SEXUAL ASSAULT IN A RAPE-PRONE SOCIETY

I. INTRODUCTION: WHY OUR SOCIETY IS RAPE-PRONE IN PEGGY SANDAY’S TERMS.

II. LINKS BETWEEN SEXUAL SCRIPTS AND DATE RAPE

STRUCKMAN-JOHNSON STUDY
• MEN PRESSURED INTERNALLY
• WOMEN PRESSURED EXTERNALLY

III. A SOCIO-CULTURAL MODEL OF THE CAUSES OF RAPE IN A RAPE PRONE SOCIETY
IV. RAPE MYTHS AND FACTS

A. MYTHS

• RAPE IS A CRIME OF SEXUAL PASSION
• A RAPIST IS ALMOST ALWAYS A STRANGER
• RAPISTS ARE INSANE
• WOMEN SECRETELY WANT TO BE RAPED
• MOST RAPISTS ARE BLACK MEN
• IT WASN'T RAPE BECAUSE SHE DIDN'T RESIST
• GOOD GIRLS DON'T GET RAPED
• DATE RAPE IS NOT REALLY RAPE
• ONLY WOMEN CAN BE RAPED
FACTS

- BOTH MEN AND WOMEN SUBSCRIBE TO RAPE MYTHS.
- ONLY 6% OF REPORTED RAPES RESULT IN A PRISON SENTENCE (LAFREE)
- ONLY A FRACTION OF ALL RAPES ARE REPORTED
- 60% OF RAPES ARE ACQUAINTANCE RAPES
- MARITAL RAPE MAY OCCUR IN 9-14% OF ALL MARRIAGES.
- RAPISTS ARE NORMAL PEOPLE.

V. DISCUSSION OF PELKA, BENEKE, AND CROSSET READINGS

VI. SOLUTIONS

A. FIVE COMPETING THEORIES

1. RAPE IS CAUSED BY RAPISTS
2. RAPE IS REVENGE FOR PSYCHOLOGICAL HURTS
3. RAPISTS SEEK ACCESS TO RELIEVE FRUSTRATION
4. SOCIOCULTURAL THEORIES (LAFREE, SANDAY)
5. EVOLUTIONARY THEORIES (THORNHILL)
B. WHAT SOLUTIONS ARE IMPLIED BY EACH THEORY? WHY ARE COURTS NOT THE ONLY SOLUTION?

VII. SUMMARY AND CONCLUSION

➢ RAPE IS A PRODUCT OF 'RAPE CULTURE'.

➢ RAPE CULTURES ARE BUILT INTO PATRIARCHAL, GENDER-POLARIZED, SEX/GENDER SYSTEMS.

➢ RAPE CULTURES CHANGE AS SEX/GENDER SYSTEMS BECOME LESS POLARIZED AND WOMEN'S STATUS V.V. MEN IMPROVES.

➢ CULTURES THAT VALUE NURTURANCE AND IN WHICH MEN CARE FOR SMALL CHILDREN HAVE LITTLE OR NO RAPE.

➢ IF OUR CHILDBEARING BECOMES MORE ANDROGYNOUS SO THAT MALE PARENTING IS THE EQUIVALENT OF FEMALE PARENTING, AND IF THE MALE/FEMALE WAGE GAP DISAPPEARS, WILL WE STILL HAVE RAPE?
SOCIOCTURAL MODEL OF RAPE CAUSES

♦ SEXUAL SCRIPTS: "MAN THE BEAST" AND "GOOD GIRL/BAD GIRL"

♦ CULTURAL ACCEPTANCE OF PHYSICAL AGGRESSION

♦ INCORPORATION OF PHYSICAL AGGRESSION INTO MALE GENDER ROLE

♦ CONFOUNDING OF SEX WITH VIOLENCE IN CULTURE

♦ HIGH VALUE ON MILITARY MIGHT

♦ DEVALUATION OF WOMEN AND THEIR WORK
  LOW VALUE PLACED ON NURTURING

♦ PATRIARCHAL SOCIAL STRUCTURE

♦ HIGH LEVEL OF SEX SEGREGATION AT ALL AGES
STUDY QUESTIONS FOR CLASSES 12 & 13

RELIGION  (left over from before exam 1)

See review questions on religion in study guide for Exam #1
Focus on material covered on 10/1 in class.

SEXUAL SCRIPTS AND SEXUAL ASSAULT

A. terms and concepts

"man the beast"
good girl/bad girl
rape culture
date rape
pedestal/gutter syndrome
Changing Woman
"Goodbye, John Wayne"
religiosity
Copper woman
Changing Woman
Genesis 1 vs. Genesis 2
origin tale or story

B. Review Questions

1. What themes of misogyny are present in our biblical heritage?

2. Trace the development of the pedestal gutter syndrome in Western European culture from ancient Greece to 19th century U.S. How do images of men move from the ascetic, asexual male to Man the Beast, and how do images of women change from the lusty temptress to Good Girl/Bad Girl?

3. What did the term "witch" originally mean?
4. Describe at least two theories that explain how patriarchal religions gradually began to predominate over more matriarchal ones.

5. Briefly compare the story of Copper Woman and Snot Boy to Genesis 2 in which Eve comes from Adam's rib.

**Sexual Scripts & The Rape Culture**

6. How are young men taught about their own sexuality in our culture? How are the messages that women get different from those given to men? What problems do these differences cause in later life?

7. According to Fred Pelka ("Raped: A male survivor breaks his silence" in online reader), what are the most widespread myths concerning male rape victims?

8. List six "rape myths" and cite evidence refuting each of them.

9. According to Struckman-Johnson (online reader), how do men's and women's accounts of forced sex differ?

10. Why is it difficult to get reliable information about how many women and men are the victims of date rape?

11. What happened to Geof Morgan when he tried to use the John Wayne model of relating to women?

12. According to Professor Hood, what prevents legal solutions to sexual assault from working?

13. Why does Stevi Jackson think that feminists should not let Bill Clinton off the hook for his affair with Monica Lewinsky?

14. What do both your text authors and Professor Hood mean when they say that in our society there is a fine line between normal masculine sexual behavior and rape.
15. According to the studies cited by R&C (285-289) what links have been established between violent pornography and rape?

16. On what basis do Professor Hood and your text book argue that our society is rape prone?

17. Summarize changes in attitudes and behavior for both males and females in regards to premarital sex (R&C:170-176)

18. Compare Eder et al’s discussion of sexuality in middle school (online) with the discussion of teen sexuality in R&C: 170-176. Are these discussions complimentary or contradictory?

19. Why does Robert Staples (K&M) find the stereotype of the black male to be in conflict with the normative definition of masculinity?

20. Why does Staples think that black men are “damned if they do and damned if they don’t”?

21. What has the myth of hypersexuality cost black men? (Do you remember the example of the Martinsville Seven that Prof. Hood gave in class?)

22. According to Staples who gets executed for rape in the South? Who does not?

23. How does Staples put the act of rape by black men in the context of racial discrimination?

24. How did Crosset et al do their study on male athletes and sexual assault? (K&M:178) How did they get their data? What are the limitations of the data?

25. What were Crosset et al’s findings?

26. What did you learn from Tim Beneke’s interview with a 23 year old male file clerk about unavailable women and the desire to rape? (K&M:388)