



Socio-Cognitive Predictors of Rape Supportive Attitude Among University Students

¹Apoorva Choudhary & ²Dr. Nitesh Kumar Jha

¹Apoorva Choudhary, PhD Scholar, SGT University, Gurugram, Haryana (Delhi NCR)

²Dr. Nitesh Kumar Jha, Assistant Professor, SGT University, Gurugram, Haryana (Delhi NCR)

ABSTRACT

Violence against women, particularly rape, persists as a pressing societal issue, causing severe and enduring psychological trauma for victims while subjecting them to societal stigmatization. The social perception of rape significantly influences the development and perpetuation of sexually violent behaviors. Although research in developed nations has explored the link between certain beliefs and prejudiced attitudes regarding rape, fewer studies have delved into this in developing countries like India, where rape incidents have risen recently. Therefore, it is crucial to comprehend people's attitudes toward rape in these regions. This study aimed to investigate the socio-cognitive factors shaping rape myths among university students, including attitudes towards women, rape myth, and rape supportive attitude. Researchers were particularly interested in how attitudes towards women and rape myths influenced the connection between gender and rape-supportive views. Sixty university students (equally split between genders), with an average age of 20, participated in the study using convenience sampling. Correlation analysis revealed a positive link between rape-supportive attitudes and rape myth acceptance ($r=.094, p<0.05$), along with a negative link between rape-supportive attitudes and attitudes towards women among male students ($r= -.137, p<0.05$). Among female students, a negative relationship was observed between rape supportive attitudes and rape myth acceptance ($r= -0.416, p<0.05$) and attitudes towards women ($r= -0.185, p<0.05$). Additionally, ANOVA results indicated significant differences in attitudes towards the themes and protagonists of two rape scenarios between male and female participants. The study's implications and discussion are elaborated upon further.

Key words: Violence against women, Socio-cognitive factors, Rape supportive attitude, University Students

Received 05 Sep, 2023; Revised 14 Sep., 2023; Accepted 16 Sep., 2023 © The author(s) 2023.

Published with open access at www.questjournals.org

I. INTRODUCTION

Currently, university students are reared in a society in which rape is acknowledged as a social problem. However, the issue of rapeseed has worsened in recent years. It is becoming increasingly difficult to overlook the alarming figures in this crime. Since the 1970s, rape awareness and the revision of rape laws have become significant social issues. However, rape remains a major social issue, and there are still many myths regarding it.

Social cognition of rape has a significant influence on the development and maintenance of sexually violent behavior. Socio-cognitive factors in this study included attitudes towards women, rape myths, and rape supportive attitudes.

Rape-supportive attitudes are a set of views that encourage sexual assault insofar as they emphasize the part played by a woman's actions and her (mistakenly) perceived responsibility for sexual assault and help excuse, reduce, or justify it.

Carroll et al. (2016) aimed to provide a fundamental analysis of the rape-supportive attitudes of those recruited to certain communities. Members were chosen from among students attending the fraternities and sororities at a Midwestern institution as well as in the U.S. The Military Academy and the U.S. Maritime School. Men were more receptive to rape myths than women, consistent with previous studies on gender. Women and men from the United States Military Academy were more securely adjusted in their convictions than women and men from diverse samples, despite the fact that they conveyed fundamentally lower levels of rape myth acceptance than males in all groups.

According to Lonsway and Fitzgerald, rape myths are "attitudes and mostly untrue conceptions about rape that are widely and continuously believed, and that assist in denying and justifying male sexual aggression against women" (1994). Common myths center on the idea that victims in some way contribute to their own victimization or that offenders are not truly accountable for their acts.

According to Lonsway and Fitzgerald (1994), the two most widespread rape myths are that "women frequently lie about rape" and "only certain women are raped." These rape myths have been observed in many cultures (Anderson & Overby, 2021; George et al., 2022).

Cantwell (2019) sought to determine gender differences in rape myth acceptance as well as degrees of empathy for offenders. In total, 168 Irish adults participated in this study. Males were more likely than females to accept rape myths.

Attitudes towards women are about their rights and responsibilities in areas such as work, education, intellectual pursuits, dating conduct and etiquette, sexual practices, and marital relations. The Attitude towards Women Scale score represents the degree to which a person shares conservative or liberal ideas. Men with conventional, conservative, and patriarchal ideas are more likely to have negative attitudes and less empathy for victims of abuse, according to a research (Coetzee, 2020).

According to White and Kurpius (2002), those with more rigid traditional views of women were more inclined to hold rape victims responsible. Similarly, Xenos and Smith (2001) found in their research on an Australian community that the opinions of rape victims were closely connected to traditional beliefs regarding women's roles.

Although the majority of early studies on responses to victims of sexual abuse concentrated on instances of stranger rape, the incidence of acquaintance and date rape has attracted substantial attention from researchers.

Contrary to the common assumption, most rapes are perpetrated by acquaintances rather than random strangers. The likelihood of a woman being raped by a friend or stranger is four times higher (Warshaw, 1988). In 84% of cases, the abuser was an acquaintance, according to a nationwide survey that indicated that one in every four college women had been the victim of rape, and aggressive behaviors occurred on dates in 57% of cases (Warshaw, 1988). According to Kanin (1967), 26% of male undergraduates acknowledged acting sexually aggressively when out on a date, which entailed forcing their partner to weep, scream, fight, or plead.

Early studies examined how external perceivers' responses to rape scenarios affected their sense of responsibility (Jones & Aronson, 1973). One important conclusion was that perceivers with higher rape myth acceptance (RMA) assigned more blame to the victim than to the offender. In a previous study (Frese et al. 2004; Krahe 1988), perceivers with high (vs. low) Rape Myth Acceptance viewed the victim's trauma as less serious and less likely to encourage the victim to report the incident to the police.

Rape Myth Acceptance may therefore be seen as a basic schema that directs and organizes a person's understanding of particular facts concerning rape incidents. According to a general definition, cognitive schemas are significant knowledge frameworks that humans employ to help them comprehend incoming information (Neisser, 1976). Information processing becomes limited, with an emphasis on the likelihood of a match between incoming content and schema-related data held in memory (Bem, 1981). Schemas are significant in perception because they allow perceivers to "go beyond the information supplied" (Bruner, 1957) or deduce things that are not really there in the stimuli.

According to Burt (1980), the acceptance of rape myths is associated with attitudes such as gender role stereotyping, suspicion of the other gender, and the acceptance of violent behavior. Beliefs about rape myths are also substantially connected to other attitudinal variables. According to a different study on rape attitudes, men believed that rape was more acceptable when the woman initiated the date, when the male paid for the date, and when the woman went to the man's place (Muehlenhard et al.;1985). These concepts are only a handful of those considered to support rape.

Studies examining variations in opinions regarding stranger and acquaintance rape have demonstrated that people hold acquaintance rape victims more accountable for the incident than stranger rape victims. In general, men have been found to exhibit views favoring rape far more than women. In one study that examined the relationship between gender roles and attitudes towards rape, college guys who were classified as masculine or undifferentiated had considerably stronger pro-rape opinions than those who were labelled as androgynous (Quackenbush, 1989).

The likelihood of finding rape victims responsible for their abuse is substantially higher for marital rape victims than for stranger rape victims (Ewoldt et al., 2000; Monson et al., 2000). Precise comparisons between rapes of strangers and acquaintances often place more responsibility on the former (Droogendyk & Wright, 2014; McKimmie et al., 2014; Ayala et al., 2015; Stuart et al., 2016; Persson et al., 2018).

According to several studies, acquaintance rape victims are more frequently held accountable than stranger rape victims (Abrams et al., 2003; Viki et al., 2004). In contrast, participants tend to place less responsibility on those who commit acquaintance rape than on those who commit stranger rape (Frese et al.,

2004; Viki et al., 2004). The more intimate the relationship, the more responsibility is placed on the victim and less on the offender (Bieneck & Krahe, 2011).

Although a lot of studies has gone into figuring out what influences rape myth acceptance, particularly among college students, little is known about the roles of attitude towards women in the relationship with gender, rape supportive attitude and rape myth acceptance.

Despite the fact that acquaintance rape is prevalent, very few research, if any, have explored the influence of acquaintance rape as opposed to stranger rape on rape supporting attitude and rape myth acceptance.

AIM OF THE STUDY

The aim of the study is to investigate the relationship between socio-cognitive factors (Rape myth acceptance and Attitude toward women) and rape supportive attitude among university students.

OBJECTIVES

- To examine the relationship between rape myth acceptance and rape supportive attitude among male and female university students.
- To examine the relationship between attitude towards women and rape supportive attitude among male and female university students.
- To study student's reactions to stranger and acquaintance rape.

HYPOTHESES

- There will be a significant relationship between rape myth acceptance and rape-supportive attitudes among male and female university students.
- There will be a significant relationship between attitudes towards women and rape-supportive attitudes among male and female university students.
- Student's responses to rape by strangers or acquaintances will be significantly different.

II. METHODOLOGY

SAMPLE

The sample of the study consisted of 60 students: with an equal number of male and female students ranging in age from 18 to 29 years. The sample was collected using a convenience sampling technique from private universities in Jaipur city, Rajasthan.

STUDY DESIGN

A comparative correlational study was conducted.

TOOLS

- **Updated Illinois Rape Myth Acceptance Scale (McMahon & Farmer, 2011):** The 22-item rape myth assessment is an updated measure for evaluating subtle rape myths. It is an upgraded version of the Illinois Rape Myth Acceptance Scale that identifies subtle rape myths with an emphasis on victim blaming and the use of language appropriate for college students. The participants were asked to rate their level of agreement on a 5-point scale ranging from strongly agree to strongly disagree. The scale's reliability was determined to be approximately 0.93.
- **The Attitudes Toward Women Scale (Spence, Helmreich, & Stapp, 1973):** The Attitude Towards Women Scale is a 25-item assessment tool. This includes many phrases that express ideas about the roles that women play in society. Participants were asked to indicate whether they agreed strongly, agreed mildly, disagreed mildly, or disagreed strongly with each statement. On the 25-item scale, the alpha and split half reliabilities were .89 and .86, respectively.
- **The Rape Supportive Attitude Scale (Lottes, 1991):** The Rape Supporting Attitude Scale (RSAS) assesses attitudes that are adverse to rape victims, including perpetrators and incorrect ideas about rape. The scale measures the following beliefs: women enjoy sexual abuse; women are responsible for preventing rape; sex instead of power is the main motivation for rape; rape occurs only for specific types of women; a woman is less desirable after being raped; women falsely report many rape allegations; and rape is reasonable in some situations. The participants were asked to indicate how much they agreed with the statements on a Likert scale. In terms of the RSAS internal consistency reliability, Cronbach's alpha for each participant sample was .91.
- **An acquaintance and stranger rape scenario,** a questionnaire created to evaluate responses to the scenario (Patscheck & Shears, 2008). Participants were given two hypothetical situations to read, in a random order, that either portrayed a circumstance of rape involving an acquaintance or a stranger. With the exception of age- and race-neutral, the two written scenarios were of approximately the same length and matched those developed by Foley et al. (1995).

PROCEDURE

The participants were screened for the inclusion criteria. The form included the Participant Information Sheet explaining the details regarding the study, and an Informed Consent Form was added.

After attaining voluntary consent, the participants were given a form incorporating socio-demographic details.

The questionnaires included the Attitudes Towards Women Scale, the Rape Supporting Attitude Scale, the Updated Illinois Rape Myth Acceptance Scale, and a questionnaire to evaluate attitudes regarding the acquaintance and stranger rape scenarios.

Half of the participants received questionnaires describing a situation in which an acquaintance raped the victim, whereas the other half received questions describing a scenario in which a stranger had raped. The only notable distinction between the two versions of rape description was the manipulation of the rapist's relationship with the victim.

III. RESULTS

The present study aimed to investigate the relationship between socio-cognitive factors and rape supportive attitude among university students. It examines the relationship between rape supportive attitudes and rape myth acceptance, and the relationship between attitudes towards women and rape supportive attitudes among male and female university students. It also attempts to study student's reactions to stranger and acquaintance rape.

The sample for this study consisted of 60 university students (30 males and 30 females) aged 18–29. The mean age of the participants was 20 years old.

Data were analysed using SPSS version 19.0. Correlational analysis and ANOVA were used to analyse the data.

Pearson's correlation was computed to see if there was any relationship between socio-cognitive factors (rape myth acceptance and attitude towards women) and rape supportive attitude in male university students.

Table 1:
Correlation analysis of Socio-cognitive factors (Rape myth acceptance and Attitude towards Women) and Rape supportive attitude in male university students

		Rape supportive attitude
Socio-cognitive factors	Rape myth acceptance	.094*
	Attitude towards Women	-.137*

* Correlation significant at 0.05 level.

Table 1 indicates that for male students, there was a significant and positive relationship between rape supportive attitude and rape myth acceptance ($r=.094$, $p<0.05$), indicating that the more the pro-rape attitude, the more rape myths were accepted.

Table (1) of correlation indicates that rape-supportive attitudes and attitudes towards women have a significant and negative relationship ($r= -.137$, $p<0.05$) for male students, which means that male students have traditional and conservative attitudes towards women and more rape-supportive attitudes.

Pearson's correlation was computed to see if there was any relationship between rape supportive attitude and rape myth acceptance among female university students.

Table 2
Correlation analysis of Socio-cognitive factors (Rape myth acceptance and Attitude towards Women) and Rape supportive attitude in female university students

		Rape supportive attitude
Socio-cognitive factors	Rape myth acceptance	-0.416*
	Attitude towards Women	-0.185*

* Correlation significant at 0.05 level.

Table 2 indicates that there is significant and negative relationship between rape supportive attitude and rape myth acceptance ($r= -0.416$, $p<0.05$) which means that the less the pro-rape attitude, the greater the rejection of rape myths.

Table 2 also indicates that rape-supportive attitudes and attitudes towards women have a significant and negative relationship ($r= -0.185$, $p<0.05$), indicating that female students have more egalitarian and pro-feministic attitudes towards women and less rape-supportive attitudes.

Table 3
2 X 2 ANOVA for effects of Type of Rape and Gender on Rape supportive attitude

	F	p
Gender	4.33	0.003**
Type of Rape	1.17	0.280*
Gender X Type of Rape	0.16	0.688

* Correlation significant at 0.05 level.

** Correlation significant at 0.01 level.

Table 3 indicates the analysis of data with a 2 × 2 ANOVA (type of rape: stranger, acquaintance) × (gender: male, female).

Results indicate that regarding the main effects of type of rape, there is a significant difference between rape committed by a stranger and rape committed by an acquaintance (F= 1.17, p= 0.280). The results suggest that in terms of interaction effects, the acquaintance rape situation exacerbated the differences between males and females, with males' negative views being even stronger and females' negative attitudes being even lower than in the stranger condition. However, the differences were not statistically significant.

IV. DISCUSSION

Violence against women, particularly rape, has long been a major social problem. As a direct result of assault, rape victims are widely documented to experience severe acute and long-term psychological trauma. They may also experience stigma from others.

Social cognition of rape is believed to have a significant influence on the development and maintenance of sexually violent behaviors.

The present study was aimed to investigate the relationship between socio-cognitive factors and rape supportive attitude among university students.

The sample included 60 university students (30 males and 30 females) aged 18–29 years. The study tried to understand the relationship between attitudes towards women, rape supportive attitudes, and rape myth acceptance. The study also explored student's reactions to stranger and acquaintance rape scenarios.

Pearson correlation was used to understand the relationship among rape supportive attitude, attitude towards women, and rape myth acceptance in male and female university students. To study students' reactions to acquaintance rape or stranger rape scenarios and their relationship with rape-supportive attitudes.

Rape-supportive attitudes are a risk factor for men's sexual aggressiveness towards women. (Bell et al., 1992; Echebura & Fernández-Montalvo, 2009; Echebura et al., 2009; Heise, 1998; Osman, 2004).

The results examined the relationship between rape supportive attitudes and rape myth acceptance among male and female students. The results indicate that there is a significant and positive relationship between rape supportive attitudes and rape myth acceptance for male students, indicating that the more the pro-rape attitude, the more rape myths have been accepted.

The results also showed that there is a significant and negative relationship between rape supportive attitude and rape myth acceptance for female students, which means that the less the pro-rape attitude, the greater the rejection of rape myths. Males had much stronger beliefs about rape myths than women. In the current study, it was shown that males believed rape was motivated by sex more than females did. This result confirms Barnett and Feild's (1977) results, as does the conclusion that women are more likely than males to attribute motives for abuse to power.

This study examined the relationship between rape-supportive attitudes and attitudes towards women among male and female students. The results indicated that rape-supportive attitudes and attitudes towards women have a significant and negative relationship with male students, which means that male students have more traditional and conservative attitudes towards women and more rape-supportive attitudes. The results also showed that rape supportive attitudes and attitudes towards women have a significant and negative relationship with female students, which means that female students have more egalitarian and pro-feministic attitudes towards women and less rape supportive attitudes. Males exhibited much more hostile attitudes toward women than women. Other research have produced comparable findings (Muehlenhard et al., 1985; Spence & Helmreich, 1972).

As expected, there were considerable differences between the attitudes of male and female participants toward the themes and protagonists of the two rape scenarios.

Women believe that rapists should be subjected to punishments that are harsher than those of men. Men and women did not differ in their views on the decency of rapists or whether a woman should attempt to defend herself from a rape incident.

In comparison to men, women felt more negatively about the rapist, believed he should serve a longer sentence in prison, were more confident in their guilt, believed the victim contributed less to the rape, could identify more with the victim and less with the rapist, and believed that the psychological effects on the victim would be more severe. Men felt substantially more positively about the rapist than women did, despite the fact that both genders in the narratives expressed unfavorable thoughts about him.

Men not only had a more positive opinion of the rapist than women but also placed more responsibility on the victim. Men were substantially more likely than women to think that women in the stories had contributed to rape. There are several reasons for this finding. This can imply adherence to the widely held belief that some women have an irrational desire to be raped. Men could also project the idea that forcing sex on women is just as appealing to them as forcing sex on them. As an alternative, males might not want to accept responsibility for raping and, by holding onto this notion, reject or downplay the consequences of rape conduct.

In these scenarios, males felt less favourably about women than women, although this difference was not statistically significant. Males also saw the victim as being more responsible and the rapist as being less responsible. Female participants had a greater level of victim empathy than male participants in their replies.

The victim of an acquaintance rape was regarded as having more blame than the victim of a stranger rape since it was perceived as less serious. Participants who read the version of the story where the lady was an acquaintance felt more negatively about her than those who read the version where the woman was raped by a stranger. Subjects were more convinced that the man was guilty of committing a crime when the rapist was a stranger, and that the rapist in the stranger scenario was perceived poorly compared to the rapist in the acquaintance situation.

In addition, participants responded that the guy who perpetrated the stranger rape should serve more time in jail than the acquaintance rapist because they felt that he was more accountable for what occurred and more convinced that he was guilty.

When comparing the stranger rape scenario with the acquaintance rape scenario, what happened to the woman in the narrative was regarded as more probable due to chance. Unlike the stranger situation, the lady encouraged rape more in the acquaintance scene. This is consistent with a previous finding that participants blame the victim of an acquaintance rape more than the victim of a stranger rape (Quackenbush, 1989).

These findings show that individuals had preconceived notions regarding these two forms of rape. They have pro-rape attitudes, which are evident from their misunderstanding of the two sorts of rape.

V. CONCLUSION

The findings showed that there is a significant and positive relationship between rape supportive attitude and rape myth, and a significant and negative relationship between rape supportive attitudes and attitudes towards women among male students. The results also showed a significant and negative relationship between rape supportive attitudes and rape myth acceptance and rape supportive attitudes and attitudes towards women in female students. The results indicated considerable differences between the attitudes of the male and female participants toward the themes and protagonists of the two rape scenarios. Male students have more pro-rape attitudes, which is evident from their misunderstanding of the two types of rape.

IMPLICATIONS

The results of this study have significant theoretical and practical implications. To prevent and respond to rape in interpersonal, educational, governmental, legal, and medical institutions, one must consider one's attitudes toward rape and rape myths.

ETHICAL CONSIDERATIONS

The study received approval from the Research Ethical Committee of the Department. All participants provided written informed consent after receiving comprehensive information about the study and the voluntary nature of their participation. The study ensured the confidentiality of the participants at all times, maintaining their privacy throughout the research.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding this research study.

FUNDING

The authors would like to disclose that this research study was conducted without any external funding or financial support.

DATA AVAILABILITY STATEMENT

The datasets and materials used in this research are available upon request from the corresponding author for the purpose of replication, verification, or further academic inquiry. Please contact Apoorva Choudhary at choudharyapoorva95@gmail.com for access to the data used in this study.

REFERENCES

- [1]. Abrams, D., Viki, T., Masser, B., & Bohner, G. (2003). Perceptions of stranger and acquaintance rape: The role of benevolent and hostile sexism in victim blame and rape proclivity. *Journal of Personality and Social Psychology*, 84(1), 111–125. <https://doi.org/10.1037/0022-3514.84.1.111>
- [2]. Anderson, G.D., & Overby, R. (2021). The impact of rape myths and current events on the well-being of sexual violence survivors. *Violence Against Women*, 27(9):1379–1401.
- [3]. Ayala, E. E., Kotary, B., & Hetz, M. (2018). Blame Attributions of Victims and Perpetrators: Effects of Victim Gender, Perpetrator Gender, and Relationship. *Journal of Interpersonal Violence*, 33(1), 94–116. <https://doi.org/10.1177/0886260515599160>
- [4]. Barnett, N. J., & Feild, H. S. (1977). Sex differences in university students' attitudes towards rape. *Journal of College Student Personnel*, 2, 93-96.
- [5]. Bell, S. T., Kuriloff, P. J., Lottes, I., Nathanson, J., Judge, T., & Fogelson-Turet, K. (1992). Rape callousness in college freshmen: An empirical investigation of the sociocultural model of aggression towards women. *Journal of College Student Development*, 33, 454-461.
- [6]. Bem, S.L. (1981). *Bem sex-role inventory: Professional manual*. Palo Alto, CA: Consulting Psychologists Press.
- [7]. Bieneck, S., & Krahe, B. (2011). Blaming the victim and exonerating the perpetrator in cases of rape and robbery: Is there a double standard? *Journal of Interpersonal Violence*, 26(9), 1785–1797. <https://doi.org/10.1177/0886260510372945>
- [8]. Burt, M.B. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology*, 38, 217-230.
- [9]. Cantwell A. (2019). Gender differences in attitudes toward rape victims and offenders. National College of Ireland.
- [10]. Carroll, M. H., Rosenstein, J. E. et al (2016). Rape Myth Acceptance: A Comparison of Military Service Academy and Civilian Fraternity and Sorority Students. *Military Psychology*. <http://dx.doi.org/10.1037/mil0000113>
- [11]. Coetzee, L. (2020). Victim empathy in young sex offenders in the emergent adulthood developmental phase. *Journal of Sexual Aggression*, 26(2):251–262.
- [12]. Echeburúa, E., & Fernández-Montalvo, J. (2009). Evaluación de un programa de tratamiento en prisión de hombres condenados por violencia grave contra la pareja. *International Journal of Clinical and Health Psychology*, 9, 5-20.
- [13]. Echeburúa, E., Sarasua, B., Zubizarreta, I., & de Corral, P. (2009). Evaluación de la eficacia de un programa de tratamiento cognitivo-conductual para hombres violentos contra la pareja en un marco comunitario: una experiencia de 10 años (1997-2007). *International Journal of Clinical and Health Psychology*, 9, 199-217
- [14]. Ewoldt, C.A., Monson, C.M. & Langhinrichsen-Rohling, J. (2000). Attributions about rape in a continuum of dissolving marital relationships. *Journal of Interpersonal Violence*, 15, 1175-1182.
- [15]. Foley, L. A., Evancic, C., Karnik, K., King, J., & Parks, A. (1995). Date rape: Effects of race of assailant and victim and gender of participants on perceptions. *Journal of Black Psychology*, 21(1), 6-18.
- [16]. Frese, B., Moya, M., & Megías, J.L. (2004). Social perception of rape: How rape myth acceptance modulates the influence of situational factors. *Journal of Interpersonal Violence*, 19(2): 143-161.
- [17]. George, S.S., Verhagan, M., Spohn, C. (2022). Detectives' descriptions of their responses to sexual assault cases and victims: assessing the overlap between rape myths and focal concerns. *Police Quarterly*, 25(1):90–117.
- [18]. Heise, L. (1998). Violence against women: An integrated, ecological framework. *Violence Against Women*, 4, 262-290.
- [19]. Kanin, E. (1967). Reference groups and sex conduct norm violations. *Sociologist Quarterly*, 8, 495-504.
- [20]. Lonsway, K. A., & Fitzgerald, L. F. (1994). Rape Myths: In review. *Psychology of Women Quarterly*, 18, 133-164.
- [21]. Lottes, I. L. (1991). Belief systems: Sexuality and rape. *Journal of Psychology and Human Sexuality*, 4, 37-59.
- [22]. McKimmie, B. M., Masser, B. M., & Bongiorno, R. (2014). What Counts as Rape? The Effect of Offense Prototypes, Victim Stereotypes, and Participant Gender on How the Complainant and Defendant are Perceived. *Journal of Interpersonal Violence*, 29(12), 2273–2303. <https://doi.org/10.1177/0886260513518843>
- [23]. McMahon, S., & Farmer, G.L., (2011). An updated measure for assessing subtle rape myths. *Social Work Research*, 35(2): 71-81.
- [24]. Monson, C. M., Langhinrichsen-Rohling, J., & Binderup, T. (2000). Does “No” Really Mean “No” After You Say “Yes”? Attributions About Date and Marital Rape. *Journal of Interpersonal Violence*, 15(11), 1156–1174. <https://doi.org/10.1177/088626000015011003>
- [25]. Muehlenhard, C. L., Friedman, D. E., Thomas, C. M. (1985). Is date rape justifiable? The effects of dating activity, who initiated, who paid, and men's attitudes toward women. *Psychology of Women Quarterly*, 9, 297-310.
- [26]. Osman, S. L. (2004). Victim resistance: Theory and data on understanding perceptions of sexual harassment. *Sex Roles*, 50, 267-275.
- [27]. Patscheck, S., & Shears, S. (2008). The effects of acquaintance versus stranger rape and gender on rape myth acceptance and attitudes toward rape in college students. *Modern Psychological Studies*, vol. 14.
- [28]. Persson, S., Dhingra, K., & Grogan, S., (2018). Attributions of victim blame in stranger and acquaintance rape: a quantitative study. *Journal of Clinical Nursing*, 27, 1-10.
- [29]. Quackenbush, R.L. (1989). A comparison of androgynous, masculine sex-typed, and undifferentiated males on dimensions of attitudes toward rape. *Journal of Research in Personality*, 318-342.
- [30]. Spence, J. T., & Helmreich, R. (1972). The Attitudes Toward Women Scale: An objective instrument to measure attitudes toward the rights and roles of women in contemporary society. *JSAS Catalogue of Selected Documents in Psychology*, 2, 1-48.
- [31]. Spence, J. T., Helmreich, R., & Stapp, J. (1973). A short version of the Attitudes toward Women Scale (AWS). *Bulletin of the Psychonomic Society*, 2(4), 219–220. <https://doi.org/10.3758/BF03329252>
- [32]. Stuart, S. M., McKimmie, B. M., & Masser, B. M. (2019). Rape Perpetrators on Trial: The Effect of Sexual Assault-Related Schemas on Attributions of Blame. *Journal of Interpersonal Violence*, 34(2), 310–336. <https://doi.org/10.1177/0886260516640777>
- [33]. Viki, T., Abrams, D., & Masser, B. (2004). Evaluating stranger and acquaintance rape: The role of Benevolent Sexism in perpetrator blame and recommended sentence length. *Law and Human Behavior*, 28(3), 295–303.
- [34]. Warshaw, R. (1988). *I never called it rape: The Ms. report on recognizing fighting and surviving date and acquaintance rape*. New York: Harper Row.
- [3 5] . Xenos, S., & Smith, D. (2001). Perceptions of rape and sexual assault among Australian adolescents and young adults. *Journal of Interpersonal Violence*, 16, 1103-1119.