PEER SEXUAL HARASSMENT: FINDING VOICE, CHANGING CULTURE

by

JENNIFER L. MARTIN

A thesis submitted in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION:
EDUCATIONAL LEADERSHIP

2005

Oakland University
Rochester, Michigan

APPROVED BY:

Dawn M. Pickard, Ph.D., Chair   Date

Mary L. Otto, Ph.D.   Date

Sarah L. Gibson, Ph.D.   Date

Margaret A. Crouch, Ph.D.   Date

To all the young women who took part in this study. May they find peace and

happiness in their lives.

ACKNOWLEDGMENTS

Many people have been inspirational to me throughout the difficult journey that is doctoral work. First and foremost, Dr. Dawn Pickard, my committee chairperson, mentor, and friend, has been instrumental in assisting and advising me through the doctoral program and the dissertation experience. My committee members, Dr. Mary Otto, Dr. Sarah Gibson, and Dr. Margaret Crouch have been helpful and supportive of my endeavors. I wish to thank them sincerely for their time. I would like to thank Dr. William Keane for always giving me immediate feedback, assistance and support in my times of need and Dr. Duane Moore for always believing in me. I would like to say a special thank you to Dr. Julia Smith for her tireless assistance with quantitative analysis.

I would like to thank my district and my school. My principal and the teachers with whom I work supported my work every step of the way and truly made this research project possible. I would also like to thank the young women who were involved in the intervention discussed in this study. Although our experiences together were often fun and sometimes difficult, I learned much from them as I hope they did from me.

Finally, I would like to thank my family and friends who gave me endless encouragement and support throughout this process.

Jennifer L. Martin

ABSTRACT

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Adviser: Dawn M. Pickard, Ph.D.

This intervention study examines the problem of sexual harassment in an alternative high school for at-risk students. It was hypothesized that creating a forum where girls felt safe to share their experiences would increase their awareness of sexual harassment and its effects, eventually contributing to a decrease in incidents of sexual harassment occurring in the school by providing girls with strategies to deal with it.

It was further hypothesized that perceptions of students' loci of control would become more internal after the intervention and thus subjects would feel they had more control over their lives and bodies.

Subjects' attitudes were measured using three instruments which provided pre-intervention baseline data: a newly created instrument used to measure student perceptions of sexual harassment, a revised version of the abbreviated adolescent *Nowicki-Strickland Locus of Control Scale* (1971), and the *Bem Sex Role Inventory* (1978/1981).

Subjects were post-tested twice following the end of the semester-long intervention, two months after the end of the course, and four months after the end of the course. Both post-tests consisted of the same three measures as the pre-test.

Analyses of post-intervention data revealed that students reported having experienced sexual harassment, witnessing sexual harassment, or knowing others who had experienced sexual harassment with greater frequency after the intervention. Analysis of data at the time of post-intervention 2 revealed that students' knowledge of sexual harassment gained from the intervention had been retained. Analysis of qualitative survey data prior to and after the intervention suggested that students who had not experienced sexual harassment were more likely to state that they would report sexual harassment if they experienced it than were students who actually experienced sexual harassment.

Analysis of post-intervention data and administrative referral data revealed that students were reporting the sexual harassment they experienced more frequently than they did prior to the intervention.

Finally, results of the locus of control instrument used in this study revealed that subjects' perceptions of their levels of internality increased over time: the students' loci of control became increasingly more internal at the time of post-intervention 1. This increase continued to the time of post-intervention 2.

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Introduction

Jodi liked to flirt. She was a heavy set girl that liked attention. We were going to cut through the baseball field to go under the fence because if you left the game you weren't supposed to come back. So we cut through. We heard people in the dugouts and Jodi went to see if she knew who it was. She did and the guys were smoking weed. They asked if we wanted to hit it. Jodi said yes. I said no. My mom always told me, "Don't smoke already rolled weed if you don't see what is in it. You don't know what you're smoking." That made sense. Jodi was flirting big time. I didn't say anything though. We began to leave then more guys came up.

There were at least 25 males now. Some I knew; some I had never seen. They blocked the way to get out. I thought they were just messing around. I asked them to move. They looked at me like I was stupid. One of them said, "Not until we hit that fine ass." That was when the whole thing changed. I just wanted to leave. I felt outnumbered. My girl just looked at me with a confused look. I had no idea what to do at this point. I tried to push one out of the way, but he didn't move. There were two dugouts. They started pushing Jodi into the other one.

That's when I didn't know what to do. There were now like 15 guys in the same dugout. The rest took Jodi into the other one. They all started asking for head. I said, "No man. Let me outta this." One started laughing and said, "Not until you give me head." When he threw me on the ground, that's when I gave up. They outnumbered me. He sat down in front of me and I argued for about 15 minutes to see if anybody was going to come back to see why there was a crowd back this far. Nobody came. He was getting pissed so I did, but I made him put a condom on before I did anything. Guys were getting in line and when he was done I went to get up and leave and another guy got in front of me and said, "My turn." I started to cry. The first guy got up and left. Then this one was over. I got up to walk away and a third guy said, "Me next." I said no. Then a fourth guy came up and told this guy that was in my face to back off, that I had had enough.

I went to see Jodi and there was a guy standing over her videotaping her giving a kid head. I pulled her away and said, "We're leaving." We were

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walking away saying, "Fuck you," with our fingers in the air. We got back to the game and my sister came up to me and said "Where have you been?" Then the police came up to Jodi and me. They took us to the cop car and were acting like we asked for it.

I guess one of those boys was saying we were giving free blow jobs. We told our story again and again. Nothing has been done. My mother tried to press charges. Nothing happened. They did get suspended for 10 days. Jodi and I got suspended for 5 days. We should not have gotten suspended at all. The courts didn't do anything. I had to switch schools, 'cause I got called 20 different names. The bad thing is I don't know their names.—Susan

Heard in fragments in hallways or referred to quietly in hushed whispers, stories like these in my school indicate that sexual harassment remains a problem in at least one 21st century school. Sexual harassment is a societal problem that can have devastating effects on its victims. Educators must be made aware of the frequency of sexual harassment and its damaging effects within the school environment. School-based interventions that target sexual harassment and/or promote healthy dating relationships are crucial for both girls and boys so that unhealthy attitudes about sex and power are not carried into adulthood.

The Problem

Sexual harassment is a pervasive problem in America's public schools. According to a national study by the American Association of University Women (2001/1993), 80% of students in the public schools have been harassed by a peer; one-third of these incidents occur prior to the seventh grade. Sexual harassment appears endemic across the entire academic, racial and socioeconomic spectrums (Webb, 1997).

My interest in sexual harassment began a few years ago when I began working at an alternative high school for at-risk students. Immediately I noticed something

amiss with regard to gender relations within the school. The male population of the

school was approximately 80%; thus the problem was quite visible to me. The problem

occurred mostly in the hallways and it involved primarily the use of sexually

inappropriate references and name-calling. Almost exclusively the boys perpetrated

these behaviors. The girls experienced name-calling, degrading references to their

sexuality, and even unwanted touching. Another problem I noticed was that often the

girls did not report these problems to the administration; the girls felt there was really

nothing they could do about it. Perhaps more disturbing was the fact that a few girls

considered these harassing behaviors to be "normal," or passed them off as "no big

deal."

Alternative education programs for at-risk youth possess challenges within the

student population such as pessimism, issues of trust, and as Conrath (2001) suggests, a

"lack of confidence in our institutions caused by generational poverty" (p. 585).

Alternative education programs often represent the last chance for an education for

some at-risk students. Conrath suggests that these students come to school possessing

an external locus of control that their life situations have taught them that effort has

nothing to do with success. Thus, they attribute what happens to them to chance or

luck, rather than to their own efforts, and feel as though they have little, if any, control

over their surroundings. Likewise, Greer (1991) and Nunn and Parish (1992) found that

the locus of control of at-risk students was generally more externally oriented which

indicates a belief that one's behavior has little to do with outcomes. In other words,

many at-risk students do not possess a sense of mastery over their lives. In sum, the

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consequences of possessing an external locus of control may be detrimental for both children and adolescents (Lynch, Hurford, & Cole, 2002).

It is no surprise that at-risk students who do not perceive that their effort is causally related to their achievement do not experience success in school (Howerton, Enger, & Cobbs, 1993). Thus, the challenge for alternative educators is to teach internal self-control. Teaching internal self-control may help to bridge the perceptual divide between students' actions and the consequences of their actions. When students become aware that their efforts are related to the outcome of their actions, they may begin to experience success (Conrath, 2001). Moreover, the advantages of possessing an internal locus of control have been well documented (Lefcourt, 1982; Rawson, 1992; Weisz, 1986). One of the roles of alternative education should be to teach internal self-control and personal responsibility in order to promote academic success for those who have not traditionally experienced success in school. The issue of promoting an internal self-control is also relevant to the phenomenon of sexual harassment.

Because many at-risk students in alternative education programs do not possess a sense of control over their surroundings, when they experience sexual harassment they feel helpless to do anything about it. Teaching internal self-control and strategies to deal with sexual harassment may help in addressing the problems of sexual harassment and the sense of hopelessness that results when students do not feel in control of their surroundings. Teaching internal self-control as well as strategies to deal with harassment may positively impact not only the personal responsibility of students but also the school culture in general.

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School culture is shaped by the behavior and practices of students, teachers, and administrators. If the awareness of students is raised as to what constitutes sexual harassment, the effects of sexual harassment, strategies to deal with sexual harassment, (in addition to an increased sense of internal self-control in the minds of students), then this awareness may translate into action. If students refuse to tolerate sexually harassing behavior when they experience it or witness it, then this may cause the perpetrators to alter their behavior.

Another charge of all schools, alternative and traditional, is to intervene when sexual harassment occurs. Larkin (1994a) suggests that the phenomenon of sexual harassment has become so common in schools that it is seen as normal. When schools ignore sexual harassment, or deem it typical adolescent behavior, they may be contributing to a culture of violence where sexual harassment leads to more serious offenses such as sexual assault (Stein, 1996) as we saw in Susan's story. If schools do not intervene when sexually harassing behaviors are witnessed or reported, they may be tacitly validating them.

Background of the Problem

Sexual harassment is a complicated phenomenon involving various interrelated factors such as gender, patriarchal norms, and issues of power. Because the phenomenon is so complex, researchers and educators often have difficulty agreeing on one precise definition of sexual harassment. Sexual harassment is defined by the AAUW as "*unwanted* and *unwelcome* sexual behavior that interferes with your life.

Sexual harassment is *not* behaviors that you *like* or *want* (for example wanted kissing, touching, or flirting)" (2001/1993, p. 2). This definition of sexual harassment has become widely accepted by educators and researchers working within the K-12 environment.

Approximately 85% of girls and 76% of boys reported experiencing some form of sexual harassment in the schools in the study performed by the AAUW entitled *Hostile Hallways* (2001/1993). The AAUW study was based on a national sample of 1,600 Caucasian, African American, and Latino students in grades 8-11. According to the study, the most common form of harassment was being the target of jokes, sexual comments, gestures, or looks; 65% of girls and 42% of boys reported this. The second most common form of harassment involved unwanted physical touching. The study also found that four out of five students reported being sexually harassed and of those, 79% reported that the harassment was by a peer. The literature on sexual harassment suggests that over 90% of the time, males are the perpetrators of sexual harassment against females (Fineran & Bennett, 1999).

The claims of Kopels and Dupper (1999), based on the AAUW study (2001/1993), suggest that girls suffer a variety of long-term effects as a result of peer sexual harassment such as feeling embarrassed or self-conscious, not wanting to attend school, not wanting to speak up as much in class, and feeling it difficult to remain focused. Peer sexual harassment has been found to have detrimental academic and social consequences for both girls and boys. According to Fineran and Bennett (1998) peer sexual harassment can cause performance difficulty including absenteeism,

decreased quality of schoolwork, skipping or dropping courses, lower grades, loss of friends, tardiness and truancy in its victims.

Although the findings of Kopels and Dupper suggest that the vast majority of girls attempt to take action to stop harassment, the AAUW study suggests that respondents reported that they *did not* routinely report incidents of sexual harassment. Moreover, as Kopels and Dupper argue, "At the same time, there is evidence that school personnel, when informed of an incident of peer sexual harassment, routinely do not take action against the perpetrator and do not intervene to stop the harassment" (p. 436). Because sexual harassment can have a negative impact on victims, both emotional and academic, it seems logical that schools would provide training for staff on how to deal with the problem of sexual harassment and provide interventions for students on what to do when one is sexually harassed. Oftentimes, schools do not take the issue of sexual harassment seriously (Fineran & Bennett, 1998; Kopels & Dupper, 1999; Stein, 1995).

This failure on the part of schools causes a cadre of other problems for the victims. Ignoring claims of sexual harassment or viewing them as typical adolescent behavior will not make the problems go away. In fact, to *not* deal with the issue of sexual harassment in a proactive manner only serves to create an environment that is more hostile where students do not feel safe and protected by the adults around them. If schools do not take a proactive approach in dealing with sexual harassment, traditional gender roles will be reinforced whether implicitly or explicitly (Stein, 1996). Ignoring claims of sexual harassment on the part of females and the reinforcement of

traditional gender roles translate to young females the ideas that their place in society is

secondary, their voices are not valued, and there is nothing much the girls can do about

it (Brown & Gilligan, 1992; van Roosmalen, 2000).

Schools that do not intervene in the issue of sexual harassment may be doing

more than reinforcing the traditional hierarchy and devaluing the voices of girls, they

may also be implicitly encouraging a pattern of male violence. As Stein (1996) states,

"If school authorities do not intervene and sanction students who sexually harass, the

schools may be encouraging a continued pattern of violence in relationships: schools

may be training grounds for the insidious cycle of domestic violence" (p. 22). In

essence, a lack of intervention on the part of the school can adversely affect both the

victim and the perpetrator. If students who harass do not receive consequences for their

actions and information on how to interact with others, their problems with harassment

and victimization may grow steadily worse (Stein, 1996).

According to the AAUW study (2001/1993), students are six times more likely

to report incidents of sexual harassment to a friend than they are to a school official,

despite the fact that they also report awareness of sexual harassment policies and

procedures. Moreover, although students are aware of sexual harassment policies and

procedures in their schools, neither girls nor boys are likely to file formal complaints

(AAUW, 2001/1993). As alluded to previously, one possible reason for the failure of

students to report sexual harassment to the adults in their schools is the perception that

school officials, whether implicitly or explicitly, condone this behavior; this perception

may be a core belief that contributes to the culture of the school and serves to

perpetuate an environment that is hostile. Research suggests that in order to combat sexual harassment in schools, a proactive approach must be taken (Fineran & Bennett, 1998; Kopels & Dupper, 1999). As Fineran and Bennett state, "Many schools have developed sexual harassment policies and procedures that legislate behavior and are more reactive than proactive. These policies place the burden on the student to file a complaint and face the response" (p. 63).

An alternative approach to the victim/reactive approach is a female-centered, affirmative and proactive approach to teaching the creation and maintenance of boundaries. My objective was to determine if this could be more effective in providing positive images and behaviors for students. If female students are provided a place where they: feel safe enough to share their experiences, may learn about the nature of harassment and the power dynamics it involves, may learn of the policies and procedures regarding sexual harassment in the school environment, and where they may find confidence enough with their own voices to file formal complaints when necessary, then sexual harassment within the school may eventually decrease.

The issue of sexual harassment is not without its critics. Farrell (2001) asserts that sexual harassment is not the systemic problem that feminists report. Farrell suggests that many women take the issue of sexual harassment too far when they turn it into a legal issue. Farrell argues that the traditional interaction between the sexes, that men pursue and persist and women attract and resist, has been functional for hundreds of years. He argues that because women have been achieving equality and entering the workforce as rapidly as men since the early seventies, this system has ceased to be

functional. Farrell argues that feminism has gone too far in prompting women to sue

when experiencing sexual harassment and that simply telling a male harasser to stop

can be an effective strategy. Simply telling a harasser to stop may be an effective

strategy in certain cases (Schwartz, 2000), but it does not always work (De Becker,

1997). Farrell does not see a clear distinction between workplace flirting and sexual

harassment. He asserts that some feminists encourage women to ". . . sue the men who

do it badly and marry the men who do it right" (p. 299).

The AAUW study on sexual harassment is also not without its critics. Sommers

(1994) argues not only that the AAUW study is scientifically flawed, but also that

sexual harassment is not as big of a problem as many feminists would suggest; she

views current practices and policies created to combat sexual harassment on many

college campuses as too extreme and argues that they "regard male sexuality with alarm

and seek ways to control it" (p. 46). However, when behaviors of a sexual nature that

are intended to degrade or demean go unchecked, perpetrators may continue their

victimization and such victimization may grow more serious (Stein, 1996). In other

words, sexual behavior, male or otherwise, that degrades others should in fact be

controlled. Based on AAUW findings, Sommers claims that because boys are sexually

harassed almost as often as girls (76% of boys and 85% of girls) that the problem of

sexual harassment in schools does not reflect a gender bias. However, AAUW's 2001

findings admit that the gender gap regarding sexual harassment has decreased since

1993. Moreover, according to 2001 findings, 52% of boys reported being harassed non-

physically by one female (73% of girls reported being harassed non-physically by one

male) and 39% reported being harassed non-physically by more than one female (53% of girls reported being harassment non-physically by more than one male). In terms of physical harassment, 63% of boys reported being physically harassed by one female (84% of girls reported being physically harassed by one male) and 43% of boys reported being physically harassed by more than one female (55% of girls reported being physically harassed by more than one male). Males also harass other males more frequently than females harass other females (AAUW, 2001). In short, the AAUW study findings suggest that there are gender differences with regard to sexual harassment. Whether or not such differences represent gender bias within schools is a subject that requires more in-depth research.

Sommers further argues that the AAUW's claims that girls are more negatively affected than boys by sexual harassment are without foundation. Because boys have higher absentee and dropout rates, Sommers argues that girls are not likely to be as negatively affected by sexual harassment as the AAUW study suggests because such effects do not cause them to drop out of school, have higher rates of absenteeism, and lower grades. Sommers suggests that the desire to miss classes fostered by experiences with sexual harassment is much different than actually missing school. However, the higher dropout rates of males and sexual harassment are not necessarily linked and thus cannot be compared to the perceptions of girls and the effects that sexual harassment has on them.

The issue of peer sexual harassment in schools has also been criticized. Sexual harassment of adolescents by their school peers is seen by some as normal adolescent

behavior. Margolis (1993) deems such behavior as a natural extension of gender role experimentation and gender role development. Adolescence is a time of experimentation, where young people attempt to determine their sexual identities and how to interact with those to whom they are attracted. Some observers of adolescent male behaviors describe what many educators would define as sexual harassment, grabbing and pinching, as normal male adolescent behavior (Feltey, Anslie, & Geib, 1991; Margolis, 1993). However, because of what is now known about the effects of sexual harassment on its victims (Fineran & Bennett, 1998; Kopels & Dupper, 1999), such behavior can no longer be dismissed as normal and thus not subject to consequences for its perpetrators.

Focus of The Study

Current research suggests that sexual harassment remains a major problem in today's K-12 schools (AAUW, 1993/2001; Fineran & Bennett, 1999; Stein, 1999b). Although some curricular materials have been created to combat this problem (AAUW Educational Foundation Sexual Harassment Task Force, 2002; Iowa State Department of Education, 1998; Morris, B., 1985; Schwartz, W., 2000; Stein, N., & Sjostrom, L., 1994), little research has been conducted to determine the effectiveness of such materials (Brandenburg, 1997; Fitzgerald & Shullman, 1993). In addition, many of these materials consist of videos and classroom materials that provide perhaps one day's to one week's worth of material. In short, they are not long-term or comprehensive in nature.

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This study focuses on an intervention program to combat the problem of sexual harassment in an alternative high school for at-risk students. Current research on college-age women suggests that women's studies courses have been successful in raising women's self-esteem (Stake & Gerner, 1987; Zuckerman, 1983), encouraging more egalitarian gender role orientations in female students (Harris, Melaas, & Rodacker, 1999), altering women's loci of control toward a more internal orientation (Harris, Melaas, & Rodacker, 1999), and decreasing sexist beliefs (De Judicibus & McCabe, 2001). After examining the literature on sexual harassment and the effects of women's studies courses I hypothesized that because self-esteem, gender role orientations, locus of control, and sexist beliefs serve to reinforce the phenomenon of sexual harassment, creating a forum where girls felt safe to share their experiences may increase the girls' awareness of the problem of sexual harassment and its effects on them. This could eventually contribute to a decrease in incidents of sexual harassment occurring in the school by providing girls with strategies to deal with the problem. That is, I hypothesized that this forum would create a culture of empowerment where girls would find strength in their own voices, learn strategies to deal with harassing behaviors, and would feel they had control over their lives and bodies. Thus, they would no longer accept behavior that made them feel uncomfortable or frightened simply because they felt there was nothing they could do about it.

This research study proposes to determine if a long-term intervention for adolescent females (a semester-long women's studies course, 18 weeks, 3 hours and 50 minutes per week) would be effective in changing the school culture with respect to

sexual harassment. School culture is shaped by the behavior and practices of students, teachers, and the administration. If the awareness of the female student population is raised to recognize what constitutes sexual harassment, its effects, and if these students are taught strategies to deal with harassers, then this awareness may translate into action. If female students refuse to tolerate sexually harassing behavior when they experience it or witness it, then this may cause the perpetrators to alter their behavior. My objective was to determine if exposing girls to information about the nature of sexual harassment and strategies to deal with it in a supportive and empowering environment would alter their perceptions and responses to sexual harassment enough to change the school's culture to one that is less tolerant of sexual harassment in general.

Providing such information to female students was intended to increase their perceptions of the degree to which they had control over their own lives and bodies. A second research question I asked was whether subjects' loci of control would be altered as a result of this intervention; the intended outcome was that subjects' perceptions of their loci of control would become more internal. Western culture has traditionally valued internal loci of control as opposed to external loci of control in individuals, for such individuals attribute their experiences to their own behavior as opposed to attributing them to chance or luck. Possessing an internal locus of control suggests that such individuals take responsibility for their own actions and feel a certain degree of control over their lives. The concept of locus of control is defined as a personality characteristic and is subject to change depending upon one's experiences. In other

words, the concept of locus of control can be viewed as running along a continuum, and

is alterable. Lefcourt (1982) confirms the fact that loci of control can be altered,

". . . behavioral as well as indirect verbal indicators of locus of control can be altered by

training programs directed at increasing an individual's sense of personal causation or

control" (p. 161). Through the women's studies curriculum, my goal was to provide

female students with experiences that would empower them; my objective was to help

female students have feelings of empowerment that would translate to feelings of

greater personal control. As Lefcourt further states:

> Research with both naturally occurring and contrived events has revealed that
> locus of control scores assessed by scalar and/or behavioral means are
> susceptible to influence. People change in their customary causal attributions if
> they encounter experiences that meaningfully alter the contingencies between
> their acts and perceived outcomes. (p. 166)

Because traditional gender roles play a part in the dynamic of sexual harassment

(Trigg & Wittenstrom, 1996), in order to combat the problem of peer sexual harassment

an effective intervention must involve not only empowerment strategies so that young

women may realize the importance of expressing their own desires, wants, and

sounding their own voices, but also work within the peer group for that is where

constructions of gender are regulated and maintained. When conceptions of gender are

traditional or limiting for females, the peer group can do much to damage female

subjectivity. It has also been argued that female students who have high levels of self-

esteem and hold nontraditional gender role attitudes are more likely to report incidents

of sexual harassment than are females who have lower levels of self-esteem and have

traditional gender role attitudes (Paludi, 1997). I hypothesized that the girls taking part

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in this intervention would tend to have more external loci of control because of the sexual and gender harassment that many of them learned was just a part of life. In the women's studies course girls learned strategies to deal with sexual harassment; as a result, I hypothesized that by the end of the course, their perceptions of their loci of control would become more internal and thus they would feel they had more control over their lives and bodies.

Research indicates that a women's studies course focusing on the following six curricular areas would be crucial in lessening sexual harassment: an examination of gender roles, gender history in the U.S., content on sex dynamics and aggression, an examination of gender roles in literature/the media, information on sexual harassment, and assertiveness training (Brush, Gold, & White, 1978; Hand & Sanchez, 2000; Harris, Melaas, & Rodacker, 1999; Jones & Jacklin, 1988; Renzetti, 1987; Zuckerman, 1983). These six curricular areas stem from four course objectives: that girls know more, think differently, behave differently, and speak assertively. The rationale for implementing a curricular intervention to combat the problem of sexual harassment in the school stems from the following two assumptions: that the female population of the school experiences a high level of sexual harassment and that many girls do not believe there is much they can do to combat the problem of sexual harassment. I hypothesized that a curricular intervention, a women's studies class with the aforementioned curricular areas and objectives, would change the thinking of the girls in the class and ultimately alter how they perceived and dealt with sexual harassment. My goal was to determine

if these changes in thought and behavior would serve to lessen the problem of sexual harassment in the school.

Language provides the framework through which human beings view themselves and their environment. When this environment is hostile (read gender-biased), women and girls are at a disadvantage both in their social and academic development and in finding their voices to not only create boundaries between themselves and their environment but also in feeling safe enough to report incidents of sexual harassment that they experience. I hoped that my work with the female population would help the girls to learn to value their ideas and to voice them. I chose to focus my research on the work I could do with the female population in the school, not because they are the problem, but because interacting with the female population in a teaching environment that stresses information about gender bias, values the importance of female voices and female ideas, and provides information on the creation and maintenance of boundaries, would give credence to the experiences of young women and give girls the courage to dissent against something that they have come to accept as "normal."

Definitions

At-Risk Students

Section 31a of the 1994 School Code established the criteria for what is now called the At Risk Program. The following information is applicable to the school in this study. In order for students to be considered at-risk, they must meet two of the

following criteria: victim of abuse or neglect; below grade level (40th percentile) in

English language and communication skills or mathematics; pregnant teenager or

parent; eligible for free or reduced price lunch; atypical behavior or attendance pattern;

family history of school failure; incarceration or substance abuse. (The majority of

students at the alternative high school typically possess 4-5 of these criteria.) Or, pupils

whose score on the most recent MEAP reading, math, or science test was less than

moderate in reading or math, level 4 in reading or math, less than novice in science.

Sexual Harassment

Sexual harassment is a complex phenomenon that possesses many accepted

definitions. Brandenburg (1997) defines sexual harassment as "unwanted sexual

attention that would be offensive to a reasonable person and that negatively affects the

work or school environment" (p. 1). The EEOC defines sexual harassment as:

> Unwelcome sexual advances, requests for sexual favors, and other verbal or
> physical conduct of a sexual nature constitute sexual harassment when
> 1) submission to such conduct is made either explicitly or implicitly a term or
> 2) condition of an individual's employment, submission to or rejection of such
> conduct by an individual is used as the basis for employment decisions affecting
> such individual, or
> 3) such conduct has the purpose or effect of unreasonably interfering with an
> individual's work performance or creating an intimidating, hostile, or offensive
> working environment. (29 C.F.R. § 1604.11)

Sexual harassment is defined by the AAUW as "*unwanted* and *unwelcome* sexual

behavior that interferes with your life. Sexual harassment is *not* behaviors that you *like*

or *want* (for example wanted kissing, touching, or flirting)" (2001/1993, p. 2).

The AAUW's definition of sexual harassment I found to be the most accessible to students and thus is the one used for the basis of this study.

In 1980, the U.S. Equal Employment Opportunity Commission identified two categories of sexual harassment based on the requirements of Title VII (that any institution receiving federal funds provide an environment free of discrimination): quid pro quo sexual harassment and hostile environment sexual harassment. Quid pro quo sexual harassment involves a person in a position of power making decisions that affect another's employment or educational status based upon whether or not the person complies with her or his sexual demands. Hostile environment sexual harassment occurs when unwanted behaviors interfere with an employee's or student's work thus causing the environment to become hostile, intimidating, or offensive.

However, the New York State Governor's Task Force on Sexual Harassment found, "No single definition of sexual harassment can be meaningful for all situations, purposes and individuals" (as cited in Brandenburg, 1997, p. 1). Perhaps the reason that the phenomenon of sexual harassment possesses a multitude of accepted definitions is because it is so complex, involving a variety of interrelated factors—individual and societal: gender role socialization and orientation, locus of control, traditional patriarchal values, issues of power, language and discourse and one's ability to appropriate them. In order to make sense of the concept of sexual harassment, the factors that serve to cause and reinforce sexual harassment must be examined as well.

Locus of Control

The concept of locus of control developed out of social learning theory and is defined by Rotter (1990) as follows:

> Briefly, internal versus external control refers to the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics versus the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable. (p. 489)

Internal Locus of Control

This is defined as the belief that events in one's lives are attributable to the individual, as opposed to some outside force such as chance or luck.

Know More

The objective, "know more," suggests that girls will be able to define and give examples of sexual harassment. They will also know how to report instances of sexual harassment that they experience.

Think Differently

The objective, "think differently," implies that girls will think and feel differently about the options they have for dealing with sexual harassment. The goal is that they will no longer feel they have no recourse when sexual harassment occurs.

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Behave Differently

The objective, "behave differently," is inextricably linked to the objective, "think differently." If the thinking of girls is altered, to the extent that they know they have recourse in dealing with sexual harassment, then the goal is that they behave differently by voicing their feelings to perpetrators and/or filing formal complaints to administration when sexual harassment occurs.

Speak Assertively

The objective, "speak assertively," suggests that girls will feel confident enough in their own feelings to voice them. That is, when faced with an incident of sexual harassment, girls will feel confident enough to speak up for themselves or for others in order to let the perpetrator know the behavior is wrong and/or report the behavior to the administration.

Effectiveness of the Intervention

The effectiveness of the intervention will be determined by two factors: first, if a reduction in sexual harassment in the school is observed and verified by administrative referral data and second, if subjects become more internally motivated, i.e., if they begin to attribute the events in their lives to themselves as opposed to an outside force.

Participant Observer

My role as both researcher and teacher (or intervention facilitator) will be described as "participant observer." Because I am a part of the school environment by

virtue of my role as teacher, and because I also attempt to step outside of this role to examine the various sources of data as a researcher, the issue of remaining objective is one of great concern. Because of these overlapping roles, it is important to examine biases and to triangulate all sources of data in order to maintain a level of objectivity. My role as researcher will be discussed further in Chapter Three.

Effective Teacher

Research suggests that teacher expectations can have either positive or negative effects on student outcomes (Airasian & Abrams, 2003). Because of this, it is important for teachers to have high expectations for their students, both academically and behaviorally. An effective teacher, or intervention facilitator, is one who has high expectations for her students, delivers the curriculum is a varied way in order to reach all students, and one who does not give up on students although they may have difficulty academically or behaviorally.

Significance of the Study

This study focuses on at-risk high school students in grades nine through twelve attending an alternative high school in a large Midwestern suburban school district. The findings of this study will be relevant to the school examined in this study and its district. These findings will also be relevant to other schools or districts interested in providing a curricular solution to the problem of sexual harassment in their schools.

The results of this study may provide insight into how to create a curricular approach to dealing with the problem of sexual harassment in schools. Although the

intervention discussed in this study involved only female students, this program could be expanded to include male students as well.

Limitations of the Study

Because the intervention that I created focused on a treatment program for at-risk females, the sample used may not be generalizable to general student populations. Also, the sample used was not random and was quite small. Although much can be learned from small-scale studies, I hope that the treatment intervention will eventually be replicated with a larger sample size for this will increase the validity of the program.

Conclusions

In my research, my goal was to determine if the female population would be positively affected by the curricular intervention. My objectives were that they would adhere to more egalitarian gender roles, and perceive a more internal locus of control, for these areas both play a part not only in how women feel about themselves (in terms of self-esteem and self-efficacy) but also in how women view and deal with sexual harassment.

Examining the phenomenon of peer sexual harassment through a curricular intervention, a women's studies course, is a unique approach to the study of sexual harassment. The majority of research on peer sexual harassment consists of survey research and not on intervention strategies. Moreover, women's studies research is primarily done on the college level. This research study that examines peer sexual

harassment within a curricular intervention, a women's studies course, is intended to fill these two gaps in the current research.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Sexual harassment is a complex phenomenon that has many accepted definitions. Scholars and legal experts disagree about what behaviors should and should not be included in the definition of sexual harassment. For this reason, the definition of sexual harassment continues to evolve.

The development of sexual harassment as a societal construct is relatively recent. Gutek (1993) argues that the first accounts of sexual harassment were journalistic (Safran, 1976), followed by two groundbreaking books: Farley's *Sexual Shakedown: The Sexual Harassment of Women on the Job* (1978) and MacKinnon's *Sexual Harassment of Working Women* (1979). In the latter text, MacKinnon argues that sexual harassment is a phenomenon that is experienced mainly by women and thus should be considered a form of sex discrimination. MacKinnon was the first to argue that sexual harassment qualifies as a form of sex discrimination (under Title VII of the 1964 Civil Rights Act). MacKinnon was also the first to articulate two forms of sexual harassment: quid pro quo sexual harassment and what would later be deemed hostile environment sexual harassment. MacKinnon's basic definition of sexual harassment is as follows, "Sexual harassment, most broadly defined, refers to the unwanted

imposition of sexual requirements in the context of a relationship of unequal power"

(1979, p. 1).

The term sexual harassment was coined by feminists in the 1970s. For the most

part, their conception was sociocultural, ala MacKinnon. Lin Farley claims to have

discovered sexual harassment in 1974. One of the first definitions of sexual

harassment, created by Farley and Working Women United, reads as follows, "Any

repeated and unwanted sexual comments, looks, suggestions or physical contact that

you find objectionable or offensive and causes you discomfort on your job" (1978,

p. 20). Later, in *Sexual Shakedown*, Farley presents a sociocultural definition of sexual

harassment, one that is also more conceptual:

> Sexual harassment is best described as unsolicited nonreciprocal male behavior
> that asserts a woman's sex role over her function as a worker. It can be any or
> all of the following: staring at, commenting upon, or touching a woman's body:
> requests for acquiescence in sexual behavior; repeated nonreciprocated
> propositions for dates; demands for sexual intercourse; and rape. These forms
> of male behavior frequently rely on superior male status in the culture, sheer
> numbers, or the threat of higher rank at work to exact compliance or levy
> penalties for refusal. (p. 14-15)

MacKinnon (1979) argues that sexual harassment affects women differently

than it does men, no matter if the harasser is male or female. As a group, women

become economically disadvantaged as a result of sexual harassment:

> Women are sexually harassed by men because they are women, that is, because
> of the social meaning of female sexuality, here, in the employment context.
> Three kinds of arguments support and illustrate this position: first, the exchange
> of sex for survival has historically assured women of economic dependence and
> inferiority and sexual availability to men. Second, sexual harassment expresses
> the male sex-role pattern of coercive sexual initiation toward women. Third,
> women's sexuality largely defines women, so violations of it are abuses of
> women as women. (p. 174)

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According to MacKinnon, these harms suffered by women justifies considering sexual harassment sex discrimination.

The Senate confirmation hearings of Supreme Court nominee Clarence Thomas in 1991 did much to bring the concept of sexual harassment into the American public consciousness when law professor Anita Hill came forward with allegations of sexual harassment against Thomas. Despite Thomas's eventual confirmation and a nation divided on whom to believe, sexual harassment was no longer merely an academic term or a private experience—people began to openly discuss it (Friedman, Boumil, & Taylor, 1992; Lumsden, 1992).

To summarize, although sexual harassment has most likely always existed, only within the last 25 years has it been named and considered a societal problem. Although both women and men experience sexual harassment, it affects women more often and, as many theorists would argue, differently than it does men (MacKinnon, 1979).

Philosophical and/or social theories can provide a foundation for the phenomenon of sexual harassment that may enhance our understanding of it. Marx's theory of alienation, objectification theory, conflict theory, structural/functional theories, and sexual terrorism theory provide insight into why sexual harassment can exist in society and how it is perpetuated.

Marx used the concept of alienation to describe the way that factory workers felt about their work in the early days of industrialization. Marx argued that workers were alienated from their labor because they had no control over the product, over the means

of production, and could therefore derive no satisfaction from it. Marx's theory of alienation has been used to describe gender relations and the situation of women under patriarchy by Marxist or socialist feminist critics. Bartky (1990) argues that women are *sexually* alienated in patriarchal societies for they are denied the right to develop, as do men, and help to define what it means to be human. As Rubin (1975) states, "It is precisely this 'historical and moral element' which determines that a 'wife' is among the necessities of a worker, that women rather than men do housework, and that capitalism is heir to a long tradition in which women do not inherit, in which women do not lead, and in which women do not talk to god" (p. 164). It is this alienation from being viewed and viewing themselves as conscious subjects that alienates women from their own desire. Often, women (are seen as and) view themselves as objects suited to fulfill another's (male) desire.

Stemming from Marx's theory of alienation is Bartky's (1990) theory of women's sexual objectification which provides insight into why women are the most frequent victims of sexual harassment and also why sexual harassment was considered to be natural human functioning until the recent past. As Bartky agues, "Sexual objectification occurs when a woman's sexual parts or sexual functions are separated out from her person, reduced to the status of mere instruments, or else regarded as if they were capable of representing her" (p. 35). In other words, women are often thought of in terms of the body, in terms of sexuality, and thus they are often reduced to just that: sexual beings that are not on an equal plane with that of men. As Bartky suggests, "Clearly, sexual objectification is a form of fragmentation and thus an

impoverishment of the objectified individual; it involves too the implicit denial to those who suffer it that they have capacities which transcend the merely sexual" (p. 35-36).

Objectification theory suggests that sexual harassment may cause a higher self-consciousness about one's body (Fredrickson & Roberts, 1997). Moreover, sexual harassment has been linked to problems with body image for adolescent girls and college women (Murnen & Smolak, 2000). As Fredrickson and Roberts state, "At a psychological level, perhaps the most profound effect of objectifying treatment is that it coaxes girls and women to adopt a peculiar view of the self. Objectification theory posits that the cultural milieu of objectification functions to socialize girls and women to, at some level, treat *themselves* as objects to be looked at and evaluated" (p. 177). In other words, objectification theory posits that the female body is objectified in American society through history, tradition, the media, etc. Because women are thought of largely in terms of their bodies, they are more susceptible to sexual harassment. Objectification itself, as well as its repercussions (namely sexual harassment), have damaging consequences for women.

Conflict theories suggest that women, as well as people of color, remain in secondary positions in society relative to white men because of the exploitation of the powers that be, i.e., powerful men (Hartmann, 1977). In the not so recent past, women were considered to be the property of men. Industrialization removed much work from the household, but women were allowed only the lowest paying jobs. White men were unwilling to lose control over the labor of women or the labor force in general. According to conflict theories, sexual harassment was a way for men to control women

in the workplace. Structural-functional theories (ala Durkheim and Weber) also maintain that sexual harassment serves the purpose of the powerful (men) controlling the less powerful (women). It also serves to maintain status quo of traditional gender roles and patriarchal values.

Sexual terrorism theory (Sheffield, 1989; 1993) suggests that violence against women, such as sexual harassment, instills fear in them. Thus, females may show more distress when experiencing sexual harassment than males because of the unequal power afforded to them by traditional gender roles. Also, sexual terrorism maintains traditional patriarchal power. As Sheffield (1989) states:

> Sexual terrorism is a system that functions to maintain male supremacy through actual and implied violence. Violence against the female body (rape, battery, incest, and harassment) and the perpetuation of fear and violence form the basis of patriarchal power. Both violence and fear are functional. If men did not have the power to intimidate and to punish, their domination of women in all spheres of society—political, social, and economic—could not exist. (17)

In other words, sexual harassment is merely one facet of sexual terrorism that serves to keep women in positions of fear and powerlessness.

Marx's theory of alienation, Bartky's theory of sexual objectification, conflict and structural/functional theories, and sexual terrorism theory all provide insight into the phenomenon of sexual harassment. Marx's theory of alienation suggests that all people within a capitalist society are alienated. Critics, both Marxist and socialist feminist, have expanded this theory and have suggested that because women lack the formal power that men enjoy in a patriarchal society, they are more susceptible to sexual harassment and to sexual objectification.

Conflict and structural/functional theories and sexual terrorism theory suggest that sexual harassment functions as a tool to maintain the status quo where men enjoy the lion's share of power, autonomy, and economic opportunity.

Philosophical Explanations of Sexual Harassment

There are a variety of philosophical perspectives that explain sexual harassment. Crouch (2001) recognizes three of them and identifies them as the natural/biological perspective, the sociocultural perspective, and the liberal perspective. Within these three perspectives, there are legal and philosophical differences.

The natural/biological perspective (or differences approach) is held by many evolutionary psychologists. Sexual harassment under this perspective can be explained through sexual selection: women may be more likely to successfully reproduce if they can sustain a long-term relationship with a man who can provide resources for both the woman and children. But men may reproduce either through short-term relationships or long-term relationships. Evolutionary psychologists argue that these differences in the psychologies of women and men that stem from their differing sexual strategies may cause conflict between them, one of which is sexual harassment. As Crouch states:

> Evolutionary psychologists explain some of what is called sexual harassment as the result of 'misunderstanding' between the sexes. . . . Men misunderstand women's behavior, seeing sexual interest where none is intended. However, misunderstanding arises from tendencies in women as well: women see behavior as sexually threatening much more readily than men do. (p. 12)

The sociocultural or dominance perspective of sexual harassment stems from Catherine MacKinnon's (1979) feminist theories on gender. MacKinnon argues that

gender is not biological; instead, it is socially constructed. As Crouch (2001) describes, ". . . biology does not determine how people think about sex or gender, nor is biology independent of how we think about it. We decide what biological differences mean socially" (p. 15). In a patriarchal society, men are dominant and women subordinate; thus, gender is a social hierarchy. These positions become sexualized and are the core of heterosexuality, which is also socially constructed. Sexual harassment stems from this gender hierarchy. Because men have sexually harassed women who possess the same amount of formal power (as well as men in supervisory positions or positions of power over women) MacKinnon argues that this is evidence of the existence of a gender hierarchy: men dominate women by virtue of their positions as men. Sexual harassment is a misuse of male power. Finally, the division of sexual harassment into the categories of quid pro quo and hostile environment sexual harassment are attributed to MacKinnon.

MacKinnon's analysis of sexual harassment provides a basis for viewing the phenomenon as discrimination on the basis of sex. According to MacKinnon, sexual harassment can only be experienced by women. Men may experience something not unlike sexual harassment, but, according to MacKinnon, the meaning for men changes because of the gender hierarchy that places all men above all women. In other words, because the gender hierarchy that exists in today's society still privileges the male, men do not experience the same consequences in terms of their employment and education as a result of sexual harassment. In short, according to MacKinnon, the sexual harassment of women qualifies as sex discrimination.

The liberal perspective on sexual harassment stems from political values and relies more on laws and rights than on any explanation of the differences between women and men or of gender. Some proponents of liberal perspectives view matters dealing with sex belonging to the private sphere, thus unrelated to the employment sphere and therefore not subject to regulation under employment law. There are also a variety of arguments that fall within the liberal perspective.

Some liberal theorists view quid pro quo sexual harassment as a form of coercion and therefore harmful to individuals (Hughes & May, 1987). Hostile environment sexual harassment is viewed as wrong by some liberal theorists while others view the regulation of it as a paternalistic perpetuation of the sexual double standard where women require additional (and unnecessary) protection from men; this view presupposes a moral element, where women are viewed as more delicate and in need of protection from the sexually abrasive inherent nature of men. Also, some liberals argue that quid pro quo and hostile environment sexual harassment are dissimilar enough to warrant different explanations (Cornell & Paul, as cited in Crouch, 2001, p. 137).

Many feminists and scholars feel that the legal definition of sexual harassment is inadequate in truly capturing all facets of the phenomenon. Superson (1993) argues that legal definitions do not convey the harm that sexual harassment does to all women; she defines sexual harassment as a *group* harm, "any behavior (verbal or physical) caused by a person, A, in the dominant class directed at another, B, in the subjugated class, that expresses and perpetuates the attitude that B or members of B's sex is/are inferior

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because of their sex, thereby causing harm to either B and/or member's of B's sex"
(p. 46).

There are many other theoretical models of sexual harassment. Tangri, Burt, and Johnson (1982) also discuss three models of sexual harassment: the sociocultural model, the organizational model, and the natural/biological model. The sociocultural model corresponds to the one described by Crouch and draws primarily on MacKinnon's feminist theory of sexual harassment. The natural/biological model corresponds to the natural/biological described also by Crouch. The organizational model is based on the notion that individuals within organizations possess different levels of power and theorizes that the most likely victims are those who possess low levels of organizational power, ". . . institutions may provide an opportunity structure that makes sexual harassment possible. Since work organizations are characterized by vertical stratification, individuals can use their power and position to extort sexual gratification from their subordinates" (Tangri et al., p. 37).

According to the sex role spillover theory, sexual harassment occurs when gender roles take precedence over work roles; this occurs when an occupation is heavily skewed toward either men or women and a particular gender role is equated with the job. Or, as Gutek and Morasch (1982) define it, ". . . the carryover into the workplace of gender-based expectations for behavior that are irrelevant or inappropriate to work" (p. 55).

To summarize, there are a variety of theoretical philosophical foundations for sexual harassment: the natural/biological perspective, the sociocultural perspective, the

liberal perspective, the organizational model, and the sex role spillover theory. The

natural/biological perspective stems from the proposition that differences exist in the

psychologies of women and men that stem from their differing sexual strategies which

may cause conflict between women and men; one of these types of conflicts is sexual

harassment. In other words, according to this view, sexual harassment is a natural

human behavior. The sociocultural perspective on sexual harassment argues that men

dominate women by virtue of their positions as men. Sexual harassment is thus a

misuse of male power. According to the liberal perspective, many instances of sexual

harassment (e.g., cases of quid pro quo sexual harassment) are viewed as a form of

coercion and therefore harmful to individuals. The organizational model deals largely

with issues of power and suggests that victims of sexual harassment are those who

possess low levels of organizational power. Sex role spillover theory suggests that

sexual harassment occurs when gender roles take precedence over work roles.

Sexual Harassment and the Law

MacKinnon (1979) was the first to argue that sexual harassment qualifies as a

form of sex discrimination (under Title VII of the 1964 Civil Rights Act). MacKinnon

was also the first to articulate two forms of sexual harassment: quid pro quo sexual

harassment and what would later be deemed hostile environment sexual harassment.

Consistent with this argument, the Equal Employment Opportunity Commission

(EEOC) declared sexual harassment to be illegal under Title VII of the 1964 Civil

Rights Act (*Guidelines on Discrimination Because of Sex*, 1980). The EEOC also

recognized two forms of sexual harassment to be illegal: quid pro quo and hostile

environment. However, because many in the legal profession subscribe to the liberal

approach, some argue that sexual harassment should be viewed in terms of a violation

under tort law rather than sexual discrimination law, as Crouch argues, "using either

existing torts, such as invasion of the right to privacy, intentional assault and battery, or

intentional infliction of emotional distress, or creating a new tort specifically for sexual

harassment" (p. 35).

Title IX has also been instrumental in sexual harassment case law. Title IX of

the Educational Amendments (1972), "No person in the United States shall, on the basis

of sex, be excluded from participation in, be denied benefits of, or be subjected to

discrimination under any educational program or activity receiving Federal financial

assistance," requires that federally funded educational institutions possess a complaint

procedure for victims of sex discrimination. Title IX is enforced by the Office for Civil

Rights of the United States Department of Education. *Alexander v. Yale University*

(1980) was the first sexual harassment case which involved students and faculty and it

was found that sexual harassment constituted sex discrimination under Title IX.

Bundy v. Jackson (1981) was the first hostile environment case recognized as a

violation under Title VII. Employer liability in hostile environment sexual harassment

cases remained contentious until the Supreme Court's decisions in *Burlington*

Industries v. Ellerth (1998) and *Faragher v. City of Boca Raton* (1998).

Another major development in sexual harassment law was the Civil Rights Act

of 1991. Prior to the passage of this act, those bringing claims of sexual harassment

could not sue for compensatory damages under Title VII; the Civil Rights Act of 1991 made this possible.

In theory, schools have always had an implicit responsibility to protect their students. However, in cases of sexual harassment, protection of all students does not always occur. As stated previously, there are often different interpretations of what constitutes sexual harassment. Unfortunately, there are various examples of teachers and schools in general failing to intervene when cases of sexual harassment occur. These instances have led to law suits that have set new precedents within the courts; school districts may now be held financially liable for failing to intervene in reported sexual harassment cases. School districts are now obligated to respond to peer sexual harassment under Title IX. The Seventh Circuit Court has stated:

> . . . a nondiscriminatory environment is essential to maximum intellectual growth and is therefore an integral part of the educational benefits that a student receives. A sexually abusive environment inhibits, if not prevents, the harassed student from developing her full intellectual potential and receiving the most from the academic program. (as cited in Joslin, 1999, p. 201)

All students deserve protection from harassment of all types. As Joslin (1999) states, "Students are in an even more vulnerable situation than workers who are harassed in the workplace, because students cannot leave their schools even when the harassment becomes unbearable. And, unlike employers, schools serve in loco parentis during the school day" (p. 201). Because of this vulnerability, schools should take more of a proactive role when dealing with issues such as sexual harassment. For example, implementing well publicized, student-friendly sexual harassment policies that demonstrate clear expectations for students, consequences for violations of policy,

reporting procedures for victims, etc. is a good place to start. Sexual harassment

policies should make clear that all claims will be investigated and that victims of

harassment will be protected from further harassment during and after reporting alleged

incidents. Schools are morally obligated to protect their students from sexual

harassment to the best of their ability and now, if schools fail to do so, they may suffer

financial consequences.

In the recent past, there have been many conflicts within the circuit courts

regarding sexual harassment in schools and school liability. The United States Supreme

Court resolved these conflicts in *Gebser v. Lago Vista Independent School District*

(1998). In a 5-4 decision, the Court found that a school's "actual knowledge" and

"deliberate indifference" were required to impose liability on a school district (Titus,

1999). In other words, plaintiffs must prove what the school knew. The Court in

Gebser relied heavily on Title VII and Title IX; as Titus states, "The Court in Gebser

distinguishes Title IX as a contract and Title VII as an 'outright prohibition.' Title VII

seeks to compensate victims, whereas Title IX seeks to protect them" (p. 328).

Title IX does not expressly authorize a private right of action. However, in

Cannon v. University of Chicago (1979), the Supreme Court determined that Title IX

includes an implicit private right of action, allowing individuals to bring private civil

suits for sexual discrimination committed by federally funded institutions. In other

words, the Franklin case (1992) establishes the right to sue school districts for

compensatory damages under Title IX.

In May of 1999, the United States Supreme Court first *explicitly* addressed the issue of school liability for *peer* sexual harassment in *Davis v. Monroe County Board of Education*. The two-prong test, used to assess teacher liability for teacher-harassing-student sexual harassment under Title IX in *Gebser v. Lago*, provided the foundation for the United States Supreme Court's decision in *Davis v. Monroe*. The Supreme Court found that "recipients of federal funding may be liable for subjecting their students to discrimination where the recipient is deliberately indifferent to known acts of student-on-student sexual harassment, and the harasser is under the school's disciplinary authority" (as cited in Manke, 2000, p. 149).

In other words, the Davis decision found that all recipients of federal education funding are obligated to investigate claims of peer sexual harassment and that a decision to do nothing in the case of peer sexual harassment is a decision that may incur liability under Title IX. Title IX of the Educational Amendments of 1972 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." As Romano (2001) states, "Title IX is a contract in which a funding recipient or grantee promises not to discriminate. To be liable, the grantee must intentionally violate the contract by discriminating" (p. 63). The Davis Court placed a higher burden of proof on a victim of peer sexual harassment than on a victim of sexual harassment by a teacher or other adult affiliated with the school.

Despite the fact that the burden of proof relies heavily on the victim, the Davis decision put more weight behind Title IX. That is, school districts may now suffer severe financial consequences for failing to investigate or take action when claims of sexual harassment arise. As Romano states, "Davis put educational institutions on notice that complaints of peer sexual harassment require investigation and possibly remedial action. Ignoring or justifying unacceptable behaviors with banalities such as 'boys will be boys' is no longer acceptable" (p. 64).

Courts have progressed in the recent past in terms of providing consequences for school districts that do not deal effectively with cases of sexual harassment. However, the law itself has a long way to go to provide an equitable standard when judging what constitutes sexual harassment and other gender based offenses. As stated previously, women and men often have different interpretations of what behaviors (verbal and nonverbal) constitute sexual harassment. Because of this "double standard" which often favors the male in the courts (and thus more often than not also favors the perpetrator), some theorists argue that a paradigm shift is necessary in terms of how the courts view what constitutes "reasonableness" when judging the validity of sexual harassment claims. In order for claims of hostile environment sexual harassment to be considered valid, a "reasonable person" must agree. In other words, whether or not sexual harassment exists is to be judged from the perspective of the "reasonable person."

The legal system has been instrumental in shaping how sexual harassment is defined and viewed by the public. Sexual harassment qualifies as sexual discrimination

under Title VII and Title IX. In 1980, the EEOC declared sexual harassment to be illegal under Title VII. The EEOC also recognizes both quid pro quo and hostile environment sexual harassment to be illegal. The Civil Rights Act of 1991, which allowed complainants to sue for compensatory damages, was a major development in sexual harassment law.

Schools have also been affected by sexual harassment law. The Franklin case (1992) established the right to sue school districts for compensatory damages under Title IX. The Davis decision (1992) found that all recipients of federal education funding are obligated to investigate claims of peer sexual harassment and that a decision to do nothing in the case of peer sexual harassment is a decision that may incur liability under Title IX

Although the legal system has done much to help shape how sexual harassment is viewed, theorists and legal scholars and practitioners disagree as to how best to provide an equitable standard when judging what constitutes sexual harassment and other gender based offenses. For claims of hostile environment sexual harassment to be considered valid, a "reasonable person" must agree. Some theorists argue that working toward consensus as to what constitutes sexual harassment is necessary.

Sexual Harassment in Schools

Institutions receiving federal funds, such as public schools and universities, have been held liable for hostile environment sexual harassment: *Davis v. Monroe* (1996), *Doe v. University of Illinois* (1998), and *Gebser v. Lago Vista* (1998). These cases

found that peer sexual harassment claims may be brought under Title IX where students are involved in school activities or are under school supervision if school officials were aware of the harassment and failed to take action.

Recent court cases have been filed because of a school district's failure to recognize or take seriously claims of sexual harassment. Perhaps one reason for this failure or denial of the problem is that such behavior in teenagers is viewed as "normal." Fineran and Bennett (1999) argue that sexual harassment is not only often viewed as normal, but also it serves the function of maintaining the status quo.

The culture of viewing the phenomenon of peer sexual harassment as normal will not change or be reversed overnight. School communities have much work to do to make this change happen. Sexual harassment is a sensitive and complex issue involving many factors such as sexuality, power, language, gender roles, and abuse. All parties involved, students, parents, teachers, school personnel, and school officials, must educate themselves in all of these interrelated factors in order to make schools safer for students.

Perhaps the first step in approaching this new model of education about sexual harassment is to create an open dialogue between students and staff about the issue, to bring it into the open so to speak. As Stein (1996b) states, "Institutionalizing and normalizing the conversation about sexual harassment in schools might be one of the ways to reduce and eliminate sexual harassment in schools" (p. 23). If students are made to feel comfortable when discussing the issue then they may be more likely to bring claims of sexual harassment to the attention of the administration; they may also

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be more likely to voice their disapproval when they witness other students engaging in behaviors that constitute sexual harassment. Before that is to happen however, staff members must learn to feel comfortable when dealing with the issue. As Shakeshaft, Mandel, and Sawyer (1997) argue, "Stopping peer sexual harassment requires changing the adolescent culture of the school. Because students don't report harassment and because the peer culture requires that they act as though it doesn't affect them, adults must take the lead in behavioral change" (p. 25).

To summarize, schools can now be held financially liable for peer sexual harassment if school personnel are aware of incidents of sexual harassment and fail to take action. Furthermore, if schools do not take a proactive approach in preventing peer sexual harassment, then traditional gender roles may be reinforced, whether implicitly or explicitly.

<center>Sexual Harassment Research</center>

Research on sexual harassment began in the employment realm and then trickled down to higher education and then to K-12 education. It has been argued that organizational cultures that tolerate sexual harassment show an *increase* in incidents of sexual harassment (Welsh, 1999). In a study conducted by Timmerman and Bajema (2000), it was found that unwanted sexual conduct is less of a problem in organizational cultures that are perceived as providing equal opportunities for both females and males. Likewise, routine sexism within the school environment contributes to and often fosters sexual harassment (Hand & Sanchez, 2000).

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Research also indicates that gender role orientation, or what is considered appropriate behavior for women and men, plays a large role in the phenomenon of sexual harassment (Brandenburg, 1997; Durham, 1999; Fineran & Bennett, 1999; Jordan, Price, & Telljohann, 1998; Murrell & Dietz-Uhler, 1993; Perlstein, 1998; Stein, 1996b; Trigg & Wittenstrom, 1996). Despite this consistent finding, there is much ambiguity within sexual harassment research in general. These ambiguities vary from how sexual harassment is defined and what behaviors fall into the category of sexual harassment to how sexual harassment should be measured.

Ambiguities in Sexual Harassment Research

Because of the various definitions and conceptions of sexual harassment there has been much inconsistency in empirical research on the subject (Arvey & Cavanaugh, 1995). There is a wide disparity in survey results involving the numbers of women and men who have reported experiencing sexual harassment: estimates have ranged from 42 to 53% for women and 3 to 15% for men (Stockdale & Vaux, 1993).

Also, there is discrepancy as to what behaviors actually constitute sexual harassment. As Fitzgerald and Ormerod (1991) state, "One of the most difficult problems for researchers investigating this problem has been the lack of agreement concerning what behaviors actually constitute harassment, and the circumstances under which they are seen to do so" (p. 282). To further complicate the situation, few victims of sexual harassment make formal complaints about their experiences (Stockdale & Vaux, 1993). Stockdale and Vaux provide insight into why this may be the case,

"Making a formal complaint is the end point of a complex process, and it may be inhibited by a variety of factors. Not least are the risks involved in filing a grievance: fear of retaliation, of challenging a person with organizational authority, of not being taken seriously, or of being held up to a gender-biased standard of reasonable behavior" (p. 222). In other words, research that involves tallying the amount of formal complaints made to determine the prevalence of sexual harassment may be inaccurate because many fail to report it.

In addition, victims of sexual harassment do not often define their experiences as such. As Stockdale and Vaux state, "Relevant experiences may not be recognized as sexual harassment for at least two reasons: (a) the psychological costs to identifying oneself as a 'victim' of sexual harassment, and (b) ambiguity in the 'lay person's' definition of sexual harassment and variance in the definition across subgroups" (p. 222). In other words, researchers must decide what sexual harassment means to them and to respondents, as well as what behaviors constitute it. They also must deal with respondent ambiguity. If respondents do not view their own experiences as sexual harassment, although the behaviors they experienced might fall into a category of sexual harassment as defined by the researchers, researchers must decide how to label such occurrences.

A popular topic within sexual harassment research is the study of gender differences occurring when respondents are asked to deem whether or not behaviors constitute sexual harassment (Baird, Bensko, Bell, Viney, & Woody, 1995; Fitzgerald & Ormerod, 1991; Gutek, 1995; Gutek & O'Connor, 1995).

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Baird, Bensko, Bell, Viney, and Woody (1995) found that women rate scenarios as hostile environment sexual harassment in vignette surveys more often than do men, and that male harassers are rated as more harassing than female harassers. As Gutek (1995) argues, "There is a gap between women and men in their perceptions that sexual harassment has occurred. The gap disappears for severe forms of sexual harassment and is greater with regard to 'ambiguous' behaviors" (p. 132). The majority of sexual harassment research suggests that men are the most frequent harassers. Discrepancies have been reported between male and female respondents when it comes to viewing ambiguous behaviors, which often tend to be hostile environment scenarios. However, when it comes to determining if serious behaviors (such as quid pro quo scenarios) constitute sexual harassment, both male and female respondents typically concur.

In other words, study participants tend to rate behaviors that are explicitly coercive as sexual harassment as well as threats of retaliation or promises of reward for engaging in some sexual act (Fitzgerald & Ormerod, 1991). However, hostile environment scenarios are rated more inconsistently and some studies suggest gender differences in reporting rates for women and men (Baird et al., 1995).

Gutek and O'Connor (1995) studied the perceptual gap between women and men when it comes to determining what behaviors in fact constitute sexual harassment and found that in many instances, the perceptual gap closes. Although women are more likely than men to view questionable behavior as inappropriate and as sexual harassment than are men, such gender differences are consistent; the amount of variance in perceptions between women and men is small (Gutek & O'Connor, 1995).

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Moreover, Gutek and O'Connor found that when scenarios of sexual harassment are not severe or the scenario is ambiguous, within-sex variation can be as large or larger than the variation between sexes. Consensus on whether behavior constitutes sexual harassment among women only occurs among the most severe scenarios and under those conditions there is consensus among men as well. Gutek and O'Connor argue that when determining if scenarios constitute sexual harassment, participant perceptions are affected by the following: the severity of the incident, the ages of the perpetrator and victim, and the power levels of both.

Till (1980) devised five behavioral categories of sexual harassment: *gender harassment*, sexist remarks and behavior; *seductive behavior*, typically not illegal, but often inappropriate and offensive; *sexual bribery*, a promise of reward for sexual activity or favor; *sexual coercion*, a threat of punishment if sexual request is not fulfilled; and *sexual imposition*, sexual assault or imposition. Till developed these categories from responses of a national sample of data where college women described incidents of sexual harassment that they experienced or had heard about in an open-ended format.

Fitzgerald and Ormerod (1991) devised a survey given to faculty members and graduate students at a West Coast university that tested Till's five categories of sexual harassment. They found that there is agreement between women and men that behaviors such as sexual bribery and coercion constitute sexual harassment. However, these types of sexual harassment are the most infrequent. The far more frequent

behaviors, gender harassment and seductive behavior remain the subject of much

debate:

> Although our respondents of both sexes agreed that quid pro quo behaviors and
> the more intrusive forms of sexual approach are harassing, the gender of the
> participants became salient when the incident being judged was less explicit.
> This finding suggests that women students may feel harassed by behaviors that
> men consider innocuous or trivial (e.g., gender harassment) or acceptable forms
> of sexual approach (e.g., seductive behavior). (p. 292)

The findings of Fitzgerald and Ormerod were slightly different than those of Gutek and

O'Connor (1995). Although Fitzgerald and Ormerod and Gutek and O'Connor agree

on what behaviors cause a perpetual gap based on gender in determining sexual

harassment, Fitzgerald and Ormerod argue that this perpetual gap is more salient than

the prior findings of Gutek and O'Connor.

Fitzgerald and Hesson-McInnis (1989) conducted a factor analysis on Till's five

categories of sexual harassment and found that the five categories collapsed into three:

gender harassment (Till's initial conception of gender harassment), *sexual coercion*

(Till's conceptions of sexual bribery and sexual coercion), and *sexual harassment* also

known as *unwanted sexual attention* (Till's conceptions of seductive behavior and

sexual imposition).

There has also been much research done on what constitutes severity when it

comes to sexual harassment. For example, for many, gender harassment (e.g., sexist

remarks) is not considered to be as severe a form of sexual harassment as is an

unwanted and continual proposition for a date. Sexual harassment is often deemed

more serious when it is on-going or if the harasser is known to have harassed others (Stockdale & Vaux, 1993).

Research has emerged that questions how sexual harassment should be measured. That is, should it be measured in terms of the severity of the behavior, the frequency of the behavior, or by a combination of the two? As Stockdale (1998) argues:

> Which is more serious—a single request for a sexual favor in exchange for a job-related benefit or multiple exposures to sexist comments and jokes? More generally, should the seriousness of SH be measured by the *type* of act committed or the *frequency* of any form of unwanted sexual attention? Consensus is beginning to emerge that both metrics (severity of any given act or pervasiveness of all acts) help define the seriousness of SH. (p. 522-523)

Measuring sexual harassment both in terms of severity and frequency of the behavior committed is crucial in understanding the complexity of the phenomena.

Because sexual harassment is so varied in terms of the behaviors committed, from sexist comments to a quid pro quo act; it is important to not only provide a clear definition of sexual harassment to be measured, but also to determine levels of frequency and severity to truly capture the complexity of the phenomenon.

Prevalence of Peer Sexual Harassment—K-12

Brandenburg (1997) found that peer sexual harassment is the most common form of sexual harassment occurring for students in K-12 schools and that it affects approximately 60-75% of students.

Roscoe, Strouse, and Goodwin (1994) found in a study of junior high school students that 50% of females and 36.8% of males experienced behaviors constituting

sexual harassment. This study is consistent with the AAUW findings (2001/1993) that males are consistently the perpetrators of harassing behavior toward female students; however, these findings also suggest that sexual harassment does not affect as many as the AAUW study claims.

Timmerman (2002) found that the most likely form of peer sexual harassment is of a verbal nature (65%). However, boys reported more verbal experiences than girls (70% and 47%, respectively), whereas girls reported more physical forms of sexual harassment than boys (21% and 11%, respectively).

These studies suggest that students in K-12 schools are more likely to experience sexual harassment than individuals in the workplace or in higher education. Peer sexual harassment is a problem for both females and males, but females still experience the majority of harassment. Males often experience sexual harassment at the hands of other males, whereas the sexual harassment experienced by females is most often perpetrated by males. Females also experience more instances of physical harassment than do males.

Effects of Peer Sexual Harassment in Schools

According to Fineran and Bennett (1998) peer sexual harassment can cause performance difficulty including absenteeism, decreased quality of schoolwork, skipping or dropping courses, lower grades, loss of friends, tardiness and truancy in its victims.

Roscoe, Strouse, and Goodwin (1994) found that female victims of peer sexual harassment experience more detriment to their learning as a result of such experiences than do males. They also determined that although many adolescents acknowledge that behaviors constituting sexual harassment are indeed wrong, most do nothing to stop them. Roscoe et al. also provide insight into why peers engage in sexual harassment, ". . . peer pressure; it is fun; to get the victim's attention; everyone does it; have seen others do it; do not recognize the behavior as unwelcome and/or illegal; do not know other ways to show people of the opposite sex that they are interested in them; the entire area of sexuality is new and unfamiliar to them" (p. 520).

Kopels and Dupper (1999) suggest that girls suffer a variety of long-term effects as a result of peer sexual harassment; these effects for female adolescents can adversely affect their learning. Sexual harassment can cause embarrassment and self-consciousness, which not surprisingly can foster feelings of insecurity or loss of confidence. In addition to these feelings females have reported that they did not want to go to school, talk in class, or that they found it hard to pay attention, as a result of experiencing sexual harassment.

Furthermore, research indicates that many young women have dropped courses, received lower grades, have a decreased desire to socialize, and may leave school altogether (AAUW, 2001/1993; Fineran & Bennett, 1998; Shoop & Hayhow, 1994; Stein, 1995). Such consequences of sexual harassment in the schools may serve to further female financial dependence upon men and serve to perpetuate traditional notions of gender.

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Cleveland and Kerst (1993) argue that ignoring sexual harassment, with the hope that it will stop, may serve only to exacerbate the problem. As Cleveland and Kerst state, "Two of the most common reactions that women have to sexual harassment are denial and to ignore the incident. . . . Ignoring sexual harassment, especially more subtle forms, may lead to continued harassment in the same or greater intensity" (p. 59).

Some girls may be reluctant to come forward to report incidents of sexual harassment because such occurrences are downplayed in the school culture. As Shoop and Hayhow (1994) state, "What a man might consider innocuous, a woman might consider blatantly offensive" (p. 16). Simply because the feelings of females may not be validated by the male segment of the student population or the school culture in general does not signify that something inappropriate did not occur. As Hand and Sanchez (2000) state:

> Girls are far more likely to perceive harassment as harmful than boys and to experience a far greater frequency and severity of harassment. . . . girls are more likely to be targets of physical sexual harassment than boys and that physical harassment rather than derogatory or verbal and/or visual forms of harassment exacerbate the gender gap in educational outcomes. (p. 718)

This is why staff training on what behaviors constitute sexual harassment and the effects sexual harassment has on students is crucial.

Jordan, Price, and Telljohann (1998) reported interesting findings regarding locus of control and peer sexual harassment in junior high school. They determined that 67% of respondents believed they possessed the power to stop sexual harassment directed at them; 78% felt that if they took the correct actions, they could prevent their own victimization; and 67% believed they would know how to handle the problem if

they were to experience sexual harassment. Jordan et al. also determined that although the majority of respondents felt they had the power to stop sexual harassment, 12-15% did not feel they possessed the power to stop sexual harassment.

The effects of peer sexual harassment on females are alarming. From an increase in absences and a decrease in the quality of schoolwork to potentially dropping courses and truancy, peer sexual harassment is a detriment to the female potential for learning. It has also been suggested that failing to report incidents of sexual harassment may serve only to exacerbate the problem. Thus, in order to combat the problem of sexual harassment, it seems that schools should educate students on sexual harassment and the behaviors that constitute it. They should also publicize reporting procedures and make them accessible so that students do not feel intimidated to use them. Schools should also in-service staff to be aware of behaviors that constitute sexual harassment and to intervene when they witness such behaviors. This will alleviate some of the burden from the victims.

Interesting findings dealing with locus of control and sexual harassment also provide some hope in dealing with sexual harassment. If females are provided opportunities to increase their internal loci, that is, if a sense of empowerment is instilled within them, perhaps the effects of peer sexual harassment on them would be less damaging. As Schwartz (2000) argues, "Because empowerment is one of the best ways to prevent harassment, schools need to build students' self-esteem. Girls can be taught 'assertiveness skills' to enable them to express their feelings clearly and help

them stop harassment should it occur" (p. 3). Perhaps then students, particularly girls, would feel as if they could do something about the sexual harassment they experience.

<div align="center">Intervention Research: Sexual Harassment</div>

Although a variety of educational intervention materials exist intended to combat peer sexual harassment (AAUW Educational Foundation Sexual Harassment Task Force, 2002; Iowa State Department of Education, 1998; Morris, B., 1985; Schwartz, W., 2000; Stein, N., & Sjostrom, L., 1994), there is little research on the effectiveness of such interventions (Brandenburg, 1997; Fitzgerald & Shullman, 1993). However, much research has been done linking education with behavioral and attitude change. Bem (1968) found that changing behavior may in fact lead to changes in attitude. Harrison, Downes, and Williams (1991) found that an educational date rape intervention was successful in changing men's but not women's attitudes toward rape. Conversely, Lenihan, Rawlins, Eberly, Buckley, and Masters (1992) found that after an educational intervention on date rape, women were more likely than men to alter their rape-supportive attitudes.

Similar intervention studies have been done by Johnson and Inger (1989), Gilbert, Heesacker, and Gannon (1991) and Rosenthal, Heesacker, and Neimeyer (1995). Johnson and Inger (1989) in a study exposing subjects to educational materials involving sexual inequality found that both females and males viewed the victims of rape more positively. In addition, after the intervention males were reported to be less likely to commit rape. Gilbert, Heesacker, and Gannon (1991) determined that

education targeted to combat attitudes that support sexual aggression produced long-term attitude changes and impacted behavior. A follow-up study by Rosenthal, Heesacker, and Neimeyer (1995) supported the former results. It was determined that the intervention was effective for individuals possessing traditional sex-role attitudes. The attitude changes lasted for at least one month after treatment.

Brandenburg (1997) argues that educational interventions intended to lessen racial prejudice may be applied to education interventions intended to lessen sexual harassment. Banks (1995) found that reducing prejudiced attitudes is possible through curricula focusing on inter-racial contact and cooperative learning.

Brandenburg (1997) argues that successful sexual harassment interventions require the following components, "(1) sexual harassment's underlying causes; and (2) specific educational strategies for directly addressing and preventing sexual harassment" (p. 67). Brandenburg adds, "The links between sexual harassment and attitudes about gender and sex roles suggest approaches to intervening and preventing sexual harassment. Attitudes and behaviors can be changed through education" (p. 82). These suggestions make it clear that schools should provide interventions to combat sexual harassment.

Beauvais (1986) found that a sexual harassment awareness program did significantly change the attitudes of university students who were also resident staff about sexual harassment. This awareness program involved videotapes of sexual harassment scenarios, a training manual, and educational sessions with a facilitator. It was also determined that the attitudes of males as a group were altered most

significantly by the training program; that is, males became more aware of and sensitive to the problem of sexual harassment.

A study of college students by Murrell and Dietz-Uhler (1993) examined whether personal orientation, direct experience with sexual harassment, or gender stereotyping can predict attitudes toward sexual harassment. They found that males who had little experience with sexual harassment and did not possess adversarial sexual beliefs held negative attitudes toward sexual harassment. On the other hand, females who did not possess adversarial sexual beliefs and possessed strong gender group esteem held negative attitudes toward sexual harassment.

Interestingly, Murrell and Dietz-Uhler also found that direct experience with sexual harassment desensitized male respondents to sexual harassment. In other words, those males who reported having direct experience with sexual harassment also reported having more tolerance for sexual harassment. The direct experience with sexual harassment factor did not predict female attitudes toward sexual harassment. Murrell and Dietz-Uhler suggest that intervention programs take these findings into account and that it may be fruitful to examine traditional notions of gender to put an end to adversarial gender relations.

A study by Bonate and Jessell (1996) examined two intervention strategies intended to affect perceptions as to whether behaviors are considered to be sexual harassment. Two educational interventions were used: a video tape consisting of 12 vignettes, six of which were sexual harassment scenarios and six were not; and sexual harassment literature which defined sexual harassment, gave the history of the concept,

and provided examples. It was determined that the literature intervention did affect

perceptions of sexual harassment, increasing the sensitivity of respondents to the issue.

However, the video intervention was not found to affect respondents' perceptions.

Another interesting finding was that prior to the interventions, there was a gender

difference in perceptions of sexual harassment; females were more likely to deem

situations as sexually harassing than were males. After the interventions, no gender

differences were found.

McNutty, Heller, and Binet (1997) argue that education is the most effective

strategy in combating abusive behavior when it makes clear that violence is *not* a

normal or integral part of interpersonal relationships. There are many factors that

contribute to peer sexual harassment based on gender: the element of male dominance,

the perception of females as objects, the negation of acquaintance rape as sexual

assault, the tolerance of violence in our culture, etc. These factors also serve to

contribute to notions of victim blame. As Cowan (2000) states, "To the extent that

women believe in rape and sexual harassment myths that serve the function of blaming

the victim and exonerating the perpetrator, women indirectly participate in the

maintenance of a rape culture" (p. 238). It seems that possessing beliefs associated with

victim blame serves to separate the holder of these beliefs from victims. That is, by

holding such beliefs, women can distance themselves from the thought that this very

well may happen to them. As Cowan states:

> Devaluation of women as a class may influence women to see themselves as
> exceptions to their group, and they may come to believe that other women
> provoke rape and sexual harassment. Women's hostility toward women also

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may prevent women from bonding together in action against sexual violence.
(p. 239)

Working with students on the realities of violence against women and traditional

expectations of gender that often put women at a disadvantage may help in reducing

students' implicit participation in the rape culture of which sexual harassment is a part.

It will also be important to discuss the implicit messages that are derived from the

different societal expectations for males and females. To a certain degree females are

still taught to be deferential to males when they are being pursued. As de Becker

(1997) states, "It isn't news that men and women often speak different languages, but

when the stakes are the highest, it's important to remember that men are nice when they

pursue, and women are nice when they reject. Naturally this leads to confusion. . ."

(p. 237).

Finally, in order to combat the problem of peer sexual harassment, an effective

intervention must involve not only empowerment strategies so that young women may

realize the importance of expressing their own desires, wants, and sounding their own

voices, but also work within the peer group for that is where constructions of gender are

regulated and maintained. When conceptions of gender are traditional or limiting for

females, the peer group can do much to damage female subjectivity (Durham, 1999).

It is clear that sexual harassment remains a problem in today's schools. Thus, it

is no surprise that a multitude of educational interventions intended to combat sexual

harassment exist. What is surprising is that virtually no research exists as to the

effectiveness of these interventions. It can be inferred from what little research has

been done on sexual harassment interventions (Beauvais, 1986; Bonate & Jessell, 1996) that such educational programs can indeed alter perceptions and behavior to increase awareness of sexual harassment and to lessen it. It can also be inferred from interventions intended to decrease sexual aggression and rape that interventions involving sexual inequality can in fact be effective.

In order for an intervention intended to combat the problem of sexual harassment to be effective, research suggests that it must incorporate the following: the underlying causes of sexual harassment, strategies to address and prevent sexual harassment, information about gender inequity, information about the possibility of egalitarian gender roles, and empowerment strategies for females.

Intervention Research: Bullying

There exists a large body of recent research on interventions with elementary and adolescent populations to suggest that bullying behavior can in fact be altered. Stein (2002) argues that the seeds of sexual harassment may be found in childhood and early adolescent bullying. Left unchallenged, Stein argues that bullying behaviors may serve as training grounds for later sexual harassment. Because of the parallels between bullying and sexual harassment (Steineger, 2001) it would be a fruitful endeavor to examine the literature on interventions to combat bullying behaviors in school, for this may provide insight into ways to create successful sexual harassment interventions with adolescent populations.

Research on child and adolescent bullying began in Scandinavia in the 1970s. Currently, research is being conducted on the subject in Scandinavia, the United Kingdom, and the United States. It has been suggested that approximately 81% of school-aged males and 71% of school-aged females report being bullied. Younger children experience even higher levels of victimization (Casey-Cannon, Hayward, & Gowen, 2001). Many early adolescents who are bullied by peers have been found to suffer psychological trauma, including a decrease in self-esteem, depression, loneliness, and anxiety (Olweus, 1993). Bullying has also been associated with absenteeism and decreased academic performance (Casey-Cannon, Hayward, and Gowen, 2001). Olweus (1993), a leading expert in the field of childhood and adolescent bullying, offers a definition of bullying that is quite similar to the definition of sexual harassment, ". . . a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (p. 9). Children who report being bullied by older children do not feel any less in control than victims who are bullied by others of the same age. This suggests an imbalance of power in the victim/bully dynamic (Hunter & Boyle, 2002). A power dynamic exists within the bully/victim dynamic similar to the one that exists within the dynamic of sexual harassment. This power dynamic implies interpersonal power, as opposed to other types of power based on age or institutional position.

Eder (1997) found certain bullying behaviors can eventually lead to sexual harassment and/or sexual aggression. Eder studied language and informal talk in middle school and found that girls often indirectly contributed to sexual aggression

through their use of sexual put-downs toward other girls, e.g., the use of words such as slut and whore, which contribute to the maintenance of a male hierarchy with boys at the top.

O'Connell, Pepler, and Craig (1999) examined the role of peers in bullying episodes in preadolescence. Their findings reveal the central role that peers play in bullying behavior on the playground. The overall point that O'Connell et al. make is that bullying does not occur in a vacuum. It occurs within a broader social context, involving a delicate balance of power. Peer behavior in support of the victim may do much to shift the balance of power away from the bully, although peer behavior most often reinforces bullying behavior. O'Connell et al. found that peers spend approximately 21% of their time actively reinforcing bullying behavior on the playground. O'Connell et al. suggest that successful interventions created to combat the problem of bullying should not only provide clear consequences for bullies but also focus attention on peers: to reduce the influence of the bully on peers, to increase empathy for the victim, to transcend the dynamics of the peer group, and to instruct peers/bystanders on the inappropriateness of this type of aggression.

The notion of diffusion of responsibility or the bystander effect, where individuals in a group do not assist in an emergency situation because they believe others will (Darley & Latané, 1968), has much to do with the bully/victim dynamic. Bullying *may* be reduced by reaching bystanders (Salmivalli, 2001). However, O'Connell et al. found that 54% of the time peers reinforced bullying behavior by passively observing the scenario and not attempting to assist the victim. Many of these

same peers will also insist that they are guilty of nothing. Successful interventions should reinforce the notion that inaction can in fact imply guilt. They must also target the peer group, the bystanders, to emphasize with the victim instead of tacitly reinforcing bullying behavior by doing nothing. McMahon (1995) found that reported incidents of bullying among middle school students can in fact be reduced through peer mediation and group exercises.

Salmivalli (1999) examined bullying as a group phenomenon which is enabled by the peer group: different students take on participant roles in the bullying dynamic such as "assistants of the bully," "reinforcers of the bully," or "outsiders" (p. 453). The dynamic of bullying involves more than just victims and bullies; other children and/or adolescents are involved in the process as well. For example, some children and adolescents actively assist the bully by joining in the abuse. Other children/adolescents, although they may not overtly attack the victim, may give positive feedback to the victim by providing an audience, laughing, or applauding. These children/adolescents are referred to by Salmivalli as "reinforcers." Outsiders, on the other hand, allow bullying to occur or continue by silently acquiescing to it. Defenders are those who emphasize or stand up for the victim.

Salmivalli found that although the majority of students' attitudes were found to be anti-bullying, the majority of their behaviors did not correspond to their attitudes (Stevens, Van Oost, & de Bourdeaudhuij, 2000, echo this finding). Many non-involved children are motivated by the facts that they either will lose social influence if they challenge the bully or will be bullied themselves (Stevens, Van Oost, & de

Bourdeaudhuij, 2000). Salmivalli argues that the group dynamic influences behaviors through conformity to pressure students to act in certain ways to reinforce bullying.

Salmivalli also argues that interventions created to combat bullying should be directed to target the whole group. Salmivalli further suggests that successful interventions should include awareness-raising, self-reflection, possibilities to role play positive peer behavior, and assertiveness training (which includes how to resist group pressure). Salmivalli suggests the use of trained peer supporters to assist in combating bullying behavior and in the creation of a more positive school culture.

Stevens, Van Oost, and de Bourdeaudhuij (2000) evaluated the effect of an anti-bullying intervention on students' attitudes toward bullying. The intervention focused on increasing positive attitudes toward children who are bullied and encouraging bystander intervention to reduce bullying. Because most students do not take action against bullying, they were taught strategies to deal with bullies, such as how to support victims, how to seek assistance from teachers, and the benefits and drawbacks of intervening.

Stevens et al. found that this type of intervention had positive results for secondary students, but not for primary students. The researchers argue that developmental characteristics in children may have affected this finding. After one year of intervention, the researchers determined that the training had positive effects on attitudes toward victims and bullies, an increase in self-efficacy to intervene, and an increase in peer interventions when bullying occurs. This intervention was successful in increasing pro-social behavior after one year. However, these positive outcomes

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were not present one additional year later; increased intensity of negative attitudes and lower rates of student intervention were found.

Stevens et al. suggest that in order for interventions to maintain behavioral change, they should teach students to deal with peer group pressure, intervene in bullying situations, and positively reinforce students who do intervene. They found that students in primary grades may simply not feel competent to intervene in bullying situations.

Salmivalli (2001) examined a peer-led intervention created to combat bullying in grades 7 and 8. The intervention lasted one week and involved a series of activities and events that focused on individual responsibility and how peer culture can affect whether or not bullying occurs. Salmivalli found the intervention to be especially effective for girls as was indicated by a decrease in self reported and peer reported bullying and an increase in attitudes of empowerment. The latter suggests a belief in the ability of these girls to have a positive influence on changing their school climate with regard to bullying. However, when examining all classes, and both males and females, there was no overall decline in peer reported bullying. Also, Salmivalli found fewer students to be systematically bullied after the intervention, and fewer students were viewed by other students as victims.

Salmivalli also found that girls possessed more anti-bullying attitudes than did boys prior to the intervention. Girls perceived that they had more ability to do something about bullying than did boys. Salmivalli suggests that perhaps these factors contributed to the finding that the intervention was more successful for girls than it was

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for boys. However, it is not known whether any long-term effects resulted from the intervention.

Hunter and Boyle (2002) examined the aspect of control (personal power) in bullying situations and found that when girls experience frequent bullying, they also experience lower perceptions of having control over the situation; the same pattern was not evident for boys. Hunter and Boyle found that perceptions of control are greatest when bullying begins, but decrease as it persists. The findings of Hunter and Boyle demonstrate the importance of early interventions to thwart bullying. Failures to intervene may cause a decrease in proactive behavior in general for victims, which in turn can lead to further victimization (Hunter & Boyle, 2002).

Much insight can be drawn from the research on bullying that applies to the creation of sexual harassment interventions for adolescent populations. Research suggests that peers can serve as catalysts for change within the bully/victim dynamic (O'Connell, Pepler, & Craig, 1999; Salmivalli, 1999; Stevens, Van Oost, & de Bourdeaudhuij, 2000). Because the bully/victim dynamic is similar to the dynamic present in sexual harassment, sexual harassment is often viewed as sexual bullying in adolescence. It is logical to suggest that peers/bystanders may be a prime target for sexual harassment interventions. If sexual harassment interventions focus on the role of the peer group and reinforce the importance of reporting witnessed acts of sexual harassment or voicing disapproval when they occur, sexual harassment may be reduced. In other words, if the culture of the school is taught not to tolerate such behavior, inappropriate behaviors may change among those who sexually bully. Effective

interventions should focus on altering student attitudes and group norms and give strategies to deal effectively with bullies (Stevens, Van Oost, & de Bourdeaudhuij, 2000), sexual and otherwise. Successful interventions should also target bullying behavior, give examples of appropriate behavior, and provide suggestions on what to do when inappropriate behavior exists.

Interventions created to combat bullying should involve students in making policies intended to alter the school climate with regard to bullying in order to promote positive interaction between students; this will serve to promote inclusion and empowerment for students (Casey-Cannon, Hayward, & Gowen, 2001). Interventions should also send a clear message that bullying will not be tolerated. Teachers, administrators, parents, and all school staff should be included as well as students. It is only when the entire school community is included that successful change can occur (Olweus, 2003).

In conclusion, it is important that interventions to combat bullying identify clear definitions of bullying behavior and clear consequences for bullying behavior. Parents should be made aware of school policies regarding what types of behavior will not be tolerated in school. Students should be encouraged to stand up for victims and to report bullying incidents that they witness. Clear procedures for reporting incidents of bullying should also be made clear for all students. Teachers should not only be trained on the bully/victim dynamic (including what bullying is, what behaviors constitute bullying, and the effects of bullying on victims) but also they should be expected to intervene when they witness bullying behavior in their classrooms or on school

grounds. Finally, interventions intended to curb bullying behavior should begin early,

in elementary school, and should be reinforced throughout high school.

Locus of Control

An individual's locus of control has been found to affect how s/he feels about

and deals with sexual harassment (Jordan, Price, & Telljohann, 1998). The concept of

locus of control developed out of social learning theory and is defined by Rotter (1990)

as follows:

> Briefly, internal versus external control refers to the degree to which persons
> expect that a reinforcement or an outcome of their behavior is contingent on
> their own behavior or personal characteristics versus the degree to which
> persons expect that the reinforcement or outcome is a function of chance, luck,
> or fate, is under the control of powerful others, or is simply unpredictable.
> (p. 489)

Although the concept of locus of control is often defined as a personality

characteristic, it is subject to change with a person's experiences. An individual's locus

of control is not a static phenomenon. As Chubb, Fertman, and Ross state, "An

individual does not have a clearly defined internal or external locus of control, since

locus of control is a continuous variable, not a dichotomous one, and can vary

situationally" (p. 115).

To summarize, an individual's locus of control can be altered. It has been found

that individuals possessing a more internal locus of control will be less likely to

experience sexual harassment and more likely to report it if they do. Thus, locus of

control is an important phenomenon to examine when researching the existence of

sexual harassment. In addition, intervention programs created to combat sexual

harassment should include empowering experiences for participants that are intended to create the sense that they have control over their lives; this may serve to foster more internal loci of control for study participants.

Curricular Intervention

Scholars have debated for decades whether or not a women's studies curriculum has any positive impact on college students. Researchers have examined whether a women's studies curriculum can affect a variety of factors, e.g., self-esteem, locus of control, levels of sexism, and gender role identification. There is a large body of evidence to suggest that women's studies can indeed cause changes in women's perception in a variety of areas.

There is little research on the effect of women's studies courses in high schools or on adolescent females. At the university level, women's studies has been found to raise self-esteem in women (Stake & Gerner, 1987; Zuckerman, 1983), alter gender role expectations for women toward the adoption of more egalitarian roles (Harris, Melaas, & Rodacker, 1999), and affect locus of control in women toward a more internal locus (Harris, Melaas, & Rodacker, 1999). It has been argued that women who possess sexist beliefs ascribe more self-blame and other-woman blame for sexual harassment than do women who possess feminist beliefs (De Judicibus & McCabe, 2001). Since the aforementioned factors all serve to reinforce sexual harassment, and because women's studies courses have been found to increase the level of feminist beliefs in women (Bargad & Hyde, 1991), a curricular intervention in the form of a women's studies

course was created with the goal of reducing sexual harassment among at-risk adolescent females.

The curricular intervention used in this research study was based upon research on women's studies curricula at the university level as well as on sexual harassment research. Because sexual harassment is perpetuated and reinforced by negative attitudes about women, perceptions of external loci of control in victims, and traditional notions of gender, the intervention used in this research study was geared toward promoting empowerment and an internal locus of control, healthy attitudes about women in general, and progressive gender role orientations. Information on the underlying causes of sexual harassment and strategies to address and prevent sexual harassment, were also chosen as areas of focus in order to inform students about what constitutes sexual harassment and the effects it has on victims as well as to heighten student perceptions of control if faced with sexual harassment.

Erikson (1968) has argued that adolescence is a period of self-exploration, of the analysis and evaluation of the self. Adolescence is a process, one of testing beliefs, behaviors, and ideas. It is also a time of change and uncertainty. Ideally, this process culminates in the establishment of a cohesive and integrated identity (Erikson, 1968). To further complicate this process, adolescents, particularly females, are sent a series of conflicting behavioral codes as to what is appropriate for their particular gender. The establishment of a cohesive and integrated identity may be more complex for female adolescents because of the societal barriers that promote a fragmented female self, such as sexual objectification and patriarchal modes of discourse (Brown & Gilligan, 1992;

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van Roosmalen, 2000). Gilligan (1982) argues that women and girls often have trouble expressing themselves because they experience a "divided judgment" that stems from their subject positions as both female and human being. As Hotelling and Zuber (1997) state, "It is also gender roles that perpetuate sexual harassment once it occurs because women have been taught to avoid conflict and to doubt their perceptions, which means that they often do not report such behavior" (p. 102). For these reasons and because it has been argued that female students who have high levels of self-esteem and hold nontraditional gender role attitudes are more likely to report incidents of sexual harassment than are females who have lower levels of self-esteem and have traditional gender role attitudes (Paludi, 1997), the concept of gender and gender role expectations were a major focus of the intervention.

It has been argued that there are negative consequences for females who adhere to rigid, traditional notions of femininity (Brown & Gilligan, 1992; Fine, 1988; Orenstein, 1994; Paludi, 1997; van Roosmalen, 2000). Fineran and Bennett (1999) argue that a link exists between sexual harassment and gender role expectations. In other words, adolescent *beliefs* about what is appropriate behavior particular to their gender have much to do with the perpetuation of sexual harassment. For example, traditional gender stereotypes where the male exists as the aggressor and the female exists as a passive recipient of male attention create a gender hierarchy where sexual harassment may be viewed by adolescents as normal. Because language reinforces the status quo (and more specifically, traditional notions of gender), language usage was also an integral part of the intervention.

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Language usage is a powerful tool indicating much about human perception and values. The words we choose to use can communicate much about our perceptions of self and others. Smith (1985) found that once words become associated with women, they are likely to receive a negative connotation (as cited in Renzetti & Curran, 1989). The process of semantic derogation can cause women to exist within a status of inferiority, oftentimes without them even realizing it or questioning it (Adams & Ware, 1989). Language helps to construct sexual and social inequality and also reflects the existence of such phenomena in society. The structure of language as well as control over language serve to keep women and other disenfranchised groups in their "place." As Cameron (1985) states, "The existence of so many insulting words for women, many of them meaning the same thing, has a significance over and above what it tells us about cultural beliefs. It is, in fact, itself a form of social control" (p. 77). Because language reinforces notions of gender and the way in which women see themselves, egalitarian language instruction was reinforced throughout the intervention.

It has been found that targeting peers or bystanders can be effective in reducing bullying (Naylor & Cowie, 1999; O'Connell, Pepler, & Craig, 1999; Salmivalli, 1999; 2001). Because of the similarities between bullying and sexual harassment, this intervention focused on targeting the peer group in order to combat sexual harassment within the school. Students who took part in the intervention took part in team-building activities at the start of the intervention to build a sense of community in the hopes that the women would begin to stand up for one another when faced with sexual harassment.

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One's perception of the degree of control one has over situations (locus of control) has much to do with sexual harassment (Jordan, Price, & Telljohann, 1998; Schwartz, 2000). Because of this, the intervention focused on providing students with experiences that would heighten their perceptions of the degree to which they had control over their lives. Students took part in four days of assertiveness training and self-defense where they learned to combat physical and verbal assaults. Students read scenarios about how victims of sexual harassment dealt successfully with their harassers. Finally, a guest speaker spoke to students about her personal experiences with sexual harassment and how she dealt successfully with the situation.

Additional information regarding this curricular information will be provided in Chapter Three.

Conclusions

Sexual harassment remains a major problem in schools. There are many interrelated factors that serve to reinforce and perpetuate sexual harassment such as one's ability to have control over her life and surroundings (locus of control), one's ability to confront a harasser or file a formal complaint when necessary, and gender role orientation. There are also many factors that contribute to peer sexual harassment based on gender: the element of male dominance, the perception of females as objects, the negation of acquaintance rape as sexual assault, and the tolerance of violence in our culture.

It is evident that a variety of factors exist that serve to cause and reinforce

sexual harassment in the lives of adolescent females. It order to combat sexual

harassment in an educational setting, educators must assist girls in altering their

perceptions of who they are and can be so they can recognize and deal with sexual

harassment if it happens to them.

There are parallels between bullying and sexual harassment (Stein, 2002).

Some effects of both include: a decrease in self-esteem, decreased academic

performance, and depression (Casey-Cannon, Hayward, & Gowen, 2001; Olweus,

1993). Both bullying and sexual harassment rely on a power dynamic that involves one

person exerting control over another. In fact, childhood or adolescent bullies may grow

to become sexual harassers if their behavior is not curbed (Stein, 2002). Also, because

of the similarities, much insight into how to create a successful intervention for sexual

harassment can be gained from studying bullying interventions. A very important facet

of successful bullying interventions is the focus on the peer group. Targeting peers or

bystanders can be effective in reducing bullying (Naylor & Cowie, 1999; O'Connell,

Pepler, & Craig, 1999; Salmivalli, 1999; 2001). It would thus be logical to target the

peer group in interventions intended to combat sexual harassment.

There have been successful interventions created to combat the problem of

sexual harassment (Beauvais, 1986; Bonate & Jessell, 1996), but more intervention

research is necessary on sexual harassment in general.

CHAPTER THREE

METHODOLOGY

Research Questions

This research study is based upon the following two research questions:

1. Can an intervention created for adolescent at-risk females with the following six curricular areas: an examination of gender roles, gender history in the U.S., content on sex dynamics and aggression, an examination of gender roles in literature/the media, information on sexual harassment, and assertiveness training, be effective in reducing sexual harassment in an alternative school environment?

2. Can such an intervention increase subjects' perception of their internal motivation (locus of control)?

Research Focus

This research study investigates the impact of a women's studies course on the beliefs and behavior of female students. Its primary purpose is to determine if an intervention intended to lessen the incidence of sexual harassment in school can be effective for female students in an alternative high school. The effectiveness of the intervention will be determined by two factors: first, if a reduction in sexual harassment in the school is observed and second, if subjects become more internally motivated,

e.g., if they begin to attribute the events in their lives to themselves as opposed to an outside force. The latter factor, dealing with locus of control, is important because if students feel they have little control over things that happen to them or around them, they may also feel there is little if anything they can do to combat sexual harassment when and if they experience it. Because the phenomenon of sexual harassment is a complex one, involving many interrelated factors, both societal and personal (language and discourse and one's ability to appropriate them, gender role socialization and orientation, traditional patriarchal values, issues of power, and locus of control), it was necessary not only to examine students' direct experiences with sexual harassment, but also to examine their attitudes and beliefs pertaining to themselves as women and the degree to which they felt that had control over their own lives.

District Demographics

This study took place in a large Midwestern suburban school district. The district has 17 elementary schools, four middle schools, two traditional high schools, one alternative high school, and one career-technical training center. The district includes students from five distinct cities. The district community represents a wide range of educational, economic, and racial diversity.

The total population within the district is 92,880. Based on the 2000 census data, the median income for the five cities within the borders of the district are as follows: $72,495, $35,950, $45,088, $46,397, $46,308. Based upon 1990 census data the educational attainment of citizens of the district are as follows: not a high school

graduate, 29%; high school graduate, 36%; some college, 24%; bachelor's degree or greater, 9%.

In the 2003-2004 school year, the student population of the district consisted of 14,340 students. The racial make-up of the district was as follows: 18.5% African American, 2% Asian, 1% American Indian, 2.5% Hispanic, and 76% White/ EuroAmerican. Thirty-two percent of the district's students qualified for free and reduced lunch based upon family income.

School Demographics

The Alternative High School serves a student population of 80 at-risk students, ninth through twelfth grades. It is a Title I building and its student population is labeled 100% at-risk. Each of the district's two high schools refer 25 students per year, two bordering districts each refer 10 students per year, and the alternative school staff fills the remaining 10 discretionary slots. Students attending The Alternative High School are referred by their sending school, the middle school where they attended eighth grade, one of the other two high schools in the district, or a high school in either bordering district. In general, students are referred to the alternative school because they have not experienced success in a traditional school setting academically, behaviorally, or both. Poor attendance is also a contributing factor for student referrals.

The students who attend the alternative school are labeled at-risk for a variety of reasons. Some have come from the juvenile justice system. The district has a policy that requires students returning to school from a juvenile lock-up facility to attend the

alternative school for at least one semester. Other students attending the alternative

school are on probation for criminal offenses. Many students have attendance

problems, behavior problems, and are generally socially dysfunctional. Some students

possess all of these challenges. Approximately 10% of the student population per year

is certified special education. Most of these students are labeled learning disabled, but a

few are labeled emotionally impaired. Some have Attention Deficit Disorder or

Attention Deficit Hyperactivity Disorder and are on medication. Some students have

undiagnosed mental health issues which can lead to social dysfunction. Many students

also have substance abuse problems.

The current configuration of the alternative education program at The

Alternative High School has been in existence for nine years. In terms of the overall

student population, many students do not have positive parental support. Some students

come from homes where drug abuse and domestic violence are common. Other

students come from situations of sexual abuse. Many students come with low

expectations for success and no expectations for higher education. Some do not even

desire to graduate from high school. A few students only attend the alternative school

to avoid being placed in a lock-up facility. Some also come from poverty. Perhaps,

because of a combination of some of these factors, most students who attend The

Alternative High School possess low self-esteem and an external locus of control.

These students do not feel they are valued and feel that external forces control their

lives—that everyone is "out to get them." In other words, many students are seriously

distrustful.

The student retention rate at The Alternative High School is approximately 25% per year. In other words, the majority of students (75%) who begin in the fall do not finish the year. Students leave for a variety of reasons: some move; others leave to attend the adult education program in the district (students who have reached age 18 and have finished four full years of high school can no longer attend the alternative program); some students return to the traditional high school after exhibiting good grades, behavior and attendance at the alternative school; others leave the district; a few are expelled (approximately two per year); some are adjudicated and leave school for a juvenile lock-up facility; and some drop out of school entirely.

At the start of fall semester, 2003, there were 46 males and 26 females enrolled at The Alternative High School. The ethnic make-up of the students was as follows: 13 African American, 2 Hispanic/ Latino, 56 White, 1 Multiracial.

Subjects

The sample used in this study consisted of 21 female students attending The Alternative High School in grades 9-12. During registration for fall semester, 2003, students and their parents were told of the research program, i.e., the women's studies intervention. All of the female students in the program elected to sign the consent forms and register for the class, with the exception of three students who had scheduling conflicts and two students who entered the school mid-semester. Thus, there were a total of five female students who did not take part in the intervention. At the start of the intervention, subjects ranged in age from 14-17. The average age of

subjects was 16 (n=13, 61.9%). One subject was 14 years old, four were 15 years old,

and three were 17 years old. The sample consisted of 23.8% freshman (n=5), 42.9%

sophomore (n=9), 28.6% junior (n=6), and 4.8% senior (n=1). The ethnic make-up of

the sample was as follows: 23.8% African American (n=5), 4.8% Hispanic/Latino

(n=1), 66.7% White/ EuroAmerican (n=14), 4.8% Multiracial (n=1).

Many of the students in the sample were new students in the fall of 2003

(47.6%, n=10). Two students (9.5%) had attended the alternative school for one

semester prior to the start of the intervention. Five students (23.8%) had attended the

alternative school for one year prior to the intervention. Four students (19%) had

attended the alternative school for two years prior to the start of the intervention.

The subjects in this study were referred to the alternative school for a variety of

reasons. Figure 1 shows the reasons students were referred to the alternative school.

One case was missing for this item.

Conflict, both physical and nonphysical (28.5%), was the most common reason

for students to be referred to The Alternative High School. The second most common

reason for students to attend the school was their own choice.

The marital status of subjects' parents was quite varied as was the living

situation of subjects. Figure 2 shows the marital status of subjects' parents.

The majority of subjects (66.7%) came from single parent households, or

situations of divorce or separation. Very few subjects (14.3%) lived in an environment

in which both parents resided together. Figure 3 shows the current living situation of

subjects, i.e., the people with whom subjects reside.
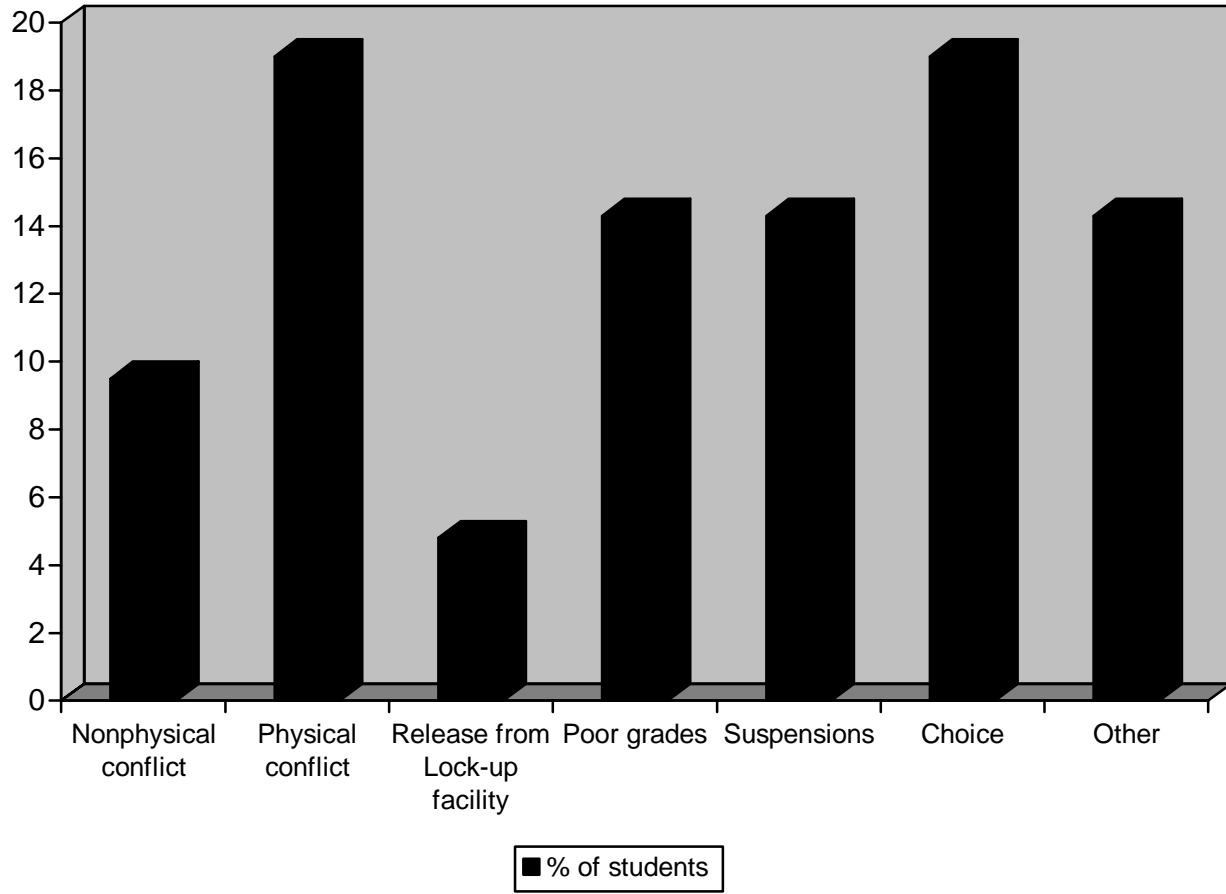
Figure 1. Reasons for Attendance at the Alternative School
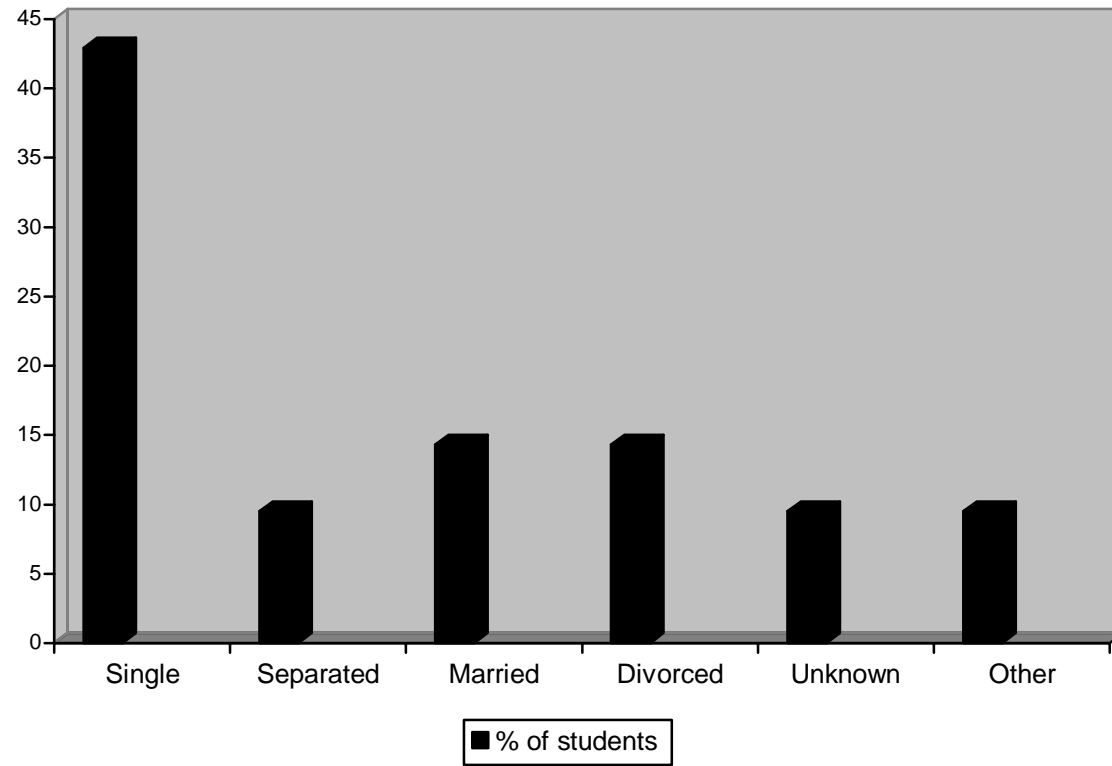
Figure 2. Marital Status of Subjects' Parent
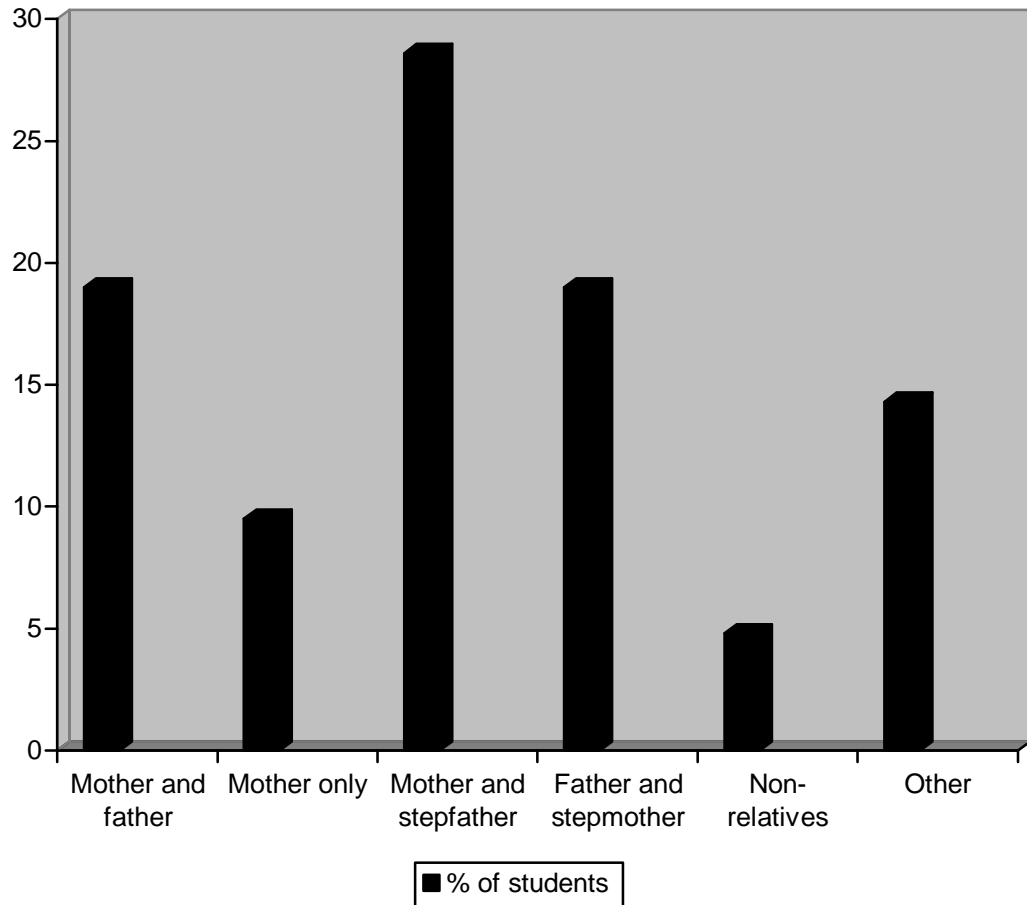
Figure 3. Living Situation of Subjects

The majority of subjects (57.2%) lived in situations without the presence of the biological father. Additionally, this situation was not new for the majority of subjects. Most of the subjects resided in single-parent households or in situations of divorce or separation for a long period of time. When asked to respond to the question, "How long

have you lived with this person(s)?" the responses varied from half a year to 17 years.

Figure 4 shows the length of time students have resided in their current situation.

Subjects were asked to respond to two items regarding their relationships with

their fathers: to describe their relationship with their father and to indicate the last time

they saw their fathers. Responses for these items were also tremendously varied.

Figure 5 shows subjects' self-described relationships with their fathers.
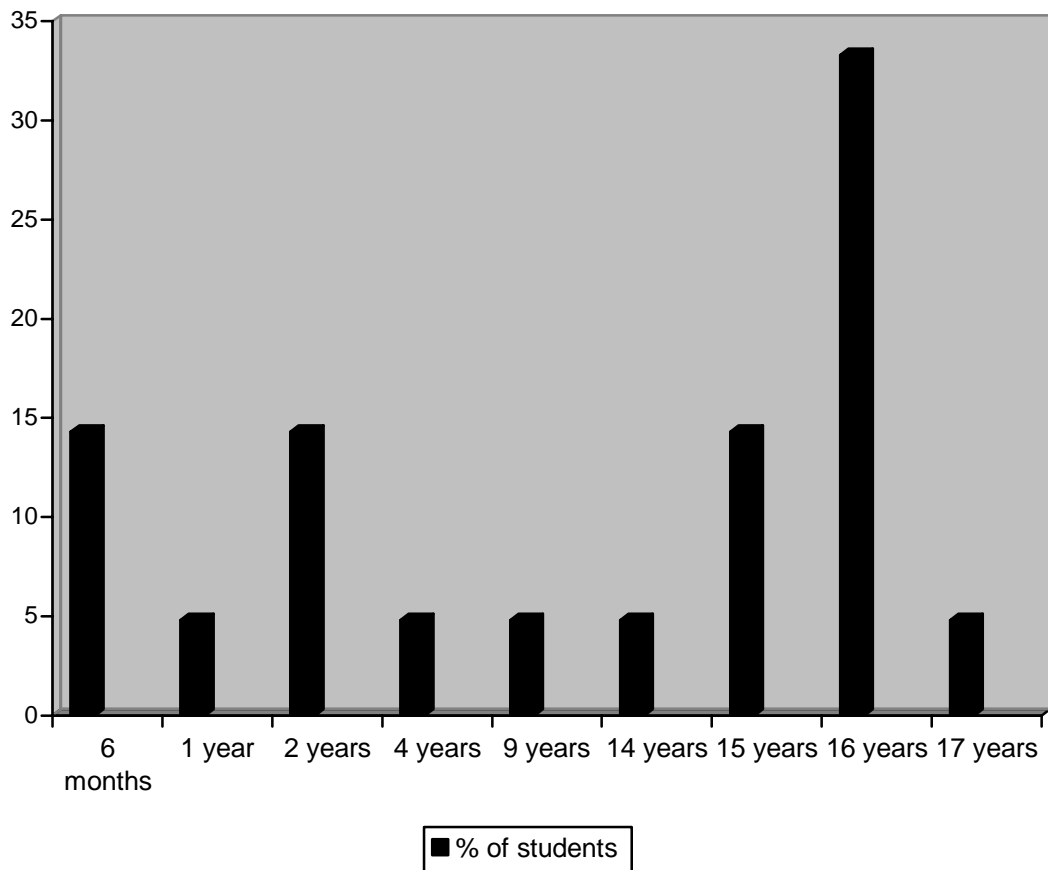
Figure 4. Time Subjects Have Lived in Current Situation
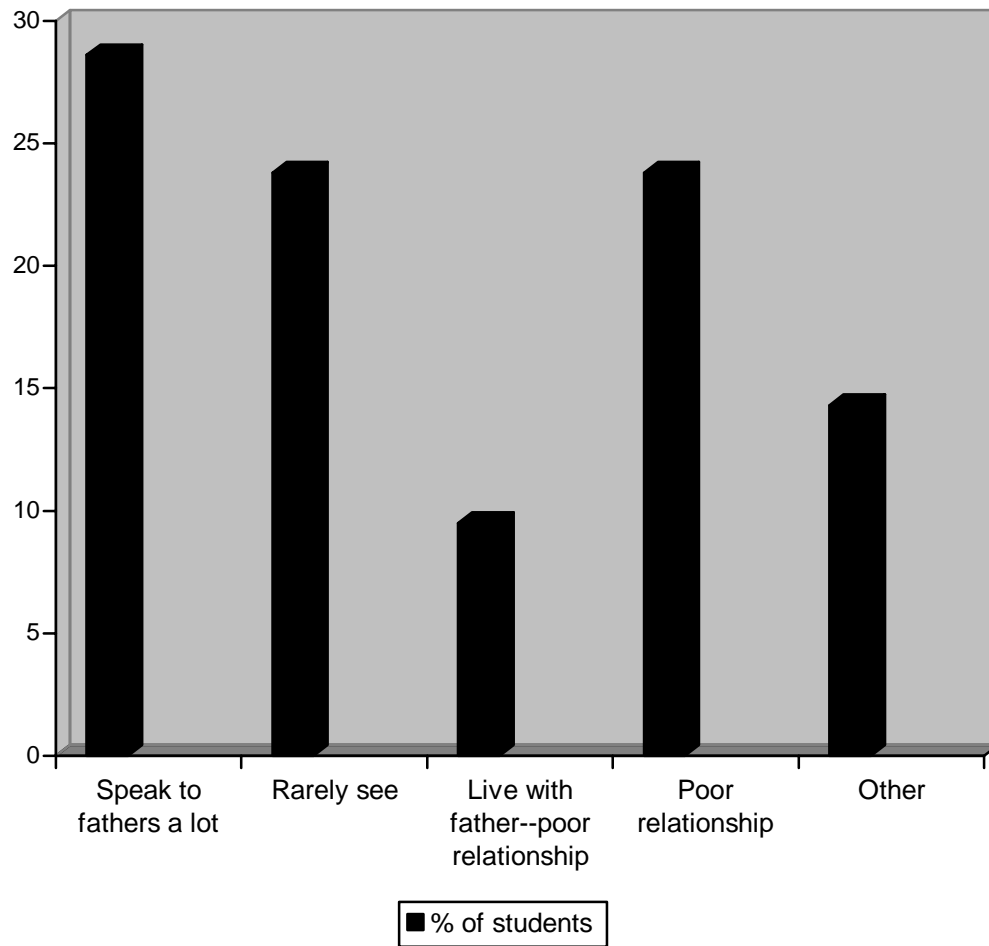
Figure 5. Subjects' Descriptions of Their Relationships With Their Fathers

The majority of subjects (57.1%) reported that they either did not see their fathers very often or that they had poor relationships with their fathers. Figure 6 shows the last time subjects saw their fathers. One case was missing for this item.

Many subjects (40%) did not see their father very often, if at all. When examining the phenomenon of sexual harassment and how it affects adolescent females,
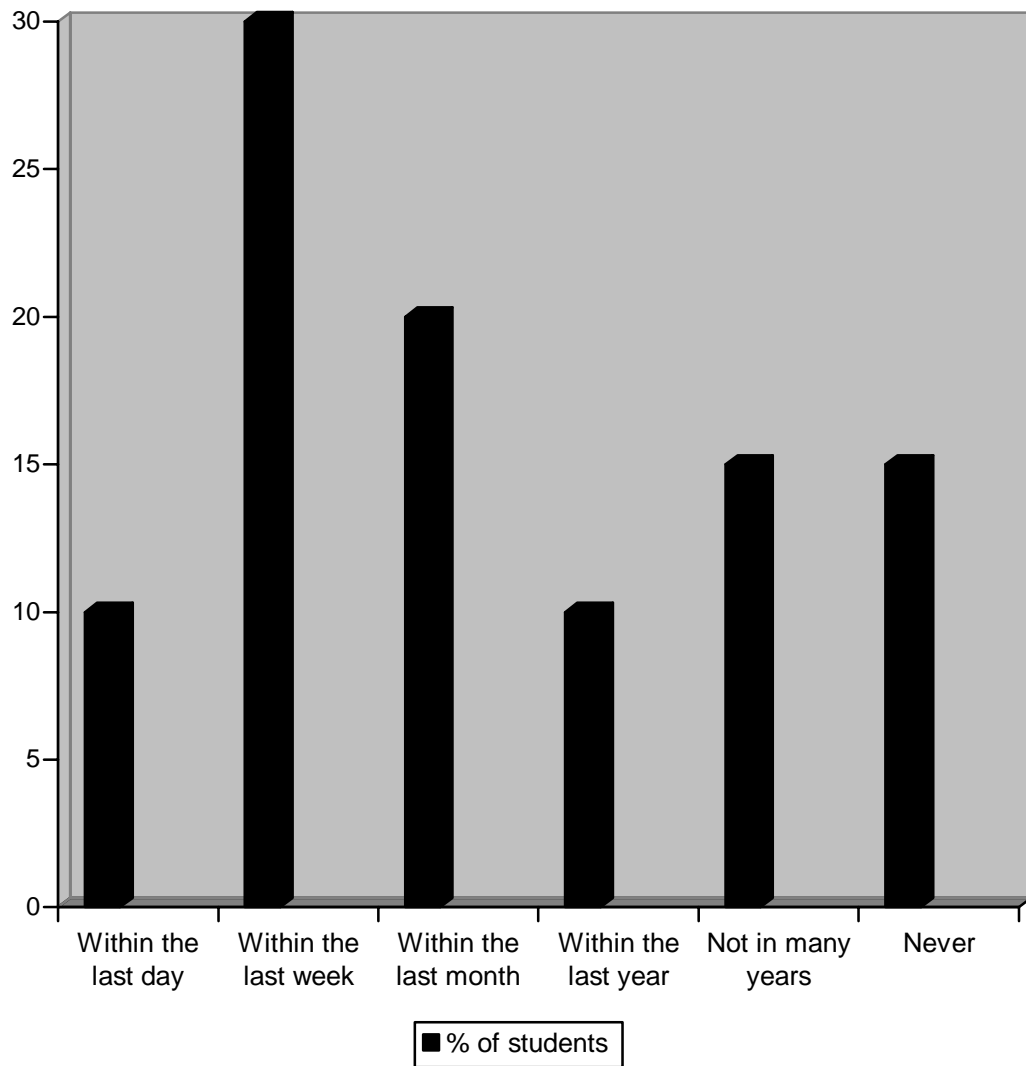
Figure 6. The Last Time Subjects Reported Seeing Their Fathers

a fundamental element in the equation is how girls understand their sexuality. Many

notions of sexuality and how women and men interact come from the primary

caregivers. Because many of the subjects who took part in this research study came

from homes where the father is either not present or not involved in childrearing, these

girls have not witnessed stable relationships between women and men. This puts them

at a disadvantage in their understanding of their own relationships with men (Fleck,

Fuller, Malin, Miller, & Acheson, 1980).

Finally, subjects were asked to indicate the educational attainment level of their

mothers. The majority of subjects (76.2%) reported that their mothers did not possess a

college degree. Figure 7 shows the educational level of subjects' mothers.

The students who took part in this research study came from a variety of

backgrounds, but many came from situations of abuse. In addition, two of the students

taking part in the intervention were teen mothers. Two other students resided in a group
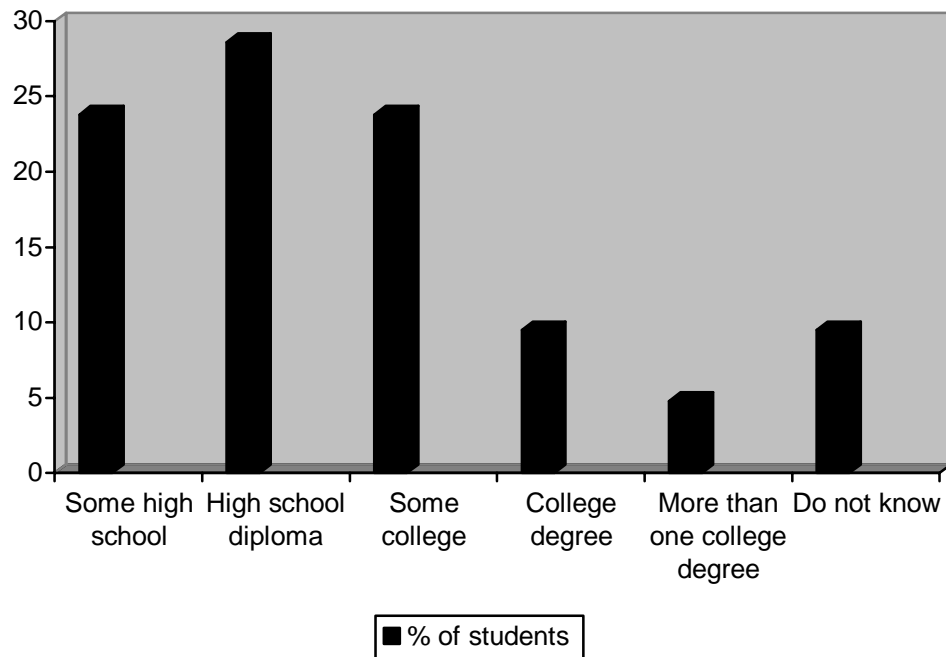
Figure 7. Education Level of Subjects' Mothers

home for young women who had been removed from their homes because of sexual molestation within the family. Two students were diagnosed as having bipolar disorder. Seven students received free lunch and one student received a reduced lunch. One student dropped out of school prior to the completion of the intervention.

The names of all subjects were changed to ensure anonymity. The name of the district as well as the name of the school were both omitted to protect student identity.

Study Design

The design used in this study is a non-experimental descriptive survey design. Pre and post-tests were used to determine attitude change as a result of the sexual harassment intervention (the women's studies course). No control group was used and subjects were not randomly assigned. All female students who attended The Alternative High School during the fall semester of 2003 were asked to participate in the study. The subject pool was small for two reasons. First, the female population of The Alternative High school is relatively small (usually approximately 20-25% of total student population), and consisted of 24 students in the fall semester of 2003. Second, the maximum class size at the alternative school is 20 students per class. In fact, classes are typically much smaller than this. The initial sample size of 21 students exceeded the maximum class size by one. The three female students who did not participate did not register for the class because they needed other classes to graduate that conflicted in some way with the intervention. Two additional female students entered the school

mid-way through the semester and did not take part in the intervention because they had already missed six weeks or more.

Both quantitative and qualitative data were used in this study.

Instrumentation

Pre-Intervention

After obtaining approval from the Institutional Review Board for the Protection of Human Subjects (IRB) at Oakland University, permission from the district superintendent, and permission from the building principal, permission was obtained from parents to conduct the study (see Parental Consent Form and Minor Assent Form, Appendix A). Permission from parents and students was obtained when students registered for the class just prior to the start of the school year.

Prior to the implementation of the educational intervention (the women's studies course), subjects' attitudes were measured using three instruments which provided pre-intervention baseline data. Subjects were pre-tested on the first day of the course. The school counselor administered the tests. Demographic information was also taken from subjects at the time of the pre-test.

A survey was developed to assess subjects' experiences with and perceptions about sexual harassment: *The Women's Studies Questionnaire* (see Appendix B). Reliability and validity were determined during a pilot phase. Reliability of the survey was determined through confirmatory factor analysis; survey items in the form of behavioral prompts representing commonly reported sexually harassing behaviors

loaded onto one construct—sexual harassment. Validity of the survey was confirmed

by three experts from Oakland University who examined survey items. Reliability

analysis (Cronback Alpha) on *The Women's Studies Questionnaire* during the pre-

intervention phase determined the alpha level to be .93.

     The Women's Studies Questionnaire elicits both quantitative and qualitative

information about the frequency and severity of sexual harassment and subjects'

perceptions of their experiences with sexual harassment. Researchers have disagreed as

to whether to measure sexual harassment in terms of frequency, severity, or a

combination of the two. When just looking at frequency, one does not get a complete

picture of how people are experiencing sexual harassment as a problem. When just

looking at severity, one has no idea of how often anything is happening. Stockdale

(1998) argues that both frequency and severity are important in helping to define the

seriousness of the phenomenon of sexual harassment. Therefore, one solution to the

problem of how to measure sexual harassment is to view severity as a weight on the

assessment of frequency: a high severity is more meaningful in terms of the frequency.

The best articulation of the experience of sexual harassment in general is to combine

frequency with severity so that one can get a sense of the total impact. In order to run a

confirmatory factor analysis for the items in Part I of the survey, each of the 12

behavioral prompts from Part I of the survey were combined into common measures by

multiplying the frequency of each item by its severity. Twelve newly combined

variables measuring sexual harassment were thereby created.

Confirmatory factor analyses were again conducted on the pre-test information, using the combined severity and frequency variables from the 12 behavioral prompts from Part I of the *Women's Studies Questionnaire*. The factor analyses employed a principal components analysis rotated to varimax criteria. When allowed to rotate, the 12 combined variables linked together. Four factors with Eigen values greater than one were extracted from the data: sexual harassment related to self; physical sexual harassment and quid pro quo harassment; verbal or indirect sexual harassment; and environmental sexual harassment (hostile environment sexual harassment). These four factors combine to make up the phenomenon of sexual harassment.

These four factors are the measures used in this study. Factor one, which will be referred to as sexual harassment related to self (SHS) included the following behaviors: feeling sexually intimidated, experiencing graphically sexual talk, experiencing sexual leers, being called names that are degrading to women, and having one's personal space violated in a sexual manner. Factor two, which will be referred to as physical sexual harassment and quid pro quo harassment (PSH/QPQ) included the following: being grabbed or touched in a sexual manner, quid pro quo sexual harassment with the promise of a reward, quid pro quo sexual harassment with the threat of a consequence, and having one's personal space violated in a sexual manner. The item, having one's personal space violated in a sexual manner loaded on both factor one (SHS) and factor two (PSH/QPQ). There may be some ambiguity in this item to explain why it loaded on both factors. However, this item will be counted in both factors because it falls into both of these types of sexual harassment: sexual

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harassment related to self (SHS) and physical sexual harassment and quid pro quo harassment (PSH/QPQ). Factor three, which will be referred to as verbal or indirect sexual harassment (VSH/ISH), included the following: being the victim of sexual gossip, and being the victim of sexual graffiti. Factor four, which will be referred to as environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH), included the following: experiencing sexually degrading comments, and experiencing negative comments about women. Table 1 indicates the correlation of survey items to the four factors in the rotated component matrix. A larger correlation indicates a stronger degree of association.

Based on pilot data, the directions for the questionnaire were changed. In pilot research, students responded to severity items without necessarily having experienced the behavioral items. Analysis of pilot data revealed that the word severity was unclear to students. Did it mean, "Did you feel personally hurt by this?" or "How serious of a problem is this to women in general?" Because some students were reporting the severity of behaviors they had actually experienced and others were not and because it seemed as though some students were responding that certain behaviors were not serious *because* they had not experienced them, responses were limited in terms of severity to only students who had experienced said behaviors. Subjects who took the pre-test (pre-intervention) were instructed only to respond to the severity items if they had experienced said behaviors. Thus, the instrument was refined to measure only the behaviors that students had actually experienced. This change reduced the ambiguity in what was being measured in the severity section. In pilot factor analyses findings, all

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Table 1

Confirmatory Factor Analysis: Rotated Component Matrix

Survey Item	Factor One SHS	Factor Two PSH/QPQ	Factor Three VSH/ISH	Factor Four ESH/HESH
Sexual intimidation	.87			
Graphic sexual talk	.81			
Sexual leers	.77			
Names degrading to women	.65			
Being grabbed or touched		.89		
Quid pro quo SH reward		.80		
Quid pro quo SH consequence		.73		
Violation of personal space	.51	.68		
Sexual gossip			.87	
Sexual graffiti			.80	
Sexually degrading comments				.84
Negative comments about women				.69

12 factors loaded onto one—sexual harassment, whereas this change in the survey at the time of the pre-test created an empirical split into four subscales: sexual harassment related to self (SHS); physical sexual harassment and quid pro quo harassment (PSH/QPQ); verbal or indirect sexual harassment (VSH/ISH); environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH). Again, these four factors (or subscales) are the measures used in this study.

Based upon a repeated measures examination of three scales of student perceptions of sexual harassment from the pre-intervention and post-intervention data from *The Women's Studies Questionnaire*, no significant difference was found in student perceptions of sexual harassment over time. This finding will be discussed in more detail in Chapter Four. Because no significant difference was found in overall student perceptions of sexual harassment over time, changes in perception on specific survey items from pre-intervention data will be compared to post-intervention 1 data and post-intervention 2 data in Chapter Four.

Subjects' gender role identification was measured using the *Bem Sex Role Inventory*. The short form of the *Bem Sex Role Inventory* (1978/1981) consists of 30 personality characteristics. These characteristics consist of 10 stereotypically feminine characteristics and 10 stereotypically masculine characteristics. The remaining 10 items serve as filler. Subjects are asked to indicate on a 7-point Likert scale how well each of the characteristics describes her or his personality. The *Bem Sex Role Inventory* was designed to test androgyny, or the degree to which individuals possess both traditionally masculine and traditionally feminine characteristics. However, because

"traditionality" was used as a predictor in this study, two scales were used: one of the stereotypically masculine characteristics (has leadership abilities, assertive, dominant, strong personality, forceful, aggressive, willing to take a stand, independent, defends own beliefs, and willing to take risks), and one of the stereotypically feminine characteristics (gentle, tender, compassionate, warm, sympathetic, sensitive to the needs of others, eager to soothe hurt feelings, understanding, affectionate, loves children). Internal consistency for the *Bem Sex Role Inventory* was determined using the coefficient alpha and was computed separately for females and males on the femininity scale, the masculinity scale, and the femininity-minus-masculinity difference scale. Results for the short form are as follows: females/femininity scale (.84); females/masculinity scale (.86); males/femininity scale (.87); males/masculinity scale (.85); females/femininity-minus-masculinity difference scale (.89); males/femininity-minus-masculinity difference scale (.88).

A revised version of the abbreviated adolescent *Nowicki-Strickland Locus of Control Scale* (1971) was used to assess students' locus of control (see Appendix B). This measure is appropriate for students in grades 3-12 and consists of 22 questions which are to be answered by responding yes or no. Estimates of internal consistency using the split-half method of reliability corrected by the Spearman-Brown are r = .74 for grades 9-11 and r = .81 for grade 12 (Nowicki & Strickland, 1971). This measure was changed in two ways. First, three of the questions were changed to be more appropriate to the material studied in the intervention. The original item 10 read, "Do you believe that most kids are just born good at sports?" This was changed to, "Some

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girls deserve to get picked on." The original item 18 read, "Do you usually feel that you have little to say about what you get to eat at home?" This was changed to, "When some girls are harassed by boys they often bring it on themselves." The original item 22 read, "Most of the time, do you feel that you have little to say about what your family decides to do?" This was changed to, "When girls look, act, or dress in a sexy way, it is okay for boys to talk to them or touch them in a sexual manner because they are just asking for it." These three changes in the questions were made for two reasons. First, many of the subjects might have had trouble relating to these three questions as originally worded. Most do not play sports or participate in other school-related activities. Many do not live with their biological families or they come from broken and/or dysfunctional homes. Because of these issues, changing these questions would provide a more definitive indication of how the students felt about themselves. Second, these changes were made in order to elicit information about how these students felt about other girls and the responsibility they placed on girls (victims) for sexual harassment.

The second change was to create a continuous scale by having students answer the items on a 6-point Likert scale. Because of this, the wording of the items was also changed from questions to statements. For example, item one originally read, "Do you believe that most problems will solve themselves if you just don't fool with them?" This was changed to "Most problems will solve themselves if I just don't fool with them." Students were asked to respond to each item on a 6-point Likert scale from 1, strongly disagree, to 6, strongly agree. Reliability analysis (Cronback Alpha) on this

revised locus of control measure determined the alpha level to be .69. This is marginal

reliability, but deemed acceptable for this study.

Sexual Harassment Intervention: Women's Studies Course

The educational intervention, the women's studies course, encompassed the

following areas: an examination of gender roles, gender history in the U.S., content on

sex dynamics and aggression, an examination of gender roles in literature/the media,

information on sexual harassment and strategies to deal with it, and assertiveness

training (see Appendix C for curricular specifics). The course was 18 weeks in length,

and it was broken up into three six-week marking periods. The class met five days per

week. The class met for 70 minutes on Mondays and Wednesdays, 20 minutes on

Tuesdays and Thursdays, and 50 minutes on Fridays.

The first marking period focused on gender and notable women. Topics

included: traditional gender roles and their limitations for both women and men, the

origins of women's secondary status, definitions of feminism, the effects of sexism, the

effects of sexist language usage and the importance of using egalitarian language. The

major project students completed was a report on a famous woman. An additional area

of focus during this marking period was to facilitate group cohesion through team-

building exercises in order to promote peer group responsibility and bonding among the

girls. The rationale behind this was that if classmates were observed experiencing

sexual harassment in the hallways or in other classes that other girls would support

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them by either standing up to the harasser or encouraging the victims to report the harasser to the administration.

The second marking period focused on gender equity and sexual harassment. Topics included: gender equity, Title IX, sexual harassment (definitions and effects of), what victims can do when faced with sexual harassment, and violence against women. The major project students completed was to interview a woman they admired and present their findings to the class. Two guest speakers were invited to present on relevant topics. One speaker came from a battered women's shelter to discuss violence against women, date rape, and sexual assault; strategies were provided to students on what to do when faced with such a situation, how to prevent such situations from escalating, and how to help others who are faced with such situations. Another speaker came to share her experiences with sexual harassment. She discussed how the situation affected her and how she eventually dealt with it successfully. Additional areas of focus during this marking period were: continued facilitation of peer group responsibility and fostering a sense of personal responsibility within the women in the class. The latter was done by providing students with strategies to combat and deal with sexual harassment when faced with it and information on how to report sexual harassment. This was done in order to foster a greater sense of personal control within the students.

The third marking period focused on beauty and friendship. Topics included: body image, images of beauty in advertising/the media, relationships between women, female aggression, empowerment strategies, and assertiveness and self-defense training.

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The major project students completed was a group presentation analyzing media images about gender and beauty. A guest speaker came to speak to students about female friendship and African-American quilting. Students also experienced four days of assertiveness and self-defense training conducted by two different trainers where they learned to combat physical and verbal assaults. Additional areas of focus during this marking period were: continued facilitation of peer group responsibility and personal responsibility within the women in the class, and the importance of female friendship. The importance of female friendship was stressed to deepen the bonds between the women in the class and to further promote peer group responsibility.

The intervention curriculum was implemented via feminist pedagogy. In other words, the course was conducted in a student-centered environment where students felt safe to ask questions, and share information. Such an atmosphere is intended to empower students to feel safe and in control of their surroundings. In addition to the six curricular areas that were covered in the course, students were exposed to several guest speakers on issues relevant to sexual harassment. The intervention was created in order to provide subjects with the following outcomes: that they know more, think differently, behave differently, and speak assertively with respect to sexual harassment.

Post-Intervention

Subjects were post-tested twice following the end of the semester-long course. The first post-test occurred two months after the end of the course. The second post-test occurred four months after the end of the course. The purpose of administering two

post-tests was to compare overall changes in the subjects and to determine if these changes remained constant over time. Both post-tests consisted of the same three measures as the pre-test and were administered by the school counselor.

In addition to these sources of data, additional information was collected for the purpose of triangulation. First, interviews were conducted with a randomly selected sample of students who completed the intervention (25% of the sample, n=5) on individual perceptions of the impact of the women's studies course. Second, interviews were conducted with various school staff members in order to determine whether they noticed changes in the school culture, e.g., if they noticed that fewer incidents of sexual harassment were in fact occurring, girls responding differently to incidents of sexual harassment when they occurred, or changes in male behavior. Third, student artifacts from the intervention (the women's studies course) were collected in order to demonstrate growth and change in the students in terms of their perceptions about sexual harassment. Finally, administrative (behavioral) referrals were examined to determine whether more incidents of sexual harassment were being reported by students.

Interviews

Interviews were conducted with five randomly selected students after the intervention was completed; this number of interviews represented 25% of the sample who completed the intervention. I conducted the interviews, tape recorded them, transcribed them, and analyzed the results.

I also conducted interviews with four staff members: the school social worker, the school counselor, the principal, and one teacher. These four staff members have very different experiences and interactions with the students; interviewing this combination of people would provide a more complete picture of adult-student interaction in the school. These four people could provide very different perspectives on what they saw regarding student behavior in general and changes in student behavior as a result of the intervention. I conducted these interviews, tape recorded them, transcribed them, and analyzed the results. (See Appendix D for student and staff interview questions.)

Artifacts

A number of artifacts were collected from the students at various points throughout the 18-week intervention which indicated their attitudes and beliefs about the intervention and the subjects covered during the intervention. Journal entries, essays, poems, and personal letters were used as evidence of students' experiences with sexual harassment and student growth as a result of the intervention.

Researcher Role

Descriptions of the researcher role are important in understanding research (Moch, 2000). My role as both teacher and researcher will be described as "participant observer" because I am both an insider who is a part of the school's environment and an outsider, or one who attempts to study and draw conclusions about data and events that occur within this environment. In my role as researcher, I attempt to step outside of the

role of teacher in order to look at events objectively. The question of objectivity often comes into play in discussions of the validity of participant observers (Angrosino & Mays de Perez, 2000). The issue has been raised as to whether or not an insider in an environment can truly interpret and report events in an objective fashion.

A modern analysis of the role of researcher leads to the conclusion that to conduct research is to come to terms with ourselves (Angrosino & Mays de Perez, 2000). As van den Hoonaard (2002) states, "Qualitative researchers are increasingly recognizing the struggle to find the right balance between the autobiography of the researcher and the biography of the participants" (p. 14-15). Because research agendas often accord with personal preferences, it is important for the researcher to acknowledge potential biases and to be clear about possible struggles to maintain objectivity within the role of researcher (Locke, Spirduso, & Silverman, 1987). Blackwood (1995) discusses the identities of field researchers. She states that as a woman, she is "continually tacked back and forth between various assigned and constructed identities: researcher, friend, daughter, professional, American" (as cited in Angrosino & Mays de Perez, 2000, p. 685). In other words, as a field researcher the lines between roles are often blurred as are the lines between researcher and subjects (van den Hoonaard, 2002).

In my research, during the intervention and after, I have simultaneously served a variety of roles for my students: teacher, parent, friend, confidant, while also serving the role of researcher. The fluidity of such boundaries often makes the process of doing research difficult, but they should not discourage researchers (Simmons, Gates, &

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Thompson, 2000). Again, in the quest for objectivity, especially in a research situation

where boundaries are in flux, it is important to acknowledge potential biases.

My own biases include my personal preference for the area of gender studies, a research

agenda that attempts to give voice to women, and, by extension, to give voice to my

own students—which is a traditionally voiceless population. The latter explains why I

neither edited student journal entries (which served as artifacts) nor did I edit student

interviews.

　　　　In my role as participant observer, I ran the risk of finding what I wanted to find

by virtue of my relationship with the students. I feared that they may simply "tell me

what I 'wanted' to hear," or what they thought I wanted to hear. However, the students

were not aware of the specific goals of this study. I also did not administer the pre and

post-intervention instruments in an attempt to combat this situation. The school

counselor administered all pre and post-intervention instruments.

　　　　To further diminish my own biases and to address the question of "objectivity"

within my role as participant observer, both quantitative and qualitative data will be

used in this study. Data will be triangulated through the use of a variety of sources:

quantitative and qualitative student survey data, student artifacts, student interviews,

staff interviews, sexual harassment referral data, as well as my own journal notes.

　　　　Moch and Cameron (2000) discuss the importance of using journals to assist in

processing the experience of doing research. Wolf (1996) describes the importance of

analyzing one's research experiences in terms that use "intuition, feelings, and

viewpoint" (as cited in Angrosino & Mays de Perez, 2000, p. 690). I kept a journal

during the intervention to record my thoughts and impressions pertaining to events that

occurred on a day-to-day basis. My journal notes will be quoted directly in Chapter

Four.

Measurement and Analysis

The objectives that girls know more, think differently, behave differently, and

speak assertively with respect to sexual harassment, were measured in a variety of

ways. However, because it is evident that not only attitude and behavioral changes

within subjects but also cultural changes within schools are slow to occur, the

fulfillment of these objectives was not assessed in an all-or-nothing format. In other

words, to determine whether the intervention was successful in bringing about long-

term change in individuals and within the school culture, a variety of data sources were

analyzed.

One intended outcome of the intervention was that sexual harassment within the

school be reduced. However, this is not an outcome that can necessarily be measured

immediately following the intervention. For instance, some girls may have reported

incidents of sexual harassment to the administration that they either did not perceive as

sexual harassment prior to the intervention or felt they had no recourse for when

experiencing them prior to the intervention. A post-intervention analysis of the

frequency of reported incidents of sexual harassment may have resulted in the

appearance that the problem of sexual harassment in the school was increasing. This is

why it was necessary to examine a variety of data sources.

Subjects' perceptions on the frequency and severity of behaviors constituting

sexual harassment were compared from the pre-test to the post-tests. These data

provide much information about changes in attitude. Qualitative data from the

Women's Studies Questionnaire that asks how students dealt with the situations they

faced regarding sexual harassment provide information about potential behavioral

change. Comparisons between pre-test and post-tests on the locus of control measure

provide much information regarding to what degree, if any, girls have come to feel they

have more control over their lives and their bodies. An analysis of the gender role

orientation measure provided insight into how adherence to traditional roles may play a

part in the dynamic of sexual harassment. Conversely, insight into subjects' adherence

to less traditional gender roles provided insight as well. Additional information

obtained from interviews with students, staff, and administration (as well as behavior

referral information) assisted in filling in the blanks about the true effectiveness of the

intervention. SPSS software version 11.0 (2001) was used in the analysis of all

quantitative data.

CHAPTER FOUR

RESULTS

Introduction

This research study is based upon two research questions. First, can an

intervention created for adolescent at-risk females with the following six curricular

areas: an examination of gender roles, gender history in the U.S., content on sex

dynamics and aggression, an examination of gender roles in literature/the media,

information on sexual harassment, and assertiveness training, be effective in reducing

sexual harassment in an alternative school environment? And second, can such an

intervention increase subjects' perceptions of their internal motivation (locus of

control)? Baseline data were collected prior to the start of the intervention both in

terms of student perceptions about and knowledge of sexual harassment, and in terms of

student perceptions of their internal motivation (locus of control) in order to assess

student growth after the intervention.

The first research question is answered in part through the use of both

quantitative and qualitative data elicited from *The Women's Studies Questionnaire*. The

second research question is answered through the use of data elicited from the *Bem Sex

Role Inventory* (Bem, 1978/1981) and the revised version of the *Nowicki-Strickland*

Locus of Control instrument. The sample size for pre-intervention data was 21 students.

Pre-Intervention Information

Pre-Intervention Information: The Women's Studies Questionnaire

 Behaviors constituting sexual harassment: Student responses for frequency and severity. Part I of the survey consisted of 12 behavioral prompts and elicited two responses from students: how frequently does this behavior occur? (from never, 1, to often, 6) and how severe is such behavior? (from not serious, 1, to very serious, 6). All items were measured on a 6-point Likert scale. For the analysis of data in Part I, students who selected a 1 or a 2 for frequency and severity were considered either not to have experienced the phenomenon or not to feel the phenomenon was serious. Students who selected 3-6 for frequency and severity were considered to have experienced the phenomenon or to feel that the phenomenon was serious. The rationale for this data collapsing is that often students seemed hesitant to mark a number 1 indicating that the behavior never occurred or was not serious. However, selecting number 3 on the Likert scale clearly indicates that the behavior is happening at some level or that it is serious to some degree. Since the findings indicated that scores tended to cluster at these two points (1 and 2) and because choices 1 and 2 represent the bottom of the scale, capturing people at the lowest comparison point, both 1 and 2 were used to indicate that the behavior never occurred and that the behavior was not serious. Moreover, it is very hard to distinguish between absolutely never (1) or so infrequently that it is close to never (2). In other words, the typical response pattern was either "absolutely is never"

or "it is kind of never but I do not actually want to say never." Again, to avoid ambiguity, both 1 and 2 were used to indicate that students either had not experienced the behavior or that they did not feel the behavior was serious. (See Appendix E for quantitative data tables.)

In terms of severity, only those students who reported experiencing said behaviors were asked to respond to severity items. In other words, to calculate the percentage of students who felt that the behaviors asked of them in Part I were serious, the number of students who selected 3-6 on the Likert scale for each item was divided by the total number of students who responded to said item.

Because this research study attempts to examine the effectiveness of an intervention intended to reduce sexual harassment in an alternative school setting, it is necessary to examine student perceptions about sexual harassment prior to the intervention in order to measure change over time. The following quantitative information provides baseline data on where the girls were prior to the intervention in terms of their experiences with and perceptions about sexual harassment.

In the category of sexual harassment related to self (SHS), feeling sexually intimidated was reported to have been experienced by 28.6% of students sampled ($n = 6$). Sixty percent of students ($n = 6$ out of 10) who responded to this item reported it to be serious. Experiencing graphically sexual talk was reported to have been experienced by 42.9% of students sampled ($n = 9$). Fifty-four percent of students ($n = 7$ out of 13) who responded to this item reported it to be serious. Experiencing sexual leers was reported to have been experienced by 47.6% of students sampled ($n = 10$).

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Seventy-five percent of students (n = 9 out of 12) who responded to this item reported it to be serious. Being called names that are degrading to women was reported to have been experienced by 47.6% of students sampled (n = 10). Seventy-one percent of students (n = 10 out of 14) who responded to this item reported it to be serious. Having one's personal space violated in a sexual manner was reported to have been experienced by 28.6% of students sampled (n = 6). Eighty-six percent of students (n = 6 out of 7) who responded to this item reported it to be serious. Figure 8 shows the frequency and severity items from sexual harassment related to self (SHS). The first bar displays the percentage of students who reported experiencing each type of harassing behavior and the second bar displays the percentage of students who reported that each type of harassing behavior was serious.

The two most frequently experienced behaviors reported from the category of sexual harassment related to self (SHS) by students were sexual leers (47.6%) and being called names that are degrading to women (47.6%). Students reported that the most serious behavior to experience from the category of SHS was to have one's personal space violated in a sexual manner (86%).

In the category of physical sexual harassment and quid pro quo harassment (PSH/QPQ), being grabbed or touched in a sexual manner was reported to have been experienced by 23.9% of students sampled (n = 4). Fifty percent of students (n = 5 out of 10) who responded to this item reported it to be serious. Quid pro quo sexual harassment with the promise of a reward was reported to have been experienced

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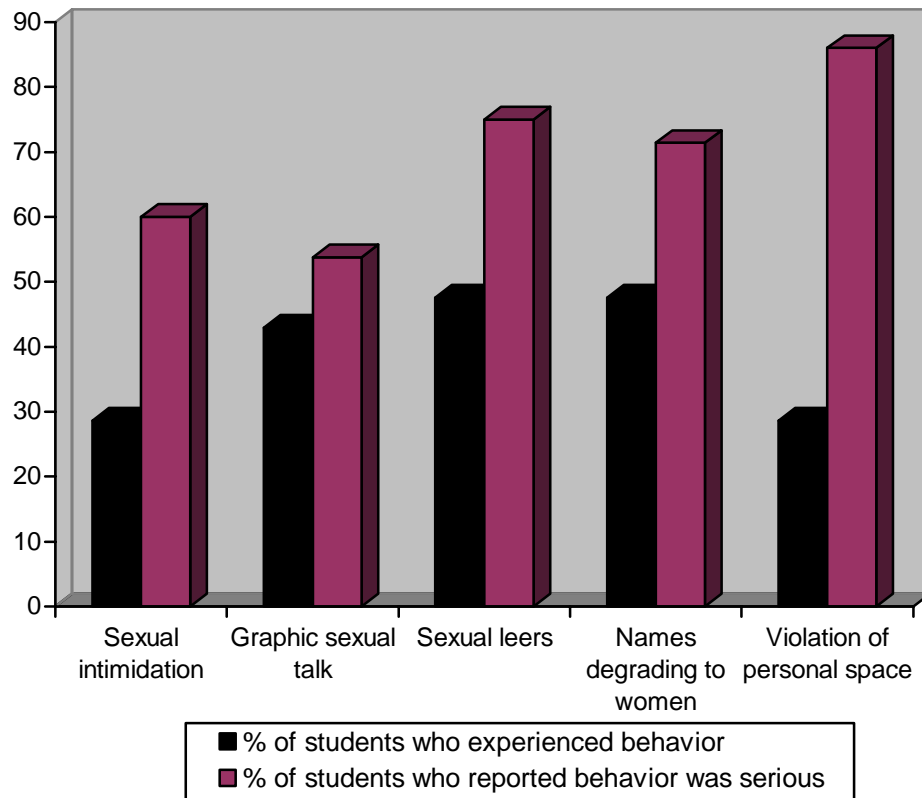
Figure 8. SHS (Frequency and Severity) Pre-Intervention

by 4.8% of students sampled (n = 1). Sixty percent of students (n = 3 out of 5) who

responded to this item reported it to be serious. Quid pro quo sexual harassment with

the threat of a consequence was reported to have been experienced by 4.8% of students

sampled (n=1). Fifty percent of students (n= 2 out of 4) who responded to this item

reported it to be serious. Having one's personal space violated in a sexual manner was

reported to have been experienced by 28.6% of students sampled (n=6). Eighty-six

percent of students (n=6 out of 7) who responded to this item reported it to be serious.

Figure 9 shows the frequency and severity of items from physical sexual harassment and quid pro quo harassment (PSH/QPQ). The first bar displays the percentage of students who reported experiencing each type of harassing behavior and the second bar displays the percentage of students who reported that each type of harassing behavior was serious.

The most frequently experienced behavior reported from physical sexual harassment and quid pro quo harassment by students was the violation of personal
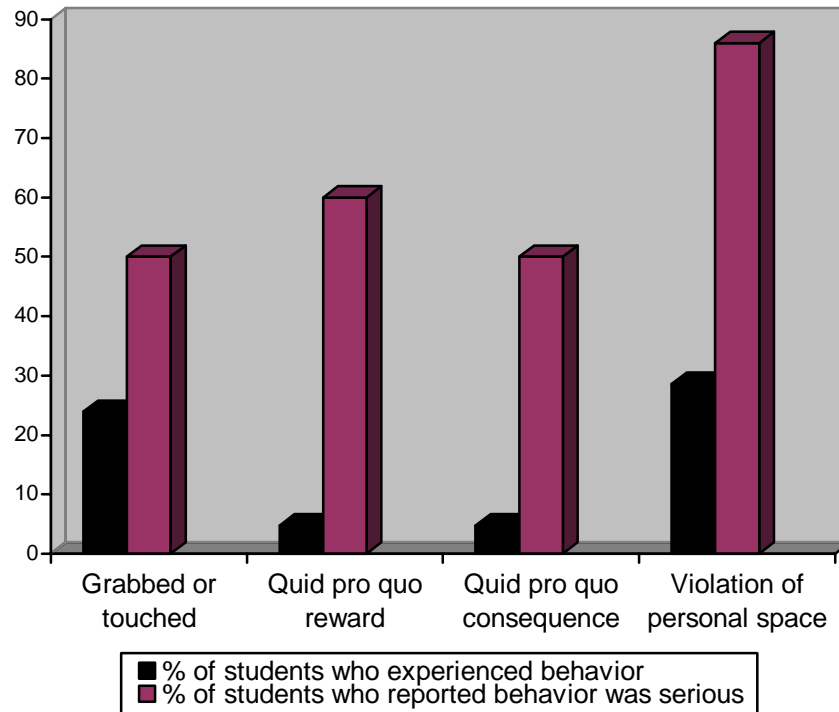
Figure 9. PSH/QPQ (Frequency and Severity) Pre-Intervention

space (28.6%). Students felt that the most serious behavior was having one's personal space violated in a sexual manner (86%).

In the category of verbal or indirect sexual harassment (VSH/ISH), being the victim of sexual gossip was reported to have been experienced by 38.1% of students sampled (n = 8). Seventy percent of students (n = 7 out of 10) who responded to this item reported it to be serious. Being the victim of sexual graffiti was reported to have been experienced by 15% of students sampled (n = 3). Fifty percent of students (n = 3 out of 6) who responded to this item reported it to be serious. Figure 10 shows the frequency and severity items from verbal or indirect sexual harassment (VSH/ISH). The first bar displays the percentage of students who reported experiencing each type of harassing behavior and the second bar displays the percentage of students who reported that each type of harassing behavior was serious.

The most frequently experienced behavior reported from verbal or indirect sexual harassment by students was being the victim of sexual gossip (38.1%). Students felt that the most serious behavior was being the victim of sexual gossip (70%).

In the category of environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH), experiencing sexually degrading comments was reported to have been experienced by 47.7% of students sampled (n = 10). Seventy-one percent of students (n = 12 out of 17) who responded to this item reported it to be serious. Experiencing negative comments about women was reported to have been experienced by 66.6% of students sampled (n = 14). Seventy-six percent of students (n = 12 out of 17) who responded to this item reported it to be serious. Figure 11 shows the frequency

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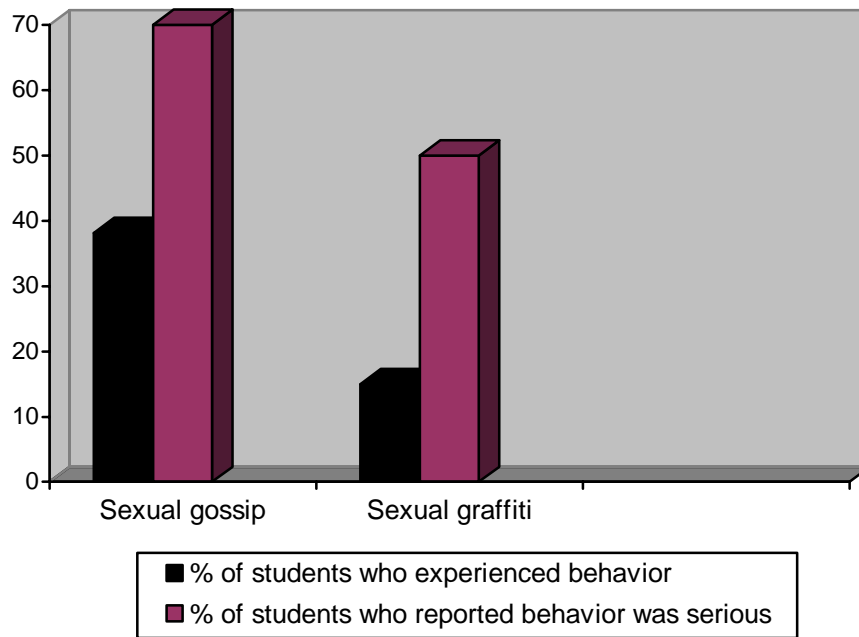
Figure 10. VSH/ISH (Frequency and Severity) Pre-Intervention

and severity of items from environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH). The first bar displays the percentage of students who reported experiencing each type of harassing behavior and the second bar displays the percentage of students who reported that each type of harassing behavior was serious.

The most frequently experienced behavior reported from environmental sexual harassment (hostile environment sexual harassment) by students was experiencing negative comments about women (66.6%). Students felt that the most serious behavior was experiencing negative comments about women (76%).

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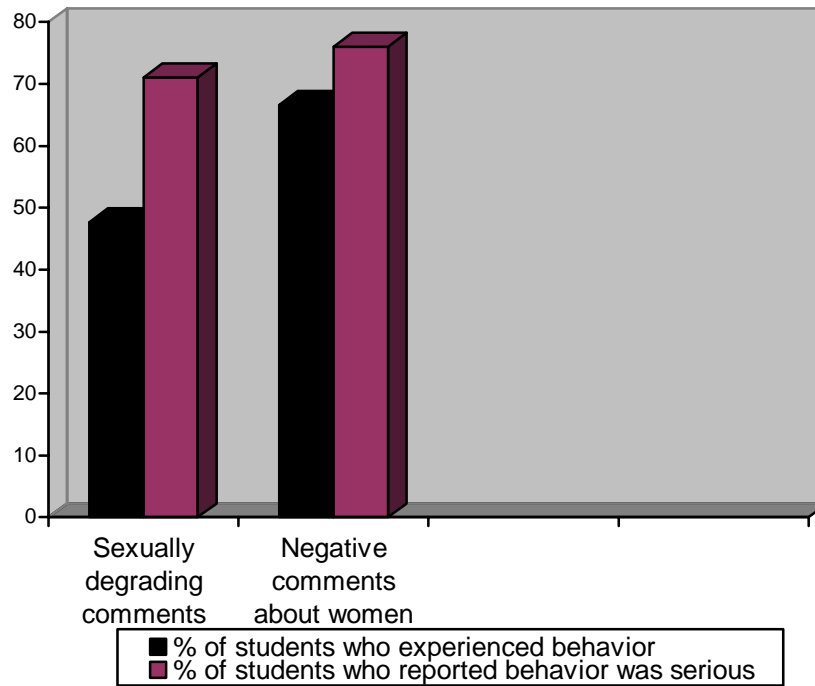
Figure 11. ESH/HESH (Frequency and Severity) Pre-Intervention

In general, the type of sexual harassment that was experienced by the lowest

number of students was physical sexual harassment and quid pro quo harassment

(PSH/QPQ). More specifically, fewer than 5% of students reported experiencing quid

pro quo sexual harassment. The most frequently experienced type of sexual harassment

was environmental sexual harassment (hostile environment sexual harassment)

(ESH/HESH). This was also reported to be the most serious form of sexual harassment.

The second most frequently experienced type of sexual harassment was reported to be

sexual harassment related to self (SHS) and the third most frequently experienced type

of sexual harassment was reported to be verbal or indirect sexual harassment (VSH/ISH). However, all four types of sexual harassment on average revealed similar severity ratings (between 60%-73% reported severity).

Student perceptions of sexual harassment in school: Frequencies. Students were asked to rate their responses on a six-point Likert scale (1 meaning "never" and 6 meaning "often" for items 1-3, 1 meaning "not a problem" and 6 meaning "big problem" for item 4, and 1 meaning "strongly agree (good job)" and 6 meaning "strongly disagree (bad job)" for item 5). Student responses of 1 and 2 were coded as "never," "not a problem," and "strongly agree (good job)." Student responses of 3-6 were coded as "often," "big problem," and "strongly disagree (bad job)." The five items were as follows:

1. Have you ever experienced sexual harassment in school?

2. Have you ever witnessed sexual harassment in school?

3. Have people you know experienced sexual harassment in school?

4. How big of a problem is sexual harassment in school?

5. The administration and staff do a good job in dealing with sexual harassment.

Fifty-two percent of students sampled (n = 11) reported that they had experienced sexual harassment in school. Seventy-one percent of students sampled (n = 15) reported that they had witnessed sexual harassment in school. Sixty-two percent of students sampled (n = 13) reported that they knew others who have experienced sexual harassment in school. Eighty-six percent of students sampled

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(n = 18) reported that they felt sexual harassment was a big problem in school. Thirty-three percent of students sampled (n = 7) reported that they felt the administration and staff did an adequate job in dealing with sexual harassment.

Qualitative information: The Women's Studies Questionnaire. Part III of the survey asked students who had experienced sexual harassment to respond to two items. First, how their experiences with sexual harassment affected them and second, if they reported their experiences. Out of 21 total cases, 71% of students (n = 15) chose to respond to Part III of the survey, acknowledging that they had experienced sexual harassment.

Part IV of the survey asked students who had *not* experienced sexual harassment to respond to two similar items. First, if they were to experience sexual harassment how they feel they would be affected by it and second, if they would report sexual harassment if they experienced it. Out of 21 total cases, 29% of students (n = 6) chose to respond to Part IV of the survey.

Part III qualitative data reveals that 71% of students reported experiencing sexual harassment; whereas the Part II quantitative data reveals 52% of students reported experiencing sexual harassment. However, this finding could be attributed to students marking a 2 on the Likert scale in Part II, which was counted as not having experienced sexual harassment. Another finding of Part III was that most students (85%) reported being negatively affected by sexual harassment.

The statements of students who chose to respond to Part IV of the survey are strikingly different from those who chose to respond to Part III. Five out of six of these

students (83%) indicated that they would in fact report sexual harassment if they experienced it. (Fifty percent of students who actually experienced sexual harassment reported it to teachers or administrators, as indicated in Part III of the survey results.) Sixty-six percent of students reported that they thought they would be negatively affected if they were to experience sexual harassment.

An emergent theme that is revealed in this qualitative survey data is that students who responded to Part IV (students who had not experienced sexual harassment) felt they would be more prone to report sexual harassment if they experienced it than were students who actually experienced it (as indicated in Part III results). Students who responded to Part IV of the survey (students who had not experienced sexual harassment) also felt that they would be less affected by sexual harassment than were students who actually experienced it (as indicated in Part III results). These results raise the question, "Does the phenomenon of sexual harassment cause a silencing in its victims?" The majority of students who had not experienced sexual harassment indicated that they would report it if it happened to them. However, as indicated in Part III, only half of the students who had reported experiencing sexual harassment actually reported their experiences. Thus, perhaps the occurrence of sexual harassment is traumatic enough to cause its victims to question what they believe is the right thing to do: to report it. Sexual harassment often causes shame and embarrassment in its victims (Kopels & Dupper, 1999). Perhaps these factors contribute to the lack of reporting that exists, which in turn leads to continued offenses because the perpetrators are not reprimanded.

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In order to answer research question 1—can an intervention created for at-risk females be effective in reducing sexual harassment in an alternative school environment?— it was necessary to examine where students were prior to the start of the intervention. In general, the majority of students at this point had some type of experience with sexual harassment. The most frequently experienced type of sexual harassment was environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH); this was also reported to be the most serious form of sexual harassment. A great majority of students felt that sexual harassment was a problem in their school. Interestingly, although the majority of students reported experiencing some form of sexual harassment, only half of them reported it to teachers or administrators. Conversely, of the students who had not experienced sexual harassment the majority reported that they would report incidents of sexual harassment when and if they experienced them. These findings may indicate that sexual harassment has a disempowering effect on its victims. Thus, in order for the intervention to assist in reducing sexual harassment levels within the school, information about sexual harassment had to be provided as well as an emphasis on the importance of reporting incidents of sexual harassment when they occur and teaching empowerment strategies for victims to use in harassing situations.

Pre-Intervention Information: The Bem Sex Role Inventory and Locus of Control

The Bem Sex Role Inventory (Bem, 1978/1981) consists of 10 stereotypically feminine characteristics and 10 stereotypically masculine items. Subjects are asked to

indicate on a 7-point scale how well each of the characteristics describes her or his personality. Therefore, the highest score possible for stereotypically feminine characteristics and stereotypically masculine characteristics is 70. Prior to the intervention, 62% of students (n = 13) possessed a high feminine sex role identification. The mean score for the femininity scale was 54 (SD = 9). Fifty-two percent of students (n = 11) possessed a high masculine sex role identification. The mean score for the masculinity scale was 47 (SD = 7). Thus, some students possessed both feminine and masculine sex role identifications.

A revised version of the abbreviated adolescent *Nowicki-Strickland Locus of Control Scale* was used to measure subjects' perceptions of their locus of control; this consisted of a total of 22 items on a 6-point scale. A measure of internality was created by reverse coding all items. The highest score possible for the internal scale is 132. At the time of the pre-test, the mean score for internality was 90 (SD = 12).

A regression analysis using the masculine scale as the predictor and the internal locus of control scale as the outcome indicated a positive relationship between students who possess traditionally masculine characteristics and an internal locus of control (b = .61, R^2 = .22, F = 5.2, p = .03). In other words, students who perceived themselves as possessing more traditionally masculine characteristics also perceived themselves as possessing a more internal locus of control. No significant relationship was found between the feminine scale and locus of control.

In order to answer research questions 2—can such an intervention increase subjects' perceptions of their internal motivation (locus of control)?— I examined

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students' perceptions of their internal motivation levels prior to the intervention. There was a positive relationship between students who possess more traditionally masculine characteristics and an internal locus of control. In order for the intervention to have an effect on increasing students' perceptions of their internal motivation, (the rationale behind this was that such an increase would cause subjects to feel that they had more control over their lives and thus over sexual harassment when faced with it), experiences had to be set up where students felt that their decisions had a direct impact on their lives. The pre-intervention analysis of the internal scale by itself will be analyzed in conjunction with post-intervention 1 and 2 findings.

The Process of Intervention

Women's Studies Intervention

The Women's Studies Intervention was a semester-long course (18 weeks) for which students received English credit. The semester was broken into three six-week marking periods, each of which focused on particular topics. The first marking period focused on the concept of gender and admirable women. The second marking period focused on gender equity and sexual harassment. The third marking period focused on the concept of beauty and female friendship. (See Appendix C for curricular specifics, student texts, and vocabulary terms.)

In order to better understand elicited student responses and to assist in processing the experience of doing research, I kept a journal to record daily events. I discussed what was done in class that particular day, the challenges I may have faced in

the class, and things that happened outside of class that were relevant to the intervention. I also believed that the information I recorded would provide additional insight into what the intervention actually encompassed, the amount of work it involved, and other logistics for potential replication studies. Quotations directly from my journal notes are used in the discussion of the intervention to illustrate my understanding of student experiences in my role as participant observer.

Findings and reflections. On the first day of the intervention, I was overwhelmed by the tone of the class. Working in an alternative school for at-risk students it is not uncommon for teachers to deal constantly with interruptions, rude comments, and confrontations from students, but I experienced none of this. I introduced the material that would be covered in the class, passed out the course syllabus, and was very excited at what I thought would be a wonderful class with few behavioral challenges for this was the most well-behaved first class I had ever had. I was very surprised when this changed overnight. The next day, I went into the school counselor's office and there I found three girls complaining about the class and trying to get their schedules changed. Without even giving the class a chance, they communicated to me that they could not be in a class with all girls; there would be too much conflict. I was quite distressed and asked that they at least give the class a chance.

On the second day of class, the school counselor administered the pre-intervention instruments to the students. I asked that the school counselor administer the tests so that students would not feel pressured to answer survey items in the way in

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which they thought I would have wanted (by virtue of my being in the room).

However, I did sit outside the door of the classroom in case the counselor had any

questions about the administration of the tests. Again, much to my dismay, a student,

Nell, came out into the hallway in tears during the test administration. I asked her what

was wrong and she said, "There's too many girls in here—it's not safe!" I responded

with, "I'm here to make sure it is safe." She said, "I don't mean it's not safe

physically." I responded with, "I know it will be safe." I asked that she give it a

chance.

What I gathered from the fact that many of the girls wanted to drop the class on

the second day was that they were basing what they perceived would be the outcome of

the class on their previous negative experiences with women. My initial reaction to my

observations of the interactions between the girls was, "These girls do not give each

other a break." During the first three weeks, I heard comments like, "I hate females," "I

get along better with guys than with girls," "Most of my friends are guys," "You can't

trust females; they talk too much stuff." Another thing I noticed was that if one girl

interrupted another or was disruptive in class, other girls would put their heads down,

say that they hated the class and wanted to drop it, etc. However, these girls did not do

this in other classes. If a boy interrupted them or was disruptive, it was not a cause for

comment. In short, they were less accepting of each other than they were of boys.

Additional reflections that I made regarding this issue were, "The girls seem to forgive

boys anything, and forgive each other nothing. Perhaps this stems from the fact that

they have not learned to value themselves and this translates into their relationships with other girls."

In the next few weeks the class studied sexist language and why it is important to use language that is nonbiased. A major focus of the curriculum was to provide experiences/evidence to make students aware that the culture is reflected in language and if women are spoken of in terms that make them secondary or if women are defined only via their relationship to men, then their positions in society are likely to be secondary as well. Through our discussions, students seemed to respond tremendously positively to these ideas; this became clear to me when they began to spell woman, "womyn" and women, "wimmin" without any prompting. The students also responded positively to violence against women statistics. Prior to taking this class, the girls acknowledged that they had little or no exposure to feminism. Most felt that sexism was not a problem in the world today. However, our discussions of sexist language and violence against women altered their perspectives. From these discussions, they were beginning to realize that there was tremendous strength to be found in their relationships with other girls. Their ideas that girls could not be trusted or that girls could not be true friends were beginning to crumble.

The girls were beginning to feel more comfortable in class. During one discussion, three girls felt comfortable enough to discuss their own experiences with rape and sexual assault. Girls who formerly did not speak to one another were now comforting each other, hugging each other, and passing the tissue. The displaying of emotions seemed to be a crucial aspect in students eventually bonding with one another.

But, as I reflected in my journal notes, "What is interesting is that many of these girls who have had violent experiences with men are also the ones who are the most hostile to other women and/or negative about the class (e.g., Nell). I wonder if this is because they feel betrayed or unprotected by their mothers or by other females in their lives. I also wonder if these experiences cause hatred for themselves which translates to their relationships with other females."

Although I could see positive changes during the first six-week marking period, I knew at the time that this intervention was a tremendously difficult undertaking. I could see the potential for what the class could bring to the girls: better relationships with other females, a heightened sense of self-esteem, knowledge about sexual harassment and how to deal with it, and how to protect oneself in a physical confrontation, but teaching the course was very difficult. As I stated in my journal notes during the first marking period, "It is as though I am ripping the girls' belief systems right out from under them, and there is bound to be some resistance." During the first six weeks, I had to break up two potential fights. Despite the difficulty of teaching the course, the students really seemed interested in the material—the challenge was in getting them to apply it to their own lives.

Toward the end of the first marking period, things became consistently more positive. Many of the girls were asking whether we could extend the class to a full year. When I asked why, Monique replied, "Look how well we are getting along!" Around this time, girls began coming to me for advice or to talk to me about conflicts with other girls. Based upon my observations during class, I noticed that when one girl

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hurt the feelings of another, instead of the second girl indicating to the first how she felt, she would be silent toward her, roll her eyes at her, or talk about her to other girls (or a combination of these). When a girl would come to me for advice, I suggested that she calmly let the person know how what she did made her feel. This served to lessen many conflicts between the female students. Many of these potential conflicts were made worse by other students getting involved. Like the game of telephone, the intended message was always exaggerated or its meaning altered in some way that more often than not made the situation worse. Dealing directly with the conflict and only with the person who hurt one's feelings were important messages that I attempted to communicate to the girls.

Although there were discouraging moments, there were also powerful and positive moments that suggested to me that the girls were learning from the class. Nell, the student who was upset about being in the class in the first place, asked me whether she could read something aloud to the class. She chose to read a passage from *The Da Vinci Code.* She did so and spoke a bit about the mistreatment of women throughout history. She then went on to say that she was getting a lot out of the class, although she formerly did not want to be in it. She said that she was really happy to be a part of the class; then she began to cry. Several girls went up to hug her and then the entire class began to applaud and a few of them said, "Thank you Ms. Martin." I began to realize that the class was in fact impacting them tremendously. As I stated in my journal notes that day, "Although we are having some difficult and emotional times, the students

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seem to be learning and they are now comforting each other. I wonder if this behavior will transfer to the world outside my classroom."

I soon found this to be the case. I learned that the girls *were* applying what they learned in the class to the world outside: they began to challenge the boys in their other classes and in the hallways when they heard sexist remarks. The boys literally did not know what to do. The boys began to complain to the principal that the girls were being sexist! Apparently, they were not used to having their sense of entitlement challenged, for the girls had never before stood up to them in such numbers.

In addition to reading and analyzing texts, discussing relevant topics, completing projects both individually and in group settings, I arranged for a variety of guest speakers to share their experiences with the class. Our first speaker was from a local battered women's shelter. When I called to arrange for the speaker to attend the class, I was informed that when someone comes from the shelter to speak, they ask for donations in return. They asked for things that could be used at the shelter, such as paper products, clothing, toiletries, etc. The person I spoke with suggested that I ask each member of the class to bring one item to donate. I did this, and many girls brought donations. One of the students, Jenny, proposed the idea to have a women's studies bake sale at Parent Teacher Conferences. She suggested that everyone in the class bring in a baked good the day of conferences and that we take the proceeds and buy what was needed at the shelter. Not all of the students brought something the next day, but some students brought several items and we had enough for the bake sale. I had two students volunteer to run the bake sale, Jenny and Vicky. The bake sale ran from

2:30 p.m. until 8:30 p.m. and we raised $238. The school counselor and I purchased necessary items for the shelter. When the speaker from the shelter came, she was pleasantly surprised by the donations. The girls were very proud of themselves and I was proud of them as well. It was a wonderful indication of how the class was affecting them.

The woman from the battered women's shelter spoke about domestic/dating violence, abusive relationships, and rape culture. The presentation was well received by the students; the students were polite and well-behaved and many asked relevant questions. However, there were a few students who said, "A lot of times girls lie and make things up just to get guys in trouble." Melinda and Sally then went on to describe their own personal experiences where they found this to be true. The speaker was not fazed by this. She informed them that statistically, more often than not, the woman is telling the truth. She then explained that when a woman is reporting a rape or sexual harassment, she is subject to so much scrutiny in her personal life and behavior that the majority of women do not put themselves through this simply for revenge. But this victim blaming on behalf of certain students caused me to reflect in my journal notes, "Do the girls feel this way out of some subconscious sense of self-protection, a sort of distancing of themselves from the victim?" And, "Is their unwillingness to identify with the victim, hypothetically or otherwise, indicative of the notion that 'this can never happen to me?'" These were questions to which I never learned the answers, but what is interesting is that Melinda reported a boy for sexual harassment a few years before

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and he was expelled. Yet, in spite of this, she was unwilling to identify with other victims.

Four additional guest speakers attended various class sessions to discuss their experiences. The second guest speaker spoke of her experiences with sexual harassment in the workplace. The third guest speaker shared with the students her experiences of female friendship and African American quilting. The fourth guest speaker was the Deputy Chief of the local police department; he came to provide two days of self-defense training for the students. The fifth guest speaker came to provide two more days of self-defense. In addition to sharing her knowledge of self-defense techniques, this speaker also did some work with the girls on assertiveness and boundary maintenance.

As mentioned above, another interesting effect of the intervention was the reaction of the boys in the school. Many of the boys were upset by the women's studies course for a variety of reasons. First, they were upset that they were not in the class (because that is where the girls were and this was where they wanted to be). Second, the girls were beginning to stand up for themselves in the hallways or in other classes when boys made negative comments about women in general or negative and harassing comments to or about them. The boys just did not know how to respond when the girls began standing up for themselves. The boys began to complain to the administration that the *girls* were being sexist. The principal sent several male students to me so that I could explain my purpose in teaching the class. Each time I did this, the male student agreed that it was a good idea. Some other boys still called me sexist though. It

seemed as though they were confused as to the difference between sexist and feminist. No matter how many times I tried to explain it, they still did not get it (or chose not to). One day at lunch, I was walking down the hallway and a male student approached me. He said, "I don't know what you're teaching these girls in women's studies, Ms. Martin." When I asked him what he meant, he replied, "These girls think they can do anything now. They think they can play football, basketball, even sumo wrestling probably." I replied, "That's a good thing."

On the day of the final exam, we had our final celebration signifying the end of the course. School ended that day at 10:30 and the students who wanted to, stayed after the class for lunch and a film. Ten students stayed after, and most of them brought food to share. One of the girls, Susan, asked if her sister could join us. It was a very positive ending to the class.

Combating sexual harassment. Approximately one month into the intervention, what the girls were learning about sexual harassment was truly put to the test. Ginny, a girl who was new to the school was being harassed by one of the boys. The harassment began verbally: the perpetrator asked for sexual favors and, when he was denied, called Ginny names such as "slut," and "hoe." The boy then began to pull his pants down in front of Ginny when no one was around and asked to be orally gratified; this was done in the absence of adult supervision. According to Ginny, on one occasion he grabbed her hand and put it down his pants. It was common knowledge that this boy had harassed other girls in previous years. The boy had been suspended several times for sexual harassment in previous years, but it had never been proven that he had done

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anything serious enough to be expelled. The administration had attempted to build a case against him several times, but the girls would never agree to come forward and tell their stories. It appeared that the boy was threatening to harm the girls if they reported him to adults. These girls were scared.

One day, Ginny informed me that she had told the school counselor what this boy had been doing to her. She had also talked to the principal and was in the process of trying to decide whether or not to report it to the police. She said that she wanted to report it, but that she was scared. She asked if I would sit with her when she talked with the detective. She also told me that she knew that Monique had experienced similar problems with the same boy the year before. I could remember Monique crying in my class the previous year. She had told me that he and another boy had spread sexual rumors about her. I asked her if she was going to report it, and she said no, that she did not want to get them in trouble. She stated that these boys were her friends and she wanted to give them another chance. However, Monique was still being harassed by the same boy this year. When she heard that Ginny was coming forward to report what happened, she decided that she would too.

Both girls reported the instances of sexual harassment and criminal sexual conduct that they had experienced to the administration, but only Ginny was willing to report what had happened to the police. When I asked Monique why she was unwilling to press charges against the boy, she informed me that she was afraid that her mother would blame her and call her a "slut." She also said that she did not want to deal with the police; she would take care of the situation outside of school. I informed her that

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she had done nothing wrong and that the staff (the counselor and principal) would speak

to her mother if she so desired. She said she would think about everything and decide

the next day. I asked Monique what she meant when she said that she would deal with

the situation outside of school, and she said that she could not tell me. I informed her

that she could not solve violence with violence. I asked her if she thought it would be

more effective to report it so that these offenses would be on his permanent record.

That way, she would be helping other women in the future from potentially being

harassed by this boy. The next day, she agreed to press charges. Two male students

also came forward to report that they had witnessed sexually harassing behavior by this

boy as well. The boy was eventually expelled from school, and it was decided that he

could never attend another school in the district. However, formal charges against the

boy were dropped when Monique failed to follow through on her meeting with the

detective and Ginny failed to return his phone calls. I never learned why. My suspicion

is that the students were not comfortable dealing with the police.

During the sexual harassment investigation of this boy, things were tense around

the school. It was common knowledge that the girls had reported the boy. Some of the

boys were angry at them, but many were supportive. What surprised me was that there

were a few girls who did not believe Ginny and were hostile to her. Because Ginny had

previously interacted with the boy, flirted with him, and called him, many thought that

she was fabricating her story in order to befriend Monique who had had problems with

the boy the previous year. Some of the girls in the class began talking about Ginny and

threatening her. Much to my surprise, the boy actually got two of the girls from the

class, Jenny and Tenisha, to testify on his behalf at the district hearing. He asked them to give testimony to the falsity of Ginny's accusations. They testified to the fact that she had made statements like, "Why didn't you call me last night?" They did not have much to report; they could only speak to the fact that he and Ginny were formerly friends and that they had called each other. This apparently was intended to negate her accusations of sexual harassment. It did nothing to negate these accusations; it simply served to broaden the divide between some of the girls. Jenny and Tenisha did this not because they wanted to protect the boy, but because they did not like Ginny. Monique was quite upset because one of her good friends was one of the girls who attended the hearing. To Monique, this looked to her as if her friend was supporting the boy. I did not blame her a bit for being upset. I realized that what the girls really needed to learn about was loyalty: to themselves and to one another. These incidents were a source of conflict for quite some time. But eventually they were resolved and hurt feelings and misunderstandings were assuaged.

Much of the intervention dealt with sexual harassment: what it is, why it happens, and how to deal with it. During our discussions on the topic, I noticed that a few girls latched onto the idea that often girls lie when reporting incidents of sexual harassment, that they do it just to get boys in trouble boys they like who will not date them or boys that they simply do not like. What is interesting and ironic is that I knew many of these *same* girls had experienced sexual harassment, had been very upset by it, and had reported it with consequences, such as expulsion for the perpetrators. Again I

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wondered, "Why does this occur?" "Do they do this to distance themselves from other victims?" "Or so that others will not think they are or have been victims?"

Another interesting thing that came up throughout our discussions on sexual harassment was the fact that the girls felt that the administration did not do enough when sexual harassment was reported. One of the girls who felt this way, Melinda, was also the one who reported a boy for sexual harassment in previous years. The boy was expelled. This was confusing to me as well. In order to quell the concerns of the girls regarding the administration, I had the principal come to one of our classes to address these concerns. The principal explained the procedures, the investigation process, and the fact that the accused is entitled to due process. He also mentioned that if things occur that teachers or other staff do not witness, it is difficult to proceed if the victims are unwilling to come forward. The girls seemed very satisfied with this explanation and ceased to make remarks about the apparent inadequacies of administrative intervention in cases of sexual harassment from then on.

Locus of control. A variety of experiences for the students involved in the intervention were organized to heighten their internal motivation. These experiences included sharing stories of women who had successfully combated sexual harassment in their schools or workplaces, and bringing in a guest speaker for the same purpose. Students also completed ten sexual harassment scenarios, and were asked to communicate what they would do in similar situations. Not only was it important to provide information about sexual harassment (what it is and the effects it can have on victims) throughout the women's studies course, but also to communicate the fact that

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the girls did in fact have the power to deal with such situations. The four days of self-defense and assertiveness training were intended to foster a heightened sense of personal control in the students if faced with threatening or harassing situations. Attempting to heighten students' internal motivation was a strategy used in order to translate their knowledge into action. The purpose was to determine if knowing more could cause the girls to also think differently about themselves and about sexually harassing behaviors that they formerly would put up with, and if they would behave differently by telling harassers to stop and reporting harassment when they experienced it, and speak assertively.

Conclusions. During the second semester, after the intervention was complete, there was still much talk about the women's studies class. The majority of the girls communicated to me that they felt the class was necessary year-round. At the start of the new semester, a group of new students entered the student population, many of whom were female. Conflicts among these new girls and the girls who had completed the intervention surfaced. The new girls were exhibiting behaviors that the girls who had been involved in the intervention had formerly exhibited: making negative comments about other girls and women in general, using terms that are degrading to all women such as bitch and "hoe," gossiping about other girls, not being upfront and honest when conflicts arose and acting in a passive/aggressive manner and avoiding direct conflict (eye rolling, spreading rumors, talking behind one another's back, etc.). The girls who were in the women's studies class attributed these conflicts to the new girls not having the experience of the intervention. They often spoke about how these

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new girls needed women's studies and they attempted to teach them what they had learned in the class.

I was confident that much of the knowledge the girls had gained from being part of the intervention would last over time for a variety of reasons. They maintained an interest in women's issues in their other classes. Some girls who were part of the intervention wrote about their experiences with the class or researched women's issues and feminism for other class projects. Many of the girls were also careful to monitor their own language and avoid using terms that are detrimental to women in general. They would also often correct the language usage of boys or of girls who had not been a part of the intervention. The girls still would challenge the boys if they heard negative or degrading comments made about women. The girls would also support each other if sexually harassed. This is not to say that the girls no longer experienced conflicts with one another. But, when they did, they would often come to me for advice and end up working it out in an honest and positive manner instead of exhibiting their old behaviors of dealing with such problems indirectly and releasing their anger and frustration through gossip or talking behind one another's backs.

At least informally, it seemed that the curricular objectives that girls in the intervention would know more, think differently, behave differently, and speak assertively, were beginning to be internalized. The girls definitely learned more about sexual harassment than they previously had known. They were discussing it in other classes, they were pointing it out when it occurred (when they experienced it and when others experienced it), and they were reporting it more often. Because of this new

knowledge, they began to behave differently toward each other: they began to stand together on issues of sexual harassment. They also began to behave differently toward the boys in the school: they began to let boys know that there were certain behaviors they would no longer tolerate and they were reporting instances of sexual harassment more frequently. These new behaviors that the girls were exhibiting demonstrated that they could now speak more assertively.

Intervention Artifacts

    Marking period one: The concept of gender, and the women we admire. At least three times per week, students were given topics to respond to in their journals. Oftentimes they were asked to reflect upon their attitudes/beliefs in relation to the class or on a topic that was being discussed in class. One of the first topics they were asked to respond to in their journals was, "How do you feel about taking this class?" Students' journal responses included the following:

To be perfectly honest, I don't like taking this class. This might sound stupid, but I don't see a "Men's Studies" class. I know that this class is supposed to teach us about strong women and how not to be sexist, but this is sexist in itself. This class is all females and there are guys that want to learn something here and we deny them the right. I also don't like all the little girls who think they are all that and a bucket of chicken with some sour cream and onion chips on the side. I don't like them singing all together and all their little girl talk about their boyfriends and shoes and make-up and all that other material stuff. I feel different and criticized silently. I want out.—Nell

Well, it's always gotten on my nerves the way guys feel they can treat women any way they want (not all guys). But I've never had any real knowledge about women on sexual harassment so I never had anything to back up the way I felt. So when I came to register for my classes and I heard all about this class, I was very interested and excited to be part of this class. I never thought of taking a class like this, but I've always been very interested, just never asked.—Cassie

Although the majority of the students felt positively about the class, there were a few who began the class with a certain level of hostility. I had anticipated that they would come together and begin to support one another, but the fact that they did not all support each other from the start was a surprise to me. I never imagined there would be serious conflicts within the class simply by virtue of the class being all female. I had no idea that some of the girls would feel as though this were a problem. I also had no idea that I would have to spend so much time teaching them how to get along.

Another question I asked them to reflect upon in their journals was, "Why can't women be friends?" This topic was posed at the beginning of the semester when students in the class had problems getting along. My hope was that they would respond that women *could* in fact be friends. When I received mostly the opposite response, I was quite surprised. The students' journal responses included the following:

I think a lot of women can't be friends because of men. For example, if I caught my boyfriend with another girl it wouldn't be his fault, it would be her fault. Don't ask me why, but that's the way it is. We are all so used to degrading other women we never have time to stop and think about what we are saying. I think women should try to get along because if we do then maybe we can get more respect from everybody else.—Keisha

Women could be friends if they weren't as petty, judgmental, or comparative. When girls see each other they automatically look to see if the other girls are prettier than them. 9 out of 10 times they won't want to be their friend. It's all about image, body language, and self-esteem. Truth is, girls check each other out more than guys, not in a sexual way, they basically inventory all other girls.—Cassie

Women can't be friends because we are all so stubborn and stuck up. We're all jealous of each other. If a girl were to just look at another female the wrong way, she will trip out and that will end up to be a fight. If a girl has a boyfriend, and another girl is friends with him, the guy's girlfriend will trip and there will be a fight. Girls normally just get along better with males, because they aren't as complicated as females.—Cynthia

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The majority of students responded to this journal topic negatively. It was very interesting to me that many of them felt that women *could* not be friends. I believed that these entries revealed a sense of internalized misogyny. The importance of female friendship was stressed throughout the semester.

Marking period two: Gender equity and sexual harassment. This six-week marking period was spent primarily on the topics of gender equity, sexual harassment, and sexual assault. The following journal entries on sexual harassment reveal that students did not feel the things they had experienced were in fact harassment and if they did that they had no recourse against them. The entries also reveal that the students who took part in the intervention learned much about what behaviors constitute sexual harassment and how to deal with it when it occurs. The students' journal entries on the topic of sexual harassment, Have you experienced it? And how did you deal with it? included the following:

People fail to report sexual harassment because they are usually or more than likely scared. They don't want to make it worse than it already is. We can change this by teaching young girls that it's okay. It's not their fault. We need to send the message out to other women, that we support them in whatever they do, so they are no longer scared, and we could decrease the rates of sexual harassment.—Cynthia

Yes, I have been harassed in school and out. What's funny is guys think they can walk on the small ones. I have been harassed in a store. Sexual harassment is any unwanted touch that another person gives you. Yes, it can be reported then you have to feel like the bad one. All the girls I know have been harassed. I have seen it in school. It's in the open. I don't understand why teachers act like they don't see it. That's why some think it doesn't get taken care of, 'cause no one ever sees it.—Susan

What I have learned about sexual harassment is back before I had this class, I hadn't realized how much I've been sexually harassed and now I take the time and realize when I'm getting sexually harassed. I think that nobody should have to deal with being

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sexually harassed. It doesn't make you feel good, it makes you feel like an item, that you're not a person.—Sherri

From these entries it was evident to me that the girls learned a great deal about

sexual harassment during the intervention. They learned about what behaviors

constitute sexual harassment, what it feels like to be sexually harassed, what to do when

experiencing sexual harassment, and why victims often do not report sexual

harassment. They also expressed how important it is to support victims of sexual

harassment.

During the second marking period I asked students again to evaluate their

feelings about taking the women's studies class in their journals. My intention was to

determine if the students had changed their feelings in any way, or if they were feeling

more positive about interacting only with other females in a classroom setting.

Students' journal entries included the following:

I believe this class should be all year round. It teaches us to stand up for ourselves and that should not have a time limit. I can't wait to have a child, to have a boy, and teach it the qualities to be a good man and support equality. I've learned a lot from this class and recognize things on a day to day basis. For instance, sexism, it still happens everywhere. But now I have the voice and tools to stick up for myself and others.— Cassie

I really enjoy taking this class because it makes me feel women can do a whole lot more. It really makes a difference on the girls and they way they think and feel, how we all stand up for ourselves, how we don't put up with the stuff from the boys. When we first started this class, I think everyone thought it was gonna be stupid, but then we actually started learning things and understanding all of the gender bias. It's a good feeling when we can think women can do anything they put their mind to. We are all equal.—Fran

I really like the class. I get along with all the girls a lot better than I ever did. It brought us all together and helped us understand each other in many ways, whether it be positive or negative. Somehow we found a way to make it through and I now

understand females more than I ever did. It feels great to know that we went from hating each other to becoming more understanding with friendship.—Veronica

Although the students acknowledged that the process of completing the intervention was difficult, in terms of interacting with other females and learning to change their own language and behavior patterns to be more affirming to themselves as women, the majority of them felt that the challenges were well worth it. They all seemed to learn something in the class that was relevant to their lives and they were anxious to pass this knowledge on to other young women.

Marking period three: Beauty and friendship. The final six weeks of the course focused on beauty (media images of women) and female friendship. Students were asked again to reflect upon their attitudes about female friendship in their journals. Their answers were quite different from those written at the beginning of the semester. Student responses included the following:

I think friendship between females is very important. You need someone there for you and a guy could never understand. The more girls fight the more guys are gonna try to take advantage. Girls fight over guys. They could be the best of friends and their whole relationship can be over. No relationship with no guy is more important than your best friend and another thing I don't understand is how girls could backstab each other. It's crazy and I will never understand that.—Fran

Wow, I can write about this now that you have taught this class! We need each other, 'cause we need to stand our ground. Can't do that alone. Yes, females might get mad at each other, but we make up. We need the friendship so we can talk to one another and know we're not alone. Us as women would not get nowhere if we didn't have each other to stand side by side to let people know we're not joking around. All the female friends I have I love and thank for being around. Not to mention women listen better. The friendship of women is what got us this far, and we're not going to stop until we are where we want to be.—Susan

It is apparent from these journal entries that the majority of students learned the value of female friendship as a result of the intervention. Many realized that female friendships can serve as a means of support when faced with situations such as sexual harassment and that more can be accomplished when women stand together than when one is standing alone.

For the final journal entry of the class, I asked students again to evaluate the course in general and discuss what they had learned. All of the students were positive about the class. The majority of them acknowledged that the course had impacted their lives in some way and many of them were in the process of passing on their new knowledge to other young women. Student responses included the following:

I have learned to stand up for what I believe. I also learned that men and women are equal regardless of what anyone thinks. We are capable of doing the same things; the only difference is our sex. In the future when I come across women with problems I will encourage them to do good and be a feminist. It is the best thing that they could do. I will tell my nieces and children about equality and hope that they pass it on. This class has helped me; it was a privilege to be in it. Thanks, Delia

I already apply what I learn in my everyday life. I try to catch myself when I use negative terms toward other females. I also try to check my friends when they make negative comments. I notice sexist songs, comments on shows and movies, and when people make them. I also don't just notice them, I point them out to let other people around me know that they are wrong. I also have learned a better balance of boundaries to have. Thank you for this class Ms. Martin. I'll always remember everything you've taught us!!—Cassie

Where to begin? I don't want this class to end. It's helped me out so much and it's brought me so much closer to girls that I never thought I'd be close to. There are so many things that I'm going to carry on with me. First of all, all of the different things that I've learned about rape. Also, everything that we've done on advertising was really interesting too. I'm going to be honest. I have never paid attention to advertisements until we started talking about it in this class. I do plan on passing everything on that I've learned just because I feel like every woman should know, and I feel as if there are

a lot of women out there who let their boyfriends control them and they shouldn't allow that to happen. I love you Ms. Martin, you did a great job teaching this class.—Jenny

These final journal entries illustrate that real learning occurred during the intervention. Although many of the girls were resistant to the course in the beginning, they all acknowledged that it affected them positively in some way. Some were more affected than others. To be more specific, the majority of the girls wanted the course to be extended to the second semester; some of them also sought opportunities to pass on what they had learned in the class to other young women.

Conclusions. What became clear to me after examining these student artifacts was how much the girls had changed as a result of being in the class. When the class began, there was much hostility between the girls; there was no sense of unity. It was a very difficult obstacle to overcome, and one that I did not anticipate. I spent much time with the girls, as a class, doing team-building exercises to establish trust. I provided experiences (films, readings, guest speakers) that stressed the importance of female friendship. I also worked with many of the girls individually to resolve conflicts they had with other students in the class. One of the biggest challenges for them in this regard was that they would not be upfront with other students when they were upset. If a girl did something to hurt another's feelings, instead of honestly communicating this hurt the other girl would gossip, roll her eyes, make back-handed comments, etc. (These retaliatory behaviors have recently been defined as "female aggression" or "relational aggression" (Simmons, 2002; Wiseman, 2002).) I attempted to teach the girls better ways to resolve such conflicts. We did many role playing activities on how

to honestly and openly communicate one's feelings in a positive manner both inside and outside of class. This seemed to lessen the amount of female conflict that occurred in the school.

Eventually, the girls bonded as a class. For example, they began to stand up for each other and for women in general when negative comments were made about women in the hallways or in their other classes. The girls also changed their language. They were more careful not to use language that was degrading to women and they would correct the language usage of others who were not in the class and explain that using such degrading terms for women did a disservice to all women. The climate of the school really seemed to change. Girls were standing up for themselves and for each other in harassing situations in ways that I had never seen before. This suggested to me that the girls who took part in the intervention were beginning to understand that they did have a certain degree of control when faced with sexual harassment; they learned that there were in fact things they could do about sexual harassment and that they need not accept such behavior as a normal fact of life. Finally, many of the students in the class communicated in various ways (through their journals and through informal conversations) that they were interested in passing along what they had learned to other young women. This was possibly the most encouraging finding to suggest that real learning had occurred.

Intervention Conclusions

In terms of answering research question 1, (can an intervention created for adolescent at-risk females be effective in reducing sexual harassment in an alternative school environment?), at least informally it seemed as though the intervention did indeed play a part in reducing sexual harassment levels in the school. It was observed by me and by other staff members (as will be shown in the staff interview section) that the students who took part in the intervention were correcting the sexually harassing language of other students. They began to stand up for themselves and for one another when faced with sexual harassment and they began to report sexually harassing incidents more frequently.

In terms of answering research question 2, (can such an intervention increase subjects' perceptions of their internal motivation?), because students who took part in the intervention were beginning to stand up for themselves and for one another when faced with sexual harassment this suggested (at least informally) that the girls who took part in the intervention were beginning to understand that they did in fact possess a certain degree of control over their lives. In other words, they began to realize that they could in fact do something about sexual harassment when they experienced it. They were no longer subscribing to the idea that there was virtually nothing they could do about it—that it was just a normal fact of life, or an unfortunate consequence of being female. They learned that there were in fact things they could so about sexual harassment and they were doing them: they were standing up for themselves and for

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one another when faced with sexual harassment and they were reporting incidents of

sexual harassment with greater frequency.

<p style="text-align: center">Changes Observed After Completion of Intervention</p>

Student Interviews

Five students who completed the intervention were randomly selected to be

interviewed about their experiences with the women's studies class (Sherri, Vicky,

Cynthia, Nell, and Alexandra). The same five questions were asked of all students.

(See Appendix D for student interview questions.) When asked how students felt about

taking the women's studies course and if these feelings had changed throughout the

semester, all students responded that eventually they had very strong positive feelings

about the class. Some students expressed the fact that they were worried at the

beginning about the fact that the class had all female students; they did not think that

this was a good idea. They believed there would be too much fighting because as they

suggested, "girls do not get along." Student responses to question one were as follows:

My feelings about the women's studies class is I liked the class a lot, I probably wrote this in my journals, but before I came in the class I didn't really know the real meaning of sexual harassment or all the negativity that women have to go through. It gave me a better understanding of what sexual harassment was and that I could take it seriously now and I do. When people just say things to me I usually just let it go, but now that I have taken women's studies I have a better understanding of it and I really enjoyed the class. I think it gave everybody a better understanding of what women have to go through and a lot of the girls expressed their personal feelings and it was a very interesting class. My feelings did not change throughout the semester because I liked the class. I just liked it.—Sherri

At the beginning I didn't like it; I guess I was really negative towards girls in general before the class. But, as it progressed I really liked it and it really opened my eyes a lot and it became my favorite class. I realized it wasn't about whining. You really

<p style="text-align: center">144</p>

explained a lot about how sexual harassment is wrong and just there are so many things that have opened my eyes. From the first week, I totally did a 180 on my opinion of the class. You do a really good job explaining why things are degrading toward women or why it was wrong and it made me change and I was all ears. I was ready to listen and see what you had to say.—Vicky

At first I thought it was going to be really bad because it was all girls and girls don't get along very well. But at the end everyone was talking about their experiences so it was actually kind of cool. At the end of the semester I really liked the class. I didn't want it to end. It was fun and different.—Cynthia

At the beginning I felt that it's just gonna be a whole bunch of girls in the classroom complaining about how guys are bad and women should rule the world because guys are evil. When the drama settled down the school benefited from it because all the girls got along and we were more of a community than just separate people.—Nell

Well, I liked the class. At first I didn't like it because I didn't like all the drama that was in the class because everybody in that class didn't like each other, but after awhile it got better. I loved the class. It taught me about stuff that I didn't know that happened to females.—Alexandra

Again, the notion that girls cannot get along appeared frequently in the student interviews. I was pleased to find that the girls learned that this did not have to be the case. They learned not only how to get along but also why it was important to get along. As Nell suggested, the girls formed a community: a community of mutual respect and support which in turn benefited the entire school.

The second interview question asked was "How did taking this class affect your life outside of class? Did you apply what you learned in class to your life? If so, how?" The majority of students indicated that their language usage had changed as a result of the class; they tried not to use words that are degrading to women, such as slut and "hoe." Student responses to question two were as follows:

I tried to use this class in my personal life. Like when my boyfriend would say something that was negative toward me. If he called me the B word or something just

joking around, when he does do that I stop him and say, "You don't call me that because it bothers me." And now he doesn't do it no more. Even if he's joking around, I told him that it's offensive to me and he just doesn't do it no more. But I try to use it. If one of my friends is talking bad about somebody and they're like, "Oh, she's a slut, or a hoe." I'm like, "Well, you can't just base that how she's dressed or how she's acting. It doesn't really matter who she's been with or not or the way she's dressing or her appearance." I try to keep "hoe" and "slut" out of my vocabulary even though it's kind of hard but I try.—Sherri

Because I was one of the only girls that hung out in the group and to be joking or something they'd say something really negative towards women like a lot of jokes about my monthly and stuff. I started thinking it was wrong. I got girlfriends; like now Nell is my closest friend in the whole wide world. I haven't had a friend that close since like fifth grade. And that's because I wasn't allowed to hang out with boys back then. But, there are a lot of things. I have changed my vocabulary. I was raped, and I always thought I did something to make it my fault and you opened it up to the class that it's not the victim's fault. It was the person who did it, it was the person who did it who is sick; it was him who wanted to hurt somebody. I let go of a lot of emotional baggage after taking this class. I am a much happier person now.—Vicky

Actually I did. You know how girls when they're fighting like over a boyfriend and stuff, well you taught us not to do that. We should stick together with our friends and like how girls call each other hoes I kind of quit doing that.—Cynthia

I applied a lot of it to my life and a lot of it I taught to my brother. He's gonna be turning ten pretty soon and right now is a really important time for him to grasp onto concepts that he's gonna need for the rest of his life. I try my hardest for him to learn about equal rights and racism and I tried my hardest to teach him these things and he's gotten a lot out of this class which is really weird because he's not even taking it. And then I have also learned to stand up for myself and take some time off for me instead of pleasing other people and doing everything for other people.—Nell

The stuff that we learned I would tell my mom and my sister, like about rape and all that self-defense, I would go home and teach my sister like all the stuff that we did. Before I really didn't trust females. Females need each other; they just don't realize it.—Alexandra

Again, the notion of female friendship is touched upon. It appears that the class impacted students' feelings about other women and challenged the notions that they possessed when coming into the class. Most entered the class with distrustful and

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negative attitudes about women in general. Most left the class with the idea that women

need each other and that much can be gained from female friendship.

Interview item three asked students to share their opinions on the curriculum

used in the class: readings, discussions, videos, and guest speakers. Student responses

to question three were as follows:

I thought the readings and the videos were really interesting about the advertising. That
was interesting because you don't realize how many things that we buy are putting out
negative messages about women. I loved everything in the class. I thought it was all
interesting, but those were the two main things that I really liked.—Sherri

For the most part I liked everything. Some of the guest speakers really hit home with
some of the stuff they would say; they were really inspirational. It is good to hear other
people's stories to let you know that you're not alone or it is good to know that other
people go through hard stuff too and they deal with it. The videos were awesome. I
liked the advertising stuff a lot. I think covering advertising was really awesome. I
never really noticed before how negative women are portrayed. I really liked
everything you did with the class. I wish it would have been longer. I wish we could
have had more time in the class, more time to spend learning about all the issues
because I think there were really strong issues we needed to learn about.—Vicky
What I liked was, I liked the discussions, when we all would get into a big discussion
all hour about things that we've done or things that we've heard of people going
through. What I didn't like was all that reading. You had to read so much. The videos,
I liked the videos. The guest speakers, I liked them.—Cynthia

The readings I liked, the discussions were okay; the discussions were hard because
everyone would talk at the same time and it was kind of hard to get everything
controlled. The videos were good. They made me realize a whole bunch of stuff about
how people are. I can't really say anything on the guest speakers. I can't really
remember anything about those guest speakers.—Nell

I liked the guest speaker that we did the self-defense with. He was fun. I liked the
book Lucky. I liked the video where we learned about the advertisements, because I
didn't realize how advertisements really put women down. I liked being in that class; it
changed people. It changed me. It made me see things differently. Like, the way
people talk to me, the way guys talk to me.—Alexandra

In sum, students responded positively to the curricula chosen for the class. The unit on advertising and media images of women was thought to be overwhelmingly effective.

The fourth question asked students to respond to the issue of sexual harassment in the school: if their feelings had changed in any way as a result of being in the class. Student responses to question four were as follows:

I take sexual harassment more serious now. I think it has had an effect on the school because the girls are taking things a lot more serious even if a guy is just joking around, they are taking it a lot more serious because they have learned more about it. People in the school are taking it more serious because the girls don't play anymore. They don't mess around. They report something if something happens or they go talk to someone instead of keeping it to themselves.—Sherri

I haven't really gone to this school that long to really notice any of the sexual harassment stuff; I have just recently noticed some of it, because I have been dealing with it daily. I am sure it happens. I think before I never realized that a lot of stuff was sexual harassment; I just thought it was rude or just stuff guys said or it was just joking. A lot of it is not funny now that I look at it. Before I would always be like, "Well, whatever, they're joking or whatever." I didn't look at it badly because people say that all the time. People hear that all the time. And now I'm like, I shouldn't have to hear that; I shouldn't have to listen to that. I am glad that I don't laugh it off anymore when this stuff happens because if I were to just laugh it off and walk away someone else could hear it and really take offense to it.—Vicky

Yeah, I do because I always thought sexual harassment was more like a guy touching you and now I know that it is also words, certain words said in inappropriate ways. I know it's sexual harassment now. I didn't before. I view it differently now. I have never experienced it, but I've seen it. I have seen guys yelling out to girls and just saying things about their bodies or what they're wearing.—Cynthia

I think the school has changed a lot; when we had the little sit down with the principal and Monique indirectly explained her situation that student ended up getting kicked out and I think he ended up going to jail. That's what I think happened. That was a big thing because then people got mad because Monique said something and they were in that class and they were supporting her. I think that made them realize that why are they backing up the guy when he's wrong? I think the guys were kind of scared to sexually harass the girls because they knew that they would say something and they

didn't know what to do. They were kind of scared and they were making fun of the class and it was funny.—Nell

I really don't pay attention to other people. Tell somebody, don't be scared and keep it in and if the person tells you he's gonna kill you if you tell, tell somebody because something can be done about it. Don't just hide it. But I always knew that; my mama told me if something happened to me tell somebody.—Alexandra

These responses indicate that the girls know much more about sexual

harassment then they did when they entered the class. This knowledge has translated

into action for many of them. These students indicated that they would report (and have

reported) harassing behavior if they experience it. They also stressed the importance of

doing so.

Finally, students were asked what they felt the most important thing was that

they learned in the class. Student responses to question five were as follows:

The sexual harassment and about rape and stuff. Like I said about the sexual harassment, I didn't really know the meaning of it. But you broke it down for me and now I understand it. I like the class. I wish we had another semester of it.—Sherri

There are so many things. I learned a lot, sexual harassment, advertising, and just the history of how women were degraded. It all really kind of fits together. One thing leads to another; it's like this violent chain of negative images and negative treatment towards women: being treated like property, getting rights but still seeing media portray us as objects and property. That doesn't help anything. We're human beings. We need to be treated like human beings. I had always had males that I looked up to before, but now I'm like, "it's cool to be a woman." And letting us know that it wasn't our fault. I needed that. I like myself now. I needed to like myself; I needed to stop blaming myself and I just wanted to thank you.—Vicky

I have to say girls getting along with the girls thing because I used to be like that— blame it all on the girl if my boyfriend cheated on me. I would blame it on the girl and not him and really it was more his fault. I would have to say that was the most important thing I learned. I liked the class. I want to take it again one day. I liked it.— Cynthia

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The most important thing I learned was that you need to catch people early on and teach them things about life because if you don't catch them early it is really hard to change them when they are older. Women's studies for example: I think there should be a women's studies class in middle school because high school is when you are starting to set that foundation and middle school is sort of when you're mixing the mortar. Without that equality ingredient then there is really nothing to base anything upon. I also have learned to look at things through women's eyes instead of through the male gaze.—Nell

This class taught me don't let no one, don't let no man disrespect you or put you down or do anything that you don't want to be done to you. Don't let nobody put their hands on you or touch you or feel up on you in any way, in any kind of way. If you don't want to be touched like that then don't let them do it. If you don't want to be talked to the way somebody is talking to you, don't let them talk to you like that—tell somebody. Don't just sit around and just let it be done. It's gonna keep happening to you if you just sit there and let people do stuff to you.—Alexandra

The themes of females distrusting one another and passing along knowledge again came up in question five of the interviews. These were very prevalent themes throughout the semester.

Conclusions. All five students randomly selected for interviews reported that they had positive feelings about the class at its completion. They also indicated that they did know more and that they were beginning to think differently about sexual harassment and about women in general. The students also indicated that this new knowledge was causing them to behave differently and to speak assertively when faced with harassment. Some students also added that they felt the school in general had changed as a result of the intervention. The overall climate of the school became more positive for all students because of the girls' new knowledge, thought processes, and behavior, because of their newfound unwillingness to tolerate sexual harassment, the boys were less inclined to engage in sexually harassing behaviors.

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Staff Interviews

In order to obtain a variety of perspectives, I chose to interview four staff members: the school social worker, the school counselor, the principal, and one teacher. Because of their positions, these four staff members have very different experiences and interactions with the students. I believed interviewing this combination of people would provide a complete picture of adult-student interaction in the school. It seemed that these four people could provide very different perspectives on what they saw regarding student behavior in general and changes in student behavior as a result of the women's studies intervention. (See Appendix D for staff interview questions.)

The staff was first asked to discuss their impressions of the women's studies class, prior to its start and throughout the semester. All of these staff members were in support of the class. They all agreed that it would be a good idea to provide an intervention for female students intended to combat sexual harassment. However, they all also knew it would take a tremendous amount of work. Staff responses to interview question one were as follows:

My early perceptions were I was glad to see that the women were going to be meeting together on a regular basis. I think the one thing I worried about was the girls who came in late or the ones who didn't make it in the class. You will always have a few that can't stay with the group or aren't in the group and I was concerned about what would happen with those girls on the outside. That there would be this sort of girls' club that developed in the class that they wouldn't be a part of, but I haven't really noticed that as an outcome. That was an early perception and an early concern, but I haven't really noticed that the few girls that weren't in it don't stand out. I almost wonder if they didn't pick up on everything even if they weren't in the class because they were in other classes with the women's studies students the rest of the day.—social worker

At the beginning of the semester it was a lot of work for me. I had a lot of girls in my office. They were crying; they were uncomfortable with the class. They thought girls couldn't get along. They thought that many girls shouldn't be in a room at the same time. So, probably the first marking period I spent most of my time, especially during that class period, dealing with what was going on in the class because they were uncomfortable and the girls were not quite sure how to deal with it. I think they felt that way because I don't think anyone has ever made such a big deal to them about being a woman and what it means and what it stands for. At the end of the semester, it was like they were all a family because they would hang out together after school and they are still sitting together at lunch, most of them. So I feel it brought them together. Even the ones that don't necessarily like each other have learned to respect each other and they have a new found admiration for each other as women.—school counselor

Overall it was beneficial. It was a lot of work. It ended up being a lot of work, but probably necessary work, even in the office. It started out, a little bit of knowledge is a dangerous thing. When the girls first got the idea of what was going on they went way overboard, and then as we went on they kind of tempered it back and it became effective. But it was a lot of work and it caused a lot of conflicts, a lot of yelling and a lot of things that we needed to deal with. But, overall it came around. The conflicts that were happening fell into two categories. One was where the girls really started calling the guys on some of the behaviors that they had let go in the past. There was that type of conflict which was the necessary kind and then there were situations where the girls would go off and start screaming and yelling about just a comment that wasn't directed at anybody; it was just a problem with the language, which needed to be addressed but not to the level at which they took it. It wasn't truly sexual harassment. The boys may have used an inappropriate term, like they called another guy the B word or something or they called another guy a hoe. It wasn't directed at a girl, but the girls would start screaming, "You are not to use that word!"—principal

At the beginning I thought that it looked like a great class and I wanted to take it too. And I guess initially I thought it would be important for the boys to take it too because I feel like they have so much to learn. But I think based on some of the issues I have seen since I have started working here and how they have evolved I think it was a really good idea to have it be just girls because I think it gave them an element of safety and cohesion that would have otherwise been impossible to attain. I think that forced a certain friendship among the girls because this is the one outlet, the one place, in their day they had where they could sort of bond and discover all sorts of things about themselves that they probably didn't know they shared with so many other people. So I was pretty excited about it at the start and I was kind of curious to see what was going to happen too because we have some really fiery girls right now.—teacher

The staff was then asked if they noticed any changes in the students who were in

the women's studies class throughout the semester. All staff members noticed positive

changes. They noticed girls using more positive language about themselves and each

other. For example, they were not using sexual pejoratives to refer to one another as

much as they had in the past. In fact, the staff members noticed that many women's

studies students began correcting other students' language usage. The staff also noticed

that there was an overall sense of bonding and empowerment with the girls in the class

that had been absent before. Staff responses to interview question two were as follows:

Oh yeah. At the beginning it was fun and then it got really chaotic and then there was this incredible settling. You could really see the impact on the culture at that point. You would see girls telling kids not to use the sexually loaded language that you had taught them they could say, "No don't use that," and teach them not to use it. The language started to change and the conflicts, the sisterhood had formed, and there weren't the conflicts that there were before. Conflicts were no longer leaking out into the culture. It was graphic to watch that happen. The other thing is, there was one student who the principal and I had worked with, a male, for a very long time around issues of inappropriate sexual comments, but we could never get any of the women to come forward to press the issue formally and they got enough strength as a group to do that and when this kid continued with his inappropriate sexual comments and behaviors, they became vocal and they became willing and as a result he is no longer in the program. That said to all the guys and to the young women that that behavior is not going to be tolerated anymore. It's a tough issue and it's tough to put your foot down unless you get someone to come forward to and say, "This is what happened," and sign off on it and take it to a hearing. So, that was excellent.—social worker

Yes, I think the girls were more adamant about what their rights were and standing up for themselves. I don't think they felt empowered before, but with the class I think it empowered them. Like with Monique, even though it was a struggle for her to come forward to report the boy who was sexually harassing her, I don't think she would have ever come forward if other people wouldn't have been telling her it was the right thing to do.—school counselor

I would say that probably 80-85% of the girls I saw changes in, in how they looked at themselves and in how they interacted with the guys and with each other. The majority of the class bonded, and started looking out for each other. There were a few on the

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outside that didn't buy into it, but overall I think the majority of the group did.—
principal

Absolutely. The young women in my classes had a way of supporting each other; there was a certain camaraderie among them and so if a boy said something insulting to one of them they would hear and they would all stick up for that woman. And usually it was some sort of sexist or degrading type remark that the boy would make. And they would all stick up for each other and it was really beautiful to see because I think in the past you might see one get a little happy, like, "Oh cool at least it's not me that he's degrading." Or, "He can degrade her and that means he probably likes me more." Like some of this kind of competing for male attention and male approval. I think it was really, really diminished. You know, there were a couple girls who didn't catch on, but it was rare. It was really rare. I mean for the most part, even women who might not like each other, found common ground in the women's studies class and that definitely carried over into the other classes. The other thing that is really kind of cool too is it put the boys on their toes. They were totally off balance; they weren't used to this. I think that it put the boys on their toes because they weren't able to get away with these things like they had in the past. I mean, staff, teachers, we can do a lot, but there's always going to be a good 25% of interacting that goes on that we just have no control over even if we do notice it. So, for this to be a student led kind of pro-social movement in the school it was really important because it was so much more effective.—teacher

The third question asked staff if they noticed any changes in the overall student population that they attributed to the women's studies intervention. The staff members all felt that the women's studies course had an overall positive impact that translated into the culture as a whole. They felt the women were strengthened as a result of the class and many noticed that the boys were affected as well. Although many boys seemed to resent the fact that the girls were standing up to them when harassed, some seemed to be responding to what the girls were learning. In other words, as the girls began to stand up for themselves when harassed, some boys would often refrain from continuing harassing behavior. Staff responses to interview question three were as follows:

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It seems to me that the settling that happened with the women was a settling that then happened in the whole community. When the women studies class came together and the women were strengthened by what they learned, I think their relationships improved with the young men in the program and suddenly it was a really good semester. I think it has something to do with the class. So I think you should teach the class every year.—social worker

Yes, the girls, first of all, became closer and they began to stand up for each other and they were more of a team. And I think the boys had a really hard time with that. I think they felt isolated and I think that they resented it because they did not understand and they did not like the girls standing up to them. In the girls I saw positive changes. And with the boys after a while I think they became used to it and I think in some ways they got more respect for the girls because the girls were just not putting up with them.—school counselor

Definitely. They all know that they can't do it. All of the boys are well aware that it is a big issue around here. Again, there is that group that kind of "gets it," and then there's that group that thinks that we're just coming down on them. They don't think there's anything wrong with what they're doing; they just don't do it because of the negative consequences that will happen. And then there's a group that doesn't do it because it's the right thing to do.—principal

There are so many levels of change that happened as a result of what was going on in the women's studies class. I see changes in the girls, the boys, and in the staff; I think it really made us all reevaluate what we do. It really kind of sensitized the administration to what happens, what it looks like, and how we can avoid harassment, rape, abuse, within the school and probably outside the school too. In other words, three years ago, if a boy called a girl a whore, we would send him to the office and it might not be treated as a big deal. Now it is recognized as something that is far more serious because the consequences of tolerating that are great. We can't afford to even let some of the small things slip.—teacher

The fourth question asked staff if they noticed any difference with the problem of sexual harassment in the school as a result of the intervention. They were also asked why they felt these changes could be attributed to the intervention class. All staff members felt that the level of sexual harassment was reduced in the school. Staff responses to interview question four were as follows:

Well, I think the changes deal with getting that student out. This set a precedent. He was out for a bunch of things that he did, but sexual harassment was at the top of the list. I just think it set a precedent: we are not doing this anymore. And that was a direct result of the class because the women never had the strength before. I think that is the most profound effect. I also hear a lot less language in the hallway. It is not gone. All that language isn't gone. They hear it at home and they hear it in their community from the kids they hang around with: inappropriate sexually loaded language all the time. But the maliciousness is gone. I think things are different around here. I think that class was incredibly difficult to teach; in fact I know it. You were gnawing away at their norms. When they take that new lens that they have in their glasses and walk out into the community, there are times when it will be very difficult for them to wear those glasses and stay there and they may even have to just take them off because it is not even safe to have those glasses on sometimes. When they go back out there, nothing's changed. Things have changed here, but out there, nothing's changed. It would be interesting to find how empowered they feel and what they are able to do with their new learning, and how they juggle the pain or deal with the pain of going out there and seeing things differently now.—social worker

I think there is less sexual harassment now because the students are less willing to put up with it. Before they used to joke about it and say, "Oh, it's no big deal. They're just playing around." But I think now they realize that it is a big deal and I think the boys found out that "Oh, we can't play like that anymore because it's gonna turn into something serious." So I think there is less of it and I think it's just because the girls started standing up for themselves. I really see a difference in the girls and I really see a difference in the population now.—school counselor

I have noticed a big difference. I think it has gone down a great deal. It has become clear to the males that it is not going to be tolerated, but it started with the girls not accepting it and being willing to report it and being willing to stand up, even things that weren't reported but calling the guys on it. Quite a few of the guys have respected the girls. The class was a lot of work. I know it was a lot of work for you; it was a lot of work for me too, but I think the culture is better. We still have our frustrating kids, but our culture is probably as strong as it's been ever. I knew the culture could go to the next level, and it did.—principal

One of the most important things that I saw as a change over time with the women who were in the women's studies class was the development of a language and a way of understanding their life experiences and shared experiences among women. A couple years ago if a boy slapped somebody on the butt they might have felt ashamed or slapped him back; they might have gotten really mad and maybe threatened to punch him. What has happened with students being in the women's studies class is that they developed an understanding that actually somebody putting hands on your body is unacceptable. There is just a certain awareness that they have developed. I think

before they didn't even necessarily identify that as wrong per se; they just knew that there was something that felt funny about it. They didn't feel empowered to do anything about it. And I think that they almost thought that, "Well, this is just how men and women interact, like it's okay. My body isn't my own." But I think that after the semester in women's studies, you just even hear in their language, they would identify something like that, a slap on the butt or whatever, as sexual harassment and want to do something about it. And we saw at least one student, two, who actually did follow through and do something about it. I think that that really did change the climate in the school. You got the girls sort of uniting when one of them is being approached or mistreated so there was this empowerment now—peer pressure actually was to do something about it and not to accept it. The peer pressure changed; it became more supportive. It became more empowering for them not to take sexual assault and harassment anymore. The other thing that is really important too is that they just have healthy relationships with each other; they're making a point of honoring each other in ways that they haven't before.—teacher

Conclusions. The staff members interviewed felt that the women's studies intervention was effective for the girls and for the school in general in a variety of ways. They noticed positive changes in the girls in terms of them getting along better and supporting one another. They noticed the students who were involved in the intervention ceasing to tolerate harassing behavior when it happened to them or when they witnessed it. They noticed that they language they were using was different; they were using less gender biased language and language that was more inclusive to women. The staff noticed that students would also correct sexually degrading language when they heard it used. Finally, the staff interviewed noticed positive changes in the school in general that they felt was a direct result of the women's studies class.

Sexual Harassment Referral Data

During the first semester, from September to mid-January, there were a total of 35 office referrals for sexual harassment. (The women's studies course was taught

during the first semester.) More specifically, there were 32 office referrals for

inappropriate comments of a sexual nature. There were two referrals for inappropriate

sexual touching and there was one referral for inappropriate sexual gesturing. The two

referrals for inappropriate sexual touching were considered to be criminal acts. These

offenses were committed by two different students. One of these students was expelled

after a district hearing.

During the second semester, from mid-January to June, there were a total of 11

office referrals for sexual harassment. More specifically, there were ten office referrals

for inappropriate comments of a sexual nature and one office referral for inappropriate

sexual gesturing. Incidents of sexual harassment were reduced by more than 1/3 during

the second semester. A combination of factors contributed to this reduction. As a

result of the women's studies intervention, many girls began to speak up when faced

with harassing comments or behaviors from the boys. They began to voice their

discomfort to the boys when such behaviors occurred. Many girls would also speak up

when they witnessed harassment experienced by other girls. As a result of their

drawing attention to such conduct that otherwise may have gone unnoticed by the staff,

the boys were less likely to participate in it. There are two reasons for this. First, the

boys who may have felt such conduct was acceptable prior to the intervention because

they had never been challenged by their peers learned that this behavior was

unacceptable and ceased to engage in it. Second, the boys who knew such conduct was

unacceptable were less willing to engage in such conduct because they realized there

was a heightened risk of getting caught because the girls made such acts more visible

by voicing their disapproval. Also, as a result of the intervention many girls were more

willing to report the sexual harassment they experienced and that was experienced by

other girls. Thus, the administration was able to identify perpetrators who before might

have gotten away with such conduct. Administrative interventions with the boys may

also have contributed to the reduction of sexually harassing conduct. When the boys

realized that there were administrative consequences for their actions, they may have

been less likely to engage in sexual harassment.

Post-Intervention Analysis 1: Two Months After Completion of Intervention

Students were post-tested two months after the completion of the intervention.

The post-intervention analyses consisted of the same three measures as the pre-

intervention analyses: *The Women's Studies Questionnaire*, the short form of the *Bem*

Sex Role Inventory (Bem, 1978/1981)*,* and a revised version of the *Nowicki-Strickland*

Locus of Control instrument. One student could not be reached at the time of post-

intervention analysis 1 therefore the overall sample of 21 was reduced to 20.

Behaviors constituting sexual harassment (The Women's Studies
Questionnaire): Student responses on post-intervention 1 compared to pre-intervention
results. Part I of the survey consisted of the same 12 behavioral prompts as the pre-test

and responses were coded in the same manner (see pp. 107-108). (See Appendix E for

quantitative data tables.)

In the category of sexual harassment related to self (SHS), feeling sexually

intimidated was reported to have been experienced by 35% of students sampled (n = 7).

Sixty-two percent of students (n = 8 out of 13) who responded to this item reported it to

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be serious. Experiencing graphically sexual talk was reported to have been experienced by 30% of students sampled (n = 6). Fifty-five percent of students (n = 6 out of 11) who responded to this item reported it to be serious. Experiencing sexual leers was reported to have been experienced by 45% of students sampled (n = 9). Sixty-four percent of students (n = 9 out of 14) who responded to this item reported it to be serious. Being called names that are degrading to women was reported to have been experienced by 75% of students sampled (n = 15). Eighty-three percent of students (n = 15 out of 18) who responded to this item reported it to be serious. Having one's space violated in a sexual manner was reported to have been experienced by 30% of students sampled (n = 6). Fifty percent of students (n = 7 out of 14) who responded to this item reported it to be serious.

The most frequently experienced behavior reported from sexual harassment related to self by students on post-intervention 1 was being called names that are degrading to women (75%). Students reported that the most serious behavior to experience from SHS was being called names that are degrading to women (83%). Figure 12 shows the percentage of change in both frequency and severity from prior to the intervention to the time of post-intervention 1. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

Compared to pre-intervention results, feeling sexually intimidated remained consistent both in terms of frequency and severity at the time of post-intervention 1. Experiencing graphic sexual talk decreased in terms of frequency by approximately
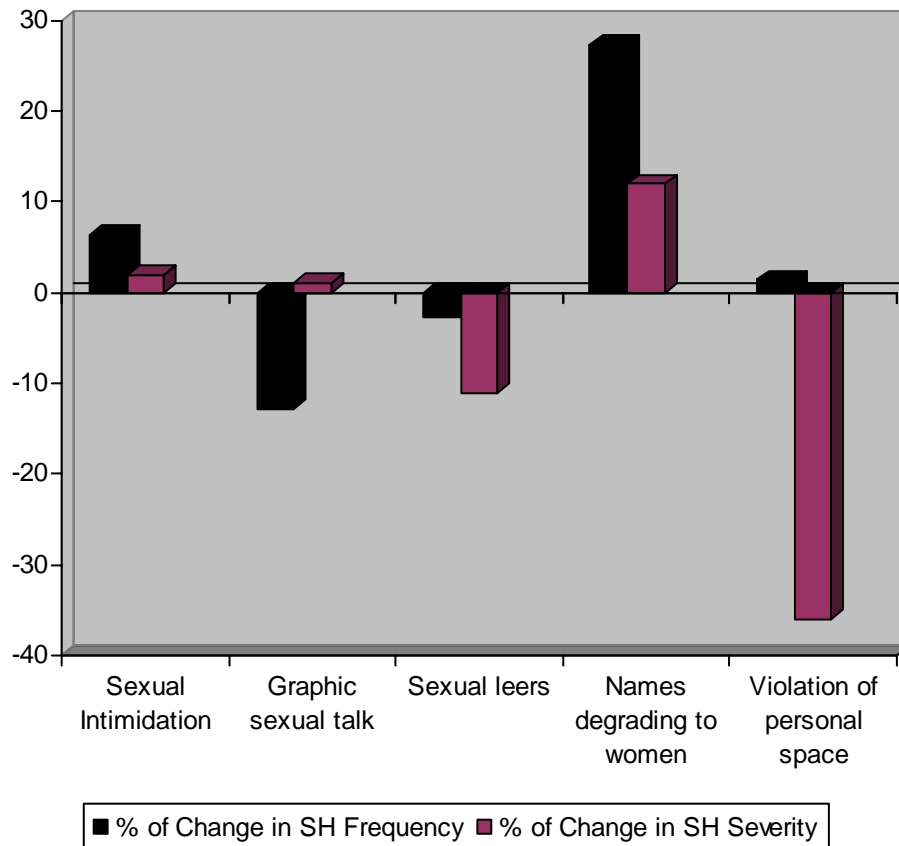
Figure 12. Percentage of Change in Student Responses to SHS (Frequency and Severity) at the Time of Post-Intervention 1

15%; severity for this item remained consistent with pre-intervention findings.

Experiencing sexual leers remained consistent in terms of frequency and decreased by approximately 10% in terms of severity. Being called names that are degrading to women increased by approximately 25% in terms of frequency from the time of the pre-intervention analyses to the time of post-intervention 1 and by approximately 10% in terms of severity. Having one's personal space violated in a sexual manner remained

consistent in terms of frequency but decreased in terms of severity by approximately 35%.

At the time of post-intervention 1, experiencing graphic sexual talk significantly decreased in terms of frequency. However, being called names that are degrading to women increased both in terms of frequency and in terms of severity. Perhaps the reason for this lies in the intervention. Prior to the intervention, many of the girls involved in the intervention used terms that were disparaging toward women, and they believed this behavior was acceptable. During the intervention, they learned that using such terms does a disservice to all women. Perhaps this change in perception caused them to report this behavior with a higher frequency (and severity) because prior to the intervention they would not necessarily have perceived such terms as negative. Sexual leers and having one's space violated in a sexual manner both decreased in terms of severity at the time of post-intervention 1. The latter especially is a cause for concern (it decreased in terms of severity by approximately 35%), but it is not clear why this decrease occurred.

In the category of physical sexual harassment and quid pro quo harassment (PSH/QPQ), being grabbed or touched in a sexual manner was reported to have been experienced by 45% of students sampled (n = 9). Ninety percent of students (n = 9 out of 10) who responded to this item reported it to be serious. Quid pro quo sexual harassment with the promise of a reward was reported to have been experienced by 5% of students sampled (n = 1). One hundred percent of students (n = 2) who responded to this item reported it to be serious. No students reported having experienced quid pro

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quo sexual harassment with the threat of a consequence. One hundred percent of students (n = 3) who responded to this item reported it to be serious. Having one's space violated in a sexual manner was reported to have been experienced by 30% of students sampled (n = 6). Fifty percent of students (n = 7 out of 14) who responded to this item reported it to be serious.

The most frequently experienced behavior reported from physical sexual harassment and quid pro quo harassment (PSH/QPQ) by students on post-intervention 1 was being grabbed or touched in a sexual manner (45%). Figure 13 shows the percentage of change in both frequency and severity from pre-intervention to the time of post-intervention 1. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

Compared to pre-intervention findings, being grabbed or touched in a sexual manner increased by 20% in terms of frequency and 40% in terms of severity. Quid pro quo sexual harassment with the promise of a reward remained consistent at the time of post-intervention 1 in terms of frequency but increased in terms of severity by approximately 40% (to 100% of respondents indicating that it was in fact serious). Quid pro quo sexual harassment with the threat of a consequence remained virtually consistent in terms of frequency, but increased in terms of severity by 50% (to 100% of respondents indicating that it was in fact serious). Having one's space violated in a sexual manner remained consistent in terms of frequency, but decreased in terms of severity by 30% (to 50% of respondents indicating that this was in fact serious). This behavior went from being the most serious behavior reported in the category of physical

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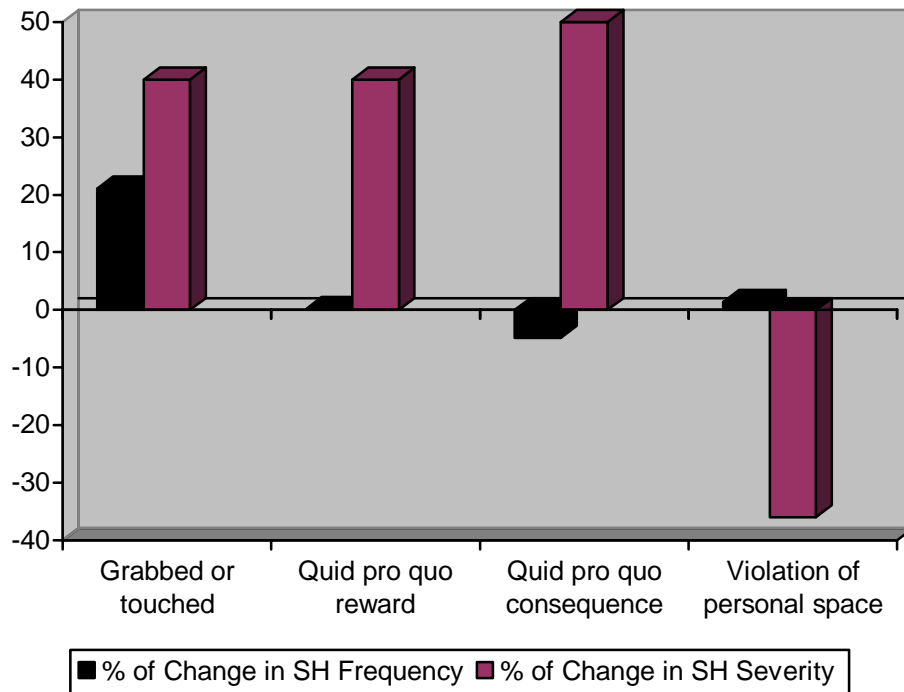
Figure 13. Percentage of Change in Student Responses to PSH/QPQ
(Frequency and Severity) at the Time of Post-Intervention 1

sexual harassment and quid pro quo harassment prior to the intervention to being the

least serious reported behavior.

All behaviors in the category of PSH/QPQ were reported to be more serious on

post-intervention 1 than they were prior to the intervention except for the sexual

violation of personal space. Again, it is not clear why the sexual violation of personal

space decreased so dramatically in terms of severity.

In the category of verbal or indirect sexual harassment (VSH/ISH), being the

victim of sexual gossip was reported to have been experienced by 45% of students

sampled (n = 9). Seventy-three percent of students (n = 11 out of 15) who responded to this item reported it to be serious. Being the victim of sexual graffiti was reported to have been experienced by 10.6% of students sampled (n = 2). Fifty percent of students (n = 2 out of 4) who responded to this item reported it to be serious.

The most frequently experienced behavior reported from VSH/ISH by students on post-intervention 1 was being the victim of sexual gossip (45%). Students felt that the most serious behavior was being the victim of sexual gossip (70%). Figure 14 shows the percentage of change in both frequency and severity from pre-intervention to the time of post-intervention 1. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

Compared to pre-intervention findings, being the victim of sexual gossip remained fairly consistent both in terms of frequency and severity. Being the victim of sexual graffiti also remained consistent with pre-intervention findings in terms of frequency and in terms of severity. Any changes that occurred in this area were less than 7%.

In the category of environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH), experiencing sexually degrading comments was reported to have been experienced by 65% of students sampled (n = 13). Seventy percent of students (n = 12 out of 17) who responded to this item reported it to be serious. Experiencing negative comments about women was reported to have been experienced

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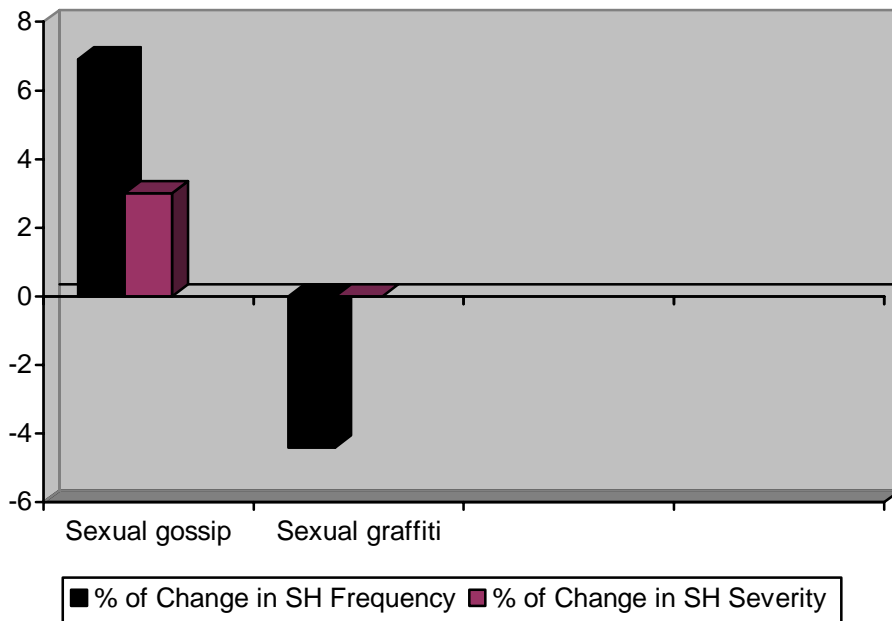
Figure 14. Percentage of Change in Student Responses to VSH/ISH (Frequency and Severity) at the Time of Post-Intervention 1

by 95% of students sampled (n = 19). Ninety-five percent of students (n = 19 out of 20) who responded to this item reported it to be serious.

The most frequently experienced behavior reported from ESH/HESH by students on post-intervention 1 was experiencing negative comments about women (95%). Students reported that the most serious behavior was experiencing negative comments about women (95%). Figure 15 shows the percentage of change in both frequency and severity from pre-intervention to the time of post-intervention 1. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

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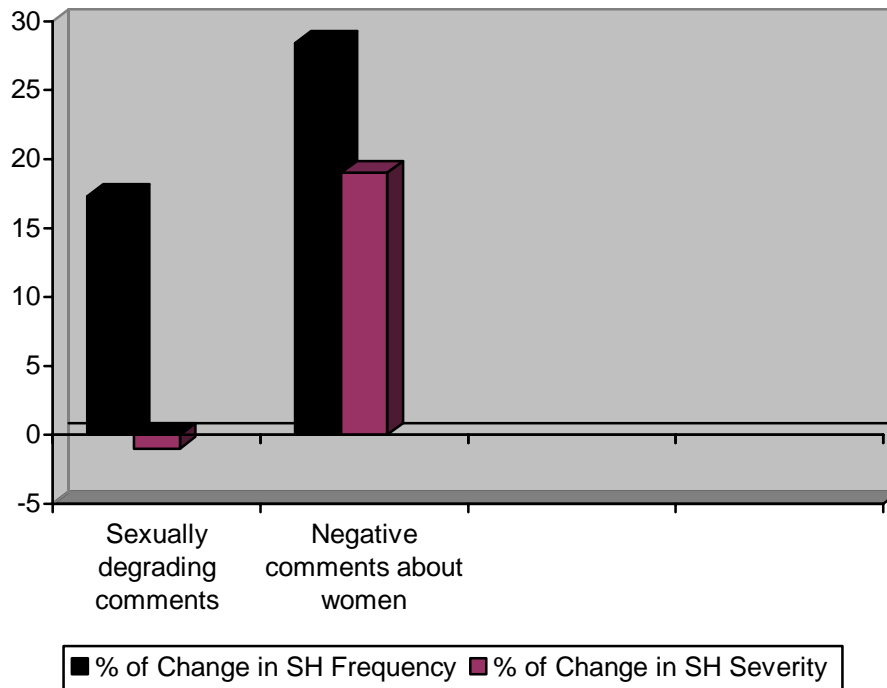
Figure 15. Percentage of Change in Student Responses to ESH/HESH (Frequency and Severity) at the Time of Post-Intervention 1

Compared to pre-intervention findings, experiencing sexually degrading comments increased approximately 15% at the time of post-intervention 1; in terms of severity, this behavior remained fairly consistent. Experiencing negative comments about women increased in terms of frequency by approximately 30% at the time of post-intervention 1; this behavior increased by 20% in terms of severity at the time of post-intervention 1 (to 95% of respondents indicating that this was serious). Perhaps the reason for these increases lies in the intervention. A major focus of the intervention was instructing students on the importance of egalitarian language usage. They learned

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why it was important to refrain from using negative terms to refer to women, i.e., when women are referred to by the use of sexually degrading terms it is easier for people to think of women in an equally degrading manner. Thus, after the intervention perhaps students noticed more when negative words, or pejoratives, were used to refer to women (this would account for the increases in frequency for this type of sexual harassment) and they understood the consequences of such behavior (this would account for the increase in severity for this type of sexual harassment).

In general, the type of sexual harassment that was experienced by the fewest number of students at the time of post-intervention 1 was still physical sexual harassment and quid pro quo harassment (PSH/QPQ); this is consistent with pre-intervention findings. The most frequently experienced type of sexual harassment at the time of post-intervention 1 was environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH); this is also consistent with pre-intervention findings. The second most frequently experienced type of sexual harassment was reported to be sexual harassment related to self (SHS); this is also consistent with pre-intervention findings. However, physical sexual harassment and quid pro quo harassment (PSH/QPQ) was found to be the most serious type of sexual harassment at the time of post-intervention 1, whereas students reported environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH) to be the most serious type of sexual harassment prior to the intervention. At the time of post-intervention 1, students reported environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH) to be the second most serious form of sexual

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harassment. In general, at the time of post-intervention 1, the reported severity for all types of sexual harassment increased slightly, with the exception of sexual harassment related to self (SHS): this decreased slightly in terms of reported severity.

The percentage of students who reported experiencing these four types of sexual harassment at the time of post-intervention 1 remained fairly consistent with pre-intervention findings. The major difference occurred with environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH); this decreased in terms of frequency by approximately 20% at the time of post-intervention 1. Prior to the intervention, environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH) was not only the most frequently experienced type of sexual harassment but also it was reported to be the most serious type of sexual harassment. Perhaps the reason for this lies in the students' knowledge of sexual harassment prior to the intervention. Because many students did not know much about sexual harassment prior to the intervention, they reported what they knew; perhaps ESH/HESH was reported to the most serious form of sexual harassment prior to the intervention because it was the type that students were most familiar with. In other words, because many students had not experienced what they would consider more serious forms of sexual harassment prior to the intervention, such as quid pro quo sexual harassment, they could not imagine what that would feel like, thus it was not found to be more serious than other forms of sexual harassment. However, at the time of post-intervention 1, physical sexual harassment and quid pro quo harassment (PSH/QPQ) was found to be the most serious form of sexual harassment, despite the fact that it was the least experienced type

of sexual harassment. This leads me to believe that students' knowledge of sexual

harassment increased as a result of the intervention and that they were able to make

judgments about behaviors that they had not necessarily experienced to the same degree

of frequency.

Students perceptions of sexual harassment in school (The Women's Studies Questionnaire): Student responses on post-intervention 1 compared to pre-intervention results. Students were asked to respond to the same five items and their responses were

coded in the same manner as pre-intervention data (see p. 115).

Seventy-five percent of students (n=15) reported that they had experienced

sexual harassment in school. Eighty-five percent of students (n = 17) reported that they

had witnessed sexual harassment in school. Ninety percent of students (n = 18)

reported that they knew others who have experienced sexual harassment in school.

Ninety-five percent of students (n = 19) reported that they felt sexual harassment was a

big problem in school. Thirty percent of students (n = 6) reported that they felt the

administration and staff did an adequate job in dealing with sexual harassment.

At the time of post-intervention 1, the percentage of subjects who reported

having experienced sexual harassment increased over 20% (from 52% prior to the

intervention to 75% on post- intervention 1). The percentage of subjects who reported

witnessing sexual harassment increased by over 10% (from 71% prior to the

intervention to 85% on post-intervention 1). The percentage of subjects who reported

that they knew others who had experienced sexual harassment increased by

approximately 30% (from 62% prior to the intervention to 90% on post-intervention 1).

The percentage of subjects who reported that sexual harassment was a problem in

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schools increased by approximately 10% (from 86% prior to the intervention to 95% on post-intervention 1). All of these findings represent increases from pre-intervention findings. These increases could be attributed to the students' greater of knowledge of sexual harassment as a result of the intervention. After the intervention, students were more aware of what sexual harassment is, what behaviors it includes, and how victims are affected.

Thirty percent of students felt that the administration and staff do a good job in dealing with sexual harassment. This finding shows no significant change from pre-intervention data.

Qualitative information: The Women's Studies Questionnaire. Part III of the survey asked students who had experienced sexual harassment to respond to two items. First, how their experiences with sexual harassment affected them and second, if they reported their experiences. Out of 20 total cases, 70% of students (n = 14) chose to respond to Part III of the survey, acknowledging that they had experienced sexual harassment. One student did not respond to either Part III or Part IV of the survey.

Part IV of the survey asked students who had *not* experienced sexual harassment to respond to two similar items. First, if they were to experience sexual harassment how they would feel they would be affected by it and second, if they would report sexual harassment if they experienced it. Out of 20 total cases, 25% of students (n = 5) chose to respond to Part IV of the survey.

Results of qualitative data from Part III of the survey, when compared with pre-intervention data, reveal some positive findings. Sixty-four percent of students who

responded to Part III of the survey indicated that they felt negatively affected by the sexual harassment they experienced; this represents a significant reduction from pre-intervention findings. The percentage of students who reported being negatively affected prior to the intervention was 85%. Perhaps the reason for this reduction lies in the information students were exposed to in the intervention. Students learned that sexual harassment is not the fault of the victim. Perhaps this led them to feel less personally responsible for the negative experiences they had in the past.

Additionally, of the students who responded to Part III of post-test 1, 78% indicated that they had reported the sexual harassment that they experienced. This represents a significant increase from pre-intervention findings. The percentage of students who reported the sexual harassment that they experienced was 50% prior to the intervention. Awareness was raised in the minds of students about the issue of sexual harassment, and it appears, at least in Part III results, that sexual harassment became less of a "private" experience for some students. It appears more students felt empowered to feel they could do something about sexual harassment at the time of post-intervention 1.

The majority of students who responded to item one of Part IV of the survey indicated that they felt they would be negatively affected by sexual harassment if they experienced it. All of the students who responded to the second item of Part IV of the survey indicated that they would report sexual harassment if faced with it. These findings are more consistent with Part III results than pre-intervention findings. It

appears that the information students gained through the intervention caused them to learn the importance of reporting sexual harassment.

*The Bem Sex Role Inventory and locus of contr*ol. The highest score possible for stereotypically feminine characteristics and stereotypically masculine characteristics on *The Bem Sex Role Inventory* is 70. At the time of post-intervention 1, 65% of students (n = 13) possessed a high feminine sex role identification; this finding is consistent with pre-intervention findings. The mean score on the femininity scale was 56 (SD = 8). Seventy-five percent of students (n = 15) possessed a high masculine sex role identification. The mean score for the masculinity scale was 55 (SD = 9); this represents an increase from pre-intervention findings (n = 11, 52%, mean = 47, SD = 7). As was the case prior to the intervention, some students possessed both high feminine and masculine sex role identification.

The highest score possible for the internal scale of the revised version of the abbreviated adolescent *Nowicki-Strickland Locus of Control* is 132. At the time of post-intervention 1, the mean score for internality was 94 (SD = 10); this represents an increase from pre-intervention findings (mean = 90, SD = 12).

A regression analysis using the masculine scale as the predictor and the internal locus of control scale as the outcome at the time of post-test 1 indicated that there was no significant relationship between students who possessed more traditionally masculine characteristics and an internal locus of control (b = .37, R^2 = .09, F = 1.7, p = .21). This finding represents a difference from pre-intervention results. There was also no significant relationship found between the feminine scale and the internal locus

of control scale at the time of post-intervention 1. This is a similar finding to pre-intervention results.

Post-Intervention Analysis 2: Four Months After Completion of Intervention

Students were post-tested again four months after the completion of the intervention. The post-intervention analyses consisted of the same three measures as the pre-intervention and post-intervention 1 analyses: *The Women's Studies Questionnaire*, the short form of the *Bem Sex Role Inventory* (Bem, 1978/1981)*,* and a revised version of the *Nowicki-Strickland Locus of Control* instrument. Three students could not be reached at the time of post-intervention 2 so the overall sample of 21 was reduced to 18.

Behaviors constituting sexual harassment (The Women's Studies Questionnaire): Student responses on post-intervention 2 compared to post-intervention 1 results. Part I of the survey consisted of the same 12 behavioral prompts as the pre-test and responses were coded in the same manner (see pp. 107-108). (See Appendix E for quantitative data tables.)

In the category of sexual harassment related to self (SHS), feeling sexually intimidated was reported to have been experienced by 33.5% of students sampled ($n = 6$). Eighty-eight percent of students ($n = 8$ out of 9) who responded to this item reported it to be serious. Experiencing graphically sexual talk was reported to have been experienced by 33.4% of students sampled ($n = 6$). Eighty-eight percent of students ($n = 8$ out of 9) who responded to this item reported it to be serious. Experiencing sexual leers was reported to have been experienced by 50% of students

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sampled (n = 9). One hundred percent of students (n = 11) who responded to this item reported it to be serious. Being called names that are degrading to women was reported to have been experienced by 55.6% of students sampled (n = 10). Sixty-nine percent of students (n = 11 out of 16) who responded to this item reported it to be serious. Having one's space violated in a sexual manner was reported to have been experienced by 27.8% of students sampled (n = 5). Eighty-eight percent of students (n = 8 out of 9) who responded to this item reported it to be serious.

The most frequently experienced behavior reported from SHS by students on post-intervention 2 was being called names that are degrading to women (55.6%). However, this behavior was also thought to be the least serious of the behaviors included in sexual harassment related to self (69%). Students reported that the most serious behavior to experience in this area was sexual leers (100%). Figure 16 shows the percentage of change in both frequency and severity from the time of post-intervention 1 to the time of post-intervention 2. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

Compared to post-intervention 1 results, all behaviors falling under sexual harassment related to self (SHS) were reported to be more serious at the time of post-intervention 2 (by 85% or more of respondents) with the exception of being called names that are degrading to women. The item, being called names that are degrading to women, decreased in reported severity from approximately 80% at the time of post-intervention 1 to approximately 70% at the time of post-intervention 2.

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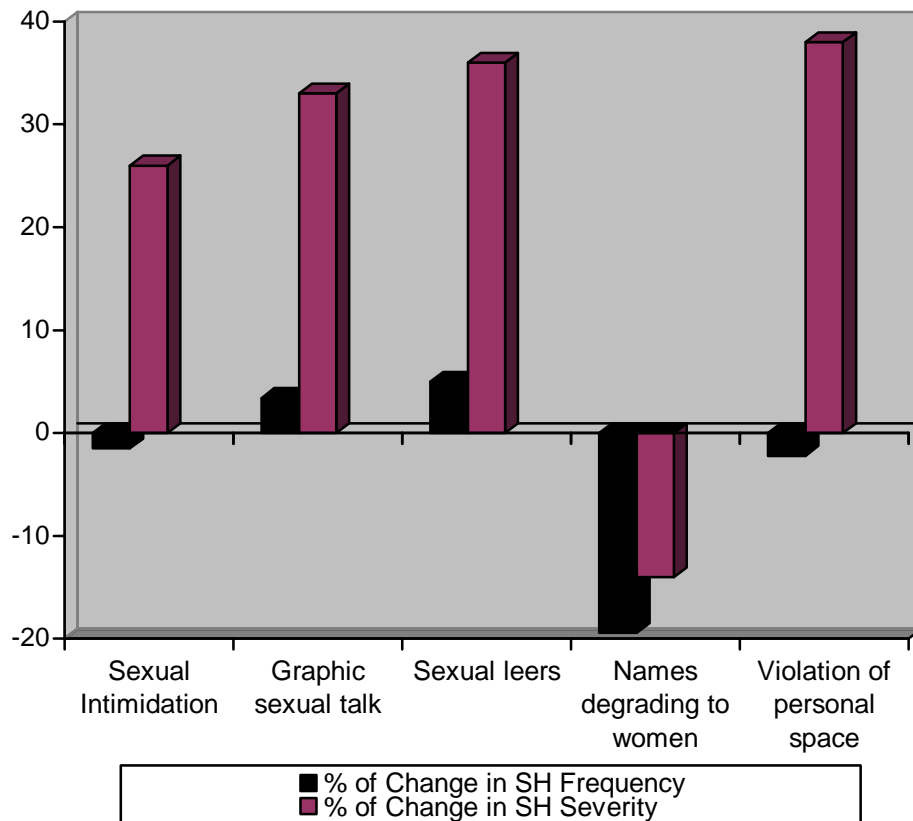
Figure 16. Percentage of Change in Student Responses to SHS (Frequency and Severity) at the Time of Post-Intervention 2 Compared to Post-Intervention 1 Findings

In the category of physical sexual harassment and quid pro quo harassment (PSH/QPQ), being grabbed or touched in a sexual manner was reported to have been experienced by 44.4% of students sampled (n = 8). Eighty-five percent of students (n = 11 out of 13) who responded to this item reported it to be serious. Quid pro quo sexual harassment with the promise of a reward was reported to have been experienced by 5.6% of students sampled (n = 1). One hundred percent of students (n = 1) who

responded to this item reported it to be serious. Quid pro quo sexual harassment with the threat of a consequence was reported to have been experienced by 5.6% of students sampled (n = 1). One hundred percent of students (n = 4) who responded to this item reported it to be serious. Having one's space violated in a sexual manner was reported to have been experienced by 27.8% of students sampled (n = 5). Eighty-eight percent of students (n = 8 out of 9) who responded to this item reported it to be serious.

The most frequently experienced behavior reported from PSH/QPQ by students on post-intervention 2 was being grabbed or touched in a sexual manner (44.4%). This finding is consistent with post-intervention 1 findings. The major difference from post-intervention 1 findings within this area occurred with the reported severity of having one's space violated in a sexual manner; this increased in terms of severity by over 30% from 50% at the time of post-intervention 1 to 88% at the time of post-intervention 2. Figure 17 shows the percentage of change in both frequency and severity from the time of post-intervention 1 to the time of post-intervention 2. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

In the category of verbal or indirect sexual harassment (VSH/ISH), being the victim of sexual gossip was reported to have been experienced by 55.6% of students sampled (n = 10). Seventy-seven percent of students (n = 10 out of 13) who responded to this item reported it to be serious. Being the victim of sexual graffiti was reported to have been experienced by 11.1% of students sampled (n = 2). One hundred percent of students (n = 4) who responded to this item reported it to be serious.
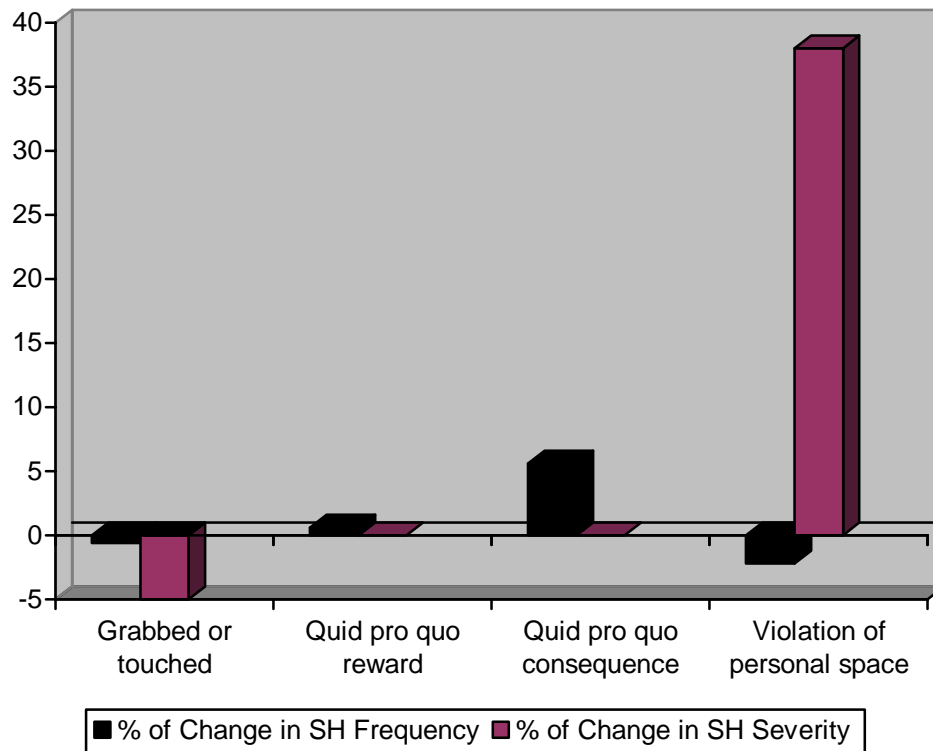
Figure 17. Percentage of Change in Student Responses to PSH/QPQ
(Frequency and Severity) at the Time of Post-Intervention 2 Compared to
Post-Intervention 1 Findings

The most frequently experienced behavior reported from VSH/ISH on post-

intervention 2 was being the victim of sexual gossip (55.6%). Compared with post-

intervention 1 findings, being the victim of sexual gossip increased by 10% in terms of

frequency at the time of post-intervention 2; this behavior remained consistent in terms

of severity. Figure 18 shows the percentage of change in both frequency and severity

from the time of post-intervention 1 to the time of post-intervention 2. The first bar

displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

Perhaps the most interesting finding in this area is regarding sexual graffiti. Although being the victim of sexual graffiti remained consistent with post-intervention 1 findings in terms of frequency (10%), it increased in terms of reported severity by 50% (from 50% at the time of post-intervention 1 to 100 % at the time of post-intervention 2).
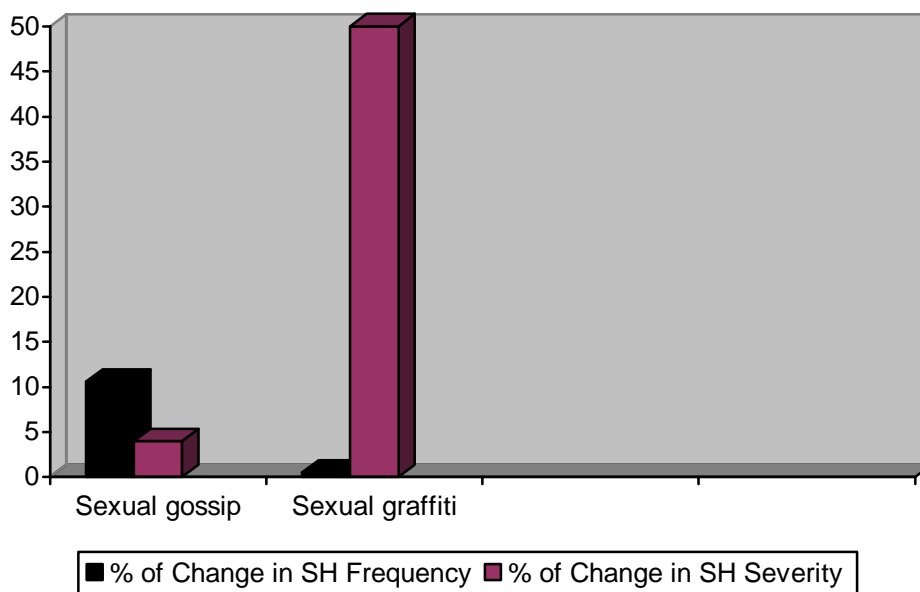
Figure 18. Percentage of Change in Student Responses to VSH/ISH (Frequency and Severity) at the Time of Post-Intervention 2 Compared to Post-Intervention 1 Findings

In the category of environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH), experiencing sexually degrading comments was reported to have been experienced by 83.2% of students sampled (n = 15). Sixty-nine percent of students (n = 11 out of 16) who responded to this item reported it to be serious. Experiencing negative comments about women was reported to have been experienced by 83.4% of students sampled (n = 15). Eighty-three percent of students (n = 15 out of 18) who responded to this item reported it to be serious.

Both ESH/HESH behaviors as reported by students on post-intervention 2 were experienced by approximately the same number of students. Sexually degrading comments and negative comments about women were experienced by 83.2% of students and 83.4% of students respectively. Experiencing sexually degrading comments increased by approximately 20% in terms of frequency from the time of post-intervention 1; in terms of reported severity, this behavior remained consistent with post-intervention 1 findings. Figure 19 shows the percentage of change in both frequency and severity from the time of post-intervention 1 to the time of post-intervention 2. The first bar displays the change in percentage of reported frequency. The second bar displays the change in percentage of reported severity.

Experiencing negative comments about women decreased approximately 10% in both in terms of frequency and in terms of severity when compared with post-intervention 1 results.

In general, the type of sexual harassment that was experienced by the least amount of students at the time of post-intervention 2 was still physical sexual
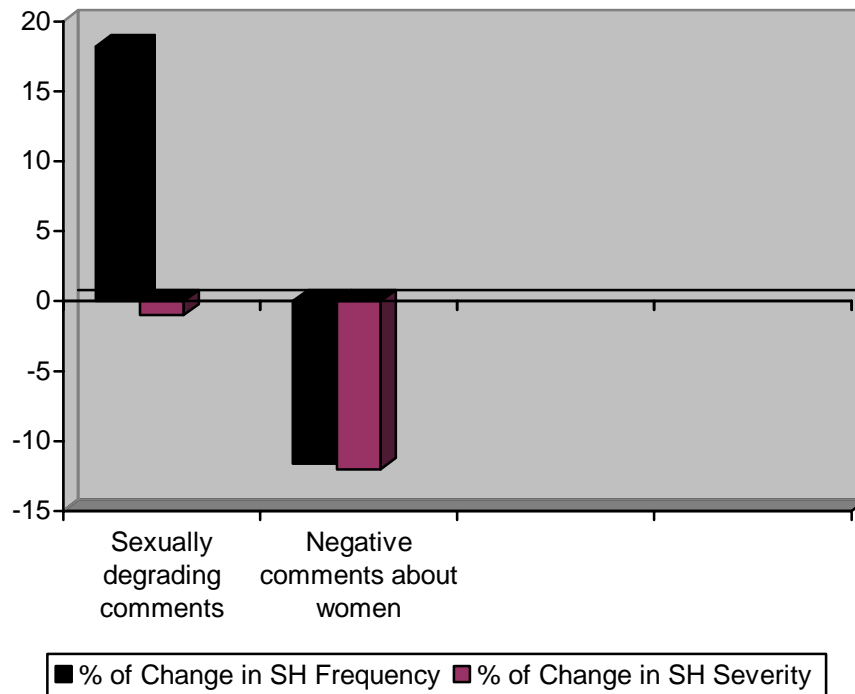
Figure 19. Percentage of Change in Student Responses to ESH/HESH
(Frequency and Severity) at the Time of Post-Intervention 2 Compared to
Post-Intervention 1 Findings

harassment and quid pro quo harassment (PSH/QPQ); this is consistent with pre-

intervention and post-intervention 1 findings. The most frequently experienced type of

sexual harassment at the time of post-intervention 2 was environmental sexual

harassment (hostile environment sexual harassment) (ESH/HESH); this is also

consistent with pre-intervention and post-intervention 1 findings. The second most

frequently experienced type of sexual harassment at the time of post-intervention 2 was

sexual harassment related to self (SHS); this is also consistent with pre-intervention and

post-intervention 1 findings. Additionally, the category of physical sexual harassment and quid pro quo harassment (PSH/QPQ) was reported to be the most serious form of sexual harassment at the time of post-intervention 2; this is consistent with post-intervention 1 findings. However, the similarities end there. In terms of perceived severity, students at the time of post-intervention 2 reported verbal or indirect sexual harassment (VSH/ISH) to be the second most serious form of sexual harassment. Sexual harassment related to self (SHS) was reported to be the third most serious form of sexual harassment and environmental sexual harassment (hostile environment sexual harassment) (ESH/HESH) was reported to be the least serious form of sexual harassment at the time of post-intervention 2. ESH/HESH was found to be the least serious form of sexual harassment at the time of post-intervention 2, but it was found to be the most serious form prior to the intervention and the second most serious form at the time of post-intervention 1. The reasons for this are unclear. Another finding from post-intervention 2 is that all types of sexual harassment increased in reported severity when compared with post-intervention 1 results, with the exception of ESH/HESH which decreased in reported severity by approximately 5%.

A few conclusions can be drawn from post-intervention 2 findings. First, students' knowledge about sexual harassment gained from the intervention seems to have been retained. Second, their perceptions about the severity of sexual harassment, in general, are clearer and more definite.

Student perceptions of sexual harassment in school (The Women's Studies Questionnaire): Students responses on post-intervention 2 compared to post-intervention 1 results. Students were asked to respond to the same five items and their responses were coded in the same manner as pre-intervention data (see p. 115).

Seventy-eight percent of students (n = 14) reported that they had experienced sexual harassment in school. Eighty-three percent of students (n = 15) reported that they had witnessed sexual harassment in school. One hundred percent of students (n = 18) reported that they knew others who have experienced sexual harassment in school. Ninety-five percent of students (n = 17) reported that they felt sexual harassment was a big problem in school. Twenty-two percent of students (n = 4) reported that they felt the administration and staff did an adequate job in dealing with sexual harassment.

At the time of post-intervention 2, 78% of the students reported that they had experienced sexual harassment in school. This finding represents a significant increase from pre-intervention findings (52%) and a slight increase from post-intervention 1 findings (75%). An even higher percentage (83%) reported that they had witnessed sexual harassment in school. This finding represents an increase from pre-intervention findings (71%), but a slight decrease from post-intervention 1 findings (85%). One hundred percent of students reported that they knew someone who had experienced sexual harassment in school. This finding represents a significant increase from pre-intervention findings (62%) and a slight increase from post-intervention 1 findings (90%). Additionally, 95% of students reported that sexual harassment was a big

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problem in school. This finding is consistent with pre-intervention (86%) and post-intervention 1 (95%) results.

Again, as was revealed prior to the intervention (33%) and in post-intervention 1 (30%), approximately 25% of students felt that the administration and staff deal effectively with sexual harassment (22%).

As was the case with Part I of post-intervention 2, Part II findings reveal that students' experiences with and perceptions about sexual harassment either remained fairly consistent or got stronger. This suggests that student knowledge of sexual harassment increased from the time of the pre-test and lasted over time.

Qualitative information: The Women's Studies Questionnaire. Part III of the survey asked students who had experienced sexual harassment to respond to two items. First, how their experiences with sexual harassment affected them and second, if they reported their experiences. Out of 18 total cases, 78% of students (n = 14) chose to respond to Part III of the survey, acknowledging that they had experienced sexual harassment.

Part IV of the survey asked students who had *not* experienced sexual harassment to respond to two similar items. First, if they were to experience sexual harassment how they would feel they would be affected by it and second, if they would report sexual harassment if they experienced it. Out of 18 total cases, 22% of students (n = 4) chose to respond to Part IV of the survey.

Of those students who responded to Part III of the survey, 79% indicated that they were negatively affected by sexual harassment. This percentage represents a

decrease from pre-intervention findings (85%), but an increase from results at the time

of post-intervention 1 (64%). The reasons for this difference are unclear. Sixty-two

percent of students indicated that they reported the sexual harassment they experienced.

However, this percentage, although higher than pre-intervention results (50%), was

lower than that of post-intervention 1 (78%). One student did not respond to this

portion of the item which may explain the percentage discrepancy. Additionally, at the

time of post-intervention 2, one student indicated that she previously had not reported

the sexual harassment that she experienced but would now. This reveals that some

students gained knowledge as a result of the intervention. More students began

reporting instances of sexual harassment after the intervention.

As was the case in post-intervention 1, the majority of students (75%) who

responded to Part IV of the survey indicated that they felt they would be negatively

affected by sexual harassment if they experienced it. And again, all of the students

indicated that they would in fact report sexual harassment if they experienced it. It

appears that the importance of reporting sexual harassment when faced with it was

retained in the minds of many students as a result of the intervention.

The Bem Sex Role Inventory and locus of control. The highest score possible

for stereotypically feminine characteristics and stereotypically masculine characteristics

on *The Bem Sex Role Inventory* is 70. At the time of post-intervention 2, 67% of

students (n = 12) possessed a high feminine sex role identification. The mean for the

femininity scale was 56 (SD = 9); this represents no change from post-intervention 1

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findings (mean = 56, SD = 8). Sixty-seven percent of students (n = 12) possessed a high masculine sex role identification. The mean for the masculinity scale was 52 (SD = 9); this represents a non-statistically significant decrease from post-intervention 1 findings (n = 15, 75%, mean =55, SD = 9).

The highest score possible for the internal scale of the revised version of the abbreviated adolescent *Nowicki-Strickland Locus of Control* is 132. At the time of post-intervention 2, the mean score for internality was 100 (SD = 10). This represents an increase in internality from the time of post-intervention 1 (mean = 94, SD = 10) and from pre-intervention findings (mean = 90, SD = 12).

A regression analysis using the masculine scale as the predictor and the internal locus of control scale as the outcome indicated no significant relationship between students who possess traditionally masculine characteristics and an internal locus of control at the time of post-intervention 2. This finding differs from the pre-intervention findings but is consistent with the findings of post-intervention 1. There was also no significant relationship found between the feminine scale and possessing an internal locus of control at the time of post-intervention 2. This finding is consistent with both pre-intervention and post-intervention 1 findings.

Locus of Control

When attempting to determine if students' loci of control was altered by the intervention, a measure of internality was created. A repeated measures within-subjects test using internal locus of control as the independent variable and time as the

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dependent variable was conducted in order to determine if students' perceptions of locus of control changed over time, what type of change this was, and if this change remained constant over time. Using Wilks' Lambda multivariate test, results indicate that there was a significant change over time in students' perceptions of control ($F = 4.82$, $p = .023$). This change is linear ($F = 9.70$, $p = .006$) which indicates that students' level of internality increased from prior to the intervention (mean = 90, SD = 12) to the time of post-intervention 1 (mean = 94, SD = 10) and additionally to the time of post-intervention 2 (mean = 100, SD = 10). In other words, over time this change is one directional: the students' loci of control became increasingly more internal two months after the intervention (at the time of post-intervention 1) and this change continued over time to four months after the intervention (at the time of post-intervention 2). There was no evidence of a quadratic effect ($F = .38$, $p = .54$). The fact that no reversion was found over time reveals that students' internal motivation was maintained over this time period.

The Women's Studies Questionnaire: Repeated Measures Test

When attempting to determine if student perceptions of sexual harassment changed significantly over time, a repeated measures within-subjects test was used. In order to compare student perceptions at three points in time: prior to the intervention, two months after the intervention, and four months after the intervention, sums were created by multiplying the frequency by the severity of each of the 12 behavioral items from Part I of the survey. These three sums were then used as independent variables

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and time was used as the dependent variable. Using the Wilks' Lambda multivariate test, results indicate that there was no significant change over time in student perceptions of sexual harassment ($F = 1.1$, $p = .32$). In other words, student perceptions of sexual harassment did not change significantly from prior to the intervention (mean = 140, SD = 98), to the time of post-intervention 1 (mean = 185, SD = 109), to the time of post-intervention 2 (mean = 180, SD = 123). All three distributions possess a positive skew: pre-intervention (.82), post-intervention 1 (.98), and post-intervention 2 (1.1).

The reason for this finding is unclear. Parametric analyses (of which repeated measures tests are examples) assume that data are normally distributed to generate assumptions about change and about significant difference. Thus, a parametric test cannot provide much information in this case. The analysis structure assumes that measures are normally distributed, but these data do not meet that assumption. As a result, the power to find a significant difference is reduced. Statistical power comes from the distribution of the measures, the sample size, and the distribution (standard deviation) of the measures at each time point (Cohen & Cohen, 1983). With a larger sample size the data would be more normally distributed, but because of the small sample size used in this research study and because of the non-normally distributed set of variables, the power does not exist to find a significant difference if there is one. The issue might be with the small sample size or the instrument not being sensitive enough to find a difference if there is one. A differently constructed instrument might approximate the data more normally.

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An alternative explanation of this finding of no significant change over time deals with distributions that are by nature skewed. Sexual harassment is not a "normally" occurring situation. Studies on abuse and incarceration have similar problems: such experiences represent deviance from "normal" behavior and thus do not conform to a normal distribution (Cohen & Cohen, 1983).

The Women's Studies Questionnaire is limited in what it can indicate about change. Thus, qualitative data as well as additional sources of quantitative data were relied on in order to provide information about the effectiveness of the intervention.

Conclusions

Based upon measurable and observed data after the intervention was completed, the answer to research question 1—can an intervention created for adolescent at-risk females be effective in reducing sexual harassment in an alternative school environment?—appears to be yes, an intervention created for adolescent at-risk females can be effective in reducing sexual harassment in an alternative school. Student interviews indicated that the new knowledge that they had gained through the intervention caused them to behave differently and speak assertively; such changes caused them to speak up when faced with sexual harassment. This new sense of empowerment that they had gained which fostered an unwillingness to tolerate sexual harassment caused many of the boys to cease to engage in sexually harassing behaviors. Additionally, the staff interviews revealed that they too noticed the students who were involved in the intervention ceasing to tolerate harassing behavior when experiencing or

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witnessing it. Moreover, sexual harassment referral data revealed that incidents of sexual harassment were reduced by more than 1/3 during the semester after the intervention was completed.

Analysis of quantitative data from *The Women's Studies Questionnaire* at the time of post-intervention 1 revealed that the majority of students felt all four types of sexual harassment were serious. Students also reported having experienced sexual harassment, witnessing sexual harassment, or knowing others who had experienced sexual harassment with greater frequency after the intervention was completed. These increases can be attributed to the students' greater knowledge of sexual harassment as a result of the intervention. After the intervention was completed, students were more aware of what sexual harassment is, what behaviors it includes, and how victims are affected. Prior to and after the intervention, the majority of students felt that their school did not deal adequately with the problem of sexual harassment.

Analysis of qualitative data from *The Women's Studies Questionnaire* at the time of post-intervention 1 revealed that students were reporting the sexual harassment that they experienced more frequently than they did prior to the intervention. The fact that students felt empowered enough to feel there was something they could do when faced with sexual harassment seems to be a direct result of information they received during the intervention.

Analysis of quantitative data from *The Women's Studies Questionnaire* at the time of post-intervention 2 revealed that all types of sexual harassment increased in reported severity when compared with post-intervention 1 results, with the exception of

environmental sexual harassment (hostile environment sexual harassment). This suggests that students' knowledge of sexual harassment that they gained from the intervention had been retained. Additionally, their perceptions about the severity of sexual harassment in general in most areas increased. Students also reported having experienced sexual harassment, witnessing sexual harassment, or knowing other who had experienced sexual harassment at levels consistent with post-intervention 1 findings or with greater frequency. This suggests that their knowledge of sexual harassment increased from prior to the intervention and lasted over time.

Based upon measurable and observed data after the intervention was completed, the answer to research question 2—can such an intervention increase subjects' perceptions of their internal motivation?—also appears to be yes, such an intervention can increase subjects' perceptions of their internal motivation. Qualitative results from *The Women's Studies Questionnaire* indicate that at the time of post-intervention 1 and at the time of post-intervention 2 students felt more empowered to do something about the sexual harassment that they experienced (i.e., to report it). This seems to indicate that they felt more of a sense of control over their lives. They no longer felt powerless when faced with sexual harassment; they learned what they could do when faced with such a situation and they were beginning to do it.

Regression analyses of pre-intervention data revealed that subjects who perceived themselves as possessing more traditionally masculine characteristics also possessed a more internal locus of control. This is a logical conclusion since many of these "masculine" characteristics imply a sense of independence and control. However,

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it is not clear why similar results were not found with post-intervention data. Perhaps the intervention had an empowering effect on all students, not simply the ones who possessed more traditionally masculine characteristics. Perhaps the intervention contributed to perceptions of a heightened sense of control for all students so this finding ceased to be significant in post-intervention findings.

Quantitative analyses of the measure of internality from the revised version of the *Nowicki-Strickland Locus of Control* instrument used in this study revealed that subjects' perceptions of their levels of internality did increase over time. More specifically, this change was one-directional: the students' loci of control became increasingly more internal at the time of post-intervention 1 and continued to increase to the time of post-intervention 2. The fact that no reversion was found over this time period reveals that students' perceptions of their internal motivation was maintained from prior to the intervention until the time of post-intervention 2.

Finally, a repeated measures test indicated that there was no significant change over time in student perceptions of sexual harassment on *The Women's Studies Questionnaire*. Because of the small sample size used in this research study and because of the non-normally distributed set of variables, the power does not exist to find a significant difference if there is one. One explanation for this finding is that *The Women's Studies Questionnaire* is limited in what it can indicate about change with the sample used in this research study. An alternative explanation for this finding is that perceptions about sexual harassment may be deeply imbedded within individuals and thus difficult to change.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intervention created for at-risk females described in this research study was

effective in reducing sexual harassment in an alternative school environment. This

intervention also increased subjects' perceptions of their internal motivation. However,

these findings prompt another relevant question that addresses the effectiveness of the

intervention. The question that remains is: Was the intervention effective in terms of

reducing sexual harassment in the school and increasing student perceptions of their

internal locus of control because of the chosen curriculum (and related curricular

experiences that were set up for the students) or was it those who implemented the

curriculum who made it effective? Was it the curriculum itself that made the

intervention effective; the caring individuals (principal, counselor, teacher, intervention

facilitator) who allowed the intervention to take place, created a supportive atmosphere

for the intervention, and actually carried out the intervention; or was it a combination of

these factors that caused the intervention to be a success?

In my role as participant observer, it is difficult to separate myself from the

experience to determine exactly what specific factors contributed to the success of the

intervention. Replication studies are necessary to determine whether the curriculum

itself, those who implemented it or a combination of these factors promoted the success

of the intervention. Because of the resistance I faced by some of the students at the beginning of the intervention, I would suggest that the individuals who may implement a similar intervention can be instrumental in its success. The challenges I faced with the students, especially at the start of the intervention, could have caused the intervention to be less successful if I had let the negativity and the fear of the students take hold.

<center>Study Summary</center>

The *Women's Studies Questionnaire* revealed that sexual harassment is a problem in the school. Although the majority of students involved in the intervention felt sexual harassment remained a problem in school, suspension and referral data revealed that sexual harassment within the school was reduced by 1/3 during the semester following the intervention.

The student artifacts and interviews revealed that although the young women were apprehensive and some were hostile toward the class initially, most came to enjoy it and felt they learned from it. Some students were impacted by the course and did not want it to end, as indicated by their comments in class and by their journal entries. Some students also applied what they learned in the class to their lives; for example, they were anxious to pass on the knowledge they gained through their experiences in the class to other young women. The students who took part in the intervention knew more, thought differently, behaved differently, and spoke more assertively, at the end of the class than they did at the beginning. Finally, prior to the intervention I observed

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that when a young woman was harassed by a male in the school, the other girls would not stand up for one another. In fact, and as another teacher also noticed (as stated in the staff interviews), it seemed as though some female students were glad when others were harassed by male students because that meant they were not the targets. Because the intervention focused so much on the peer group as a whole and on peer group responsibility, the female students began to stand up for one another when a female student experienced harassing behavior from male students. The *potential* for this is supported in the literature, illustrating the power of the peer group to combat bullying and harassing behavior in school (McMahon, 1995; Naylor & Cowie, 1999; O'Connell, Pepler, & Craig, 1999; Salmivalli, 2001; Stevens, Van Oost, & de Bourdeaudhuij, 2000). Because of the strong bonds the young women formed as a result of the women's studies course, they began to take initiative and take responsibility for not only themselves, but also for one another. This specific behavioral change, that the girls involved in the intervention began to stand up for one another when faced with situations of sexual harassment, was not found in the literature on adolescent females. This finding adds to the literature base on adolescent girls and sexual harassment.

The staff interviews revealed that although the class was a tremendous amount of work for all parties involved (the counselor, the administrator, and the teacher) the benefits far outweighed the costs. The counselor, the administrator, and I had to do additional work, such as dealing with discontented students who were unsure they wanted to be a part of the intervention because of the fact that it was all female, dealing with additional conflicts between female students, dealing with conflicts between

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harassers and victims, and dealing with the additional paperwork that resulted from the increased reports of sexual harassment and the eventual investigation of them. This work was ultimately reduced during the semester that followed the intervention.

In sum, through this research study it was determined that this women's studies course was effective for the at-risk high school females in this alternative school setting. The students involved in the intervention began to stand up for one another and support one another when faced with sexual harassment. Their feminist awareness and identification seemed to increase as a result of the intervention. It was clear that they began to value not only themselves more as a result of being in the class but also learned to value each other. This sense of personal self-worth may have contributed to their unwillingness to tolerate harassing behavior from others after participating in this women's studies course.

It was determined that students' perceptions of their internal locus of control increased greatly after the intervention. These changes may have resulted from the intervention because components of the curriculum fostered a classroom climate that gave the girls a sense of empowerment they had not before experienced. As a result, they were emboldened to stand up for themselves and for others when faced with degrading or harassing treatment from others.

The conditions under which this intervention was effective were as follows:

- A supportive principal,

- A supportive staff,

- A research based curriculum,

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- Exercises to promote team-building and a sense of community among subjects,

- Guest speakers who reinforced several tenets of the curriculum,

- Facilitation of personal and peer group responsibility.

Effects of the Intervention

As a result of the intervention, there were positive changes within the school in general. There was a noticeable decrease in observed sexual harassment; this decrease was verified by administrative referral data. There was also an increase in students formally reporting sexual harassment to the administration. These two factors may seem incompatible, but they are not. Prior to the intervention, incidents of sexual harassment were often reported by third parties: teachers, the counselor, or other students. During and after the intervention, students who were the direct victims of harassment began to report such incidents more frequently and directly to the administration.

It was observed by staff members, as reflected in staff interviews, and by me that there were healthier relationships among women in the program in general as a result of the intervention, which fostered a healthier school climate in general.

Further Research

The intervention discussed in this research study was effective for the group of at-risk girls in an alternative high school who served as subjects under the previously mentioned conditions. Results cannot be generalized any further. This group of girls

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experienced a high incidence of sexual harassment prior to the intervention. They had a history of impropriety with boys and low self-esteem. It is not known whether a similar intervention would have the same effect on traditional populations. In order to determine whether such an intervention would be effective in other schools it would be necessary to use a bigger sample size, a random sample, and a control group and to conduct the intervention in traditional schools with normally distributed populations.

Further research is necessary on the *Women's Studies Questionnaire* to determine whether it is indeed a reliable instrument to measure adolescent sexual harassment as experienced by female populations. Because the sample size used in this research was small and homogeneous, a skewed distribution was to be expected. The sample did not fit the assumptions of the repeated measures statistic. A larger sample size would increase the power to determine if the instrument can indicate change in student perceptions of sexual harassment over time. In order to determine if the instrument is a reliable measure of student perceptions of sexual harassment, it should be used with normally distributed populations in traditional classrooms.

APPENDIX A

CONSENT FORMS

Consent to Serve as a Research Subject

Parental Consent

I agree to allow my child to participate in the research project entitled, *Peer Sexual Harassment: Finding Voice, Changing Culture,* directed by Jennifer Martin. The purpose of this study is to validate a questionnaire Ms. Martin has created for the purposes of determining levels and severity of sexual harassment experienced by female students in her school. The information gathered will only be used to run a statistical analysis to determine if the questionnaire truly measures what it is intended to measure. This questionnaire will take approximately 30 minutes to complete. In addition to this, Ms. Martin will ask for volunteers who would like to discuss the questionnaire with her. The reason for this is to determine if there are any questions that are unclear or confusing to students.

I understand that my child will be answering questions regarding sexual harassment by completing an anonymous questionnaire. No other questions of a personal or sensitive nature will be asked. Your child's participation in this study does not imply that she has been involved in any incident of peer sexual harassment. The information your child will give is completely confidential and will not be available to anyone other than the researcher. Your child's name will not appear on any document.

I understand that confidentiality will be protected by the omission of names and any other information that may identify any participant in the study. Questionnaires will be filled out anonymously.

I understand that participation in the study is voluntary, and that there is no penalty for non-participation. Also, my child may withdraw from this project at any time without penalty. Likewise, I may withdraw my child from this project at any time without penalty.

The following risks may be incurred from participating in this project: answering questions on sensitive topics and revealing personal experiences with sexual harassment. The researcher will minimize these risks by creating an atmosphere of confidentiality during the administration of the questionnaire and supporting and respecting the needs, limits, and values of the students. Also, no student will be required to answer a question she finds uncomfortable.

Parent signature:_____   Date:_____

Consent to Serve as a Research Subject

Minor Assent

I agree to participate in the research project entitled, *Peer Sexual Harassment: Finding Voice, Changing Culture,* directed by Jennifer Martin. The purpose of this study is to validate a questionnaire Ms. Martin has created for the purposes of determining levels and severity of sexual harassment experienced by female students in her school. The information gathered will only be used to run a statistical analysis to determine if the questionnaire truly measures what it is intended to measure. This questionnaire will take approximately 30 minutes to complete. In addition to this, Ms. Martin will ask for volunteers who would like to discuss the questionnaire with her. The reason for this is to determine if there are any questions that are unclear or confusing to students.

I understand I will be answering questions regarding sexual harassment by completing an anonymous questionnaire. No other questions of a personal or sensitive nature will be asked. My participation in this study does not imply that I have been involved in any incident of peer sexual harassment. The information I will give is completely confidential and will not be available to anyone other than the researcher. My name will not appear on any document.

I understand that confidentiality will be protected by the omission of names and any other information that may identify any participant in the study. Questionnaires will be filled out anonymously.

I understand that participation in the study is voluntary, and that there is no penalty for non-participation. Also, I may withdraw from this project at any time without penalty.

The following risks may be incurred from participating in this project: answering questions on sensitive topics and revealing personal experiences with sexual harassment. The researcher will minimize these risks by creating an atmosphere of confidentiality during the administration of the questionnaire and supporting and respecting the needs, limits, and values of the students. Also, no student will be required to answer a question she finds uncomfortable.

Student signature:_____   Date:_____

APPENDIX B

INSTRUMENTS

Women's Studies Questionnaire

When completing this survey, please limit your responses to behaviors that have happened within the LAST 12 MONTHS.

PART I
Directions: Please read the following scenarios then respond to two questions. You will first rate the frequency of this phenomenon, or how often you have experienced it. Your second response will be to determine how serious you feel the behavior is *only if you have experienced it*. Please shade in the numbered box, with pencil or pen, that corresponds to your personal experiences.

   1. I have experienced sexually degrading comments (comments that are intended to make me feel bad) in school.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

 Not   Very
Serious   Serious

   2. I have been the victim of sexual graffiti at school (writing or pictures on walls, lockers, desks, notes being passed, etc.).

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

 Not   Very
Serious   Serious

3.   I have been the victim of sexual gossip at school.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not   Very
Serious   Serious

4.   I have been grabbed or touched in a sexual manner at school without my consent.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not   Very
Serious   Serious

5.   I have been pressured by another student at school to engage in a sexual act with the promise of a reward if I agreed.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not   Very
Serious   Serious

6. I have been pressured by another student at school to engage in a sexual act with the threat of a consequence if I refused.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not
Serious   Very
                                                                          Serious

7. In school I have experienced negative comments about women.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not
Serious   Very
                                                                          Serious

8. In school I have been called names that are degrading to women.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not
Serious   Very
                                                                          Serious

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9. I have experienced sexual leers (looks) in the hallway.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not
Serious   Very
                                                              Serious

10. I have felt others have tried to intimidate me in a sexual manner, through gestures, leers (looks), or comments, as I walk down the hallway.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not
Serious   Very
                                                              Serious

11. At school I have had my personal space violated in a sexual manner.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not
Serious   Very
                                                              Serious

12. At school I have had other students talk to me in a graphically sexual manner without my consent.

Frequency: How often have you experienced this?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

Severity: If you have experienced this behavior, how badly did it make you feel? If you have not experienced this behavior, please leave this response blank.

| 1 | 2 | 3 | 4 | 5 | 6 |

Not   Very
Serious   Serious

Part II
Directions: Please rate your responses for the following items.

1. Have you ever experienced sexual harassment in school?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

2. Have you ever witnessed sexual harassment in school?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

3. Have people you know experienced sexual harassment in school?

| 1 | 2 | 3 | 4 | 5 | 6 |

Never   Often

4. How big of a problem is sexual harassment in school?

| 1 | 2 | 3 | 4 | 5 | 6 |

Not a problem   Big problem

5. The administration and staff do a good job in dealing with sexual harassment.

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree
(good job)   (bad job)

Part III:

Directions: If you have experienced sexual harassment at school, please read and respond to the following short answer questions if they apply to you and if you feel comfortable answering them. If you have never experienced sexual harassment, please skip to the next section (Part IV).

1. If you have experienced sexual harassment, how did it affect you in terms of school performance, emotional well-being, social activities, etc.?

    _____

    _____

    _____

    _____

    _____

    _____

2. Did you report your experiences to teachers or administration? If so, how was it dealt with? Were you satisfied with the outcome?

    _____

    _____

    _____

    _____

    _____

    _____

Part IV:
Directions: If you have never experienced sexual harassment, please read and respond to the following short answer questions if they apply to you and if you feel comfortable answering them. If you responded to the questions in Part III, you may skip this section, and continue to Part V.

1. If you were to experience sexual harassment at some point in your school career, how do you think it would affect you in terms of school performance, emotional well-being, social activities, etc.?

_____

_____

_____

_____

_____

_____

2. If you were to experience sexual harassment in school how would you deal with it? Would you report your experiences to teachers or administration? If so, how would you go about doing this?

_____

_____

_____

_____

_____

Part V:
Directions: If you have anything else you would like to add regarding your experiences with sexual harassment, please add it below.

_____

_____

_____

_____

_____

Questionnaire

Directions: Please read each statement and circle the number that represents how you feel about each.

SD=Strongly Disagree
D=Disagree
SWD=Somewhat Disagree
SWA=Somewhat Agree
A=Agree
SA=Strongly Agree

	SD	D	SWD	SWA	A	SA
1. Most problems will solve them-selves if I just don't fool with them.	1	2	3	4	5	6
2. Some kids are just born lucky.	1	2	3	4	5	6
3. I often get blamed for things that aren't my fault.	1	2	3	4	5	6
4. Most of the time it doesn't pay to try hard because things never turn out right anyway.	1	2	3	4	5	6
5. Most of the time parents listen to what their children have to say.	1	2	3	4	5	6
6. When I get punished it usually seems it's for no good reason at all.	1	2	3	4	5	6
7. Most of the time it is hard to change a friend's (mind) opinion.	1	2	3	4	5	6

	SD	D	SWD	SWA	A	SA
8. It's nearly impossible to change my parent's mind about anything.	1	2	3	4	5	6
9. When I do something wrong there's very little I can do to make it right.	1	2	3	4	5	6
10. Some girls deserve to get picked on.	1	2	3	4	5	6
11. One of the best ways to handle most problems is just to not think about them.	1	2	3	4	5	6
12. When a kid my age decides to hit me, there's little I can do to stop her or him.	1	2	3	4	5	6
13. When people are mean to me it's usually for no reason at all.	1	2	3	4	5	6
14. Most of the time, I feel that I can change what might happen tomorrow by what I do today.	1	2	3	4	5	6
15. Bad things are going to happen no matter what I try to do to stop them.	1	2	3	4	5	6
16. Most of the time it is useless to try to get my own way at home.	1	2	3	4	5	6

	SD	D	SWD	SWA	A	SA
17. When somebody my age wants to be my enemy there's little I can do to change matters.	1	2	3	4	5	6
18. When some girls are harassed by boys they often bring it on themselves.	1	2	3	4	5	6
19. When someone doesn't like me there's little I can do about it.	1	2	3	4	5	6
20. It's almost useless to try in school because most other people are just plain smarter than I am.	1	2	3	4	5	6
21. I believe that planning ahead makes things turn out better.	1	2	3	4	5	6
22. When girls look, act, or dress in a sexy way, it is okay for boys to talk to them or touch them in a sexual manner because they are just asking for it.	1	2	3	4	5	6

APPENDIX C

CURRICULUM

Women's Studies
Curriculum Framework

Marking Period I: The Concept of Gender and Women We Admire
Topics:
Students experiences with gender (limitations, etc.)
Gender history in the U.S.
Famous women (Notable woman list)
Reading like a woman
Gender roles in literature
Language/sexist language
The importance of voice
Vocabulary Terms (introduced and reinforced throughout the semester):
1. Chauvinism
2. Nuclear family
3. Matriarchy
4. Equal Rights Amendment
5. Suffrage
6. 19th Amendment (and year passed)
7. Bluestocking
8. Patriarchy
9. Oppression
10. Sexism
11. Misogyny
12. Title VII of the Civil Rights Act of 1964
13. Feminist
14. Amazon
15. Machismo/Macho
16. The suffix—"ess"
17. Ms.
18. "The personal is political"
19. The male "gaze"
20. Double work load
21. N. O. W.
22. N. W. S. A.
23. Coverture
24. Backlash
25. "Old Boys Network"
26. Title IX of the Educational Amendments of 1972
27. Objectification
28. Power
29. Empower
30. History/Herstory

31. Spinster
32. Subjugate
33. Subordination
34. Sexual harassment
35. Hostile environment sexual harassment
36. Quid pro quo sexual harassment
37. Sexual assault
38. Domestic violence/dating violence
39. Status quo
40. Sexual double standard
41. EEOC
42. Infantalization
43. Trivialize
44. Consciousness-raising
45. Womyn/wimmim
46. FGM/FGC
47. Anita Hill/ Clarence Thomas
48. Tailhook
49. Glass Ceiling
50. Trafficking in women

Texts:
"Ain't I a Woman?"—Sojourner Truth
"Someone Had to do it First"—Shirley Chisholm
"No Name Woman"—Maxine Hong Kingston
"If Men Could Menstruate"—Gloria Steinem
"Sexism and the English Language"—Adams and Ware
"Greasy Lake"—T. Coraghessan Boyle
"A Woman on A Roof"—Dorris Lessing
Videos:
"Girls Can"
"Failing at Fairness"
Major Project:
Report on a famous woman
Marking Period II: Gender Equity and Sexual Harassment
Topics:
Women in Athletics
Gender Equity
Title IX
Sexual Harassment
What can we do about sexual harassment?
Violence against women
Texts:
"Women's Athletics and the Myth of Female Frailty"—Nancy Theberge

"Shortchanging Girls, Shortchanging America"—AAUW
"I am not Given to Fantasy"—Anita Hill
"Violence Against Women"—Flora Davis
Sexual Harassment information, statistics, etc.
Sexual Harassment case studies
Lucky—Alice Seabold
Videos:
"Shortchanging Girls, Shortchanging America"
Strange Justice
"Sexual Harassment"
"Outrage in Glen Ridge"
"She Fought Alone"
Projects:
Interview a woman you know and admire (presentations)
Speakers:
Guest speaker from a battered women's shelter
Guest speaker on sexual harassment
Marking Period III: Beauty and Friendship
Topics:
The Beauty Myth
Body Image
Advertising/the media
Relationships between women
Female friendships
Relational Aggression
Power/Empowerment
Assertiveness Training
Texts:
"Cinderella"—Anne Sexton
"A Woman's Beauty: Put-down or Power Source?"—Susan Sontag
"Beauty When the Other Dancer is the Self"—Alice Walker
"In Search of Our Mother's Gardens"—Alice Walker
Videos:
"Killing Us Softly"
"Still Killing Us Softly"
"Killing Us Softly 3"
Projects:
Analyze the media messages about gender and body image through advertising analysis project (presentations)
Speakers:
Speaker on female friendship and African American quilting
2 speakers on assertiveness training/self-defense

APPENDIX D

INTERVIEW QUESTIONS

Student Interview Questions

1. How did you feel about the class? Did these feelings change throughout the semester?

2. How did taking this class affect your life outside of class? Did you apply what you learned in class to your life? If so, how?

3. Describe your feelings about the material covered in the class: readings, discussions, videos, guest speakers.

4. Discuss your feelings about the issue of sexual harassment in the school. Do you view the issue of sexual harassment differently since taking this class? If so, how?

5. What do you feel is the most important thing you learned in the class and why?

Staff Interview Questions

1. Discuss your impressions of the women's studies class, prior to its start and throughout the semester.

2. Did you notice any changes in the students who were in the women's studies class throughout the semester?

3. Did you notice any changes in the overall student population that you attributed to the women's studies class?

4. Did you notice any difference with the problem of sexual harassment in the school as a result of the class? If so, why do you feel these changes resulted from the class?

APPENDIX E

QUANTITATIVE DATA TABLES

Women's Studies Questionnaire Quantitative Tables:

Pre-Intervention Data

Table A1

Frequency Table, Item 1 (Frequency)

Item 1	Likert Scale	Frequency	Percent
Never	1.00	3	14.3
	2.00	8	38.1
	3.00	5	23.8
	4.00	3	14.3
	5.00	1	4.8
Often	6.00	1	4.8
	Total	21	100.0

I have experienced sexually degrading comments
(comments that are intended to make me feel bad) in school

Table A2

Frequency Table, Item 2 (Frequency)

Item 2	Likert Scale	Frequency	Percent*
Never	1.00	14	70.0
	2.00	3	15.0
	3.00	2	10.0
	4.00	1	5.0
	5.00	0	0.0
Often	6.00	0	0.0
	Total	21	100.0
Missing		1	

I have been the victim of sexual graffiti at school (writing or pictures on walls, lockers, desks, notes being passed, etc.)
*Valid percent used when missing data exists

Table A3

Frequency Table, Item 3 (Frequency)

Item 3	Likert Scale	Frequency	Percent
Never	1.00	11	52.4
	2.00	2	9.5
	3.00	5	23.8
	4.00	2	9.5
	5.00	0	0.0
Often	6.00	1	4.8
	Total	21	100.0

I have been the victim of sexual gossip at school

Table A4

Frequency Table, Item 4 (Frequency)

Item 4	Likert Scale	Frequency	Percent
Never	1.00	11	52.4
	2.00	5	23.8
	3.00	1	4.8
	4.00	3	14.3
	5.00	1	4.8
Often	6.00	0	0.0
	Total	21	100.0

I have been grabbed or touched in a sexual manner at school
without my consent

Table A5

Frequency Table, Item 5 (Frequency)

Item 5	Likert Scale	Frequency	Percent
Never	1.00	16	76.2
	2.00	4	19.0
	3.00	1	4.8
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	0	0.0
	Total	21	100.0

I have been pressured by another student at school to engage in a sexual act with the promise of a reward if I agreed

Table A6

Frequency Table, Item 6 (Frequency)

Item 6	Likert Scale	Frequency	Percent
Never	1.00	17	81.0
	2.00	3	14.3
	3.00	1	4.8
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	0	0.0
	Total	21	100.0

I have been pressured by another student at
school to engage in a sexual act with the threat of
a consequence if I refused

Table A7

Frequency Table, Item 7 (Frequency)

Item 7	Likert Scale	Frequency	Percent
Never	1.00	3	14.3
	2.00	4	19.0
	3.00	4	19.0
	4.00	3	14.3
	5.00	2	9.5
Often	6.00	5	23.8
	Total	21	100.0

In school I have experienced negative comments
about women

Table A8

Frequency Table, Item 8 (Frequency)

Item 8	Likert Scale	Frequency	Percent
Never	1.00	6	28.6
	2.00	5	23.8
	3.00	2	9.5
	4.00	2	9.5
	5.00	3	14.3
Often	6.00	3	14.3
	Total	21	100.0

In school I have been called names that are
degrading to women

Table A9

Frequency Table, Item 9 (Frequency)

Item 9	Likert Scale	Frequency	Percent
Never	1.00	8	38.1
	2.00	0	0.0
	3.00	3	14.3
	4.00	3	14.3
	5.00	4	19.0
Often	6.00	3	14.3
	Total	21	100.0

I have experienced sexual leers (looks) in the
hallway

Table A10

Frequency Table, Item 10 (Frequency)

Item 10	Likert Scale	Frequency	Percent
Never	1.00	11	52.4
	2.00	4	19.0
	3.00	2	9.5
	4.00	1	4.8
	5.00	2	9.5
Often	6.00	1	4.8
		21	100.0

I have felt others have tried to intimidate me in a sexual manner, through gestures, leers (looks), or comments, as I walk down the hallway

Table A11

Frequency Table, Item 11 (Frequency)

Item 11	Likert Scale	Frequency	Percent
Never	1.00	14	66.7
	2.00	1	4.8
	3.00	1	4.8
	4.00	3	14.3
	5.00	2	9.5
Often	6.00	0	0.0
	Total	21	100.0

At school I have had my personal space violated in
a sexual manner

Table A12

Frequency Table, Item 12 (Frequency)

Item 12	Likert Scale	Frequency	Percent
Never	1.00	8	38.1
	2.00	4	19.0
	3.00	3	14.3
	4.00	1	4.8
	5.00	2	9.5
Often	6.00	3	14.3
	Total	21	100.0

At school I have had other students talk to me in a
graphically sexual manner without my consent

Table A13

Frequency Table, Item 1 (Severity)

Item 1	Likert Scale	Frequency	Percent
Did Not Respond	0.00	4	19.0
Not Serious	1.00	2	9.5
	2.00	3	14.3
	3.00	5	23.8
	4.00	6	28.6
	6.00	1	4.8
Very Serious	Total	21	100.0

I have experienced sexually degrading comments
(comments that are intended to make me feel bad) in
school

Table A14

Frequency Table, Item 2 (Severity)

Item 2	Likert Scale	Frequency	Percent
Did Not Respond	0.00	15	71.4
Not Serious	1.00	2	9.5
	2.00	1	4.8
	3.00	0	0.0
	4.00	0	0.0
	5.00	1	4.8
Very Serious	6.00	2	9.5
	Total	21	100.0

I have been the victim of sexual graffiti at school (writing or
pictures on walls, lockers, desks, noted being passed, etc.)

Table A15

Frequency Table, Item 3 (Severity)

Item 3	Likert Scale	Frequency	Percent
Did Not Respond	0.00	11	52.4
Not Serious	1.00	2	9.5
	2.00	1	4.8
	3.00	1	4.8
	4.00	1	4.8
	5.00	1	4.8
Very Serious	6.00	4	19.0
	Total	21	100.0

I have been the victim of sexual gossip at school

Table A16

Frequency Table, Item 4 (Severity)

Item 4	Likert Scale	Frequency	Percent
Did Not Respond	1.00	11	52.4
Not Serious	1.00	2	9.5
	2.00	3	14.3
	3.00	1	4.8
	4.00	2	9.5
	5.00	0	0.0
Very Serious	6.00	2	9.5
	Total	21	100.0

I have been grabbed or touched in a sexual manner at school without my consent

Table A17

Frequency Table, Item 5 (Severity)

Item 5	Likert Scale	Frequency	Percent
Did Not Respond	0.00	16	76.2
Not Serious	1.00	1	4.8
	2.00	1	4.8
	3.00	0	0.0
	4.00	2	9.5
	5.00	0	0.0
Very Serious	6.00	1	4.8
	Total	21	100.0

I have been pressured by another student at school to
engage in a sexual act with the promise of a reward if I
agreed

Table A18

Frequency Table, Item 6 (Severity)

Item 6	Likert Scale	Frequency	Percent
Did Not Respond	0.00	17	81.0
Not Serious	1.00	1	4.8
	2.00	1	4.8
	3.00	0	0.0
	4.00	2	9.5
	5.00	0	0.0
Very Serious	6.00	0	0.0
	Total	21	100.0

I have been pressured by another student at school to
engage in a sexual act with the threat of a consequence if I
refused

Table A19

Frequency Table, Item 7 (Severity)

Item 7	Likert Scale	Frequency	Percent
Did Not Respond	0.00	4	19.0
Not Serious	1.00	2	9.5
	2.00	2	9.5
	3.00	1	4.8
	4.00	5	23.8
	5.00	3	14.3
Very Serious	6.00	4	19.0
	Total	21	100.0

In school I have experienced negative comments about women

Table A20

Frequency Table, Item 8 (Severity)

Item 8	Likert Scale	Frequency	Percent
Did Not Respond	0.00	7	33.3
Not Serious	1.00	1	4.8
	2.00	3	14.3
	3.00	3	14.3
	4.00	1	4.8
	5.00	4	19.0
Very Serious	6.00	2	9.5
	Total	21	100.0

In school I have been called names that are degrading to
women

Table A21

Frequency Table, Item 9 (Severity)

Item 9	Likert Scale	Frequency	Percent
Did Not Respond	0.00	9	42.9
Not Serious	1.00	2	9.5
	2.00	1	4.8
	3.00	3	14.3
	4.00	1	4.8
	5.00	2	9.5
Very Serious	6.00	3	14.3
	Total	21	100.0

I have experienced sexual leers (looks) in the hallway

Table A22

Frequency Table, Item 10 (Severity)

Item 10	Likert Scale	Frequency	Percent
Did Not Respond	0.00	11	52.4
Not Serious	1.00	3	14.3
	2.00	1	4.8
	3.00	4	19.0
	4.00	0	0.0
	5.00	1	4.8
Very Serious	6.00	1	4.8
	Total	21	100.0

I have felt others have tried to intimidate me in a sexual
manner, through gestures, leers (looks), or comments, as I
walk down the hallway

Table A23

Frequency Table, Item 11 (Severity)

Item 11	Likert Scale	Frequency	Percent
Did Not Respond	0.00	14	66.7
Not Serious	1.00	1	4.8
	2.00	0	0.0
	3.00	2	9.5
	4.00	0	0.0
	5.00	2	9.5
Very Serious	6.00	2	9.5
	Total	21	100.0

At school I have had my personal space violated in a sexual
manner

Table A24

Frequency Table, Item 12 (Severity)

Item 12	Likert Scale	Frequency	Percent
Did Not Respond	0.00	8	38.1
Not Serious	1.00	2	9.5
	2.00	4	19.0
	3.00	2	9.5
	4.00	0	0.0
	5.00	4	19.0
Very Serious	6.00	1	4.8
	Total	21	100.0

At school I have had other students talk to me in a graphically
sexual manner without my consent

Post-Intervention 1 Data

Table A25

Frequency Table, Item 1 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	3	15.0
	2.00	4	20.0
	3.00	6	30.0
	4.00	2	10.0
	5.00	4	20.0
Often	6.00	1	5.0
	Total	20	100.0
Missing		1	

 I have experienced sexually degrading comments
(comments that are intended to make me feel bad)
in school
*Valid percent used when missing data exists

Table A26

Frequency Table, Item 2 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	15	78.9
	2.00	2	10.5
	3.00	0	0.0
	4.00	1	5.3
	5.00	0	0.0
Often	6.00	1	5.3
	Total	19	100.0
Missing		2	

I have been the victim of sexual graffiti at school
(writing or pictures on walls, lockers, desks, notes
being passed, etc.)
*Valid percent used when missing data exists

Table A27

Frequency Table, Item 3 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	5	25.0
	2.00	6	30.0
	3.00	3	15.0
	4.00	3	15.0
	5.00	1	5.0
Often	6.00	2	10.0
	Total	20	100.0
Missing		1	

I have been the victim of sexual gossip at school
*Valid percent used when missing data exists

Table A28

Frequency Table, Item 4 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	10	50.0
	2.00	1	5.0
	3.00	2	10.0
	4.00	1	5.0
	5.00	3	15.0
Often	6.00	3	15.0
	Total	20	100.0
Missing		1	

I have been grabbed or touched in a sexual manner
at school without my consent
*Valid percent used when missing data exists

Table A29

Frequency Table, Item 5 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	18	90.0
	2.00	1	5.0
	3.00	1	5.0
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	0	0.0
	Total	20	100.0
Missing		1	

I have been pressured by another student at school to
engage in a sexual act with the promise of a reward if I
agreed
*Valid percent used when missing data exists

Table A30

Frequency Table, Item 6 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	17	85.0
	2.00	3	15.0
	3.00	0	0.0
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	0	0.0
	Total	20	100.0
Missing		1	

I have been pressured by another student at school
to engage in a sexual act with the threat of a
consequence if I refused
*Valid percent used when missing data exists

Table A31

Frequency Table, Item 7 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	0	0.0
	2.00	1	5.0
	3.00	2	10.0
	4.00	2	10.0
	5.00	6	30.0
Often	6.00	9	45.0
	Total	20	100.0
Missing		1	

In school I have experienced negative comments
about women
*Valid percent used when missing data exists

Table A32

Frequency Table, Item 8 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	2	10.0
	2.00	3	15.0
	3.00	4	20.0
	4.00	2	10.0
	5.00	3	15.0
Often	6.00	6	30.0
	Total	20	100.0
Missing		1	

In school I have been called names that are
degrading to women
*Valid percent used when missing data exists

Table A33

Frequency Table, Item 9 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	6	30.0
	2.00	5	25.0
	3.00	1	5.0
	4.00	1	5.0
	5.00	3	15.0
Often	6.00	4	20.0
	Total	20	100.0
Missing		1	

I have experienced sexual leers (looks) in the
hallway
*Valid percent used when missing data exists

Table A34

Frequency Table, Item 10 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	7	35.0
	2.00	6	30.0
	3.00	1	5.0
	4.00	1	5.0
	5.00	2	10.0
Often	6.00	3	15.0
	Total	20	100.0
Missing		1	

I have felt others have tried to intimidate me in a
sexual manner, through gestures, leers (looks), or
comments, as I walk down the hallway
*Valid percent used when missing data exists

Table A35

Frequency Table, Item 11 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	6	30.0
	2.00	8	40.0
	3.00	1	5.0
	4.00	1	5.0
	5.00	3	15.0
Often	6.00	1	5.0
	Total	20	100.0
Missing		1	

At school I have had my personal space violated in
a sexual manner
*Valid percent used when missing data exists

Table A36

Frequency Table, Item 12 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	9	45.0
	2.00	5	25.0
	3.00	1	5.0
	4.00	1	5.0
	5.00	3	15.0
Often	6.00	1	5.0
	Total	20	100.0
Missing		1	

At school I have had other students talk to me in a
graphically sexual manner without my consent
*Valid percent used when missing data exists

Table A37

Frequency Table, Item 1 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	3	15.0
Never	1.00	0	0.0
	2.00	5	25.0
	3.00	3	15.0
	4.00	5	25.0
	5.00	3	15.0
Often	6.00	1	5.0
	Total	20	100.0
Missing		1	

I have experienced sexually degrading comments (comments that
are intended to make me feel bad) in school
*Valid percent used when missing data exists

Table A38

Frequency Table, Item 2 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	16	80.0
Never	1.00	0	0.0
	2.00	2	10.0
	3.00	0	0.0
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	2	10.0
	Total	20	100.0
Missing		1	

I have been the victim of sexual graffiti at school (writing or pictures on walls, lockers, desks, noted being passed, etc.)
*Valid percent used when missing data exists

Table A39

Frequency Table, Item 3 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	5	25.0
Never	1.00	1	5.0
	2.00	3	15.0
	3.00	4	20.0
	4.00	2	10.0
	5.00	2	10.0
Often	6.00	3	15.0
	Total	20	100.0
Missing		1	

I have been the victim of sexual gossip at school
*Valid percent used when missing data exists

Table A40

Frequency Table, Item 4 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	10	50.0
Never	1.00	1	5.0
	2.00	0	0.0
	3.00	3	15.0
	4.00	0	0.0
	5.00	1	5.0
Often	6.00	5	25.0
	Total	20	100.0
Missing		1	

I have been grabbed or touched in a sexual manner at school
without my consent
*Valid percent used when missing data exists

Table A41

Frequency Table, Item 5 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	18	90.0
Never	1.00	0	0.0
	2.00	0	0.0
	3.00	2	10.0
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	0	0.0
	Total	20	100.0
Missing		1	

I have been pressured by another student at school to engage
in a sexual act with the promise of a reward if I agreed
*Valid percent used when missing data exists

Table A42

Frequency Table, Item 6 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	17	85.0
Never	1.00	0	0.0
	2.00	0	0.0
	3.00	2	10.0
	4.00	0	0.0
	5.00	1	50.0
Often	6.00	0	0.0
	Total	20	100.0
Missing		1	

I have been pressured by another student at school to engage
in a sexual act with the threat of a consequence if I refused
*Valid percent used when missing data exists

Table A43

Frequency Table, Item 7 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	0	0.0
	2.00	1	5.0
	3.00	2	10.0
	4.00	8	40.0
	5.00	3	15.0
Often	6.00	6	30.0
	Total	20	100.0
Missing		1	

In school I have experienced negative comments
about women
*Valid percent used when missing data exists

Table A44

Frequency Table, Item 8 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	2	10.0
Never	1.00	1	5.0
	2.00	2	10.0
	3.00	5	25.0
	4.00	0	0.0
	5.00	3	15.0
Often	6.00	7	35.0
	Total	20	100.0
Missing		1	

In school I have been called names that are degrading to women
*Valid percent used when missing data exists

Table A45

Frequency Table, Item 9 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	6	30.0
Never	1.00	2	10.0
	2.00	3	15.0
	3.00	4	20.0
	4.00	0	0.0
	5.00	2	10.0
Often	6.00	3	15.0
	Total	20	100.0
Missing		1	

I have experienced sexual leers (looks) in the hallway
*Valid percent used when missing data exists

Table A46

Frequency Table, Item 10 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	7	35.0
Never	1.00	1	5.0
	2.00	4	20.0
	3.00	2	10.0
	4.00	2	10.0
	5.00	1	5.0
Often	6.00	3	15.0
	Total	20	100.0
Missing		1	

I have felt others have tried to intimidate me in a sexual manner,
through gestures, leers (looks), or comments, as I walk down the
hallway
*Valid percent used when missing data exists

Table A47

Frequency Table, Item 11 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	6	30.0
Never	1.00	2	10.0
	2.00	5	25.0
	3.00	2	10.0
	4.00	1	5.0
	5.00	3	15.0
Often	6.00	1	5.0
	Total	20	100.0
Missing		1	

At school I have had my personal space violated in a sexual manner
*Valid percent used when missing data exists

Table A48

Frequency Table, Item 12 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	9	45.0
Never	1.00	1	5.0
	2.00	4	20.0
	3.00	2	10.0
	4.00	2	10.0
	5.00	2	10.0
Often	6.00	0	0.0
	Total	20	100.0
Missing		1	

At school I have had other students talk to me in a graphically
sexual manner without my consent
*Valid percent used when missing data exists

Table A49

Frequency Table, Item 1 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	2	11.1
	2.00	1	5.6
	3.00	6	33.3
	4.00	5	27.8
	5.00	3	16.7
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

 I have experienced sexually degrading comments
(comments that are intended to make me feel bad)
in school
*Valid percent used when missing data exists

Table A50

Frequency Table, Item 2 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	14	77.8
	2.00	2	11.1
	3.00	0	0.0
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	2	11.1
	Total	18	100.0
Missing		3	

I have been the victim of sexual graffiti at school
(writing or pictures on walls, lockers, desks, notes
being passed, etc.)
*Valid percent used when missing data exists

Table A51

Frequency Table, Item 3 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	5	27.8
	2.00	3	16.7
	3.00	6	33.3
	4.00	2	11.1
	5.00	1	5.6
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

I have been the victim of sexual gossip at school
*Valid percent used when missing data exists

Table A52

Frequency Table, Item 4 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	5	27.8
	2.00	5	27.8
	3.00	2	11.1
	4.00	2	11.1
	5.00	2	11.1
Often	6.00	2	11.1
	Total	18	100.0
Missing		3	

I have been grabbed or touched in a sexual manner
at school without my consent
*Valid percent used when missing data exists

Table A53

Frequency Table, Item 5 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	17	94.4
	2.00	0	0.0
	3.00	0	0.0
	4.00	1	5.6
	5.00	0	0.0
Often	6.00	0	0.0
	Total	18	100.0
Missing		3	

I have been pressured by another student at school
to engage in a sexual act with the promise of a
reward if I agreed
*Valid percent used when missing data exists

Table A54

Frequency Table, Item 6 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	14	77.8
	2.00	3	16.7
	3.00	0	0.0
	4.00	0	0.0
	5.00	0	0.0
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

I have been pressured by another student at school
to engage in a sexual act with the threat of a
consequence if I refused
*Valid percent used when missing data exists

Table A55

Frequency Table, Item 7 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	0	0.0
	2.00	3	16.7
	3.00	1	5.6
	4.00	2	11.1
	5.00	5	27.8
Often	6.00	7	38.9
	Total	18	100.0
Missing		3	

In school I have experienced negative comments
about women
*Valid percent used when missing data exists

Table A56

Frequency Table, Item 8 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	2	11.1
	2.00	6	33.3
	3.00	3	16.7
	4.00	2	11.1
	5.00	3	16.7
Often	6.00	2	11.1
	Total	18	100.0
Missing		3	

In school I have been called names that are
degrading to women
*Valid percent used when missing data exists

Table A57

Frequency Table, Item 9 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	7	38.9
	2.00	2	11.1
	3.00	2	11.1
	4.00	4	22.2
	5.00	2	11.1
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

I have experienced sexual leers (looks) in the
hallway
*Valid percent used when missing data exists

Table A58

Frequency Table, Item 10 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	9	50.0
	2.00	3	16.7
	3.00	1	5.6
	4.00	1	5.6
	5.00	1	5.6
Often	6.00	3	16.7
	Total	18	100.0
Missing		3	

I have felt others have tried to intimidate me in a
sexual manner, through gestures, leers (looks), or
comments, as I walk down the hallway
*Valid percent used when missing data exists

Table A59

Frequency Table, Item 11 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	9	50.0
	2.00	4	22.2
	3.00	0	0.0
	4.00	2	11.1
	5.00	1	5.6
Often	6.00	2	11.1
	Total	18	100.0
Missing		3	

At school I have had my personal space violated in
a sexual manner
*Valid percent used when missing data exists

Table A60

Frequency Table, Item 12 (Frequency)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	9	50.0
	2.00	3	16.7
	3.00	1	5.6
	4.00	2	11.1
	5.00	3	16.7
Often	6.00	0	0.0
	Total		100.0
Missing			

At school I have had other students talk to me in a
graphically sexual manner without my consent
*Valid percent used when missing data exists

Table A61

Frequency Table, Item 1 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	2	11.1
Never	1.00	2	11.1
	2.00	3	16.7
	3.00	2	11.1
	4.00	3	16.7
	5.00	4	22.2
Often	6.00	2	11.1
	Total	18	100.0
Missing		3	

I have experienced sexually degrading comments (comments
that are intended to make me feel bad) in school
*Valid percent used when missing data exists

Table A62

Frequency Table, Item 2 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	14	77.8
Never	1.00	0	0.0
	2.00	0	0.0
	3.00	1	5.6
	4.00	0	0.0
	5.00	1	5.6
Often	6.00	2	9.5
	Total	18	100.0
Missing		3	

I have been the victim of sexual graffiti at school (writing or
pictures on walls, lockers, desks, noted being passed, etc.)
*Valid percent used when missing data exists

Table A63

Frequency Table, Item 3 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	5	27.8
Never	1.00	0	0.0
	2.00	3	16.7
	3.00	4	22.2
	4.00	2	11.1
	5.00	3	16.7
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

I have been the victim of sexual gossip at school
*Valid percent used when missing data exists

Table A64

Frequency Table, Item 4 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	5	27.8
Never	1.00	1	5.6
	2.00	1	5.6
	3.00	3	16.7
	4.00	1	5.6
	5.00	3	16.7
Often	6.00	4	22.2
	Total	18	100.0
Missing		3	

I have been grabbed or touched in a sexual manner at school
without my consent
*Valid percent used when missing data exists

Table A65

Frequency Table, Item 5 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	17	94.4
Never	1.00	0	0.0
	2.00	0	0.0
	3.00	0	0.0
	4.00	0	0.0
	5.00	1	5.6
Often	6.00	0	0.0
	Total	18	100.0
Missing		3	

I have been pressured by another student at school to engage
in a sexual act with the promise of a reward if I agreed
*Valid percent used when missing data exists

Table A66

Frequency Table, Item 6 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	14	77.8
Never	1.00	0	0.0
	2.00	0	0.0
	3.00	0	0.0
	4.00	1	5.6
	5.00	1	5.6
Often	6.00	2	11.1
	Total	18	100.0
Missing		3	

I have been pressured by another student at school to engage
in a sexual act with the threat of a consequence if I refused
*Valid percent used when missing data exists

Table A67

Frequency Table, Item 7 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Never	1.00	0	0.00
	2.00	3	16.7
	3.00	2	11.1
	4.00	5	27.8
	5.00	3	16.7
Often	6.00	5	27.8
	Total	18	100.0
Missing		3	

In school I have experienced negative comments
about women
*Valid percent used when missing data exists

Table A68

Frequency Table, Item 8 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	2	11.1
Never	1.00	2	11.1
	2.00	3	16.7
	3.00	4	22.2
	4.00	3	16.7
	5.00	3	16.7
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

In school I have been called names that are degrading to women
*Valid percent used when missing data exists

Table A69

Frequency Table, Item 9 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	7	38.9
Never	1.00	0	0.0
	2.00	0	0.0
	3.00	7	38.9
	4.00	2	11.1
	5.00	1	5.6
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

I have experienced sexual leers (looks) in the hallway
*Valid percent used when missing data exists

Table A70

Frequency Table, Item 10 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	9	50.0
Never	1.00	0	0.0
	2.00	1	5.6
	3.00	2	11.1
	4.00	2	11.1
	5.00	1	5.6
Often	6.00	3	16.7
	Total	18	100.0
Missing		3	

I have felt others have tried to intimidate me in a sexual
manner, through gestures, leers (looks), or comments, as I
walk down the hallway
*Valid percent used when missing data exists

Table A71

Frequency Table, Item 11 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	9	50.0
Never	1.00	1	5.6
	2.00	0	0.0
	3.00	1	5.6
	4.00	3	16.7
	5.00	3	16.7
Often	6.00	1	5.6
	Total	18	100.0
Missing		3	

At school I have had my personal space violated in a sexual
manner
*Valid percent used when missing data exists

Table A72

Frequency Table, Item 12 (Severity)

Item 1	Likert Scale	Frequency	Percent*
Did Not Respond	0.00	9	50.0
Never	1.00	1	5.6
	2.00	0	0.0
	3.00	3	16.7
	4.00	2	11.1
	5.00	0	0.0
Often	6.00	3	16.7
	Total	18	100.0
Missing		3	

At school I have had other students talk to me in a graphically
sexual manner without my consent
*Valid percent used when missing data exists

APPENDIX F

LETTER OF IRB APPROVAL

April 24, 2003

Professor Dawn Pickard
School of Education

Reference: Project #1216   "Peer Sexual Harassment: Finding Voice, Changing
Culture" (Jennifer Martin)

Dear Professor Pickard,

On behalf of the Institutional Review Board (IRB), responsible for the review of research
involving human subjects, Dr. Christine Hansen, IRB Chair, has reviewed the original
proposal, noted the revisions provided by you upon Chair's request, and determined that
as defined in 45CFR46.101(b)(3) the project, as currently described, is **exempt from IRB
review. The exemption is granted for one year ending April 23, 2004.**

This exemption is made with the understanding that no changes may be made in the
procedures to be followed until after such modifications have been submitted to the IRB
for review and approval. If a consent form is required for your project, please include the
Chair of the IRB as the contact on your informed consent form. **Researchers must
retain a copy of the informed consent form in their files for three years and must
provide a copy of the consent form to the subject.**

Any unanticipated problems involving risks to human subjects or serious adverse effects
must be promptly reported to the IRB.

Two-months prior to the expiration of this approval you will receive notification of the
need for updated information to be used for the project's continuing review.

Sincerely,

Judette Haddad

Judette Haddad, Ph.D.
Regulatory Compliance Coordinator

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