

2018

# ON INTERNALIZED OPPRESSION AND SEXUALIZED VIOLENCE IN COLLEGE WOMEN

Marina Leigh Costanzo

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

---

## Recommended Citation

Costanzo, Marina Leigh, "ON INTERNALIZED OPPRESSION AND SEXUALIZED VIOLENCE IN COLLEGE WOMEN" (2018). *Graduate Student Theses, Dissertations, & Professional Papers*. 11264.  
<https://scholarworks.umt.edu/etd/11264>

This Dissertation is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

ON INTERNALIZED OPPRESSION AND SEXUALIZED VIOLENCE  
IN COLLEGE WOMEN

By

MARINA LEIGH COSTANZO

B.A., University of Washington, Seattle, WA, 2010

M.A., University of Colorado, Colorado Springs, CO, 2013

Dissertation

presented in partial fulfillment of the requirements  
for the degree of

Doctorate of Philosophy  
in Clinical Psychology

The University of Montana  
Missoula, MT

August 2018

Approved by:

Scott Whittenburg, Dean of The Graduate School  
Graduate School

Christine Fiore, Chair  
Psychology

Laura Kirsch  
Psychology

Jennifer Robohm  
Psychology

Gyda Swaney  
Psychology

Sara Hayden  
Communication Studies

Costanzo, Marina, PhD, Summer 2018

Clinical Psychology

## Abstract

Chairperson: Christine Fiore

Sexualized violence on college campuses has recently entered the media spotlight. One in five women are sexually assaulted during college and over 90% of these women know their attackers (Black et al., 2011; Cleere & Lynn, 2013). Students face the highest risk of sexualized violence within their first six weeks on campus (Graves, Sechrist, White, & Paradise, 2005). The acute and delayed psychological distress caused by sexualized violence is a significant public health concern and there have been relatively few studies that have taken a longitudinal approach (Edwards, Dardis, Sylaska, & Gidycz, 2014). Historically, psychology has focused on factors within an individual to explain behavior, without fully acknowledging external factors such as organizational culture and institutional norms (Keller, 2005). These external factors play an important role in stereotype maintenance and must be addressed to solve the problem of sexualized violence (David, 2013). This proposal uses the theoretical framework of Internalized Oppression (IO) to further our understanding of sexualized violence on campus. IO refers to the idea that individuals are negatively influenced by stereotypes about the groups they belong to (David, 2014). Through internalization of a set of stereotypical beliefs, attention is diverted from the oppressive system towards the oppressed group. Past research considering IO in ethnic minorities has found relationships between IO and vulnerability to interpersonal violence, academic retention, physical wellbeing and mental health (Itzen, 1985). Although IO has a wide range of manifestations, it had not yet been considered for understanding sexualized violence. Phase I of this study used PCA to create the Women's Impressions on Gender and Self Scale (WIGSS) which includes five factors: (1) Stereotypical Gender Role Attitudes, (2) Devaluing/Dismissing Women, (3) Objectification, Social Comparison, and Low Self-Worth, (4) Gender Equality, and (5) Degrading of Women. Phase II of the study administered the WIGSS, OQ 45.2, IRMA, along with a survey of sexual experiences to college women. Findings suggest that IO in women activates more mental health distress, largely relates to more negative gender stereotypes (such as detrimental rape myths), influences support seeking after an event of sexualized violence, and operates differently than broader views on sexism. The study establishes IO as an important mechanism to consider in future treatments, prevention programs, advocacy campaigns, and educational trainings. It is critical for both researchers and the public to gain a better understanding of IO in women and sexualized violence. Sexualized violence has long oppressed women, and the acknowledgment of IO can allow oppression to be fought openly, clearly, and vocally, rather than internally. Through a better understanding of the implicit attitudes women hold about themselves, collaborative efforts can be made to address and counteract beliefs that facilitate sexual violence.

*Keywords:* Internalized Oppression, Internalized Sexism, Internalized Misogyny, Sexualized violence, Sexual violence, Sexual Assault, Rape, College, Women

## TABLE OF CONTENTS

ABSTRACT .....	ii
CHAPTER	
I.    INTRODUCTION	
a. Preface .....	1
b. Sexualized Violence .....	1
c. Internalized Oppression .....	7
d. Rationale .....	17
e. Hypotheses .....	18
II.   METHOD & RESULTS	
a. Phase 1 .....	20
b. Phase 2 .....	35
III.  DISCUSSION	
a. Interpretation.....	47
b. Limitations .....	53
c. Future Directions .....	54
d. Conclusion .....	55
REFERENCES .....	58
APPENDIX A (Demographic Information) .....	63
APPENDIX B (Outcome Questionnaire 45.2, OQ 45.2).....	66
APPENDIX C (Updated Illinois Rape Myth Acceptance Scale, IRMA).....	67
APPENDIX D (Adapted Ranggal (2014) IO Items).....	68
APPENDIX E (Internalised Misogyny Scale (Piggott, 2004).....	74
APPENDIX F (Sexual Experiences Information) .....	76
APPENDIX G (Debriefing Sheet).....	83
APPENDIX H (Original Full IO Measure) .....	84
APPENDIX I (Women’s Impressions on Gender and Self Scale (WIGSS)).....	94

On Internalized Oppression  
And Sexualized Violence in College Women

**Preface**

The terms rape, interpersonal violence, unwanted sexual experiences, and sexual assault are often used interchangeably in research. For the purposes of this paper, the term “sexualized violence” will be used to encompass each of these occurrences. Also, while people of all genders can be survivors of sexualized violence, sexualized violence occurrences disproportionately involve women as survivors and men as perpetrators. The discussion of sexualized violence survivors as women in this paper is not intended to discount the experience of other survivors, but to reflect these data.

Further, this author would be remiss not to mention the importance of applying an intersectional lens to discussions involving identity and oppression. We must always consider how multiple aspects of our identity intersect, influence one another, and compound to create our experiences. This paper discusses oppression, focusing in on the effects of gendered oppression and sexism on women. It is the hope that any insights gained in this singular frame can be applied to larger conversations of justice where gender is but one variable.

**Sexualized Violence**

The topic of sexualized violence on college campuses has recently entered the media spotlight. One theme emerging from all the recent publicity is that most students enter college believing that they could never become victims of sexualized violence. As one young survivor shared, “I just didn’t think it would happen to me, when we heard about sexualized violence at freshman orientation, I laughed along with my friends, not realizing I would soon be part of the statistics being presented” (Newyorktimes.com, December 2014).

In the United States alone, there are more than 200,000 acts of sexualized violence each year, and every 2 minutes another individual falls victim to a sexual crime (U.S. Department of Justice). One in five women are victims of sexualized violence during college and roughly 80% of these women know their attackers (Krebs et al., 2007). College students face the highest risk of sexualized violence within their first six weeks on campus (Fisher, Daigle, & Cullen, 2010) and the rate of sexualized violence among college women is 3 to 4 times higher than in the general population (Baun and Klaus, 2005; Black et al., 2011; Koss et al., 1987; Rennison, 1999). Age is an additional risk factor for college women. According to the CDC, younger adults are at higher risk for sexualized violence with 79.8% of women reporting their first experience prior to age 25 (Black et al., 2011).

Furthermore, because the larger systems (e.g. justice systems, universities, and academia) used to study and prosecute sexualized violence remain primarily white institutions (PWI), women of color face additional systematic oppressions and barriers to reporting. Of the sexualized violence reports made, estimates state 80% are reported by women who are white. Data for women of color are limited because of the lack of reporting and failure to include identity parameters in studies, but the End Rape on Campus (EROC) project estimates prevalence rates are as follows: Asian/Pacific Islander: 6.8%, Hispanic/Latina: 11.9%, White: 17.7%, Black: 36%, American Indian/Alaska Native: 34.1%, Mixed Race: 24.4% (<http://endrapeoncampus.org/new-page-3/>, May 2018). These data become even more staggering when also considering immigration status, disability, income, and sexual or gender minority status.

When comparing women survivors of sexualized violence to their non-victimized counterparts, research has shown that survivors are significantly more likely to experience a

disruption in interpersonal functioning and develop mental health problems such as posttraumatic stress disorder (PTSD), a major depressive episode, anxiety and/or substance abuse (Harris & Valentiner, 2002; National Violence Against Women Prevention Research Center, 2012). Each of these issues may prevent survivors of sexualized violence from excelling at college. A sexualized violence incident can result in falling behind in classes, lower academic performance, trouble with acclimating to the college lifestyle, and dropout. Attention needs to be brought to this disparity on campuses and assure that survivor's rights to education are supported and protected, not destroyed, after sexualized violence.

Clearly, sexualized violence presents a complicated social and cultural problem (Barnett, Miller-Perin, & Perin, 2010). The majority of women who are victimized have difficulty considering their experience as sexualized violence, routinely due to factors linked to the existing relationship with the perpetrator, stigma from outsiders, the involvement of alcohol, the lack of weapons, and/or the absence of physical injury. Each of these factors contributes to sexualized violence not being well reported among college students as well as low prosecution rates (Karjane, Fisher, & Cullen; 2005).

Research has been remarkably sparse on the topic of sexualized violence whereas other crimes against a person, such as physical assault or murder, have received substantial attention from researchers and the legal system (Rape Crisis, 2014). Researchers have attributed this relative lack of attention to the "rape culture of America," which makes both men and women reluctant to acknowledge the prevalence of sexualized violence in our society, especially at our higher education institutions. Research has shown that sexual coercion is generally viewed as an extreme point on the continuum of normal sexual behavior of men in the United States, operating as a function of sexism used to exercise patriarchal control over women (Brownmiller, 1975).

This view of a sexual aggression as merely the extreme on a continuum of acceptable behavior may explain the relative lack of research on sexualized violence, but may also miss important aspects of the dynamics of college dating relationships, perception, and likelihood of reporting that may contribute to our ability to study sexualized violence and rape through official reports.

A further barrier to receiving accurate estimations of acts of sexualized violence is agreeing upon how to define such events. Until 2012, the legal definition of rape in the United States (established in 1927) was restricted by gender, types of touch, and physical resistance. This definition was updated in 2012 to include men and women, expanded beyond penile penetration in the vagina to the use of any body part or object vaginally inserted without consent, and removed the need for physical resistance on the victim's part (DOJ, "An Updated Definition of Rape," 2012). The DOJ further differentiated between sexual assault and rape, stating that sexual assault encompasses most unwanted sexual contact whereas rape requires penetration ("Rape and Sexual Assault," 2014). However, other organizations, such as the CDC, assert that rape and sexual assault occur when a perpetrator uses physical force or the threat of physical harm to complete (or attempt) unwanted vaginal, anal, or oral penetration (Black et al., 2011). Other researchers argue that the definition needs to expand to include sexual coercion, which can often involve pressure that is subtler than physical force and/or intoxication (as these tend to reduce the need for physical violence) (Fossos, Kaysen, Neighbors, Lindgren, & Hove, 2011).

The struggle to legally and publicly define sexualized violence further extends to greater society. In the United States, prevalent sexualized violence myths involve blaming the survivor, minimizing the psychological impact of sexualized violence, and lessening the responsibility of the perpetrator (Rape Crisis, 2014). Specifically, common overt sexualized violence myths include the beliefs that sexualized violence is not that harmful, that many women actually enjoy



and desire to be coerced into sex, that women cause sexualized violence through provocative clothing or risky behaviors, and that women often falsely accuse men of sexualized violence (Frese et al., 2004). Further, research has shown if a woman has previously been a victim of sexualized violence, she is perceived as having more responsibility for any subsequent event (Calhoun, Selby, Warring & 1976). Another widely accepted myth is that if a woman is provocatively dressed she is “asking for it” (Miner-Rubino, Twenge & Fredrickson, 2002). These myths tend to be rooted in the stereotypical gender stereotype that women are not supposed to voice their interest in sex, so any resistance to sex is merely token and not to be taken seriously. A complimentary myth is that men have less control over their sexual urges and require their needs to be met by women. Such sexist and heteronormative views portray sexual coercion as an acceptable and excusable gender dynamic (Frese et al., 2004).

In recent age cohorts, sexist attitudes that are more covert—such as while women do not “ask” to be sexually coerced they indirectly encourage this through attire, drinking, or flirting—are shown to be more prevalent yet equally damaging (MacMahon, 2005). While subtler, such beliefs function to promote gender inequality, yet tend to be passed under the guise of normal and acceptable behavior (Swimm, Mallett, & Stanger, 2004). These views have negative consequences for survivors of sexual coercion, notably on levels of self-blame; which can affect an individual’s recovery and likelihood to report or seek help after an event (MacMahon, 2010).

Sexualized violence myths serve to “normalize” the act and thereby contribute to the low occurrence of reporting and prosecution of the crime of sexualized violence. Current estimates show that less than half of incidents are reported to police and that society distrusts the validity of such reports. While estimates of actual false reporting range from 2% - 8%, a recent survey revealed that college students believe 50% of reports are false (National Sexualized violence

Resource Center, 2014). Women survivors often blame themselves and fail to file a police report because they believe they may have contributed to their own victimization and doubt they will receive a fair trial. Overall, belief in stereotypical gender roles has been found to lead to greater women victim blaming in regards to themselves and others (Simonson & Subich, 1999).

Further, the neurobiology that occurs during a trauma means that often survivors have trouble remembering parts of the event; which is important to consider for mental health distress, recovery, and if a client is reporting to law enforcement. Neurobiological responses during trauma further confuse survivor's perceptions of whether they experienced sexualized violence. For example, the research base for tonic immobility as a third survival response (after fight or flight) is gaining support (Marx, Forsyth, Gallup, & FUSE, 2008). If an individual experiences tonic immobility, they may freeze as opposed to fighting or fleeing from their perpetrator. In the campus climate survey conducted at UM, Grove and Fiore (2015) found that 83.3% of survivors reported feeling frozen during an assault. These same individuals further reported feeling more responsible for the event (a feeling known to be associated with higher levels of guilt and shame). Lastly, it is important to keep in mind that many survivors may still have contact or exposure to their perpetrator. This issue becomes especially threatening on a college campus—students may have classes, live in the same residence hall, attend the same campus events or share a mutual friend group with their perpetrator (Mason & Smithey, 2012). This constant exposure to the perpetrator, or reminder of the event, complicates an individual's ability to cope.

Although just hitting the surface, the above issues with our cultural and legal systems are important to have in mind when considering the outcomes of an event of sexualized violence. While it is always beneficial to consider an individual in their larger cultural environment, this becomes especially important in the context of sexualized violence. Due to the current political

climate, media attention, and cultural adherence to sexualized violence myths, survivors receive many messages about what it means to be sexually victimized and what constitutes an acceptable response. Commonly reported feelings for sexualized violence survivors are shame, guilt, anger, betrayal, self-blame, embarrassment, and more. Considering the extensive consequences for survivors of sexualized violence, there is clearly a need for research establishing a deeper understanding of the mechanisms maintaining such a culture (MacMahon, 2010).

### **Internalized Oppression**

*“The most potent weapon in the hands of the oppressor is the minds of the oppressed.” - Stephen*

*Biko*

In efforts to better understand and impact the prevalence of sexualized violence on college campuses, Universities have been asked to implement programs to increase reporting and prevent sexualized violence. These efforts include mandatory education and risk prevention programs. However, many of the efforts rely on a limited research base at this point in time. Few have shown to increase reporting, although many efforts are directed at this challenging aspect of college sexualized violence specifically (Whitehouse Task Force, 2014). To increase the likelihood that programs will create positive change, it is necessary to improve our understanding of the cultural and relational dynamics that impact the environment for reporting and help seeking. To this end, this proposal uses the theoretical framework of Internalized Oppression (IO) as a means of furthering our understanding of sexualized violence on campus. IO refers to the idea that individuals are negatively influenced by stereotypes about the groups they belong to (David, 2014). In other words, people often come to believe, internalize, and live out the inaccurate myths and stereotypes about groups with whom they identify. These internalizing

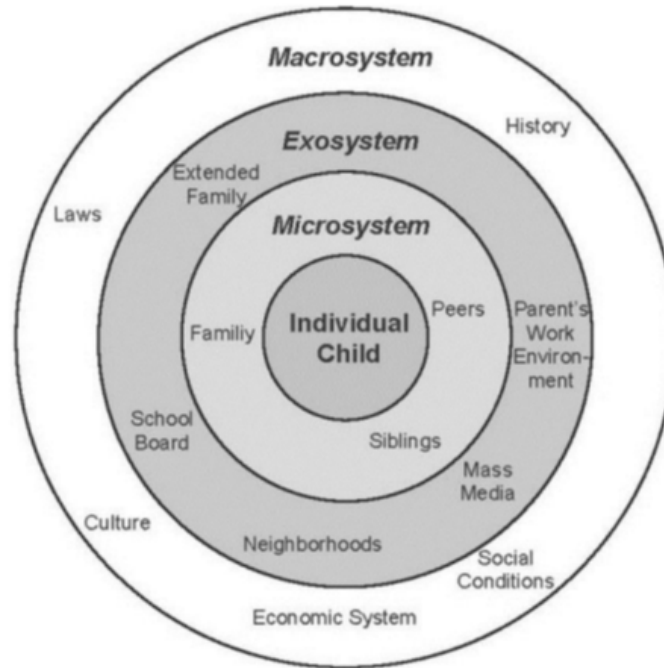
messages of inferiority are communicated over time and begin at a young age (Clark & Clark, 1947).

The study of IO emerged from discussions of historical trauma and postcolonial psychology within Native American Communities in the United States and the grassroots anti-apartheid campaign, the Black Consciousness movement, in South Africa (Adam, Heribert, & Kogila Moodley, 1993; Duran & Duran, 1995). Since then, the underlying concept of socially inserted self-hatred has also been explored in the context of sexual and gender minorities, with the minority-stress model emerging (Meyer, 2003). IO can be conceptualized as an unconscious and involuntary response to oppression in which members of an oppressed group internalize the negative stereotypes and expectations based on their group membership (David & Okazaki, 2010). IO may then lead to active self-fulfilling prophecies as oppressed individuals begin to act out negative stereotypes. IO is the "turning upon ourselves, upon our families, and upon our own people the distress patterns that result from the oppression of the dominant society" (Lipsky, 1987). The concept of IO has long been part of conversations of systematic oppression regarding race, but has yet to be applied to gendered violence. Historically, psychology has focused on factors within an individual to explain behavior without fully acknowledging external factors such as organizational culture and institutional norms (Keller, 2005). These external factors play an important role in stereotype maintenance and must be addressed to solve the problem of sexualized violence on campus (David, 2013).

Social factors and context play an important role in identity development. From an ecological systems theory, we become aware of the multiple layers that interact to create an individual's context (see Figure 1). Early family relationships help shape beginning concepts of self-identity (including gendered identity) that can shift over time as members of various groups

occur, and as contexts and others perceptions of the self shift (Coll et al., 1996; Erikson, 1968; Phinney, 1992; Portes & Rumbaut, 2001). IO attempts to link individual beliefs and behaviors to norms and stereotypes in the surrounding social environment (Itzen, 1985).

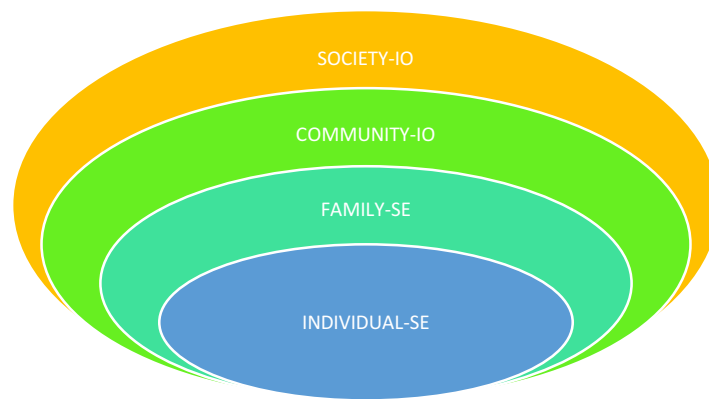
**Figure 1.** *Ecological Systems Theory*



It is important to differentiate that while IO may affect self-efficacy, these two constructs are not equivalent (See Figure 2). In order to understand the relationship between IO and the individual, it is helpful to consider the larger systems they belong to. Social oppression is defined as the socially supported mistreatment and exploitation of a group, category, team of people or individual. Self-efficacy helps us decide internally what we do and do not think we are capable of (Bandura, 1982). Self-efficacy is often learned from our internal world (individual) and our immediate environment (family) whereas self-efficacy that is influenced by our extended environment is more IO (David, 2014). The messages we receive from our culture and greater

society about what the characteristics we possess say about “us” are decided from our belongingness in a group, not our individual characteristics. Thus, self-efficacy is innate, we constantly assess our bearings, whereas IO is forced upon us—we are told by systems of our capabilities and thus made aware of our limitations in the world.

**Figure 2.** *Self-Efficacy (SE) and IO.*



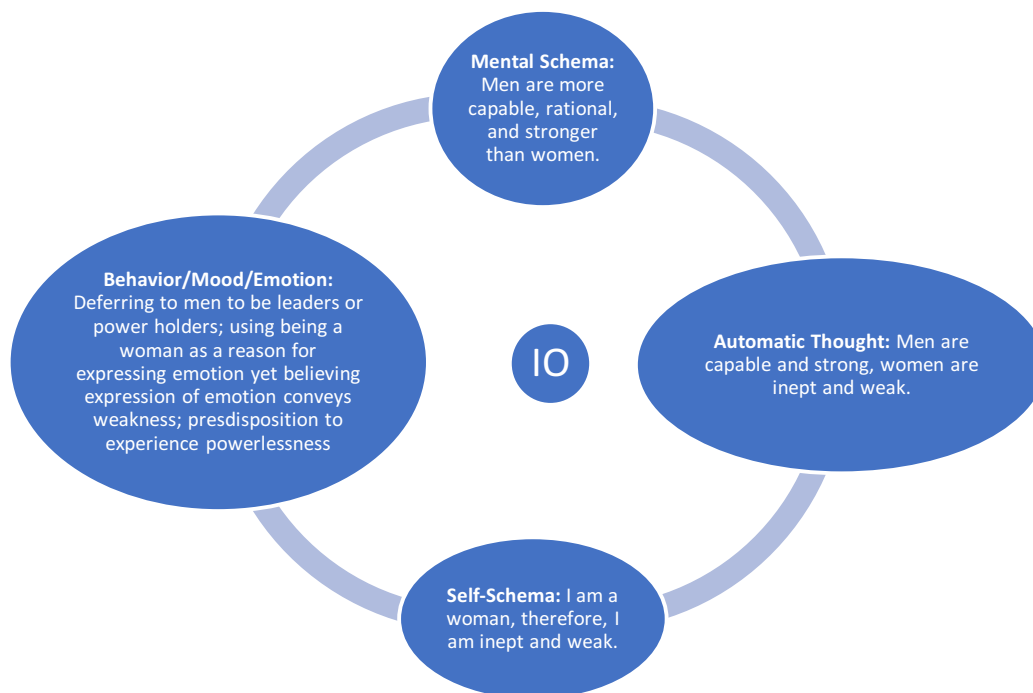
Self-efficacy is important: it helps guide us to attempt and achieve, but IO is the greater influence that can clash and overpower this. For example, 40% of girls in elementary school say they like math, a developmental age where individuals are egocentric and awareness is typically restricted to the immediate environment. Yet as these same girls age and gain more exposure to the larger systems they exist in, their IO increases—only 10% of girls in high school say they like math (Tomasetto, Alparone & Cadino, 2011).

When considering the individual we can think of how strongly the individual world and family may be, and how this could have acted as a buffer for IO. This of course highlights that with IO, as with any characteristic, we will observe different levels of IO in individuals—group membership does not necessarily mean that an individual will endorse IO. IO may also be

affected by intersecting group memberships, causing additive effects of IO for someone who may have minority group status for ethnicity/sexual orientation/and gender. Lastly, an event may polarize IO for an individual. In many ways sexual assault (and trauma in general) can represent the clash of self-efficacy and IO: self-efficacy previously may have allowed us to believe we are able enough not to experience a bad situation, yet once this happens and we realize the barriers to justice, IO grows. Thus comes in the important dynamic of we may have thought we were able until we are disempowered by the greater systems.

In regards to women in particular, gender role expectations highlight the idea of gender as dictating socially constructed expectations that go above and beyond those purely bound to biological sex (such as pregnancy, primary, and secondary sex characteristics) (Costanzo & Gleason, 2014). Throughout their lives, individuals receive messages about what is expected of them based on their assigned gender. Common characteristics expected of women in America include agreeability, sensitivity, helpfulness, and expression of emotion. Whereas, common characteristics expected of men in America include being successful, strong, powerful, and independent (David, 2014). Judging the appropriateness of an individual's characteristics based on gender adds the element of one being expected to act a certain way based on group membership, and often being rejected for crossing these boundaries. The messages that maintain such social constructions of gender can have an insidious effect, especially considering the nuanced preference or admiration for characteristics thought of as "masculine" (See Figure 3).

**Figure 3.** *An example of gender based IO maintenance.*



IO is relevant to campus sexualized violence because it may help to explain the challenges to educational programming for men and women as evidenced in the opening quote. IO serves to maintain power structures that benefit the oppressors (Duran & Duran, 1995). Through internalization of a set of stereotypical beliefs, attention is diverted from the oppressive system towards the oppressed group. Past psychological research that has considered IO in ethnic minorities has found significant relationships between IO and intimate partner violence, school dropout rates, mental health problems, and physical health problems (Bailey, 2009, Szymanski & Gupta 2009, Szymanski & Stewart, 2010). Several studies have found that high IO individuals are also less likely to seek help and thus at a greater risk for developing mental health problems (e.g., Duran & Duran, 1995, Frame, 1999, Harrell, 1999, McBride 2002, Tatum, 1994, Kanuha, 1990). Although IO has a wide range of manifestations, it has not yet been used to understand the problem of sexualized violence and sexualized violence risk education and programming. The proposed research explores the relationship between IO and sexualized violence and will use



aspects of the findings to create interventions both to support survivors and prevent sexualized violence.

By adhering to gender stereotypes, women may subscribe to a variety of rape myths, which include a tendency to believe that victims were “asking for it.” These myths conflict with research that shows most convicted rapists do not remember what a victim was wearing, only 4.4% of events of sexualized violence involved behavior considered provocative by a jury, and that 60% of rapes happen in a survivor’s home (Sexual Assault and Anti Violence Information, 2015). While research on sexualized violence does not support this myth, the idea that women who “ask for it” are the ones who are raped, allows non-victimized women to reassure themselves that they will remain safe. This belief can give women a false sense of security. In addition, bystanders who hold this belief may be less likely to intervene in a developing sexualized violence situation because they may see the event as desired or caused by the woman (Banyard & Moynihan, in press). Lastly, the shame and self-blame reported by victims of sexualized violence may be reflective of internalized oppression rather than actual perception of fault.

IO can exist in individuals, peer groups, college campuses, or the larger community and is experienced as a sense of powerlessness, objectification, loss of self, invalidation, derogation, and competition between women (see Figure 4).

**Figure 4.** *IO Constructs with Women*

Powerlessness	Loss of Self	Objectification	Invalidation	Derogation	Competition between Women
<ul style="list-style-type: none"> <li>• Women are more limited/less capable than men</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to recognize or sacrificing of our own needs and desires</li> </ul>	<ul style="list-style-type: none"> <li>• Bodies seen from others perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Discounting our own feelings/thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Restricting self-expression to a binary gender role box</li> </ul>	<ul style="list-style-type: none"> <li>• Taking blame for limited resources and hardships imposed by sexism</li> </ul>

With regard to sexualized violence, powerlessness is especially relevant:

*“A learned sense of powerlessness may be the most damaging aspect of internalized sexism, leading girls and women to limit themselves and one another, to believe themselves confined to behaviors that fit within the female role, to act passively in some contexts, and to believe that these limitations are natural or permanent (Peterson, Maier, & Seligman, 1993).*

Learned powerlessness specifically refers to what a woman believes she can and cannot do in a system. Powerlessness further reminds a woman of what she believes she is or isn't capable of accomplishing. When it comes to sexualized violence, the powerlessness that comes with victimization may compound the pre-existing powerlessness of IO. Sexual attitudes, support seeking behaviors, healthcare decisions, and reporting behaviors are all influenced by past experiences of learned passivity and submission (David, 2014). By changing the attitudes associated with IO, influencing the support seeking behaviors of survivors, the help-providing behaviors of other students, and the motivation to act as pro-social bystanders at the time of an event, may be more successful endeavors.

Women who are high in IO may be less likely to interpret sexualized violence as a crime and less likely to report the event to the authorities. Such women may also experience higher

levels of shame, depression, and self-blame. Sexualized violence is not well reported among college students (Karjane, Fisher, & Cullen; 2005), with estimates that only 13% of rape survivors report to campus or local police. In a related line of research, Lisak (2002) discovered that repeat offenders perpetrated 9 out of 10 acts of sexualized violence on campus. On average, these offenders committed six acts of sexualized violence each, yet were never reported to campus or community law enforcement. Lisak's seminal study brought attention to the idea of serial sex offenders living on campus who remain undetected because of lack of reporting. By focusing on how survivors interpret situations before, during, and after sexualized violence, IO provides an exciting new perspective for understanding this phenomenon.

Women are the majority gender on most college campuses and this majority status gives women considerable influence on the culture of a campus (Golden, Katz, & Kuzemko, 2006). However, if IO beliefs are prevalent on campus, college women are unlikely to see sexualized violence as a realistic threat to their own safety, are unlikely to respond to information regarding risk, and are unlikely to unite in an effort to end sexualized violence. Social change is most effective when (1) those who have been targeted for victimization are the central participants in a social change movement, (2) focus is on both external change in society and inner change in the individual, and (3) programs involve frameworks that raise awareness about systems of oppression (David, 2014). If women learn to recognize and reject IO beliefs, they can potentially become allies for one another, advocates for themselves, and advocates for change in the culture of colleges and universities.

Women in college are at significantly greater risk of experiencing sexualized violence compared to their non-student counterparts (Meyer, 2003; Sue, 2010). The acute and delayed psychological distress caused by sexualized violence is a significant public health concern

(McCabe, Bostwick, Hughes, West, Green & Feinstein, 2012; Marshal et al. 2008). Researchers have historically used retrospective self-report measures and cross-sectional methodology to study the detrimental effects of sexualized violence. There have been relatively few studies that have taken a longitudinal approach. IO has been shown to affect many aspects of a person's well-being, and has been referred to in sexualized violence research discussions, yet not specifically studied as a research variable. Some research has already demonstrated that IO predicts anger and anxiety, which is known to influence health (David, 2014; Dvorak, Pearson, & Day, 2014; O'Hara, Armeli, & Tennen, 2014). However, no research has examined whether IO influences the relationship between sexualized violence and a survivor's subsequent actions and reactions. Consistent with prior research, IO in women is expected to activate more psychological distress and stronger beliefs in detrimental myths about sexualized violence. IO is further expected to influence academic performance, likelihood to report, and support seeking behaviors such as telling a friend or seeking treatment (mental and/or physical).

The role of IO in sexualized violence needs to be validated and tested in order to apply IO to education and prevention efforts. The unique contribution of the current proposal is the consideration of IO and the role it may play in women's responses to education on sexualized violence, help-seeking and assisting others in the event of sexualized violence. Although IO has been researched in terms of racial identity and reactions to racial bias, it has yet to be applied to gender and sexualized violence. There is an urgent need for effective ways to address sexualized violence reporting and risk/prevention education.

This project represents an important next step in sexualized violence research, as it is the first known attempt to examine the effects of IO on life after a sexualized violence event. If IO is established as a mechanism, future treatments, prevention programs, advocacy campaigns, and

educational trainings can target this phenomenon. While no small feat, over time, this could help to alter what is currently seen as culturally acceptable on college campuses and provide an avenue for addressing stigma. IO reduction can be applied at the individual, peer, campus and community level. Further, the reduction of sexualized violence has vast implications for campus safety and the empowerment of women. Through a better understanding of the implicit attitudes and beliefs women hold about themselves, collaborative efforts can be made to address and counteract beliefs that facilitate sexualized violence.

### **Rationale**

Expected contributions of this study include (1) establishing IO as an important psychological factor that has previously been neglected, (2) demonstrating how considering IO can improve our understanding of sexual violence, (3) assessment of IO as a significant risk factor for poorer outcomes after sexual violence, and (4) reducing stigma in individuals and the larger campus community.

Insights gained from this study hope to inform a series of follow-up studies aimed at (1) identifying how, when, and for whom IO confers risk for psychological distress and maladaptive behaviors, (2) developing targeted intervention and prevention efforts that reduce the risk of victimization, (3) informing treatment and support programs for survivors, and (4) contributing to larger scale social change and advocacy efforts. Further, the long-term vision for this project is that by raising women's awareness of IO (and its relation to the self and systematic oppression) women will become more confident and invested in the need for cultural change and the need to support others who experience sexual violence.

### Hypotheses

The current study used the theoretical framework of IO to explore the factors that influence perceptions of and outcomes after sexualized violence, attitudes toward help-seeking, and future perceptions of sexualized violence.

The aims of this study were as follows:

1. To demonstrate the feasibility/utility of IO as a variable worth consideration for future sexualized violence research (especially in regards to how research is conducted and implementing findings to prevention efforts, survivor support programs, and advocacy efforts).
2. To establish the relationship between IO and sexual violence myth adherence, mental health distress, reporting behaviors, and support seeking.
3. To examine whether IO affects the hypothesized relationship between sexualized violence and maladaptive behaviors post sexual violence event.

To this end the following hypotheses are made:

*Hypothesis 1:* A positive correlation will exist between IO beliefs and mental health distress.

*Hypothesis 2:* A positive correlation will exist between IO beliefs and rape myth adherence.

*Hypothesis 3:* Of the women who experience sexualized violence, those who have higher IO will be less likely to seek support.

*Hypothesis 4:* Of the women who experience sexualized violence, those who have higher IO will be less likely to report the event.

Overall, it is predicted that of the women that experience sexualized violence, those who experience high levels of IO will show worse outcomes (more mental health symptoms, less reporting, and less support seeking) than those women than those who experience low levels of IO (see Table 1).

**Table 1.** *Hypothesized Outcomes by IO Group*

<i>Participants who Experience Sexualized Violence</i>		
<b>Measure</b>	<b>Low on IO</b>	<b>High on IO</b>
Rape Myth Adherence	△	Ⓢ
Mental Health Distress	△	Ⓢ
Reporting	Ⓢ	△
Support seeking	Ⓢ	△

## METHOD AND RESULTS

Statistical Package for the Social Sciences (SPSS) version 25 was used to analyze all data. An alpha level of .05 was used for all statistical analyses. Effect size was interpreted according to the following guidelines: for eta squared, small effect sizes were classified as .01 to .05, medium effect sizes were classified as .06 to .13, and large effect sizes were classified as .14 and above; for  $r$ , small effect sizes were classified as .10 to .29, medium effect sizes were classified as .30 to .49, and large effect sizes were classified as .50 and above (Cohen, 1988; Pallant, 2010). All assumptions were checked and deemed acceptable to continue with the analyses reported below.

### **Phase 1: IO Measure Development**

Guidelines of scale development delineated by Clark & Watson (1995) were used which involve 1) conceptualization of a construct, 2) conducting a literature review, 3) developing an item pool, 4) testing the initial item pool with criterion measures, and 5) psychometric evaluation (Clark & Watson, 1995). The first phase of this study developed a measure for gender-based IO, which the author titled the “Women’s Impressions on Gender and Self Scale,” or WIGSS.

***WIGSS Scale Creation.*** Currently, there is no established measure for gender-based IO. For this phase of the study, 366 items were created to capture IO in women. Of these 366 items, 168 items were adapted from Rangel (2014), 17 items were presented from the Internalized Misogyny Scale by Piggott (2004), and the remaining 180 items were developed by the current author. Rangel (2014) created a measure to assess IO in Americans who identify as Black or African-American. The applicable items were adapted to assess for gender in each of five scales. For these scales, participants were asked to respond to 168 items on a 6-point Likert scale from *strongly agree* to *strongly disagree* where higher scores represent a greater level of internalized oppression. Example adapted items included:

*Although discrimination in America is real, it is definitely overplayed by some women. I make derogatory remarks about people of my gender group. In general, I feel that being a woman is not viewed as positively as being a man. Men have better judgment and problem solving skills than women. It is a compliment to be told “You’re cool for a woman.” I feel like you cannot trust people from my gender group. In general, I believe that men are superior to other gender groups. I feel anxious about some of the things I feel about people of my gender. When someone of my gender does something embarrassing in public, I feel embarrassed. When both men and women are present in a*



*social situation, I prefer to be with men. I have been treated unfairly by strangers because of my gender.*

When used for race, Rangel found high internal consistency with an alpha of .81 (see Appendix D). Piggott (2004) created a scale for internalized misogyny which consists of 17 items and three factors (devaluing of women, distrust of women, and gender bias in favor of men) (see Appendix E). The IMS has displayed good reliability, with reported alpha coefficients for the full scale ranging from 0.88 (Piggott, 2004) to 0.90 (Szymanski et al., 2009). Sample items include: “It is generally safer not to trust other women too much;” and “Generally, I prefer to work with men.” For this scale, participants were asked to respond to 17 items on a 6-point Likert scale from *strongly agree* to *strongly disagree* where higher scores represent a greater level of internalized misogyny. The remaining 180 items were created with by this researcher and aimed to measure the following areas: sense of powerlessness, objectification, loss of self, invalidation, derogation, and competition between women (see Appendix H).

**Participants.** Four hundred and five participants were recruited through MTURK (n = 96) and SONA (n = 309). MTurk participants were paid \$2 and SONA participants were granted 4 credits for their participation. Of these 405 participants, all identified as women. The original data file was downloaded and participant data was excluded for failing to pass 5 of 5 attention items, or for partial completion (less than 75% response rates). Participant data for 250 remained and were included in scale refinement.

**Procedure.** Smith and McCarthy (1995) state that the proper refinement of outcome measures is a two-phase procedure. The first phase of the process entails estimating internal consistency of the instrument and identifying the factor structure (Smith & McCarthy, 1995).

Therefore, a reliability analysis was conducted to determine the internal consistency of the readiness scale by calculating a Cronbach's alpha coefficient.

Subsequent to the reliability analysis, an item analysis was conducted to determine whether items correlate with the overall scale adequately and to establish the utility of individual scale items. A principle components analysis (PCA) was used to determine the factor structure, item factor loadings and the variance accounted for by the instrument data in the sample. The second phase of proper refinement of an instrument, according Smith and McCarthy (1995), involves demonstration of the degree of relationship between the instrument and other important variables. For the current study, bivariate correlation analyses were utilized to test for construct validity.

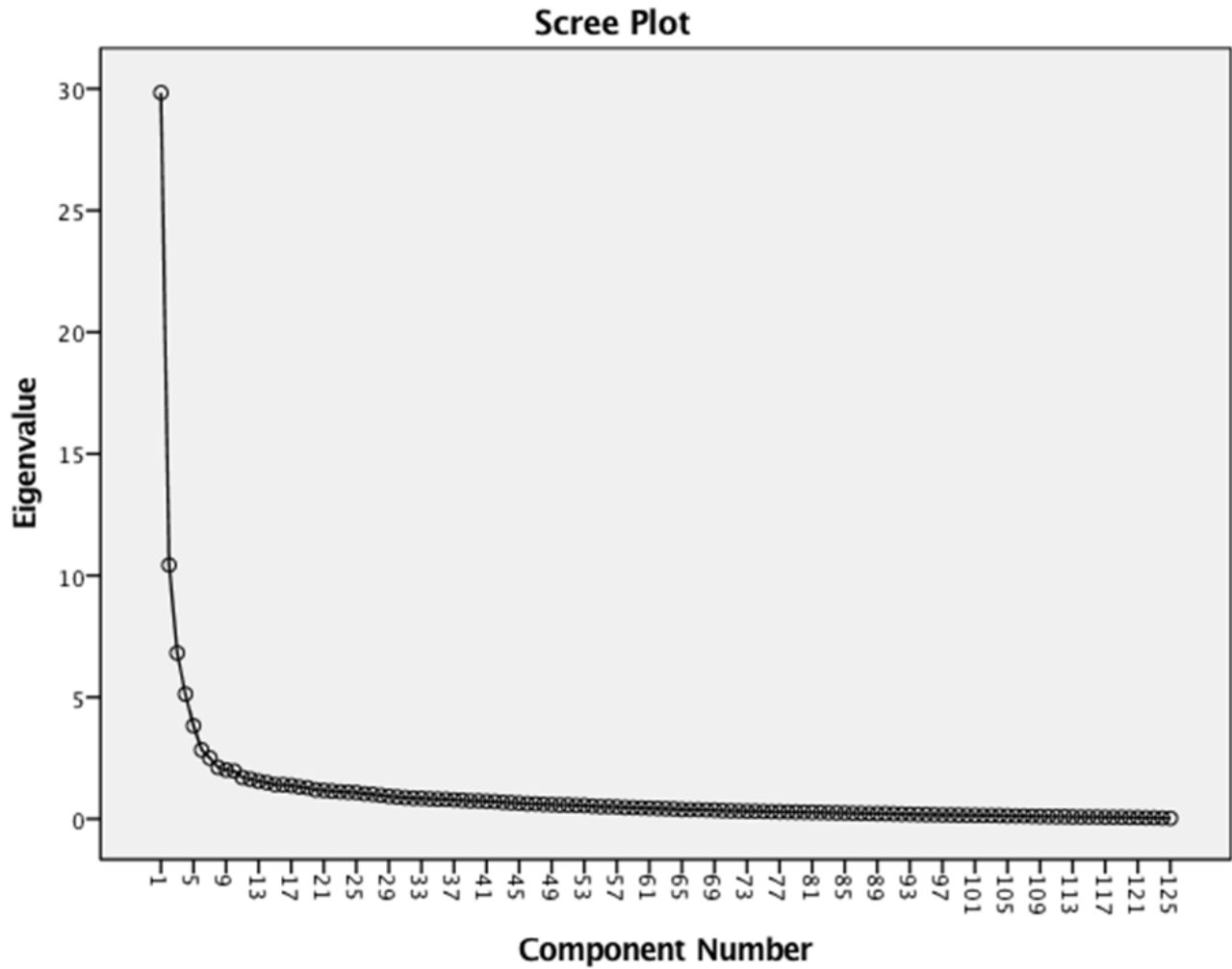
***Scale refinement.*** Initial data screening indicated distributions appropriate for all analyses. The goal of this project was to create a manageable inventory that identified constructs for IO.

The initial item pool consisted of 366-items. Items used a 6-point Likert-type scale (1 = strongly disagree to 6 = strongly agree). The original 366 items of the proposed IO Scale were subjected to principal components analysis (PCA). Prior to performing PCA, the suitability of items for inclusion in the factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many items with coefficients of .59 and above, indicating they were measuring similar variance to other like items. Sixty-five items were eliminated because of high correlation coefficients. PCA indicated cross loading of an additional 140 items as well as weakly correlated items. These items were deleted. The structure matrix indicated an additional 45 items to eliminate due to low factor loadings; to be considered, each factor required an eigenvalue of 1 or above. Six factors were indicated at this time, with the sixth lacking high

loading items. An additional 27 items were deleted for cross loadings. A promax rotation and examination were utilized, focusing on correlations in the resulting structure matrices post rotation resulting in a final PCA of 5 factors, finalizing the factor structure. The five factors accounted for 44.84% of the variance (See Table 1 for eigenvalues, Figure 4 for Scree Plot).

**Table 2.** *Component Correlation Matrix.*

<b>Component</b>	<b>Eigenvalue</b>
<b>1</b>	29.84
<b>2</b>	10.43
<b>3</b>	6.82
<b>4</b>	5.13
<b>5</b>	3.83

**Figure 5.** *Scree plot for Final PCA.*

A final PCA revealed the presence of five components, see Table 3 for final component correlation matrix.

**Table 3.** *Component Correlation Matrix.*

<b>Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	1.00	.44	.15	.52	.38

<b>2</b>	.44	1.00	.29	.41	.49
<b>3</b>	.15	.29	1.00	-.03	-.01
<b>4</b>	.52	.41	-.03	1.00	.36
<b>5</b>	.38	.49	-.01	.36	1.00

See Figure 6 for the flowchart of complete PCA analysis.

**Figure 6.** *Flowchart of PCA*

The finalized scale, or WIGSS, consists of 5 factors, 124 items, and was used to measure IO in Phase 2 of the study (see Table 4).

**Table 4.** *WIGSS IO Measure.*

FACTOR	ITEMS
<b>Factor I:</b>	<b><i>Stereotypical Gender Role Attitudes</i></b>
	People of my gender should regulate their appearance
	People of my gender should try hard not to be “sluts”
	People of my gender should take the jobs that are available and then work their way up to better jobs
	People of my gender should have children
	People of my gender should put care into their appearance
	People of my gender have a responsibility to care for others
	People of my gender have a responsibility to display a positive demeanor
	People of my gender should be grateful to be complimented on their appearance
	People of my gender should smile to comfort others
	People of my gender are most happy when they have a man in their life
	People of my gender who are good women regulate their weight
	People of my gender who are good women regulate their speech
	People of my gender should not talk about their vaginas
	People of my gender should care what they look like when they leave the house
	People of my gender should just focus on what they are good at
	People of my gender are just trying to get attention by wearing revealing clothing
	People of my gender shouldn’t wear revealing clothing because it is distracting
	People of my gender who are good women regulate their behavior
	Men should be willing to sacrifice their own wellbeing in order to provide financially for the women in their lives
	Women should be cherished and protected by men
	Women should care more about their looks
	Women should care more about their weight
	Women should smile more
	Women should help with other’s feelings
	Women would be happier doing what they are good at
	Women should always accept a good man into their lives
	Women shouldn’t overshadow men
	Women should comfort men
	Women should know how to cook and clean
	When both parents are employed and their child gets sick at school, the school should call the mother

	Marriage is my worth
	Having children is a woman's biggest value
	In a disaster, women ought to be rescued before men
	People are not truly happy in life without being romantically involved with a member of the other sex
	Many women have a quality of purity that few men possess
	Every man ought to have a woman whom he adores
	A good woman should be set on a pedestal by her man
	If a person of my gender is wearing little clothing, she should know she is more vulnerable to unwanted attention from men
	I am better than most people of my gender
	I value the compliments I get from men more than the ones I get from women
<b>Factor II:</b>	<b><i>Devaluing/Dismissing Women</i></b>
	I consider my gender group, on the average to be more ineffective than other groups
	Overall, I often feel that my gender group is not as good
	I tend to agree with men over people of my gender
	When women lose to men in a fair competition, they typically complain about being discriminated against
	I tend to enjoy the company of men over people of my gender
	Many people in my gender group don't respect themselves or anyone else
	My values and beliefs match those of men more than they do women
	Most women are untrustworthy
	I feel like you cannot trust women as much as men
	When interacting with other women, I often feel like I don't fit in
	I avoid people of my gender group
	I am uncomfortable being around a stereotypical person of my gender
	People of my gender are not supportive of one another
	People of my gender don't seem to use opportunities to expand their careers
	People of my gender tend to be unreliable
	People of my gender are more lustful than men
	People of my gender are my main competition for success
	I wish I could have more respect for my gender group
	I wish I were not a member of my gender
	In general, I am ashamed of members of my gender group because of the way they act
	It is a compliment to be told "You don't act like a woman"
	I make stereotypical jokes about people of my gender group
	I make derogatory remarks about people of my gender group
	I don't really identify with my gender group's values and beliefs
	I get annoyed with other women who are PMSing
	I am complimented when told I do not act like a person of my gender
	I am complimented when I am told I am "one of the guys"
<b>Factor III:</b>	<b><i>Objectification, Social Comparison, and Low Self-Worth</i></b>



	When surrounded by others, I am more aware of my body
	When surrounded by others, I am more aware of my appearance
	When surrounded by others, I am more self-conscious of my looks
	When surrounded by others, I am more aware of the space I occupy
	When surrounded by others, I am aware of the other people in the room
	When surrounded by others, I am aware of others looking at my body
	When surrounded by others, I am aware of others judging at my body
	I often think "What do I know..."
	I often think "Who am I to speak..."
	I often think "I should not impose my opinion"
	I often think "I should not interrupt others"
	I often think "I should not rock the boat"
	I often think "My ideas are not as good as others"
	Concerns about my weight are a daily occurrence for me
	I dislike the way my body looks
	I often envy other women for how they look
	I often worry about coming off as rude
	I often apologize when I feel I am imposing
	I have begun to question my beliefs
	I'm not sure how I feel about myself
	I often second-guess my opinion when it differs from a mans
<b>Factor IV:</b>	<b><i>Gender Equality</i></b>
	Women often miss out on good jobs due to sexism
	In general, I feel that being a woman is not viewed as positively as being a man
	It is important for me to be active in organizations that support women
	We should strive to make incomes more equal for all genders
	The way men treat women makes me angry
	We would have fewer problems if we treated gender groups more equally
	Gender plays a major role in the type of opportunities (such as type of health care or day care) that people receive in the U S
	Due to gender discrimination, policies such as the Lily Ledbetter Act (for equal pay) are necessary to help create equality
	Too many people of my gender group lose out on jobs and promotions because of their gender
	It is easy to understand why women's groups are still concerned about the societal limitations of women's opportunities
	Most big corporations in America are really interested in treating women and men equally
	In general, others respect women
	Everyone who works hard, no matter what gender they are, has an equal chance to become rich

	Society has reached the point where women and men have equal opportunities for achievement
	On average people in our society treat men and women equally
	It is rare to see women treated in a sexist manner on television
	Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences
	All genders are given an equal chance in life
	I am usually treated fairly regardless of my gender
	I think important decisions made concerning my gender are usually just
	People of my gender have more to offer than they have been allowed to show
<b>Factor V:</b>	<b><i>Degrading of Women</i></b>
	It is fair for a man to become upset if a woman denies him sex
	Men are more educated to make decisions about my reproductive healthcare
	Women cannot just be friends with men
	It is ok for a man to cheat on his partner if they denied him sex
	I would prefer that my children play with children of my gender group
	All men have high IQ's
	The most important part of sex is that a man is satisfied
	When a man cheats on a woman, it is likely her fault
	A woman's sexuality is the most she has to offer
	People of my gender have less education than men
	People of my gender cannot be leaders as well as men
	People of my gender cannot contribute as much to society as men
	People of my gender are not as valuable as men
	Women only succeed through sex
	Women never lie
<b>Total:</b>	<b>124 items</b>

Considering the stability of this five-factor solution, reliability was assessed. using Cronbach's alpha. Negatively loaded items on to the factors were reverse-coded and one final item was eliminated, resulting in the improved reliability. Overall, each of the factors indicated strong reliability: Factor I ( $\alpha = .961^{**}$ ), Factor II ( $\alpha = .938^{*}$ ), Factor III ( $\alpha = .930^{*}$ ), Factor IV ( $\alpha = .909^{**}$ ), and Factor V ( $\alpha = .895^{**}$ ). Factor 4 items originally produced low reliability ( $\alpha = .338^{*}$ ), and were reverse-coded to produce final reliability ( $\alpha = .930^{*}$ ). Refer to Table 4 for the final scale items. WIGSS scale constructs were defined as the following Factor I: Stereotypical

Gender Role Attitudes (40 items), Factor II: Devaluing/Dismissing Women (27 items), Factor III: Objectification, Social Comparison, and Low Self-Worth (21 items), Factor IV: Gender Equality (21 items), and Factor V: Degrading of Women (15 items). The final measure included 124 items. The factor loading matrix for this final solution is presented in Table 5.

**Table 5.** *Factor Loading Matrix.*

<b>Items:</b>	<b>Factor:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Women should put care into their appearance		0.77	0.33	0.10	0.43	0.28
Women should smile more		0.74	0.37	0.14	0.40	0.22
Women should have children		0.72	0.36		0.41	0.35
Women should regulate their appearance		0.71	0.32	0.15	0.27	0.34
Women should try hard not to be sluts		0.71	0.40		0.37	0.39
Women who are good women regulate their behavior		0.70	0.36		0.46	0.31
Women should care more about their weight		0.69	0.38	0.11	0.41	0.42
Women should care what they look like when they leave the house		0.69	0.25		0.37	0.34
Women should smile to comfort others		0.68	0.29	0.14	0.34	0.12
Women should comfort men		0.67	0.26	0.12	0.39	0.11
Women should care more about their looks		0.67	0.32	0.10	0.37	0.40
Women should always accept a good man into their lives		0.67	0.36	0.15	0.41	0.32
Women should be grateful to be complimented on their appearance		0.66	0.46	0.28	0.44	0.34
Women who are good women regulate their weight		0.66	0.44		0.39	0.48
Women should help with others feelings		0.65	0.20	0.18	0.18	0.17
Women should be cherished and protected by men		0.65	0.16	0.13	0.33	
Women are just trying to get attention by wearing revealing clothing		0.64	0.40		0.45	0.37
Having children is a woman's biggest value		0.64	0.35		0.45	0.45
Women are most happy when they have a man in their life		0.64	0.45	0.22	0.36	0.29
Every man ought to have a woman whom he adores		0.62	0.27		0.31	0.23
Women have a responsibility to display a positive demeanor		0.61	0.32	0.30	0.27	0.22
Women who are good women regulate their speech		0.60	0.27	0.12	0.30	0.20
Many women have a quality of purity that few men possess		0.60	0.31		0.28	0.37
Women should not talk about their vaginas		0.60	0.36		0.41	0.48

Women shouldn't wear revealing clothing because it is distracting	0.59	0.27		0.45	0.44
Women should know how to cook and clean	0.59	0.31	0.15	0.36	0.19
When both parents are employed and their child gets sick at school, the school should call a mother	0.59	0.30		0.46	0.38
People are not truly happy in life without being romantically involved with a member of the other sex	0.58	0.36		0.37	0.43
Women have a responsibility to care for others	0.58	0.24	0.18	0.23	0.27
A good woman should be set on a pedestal by her man	0.58	0.26		0.31	0.21
Men should be willing to sacrifice their own wellbeing in order to provide financially for the women in their lives	0.58	0.20		0.25	0.37
Women would be happier doing what they are good at	0.57	0.37	0.19	0.30	0.10
Women shouldn't overshadow men	0.56	0.40	0.10	0.46	0.40
In a disaster, women ought to be rescued before men	0.56			0.24	0.26
If a person of my gender is wearing little clothing, she should know she is more vulnerable to unwanted attention from men	0.55	0.33	0.12	0.44	0.20
Marriage is my worth	0.55	0.36		0.46	0.44
Women should just focus on what they are good at	0.54	0.33		0.32	0.37
Women should take the jobs that are available and then work their way up to better jobs	0.54	0.35	0.12	0.37	0.32
I value the compliments I get from men more than the ones I get from women	0.52	0.46	0.19	0.38	0.30
I am better than most people of my gender	0.51	0.46		0.28	0.32
I avoid people of my gender group	0.25	0.79	0.19	0.26	0.37
I tend to agree with men over people of my gender	0.43	0.72	0.12	0.43	0.38
My values and beliefs match those of men more than they do women	0.41	0.68	0.17	0.43	0.32
In general, I am ashamed of members of my gender group because of the way they act	0.36	0.68	0.31	0.34	0.36
I am uncomfortable being around a stereotypical person of my gender	0.16	0.68	0.23	0.19	0.26
When women lose to men in a fair competition, they typically complain about being discriminated against	0.46	0.68	0.27	0.43	0.35
I make derogatory remarks about people of my gender group	0.29	0.66	0.22	0.33	0.32
I don't really identify with my gender groups values and beliefs	0.23	0.66	0.12	0.37	0.30
Overall, I often feel that my gender group is not as good	0.28	0.66	0.27	0.30	0.46
I tend to enjoy the company of men over people of my gender	0.34	0.65	0.16	0.25	0.17
I wish I could have more respect for my gender group	0.25	0.63	0.36	0.11	0.31

It is a compliment to be told you don't act like a woman	0.29	0.63		0.23	0.36
Most women are untrustworthy	0.46	0.62	0.13	0.34	0.38
I am complimented when told I do not act like a person of my gender	0.25	0.62	0.12	0.15	0.27
When interacting with other women, I often feel like I don't fit in		0.61	0.30	0.13	0.18
I make stereotypical jokes about people of my gender group	0.35	0.61	0.27	0.30	0.23
Many people in my gender group don't respect themselves or anyone else	0.39	0.60	0.27	0.20	0.24
I am complimented when I am told I am one of the guys	0.23	0.59	0.18	0.20	0.12
Women tend to be unreliable	0.43	0.58		0.24	0.42
I wish I were not a member of my gender	0.16	0.57	0.25	0.15	0.51
I consider my gender group, on the average to be more ineffective than other groups	0.30	0.55	0.20	0.25	0.39
Women are more lustful than men	0.43	0.55	0.15	0.25	0.46
I feel like you cannot trust women as much as men	0.37	0.54		0.32	0.42
I get annoyed with other women who are PMSing	0.47	0.54	0.16	0.41	0.32
Women don't seem to use opportunities to expand their careers	0.48	0.53		0.36	0.39
Women are my main competition for success	0.48	0.53	0.20	0.22	0.39
Women are not supportive of one another	0.26	0.51	0.13	0.18	0.24
I am more aware of my body	0.27	0.11	0.78		-0.18
I am more self-conscious of my looks	0.22		0.77		-0.15
I am more aware of my appearance	0.25		0.77		-0.22
I am more aware of the space I occupy			0.71		-0.18
I am aware of others judging at my body	0.18		0.69	-0.11	-0.12
I often envy other women for how they look	0.15	0.24	0.69		-0.12
I often think I should not impose my opinion		0.26	0.68		0.20
I often think "My ideas are not as good as others"		0.28	0.66		0.14
I am aware of others looking at my body	0.19		0.66		-0.13
I often think what do I know	0.12	0.31	0.66		0.24
I often think who am I to speak	0.12	0.35	0.65	0.12	0.29
I often think I should not rock the boat	0.14	0.26	0.64	0.10	0.19
I'm not sure how I feel about myself	-0.10	0.29	0.63	-0.14	0.12
I often worry about coming off as rude		0.33	0.62		
Concerns about my weight are a daily occurrence for me		0.17	0.61		
I dislike the way my body looks		0.27	0.60		
I often apologize when I feel I am imposing	0.17	0.24	0.59		

I am aware of the other people in the room	0.12		0.57		-0.27
I often think I should not interrupt others	0.22	0.17	0.56	0.12	
I have begun to question my beliefs		0.37	0.51	-0.11	0.25
I often second-guess my opinion when it differs from a mans	0.20	0.35	0.51		0.35
I have had feelings of not being enough of a woman	0.14	0.39	0.51		0.18
Too many people of my gender group lose out on jobs and promotions because of their gender	-0.41	-0.33		-0.83	-0.26
On average people in our society treat men and women equally	0.48	0.37		0.77	0.25
Society has reached the point where women and men have equal opportunities for achievement	0.44	0.35	0.11	0.77	0.26
Women often miss out on good jobs due to sexism	-0.30	-0.22		-0.71	-0.21
The way men treat women makes me angry	-0.38	-0.18	0.13	-0.70	-0.31
Due to gender discrimination, policies such as the Lily Ledbetter Act (for equal pay) are necessary to help create equality	-0.45	-0.37		-0.69	-0.45
All genders are given an equal chance in life	0.33	0.25		0.68	0.22
It is rare to see women treated in a sexist manner on television	0.43	0.30		0.67	0.37
Gender plays a major role in the type of opportunities (such as type of health care or day care) that people receive in the U S	-0.22	-0.22		-0.66	-0.17
We should strive to make incomes more equal for all genders	-0.32	-0.32	0.12	-0.64	-0.49
We would have fewer problems if we treated gender groups more equally	-0.37	-0.33		-0.63	-0.45
Most big corporations in America are really interested in treating women and men equally	0.47	0.26		0.63	0.32
It is easy to understand why women's groups are still concerned about the societal limitations of women s opportunities	-0.43	-0.33		-0.62	-0.33
Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women s actual experiences	0.41	0.39	0.16	0.60	0.21
In general, I feel that being a woman is not viewed as positively as being a man	-0.29		0.24	-0.58	
I am usually treated fairly regardless of my gender	0.38	0.30	0.21	0.58	
Everyone who works hard, no matter what gender they are, has an equal chance to become rich	0.43	0.34		0.58	
Women have more to offer than they have been allowed to show	-0.19	-0.12	0.11	-0.57	-0.22

I think important decisions made concerning my gender are usually just	0.47	0.45	0.11	0.56	0.29
In general, others respect women	0.40	0.11		0.54	
It is important for me to be active in organizations that support women	-0.23	-0.34		-0.52	-0.11
When a man cheats on a woman, it is likely her fault	0.25	0.31		0.23	0.75
A woman's sexuality is the most she has to offer	0.31	0.44		0.26	0.73
It is for a man to cheat on his partner if they denied him sex	0.30	0.27		0.24	0.68
Women only succeed through sex	0.26	0.39		0.29	0.67
The most important part of sex is that a man is satisfied	0.39	0.30		0.23	0.67
Men are more educated to make decisions about my reproductive healthcare	0.31	0.25	-0.10	0.36	0.66
Women are not as valuable as men	0.26	0.43		0.30	0.64
All men have high IQ's	0.28	0.30		0.23	0.61
Women cannot just be friends with men	0.38	0.25	0.11	0.26	0.59
Women never lie	0.19	0.19			0.58
It is fair for a man to become upset if a woman denies him sex	0.49	0.43		0.40	0.58
I would prefer that my children play with children of my gender group	0.40	0.24		0.21	0.57
Women cannot be leaders as well as men	0.39	0.36		0.35	0.56
Women have less education than men	0.38	0.42		0.21	0.53
Women cannot contribute as much to society as men	0.29	0.37		0.31	0.53

### **Phase 2: IO and Sexualized Violence**

**Participants.** Participants were recruited through the SONA system for research, participants were compensated four credits for their time. The sample consisted of individuals who agreed to participate in the study after meeting inclusion criteria (must identify as a woman). Initially, 127 participant's data was included in the data file, Sixteen participants were excluded for the following reasons: failure to consent (4), under the age of 18 (2), partial completion of study (10). For final analyses, 111 participants were included, demographic information is included below (see Tables 5 - 15).

**Table 5.** *Descriptive Statistics for Age.*

Age	<i>N</i>
Under 18	2
18 – 25	92
26 – 34	8
35- 44	6
45 – 54	2
55 – 64	1
Total	111

**Table 6.** *Descriptive Statistics for Racial Identity.*

Racial Identity	<i>N</i>
White or Caucasian	100
Latino or Hispanic	1
American Indian or Alaska Native	3
Asian	4
Other	3
Total	111

**Table 7.** *Descriptive Statistics for Sexual Orientation.*

Sexual Orientation	<i>N</i>
Straight or Heterosexual	84
Lesbian or Gay	3
Queer	2
Bisexual	10
Asexual	1
Pansexual or Omnisexual	4
Demisexual	3
Curious or Questioning	4
Total	111

**Table 8.** *Descriptive Statistics for Political Orientation.*

Political Orientation	<i>N</i>
Very Liberal	15
Liberal	12
Slightly Liberal	15
Independent	35
Slightly Conservative	12



Conservative	16
Very Conservative	6
Total	111

**Table 9.** *Descriptive Statistics for SES.*

SES	N
Below the Poverty Line	6
At the Poverty Line	7
Slightly above the Poverty Line	13
Lower Middle Class	19
Middle Class	48
Upper Middle Class	16
Upper Class	2
Total	111

**Table 10.** *Descriptive Statistics for Weight.*

Weight	N
Underweight	4
Healthy Weight Range	80
Overweight	27
Total	111

**Table 11.** *Descriptive Statistics for Ability.*

Ability	N
Physical Disability	7
Mental Disability	16
Both of the Above	0
Neither of the Above	88
Total	111

**Table 12.** *Descriptive Statistics for Regional Identity.*

Regional Identity	N
West	73
Northeast	8
Midwest	20
Southwest	5
Southeast	3

Alaska	1
Outside US	1
Total	111

**Table 13.** *Descriptive Statistics for Relationship Status.*

Relationship Status	<i>N</i>
Single, not dating	35
Single, dating	8
In a relationship	53
Partnered	3
Married	12
Total	111

**Table 14.** *Descriptive Statistics for Religion.*

Religion	<i>N</i>
Christian	43
Buddhist	3
Muslim	1
Atheist	5
Agnostic	4
Not Religious	27
Catholic	15
Jewish	1
Other	12
Total	111

**Table 15.** *Descriptive Statistics for Parental Status.*

Parental Status	<i>N</i>
I have Children	16
I do not have Children	95
Total	111

**Procedure.** Participants were recruited through fliers presented in psychology and women's studies courses, as well as posting online. Participants accessed the online survey through UM's SONA system, which is used for psychological research on campus. The survey

was posted and administered through the Qualtrics survey system on a University server where the data was kept separately from informed consent forms. Participants could print the consent form and resource page, if desired. The survey was open from January to April 2018. The study was conducted in accordance with the American Psychological Association's ethical guidelines for research. Participants were compensated for their time, 4 credits, through the SONA system.

**Measures.** Each participant provided demographic information and completed measures to assess the presence of IO, rape myth adherence, mental health distress, incidence of sexualized violence and coercion, reporting to campus or local police, and support seeking. Participation was completely online and the data file was downloaded from Qualtrics. The researcher was interested in the relationship between sexualized violence, and IO, rape myth adherence, mental health distress, reporting, and support seeking behaviors. Participants were asked to record demographic information (See Appendix A) and asked to complete the following measures (1) the Outcome Questionnaire version 45.2 (OQ 45.2) (See Appendix B), (2) the updated version of the Illinois Rape Myth Acceptance Scale (IRMA) by MacMahon and Farmer (2010) (See Appendix C), and (3) the WIGSS (IO measure created in Phase 1) (See Appendix I). Participants were further asked yes/no questions on (1) if they have experienced an event of sexualized violence, (2) if they reported their sexualized violence, (3) if they sought support after their sexualized violence (did they tell a friend or family member? A healthcare worker?) (See Appendix F). The present study was cross-sectional, non-experimental design with between group classifications to groups determined by sexualized violence occurrence.

**OQ 45.2.** The OQ 45.2 is a self-report measure of distress and includes the three subscales of symptom distress, interpersonal relations, and social role performance and produces a continuous variable. Participants respond to 45 items on the OQ 45.2 rating their agreement

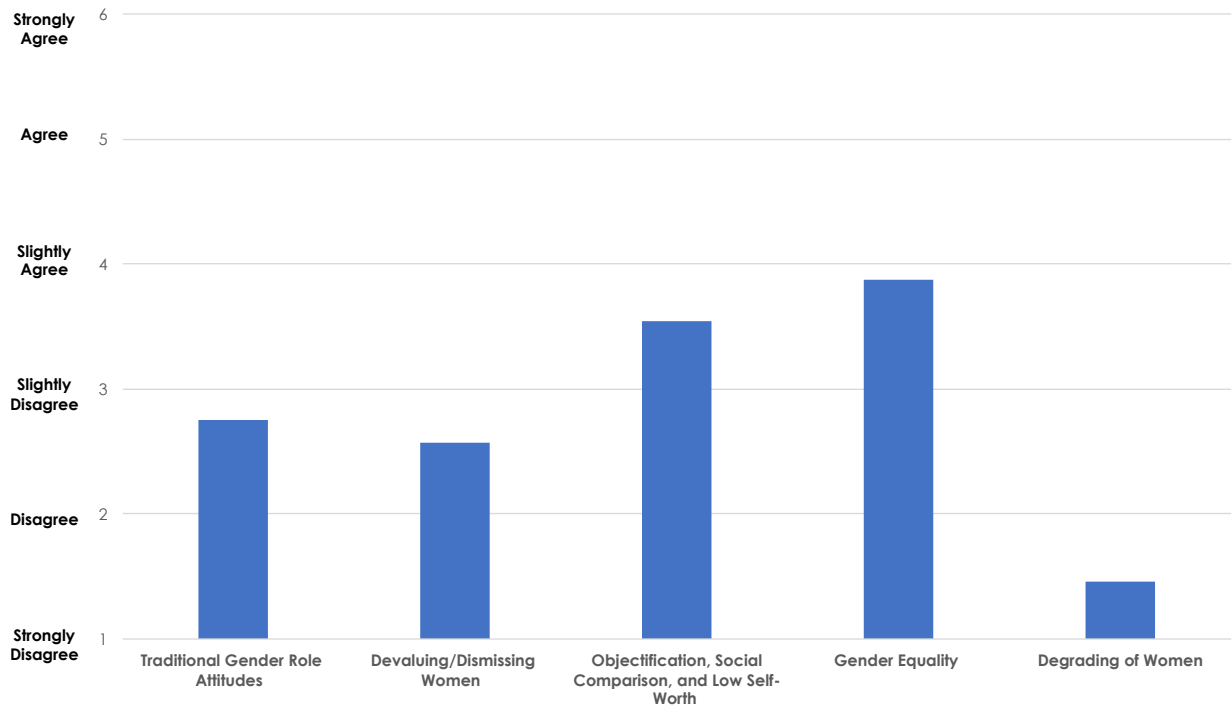
with statements on a 5-point Likert scale ranging from *never* to *almost always*: higher scores represent greater distress. The OQ boasts high internal consistency (.93) as well as test-retest reliability (.84) (Miller & Duncan, 2014).

**IRMA.** The IRMA is a self-report measure of rape myth adherence comprised of four subscales – (1) She asked for it (e.g., “if a girl acts like a slut, eventually she is going to get into trouble”), (2) He didn't mean to (e.g., “if a guy is drunk, he might rape someone unintentionally”), (3) It wasn't really rape (e.g., “a rape probably didn't happen if the girl has no bruises or marks”), (4) She lied (e.g., “a lot of times, girls who say they were raped agreed to have sex then regret it”). Participants respond to 22 items on the IRMA rating their agreement with statements on a 5-point Likert scale ranging from *strongly agree* to *strongly disagree*: higher scores represent a greater rejection of rape myths. As an overall scale, the IRMA's reliability is .93, and individual subscale alphas range from .74 to .84 (MacMahon, 2010), (See Table 16).

**Table 16.** *Descriptive Statistics for Raw Scores on IRMA and OQ 45.2.*

Measure	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Range</i>
IRMA	111	90.5	16.81	22 - 110
OQ 45.2	111	118.36	18.03	46 - 179

**WIGSS.** The WIGSS aims to assess women's social attitudes, beliefs, feelings and behaviors concerning their gender. The measure was created in phase 1 of the study. The measure is a self-report measure that includes 124 items on a 6-point Likert scale ranging from *strongly disagree* to *strongly agree*: higher scores represent greater IO. See Figure 7 for distributions of participant's responses on the five factors of the WIGSS (See Table 17 for Subscale Descriptive Statistics).

**Figure 7.** *Distribution of Participant Scores on WIGSS Subscales.***Table 17.** *Descriptive Statistics for Subscale Scores on WIGS*

Subscale	<i>M(SD)</i>
Stereotypical Gender Role Attitudes	2.75(0.75)
Devaluing/Dismissing Women	2.57(0.70)
Objectification, Social Comparison, and Low Self-Worth	3.54(0.81)
Gender Equality	3.87(0.91)
Degrading of Women	1.46(0.42)

**Hypothesis testing.** The following analyses were conducted to examine support for the proposed hypotheses. Descriptive data for occurrence of sexualized violence and support seeking/reporting was assessed as well (see Table 18 - 20).

**Table 18.** *Descriptive Statistics for Abuse Prior to Age 18.*

Abuse Prior to Age 18	<i>N</i>
-----------------------	----------

Physical Abuse	17
Sexual Abuse	14
Both	14
Neither	66
Total	111

**Table 19.** *Descriptive Statistics for Sexualized Violence.*

Sexual event	Past Year	Lifetime
Unwelcome sexual advances/sexual favors	25	63
Sexual contact without consent	20	58
Invasive sexual intercourse without consent, without penetration	5	35
Invasive sexual intercourse without consent, with penetration	6	27
Invasive sexual contact without consent, without penetration	3	27
Invasive sexual contact without consent, with penetration	4	24
Total	63	234

**Table 20.** *Descriptive Statistics for of those who endorsed SV, they told someone.*

Told Someone	N
Yes	46
No	49
Total	95

**Hypothesis 1: IO and Mental Health Distress.** The hypothesis that a positive relationship will exist between IO beliefs and mental health distress was supported. The relationship between mental health distress (as measured by the OQ) and IO (as measured by the WIGSS) was investigated using a multiple linear regression. Multiple regression analysis was used to test if the WIGSS subscales significantly predicted participants' mental health distress. The results of the regression indicated the WIGSS explained 41% of the variance of the model

( $R^2=.41$ ,  $F(5,105)=14.43$ ,  $p<.01$ ) with WIGSS Subscale 3 (Objectification, Social Comparison, and Low Self-Worth) driving the model; this scale was the only scale accounting for a significant amount of variance for OQ.

**Table 21.** *WIGSS subscales predicting OQ scores.*

Source	<i>B</i>	<i>SE B</i>	$\beta$	<i>t</i>	<i>P</i>
WIGSS_I	-1.98	0.12	-0.19	-1.69	0.09
WIGSS_II	0.12	0.11	0.12	1.12	0.27
WIGSS_III	0.59	0.08	0.59	7.18	0.00
WIGSS_IV	0.08	0.09	0.08	0.86	0.39
WIGSS_V	0.10	0.09	0.10	1.10	0.27

**Table 22.** *Correlations for OQ and WIGSS Subscales.*

SCALE	OQ	<i>P</i>
WIGSS_I	0.03	0.38
WIGSS_II	0.16	0.05
WIGSS_III	0.62	0.00
WIGSS_IV	0.18	0.03
WIGSS_V	0.14	0.07

**Hypothesis 2: IO and Rape Myth Adherence.** The hypothesis that a negative relationship will exist between IO beliefs and rape myth adherence was partially supported. The relationship between rape myth adherence (as measured by the IRMA) and IO (as measured by

the WIGSS) was investigated using a multiple linear regression. Multiple regression analysis was used to test if the WIGSS subscales significantly predicted participants' endorsement of rape myths. The results of the regression indicated the WIGSS explained 34% of the variance of the model ( $R^2=.34$ ,  $F(5,105)=10.62$ ,  $p<.01$ ) with WIGSS Subscale 1 (Stereotypical Gender Role Attitudes) and Subscale 4 (Gender Equality) driving the model; these scales contributed most strongly to the variance accounted for in the IRMA.

**Table 23.** *WIGSS subscales predicting IRMA scores.*

Source	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>t</i>	<i>p</i>
WIGSS_I	-0.42	0.12	-0.42	-3.36	0.001
WIGSS_II	0.07	0.11	0.07	0.64	0.522
WIGSS_III	0.16	0.09	0.16	1.80	0.075
WIGSS_IV	0.24	0.09	0.24	2.48	0.015
WIGSS_V	-0.07	0.09	-0.07	-0.75	0.452

**Table 24.** *Correlations for IRMA and WIGSS Subscales.*

SCALE	IRMA	<i>p</i>
WIGSS_I	-0.49	0.00
WIGSS_II	-0.30	0.00
WIGSS_III	0.11	0.13
WIGSS_IV	0.46	0.00
WIGSS_V	-0.33	0.00



**Hypothesis 3: Survivors' IO and Support Seeking.** The hypothesis that of the women who experience sexualized violence, those who have higher IO will be less likely to seek support was tested using independent samples t-tests. An independent samples t-test was conducted to compare the WIGSS subscale scores for of those who had experienced an event of SV, those who told someone versus those who did not.

For WIGSS Subscale I (Stereotypical Gender Role Attitudes) there was a significant difference in scores for not told ( $n = 49$ ,  $M = .34$ ,  $SD = .89$ ) and told ( $n = 46$ ,  $M = -.38$ ,  $SD = .96$ ;  $t(93) = 3.78$ ,  $p = .000$ , two tailed). The magnitude of the differences in the means (mean difference =  $-.72$ , 95% CI:  $.34$  to  $1.09$ ) was small (eta squared =  $.1$ ).

For WIGSS Subscale II (Devaluing/Dismissing Women), there was a significant difference in scores for not told ( $n = 49$ ,  $M = .33$ ,  $SD = .87$ ) and told ( $n = 46$ ,  $M = -.26$ ,  $SD = .94$ ;  $t(93) = 3.21$ ,  $p = .002$ , two tailed). The magnitude of the differences in the means (mean difference =  $.59$ , 95% CI:  $.23$  to  $.96$ ) was small (eta squared =  $.1$ ).

For WIGSS Subscale III (Objectification, Social Comparison, and Low Self-Worth), there was not a significant difference in scores for not told ( $n = 49$ ,  $M = .09$ ,  $SD = .98$ ) and told ( $n = 46$ ,  $M = .01$ ,  $SD = 1.08$ ;  $t(93) = .38$ ,  $p = .70$ , two tailed). The magnitude of the differences in the means (mean difference =  $.08$ , 95% CI:  $-.34$  to  $.50$ ) was small (eta squared =  $.001$ ).

For WIGSS Subscale IV (Gender Equality), there was not a significant difference in scores for not told ( $n = 49$ ,  $M = -.13$ ,  $SD = .87$ ) and told ( $n = 46$ ,  $M = .19$ ,  $SD = 1.00$ ;  $t(93) = -1.68$ ,  $p = .095$ , two tailed). The magnitude of the differences in the means (mean difference =  $-.32$ , 95% CI:  $-.71$  to  $.06$ ) was small (eta squared =  $.03$ ).

For WIGSS Subscale V (Degrading of Women), there was a significant difference in scores for not told ( $n = 49$ ,  $M = .23$ ,  $SD = 1.05$ ) and told ( $n = 49$ ,  $M = -.32$ ,  $SD = .65$ ;  $t(93) =$

3.03,  $p = .003$ , two tailed). The magnitude of the differences in the means (mean difference = .55, 95% CI: .18 to .18) was small (eta squared = .09).

For Total WIGSS, there was a significant difference in scores for not told ( $n = 49$ ,  $M = .33$ ,  $SD = .87$ ) and told ( $n = 46$ ,  $M = -.28$ ,  $SD = .99$ ;  $t(93) = 3.21$ ,  $p = .002$ , two tailed). The magnitude of the differences in the means (mean difference = .61, 95% CI: .23 to .99) was small (eta squared = .1).

**Table 25.** *T-tests for Survivors' IO and Support Seeking.*

Subscale	<i>t</i>	<i>p</i>	Mean difference	95% CI	Eta Squared
WIGSS_I	3.78	0.000	-0.72	0.34 to 1.09	0.1
WIGSS_II	3.21	0.002	0.59	0.23 to 0.96	0.1
WIGSS_III	0.38	0.70	0.08	-0.34 to 0.50	0.001
WIGSS_IV	-1.68	0.095	-0.32	-0.71 to 0.06	0.03
WIGSS_V	3.03	0.003	0.55	0.18 to 0.18	0.09
TotalWIGSS	3.21	0.002	0.61	0.23 to 0.99	0.1

**Hypothesis 4: Survivors' IO and Reporting.** The fourth hypothesis for the study predicted that women who endorsed higher levels of IO would be less likely to report an event of sexualized violence. Of the 78 participants in the study that endorsed an incident of SV, only 4 made an official report. Thus, this small sample size impacted the ability to test this hypothesis in a meaningful way.

## DISCUSSION

**Interpretation.** The current study used the theoretical framework of IO to explore the factors that influence perceptions of and outcomes after sexualized violence perpetrated against women. The main purpose of this study was to establish a scale to measure IO in women, and find support for IO as an important psychological factor that has previously been neglected, especially as it relates to sexualized violence.

The WIGSS measure creation encapsulated the constructs proposed by previous researchers (Objectification, Loss of Self, Invalidation, Derogation, Competition Between Women, and Powerlessness) within the established five factors: (1) Stereotypical Gender Role Attitudes, (2) Devaluing/Dismissing Women, (3) Objectification, Social Comparison, and Low Self-Worth, (4) Gender Equality, and (5) Degrading of Women. The WIGSS scales suggest the proposed constructs contribute to larger, multilayered experiences. Subscale (1) Stereotypical Gender Roles, embodies the social script provided for what makes a "good woman." To comply with this script, women receive messages aligning with the constructs of loss of self, derogation, invalidation, powerlessness and objectification. Compliance in these realms are valued in a stereotypical gender role system and involve women restricting self-expression to fit feminine ideals as dictated by the gender binary, subjugating of their own needs to those of men in their environment, regulating their appearance to fit the beauty standard, and defaulting to men as the superior gender group. Compliance with this script ultimately places the self as a function of serving others, and can even provide social rewards.

Winnie Mandela described the phenomena of IO in women as follows: *"The overwhelming majority of women accept patriarchy unquestioningly and even protect it, working out the resultant frustrations not against men but against themselves in their*

*competition for men as sons, lovers and husbands. Traditionally the violated [woman] bides her time and off-loads her built-in aggression on [other women]. So men dominate women through the agency of women themselves."*

This statement conveys the connection and process of each of these constructs. The unrest created by oppression may seek outlet towards the self (WIGSS Subscale (3) Objectification, Social Comparison, and Low Self-Worth) or others who share/remind us of the oppressed identity we hold (WIGSS Subscale (2) Devaluing/Dismissing of women and (5) Derogation of Women), contributing to the insidiousness of competition between women. The final scale, Subscale (4) Gender Equality, assesses women's awareness of sexism and gages empowerment. This scale illuminates how women may be able to recognize oppressive ideals when they are outside of the self (an issue of society), yet can still have the repercussions of those same ideals present within the self (an issue of internalized oppression).

Using the WIGSS, it was predicted that higher IO would be associated with worst mental health symptoms and higher rape myth adherence, and that of the women that experienced sexualized violence, higher IO would also be associated with less support seeking and reporting. Hypothesis testing largely supported the proposed theoretical model of IO. The predicted model between IO beliefs and mental health distress was supported. Scale (3) Objectification, Social Comparison, and Low Self-Worth, a scale measuring internal experience, accounted for most of the variance of the model. Past research has noted the cognitive load and negative effects of objectification and social comparison (Frederickson & Roberts, 1997). Not surprisingly, low self-worth also contributes to feelings of anxiety and depression. This relationship provides more evidence for the harm cultural standards and gendered expectations create, especially related to health outcomes. It is imperative that we continue to embrace early discussion and challenging of

these standards in our education system, as well as adoption of sociocultural factors into discussions of health.

All five WIGSS subscales were positively correlated with the OQ; all but Scale (1) were significant. These data suggest that holding and adhering to IO ideals and recognizing sexism is associated with negative impacts on mental health (as supported by the minority stress model) (Meyer, 1997). The strongest positive relationships were supported between mental health distress and endorsement of objectification, social comparison, and low self-worth. Considering IO asserts that oppressive ideals are directed at the self, this relationship, as well as the larger repercussions of symptoms of anxiety, depression, and low self-efficacy, are understandable.

The predicted model between IO beliefs and rape myth adherence was supported. Scale (1) Stereotypical Gender Role Attitudes, and (4) Gender Equality, accounted for most of the variance of the model. These data provide further evidence for the relationship between valuing stereotypical gender roles and rape myth adherence, and the clash between gender equality and rape myth adherence. This would suggest that by continuing to advocate for gender equality in our education systems, we can expect rape myth adherence to diminish with increased parity.

Significant negative correlations were found between the IRMA and Subscale (1) Stereotypical Gender Role Attitudes, (2) Devaluing/Dismissing Women, and (3) Degrading of Women, suggesting the more agreement with rape myths (less rejection) was associated with higher presence of IO in these areas. This hypothesis was not supported for Scale (3) Objectification, Social Comparison, and Low Self-Worth. For this subscale, a relationship was observed between lower endorsement of rape myths and higher rates of Objectification/Social Comparison/Low Self-Worth. Similar to the previous hypothesis, these results suggest that our views of the self, can operate separately from our gendered group identity, and that IO in this

area may offer something unique and separate from how other women's agency is viewed. The need to reduce the cognitive dissonance associated with the violation of the just world belief a rape event can cause, may best be remedied by blaming the self (or the victim) instead of acknowledging the larger lack of safety in the world. This is especially relevant with IO, given the sense of control that can be sustained by taking on personal responsibility (instead of the lack of control required to acknowledge systematic oppression).

The hypothesis that of the women who experience sexualized violence, those who have higher IO will be less likely to seek support was partially supported. Of the participants in this study, those with higher IO scores on the WIGSS subscales of Stereotypical Gender Role Attitudes, Devaluing/Dismissing Women, and Degrading of Women were significantly less likely to tell someone in their lives about the event (i.e., roommate, close friend other than roommate, parent or guardian, other family member, counselor or mental health professional, doctor or physical health professional, campus sexual assault advocate, faculty or staff, residence hall staff, and romantic partner) than those with lower scores on these subscales. For the subscales of Objectification/Social Comparison/Low Self-Worth, and Gender Equality, a significant difference was not observed between those who sought support versus those who did not. Considering past research on mental health after events of sexualized violence, low self-worth and awareness of objectification may be a hallmark for all survivors, explaining the lack of differences between groups. Further, the Gender Equality Subscale measures awareness of sexism in society, and may not be as useful in the context of support-seeking. This relates to the idea of learned powerlessness in women, and the unfortunate acknowledgement that while we may be able to recognize issues beyond our own experience, IO can lead women to doubt themselves. Sexual attitudes, support seeking behaviors, healthcare decisions, and reporting

behaviors are all influenced by past experiences of learned passivity and submission (David, 2014).

The hypothesis that of the women who experience sexualized violence, those who have higher IO will be less likely to officially report the event was not tested. The small sample size indicated the need for further analysis. The options included for reporting on the measure asked about campus police, city police, county sheriff, and title IX/EO office. Considering the low rate of reporting in general, the fact that only four participants made an official report is not surprising. Further analyses with more robust rates of reporting (to compare with non-reporting) is recommended.

Although IO has long been recognized as an established mechanism of oppression in social justice communities, it has received little attention from researchers. The current research was intended to explore the relationship between IO and sexualized violence to inform the implications for including IO in prevention, education, and treatment programs. While the predicted hypotheses were only partially upheld, the study does provide some insights. Past research on internalized oppression has largely evaluated race, resulting in theories that explained distress beyond gender. These findings along with those of this study suggest the importance of an intersectional feminist perspective when considering oppressed identities and the compounding effect external and internal oppression can have on the health and lived experiences of individuals who belong to oppressed groups.

The behavior of the scale focused on Objectification, Social Comparison, and Low Self-Worth asserts the need for discussing not only the empowerment of groups, but the need for personal empowerment of the individuals within those groups. The data of this study suggest that progress exists in women's ability not only to recognize systematic sexism, but to unlearn their

personal internalized oppression and feel agency as individuals. It is important to recognize the cultural factors that uphold IO daily, and the social capital that is often offered by being compliant.

As they exist now, many theories addressing sexualized violence are focused on individualized actions, risk factors, and characteristics—this study suggests the need to also include larger ecological factors. Factors that have been statistically related to better outcomes, such as good health and support seeking, were statistically related to IO in this study. The sparse research that does exist on IO describes the experience of minority groups as systematically different than that of the majority, perhaps due to higher rates of both mental and physical health problems, stressful life events (including sexualized violence), microaggressions and overall minority stress (Meyer, 2003). Compared to men, women exhibit higher rates of major depressive disorder, borderline personality disorder, posttraumatic stress disorder, anxiety disorder, psychiatric hospitalizations, substance abuse, and violent and abusive experiences (Bailey, 2009, Syzmaski & Gupta 2009, Szymanski & Stewart, 2010). Since it is clear that women differ from men in life histories, social factors, and emotional factors, it is perhaps misguided to think that theories that neglect to consider gendered socialization and oppression could fully capture the issues and risk factors.

Previous research on sexualized violence education supports the idea that prevention programs are more effective when delivered in gender cohorts (Whitehouse Task Force, 2014). Considering the presence of IO observed in participants of the present study, it is logical that an approach that neglects to discuss gendered effects would be lacking. IO deserves a place in the larger conversation of sexualized violence prevention. Given these findings, education efforts that define, validate, and discuss IO could potentially enhance discussions involving support



seeking and reporting. This point is especially important considering the findings that women seem less likely to reject oppression when applied to the self. Empowering models that allow women to center themselves in their narratives, not as the supporting characters to the men they encounter, provide an important first step in the cultural healing required. Finally, this project asserts the importance of trauma-informed care that is also rooted in social justice. Without the acknowledgement of systematic oppression and the effects it has on the individual, we neglect the full picture and humanity of the individual.

**Limitations.** Due to the small sample size, it is possible that important effects were not detected due to low statistical power. The sample for Phase 2 was also taken exclusively from the University of Montana, so it is not certain that results are generalizable to other populations. Inclusion criteria stated women must be 18-25 years old, which also made the sample homogenous (considering identity develops over the lifespan). Further, the definition of sexualized violence in past research has not been a consistent one that considers the spectrum of offenses and lacks agreement on what should be considered sexual assault versus rape versus coercion, etc. These inconsistencies were considered for the present study, and it is clear the field has yet to unanimously agree on what should be defined as sexualized violence. Therefore, universal definitions of these terms would benefit the research and contribute to rich conversation about the spectrum of sexualized violence and the nuances of coercion and power dynamic. Differing conceptions of sexualized violence could benefit from further empirical exploration from this multidimensional perspective.

This study also used a newly developed measure to understand whether IO is a valuable construct in understanding circumstances around and the experiences of women who have experienced sexual violence. Although, there are important findings in this study, replication and

more research is needed with the measure to fully understand the IO construct. The lack of information on IO and stigma of sexualized violence are also limitations as the possibility exists of inaccuracy or deception in responses on the self-report measures participants completed. Lastly, it may be that the variables used to define IO were theoretically flawed thus rendering the classification criteria impractical. Future research could benefit from recruiting a larger participant pool or even participants from several populations. Data on participant employment may also be valuable information to gather in future studies to determine whether differences in field relate to IO.

**Future Directions.** Most importantly, the measure used for IO in women should continue to be explored to determine whether the factors are useful and practical for future applications. Scale development and construct validation is often an extensive, ongoing and iterative process. There are often indistinct concepts, or limited past measurement in research, and as seen in the literature, ensuring scale validity is challenging. Given that the present study was, to this researcher's knowledge, the first attempt into developing a formal measure to assess IO in women, there were limits on the ability to find similar measures that established measurement equivalence. In sum, future use of the IO scale may require further examination and item refinement. PCA were chosen for the measure creation in this study as they are recommended as a priori analysis for the narrowing of items. Future analysis should include a confirmatory factor analysis (CFA) to further model fit. Despite these limitations, the current findings provide preliminary support for the psychometric properties of the IO scale. Further research might also investigate how the subscales impact other areas beyond mental health and rape myth adherence.

Future researchers should examine whether theories formulated using individualized foci acknowledge the larger gendered experience and serve to provide meaningful hypotheses about

sexualized violence. The definition of IO should also continue to be examined from a gendered perspective considering the unique factors known to affect women, and the effect these factors have on outcomes after sexualized violence. Conversations about consent and healthy sexuality may also benefit from including IO and its manifestations (e.g., learned powerlessness), especially when sexual contact involves men. These data would suggest that the internal experience of women may influence their ability to communicate consent, assert agency, and establish self-worth.

Insights gained from this study hope to inform a series of follow-up studies aimed at (1) identifying how, when, and for whom IO confers risk for psychological distress and maladaptive behaviors, (2) developing targeted intervention and prevention efforts that reduce the risk of victimization, (3) informing treatment and support programs for survivors, and (4) contributing to larger scale social change and advocacy efforts. Further, the long-term vision for this project included the hope that raising women's awareness of IO (and its relation to the self and systematic oppression) could instill confidence and investment in the need for cultural change, the need to support others who experienced sexualized violence, and solidarity among women.

**Conclusion.** Lorde (1984) stated that "*the true focus of revolutionary change is never merely the oppressive situations that we seek to escape, but that piece of the oppressor which is planted deep within each of us*" (Lorde, 1984). It is critical for both researchers and the public to gain a better understanding of IO in women and sexualized violence. The scope of this paper cannot begin to uncover the many layers of IO that apply for those who hold intersecting oppressed identities but hopes to offer one frame to this end. Sadly, a substantial percentage of women will eventually experience some form of sexualized violence and until we know more, there is a high probability that these women will experience poorer outcomes for health.

Although sexualized violence is a common experience that effects a large portion of our population, this issue continues to be ignored, invalidated, and blamed on the individual. Sexism and sexualized violence remain a major point of concern in the U.S. and the need for research that addresses the distinctive experiences and special needs of women survivors is essential for progress. Health outcomes, support seeking, and reporting behaviors are all topics that have been examined as part of sexualized violence repercussions. Incorporating IO into the conceptualization of how IO manifests in these outcomes has yet to be accomplished. The current research provided support for IO as a theoretical factor and highlighted the need for further exploration in this area and for the adoption of an ecological perspective on sexualized violence. This study emphasizes the need to pursue research aimed at empowering women in ways that reduce IO and improve outcomes after sexualized violence.

IO serves to maintain power structures that benefit the oppressors and harm the oppressed, which has public and individual health consequences. Through internalization of a set of stereotypical beliefs, attention is diverted from the oppressive system towards the oppressed group. However, if we learn to recognize and reject IO beliefs, we are empowered to become allies for one another, advocates for ourselves, and advocates for change in the culture. IO aims to illuminate the larger societal issues that trickle down and affect the individual members of that society.

This manifestation is an important piece for conversations about why women may express anti-women sentiment, and why we need to hold the larger system accountable. By critiquing women's anti-women beliefs without the acknowledgement of the actual sexist sentiment we hold as a society, we establish a covert manifestation of hate directed at the oppressed. Establishing IO as an important factor empowers the individual to begin to unlearn

the patterns of oppression they've been handed and internalized, rather than judged for endorsing a set of beliefs they don't stand to benefit from.

The power of IO research lies in its implication of the collective, not just the self. As stated previously, social change is most effective when (1) those who have been targeted for victimization are the central participants in a social change movement, (2) focus is on both external change in society and inner change in the individual, and (3) programs involve frameworks that raise awareness about systems of oppression. Sexualized violence has long oppressed women, and perhaps the acknowledgment of IO can allow oppression to be fought openly, clearly, and vocally, rather than internally.

*“It is time for us to become aware of how internalized oppression may exist  
and operate within us so that we may begin to stop it, control its effects,  
and cease the possibility that we pass it on to future generations.*

*We're not born hating ourselves; we learned that.*

*Therefore, we can unlearn it. It's not easy, but we need to.” – Steven Biko*

## References

- Adam, Heribert, and Kogila Moodley. *The Opening of the Apartheid Mind: Options for the New South Africa*. Berkeley: University of California Press, c1993 1993.  
<http://ark.cdlib.org/ark:/13030/ft958009mm/>
- An Updated Definition of Rape. (2012). Retrieved from  
<http://blogs.justice.gov/main/archives/1801>
- Banyard, V. L., & Moynihan, M. M. (in press ). How do we know if it works? Measuring outcomes in bystander-focused abuse prevention on campuses
- Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., & Stevens, M. (2011). National intimate partner and sexual violence survey. *Atlanta, GA: Centers for Disease Control and Prevention*.
- Bondurant, B. (2001). University Women's Acknowledgment of Rape Individual, Situational, and Social Factors. *Violence Against Women, 7*(3), 294-314.
- Clark, K. B. & Clark, M. P. (1947). Racial identification and preference among negro children. In E. L. Hartley (Ed.). *Readings in social psychology*.
- Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment, 7*, 309–319. doi: 10.1037/1040-3590.7.3.309
- Cleere, C., & Lynn, S. J. (2013). Acknowledged versus unacknowledged sexual assault among college women. *Journal of Interpersonal Violence, 0886260513479033*.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences (2nd ed.)*. New Jersey: Lawrence Erlbaum Associates, Inc.

Curry Health Center. (2012). Student Alcohol Use at The University fo Montana: Key Findings from the 2012 NCHA and Comparisons to National Reference Data Missoula, MT:

University of Montana

David, E. J. R. & Okazaki, S. (2010) Activation and automacity of colonial mentality. *Journal of Applied Social Psychology*. 40.

David, E. J. R. (2014) Internalized oppression: The psychology of marginalized groups. Springer publications.

Duran, E. & Duran, B. (1995). Native American post-colonial psychology. Albany, NY: State University of New York.

Duryea, D. G., & Frantz, T. T. (2011). An examination of drinkers' consequences by sexual orientation. *Journal of American College Health*, 59(7), 649-654.

Edwards, K. M., Dardis, C. M., Sylaska, K. M., & Gidycz, C. A. (2014). Informal Social Reactions to College Women's Disclosure of Intimate Partner Violence Associations With Psychological and Relational Variables. *Journal of Interpersonal Violence*, 0886260514532524.

Fisher, B. S., Daigle, L. E., Cullen, F. T., & Turner, M. G. (2003). Acknowledging sexual victimization as rape: Results from a national-level study. *Justice Quarterly*, 20(3), 535-574.

Fossos, N., Kaysen, D., Neighbors, C., Lindgren, K. P., & Hove, M. C. (2011). Coping motives as a mediator of the relationship between sexual coercion and problem drinking in college students. *Addictive Behaviors*, 36(10), 1001-1007.

- Graves, K. N., Sechrist, S. M., White, J. W., & Paradise, M. J. (2005). Intimate partner violence perpetrated by college women within the context of a history of victimization. *Psychology of Women Quarterly, 29*(3), 278-289.
- Harrell, C. J. P. (1999). *Manichean psychology*. Washington DC: Howard University Press.
- Harris, H. N., & Valentiner, D. P. (2002). World assumptions, sexual assault, depression, and fearful attitudes toward relationships. *Journal of Interpersonal Violence, 17*(3), 286-305.
- Hatzenbuehler, M. L. (2009). How does sexual minority stigma “Get under the skin.” A psychological mediation framework. *Psychological Bulletin, 135*(5), 707 – 730.
- Humphreys, T. P., & Kennett, D. J. (2010). The reliability and validity of instruments supporting the sexual self-control model. *Canadian Journal of Human Sexuality, 19*(1-2), 1-13.
- Itzen, C. (1985). Margaret Thatcher is my sister: Counseling on divisions between women. *Women’s Studies International Forum, 8*, 73-78.
- Kanuha, V. (1990). Compounding the triple Jeopardy. *Women and Therapy, 9*, 169-184.
- Keller, J. (2005) In genes we trust: The biological component of psychological essentialism and its relationship to mechanisms of motivated social cognition. *Journal of Personality and Social Psychology, 88*, 686-702.
- Koss, M. P., & Oros, C. J. (1982). Sexual Experiences Survey: a research instrument investigating sexual aggression and victimization. *Journal of consulting and clinical psychology, 50*(3), 455.
- Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2007). The campus sexual assault (CSA) study: Final Report. *Washington, DC: National Institute of Justice, US Department of Justice*.
- Lipsky, S. (1987). *Internalized racism*. Seattle, WA: Rational Iland Publishers.



- Lisak, D., & Miller, P. M. (2002). Repeat rape and multiple offending among undetected rapists. *Violence and victims, 17*(1), 73-84.
- Marx, B. P., Forsyth, J. P., Gallup, G. G., & Fusé, T. (2008). Tonic immobility as an evolved predator defense: Implications for sexual assault survivors. *Clinical Psychology: Science and Practice, 15*(1), 74-90.
- Mason, B., & Smithey, M. (2012). The Effects of Academic and Interpersonal Stress on Dating Violence Among College Students A Test of Classical Strain Theory. *Journal of Interpersonal Violence, 27*(5), 974-986.
- McBride, B. A. (2002). Aspects of community healing. *American Indian and Alaska Native, 11*, 67-68.
- McMahon and Farmer (2011). Updated Illinois Rape Myth Acceptance Scale (IRMA)
- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations. *Psychological Bulletin, 129*, 674
- Pallant, J. (2010). *SPSS Survival Manual: 4<sup>th</sup> Edition*. Australia: Allen and Unwin Book Publishers.
- Piggott, M. (2004). Double jeopardy: Lesbians and the legacy of multiple stigmatized identities. Psychology Strand at Swinburne University of Technology, Australia: Unpublished thesis.
- National Violence Against Women Prevention Research Center (2012). Retrieved from [nvawprc.org](http://nvawprc.org)
- Rangal, R. (2014). The appropriated racial oppression scale development and initial validation. Columbia University: Dissertation.

Rape and Sexual Assault. (2014). *Office of Justice Programs* Retrieved January 2014, from

<http://www.bjs.gov/index.cfm?ty=tp&tid=317>

Smith, G. T., & McCarthy, D. M. (1995). Methodological considerations in the refinement of clinical assessment instruments. *Psychological Assessment*, 7, 300–308. doi:

10.1037/1040-3590.7.3.300

Sue, D.W. (Ed). (2010). *Microaggressions and marginality: Manifestations, dynamics, and impact*. Hoboken, NJ: John Wiley and Sons

Syzmaski, D. M. & Gupta, A. (2009). Examining the relationships between multiple oppressions and Asian American sexual minority person's psychological distress. *Journal of Gay and Lesbian Social Services*, 21, 267 – 281.

Tatum, B. (1994). The colonial model as a theoretical explanation of crime and delinquency. In A.T Sulton (Ed), *African American perspectives on crime*.

U.S. Department of Justice. Retrieved from [www.doj.gov](http://www.doj.gov)

<https://nypost.com/2018/04/02/winnie-mandela-dead-at-81/>

## APPENDIX A

## DEMOGRAPHIC INFORMATION

Thank you for agreeing to participate in this survey!

**Who should complete this survey?**

The survey should be completed by all University of Montana and Missoula College students who attend classes, either full or part time in the current academic year. During the questionnaire, we will ask about your experiences on either campus; however, both will be referred to collectively as UM. Please note: this refers to either campus. To ensure the results accurately represent all students at UM, it is important that it be completed by ONLY YOU! The survey is completely voluntary and anonymous.

**How do I complete this survey?**

The survey contains two types of questions: Questions that require you to check a box associated with the response that best describes your experiences and questions where you are asked to type your answers in a text box presented beneath the question. For the questions that ask you to type in your answers, please be sure to give as complete a response as you can. Please answer as honestly and openly as you can.

**How long does it take to complete the survey?**

Answering the survey should take approximately forty to sixty minutes (40-60) minutes to complete the survey. The completion time will vary: take enough time to answer each of the questions. Please do not skip sections or questions unless prompted to do so.

**Are there any risks associated with taking this survey?**

We believe that the likely risks of completing this survey are minimal. However, because we are asking about personal experiences some of the questions may make you uncomfortable or be distressing to you. If you become distressed or desire assistance during or after taking the survey, you should contact either or both the following numbers:

Counseling Services.....243-4711

Student Advocacy Resource Center.....243-6559

*Please also note that you may exit out of the survey at any time. There will be an option at the end of every page that allows you to discontinue the survey.*

**Are there any benefits for me in completing this survey?**

There are no direct benefits anticipated for you from answering questions on this survey. However, this survey will provide the campus with needed information about knowledge, attitudes, program use and satisfaction information, and experiences of our students. This can be very helpful to the campus community, and may help with the development of effective programs, and in creating positive change in sexual and interpersonal violence. The summary

findings will also be made available to the Department of Justice and Office of Civil Rights and may help other schools learn from us as well.

There are also two potential ways in which you may be compensated for your time. *First, students who complete this survey have the opportunity to enter a drawing to win one of: 2, \$500 Amazon gift cards, or 5, \$100, Amazon gift cards or 8, \$50 Amazon gift cards or 20, \$5 campus coffee cards.* If you are interested in being entered into the drawing, please follow the link at the end of this survey. This link will take you to a separate page where you can enter your contact information. Your contact information will in no way be connected to your responses.

Second, some faculty members are offering extra credit/research credit to students who complete the survey. Please check with your professor in order to see if this is a possibility in your class. In order to receive credit, please follow the instructions at the end of the survey. At the end, there will be an option to print off a confirmation of your participation. This confirmation page will in no way be connected to your responses.

To request more information about this questionnaire or the study, please email Marina Costanzo at [marina.costanzo@umontana.edu](mailto:marina.costanzo@umontana.edu).

Clicking below indicates that I have read the description of the study and I agree to participate in this study.

-----I agree

-----I disagree

Please provide the following information as accurately as possible. Thank you.

1. What ethnic group(s) best describes you?

Asian/Pacific Islander  Black  Latina or Hispanic  Native American/Indigenous

White  Please specify if not mentioned above: \_\_\_\_\_

2. Birth sex:  Male  Female  Intersex

3. Gender:  Man  Woman  Transwoman  Transman

Genderqueer  Other \_\_\_\_\_

4. Sexual Orientation:  Gay/Lesbian  Bisexual  Heterosexual  Asexual  Queer  Other \_\_\_\_\_

5. Age: \_\_\_\_\_.

6. Were you born in the United States of America?  Yes  No

a. If not, at what age did you move to the U.S. permanently? \_\_\_\_\_

7. Social Class:  lower class  middle class  working class  upper class
8. Years of education after high school (before UM): \_\_\_\_\_.
9. Year entered UM:
10. My closest friends are primarily:  men  women   Other (Please specify: \_\_\_\_\_).
11. The place I primarily grew up in can be best described as a:  rural town  town  small city  metropolitan area
12. My religious orientation is:

APPENDIX B

OUTCOME QUESTIONNAIRE

**Outcome Questionnaire (OQ™-45.2)**

**Instructions:** Looking back over the last week, including today, help us understand how you have been feeling. Read each item carefully and mark the box under the category which best describes your current situation. For this questionnaire, work is defined as employment, school, housework, volunteer work, and so forth. Please do not make any marks in the shaded areas.

Name: \_\_\_\_\_ Age: \_\_\_\_\_ yrs.  
 ID# \_\_\_\_\_ Sex M  F

Session # \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	Never	Rarely	Sometimes	Frequently	Almost Always	SD	IR	SR
1. I get along well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
2. I tire quickly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. I feel no interest in things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4. I feel stressed at work/school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5. I blame myself for things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6. I feel irritated.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. I feel unhappy in my marriage/significant relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
8. I have thoughts of ending my life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9. I feel weak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
10. I feel fearful.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
11. After heavy drinking, I need a drink the next morning to get going. (If you do not drink, mark "never")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
12. I find my work/school satisfying.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
13. I am a happy person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
14. I work/study too much.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
15. I feel worthless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
16. I am concerned about family troubles.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
17. I have an unfulfilling sex life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
18. I feel lonely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
19. I have frequent arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
20. I feel loved and wanted.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
21. I enjoy my spare time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
22. I have difficulty concentrating.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
23. I feel hopeless about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
24. I like myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
25. Disturbing thoughts come into my mind that I cannot get rid of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
26. I feel annoyed by people who criticize my drinking (or drug use). (If not applicable, mark "never")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
27. I have an upset stomach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
28. I am not working/studying as well as I used to.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
29. My heart pounds too much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
30. I have trouble getting along with friends and close acquaintances.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
31. I am satisfied with my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
32. I have trouble at work/school because of drinking or drug use..... (If not applicable, mark "never")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
33. I feel that something bad is going to happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
34. I have sore muscles.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
35. I feel afraid of open spaces, of driving, or being on buses, subways, and so forth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
36. I feel nervous.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
37. I feel my love relationships are full and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
38. I feel that I am not doing well at work/school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
39. I have too many disagreements at work/school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
40. I feel something is wrong with my mind.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
41. I have trouble falling asleep or staying asleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
42. I feel blue.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
43. I am satisfied with my relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
44. I feel angry enough at work/school to do something I might regret.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
45. I have headaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Total=

Developed by Michael J. Lambert, Ph.D. and Gary M. Burlingame, Ph.D.  
 © Copyright, 1996 American Professional Credentialing Services LLC  
 10421 Stevenson Road, Box 346, Stevenson, MD 21153-0346  
 (ATTN: Voice mail) 1-500-488-APCS(2727) (Fax/Voice) 1-410-363-7492

APPENDIX C

UPDATED IRMA

**Updated Illinois Rape Myth Acceptance Scale (IRMA)**

	Strongly agree		Strongly disagree		
	1	2	3	4	5
<b>Subscale 1: She asked for it</b>					
1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of hand.					
2. When girls go to parties wearing slutty clothes, they are asking for trouble.					
3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.					
4. If a girl acts like a slut, eventually she is going to get into trouble.					
5. When girls get raped, it's often because the way they said "no" was unclear.					
6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex.					
<b>Subscale 2: He didn't mean to</b>					
7. When guys rape, it is usually because of their strong desire for sex.					
8. Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.					
9. Rape happens when a guy's sex drive goes out of control.					
10. If a guy is drunk, he might rape someone unintentionally.					
11. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.					

12. If both people are drunk, it can't be rape.					
<b>Subscale 3: It wasn't really rape</b>					
13. If a girl doesn't physically resist sex—even if protesting verbally—it can't be considered rape.					
14. If a girl doesn't physically fight back, you can't really say it was rape.					
15. A rape probably doesn't happen if a girl doesn't have any bruises or marks.					
16. If the accused "rapist" doesn't have a weapon, you really can't call it rape.					
17. If a girl doesn't say "no" she can't claim rape.					
<b>Subscale 4: She lied</b>					
18. A lot of times, girls who say they were raped agreed to have sex and then regret it.					
19. Rape accusations are often used as a way of getting back at guys.					
20. A lot of times, girls who say they were raped often led the guy on and then had regrets.					
21. A lot of times, girls who claim they were raped have emotional problems.					
22. Girls who are caught cheating on their boyfriends sometimes claim it was rape.					

- Scoring: Scores range from 1 (strongly agree) to 5 (strongly disagree).
- Scores may be totaled for a cumulative score.
- Higher scores indicate greater rejection of rape myths.

## APPENDIX D

## Adapted Ranggal (2014) Scale

## Part I:

Instructions: This questionnaire is designed to measure people's social attitudes, beliefs, feelings and behaviors concerning gender. There are no right or wrong answers---everyone's experience is different. We are interested in YOUR experiences with gender. Be as honest as you can in your responses.

- |                              |                              |                 |              |                           |                           |
|------------------------------|------------------------------|-----------------|--------------|---------------------------|---------------------------|
| <b>1</b>                     | <b>2</b>                     | <b>3</b>        | <b>4</b>     | <b>5</b>                  | <b>6</b>                  |
| <b>Strongly<br/>Disagree</b> | <b>Slightly<br/>Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Slightly<br/>Agree</b> | <b>Strongly<br/>Agree</b> |
1. All gender groups are given an equal chance in life.
  2. "Manly qualities" (i.e. strength) are better.
  3. I avoid people of my gender group.
  4. I feel critical about my gender group.
  5. I am uncomfortable being around a stereotypical person of my gender.
  6. Although discrimination in America is real, it is definitely overplayed by some members of my gender.
  7. People of my gender don't have much to be proud of.
  8. If some members of my gender group would act more normal it would make it easier for all members of my gender group.
  9. I am usually treated fairly regardless of my gender.
  10. I don't really identify with my gender group's values and beliefs.
  11. I feel that being a member of my gender group is a shortcoming.
  15. I think important decisions made concerning my gender are usually just.
  16. I make derogatory remarks about people of my gender group.
  17. I go through periods when I am down on myself because of my gender.
  18. Managing money is something that people of my gender cannot do well.
  19. In general, I feel that being a person of my gender is not viewed as positively as being a man.
  20. I prefer to live surrounded by people of my gender group.
  21. I have been embarrassed by the behavior of people of my gender group in public.
  22. It is sometimes necessary to use force against other genders to get what your gender



group wants.

23. I make jokes about people of my gender group.
24. I have had feelings of not being “woman enough.”
25. People of my gender tend to be lazy.
26. It’s better for gender groups to be separate from one another.
27. I would prefer that my children play with children of my gender group.
34. I wish I could have more respect for my gender group.
35. People of my gender tend to be uneducated.
36. People of my gender shouldn’t be so sensitive about gender/gender matters.
37. I wish I were not a member of my gender.
38. In general, I am ashamed of members of my gender group because of the way they act.
39. People of my gender tend to be unreliable.
40. No one gender should dominate in United States society.
41. I would not want to be in a club specific to my gender group.
42. Sometimes I am disappointed about being a member of my gender group.
43. Most people of my gender would rather rely on welfare than get a job.
44. Sexism really isn’t a problem in the United States anymore.
45. It is important for me to be active in organizations that support my gender group.
46. Sometimes I have a negative feeling about being a member of my gender.
47. Men have better judgment and problem solving skills than people of my gender.
48. People take gender jokes too seriously.
54. There have been times when I have been embarrassed to be a member of my gender.
55. Men are better at a lot of things than women.
56. We should strive to make incomes more equal for all gender groups.
57. It is a compliment to be told “You don’t act like a woman.”
58. We would have fewer problems if we treated gender groups more equally.
59. When I see a member of my gender who fits negative stereotypes, I think, “What a waste.”
60. Whenever I think a lot about being a member of my gender group, I feel depressed.
61. I feel like you cannot trust women.
62. I think of myself as an American first, and not as a woman.
63. When interacting with other women, I often feel like I don’t fit in.
64. Because of my gender, I feel useless at times.

65. People of my gender would be more successful if they just tried harder.

Part II:

Instructions: This questionnaire is designed to measure people's social and political attitudes concerning gender. Since different people have different opinions, there are no right or wrong answers. Use the scale below to respond to each statement according to the way you see things. Be as honest as you can. Beside each item number, indicate the number that best describes how you feel.

- | <b>1</b>                     | <b>2</b>                     | <b>3</b>        | <b>4</b>     | <b>5</b>                  | <b>6</b>                  |
|------------------------------|------------------------------|-----------------|--------------|---------------------------|---------------------------|
| <b>Strongly<br/>Disagree</b> | <b>Slightly<br/>Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Slightly<br/>Agree</b> | <b>Strongly<br/>Agree</b> |
1. In general, I believe that men are superior to other gender groups.
  2. I feel more comfortable being around men than I do being around women.
  3. In general, people of my gender have not contributed very much to society.
  4. I am embarrassed to be the gender I am.
  5. I would have accomplished more in life if I had been born a man.
  6. Men are more attractive than people of my gender.
  7. People of my gender should learn to think and act like more like men.
  8. I limit myself to women's activities.
  9. I think women blame men too much for their problems.
  10. I feel unable to involve myself in men's experiences, and am increasing my involvement in experiences with women.
  11. When I think about how men have treated women, I feel an overwhelming anger.
  12. I want to know more about feminism.
  13. I limit myself to activities involving women.
  14. Most men are untrustworthy.
  15. Society would be better off if it were based on the cultural values of women.
  16. I am determined to find my gender identity.
  17. Most men are insensitive.
  18. I reject all men's values.
  19. My most important goal in life is to fight the oppression of my people.
  20. I believe that being a woman has caused me to have much strength.
  21. I am comfortable with people regardless of their gender.
  22. People, regardless of their gender, have strengths and limitations.
  23. I think men and women differ from each other in some ways, but neither groups is superior.

24. Being a woman is a source of pride for me.
25. Men and women have much to learn from each other.
26. Men have some customs that I enjoy.
27. I enjoy being around people regardless of their gender.
28. Every gender group has some good people and some bad people.
29. Women should not blame men for all their social problems.
30. I do not understand why men treat minorities the way they do.
31. I am embarrassed about some of the things I feel about my people.
32. I am not sure where I really belong.
33. I have begun to question my beliefs.
34. Maybe I can learn something from other women.
35. Men can teach me more about surviving in this world than women can, but women can teach me more about being human.
36. I don't know whether being the gender I am is an asset or a deficit.
37. Sometimes I think men are superior and sometimes I think they're inferior to women.
38. Sometimes I am proud to be a woman and sometimes I am ashamed of it.
39. Thinking about my values and beliefs takes up a lot of my time.
40. I'm not sure how I feel about myself.
41. Men are difficult to understand.
42. I find myself replacing old friends with new ones who are women.
43. I feel anxious about some of the things I feel about women.
44. When someone of my gender does something embarrassing in public, I feel embarrassed.
45. When both men and women are present in a social situation, I prefer to be with my own gender group.
46. My values and beliefs match those of men more than they do people of my gender.
47. The way men treat women makes me angry.
48. I only follow the traditions and customs of women.
49. When women act like men I feel angry.
50. I am comfortable being the gender I am.

### Part III:

Below is a set of questions that deal with social issues in the **United States** (U.S.). Using the 6-point scale, please give your honest rating about the degree to which you **personally** agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers. Please indicate your response below each item.

1	2	3	4	5	6
<b>Strongly Disagree</b>	<b>Slightly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Slightly Agree</b>	<b>Strongly Agree</b>

1. Everyone who works hard, no matter what gender they are has an equal change to become rich.
2. Gender plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.
3. It is important that people begin to think of themselves as American and not men or women.
4. Due to gender discrimination, policies such as the Lily Ledbetter Act are necessary to help create equality.
5. Too many people of my gender group lose out on jobs and promotions because of their gender.
6. On the whole, people of my gender group don't stress education and training.
7. Most big corporations in America are really interested in treating women and men equally.
8. Many teenagers of my gender group don't respect themselves or anyone else.
9. Most people of my gender group are no longer discriminated against.
10. People of my gender group don't seem to use opportunities to own and operate little shops and businesses.
11. People of my gender group have more to offer than they have been allowed to show.
12. Very few people of my gender group are just looking for a free ride.
13. The typical public school is not as good as it should be to provide equal opportunities for people of my gender group.
14. This country would be better off if it were more willing to assimilate good things in women.
15. People of my gender group should take the jobs that are available and then work their way up to better jobs.
16. Sometimes job seekers of my gender group should be given special considerations in hiring.
17. One of the biggest problems for a lot of people in my gender group is their lack of self-respect.
18. Many men show a real lack of understanding of the problems that my gender group faces.
19. Most people of my gender group have the drive and determination to get ahead.

#### Part IV:

Instructions: We are all members of different social groups or social categories. We would like you to consider **your gender** in responding to the following statements. There are no right or wrong answers to any of these statements; we are interested in your honest reactions and

opinions. Please read each statement carefully, and respond by using the following scale from 1 to 6.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Strongly Disagree</b>	<b>Slightly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Slightly Agree</b>	<b>Strongly Agree</b>

1. I am a worthy member of my gender.
2. I often regret that I belong to my gender group.
3. Overall, my gender group is considered good by others.
4. Overall, my gender has very little to do with how I feel about myself.
5. I feel I don't have much to offer to my gender group.
6. In general, I'm glad to be a member of my gender group.
7. Most people consider my gender group, on the average to be more ineffective than other groups.
8. The gender group I belong to is an important reflection of who I am.
9. I am cooperative participant in the activities of my gender group.
10. Overall, I often feel that my gender group is not worthwhile.
11. In general, others respect my gender.
12. My gender is unimportant to my sense of what kind of person I am.
13. I often feel I'm a useless member of my gender group.
14. I feel good about the gender I belong to.
15. In general, others think that my gender group is unworthy.
16. In general, belonging to my gender is an important part of my self-image.





APPENDIX F  
SEXUAL EXPERIENCES INFORMATION  
**Abbreviated Sexual Experiences Survey**

Prior to the age of 18, did you have any experiences with sexual abuse or physical abuse? Physical abuse defined as a parent, stepparent, or guardian (such as a teacher, sibling, etc.) ever: throwing something at you that could hurt; pushing, grabbing, or shoving you; pulling your hair; slapping or hitting you; kicking or biting you; choking or attempting to drown you; hitting you with some object; beating you up; threatening you with (or using on you) a gun, a knife, or other object.

- Yes, physical abuse only
- Yes, sexual abuse only
- Yes, both physical and sexual abuse
- No

The following questions concern sexual experiences you may have had while attending UM. Some of the questions may look similar, so please be sure to read all of them carefully. Please respond how many times each of the following incidents have occurred within the time period of August 1, 2015 to the present.

1. Has anyone ever made sexual advances or requests for sexual favors toward you? Check all that apply.
  - a. Yes, in the past year
  - b. Yes, since I've been at UM (not including this past year)
  - c. Yes, in my lifetime (not including since attending UM)
  - d. No
2. (If yes, in the past year) How many times since August 1, 2015?
  - a. One time
  - b. Twice
  - c. Three times
  - d. More than three times
3. (If yes, in the past year) Did the sexual advances or requests for sexual favors impact the following? (Y/N)
  - a. Terms or conditions of employment
  - b. Educational benefits
  - c. Academic grades or opportunities
  - d. Living environment
  - e. Participation in a university activity
  - f. Other \_\_\_\_\_
4. (If yes, in the past year) Did the sexual advances or requests for sexual favors create a hostile environment that seriously limited your ability to participate in or benefit from university programs or opportunities?
  - a. Yes
  - b. No
5. Has anyone ever made sexual contact with you (sexual contact meaning kissing, touching, grabbing, fondling of the breasts, buttocks, or genitals) without your consent? Check all that apply.



- a. Yes, in the past year
  - b. Yes, since I've been at UM (not including this past year)
  - c. Yes, in my lifetime (not including since attending UM)
  - d. No
6. (If yes, in the past year) How many times since August 1, 2015?
- a. One time
  - b. Twice
  - c. Three times
  - d. More than three times
7. (If yes, in the past year) Did the sexual contact without your consent impact the following? (Y/N)
- a. Terms or conditions of employment
  - b. Educational benefits
  - c. Academic grades or opportunities
  - d. Living environment
  - e. Participation in a university activity
  - f. Other \_\_\_\_\_
8. (If yes, in the past year) Did the sexual contact without your consent create a hostile environment that seriously limited your ability to participate in or benefit from university programs or opportunities?
- a. Yes
  - b. No
9. Has anyone ever attempted to have sexual intercourse with you (sexual intercourse meaning oral, anal, or vaginal penetration with the penis) without your consent, but penetration did not occur?
- a. Yes, in the past year
  - b. Yes, since I've been at UM (not including this past year)
  - c. Yes, in my lifetime (not including since attending UM)
  - d. No
10. (If yes, in the past year) How many times since August 1, 2015?
- a. One time
  - b. Twice
  - c. Three times
  - d. More than three times
11. Has anyone ever had sexual intercourse with you without your consent, and penetration did occur?
- a. Yes, in the past year
  - b. Yes, since I've been at UM (not including this past year)
  - c. Yes, in my lifetime (not including since attending UM)
  - d. No
12. (If yes, in the past year) How many times since August 1, 2015?
- a. One time
  - b. Twice
  - c. Three times
  - d. More than three times

13. Has anyone ever attempted to have invasive sexual contact with you (invasive sexual contact meaning penetration of the vagina or anus with a tongue, finger, or object) without your consent, but penetration did not occur?
  - a. Yes, in the past year
  - b. Yes, since I've been at UM (not including this past year)
  - c. Yes, in my lifetime (not including since attending UM)
  - d. No
14. (If yes, in the past year) How many times since August 1, 2015?
  - a. One time
  - b. Twice
  - c. Three times
  - d. More than three times
15. Has anyone ever had invasive sexual contact with you without your consent, and penetration did occur?
  - a. Yes, in the past year
  - b. Yes, since I've been at UM (not including this past year)
  - c. Yes, in my lifetime (not including since attending UM)
  - d. No
16. (If yes, in the past year) How many times since August 1, 2015?
  - a. One time
  - b. Twice
  - c. Three times
  - d. More than three times

### **Specific Unwanted Sexual Experience Questionnaire**

You answered yes to one or more of the following items:  
(IF YES TO ANY 12-27)

1. Has anyone ever made sexual advances or requests for sexual favors toward you?
2. Has anyone ever made sexual contact with you (sexual contact meaning kissing, touching, grabbing, fondling of the breasts, buttocks, or genitals) without your consent?
3. Has anyone ever attempted to have sexual intercourse with you (sexual intercourse meaning oral, anal, or vaginal penetration with the penis) without your consent, but penetration did not occur?
4. Has anyone ever had sexual intercourse with you without your consent, and penetration did occur?
5. Has anyone ever attempted to have invasive sexual contact with you (invasive sexual contact meaning penetration of the vagina or anus with a tongue, finger, or object) without your consent, but penetration did not occur?
6. Has anyone ever had invasive sexual contact with you without your consent, and penetration did occur?

Please focus on the single event that you consider to be the most significant. Please answer the following questions about that single event.

1. To which of the questions are you referring? (Please write 1, 2, 3, 4, 5, or 6)
2. Where did the event occur?
3. What was your relationship to the other person(s) involved?
4. How well did you know the other person(s)?
  - a. Did not know at all
  - b. Slightly acquainted
  - c. Acquainted
  - d. Very acquainted
5. Was physical force used?
  - a. Yes
  - b. No
6. (If yes) What sort of physical force was used?
7. Was alcohol involved?
  - a. Yes
  - b. No
8. (If yes) How drunk was the other person?
  - a. Not at all drunk
  - b. Somewhat drunk
  - c. Drunk
  - d. Very drunk
9. (If yes) How drunk were you?
  - a. Not at all drunk
  - b. Somewhat drunk
  - c. Drunk
  - d. Very drunk
10. Were drugs involved?
  - a. Yes
  - b. No
11. (If yes) How high was the other person?
  - a. Not at all
  - b. Somewhat high
  - c. High
  - d. Very high
12. (If yes) How high were you?
  - a. Not at all
  - b. Somewhat high
  - c. High
  - d. Very high
13. This question refers to coercive tactics that may have been used. Would you say that the event involves: (Yes or No)
  - a. Continual arguments and pressure
  - b. Misuse of authority (boss, teacher, supervisor)
  - c. Threats of physical force
  - d. Threat of a weapon
  - e. Threat to kill you
14. Did you tell anyone about the incident?

- a. Yes
  - b. No
15. (If yes) The following are people who you may have told about the incident. Please select all that apply.
- a. Roommate
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - b. Close friend other than roommate
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - c. Parent or guardian
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - d. Other family member
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - e. Counselor
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - f. Faculty or staff
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - g. Residence hall staff
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful

- h. Campus police
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - i. City police
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - j. County sheriff
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - k. Romantic partner (other than the one who did this to you)
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - l. Campus sexual assault advocate
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - m. Title IX/EO Office
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
  - n. Other (specify)
    - i. (IF selected) How helpful was/were this/these individual(s)?
      1. Not at all helpful
      2. Somewhat helpful
      3. Helpful
      4. Very helpful
16. (If yes to #14) Were there any negative consequences for you because you told somebody?
- a. Yes
  - b. No

17. (If yes to #16) What were the negative consequences?
18. (If yes to #16) Did you receive any help or assistance to address the negative consequences?
- Yes
  - No
19. (If yes to #14) Was a formal report made to one of the following? (Y/N)
- Campus Police
  - City Police
  - County Sheriff
  - Title IX/EO Office
  - Other University Faculty/Staff
20. (If no to #14) Why did you choose not to discuss this incident with anyone? (Check ALL that apply)
- I would be ashamed/embarrassed
  - I would feel partially responsible
  - I would feel responsible
  - I would feel guilty
  - I think it is a private matter – I would want to deal with it on own
  - I would be concerned others would find out
  - I would not want the person who did it to get in trouble
  - I would be afraid of retribution from the person who did it
  - I would be afraid of not being believed
  - I would be afraid of being blamed
  - I would think what happened was not serious enough to talk about
  - I would think others would think it was not serious or not important
  - I think people would try to tell me what to do
  - I would feel like I was a failure
  - I would be worried others would overreact
  - I don't think others would understand
  - I wouldn't have time to deal with it due to academics, work, etc.
  - I wouldn't want others to worry about me
  - I would want to forget it happened
  - Other (specify)
21. Looking back on the incident, which of the following best characterizes your perception of what happened?
- I am sure that a crime *did not* occur
  - I am unsure whether or not a crime occurred
  - I am sure that a crime *did* occur

Are you currently enrolled at the University of Montana? YES/NO

- How many credits are you currently enrolled in?

## APPENDIX G

## DEBRIEFING SHEET

**Thank You for Your Participation**

We realize that completing this study may bring up thoughts or feelings that you may want to discuss in more depth. If you would like to speak to someone who may provide further support, the following resources are available:

SARC

Counseling Center

Clinical Psychology Center

**Nationwide:**

The Information HelpLine

1 (800) 950-NAMI (6264), is an information and referral service which can be reached Monday through Friday, 10 am- 6 pm, Eastern time. You may also e-mail: [info@nami.org](mailto:info@nami.org).

Mental Health America (MHA) (800) 969-6642 [www.mentalhealthamerica.net](http://www.mentalhealthamerica.net)

If you are interested in receiving a copy of the preliminary results of the study, please write to me at the address listed below. Your request to receive a copy of the results will in no way be connected to your responses on the survey

Marina Costanzo

**Thank You for Your Participation, we will contact you at Time 2 and Time 3 for your continued participation.**

## APPENDIX H

## Original Full IO Measure

- 1) - don't have as many life skills as men
- 2) - have more to prove than men
- 3) - are not correct as often as men
- 4) - aren't as informed as men
- 5) - don't have as much common sense as men
- 6) - value intelligence less than men
- 7) - often don't know as much as men
- 8) - have less education than men
- 9) - are not as intelligent as men
- 10) - value ability less than men
- 11) - are not as rational as men
- 12) - are more emotional than men
- 13) - pursue less education than men
- 14) - do not lead others well
- 15) - don't value education as much as men
- 16) - are more superficial than men
- 17) - possess more bad behaviors than men
- 18) - brains are not as large as men's
- 19) - cannot be leaders as well as men
- 20) - do not deserve as much respect as men
- 21) - are not as good of friends as men are
- 22) - are often more irrational than men
- 23) - are accurately depicted in the media
- 24) - are not supportive of one another
- 25) - should regulate their appearance
- 26) - are not as reasonable as men
- 27) - are my main competition for success
- 28) - are more narcissistic than men
- 29) - are naturally better suited to stay at home than men
- 30) - should be more polite
- 31) - should not wear yoga pants outside of the gym
- 32) - should stick to what they know
- 33) - are more lustful than men
- 34) - should try hard not to be "sluts"
- 35) - are more shallow than men
- 36) - are more backstabbing than men
- 37) - are not as well spoken as men



- 38) - would be more successful if they just tried harder
- 39) - should take the jobs that are available and then work their way up to better jobs
- 40) - tend to be emotional
- 41) - shouldn't be so sensitive about gender matters
- 42) - should worry more when they gain weight than men
- 43) - are not as emotionally strong as men
- 44) - do better when they let men take care of them
- 45) - always keep their promises
- 46) - are more lustful than men
- 47) - are innately morally superior to men
- 48) - are more sexually chaste than men
- 49) - are more manipulative than men
- 50) - need men
- 51) - nag more than men
- 52) - are more annoying than men
- 53) - should have children
- 54) - should put care into their appearance
- 55) - should monitor their weight if they want to be taken seriously
- 56) - have a responsibility to care for others
- 57) - are too emotional to be in positions of power
- 58) - are well represented in the media
- 59) - should try to be more like men
- 60) - are often my competition
- 61) - have a responsibility to display a positive demeanor
- 62) - are often more crazy than men
- 63) - should be grateful to be complimented on their appearance
- 64) - can gain weight after getting married
- 65) - should smile to comfort others
- 66) - should stay at home with their children
- 67) - are most happy when they have a man in their life
- 68) - should be more supportive of one another
- 69) - are more ignorant than men
- 70) - if you are reading this select agree
- 71) - should learn to think and act like more like men
- 72) - have more to offer than they have been allowed to show
- 73) - tend to be unreliable
- 74) - take jokes too seriously
- 75) - who are good women regulate their weight
- 76) - were represented in historical lessons when I was growing up
- 77) - don't seem to use opportunities to expand their careers

- 78) - would be more well off if they weren't so catty
- 79) - who are good women regulate their speech
- 80) - would be more well off if they weren't so bitchy
- 81) - often can't take a joke
- 82) - sometimes accuse men of rape in order to gain control over them
- 83) - should not talk about their vaginas
- 84) - should care what they look like when they leave the house
- 85) - cannot contribute as much to society as men
- 86) - overreact to being cat-called by men
- 87) - should just focus on what they are good at
- 88) - are just trying to get attention by wearing revealing clothing
- 89) - should not talk about their periods
- 90) - need to get over themselves and complain less
- 91) - shouldn't wear revealing clothing because it is distracting
- 92) - are more unpleasant than men
- 93) - should not breastfeed in public
- 94) - who are good women regulate their behavior
- 95) - never lie
- 96) - sometimes accuse men of rape because they regret having sex with them
- 97) - did not contribute as much to the development of this nation
- 98) - if you are reading this question select slightly agree
- 99) - are not as valuable as men
- 100) - who do not dressing lady-like do not respect themselves
- 101) - all have high IQ's
- 102) - should not have as many sexual partners as men
- 103) - I am more aware of my body
- 104) - I am more aware of my appearance
- 105) - I am more self-conscious of my looks
- 106) - I am more aware of the space I occupy
- 107) - I am aware of the other people in the room
- 108) - I am aware of others looking at my body
- 109) - I am aware of others judging at my body
- 110) - much of my value is in my appearance
- 111) - people of my gender should stay home to care for their children
- 112) - most stereotypes about women are accurate
- 113) - staying at home with one's children is just as valuable as going to work
- 114) - having a dress code for women is helpful so that boys are not distracted in class
- 115) - most stereotypes about women are rooted in truth
- 116) - I often think "What do I know..."
- 117) - I often think "Who am I to speak..."

- 118) - I often think "I should not impose my opinion"
- 119) - I often think "I should not interrupt others"
- 120) - I often think "I should not rock the boat"
- 121) - I often think "My ideas are not as good as others"
- 122) - I am more complex than other people of my gender
- 123) - I am more unique than other people of my gender
- 124) - I am more kind than other people of my gender
- 125) - I am more level-headed than other people of my gender
- 126) - I am more rational than other people of my gender
- 127) - I am better than the typical person of my gender
- 128) - are making unreasonable demands of men
- 129) - are bitchy
- 130) - are annoying
- 131) - hate men
- 132) - are less attractive
- 133) - are overreacting
- 134) - are just jealous of men
- 135) - Men should be willing to sacrifice their own wellbeing in order to provide financially for the women in their lives
- 136) - Men are smarter than women
- 137) - Men are better equipped to lead
- 138) - Men are better equipped to talk
- 139) - Men are better equipped to guide
- 140) - Men age better
- 141) - Men are born smarter than women
- 142) - Men have more of a place in the sciences
- 143) - Men train women how to act
- 144) - Men are physically stronger than women
- 145) - Men are emotionally stronger than women
- 146) - Men have better judgment and problem solving skills than people of my gender
- 147) - Men are better at a lot of things than women
- 148) - Men can teach me more about surviving in this world than women can, but women can teach me more about being human
- 149) - Men are complete without women
- 150) - Women, compared to men, tend to have a superior moral sensibility
- 151) - Women exaggerate problems they have at work
- 152) - Women seek to gain power by getting control over men
- 153) - Women should be cherished and protected by men
- 154) - Women are too easily offended
- 155) - Women are less capable than men
- 156) - Women's hormones can get out of control

- 157) - Women complain more than men
- 158) - Women should stay home and raise children
- 159) - Women only succeed through sex
- 160) - Women never lie
- 161) - Women should care more about their looks
- 162) - Women should care more about their weight
- 163) - Women should smile more
- 164) - Women should help with other's feelings
- 165) - Women would be happier doing what they are good at
- 166) - Women and men have different brains at the biological level
- 167) - Women should stop focusing on equality and value what they are good at
- 168) - Women should always provide support to men
- 169) - Women should not wear leggings outside of the house
- 170) - Women should be more appreciative of men
- 171) - Women often miss out on good jobs due to sexism
- 172) - Women should always accept a good man into their lives
- 173) - Women shouldn't overshadow men
- 174) - Women should comfort men
- 175) - Women don't need to assert knowledge or confidence
- 176) - Women shouldn't advocate for themselves
- 177) - Women should be happy with the opportunities they are given
- 178) - Women should know how to cook and clean
- 179) - Women have handicapped their own success
- 180) - Women, as compared to men, tend to have a more refined sense of culture and good taste
- 181) - Women are generally not as smart as men
- 182) - Women are just as capable of thinking logically as men
- 183) - Very few people of my gender group are just looking for a free ride
- 184) - Concerns about my weight are a daily occurrence for me
- 185) - If I could afford it I would consider having plastic surgery
- 186) - I am very dissatisfied and self-conscious about specific parts of my body (eg nose, breasts, legs)
- 187) - I dislike the way my body looks
- 188) - Society has reached the point where women and men have equal opportunities for achievement
- 189) - On average people in our society treat men and women equally
- 190) - It is rare to see women treated in a sexist manner on television
- 191) - Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences
- 192) - It is easy to understand why women's groups are still concerned about the societal limitations of women's opportunities

- 193) - It is easy to understand the anger of women's groups in America
- 194) - It is fair for a man to become upset if his spouse denies him sex
- 195) - Sexism is no longer a problem in America
- 196) - Discrimination against women is no longer a problem in the United States
- 197) - When both parents are employed and their child gets sick at school, the school should call a mother
- 198) - It is more important to encourage boys than to encourage girls to participate in athletics
- 199) - I would be more comfortable working for a man
- 200) - I support men's rights groups
- 201) - I support women's rights groups
- 202) - Marriage is my worth
- 203) - I would rather be pretty than smart
- 204) - I am flattered when I am cat-called by a man
- 205) - I feel badly for men for having to put up with women
- 206) - I am reading this question and will click slightly disagree
- 207) - I would tell my friend to lose weight if she needed too
- 208) - I feel more capable when I think I look more physically attractive
- 209) - I identify with many people of my gender in popular films
- 210) - I identify with many people of my gender in the media
- 211) - I am complimented when told I do not act like a person of my gender
- 212) - I am complimented when I am told I am "one of the guys"
- 213) - Most of my personal idols are people of my gender
- 214) - I identify as a feminist
- 215) - Men are more educated to make decisions about my reproductive healthcare
- 216) - Women cannot just be friends with men
- 217) - The better I look, the more I will be taken more seriously
- 218) - All women are kind
- 219) - I wouldn't blame a man for dating a younger woman
- 220) - Having children is a woman's biggest value
- 221) - Feminism has made women unhappy
- 222) - Education has made women unhappy
- 223) - The most important part of sex is that a man is satisfied
- 224) - When a man cheats on a woman, it is likely her fault
- 225) - If my partner cheated on me with another woman, I would be more upset with the other woman than my partner
- 226) - It is women's own fault they aren't further in the system
- 227) - It is women's own fault they don't have more respect
- 228) - I would rather have an educator who is a man
- 229) - A woman's sexuality is the most she has to offer
- 230) - All women are friendly

- 231) - Premenstrual Syndrome (PMS) is a widespread health condition
- 232) - I would rather have a son than a daughter
- 233) - The world cares what I have to say
- 234) - The most successful organizations have a man in power
- 235) - I should put more effort into my looks
- 236) - A woman's greatest value is her looks
- 237) - My period makes me bitchy
- 238) - I get annoyed with other women who are PMSing
- 239) - It is understandable that people of my gender feel more unsafe than men in public spaces
- 240) - When I'm surrounded by others I often consider my safety
- 241) - All genders are given an equal chance in life
- 242) - All men are friendly
- 243) - "Manly qualities" (i.e. leadership) are better
- 244) - I avoid people of my gender group
- 245) - I am uncomfortable being around a stereotypical person of my gender
- 246) - Although sexism in America is real, it is definitely overplayed by some women
- 247) - I am usually treated fairly regardless of my gender
- 248) - I don't really identify with my gender group's values and beliefs
- 249) - I feel that being a woman is a shortcoming
- 250) - I think important decisions made concerning my gender are usually just
- 251) - I make derogatory remarks about people of my gender group
- 252) - In general, I feel that being a woman is not viewed as positively as being a man
- 253) - I have been embarrassed by the behavior of people of my gender group in public
- 254) - I am reading this question and will select disagree
- 255) - I make stereotypical jokes about people of my gender group
- 256) - I have had feelings of not being "enough of a woman"
- 257) - It's better for gender groups to be separate from one another
- 258) - I would prefer that my children play with children of my gender group
- 259) - I wish I could have more respect for my gender group
- 260) - I wish I were not a member of my gender
- 261) - In general, I am ashamed of members of my gender group because of the way they act
- 262) - No one gender should dominate in United States society
- 263) - I would not want to be in a organization specific to women
- 264) - Most people of my gender would rather marry rich than get a job
- 265) - Sexism really isn't a problem in the United States anymore
- 266) - All people of my gender are intelligent
- 267) - It is important for me to be active in organizations that support women
- 268) - Sometimes I have a negative feeling about being a member of my gender
- 269) - There have been times when I have been embarrassed to be a woman

- 270) - We should strive to make incomes more equal for all genders
- 271) - It is a compliment to be told "You don't act like a woman "
- 272) - We would have fewer problems if we treated gender groups more equally
- 273) - I feel like you cannot trust women as much as men
- 274) - I think of myself as an American first, and not as a woman
- 275) - When interacting with other women, I often feel like I don't fit in
- 276) - Because of my gender, I feel less than at times
- 277) - In general, I believe that men are superior to women
- 278) - I often worry about coming off as rude
- 279) - I feel more comfortable being around men than I do being around women
- 280) - In general, people of my gender have not contributed very much to society
- 281) - I think women blame men too much for their problems
- 282) - Most women are untrustworthy
- 283) - Society would be better off if it were based on the values of women
- 284) - I am determined to honor my gender identity
- 285) - I reject all men's values
- 286) - My most important goal in life is to fight the oppression of women
- 287) - I believe that being a woman has caused me to have much strength
- 288) - Being a woman is a source of pride for me
- 289) - I do not understand why men treat women the way they do
- 290) - I often apologize when I feel I am imposing
- 291) - I am embarrassed about some of the things I feel about women
- 292) - I am not sure where I really belong
- 293) - I have begun to question my beliefs
- 294) - Maybe I can learn something from other women
- 295) - I don't know whether being the gender I am is an asset or a deficit
- 296) - Thinking about my values and beliefs takes up a lot of my time
- 297) - I'm not sure how I feel about myself
- 298) - I find myself replacing old friends with new ones who are women
- 299) - I feel anxious about some of the things I feel about women
- 300) - When a woman does something embarrassing in public, I feel embarrassed
- 301) - When both men and women are present in a social situation, I prefer to be with women
- 302) - I often second-guess my opinion when it differs from a man's
- 303) - I prefer to be surrounded by women
- 304) - My values and beliefs match those of men more than they do women
- 305) - The way men treat women makes me angry
- 306) - I only endorse the traditions and values of women
- 307) - When women act like men I feel angry
- 308) - I am comfortable being the gender I am

- 309) - Everyone who works hard, no matter what gender they are, has an equal chance to become rich
- 310) - Gender plays a major role in the type of opportunities (such as type of health care or day care) that people receive in the U S
- 311) - It is important that people begin to think of themselves as people and not men or women
- 312) - Due to gender discrimination, policies such as the Lily Ledbetter Act (for equal pay) are necessary to help create equality
- 313) - Too many people of my gender group lose out on jobs and promotions because of their gender
- 314) - On the whole, people of my gender group don't stress education and training enough
- 315) - I often consider what I am going to say in front of a group of people before saying it
- 316) - I tend to to enjoy the company of men over people of my gender
- 317) - Most big corporations in America are really interested in treating women and men equally
- 318) - Many teenagers of my gender group don't respect themselves or anyone else
- 319) - Many people in my gender group don't respect themselves or anyone else
- 320) - Most people of my gender group are no longer discriminated against
- 321) - No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman
- 322) - Many women are actually seeking special favors, such as hiring policies that favor them over men, under the guise of asking for "equality "
- 323) - In a disaster, women ought to be rescued before men
- 324) - Most women interpret innocent remarks or acts as being sexist
- 325) - People are not truly happy in life without being romantically involved with a member of the other sex
- 326) - Feminists would like women to have more power than men
- 327) - Many women have a quality of purity that few men possess
- 328) - I enjoy being surrounded by men more than people of my gender
- 329) - Most women fail to appreciate fully all that men do for them
- 330) - Every man ought to have a woman whom he adores
- 331) - Once a woman gets a man to commit to her, she usually tries to put him on a tight leash
- 332) - When women lose to men in a fair competition, they typically complain about being discriminated against
- 333) - A good woman should be set on a pedestal by her man
- 334) - Many women who get a kick out of teasing men by seeming sexually available and then refusing male advances
- 335) - Sometimes job seekers of my gender group should be given special considerations in hiring
- 336) - One of the biggest problems for a lot of people in my gender group is their lack of self-respect
- 337) - Many men show a real lack of understanding of the problems that my gender group faces



- 338) - Most people of my gender group have the drive and determination to get ahead
- 339) - I am a worthy member of my gender
- 340) - I enjoy listening to a man give a presentation more than a person of my gender
- 341) - Overall, my gender group is considered good by others
- 342) - Overall, my gender has very little to do with how I feel about myself
- 343) - I often envy other women for how they look
- 344) - In general, I'm glad to be a member of my gender group
- 345) - I consider my gender group, on the average to be more ineffective than other groups
- 346) - The gender group I belong to is an important reflection of who I am
- 347) - Overall, I often feel that my gender group is not as good
- 348) - In general, others respect women
- 349) - My gender is unimportant to my sense of identity
- 350) - I feel good about the gender I belong to
- 351) - In general, others think that my gender group is unworthy
- 352) - I am reading this question and will click slightly disagree
- 353) - If a person of my gender is wearing little clothing, she should know she is more vulnerable to unwanted attention from men
- 354) - In general, being a woman is an important part of my self-image
- 355) - I like it when a man demonstrates gestures such as opening a door or pulling out a chair for me
- 356) - It is fair for a man to become upset if a woman denies him sex
- 357) - I am better than most people of my gender
- 358) - I value the compliments I get from men more than the ones I get from women
- 359) - It is for a man to cheat on his partner if they denied him sex
- 360) - I always smile at everyone I meet
- 361) - I enjoy spending time with men more than people of my gender
- 362) - If a person of my gender experiences an unwanted pregnancy, that is their responsibility
- 363) - I tend to side with men over people of my gender
- 364) - I prefer to be surrounded by men
- 365) - All men have high IQ's
- 366) - I tend to agree with men over people of my gender

## APPENDIX I

## Women's Impressions on Gender and Self Scale (WIGSS)

- 1) People of my gender should regulate their appearance
- 2) People of my gender should try hard not to be "sluts"
- 3) People of my gender should take the jobs that are available and then work their way up to better jobs
- 4) People of my gender should have children
- 5) People of my gender should put care into their appearance
- 6) People of my gender have a responsibility to care for others
- 7) People of my gender have a responsibility to display a positive demeanor
- 8) People of my gender should be grateful to be complimented on their appearance
- 9) People of my gender should smile to comfort others
- 10) People of my gender are most happy when they have a man in their life
- 11) People of my gender who are good women regulate their weight
- 12) People of my gender who are good women regulate their speech
- 13) People of my gender should not talk about their vaginas
- 14) People of my gender should care what they look like when they leave the house
- 15) People of my gender should just focus on what they are good at
- 16) People of my gender are just trying to get attention by wearing revealing clothing
- 17) People of my gender shouldn't wear revealing clothing because it is distracting
- 18) People of my gender who are good women regulate their behavior
- 19) Men should be willing to sacrifice their own wellbeing in order to provide financially for the women in their lives
- 20) Women should be cherished and protected by men
- 21) Women should care more about their looks
- 22) Women should care more about their weight
- 23) Women should smile more
- 24) Women should help with other's feelings
- 25) Women would be happier doing what they are good at
- 26) Women should always accept a good man into their lives
- 27) Women shouldn't overshadow men
- 28) Women should comfort men
- 29) Women should know how to cook and clean
- 30) When both parents are employed and their child gets sick at school, the school should call a mother
- 31) Marriage is my worth
- 32) Having children is a woman's biggest value
- 33) In a disaster, women ought to be rescued before men
- 34) People are not truly happy in life without being romantically involved with a member of the other sex
- 35) Many women have a quality of purity that few men possess
- 36) Every man ought to have a woman whom he adores
- 37) A good woman should be set on a pedestal by her man

- 38) If a person of my gender is wearing little clothing, she should know she is more vulnerable to unwanted attention from men
- 39) I am better than most people of my gender
- 40) I value the compliments I get from men more than the ones I get from women
- 41) I consider my gender group, on the average to be more ineffective than other groups
- 42) Overall, I often feel that my gender group is not as good
- 43) I tend to agree with men over people of my gender
- 44) When women lose to men in a fair competition, they typically complain about being discriminated against
- 45) I tend to to enjoy the company of men over people of my gender
- 46) Many people in my gender group don't respect themselves or anyone else
- 47) My values and beliefs match those of men more than they do women
- 48) Most women are untrustworthy
- 49) I feel like you cannot trust women as much as men
- 50) When interacting with other women, I often feel like I don't fit in
- 51) I avoid people of my gender group
- 52) I am uncomfortable being around a stereotypical person of my gender
- 53) People of my gender are not supportive of one another
- 54) People of my gender don't seem to use opportunities to expand their careers
- 55) People of my gender tend to be unreliable
- 56) People of my gender are more lustful than men
- 57) People of my gender are my main competition for success
- 58) I wish I could have more respect for my gender group
- 59) I wish I were not a member of my gender
- 60) In general, I am ashamed of members of my gender group because of the way they act
- 61) It is a compliment to be told "You don't act like a woman "
- 62) I make stereotypical jokes about people of my gender group
- 63) I make derogatory remarks about people of my gender group
- 64) I don't really identify with my gender group's values and beliefs
- 65) I get annoyed with other women who are PMSing
- 66) I am complimented when told I do not act like a person of my gender
- 67) I am complimented when I am told I am "one of the guys"
- 68) I am more aware of my body
- 69) I am more aware of my appearance
- 70) I am more self-conscious of my looks
- 71) I am more aware of the space I occupy
- 72) I am aware of the other people in the room
- 73) I am aware of others looking at my body
- 74) I am aware of others judging at my body
- 75) I often think "What do I know..."
- 76) I often think "Who am I to speak..."
- 77) I often think "I should not impose my opinion"
- 78) I often think "I should not interrupt others"
- 79) I often think "I should not rock the boat"
- 80) I often think "My ideas are not as good as others"
- 81) Concerns about my weight are a daily occurrence for me

- 82) I dislike the way my body looks
- 83) I often envy other women for how they look
- 84) I often worry about coming off as rude
- 85) I often apologize when I feel I am imposing
- 86) I have begun to question my beliefs
- 87) I'm not sure how I feel about myself
- 88) I often second-guess my opinion when it differs from a mans
- 89) It is fair for a man to become upset if a woman denies him sex
- 90) Men are more educated to make decisions about my reproductive healthcare
- 91) Women cannot just be friends with men
- 92) It is for a man to cheat on his partner if they denied him sex
- 93) I would prefer that my children play with children of my gender group
- 94) All men have high IQ's
- 95) The most important part of sex is that a man is satisfied
- 96) When a man cheats on a woman, it is likely her fault
- 97) A woman's sexuality is the most she has to offer
- 98) People of my gender have less education than men
- 99) People of my gender cannot be leaders as well as men
- 100) People of my gender cannot contribute as much to society as men
- 101) People of my gender are not as valuable as men
- 102) Women only succeed through sex
- 103) Women never lie
- 104) Women often miss out on good jobs due to sexism
- 105) In general, I feel that being a woman is not viewed as positively as being a man
- 106) It is important for me to be active in organizations that support women
- 107) We should strive to make incomes more equal for all genders
- 108) The way men treat women makes me angry
- 109) We would have fewer problems if we treated gender groups more equally
- 110) Gender plays a major role in the type of opportunities (such as type of health care or day care) that people receive in the U S
- 111) Due to gender discrimination, policies such as the Lily Ledbetter Act (for equal pay) are necessary to help create equality
- 112) Too many people of my gender group lose out on jobs and promotions because of their gender
- 113) It is easy to understand why women's groups are still concerned about the societal limitations of women's opportunities
- 114) Most big corporations in America are really interested in treating women and men equally
- 115) In general, others respect women
- 116) Everyone who works hard, no matter what gender they are, has an equal chance to become rich
- 117) Society has reached the point where women and men have equal opportunities for achievement
- 118) On average people in our society treat men and women equally
- 119) It is rare to see women treated in a sexist manner on television

- 120) Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences
- 121) All genders are given an equal chance in life
- 122) I am usually treated fairly regardless of my gender
- 123) I think important decisions made concerning my gender are usually just