape (Strong & DeVault, 1997).

**Sex Role**- a.k.a. gender role. The role a person is expected to play as a result of being male or female in a particular culture (Strong & DeVault, 1997).

**Sex Role Stereotype**- a rigidly held, oversimplified, over generalized belief that all males and all females possess distinct psychological and behavioral traits (Strong & DeVault, 1997).

**Sexual Aggression**- any kind of sexual activity against a person’s will gained through the use of force, pressure, alcohol, drugs, or authority (Strong & DeVault, 1997).

**Sexual Assault**- any contact of an offender with the genitalia of a nonconsenting victim (Committee on Adolescence, 1994).
Sexual Coercion- a broader term than rape or sexual aggression. It includes arguing, pleading, and cajoling, as well as force and the threat of force (Strong & DeVault, 1997).

Stereotype- set of simplistic, rigidly held, overgeneralized beliefs about an individual a group of people, or an idea (Strong & DeVault, 1997).
CHAPTER II

LITERATURE REVIEW

The following review of the literature will give a brief description of rape as a health issue, and then further examine attitudes toward rape, attitudes concerning rape stereotypes of women, gender differences in students' attitudes toward rape, attitudes toward rape myths, empathy toward rape victims, attitudes toward sexual coercion, and finally, attitudes and empathy levels toward victims (personal affiliation or self) of rape.

A large scale study (Koss, 1988) revealed that up to 25 percent of college women may encounter an attempted or actual rape over one's lifetime. Every hour, 16 women confront rapists; every 6 minutes, a woman is raped (Woodruff, 1996). Many of these rapes occur on university campuses during the victim's first year in college when the victim may be unsure about herself. A study conducted by Koss (1988) at Kent State University found that one out of eight women had been raped on a date, and more than 90 percent of these women failed to report the rape. The FBI estimated that in the year 1993 there were 104,806 forcible rapes in the United States alone (FBI, Uniform Crime Reports in the United States, 1993). FBI records further state that at least 25 percent of women will either experience an attempted rape or actual rape by their mid-twenties and over 75 percent of these attempted or actual assaults will occur between people who know each other (FBI, Uniform Crime Reports in the United States, 1998). In focusing solely on
college campuses, when all types of unwanted sexual activity (ranging from verbal sexual coercion, kissing, to sexual intercourse) were included in a national study by Koss (1988), the rate reported was as high as 50 percent. The findings of Koss (1988) were verified recently by Cate and Lloyd (1992) who reported that 20-27 percent of college women have been victims of rape or attempted rape. Among college students, the most likely rapist was a peer (Bridgeland, Duane, & Stewart, 1995; Strong & DeVault, 1997).

Within the last three decades rape has surfaced as a highly profiled, controversial topic in society. Among the nation's college campuses the subject of date rape has been profiled for more than a decade (Pike, 1997). Research states that this is due in part to increased incidence of violence and sexual violence (Boxley, Lawrence, & Gruchow, 1995), the recognition of the seriousness of rape as a crime (Rapaport & Burkhart, 1984), and to the emerging women's rights movement (Cann, Calhoun, Selby, & King, 1981).

College students appear to be uniquely at risk due to age (Holcomb et al., 1991; Uniform Crime Reports, 1993); the unique sexual atmosphere of the college campus (Holcomb et al., 1991; McDermott, Sarvela, & Bajracharya, 1988); an increased use of alcohol and drugs (Koss et al., 1988); miscommunication regarding sexual consent (Muehlenhard, 1988); and rape tolerant attitudes (Burt, 1980; Feild, 1978; Holcomb et al., 1991).

Attitudes Toward Rape

It has been suggested that the attitudes of people toward rape are important for understanding not only their reactions to the act itself, but also the behaviors concerning the victim and/or offender (Brownmiller, 1975; Feild, 1978). Pike (1997) stated that date
rape is a serious issue on college campuses, when one is 18-22 year of age, and prone to have the attitude of imperviability, or "nothing bad will happen to me."

Researchers have noted that it is important to understand how students view rape, but unfortunately there appears to be limited recent information regarding rape attitudes. Limited empirical studies have investigated students' perceptions of rape (Barnett & Feild, 1977). A strong link between attitudes and sexual behavior exists and this may be why so many social issues related to sex are so contentious, for these same attitudes predict morality which determines how one views sex (Michael, Gagnon, Laumann, & Kolata, 1994). Previous research by Barnett and Feild (1977) and Deitz et al. (1982), revealed attitudes such as: "If a woman is going to be raped, she might as well relax and enjoy it," "a raped woman is a less desirable woman," and "nice women do not get raped." Burt (1980) found that over half of the sampled individuals agreed with statements such as, "a woman who goes to the home or apartment of a man on the first date implies she is willing to have sex" and, "in the majority of rapes the victim was promiscuous." Burt (1980) further noted that over 50 percent believed that over half of filed rapes are reported only because the woman is seeking revenge or covering up an illegitimate pregnancy. In their landmark study, Barnett and Feild (1977) found that one-third of 400 undergraduate males surveyed believed that it would "do some women some good to be raped." A study conducted by Ageton (1983) found that more than half of respondents agreed that there are certain circumstances that forced sex is acceptable, such as when a boy spends a lot of money (over ten dollars) on a girl. Because of these attitudes, often other people, as well as the woman herself, blame survivors of rape (Ledray, 1994). Alarmingly, research on
college students by Malamuth (1981) showed that a large number of students believe date rape is neither rape nor unacceptable behavior.

Feild (1978) reported significant correlation among attitudes toward rape and respondents’ age, race, sex, marital status, and education. Burt (1980) found a similar relationship for occupation and education level, which was not used as a variable in Feild’s research. Ageton’s (1983) research with adolescents indicated that rape is often supported by the approval of a male peer group. It was also discovered that those who had committed an act of sexual assault had received overwhelming approval from their friends.

Hall, Howard, and Boezio (1986) found that although virtually none of their respondents approved of rape, they differed in the degree to which they disapproved or condemned rape. These individuals were referred to as “rape tolerant” people. Hall et al., (1986) concluded that these rape tolerant individuals may have a negative influence on society in that court convictions of rapists tended to be lower.

Society is more likely to blame women for being raped if they are engaged in actions not socially sanctioned for women. This includes activities such as hitchhiking, being out at bars, going to parties alone, or walking around at night (Ledray, 1994). For example, Dr. Chng (1997) of the University of North Texas recalls an incident of a former student who was raped in her apartment laundry room while doing her laundry at 2:00 a.m. When the story is told some students asked, “Well, why was she doing her laundry at 2:00 a.m.?” Society may further blame the victims of rape if they are wearing revealing clothes, are not wearing a bra, or if they are wearing a short skirt (Ledray, 1994).
A disturbing landmark study was conducted by Check and Malamuth (1983) that interviewed college males at the University of California, Los Angeles to assess attitudes regarding women. When asked if they would be assured that they would never be caught if they would rape a woman, 30 percent responded that they would. Those interviewed claimed that they might engage in rape to, "teach the woman her place" or to "tame" her.

Attitudes Toward Rape Sex Role Stereotypes of Women

Although some may think our society's perceptions of women have changed, research indicates that we continue to hold the same stereotyped beliefs toward women that we did 20 years ago (Bergen & Williams, 1991; Strong & DeVault, 1997). Furthermore, sexual stereotypes are often negative (Strong & DeVault, 1997).

Burt (1980) found belief in rape myths were positively associated with sex role stereotyping which are; women should be traditional and submissive, their lives centered around marriage and the family, and that men should be assertive, in charge, and dominant.

Assessing rape stereotypes is important because attitudes that are accepted in society may play an important role in contributing to sexual violence (Holcomb et al., 1993). People who accept rape stereotypes tend to exhibit greater tolerance of rape, to blame victims, and, among men, report a greater likelihood of raping if they could be assured no one would know (Malamuth, 1981). Furthermore, sex-role stereotyping may explain why acquaintance rape is seen as less severe and likely to be attributed to the behavior of the victim than stranger rape (Boxley et al., 1995).
Boxley et al. (1995) found that students who believed rape myths were more likely to hold stereotyped views toward women. Check and Malamuth (1983) reported that sex-role stereotyping was associated significantly with acquaintance rape among college males. It has been argued that many of our cultural beliefs about dating situations (e.g., a woman does not really mean it when she says no) are a function of sex role stereotypes and can lead to misunderstanding, poor communication, and possibly rape (Check & Malamuth, 1983). Individuals with more stereotyped sex role beliefs have more rape-supportive inclinations than individuals with less stereotyped sex role beliefs (Check & Malamuth, 1983). A study conducted by Check and Malamuth (1983) found that subjects who held high levels of sex role stereotyping were more aroused by depictions of rape and viewed the victim as reacting favorably to the rape. It was concluded that sex role stereotyping was positively correlated with rape myth acceptance, acceptance of violence against women, and adversarial sex beliefs.

Rape attitudes are strongly correlated with sex role stereotyping (Burt, 1980). Hall et al. (1986) explains that rape tolerance has its roots in the more general sexist attitudes of society. Women are socialized to be weak, passive, sweet, nonresistant, and compliant towards men which in turn, leaves them vulnerable to rape. Costin (1982) found that stereotypic beliefs about rape (e.g., women want to be raped) were positively associated with restrictive beliefs about women’s roles. Many people believe in rape myths and their rape perspectives are strongly entwined with sex-role stereotyping (Boxley et al., 1995).
Krulwitz and Payne (1978) found that gender was a distinct variable for sex-role attitudes. The researchers hypothesized that men are less likely to be victims of rape, therefore, they are less involved with understanding various aspects of rape definition and prediction. Women, in contrast, are more concerned with understanding and preventing rape due to their vulnerability as victims of rape.

Bergen and William's (1991) attributes the high prevalence of rape to sex role stereotyping. They conclude that sex role stereotyping is preserved by instructing men to be dominant in their masculine role and women to be submissive, allowing them to become susceptible as victims to fulfill their feminine role. In regard to the etiology of rape, some theorists have argued that rape is the psychological extension of a dominant-submissive, competitive, sex-role stereotyped culture (Briere & Malamuth, 1983).

In regard to ethnicity, it was found by Ageton (1983) and Boxley et al. (1995) that non-whites (African Americans, Latinos, Asians/Pacific Islander, Native Americans, and Alaskan Natives) had more stereotypic attitudes toward women than whites.

**Gender Differences in Students' Attitudes Toward Rape**

Burt (1980) found that men tend to hold more rape-tolerant attitudes in adversarial sexual beliefs (e.g., women provoke rape; women mean “yes” when they say “no”); traditionality (men should be aggressive, women should be passive; men should initiate and pay for dates); and acceptance of rape stereotypes (e.g., 50 percent of rapes reported are false or because the victim only wants to get “even” with the rapist; prostitutes cannot be raped) (Holcomb, Holcomb, Sondag, & Williams, 1991).
Holcomb et al. (1991) found that one-in-five men versus one-in-fifty women agreed with the statement that it is acceptable behavior to have sex with a heavily intoxicated woman and one-in-five men versus one-in-fifty women agreed with a double standard sentence that allows men more sexual partners.

Early research by Barnett and Feild (1977) found that male students had a different perception of rape from that of females. The male students were found to possess several traditional, sexist attitudes toward rape. Studies that have focused on either attitudes or empathy toward rape victims have continually demonstrated significant differences in male and female attitudes about rape (Borden et al., 1988). Malamuth and Check (1983) reported more men were sexually aroused by a depiction of a rape than women. Krulewitz and Payne (1978) found women had harsher and more upsetting views toward rape than men, whereas Holcomb et al., (1993) reported males were more tolerant of date rape than were women. Men were generally more accepting of rape myths and violence against women (Malamuth & Check, 1983). Malamuth and Check (1983) found more men than women reported greater sexual arousal to short, written rape vignettes describing both consenting intercourse scenarios and rape scenarios. Hall, Howard, and Bozeio (1986) documented results of a Heterosexual Relationships Scale showing males were significantly more likely to favor male domination of women and to view the opposite sex as "sex objects." The researchers further found that college males also had significantly higher scores on the Rape Attitude Scale than did females. Deitz et al. (1982) reported that females were more likely than males to convict the defendant in a simulated rape trial. Costin (1985) discussed that males had higher scores on a scale designed to
measure negative stereotypes about rape (e.g., many women want to be raped). Holcomb et al. (1991) found that 25 percent of men in their sample agreed that rape is often provoked by the victim; that any woman could prevent rape if she wanted to; and that women cry rape falsely. Half of the men sampled in the study agreed that some women both, ask for and enjoy rape. Holcomb et al. (1991) and Muehlenhard (1981) found that in regard to attitudes about traditionality in sexual communication, almost forty percent of males, compared to twenty percent of females believe that, “When a woman says no to having sex, she means maybe or yes.”

With the exception of the previously cited gender differences, limited information is available on other factors that influence attitudes toward rape and empathy toward rape victims (Borden et al., 1988).

**Attitudes Toward Rape Myths**

Our society has a number of rape myths which serve to encourage rape (Strong & DeVault, 1997), blaming women for their rapes. Burt (1980) explains that belief in the rape myth is part of a larger belief structure that includes gender-role stereotypes. She further argues that myths play a crucial role in causing rape and hypothesizes that belief in rape myths allows rapists to justify their behavior, disregarding social prohibition.

One risk factor is males’ acceptance of rape myths (Boxley et al., 1995; Burt, 1980). Burt (1980) defines rape myths as the “prejudiced, stereotyped, or false belief about rape, rape victims, and rapists.” According to Anspaugh and Ezell (1990), the most common myths regarding rape include: women are raped by strangers, rapes almost always occur in dark alleys or deserted places, rapists are easily identifiable by their
demeanor, incidence of rape is over reported, or falsely reported, rape happens only to
those of low socioeconomic classes, there is a standard way to escape from a potential
rape situation, women want to be raped, rape keeps women in line and, nice women do
not get raped, although there is nothing in research to substantiate these claims and
women cry rape for revenge. In a study conducted by Holcomb et al. (1991) 25 percent
of males believe this myth.

Men are more likely than women to believe rape myths (Strong & DeVault, 1997).
Boxley, Lawrence, and Grachow (1995) found that males (30.4%) were three times more
likely to accept rape myth statements than females (10.1%). Adolescent males were twice
as likely as adolescent females to believe, "A woman who goes to the home or apartment
of a man on their first date implies that she is willing to have sex." and they were twice as
likely to accept the rape myth, "A woman who is stuck-up and thinks she is too good to
talk to guys on the street deserves to be taught a lesson." In contrast, female respondents
were more likely than males to believe a rape had occurred when it was reported by their
best friend, a neighborhood woman, or an African American woman rather than by a
stranger (Boxley et al., 1995).

Ethnicity and gender appear to influence the acceptance of rape myths. Both
Caucasian and African American women were less likely than men of either group to
accept rape myths (Strong & DeVault, 1997). South and Felson (1990) reported that it
was a perceived myth that most rapists are African American men, when in actuality most
rapists and their attackers are of the same ethnic group. Rapists tend to attack women on
the basis of opportunity, not ethnicity (Strong & DeVault, 1997). Boxley et al. (1995),
also found significant differences for specific rape-myths beliefs by race. Non-white respondents were less likely than whites (82.7% vs. 95.6%) to believe the statement, “Any female can get raped.” In regard to age and acceptance of rape myths, Boxley et al. (1995), found no significant difference.

Malamuth and Check (1983) surveyed several university studies and discovered that thirty-five percent of “normal” men indicated some likelihood of raping; of these males, there was a reported higher acceptance of rape myths. Costin (1985) reported that belief in rape myths were directly related to the belief that women’s social roles and rights should be more restricted than those of men. Likewise, Burt (1980) found acceptance of interpersonal violence to be the strongest predictor of rape myth acceptance, and that these rape myths appear in the belief systems of both lay people and professionals who interact with rape victims and assailants. For years the myths that existed about rape prevented many people from recognizing it. For example, a woman is not “forced” unless a weapon is used or if a woman offers a delivery man a cold drink on a hot day she may have been asking for rape (Mufson & Kranz, 1993). Excessive violence has long been a theme in American life and rape is only one of its modes of expression (Burt, 1980). Ledray (1994) believes that we accept the myth and that much like Adam, the “innocent” man simply cannot control his sexual desires, especially if the woman is wearing revealing clothing, or in an inappropriate place. Feminists believe that we live in a “rape culture” that supports the objectification, violence, and sexual abuse of women through movies, television, advertising, and pornography (Brownmiller, 1975; Burt, 1980). Burt (1980)
hypothesized that exposure to such material increases rape myth acceptance. It has also been suggested that myths keep women unequal to men (Ledray, 1994).

Myths regarding rape have permeated our culture over time (Ledray, 1994). Rape myths allow people to feel safe by contributing to the inherent belief in our society that rape rarely occurs (Ledray, 1994), and according to Burt (1980) and Ledray (1994), they enable us to maintain the belief that we live in a "just world."

Empathy Toward Rape Victims

Little research exists regarding empathy assessments toward rape victims. Few studies have addressed the fundamental aspects of the nature and determinants of empathy, including the importance of empathy and individual differences regarding empathy (Deitz et al., 1982). Empathy is the unique capacity to feel the experiences, needs, aspirations, frustrations, sorrows, joys, anxieties, or hurt of others as if they were his or her own (Deitz et al., 1982). Deitz et al. (1982) considered "lack of empathy" to be one in nine personality characteristics consistently seen in rapists. It was found that subjects who were induced to empathize with an innocent victim exhibited compassion for the victim’s suffering by attributing a relatively high degree of responsibility for the victimization (Deitz et al., 1982). Dean and Malamuth (1997) indicated that there is a need for empathy training for sexually aggressive men. Deitz et al. (1982), in implementing the Rape Empathy Scale reported that female subjects had higher levels of empathy than males, and that those who had experienced a rape situation (as a victim or resister) had higher levels of empathy, perceiving rape as a more serious crime than those of lower empathy levels.
Research reveals empathy as a complex issue for the victim of rape because rape is influenced by our cultural stereotypes (Strong & DeVault, 1997). The empathy level of family and friends varies according to gender and relationship to the victim. Some men may respond to the rape of their partner by blaming their partner. Male friends and partners often offer little support; sisters offer the most (Frazier & Burnett, 1994; Strong & DeVault, 1997). Unfortunately, unsupportive behavior has a severe impact on the victim’s readjustment and recovery (Davis, Taylor, & Bench, 1995; Strong & DeVault, 1997). American culture has the preconceived notion that men should protect females, therefore, male partners may feel guilty and responsible for the rape (Strong & DeVault, 1997).

Psychologists working with incarcerated rapists have suggested that empathy toward victims may play an important role in preventing recidivism (Schewe & O’Donohue, 1993). Research on empathy and aggression suggests that empathy will increase prosocial behavior and reduce aggression (Schewe & O’Donohue, 1993). In one of the few studies to date regarding victim empathy, the effects of a rape prevention workshop for males reported an increase of empathy for victims. The variable manipulated was empathy in which male participants were instructed to imagine themselves as victims of homosexual rapes. It was explained that male empathy for female victims was difficult to achieve because the rapist may attempt to empathize as a female, which is ineffective. The purpose of the study was to allow the participants to experience the feelings of a victim. The researchers reported that subjects indicated more prosocial attitudes regarding rape. Unfortunately the program design did not include a control
group, which did not control for any possible extraneous variables (Schewe & O’Donohue, 1993).

Empathy is clearly a factor worthy of further research. Future research could extend to investigating the effectiveness of a combination of empathy with other rape factors and be useful in designing effective rehabilitation programs for rapist (Schewe & O’Donohue, 1993).

Attitudes Toward Sexual Coercion

Sexual coercion is a broader term than rape or sexual aggression. It includes arguing, pleading, and cajoling, as well as force and the threat of force to obtain sex (Strong & DeVault, 1997).

In interviews with over 6,000 college students, Koss (1988) found one-in-four to be victims of coercive sex. About one in four college males admit to having lied or made false promises to have sex, including falsely saying, “I love you.” in order to gain sexual pleasure from a woman (Fischer, 1997). Findings further suggest men and women may take advantage of gender differences and stereotypes in order to coerce dating partners into sexual activity (Fischer, 1997). A review of research found that sexually coercive men, in contrast to noncoercive men, tend to: hold traditional beliefs regarding women and women’s roles, display hostile behavior towards women in general, believe in rape-supportive myths, accept physical violence, express anger and dominance sexually, report high levels of sexual activity, and use exploitative techniques. Research with college-age males (Koss, 1988) confirmed that many men are involved in a spectrum of sexually coercive behaviors from kissing another against their will, lying to achieve sexual
intercourse, or forcing another to have sexual intercourse by physical violence (Rapaport & Burkhart, 1984).

In studies of college students it has been discovered that attitudes, peer group influence, and arousal patterns are distinguishing variables between coercive and noncoercive males (Shea, 1993). Rapaport and Burkhart (1984) further found that the best attitudinal predictors were those that measured the subjects' attitudes pertaining to the use of aggression specifically in a sexual context. There was a tendency of subjects to view women as manipulative and nontrusting. Males with sexist attitudes toward intimate relationships, and more tolerant attitudes toward rape, may reinforce sexually coercive behaviors with their peers, even if they themselves do not actually commit rape (Hall et. al., 1986). There is a general cultural context in which coercive sexual behavior and conduct is likely to be condoned (Rapaport & Burkhart, 1984). Waldner-Haugrud and Magruder (1995) found students defined rape as "aggressive" with men completely responsible for committing the rape. Respondent's also felt men were more likely to initiate both coercive rapes and seductions. It was found that 79 percent of respondents believed it was acceptable for males to use coercive measures to obtain sexual intercourse under certain circumstances (e.g., the man pays for the date). Data suggested that the males surveyed considered sexual coercion toward women as ubiquitous and acceptable in sexual relationships (Boxley et. al., 1995). Muehlenhard (1988) examined both physical and verbal strategies and found that traditional attitudes and being dominant all helped explain male-initiated sexual coercion.
Fischer (1986) concluded that greater sexual experience, more accepting attitudes toward forcible date rape and blaming society for the occurrence of date rape, were the most statistically significant predictors of deceptive verbally coercive sex offenders (Fischer, 1996).

Attitudes and Empathy Levels Toward Victims of Rape

Sexual assault is a highly stressful life event that affects one in four women and results in a variety of psychological problems which often includes post traumatic stress disorder (Ullman & Siegal, 1993; Ullman, 1996). Most sexual assault victims experience negative social reactions such as blame, anger, and disbelief (Ageton, 1983; Ullman & Siegal 1993; Ullman, 1996). Social reactions to rape victims appear to vary according to the social support provider. Research conducted by Feild (1978) found formal support providers (e.g., physicians, police) responded more negatively to victims than nonformal support providers (e.g., friends, family, spouses, rape crisis counselors).

In looking at the attitudes of significant others toward their romantic partners who had been the victim of rape, reactions range from guilt, shame, to anger (Davis, Taylor, & Bench, 1995). They concluded that romantic partners are upset about the rape, but they channel their guilt and anger via inappropriate ways (e.g., blaming the victim for the assault or becoming overly protective). Likewise, Davis et al. (1995) discovered that female and friends experienced greater distress over the victims rape than either male romantic partners or male family and friends.

Few research studies have investigated attitudes and empathy toward rape on subjects who have personally known a rape victim, or having been a victim (Borden et al.,
Borden et al. (1988) found that personally knowing a rape victim was not significantly related to an individual's level of empathy toward rape, rapists, or rape victims. But her research has been criticized because the subjects utilized were those who recently participated in a date rape prevention program that receiving "strong support and praise" by students even before implementation of the program. Koss (1985) found no support for the influence of victim's attitudes or personality characteristics on victimization status. The study also found that most victimized women were not significantly different from nonvictimized women. Counter to Borden and Koss' research, Feild (1978) suggests that knowing rape victims or assailants or having been victimized oneself, has been predicted to affect attitudes toward rape.

In regard to empathy, empirical research is limited. As stated earlier, male friends and partners appear to offer minimal support, while sisters and female friends tend to feel greater empathy and offer the most support (Strong & DeVault, 1997). Ledrey (1994) found that most college students felt uncomfortable disclosing the account of the rape to their parents, and that rape crises counselors appeared to have more empathy and understanding than do police officers and/or doctors. Research investigating empathy levels of rape victims is important because it is a characteristic that rapists usually lack (Deitz et al., 1982), therefore, indicating a target area for both prevention and treatment programs. Empathy training could be provided for police officers, health care workers, and crises counselors.

In summary, the literature confirms rape as an issue of continuing concern for college campuses. In a survey of college women, it was indicated that 44-78 percent
report having been forced to have sexual contact against their will (Holcomb et al., 1991; Koss, 1985; Muehlenhard, 1988). College students tend to be particularly at risk due to factors such as: age (Uniform Crime Reports, 1998); alcohol and drug use (Koss et al., 1988); miscommunication regarding sexual consent (Muehlenhard, 1988), and most importantly rape tolerant attitudes. The literature review supports the assumption that individuals who accept rape stereotypes, adversarial sexual beliefs, and traditional sex role attitudes show greater tolerance of rape and blame victims (Burt, 1980; Malamuth, 1981). Recent research further shows that rape-tolerant attitudes and low levels of empathy for the victim of rape are related to actual involvement in sexual aggression and sexual coercion (Deitz et al., 1982; Holcomb et al., 1991; Koss, 1988; Malamuth, 1981; Rapaport & Burkhart, 1984). Assessment of these attitudes may aid in rape awareness training, university rape prevention programs, training programs for health care workers, and prevention of sexual aggression toward victims.
CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to assess rape attitudes and empathy levels of undergraduate college students at a selected university in North Texas. This section will elaborate on the methodology used in the study. The research design, instrumentation, pilot study, sample selection, and statistical analysis will each be discussed in the chapter.

Research Design

The design of this study is a descriptive cross-sectional survey implemented to assess students' attitudes toward rape and empathy toward victims of rape. The dependent variables consist of attitudes and empathy. The independent variables include: prior victimization as a rape victim (knowing a rape victim or personally being victimized), having female siblings, gender, age, and marital status.

Instrumentation

Two separate instruments were used to assess attitudes and empathy levels; the Attitudes Toward Rape (ATR) questionnaire (Feild, 1978) to measure attitudes toward rape and the Rape Empathy Scale (RES) (Deitz et al., 1982) to measure rape empathy levels.

The ATR (Feild, 1978) was utilized to measure students' attitudes regarding rape
(see Appendix B). It consists of 32 statements that measure societal attitudes toward rape (e.g., Women provoke rape by their appearance or behavior; All rapists are mentally sick). The questionnaire consists of a 6-point Likert scale ranging from strongly agree (1) to strongly disagree (6). To establish validity, Feild (1978) ran a factor analysis with varimax rotation that yielded eight separate factors with validity ranging from .81-.89, with a mean estimated validity of .87. Feild (1978) reported that the ATR had a mean estimated theoretical reliability of .62.

The RES, designed by Deitz et al. (1982), consists of 19 items that measure empathy levels toward rape victims (see Appendix C). The questionnaire consists of a 6-point Likert scale ranging from strongly agree (1) to strongly disagree (6). Some items on the questionnaire include; “In general I feel rape is an act that is not provoked by the rape victim,” and “I can really empathize with the helplessness a victim might feel during a rape, if all her attempts to resist the rape have failed.” Deitz et al. (1982) reported that convergent, discriminate, and predictive validity were all found to be significant for the RES, but suprisingly did not report the specific results. Deitz et al. (1982) reported reliability for the RES, using alpha coefficient as .82 for males and .84 for females of the 639 undergraduates sampled. Borden et al. (1988) who had implemented both the ATR and RES to 160 college undergraduates, found the correlation coefficient for the reliability of the ATR and RES to be significant $r (90) = .64$, $p<.01$. Test-retest reliability revealed significant correlation for both scales ($r = .74$ for the RES and $r = .77$ for the ATR) (Borden et al., 1988).
Pilot Test

Because limited and incomplete information was available on the validity and reliability of the ATR a pilot study was conducted to establish validity and reliability of both the ATR and RES on the study sample. Thirty subjects representing the population were asked to participate in the test-retest (with a two-week interval) pilot study. The questionnaires were distributed to 30 subjects from an upper level Health Promotion class offered the second summer session, 1998. Subject's birth day, month, and first three digits of their phone numbers were used as identifiers for the retest portion of the pilot study. A two-tailed t test was performed to compare the first test scores to the second test scores within a 2-week interval. Of the data collected, only 25 of the 30 questionnaires distributed were usable, due to incomplete data or absenteeism. This finding yielded a usable return rate of 83%. Statistical analysis found a 1.0 correlation for demographic data, .91 alpha reliability coefficient for the ATR, and a .80 alpha reliability coefficient for the RES. Therefore, the ATR and RES were deemed reliable for the study.

Sample Selection

A total of 300 subjects (5 subjects per 60 items) were needed to obtain a sample that ensured proper representation within a confidence interval of 95% and .05 sampling error. To ensure the response rate and sample size, 384 questionnaires were distributed. A sample was obtained from the four colleges of study within the University of North Texas. Samples were representative of each of the four colleges within the university, but relied on convenience samples for the obtained data. Instructors were approached to ask permission for the questionnaires to be distributed within their classrooms during lecture.
Three out of the four schools agreed, the school of music declined due to conflicts of schedules. The instructor for Health 2200 offered an incentive (2 extra credit points) for participation. From the College of Business Administration, Real Estate 2100 was selected (N=107). From the College of Arts and Sciences, History 2610 was selected (N=89). From the College of Education, Health 2200 and 3300 were selected (N=110). From the College of Music, students were approached in the Music Annex building and asked to participate if they were a declared music major (N=9). These classes were a convenience sample but were chosen for data collection because they provide representation of various levels of students. Health 2200 fulfills the core curriculum for Group III, Diversity in the United States. History 2610 fulfills the core curriculum for the American History requirement. Real Estate 2100 was selected because it was a general class within the Department of Finance that business, real estate, and finance majors enroll in.

Each subject was given a cover letter and questionnaire (see Appendices A-C). The cover letter outlines the purpose of the study, that participation is strictly voluntary and all data collected was anonymous. The cover letter further explains the potential benefits and importance of this study. Subjects were given a brief description and introduction to the study by the researcher before implementation. The questionnaire took 15 minutes to complete. Of the 384 questionnaires distributed, 361 were returned resulting in a usable return rate of 94.01%.
Statistical Treatment of Data

The questionnaire consisted of a total of 60 items: 9 demographic questions, 32 questions from the ATR and 19 questions from the RES.

Descriptive statistics were used to describe demographics such as: gender, age, classification, major, ethnicity, marital status, female siblings, prior experience with the issue, and safety. Analysis of variance (ANOVA) was ran to analyze the relationship between the dependent and independent variables. The total scores for all subjects for each instrument, the ATR and RES, were the dependent variables used to measure attitudes and empathy. The independent variables were prior victimization, female siblings, gender, age, and marital status.
CHAPTER IV

ANALYSIS OF DATA

This chapter will present an analysis of the data collected with accompanying tables for illustration. Descriptive data analysis will be presented followed by statistical data. Of the 384 questionnaires distributed, 361 surveys were returned, yielding a rate of 94.01%. Twenty-three surveys could not be included in the study due to missing information. As 300 subjects was the minimum for accurate sample representation, the return rate of 94.01% (N=361) was 20% above the required sample representation.

Descriptive Data

Table 1 displays the demographic characteristics of the sample population. The sample is representative of the current population of subjects according to the Fall 1998 statistics of undergraduate enrollment (Office of Planning and Development, University of North Texas, 1998). The sample was primarily female (67.9% vs. UNT 53.3%), ranging in age 18-22 years old (79.8% vs. UNT 63.0%), Caucasian (81.7% vs. UNT 75.0%), and single (87.0% vs. UNT 91.0%). The majority of majors represented came from the College of Education (30.5%), the College of Business (29.6%), and the College of Arts and Sciences (24.7%). The college of music was disproportionately under represented (2%) and (12.7%) of the subjects indicated no declared major of studies. Of those subjects surveyed, thirty-eight percent (38.5%) reported not having any female sibling,
thirty percent (30.7%) stated they had younger female siblings, and twenty four percent (24.4%) indicated that they had female siblings that were older than themselves.

Table 1
Demographic Data of Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>116</td>
<td>32.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>245</td>
<td>67.9</td>
</tr>
<tr>
<td></td>
<td>N=361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>18-22</td>
<td>288</td>
<td>79.8</td>
</tr>
<tr>
<td></td>
<td>23-26</td>
<td>49</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>27-31</td>
<td>17</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>32+</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>N=361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>College Arts/Sciences</td>
<td>89</td>
<td>24.7</td>
</tr>
<tr>
<td></td>
<td>College of Business</td>
<td>107</td>
<td>29.6</td>
</tr>
<tr>
<td></td>
<td>College of Education</td>
<td>110</td>
<td>30.5</td>
</tr>
<tr>
<td></td>
<td>College of Music</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>46</td>
<td>12.7</td>
</tr>
<tr>
<td></td>
<td>N=361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td>Freshman</td>
<td>60</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>Sophomore</td>
<td>95</td>
<td>26.3</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td>103</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>102</td>
<td>28.3</td>
</tr>
<tr>
<td></td>
<td>Graduate Student</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td></td>
<td>N=361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>African American</td>
<td>33</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Asian American</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>295</td>
<td>81.7</td>
</tr>
<tr>
<td></td>
<td>Hispanic American</td>
<td>17</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>Native American</td>
<td>3</td>
<td>.8</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>N=361</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 continued.

**Demographic Data of Sample**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marital Status</strong></td>
<td>Married</td>
<td>42</td>
<td>11.6</td>
</tr>
<tr>
<td>N=361</td>
<td>Single</td>
<td>317</td>
<td>87.8</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>1</td>
<td>.3</td>
</tr>
</tbody>
</table>

| Siblings          | Older female sibling | 88 | 24.4 |
| N=361             | Younger female sibling | 111 | 30.7 |
|                   | Female sibling same age | 1  | .3 |
|                   | No female siblings  | 139 | 38.5 |
|                   | Female sibling older/younger | 22 | 6.1 |

Table 2 indicates respondents' past experience with rape, as a victim or personal knowledge of someone who has been raped. Two percent (1.7%) of the population reported being the victim of a prior rape by a stranger. Six percent (6.4%) of the population indicated they were the victim of rape by an acquaintance or someone known to them. Thirty percent (29.9%) reported knowing a close friend or family member who had been a prior victim of rape. Fifty-four percent (54.8%) of the sample had never been the victim of sexual assault or had known someone who was the victim of sexual assault.

In regard to safety, fifty-nine percent (59.0%) agreed that they considered themselves to be one who takes precaution (i.e. self defense courses, carry mace, or a gun) and forty-one percent (41.0%) considered themselves to be one who does not take precaution in regards to safety.
Table 2
Prior Experience with Rape and Previously Knowing a Rape Victim

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior experience</td>
<td>Previous victim by stranger</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>with issue</td>
<td>Previous victim by an acquaintance</td>
<td>23</td>
<td>6.4</td>
</tr>
<tr>
<td>N=361</td>
<td>Close friend or family victim</td>
<td>108</td>
<td>29.9</td>
</tr>
<tr>
<td></td>
<td>Never been a victim nor known a victim</td>
<td>198</td>
<td>54.8</td>
</tr>
<tr>
<td></td>
<td>Previous victim and known someone who was a victim</td>
<td>26</td>
<td>7.2</td>
</tr>
</tbody>
</table>

| Safety              | Yes                                  | 213| 59.0 |
|                     | No                                   | 148| 41.0 |

Statistical Data

A one-way analysis of variance was run for the dependent variables which were subject’s total ATR scores for attitudes regarding rape and subject’s total RES scores for empathy for rape victims. The independent variables were listed as: prior victimization, female siblings, gender, marital status, ethnicity, and age. The independent variables guided the research questions for this study.

Hypothesis 1: Students who either have known a rape victim or have themselves been a victim of rape, will express more rape-intolerant attitudes and greater empathy levels toward rape victims than students who have not known a rape victim or have been the victim of rape. Categories with disproportionately small numbers of subjects were regrouped into one category. Previous victim by a stranger (N=6), previous victim by an acquaintance (N=23) and subjects who were both victimized and knew someone who was raped (N=26), were regrouped as one category which signified prior experience as a rape
victim (N=55). Analysis of variance showed that prior experience as a rape victim was significant for rape-intolerant attitudes (F_{2,359} = 14.23, p<.05). This finding supported the above hypothesis. Table 3 indicates that those subjects who had previously been a victim of rape by a stranger, someone known to them, or both, had the highest mean score (154.68 ± 13.42), followed by those who had known someone who was a victim of rape (150.02 ± 12.81). This indicated higher rape-intolerant attitudes than those who had neither been a victim of rape or had known someone who was a victim of rape (144.26 ± 14.91).

In regard to empathy, the analysis of variance and post hoc Student-Newman-Keuls at the .05 level revealed that prior experience as a rape victim was significant for empathy (F_{2,359} = 3.40, p<.05). The mean is highest for those subjects who had been the victim of rape by a stranger, someone known to them, or both (94.70 ± 9.23). Those who had known someone who was a victim of rape reported a mean of (90.13 ± 11.53). Those subjects who had never been raped or had known someone who was a victim of rape reported a lower mean (90.75 ± 11.47) than those who had been raped. This finding supports the hypothesis that those who had never been the victim of rape or had known someone who was a victim would have less empathy for rape victims.

In summary hypothesis one was supported by the findings that being a prior victim of rape or having knowledge of rape victims positively affects respondents’ rape-intolerant attitudes and empathy levels toward rape victims.
Table 3
Means Table for Hypothesis 1: Attitudes

<table>
<thead>
<tr>
<th>Prior Victim by Stranger, Acquaintance, Both: Victim/Known Victim</th>
<th>Known Victim</th>
<th>Never Raped or Known Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Att.</td>
<td>154.68</td>
<td>13.42</td>
</tr>
</tbody>
</table>

Note: Maximum score for ATR is 192.

Table 4
Means Table for Hypothesis 1: Empathy

<table>
<thead>
<tr>
<th>Prior Victim by Stranger, Acquaintance, Both: Victim/Known Victim</th>
<th>Known Victim</th>
<th>Never Raped or Known Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Emp.</td>
<td>94.70</td>
<td>9.23</td>
</tr>
</tbody>
</table>

Note: Maximum score for RES is 114.

Hypothesis 2: Students with female siblings will report more rape-intolerant attitudes and greater empathy toward rape victims than students without female siblings.

To ensure proper data analysis, categories with disproportionately small numbers, for example, female sibling same age (N=1) were regrouped into either female siblings or no female siblings categories. No statistical significance was found between attitudes ($F_{1,360} = .65, p>.05$) or empathy levels ($F_{1,360} = .82, p>.05$) of respondents with female siblings as opposed to those without. The mean scores for attitudes for those with and without female siblings were ($148.08 \pm 14.14$),($146.81 \pm 15.31$), respectively. The mean scores for empathy for those with and without female siblings was ($91.60 \pm 11.23$), ($90.49 \pm 11.28$), respectively.
Hypothesis 3: Female students will have more rape-intolerant attitudes and greater empathy levels toward rape than their male counterparts. The analysis of variance revealed significance for attitudes ($F_{1,360} = 68.32$, $p<.05$). The mean scores (see Table 5) indicate that males had a significantly lower mean score ($139.11 \pm 16.02$) than females ($151.59 \pm 11.97$). These findings revealed that females had more rape-intolerant attitudes than males, which supported hypothesis three.

Analysis of variance with the post hoc Student-Newman-Keuls at the .05 level also revealed significance ($F_{1,359} = 4.66$, $p<.05$) for empathy. Table 6 shows that females had higher mean scores ($92.05 \pm 11.07$) than males ($89.34 \pm 11.45$) and that they tended to show greater empathy for rape victims. This finding supports the above hypothesis that females have more empathy than males.

In summary, hypothesis three was supported. Gender was found to significantly affect both attitudes toward rape and empathy for rape victims. Males were found to have less rape-intolerant attitudes and lower empathy for rape victims than their female counterparts.

Table 5
Means Table for Hypothesis 3: Attitudes

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Mean scores attitudes</td>
<td>139.11</td>
<td>16.02</td>
<td>151.59</td>
<td>11.97</td>
<td></td>
</tr>
</tbody>
</table>

Note: Maximum score for ATR is 192
Table 6
Means Table for Hypothesis 3: Empathy

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Mean score empathy</td>
<td>89.34</td>
<td>11.45</td>
</tr>
</tbody>
</table>

Note: Maximum score for RES is 114.

Hypothesis 4: Married Students will have more rape-intolerant attitudes and greater empathy levels toward rape victims than those who are single. Categories of divorced (N=1) and widowed (N=1) were regrouped as single for data analysis. Therefore, subjects were either categorized as married or single. No significance was found for either attitudes ($F_{1,358} = 3.45, p > .05$) or empathy ($F_{1,357} = .34, p > .05$) and marital status. The mean scores for attitudes and those who were married versus single were $(151.48 \pm 17.16), (147.03 \pm 14.21)$, respectively. The mean scores for empathy and those who were married versus single were $(90.22 \pm 11.02), (91.31 \pm 11.31)$, respectively. With only 12 percent of the population being married, this may have accounted for the lack of significance found. Any significance that may have been present between married and single subjects would have been lost due to the small sample of married subjects (11.6%).

Hypothesis 5: Students over the age of twenty-six will demonstrate more rape-intolerant attitudes and greater empathy levels toward rape victims than students under the age of twenty-six. For data analysis, the age category was regrouped from four categories into two categories, those over the age of 22, and those 22 and under. The
analysis of variance and post hoc Student-Newman-Keuls revealed no significance for either attitudes ($F_{1,360} = .77, p > .05$) or empathy ($F_{1,360} = .76, p > .05$) and age. The mean scores for attitudes for those aged 18-22 was $(147.25 \pm 14.63)$, and for those 23 and over $(148.93 \pm 14.46)$. The mean score for empathy for those aged 18-22 was $(91.43 \pm 11.29)$, and for those 23 and over, $(90.14 \pm 11.10)$. The majority of the population (79.8%) was between the ages of 18-22. Thus leaving 20 percent of the population in the 23 and over age category. Because of the large concentration of subjects aged 18-22, any significance that could have been found would have been lost in the disproportionately low number of subjects in the 23 and over age category.
CHAPTER V

FINDINGS, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter will give a brief overview of the study which includes the purpose of the study, instrumentation, and hypotheses. It will further examine findings of the study, discuss conclusions, and finally provide implications for rape awareness programs and further research.

Overview of Study

The purpose of this study was to assess rape attitudes and empathy levels of college students in a selected university setting. The following hypotheses guided this study: 1) Students who either have known a rape victim or have themselves been a victim of rape, will express more rape-intolerant attitudes toward rape and greater empathy levels toward rape than students who had not known a rape victim or had been the victim of a rape. 2) Students with female siblings will report more rape-intolerant attitudes toward rape and greater empathy toward rape than students without female siblings. 3) Female students will have more rape-intolerant attitudes associated with rape and greater empathy levels toward rape victims than those of their male counterparts. 4) Married students will have more rape-intolerant attitudes toward rape and greater empathy levels toward victims than those who are single. 5) Students over the age of 26 will demonstrate more rape-
intolerant attitudes toward rape and greater empathy levels toward rape victims than the students under the age of 26.

The dependent variables were attitudes toward rape and empathy for rape victims. The independent variables included prior knowledge of a rape victim or prior victimization, having female siblings, gender, marital status, and age.

Two established instruments, the Rape Empathy Scale or RES (Deitz et al., 1982) and the Attitudes Toward Rape (ATR) questionnaire (Feild, 1978) were administered to 384 undergraduate students at the University of North Texas during the fall semester of 1998. Of the 384 distributed, 361 were returned yielding a return rate of 94.01%. Both instruments were 6-point Likert scales with responses ranging from strongly agree to strongly disagree as endpoints of the continuum. A pilot study using both instruments was conducted to further assess reliability. A test-retest, with a two-week interval was given to 30 students that represented the study sample.

The demographics of the population included 67.9% females and 32.1% males. The majority of the population (79.8%) were between the ages of 18-22. Twenty-nine percent of the population had known someone who was the victim of rape, 6.4% had previously been the victim of rape by someone known to them, 7.2% had both been the victim of rape and had known someone who was also the victim of rape, and 1.7% of the population had been the victim of rape by a stranger. In other words, 45.2% of the population had either been the previous victim of rape or had known someone who was a rape victim.
Findings

1. Students who had previously been the victim of rape or had known someone who was the victim of rape expressed more rape-intolerant attitudes toward rape and greater empathy levels than students who had never been the victim of rape nor had known someone who was a victim of rape.

2. No statistical significance was found for those respondents who had female siblings and attitudes toward rape. No statistical significance was found for those respondents who had female siblings and empathy.

3. Female students' had more rape-intolerant attitudes and greater empathy levels toward rape than those of their male counterparts.

4. No statistical significance was found for attitudes and empathy and subjects who were married.

5. No statistical significance was found for attitudes and empathy and subjects who were over the age of 26.

Conclusions

1. Prior experience as a rape victim was found to be significant for attitudes, specifically, those attitudes that reflect feelings toward rape victims. Not surprising, those subjects who were the previous victim of rape had more rape-intolerant attitudes than those who were not. Prior experience as a rape victim was also found as significant for empathy. The subjects who were previously a victim of rape had more agreement and greater empathy than subjects who had never experienced rape. We conclude that prior
victimization as a rape victim or personally knowing a rape victim has an effect on both attitudes and empathy levels.

2. No significance was found for attitudes or empathy and female siblings. We conclude that having a female sibling does not affect attitudes or empathy.

3. Gender was found to be significant for both attitudes and empathy. Female respondents had more rape-intolerant attitudes than male respondents regarding the issue of attitudes toward rape victims. For empathy, gender was found to be significant. Female respondents tended to agree more with statements that reflect empathy with rape victims. We conclude that gender does in fact affect both empathy and attitudes toward rape.

4. Marriage was not found to be significant for attitudes or empathy, which may be due to the small sample size of married subjects (11.6%). We conclude that marriage does not appear to affect empathy or attitudes.

5. Age was not found to be significant for attitudes or empathy. The lack of significance may be because 80 percent of the population was between the ages of 18-22, resulting in a small sample size for the other age categories. We conclude that age has no effect on attitudes or empathy.

Discussion

Students who had previously been the victim of rape expressed more rape-intolerant attitudes and greater empathy levels than students who had never been the victim of rape nor had known someone who was a victim of rape. The present study found significance for rape attitudes. This study does not support the findings of Borden
et al. (1988) who reported no significance for the main effects and treatments of the RES and ATR, nor were there interactions for both, those who knew someone who was a victim of rape, and those who had not previously known someone who was a victim of rape. This study, unlike the previous research of Borden et al. (1988), utilized prior experience of a rape victim as an independent variable. Feild (1978) found that rape crises counselors who had prior experience with rape victims held more rape-intolerant attitudes toward rape than do other professionals (police officers) and citizens. Feild’s study, however, did suggest that the possible bias of the group being predominantly women may have influenced their statistical significance (Feild, 1978).

In regard to empathy, the present study found significance for empathy and prior victimization of rape or knowing a rape victim. These results concur with those of Deitz et al. (1982) where statistical significance was found between rape victims and rape resisters and empathy levels. Borden et al. (1988), utilizing the RES, found no statistical significance between knowing a rape victim and empathy, but they measured effects of change from a pre and posttest assessment after an intervention, rather than only utilizing an inventory assessment. A possible bias reported by Borden et al. (1988) was that respondents had reported positive ratings of the date rape prevention program before it was implemented as a “treatment” for the case-control study, and had previous exposure to the program.

No statistical significance was found between those respondents who had female siblings and attitudes toward rape or empathy for rape victims. Because this variable had
not been studied in previous research, the relationship among attitudes, empathy and having female siblings was speculated by the researcher, no significance was found.

This study found that males held more rape-tolerant attitudes. Specifically, males had lower mean scores than those of females. The study also found males to have lower empathy levels. This finding supported the previous research of Deitz et al. (1982) that females had more empathy than males.

It has been found that gender significantly influences attitudes toward rape and empathy for rape victims (Ageton, 1983; Borden et al., 1988; Deitz et al., 1982; Field, 1978; Malamuth & Check, 1981). Female students' attitudes and empathy levels were found to be more rape-intolerant than those of their male counterparts. The findings concur with previous research which suggests that gender has significant influence on respondents' views of rape. More specifically, it had been noted that males tend to have more rape-tolerant views and less empathy than their female counterparts. Feild (1978) found that males held more traditional views of women than do females and that women had more rape-intolerant attitudes since they were more susceptible to the crime of rape than men (Field, 1978). Borden et al. (1988) also found that males held less negative attitudes than females regarding rape and empathy. Deitz et al. (1982) found support for the hypothesis that females would exhibit greater empathy for the rape victim than would males. The significance between gender and rape attitudes was verified in the research of Holcomb et al., (1991), Boxley et al., (1995), and Fischer (1986).

No statistical difference was found between attitudes or empathy and those students who were married or single. This study does not support the previous research of
Feild (1978) who found that married citizens had more rape-intolerant attitudes than nonmarried citizens. As with this study, most of the previous research has been conducted at the college and high school level, therefore, marriage was not found to be a significant variable, apart from Feild’s (1978) research. This could be an area for further research for populations other than college students.

No statistical difference was found between attitudes or empathy and age. Our results support the previous findings of Boxley et al. (1995) who found little differences between age and attitudes, however, Boxley’s study utilized a small age range and a younger population (12-14 years) which is unlike our sample. Burt (1980) found that younger people revealed less stereotypic, adversarial, and provincial attitudes toward rape, as did Feild (1978). Unlike this study, both Burt (1980) and Feild (1978) sampled from varied educational and employment settings. As no significance was found for age and empathy, this finding supports the findings of Deitz et al. (1982) that age was not a significant variable for empathy.

Limitations of Study

In presenting the findings of the study, the possible limitations should be considered:

1. This study is limited to collection of data in the fall semester of 1998.

2. The study is limited to self-reported data which may limit internal validity. No attempt was made to verify the accuracy of data reported by subjects.

3. The study is subject to possible response bias because the subjects may feel they have to respond in a manner that is socially acceptable.
4. The study analyzes attitudes and does not make an attempt to verify that these self-reported attitudes are consistent with the behavior of subjects.

5. The study utilized a sample based on convenience which in turn may have affected both internal and external validity.

6. The instructor of one of the classes sampled (Health 2200) gave bonus points as incentive for participation, which may have led to a possible response bias by subjects.

7. Health 2200 is a human sexuality course, which may have resulted in a selection bias since it may have attracted subjects who are permissive in their attitudes toward sexual issues such as rape.

8. This study was conducted during a period when public awareness and scrutiny toward sexual harassment may have been heightened by the publicity of the Bill Clinton, Paula Jones, and Monica Lewinski embroilment’s.

Recommendations for Future Programs

1. As the descriptive research revealed, 45.2% of the population sampled had either known a victim of rape, or had themselves been a victim of rape. This finding reveals that rape is still an issue on college campuses, showing that prevention and awareness programs are still needed. Based on the findings from the research, programs would be more effective if they specifically targeted males, those that are single, those who do not have any female siblings or prior experience with a rape victim. If there is a concentration for these target groups, than there may be a more effective outcome for rape awareness programs.
2. The study also found that knowing someone who had previously been the victim of rape was significant for attitudes and empathy. Suggestions for future programs could include using testimonials from rape victims, editorials, and panel discussions raising participants' "personal knowledge" of a rape victim, which in turn could raise empathy levels.

3. Once again gender is found to be a significant determinant in attitudes and empathy levels. Future rape-prevention programs could address the male population as a target group for awareness of attitudes, rape myths, and stereotypes. In the study reported by Malamuth (1981), over 30% of male respondents when assured that they would not be caught, replied that they would rape a woman. It is here that testimonials and panels may be useful in bringing a "real life" description of what kind of experience rape is for a woman.

Recommendations for Future Research

1. This study found significance for ethnicity and attitudes and empathy levels. Significance was found between the Native American, African American, and Caucasian samples (p=.001) for attitudes. Although this was not a hypothesis guiding this study, future research should continue to examine how ethnicity affects attitudes and empathy toward rape. Prevention programs that target the individual perceptions and needs of various ethnic and racial backgrounds could provide a more effective framework for rape awareness.

2. This study also found significance between perceived safety and prior victimization (p=.001). Those who had previously known a victim of rape or had
themselves been a victim of rape tended to be female, and consider themselves to be “one that does not take precaution.” Although not utilized as a hypothesis guiding this study, it was found that subjects who were the prior victim of rape, or had known someone who was a victim of rape had disagreed more with the statement of being “one who takes precaution in their lives.” This observation could be developed further to examine issues such as the correlation of locus of control and the perceived susceptibility to rape.

3. Apart from prisoners, very little assessment has been conducted in regard to empathy levels and rape. More assessment should be conducted to examine the possible effectiveness of empathy and any contributions it may have on the effectiveness of rape awareness programs on college campuses.
APPENDIX A

INFORMED CONSENT FORM
Attitudes and Empathy Toward Rape Study

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation

Consent to Participate in a Research Study

Thank you for your participation in the research study that will examine college students' attitudes and empathy levels regarding rape. The study is comprised of two questionnaires; The Attitudes Toward Rape Questionnaire (ATR) and The Rape Empathy (RES) Scale.

Your participation in the study is strictly confidential and voluntary. At any time, you may refuse or withdraw your participation from the study without penalty of any kind. There are no "right" or "wrong" answers. By completing and submitting the following questionnaires, you are giving consent to participate in the study.

Participation will require approximately 15 minutes of your time to answer both questionnaires. Your responses to the questionnaires are anonymous and confidential. Any individual results of the study will be furnished upon request, upon completion of the research.

If any questions should arise in connection with your participation in this study, please contact Sloane Burke, at (972) 317-4960 or Dr. Chwee Lye Chng at (940) 565-2651.

Once Again, thank you for your participation,

Sloane C. Burke

Sloane C. Burke
Graduate Student
Department of Kinesiology, Health Promotion and Recreation
University of North Texas
APPENDIX B

ATTITUDES TOWARD RAPE QUESTIONNAIRE
The following is a questionnaire designed to assess attitudes toward rape. Please respond by circling the number that most corresponds with your own opinion. The scale ranges from 1-6, (1) indicating you “strongly agree” with the statement and (6) indicating you “strongly disagree” with the statement. Please note that there are no right or wrong responses.

**Attitudes Toward Rape Questionnaire**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In some cases when a woman is raped, she is asking for it.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>2. A woman can be raped against her will.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>3. If a woman is going to be raped, she might as well relax and enjoy herself.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>4. Most women have a secret desire to be raped.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>5. During a rape, a woman should do everything she can to resist.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>6. Women provoke rape by their behavior or appearance.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>7. Rape is a sex crime.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>8. Rapists are usually sexually frustrated individuals.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>9. Rape is a male exercise in power over women.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>10. Rape provides the opportunity for many rapists to show their manhood.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>11. Women are trained by society to be rape victims.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>12. Sometimes when a woman says “no”, she really means “yes.”</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>13. Rape is the worst crime that can be committed.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>
14. All rapists are mentally sick.  
15. It is reasonable for a man who has raped to serve at least 30 years in jail.  
16. The reason most rapists commit rape is for sex.  
17. A woman is responsible for preventing her own rape.  
18. In forcible rape, the victim always causes the crime.  
19. A raped woman is a less desirable woman.  
20. The degree of a woman's resistance is one of the main factors in determining if an actual rape has occurred.  
21. “Nice” women do not get raped.  
22. If a woman charges a man with rape 2 days after the rape has occurred, it’s probably not rape.  
23. A woman should feel guilty following a rape.  
24. To protect the male, it should be difficult to prove a rape has occurred.  
25. It would do some women some good to get raped.  
26. The reason most rapists commit rape is for sex.  
27. A convicted rapist should be castrated.  
28. A raped woman is a responsible victim, not an innocent one.  
29. Rape serves as a way to put or keep women in their “place.”

<table>
<thead>
<tr>
<th>Item #</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>17</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>22</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>23</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>24</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>25</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>26</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>
30. Rape is the expression of an uncontrollable desire for sex.

31. Rapists are "normal" men.

32. Most charges of rape are unfounded.
APPENDIX C

RAPE EMPATHY SCALE
The following is a questionnaire designed to assess empathy levels toward rape. Please respond by circling the number that most corresponds with your own opinion. The scale ranges from 1-6, (1) indicating you “strongly agree” with the statement and (6) indicating you “strongly disagree” with the statement. Please note that there are no right or wrong responses.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel that the situation in which a man compels a woman to submit to sexual intercourse against her will is understandable under certain circumstances.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>In general, I feel that rape is an act that is not provoked by the rape victim.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I would find it easy to imagine how a rape victim might feel during a rape.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I cannot understand why a man would use force to obtain sexual relations with a woman.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A woman has the right to dress sexually revealing whether she is interested in having sex or not.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I can empathize with the amount of shame and humiliation a rape victim may feel.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>If a man rapes a sexually active woman his actions of rape are more understandable.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I believe that all women secretly want to be raped.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I believe that it is possible for a rape victim to enjoy being raped.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I can really empathize with a rape victim if all of her attempts to resist the rape have failed.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Item #</td>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>11</td>
<td>In deciding blame, it is more important to know the past history of the rape victim than of the rapist.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I feel it is impossible for a man to rape a woman unless she is somewhat willing.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Once a couple has had sexual intercourse, then that issue is resolved and it is no longer possible for that man to rape that woman.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can understand a wife's humiliation and anger if her husband forced her to have sexual relations against her will.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>In a court of law, I feel the rape victim must be held accountable for her behavior during the rape.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>In deciding whether a rape has occurred or not, it is up to the rape victim to convince others that a rape has actually occurred.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>After a rape has occurred, I feel the woman would suffer more emotional torment than the man would.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>If a rape trial were publicized in the press, I feel the rape victim would suffer more emotional trauma than the rapist.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>If I were a member of a jury in a rape trial, I would be more likely to believe the woman's testimony, since it take a lot of courage on the woman's part.</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
</tbody>
</table>
Demographic Information

Gender
1. Male
2. Female

Age: _______
Major: __________________

Class level:
1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate Student
6. Other: __________

Marital status (check all that apply)
1. Married
2. Single
3. Divorced
4. Widowed

Siblings (Includes half/step siblings)
1. I have at least 1 female sibling.
   My Female sibling is ______ than I.
   ______ older
   ______ younger
   ______ the same age.

2. I do not have any female siblings.

Prior Experience With This Issue
(check all that apply)
1. I have previously been the victim of attempted or actual sexual assault by a stranger.

2. I have previously been the victim of attempted or actual sexual assault by an acquaintance or someone known to me.

3. I have had a close friend or family member who has been the victim of sexual assault.

4. To the best of my knowledge, I have never personally known someone who was the victim of sexual assault.

I consider myself to be someone who takes precaution (e.g., I carry a gun, mace, take self defense courses.)

_____ Agree
_____ Disagree
APPENDIX D

IRB APPROVAL LETTER
April 30, 1998

Ms. Sloane Burke
1922 Maxwell Dr.
Lewisville, TX 75067

Re: Human Subjects Application No. 98-082

Dear Ms. Burke:

As permitted by federal law and regulations governing the use of human subjects in research projects (45 CFR 46), I have conducted an expedited review of your proposed project titled “An Assessment of College Students’ Attitudes and Empathy Toward Rape.” The risks inherent in this research are minimal, and the potential benefits to the subjects outweigh those risks. The submitted protocol and informed consent form are hereby approved for the use of human subjects on this project.

The UNT IRB must re-review this project prior to any modifications you make in the approved project. Please contact me if you wish to make such changes or need additional information.

If you have questions, please contact me.

Sincerely,

Walter C. Zacharias, Jr., Ed.D.
Chair, Institutional Review Board

WZ: sb

cc: IRB Members
REFERENCES


Chng, C.L. (1997, November), University North Texas. Conversation at University of North Texas. [Interview with Dr. Chng]. U.N.T.


