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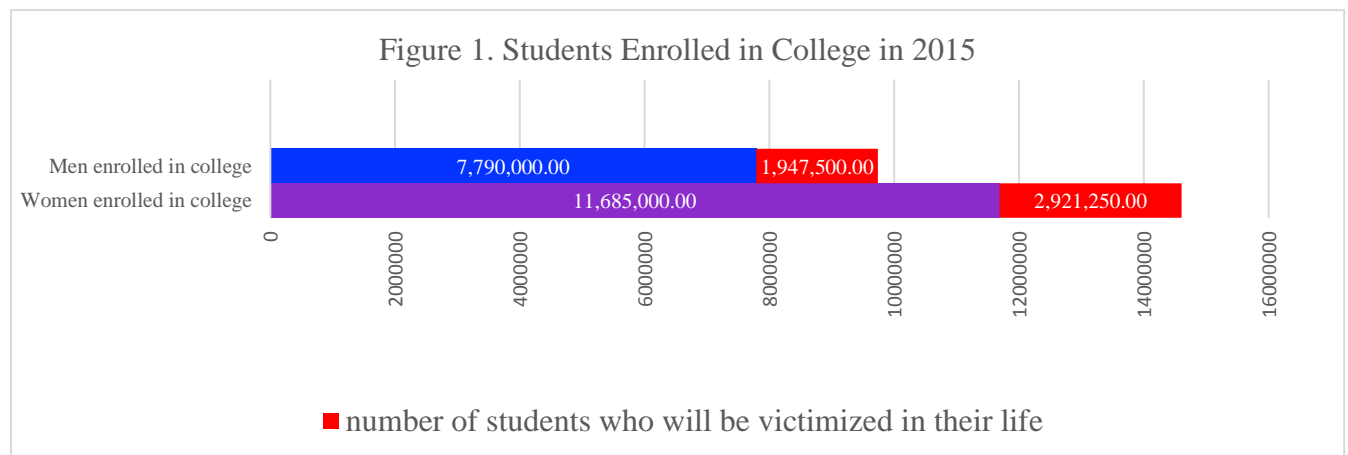
Sexual Assault and Sexual Consent Education

Veronica Hamilton

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Sexual Assault and Sexual Consent Knowledge in Adults

Sexual assault is defined as any nonconsensual sexual contact (Jozkowski & Peterson, 2013). Sexual violence is a problem that women battle all over the world regardless of country of origin, race or socioeconomic status (Jozkowski & Peterson, 2013). Sexual assaults are obtained through force, intimidation, coercion, or intoxication of drugs and alcohol (Jozkowski & Peterson, 2013). In the United States rates of sexual assault have remained constant for at least the past fifty years (Jozkowski & Peterson, 2013), despite the claims of gender equality and rape reduction programs within American society. The steady rates of sexual assault suggest that much more research needs to be conducted in order to better comprehend society's educational needs involving sexual assault. It is estimated that as many as 1 in 4 women will be a victim of sexual assault before they finish college, this huge portion of the population proves the necessity of sexual consent education (Hayes, Abbot & Cook, 2016; Boswell & Spade, 1996). Figure 1 displays the problem of sexual assault on college campuses. An estimated 20.5 million students enrolled in college in 2016, 57% of undergraduate students were females while the remaining 38% were male, while 5% did not report their gender. Figure 1 (National Center for Educational Statistics, 2016) takes those numbers and represents them visually to show the impact of sexual assault on college students;



Society seems more concerned about false rape accusations than reducing the rates of sexual assault. The supposed trend causes wide spread panic for men, however only 0.005% of punished rapes are false charges (Belknap, 2010). Sexual assault has the same amount of false report ratings as any other crime, falling around 2-8% yet people are very likely to believe that a rape accusation is false (Schwartz & Jackson, 2008). This occurs because as a whole, society does not want to accept the rate in which sexual assault occurs (Schwartz & Jackson, 2008).

Studying sexual assault and the various components that contribute to sexual assault, allows a comprehensive understanding of the issue in society, rather than a shallow overview of the problem of rape in society. In this case, knowledge is power as understanding all aspects of sexual assault including the psychology of the offenders and victims will help psychologists, sociologists and educators to form more informative and effective programs to reduce sexual assault (Bartol & Bartol, 2015).

A major obstacle for this field in the United States is that there are many factors in popular culture that say that rape is socially acceptable, which re-enforce what has been labeled the “rape culture” in American society (Schwartz & Jackson, 2008). The approval and reinforcement of violence towards women along with false beliefs about rape form the basis of rape culture. This rape culture is so embedded into the society that research of college males has shown that 23% of men admitted to actions that met the legal definition of rape without even realizing that their actions were aggressive, while 35% of those college men surveyed indicated that they might rape a woman if they were assured that there would not be any consequences (Burgess, 2007). Rape culture leads to people believing that they are entitled to sex, despite the wishes of their sexual partner. With deeper research into this topic, better educational programs

about consent will be able to be created that will hopefully be effective in beginning to lower the rates of sexual violence.

The Present Study

In order to lessen rates of sexual assault, better sexual consent education must be developed. The current study will examine the knowledge that adults have surrounding sexual consent and assault. A comprehensive understanding of sexual assault and all components involved are necessary for a deeper understanding of sexual consent and the knowledge that society needs. This study will examine the modern day hook up culture in which college students socialize. It will also discuss sexual consent and the various types of sexual violence that a victim can experience. Not only will this study examine the psychological effects of the victims, but it will also uncover the psychology of perpetrators. From there, proof for the existence of rape culture is presented. This will be followed by a proposal for an educational program that the researcher hopes to test in future work. By researching all aspects of sexual assault in American society, a plan will be made in order to effectively open up the discussion surrounding rape and sexual assault.

Hook up Culture

Rape and sexual assault has been an issue in society for as long as history can be tracked (Bogle, 2008). There are reports of sexual assault in Greek mythology through stories about Zeus as well as laws against rape in ancient Roman law (Bogle, 2008). Despite evidence of rape in all time periods, there remains some ignorance regarding the high rates of sexual assault when people blame the college student's current dating script as the reason for the high levels of sexual assault. Research has proven that sexual violence has always been a problem that women faced, and has little to do with the dating scripts of young people. Hook up culture is the name that has

been attributed to the modern day dating script of college students, as sexual encounters have become the start to intimate relationships for college students rather than an experience with someone they know very well. Although rape is not a problem that has originated from hook up culture, it needs to be a topic of discussion while researching sexual assault as it is the social norm that is present among young adults today, who are more likely to both experience or commit a sexual assault.

In the 1960's, western societies experienced a shift away from dating as a social norm (Bogle, 2008). The social shift most greatly affected middle and upper-class families, who had previously experienced the supervised search for a potential mate and society foreboding sexual intimacy before marriage to the modern day hook up culture (Bogle, 2008). This shift towards modern day social interactions of young people took place around the shift in the socialization habits of college students which started moving away from pair dating and more towards partying with large numbers of peers without adult company (Bogle, 2008). In the hook up dating script, young adults engage in group social activity, which often leads to couples breaking away from the group, and engaging in sexual activity of varying degrees (Kimmel, 2009).

This social movement was congruent with the increased availability of birth control, the sexual liberation movement and feminist emergence in society (Bogle, 2008). As women began to gain reproductive rights, there was a change in sexual behavior making the idea of sex before marriage less unthinkable, as there were now precautions to take to not irresponsibly conceive a baby (Bogle, 2008). In the 1960's the age of marriage also changed from 20 for women and 23 for men to 25 for women and 27 for men (Bogle, 2008). The dramatic decrease in people getting married during or immediately after college has also contributed to the hook up culture becoming prevalent within the college campus, as young adults are not serious about finding a future mate

until after they graduate college (Bogle, 2008). Undergraduate students see their current sexual encounters as temporary pleasure until they graduate and become adults (Bogle, 2008). This recognized middle ground between childhood and adulthood occurs on the college campus. People do not feel as if they are adults, yet they also do not feel as if they are children anymore and they participate in dangerous behaviors because they are no longer supervised by their parents.

Sociologist Kathleen Bogle, in particular, has become an expert on hook up culture through her studies. In 2008, her interest in the present day college dating script lead her to write her book: *Hooking Up: Sex, Dating and Relationships on Campus*. In her research, she conducted a qualitative study where she interviewed primarily white, heterosexual college students from different Universities about various aspects of their dating and “hooking up” habits (Bogle, 2008). Prior to the year 2000, there was no research about the college hook up culture; the older research about intimate relationships discussed dating in college students, which Bogle observed based on her own college experience was an outdated social script for undergraduates (Bogle, 2008).

Sociologists use the term “scripts” to determine socially learned behavior, and argue that even sexual norms are learned through socialization (Bogle, 2008). This means that “cultural norms can dictate a script for when, where, why and how sexually intimate interaction [will] occur” (Bogle, 2008), giving society much more influence on one’s sexual habits than is comfortable to admit. Sexual scripts even influence the types of sexual acts that occur, how frequently they occur and between whom (Hakvåg, 2009). Societal scripts are different for men and women, the sexual script traditionally depicts men as the initiator and women as the gatekeeper (Bogle, 2008). The “roles that men and women play are shaped by cultural

influences” cultural influences include the daily social interactions, the time period in which people live, the customs of the area in which they live and the media that they are exposed to (Bogle, 2008). Cultural influences determine the social norms that people adhere to in all types of situations including hooking up.

The term “hook up” is a term that seems to lack a concrete definition (Bogle, 2008; Kimmel, 2009). Bogle’s participants reported “hooking up” to mean any intimate encounters from kissing to engaging in sexual intercourse (Bogle, 2008; Kimmel, 2009). Students agreed, however, that hooking up usually occurs between people who are casual acquaintances and not those who are in a committed relationship (Kimmel, 2009). Hooking up has become the way in which relationships are formed between young adults (Bogle, 2008). Typically, the consumption of alcohol takes place during parties where young people interact, causing the frat house environment to become a platform for undergraduate students to find possible sexual or romantic partners (Bogle, 2008). The consumption of alcohol is crucial to the hook up culture because the substance alters the judgment of both parties and allows both partners to displace blame of the sexual encounter to drunkenness rather than the fault of either partner (Kimmel, 2009).

The vague nature of the term hooking up lends to gender differences (Kimmel, 2009). Men typically exaggerate their sexual experience to support their masculinity and use the ambiguity to have people perceive that more happened sexually than occurred in actuality, and on the other hand women who are encouraged to have low sexual numbers can use the uncertainty of their peers to protect their image (Bogle, 2008). An unfair double standard is highlighted through this concept where women who engage in sexual behavior are stigmatized, while men are “congratulated by their male peers for sexual conquests” (Bogle, 2008; Kimmel, 2009). The double standard leads an environment where men feel entitled to sex, because they

see it as a personal benefit rather than intimacy between someone they love (Kimmel, 2009).

The enjoyment of the spontaneity of hook up culture lets men relax while women are left watching their every move in attempts to avoid a sexually embarrassing, threatening, or violent situation (Kimmel, 2009).

Michael Kimmel's (2009) book: *Guyland: The Perilous World Where Boys Become Men, Understanding the Critical Years Between 16 and 26*, allows male insight into the sensitive topic. Kimmel uses interviews with college aged men to gather information about the male perspective of hook up culture. In *Guyland*, Kimmel describes the perceptions of college men's sexual experiences with women as being the equivalent of "breaking down her protection" (Kimmel, 2009), which is already aggressive in nature. When a woman decides to have sex with someone and "let her guard down", so to speak, it is perceived to lower her moral character while boosting her partner's credibility with his friends (Kimmel, 2009). The information that Kimmel gathered, reinforces the idea of the sexual double standard that Bogle discussed in her research, and adds the layer of popularity gains for males. Women who have sex are labeled sluts and the men who have sex with them are praised for their masculinity.

The popularity of a young man is often based perceived to be of a higher status based on the frequency of his sexual encounters (Kimmel, 2009). For men, sexual encounters become more of a competition between each other than a search for pleasure or a romantic relationship (Kimmel, 2009). The competition of hooking up to gain popularity then becomes more centered around the relationship between other male peers than between the people having intercourse (Kimmel, 2009). Men seek out sexual encounters in order to impress their male (Kimmel, 2009). When men share their hooking up experiences with their peers, they compete and establish a hierarchy within their social circle (Kimmel, 2009). The competition that is created between

men lead to sexual aggression in many encounters, some who may not even realize that they were sexually assaulting a woman due to sheer ignorance of sexual consent.

Sexual Consent

The definition of sexual assault is centered the consent of a sexual encounter. Limited research exists about sexual consent, leading to uncertainty around a concept that should be simple and straightforward (Jozkowski & Peterson, 2013). The definition that has been accepted by scientists to define sexual consent is a “freely given agreement to engage in sexual activity” (Jozkowski & Peterson, 2013). The term freely given is very important because it means that consent under duress under any kind does not count as consent to sexual activity (Jozkowski & Peterson, 2013). Consent is the willingness and agreement between partners to engage in sexual activities, although many people believe there is a difference between willingness and consent (RAINN, 2016). If a person is not interested in a sexual advance and neither refuses or denies the advance due to intoxication or fear, consent was not obtained in that situation. People should also not pressure their partners to engage in sexual activity with them if their partner is not in the mood to engage in sexual activity as there is a fine line between teasing and coercion. Consent is about communication and applies to all forms of touching, even nonsexual touch (Graupner & Graupner, 2001). Feminist psychologists are now recommending teaching children about consent from a very early age by teaching them they have a right to what they want to do with their body.

Of the little research that has been conducted about consent, one of the key articles discusses consent as a “basic human right” (Graupner & Graupner, 2001). According to the same article, a basic human right is defined as the protection and respect for the “uniqueness and autonomy of [an] individual” (Graupner & Graupner, 2001), which means that every person no

matter their gender is born with the right to their own body. Respecting the dignity of a human being includes the protection of sexual rights to engage in consensual sexual activity and also the right to be protected from unwanted sexual activity (Graupner & Graupner, 2001).

Recognizing consent as a basic human right highlights the importance of consent education. Not educating children and adolescence about sexual consent is neglecting to teach them about how they should expect to be treated, and also how they should treat other people in an array of situations that are not limited to sexual encounters. Hopefully, further research into the topic of sexual assault education can provide an effective method of opening communication about sex between adolescence and adults to create a more comfortable atmosphere around the topic. The only way that people will be able to learn about sexual consent is by having serious discussions about sexual assault, consent and engagement. Figure 2 (RAINN, 2016) displays a summary of ways to obtain consent as when it is inappropriate to engage in sexual behavior with a person;

Figure 2.

Obtaining consent can look like this in reality...	Obtaining consent does NOT look like this
Communicating and asking “Is what I’m doing okay?”	Refusing to listen to “no”
Explicitly agreeing to activities with a verbal yes or another statement displaying willingness	Assumptions about clothing, flirting or kissing as an invitation for further sexual contact
Physical cues that clearly let the other person know that their partner is comfortable in a situation	A person being under the legal age of consent
Asking for permission to further sexual contact	Someone who is intoxicated by drugs or alcohol
Waiting until the person is sober to engage in sexual activity	Pressure and intimidation into sexual activity
Respecting each other’s boundaries	Sexual activity while a person is sleeping

As of 2013, only three studies had been conducted that examined the ways in which sexual consent is communicated between partners (Jozkowski & Peterson, 2013). In 1999, Hickman and Muehlenhard performed research that suggested that sexual consent was expressed through nonverbal cues (Hickman & Muelenhard,1999) while a more recent study performed by Jozkowski in 2013 indicated differences in consent expression between men and women (Jozkowski, 2013).

The gender differences were present in the perceptions of consent through various measures within a study of heterosexual college students. This study included a self reported indication of the ways in which participants consent to sexual activity (Jozkowski & Peterson, 2013). Studies have found that women are more likely to indicate consent using words while men tend to use nonverbal cues more often (Jozkowski & Peterson, 2013). Men were also more likely to assess fictional sexual situation vignettes as consensual, while women labeled more of the fictional vignettes as sexual assault (Jozkowski & Peterson, 2013). The difference between consent expression could lead to misunderstandings of both parties, and unfortunately in some cases lead a person to commit a sexual assault.

Women reported indicating sexual consent by responding to a question from their partner or by saying yes when asked, while men reported that men would express their sexual interest by asking a woman if they wanted to have sex (Jozkowski & Peterson, 2013). Men also reported aggressive strategies to express consent while no women in the study reported aggressive strategies to indicate desire for sexual activity (Jozkowski & Peterson, 2013). Men were also more likely to use deception and sexual coercion to obtain sexual activity (Jozkowski & Peterson, 2013).

The normalization of sexual coercion and aggression leads to the supposed “gray area” that society claims is present between consensual sex and sexual assault (Jozkowski & Peterson, 2013). Sexual coercion is any form of pressure of one partner to have sex, and has become a social norm within heterosexual relationships (Hakvåg, 2009). Although it is possible for women to use deception or pressure to obtain sexual activity, it has been seen that men are much more likely to exhibit this behavior (Hakvåg, 2009). Sexual coercion includes the idea of “gray rape”, which is used to play between the difference between sex and sexual assault (Hakvåg, 2009). However, the use of the gray rape script is used to blur the definition of sexual assault and blame victims for their assault (Hakvåg, 2009).

In the older traditional dating script, social norms are put in place to ensure that the supposed gray area of sexual consent was not present (Kimmel, 2009). When people engaged in sexual activity, they were more typically in a committed monogamous relationship where the couple was married or engaged to be married (Kimmel, 2009). After a sexual revolution and within the hook up culture, sex is a more casual encounter that leads to a more ambiguous idea of consent (Kimmel, 2009). The new freedom of sexuality lead to more situations that could potentially turn sexual, making it less clear to some people if a woman had consented to sex or had been assaulted. When sex was more occurring more often between married couples than casual relations, less situations arose where the idea of what happened was made confusing for the victim. The idea that consent is an ambiguous concept which stems from hook up culture, is a rape myth that needs to be abolished in order to teach people about sexual consent

This idea of the gray area of consent makes consent purposefully complicated (Hakvåg, 2009), which ultimately benefits sexual predators. Rape culture, alcohol, and modern day dating habits allow a perceived ambiguity of sexual consent (Oliver, 2015; Swauger, Witham &

Shinberg, 2010). Uncontrollable sex drive is associated with masculinity and through this gender norm sexually coercive behavior is a frequent occurrence (Hakvåg, 2009), but rape is a choice and not a biological drive (Kimmel, 2009). People internalize cultural ideals of gender and heterosexuality (Hakvåg, 2009), the idea that men have an uncontrollable sex drive is programmed into men through society. Given the aforementioned cultural expectations, active coercion is accepted as the norm of sexually situations (Hakvåg, 2009). The problem with the concept of the gray area of sexual consent is that most rapes are not committed by accident, but rather are planned out by the attacker prior to the sexual encounter. Expressing consent is easier for people to do when they are in a relationship, or have had a consistent partner for a period of time, but the supposed ambiguity arises in cases of “one night stands” or “one-time hook ups” (Swauger, Witham & Shinberg, 2010).

The people who make claims that consent is ambiguous are ignorant to what consent looks like in reality, but consent is centered around communication (RAINN, 2016). Consent does not need to be expressed verbally, though verbal consent can aid both partners to respect each other’s sexual boundaries (RAINN, 2016). When people engage in sexual activity consent must be obtained every time,

“Giving consent for one activity, one time, does not mean giving consent for increased or recurring sexual contact. For example, agreeing to kiss someone doesn’t give that person permission to remove your clothes. Having sex with someone in the past doesn’t give that person permission to have sex with you again in the future” (RAINN, 2016).

It is very important to remember, and to remind young people, that previous consent does not indicate future consent (RAINN, 2016). Additionally, either partner can withdrawal consent at any point of a sexual encounter if he or she becomes uncomfortable with the situation (RAINN,

2016). Basically, consent is about respecting the person you are having sex with and being able to effectively communicate dislikes and desires within a relationship. If communication is open and clearly understood between both partners, no misinterpretations should occur.

In case the concept of consent was not made clear through the explanations provided by previous research, it is easier to understand when applied to other situations. If the activity was a friend asking if someone wanted a sandwich for lunch, a clear answer would have to be expressed in order for action to be taken. If someone says “would you like a sandwich for lunch” and a person says no, they are not given a sandwich. If the questioned person did not respond, or made gestures that suggested that they do not want a sandwich at that time, the person should not be given a sandwich. People may also be able to be in the mood for certain sandwiches at certain times and then pizza on another day etc... With this metaphor consent is easier to understand sexual consent. The metaphorical lunch questions can be replaced with serious questions such as, “would you like to have sex with me?”, “Is what we’re doing okay?”, or “are you comfortable with what is happening sexually?”. This model for consent is called the affirmative consent model.

Sexual Violence

There are many types of sexual violence that people can experience, which will be discussed briefly, however the main focus of this research will be acquaintance rape, as this form of sexual assault occurs more often relative to other forms of violence. As previously stated, sexual assault is defined as nonconsensual sexual activity, and is a traumatic event that can happen to anyone regardless of age, gender or social class.

Sexual Assault

Sexual assault is a more inclusive term than rape, as rape only includes the penetration of a victim, while there are many other ways people are victimized (Bartol & Bartol, 2015). Rape is always sexual assault, but sexual assault is not always rape (Bartol & Bartol, 2015). For example, sexual assault includes other experiences such as “attempted rape, fondling or unwanted sexual touching, forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator’s body” (RAINN, 2016). Legally rape is defined as “penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim” (RAINN, 2016).

The applied force in a sexually violent situation does not have to include physical violence, but can also include emotional manipulation and psychological threat (RAINN, 2016). Sometimes perpetrators also use threats and intimidation in order to make the victim adhere to their demands (RAINN, 2016). Somewhere around seventy percent of sexual assaults are committed by an acquaintance, friend or partner of the victim; the other thirty percent are referred to as stranger rapes (RAINN, 2016).

There are three types of stranger rapes; blitz sexual assault, contact sexual assault and home invasion sexual assault (RAINN, 2016). Blitz sexual assaults occur as a violent attack on a victim with no prior contact, these types of sexual assaults typically happen at night in a public setting (RAINN, 2016). Contact sexual assaults involve some type of gain of trust by the perpetrator, then after some level of trust is gained he lures the victim into a situation where the sexual assault will occur (RAINN, 2016). In a home invasion sexual assault, the assailant breaks into a victim’s house with the intention of sexually assaulting the victim (RAINN, 2016).

Child Sexual Abuse, Incest & Intimate Partner Violence

These types of sexual assault include the victimization of someone that the perpetrator has a close relationship with. Child Sexual Abuse can occur within the context of a mentor relationship, and also by family members and friends; incest involves abusive sexual contact between family members, and intimate partner violence is aggressive behavior towards a romantic or sexual partner. Familiarity with the different types of sexual assault is important, as people who do not receive an extensive education about sexual assault are not aware of the types of violence that occur. When a woman is put into a situation where they are psychologically damaged through a sexually violent encounter, but do not know about different types of sexual violence she may not correctly comprehend her experience.

Incest is the sexual abuse by a family member (RAINN, 2016). Children are most susceptible to this type of sexual abuse, “the majority of juvenile victims know the perpetrator, and approximately 34% of perpetrators in cases of child sexual abuse are family members” (RAINN, 2016). Children are incapable of giving full consent to sexual activity (RAINN, 2016). This means that any form of sexual contact with a minor is child abuse and sexual assault of a minor. States have different laws regarding what constitutes as legal incest, but despite any legal definition, unwelcome sexual contact from a family member causes lasting effects on the survivor (RAINN, 2016).

When a perpetrator has an intimate relationship with their attacker, this is intimate partner sexual violence (RAINN, 2016). Intimate partner sexual violence includes “domestic violence, intimate partner rape, marital rape and spousal rape” (RAINN, 2016). It is important to remember that a previous sexual relationship with someone does not indicate consent for the future. It is never okay to have sexual relations with anybody without their consent.

Acquaintance Rape

College women are at a higher risk than the general population to experience a sexual assault (Breger, 2014; Jozkowski & Peterson, 2013; Schwartz & Jackson, 2008; Boswell & Spade, 1996) with acquaintance or “party” rape being the most prevalent experience of college sexual assault (Oliver, 2015; Burgess, 2007). Approximately 80 - 90% of campus sexual assaults are committed by somebody who the victim knew before the assault constituting, the definition of the popular acquaintance rape (Jozkowski & Peterson, 2013). This type of sexual assault typically occurs with the presence of drugs and alcohol, and therefore is referred to by professionals as drug-facilitated sexual assault (RAINN, 2016). Drug-facilitated sexual assault involves the use of drugs or alcohol to damage the victim’s ability to give proper sexual consent (RAINN, 2016). Intoxication can facilitate the process of sexual assault for the perpetrator as people who are under the influence have decreased ability to resist to unwanted advances (RAINN, 2016).

While rohypnol (commonly known as roofies) is often given the name “date rape drug”, alcohol is the most common drug used in drug-facilitated sexual (RAINN, 2016). Drug-facilitated sexual assault can happen “to anyone, by anyone, whether the perpetrator is a date, a stranger, or someone you’ve known for a while” (RAINN, 2016). There are a few ways that perpetrators of drug-facilitated sexual assault use drugs and alcohol to take advantage of a victim (RAINN, 2016). The perpetrator could intentionally take advantage of a person’s voluntary drunkenness, or they could purposefully drug their victim with the intent to commit a sexual assault (RAINN, 2016). Attackers use various substances in order to incapacitate a victim, these include alcohol, sleeping aids, anxiety medication, muscle relaxers, tranquilizers and a variety of street drugs (RAINN, 2016).

In the case of drug-facilitated sexual assault, it is extremely important to avoid blaming the victim for her attack. Even when the person willingly ingested drugs or alcohol, the victim is not at fault for the situation. The actions that could have been taken by the victim that lead to intoxication inhibited her ability to consent to sexual activity, making the perpetrator at fault completely. In many acquaintance rapes, the perpetrator takes away the opportunity for their partner to say no (Hakvåg, 2009). This is done through engaging in sexual activity and then asking later, or if there is a refusal they pretend that it was an accident (Hakvåg, 2009).

Additionally, when a person partakes in drugs or consumes alcohol, she is intending to feel the affects of the substance, and is not expecting to be sexually assaulted. Many people are quick to judge someone who says they were sexually assaulted while under the influence, however it is the perpetrator who should be judged. A lot of people become intoxicated on any given night, but only some people are taken advantage of because of it.

The Attackers

Researchers attempting to understand the justification process that men who commit rape go through use a model called the miscommunication model (Hansen, O'Byrne & Rapley, 2010). Through the miscommunication model, date rape is explained through an instance of a misunderstanding, which by nature blames women for their difficulty in saying no to unwanted sex (Hansen, O'Byrne & Rapley, 2010). In order to determine if the miscommunication model was an upstanding explanation, studies were done to examine male's communication abilities which have shown that young men have a deep understanding of subtle verbal and nonverbal means of communicating sexual refusal, discrediting the miscommunication model as a valid explanation to rape (Hansen, O'Byrne & Rapley, 2010).

By studying the typologies of sexual offenders, trends can be seen in the type of people who commit sexual assault (Bartol & Bartol, 2015). Typologies are classification systems of personality traits and behavior patterns of individuals, they are particularly useful in understanding offenders and providing them with appropriate treatment programs (Bartol & Bartol, 2015). People do not always fit the typology that they are categorized into, but rather a typology is an approximation of an offender's characteristics (Bartol & Bartol, 2015). In general, there are a few reasons that people commit sexual assaults, these include "desire for power, control...dominance...[and] sexual gratification" (Bartol & Bartol, 2015).

A consistent characteristic of rapists is that they tend to be young (Bartol & Bartol, 2015). Almost half of people arrested for rape are younger than 25, and more than fourteen percent are younger than eighteen (Bartol & Bartol, 2015). Another generalizable characteristic of men convicted of rape is that they demonstrate a "wide spectrum of antisocial behavior across their early lifespan" including sexual and nonsexual acts of aggression (Bartol & Bartol, 2015). The term "antisocial" refers to actions that demonstrate hostility and purposeful aggression towards other individuals. Antisocial behavior includes most violent or destructive crimes. High levels of aggression lead to violent behavior, including sexual assault. This fact alone indicates that claiming that the rape myth that an uncontrollable sex drive is an excuse to rape people is false, and that even if a sexual assault is motivated by pleasure in any way violence remains a factor. This means that no matter how violent or non-violent the attack was, every rape is aggressive in nature, whether emotionally or physically.

Researchers at the Massachusetts Treatment Center (MTC) for sexual offenders developed an evidence based typology based on behavioral aggression of convicted rapists which is referred to as the MTC classification system (Bartol & Bartol, 2015). The MTC classification

system categorizes rapist in groups based on their motivation: opportunistic, pervasively angry, sexual, vindictive, which are then separated into several subsections (Bartol & Bartol, 2015).

Characteristics of Rapists

There are six factors that are taken into consideration by the MTC typology system that need to be understood before discussing the typology of rapists (Bartol & Bartol, 2015). The levels of each variable differ for each rapist (Bartol & Bartol, 2015). Being able to assess offenders is crucial in the decision of treatment and punishment purposes, as if the individual is very likely to reoffend, then the protection of the community must be considered in the placement of the convicted individual (Bartol & Bartol, 2015).

The first component of evaluating rapists is aggression (Bartol & Bartol, 2015). Aggression can be displayed in two different ways, strategic or expressive (Bartol & Bartol, 2015). Aggression applies to other parts of the rapist's life too such as aggression in interpersonal relationships and job history. Strategic aggression involves very little initial anger, and the aggression develops because of resistance from the victim, while expressive aggression is intended to purposefully "hurt, humiliate, abuse or degrade the victim in some way" (Bartol & Bartol, 2015).

The second factor involved in the typology of sex offenders is impulsivity (Bartol & Bartol, 2015). Impulsivity is found to be a significant factor in most criminal activity, including sexual assault (Bartol & Bartol, 2015). This trait has been found to be a strong predictor of repeat offenders, high levels of impulsivity indicates high chance of recidivism (Bartol & Bartol, 2015). Impulsivity is also sometimes paired with an extreme lack of self control, which leads to reverting to old behaviors even after treatment (Bartol & Bartol, 2015). An impulsive person

does not have the ability to adequately control their behaviors, and is a definite red flag in the risk factors of young people becoming criminals.

Social competence is the next factor that is evaluated in rapists (Bartol & Bartol, 2015). Research has proven that most rapists have poor interpersonal skills, particularly demonstrating problems involving relationships with women (Bartol & Bartol, 2015). The term social competence includes a wide array of abilities including “social assertiveness, communication skills, social problem solving, social comfort, and political savvy” (Bartol & Bartol, 2015). These skills are helpful in daily life and with the ability to determine right from wrong. It is clear that sexual offenders have trouble relating to other people. Sexual offenders seem to lack a fundamental sense of empathy for others, which explains the hardship in relating to neuro-typical individuals (Bartol & Bartol, 2015).

Following social competence is the factor of sexual deviance (Bartol & Bartol, 2015). Rapists often have fantasies about sexually deviant behavior (Bartol & Bartol, 2015). It is normal for people to experience inappropriate sexual fantasies, however “research has found that the content, frequency and intensity of deviant sexual fantasies often differentiate between” sexually aggressive men and non-sexually aggressive men (Bartol & Bartol, 2015). Deviant sexual fantasies by themselves do not cause people to become rapists, but they are a factored in the typology of rapists, as those with deviant sexual fantasies are more likely to act out their sexual offenses (Bartol & Bartol, 2015).

Along with sexual fantasies comes the fifth factor, sadism (Bartol & Bartol, 2015). Sadism can be defined as a pattern of violence centered around erogenous areas of the body (Bartol & Bartol, 2015). Acts of sadism include “cruel and malicious acts that are enjoyed by

and often sexually arousing to the offender” (Bartol & Bartol, 2015). In other words, violence is the only way that a sadistic person could become sexually aroused.

The final variable that aids in classifying subsections of rapists are naïve cognitions or beliefs (Bartol & Bartol, 2015). Sexual socialization occurs through contact with family members and friends and media, when these interactions promote a toxic or immature view of sexuality, people are more likely to sexually offend (Bartol & Bartol, 2015). The immature offenders tended to express high levels of hostility and distrust towards women (Bartol & Bartol, 2015). These rapists were also more likely to frequently use alcohol, view violent pornography and socialized closely with people who reinforced and accepted sexual violence (Bartol & Bartol, 2015).

Types of Rapists (MTC)

The Opportunistic Rapist

The opportunistic rapist is extremely impulsive and commit sexual assaults because they are presented with the opportunity to take advantage of a situation (Bartol & Bartol, 2015). Rather than a premeditated type of rape, this rapist commits sexual violence spontaneously (Bartol & Bartol, 2015). This type of rapist may commit an assault as an antisocial act or in the context of a bar or a party (Bartol & Bartol, 2015). The opportunistic rapist is the type of rapist that sees the victim as a sexual means to an end (Bartol & Bartol, 2015). He has little to no concern about the victim’s feelings or discomfort during their act (Bartol & Bartol, 2015).

Attacks by the opportunistic rapist are not overly aggressive, they only use enough force to overcome the victim but do not hurt them any further (Bartol & Bartol, 2015). A Type 1 Opportunistic Rapist has high social abilities and impulsivity begins during adulthood, while the

Type 2 Opportunistic Rapist has very low social competence with impulsivity that starts during adolescence (Bartol & Bartol, 2015).

The Pervasively Angry Rapist

The Type 3-Pervasively angry rapist is angry at the world (Bartol & Bartol, 2015). His anger affects every part of his life, and is directed towards both men and women (Bartol & Bartol, 2015). These rapists are prone to random acts of violence and commit sexual aggressive behaviors for the violence with little to no sexual arousal (Bartol & Bartol, 2015). This type of sexual offender demonstrates extremely high levels of aggression in all aspects of their life, “afflict considerable injury on their victims” (Bartol & Bartol, 2015). Studies have shown that psychopaths who rape mostly likely fall “into the opportunistic or the pervasively angry categories” (Bartol & Bartol, 2015). These men believe that they are extremely masculine and are very misogynistic (Bartol & Bartol, 2015). Pervasively angry rapists have very short tempers and often had rough upbringings (Bartol & Bartol, 2015). The chaos in the pervasively angry rapist’s life causes a great degree of aggression which he takes out on anyone who crosses his path at the wrong point in time (Bartol & Bartol, 2015).

Many pervasively angry rapists display adolescent and adult antisocial behavior (Bartol & Bartol, 2015). They typically commit attacks and random acts of violence that are unplanned and unorganized (Bartol & Bartol, 2015). Pervasively angry rapists are typically neglected, abused or abandoned by adults in some way, leading to the uncontrollable aggression (Bartol & Bartol, 2015).

The Sexually Motivated Rapists

Rapists who commit sexual assaults in order to fulfil a sexually aggressive fantasy are called sexually motivated (Bartol & Bartol, 2015). Sexually motivated rapists are broken into 4

categories from Type 4 and 5- sexually motivated sadistic rapists, and types 6 and 7 the sexually motivated, non-sadistic rapists (Bartol & Bartol, 2015). The Type 4 sexual offender is also aggressive, but the aggression is sexually directed in nature, “in essence, the victim’s actual (not fantasized) pain and discomfort are prerequisites for his sexual excitement. He believes his victims fundamentally “enjoy” being abused, forcefully raped aggressively dominated and controlled” (Bartol & Bartol, 2015). This is often diagnosed by professionals as a type of paraphilia (Bartol & Bartol, 2015). Paraphilia is a condition that can be characterized by deviant sexual arousal, but is only diagnosed as a condition if it interferes with the person’s life or it starts to become a danger to themselves or others (Bartol & Bartol, 2015). Type 5 rapists do not act on their sexually aggressive impulses but rather have to fantasize about them during a sexual encounter (Bartol & Bartol, 2015).

Sexually motivated non-sadistic rapists, types 6 and 7, commit sexual attacks “because of an intense sexual arousal prompted by specific stimuli identified in the intended victim (Bartol & Bartol, 2015). They are likely to present with self reassurance during and after the crime (Bartol & Bartol, 2015). They are also likely to be very erratic in social interactions, but surprisingly can show “concerns for the victims’ welfare” (Bartol & Bartol, 2015). These types of rapists are attempting to show their power in some way, and are more worried about the power of the sexual situation than the sexual pleasure (Bartol & Bartol, 2015). This category of men rape because they are seeking sex in order to prove their power through the encounter (Bartol & Bartol, 2015). Type 4 and 5 sexually motivated non-sadistic rapists live in their own world where they can prove their sexuality whenever they want (Bartol & Bartol, 2015). The main difference between these two types of rapists is social competency; type 5 is categorized by very low social competence (Bartol & Bartol, 2015).

Vindictive Rapists

Vindictive rapists, type 8 and 9, act in sexual violence based on an anger towards women (Bartol & Bartol, 2015). This category of rapists uses sexual violence in order to purposefully “harm, humiliate, and degrade” their victim (Bartol & Bartol, 2015). During the rape the vindictive rapist usually physically harms the victim by biting or cutting parts of the victim’s body to inflict pain (Bartol & Bartol, 2015). Many vindictive rapists are married, but they are very abusive and erratic towards women, “these men generally perceive women as demanding, hostile, and unfaithful individuals who need to be dominated and controlled” (Bartol & Bartol, 2015). The over aggression directed towards women in these men lead to violence and what they often describe as an “uncontrollable impulse” (Bartol & Bartol, 2015).

Type 8 are the non-sadistic, vindictive rapists who are more likely to use profanity and verbal humiliation to hurt the victim (Bartol & Bartol, 2015). Type 9 rapists are the sadistic, vindictive rapists who show clear verbalizations of their intent to “demean, degrade or humiliate the victim”, there is no evidence of sadism and the parts of the body that are injured by him are nonsexual in nature (Bartol & Bartol, 2015).

Female Rapists

Females make up 5% of sex offenders across the world, and therefore little research has been done to understand these offenders (Bartol & Bartol, 2015). Researchers have however discovered six categories of female sexual offenders, but only the two most common will be discussed; heterosexual nurturers, and noncriminal homosexual offenders (Bartol & Bartol, 2015). The average age for each group is very young falling around twelve years old, making most female sex offenders fall into the category of pedophilia (Bartol & Bartol, 2015). Members of both genders can be pedophiles, a term that describes the sexual attraction to minors under the

age of consent, but of the 5% of females who are sex offenders most of them are pedophiles. (Bartol & Bartol, 2015). Pedophiles rarely take full responsibility for the harm of their actions, which can be seen through the following typologies of female rapists.

The largest group of female sexual offenders fall into the heterosexual nurturer typology (Bartol & Bartol, 2015). Nurturing offenders often have mentoring or teaching roles who engage ‘in a relationship with a child that they perceive to be romantic (Bartol & Bartol, 2015). These sexual offenders act from a desire of intimacy and do not recognize the relationship as inappropriate (Bartol & Bartol, 2015). This type of rapist often only has one offense, and is emotionally compensating for something occurring in her life by becoming intimate with their victim (Bartol & Bartol, 2015). The second largest group of female sex offenders are the noncriminal homosexual offenders (Bartol & Bartol, 2015). These women had similar characteristics and behaviors as the heterosexual nurturer offenders, but they were involved with girls (Bartol & Bartol, 2015). The average age for noncriminal homosexual offenders is approximately thirteen years old (Bartol & Bartol, 2015).

Rapists may not fit any of the typologies described above, however the convicted sex offender can usually be grouped into a particular typology in order for safety and treatment purposes (Bartol & Bartol, 2015). While child sexual abuse is seen by society as despicable, sexual assault to of age women is fostered by American society with a phenomenon called rape culture.

The Victims of Sexual Assault

Although the majority of sexual assault survivors are women, sexual violence is problem for the entire society as the community must work together to lessen the problem of sexual violence. There are personality categories present for sexual offenders, there is no specific type

of person who is more likely to experience sexual violence. In modern society, an estimated 1 in 4 women have experienced a type of sexual assault and 1 in 71 men have also been victimized (Bartol & Bartol, 2015). Approximately fifty-one percent of women victims reported being raped by a previous sexual partner, about forty-one percent reported being assaulted by an acquaintance, and fifteen percent by a stranger (Bartol & Bartol, 2015). Half of all female victims who participated in the survey had been a victim of a completed rape before they reached the age of eighteen (Bartol & Bartol, 2015).

Many people do not label their traumatic experience as rape due to confusion or ignorance surrounding the topic of sexual consent. Past research has found that both men and women present confusion surrounding the topic of consent (Kimmel, 2009). This indicates that the ambiguity of consent is blurred in such a way that both men and women can misinterpret a situation that qualifies as the legal definition of rape as a “date gone bad” (Kimmel, 2009). 95% of college women who experience rape do not report their sexual assault to the police, and only 8-10% of rapes outside of the college community are reported (Belknap, 2010).

The process of reporting a sexual assault is one that can be even more traumatic than the assault (Cohen, 2016; Schwartz & Jackson, 2008). Reasons for not reporting sexual assault victimization to the police include personal matters, fear of reprisal, empathy for the offender, and lack of faith in the judicial system to help the situation (Bartol & Bartol, 2015). In the National Crime Victimization Survey, indicated that of the rape and sexual assault victimization that occurs within the United States, 64% of rapes were not reported for a variety of reasons listed above (Bartol & Bartol, 2015).

Psychological Consequences for Victims

In order to truly understand the importance of consent, the psychological effects of rape on the victim are important to consider. The Rape, Abuse & Incest National network is America's largest anti-rape organization, they provide programs to prevent sexual violence and help victims through many ways (RAINN, 2016). One of the ways they help victims and society is by providing information on sexual assault on their website (RAINN, 2016). Under the effects of sexual violence tab, there is a list of physical and psychological symptoms that can occur after a sexual assault, this list includes a link to more information about each symptom (RAINN, 2016). This information is important to share with people because hopefully it will cause potential perpetrators to take the issue seriously (RAINN, 2016). But it is also crucial to share information about different responses to sexual assault so that survivors of violence can find facts about the problems they may be experiencing; "learning more can help [victims] find the best care to begin the healing process" (RAINN, 2016).

Of the psychological reactions that victims of sexual assault commonly experience are Depression and Post Traumatic Stress Disorder (RAINN, 2016). Depression involves feelings of prolonged sadness (RAINN, 2016). It is normal after a traumatic experience for negative emotions to develop, but when those feelings do not subside after long periods of time or alter a person's quality of life, the sad feelings are considered to be depression (RAINN, 2016).

Post-Traumatic Stress Disorder (PTSD) is an anxiety disorder that results from a traumatic experience (RAINN, 2016). PTSD is most commonly discussed in combat veterans, but in reality PTSD can occur in victims of any type of trauma, with 94% of women who are sexually assaulted developing this mental illness. (RAINN, 2016). PTSD causes feelings of constant danger which makes daily life significantly more difficult (RAINN, 2016). The 3 main

symptoms of PTSD are re-experiencing, avoidance and hyper-arousal (RAINN, 2016). Re-experiencing involves reliving the event through “flashbacks, dreams or intrusive thoughts” (RAINN, 2016). Avoidance is when people change their behavior to avert situations associated with the assault (RAINN, 2016). Hyper-arousal is a feeling of being easily startled and being “on edge”, all or most of the time (RAINN, 2016). It is clear how these mental illnesses could change the life of a victim of a sexual assault, but there are more psychological symptoms of trauma that are not outlined in the definitions. Survivors of sexual assault also are more likely to self-harm, abuse substances, develop eating disorders, sleep disorders and commit suicide (RAINN, 2016). They also are at risk for Sexually Transmitted Infections from the sexual assault or pregnancy (RAINN, 2016).

Rape Culture

The people who are described above are encouraged to sexually assault by the rape culture that exists in society. The United States is a developed country in many ways, but violence towards women remains imbedded into society. Most individuals have become complacent in a culture that normalizes violence towards women (Breger, 2014). Cultural expectations influence the understanding of gender and sexuality, and exposes the myths, ambiguity and normalization of sexual violence against women in American society (Swauger, Witham & Shinberg, 2010). All people learn what is normal and expected of them through interactions with other people.

The gender bias in society contributes to a culture, that within recent years has popularly been called “Rape culture” (Breger, 2014). Rape culture can simply be defined as the normalization of violence towards women, but the issue within society is very complex (Breger, 2014). Society has advanced in women’s rights to education and the workplace, which has

advanced feminine sexuality norms, however society provides contradictory messages to young women about their sexuality (Swauger, Witham & Shinberg, 2010). Women are sold this image of female sexual empowerment through the social advancements but if they attempt express that empowerment they are deemed a “slut” by society (Swauger, Witham & Shinberg, 2010).

Consequently, if a sexually empowered female is violated during a sexual encounter, society tells her she deserved the violence based on her previous promiscuity (Swauger, Witham & Shinberg, 2010).

Rape Myths

Rape myths are false beliefs about rape that deny or minimize the victim’s experience, blame the victims for their own attack, or affect the way in which victims of sexual assault are treated (Hayes, Abbott & Cook, 2016). The idea that women who demonstrate their sexuality deserve to be raped is a prime example of a rape myth. Rape culture consists of dangerous gender norms such as “domination, over-sexualization, violation, and power over women and girls” (Breger, 2014), which is justified through the belief of rape myths (Breger, 2014; Hayes, Abbott & Cook, 2016; Burgess, 2007; Oliver, 2015). Other examples of rape myths include concepts such as women ask for rape through their actions or choice of dress, that saying no to a sexual advance actually means yes, and that men are entitled to sex with a woman at any point in time. Rape culture causes women to be socialized from the time they can understand sex that they must control the urges of men by restricting their own behavior in order to stay safe (Swauger, Witham & Shinberg, 2010).

Reinforcements of Rape Culture

Victim Blaming

Rape myths need to be challenged by society in order for any progress to be made surrounding the issue of sexual assault (Kimmel, 2009). Rape myth acceptance leads to victim blaming of women who have experienced sexual violence; especially within the United States where “just world belief” is a factor (Hayes, Lorenz, & Bell, 2013). Just world belief is defined as the belief that people get the life that they deserve: bad things do not happen to good people (Swauger, Witham & Shinberg, 2010). This leads to the cultural idea that good things happen to good people and bad things happen to bad people, when in reality that is obviously not the case. Americans have very little problem blaming victims for their assaults because of their strong just world belief (Hayes, Lorenz, & Bell, 2013).

Victim blaming causes even lower levels of sexual assault reporting, as many people internalize the negative reactions to their stories (Dick, 2015). When people experience trauma and their loved ones ask them questions that show rape myth beliefs, victims are left feeling responsible for their attacks. Rape myths that cause people to ask questions about what the victim was wearing before the assault occurred or how much she was drinking with the perpetrator, but they are just another way of silencing and taking the power away from the victim again.

Sexual Coercion

Under “guy code”, men have sex as often as they possibly can and assume that all women have the same desire (Kimmel, 2009). Men lying, coercing, encouraging, drinking and pushing to achieve sexual encounters has become the new social norm of how young men create romantic and sexual relationships (Kimmel, 2009). In the interviews conducted by Kimmel, it is clear that

“predatory sex” has become the new normal. Kimmel’s participants demonstrated high levels of rape myth beliefs, reiterating ideas like “girls have to say no, even if they want to do it” (Kimmel, 2009). Participants also reported sexual coercion responding to questions about obtaining sexual encounters by saying “tell her anything if you think it’ll get you laid” (Kimmel, 2009). These types of ideas lead to the belief that sexual coercion is an acceptable form of obtaining sexual consent. One extreme example of supposed male confusion surrounding sexual consent can be found in Kimmel’s data;

“Like well, look, I know this isn’t PC and all, but a couple of times I’ve pushed girls’ heads down on me, and like one time this girl was so drunk she was near passed out and I kind of dragged her into my room and had sex with her. When she sort of came to a little bit, she was really upset and started crying and asked why I had done that. I think I said something like, “because you were so pretty” or some bullshit, but really it was because well, because I was drunk and wanted to get laid. And she was, like, there” (Kimmel, 2009).

In this instance, this man gives information about a sexual assault that he committed without even knowing that he has raped a woman. This experience is, unfortunately, not unique to this one man, but is increasingly common in the hook up culture scene. From the participant’s response, it is obvious that he does not believe what he did was sexual assault, he has not faced consequences of his actions, while the woman he sexually assaulted undoubtedly does.

Men also tend to believe that absence of refusal implies clear consent, when in reality the woman could be unable to consent due to intoxication or their sympathetic nervous system response (Kimmel, 2009). When women experience sexual assault, they often do not fight their attacker (Porges & Peper, 2015). Although many people use this fact to victim blame or excuse

the predator, biological psychology can explain these women's lack of response (Porges & Peper, 2015). When experiencing extreme threat, a person's sympathetic nervous system can respond in three ways either fight, flee or freeze (Porges & Peper, 2015). While most people are only aware of the fight or flight responses, people also have a reflex of a type of primitive immobilization where a person's body senses a life threatening experience; "the woman's thoughts, intentions, and feelings are irrelevant-her body shuts down in preparation for severe injury and death" (Porges & Peper, 2015).

Alcohol

Young men have begun to see alcohol consumption as a type of foreplay, rather than what it is in actuality which is a substance that blurs judgment and often causes sexual encounters to become nonconsensual (Kimmel, 2009). Particularly in the fraternity setting, binge drinking is encouraged (Kimmel, 2009). On college campuses 2 of every 5 students frequently engage in binge drinking (Kimmel, 2009). Alcohol has been found by the U.S. Department of justice to be strongly associated with "party rape" (Oliver, 2015). Party rape is a subgroup of acquaintance rape where an overly intoxicated woman is targeted by a rapist or alcohol is involved in order to obtain sexual activity (Oliver, 2015).

The environment of the college campus facilitates party rape. Party rape is most prevalent on college campuses, where sexual predators rape women and never face consequences or consider themselves a rapist (Oliver, 2015). Party rape is not just a result of alcohol consumption, as every man who drinks to get drunk is not a predator and every woman who has one too many will become a rape victim, but the rapist who causes the rape (Oliver, 2015). The problem is that people go to parties and trust the people they are around without knowing them well enough (Oliver, 2015).

Previous studies have shown that at least half of all date rapes involve alcohol consumption by the victim (Davis, George, & Norris, 2004). One explanation that is often given for this trend is under the influence of alcohol on cognitive function (Davis, George, & Norris, 2004). Inhibitory cues are part of cognitive function, which becomes difficult when a person is intoxicated (Davis, George, & Norris, 2004). When a person is under the influence, they often act in ways that they would never sober, which causes the combination of sex and alcohol a complex interaction (Davis, George, & Norris, 2004).

This study found that intoxicated women's ability to respond to unwanted sexual advances are less effective than sober women's sexual refusal (Davis, George, & Norris, 2004). The combination of the decreased resistance behaviors and increased passivity lead to higher likelihood of sexual assault (Davis, George, & Norris, 2004). The study found that a woman's likelihood of consent to sexual activity decreased significantly as the aggression of the sexual advances increased (Davis, George, & Norris, 2004). Overall, women's sexual decision making is influenced by alcohol especially in high risk situations (Davis, George, & Norris, 2004). Alcohol has also been proven to affect males' ability to perceive if their behavior is acceptable or not (Kimmel, 2009). This mix of effects makes sexual encounters while intoxicated very tricky. When both parties' judgment is blurred to such extremes, it is impossible for true consent to be obtained from either the man or the woman. Obviously, small amounts of alcohol do not create the incapacitating effects of a large amount of alcohol but mixing sexual encounters and alcohol is risky for both parties involved as judgment is altered.

On top of the rate of sexual assault that involve alcohol, there is also a problem where are victims are even less likely to report sexual assault if it occurs when they are intoxicated (Oliver, 2015). The victim may not be aware that they were assaulted or they may be unsure of the

situation (Oliver, 2015). Women may also not want to admit to underage drinking or drug use, which could be a result of reporting a campus sexual assault (Oliver, 2015). There is always uncertainty for victims and potential perpetrators as to what counts as rape due to the programming from society that sexual aggression is acceptable (Oliver, 2015). The progression from sexual negotiation to coercion is common in sexual situations, so survivors often question themselves and their own responsibility in demonstrating consent to their attacker (Oliver, 2015). So when alcohol is involved, it is easier to blame alcohol for sexual assault, as society takes away the blame from the rapist himself.

Gender Roles

The sexual script is socialized through gender roles which are assigned people from birth, lead to different socializations of understanding how consent is communicated (Jozkowski & Peterson, 2013). Through the gender roles in society, women are taught that they need to be amicable towards men, which does not set clear boundaries in the mind of a drunken male college student (Oliver, 2015). This means that rape has social structure that involves gender roles (Boswell & Spade, 1996). Gender norms strengthen the idea that women are the “gatekeepers” to sex [i.e. get to say yes or no] (Bogle, 2008), which leads some women to demonstrate “token resistance” in order to avoid being perceived as overly promiscuous (Jozkowski & Peterson, 2013). On the other hand, this token resistance leads some men to dismiss refusals to sexual advances and to perceive them as playing hard to get, leading them to possibly continue sexual activity without the woman’s consent, and therefore commit a sexual assault (Jozkowski & Peterson, 2013). But as discussed before, sexual assaults are typically planned, rather than spontaneous events or a miscommunication.

Men who are sexual offenders are much more likely than the general population to believe strongly in gender roles (Bartol & Bartol, 2015).

It is important to understand that although the problem of “misinformation (Beliefs about other guys’ sexual activity) and disinformation (date rape myths)” promotes rape and sexual assault, only a small percentage of men are sexual predators (Kimmel, 2009). It has been proven that 98% of campus sexual assaults are committed by only 12% of college men (Dick, 2015). While women should be able to take comfort in the low percentage of sexually aggressive men, the fear of sexual predators creates a constant overwhelming anxiety. Despite the small percentage of men who are sexual offenders, women are taught that they need to be prepared for a man to attack them physically or sexually at all times.

Greek Life and athletic teams

Some research suggests that sexual violence is learned through the Greek life environment, making fraternities places in which rape is likely to happen on college campuses (Boswell & Spade, 1996). Other research claims that students who are involved in Greek life are most likely to be sexually aggressive, binge drink and use drugs (Boswell & Spade, 1996). The fraternity environment encourages sexual aggression and binge drinking which both lead to an obsession with “misguided notions of masculinity” where “every move, every utterance, every gesture is being carefully monitored by the self appointed gender police, ensuring that everyone constantly complies with the Guy Code even if they don’t want to”

Because campus rape is such a large portion of the rapes that take place, it is extremely important to examine why rape takes place in fraternities as often as it does (Boswell & Spade, 1996). Some fraternities perpetuate abusive attitudes towards women as part of a college male’s gender role, making rape an action that is normalized and possibly encouraged by one’s peers

(Boswell & Spade, 1996). Naturally, when young people join groups that celebrate certain values, their beliefs are reinforced through social interactions (Boswell & Spade, 1996). The same idea is why sexual violence can also be prevalent among athletes (Boswell & Spade, 1996).

#Not All Men

Some men who wanted to prove a point, successfully created a trending twitter hashtag “#NotAllMen” (Fabello & Khan, 2016). Although the message was well intended for men to want to identify themselves as safe spaces for women, the feminist community rejected the effort (Fabello & Khan, 2016). Feminists countered this action by arguing that the claim was never that all men are dangerous, but rather that the socialization of men by society leads to the potential for violence when it is “normalized through [the] patriarchy” (Fabello & Khan, 2016). The idea of #NotAllMen is almost encouraging, but the issue was never all men are dangerous, but rather that all women have to live with the fear of being sexually assaulted. Rather than #NotAllMen, men could begin to join women in the push for development in women’s rights.

A more appropriate male activism could include becoming educated about sexual assault and how they can be more knowledgeable sexual partners and bystanders. While not all men are sexually aggressive, all men are protected under the social stratification in society. Men who choose to rape believe that they will receive approval from their peers, and will be rewarded socially for engaging in sexually aggressive behavior (Kimmel, 2009). Most men who rape do not label their actions as sexual assault but rather, like discussed within the rape culture portion of this literature review, perceive their own sexual aggression as the norm for all sexual encounters (Kimmel, 2009).

When men are questioned about rape culture and sexual politics, they are overly defensive (Kimmel, 2009). Feminists, psychologists, sociologists and law enforcement describes

male sexual aggression as the origin of violence, but when interviewed about the issue of sexual aggression, men do not see their actions as aggressive (Kimmel, 2009). An example of the male interpretation can be seen in an interview response that Kimmel received when asking who was the power in sexual situations;

“Oh, definitely the girls. They have all the power. They have the big power—the power to say no. I want them, I want sex with them, and they’re the ones who decide whether it’ll happen or not. Some bitch decides whether or not I get laid. I don’t decide, she does. It’s not fair” (Kimmel, 2009)

This response again, was one that aligned with the general trend of responses that Kimmel recorded. His response makes it clear that angry emotions are associated with who has the power in sexual situations (Kimmel, 2009). The idea that men perceive that women are in control of sexual encounters, and wish that they had control in the situations.

Media

The media portrays hooking up and hook up culture to be the absolute worse case scenario, making people who have not experienced the college hook up culture believe that every college student is getting overly intoxicated and engaging in intercourse with multiple different people every week (Bogle, 2008). They also exaggerate sexual assault to seem as if rape cases are all “strangers in the bushes”, even though date rape is much more prevalent than an attack (Swauger, Witham & Shinberg, 2010). This exaggeration is a disservice to society because it leads to unrealistic views of situations that people will face. At the same time as providing these expectations, the media is a huge supporter of rape myths based on the stories that are communicated.

The term media includes not only news coverage but also music, movies, television and the internet. Popular music produced today has an obsession with sex. There are songs sung about men participating in predatory sexual advancements, and also songs about females over sexualizing themselves. An example of a song that reinforces rape culture includes Robin Thicke's song "Blurred Lines". The song Blurred Lines is a song about the ambiguity of consent that perpetrators pretend is real. By dissecting the key lines in the song, it is very evident that the song is indicative of rape culture. When men see other achieving success through degrading women, it is then perceived as the right thing to do. "Blurred lines" is just one example of countless songs that support rape culture, but hopefully with the analyzing of the lyrics of this one song will bring attention to inappropriate and degrading lyrics in other popular music.

This song strengthens multiple rape myth beliefs in one stanza. The problem with this stanza starts with the very first sentence; "ok now he was close, tried to domesticate you,". The idea that women need to be domesticated by a man in the first place is an outdated and sexist concept. Thicke continues with "but you're an animal, baby it's in your nature. Just let me liberate you", here he is making a sexual suggestion about the woman that he does not seem to know very well, referring to her as an animal in the context of her sexual desires that Thicke believes he can liberate her from. If that was not enough in one stanza, it finishes off by saying "That man is not your maker. And that's why I'm gon' take a", in this line, Thicke is deliberately treating the woman he is talking about as an object that he is entitled to take home. The song continues to be more disturbing including direct rape myths like "I know you want it", "the way you grab me, must wanna get nasty", the rape myths that women pretend to refuse sexual advances as long as the idea that flirting equals sexual consent are both presented in these lines.

Repeatedly the song utters “I hate these blurred lines”, where Thicke is discussing the gray area of rape that sexual predators often claim.

An example of the media influencing coverage of sexual assault causes, are the Bill Cosby sexual assault allegations. The claims were constantly denied up until Cosby’s own admission to giving Quaaludes to young women that he wanted to have sex with (Yan, McLaughlin & Ford, 2015). The drugging and raping of girls is explained by Cosby’s attorneys by:

“Cit[ing] two women who "allegedly say that they knowingly took Quaaludes offered to them by Defendant in the late 1970's"--one of them being former model Theresa Serignese, who has shared her accusations publicly...however, several women allege Cosby used [various] beverages as vehicles to drug them, but accusers Constand, Serignese, Janice Dickinson, Tamara Green, Victoria Valentino, Donna Motsinger and a woman identified only as Chelan have alleged Cosby gave them capsules or pills -- sometimes billing them as medication -- before assaulting them” (Yan et.al., 2015).

The message that “fame and wealth and power cannot exempt you from justice” was fortunately the result for these women who stood by their word. But regrettably, this lesson did not stay with society for long.

The media has the power to protect the image of powerful people by choosing not to cover certain stories. For example, Donald Trump is accused of raping a 13-year-old yet there was little to no media coverage on the case (Grim, 2016). The woman making the claim (who used “Katie Johnson” as a pseudonym to file the claim) was threatened into remaining anonymous and to remain silent (Grim, 2016). It was reportedly unclear for the first few months why the sexual assault claim was not getting attention from the press, but Trump counter sued

for slander in order to keep the women powerless (Grim, 2016). As stated before false rape accusations account for only 0.005% of reported rapes, but due to Trump's political and economic power not only is he able to silence his victims but also the press so that America sees him as their President rather than a rapist. The accuser reported claims that are logical and rational, as she reported the rape occurred with now convicted pedophile Jeffery Epstein (Grim, 2016). "Johnson" says that Trump sexually assaulted her on multiple occasions at events hosted by Epstein (Grim, 2016). Epstein was "widely known to throw wild parties with young women and girls" (Grim, 2016). Trump acknowledged a relationship with Epstein long before his Presidency in a New York magazine profile stating "I've known Jeff for fifteen years. Terrific guy. He's a lot of fun to be with. It is even said that he likes beautiful women as much as I do, and many of them are on the younger side. No doubt about it—Jeffery enjoys his social life" (Grim, 2016).

Despite the plausibility of her claims, the media kept the story quiet in order to avoid any consequences from Trump (Grim, 2016). There are other allegations against Trump that have similarly been kept quiet (Grim, 2016). The idea that society would chose to ignore the sexual assault accusations based on a person's power reinforces the main idea of rape culture; that men can sexually assault or objectify women and have no consequences for it. Today America's leader, the role model for many, is a sexual predator. For other sexual predators, this was a reaffirmation that there is nothing wrong with these sexually aggressive actions towards women.

Obsession over False Rape Accusations

Sadly, the trend of sexual predators not being held responsible for their actions is not a privilege for only the rich and powerful. The Documentary *Audrie & Daisy* tells the stories of two girls who were sexually assaulted and who's attackers were not held responsible (Cohen,

Shenk & Breger, 2016). Audrie Pott was raped on September 3 2012 at a high school party that she was hosting (Cohen et. al., 2016). Her attackers, who she believed were her friends, took photos during her sexual assault which were then spread around their high school (Cohen et. al., 2016). Audrie's attackers stripped her and drew obscene things on her entire body with permanent marker, then sexually assaulted her and took pictures (Cohen et. al., 2016). Rather than people feeling disgust towards the boys who committed the assault, Audrie's peers tormented her at school (Cohen et. al., 2016). After just one week of living with the psychological impact of her assault, Audrie hung and killed herself (Cohen et. al., 2016). Even after her death, the rapists continue to claim that they were playing a practical joke (Cohen et. al., 2016).

Daisy Coleman her friend Paige Parkhurst are 14-year-olds who were raped by older boys the first time they ever consumed alcohol (Cohen et. al., 2016). Both girls attended a party of Daisy's brother's friends' and were separated by the boys on arrival (Cohen et. al., 2016). The boys encouraged excessive drinking and Paige was sexually assaulted while conscious and then Daisy was raped while unconscious (Cohen et. al., 2016). After the boys raped Daisy, they wanted to return the girls to their homes "without [Daisy's] brothers finding out" (Cohen et. al., 2016). Daisy was left in her front yard and not found until the morning (Cohen et. al., 2016). She was then taken to the hospital, and the doctors estimated her BAC at the time of the sexual assault was a 132, so she had to be essentially comatose during the time of the assault (Cohen et. al., 2016). The doctors concluded that she was raped, but she had no recollection of the attack (Cohen et. al., 2016). People at school found out and immediately blamed her for the assault even though there was a video that was graphic and showed her limp body "not really functioning very well" (Cohen et. al., 2016). Despite video and medical evidence, police found

the boys not responsible for their actions (Cohen et. al., 2016). The victim's story was shared with whole country without the victim's consent and the case was tried again (Cohen et. al., 2016). The rapists were only put on probation, while Daisy was attacked through social media and at school (Cohen et. al., 2016). Daisy's mother lost her job because of the case and then somebody burned the family's house down, while the men responsible for her rape walk freely (Cohen et. al., 2016).

Unfortunately, these men learned this behavior through the society that they were raised in and then when they actually sexually offended a young girl were not held responsible for their actions. Other young men see this and perceive that they can act violently towards women and face minimal consequences. Sexually aggressive men are very rarely held responsible for their actions and they reoffend because they believe that sexual violence is acceptable. The lack of disgust for sexual offenders in society and in media allows men to be socialized into performing acts of rape and sexual assault. False rape accusations occur very

News

In recent news, the story that should be most shocking is the case of Brock Turner (Sanchez, 2016). Before the censorship of the news casting, the truth about Brock Turner is that he raped an unconscious woman that he had never met behind a dumpster, and was only given a six-month jail sentence but was released after three for good behavior (Sanchez, 2016). The news casters found it necessary to consistently remind the public that Turner was a swimmer at Stanford University, as if his athleticism and intelligence should have been an excuse for Turner to be punished lightly.

When police reported to the report of an unconscious woman near a fraternity house, they “found the victim on the ground, in a fetal position, behind a garbage dumpster. She was

breathing but unresponsive. Her dress was pulled up to her waist. Her underwear was on the ground; her hair disheveled and covered with pine needles” (Sanchez, 2016). This woman was brutally attacked outside while she was unresponsive due to alcohol consumption, then was left on the ground behind a dumpster by her assailant who took a picture of the aftermath before he left the scene (Sanchez, 2016). Two passing male students witnessed the assault occurring and wrestled Turner away from the girl then called the authorities (Sanchez, 2016).

The Californian judge gave the rapist a six-month jail sentence, but the man already had a record of criminal behavior including charges for underage alcohol possession and a fake identification arrest (Sanchez, 2016). Turner was also known to use multiple drugs during high school and at his short time at Stanford. The news reports of this “Stanford Swimmer”, caused a national uproar in how he was being represented (Sanchez, 2016). Rather than a mug shot of the perpetrator, many news stations used Turner’s graduation photo. The media was so obviously showing bias in the situation, which sexual assault advocates were not happy about at all.

Current Movements to Reduce Sexual Assault

University Level

The first policy changes involving sexual assault began at a small progressive college in Ohio called Antioch College (Kimmel, 2009). In 1993 (Mills, 2014) Antioch College “decided that consent to sexual activity required more than not saying no” (Kimmel, 2009). In the school’s code of conduct, they added that people were required to say yes verbally with every sexual advance (Kimmel, 2009). The message that the school was portraying was that people should not take silence as consent, but anti-feminists reacted extremely negatively to this policy change, while women celebrated the change (Kimmel, 2009). The “Antioch rules”, as they had come to be called, became national common knowledge after Saturday Night Live mocked the

policy change with a sketch called “Is it Date Rape?” (Mills, 2014). The Antioch rules were then continually a topic of satire instead of a start of a revolution of sexual assault education that the rules could have been (Mills, 2014). Critics argued that the Antioch rules ruined sexual encounters by requiring too many questions while Antioch’s sexual assault prevention department replied “we are not trying to reduce the romance, passion, or spontaneity of sex; we are trying to reduce the spontaneity of rape” (Mills, 2014).

Despite the heavy public criticism, the Antioch policy change was a step in the right direction to open up the communication about consent and sexual activity. Although the media can always find a way, such as the Saturday Night Live skit, to mock any type of change that could lessen the rates of sexual assault, advocates for sexual assault survivors are starting to make a difference in how sexual assault is treated especially amongst college campuses.

Legal movements

Title IX of the Education Amendments was originally used to assure both athletic and educational opportunities to women in higher education, but as of late has become a method for survivors of sexual violence to assure that their University protects them correctly (Cleary, 2015). Title IX states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (Cleary, 2015). In July of 2015, 124 United States Colleges were under federal investigation by the United States Department of Education Office of Civil Rights for the mistreatment of reported sexual assault cases on their campuses (Cleary, 2015). The institutions involved included many prestigious and well known schools including Harvard College, Yale University, Columbia University, Brown University, Notre Dame University and Dartmouth College (Cleary, 2015; Dick, 2015).

The majority of Title IX investigations involve failing disciplinary procedures that involve sexual assault cases, such as reporting mechanisms for victims and nominal punishment for the alleged perpetrator, even if they have been found responsible (Cleary, 2015). On college campuses “survivors and their assailants often both live within the campus community”, for the survivors living close to their attackers can cause debilitating fear that affects their ability to receive the education they deserve (Cleary, 2015). Title IX gives survivors rights that they did not have before, when applied to sexual assault Title IX ensures that the school makes changes in order to protect victims of campus sexual assault (Cleary, 2015).

Future Movements for Education

The past efforts of sexual assault education have not been successful based on the steady rates of sexual assault and the rape culture that perpetuates them. People must be educated about sexual assault in a way that convinces them that the problem is relevant to their lives. Even men who are kind and non-aggressive need to be educated in order to become better bystanders in the types of situations that could be prevented if someone stepped in. Rape Awareness teaching needs to put an emphasis on men and not women, but they also need to stop portraying that all men will rape when given the chance. This leads to unhealthy fear in women where they again are the one's watching all of their actions, but also creates an unrealistic exaggeration that discourages people from receiving the information in a serious context.

The largest problem that has become apparent in the education about sexual consent is that “There are virtually no trustworthy adults willing or able to talk honestly about sex with young people. Talking to their parents is far too awkward. Sex education in schools is often restricted to a...religious preaching of abstinence. Any information that they do manage to cobble together—how it works, what to do, what women like, what they expect—comes mostly

from their peers and from pornography” (Kimmel, 2009). If adults and adolescence do not open up the dialog about sex, consent and sexual assault it will continue to produce people who are ignorant about consent and the rates of sexual assault will continue to be steady.

Talking about sex is awkward for Americans, as it is not something that is readily brought up between adults and their children, but the initial conversations and education does not need to include any discussion about sex at all. Consent in the most basic form includes any type of physical contact with another individual. Teaching children from the time they are old enough to understand that they must ask before they hug someone, or that someone must ask them permission before they show the child affection. Knowledge about consent and communication between individuals can be taught by parents to their children. This knowledge could also be implemented in school. It is important that children become socialized and learn how to be nice to one another as well as how to communicate their feelings to their peers.

Classes specifically about interpersonal communication would be useful in a middle school, high school and college settings to educate people about consent. Rather than have the topic be completely involved around consent, students could learn about social cues, body language, and how to effectively state how they are feeling. A portion of the class could be dedicated to romantic and sexual interpersonal communication, which would help integrate the idea that consent is about communication with the other person involved. Low social competence was a characteristic in many of the rapist types that act out violently, and although some people are never taught the social lessons they should be by their parents these people should be given a chance of more normal social development if social and interpersonal skills were taught at schools in a required part of the curriculum.

As adolescence grow older and go to higher education institutions, mandatory education on all aspects of sexual assault should be required for college students. These mandatory lessons should include both single sex and mixed gender lectures, so that in sessions with both sexes students can gain knowledge from each other but also in single sex sessions they could ask questions that they would be uncomfortable to ask in front of the opposite sex. Students should be presented with a type of presentation that makes sexual assault feel as if rape culture is a problem that every person contributes to, unless they are making an active effort to work against it. A way to do this is to prove that bystanders matter, a personal story about a situation from a person who was not the survivor of a sexual assault but rather a bystander or supporter of a survivor could give the personal touch the presentation needs in order to make students people that sexual violence is a problem that affects their lives too.

Truthful statistics about the false rape reports should also be provided in order to alleviate any fear that men have about being falsely accused. With this, consent information should be shared about sexual consent and lessons should be given on how to obtain consent if students are unsure. Another powerful piece of information that makes people think about the topic of rape include the psychological effects on the victim. Students are not very educated about the psychological effects that rape has on an individual as rape is often more of an emotional crime than it is a physical crime.

In the case of sexual assault, knowledge is power, but unfortunately the people with the knowledge tend to be people who have already experienced sexual violence in their life. The goal of this research is to educate people about all of the preceding factors of rape culture and sexual assault. Furthering knowledge in this area is essential to eventually eliminate sexual

violence in the world. In order for this to be done, serious education needs to be put in place and communication must be opened up surrounding the topic of sex.

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