On the Streets and Between the Sheets:

A Correlational Analysis of Interpersonal Values, Gender Attitudes, and Sexual Consent

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Abstract

This study was proposed to interpret the factors playing a role in the stagnant rate of sexual assault on college campuses. The experiment was designed to examine the correlation between interpersonal values, gender attitudes, and sexual consent behaviors as well determining the intersectional identities and situational factors that affect these variables. Results yielded that communal interpersonal values, egalitarian gender attitudes, and progressive sexual consent behaviors are positively correlated; additionally, this study indicated that gender, race, year in school, and number of sexual partners within the past year were factors that influenced the three main variables. Current research suggests that concepts such as gender identity, toxic masculinity, and patriarchal beliefs have strong connections to an individual's ideas and behaviors surrounding sexual consent; however, further research needs to be conducted to understand how everyday choices regarding gender and peer interactions affect an individual's actions and choices related to sexual consent negotiation.

Sexual assault, with documented roots on college campuses since the 1950s (Kirkpatrick & Kanin, 1957), continues to be a pervasive social and health crisis at universities across the nation (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016; Jozkowski & Humphreys, 2014; Carmody, 2005; Jozkowski & Peterson, 2013); although individuals are at their greatest risk for sexual assault prior to beginning their collegiate career (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016), 15-38% of students report experiencing a nonconsensual sexual activity during college (Fisher, Cullen, & Tuner, 2000; Tjaden & Thoennes, 2006; Cantor et al., 2015; Krebs, Lindquist, Warner, Fisher, & Martin, 2009; Muehlenhard, Peterson, Humphreys, & Jozkowski, 2015).

Research suggests that younger generations, such as Millennials or Gen Z, have been introduced to more egalitarian gender roles which often translates to the individuals having a less traditional view of gendered behavior (Kulik, 2002); nevertheless, this shift towards accepting more liberal gender norms has yet to make an impact on the rates of sexual assault, which have remained stagnant for half of a century (Adams-Curtis & Forbes, 2004; Carmody, 2005; Marine, 2004; Sampson, 2002). Factors contributing to this high prevalence of sexual assault in college include consent, limited knowledge about sex, alcohol/drug involvement, relationship maintenance, socialized gender behavior, and

miscommunication within sexual scripts (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016; Rossetto & Tollinson, 2017; Jozkowski & Humphreys, 2014; Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014; Jozkowski & Peterson, 2013).

Sexual assault, in its most elementary form, is defined as any nonconsensual act of a sexual nature; however, comprehending sexual assault becomes difficult based on contextual factors (i.e., relationship status, alcohol/drug consumption). Consent, the primary factor in declaring sexual assault, is defined as willingly presenting one's desire to participate in a sexual activity (Hickman & Muehlenhard, 1999). College students often define sexual consent as "an agreement to have sex; two people willing to have sex with each other" or "someone gave permission or approval to have sex" (Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014). This definition suggests that to give consent one must explicitly communicate their interest to engage in any sexual behaviors; although, researchers suggest that administering consent can be a cognitive process as well (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016). Those involved in a sexual activity might conclude their consensual involvement through self-talk; however, this internal decision making requires their partners to rely on "tacit knowledge," which is a sense of understanding their partner's decision to comply (Beres, 2010). The inconsistent definitions of both sexual assault and consent emphasizes the lack of research on this socially taboo topic. However, assessing the two primary themes that contribute to sexual assault rates on college campuses- adhering to traditional gender norms and interpersonal miscommunications- may pave the way towards solidifying these erratic definitions.

<u>Traditional Gender Norms</u>

Gender is often viewed as merely an individualized label, but this concept is rather a performance in which individuals are given a script (i.e., gender norms) from society to follow. Gender norms are defined as the socially prescribed dichotomous notions by which each gender must assimilate to avoid deviant status; these expectations date back centuries and were implemented to fulfill the needs presented by the separation of spheres: public and private (Bakan, 1966; Eagly et al., 2000). Men were socialized with more agentic qualities such as dominance, authority, and assertiveness to prepare them for their careers in the economic dimension; whereas, women were taught to be submissive, nurturing, and accommodating to suit their life on the domestic front (Eagly, 1987; Eagly & Steffen, 1984; Williams & Best, 1982; Yount, 1986; Bakan, 1966; Block, 1973). Men and women often experience starkly different developmental experiences throughout their life that impact their thought processes and behaviors in contrasting ways, thus preparing them for these predetermined roles (Eagly & Wood, 1991); for instance, young boys learn leadership skills at sport practices while girls learn to be poise in dance classes.

Gender roles, which are taught through a variety of social settings, have their initial roots in the family structure through parental modelling (Rossetto & Tollison, 2017; DiIorio et al., 2003; Leaper, 2000; Kennett, Humphreys, & Bramley, 2013); children observe power dynamics and gendered separation of labor between their parents (Rossetto & Tollison, 2017), and this impression helps create their early schemas of the differences between a man and a woman. Parental views, influenced by factors like religion, race, and politics, are more often than not repeated by the child, such that those reared in conservative homes will hold more stereotypical, traditional opinions of gender (Somers & Paulson, 2000; Coltrane & Adams, 1997; Kulik, 2002; Risman & Myers, 1997); whereas, more liberal factors such as paternal nurturing, equal division of domestic labor, and increased familial

communication regarding gender issues may lead to more progressive beliefs (Fagot & Leinbach, 1995; Eaton & Rose, 2011). Gender stereotypes learned within one's family go on to either be reflected or refuted by society through institutions such as school, church, and the media (Kimmel, 2000; Aubrey, Hopper, & Mbure, 2011); the combined knowledge an individual receives from both inside and outside the home relating to the expectations of their own gender identity translates to their understanding of how to "do gender" (West & Zimmerman, 1987).

These learned behaviors affect how the different genders conduct themselves within sexual contexts, namely through social dominance orientation and attributional complexity. Social dominance orientation (SDO) is posited as an individual's inclination for group-based hierarchies (Pratto et al., 1994). SDO is caused by inequality among statuses, low education levels, and emphasizes the contrasting characteristics that are enacted through gendered behavior (Pratto et al., 2006; Sidanius and Pratto, 1999; Foels & Pappas, 2004; Snellman et al., 2009). Feminine traits, such as conformity, tradition, and benevolence, have been correlated with a lower reported SDO; whereas, masculine traits like power and hedonism relayed the opposite result (Caricati, 2007). As discussed previously, men and women are primed for different positions among the division of labor, and the characteristics with which an individual was reared impacts their level of SDO; for instance, the careers for which men have been developmentally prepared promote the ideals of superior/inferior relationships. Coincidently, men have reported higher scores on SDO across a wide span of studies (Caricati, 2007; Sidanius & Pratto, 1999; Pratto et al., 1994; Reid & Foels, 2010), which suggests that men who follow their rigid male scripts may be inclined to assume the commanding role of the sexual encounter, with women defaulting to their role as the submissive party. Men have been reported to use aggressive and deceptive measures to obtain sexual experiences from a women which reiterates the power dynamics between the couple (Jozkowski & Peterson, 2013).

Attributional complexity, which is negatively correlated with SDO, is defined as the way in which individuals prefer to explain social behaviors, either through complex or one dimensional explanations (Fletcher et al., 1986; Altemeyer, 1998). In a sexual context, individuals are required to look for a variety of cues to indicate consent and pleasure; therefore, an individual with a more precise understanding of gathered social information should be able to read their partners' signs more effectively. Research shows that women have higher levels of attributional complexity (Costanzo, 1992), suggesting that men are less able to navigate through a larger quantity of social hints. Accordingly, research has stated that men are more likely than women to rely solely on nonverbal communication when seeking consent, and women were more inclined to receive both nonverbal and verbal affirmation for consent (Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014).

Additionally, there is a commonly understood misconception that consent and desire to participate in sexual acts are interchangeable phenomenon; however, individuals (primarily women) often consent to sex due to factors such as drug/alcohol consumption, upkeeping one's reputation, avoiding greater assault, maintaining a relationship, past sexual trauma, or an instance of quid pro quo (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016). Men's lower levels of attributional complexity may cause them to ignore these aspects and focus only on the consent given to them by their partner; whereas, women should be more apt to recognize and utilize the situational contexts which may be affecting their partner's decision to consent. When testing gender differences on the Interpersonal Perception Task, a measure regarding attributional complexity, men scored less accurately than women, yet they were more confident in their answers (Costanzo & Archer, 1989; Smith, Archer, & Costanzo, 1991; Patterson

& Stockbridge, 1998). This data suggests that once men receive a signal for consent, they ignore other cues of rejection because they are self-assured with that single form of compliance.

Interpersonal Miscommunication

Interpersonal situations are comprised of relative scripts, personal expectations, and typically an underlying sense of negotiation. The performed gender roles to which most individuals conform vary based on the scenario being analyzed, with sexual encounters being one of the most understudied; the expectation for gender-exclusive behavior in these contexts stem from intrapsychic, interpersonal, and cultural scripts which interact to form one's understanding of their presumed sexual behaviors (Jackson & Scott, 2010; Dworkin & O'Sullivan, 2005). The typical sex script reflects traditional gender norms which depicts the man as the sexual advancer and the woman as a protector of her own innocence, until she eventually submits herself (Jozkowski et al., 2014; Rose & Frieze, 1993; Jozkowski & Peterson, 2013). Gendered characteristics, such as assertiveness reflecting masculinity and gentleness portraying femininity, translate to the two main facets of interpersonal approaches: agency and communion (Locke, 2000; Bakan, 1966). Agency values reflect the norms classically associated with men, such as the need to maintain control and confident about an interpersonal scenario; communal values identify with traits held by women which appear in interpersonal communication as the preference to provide nurture and receive support (Locke, 2000). However, the evident gendered differences between the ways individuals are reared leads to miscommunication when discussing sexual activities and consent.

Individuals may feel pressured to follow the hierarchal script of proactive and reactive roles; this division of sexual labor can limit their use of autonomy while making some of their most intimate choices. Assumed by society to always be seeking sex, men follow gender norms and tend to make choices with their final goal in mind (i.e. obtaining consent, participating in sexual acts), maintaining their pursuit even if they have received rejection (Anderson & Blanchard, 1982; Carli, 1982; Frith & Kitzinger, 2001). Whereas, women navigate through sexual contexts with their domestic qualities in mind, such as maintaining reputation and submissive vulnerability (Wiederman, 2005). These notions reiterate the traditional gender norms which state that men hold the power, enabling them to pursue sexual acts without condemnation while women must accept his advances in order to keep the home harmonious (Ward, Hansbrough, & Walker, 2005).

The specific ways in which individuals communicate their sexual consent derives from their gendered development and adherence to their expected role. The format of the discussion itself follows traditional norms and power dynamics as men are expected to ask for the women's consent (Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014), indicating that men are in control of the situation. However, this script is problematic since women are better at understanding social signals while men are more likely to assume their sexual experiences as consensual (Jozkowski & Peterson, 2013). As a result of the difference in power dynamics, men and women tend to use different cues to suggest their sexual permission (Jozkowski, 2011; Jozkowski et al., 2014). For instance, men are more likely than women to use nonverbal cues to both indicate their own consent and interpret their partner's consent' whereas, women preferred to base their partner's communication of consent on verbal indications (Jozkowski et al., 2014; Jozkowski, 2011; Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014); this phenomenon showcases that men and women, resulting from their unique experiences in gender socialization, have different codes of conduct to exhibit and understand sexual consent. This miscommunication of values and permission contributes to the prevalent rates of sexual assault on college campuses.

This research project aims to understand the correlation between gender attitudes, interpersonal values, and behaviors surrounding sexual consent communication. Many studies have analyzed the relationships between two of these three variables; nevertheless, more information regarding the connections between all three phenomena must be assessed. Additionally, most of the research on this topic has defaulted to the variable of gender identity rather than internalized gender attitudes; however, as previously discussed, gender is not just a way of describing an individual, but rather a cognitive process in which one's beliefs translate into their actions. The following hypotheses were tested in this study: (1) egalitarian gender attitudes, communal interpersonal values, and progressive sexual consent behaviors will be positively correlated, (2) survey results will yield different findings for various intersectional identities (i.e. gender, race) such that those in higher social status groups will correlate with more traditional scripts, (3) situational factors (i.e. number of sexual partners, alcohol/drug consumption) will affect an individual's sexual consent behaviors.

Methodology

Participants

Recruitment of 129 participants occurred on the McKendree campus through convenient sampling in public areas such as classrooms, cafes, and around various academic buildings; they were not compensated for volunteering in the study. Participants (*N*= 129) were predominantly men (51.9%) and lower classmen (*first year* = 53.5%, *second year* = 17.8%, *third year* = 17.8%, *fourth year* = 9.3%, *fifth+ year* = 1.6%), ranged in age from 18 to 47, and had an ethnic makeup of 75.2% caucasian, 15.5% African American, 1.6% Asian/Pacific Islander, and 3.9% Hispanic/Latinx. Participants' sexuality comprised of 89.9% heterosexual, 1.6% homosexual, 2.3% bisexual, and 2.3% pansexual. Religions represented in this study were 73.6% Christian/Catholic, 1.6% Muslim, and 0.8% Jewish. Participants represented a wide range of relationship statuses such that 17.1% were in a relationship for less than one year, 21.7% were in a relationship for over one year, 54.3% were single, and 4.7% were married. Participants had an average of 3-4 sexual partners within the past twelve months and consumed alcohol or recreational drugs an average of 1-2 times a week.

Procedure

I presented participants with an informed consent form which noted that their contribution to this study was voluntary, there was no reward for volunteering, there was no punishment for not to participating, and that there were no known risks associated with the study; participants returned the signed portion of the form into a provided manilla envelope. Next, I administered participants the survey which included a demographics section gathering participants' gender, race, year in school, sexuality, relationship status, religion, number of sexual partners in the past 12 months, weekly alcohol/drug consumption, and age; the survey also included three measures: the Circumplex Scale of Interpersonal Values, the Traditional Egalitarian Sex Role Scale, and the Sexual Consent Scale-Revised. When all participants had completed and returned their survey into the manilla envelope, they were provided a debriefing form including the researcher and sponsor's contact information.

Measures

The Circumplex Scale of Interpersonal Values is a 64-item scale that asks individuals to rate different scenarios based on the following statement: "When I am in interpersonal situations, in general how

important is it to me that I act or appear or am treated this way?" on a 5-point Likert scale. This measure assesses the participants' interpersonal values when in close peer interactions through two subscales: agency and communion. A high score for agentic qualities suggests that the individual prefers to appear confident and correct in interpersonal situations; whereas, a high score for communal characteristics proposes that the individual favors feelings of connection and support while in interpersonal scenarios.

The Traditional Egalitarian Sex Role Scale is a 20-item survey with statements regarding gender roles from both traditional and egalitarian viewpoints scored on a 5-point Likert scale. The measure items describe various ways in which individuals internalize the gender norms with which they were reared. Thus, this measure assesses the participants' attitudes regarding gender norms rather than studying the correlation of just gender identity. A high score for traditional views suggests that the individual supports the previously established hierarchy of men and women; a high score for egalitarian views proposes that the individual challenges the socially preconceived notions of masculinity and femininity.

The Sexual Consent Scale-Revised is a 38-item survey with statements related to sexual consent norms, awareness, and discussion through three lenses of intention: attitude towards the behavior , subjective norms, and perceived behavioral control. Items regarding 'attitude towards the behavior' analyzed the participants' negative and positive emotions associated with negotiating sexual consent; a high score would indicate a more positive outlook of negotiating consent. Items on the topic of 'subjective norms' portray how societal expectations are accepted in an individual's personal life; a high score would suggest that the individual is particularly influenced by social norms. Items associated with 'perceived behavioral control' measured the participants' comprehension of the difficulty level surrounding sexual consent conversations; a high score would propose that the individual feels confident discussing this topic.

Results

The purpose of this study was to analyze the following hypotheses: (1) egalitarian gender attitudes, communal interpersonal values, and progressive sexual consent behaviors will be positively correlated, (2) survey results will yield different findings for various intersectional identities such that those in higher social status groups will correlate with more traditional scripts, (3) situational factors will affect an individual's sexual consent behaviors.

Scale Correlations

A Pearson's Correlation was performed to study the relationship between gender attitudes, interpersonal values, and sexual consent norms; there was a positive correlation between: egalitarian gender attitudes and communal interpersonal values, r = 0.32, n = 109, p = .001; communal interpersonal values and progressive sexual consent behaviors, r = 0.29, n = 109, p = .002; and egalitarian gender attitudes and progressive sexual consent behaviors, r = 0.45, n = 121, p < .001.

The Circumplex Scale of Interpersonal Values

Gender. An independent samples t-test was conducted to compare agenic interpersonal values between men and women. There was a significant difference for men (M = 0.21, SD = 0.48) and women (M = 0.43, SD = 0.47); t(109) = -2.38, p = .019. An independent samples t-test was performed to measure communal interpersonal values between men and women. There was a significant difference for men (M = 1.45, SD = 0.89) and women (M = 1.90, SD = 0.81); t(109) = -2.79, p = .006.

Race. An independent samples t-test was ran to study communal interpersonal values between Caucasians and African Americans. There was a significant difference between Caucasians (M = 1.79, SD = 0.83) and African Americans (M = 1.13, SD = 1.03); t(99) = 2.71, p = .008.

The Traditional Egalitarian Sex Role Scale

Gender. An independent samples t-test was conducted to measure egalitarian gender attitudes between men and women. There was a significant difference between men (M = 3.78, SD = 0.55) and women (M = 4.12, SD = 0.45); t(119) = -3.78,   p < .001. An independent samples t-test was ran to compare traditional gender attitudes between men and women. There was a significant difference for men (M = 2.64, SD = 0.67) and women (M = 2.13, SD = 0.50); t(117) = 4.64, p < .001.

Race. An independent samples t-test was performed to study egalitarian gender attitudes between Caucasians and African Americans. There was a significant difference between Caucasians (M = 3.99, SD = 0.53) and African Americans (M = 3.69, SD = 0.54); t(110) = 2.25, p = .026.

Year in School. An independent samples t-test was ran to compare egalitarian gender attitudes between first year and third year students. There was a significant difference between first years (M = 3.83, SD = 0.56) and third years (M = 4.14, SD = 0.45); t(87) = -2.36, p = .021.

The Sexual Consent Scale-Revised

Gender. An independent samples t-test was conducted to compare positive attitude toward establishing consent between men and women. There was a significant difference between men (M = 3.67, SD = 0.61) and women (M = 3.91, SD = 0.69); t(121) = -2.05, p = .042. An independent samples t-test was performed to measure (lack of) perceived behavioral control between men and women. There was a significant difference between men (M = 2.39, SD = 0.82) and women (M = 1.99, SD = 0.78); t(121) = 2.76, p = .007. An independent samples t-test was ran to study adherence to sexual consent norms between men and women. There was a significant difference between men (M = 3.42, SD = 0.50) and women (M = 3.21, SD = 0.60); t(121) = 2.07, p = .040.

Race. An independent samples t-test was conducted to compare adherence to sexual consent norms between Caucasians and African Americans. There was a significant difference between Caucasians (M = 3.39, SD = 0.57) and African Americans (M =3.02, SD = 0.44); t(113) = 2.66, p = .009.

Number of Sexual Partners. An independent samples t-test was performed to study indirect behavioral approach to consent between participants with zero and one sexual partners within the past year. There was a significant difference between zero partners (M = 2.69, SD = 0.59) and one partner (M = 3.41, SD = 0.58); t(79) = -5.04, p < .001.

Discussion

This study was designed to examine the relationship between interpersonal values, gender attitudes, and sexual consent behaviors as well as determine the intersectional identities and situational factors that affect these variables. Results yielded that communal interpersonal values, egalitarian gender attitudes, and progressive sexual consent behaviors are positively correlated; additionally, this study indicated that gender, race, year in school, and number of sexual partners within the past year were factors that influenced the three main variables. The remaining discussion will expand on the findings related to the three hypotheses: (1) egalitarian gender attitudes, communal interpersonal values, and

progressive sexual consent behaviors will be positively correlated, (2) survey results will yield different findings for various intersectional identities such that those in higher social status groups will correlate with more traditional scripts, (3) situational factors will affect an individual's sexual consent behaviors.

<u>Hypothesis One</u>

I hypothesized that egalitarian gender attitudes, communal interpersonal values, and progressive sexual consent behaviors would have a direct relationship; this prediction was supported by the results of this study. These results imply that believing in equality among genders and preferring social situations in which all parties feel supported are negatively associated with the traditional and hierarchical norms of sexual consent. Egalitarian attitudes likely affect sexual consent negotiation because the individual denies the socially constructed view that men and women must remain in their dominant and submissive roles, respectively. Additionally, their inclination to host a caring and balanced peer interactions transposes from typical scenarios to those of the sexual nature.

<u>Hypothesis Two</u>

I hypothesized that survey results will yield different findings for various intersectional identities such that those in higher social status groups will correlate with more traditional scripts; this prediction was both supported and negated by the results of this study. Gender, race, and year in school were the intersectional identities which affected the variables of interpersonal values, gender attitudes, and sexual consent norms; the other demographics recorded (sexuality, relationship status, and religion) were either insignificant or did not have a population size large enough to analyze. Gender had an effect such that women reported a higher score of both agenic and communal interpersonal values, egalitarian gender attitudes, and positive attitude toward establishing consent; whereas men yielded higher scores for traditional gender attitudes, (lack of) perceived behavioral control, and adherence to sexual consent norms. Women's higher scores on agenic interpersonal values was the only finding that did not support previous research.

These finding related to gender suggest that women prefer to not only receive care and reciprocated emotions from a peer, they also like to feel in charge and confident in themselves in certain social situations. Previous studies on the topic of interpersonal relationships states that agenic qualities such as domination are primarily held by men; however, this study suggests that women, specifically those of younger generations, are possessing and projecting more masculine traits. Additionally, women follow more progressive notions of obtaining sexual consent; for instance, they believe that sexual consent needs to be established regardless of the sexual act or relationship of the partners. These views portray sexual consent as a necessary aspect of any sexual encounter instead of an optional conversation that can be overlooked during specific scenarios.

The race populations with sample sizes large enough to analyze included Caucasians and African Americans; race had an effect such that Caucasians scored higher on communal interpersonal values, egalitarian gender attitudes, and adherence to sexual consent norms. These findings propose that Caucasians are more likely to want to be in peer settings in which they feel connected to the other person/people than African American participants; however, previous research states that minority groups often have a heightened sense of community due to the cumulative persecution they face from the majority (Wilkinson, 2000), thus suggesting that these results do not support previous studies. Additionally, the finding that African Americans have a lower score than Caucasians on egalitarian

gender attitudes is shocking; African Americans should be able to understand the struggle and discrimination that women endure, and thus should be able to empathize with their fight against systemic oppression better than Caucasians can. Conversely, Caucasians' higher score on adherence to sexual consent norms may imply that they are more likely to support a pre-existing system in which there are norms to support a traditional hierarchical system.

The final demographic with a significant effect on a main variable was year in school in which only three populations (first, second, and third year students) were available to compute; third year students scored higher on egalitarian gender attitudes when compared to first year students. This effect proposes that students develop more equitable viewpoints regarding gender as they progress through higher education; however, it is possible that age is acting as a compounding variable. More specific measures (such as age at entrance of college and types of courses taken) should be recorded to truly understand this connection.

Hypothesis Three

I hypothesized that situational factors will affect an individual's sexual consent behaviors and number of sexual partners was the only concept to prove significance; participants with at least one sexual partner within the past year were more likely to use nonverbal signals to both administer and receive sexual consent. This finding implies that those who have not recently had a sexual partner may may not feel comfortable enough with their base of sexual knowledge to be able to encode and decode sexual language indirectly; those who have had a sexual partner may have experience giving and reading subtle cues from their last or current partner.

Significance

Implications of this study are plentiful and contributes to the existing research of fields such as social and developmental psychology, sociology, and sexual education. This study reiterated that the social norms which we are taught to follow from a young age remains in our schemas into adulthood, even in private settings. Thus, this study calls for a developmental focus on gendered rearing; egalitarian and progressive qualities, if taught at developmentally appropriate levels, can lead to impactful ramifications in the pursuit to lower rates of sexual assault on college campuses and beyond. Hopefully, this study provided the participants with an expanded knowledge base with which they can assess and edit their own sexual consent scripts. Nevertheless, this experiment introduced many important yet controversial topics to 150 students and sparked conversation among most of the participants; discussions like these are what spread the notion that sexual consent should not be a taboo idea, but rather an imperative and honorable form of communication needed to partake in one of the most human acts we know.

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