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Finish This Over Drinks? A Study of Sexual Harassment Perceptions

Hannah E. Barti

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FINISH THIS OVER DRINKS? A STUDY OF SEXUAL HARASSMENT PERCEPTIONS

By

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Bachelor of Arts - Psychology
University of Nevada, Las Vegas
2021

A thesis submitted in partial fulfillment
of the requirements for the

Masters of Arts – Criminal Justice

Department of Criminal Justice
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Abstract

The awareness of sexual harassment has been growing within the workplace, in the home, and within public areas. The #MeToo movement has shined light on this issue in recent years. This study aimed to understand how college students perceive sexual harassment within three scenarios: a music student and their teacher, two coworkers, and between an academic advisor and an adult student. This study included 531 responses from a diverse student population at a Southwest university. Consistent with previous findings, women were more likely to recognize sexually harassing behaviors. There were no significant gender differences in blame attribution in any of the three scenarios. Victims of childhood sexual abuse were more likely to recognize sexually harassing behavior in the child scenario. Previous experiences of sexual harassment were significant in the two student scenarios. Race was only significant in the music student scenario. Finally, we found sexual harassment acknowledgment and blame attribution were significant in the coworker scenario when compared to the adult student scenario.

Keywords: sexual harassment, blame attribution, perceptions

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Chapter 1: Introduction

More than three in four women and one in three men experience verbal sexual harassment during their lifetime, with most reporting that these experiences occurred before the age of 17 (“A national study on sexual harassment and assault,” n.d.). The awareness of sexual harassment has been growing within the United States, as many women and men experience sexual harassment within the workplace, home, and on the street. Sexual harassment includes a range of actions and activities. As there are many definitions of what constitutes sexual harassment, it is difficult to create a cohesive one (Hererra, Hererra & Exposito, 2018). According to The Rape, Abuse, and Incest National Network (RAINN), sexual harassment can include, but is not limited to:

the explicit or implicit request of sexual favors for advancement opportunities, physical acts of sexual assault, verbal harassment of a sexual nature, unwanted touching or physical contact, unwelcome sexual advances, discussing sexual relations/stories/or fantasies in inappropriate places, pressure to engage with someone sexually, exposing oneself or performing sexual acts on oneself, unwanted sexually explicit photos or messages (via email or text) (“Sexual harassment,” n.d.).

Sexual harassment can include both verbal and/or physical behaviors (Tharumiya & Manicka, 2022). For example, the most common verbal sexual harassment that men experience is being called a homophobic or transphobic slur (“Illinois Coalition Against Sexual Assault,” n.d.). The most common form of sexual harassment experienced by women is verbal sexual harassment (Chatterjee, 2018). Although verbal sexual harassment is the most common form of sexual harassment experienced by men and women, physical sexual harassment occurs as well.

Sexual harassment can take place in different environments as well, including in the workplace, in school, in public, and within the home. If sexual harassment occurs within the workplace, there are organizations that focus on the education and reporting process, such as the U.S. Equal Employment Opportunity Commission. However, if sexual harassment happens

within the workplace, men and women also risk losing their jobs if they do not comply with the requested sexual favors from a superior and feel uncomfortable continuing working in the same place as the individual who harassed them. Men and women may feel uncomfortable disclosing their harassment to superiors as it may happen over mediums outside of the workplace (Ford, Ivancic & Scarduzio, 2021). Ford and colleagues found that formal reporting decreases victim resilience, despite the ideal that reporting sexual harassment will benefit the company and the victim (2021).

Additionally, if sexual harassment occurs within the school, students may be unsure whom to report their victimization to. According to Brown, Biefeld, and Bulin, up to 90% of children experience sexual harassment in their schools (2022). Youth who experience sexual harassment are at risk for emotional distress, low self-esteem, depression and anxiety, suicidal thoughts, and school disengagement (Brown et al., 2022). In a study looking at relationships between teachers and students, Muniz and Powers found men attributed less responsibility to the teacher and expressed more positive outcomes for the students (2020). Muniz and Powers also found men to be more punitive towards the male teachers in same sex scenarios, while women were more punitive towards female teachers in same sex scenarios (2020).

Sexual harassment can also happen within the home. One in 111,111 individuals housed in the United States experienced sexual harassment within their home between the years of 1981 and 1986 (Litt, Robinson, Anderson & Bershon, 1992). This harassment could have been perpetrated by people living inside or outside of the home. We can only assume these numbers have grown significantly, as this research was conducted almost 40 years ago. Women and men may face housing discrimination if they report sexual harassment from landlords or building

officials (Litt et al., 1992). To reduce rates of sexual harassment victimization, it is important for victims to feel comfortable enough to report their experiences and seek justice.

The recent #MeToo movement shined a light on sexual harassment that takes place in the workplace, home, and in public. According to Pew Research (2020), this movement did not make much of a difference within the workplace. In fact, research conducted by Pew Research (2020) revealed that men found it harder to interact with women in the workplace following the #MeToo movement. In addition, the majority of respondents did not believe this movement would lead to more opportunities for women. Half of the sample also expressed concerns with men escaping punishment for sexual harassment.

According to RAINN, victims of sexual harassment may experience negative effects that are emotional (i.e., anger, fear, shame, guilt, betrayal, powerlessness), mental health related (i.e., anxiety, depression, PTSD, loss of motivation, substance abuse), or physical (i.e., increased stress levels, fatigue, sleep disturbances, and eating disturbances) (“Sexual harassment,” n.d.). According to the Equal Rights Advocates website, 90-95% of women who were sexually harassed suffer from stress reactions (i.e., anxiety, depression, headaches, sleep disorders, lowered self-esteem, sexual dysfunction) (“Effects of Sexual Harassment,” n.d.). Kabbash, Fatehy, Saleh, Zidan, and Dawood (2021) found the effects of sexual harassment included feeling insecure, depressed, self-reproachful, desiring revenge, and in denial. These effects can occur because of physical or verbal sexual harassment.

Sexual harassment can affect victims in multiple aspects of their lives, so it is important for more research regarding sexual harassment to be conducted. Due to these unfortunate realities, sexual harassment is still a reality experienced by hundreds of thousands of us, mostly women. More research needs to be conducted that attends to the impacts of these experiences.

Gaps in our knowledge still exist including what behavior is perceived as constituting sexual harassment. The proposed thesis research aims to fill in some of these research gaps. First, a literature review will discuss the prevalence and perceptions of sexual harassment as well as the attribution of blame by onlookers. Then Adverse Childhood Experiences will be explored as they relate to victimization. Finally, theories of sexual harassment will be explained and related to variables within the current study.

Chapter 2: Literature Review

Following the #MeToo movement in 2017 during which victims were outraged by the current events and decided to share their stories, there was an increase in research regarding sexual assault and sexual harassment (Clarke, 2022). Although more research articles have been published in recent years, literature on sexual harassment tends to focus only on the rates of and effects of victimization. There have also been articles discussing research on blame attribution of sexual harassment. However, few articles discuss the construction of and perceptions of sexual harassment. The following review of the literature summarizes research on the prevalence and perceptions of sexual harassment, attribution of blame, and victim characteristics.

Research on Prevalence & Perceptions of Sexual Harassment

Prevalence means the degree to which behavior occurs in everyday life. Sexual harassment can happen to all genders and in multiple areas of one's daily life. Understanding the prevalence of sexual harassment is important because it helps us understand better ways to prevent it. Kabbash and colleagues (2021) studied sexual harassment in a college setting. They found that sexual harassment was more likely to happen to all college students in public places, on streets, and on public transportation. Jenkins, McNeal, Eftaxas, Howell and Wang (2022), when studying a sample of 531 young adults, found a strong relationship between experiencing childhood trauma and sexual harassment. This research also found a relationship between adult trauma (i.e. sexual abuse) and sexual harassment, particularly for those with poor coping skills. Researchers found women will not bring attention to sexual harassment, but they did not specify the reason (Hererra et al., 2018). One may assume it is due to the heavy responsibility victims have to prove their victimization including the reporting process, any hearings that may take

place, and the negative consequences of accusations on themselves, their families, or their careers. Due to the prevalence and cultural normalization of sexual harassment, it is essential to understand the perceptions onlookers have.

Perceptions of sexual harassment among college students have been researched extensively. Menard, Hall, Phung, Ghebrial, and Martin (2003) conducted a study looking at sexual harassment and coercion among college students. They presented students with nine questionnaires attending to experiences with child sexual abuse, adult sexual victimization, personality, adversarial heterosexual beliefs, nonsexual aggression, alcohol expectancies, sexual harassment, and sexual coercion. They found women had higher rates of sexual victimization, overall, and that sexually harassing behaviors in women are influenced by their adult sexual victimization, aggression, alcohol expectancy, and adversarial heterosexual beliefs. Men scored higher on both the sexual coercion and sexual harassment scales. Childhood sexual abuse was significantly higher for men. In addition, they found that sexual harassment in men can be influenced by their childhood sexual abuse, alcohol expectancies, hostility, and adversarial heterosexual beliefs. This study highlights the importance of how prior abuse experiences impact current experiences of sexually harassing behavior.

Herrera, Herrera, and Exposito (2018) studied women's perceptions of sexual harassment. They conducted this study with 138 female undergraduate students between the ages of 18 and 58 years old. They were interested in seeing the influence of sexual harassment (i.e., gender harassment or unwanted sexual attention) or responses to the harassment (i.e., confrontation or not) on perceptions of sexual harassment. They found women perceive sexual harassment as unwanted sexual attention more often than gender harassment. In addition to the

increase in research regarding sexual harassment perceptions, attribution of blame has been researched more in recent years.

Attribution of Blame

To understand perceptions of sexual harassment, many researchers have looked at the attribution of blame, or how onlookers perceive blame for the victim and the perpetrator in cases of sexual harassment. One main area of research includes gender differences and how they can lead to differences in blame attribution. According to Kenig and Ryan (1986), in researching male and female faculty, staff, and students, women tend to have a lower tolerance for sexually harassing behaviors than their male counterparts. Herein, sexually harassing behaviors included examples unwanted sexual jokes and remarks, leaning and cornering, pressure for dates, touching, and sexual assault. Overall, when asked about eight sexually harassing behaviors, women considered more acts as sexual harassment compared to their male peers. For example, nontenured males were less likely to define sexual harassment to include jokes or explicit depictions compared to nontenured females.

Blame attribution also varies based on the prior relationship between the perpetrator and the victim, the cultural background of the observer, and the characteristics of the onlooker. Shechory-Bitton and Zvi (2020) studied 91 lawyers and 120 undergraduate students and found that victim blame attribution was lower than those of the perpetrator. The vignette used with a female victim was regarded as sexual harassment more frequently than if the victim was male. If the victim was a male and the perpetrator was a female, respondents were less likely to label this as sexual harassment (Shechory-Bitton & Zvi, 2020).

A study conducted in India used vignettes to measure college students' perceptions of sexual harassment (Kabbash et al., 2021). This is one of the only studies that uses vignettes to study student perceptions of sexual harassment. The sample of 161 was half male and half female with an age range of 18 to 24. The authors collected student demographic information, socioeconomic status, and place of living prior to the completion of the assessments. The majority of students were in the middle socioeconomic status and lived in an urban area. The Sexual Harassment Definition Questionnaire by Foulis and McCabe (1997) was used to assess perceptions of sexual harassment. A series of vignettes were followed by questions that asked participants to judge whether they felt that scenario met the definitions of sexual harassment. Results of this study show that women considered more scenarios as sexual harassment and about half of the males failed to perceive situations as sexual harassment. Interestingly, students who were of a high SES perceived more situations as sexual harassment than their lower-SES peers. The authors explain that students belonging to lower SES reported that their parents, or significant people in their lives, have not explained these scenarios of sexual harassment so they have little knowledge of what harassment entails. Finally, students who have experienced sexual harassment tended to perceive more vignettes as sexual harassment than their peers (Kabbash et al., 2021). It is crucial to understand how individuals perceive sexual harassment as it is a societal issue that needs to be solved. In addition to perceptions of sexual harassment and blame attribution, victim characteristics are important to understand as they relate to victimization.

Victim Characteristics

Experiencing adverse childhood experiences (ACEs) during childhood increases future rates of victimization as an adult. ACEs can negatively affect the human body tremendously.

Research on ACEs includes childhood physical abuse, childhood sexual abuse, childhood emotional abuse, and household dysfunction (Voith et al., 2017). ACEs can lead to drinking problems, mental health issues, chronic diseases, and interpersonal issues in adulthood (Voith et al., 2017). ACEs can differ greatly between men and women. In summarizing research on ACE and gender differences, one research project found that boys who experienced childhood sexual abuse were more likely to be victims of sexual assault and intimate partner violence in adulthood (Voith, Anderson & Cahill, 2017). In studying 7,272 Southern California outpatients, Ports, Ford, and Merrick found ACEs increase the risk of sexual victimization in adulthood for both men and women. In addition, they found each ACE variable was associated with adult sexual violence (2016). Overall, ACEs are associated with lower satisfaction in life, lower psychological well-being, and lower social well-being (Mosley-Johnson, Garacci, Wagner, Mendez, Williams & Egede, 2019). As there has been little to no research on how perceptions of sexual harassment are influenced by ACEs, this study seeks to understand this relationship.

In addition to ACEs, this study seeks to understand how the victims age, race, and relationship to the offender influence student's perceptions of sexual harassment. Although there is little to no research on the perceptions of sexual harassment of children, there has been research looking at the credibility of younger victims. Children who report child abuse or sexual abuse are believed more than adult victims (Rogers & Davies, 2007). Previous research has shown that White women are more protected than women of color (Madriz, 1997). In using vignettes, researchers have found that respondents are more likely to constitute a situation as rape if the victim is White than if the victim is Black (Foley, Evancic, Karnik, King & Parks, 1995). There has been little to no research on perceptions of blameworthiness on the power dynamics of a sexual harassment scenario. However, based on research looking at sexual

harassment within the workplace, one may assume the seriousness of power dynamics within sexual harassment victimization.

Theoretical Implications

Although there is no one theory that explains sexual harassment, sexual harassment can be understood by theories that explain why victimization occurs. There are three theories mentioned in this section: Routine Activities Theory (Cohen & Felson, 1979), A General Theory of Crime (Gottfredson & Hirschi, 1990), and the Sociocultural Theory of Sexual Harassment (Tangri & Hayes, 1997). Routine Activities Theory can be used to explain why people are victimized. A General Theory of Crime can explain both why people victimize others. Finally, the Sociocultural Theory of Sexual Harassment seeks to explain why, in society, sexual harassment exists.

Routine Activities Theory

Cohen and Felson (1979) assert that there are three elements that influence predatory crime, all of which are influenced by one's routine activities in space and time. These three elements include: motivated offenders, suitable targets, and the presence of a capable guardian. Motivated offenders, who have the ability to conduct criminal acts, must come in contact with suitable targets in the absence of capable guardians. The probability of this occurring is influenced by one's routines as it affects where they are in time and space. Routine activities can occur at one's home, place of work, or outside of the home and workplace and are recurrent activities that provide for the population and one's basic needs. Shifting or adjusting one's routines in certain ways increases the likelihood that a motivated offender will meet a suitable target in the absence of a capable guardian. These routine activities affect the locations of

property and targets in place and time, influencing the risk of their victimization. This theory is limited in that it does not account for sexual harassment within the workplace.

The risk of victimization varies dramatically based on the person (their routine) and property location as well as the relationship between the offender and victim (i.e. strangers, coworkers). Rates of victimization are lower for individuals who are less active or spend a greater amount of time within their homes, and individuals who are in intact marriages. Rates of victimization are higher for individuals who are unemployed, which is an exception to the above-mentioned discovery (Cohen & Felson, 1979). This theory is limited in that it does not discuss sexual harassment or sexual victimization. In response to this, researchers have adapted the theory to fit sexual harassment.

According to Clodfelter, Turner, Hartman, and Kuhns (2010) Routine Activities Theory can explain sexual harassment on college campuses. The authors studied 583 young adults, 64% of whom were female. The authors explain that combining male students in their peak age of criminal activity with females, who dominate the college population, can lead to victimization. For example, many classes are held at night where students must walk alone (in most cases) to their dorm, car, or residences when there is little to no visible light. This leaves students, or suitable targets, without a proper guardian to protect them from a motivated offender. In addition, there are many circumstances when a man or woman in college is left without proper guardianship to protect them from victimization. Without proper guardianship from friends, parents, or even professors, college students are left vulnerable to victimization.

De Coster, Estes, and Mueller (1999) explain how routine activities theory can explain sexual harassment in the workplace. In studying 6,485 employees in 200 locations of a national telephone company in the U.S, they found that the risk of victimization is greatest for individuals

whose daily lives leave them without a capable guardian in the presence of a motivated offender. Motivated offenders select victims through a rational decision-making process, trying to maximize profits (i.e., satisfaction) and minimize pain (i.e., negative repercussions). Motivated offenders may be men enhancing sexist attitudes towards women. Guardianship pertains to the prevention of criminal activities by the presence of other people and the protectiveness of other people around the individual. Supportive supervisors or coworkers can serve as capable guardians against sexual harassment, this may occur through the supportiveness of work-group culture. Target suitability can include the proximity of targets to motivated offenders and the attractiveness of the target, through material or symbolic attractiveness. A target who is suitable for theft, may not be suitable for sexual harassment. Within the workplace, women who have jobs in predominantly male job environments are more likely to experience victimization (De Coster et al., 1999).

A General Theory of Crime

Gottfredson and Hirschi (1990) explain that one's self-control has a direct effect on their criminal behavior, and self-control is established during childhood. For those with low self-control, crime can be seen as worthwhile, as it provides immediate gratification; it is exciting, risky, or thrilling; and requires little skill or planning. Having low self-control can influence the commitment of crimes for immediate gratification, which can be achieved through various crimes. Contrary to belief, people with low self-control do not commit one type of crime for the duration of their lives. Although low self-control can have a direct influence on one's criminality during their entire life, the development of it can be rooted in childhood.

As Gottfredson and Hirschi explain, there are several factors that influence one's self-control. These include the discipline received as a child, attachments with and supervision from parental figures, and the criminality of parental figures. The minimum conditions to teach self-control include the monitoring of behavior as a child, recognition of deviant behavior when it occurs, and the punishment of the child for their deviant behavior. In order to activate one's self-control, affection or investment also needs to be shown toward the child. This development of self-control can suffer when parents do not care for the child, do not monitor the child's actions, fail to see the wrongdoings of the child, and/or fail to punish the child. To establish affection for or investment in a child, parents and/or stepparents must care for the well-being of their child. Active supervision of children prevents criminal or analogous actions in the future; training them to avoid these behaviors on their own. However, parental criminality is equally as important.

Although the supervision of children is extremely influential, the degree to which a child is supervised can be different based on their gender, age, and other factors (Gottfredson & Hirschi, 1990). When a child commits a deviant act, and this act is recognized by the supervising parent, it is crucial to punish the child for the behavior to the same degree as their criminal behavior (do not punish too leniently or too harshly). The disapproval of people close to the child will prove to influence their behavior.

As Gottfredson and Hirschi explain, rewarding good behavior and failing to punish bad behavior will not correct deviant behavior. Finally, parental criminality is a driving factor in a child's deviance. When a parent is engaged in criminal behavior, they may fail to socialize their children properly. As highlighted in the text, criminality within parents does not mean they encourage criminal behavior, but their punishments may be lacking, attachments may be

weakened, supervision may be limited or non-existent, and the failure to control and punish their children can contribute to future criminality (1990).

According to Clodfelter, Turner, Hartman, and Kuhns (2010) A General Theory of Crime can explain how one is in a situation where one can be sexually harassed. When one has low self-control, one can begin to engage in risky behaviors. This explains both perpetration and victimization. In this process, they can become vulnerable to victimization. For example, sexual harassment can occur when college-aged individuals are participating in risky activities and events involving alcohol, such as binge drinking. This theoretical perspective is not presented to blame victims for their victimization, but rather to inform behaviors that can lead to victimization in college students.

Sociocultural Theory of Sexual Harassment

Tangri and Hayes (1997) explain that the sociocultural theory of sexual harassment can explain why sexual harassment occurs in society. The sociocultural theory of sexual harassment asserts that sexual harassment is due to gender inequality and sexism that is present in our current society. The theory relies strongly on the idea that cultural norms affect behavior. This theory revolves around the belief that there are fundamental differences between women and men. Women are viewed as an inferior sex, as they are expected to be passive and accepting, while men are expected to be dominant and aggressive (Pina, Gannon, & Saunders, 2009). Sexual harassment occurs because there is an inevitable consequence of cultural differences between men and women (Pina et al., 2009).

Tangri, Burt, and Johnson (1982) tested three models of sexual harassment within the workplace. They used a stratified sample of 20, 083 individuals within the federal workforce.

The authors explain that the sociocultural model of sexual harassment asserts that sexual harassment is a manifestation of a larger patriarchal system, a system in which males rule and society legitimizes their rule. Society rewards males for being aggressive and domineering in sexual acts while women are more passive. As women are taught to seek self-worth in their evaluation by others, they are less likely to define actions as sexual harassment as they are predisposed to interpret these male actions as flattery. This model expects victims to be women, particularly those who are breaking into traditional male turf. The expected harassers are males. This model predicts women will react powerless to sexual harassment, with damaged feelings of self-worth and feelings about the workplace. Women are not likely to take assertive action in response to sexual harassment, according to this model. This model also asserts that sexual harassment will occur in a male or female dominated field. In a male-dominated field, women may be treated as intruders invading male territory. In a female-dominated field, males may act in positions of power over “low status” females (p. 42).

Chapter 3: Methodology

Purpose of The Study

The purpose of this study was to examine a sample of 531 college students' perceptions of sexual harassment. According to previous research, blame attribution varies based on the cultural background of the observer or the characteristics of the onlooker/participant (Chechory-Bitton & Zvi, 2020). In this current study, the demographics of the participants were considered to explore differences in their backgrounds and characteristics.

As there is a lack of consensus on what constitutes sexual harassment, mostly along gender lines (i.e., men do not view actions as sexual harassment as frequently as women do) the first research area explored was the characteristics of the observer and whether that influenced categorization of the behavior described to be sexual harassment. Previous research has shown that, compared to men, women consider a broader range of scenarios to be sexual harassment (Kenig & Ryan, 1986). This first research question seeks to understand college students' perceptions of sexual harassment and blame attribution. Hypotheses two and three are exploratory in nature, as there is little research in this area.

Research Question One: *How do perceptions of sexual harassment and blame attribution vary by observers' gender or previous victimization?*

Hypothesis One: *Women observers are more likely to identify sexually harassing behavior than men.*

Hypothesis Two: *Women observers will be less likely to blame the victim than male observers.*

Hypothesis Three: *Victims of childhood sexual abuse will be less likely to identify suggestive behavior as sexual harassment.*

Hypothesis Four: *Victims of sexual harassment will be more likely to identify suggestive behavior as sexual harassment.*

The second research question sought to understand the identification of sexual harassment across different scenarios. We felt it important to explore the nuances of sexual harassment and varied the scenarios, changing the age of the victim, her ethnicity, and the context of the victimization. This question is exploratory in nature, as it has not been done before in sexual harassment perception research.

Research Question Two: *How do the characteristics of the victims of sexual harassment influence the perception of sexual harassment and blame attribution?*

Hypothesis Five: *The rates of sexual harassment acknowledgment and blame attribution for the White victim scenarios will be higher than those of the Latina victim scenarios.*

Hypothesis Six: *The rates of sexual harassment acknowledgment and blame attribution in the academic advisor scenario will be higher than in the coworker scenario.*

Participants and Procedures

Data for this research was collected at the University of Nevada, Las Vegas in the Fall of 2021 and Spring of 2022. The sample includes 531 undergraduate college students who volunteered to complete the research study for credit in an introductory criminal justice class. Students had the option to participate in a study or answer questions about an academic paper with both options taking similar amounts of time to complete. Students who chose the research option accessed the survey online. Instructions for the survey requested that students complete it in private and warned of the personal nature of some of the questions. Consent was indicated by

students agreeing to start the survey after reading the instructions. No identifying information associated with the participants was collected in the Qualtrics survey. IRB approval for the data collection procedures was obtained prior to data collection [#1797622].

There were more participants who identified as women (59.4%, including one who wanted to specify that she was trans) than as men (38.1%) with an additional 1.7% identifying as non-binary or gender fluid. An additional four participants (0.8%) preferred not to disclose their gender. The population was ethnically diverse as can be seen in Table 1. Participants were able to select multiple racial or ethnic identities, which caused the total N to be above 531.

Table 1

Race/Ethnicity of Participants

Race/Ethnicity	n	%
Asian/ Pacific Islander	102	19.2%
Black/African American	89	16.8%
Hispanic	184	34.7%
Native American/Alaskan Native	11	2.1%
White/Caucasian	196	36.9%
Other	21	4%

Note: Students were able to choose multiple ethnic or racial identities.

Assessments and Measures

Demographic Information

The survey included a section dedicated to collecting demographic information of the participants. The purpose of this section was to include data that can be used as independent variables for future analyses. This section collects information about the participants' age, ethnic origin, city of birth, how many years they have lived in Las Vegas (if born outside of the city), gender identity, sexual identity/orientation, religious intent, relationship status, length of longest relationship, sexual experiences, and room for additional comments. The demographic questions and the following questionnaires can be seen in Appendix A.

Sexual Experiences Questionnaire

Previous sexual harassment experiences are measured by the revised Sexual Experiences Questionnaire (SEQ-W) (Fitzgerald, Gelfand, & Drasgow, 1995). There are a total of 54 items within this questionnaire that measure the participant's experiences with sexual harassment. For the purpose of this study, not all 54 items were used. This questionnaire includes three subscales of behaviors: gender harassment, unwanted sexual attention, and sexual coercion. The subscale scores will be calculated for each participant and be used as the measure of experiencing sexual harassment. The items in this questionnaire were arranged so that milder forms of unwanted sexual attention and gender harassment are first to be presented. A question is posed first, for example, "How often have you experienced this from a co-worker, colleague, or supervisor?... habitually told suggestive stories or offensive jokes" and then the effect of this behavior is measured by "How did this behavior affect you?... habitually told suggestive stories or offensive jokes." All of the questions on the questionnaire are measured by ordinal level responses: from

“Never” to “Many Times” for the first question and “Not at all upset” to “Extremely Upset” when measuring the effect of the behavior.

Child Abuse and Trauma Scale (CAT)

The CAT scale sought to understand child abuse and trauma during early childhood. These questions were used to establish early childhood victimization in addition to the ACE measure. This 38-item scale was revised and tested by Barbara Sanders and Evvie Becker-Lausen in 1995. Items in this measure were worded carefully to ask questions in a mild manner instead of detailed questions. For example, one question on this scale is “Did you have traumatic sexual experiences as a child or teenager?” (Sanders & Becker-Lausen, 1995, p. 317). It contains questions related to the individual's childhood or adolescent experiences of sexual mistreatment, physical or emotional neglect, psychological mistreatment, physical mistreatment and punishment, and negative home environment (p. 317). For the purposes of this study, six items of this measure were used. These items include “[Did anyone] 5 years older touch you in a sexual way?,” “Before you were 14, did you engage in any sexual activity with an adult?,” “Were there traumatic or upsetting sexual experiences when you were a child or teenager that you couldn’t speak to adults about?,” “Did you ever witness the sexual mistreatment of another family member?,” “When either of your parents were intoxicated, were you ever afraid of being sexually mistreated?,” and “Did your relationship with your parents ever involve a sexual experience?”

Sexual Harassment Scenario Vignettes

Dr. Alexis Kennedy and Audrey Puckett, M.A., developed several vignettes to assess participants' perceptions of sexual harassment. The name of the victim, ethnicity of the victim, age of the victim, and relationship to the perpetrator was modified to create different scenarios of sexual harassment. Kylie was portrayed as a White female and Maria was portrayed as a Latina female in all scenarios. The first vignette read "(Kylie/Maria) is a 21-year-old (White/Latina) college student. She is in a meeting with her academic advisor who is helping her with job application preparation. After an hour of working, it is already 7 pm. Her advisor, who is sitting next to her, leans forward and places a hand on her forearm and says, 'I really enjoyed working with you and find you very attractive, maybe we can continue this over drinks?'" The second vignette type reads "After music class, (Kylie/Maria), a 15-year-old (White/Latina) girl stayed behind to talk with the music teacher about the possibility of getting private lessons to help with the upcoming solo contest. The teacher talks with (Kylie/Maria) for a while and moves closer, then puts a hand on her shoulder and gives a small squeeze, leans down and says, 'I only give private sessions to cute students at my house, but you would be okay with that, right?'" Finally, the third vignette reads "(Kylie/Maria), a 21-year-old (White/Latina) woman who has always wanted to be a bartender. It is her first day on the new job and she is being shown the ropes by a coworker. They inform her that sometimes the music gets really loud, and it is difficult to hear the customers, so you have to lean in close. The coworker steps in so they are leaning against her and says, 'with a face like yours and boobs like those, you should get used to people being this close.'" For each vignette, the participants were asked a series of questions. For example, "I believe (Kylie/Maria) is to blame for her circumstances." and "I believe (Kylie/Maria) was a

victim of sexual harassment.” They were asked to rate these questions on a 6-point Likert scale from “Strongly Disagree” to “Strongly Agree.”

Participants were asked several questions following the presentation of a vignette. First, they were asked if they believe the victim is to blame for their circumstances. Second, they were asked if the victim was at fault for being in the situation. Third, they were asked if the victim could have avoided the circumstances of the sexual harassment. Fourth, they were asked if the victim herself is responsible for her circumstances. Fifth, they were asked if the story of sexual harassment was realistic. Sixth, they were asked if Kylie or Maria were a victim of sexual harassment. Finally, they were asked a question about the vignette to ensure they read the entirety of the scenario. For the purposes of this study, the questions on blame and if Kylie or Maria were a victim of sexual harassment will be used for analyses. Participants were presented with two scenarios of sexual harassment, students were always presented with either the Kylie or Maria version of the 21-year-old college student scenario. The second scenario presented was either a variation of the 15-year-old music student scenario or a variation of the 21-year-old bartender scenario. Participants did not receive two vignettes with a victim of the same race. The definition of sexual harassment was not included in this survey, nor in the entirety of the project, which serves to be a limitation. Individuals taking the survey may not have appropriate definitions of sexual harassment and may not be able to recognize if sexual harassment is occurring in the three scenarios.

Chapter 4: Findings

Since this research is exploratory, the relationships described in hypotheses one through six were primarily analyzed using correlations. Since multiple observer characteristics were significant (e.g., gender and sexual harassment experience), analyses that include multiple relationships (e.g., t-tests) were used to consider perceptions of sexual harassment while looking for interactions. All analyses were done using SPSS.

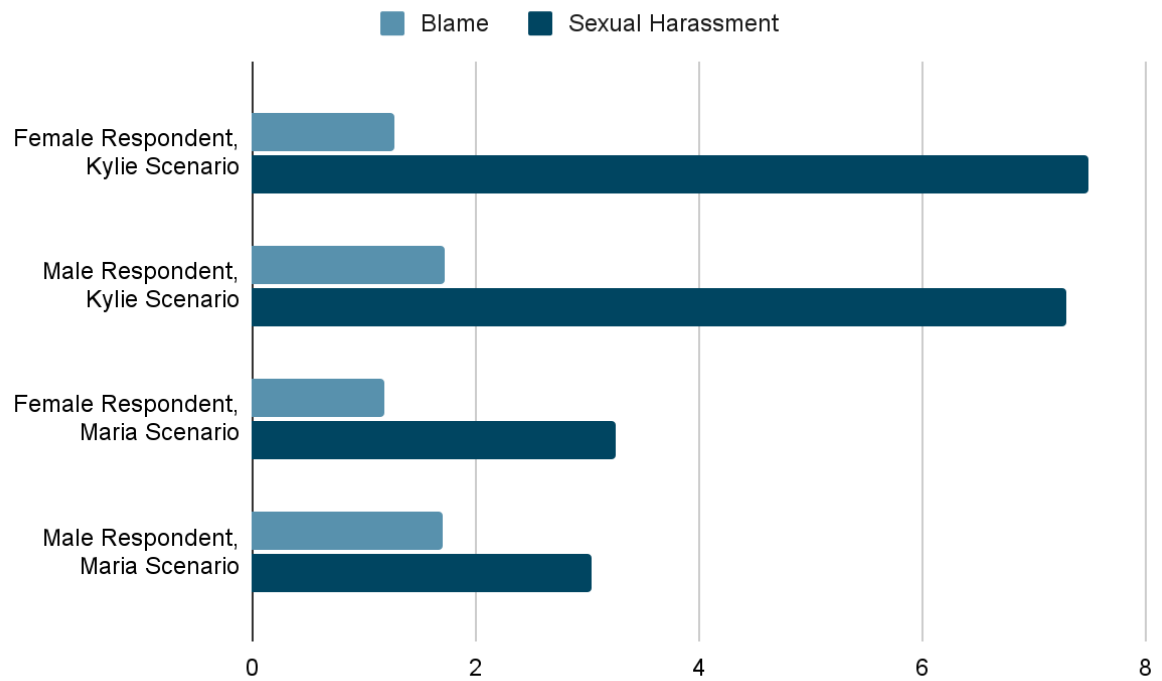
Observer Differences

Gender Differences

Participants were given two of six scenarios, either two adult scenarios or one adult and one child scenario. There were multiple questions following the scenario, but for the purposes of this study, we will focus on two of the questions presented to the participants. First, participants were asked if they believe the scenario constituted as sexual harassment. Second, the participants were asked if Kylie or Maria was to blame for the scenario. Below are descriptive statistics for these two questions.

In the first scenario, the 15-year-old scenario, the mean of women's blame attribution was slightly lower than that of male participants. In addition, the mean acknowledgement of sexual harassment was significantly higher for the Kylie scenario than the Maria scenario. Acknowledgement of sexual harassment was similar for men and women, with males slightly lower. Please see Figure 1.

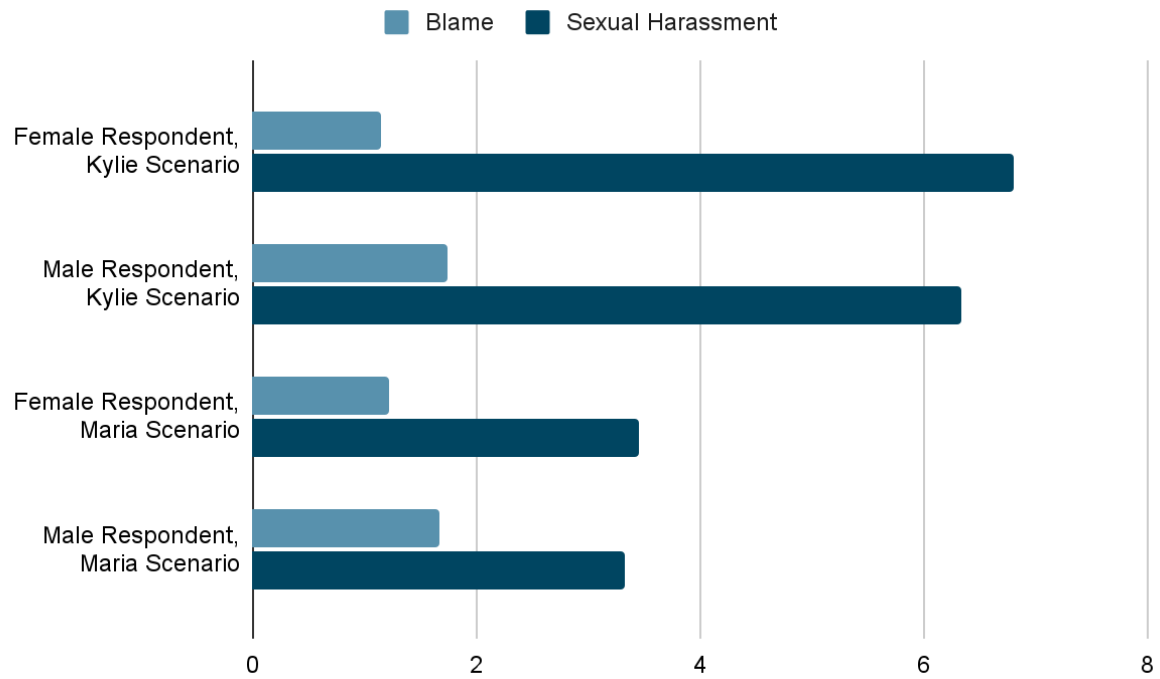
Figure 1: 15-Year-Old Scenario Blame Attribution and Sexual Harassment Acknowledgement



In the second scenario, as seen in Figure 2, the mean blame attribution was lower for females than males. In addition, the mean acknowledgment of sexual harassment was higher for the Kylie scenario than the Maria scenario.

Figure 2: 21-Year-Old College Student Scenario Blame Attribution and Sexual Harassment

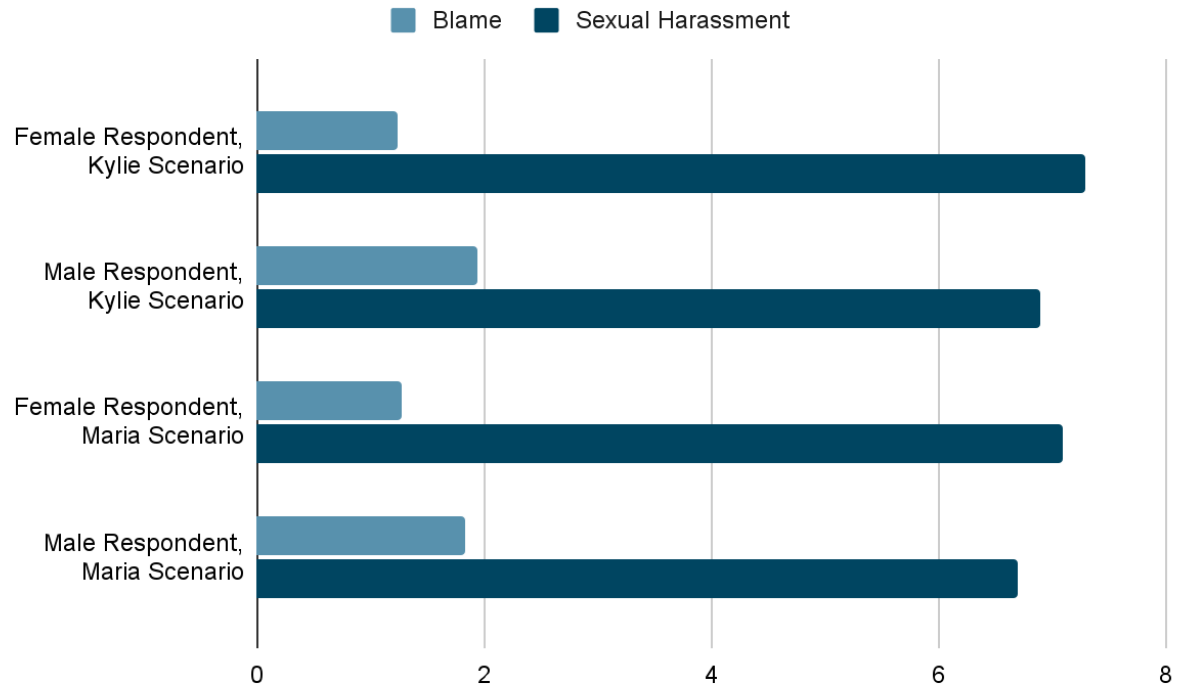
Acknowledgement



Finally, in the last scenario, as displayed in Figure 3, the mean of blame attribution for females was less than that of males. Unlike the other two scenarios, the mean acknowledgement of sexual harassment was similar for men and women, with males slightly lower.

Figure 3: 21-Year-Old Bartender Scenario Blame Attribution and Sexual Harassment

Acknowledgement



In addition to the comparison of means, there were gender differences in the acknowledgment of sexual harassment between men and women. The following three figures display the level of agreement that a scenario was sexual harassment. As seen in figures four through six, women are more likely to strongly agree that a scenario is sexual harassment than men. There was a significant gender difference in the college scenario at a 0.01 confidence level, women were more likely to acknowledge sexual harassment. In addition, women were more likely to identify behaviors as sexually harassing in the bartender scenario at a confidence level of 0.01.

Figure 4: 15-Year-Old Scenario Sexual Harassment Agreement

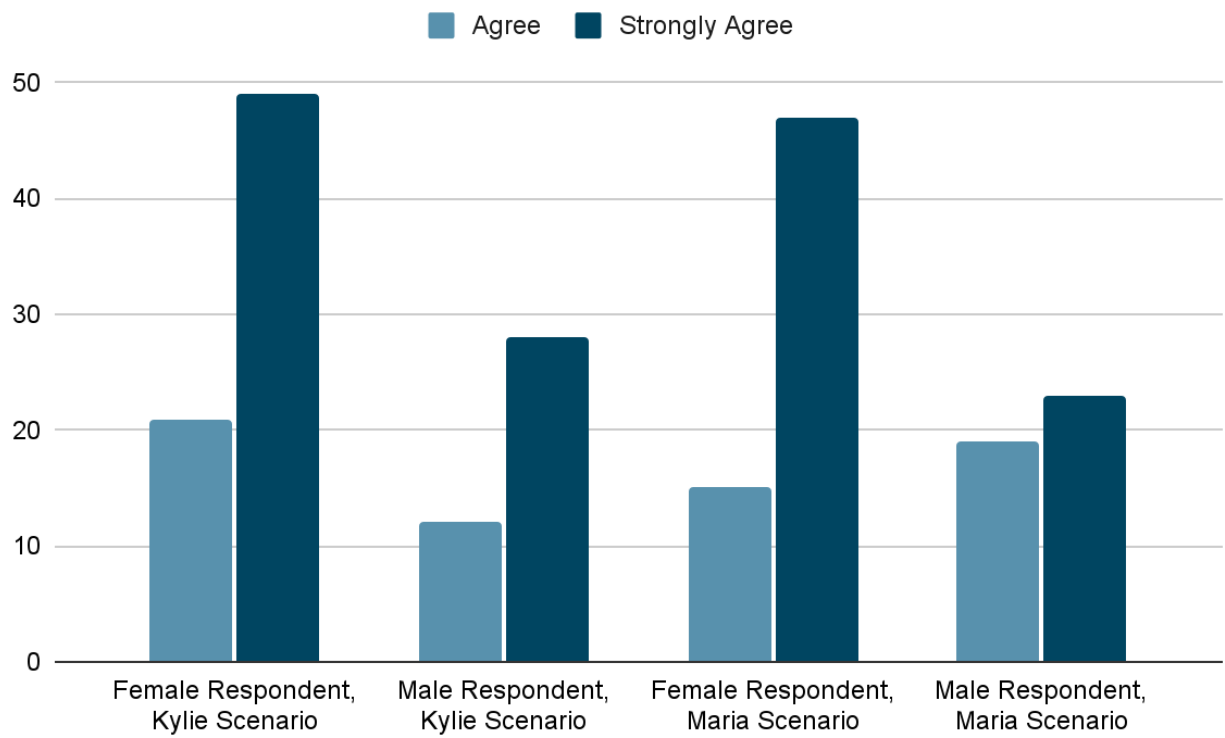


Figure 5: 21-Year-Old College Student Scenario Sexual Harassment Agreement

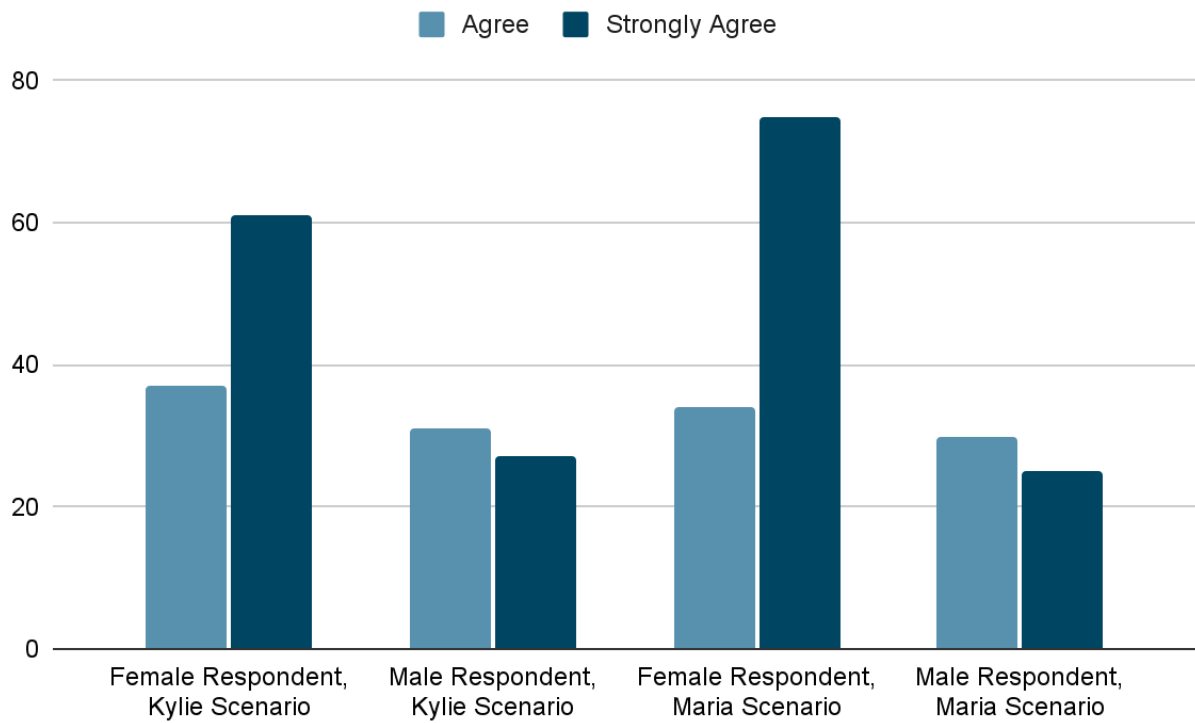


Figure 6: 21-Year-Old Bartender Scenario Sexual Harassment Agreement

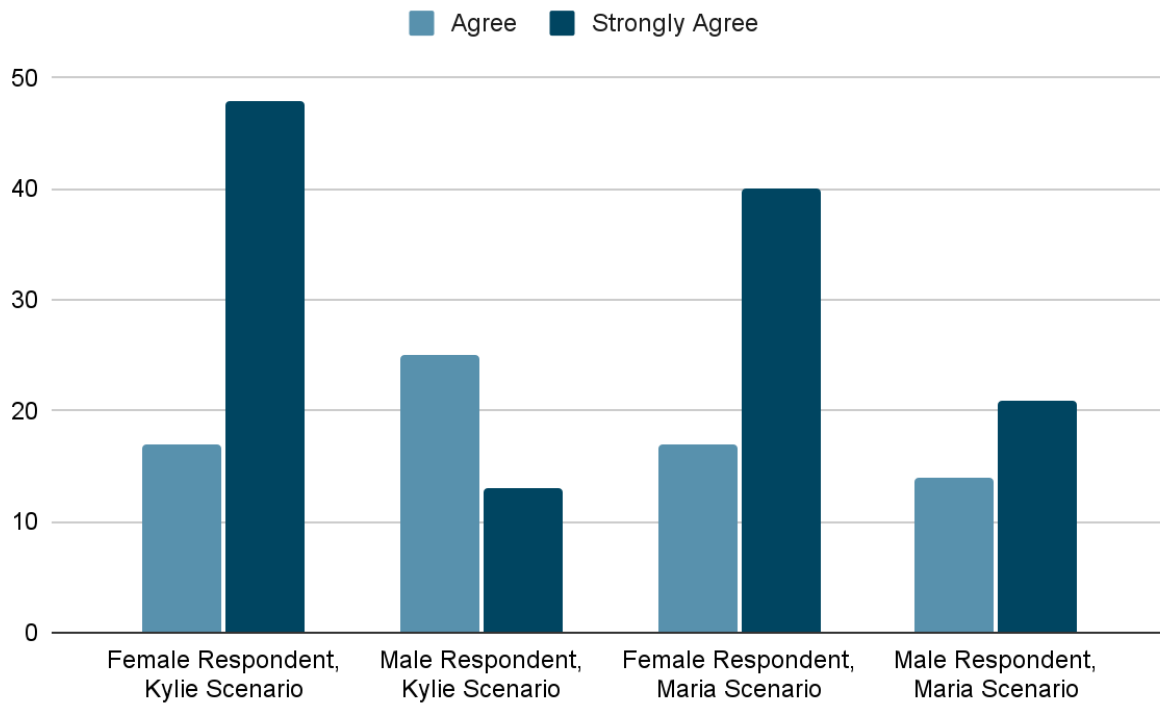


Table 2*Means of Gender Differences in Sexual Harassment Acknowledgement*

Scenario	Mean
21-year-old College Student Scenario	
Female respondent, Kylie scenario	6.81
Male respondent, Kylie scenario	6.34
Female respondent, Maria scenario	3.46
Male respondent, Maria scenario	3.33
21-year-old Bartender Trainee Scenario	
Female respondent, Kylie scenario	7.29
Male respondent, Kylie scenario	6.90
Female respondent, Maria scenario	7.09
Male respondent, Maria scenario	6.69

History of Childhood Sexual Abuse

A single variable was created to identify victims of childhood sexual abuse. The CAT scale was used, with six questions, to establish this. If participants said yes to one of the six questions, they were coded as a victim of childhood sexual abuse. Just over a quarter of the participants, 27.7%, were victims of childhood sexual abuse. A higher percentage of women

(38.5%) reported childhood sexual abuse victimization than men (11.6%). We conducted correlations between gender, history of sexual harassment, and history of childhood sexual abuse. Victims of childhood sexual abuse were more likely to be victims of sexual harassment at a 0.01 confidence level. Women were also more likely to be victims of childhood sexual abuse at a 0.01 confidence level. In the 15-year-old scenario, victims of childhood sexual abuse were more likely to acknowledge sexual harassment at a 0.05 confidence level.

History of Sexual Harassment Victimization

A new variable was created to establish those who have experienced sexual harassment victimization in the past. 65.8% of the participants have never experienced sexual harassment. More women have experienced sexual harassment than men. A little less than 50% of the female sample have experienced sexual harassment while a little less than 20% of males have experienced sexual harassment. Most of those who have experienced sexual harassment have only experienced it once or twice, with less than 7% of women and 2% of men experiencing it many times. Women were more likely to be victims of sexual harassment at a 0.01 confidence level. In the 15-year-old scenario, victims of sexual harassment were more likely to acknowledge sexual harassment at a 0.05 confidence level. In the college scenario, victims of sexual harassment were more likely to acknowledge sexual harassment at the 0.05 confidence level.

Victim Characteristics

Race of Victim

To complete these analyses, we created six new variables. Three of these new variables combined the answers of sexual harassment acknowledgement for the three scenarios of Maria

and Kylie. The other three variables combined the attribution of blame answers for both Kylie and Maria. These variables were named “studentblame,” “studentharassment,” “collegeblame,” “collegeharassment,” “barblame,” and “barharassment.” Following the creation of these new variables, we completed six independent sample t tests. Upon completion of the analyses for this hypothesis, we found that there was only a significant difference in the sexual harassment acknowledgment of the 15-year-old scenario. The mean of the Kylie scenario was 5.56 and the mean of the Maria scenario was 5.27. The sexual harassment acknowledgment for the two adult scenarios did not significantly differ on the victims' race and the means were quite similar. In all scenarios, blame attribution was not significantly different based on race.

Relationship Between Victim and Perpetrator

To determine the differences in sexual harassment acknowledgement and blame attribution between the two adult scenarios, two paired-samples t-tests were conducted. A paired samples t-test (or repeated measures) is being used as there are two different conditions or scenarios being presented to these students. A paired-samples t-test was conducted to evaluate sexual harassment acknowledgment between two scenarios. There was a statistically significant decrease in sexual harassment acknowledgment from the bar scenario ($M = 5.08$, $SD = 1.185$) to the academic advisor scenario ($M = 4.67$, $SD = 1.381$), $t(253) = 4.570$, $p < .001$ (two-tailed). The mean decrease between scenarios was .417 with a 95% confidence interval ranging from .238 to .597. The eta squared statistic (.076) indicated a moderate effect size. A second paired-samples t-test was conducted to evaluate attribution of blame between the two adult scenarios. There was a statistically significant decrease in blame attribution from the bar scenario ($M = 1.51$, $SD = 1.28$) to the academic advisor scenario ($M = 1.347$, $SD = 1.02$), $t(253) = 2.231$, $p < .001$ (two-tailed).

The mean decrease between scenarios was .161 with a 95% confidence interval ranging from .019 to .303. The eta squared (0.019) indicated a small effect size.

Chapter 5: Discussion

For this research project, we sought to understand the perceptions of sexual harassment and the attribution of blame by college students. Hypothesis one stated women observers are more likely to identify sexually harassing behavior than men. Previous research had found that women are more likely to acknowledge sexual harassment (Kabbash et al., 2012). That is consistent with the findings of this study. Women were statistically more likely to acknowledge sexual harassment than men in the two adult scenarios. Blame attribution was similar for both men and women in most scenarios, but men were slightly higher in their agreement that the victim is to blame for their circumstances. This difference was not significant in any of the three scenarios. Previous findings have shown that male and female respondents are more likely to constitute a scenario as sexual harassment if the victim is a woman (Shechory-Bitton & Zvi, 2020). As previous research demonstrates, women are more likely to constitute a scenario as sexual harassment and that has supported in this study as well. Our second hypothesis states women observers will be less likely to blame the victim than male observers. This was not supported in the current study. We were surprised to see there was disagreement about what constituted sexual harassment, but participants generally agreed on blame. Based on previous research, we assumed women would be significantly less likely to blame the victims in all scenarios.

Without the support of previous research, we believed that victims of childhood sexual abuse would be less likely to identify suggestive behaviors as sexual harassment. This was our third hypothesis. We were surprised to see that such a small percentage of participants were victims of childhood sexual abuse. Women were significantly more likely to be victims of childhood sexual abuse, which goes against previous research. Menard et al. (2003) found men

were more likely to be victims of childhood sexual abuse. As this study was conducted almost 20 years ago, we must assume these trends have changed significantly. We were not surprised to find that victims of childhood sexual abuse were more likely to be victims of sexual harassment. Research on Adverse Childhood Experiences has found that prior childhood victimization influences future adulthood victimization (Voith et al., 2017), which is consistent with our results. We were surprised to find that victims of childhood sexual abuse were only more likely to acknowledge sexual harassment in the child scenario. Although, upon further thought, this makes sense as they were victimized in their childhood, so it may have been easier to recognize sexually suggestive behaviors directed at children.

We also believed victims of sexual harassment would be more likely to identify suggestive behavior as sexual harassment. This hypothesis was supported by previous research (Kabbash et al., 2012). We were surprised to find the majority of the sample have not experienced sexual harassment, but we were not surprised to find women were significantly more likely to be victims of sexual harassment. According to the sociocultural theory of sexual harassment, women are more likely to be victims of sexual harassment, especially in male-dominated fields (Tangri et al., 1982). We expected participants to be sexually harassed more as sexual harassment among college students happens more often in public places (Kabbash et al., 2012); however, only less than 7% of women and 2% of men reported experiencing sexual harassment many times. During our analyses, we found that sexual harassment victimization was only significant in the 15-year-old student and 21-year-old student scenarios. This was expected, as the 21-year-old bartender scenario was the most explicit, so we did not expect much disagreement on if it was sexual harassment or not. Overall, we found that previous sexual harassment victimization was influential in recognizing sexually suggestive behaviors.

We believed the rates of sexual harassment acknowledgment and blame attribution for the White victim scenarios will be higher than those of the Latina in the college scenario. This was our fifth hypothesis. According to previous research, white victims are more protected than women of color (Foley et al, 1995; Madriz, 1997). We were surprised to see race was only significant in the 15-year-old scenario. In this scenario, the mean of sexual harassment acknowledgment for the Kylie Scenario was higher than that of the Maria scenario. There may be an age factor that is present, as previous research has shown that younger victims of sexual abuse are believed more and seen as more credible (Rogers & Davies, 2007). Attribution of blame was not found to be significant between the race of the victim in any of the three scenarios. After the initial analysis was completed, as blame attribution was not significant in any of the three scenarios, we did not expect race to create a significant difference.

For the final hypothesis, we sought to understand if the difference of sexual harassment acknowledgment and blame attribution in the adult scenarios was significant. Contrary to our hypothesis, we found that sexual harassment acknowledgment and blame attribution was higher for the bar scenario than the academic advisor scenario. This was surprising as we expected the difference in power between an academic advisor and a student, compared to coworkers, would have an effect. It was not surprising to find that there was a moderate effect for sexual harassment acknowledgment and a small effect for blame attribution, as blame attribution was not significant in any of the scenarios. Sexual harassment acknowledgment may have been higher for the bartender scenario due to it being more explicit than the academic advisor scenario.

Our findings were mostly consistent with the three theories presented earlier: Routine Activities Theory, A General Theory of Crime, and the Sociocultural Theory of Sexual

Harassment. Routine Activities Theory assumes that sexual harassment will occur when a motivated offender encounters a suitable target without the presence of a capable guardian. In all three scenarios presented, there was not a capable guardian present. Target suitability can include the proximity of targets to motivated offenders and the attractiveness of the target, through material or symbolic attractiveness. In all three scenarios, the offender chose the victim as they were suitable by being close and physically attractive. In the academic advisor scenario, the academic advisor comments on the physical attractiveness of the victim and requests to continue their conversation over drinks. In the bartender scenario, the offender comments on the victim's face and breasts. Finally, in the 15-year-old scenario, the music teacher comments on the child's physical attractiveness as well. In all three scenarios, we created a motivated offender in the presence of a suitable target (who is both close and physically attractive to the offender), without the presence of a capable guardian to serve to protect the victim.

A General Theory of Crime was used to frame the findings of the bartender scenario. As the theory states, those with low self-control will engage in riskier behaviors. It is deemed riskier than attending a music lesson or meeting with an academic advisor. As assumed, there were significant gender differences in sexual harassment acknowledgment in this scenario. Surprisingly, there were no significant differences in sexual harassment acknowledgment between those with previous sexual harassment acknowledgment and those without. Interestingly, blame attribution was not significantly different between genders, so one gender did not blame the victim more.

Finally, a Sociocultural Theory of Sexual Harassment assumes there is gender inequality and sexism present in our society that can influence sexually harassing behaviors. Women are viewed as the inferior sex, as they are expected to be passive and accepting, while men are

expected to be dominant and aggressive (Pina, Gannon, & Saunders, 2009). Although the gender of the offender is never stated, we believe participants assumed the gender of the aggressor is male. We believe this theory is supported as there were significant gender differences in sexual harassment acknowledgment in the two adult scenarios. If men are under the influence, they must be dominant and aggressive, it would make sense that they are less likely to recognize behaviors as sexual harassment. Interestingly, according to this theory, women are taught to seek self-worth in their evaluation by others, so they are less likely to define actions as sexual harassment as they are predisposed to interpret these male actions as flattery (Tangri et al., 1982). This assumption was not supported by our findings. In contrast, women were more likely to constitute scenarios as sexual harassment than their male peers. We may assume this research is dated and movements like #MeToo has allowed women to recognize these behaviors more frequently and go against previous gender norms that women must be passive.

Limitations

There were several limitations to this research project. The first limitation of this study is that all victims in the three scenarios were female and the gender or race of the offender was not explicitly stated. There were no male victims present in this study, which is a serious limitation that should be explored in future studies. We presented students with the race of the victim but did not provide the race of the perpetrator. This may have an impact on sexual harassment acknowledgment and blame attribution. This limitation should be explored in future studies. Similarly, we do not have data on same-sex sexual harassment or the sexual harassment of non-binary or transgendered individuals.

A second limitation is that women and men taking this survey were not presented with definitions of sexual harassment, and therefore may not have had an appropriate definition in mind. It is believed that providing a definition of sexual harassment prior to the scenarios would have influenced the student's responses to the acknowledgment of sexual harassment.

A third limitation is that participants were cued to look at the race of the victim and may have answered the questions following the scenario in a socially desirable way. Future studies should explore perceptions of sexual harassment without the inclusion of the victim's race. Another limitation has to do with the generalizability of the results. Because this study was conducted with students enrolled into an introductory criminal justice course, it is not a representative sample of the college population. However, because this study is exploratory in nature, the generalizability of the results was not intended.

A fifth limitation is that this study was not designed to test the theories of sexual harassment that were presented. Future studies should include scenarios in which a guardian is present or absent to test Routine Activities Theory. In regards to A Sociocultural Theory of Crime, the gender of the preparator should be presented to determine if the gender of the perpetrator being male is significant. The final limitation of this study is that many of the theories of sexual harassment presented are dated, as they were from the 1980s, and they may not represent current theories of sexual harassment. In addition, some theories, like the Sociocultural Theory of Sexual Harassment and A General Theory of Crime, seem to put the blame of victimization on the victim themselves. There is a serious need for updated theories of sexual harassment as trends in sexual harassment acknowledgment and blame attribution have changed significantly since the 1990s and earlier. In addition, when studying sexual harassment, or any kind of sexual victimization, participants may have been previously victimized. Future

researchers should include theories of revictimization, such as the application of Routine Activity Theory.

Implications and Areas for Future Research

We hope this study can influence changes in the reporting of sexual harassment within the workplace, in the home, and in schools. Our findings highlight significant biases students have toward victims of varying ages and races. Individuals who enter as employees in sexual harassment reporting offices may start with similar biases, which should be remedied by education and training. In addition, we hope this research can influence education about sexual harassment among college students. Students at this Southwest University are not required to participate in any training related to sexual harassment, sexual abuse, stalking, or other violence. We believe that if the students took part in a training on sexual harassment or sexual abuse, their perceptions of what behaviors or actions constitute as sexual harassment may have been different. For example, if this study was done with employees of an institution or Graduate students who are required to take part in sexual harassment training, the percentage of the agreement to the scenarios constituting as sexual harassment may have been higher and fewer individuals would report that the situation was not sexual harassment. These are areas for future research that are intended to be explored.

Appendix A

Coercive Sexuality 2021

Please answer each question. This is a completely anonymous survey, so please honestly answer as many questions as possible.

1. Age

2. What do you consider BEST describes your ethnic origin?

- ☐ Black/African American
- ☐ Native American/Alaskan Native
- ☐ Asian/Pacific Islander
- ☐ Hispanic
- ☐ White
- ☐ Other

Other (please specify)

3. City of Birth

4. If born outside of Las Vegas, how many years have you been living here?

5. What is your gender identity?

- ☐ Female
- ☐ Male
- ☐ Non binary
- ☐ prefer not to disclose
- ☐ Other (please specify)

Appendix B

Coercive Sexuality 2021

1. Research has shown that experiencing a history of adverse childhood experiences can increase your resilience but it can also lead to long-term negative health effects. The following questions are the items in the adverse childhood experiences survey from the CDC. Please keep in mind that you can skip answering any of these questions.

Before the age of 18...

	Yes	No	Don't know
1. Did you live with anyone who was depressed, mentally ill, or suicidal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Did you live with anyone who was a problem drinker or alcoholic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Did you live with anyone who used illegal street drugs or who abused prescription medications?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Did you live with anyone who served time or was sentenced to serve time in a prison, jail, or other correctional facilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Did your parents or adults in your home often or very often... slap, hit, kick, punch or beat each other up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Did your parents or adults in your home often or very often... swear at you, insult you, put you down, or humiliate you? Or act in a way that made you afraid that you might be physically hurt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	Don't know
<p>7. Did your parents or adults in your home often or very often... push, grab, slap, or throw something at you? Or ever hit you so hard that you had marks or were injured?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>8. Did an adult or person at least 5 years older than you ever... touch or fondle you or have you touch their body in a sexual way? Or attempt or actually have oral, anal, or vaginal intercourse with you?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>9. Did you often or very often feel that ... No one in your family loved you or thought you were important or special? Or your family didn't look out for each other, feel close to each other, or support each other?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>10. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>11. Were your parents separated or divorced?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Before the age of 18...

	Yes	No	Don't know
12. Did your parents verbally abuse each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Were you expected to follow a strict code of behavior in your home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Did you parents insult you or call you names?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. As a child did you feel unwanted or emotionally neglected?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Before you were 14, did you engage in any sexual activity with an adult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Were there traumatic or upsetting sexual experiences when you were a child or teenager that you couldn't speak to adults about?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Did you ever witness the sexual mistreatment of another family member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Did you ever think seriously about running away from home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Did you witness the physical mistreatment of another family member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. As a child did you feel that your home was filled with the possibility of unpredictable physical violence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Did you have traumatic sexual experiences as a child or teenager?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Before the age of 18...

	Yes	No	Don't know
23. Did you feel safe living at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. When either of your parents were intoxicated, were you ever afraid of being sexually mistreated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Did your relationship with your parents ever involve a sexual experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. As a child, did you have to take care of yourself before you felt you were old enough?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Was your childhood stressful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C

Coercive Sexuality 2021

1. Kylie is a 21-year-old White college student. She is in a meeting with her academic advisor who is helping her with job application preparation. After an hour of working, it is already 7pm. Her advisor, who is sitting next to her, leans forward and places a hand on her forearm and says, "I really enjoyed working with you and find you very attractive, maybe we can continue this over drinks?"

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I believe Kylie is to blame for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is Kylie's fault for being in this situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kylie could have avoided these circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Kylie herself is responsible for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Kylie's story was realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Kylie was a victim of sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kylie was 18 years old in the vignette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Maria is a 21-year-old Latina college student. She is in a meeting with her academic advisor who is helping her with job application preparation. After an hour of working, it is already 7pm. Her advisor, who is sitting next to her, leans forward and places a hand on her forearm and says, "I really enjoyed working with you and find you very attractive, maybe we can continue this over drinks?"

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I believe Maria is to blame for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is Maria's fault for being in this situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria could have avoided these circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Maria herself is responsible for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Maria's story was realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Maria was a victim of sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria was 15 years old in the vignette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. After music class, Maria, a 15-year-old Latina girl stayed behind to talk with the music teacher about the possibility of getting private lessons to help with the upcoming solo contest. The teacher talks with Maria for a while and moves closer, then puts a hand on her shoulder and gives a small squeeze, leans down and says, "I only give private sessions to cute students at my house, but you would be okay with that, right?"

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I believe Maria is to blame for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is Maria's fault for being in this situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria could have avoided these circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Maria herself is responsible for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Maria's story was realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Maria was a victim of sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Maria was a victim of sexual abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria was 15 years old in the vignette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. After music class, Kylie, a 15-year-old White girl stayed behind to talk with the music teacher about the possibility of getting private lessons to help with the upcoming solo contest. The teacher talks with Kylie for a while and moves closer, then puts a hand on her shoulder and gives a small squeeze, leans down and says, "I only give private sessions to cute students at my house, but you would be okay with that, right?"

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I believe Kylie is to blame for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is Kylie's fault for being in this situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kylie could have avoided these circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Kylie herself is responsible for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Kylie's story was realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Kylie was a victim of sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Kylie was a victim of sexual abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kylie was 15 years old in the vignette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Maria, a 21-year-old Latina woman who has always wanted to be a bartender. It is her first day on the new job and she is being showed the ropes by a coworker. They inform her that sometimes the music gets really loud, and it is difficult to hear the customers, so you have to lean in close. The coworker steps in so they are leaning against her and says, "with a face like yours and boobs like those, you should get used to people being this close."

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I believe Maria is to blame for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is Maria's fault for being in this situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria could have avoided these circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Maria herself is responsible for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Maria's story was realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Maria was a victim of sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Maria was a victim of sexual assault.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria was 15 years old in the vignette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Kylie, a 21-year-old White woman who has always wanted to be a bartender. It is her first day on the new job and she is being showed the ropes by a coworker. They inform her that sometimes the music gets really loud, and it is difficult to hear the customers, so you have to lean in close. The coworker steps in so they are leaning against her and says, "with a face like yours and boobs like those, you should get used to people being this close."

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I believe Kylie is to blame for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is Kylie's fault for being in this situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kylie could have avoided these circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Kylie herself is responsible for her circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe Kylie's story was realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Kylie was a victim of sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Kylie was a victim of sexual assault.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kylie was 15 years old in the vignette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Curriculum Vitae

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Education

University of Nevada, Las Vegas

Master of Arts – MA, Criminal Justice

GPA: 3.996 Expected *May 2023*

Bachelor of Arts – BA, Psychology with a Minor in Criminal Justice GPA: 3.67 *May 2021*

Professional Development

University of Nevada, Las Vegas

COLA Mentor

August 2022 - Present

- Meets with COLA undergraduate students to discuss life following college
- Discusses graduate school and careers following undergraduate graduation

COLA 100 Guest Speaker

March 2022

- Discussed my undergraduate academic career and provided advice to first-year seminar students within the College of Liberal Arts

Find Your Future Event Speaker

October 2021

- Discussed my undergraduate career and how I decided to pursue graduate school
- Answered participant questions in regard to life following graduation

Peer Mentor

August 2020 – May 2021

- Provided support and advice to first-year students, ensuring they are aware of methods and campus resources to aid with their success during their college career

Team Lead/ Research Assistant

August - December 2020

- Working in the Tourism Safety and Crowd Science lab under Dr. Tamara Herold
- Served as the team lead while overseeing three of my peers
- Conducting research regarding emergency management during a pandemic

Research Assistant

January - May 2020

- Conducted research regarding spectator violence
- Worked efficiently within a group to ensure that weekly assignments were completed as tasked

Horses4Heroes | Summer Intern

Summer 2020

- Created videos and content for social media and to inform the Las Vegas community of the services and programs Horses4Heroes has to offer to veterans and their families

Three Square | Senior Hunger Intern

Spring 2020

- Surveyed seniors to make improvements to the Golden Groceries program
- Conducted research to improve programs in place assisting seniors in the Las Vegas community
- Volunteered at food pantries, with packing groceries, or with additional programs when needed

Volunteer Experience

NFL Draft | NFL Green Team Volunteer

April 2022

- Assisted the NFL Green Team in educating guests in their mission
- Guided guests in with their recycling, composting, and trash needs

Helping Hands of Vegas Valley | Volunteer

2011 - Present

- Deliver food and paper goods to underserved populations in Las Vegas and Henderson
- Develop relationships with and assist individuals with disabilities

Work Experience

UNLV | Graduate Assistant in the Urban Affairs Advising Center

August 2021-August 2022; January 2023-present

- Assist undergraduate students with their academic needs, specifically regarding courses to complete their degree requirements
- Refer students to academic resources on the UNLV campus to assist in their academic success
- Use programs such as myUNLV and Campus Connect efficiently

UNLV | Graduate Assistant School of Public Health

August 2022 - January 2023

- Assisted researchers on a traffic safety grant
- Researched state laws regarding the collection and analysis of demographic information obtained during a traffic stop to create a cohesive document for grant funders

Total Dog! Vegas | Office Assistant

March – June 2021

- Provided exceptional customer service by appropriately answering client concerns, forwarding messages and scheduling training appointments as necessary
- Provided invoices and receipts for customers manually or computer on QuickBooks
- Scheduled training sessions for approximately 100 clients dependent on the availability and travel time of our mobile dog trainers