

UNDERSTANDING AND ASSESSING THE SOCIAL CONSTRUCTION OF SEXUAL
CONSENT IN SUB-SAHARAN AFRICA: FORMATIVE RESEARCH AND SURVEY
DEVELOPMENT

by

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(Under the Direction of Kathryn Roulston)

ABSTRACT

While sexual violence is manifested through actions, how individuals and societies define and respond to sexual violence is influenced by the social construction of sexual consent. This dissertation used a mixed methods approach in which qualitative methods contributed to the creation of a quantitative instrument to measure perceptions of sexual consent amongst young Kenyans. This dissertation is comprised of three papers with distinct foci. The first paper describes the analysis of representations of sexual consent in a large sample of narratives contributed by young Kenyans, Nigerians and Swazis in 2005, 2008 and 2014. These narratives represent sexual consent as a feeling of wanting or being willing to have sex, or an intention to have sex, that is communicated via character actions, conversations or circumstances. Results were translated into a conceptual framework that guided creation of a vignette survey to measure beliefs about indicators of sexual consent, beliefs and norms around blame and power in sexual situations, and perceived approval from others. The second paper in this dissertation describes the process of translating findings from the narrative analysis into vignettes and survey items

that, taken together, form the vignette survey. Twenty-two cognitive interviews were carried out to assess young Kenyans' comprehension and response decision-making with the vignette survey. Results from the cognitive interviews informed the refinement of the vignettes and survey items. This approach reflects the use of qualitative methods to create a quantitative instrument, which was further refined using a qualitative method. The third paper explores opportunities afforded via cognitive interviews of vignette surveys and draws attention to the implications of the narrative properties of vignettes in surveys that can be examined in cognitive interviewing. This methodological paper examines cognitive interviewing strategies to understand participants' comprehension and response decision-making in relation to vignette and survey items and provides suggestions for future cognitive interviewers on how to cognitively interview with vignette surveys. Taken together, this mixed methods dissertation describes the use of multiple qualitative methods to create one quantitative instrument and reveals the range of detail provided by qualitative methods that get distilled in the quantitative instrument to measure sexual consent.

INDEX WORDS: sexual consent; sub-Saharan Africa; vignette; survey; narrative; cognitive interview

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CHAPTER 1

INTRODUCTION AND LITERATURE REVIEW

Recent research demonstrates that sexual violence perpetrated against adolescents and children is a significant public health and human rights concern (Sumner et al., 2015). The ongoing Violence Against Children Surveys (VACS) have revealed that an alarming proportion of children and young people globally experience sexual violence before reaching age 18 (Chiang et al., 2016), with lifetime prevalence of sexual victimization before age 18 amongst young women ranging from 15.6% in Kenya to 24.8% in Nigeria to 37.5% in Swaziland (now Eswatini) (Ministry of Labour and Social Protection of Kenya & Department of Children's Services, 2019; National Population Commission of Nigeria, UNICEF Nigeria, & U.S. Centers for Disease Control and Prevention, 2016; Sumner et al., 2015). Furthermore, sexual violence in sub-Saharan Africa (SSA) has been identified as an important driver of the HIV epidemic and therefore must be addressed if the response to HIV is to be effective (Andersson, Cockcroft, & Shea, 2008; Sommarin, Kilbane, Mercy, Moloney-Kitts, & Ligiero, 2014).

While sexual violence is manifested through actions, how individuals and societies define and respond to sexual violence is influenced by the social construction of sexual violence. I used a social constructionist perspective to examine the words used by different members in a society to explain and understand phenomena, social and political processes that influence definitions and explanations for phenomena, and the implications of those definitions and explanations – essentially, “who benefits and who loses because of how we describe and understand the world” (Muehlenhard & Kimes, 1999, p. 234).

With regards to violence, social constructionists posit that no single, uncontested or universal definition exists for violence, only the ongoing struggles to define violence and frame the way we think about violence (Richardson & May, 1999). Those with greater power within a given context have stronger influence over defining and framing social issues, and consequently are more able to reshape definitions to serve their own needs and exclude certain types of behavior (Muehlenhard & Kimes, 1999). Essentially, these definitions and understandings frame what behavior is considered acceptable and normal versus unacceptable and thereby worthy of public condemnation and social action. Narrow definitions of sexual violence frame sexual violence as perpetrated and experienced by a few deviant individuals, whereas broader definitions draw attention to the widespread prevalence of sexual violence, thereby requiring a challenge to the status quo (Peterson & Muehlenhard, 2004).

While historically sexual violence has been defined as limited to situations involving penile-vaginal penetration and physical resistance by the victim (Edwards, Turchik, Dardis, Reynolds, & Gidycz, 2011; Jewkes & Abrahams, 2002; Muehlenhard & Kimes, 1999), more recent definitions put forth by feminist scholars, activists and in human rights discourse emphasize non-consent as a defining feature of sexual violence (Buchhandler-Raphael, 2010; Weiner, 2013). However, definitions of sexual consent reflect the same challenges and opportunities as those related to sexual violence. As social constructions, they are linked to or reflect broader power differentials. As a social construct, sexual consent is open to contestation in which different groups rework, debate and battle to put forth definitions and explanations that better serve their needs (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016). Given this conceptual link between sexual violence and sexual consent, it is imperative to understand the

social construction of sexual consent by specific groups and within specific contexts in order to inform efforts to address gender-based violence (GBV) and, by extension, HIV.

Methodological considerations

Social constructions of sexual consent are contextually specific, in that perceptions are not universal but influenced by social and historical context (Edwards et al., 2011; Muehlenhard & Kimes, 1999). For example, definitions and perceptions of sexual consent that do not address issues of gendered power, authority and access to resources, factors that often limit women's and minors' agency, have been shown to be of limited value in studies throughout SSA (Burnet, 2012; Stern & Heise, 2019; Wood, Lambert, & Jewkes, 2007). When exploring perceptions of sexual consent, it is imperative to use methodological strategies that shed light on patterns of similarities and differences across contexts, in order to better inform sexual violence prevention efforts such as educational and communication interventions.

Narratives offer opportunities to contextualize complex social constructions. Narratives, understood as “an account of events occurring over time” (Bruner, 1991, p. 6), underlie our construction of reality by both articulating and shaping our knowledge, beliefs and histories (Schank & Berman, 2002). Narratives are not neutral artifacts, but serve a cultural function as a form of discourse that contributes to the social construction of reality (White, 1990), at times aligning with and at times confronting broader social inequalities. Narratives have been used as both sources of data (Labov & Waletzky, 1997; Mishler, 1995), providing access into contextualized representations of diverse phenomena, and as stimuli to contextualize responses in the form of narrative-based vignettes (Hughes & Huby, 2002; Wallander, 2009). In the context of sexual consent and violence, narratives allow for analysis of the ways in which different circumstances, behaviors, reputations, relationships and prior interactions influence perceptions

of sexual consent. This facilitates contextualized insight into the factors that are interpreted as indicating consent versus non-consent, and the ways in which these interpretations align with broader social hierarchies and/or sustain inequality (Littleton, 2011).

Overview of proposed dissertation

In this dissertation, I used a social constructionist lens to explore sexual consent, including the varying representations, definitions, and underlying norms that influence the social construction of this phenomenon. I used a mixed methods approach to achieve this goal. The premise of mixed methods research is that different methods provide different types of insights that, when combined, produce a better picture of the phenomena of interest (Johnson & Onwuegbuzie, 2004).

Significance of the proposed dissertation:

As stated, definitions of sexual violence increasingly depend on definitions of sexual consent (Buchhandler-Raphael, 2010; Weiner, 2013). Sexual consent is an ambiguous and complex concept for which multiple competing definitions exist, amongst academic researchers (Beres, 2007), lay young adult populations (Hickman & Muehlenhard, 1999), and in sexual violence prevention programs (Beres, 2014). Sexual consent has been most extensively studied in Western and developed Anglophone contexts for the purposes of shedding light on legal processes that have the potential to re-victimize survivors of sexual assault (Estrich, 1987) and/or to inform sexual violence prevention efforts (Beres, 2014; Muehlenhard et al., 2016). However, definitions and understandings of sexual consent vary by context, by individual factors (e.g. by gender, age, etc.), and evolve over time (Day, 1994; Marston, 2005; Wood et al., 2007). Therefore, it is necessary to understand the way these concepts are socially constructed in SSA,

rather than rely on existing research into sexual consent from the U.S. and similar contexts, in order to inform HIV and gender-based violence (GBV) communication and prevention efforts.

Definitions of sexual consent must take into account issues of agency, and the sociocultural, economic and, at times, political realities that can constrain individuals' (particularly women's and minors') capacity to consent within unequal relationships (Burnet, 2012). Factors that can influence perceptions of consent, specifically consent by girls or women, in SSA include having an established relationship (Stern & Heise, 2019; Wood et al., 2007), having given or accepted gifts, money or other materials (Barnett, Maticka-Tyndale, & HP4RY, 2011; J. L. Singleton, 2012), and, at times, perceived signifiers of sexual availability such as revealing clothing (Jewkes, Penn-Kekana, & Rose-Junius, 2005; Tavrow, Withers, Obbuyi, Omollo, & Wu, 2013). Factors that influence perceptions of sexual consent indicated by boys and young men have yet to be explicitly explored, most likely due to assumptions of male sexual entitlement and control of sexual encounters that are widely shared both in SSA and globally (LeClerc-Madlala, 2009).

Sexual consent as a concept has only been explored explicitly in isolated studies in SSA — two in Rwanda (Burnet, 2012; Stern & Heise, 2019), two in South Africa (J. L. Singleton, 2012; Wood et al., 2007) — compared with the substantial amount of conceptual and methodological attention sexual consent has received in developed Anglophone countries such as the U.S. (Muehlenhard et al., 2016). These SSA-based studies have shown how notions of consent relate to emic understandings around sexual coercion and violence in a way that often sustains gender inequality and justifies sexual violence. However, given the relative dearth of studies around sexual consent in SSA, there is a need for greater conceptual and methodological work around this topic that can facilitate exploration into this topic across settings and over time.

Dissertation approach:

This dissertation seeks to address the gaps by contributing substantive understanding of emic sensemaking around sexual consent amongst young Africans from three countries, the development of a conceptual framework to guide future sexual violence prevention research and programmatic efforts, and guidance on the development of vignette surveys to assess sexual consent and similar phenomena. This mixed methods dissertation describes the process and methodological considerations inherent in applying a constructionist lens to understanding the representations, perceptions, definitions and underlying norms around sexual consent in SSA. Specifically, this mixed methods dissertation will describe the analysis of a cross-national and temporal sample of creative narratives written by young Africans from Kenya, Nigeria and Eswatini in order to understand the social construction of sexual consent, the translation of findings into a vignette survey (or a survey questionnaire comprised of both vignette and traditional survey or scale items), and cognitive interviewing approaches used to assess the functioning of the vignette surveys. This dissertation fulfills the development purpose within mixed methods research (Greene, 2007; Greene, Caracelli, & Graham, 1989), in that two methods (qualitative analysis of creative narratives and qualitative cognitive interviews of a vignette survey) informed the development of another method (quantitative vignette survey).

The dissertation is separated into three sections (with a manuscript for publication produced for each section). While the dissertation in its entirety will achieve the overarching research goal of understanding and assessing representations, perceptions, definitions and underlying norms around sexual consent, each section addresses issues of content and methodological significance that are the subject of the three papers that comprise the dissertation.

Paper 1: Conceptualizing consent: Cross-national and temporal representations of sexual consent in young Africans' creative narratives on HIV

This paper describes the cross-national and temporal analysis of a sample of creative narratives about HIV written by young Africans from Kenya, Nigeria and Eswatini (formerly Swaziland) between 2005 and 2014. The purpose of this paper is to understand a range of representations of sexual consent and the related emic sense-making around this phenomenon, and translate findings into a conceptual framework that can guide the development of the vignette survey. Methodologically, this approach captures representations that young Africans draw on while making sense of sexual consent, as well as the ways in which the young authors position themselves in relation to these representations, made evident by the underlying messages communicated in their narratives. The final product for this section of the dissertation is a conceptual framework that guided the development of the vignette survey. My hope is that the conceptual framework can also be used by researchers and practitioners to guide other methodological efforts in the future, as well as to inform sexual violence prevention efforts that seek to influence the social and symbolic contexts of risk for youth in these settings.

Paper 2: Measuring perceptions of sexual consent: Development and cognitive testing of a vignette survey to assess beliefs and norms related to sexual consent amongst young Kenyans

Paper 2 describes the mixed methods approach to developing a survey that aligns with the conceptual framework developed in Paper 1. Specifically, I describe the process I used to translate narrative findings into vignettes that reflect key variables identified in the conceptual framework. I then created and tested related survey items that assess perceptions of sexual consent, and assessments of blame, power and perceived social norms in sexual scenarios. This paper describes the overall process of using multiple methods to develop a vignette survey,

including the challenges associated with distilling large quantities of qualitative findings into short narrative “snapshot(s)” (Hughes, 1998, p. 383), and the ways in which cognitive interviewing results (qualitative method) can inform understandings of measures of sexual consent (quantitative method). The ultimate contribution of these efforts is a quantitative instrument to measure perceptions of sexual consent that has been thoroughly tested with the members of the target audience. This survey tool can be used by researchers and organizations alike as a needs assessment or evaluative tool as they implement efforts aimed at addressing sexual violence in Kenya.

Paper 3: Cognitive interviewing with vignette surveys: Strategies and considerations

The purpose of this methodological paper is to draw attention to the potential implications of narrative transportation, identification and transportation in vignette surveys and provide suggestions for how researchers can use cognitive interviewing with vignette surveys. Vignettes to date have not been examined for their potential persuasive effects, and while the cognitive interviewing literature is vast, to my knowledge no methodological article addresses cognitive interviewing techniques for vignette surveys. This paper seeks to address these two gaps by describing the process of conducting cognitive interviews of the vignette survey developed in Paper 2 with young Kenyans, ages 18-24. In cognitive interviews, I assessed participants’ comprehension and response processes when taking the vignette survey developed in Paper 2. I also sought to understand any potential narrative persuasion effects due to the construction of the vignettes. I provide suggestions for researchers using cognitive interviewing in relation to vignette surveys.

Subjectivity statement and trustworthiness:

I have worked in gender-based violence (GBV) prevention and response for over 13 years. I began with direct service volunteer positions in college and have incorporated gender-based and sexual violence into every position I have had since. My interest in this topic led me to include a minor in Women and Gender Studies in my undergraduate program; within these classes I became familiar with feminist scholars and methodologies for understanding and responding to GBV. While my knowledge of the manifestations and dynamics of GBV has evolved and grown, the feminist underpinnings of my sense-making on this topic have remained.

As such, I bring a feminist and human rights perspective to the analysis of sexual consent. I have been involved in other analyses of sexual violence and coercion as part of the prior study of narratives from SSA; in these analyses, it became clear that, at times, my definition of sexual consent, coercion or violence did not always align with that of the young authors. Some narratives depict situations in which one character is unable to consent to a sexual encounter, yet narrators describe encounters as consensual. Other narrators use the term “rape” to describe consensual sex that occurs outside the purview of marriage and seem to imply illicit rather than non-consensual sex. These diverging, ambivalent and ambiguous portrayals at times conflict with my Western feminist definitions of sexual consent and violence. My definitions reflect those put forth by powerful institutions charged with addressing sexual violence, such as the World Health Organization (Jewkes, Sen, & Garcia-Moreno, 2002), as well as prominent African researchers working to address GBV (Jewkes & Abrahams, 2002). I strive to engage reflexively with data that describe emic perspectives on sexual consent, and always reflect upon the ways in which my own perspectives and worldview influences my engagement with data.

Collaboration with African partners is critical to ensure the trustworthiness and utility of findings from this dissertation. I shared findings with African partners to obtain their insight into the validity of the results, situate findings in historical and cultural contexts, and ensure that results were perceived as useful. In this way, I hoped to mitigate the limitations of my cultural background and increase the relevance of the findings for Africans working to prevent sexual violence. I follow Ryen (2011) in identifying “poor analytic work [as] an ethical problem” (p. 449), particularly given the applied purpose of this analysis. Only via communication and collaboration with partners will I feel secure in the dissertation results and the ethics of my own qualitative practice.

Prior study: Young Africans’ Changing Understandings of HIV/AIDS Risk

This study builds upon prior analyses conducted as part of a larger cross-national and temporal study on young Africans’ representations in their creative narratives about HIV. Narratives influence our memories, knowledge and beliefs; they allow people to understand and communicate the causes and consequences of human action (Bruner, 1990). Creative narratives offer researchers the opportunity to explore normative issues in a way that more closely reflects the complexities of reality, thereby providing access to rich and contextualized representations (Winskell, Brown, Patterson, Burkot, & Mbakwem, 2013). In this study, these narratives shed light on how young Africans have made sense of HIV and AIDS in the context of different and evolving biomedical, social, economic and epidemiological landscapes. The purpose of this continuing larger study is to understand the young authors’ representations of HIV and related phenomena and to identify country-specific HIV communication needs and opportunities.

The narratives were contributed as part of a multi-national scriptwriting competition. Young Africans were invited to contribute an original idea for a short film on HIV. A leaflet was

distributed by local partners (e.g. non-profits, in schools, etc.) providing young people up to the age of 24 with instructions on how to participate in the contest and inviting them to come up with a creative idea for a short film. The contest leaflet content was identical in all countries and available in several major languages, including English, French, Swahili, among others. It provided a list of suggested topics, or “story starters”, which participants could use as a starting point for their stories. Participants always had the option not to respond to a story starter and to write about any topic they chose. The competitions were coordinated internationally by the non-profit organization Global Dialogues (www.globaldialogues.org) and nationally by local partners. The competitions were first coordinated in 1997 in Western Africa, but over time took place across the African continent, with the most recent competition taking place in 2015. For more information on the scriptwriting competition and Global Dialogues’ approach to communication for social and behavioral change, please see Winskell and Enger (2005, 2009, 2014).

Sampling:

The larger study prioritized narratives contributed by young people in five diverse African countries (Senegal, Burkina Faso, Nigeria, Kenya and Swaziland) at eight discrete time points (1997, 2000, 2002, 2005, 2008, 2011, 2013 and 2014). The countries were selected as five noncontiguous countries that had received at least 500 narratives in the contest, and by virtue of their range of HIV prevalence rates and cultural, demographic, and socioeconomic realities (Winskell, Singleton, & Sabben, 2018). Global Dialogues or their local partners documented contest entries using Microsoft Excel; within these yearly files, contest entries were linked to the author’s name, age, whether they contributed a narrative individually or as part of a team, country of residence, year of contest participation and a unique text identification number. Using

these Excel files, a research team led by Winskell (PI) and that included myself (Singleton) located narratives contributed by individual male and female authors from the different countries and time points. This research team consisted of Winskell, myself, Gaëlle Sabben, and a variety of master's level research assistants from Rollins School of Public Health at Emory University, Atlanta, Georgia. We drew narratives from the “free choice” narratives that were not submitted in response to a specific story starter, save for 2014 narratives that were also drawn from broad suggested topics (e.g. Taking or avoiding sexual risks) as narratives submitted under these story starters did not differ from the “free choice” narratives. To be included, entries needed to include a plot (i.e. be a narrative), include or reference HIV, be written by an individual author (versus in a team), and be contributed in either English or French.

We stratified by author sex, residence (urban versus rural) and age (10-14, 15-19, 20-24). We randomly selected 10 narratives from each of the 12 strata, at times oversampling by author residence to try to obtain 20 stories for each author age and sex stratum. In some cases, age and sex strata still included less than 20 narratives and as a result some country samples have fewer than the maximum 120 narratives (Table 1.1). This sampling strategy yielded a sample of 1,937 texts for the five countries.

Table 1.1

Sample distribution (N=1937)

	<u>1997</u>	<u>2000</u>	<u>2002</u>	<u>2005</u>	<u>2008</u>	<u>2011</u>	<u>2013</u>	<u>2014</u>	<u>TOTALS</u>
Senegal	86	109	104	107	79	--	14	67	566
Burkina Faso	44	45	103	112	100	27	--	56	487
Nigeria	--	--	--	120	93	34	65	88	400
Kenya	--	--	--	88	25	--	45	116	274
Swaziland	--	--	--	72	50	--	48	40	210
TOTALS	130	154	207	499	347	61	172	367	1937

We removed all identifying information from narratives selected for inclusion (such as name and address of author). We assigned a text identifying number that includes the year and country of submission, unique identification number given by Global Dialogues, and author sex and age (for example, a narrative submitted by a 15-year-old Nigerian female author from an urban setting in 2008 with the Global Dialogues unique identification number of 018090 was assigned a text identifying number 2008_NG_018090_F_15_U).

Data processing and analysis:

The methods used to process and analyze the narratives were created for a five-country study of the 2005 data (Winskell, Hill, & Obyerodhyambo, 2011), and have been documented within the context of this longitudinal and cross-national data (Winskell, Singleton, et al., 2018). The methodological approach combines both grounded theory (Corbin & Strauss, 2008) and thematic narrative analysis (Riessman, 2008) strategies. Three approaches are used to analyze the narratives: (1) analysis of quantifiable characteristics of the narratives; (2) thematic data analysis; (3) a narrative-based approach.

(1) *Quantifiable characteristics*: At least two team members filled out a questionnaire via Qualtrics software (Qualtrics, Provo, UT) that quantified particular narrative components. Example narrative components include whether a condom was used, whether a character got tested for HIV, and whether a character died from AIDS-related causes. Data were downloaded to Microsoft Excel files. We calculated descriptive statistics using SAS software, version 9.4.

(2) *Thematic data analysis*: The narratives included in this study were primarily handwritten. We transcribed narratives and imported them into MAXQDA 12 and 2018 qualitative data software (VERBI Software, 1989-2018). We then labeled them with descriptive codes (Miles & Huberman, 1994) that were developed in the preliminary analysis of the 2005

data and updated to incorporate temporal shifts (e.g. including codes to capture biomedical advances, such as the use of post-exposure prophylaxis, or PEP, in later years). Codes were both deductive, derived from HIV literature and in line with specific research questions, and inductive, relating to emergent themes in the data.

(3) *Narrative-based approach*: We prepared a one-paragraph summary of each narrative that included the key elements of plot and message. We then labeled each summary with up to six out of 44 narrative keywords including “Sexual violence/coercion/child sex abuse” “Power differential” and “Transaction/Gift-giving”. Each narrative was double-coded, and discrepancies in narrative keyword coding were resolved via dialogue and, if necessary, adjudicated by a third team member. These keywords allowed the research team to identify narratives in which specific themes are central, such as sexual violence or coercion, and to identify patterns in thematic centrality across countries, time points, and by author demographics.

These strategies allow for a systematic and rigorous analysis of the young authors’ representations of diverse phenomena across countries, time and by author demographics. Analyses thus far have included HIV prevention of sexual transmission (Winskell et al., 2020), mother-to-child-transmission and prevention thereof (Winskell, Kus, et al., 2018), sexual fidelity, infidelity and multiple concurrent partners (R. Singleton, Billaud, et al., under review), sexual violence (R. Singleton, Winskell, Nkambule-Vilakati, & Sabben, 2018) and coercion (R. Singleton, Winskell, McLeod, et al., 2018). A detailed discussion of this study’s theoretical framing and methodologies can be found in Winskell, Singleton, et al. (2018).

CHAPTER 2

PAPER 1: CONCEPTUALIZING CONSENT: CROSS-NATIONAL AND TEMPORAL
REPRESENTATIONS OF SEXUAL CONSENT IN YOUNG AFRICANS' CREATIVE
NARRATIVES ON HIV¹

¹ Singleton, R., Obong'o, C., Mbakwem, B., Sabben, G. and Winskell, K. Submitted to *Journal of Sex Research*, 02/01/2021.

Abstract

Sexual violence, comprising all non-consensual sexual acts, is both a major human rights issue and an important driver of HIV infection in sub-Saharan Africa. Definitions of sexual violence rely on understandings of sexual consent, understood as a feeling of willingness that is communicated via shared indicators of consent. Sexual consent has been relatively understudied in sub-Saharan Africa. This paper seeks to provide deeper insight into young Africans' emic understandings of sexual consent in order to develop a conceptual framework that can guide future methodological and conceptual work and inform sexual violence prevention efforts. We analyzed representations of sexual consent in a sample of 291 narratives about HIV written by young Africans. The narratives were written at 3 discrete time points (2005, 2008, and 2014) by equal numbers of males and females aged 10–24 in urban and rural areas of South-East Nigeria, Kenya and Eswatini (formerly Swaziland). We combined two analytical approaches: thematic data analysis and a narrative-based approach. Narratives represent consent as a feeling of wanting or being willing to have sex, or an intention to have sex, that is communicated via character actions, conversations or circumstances. Indicators of willingness or unwillingness can be communicated temporally distant from the sexual encounter (i.e. “distal” indicators) or immediately prior to the sexual encounter (“proximal” indicators). Representations of sexual consent are fairly consistent across contexts and over time, although certain representations are more prominent in some country/year samples than others. These representations align with and sustain gender and socioeconomic hierarchies and, at times, justify nonconsensual sex and blame female characters for sexual coercion and violence perpetrated against them. Some narratives depict characters not wanting but consenting to sex to avoid negative repercussions. Results are

translated into a conceptual framework that can guide future communication and prevention efforts to reframe sexual consent.

Introduction

While sexual violence is manifested through actions, how individuals and societies define and respond to sexual violence is influenced by the social construction of sexual violence. Viewed through a social constructionist lens, no single, uncontested or universal definition exists for violence, only the ongoing struggles to define violence and frame the way we think about violence (Richardson & May, 1999). Narrow definitions of sexual violence frame sexual violence as perpetrated and experienced by a few deviant individuals, whereas broader definitions draw attention to the widespread prevalence of sexual violence, thereby requiring a challenge to the status quo (Peterson & Muehlenhard, 2004).

Historically, sexual violence has been limited in definition to situations involving penile-vaginal penetration and physical resistance by the victim (Muehlenhard & Kimes, 1999). More recently, feminist scholars and health and human rights activists emphasize sexual consent as a defining feature of sexual violence (Weiner, 2013), thus widening the definition of sexual violence to include all non-consensual acts. However, like sexual violence, sexual consent is an ambiguous and complex concept for which multiple competing definitions exist. For example, in the United States, universities are increasingly adopting “affirmative consent” policies that conceptualize consent as “affirmative, conscious and voluntary agreement to engage in sexual activity” (California Senate Bill SB-967, 2014). These policies promote a definition of sexual consent as an ongoing process of evaluating a partner’s behavior and continuously obtaining explicit, verbal consent for each sexual activity rather than a discrete event that occurs at the beginning of a sexual encounter.

While many young people can identify this definition of sexual consent, emic definitions often depend on notions of consent as “an internal state of willingness” (Muehlenhard et al., 2016, p. 462) that rely on shared understandings of indicators of willingness. For example, rather than verbally communicating consent, lay understandings imply that consent can be communicated by reciprocating hugs, kisses, or caresses or by general passive behaviors such as not resisting a partner’s advances or not saying no (Burkett & Hamilton, 2012). These forms of consent depend on another’s observation and interpretation of behavior and presume that all parties share similar expectations for communicating consent.

Sexual consent in sub-Saharan Africa

Sexual consent has been most extensively studied in U.S. and developed Anglophone contexts; research on sexual consent in sub-Saharan Africa (SSA) is much less common. Amongst the ethnographic and qualitative studies that have been carried out in SSA, findings show that, in line with norms that promote male sexual assertiveness and female passivity in sexual encounters, explicitly discussing sexual needs and preferences violates norms of female passivity (Burnet, 2012; Tavrow et al., 2013; Wood et al., 2007). These researchers found that their participants do not draw from explicit and verbal models of sexual consent, but instead understand willingness to have sex as communicated via behaviors upstream of the sexual encounter. Behaviors include agreeing to enter into a dating relationship (Wood et al., 2007) or a marriage (Stern & Heise, 2019), accepting gifts, money or other types of resources such as food or drink (Barnett et al., 2011), or being alone with another person (Burnet, 2012; Wood et al., 2007).

Within these models, sexual consent is a discrete event and agency to consent, particularly for young women and girls, becomes subsumed under male sexual entitlement

following these behaviors or circumstances. While there has been considerable critique of this model of sexual consent amongst communities working to prevent sexual violence, efforts to put forth definitions of sexual consent as explicit and sequential have met with resistance. For example, Judith J. L. Singleton (2012) describes how passage of South Africa's 2007 Sexual Offences Act, which defined rape as sex without consent, was met with resistance and confusion as lay definitions conceptualized rape as occurring between strangers or perpetrated in families against children. Some participants rejected the notion of consent within relationships, thereby leaving invisible any sexual violence between acquaintances or romantic partners. J. Singleton argues that the collision between human rights rhetoric embedded in the Sexual Offences Act and local understandings of consent made it much more difficult for young women and men to act upon the strengthened legal recourse the Act offered.

Purpose of this study

Given the burden of sexual violence in SSA, there is a need for greater insight into emic understandings of sexual consent in order to inform communication and education efforts that do not elicit backlash as observed in South Africa. While existing studies have shed light on emic understandings of sexual consent in SSA, conceptual work on this topic has been limited and constrained to single sites and populations.

To address this gap, we analyze young Africans' narrative representations of sexual consent in three diverse countries in SSA (Nigeria, Kenya and Eswatini, formerly Swaziland) across 10 years (2005-2014). Narratives influence our memories, knowledge and beliefs; they allow people to understand and communicate the causes and consequences of human action (Bruner, 1990). Creative narratives offer researchers the opportunity to explore normative issues in a way that more closely reflects the complexities of reality, thereby providing access to rich

and contextualized representations (Winskell et al., 2013). In our study, comparisons of the representations of sexual consent in these narratives are analyzed across contexts (Nigeria, Kenya and Eswatini) and over time (2005-2014) in order to understand the ways in which representations are shared across space and time, and the ways in which they differ or evolve. Given that sexual violence is disproportionately perpetrated against girls and women, and how men and women often experience different levels of power, pressure and stigma in sexual situations, we restrict our analysis to representations of sexual consent by female characters. The ultimate goal of this analysis is to create a conceptual framework of sexual consent that can be used to guide methodological efforts in the future, as well as to inform sexual violence prevention efforts that seek to influence the social and symbolic contexts of risk for youth in these settings.

Methods

The research described in this paper is part of an ongoing study of representations of HIV and AIDS through creative narratives written by young Africans for scriptwriting competitions (Winskell et al., 2018). A leaflet was distributed by local partners (e.g. non-profits, in schools, etc.) providing young people up to the age of 24 with instructions on how to participate in the contest and inviting them to come up with a creative idea for a short film. The contest leaflet content was identical in all countries and available in several major languages, including English, French, Swahili, among others. It provided a list of suggested topics, or “story starters”, which participants could use as a starting point for their stories. Participants always had the option not to respond to a story starter and to write about any topic they chose. The competitions were coordinated internationally by the non-profit organization Global Dialogues (www.globaldialogues.org) as part of a multi-level participatory communication process in

which young people were invited to contribute an idea for a short film about HIV. The current analysis pertains to narratives by young Nigerians, Kenyans and Swazis contributed in 2005, 2008 and 2014. These countries were selected based on the inclusion criteria for the larger study (Winskell et al., 2018), the varying HIV prevalence (amongst 15-49-year-olds, 27% for Eswatini, 4.5% Kenya, 1.3% Nigeria) (UNAIDS, 2020), and emerging evidence showing the burden of sexual violence amongst young people in these countries (Chiang et al., 2016).

The study team stratified our data by sex, urban/rural location and age (10-14, 15-19, 20-24) and randomly selected 10 narratives from each of the 12 strata, oversampling urban/rural location if necessary to increase likelihood that 20 stories were selected for each age/sex stratum. In some countries, certain age/sex strata still contained less than 20 narratives, and therefore most country samples have fewer than the maximum 120 narratives (Table 1.1). The sampling procedures are described in detail in (Winskell et al., 2018). An overall sample of 692 texts for the three countries resulted from this sampling strategy and were subsequently analyzed.

Table 2.1

Sample distribution (N=692)

	2005	2008	2014	TOTALS
Nigeria	120	93	88	301
Kenya	88	25	116	229
Eswatini	72	50	40	162
TOTALS	280	168	244	692

Data processing and analysis

This methodological approach includes strategies drawn from grounded theory (Corbin & Strauss, 2008) and thematic narrative analysis (Riessman, 2008). The grounded theory strategies included coding, analytical memoing and constant comparison of codes across narratives and by

author demographics. Following the methods used in the prior study on social representations of HIV (Winskell et al., 2018), I used two approaches to analyze the narratives: qualitative data analysis and a narrative-based approach, as described below.

(1) Thematic data analysis: Analysts transcribed and entered the narratives verbatim into MAXQDA 12 qualitative data analysis software (VERBI Software, 1989-2016). Using a codebook, analysts labeled the narratives with codes such as “sex description” and “chat up/proposition”.

(2) Narrative-based approach: Analysts wrote a one-page summary for each narrative that include key elements of the plot and messages. Two analysts reviewed each summary and labeled them with up to six out of 44 keywords (for example, “Sexual violence/coercion/child sex abuse,” “Transaction/gift-giving,” and “Abstinence”). Any discrepancies in application of the narrative keywords were resolved via dialogue.

Identifying narratives with representations of sexual consent

After applying these two strategies as part of the larger study, I set about identifying narratives within the larger sample of narratives that included representations of sexual consent (including the absence of consent). I understood sexual consent as willingness to have sex, whether depicted or understood as an internal state (e.g., thoughts or feelings that imply the character is willing or unwilling to have sex) or communicated via particular actions that a character takes that can be understood (by the reader, another character or broader society) to imply willingness. Given my interest in exploring emic understandings of sexual consent and taking into consideration how nuanced and complex sense-making around sexual consent has been shown to be in other studies, I began by identifying all narratives that depict a sexual scenario or conversations about sex. To accomplish this, I identified all narratives qualitatively

coded with relevant codes such as “sex description,” “partner pressure,” “chat up/proposition,” “sexual violence/coercion/rape,” or “gift-giving/Transactional sex.” I further reviewed narratives that did not have the aforementioned qualitative codes but had a relevant keyword, such as “Within couple dialogue” or “Abstinence.”

Though rarely explicitly stated, the overwhelming majority of narratives imply sex to be penile-vaginal penetration (n=338), with only four narratives (all Nigerian) representing sex between same-sex partners, three with female same-sex partners. Narratives with female same-sex partners were included for further analysis of representations of sexual consent. Upon review, it became clear that expectations of sex within marriage are so pervasive that very few narratives engage with the concept of sexual consent in marital relationships. I therefore restricted analysis to narratives with representations of sexual consent in non-marital relationships (n=329). Lastly, representations of sexual encounters generally depict one character making a sexual request or demand in some way, whether by verbal request, seduction, invitation to be alone, force, or any number of additional strategies. Narratives depict male characters primarily instigating sex, though a small portion of narratives depict female characters (n=38) inviting or instigating sex in some way (e.g., via seduction or getting a partner drunk). Sexual instigators’ consent is implied by virtue of their efforts to obtain sex from other characters, and I thus chose to exclude narratives that depict female characters instigating sex.

After reviewing narratives identified via these methods, I created a sample comprised of the 291 narratives (out of 692) that provide insight into the young authors’ emic understandings of sexual consent by female characters. Within this smaller sample (Table 2.1), I developed thematic codes specific to the topic of sexual consent (“focused codes”) using the same process described above. Examples of focused codes include “accepting gifts/money” and “responding to

touches, kisses, etc.” I quantified codes to identify patterns across the country and time point samples. This also allowed me to identify hypotheses to further explore via thematic analysis. Proportions reported in Results, such as 1 in 5 narratives or 20% of narratives, refer to proportions within the sample of narratives depicting sexual consent; 291 is the denominator.

This study, comprising the secondary analysis of existing data, was approved by Emory University and University of Georgia Institutional Review Boards. I cite the narratives verbatim, with the exception that characters’ names have been changed. Country names are abbreviated as follows: NG – Nigeria; KY- Kenya; and SW – Eswatini. Excerpts are identified by the country, contest year, sex, age, and geographic location, urban (U) or rural (R), of the author.

Limitations to this approach

Contest participants self-select, in that they choose whether or not to contribute a narrative. Therefore, I do not consider the data to be representative of youth populations. It is possible that contest participants are better educated or more informed and motivated around HIV than youth who do not participate. However, these biases are likely to be similar across country samples by virtue of the same contest mechanism, therefore I consider the country samples to be comparable for my purposes. I do not have information about participants beyond their reported sex, age, country of origin, and place of residence and therefore am limited to these characteristics in terms of understanding patterns across demographics. The ways in which the narratives are created are likely to be informed by young authors’ desire to tell what they consider to be a “good story” in order to win the contest, and therefore may reflect rhetorical considerations and cultural norms related to performance, discourse or persuasion (Farmer & Good, 1991). Given the contest mechanism for generating the context in which these narratives are produced, I cannot know which narratives depict lived experiences versus imagined

experiences – I therefore view all as representations that provide insights into youth sense-making around sexual consent.

Results

As stated, representations of consensual and nonconsensual sexual encounters are found in 291 narratives, or approximately 2 out of 5 of the original 692 narratives (Table 2.1). These narratives were contributed by approximately equal proportions of rural and urban authors (52% and 47% respectively), and by more female authors (60% of the 291 narratives). The average age of authors is 16.4 years, though this varies by country (Nigeria average age = 16.2, Eswatini = 14.5, and Kenya = 17.9). These narratives depict the ways in which consent is represented, including understandings of sexual consent, different indicators of consent, broader contextual factors influencing consent, and the influence of power and agency in sexual situations.

Table 2.2

Distribution of narratives analyzed for representations of sexual consent

	2005	2008	2014	TOTALS
Nigeria	51	34	43	128
Kenya	44	8	42	94
Eswatini	30	14	25	69
TOTALS	125	56	110	291

Understandings of sexual consent as indicated by female characters

The terms “sexual consent” or “consent” are not found in any narrative. Instead, representations of a character’s level of willingness or unwillingness to have sex are indicated via plot (i.e. circumstances, actions taken, or conversations had), in descriptions of characters’ intentions, and/or in descriptions of how characters feel during and/or after a sexual encounter

(e.g., excited, happy, violated, angry). For example, Alice accepts gifts from a traveling trader and accepts to meet him in his house. “Alice was excited about the visit. While in the house the trader asks Jane to have sex with him. Alice accepted” (KY 2005, M 10-14 U). In contrast, Nobuhle is assaulted by her cousin Vusie after rejecting his sexual advances. He comes to her bed at night, binds and blindfolds her and threatens to kill her if she does not keep quiet. Nobuhle “prayed and fought till the last drop of strength lacking, biting but in vain.” After Vusie “rapes her” and takes her virginity, “she felt pain spiritually and physically” (SW 2008, F 15-19 R).

This narrative depicts Nobuhle and Vusie’s encounter as nonconsensual via her physical resistance, deep pain afterwards, and by labeling the encounter “rape.” Other narratives are more ambiguous in their depictions of whether or not a sexual encounter is implied to be consensual. For example, Chika is tricked into attending a party where her sister brought her with the intention of Chika having sex with a male acquaintance, Chidi. Chika “got drunk and lost control” to the point of not knowing “what was happening to her.” Chidi takes advantage to have sex with her. “The next morning Chika woke up and felt pains, she looked and found out that they were both naked and wept bitterly...She was so angry” (NG 2014, F 15-19 U). This narrative depicts Chika as unaware and without faculties, not intending to have sex, and then feeling angry and bitter after the fact, all of which imply she was not willing to have sex with Chidi. However, this encounter is not labeled “rape” as Nobuhle’s is but is pointed to as evidence of the type of “mistakes” that young women get into when attending parties and drinking alcohol. Chika gets HIV from the encounter and commits suicide. The overarching message of the narrative implies that behaviors such as attending parties and consuming alcohol place young women in situations that can become sexual, and therefore indicate, if not willingness to have sex, blame for sex occurring.

Through our analysis, we identified patterns of circumstances and behaviors that are depicted to imply willingness to engage in sex in the narratives. These circumstances and behaviors can be somewhat distal from the sexual act (e.g., willingness to be alone with someone in their house) or can occur immediately prior to the sexual act (e.g., responding to kisses or caresses).

Distal indicators of willingness or future sexual reciprocity: Consent to the possibility of sex

Distal indicators of willingness or future sexual reciprocity include (1) willingness to be alone with someone, (2) acceptance of gifts or money, or (3) willingness to enter into a dating or marriage relationship with someone. These indicators may occur separately or form part of a sequence of actions that, taken together, imply an openness to sex and sexual propositions.

(1) Willingness to be alone with someone is one of the most common indicators of sexual consent (occurring in 1 in 3 of the 291 narratives), followed by accepting gifts or money (1 in 5 narratives). Willingness to be alone is most often depicted as a male character inviting a female character to his house, a hotel, or some other private location. The female character indicates her consent by either agreeing to meet him or to move with him to a more private locale (such as moving from a party or bar to someone's house): "One day the boy told the girl Jackie today I would like you to come and visit me at home. Jackie never wasted time and told Walter that it's okay... They went and spend the day there and Walter did the necessary to her they slept together..." (KY 2005, F 15-19 U). Narratives represent willingness to be alone with someone as an indication of willingness to be in a situation that can become sexual.

(2) Accepting gifts or money (hereafter "gifts") is generally understood across SSA to imply consent to sexual reciprocity (Stoebenau, Heise, Wamoyi, & Bobrova, 2016). Narratives convey this awareness via character interactions and/or negotiations or via narrator commentary.

He accosted her, made promises to increase her salary, buy new clothes for her as well as take her to school. Irene was pleased which made it possible for him to lure her into his master-bedroom. He made love to her (NG 2008, M 20-24 R).

In some narratives, accepting gifts reflects one step in sequential consent, whereby accepting gifts is followed by being alone with a potential partner and additional indicators of consent are given. In others, accepting gifts is the only indicator of consent.

Most narratives in this sample imply a general understanding that accepting gifts implies future sexual reciprocity, at least amongst narrators and gift givers (the majority of whom are male characters). However, some narratives (approximately 1 in 14) depict young naïve female characters accepting gifts or money without understanding the typically-older male character's assumptions of future sexual reciprocity. Accepting gifts without fully grasping the implications is not represented as implying the naïve female character is willing to have sex, although male gift givers interpret it as such. In narratives where a female character has accepted gifts and later refuses to consent to sex, male characters either point to past gift acceptance as evidence of renegeing on an implied deal or use physical force to obtain sex.

(3) Narratives depict willingness to enter into a romantic relationship as an indicator of future sexual consent. Asking someone to be your girlfriend reflects one step in a sequence of acts that lead to sex. A common sequence of events found in the sample begins with a male character offering gifts or requesting to enter into a relationship; at times these actions occur at the same time. Once gifts have been given and a relationship has been formalized, one partner invites another to a private locale such as their home or the couple strategizes how to be alone. For example, Obinna asks Ruby to be his girlfriend, to which she agrees. He then buys her a cell phone and calls her to meet him at night. She sneaks out of her room to meet him and they have

sex (SW 2014, F 10-14 R). Similar to willingness indicated via gift acceptance, agreement to any of these options is implied to represent an initial willingness to have sex, although not all characters are represented as understanding this implication.

Proximal indicators of willingness: Consent at the moment of sex

The distal indicators of willingness to have sex in the future combine to facilitate the opportunity for sex to occur. In some narratives, these distal indicators serve as sexual consent and no further behaviors or communication take place (for example, in narratives where a gift or an invitation to be someone's girlfriend is accepted and the couple have sex). These representations are most often found in narratives written by younger authors and many times do not include much detail surrounding the sexual encounter. In many other narratives, however, additional indicators of willingness (or unwillingness) are communicated at the beginning of a sexual encounter. These indicators include physical and verbal responses to another's implied or explicit request for sex.

Physical responses that indicate sexual consent include responding to kisses and caresses, whereas moving away from someone, pushing them away or more forceful types of physical resistance (e.g. face slapping) communicate unwillingness to have sex. Some narratives depict these physical indicators of unwillingness as forms of "token resistance" (Muehlenhard & Hollabaugh, 1988), in which the female character initially refuses sex out of ambivalence or a desire to protect her reputation but later consents to sex. For example, Brenda initially pushes Dozie away when he attempts to kiss her because she feels conflicted about having sex, only to later initiate sex (NG 2014, F 15-19 U). In other narratives, physical resistance indicates genuine non-consent as a character attempts to avoid sexual assault.

Verbal responses include the explicit, verbal agreements to have or not have sex, as well as the more indirect indicators of unwillingness, such as making excuses. Representations of explicit verbal agreements are found slightly more often in narratives written by younger authors (10% of narratives by 10-14 year-old authors, 8% of 15-19 year-old-authors and 6% of 20-24 year-old authors). Indirect verbal indicators such as making excuses are, like indirect physical indicators, represented in some narratives as “token resistance” that can be overcome by persistence and convincing, and genuine unwillingness in other narratives. As such, indirect indicators (both physical and verbal) can be interpreted as implying either internal willingness or unwillingness.

Issues of wanting versus consenting to sex: agency and power

A fundamental condition in etic definitions of sexual consent is agency – i.e. the freedom and capacity to express one’s willingness or unwillingness to engage in sexual acts and under what conditions (Buchhandler-Raphael, 2010). Issues of power, particularly gendered power within relationships and power over economic resources, complicate representations of consensual sex in the narratives. Many of the narratives depict scenarios in which a female character is described as not wanting to have sex, or feeling ambivalent about sex, but showing consent in order to avoid repercussions.

Power in romantic relationships

Pressure to have sex from one’s romantic partner is represented in 1 in 10 narratives. In roughly one-third of these narratives, this pressure is linked with gift-giving and the sense of obligation that gifts imply. Past gifts are pointed to as a reminder, at times gently and in a flirty fashion (“if you feel you love me and you owe me anything then you can repay me, you know what they say girl, actions speak louder than words” SW 2008, F 15-19 R). Other times, the

reminder is more forceful and explicit. While some narratives depict female characters wanting sex, other narratives depict girlfriends acceding to pressure in order to not anger partners and lose access to gifts and resources. In these narratives, female characters are represented as ultimately willing to have sex, though not necessarily wanting sex.

The remaining narratives represent partner pressure without gifts, in which male characters pressure their girlfriends to have sex until the girlfriends are worn down and accede out of fear of the relationship ending. Ambivalence often characterizes these interactions. Some narratives represent female characters resisting pressure while simultaneously feeling interest in the experience of sex with a boyfriend. For example, “Michael is disturbing Jessica to please have sex with him if she love him...She doesn’t fill (sic) ready and her mother has warned her towards this...she loves Michael and she is also feeling physically. She doesn’t know what to do” (NG 2008, F 15-19 R). In these narratives, male characters wield the power to leave their girlfriends unless their demands for sex are met. Female characters ultimately agree to have sex (albeit ambivalently) or allow themselves to be seduced out of fear of being abandoned, at times combined with sexual curiosity.

Power over livelihood and/or advancement

In 1 in 11 narratives, sex is obtained outside of a dating relationship by threatening a female character’s livelihood or potential to advance. In these narratives, male characters are employers, teachers or leaders within the community, and the female characters are either dependent on them for their livelihood (as in the case of live-in house helps) or advancement (e.g., students). Female authors contribute 2 in 3 of these narratives.

In some narratives, female characters either seek out or jump at the opportunity to exchange sex for money, gifts or advancement. For example, after failing a girl with the intention

of sexually blackmailing her, a lecturer “told the girl how he had been lusting for her, the girl was so glad that she didn’t hesitate, so they had a quick sex there” (NG 2005, F 15-19 U).

Although refusing to have sex would bring about negative consequences, engaging in sex leads to desirable outcomes. These female characters are not depicted as feeling coerced or ambivalent, but instead as willing to have sex in order to achieve personal goals. These representations are found in all countries but are most common in Nigerian narratives. Other narratives represent female characters initially refusing or resisting such advances, only to ultimately submit to sex in order to avoid or mitigate negative repercussions from the male character.

Power and positive deviants

A small portion of narratives depict female characters who are similarly disempowered by poverty and partner pressure reinforced by gender and age hierarchies but are able to exercise agency and avoid unwanted sex (i.e. positive deviants). A handful of narratives (N=7) represent female characters rejecting gifts as a way of not consenting to sex. These representations are found in all countries and time points. In these representations, female characters are aware of the implications associated with gift acceptance and reject gifts as a way of indicating their unwillingness to have sex in the future. In some narratives, rejecting gifts suffices as an indirect way of indicating non-consent and no further conversation takes place. In others, male characters continue to persist and female characters use more forceful, direct methods of communicating non-consent, such as pushing partners away or telling them directly that they are unwilling.

Approximately 1 in 12 narratives depict consent relying on HIV-prevention-related conditions being met, such as getting an HIV test, using a condom, or waiting until marriage. These narratives represent couples discussing the conditions under which one or both would be

willing to have sex. In almost all of the narratives, the female character requests or demands the conditions be met. Thus, consent is negotiated verbally until conditions are met and consensual sex can take place.

Cross-national observations

Although the three country samples represent geographically and culturally distinct populations, representations of consent across the countries have more similarities than differences. Representations of proximal and distal indicators and representations of power are found in all country samples. However, certain representations are more prominent in different countries.

Nigeria

The Nigerian sample includes the highest proportion of narratives depicting female characters indicating willingness (versus unwillingness). Approximately twice as many Nigerian narratives depict female characters going somewhere as a way of indicating consent (e.g., agreeing to leave a bar to go to someone's room) when compared with Kenyan and Swazi narratives. Similarly, Nigerian narratives often include the most detail surrounding sexual encounters, and therefore Nigeria has the highest proportion of narratives containing proximal indicators of consent, particularly nonverbal indicators (for example, 1 in 10 Nigerian narratives include depictions of responding to kisses or caresses as indicating sexual willingness, compared with 1 in 20 Kenyan and Swazi narratives).

Importantly, the majority of these narratives carry take-home messages that criticize female characters who have non-marital sex. The high proportion of representations of female characters indicating willingness to have sex are imbedded in narratives that, via narrator commentary and character descriptions and dialogue, overtly criticize non-marital sex in general

and blame female characters for engaging in any behaviors that – however distal from the sexual encounter – can be interpreted to imply consent to future sex. In their most extreme, some narratives describe “disobedient” (NG 2005, F 10-14 R) or “wayward” (NG 2014, F 15-19 U) female characters who enter (or are forced to enter) spaces where they are alone with male characters and are subsequently raped; the take-home message in these narratives is female characters are at least partially to blame for their rapes. Though extreme, these narratives exemplify how notions of blame and responsibility justify nonconsensual sex against female characters who behave in ways that do not necessarily indicate willingness, but which facilitate an opportunity for sex to occur. Narratives with this overarching message are found in all country samples but are most prominent in the Nigerian sample.

Eswatini

Narratives from the Eswatini sample include the highest proportion of representations of consent obtained via partner pressure (comprising 1 in 5 narratives in this sample, compared with 1 in 15 in Nigerian and Kenyan samples). Partner pressure in Swazi narratives reflects that described above, where male partners point to past gifts as evidence of an implied sexual contract and/or leverage their love to obtain sex from reluctant girlfriends: “Joe persuaded Thandi to have sex with him. ‘I am a virgin’, Thandi said with tears streaming down her cheeks. ‘If you really love me, you will have sex with me’, said Joe demanding. Because she loved him, she agreed” (SW 2014, F 15-19 R).

Unlike the Nigerian narratives described above, many of these representations are empathetic in tone towards the female character, acknowledging her vulnerability to manipulation and pressure by a partner who points to distal indicators of consent as evidence of implied consent, and which overrule the indicators closer to the sexual encounter (such as, in

Thandi's case, pointing to her virginity as reason to avoid sex). Male partners are characterized as motivated predominately by sex, rather than out of genuine affection for the female character.

Kenya

The Kenyan sample includes the highest proportion of narratives depicting alcohol or other substances that facilitate sex (15%, compared with 5% and 6% in Nigerian and Swazi samples, respectively). The majority of these representations depict one character either giving a female character alcohol in order to inebriate them, thus facilitating sex, or taking advantage of a character's state of inebriation to have sex with them. Proximal indicators of consent are uncommon in these representations. Some narratives do not depict consent in any form and instead describe alcohol contributing to a context in which sex happens. Other narratives describe a female character either being given or consuming alcohol of their own volition, and a male character capitalizing on their state of inebriation to have sex with them:

she drunk and drunk like a abnormal woman until she fell asleep on the chair...As the woman was in a sleep she was now not hearing anything going on in the house, after a short while the man laid on her body and have sex with her (KY 2014, F 10-14 R).

Narrative commentary and character thoughts and dialogues do not imply that alcohol consumption necessarily indicates willingness to have sex per se, in the way that entering into a relationship or accepting gifts is often depicted as mutually understood by partners to imply future sex. However, female characters who drink to excess are depicted as responsible for any outcomes that occur from inebriated sex. For example, the woman described in the narrative above discovers blood when she comes to, rushes to the hospital and is diagnosed with HIV. Her

children blame her for making them orphans. No narrative criticizes a male character for having sex with an incapacitated female character.

Temporal observations

While there are no meaningful temporal shifts in representations of sexual consent across all three countries between 2005 and 2014, there are several notable shifts in specific countries. In the Nigerian sample, representations of consent as indicated by distal indicators, specifically accepting gifts or being alone with someone, decrease over time while representations of proximal indicators like verbal consent and responding to kisses increase over time. In addition, representations of verbal consent to have sex in Nigerian narratives are all within transactional encounters in 2005 and 2008. However, in 2014, a handful of narratives depict couples – boyfriends and girlfriends – discussing sex and engaging in verbal consent before having sex. These representations are found in several Kenyan and Swazi narratives across all time points, but only emerge in 2014 narratives in the Nigerian sample.

In the Swazi sample, representations of consent obtained via partner pressure remain constant, while consent relying on conditions being met in which female characters exercise agency to demand protection from HIV or pregnancy decrease over time. No meaningful temporal changes are observed in the Kenyan sample.

Discussion

The purpose of this analysis is to contribute to understandings of young Africans' emic sense-making around sexual consent. We created a conceptual framework to represent this emic understanding of youth populations from these three countries (Figure 2.1). Narratives in this sample represent sexual consent as either a process, in which willingness is indicated via a combination of distal (e.g., accepting to be alone with someone) and proximal (returning kisses)

indicators, or as a one-time event (e.g., by accepting gifts). Consent is rarely represented as explicit, verbal and direct; indirect indicators are more common. Representations take place within contexts influenced by broader sociocultural hierarchies such as gender and access to and control over resources, and the authority and power these factors afford. Representations of sexual consent are fairly consistent across contexts, although certain representations are more prominent in some country/year samples than others.

Existing studies on sexual consent in various settings throughout SSA echo findings found in our narratives, specifically that sexual consent is presumed upon entrance into a relationship (Jewkes & Morrell, 2012; Stern & Heise, 2019), by accepting gifts (Barnett et al., 2011), or by being alone with someone (Burnet, 2012; Wood et al., 2007) – i.e. the distal indicators of sexual willingness. In these studies, proximal indicators of consent, such as saying “yes” or “no”, responding to kisses or pulling away, are argued to either be of lesser importance in sexual negotiations or be perceived to be part of a typical sexual script.

Other studies also cite additional distal factors of consent. For example, in their ethnographic study in a township of South Africa, Wood et al. (2007) found that having had prior sexual relationships with a partner implied consent to future sex. Their participants understood consent as a one-time process between partners that could be presumed to extend to future sexual encounters. As well, Wood et al. observed that some male participants interpreted sexual consent from women by virtue of being at a party or bar and/or consuming alcohol, an observation found in studies from other settings in SSA (e.g. Tavrow et al., 2013).

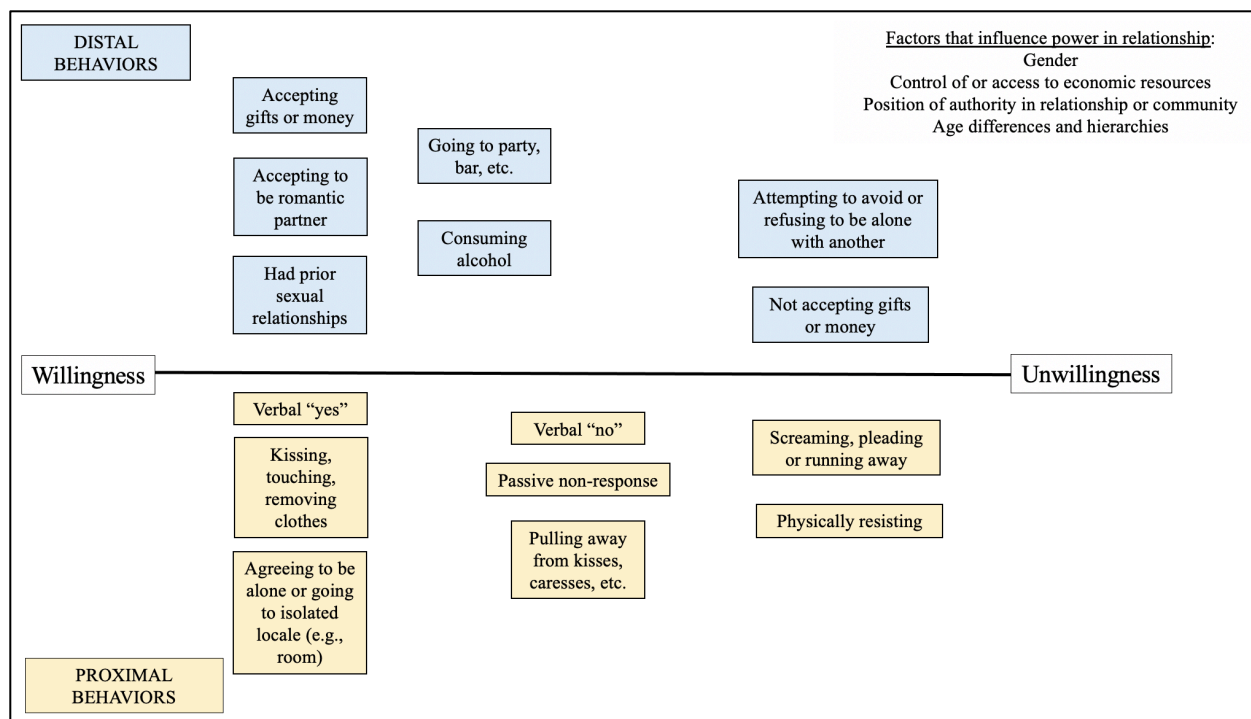


Figure 2.1

Conceptual framework of emic understandings of sexual consent

In the present study, behavioral indicators of sexual consent, broadly categorized as distal and proximal, are represented in Figure 2.1. This figure represents indicators as behavioral – rather than relational or circumstantial – in order to aid future methodological work seeking to capture beliefs and norms around sexual consent and interventions promoting affirmative models of sexual consent. As shown, behaviors are represented along a continuum of willingness and unwillingness indicators. In general, accepting to be a romantic partner and/or accepting gifts indicates willingness for future sex. Agreeing to be alone with someone or going to an isolated locale indicates willingness for future or immediate sex, and saying “yes” to a sexual request or responding to kisses or caresses indicates willingness for immediate sex. In our analysis, consuming alcohol does not necessarily indicate willingness but rather provides sexual opportunity due to decreased inhibitions or ability to react. Saying “no” or pulling away from

kisses or caresses signifies unwillingness in some narratives and ambivalence in others.

Physically resisting, refusing to be alone with someone and/or rejecting gifts all indicate genuine unwillingness. Lastly, drawing from other studies, we include “had prior sex” and “go to party, bar, etc.” as indicators of willingness.

Importantly, this figure represents emic understandings of a continuum of behaviors that can be used to label a sexual encounter as consensual or non-consensual. Many narratives from this sample carry implicit and explicit messages about responsibility and blame for nonconsensual encounters that disproportionately task female characters with controlling aggressive male sexuality. These representations reflect rape myths, or “attitudes and beliefs that are generally false but widely and persistently held, and that serve to deny and justify male sexual aggression against women” (Payne, Lonsway, & Fitzgerald, 1999, p. 134). Rape myths define rape narrowly, creating conceptual boundaries around what is “legitimately” perceived as rape, defining who is and is not likely to be a victim or perpetrator, where rapes do and do not occur, and what type of non-consent (e.g., physical resistance) needs to be exhibited for an encounter to qualify as rape (Peterson & Muehlenhard, 2004). For example, Wood et al. (2007) observe how their South African participants reconstructed their personal experiences and behaviors in a way that allowed young men to distance themselves and their own coercive strategies from the label “rape.” Nonconsensual experiences became reconfigured as consensual by pointing to relationship expectations, circumstances and their female partners’ behaviors that, these young men argued, indicated willingness to have sex. Imposing these insights onto our data, it is possible to identify behaviors, particularly distal behaviors like accepting gifts, being alone with someone or accepting a relationship, which some narratives depict as justification for encounters implicitly represented as nonconsensual but not labeled “rape.”

Uncertainty, ambivalence and sexual consent

Many of the narratives represent female characters experiencing uncertainty or ambivalence around their decision to have or not have sex. Uncertainty and ambivalence have been found to permeate sexual encounters in other populations (Beres, Senn, & McCaw, 2014), and for this reason, sexual consent theorists argue that it is important to differentiate between wanting and consenting to sex, with consent being essential (Peterson & Muehlenhard, 2007). However, Wood et al. (2007) and Barnett et al. (2011) both draw attention to the ways in which girls and young women in SSA (and beyond) avoid outright rejection of male propositioning, either out of respect due to social hierarchies and gender grooming or to avoid violent reprisals. As such, “feminine sidestepping and ambiguous responses could indicate either affirmation or rejection but neither in an absolute sense” (Wood et al., 2007, p. 286). These norms create a social environment in which initial “token resistance” is expected. In some narratives, a “no” does not necessarily reflect a genuine state of internal unwillingness but rather can be turned into a “yes” with sufficient persistence. These representations are perhaps closer to reality in SSA (and beyond) than the explicit, verbal model of sexual consent put forth in sexual violence prevention efforts in Western countries (Beres et al., 2014). However, they also contribute to an environment that can and does justify sexual assault. Addressing the negative consequences of “token resistance” requires multi-pronged efforts to address the very real threat of violence to girls and women when rejecting some male sexual offers while simultaneously addressing sexual norms that stigmatize girls and women expressing sexual desire.

Framing consent in sexual violence prevention: Cross-national and temporal implications

Our results show representations of sexual consent that are shared across all three countries and over time. As with gendered representations (Lloyd & Duveen, 1992) and rape

myths (R. Singleton, Winskell, Nkambule-Vilakati, et al., 2018), these representations appear to be hegemonic (Moscovici, 1988) given their relative uniformity and linkages with hierarchy and power. However, country and year samples reflect varying prominence of certain representations that point to opportunities for framing sexual consent in a manner that contributes to sexual violence prevention efforts.

Swazi narratives consistently represent more partner pressure to obtain sexual consent than other countries. These representations reflect an acknowledgement of the ways in which gendered and economic power can reduce individual-level agency to consent to sex. In part, this reflects efforts over the past 20 years to bring attention to the underlying social drivers of the feminization of HIV in a country with an extremely high HIV prevalence, drivers that include gender-based coercion, violence, and hierarchy within relationships. Eswatini has organizations that have been promoting awareness around sexual violence and coercion since the 1990s (Gardsbane & Hlatshwayo, 2012), including amongst in-school youth (Manzini-Henwood, Dlamini, & Obare, 2015). While efforts like these also take place in Kenya and Nigeria, it is possible that by virtue of the size of Eswatini and gravity of its HIV epidemic, young Swazis have received a higher “dose” of awareness-raising activities that – when combined with the very real risk of HIV transmission – creates a strong sense of urgency around the topic of partner pressure. Disappointingly, while some 2005 Swazi narratives depict young women creatively navigating partner pressure to demand that conditions for consent be met, these narratives disappear in later years. Representations of desirable partners modeling this behavior and of female partners being willing to walk away – as depicted in the 2005 narratives – may be useful to provide young Swazis with aspirational role models to mimic in their own relationships.

Nigerian narratives from 2005 and 2008 depict direct, verbal consent only within transactional sexual encounters, however in 2014, verbal consent is also represented in dating relationships in which couples discuss sex and verbally consent prior to initiating sexual activity. While these representations are only found in a small portion of narratives, they nonetheless point to an opportunity to align models of sexual consent with companionate relationship models that link romantic love and joint decision-making with relationship satisfaction. Ethnographic studies in Nigeria have shown how companionate relationships, premised on modernity-linked notions of gender equality and class attainment, do not always produce genuine joint-decision making, particularly vis-à-vis sex. However, these relationships are still perceived to be highly desirable by virtue of their linkage with social mobility (Smith, 2007). This desirability provides an opportunity to frame sexual consent – particularly models of sexual consent that include dialogue within couples and proximal indicators – as an essential component of companionate relationships in Nigeria and beyond.

Kenyan narratives depict the role of alcohol in sexual situations more than other countries. Some of these narratives depict situations that mirror scenarios that would be labeled “date rape” in the United States, or sexual encounters in which one party has lost control of their faculties due to substance consumption such that they are unable to give genuine consent. Due to concerns over high prevalence of date rape, particularly amongst young people, Western sexual consent theorists underscore the capacity dimension of sexual consent – which, in this case, refers to the cognitive capacity to understand a sexual situation and indicate willingness or unwillingness. These narratives link alcohol consumption with sex and therefore place the responsibility to avoid nonconsensual sex on the person who consumes alcohol rather than the person who has sex with an incapacitated individual. Our findings point to a need to promote a

model of consent that acknowledges capacity to consent in all its forms, including cognitive capacity to consent following consumption of substances.

Lessons from the field

Lessons can be drawn from efforts outside of the countries of study. For example, Stern and Heise (2019) describe shifts in understandings of consent amongst married couples in Rwanda as a result of participation in an intervention. This intervention consisted of a 20-session couples' program in which participants explored a variety of topics, including gender and sexual norms that contribute to sexual coercion in relationships. Facilitated and take-home exercises allowed male and female participants to reflect on coercion in relationships, identify the benefits of consensual sex and consequences of non-consensual sex (including undermining sexual pleasure and relationship quality), and cultivate communication skills to discuss sexual preferences with spouses. The curriculum emphasized shared power within couples and included community action against violence as an intended outcome, thereby addressing sexual coercion at multiple levels of the socio-ecological model. Stern and Heise (2019) observed that couples felt that "open communication helped both to ensure mutual consent and enhance sexual pleasure" (p. 13), reflecting the importance of including communication skills-building in multi-level efforts to shift norms around sexual consent. While this intervention was targeted at married couples, elements could be translated into an approach with unmarried youth, particularly the strategies to reflect upon coercion in relationships, build communication skills, and promote shared power as an ideal dynamic within romantic relationships.

Some efforts targeted at young men in the U.S. capitalize on a norms-based approach to link sexual consent with protective masculine norms. For example, Men Can Stop Rape (MCSR) created a bystander intervention and consent campaign aimed at young men and boys that

emphasizes their role in preventing gender-based violence. This campaign uses positively framed messaging, such as “I’m the kind of guy who wants consent”, embedded in scenarios like “When we started hooking up, Liz stopped, so I stopped and asked if she was okay” (for more information, see <https://mcsr.org>). Evaluation of their approach found that positively framed messages that linked sexual consent with positive masculine norms were more effective at shifting injunctive norms and behavioral intentions amongst young men than negatively framed messages (Mabry & Turner, 2016).

A note on the data

As described in the Methods section, these data should not be viewed as representative of the youth populations from which they are drawn as contest participants self-select. Based on existing information, it is impossible to determine the ways in which contest participants reflect characteristics of the broader youth populations in terms of knowledge of HIV or level of education. However, these biases are likely to be similar across country samples by virtue of the same contest mechanism, therefore I consider the country samples to be comparable for my purposes (Winskell, Singleton, et al., 2018).

That being said, it is worth acknowledging the value in this unique data source. The contest elicitation provides a relatively indirect data collection process, in which the young authors have control over how their HIV-related narratives are shaped, including the scenes, characters and underlying message. By virtue of being produced by cultural insiders, these narratives provide an avenue through which the young authors can situate HIV – and by extension, sex, gender, and relationships – in their own moral and cultural logic (Watkins & Swidler, 2009), without the co-construction that takes place in primary data collection such as surveys, focus group discussions, or typical ethnographic techniques. And as narratives that are

image-rich and driven by employment, they “reveal the social representations and cultural narratives that undergird their meaning making process” (Winskell et al., 2013, p. 196). As a result, the narratives provide unique insight into the ways in which young Africans’ understand and conceptualize phenomena such as consensual and nonconsensual sex in a way that “approximates the complexities with which they are surrounded in reality” (Winskell et al., 2018, p. 3).

Conclusion: Consent requires empathy

Sexual consent depends upon shared indicators of willingness and unwillingness. The results from this narrative analysis reveal emic understandings of sexual consent in which indicators are located along a continuum from unwillingness to willingness in a manner that can, at times, blame female characters for nonconsensual sex. It is essential to promote a model of sexual consent that acknowledges power within relationships and that includes open communication around sexual preferences and values proximal indicators of consent. Incorporating approaches that address sexual consent with individuals, couples, and communities is ideal.

Above all, sexual violence prevention efforts must promote a model of sexual consent that underscores empathy for the comfort and wellbeing of one’s partner. It is unlikely that sexual consent will always be communicated via direct, verbal indicators such as those put forth in affirmative consent campaigns. Realistically, a sizeable portion of sexual encounters will always depend on nonverbal indicators of sexual consent, such as physically responding or not responding to another’s behavior. Tactics that cultivate empathy, particularly amongst boys and men for the experiences of girls and women, and that emphasize prioritizing the comfort of one’s

partner – at times over one’s own needs – are an important component of gender transformative approaches that seek to promote healthy relationships and sexual cultures.

CHAPTER 3

PAPER 2: MEASURING PERCEPTIONS OF SEXUAL CONSENT: DEVELOPMENT AND
COGNITIVE TESTING OF A VIGNETTE SURVEY TO ASSESS BELIEFS AND NORMS
RELATED TO SEXUAL CONSENT AMONGST YOUNG KENYANS²

² Singleton, R., other authorship to-be-determined. To be submitted to *Violence Against Women*.

Abstract

Though extensive conceptual and methodological work has been carried out investigating understandings of sexual consent in the United States, there is no existing survey to assess young people's perceptions of sexual consent in sub-Saharan Africa. To address this gap, this paper describes the design and testing of a vignette survey to assess perceptions of sexual consent, as well as associated assessments of blame, power and perceived social norms. To create the survey, I drew from formative research on narratives written by young Kenyans, Nigerians and Swazis to create a conceptual framework that guided creation of the vignettes. The survey consisted of five vignettes depicting different combinations of factors that influence perceptions of consent, and a set of questions assessing perceived indicators of consent, perceived norms, and perceptions of power and blame in sexual encounters. I conducted virtual cognitive interviews with young Kenyans, ages 18-24, to understand survey comprehension and response decision-making and identify any necessary edits to the survey to minimize errors. The findings from the cognitive interviews shed light on sense-making around sexual consent and its relevant factors, and provided insight into how to improve measurement of sexual consent with this population.

Introduction

Recent research demonstrates that sexual violence perpetrated against adolescents and children is a significant public health and human rights concern (Sumner et al., 2015). The ongoing Violence Against Children Surveys (VACS) have revealed an alarming proportion of children and young people globally experience sexual violence before reaching age 18 (Chiang et al., 2016), with lifetime prevalence of sexual victimization before age 18 amongst young women in Kenya, for example, at 15.6% (Ministry of Labour and Social Protection of Kenya &

Department of Children's Services, 2019). Furthermore, sexual violence in sub-Saharan Africa (SSA) has been identified as an important driver of the HIV epidemic and therefore must be addressed if the response to HIV is to be effective (Andersson et al., 2008; Sommarin et al., 2014).

While historically sexual violence has been defined as limited to situations involving penile-vaginal penetration and physical resistance by the victim (Edwards et al., 2011; Jewkes & Abrahams, 2002; Muehlenhard & Kimes, 1999), more recent definitions put forth by feminist scholars, activists and in human rights discourse emphasize non-consent as a defining feature of sexual violence (Buchhandler-Raphael, 2010; Weiner, 2013). However, sexual consent is a socially constructed phenomenon for which no single, uncontested or universal definition exists. Several scholars have called attention to the varying and, at times, conflicting definitions of sexual consent within the research field, sexual violence prevention groups, and the general public, and the implications these conflicting views hold for efforts to conceptualize and measure consent (Beres, 2007; Muehlenhard et al., 2016).

To address this issue, a large and increasing number of studies have contributed to conceptualizing sexual consent in order to inform methodological efforts to assess perceptions around sexual consent (Muehlenhard et al., 2016). Through these efforts, several key suggestions have emerged. First, sexual consent can be understood as an internal state of willingness and/or as external indicators that are communicated to a partner (Muehlenhard, 1995). Conceptualizing sexual consent as purely an internal state of willingness is problematic, as an internal state is not directly observable and requires that another infers or interprets willingness. For that reason, many laws and policies such as affirmative consent policies emphasize the importance of communicating consent and underscore the role of verbal indicators of consent. However, young

people often rely on non-verbal indicators of consent, such as reciprocating kisses (Burkett & Hamilton, 2012) or moving to an isolated locale (Jozkowski & Willis, 2020), as verbal consent does not align with typical sexual scripts (Simon & Gagnon, 1984). Commonly, these two aspects of consent are combined such that consent is understood as an internal state of willingness that is externally communicated via behaviors, cues or signals (Muehlenhard et al., 2016). However, for measurement purposes, Muehlenhard (1995) argues that it is important to assess internal state versus external indicators as separate dimensions of sexual consent in order to avoid misinterpretations.

Second, sexual consent should not be measured as a discrete bimodal phenomenon, but rather as a continuous phenomenon ranging from completely nonconsensual to completely consensual, with behaviors, cues and signals reflecting degrees of consent between the two poles. Most survey instruments measure sexual consent as a continuous construct (Humphreys & Brousseau, 2010; Humphreys & Herold, 2007; Jozkowski, Sanders, Peterson, Dennis, & Reece, 2014; Peterson & Muehlenhard, 2007), though Peterson and Muehlenhard (2007) are the only survey methodologists who address this issue directly by calling attentions to the limitations of conceptualizing sex as either “wanted” or “unwanted”. These authors argue that conceptualizing sexual consent as dichotomous makes invisible the range of experiences between “wanted” and “unwanted”, pointing to feelings of ambivalence or uncertainty that permeate some sexual encounters. Qualitative and ethnographic research provides further support for conceptualizing consent as a continuous phenomenon. For example, Wood et al. (2007) describe how young women in South Africa would use a variety of tactics to delay sex out of a desire to avoid being perceived negatively for giving into sex easily, due to feelings of uncertainty and ambivalence about having sex, or out of a genuine desire to avoid sex. As a result, “feminine sidestepping and

ambiguous responses could indicate either affirmation or rejection but neither in an absolute sense” (p. 286). For that reason, virtually all measures of sexual consent conceptualize consent across multiple continua in order to account for the range of emotional and cognitive experiences as well as behavioral indicators (e.g., Jozkowski, Peterson, Sanders, Dennis, & Reece, 2013; Peterson & Muehlenhard, 2007; Humphreys & Brousseau, 2010). These studies have shown how participants use entire scales, not solely the endpoints, providing further evidence for conceptualizing consent as a continuous phenomenon.

Third, studies point to the importance of contextual factors on influencing perceptions of consent, such as the existing relationship between sexual partners (e.g., dating or married partners versus casual partners, or long-standing sexual partners versus first-time sexual partners) or locations or spaces in which consent is occurring (e.g., in a bar versus in someone’s home). These contextual factors include issues of power inequality between partners on the basis of age, gender, access to economic resources, among others, and the implications these factors carry for each partner’s agency to consent or not consent. For example, accepting gifts or money is widely understood to carry implicit assumptions of future sexual reciprocity across SSA (Stoebenau et al., 2016), in a manner that limits adolescent girls’ and young women’s agency to not consent in a future sexual encounter after having accepted a gift (Barnett et al., 2011). Similarly, Jewkes and Morrell (2012) observe how young women in South Africa are able to exercise agency to determine whether to enter into a relationship, but upon acceptance of being someone’s girlfriend or wife cede considerable control over whether and how sexual relationships take place. For these types of reasons, Jozkowski and Willis (2020) argue that measuring perceptions of sexual consent solely at the moment of sexual intercourse excludes broader contextual factors that influence in-the-moment interpretations.

Lastly, Peterson and Muehlenhard (2007) argue that “wanting” and “being willing” to have sex should be understood as distinct phenomena, positing that beliefs that one might want to have sex but not be willing, or be willing to have sex without necessarily wanting to have sex. The authors point to the often ambivalent feelings individuals may have around a sexual experience and the issues this ambivalence poses when survey questions ask participants if they had “unwanted” sex. They argue that conflating wanting sex with consenting to sex causes conceptual issues, as well as contributes to unacknowledged rape and/or victim blaming by labeling a nonconsensual sexual act as “wanted” if the victim experienced desire or ambivalent feelings. The authors put forth a multidimensional model of wantedness and consent comprising four quadrants: (1) wanted but nonconsensual; (2) wanted and consensual; (3) unwanted and nonconsensual; (4) unwanted and consensual.

Sexual consent in sub-Saharan Africa

Virtually all methodological advances in sexual consent measurement have been carried out in U.S. or similar populations, most often with college students (see Muehlenhard et al., 2016 for a review and synthesis). Research around sexual consent in SSA is much less common and methodological approaches are predominately qualitative. These studies by qualitative researchers and anthropologists have shed light on emic understandings of sexual consent within different sites in SSA and have called attention to how issues of agency and power on the basis of gender, access to economic resources and age differences influence perceptions and experiences of consensual and nonconsensual sex (Burnet, 2012; J. L. Singleton, 2012; Stern & Heise, 2019; Wood et al., 2007). While these studies provide essential insight into the social construction of sexual consent, there is a need to translate these qualitative findings into a quantitative instrument to measure perceptions of sexual consent amongst young people in SSA

in order to complement qualitative research and to inform and evaluate sexual violence prevention and education efforts.

The purpose of this paper is to describe the use of mixed methods to develop a survey questionnaire to assess perceived indicators of sexual consent amongst young Kenyans. In Kenya, 15.6% of Kenyan females and 6.4% of Kenyan males report having experienced sexual violence prior to age 18 (Ministry of Labour and Social Protection of Kenya & Department of Children's Services, 2019). Amongst young Kenyan women, perpetrators are most commonly romantic partners or schoolmates. Many of these experiences remain hidden, with only 41% disclosing their experiences to others and 13% seeking services. Young Kenyan women who have experienced sexual violence prior to age 18 are more likely to engage in later sexual risk-taking, such as multiple sexual partners and sex without a condom (United Nations Children's Fund Kenya Country Office, 2012), placing them at higher risk of HIV infection. (Further analysis of boys and young men's experiences with sexual violence was not carried out due to insufficient data.)

To address gendered drivers of HIV infection, including gender-based and sexual violence, the President's Emergency Plan for AIDS Relief (PEPFAR) and Centers for Disease Control and Prevention (CDC) launched the Determined, Resilient, Empowered, AIDS-free, Mentored and Safe (DREAMS) initiative in Kenya and other countries. Components of the DREAMS core package aim to influence the overlapping vulnerabilities of adolescent girls and young women (AGYW) at multiple levels, ranging from empowering AGYW, strengthening families, addressing male sex partners and mobilizing communities (Saul, Bachman, Allen, Toiv, & Cooney, 2018).

Key to the success of this multi-level and multi-faceted initiative is to shift the beliefs and social norms that undergird sexual violence, including beliefs about what is considered consensual versus nonconsensual sex. The purpose of this paper is to describe the use of mixed methods to create a survey tool to assess perceptions of sexual consent and provide the final survey that can be used by researchers and organizations alike as a needs assessment or an evaluative tool as they carry out efforts aimed at addressing sexual violence in Kenya. In this paper, I describe the overall process of using multiple methods to develop a vignette survey, including the process of distilling large quantities of qualitative findings into short narrative “snapshot(s)” (Hughes, 1998, p. 383), and the ways in which cognitive interviewing results (qualitative method) can inform understandings of measures of sexual consent (quantitative method). This approach fulfills the development purpose within mixed methods research (Greene, 2007; Greene et al., 1989), in that two methods (qualitative analysis of creative narratives and qualitative cognitive interviews) informed the development of another method (quantitative vignette survey).

Approach: Survey development

The purpose of the survey is to assess perceptions of sexual consent, specifically beliefs about indicators of willingness and unwillingness, beliefs and norms around blame and power in sexual situations, and perceived approval from others (i.e., injunctive norms) of male and female behavior in sexual situations.

Vignette surveys

Assessing these facets of sexual consent would benefit from an approach that contextualizes phenomena rather than assesses them in a vacuum, as is common in much attitudinal and norms-based research. Surveys that incorporate the use of vignettes, or vignette

surveys, are one approach that allow participants to respond to a set of social circumstances in order to assess the different factors that influence perceptions and norms around sexual consent.

Vignettes, or short narratives, have been used extensively for research purposes across social science, health and other disciplines. Vignettes are “short stories about hypothetical characters in specified circumstances, to whose situation the interviewee is invited to respond” (Finch, 1987, p. 105). Vignettes provide a “snapshot” of a given situation, in which details are strategically selected (or omitted) and participants are asked to provide an interpretation within the vignette context (Hughes, 1998, p. 383). Quantitative studies have used vignettes as stimuli to which participants respond to questions or scale questions that relate to a vignette (Aguinis & Bradley, 2014).

While there is ongoing debate around the validity of behavioral responses to vignettes (Evans et al., 2015; Hughes, 1998), vignettes in general are considered useful tools to understand complex phenomena such as beliefs, judgements, norms, attitudes, values and meaning making (Barter & Renold, 1999; Finch, 1987; Wilks, 2004). In contrast to survey questions that assess phenomena in an abstracted form, vignettes contextualize responses, thereby facilitating insight into the situational factors that influence beliefs, attitudes and norms (Finch, 1987; Hughes & Huby, 2004).

An additional strength of vignette research is the opportunity to contextualize different perspectives on the phenomena under study. A key challenge to vignette research is ascertaining which perspective participants take when responding to questions in relation to a vignette – whether it is their own, the vignette character’s, or others from their communities (O’Dell, Crafter, de Abreu, & Cline, 2012). As this has important implications for analyzing responses, Finch (1987) recommends specifying which perspective to take (e.g. what do you think about...

what would your parents/friends/etc. think about...). In addition to aiding in analysis of responses, specifying perspectives offers opportunities to assess and compare perceived social norms to individual definitions and attitudes. For example, by asking participants to respond from their own perspective and later from the perspective of a close friend or others in one's social group, researchers can compare how individuals' perceptions of phenomena compare to their perceptions of others' interpretations of the same phenomena.

The approach to creating this vignette survey consisted of five steps:

- 1.) a conceptual framework that guided the theoretical development of the survey;
- 2.) translating the conceptual framework into a concept map that guided the distribution of factors influencing consent across the vignettes;
- 3.) translating narrative findings that reflected the factors influencing perceived consent into short vignettes to be included in the survey;
- 4.) identifying existing survey questions and scales or creating survey questions to assess beliefs and norms around sexual consent; and
- 5.) cognitive interviewing with participants from the target population to assess questionnaire comprehension and response processes.

Conceptual framework to guide survey development

Conceptualizing the phenomena to be studied is among the first steps in survey development (Esposito, 2003). While the term is not always used consistently, I understand a conceptual framework to be a collection of concepts that are theoretically linked and that function to explain something about the world (Jabareen, 2009). This framework is a simplified representation that clarifies and explains how the phenomena under investigation work (Strauss, 1995). Concepts

within conceptual frameworks are composed of various components that theoretically link but, when taken together, form the whole of a given concept (Clayton & Crosby, 2006).

The survey questionnaire development was informed by the analysis of creative narratives written by young Kenyans, Nigerians and Swazis in 2005, 2008 and 2014. This analysis was part of a larger study on the social representations of HIV (Winskell et al., 2018). A sample of narratives were analyzed to better understand the young authors' representations and emic understandings of sexual consent; this analysis resulted in a conceptual framework of behavioral indicators located along a continuum of willingness and unwillingness (see Paper 1 in this dissertation; see Figure 2.1). Distal behaviors reflect those performed prior to a situation becoming physically sexual (e.g., accepting gifts or money several hours, days or weeks before having sex) and proximal behaviors reflect those performed at the time of a sexual encounter (e.g., kissing someone back or removing clothes).

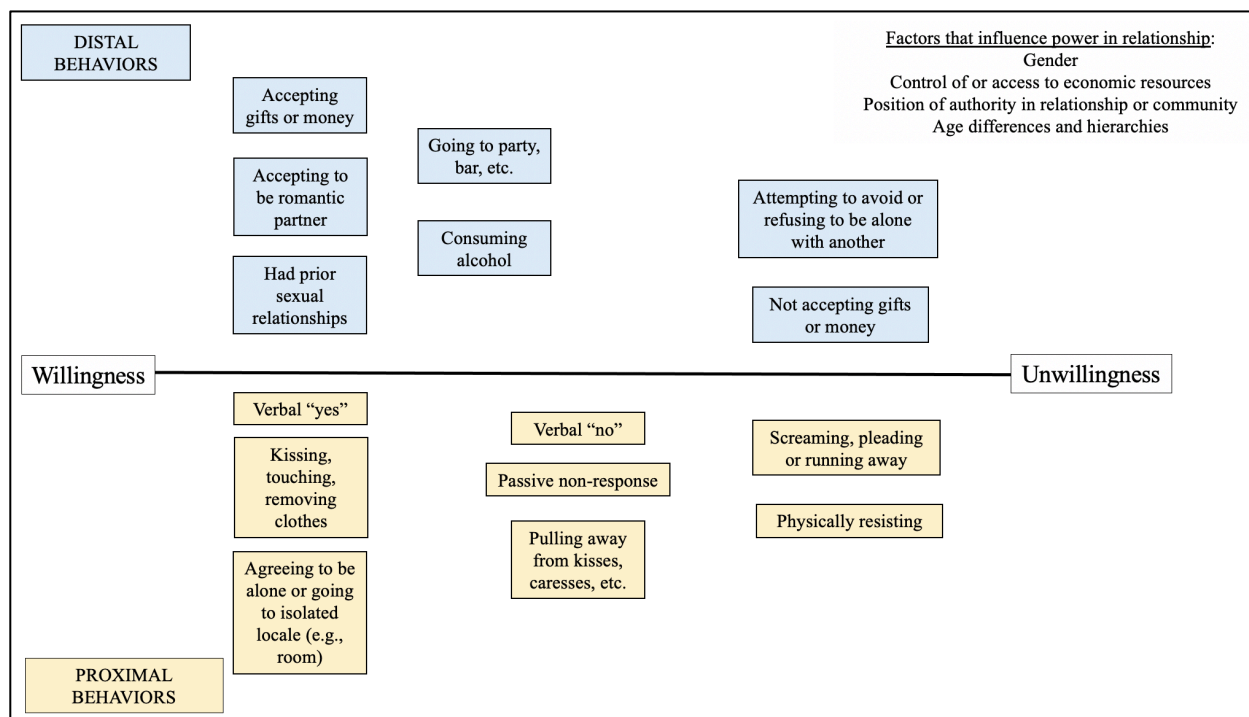


Figure 2.1

Conceptual framework of emic understandings of sexual consent

Concept map of variables with variable dimensions influencing perceptions of consent

Drawing from this conceptual framework, I created a concept map to depict the key factors that would be assessed in the vignette survey (Figure 3). These factors crystallized results from the narrative analysis and were informed by broader literature around factors influencing beliefs about sexual consent. Drawing from the conceptual framework, two broad sets of behaviors were identified: behaviors prior to the encounter (i.e., distal behaviors) and behaviors during the encounter (i.e., proximal behaviors). Behaviors during the encounter were separated into verbal and non-verbal behaviors, the factors within representing indicators that reflected a range between willingness to unwillingness.

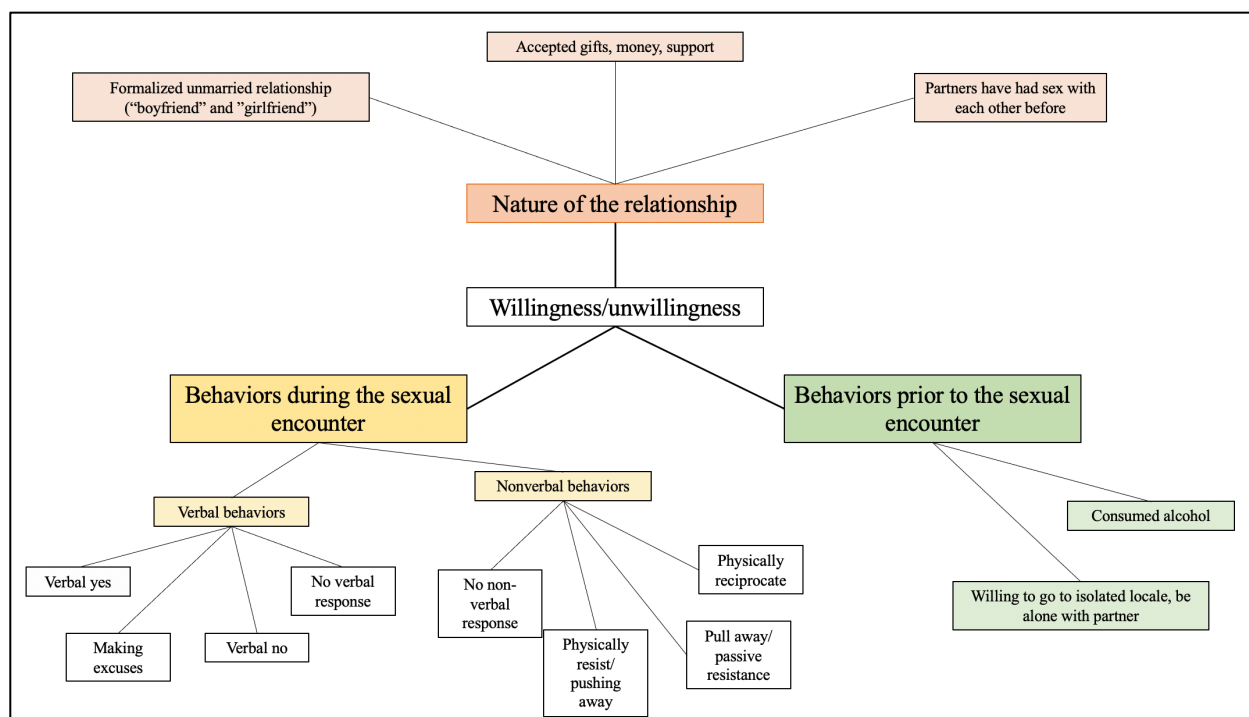


Figure 3.1

Concept map of factors influencing perceptions of sexual consent

I separated the distal behaviors as depicted in Figure 2.1 into two categories in Figure 3.1: (1) behaviors prior to the sexual encounter and (2) nature of the relationship. While the

primary focus of the survey was on behavioral indicators, in reality, assessments of sexual consent often depend upon broader contextual factors such as whether partners are in an established romantic relationship or have had sex before (Wood et al., 2007) or whether gifts, money or other forms of support have been accepted (Stoebenau et al., 2016). These indicators were encompassed under the category “nature of the relationship”. The remaining distal behaviors were grouped under “Behaviors prior to the sexual encounter.”

Vignette construction

Following guidelines put forth by vignette survey methodologists (Auspurg & Hinz, 2014), I created a list of relevant factors and all possible manifestations, or “dimensions” of each factor so as to have an understanding of the scope of the different versions of possible vignettes. These dimensions are reflected in the concept map. For example, amongst the possible behaviors during a sexual encounter that can be interpreted to indicate sexual consent, there are verbal and nonverbal behaviors, each of which have four different dimensions. Verbal behaviors consist of (1) a verbal yes when sexually propositioned, (2) a verbal no, (3) not responding or saying anything when a partner makes sexual overtures or (4) making excuses (see Figure 3.1). These dimensions map out onto the range of direct and indirect verbal indicators of sexual consent as identified in the formative research and supported by other literature (see Table 3).

Table 3.1

Distribution of factors influencing perceptions of sexual consent across vignettes

Categories	Factors	Factor dimensions	Vignette 1: Jane and Samuel	Vignette 2: Faith and Michael	Vignette 3: Sylvia and James	Vignette 4: Mary and Peter	Vignette 5: John and Alice	
Gender	Gender of consenting character	Male					Male	
		Female	Female	Female	Female	Female		
Nature of the Relationship	Dating relationship	Yes	Yes	Yes				
		No			No	No	No	
	Gifts exchanged	Yes		Yes	Yes	Yes		
		No	No				No	
Behaviors prior to sexual encounter	Had prior sex	Yes	Yes					
		No		No	No	No	No	
Behaviors prior to sexual encounter	Agree to be alone together	Yes		Yes	Yes	Yes	Yes	
		No	No					
Behaviors prior to sexual encounter	Consumed alcohol	Yes				Yes		
		No	No	No	No		No	
Behaviors during the sexual encounter	Verbal behaviors	Verbal yes						
		Verbal no		Verbal no		Verbal no		
		Make excuses to avoid sex	Make excuses to avoid sex					
		No verbal response			No verbal response		No verbal response	
	Non-verbal behaviors	Physically reciprocate						
		Pull away or passive resistance	Pull away or passive resistance					
		Physically resist or push away		Physically resist or push away		Physically resist or push away		
		No non-verbal response			No non-verbal response		No non-verbal response	

Next, I created five vignettes, each depicting a different combination of the factor dimensions in order to ensure that vignettes captured the breadth of aspects that influence perceptions of consent (see Table 3.1).

Reflecting upon the purpose of the survey (to assess perceptions, norms and beliefs about sexual consent), I wanted to create scenarios that left key aspects open to interpretation in order to provide access to participants' sense-making around what behaviors or contextual factors in sexual situations are more important for interpreting consent when consent is murky. I argue that this strategy capitalizes upon what Bruner (1991) calls a "narrative breach," or disruption of a familiar plot that makes them uncertain or problematic, forcing interpretive activity or evaluation (Labov & Waletzky, 1997). Therefore, I aimed to create vignettes that provide sufficient information to engage participants but also capitalize upon a narrative breach in order to reveal insight into their interpretive activity. I chose to not include dimensions that are most often interpreted to indicate willingness unequivocally, specifically, a verbal yes or physically reciprocating (Muehlenhard et al., 2016), as this was (1) likely to violate norms of female passivity, and (2) unlikely to produce nuanced insight into perceptions of sexual consent. I chose to limit the number of vignettes to five in order to minimize participant fatigue when completing the survey.

Drawing from best practices as described by vignette methodologists (Hughes & Huby, 2004), vignette material was inspired by a data source (in this case, a qualitative data source, specifically narratives) contributed by the target audience (young Kenyans) so as to reflect emic formulations and terms used by the target population. The original intent was to draw more directly from the qualitative source material, however given the exact combination of factor dimensions that needed to be included in a given vignette (Table 3.1), I chose to write the

vignettes first and then compare them with similar narratives included in the sample analyzed in Paper 1. Specifically, I confirmed terms and names with the narratives, and adapted narratives as much as possible to emulate descriptions of similar events found in narratives. Many of the narratives in the Kenyan sample include moralistic messages that depict female characters who have sex (consensually or non-consensually) as promiscuous and therefore immoral. I endeavored to write vignettes that do not convey any such take-home messaging, but simply depict behaviors and actions, with some short descriptions of the thought processes and emotional states of characters. In this way, I relied on prior qualitative analysis to form the skeletal structure of the vignettes but in creating the vignettes, deviated slightly from the qualitative source material. I did not want the vignettes to persuade participants to respond in any given way, therefore I attempted to write vignettes depicting plotlines that invite participants to form their own opinions as to the level of consent indicated by characters.

I wrote all vignettes at a 5th grade reading level according to the Flesh-Kincaid readability test. Three experts with experience conducting sexual health and gender-based violence prevention research and interventions in Kenya, one of whom is Kenyan, reviewed the vignettes and provided feedback, which was incorporated into final versions for pilot testing and cognitive interviews.

Table 3.2

Vignettes

<u>Factor dimensions (refer to Table 3.1):</u>	<u>Vignette 1, version 1 for cognitive interviewing:</u>
consenting character is female; sexual partners in a dating relationship; no gifts exchanged; had sex before; does not agree to be alone together; does not consume alcohol; makes excuses to avoid having sex; pulls away or passively resists sex.	Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her parents are gone but she told him not to come because she is afraid her parents will find out. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.
<u>Factor dimensions (refer to Table 3.1):</u>	<u>Vignette 2, version 1 for cognitive interviewing:</u>
consenting character is female; sexual partners in a dating relationship; gifts exchanged; not had sex before; agrees to be alone together; does not consume alcohol; verbal no; physically resists or pushes away.	Michael has been Faith's boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can send SMS. One day they are alone together for the first time. Michael begins kissing Faith and tries to take her clothes off. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Factor dimensions (refer to Table 3.1): **Vignette 3, version 1 for cognitive interviewing:**

consenting character is female; sexual partners not in a dating relationship; gifts exchanged; not had sex before; agrees to be alone together; does not consume alcohol; no verbal response; no non-verbal/physical response.

James and Sylvia go to the same school but James is a couple years older. Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her house.

Factor dimensions (refer to Table 3.1): **Vignette 4, version 1 for cognitive interviewing:**

consenting character is female; sexual partners not in a dating relationship; gifts exchanged; not had sex before; agrees to be alone together; consumes consume alcohol; no verbal response; physically resists or pushes away.

Peter meets Mary at a club. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries

pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.

Factor dimensions (refer to Table 3.1): **Vignette 5, version 1 for cognitive interviewing:**

consenting character is male; sexual partners not in a dating relationship; no gifts exchanged; not had sex before; agrees to be alone together; does not consume alcohol; no verbal response; no non-verbal/physical response.

Alice is the older sister of John's friend. One day, John comes over to visit his friend and finds Alice there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Survey questions

Questions that assess perceptions of sexual consent, power and blame, and injunctive norms around sexual consent in relation to the vignettes, were comprised of a combination of adapted questions from other questionnaires and questions developed specifically for this study. I wrote questions that assess (1) cumulative perceived willingness to have sex, (2) cumulative perceived wantedness to have sex, and (3) perceived willingness as indicated by the specific vignette factor dimensions. In this way, overall perceived willingness and wantedness can be assessed as well as the effect of particular contextual or behavioral factors on assessments of sexual consent. Following suggestions by Peterson and Muehlenhard (2007), all questions assessed consent using continuous measures, rather than categorical or dichotomous. See Table 3.3 for an example set of questions for the Jane and Samuel vignette.

Table 3.3

Example vignette and related consent questions

Question category	Question	Response options
Cumulative willingness question	Based on Jane's behavior, how willing did she show she was to have sex with Samuel?	1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing
Cumulative wantedness question	Based on Jane's behavior, how much do you believe she wanted to have sex with Samuel?	1 – Did not want to have sex with Samuel at all 2 3 4 5 6 7 8 9 10 – Wanted to have sex with Samuel a lot
Behavioral or contextual consent questions	In your opinion, what shows whether Jane is willing or unwilling to have sex with Samuel?*	Shows that Jane is 1 – Not willing at all 2 3 4 5
Nature of the relationship: Dating relationship = yes	Jane is Samuel's girlfriend.	6 7
Nature of the relationship: Had prior sex = yes	Jane has had sex with Samuel before.	8 9
Behaviors prior to the sexual encounter: Agree to be alone together = no	Jane told Samuel not to come to her house.	10 – Completely willing NA – This does not show if she is willing nor unwilling
Behaviors during the sexual encounter: Verbal behaviors = make excuses to avoid sex	Jane told Samuel that she needed to finish cleaning the house.	

Behaviors during the sexual encounter:	Jane pulls away when Samuel kisses her.
Non-verbal behaviors = pull away or passive resistance	

In addition to questions that assess perceptions of sexual consent, I included questions to assess participants' perceptions of power within a sexual encounter, perceptions of blame and responsibility for sex occurring as a proxy for victim blaming in nonconsensual encounters, and of perceived injunctive norms as relate to approval for each character's behavior. The perceived power and perceived blame questions were written for this survey and the perceived injunctive norms questions were adapted from Stoebenau, Kyegombe, Bingenheimer, Ddumba-Nyanzi, and Mulindwa (2019). All vignette survey questions were written at or below a 5th grade reading level (using Flesh-Kincaid readability test) and reviewed by experts who provided feedback, which was incorporated into the questionnaire until a final version for cognitive interviewing was arrived upon (see Appendix A for a copy).

Cognitive interviewing

In order to assess participant comprehension of the vignettes and survey questions and response decision-making processes, I conducted 22 cognitive interviews with young Kenyans between ages 18-24. Cognitive interviewing is a useful technique that links formative research and questionnaire development. I used cognitive interviewing to gain insight into how participants understood and reacted to the survey questionnaire in order to assess the "internal validity" of the vignettes and questions – or the degree to which the vignettes and questions adequately and comprehensively captured the construct of sexual consent (Hughes & Huby, 2004, p. 37), as well as to identify aspects of the survey that potentially caused error (Willis, 2005) and/or point to areas of future investigation.

Cognitive interviews were conducted remotely from the U.S. between May and August 2020. Online data collection did not pose a significant barrier to data collection as 41% of Kenyan adults owned smartphones, with higher smartphone ownership (55%) among younger adults between ages 18 and 34 (Taylor & Silver, 2019).

Participants were recruited via social media. I identified Facebook groups with large numbers of young Kenyans as members by using search terms “Kenya” and (“youth” or “young people”). This search identified several groups with over 1000 members. I disseminated a recruitment flyer via these Facebook groups that described the purpose of the study and provided a link to a screening form. The screening form asked for demographic information relevant to inclusion/exclusion criteria, as well as information that could be used to ensure a wide representation of participants in the sample (for example, level of education completed or rural/urban residence). I followed up with eligible participants using WhatsApp and scheduled interviews. Participants each received 700 Kenyan shillings (approximately \$6.70) to thank them for taking the survey and participating in the interviews. I conducted 22 interviews, with each interview lasting an average of 45 minutes. This approach was approved by the University of Georgia’s Institutional Review Board.

Table 3.4

Participant demographics

	19-21	22-24	Small town*	Small urban*	Large urban*	Finished grade 6	Finished grade 12	Finished university
Male (N=11)	6 (55%)	5 (45%)	2 (18%)	5 (45%)	4 (36%)	3 (27%)	3 (27%)	5 (45%)
Female (N=11)	5 (45%)	6 (55%)	4 (36%)	5 (45%)	2 (18%)	3 (27%)	6 (55%)	2 (18%)
Total (N=22)	11 (50%)	11 (50%)	6 (27%)	10 (45%)	6 (27%)	6 (27%)	9 (41%)	7 (32%)

*Definitions of urban-rural residence vary considerably across SSA (Wineman, Alia, &

Anderson, 2020). For the purposes of this study, I classified participants' residence using the following categories: small town residence <10,000 population; small urban residence: 10,000-70,000 population; large urban residence >70,000 population. All demographic information is self-reported and unverifiable.

All interviews were recorded and transcribed, with transcriptions only excluding comments unrelated to the survey (such as when participants asked me if I had ever been to Kenya and what prompted my interest in the topic). This approach to transcription facilitated closer interaction with participants' talk than the typical summaries advocated by cognitive interview methodologists (Miller, Chepp, Willson, & Padilla, 2014; Willis, 2015), which are more strongly filtered through the researcher's perspective as they synthesize data and determine which comments about the survey are included and excluded in a summary. At the same time, this approach provided a pragmatic transcription strategy that facilitated iterative survey development in line with typical project timelines.

I analyzed transcriptions using a combination of content analysis and grounded theory approaches. The different analytical strategies depended on the purpose of the analysis. When seeking to identify problems with vignette and survey question wording or response categories, I

applied content analysis strategies (Elo & Kyngäs, 2008). Specifically, I systematically coded and categorized types of measurement errors evident in participants' comprehension and response decision-making processes in order to identify trends and patterns in errors across participant groups. I viewed measurement errors as the ways in which participants comprehended survey questions and response categories differently than I intended when designing the survey.

When seeking to understand how the survey vignettes and questions functioned as measures of the concept of sexual consent, I created descriptive codes (Miles & Huberman, 1994), both deductively-informed by the survey questionnaire design and inductively-derived from the data, and applied them to the transcripts. Example codes include “ambivalence or uncertainty”, “meaning of willing” or “able to stop sex from happening”. I then analyzed the transcripts, constantly comparing codes (Corbin & Strauss, 2014) within and across the interview transcripts and by participant demographics. I memoed extensively (Birks, Chapman, & Francis, 2008), paying particular attention to the ways in which participants drew upon both the vignettes and their personal experiences and observations about their social environment to inform their interpretations of the vignettes and how they responded to questions.

Results of cognitive interviews and implications for measuring consent

I conducted four rounds of cognitive interviews, with each round including between 5 and 7 participants. I concluded a round when I determined that I had sufficient feedback to warrant changes to the survey. I would make changes and then retest the survey, confirming the changes led to improvements in survey functioning and exploring emerging areas of inquiry. In this way, the survey was iteratively developed until all major issues were resolved and comments about the vignettes, survey questions and response options had reached saturation. Appendix E

describes the changes made to each survey version and Appendices A-D include the different survey versions.

Assessing willingness

The survey included a cumulative question assessing willingness (version 1 of the Jane and Samuel vignette: “Based on Jane’s behavior, how willing did she show she was to have sex with Samuel?”), with responses ranging from 1 = Not willing at all to 10 = Completely willing. In addition, there were behavioral questions that ask, “In your opinion what shows whether Jane is willing or unwilling to have sex with Samuel?”, with behavioral questions reflecting the factor dimensions of consent found in the survey such as “Jane is Samuel’s girlfriend” and “Jane pulls away when Samuel kisses her.” (Please see Appendix A for the first version of the survey with the full range of behavioral questions for the Jane and Samuel vignette.) All of these questions depend upon participants’ understandings of the term “willing,” therefore I explored this term in cognitive interviewing.

According to participants, being willing means agreeing to something or making a decision to do something. This is a cognitive decision in which one is aware of the choices and makes a conscious decision with knowledge of the consequences: “Willing means agreeing to something...being ready to do something and ready for the repercussions” (Male participant, age 21, large urban residence, completed 6th grade). Some participants linked this cognitive decision with showing willingness in some way, whether that is by “not opposing” someone else’s advances (Female participant, age 21, rural residence, completed 12th grade) or by “showing interest that you want to participate” (Female participant, age 24, small urban residence, completed 6th grade). In these ways and in line with the broader literature, willingness was an internal state with external indicators.

The overwhelming majority (21 out of 22) of participants did not distinguish between being willing versus wanting to have sex in the manner intended in the survey. The question immediately following the cumulative “willingness” question was: “Based on Jane’s behavior, how much do you believe she wanted to have sex with Samuel?” Understandings of wanting to have sex ranged widely, from participants that felt there “is no difference” (Female participant, age 19, small urban residence, completed 12th grade) to beliefs that one wants to have sex with anyone but is only willing to have sex with a partner (Male participant, age 19, rural residence, completed 12th grade) to beliefs that “wanting is one-sided...but willing means both people agree” (Female participant, age 23, rural residence, completed 12th grade). However, when asked to explain the meaning of “being willing”, approximately 1 out of 3 participants linked willingness with wanting to have sex, pointing to notions of internal desire in definitions to willingness: “Willingness means giving into something because you want it” (Female participant, age 24, large urban residence, completed university) or “It means you want something, you’re in the mood for sex” (Male participant, age 20, rural residence, completed 6th grade).

A handful of participants included freedom from coercion or pressure as a component of their definitions of willingness. Freedom from coercion or pressure meant “being decided for oneself, able to make your own choice and no one pressures you to do it” (Male participant, age 19, rural residence, completed 12th grade). While only a minority of participants mentioned freedom from coercion or pressure in their definitions of the term “willing,” others mentioned pressure and coercion when describing why they felt that vignette characters were not willing to have sex. Amongst female participants, issues of power and coercion were most often mentioned in relation to Michael and Faith’s relationship, and Faith’s perceived dependency and

indebtedness after having accepted gifts. Amongst male participants, the age difference and resulting power inequalities between John and Alice were most often cited. This points to the salience of freedom from coercion or pressure within a portion of participants' understandings of willingness.

Implications for survey design

Given the conflation of wanting and being willing to have sex, and the range of understandings of the concept of wanting to have sex, I eradicated the question "Based on Jane's behavior, how much do you believe she wanted to have sex with Samuel?" Participants' cognitive interviewing responses pointed to substantial variation in how they interpreted this question such that it most likely would contribute to erroneous results. Therefore, despite its theoretical importance in the consent literature (Peterson & Muehlenhard, 2007), I eliminated this question from the survey as it did not reflect emic understandings.

Measuring willingness: the scale of willingness

I assessed willingness using a scale, ranging from "Not willing at all" to "Completely willing." Originally, this scale ranged from 1 (Not willing at all) to 10 (Completely willing). However, cognitive interviewing revealed very little difference between 2 versus 3 or 7 versus 8 in terms of how participants understood the scale, therefore after 10 interviews I compressed the scale to a 5-point Likert scale ranging from 1 (Not willing at all) to 5 (Completely willing). Participants more easily grasped differences between scale questions on this shorter scale. For example, while understandings about what qualified as "Not willing at all" and "Completely willing" varied depending on the participants' beliefs about sexual consent, participants in the latter half of cognitive interviews described a 2 as "kind of" unwilling and a 4 as "kind of" willing (Female participant, age 21, large urban residence, completed 12th grade), or "a little"

unwilling or willing (Male participant, age 24, small urban residence, completed university).

That is to say, that a 2 and a 4 reflected lower gradations of the extreme poles, which were “completely” willing or unwilling (Male participant, age 23, small urban residence, completed university).

Assumptions about what a 3 represented varied more than a 2 or 4, in that a 3 could reflect a character’s confusion or uncertainty regarding whether they were willing to have sex or not (“She doesn’t know if she wants to accept or not accept”, Female participant, age 23, small urban residence, completed university). At other times, participants interpreted a 3 as indicating a character’s ambivalence about having sex (“he wants to and a part of him doesn’t want to”, Female participant, age 19, small urban residence, completed 12th grade). Still others, a 3 indicated a state of being hesitant to participate fully: “So she’s like responding yes, but she’s responding, how can I put it, uh, not wholeheartedly. She’s responding halfheartedly” (Male participant, age 21, large urban residence, completed 12th grade). Ultimately, a 3 represented a mid-way point “between accepting and not accepting” (Male participant, age 24, small urban residence, completed university), however that mid-way point was understood to be influenced by confusion, uncertainty, ambivalence and hesitancy.

Implications for survey design

The scale of willingness was retained as a 5-point Likert scale. However, there was a significant amount of variation amongst participants that reflected their understandings of what each scale gradation meant, and which aligned with their beliefs about sexual consent. It would be interesting to explore survey responses before and after an educational intervention that aimed to promote a unified model of sexual consent to determine if this variation decreased.

Not applicable, or does not show whether (character) is willing or not willing to have sex

I used the scale of willingness to assess both cumulative willingness, as described above, as well as to assess the degree to which behavioral and contextual factors influenced perceptions of willingness. These behavioral and contextual factors were assessed with the scale, but participants also had the option to select “Not applicable” for any factor that they believed did not show anything about whether a character is willing or unwilling to have sex. For example, for Jane and Samuel’s vignette, a contextual factor was “Jane is Samuel’s girlfriend.” For those adhering to an affirmative consent model of sexual consent (in which consent must be verbally communicated for each sexual act), this factor does not show whether Jane is willing nor unwilling to have sex at that time as they believe that consent must include a verbal consent and not be presumed on the basis of an existing romantic relationship. Therefore, their response would be “Not applicable.”

The “Not applicable” option generated the greatest number of measurement errors in the survey. Cognitive interviewing revealed that some participants would indicate “Not willing at all” when they meant “Not applicable”. In the first five interviews, it became clear that not all participants understood what “Not applicable” meant. To clarify, I added in text at the beginning of the behavioral and contextual factors section that explained “NA = Not applicable = does not show whether (character) is willing or not willing to have sex.” This appeared to help some participants comprehend this response option better, however over the next seven interviews, others continued to indicate other responses when they truly meant “Not applicable.” I therefore added additional text to the beginning of the survey questionnaire that explains the meaning of the scale and the “Not applicable” option (see Appendix D).

Of the participants that had issues with the “Not applicable” option (N=5), the majority (N=4) had lower educational attainment, completing 6th grade but not 12th grade. Given literacy

challenges amongst those with less than a secondary education, I chose to recruit only participants that had at least a 12th grade education for the remaining cognitive interviews, with a preference for participants with some college education or who had completed university. The final cognitive interviews (N=8) with participants with higher educational attainment revealed minimal errors with the “Not applicable” option.

The remaining errors found in these last interviews (and in responses provided by participants interviewed with earlier iterations of the survey questionnaire) appear to reflect challenges associated with measuring sexual consent as a concept. Specifically, some participants would describe different indicators as not necessarily indicating anything about willingness (i.e., “Not applicable”) while simultaneously potentially indicating a degree of willingness to someone (whether themselves or a vignette character), despite being prompted to respond from their own perspective. This multiplicity of meanings reflects a continuous scale ranging between “Not applicable” and “Completely willing” and “Not willing at all” (Figure 3.2). The relationship and contextual factors most often brought out these responses, rather than the behavioral indicators like pulling or pushing away or verbal excuses or saying “no.”

For example, one participant selected “3” for the indicator “Jane is Samuel’s girlfriend.” She observes,

When you are in a relationship with someone, there are some things you learn differently, like how you interact. Sex being one of them...So, being Sam’s girlfriend doesn’t really mean she has to (have sex), it doesn’t really mean anything about sex, but at some point, maybe it does and she does, depending on how they agreed (Female participant, age 21, large urban residence, completed 12th grade).

Another participant chose “4” for the indicator “Sylvia chose to walk home alone with James,” arguing on the one hand “so that means, she has agreed to walk home, she has agreed to take in the burden of the thing they have done. That means she was willing to have sex. If she was not willing, she would have walked home alone” (Male participant, age 24, small urban residence, completed university). But later, this same participant acknowledges “walking home, uh, maybe it was somehow for protection along the road or something like that, not completely related to sex. Because we don’t know the path back to Sylvia’s home better, maybe she just needed company.” This type of back-and-forth was common across the interviews as participants sought to explain their survey response decision-making. In this way, for some participants, indicators would be not applicable but, essentially, a little applicable. Thus, sensemaking around this scale more closely represented a triangle, with “Not willing at all” and “Completely willing” on opposite poles and “Not applicable” at a third point centered between but distinct from the actual midpoint between “Completely willing” and “Not willing at all” (i.e., the 3 on the Likert scale of 1-5; see Figure 3.2).

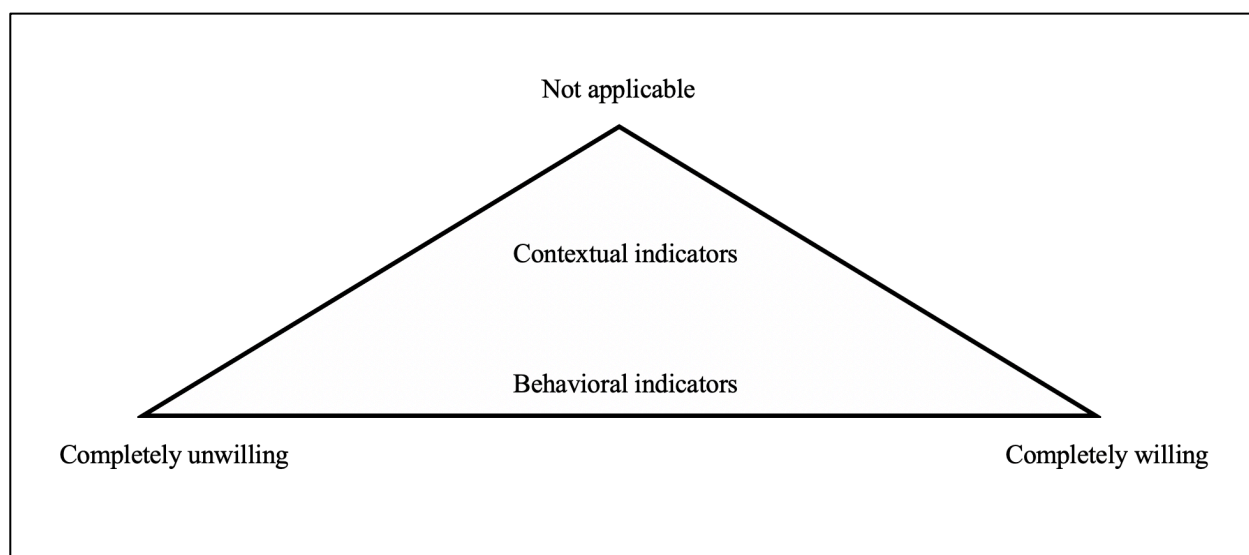


Figure 3.2

Triangle of willingness

Implications for survey design

“Not applicable” was retained as an option with instructional reminders of this option provided throughout the survey (see Appendix D for a final version of the survey). Given the errors this response option elicited, it is recommended that the survey be administered only to young Kenyans with at least a 12th grade education as participants with lower education consistently struggled with this option. Though some participants’ emic understandings of the “Not applicable” option reflected a triangle continuously connected with the scale of willingness rather than a separate category, realistically this form of measurement is too complex for participants and survey platforms are unlikely to offer features that accommodate this type of measurement (Qualtrics and SurveyMonkey, for example, do not have an option that would mimic a triangle for response options). Similar to the scale of willingness, it would be interesting to compare use of the “Not applicable” option before and after a sexual violence educational intervention to determine if responses shifted to unify around a particular consent model, such as an affirmative consent model.

Perceived injunctive norms

In the original survey, I assessed perceived injunctive norms – or perceived approval from others within one’s referent group (or the group whose opinions participants consider most when determining level of approval for particular behaviors, e.g., a peer group) – via the questions “How much do you think Jane’s friends would approve of her actions?” and “How much do you believe Samuel’s friends would approve of his actions?” Response options ranged along of 5-point Likert scale from “Strongly disapprove” to “Strongly approve.” These questions were taken from Stoebenau et al. (2019). As with the cumulative willingness question, these questions functioned as cumulative injunctive norms questions that captured the various facets of

the vignette that contributed to approval and disapproval. While I was aware that participants might be considering different factor dimensions from the vignettes when assessing perceived approval for character's behavior, I was concerned that the survey questionnaire was becoming too long and would contribute to survey fatigue and satisficing. I therefore chose to include cumulative perceived injunctive norms questions instead of questions for each specific behavior that could elicit approval or disapproval.

However, cognitive interviewing revealed that participants often considered different aspects of the vignettes when responding to these questions. When asked to explain step-by-step how they chose to answer the question, responses indicated that participants considered a range of behavioral and contextual factors in a manner that mean the questions were not consistently measuring the same phenomenon.

In order to ensure that survey implementers could accurately assess what contributed to perceived injunctive norms, I rewrote these questions to reflect the specific factor dimensions found in the vignettes. For example, in the case of Jane and Samuel, I rewrote the questions to assess "How much do you think Sylvia's friends would approve of her actions?", with actions including: "Jane has had sex with Samuel before" and "Jane told Samuel not to come to the house" (please refer to versions 2-4 of the survey in Appendices B, C and D, and the final version of the survey in Appendix G).

Cognitive interviewing with participants revealed more consistency in responses to these survey questions, though some participants with lower levels of educational attainment continued to answer these questions in ways that did not align with their intent. For example, six participants, four of whom had less than a 12th grade educational level, responded from their own perspective, effectively saying whether they personally approved or did not approve of the

character's behaviors rather than responding from the perspectives of the character's friends. This issue was not common, however, and could potentially be eliminated with other forms of survey implementation, such as in-person implementation, or by restricting implementation to participants with higher educational attainment (and, presumably, higher literacy levels).

Implications for survey design

Perceived norms questions were retained as a set of questions reflecting the contextual and behavioral indicators, rather than in cumulative form. However, I suggest considering participant educational level and survey fatigue when considering using these questions in any future survey.

Blame and power in sexual situations

I assessed perceived blame for sex occurring as an extension of victim blaming, given that I interpret all vignettes to represent nonconsensual encounters. Perceived blame was assessed with the items "It is Jane's fault that they have sex" and "It is Samuel's fault that they have sex", with participants asked to indicate along a 5-point Likert scale the degree to which they agreed, with response options ranging from "Strongly disagree" to "Strongly agree." In order to ensure these questions captured victim blaming as intended, I asked participants to describe to me their interpretations of the term "fault" and their step-by-step process to responding to these questions.

Participants most often understood "fault" as a combination of blame and responsibility, essentially, the person who is "the reason that something happens" (Male participant, age 20, large urban residence, completed 12th grade). The person whose "fault" it is that sex occurs has the power to determine whether sex occurs, and is therefore responsible and/or "to blame" for any consequences that come of it:

Fault means she (Mary) is the one to blame for the fact that they have sex...Blame meaning that you take responsibility for something that has happened and say that if you are not doing this or that, that thing would not have happened. It's like taking the blame on yourself (Female participant, age 19, small urban residence, completed 12th grade, vignette 4).

Participants drew from both contextual and behavioral indicators when assessing fault of characters. Contextual indicators that influenced assigning "fault" included the relationship between vignette characters, decisions to be alone, and the degree of verbal and physical resistance a character exhibited when faced with another's sexual initiation. Some participants took into account gendered power within the relationship and discussed the ways in which young girls and women can feel pressured or coerced into sex (and by extension, are not to blame for sex occurring), but these participants were a minority (approximately 1 in 4).

I assessed perceived power in sexual situations using a 5-point Likert scale ranging from "Strongly disagree" to "Strongly agree", using the questions "Jane could have stopped the sex from happening if she really wanted to" and "Samuel could have stopped the sex from happening if he really wanted to."

Similar to the blame questions, participants drew on vignette dimensions such as the relationship context or character actions to describe why a character did or did not have the power to stop sex from happening. When explaining their response decision-making, participants often described applying information that they had inferred onto the vignettes, such as about the relationship dynamics, characters' intentions, gendered power, or a character's unspoken desire to actually have sex despite communicating non-consent (i.e., internal state of willingness that is not exhibited externally). For example, one participant felt that as Jane and Samuel had been

together for six months, “both of them understand each other pretty good...Jane could have stopped and told Samuel ‘don’t do it right now.’ Because they have been together for a while and understand each other pretty good” (Male participant, age 22, large urban residence, completed university). With regards to the James and Sylvia vignette, one participant argued “I believe she could have found her way out of James’ grip and stopped sex if she really wanted to, so she must have wanted to a little” (Female participant, age 19, small urban residence, completed 12th grade). In these ways, participants would apply information that they inferred onto the vignettes in order to assess power within the sexual encounter and respond to the questions.

Response options

All blame and power questions were assessed using a 5-point Likert scale ranging from “Strongly disagree” to “Strongly agree.” Cognitive interviewing around the differences across these answer categories revealed that participants viewed a difference in intensity between the “Agree” and “Strongly agree” response options, and the “Disagree” and “Strongly disagree” options. Participants generally understood the “Neither disagree nor agree” response option as indicating “undecided” (Female participant, age 23, rural residence, completed 12th grade; Female participant, age 24, small urban residence, completed 6th grade). As this aligns with the intent of the survey design, no changes were made to response options.

Implications for survey design

Interpretations of the blame and power questions aligned with the survey intent. No changes were made to these questions.

Adjustments to vignettes

Vignettes should feel realistic and relevant to participants in order to engage their interest and generate better data (Hughes & Huby, 2004). While vignettes are most often presented as

fiction and therefore do not need to completely simulate reality (Spalding & Phillips, 2007), details perceived as inauthentic, incredible or that cause offense can prove distracting and/or influence interpretation in unintended ways. Therefore, cognitive interviewing must assess the credibility and perceived realism of vignettes in order to assure that vignettes are constructed in order to provide the type of interpretation survey methodologists intend.

To assess perceived realism of the vignettes, I asked participants, “Did the scenario feel real to you? What parts did or did not feel real?” The purpose of these questions was to shed light on the perceived realism of the vignettes and to identify aspects of the vignettes that could be perceived as unrealistic or odd. In addition, I probed around different aspects of the vignettes, such as specific terms, actions taken by characters, or elements of their relationships.

Minor changes were made to four out of five of the vignettes, all of which were additions of details or editing of terms. These changes are described in Appendix F. No substantial changes were made to any vignette beyond the addition of details or vocabulary changes.

Discussion

The purpose of the survey is to assess perceptions of sexual consent, specifically beliefs about indicators of willingness and unwillingness, beliefs and norms around blame and power in sexual situations, and perceived approval from others (i.e. injunctive norms) of male and female behavior in sexual situations. This survey builds upon knowledge generated by other survey methodologists in their work to conceptualize and measure sexual consent.

First, several other sexual consent surveys use vignettes to assess perceived indicators of consent (Dawson, Noone, Nic Gabhainn, & MacNeela, 2020; Humphreys & Herold, 2007; Jozkowski & Willis, 2020; Lofgreen, Mattson, Wagner, Ortiz, & Johnson, 2017). These authors do not explain why they chose to use vignettes, but analyzing the questions they sought to

answer reinforces the field's broader understanding of when vignettes are most useful – specifically for providing a stimulus to which participants might respond and for contextualizing their responses so that one can assess the impact of different variables on perceptions of sexual consent. My cognitive interviews support the value of the vignettes. When comparing what participants considered when responding to the cumulative consent question, responses varied considerably in terms of what indicators surfaced more and less prominently in their sense-making. Including individual consent questions allows the survey implementer to assess the influence of specific indicators on participants' assessments of sexual consent, while retaining the cumulative question as an anchor to which they can compare responses from the individual questions.

Several other surveys have highlighted the importance of considering contextual factors such as relationship history (Humphreys & Herold, 2007) or location in which consent (or non-consent) is provided (Jozkowski & Willis, 2020). This survey also assesses consent beyond the immediate moment of the sexual encounter via the relationship factors (whether the characters are dating, have provided or accepted gifts, or had sex before) and behavioral factors prior to the sexual encounter (whether characters have consumed alcohol or are alone together). These relationship and contextual factors reflect what Burnet (2012) calls “situational consent,” or the belief that consent can be signaled implicitly by “willingness to be in a particular place, at a particular time, with a particular person” (p. 105). As evident by their responses in cognitive interviews, some participants endorsed this belief, despite at times acknowledging the ways in which power due to age and gender differences can influence young women's ability to avoid unwanted sex. By providing the power and blame questions, a survey implementer can assess the degree to which young Kenyans are aware of and considering issues of power and agency when

assessing consent, including in these upstream and relational factors that inform the context within which consent is negotiated.

Following suggestions from Peterson and Muehlenhard (2007), I measured consent as a continuous phenomenon. Participant responses supported this conceptualization of consent, made evident by their understandings of the scale gradations and use of the entire scale rather than simply the poles. However, issues with the “Not applicable” option led me to view some participants’ sense-making around consent as more closely reflective of a triangle than a scale (see Figure 3.2). The triangle, while perhaps more reflective of emic sense-making, poses considerable methodological challenges. First, no online survey platform offers a response option that can allow participants to locate their perceptions of sexual consent according to a triangle figure. Second, given the challenges that some participants had with more typical survey questions (like the scale), most likely at least a portion of participants would struggle to orient their responses to a triangle response figure, even if it more closely matches their emic sense-making. Using a triangle to assess perceptions of sexual consent would most likely require in-person data collection in which the surveyor provided a short explanation as to how to understand the triangle, an approach that is more resource-intensive than online data collection. These issues limit the potential utility of the triangle of willingness as a measurement tool but point to the opportunities of using the triangle in facilitating conversations around sexual consent in sexual violence prevention activities. Using the triangle of willingness figure to aid conversations with young Kenyans and facilitate reflection upon how sexual consent is understood, and the ways in which understandings can lead to unacknowledged rape and victim blaming, could be beneficial.

Despite Peterson and Muehlenhard (2007) assertion about the need to conceptually separate wanting sex and being willing to have sex, measuring wanting to have sex as a distinct concept did not align with the participants' emic understanding of sexual consent. There are potential language issues at play – for example, the Kenyan researcher who reviewed the survey observed that “willing and wanting as used in this story mean the same thing in local translation.” This poses challenges and opportunities for sexual violence prevention efforts. While young Kenyans may conflate wanting to have sex with being willing to have sex, there is space for education and communication efforts to shift this understanding to differentiate between wanting and being willing to have sex and underscore willingness as essential. Responses from the cognitive interviewees imply that these young people would not be resistant to this shift, but perhaps lack the conceptual framework to differentiate between the two based on their existing understandings of consent.

Though this comment has been made extensively elsewhere (Hughes & Huby, 2004; Miller et al., 2014; Willis, 2005), it is worth drawing attention to the utility of qualitative methods in creating a quantitative instrument. Survey instruments by nature remove detail in order to quantify phenomena and qualitative methods re-introduce this detail and provide insight into what information is being quantified. The cognitive interviews in this study explored the ways in which participants were interpreting both vignettes and survey questions, thereby revealing the ways in which the concept of sexual consent was understood by participants and identifying sources of measurement error. Though project timelines, budgets and other structural barriers can limit researchers' ability to carry out cognitive interviews (Willis, 2011), it is worth cultivating emerging survey researchers' qualitative skillsets (or including qualitative researchers on survey design teams) to ensure that surveys are accurately capturing phenomena as intended.

Lastly, the major contribution of this survey is to provide a measurement tool intended for use in an African context. To my knowledge, no such survey exists to assess sexual consent in SSA. There is a general dearth of work on sexual consent in SSA and the ways in which conceptualizations of sexual consent in the U.S. and similar contexts have been of limited utility in translation to SSA. This could potentially be due to the nature of power differentials and social hierarchies in many contexts of SSA that feature less prominently in the conceptual frameworks of existing studies in the U.S., which often collect data from college student populations. While socioeconomic statuses vary across college populations, gender and sexual norms have been the primary lens through which sexual consent have been examined in these contexts, rather than economic inequality or issues of authority (e.g., sexual consent in relations of existing power inequalities related to age and authority, such as professor-student relationships). I am not arguing that these types of power differentials and social inequalities are not important in the U.S. or other developed settings, but their presence *characterizes* many types of sexual relationships across SSA in a manner that has, perhaps, made Western notions of sexual consent seem less applicable. Sexual consent requires a certain level of agency, understood as “the socio-culturally mediated capacity to act” (Ahearn, 2001, p. 112). The goal of the survey intended for use in Kenya was to capitalize upon the evidence detailing the ways in which the agency of young people, and in particular AGYW, is constrained, where they can exercise agency, and what the implications of that are for perceptions, beliefs and norms around sexual consent.

Conclusion

The paper describes the creation of this survey to assess perceptions, beliefs and norms around sexual consent in Kenya. The survey draws from qualitative formative research and source material contributed by young Kenyans and capitalizes upon best practices in measuring

consent and vignette survey methods (including the use of qualitative cognitive interviews to improve survey design). My hope is that organizations and researchers can incorporate this survey into their work, whether in its entirety or only portions of the survey, when seeking to understand young Kenyan's sexual realities and how they understand consensual and nonconsensual sex.

CHAPTER 4

PAPER 3: COGNITIVE INTERVIEWING WITH VIGNETTE SURVEYS: STRATEGIES
AND CONSIDERATIONS³

³ Singleton, R. To be submitted to *International Journal of Social Research Methodology*.

Abstract

Vignettes have narrative properties that have the potential to influence survey response processes, specifically via narrative transportation, identification and persuasion. The effect of these influences depends on the design of the vignette, the perspectives adopted in the vignette, and the framing of actions. I argue that cognitive interviewing with vignette surveys needs to take into account these influences. This paper describes cognitive interviewing strategies used to improve a vignette survey about sexual consent. I describe how I used different questions and strategies to assess narrative properties of the vignettes, their impact on survey response decision-making, and to identify potential sources of survey design error. I also assessed validity of the construct via interviewing techniques that capitalize upon the utility of vignettes. I offer suggestions to those who develop and test vignette surveys for the use of cognitive interviewing with vignette surveys, with an emphasis on the design of questions for cognitive interviews, as well as for the analysis and interpretation of findings from cognitive interviews.

Introduction

Vignettes, or short narratives, have been used extensively for research purposes across the social sciences, health professions and other disciplines. I understand vignettes as “short stories about hypothetical characters in specified circumstances, to whose situation the interviewee is invited to respond” (Finch, 1987, p. 105). Vignettes provide a “snapshot” of a given situation, in which details are strategically selected and participants are asked to provide an interpretation within the vignette context (Hughes, 1998, p. 383).

Vignettes have been incorporated into both qualitative and quantitative methods. This paper limits its emphasis to the use of vignettes in quantitative research designs, specifically in survey questionnaires. Survey designs that incorporate vignettes can be classified into two

general categories: experimental and non-experimental. Experimental survey designs are designed such that vignette characteristics are systematically altered in order to isolate the effect of specific characteristics on participant responses (Atzmüller & Steiner, 2010). Non-experimental survey designs, in contrast, do not randomly vary vignette characteristics and are therefore unable to establish causal relationships between vignette characteristics and responses. Instead, all participants respond to the same vignettes. Both survey designs use vignettes as stimuli, and participants respond to questions or survey items that relate or refer to the vignettes (Aguinis & Bradley, 2014).

In general, vignettes are identified as useful tools for understanding and measuring group beliefs, norms, attitudes, values and meaning making (Barter & Renold, 1999; Wilks, 2004). Direct and abstracted approaches such as those employed by typical attitude and social norms survey items can suffer from social desirability bias and a lack of contextualization with which to assess responses (Aguinis & Bradley, 2014; Finch, 1987). Vignettes overcome these limitations by providing a scenario to which participants respond. By varying characteristics within the narrative plotline, such as character gender or behavior, responses are compared between vignettes to understand the ways in which normative beliefs and meaning making are situationally specific.

The majority of the methodological debates around vignettes focus on the strengths and limitations of vignettes, such as their utility for studying sensitive topics (e.g., Bradbury-Jones, Taylor & Herber, 2014) or the degree to which participants' responses can be interpreted as a reflection of actual behavior (e.g., Evans et al. 2015). Vignette methodologists rarely address the narrative dimensions of vignettes. Narratives consist of a set of events that are temporally or causally linked (i.e., a plot) and include characters, human or otherwise. Narratives provide a

mechanism through which storytellers and audience members make sense of the world. Storytellers select, organize and evaluate events perceived to be meaningful for a particular audience (Riessman, 2008) while audiences experience, interpret and evaluate narratives, drawing on their own background and accessible representations and cultural narratives (Winskell & Enger, 2014).

Survey designs that use vignettes (hereafter referred to as “vignette surveys”) capitalize on the interpretive, sense-making mechanisms that are inherent in narratives. Narratives provide access to normative beliefs by drawing on common stories, or “skeletons” (Laszlo, 1997), which individuals may use to position themselves. Bruner (1991) argues that these normative beliefs are revealed via a narrative “breach,” or disruption that makes familiar plots uncertain or problematic, forcing interpretive activity or evaluation (Labov & Waletzky, 1997). Vignettes are typically constructed to offer a narrative breach that allows researchers access to the individual processes of interpretation, made evident, in the case of survey research, by responses to survey items that relate to vignettes.

Recognizing vignettes as narratives opens up opportunities for narrative theory to inform vignette methodologies, specifically to better understand the implications of using different types of vignettes in research studies. Bruner (1986) argues that narratives are experienced across two ‘landscapes’: the landscapes of action, in which events or plot unfold, and the landscape of consciousness, in which access is granted to the emotional and cognitive experiences of those involved in the action. Narratives are experienced by allowing audiences to step into the shoes of characters and access their thoughts and feelings in addition to their actions (Bruner & Lucariello, 1989). These phenomena are captured by the terms narrative ‘transportation’ (Gerrig, 1993) and ‘identification’ (Cohen, 2001). Narrative transportation refers to the experience of

going into a narrative world, thereby becoming emotionally and cognitively engaged and invested in a story (Slater & Rouner, 2002). This phenomenon is also referred to as “narrative engagement”, “immersion” or “absorption” by various researchers (Moyer-Gusé, 2008; Slater & Rouner, 2002). Green and Brock (2000) identify emotional reactions, mental imagery, and the temporary disconnect from real-world information as components of transportation.

Identification is the process of seeing the world through a character’s perspective, adopting their goals or identity, and sharing their emotions (Cohen, 2001). Identification depends on narrative transportation, in that stepping into the shoes of a character is dependent on the level of immersion in the narrative world. Tal-Or and Cohen (2010) separate identification into two components: the ‘affective empathy component’, or the process of feeling empathy for the character and experiencing their feelings, and the ‘cognitive empathy component’, referring to the process of adopting the character’s goals, perspective and point of view (p. 404). Tal-Or and Cohen (2010) and Mazzocco et al. (2010) found the emotional connection to be most prominent in influencing identification.

Numerous studies have shown that narratives can influence audience members’ beliefs, norms and attitudes (Hinyard & Kreuter, 2007), a process known as narrative persuasion (Green & Brock, 2002). For this reason, health communication, particularly entertainment-education, makes use of narratives to promote healthy behaviors and social change (Singhal & Rogers, 1999; Winskell & Enger, 2014). Narrative transportation, identification and the emotions they evoke serve as key mechanisms in narrative persuasion (Busselle & Bilandzic, 2009; De Graaf, Hoeken, Sanders, & Beentjes, 2009). Through transportation, audience members construct a vivid mental simulation that allows them access to both the events that occur and the emotions of characters, a process that can facilitate narrative persuasion through enhanced moods (Green,

Brock, & Kaufman, 2004) and positive identification with characters (Mar & Oatley, 2008; Mazzocco et al., 2010). Identification enhances narrative persuasion by providing access to and empathy with alternative perspectives. By facilitating loss of awareness and immersion into the narrative world and taking up characters' perspectives, goals and identities, transportation and identification reduce the cognitive and evaluative activities necessary for resistance to persuasion, such as counterarguing (Green & Brock, 2000). For example, Igartua and Barrios (2012) found that audience members who reported being transported in the film *Camino* and identified with the protagonist expressed higher levels of agreement with the beliefs espoused in the film.

Vignettes are short narratives, typically consisting of one or more paragraphs when used in survey research. It is undesirable for vignettes used in survey research to facilitate any persuasive effects on participants – this would result in measurement error as perceptions of the phenomenon under study would have been affected by the narrative properties of the vignette. When short and lacking in detail, their potential for persuasive effects is limited. However, the ways in which participants adopt different perspectives, the emotions they feel in relation to the vignettes, and the influence of these narrative mechanisms on the ways in which participants respond to survey questions (i.e., response decision-making) are important to consider when seeking to minimize consistent measurement error.

Cognitive interviewing for vignette surveys

Cognitive interviewing, a term that comprises techniques used to understand and assess question functioning for survey questionnaires, is an essential step in the survey development process. Originally developed out of movements in the psychology field to understand question response processes, the term has evolved to encompass interviewing approaches that generally

seek to understand how participants comprehend and respond to survey questions, and to identify issues and make suggestions for how to resolve them (Willis, 2005). Cognitive interviewing consists of the administration of draft survey questionnaires while collecting additional verbal information about the responses. These data are used to evaluate the quality of the response or ascertain if the information generated by the question is that which the author intended (Beatty, 2004). Verbal data could consist of descriptions of (1) how participants construct their answers; (2) question interpretations, i.e. what they interpret the question to mean; (3) any difficulties or challenges in answering a question; or (4) additional information that provides insight into the broader circumstances that influence interpretation and responses (Beatty & Willis, 2007).

Miller (2014) also argues that cognitive interviewing can be used to assess the validity of the construct under investigation, positing:

In that cognitive interviewing studies identify the content or experiences contained in the respondents' answers, the method is a study of construct validity. That is, the method identifies the phenomena or sets of phenomena that a variable would measure once the survey data is collected...Cognitive interviewing studies can determine the way in which questions perform, specifically their interpretive value and the phenomena represented in the resulting statistic (p. 10).

While others use a different definition of construct validity (e.g., DeVellis, 2016), the premise of using cognitive interviewing to shed light on the underlying meaning making, the individual experiences and social contexts that inform this meaning making, and how it maps onto the researcher's and broader research field's perspective on the phenomena being assessed via the survey questionnaire is valuable. Quantitative approaches by nature strip away detail in order to categorize and quantify information, and cognitive interviewing sheds light on the detail lost

through this process in order to ensure that participants' responses reflect those intended in survey design and that consistent measurement error is not occurring.

The majority of methodological literature on cognitive interviewing has provided guidance for traditional survey questionnaires – i.e., those comprised exclusively of survey questions and scale items. I have not located any methodological articles that address cognitive interviewing techniques for vignette surveys or the implications of cognitive interviewing with vignettes, though several describe approaches to cognitive interviewing in the vignette survey development process (Stoebenau et al., 2019; Su, Willis, & Salomon, 2017). While these manuscripts provide useful models for approaching cognitive interviewing for vignette surveys, they do not provide methodological suggestions that address important factors that differentiate vignette surveys from traditional surveys, specifically the vignettes themselves. This includes the narrative properties inherent in vignettes (specifically, interpretations of the narrative breach, narrative identification and narrative persuasion) and the ways in which the construction of the vignettes themselves might influence how participants respond to survey questions.

The purpose of the current manuscript is to describe the strategies used to cognitively interview young Kenyans, ages 18-24, about sexual consent using a vignette survey.

Specifically, the study asked:

1. How do participants interpret the narrative breach of each vignette, and how does this interpretation influence their responses to the related survey questions?
2. How realistic do the participants perceive the vignettes to be?
3. To what extent do the vignettes lead participants to take on the perspectives of characters? What emotional experiences do the vignettes evoke in participants? What are

the implications of these processes (perspective-taking and emotions, i.e., identification) for how participants respond to survey questions?

The ultimate aim of this study was to determine if these narrative mechanisms (interpretations of the narrative breach, perceived realism as a contributor to narrative transportation, and narrative identification) unintentionally influence how participants respond to survey questions. This article describes lessons learned from this experience and provides guidance for others conducting cognitive interviews with vignette surveys.

Approach

The purpose of the vignette survey that was undergoing development, and for which cognitive interviews were conducted, is to assess young Kenyans' beliefs and perceived norms around sexual consent. The survey questionnaire consisted of five vignettes that each depicted a different scenario. Participants read the vignette and responded to between 11 and 15 survey items (depending on the vignette) that assessed their perceptions of the behaviors indicating willingness and unwillingness to have sex, their perceived norms around the behaviors portrayed, and their assignments of blame and power to the different characters. All five vignettes were deliberately written to depict scenarios that could be interpreted as either consensual or nonconsensual, depending on one's beliefs about sexual consent and indicators of willingness or unwillingness to have sex. Extensive formative research informed the conceptual framework that guided the development of this vignette survey, and vignette creation was informed by creative narratives written by young Africans and reviewed by experts (see Papers 1 and 2 of this dissertation for more information). All vignettes from the survey paper can be found in Table 4.1.

Table 4.1

*Vignette and survey items***Vignette 1:**

Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her parents are gone but she told him not to come because she is afraid her parents will find out. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.

Example items for vignette 1:

1. Based on Jane's behavior, how willing did she show she was to have sex with Samuel?
(*Participants indicate on scale of 1 – 5, with 1 = not willing at all, 5 = completely willing.*)
2. Jane told Samuel not to come to her house. In your opinion, how willing does that show Jane is to have sex with Samuel? (*Participants indicate on scale of 1 – 5, with 1 = not willing at all, 5 = completely willing.*)

Vignette 2:

Michael has been Faith's boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can send SMS. One day they are alone together for the first time. Michael begins kissing Faith and tries to take off her clothes. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Vignette 3:

James and Sylvia go to the same school but James is a couple years older. Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her house.

Vignette 4:

Peter meets Mary at a club. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.

Vignette 5:

Alice is the older sister of John's friend. One day, John comes over to visit his friend and finds Alice there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Vignette development and narrative dimensions

It should be noted that I specifically constructed the vignettes in a manner that aimed to minimize identification and persuasion as related to whether an encounter qualified as

consensual or nonconsensual. The goal was to create vignettes that depicted sexual scenarios that could be interpreted as ambiguous, depending on your beliefs about sexual consent, in order to force interpretive activity on the part of the participants and understand their beliefs about what indicates willingness or unwillingness to have sex. To minimize persuasion, I aimed to create vignettes that did not prioritize or elevate one character's perspective over another's. Rather, I wrote the vignettes in such a way that participants could step into the shoes of any character and infer information based on their existing beliefs. I included minimal detail about characters' emotional experiences as this has been shown to increase identification (Mazzocco et al., 2010; Tal-Or & Cohen, 2010). My goal was to minimize narrative persuasion caused by identification that could be reflected in survey responses as I feared persuasion could bias results in a direction discordant with participant beliefs (i.e. participants could respond in a manner that reflected a social desirability bias out of a desire to not appear as if they supported a character who sexually assaulted another character). However, I did want the vignettes to generate slight transportation, in that I wanted the vignettes to be realistic and without distracting, incredible aspects, in order to guide participants toward the relevant narrative "breach" as related to sexual consent.

I conducted the cognitive interviews remotely from the U.S. with participants in Kenya using online technologies. I used WhatsApp to conduct audio interviews. I originally intended to conduct video interview however the internet quality made this approach impossible, therefore interviews were all conducted using audio without video.

Participants were recruited via social media. I identified Facebook groups with large numbers of young Kenyans as member by using search terms "Kenya" and ("youth" or "young people"). This search identified several groups with over 1000 members. I disseminated a recruitment flyer via these Facebook groups that described the purpose of the study and provided

a link to a screening form. The screening form asked for demographic information relevant to inclusion/exclusion criteria, as well as information that could be used to ensure a wide representation of participants in the sample (for example, level of education completed or rural/urban residence). I followed up with eligible participants using WhatsApp and scheduled interviews. I conducted 22 interviews, with each interview lasting an average of 45 minutes. Participants would take the survey beforehand and I would review survey responses before initiating the interview. During the interviews, I assessed evaluations of the narrative breach, identification and perceived realism for all vignettes and explored participants' comprehension and response decision-making for survey questions that related to one vignette (out of the five). The vignette varied across participants. Specifically, I would ask follow an interview guide that assessed narrative breach, identification and perceived realism for one vignette per participant, varying the vignettes across all participants to ensure that all vignettes were assessed adequately, then used more traditional cognitive interviewing strategies to assess participants' survey question comprehension and response decision-making processes for all survey questions that pertained to the specific vignette explored. I asked questions concerning the narrative breach, identification and perceived realism interview questions for the remaining vignettes but did not explore the survey questions for the other vignettes so as to not tire out participants. Survey questions were similar across all vignettes, please see Appendix A for a copy of the first draft of the vignette survey. This approach was approved by University of Georgia's Institutional Review Board.

Table 3.4

Participant demographics

	19-21	22-24	Small town*	Small urban*	Large urban*	Finished grade 6	Finished grade 12	Finished university
Male (N=11)	6 (55%)	5 (45%)	2 (18%)	5 (45%)	4 (36%)	3 (27%)	3 (27%)	5 (45%)
Female (N=11)	5 (45%)	6 (55%)	4 (36%)	5 (45%)	2 (18%)	3 (27%)	6 (55%)	2 (18%)
Total (N=22)	11 (50%)	11 (50%)	6 (27%)	10 (45%)	6 (27%)	6 (27%)	9 (41%)	7 (32%)

*Definitions of urban-rural residence vary considerably across SSA (Wineman et al., 2020). For

the purposes of this study, I classified participants' residence using the following categories:

small town residence <10,000 population; small urban residence: 10,000-70,000 population;

large urban residence >70,000 population.

All interviews were recorded and transcribed, with transcriptions only excluding comments unrelated to the survey (such as when participants asked me if I had ever been to Kenya and what prompted my interest in the topic). This approach to transcription facilitated closer interaction with participants' talk than the typical summaries advocated by cognitive interview methodologists (Miller et al., 2014; Willis, 2015), which are more strongly filtered through the researcher's perspective as they synthesize data and determine which comments about the survey are included and excluded in a summary. At the same time, this approach provided a pragmatic transcription strategy that facilitated iterative survey development in line with typical project timelines.

I analyzed transcriptions using a combination of content analysis and grounded theory approaches. The different analytical strategies depended on the purpose of the analysis. When seeking to identify problems with vignette and survey item wording or response categories, I

applied content analysis strategies (Elo & Kyngäs, 2008). Specifically, I systematically coded and categorized types of errors evident in how participants comprehended and responded to the vignettes and survey questions in order to identify trends and patterns in measurement errors across transcriptions and by participant demographics (for example, by gender or level of education). I viewed measurement errors as the ways in which participants comprehended survey questions and response categories differently than I intended when designing the survey.

When seeking to develop a more general understanding of how the participants experienced the vignettes, whether narrative identification and persuasive effects were taking place, and how the survey questions functioned as measures of the concept of sexual consent, I drew from grounded theory approaches (Charmaz, 2014). I created descriptive codes, both deductively-informed by the survey questionnaire design and inductively-derived from the data, and applied them to the transcripts. Example codes include “ambivalence or uncertainty”, “meaning of willing” or “able to stop sex from happening”. I then analyzed the transcripts, constantly comparing codes within and across the interview transcripts and by participant demographics. I memoed extensively, paying particular attention to the ways in which participants drew upon both the vignettes and their personal experiences and observations about their social environment to inform their interpretations of the vignettes and how they responded to questions.

Cognitive interviewing strategies for vignette surveys

The specific narrative properties that my cognitive interviewing strategies sought to understand included: (1) narrative breach and interpretive activity; (2) perceived realism; and (3) perspective taking and emotion. By exploring participants’ interpretations of the narrative breach and how these interpretations influenced their responses to survey questions, I aimed to

understand whether the survey questionnaire accurately captured the information as intended. As described above, perceived realism is an important contributor to narrative transportation, and perspective taking is a driver of narrative identification. Emotions generated by a vignette can reflect the level of transportation experienced by participants. My strategies aimed to shed light on how participants understood and experienced the vignettes (including the degree to which they were transported by the vignette or identified with different vignette characters), how they understood the survey questions (including response options), and the ways in which these interpretations and experiences influenced how they responded to the survey questions (i.e., their response decision-making processes).

1. Assessing participants' interpretations of the narrative breach and implications for responses to survey questions

As described, vignettes reflect properties described in the broader narrative literature, specifically that they provide short scenarios that include a disruption, or narrative breach, that make familiar plots uncertain or problematic and force participants to draw from their wider experiences, knowledge, beliefs, or norms in order to interpret the scenario plot and characters' actions. Ultimately, participants form an evaluation as to what happened and why, and these evaluations are captured in the survey questions that related to the vignette. The aim is for the survey items to capture the meaningful interpretive activity as it relates to the topic under study.

In order to achieve this aim, several aspects of the vignette survey experience must be understood: (1) how participants interpret the vignette and its narrative breach, (2) how they draw from their personal experiences and social understandings to fill in the blanks left by the narrative breach, and (3) how their interpretation of the narrative breaches influences their

responses to survey items. These insights must be juxtaposed with the survey intent, so as to identify aspects of the survey that potentially contribute to measurement error.

Cognitive interviewing questions

I used several strategies to understand participants' experiences with the narrative breach of the vignette and resulting interpretive activity. Specifically, I asked participants, "Please retell me the story of (character A) and (character B) in your own words." The aim of this question was to understand how participants comprehended the vignette, to understand what aspects of the vignette stood out to them and at what points participants were filling in the gaps with their own interpretive activity, all with the ultimate aim of understanding the implications of these processes for response decision-making.

Using more traditional cognitive interviewing techniques, I asked participants to walk me through, step-by-step, how they chose to answer the survey questions that related to each vignette. One of the aims of these questions was to understand how participants interpreted details from the vignette to answer survey questions, where they filled in the gaps left by the vignette's narrative breaches to provide their own interpretation, and what implications this had for responses to items.

Results and lessons learned

The majority of participants (N=18) responded to the request "Please retell me the story of (character A) and (character B) in your own words" as intended – i.e. by retelling the vignette using their own words and phrases, during which they elevated specific aspects of the vignette for deeper commentary and omitted others. A couple of participants (N=2) reread the vignette verbatim, despite prompts to use their own words, and two participants analyzed the vignettes,

linking the vignettes with the wider cultural context and evaluating the morality and ethics of each character rather than retelling the plotline of the story.

Story retellings shed some light on interpretations of the vignette plot and characters, with many participants adding in explanations for characters' intentions and behaviors. These retellings revealed how participants provided detail to fill a perceived "breach" in the narrative – something they felt required additional explanation or detail. For example, one male participant stated:

Alice invites John to the house and she starts talking to John, caressing, kissing, taking off clothes. Maybe John is innocent, he is still a young guy, he may not know what is going on. So she has sex with John. It's manipulating this boy, trying to sexually harass John here (Male participant, age 21, large urban residence, completed 6th grade, vignette 5).

In this retelling of the vignette, the participant offers up interpretations of the vignette as to John's level of sexual experience and awareness, as well as an evaluation of Alice's behavior as manipulative and exploitive. These additional details provide insight into the ways in which participants are interpreting characters' thought processes and behaviors, which in this study relate to their beliefs about sexual consent. Importantly, insight into how participants evaluated these narrative breaches shed light on the influence of these evaluations on their response decision-making. For example, whenever a participant identified a scenario as sexual harassment or a behavior as coercive or violent, they described the character as "not willing at all" to have sex.

Lastly, this approach served to identify issues with the vignettes and survey items that contributed to participant error. For example, when analyzing descriptions of responses to the

items about behavioral indicators of sexual consent, it became clear that some participants considered relationship factors when assessing consent in general, rather than in the particular circumstance described by the vignette. One participant argued that one female character's excuse that "it was too soon to have sex" with her boyfriend indicated a general willingness to have sex but an unwillingness under those immediate circumstances, and therefore answered that this showed she was "completely willing to have sex" (Male participant, age 24, small urban residence, completed university, vignette 2). I addressed this error by adding in additional wording to the survey item in order to make it clear that participants should provide assessments of willingness at the moment in which sex is had, rather than general willingness.

2. Perceived realism of the vignettes

Vignettes must feel realistic and relevant to participants in order to engage their interest and generate better data. Perceived realism is considered essential to facilitating narrative immersion and transportation, which in turn reflect the degree of cognitive and emotional investment in a narrative by an individual (Slater & Rouner, 2002). While vignettes are most often presented as fiction and therefore do not need to completely simulate reality (Spalding & Phillips, 2007), details perceived as inauthentic, incredible or that cause offense can prove distracting and/or influence interpretation in unintended ways. Therefore, cognitive interviewing must assess the credibility and perceived realism of vignettes in order to assure that vignettes are constructed in order to provide the type of interpretation survey methodologists intend.

Cognitive interviewing questions

To assess perceived realism of the vignettes, I asked participants, "Did the scenario feel real to you? What parts did or did not feel real?" The purpose of these questions was to shed light on the perceived realism of the vignettes, and to identify aspects of the vignettes that

facilitated narrative immersion and transportation versus formulations that disrupted narrative transportation by virtue of being unrealistic or odd. In addition, I probed around different aspects of the vignettes, such as specific terms, actions taken by characters, or elements of their relationships.

Results and lessons learned

This approach led to the identification of issues with terminology and unrealistic or distracting aspects of the vignettes that influenced interpretation. For example, participants in the first five cognitive interviews identified Samuel's visit to Jane's familial home as highly inappropriate.

It was so disrespectful...Our society is conservative, so conservative, especially in a family setting. Even if you're married, you can't express some things in front of your mum and dad. So to me, it was disrespectful that you're going, how come you're coming to our home (Female participant, age 24, large urban residence, completed university, vignette 1).

The impropriety of this behavior raised red flags and generated strong negative emotions towards Samuel, which were carried forward into responses to the survey questions assessing willingness, approval and blame. For example, the female participant quoted above labeled Jane as "completely unwilling" in her survey response but acknowledged that she "was probably a little willing" in the interview given that Samuel was her boyfriend. Reformulating the vignette such that Jane lived with roommates rather than her parents removed this red flag of impropriety. After changing the vignette, participants described Samuel's behavior of going to Jane's house after she told him not to as rude but not violating cultural norms of visiting a girlfriend at her

parents' house. Issues with perceived realism such as this were found in four out of five vignettes, all of which were iteratively addressed and retested until a final version was arrived at.

3. Assessing participants' perspective-taking and emotional reactions to the vignette and implications for responses to survey questions

As described in the introduction, identification – or the process of stepping into the shoes of a character in order to understand their thought processes and emotional experiences – is a key driver of narrative persuasion. By taking up characters' perspectives, goals and identities, identification reduces the cognitive and evaluative activities necessary for resistance to persuasion (Green & Brock, 2000). Vignette survey methodologists must consider the ways in which participants are adopting different perspectives of vignette characters and how perspective adoption might influence comprehension and response decision-making.

Cognitive interviewing questions

To address this issue, I used two strategies to understand participants' experiences of taking the perspectives of different vignette characters, the emotional effects generated by vignette immersion, and the links between the two. Specifically, I asked participants directly, “whose perspective do you feel you understood better, (female character name) or (male character name)?” followed up with, “what about the vignette helped you to understand them better?” The aim of these questions was to (1) understand who participants identified with, (2) to compare character identification by participant demographics, such as gender, (3) to identify the aspects of the vignette that led participants to identify with specific characters, and (4) to determine whether identification facilitated narrative persuasion in a manner that contributed to measurement error.

Secondly, after retelling the vignette in their own words, I asked participants how the vignette made them feel, incorporating verbal probes where necessary. Through this question, I aimed to understand the emotions generated by the different vignettes, comparing results across participant demographics, in particular, gender.

As with the narrative breach questions, I juxtaposed responses to these questions with more typical cognitive interviewing strategies that assessed response decision-making processes, such as asking participants to describe step-by-step how they chose to answer a question, or using verbal probing techniques to understanding how participants responded to different survey items. Identification was implied via comments that explained a character's thought processes, intentions, motivations or feelings.

Results and lessons learned

Participants' comments implied they were able to identify with both characters in a vignette in order to infer their motivations, intentions, emotions and thought processes. In general, the female participants identified more often with the female characters while male participants identified more often with characters of both genders. However, participants from both genders provided comments that reflected an ability to "step into the shoes" of a character and infer their thought processes and emotions (no participant demonstrated an inability to step into the shoes of a character, though many criticized a character's motivations or behaviors). For example, when asked to describe how he responded to questions about Sylvia's willingness to have sex with James, one male participant argues,

I think they had sex and after they had sex, Sylvia accepted the actions she had taken. So that means, she has agreed to walk home, she has agreed to take in the burden of the thing they have done...Now they are walking home together, that

means she is happy with the actions they have taken (male participant, age 24, small urban residence, university education, vignette 3).

Participant responses at times varied between the direct strategies (“Whose perspective do you feel you understood better?”) and indirect strategies (analyzing their responses about their response decision-making processes). For example, in 22 interviews, participants assessed four vignettes that depicted a female character experiencing some form of sexual coercion from a male character (with a total of 88 vignettes responded to across the 22 interviews). Across the 22 interviews, 20 participants responded that they understood the female character’s perspective in these four vignettes. However, in their descriptions of how they responded to questions, eight participants – seven of whom were male participants – predominately described a male character’s motivations, intentions and other thought processes after telling the interviewer they felt they understood the female character’s perspective better. This in part may relate to misinterpretation of the question – some participants interpreted the question as asking who they sympathized with or who was to blame for the way sex took place. Others simply differed in who they claimed to understand better when directly asked, versus whose motivations, expectations and emotions they described when explaining how they chose to answer survey items. This could reflect some participants’ orientation to the interviewer and awareness of broader social expectations to not identify with male characters that sexually coerce their partners, out of fear that identification might imply agreement with the male character’s behaviors.

While this perspective-taking appears to reflect the ways in which participants interpreted vignettes and sought to fill the narrative breach, it does not appear to have influenced participants to respond in a particular way. For example, of participants whose responses imply they understood James’ perspectives (N=10), four identified James’ and Sylvia’s sexual encounter as

non-consensual and labeled the encounter James' fault. By comparison, three of the participants whose comments did not reflect identification with James (N=12) identified James' and Sylvia's sexual encounter as non-consensual and labeled the encounter James' fault. Therefore, in this study, identifying with a character or not did not seem to make a significant difference in the degree to which an act was categorized as consensual or nonconsensual.

Roughly half (N=9 or 41%) of participants described strong emotions to the vignettes. Some participants interpreted the question "How did you feel after reading the vignette?" to request an evaluation of blame and fault for the sexual encounter, and responded by analyzing each character's behavior and assigning blame. This could be due to language challenges as English is not the first language for many Kenyans. Amongst those that did describe emotional reactions to the vignettes, two thirds were female participants describing outrage and sadness. Some of these participants stated the vignettes reminded them of experiences they or their female peers have had, and most expressed outrage at the social circumstances that undermined young women's capacity to consent to sex. For example, one female participant described feeling "really angry" after reading the James and Sylvia vignette.

Most of my friends, actually, they go into compromising situations with their boyfriends or people they meet and like the first time. Then later on, they regret whatever they did, the sex or making love or whatever. But they actually, if you try probing and asking "Did you do something to say no?" they will tell you, "I was confused, I didn't know what to do." So, I really feel most attached to this story more than the rest of the stories 'cuz most people, despite being empowered, find themselves in these compromising situations and they are confused and

someone else takes advantage of their situation (Female participant, age 24, large urban residence, completed university, vignette 2).

These participants' assessments of the willingness of female characters were typically dichotomous – i.e. the female characters' behaviors were interpreted to indicate they were “not willing at all.” However, given that these experiences were only described by a portion of participants, and other participants that did not overtly indicate strong emotions also responded “not willing at all” to survey items, it does not appear that vignettes were constructed in such a way that consistently facilitated identification and persuaded participants to answer in a way discordant with their personal beliefs. Rather, it appears that some participants – by virtue of their life experiences – reacted more strongly to vignettes, identified with character struggles and responded in a way that drew on their past experiences and the strong emotions such memories evoked.

Discussion

Cognitive interviewing sheds light on the thought processes that undergird how participants understand and respond to surveys. The strategies described in this paper aimed to shed additional light on the thought processes generated by the narrative properties of the vignettes and the implications for survey development. This paper provided examples and suggestions for researchers who use vignettes, so that they may utilize cognitive interviewing methods to improve vignette surveys.

One key take-away from this study is that assessing the narrative breach in vignettes helps to understand how participants understand and respond to survey questions and identify potential sources of measurement error. By including interview questions that aimed to shed light on how participants were interpreting the vignette and evaluating the level of consent depicted in

the vignette, I was able to understand how participants conceptualized sexual consent and how that related to their response decision-making, and thereby identify a source of measurement error. This occurred in part due to the opportunities offered by vignettes in qualitative interviews and cognitive interviews in general, all of which have been discussed extensively elsewhere (Hughes & Huby, 2004; Miller, 2011). In summary, qualitative researchers have noted that vignettes provide a useful pretext for reflection and discussion in a way that allows individuals to better explain their sensemaking on a given topic (Hughes, 1998). Cognitive interviews, as argued by Miller et al. (2014), can and should be used to assess the broader validity of a phenomenon under investigation. Essentially, by assessing the functioning of survey questions, a researcher can assess whether those questions adequately capture the entirety of a construct. Putting these two complementing strengths together, cognitive interviewers of vignette surveys are able to take advantage of the utility of vignettes to determine the quality and comprehensiveness of measures by assessing the ways in which participants seek to fill in the narrative breach and how that influences their survey comprehension and response decision-making.

It is important to note that assessing construct validity and narrative breach requires qualitative analysis methods that aid in generating conceptual frameworks or models to explain participants' sensemaking. For this reason, I used grounded theory methods such as constant comparison and memoing. I also used content analysis methods, such as categorizing and quantifying responses that indicated measurement error, but those methods were more useful for identifying measurement error rather than understanding participants' meaning making and how this influenced their responses. This points to the importance of cognitive interviewers having a strong grounding in qualitative methods in order to implement a range of analytical methods that

generate different types of information and guidance for survey improvement. Historically, there has been less guidance for the analysis of cognitive interviews than for data collection within the cognitive interviewing community, though recent works have provided guidance to guide and improve analysis of cognitive interviews (Miller et al., 2014; Willis, 2015), and isolated studies have used grounded theory strategies, such as constant comparison (Ridolfo & Schoua-Glusberg, 2011) or memoing (Miller, Willis, Eason, Moses, & Canfield, 2005) to analyze cognitive interviews.

In addition to narrative breach, I provide example questions for how I aimed to understand the perceived realism of the vignettes and the degree to which they facilitated identification and persuasion. It was my goal to design vignettes that minimized narrative persuasion and the cognitive interview results showed that, after adjusting details in the vignettes, the vignettes facilitated perspective-taking and generated emotions for some but without systematically leading to narrative persuasion. The issue of persuasive effects of vignettes presents an important consideration for vignette methodologists, especially for those who use longer, multi-paragraph vignettes (Hammond, Berry, & Rodriguez, 2011), who use vignettes that are broken into multiple components (Maurer & Robinson, 2008), or who employ interactive vignettes (Vicary & Fraley, 2007). Insights derived from the field of entertainment-education imply that longer or more immersive vignettes have a greater potential to generate narrative persuasion. Ultimately, the vignette survey methodologist has to determine where they stand on these issues (i.e., how problematic persuasive effects would be for their survey results) and incorporate appropriate pretesting strategies such as the cognitive interview questions I employed.

Conclusion

Vignette surveys capitalize on the interpretive, sensemaking mechanisms that are inherent in narratives. Recognizing vignettes as narratives opens up opportunities for narrative theory to inform the development of vignette surveys as well as how they impact participants' reasoning, and how vignette surveys are assessed. In this paper, I provided examples and suggested strategies to assess the narrative breach found in the vignettes, assessed the perceived realism of vignettes, and the degree to which they facilitated identification, all with the purpose of determining any persuasive effects on participants' response decision-making. Adding items to measure narrative identification and transportation (Busselle & Bilandzic, 2009; Cohen, 2001) can also aid in identifying potentially persuasive vignettes during survey piloting so as to allow for adjustments if needed. Regardless, it is important for vignette survey methodologists to consider these narrative dimensions when designing vignette surveys, determine whether they are concerned about narrative persuasion influencing their survey results, and decide upon appropriate pretesting strategies to assess whether narrative persuasion is occurring. Cognitive interviews represent one useful tool to explore this issue.

CHAPTER 5

CONCLUSION

In this dissertation, I used a social constructionist lens to explore sexual consent, including the varying representations, definitions, and underlying norms that influence the social construction of this phenomenon. I used a mixed method approach to achieve this goal. The premise of mixed methods research is that different methods provide different types of insights that, when combined, produce a better picture of the phenomenon of interest (Johnson & Onwuegbuzie, 2004). This dissertation fulfills the development purpose within mixed methods research (Greene, 2007; Greene, Caracelli, & Graham, 1989), in that two methods (qualitative analysis of creative narratives and qualitative cognitive interviews of a vignette survey) informed the development of another method (quantitative vignette survey). Taken together, this mixed methods dissertation describes the use of multiple qualitative methods to create one quantitative instrument and, in doing so, reveals the range of detail provided by qualitative methods that get distilled in the quantitative instrument to measure sexual consent.

This mixed methods dissertation describes the process and methodological considerations inherent in applying a constructionist lens to understanding the representations, perceptions, definitions and underlying norms around sexual consent in SSA. The main contributions of this dissertation include: (1) contributing a conceptual framework of young Kenyans', Nigerians' and Swazis' emic understandings of sexual consent that guided the creation of a quantitative instrument to measure sexual consent; (2) providing insight into emic understandings of a vignette survey assessing perceptions of sexual consent amongst young Kenyans, with

implications for future measurement and instrument development; and (3) providing suggestions and lessons learned to future cognitive interviewers for how to conduct cognitive interviews of vignette surveys. All of these contributions address existing gaps in the research.

Sexual consent has been relatively understudied in SSA, and to my knowledge, no conceptual framework nor quantitative instrument exists to assess young Africans' emic understandings of this phenomenon nor to guide future conceptual and methodological work on this topic. Cognitive interviews revealed that this vignette survey was most accessible to Kenyans with higher levels of education, though challenges remain for assessments of sexual consent – in particular the “triangle of consent” between what indicates willingness, unwillingness, and what does not indicate anything about willingness (i.e., “not applicable”). While the “triangle of consent” presents methodological challenges for understanding and assessing perceptions of sexual consent, it offers opportunities as an educational tool to help young Kenyans reflect upon and discuss what consent means to them – ideally as part of sexual prevention efforts that address harmful cultural myths about sexual assault that blame victims for “implying” consent in some way.

The narrative effects of vignettes (specifically narrative identification and persuasion) have not been explored and do not appear to be considered when constructing vignette surveys. By drawing attention to vignettes' potential to elicit persuasive effects on survey participants and providing concrete cognitive interviewing strategies to explore these effects on participants, I offer insight and guidance to the field of vignette survey development.

Future research

This dissertation suggests several avenues for future research opportunities. First, the conceptual framework of young Africans' emic understandings of sexual consent could be

further refined with more recent data and using different types of data. The conceptual framework developed in Paper 1 used narrative data contributed in 2005, 2008 and 2014. The narratives represent a relatively indirect way of eliciting insights into emic understandings of sexual consent. It would be interesting to explore whether different data collection approaches yield additional insight that can be used to further refine the conceptual framework. The cognitive interviewing data, collected in 2020 as part of this dissertation, could be used to compare the participants' emic understandings of sexual consent in response to the vignettes and survey items with the narrative data collected in 2005, 2008 and 2014. However, care should be taken in comparison and refinement as the narrative data were contributed by participants from a wider geographic area (three countries, instead of just one) and wider age ranges (ages 10-24 for the narrative data, versus 18-24 for the cognitive interview data).

In addition, there is scope for further exploration into the narrative dimensions of vignettes. Questions to be answered include: what types of vignettes facilitate persuasion? How long or with how much detail do they need to facilitate persuasion? How pervasive is this issue? How concerned should vignette survey methodologists be with these effects? Additional cognitive interviewing – and the publication of these results – need to be carried out in order to answer these questions. To supplement cognitive interviews, vignette survey methodologists may also take advantage of existing measures that assess narrative identification and persuasion (Busselle & Bilandzic, 2009; Cohen, 2001), perhaps including these when piloting their surveys.

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APPENDICES

APPENDIX A: SURVEY DRAFT

Introduction: Thank you for agreeing to take this survey. You will be shown some short stories about situations that young people like yourself can face. Please read the story and then respond as honestly as you can to the questions about the story.

There are no right or wrong answers. We are most interested in understanding your thoughts on the stories.

Vignette 1: Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her parents are gone but she told him not to come because she is afraid her parents will find out. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.

Willingness	Based on Jane's behavior, how willing did she show she was to have sex with Samuel?	Jane showed that she was:
		1 – Not willing at all
		2
		3
		4

		5
		6
		7
		8
		9
		10 – Completely willing

Wanting	Based on Jane's behavior, how much do you believe she wanted to have sex with Samuel?	Jane showed that she: 1 – Did not want to have sex with Samuel at all 2 3 4 5 6 7 8 9 10 – Wanted to have sex with Samuel a lot
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In your opinion, what shows whether Jane is willing or unwilling to have sex with Samuel?

Dating_v1	Jane is Samuel's girlfriend.	Shows that Jane is
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		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Prior sex_v1	Jane has had sex with Samuel before.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Alone_v1	Jane told Samuel not to come to her house.	Shows that Jane is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable
Verbal_v1	Jane told Samuel that she needed to finish cleaning the house.	Shows that Jane is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing

		Not applicable
Nonverbal_v1	Jane pulls away when Samuel kisses her.	Shows that Jane is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable
InjNormF_v1	How much do you think Jane's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v1	How much do you think Samuel's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v1	It is Jane's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v1	It is Samuel's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v1	Jane could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v1	Samuel could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

Vignette 2: Michael has been Faith’s boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can send SMS. One day they are alone together for the first time. Michael begins kissing Faith and tries to take off her clothes. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Willingness	Based on Faith’s behavior, how willing did she show she was to have sex with Michael?	Faith showed that she was: 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing
Wanting	Based on Faith’s behavior, how much do you believe she wanted to have sex with Michael?	Faith showed that she: 1 – Did not want to have sex with Michael at all 2 3 4 5

 6

7

8

9

 10 – Wanted to have sex with Michael a
lot

In your opinion, what shows whether Faith is willing or unwilling to have sex with Michael?

Dating_v2

Faith is Michael's girlfriend.

Shows that Faith is

1 – Not willing at all

2

3

4

5

6

7

8

9

10 – Completely willing

Not applicable

Gifts_v2

 Faith accepts money and a
smartphone from Michael.

Shows that Faith is

1 – Not willing at all

		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Alone_v2	Faith is alone with Michael.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Verbal_v2	Faith tells Michael it is too soon to have sex.	Shows that Faith is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable
Nonverbal_v2	Faith pushes Michael away when he kisses her and tries to take her clothes off.	Shows that Faith is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing

		Not applicable
InjNormF_v2	How much do you think Faith's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v2	How much do you think Michael's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v2	It is Faith's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v2	It is Michael's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

PowerF_v2	Faith could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
<hr/>		
PowerM_v2	Michael could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

Vignette 3: James and Sylvia go to the same school but James is a couple years older.

Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her house.

Willingness	Based on Sylvia's behavior, how willing did she show she was to have sex with James?	Sylvia showed that she was: 1 – Not willing at all 2 3
--------------------	--	---

		4
		5
		6
		7
		8
		9
		10 – Completely willing

Wanting	Based on Sylvia’s behavior, how much do you believe she wanted to have sex with James?	Sylvia showed that she: 1 – Did not want to have sex with Michael at all 2 3 4 5 6 7 8 9 10 – Wanted to have sex with James a lot
----------------	--	--

In your opinion, what shows whether Sylvia is willing or unwilling to have sex with James?

Gifts_v3	Sylvia accepts snacks and money for airtime from James.	Shows that Sylvia is 1 – Not willing at all
-----------------	--	--

		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Alone_v3	Sylvia agrees to walk home alone with James.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable

Verbal_v3	Sylvia does not say anything when James kisses her and takes off her clothes.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable
Nonverbal_v3	Sylvia does not respond to James' kisses or touches.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing

		Not applicable
InjNormF_v3	How much do you think Sylvia's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v3	How much do you think James's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v3	It is Sylvia's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v3	It is James's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

PowerF_v3	Sylvia could have stopped the sex from happening if she really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerM_v3	James could have stopped the sex from happening if he really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

Vignette 4: Peter meets Mary at a club. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary’s head is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.

Willingness	Based on Mary’s behavior, how willing did she show she was to have sex with Peter?	Mary showed that she was:
		1 – Not willing at all
		2
		3
		4
		5
		6

		7
		8
		9
		10 – Completely willing

Wanting	Based on Mary's behavior, how much do you believe she wanted to have sex with Peter?	Mary showed that she: 1 – Did not want to have sex with Peter at all 2 3 4 5 6 7 8 9 10 – Wanted to have sex with Peter a lot
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In your opinion, what shows whether Mary is willing or unwilling to have sex with Peter?

Club_v4	Mary went to the club.	Shows that Mary is 1 – Not willing at all 2 3 4
----------------	------------------------	---

		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Gifts_v4	Mary accepts drinks from Peter that he buys for her.	Shows that Mary is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable
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Alcohol_v4	Mary gets drunk.	Shows that Mary is 1 – Not willing at all 2 3
-------------------	------------------	--

		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Alone_v4	Mary agrees to go somewhere more private with Peter.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Verbal_v4	Mary tells Peter to stop.	Shows that Mary is
		1 – Not willing at all
		2

3

4

5

6

7

8

9

10 – Completely willing

Not applicable

Nonverbal_v4 Mary pushes Peter away.

Shows that Mary is

1 – Not willing at all

2

3

4

5

6

7

8

9

10 – Completely willing

Not applicable

InjNormF_v4	How much do you think Mary's	4 – Strongly approve
	friends would approve of her	3 – Approve
	actions?	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_v4	How much do you think Peter's	4 – Strongly approve
	friends would approve of his	3 – Approve
	actions?	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v4	It is Mary's fault that they have	4 – Strongly agree
	sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v4	It is Peter's fault that they have	4 – Strongly agree
	sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v4	Mary could have stopped the	4 – Strongly agree
	sex from happening if she	3 – Agree
	really wanted to.	2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerM_v4	Peter could have stopped the	4 – Strongly agree
	sex from happening if he really	3 – Agree
	wanted to.	2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

Vignette 5: Alice is the older sister of John’s friend. One day, John comes over to visit his friend and finds Alice there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Willingness	Based on John’s behavior, how	John showed that she was:
	willing did he show he was to	1 – Not willing at all
	have sex with Alice?	2
		3
		4
		5
	6	

		7
		8
		9
		10 – Completely willing

Wanting	Based on John's behavior, how much do you believe he wanted to have sex with Alice?	John showed that he: 1 – Did not want to have sex with Alice at all 2 3 4 5 6 7 8 9 10 – Wanted to have sex with Alice a lot
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In your opinion, what shows whether John is willing or unwilling to have sex with Alice?

Alone_v5	John agrees to stay with Alice alone.	Shows that John is 1 – Not willing at all 2 3 4
-----------------	---------------------------------------	---

		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Verbal_v5	John does not say anything	Shows that John is
	when Alice kisses him and	1 – Not willing at all
	takes off his clothes.	2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Nonverbal_v5	John does not push Alice away	Shows that John is
	when she kisses him and takes	1 – Not willing at all
	off his clothes.	2
		3

		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

InjNormF_v5	How much do you think Alice's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
--------------------	---	--

InjNormM_v5	How much do you think John's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
--------------------	--	--

How much do you agree or disagree with these statements:

BlameF_v5	It is Alice's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree
------------------	---	---

		1 – Disagree
		0 – Strongly disagree
BlameM_v5	It is John's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
PowerF_v5	Alice could have stopped the sex from happening if she really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
PowerM_v5	John could have stopped the sex from happening if he really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

APPENDIX B: SURVEY DRAFT 2

Strike-through text is text that has been deleted from a previous survey draft.

Red text is text that has been added to this new draft.

Introduction: Thank you for agreeing to take this survey. You will be shown some short stories about situations that young people like yourself can face. Please read the story and then respond as honestly as you can to the questions about the story.

There are no right or wrong answers. We are most interested in understanding your thoughts on the stories.

Vignette 1: Jane and Samuel have been together for almost six months. They have had sex before. ~~Samuel wants to visit Jane in her house while her parents are gone but she told him not to come because she is afraid her parents will find out.~~ **Samuel wants to visit Jane in her house while her roommates are gone but she told him not to come because she wants to finish her homework. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.**

Willingness	Based on Jane's behavior, how willing did she show she was to have sex with Samuel?	Jane showed that she was: 1 – Not willing at all 2
--------------------	---	--

 3

4

5

6

7

8

9

10 – Completely willing

Wanting

Based on Jane's behavior, how much do you believe she wanted to have sex with Samuel?

Jane showed that she:

1 – Did not want to have sex with Samuel at all

2

3

4

5

6

7

8

9

10 – Wanted to have sex with Samuel a lot

In your opinion, what shows whether Jane is willing or unwilling to have sex with Samuel?

Dating_v1	Jane is Samuel's girlfriend.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Prior sex_v1	Jane has had sex with Samuel	Shows that Jane is
	before.	1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9

		10 – Completely willing
		Not applicable
Alone_v1	Jane told Samuel not to come to her house.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Verbal_v1	Jane told Samuel that she needed to finish cleaning the house.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8

		9
		10 – Completely willing
		Not applicable
Nonverbal_v1	Jane pulls away when Samuel kisses her.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
InjNormF_v1	How much do you think Jane's friends would approve of her actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormM_v1	How much do you think Samuel's friends would approve of his actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove

1 – Disapprove

0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v1	It is Jane's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v1	It is Samuel's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v1	Jane could have stopped the sex from happening if she really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerM_v1	Samuel could have stopped the sex from happening if he really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree

1 – Disagree

0 – Strongly disagree

Vignette 2: Michael has been Faith’s boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can ~~send SMS~~ talk. One day they are alone together for the first time. Michael begins kissing Faith and tries to take off her clothes. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Willingness Based on Faith’s behavior, how Faith showed that she was:

willing did she show she was to 1 – Not willing at all

have sex with Michael? 2

3

4

5

6

7

8

9

10 – Completely willing

Wanting Based on Faith’s behavior, how Faith showed that she:

much do you believe she 1 – Did not want to have sex with

Michael at all

wanted to have sex with	2
Michael?	3
	4
	5
	6
	7
	8
	9
	10 – Wanted to have sex with Michael a lot

In your opinion, what shows whether Faith is willing or unwilling to have sex with Michael?

Dating_v2	Faith is Michael's girlfriend.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8

		9
		10 – Completely willing
		Not applicable
Gifts_v2	Faith accepts money and a smartphone from Michael.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Alone_v2	Faith is alone with Michael.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7

		8
		9
		10 – Completely willing
		Not applicable

Verbal_v2	Faith tells Michael it is too soon to have sex.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Nonverbal_v2	Faith pushes Michael away when he kisses her and tries to take her clothes off.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6

		7
		8
		9
		10 – Completely willing
		Not applicable

InjNormF_v2	How much do you think Faith's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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InjNormM_v2	How much do you think Michael's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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How much do you agree or disagree with these statements:

BlameF_v2	It is Faith's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
------------------	---	--

BlameM_v2	It is Michael's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v2	Faith could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v2	Michael could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

James and Sylvia go to the same school but James is a couple years older. Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say

anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her house.

Willingness	Based on Sylvia's behavior, how willing did she show she was to have sex with James?	Sylvia showed that she was: 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing
Wanting	Based on Sylvia's behavior, how much do you believe she wanted to have sex with James?	Sylvia showed that she: 1 – Did not want to have sex with Michael at all 2 3 4 5 6 7

 8

9

10 – Wanted to have sex with James a lot

In your opinion, what shows whether Sylvia is willing or unwilling to have sex with James?

Gifts_v3	Sylvia accepts snacks and money for airtime from James.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing Not applicable
-----------------	---	---

Alone_v3	Sylvia agrees to walk home alone with James.	Shows that Sylvia is 1 – Not willing at all 2 3 4
-----------------	--	---

		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Verbal_v3	Sylvia does not say anything when James kisses her and takes off her clothes.	Shows that Sylvia is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

Nonverbal_v3	Sylvia does not respond to James' kisses or touches.	Shows that Sylvia is
		1 – Not willing at all
		2
		3

		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

InjNormF_v3	How much do you think Sylvia's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
--------------------	--	--

InjNormM_v3	How much do you think James's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
--------------------	---	--

BlameF_v3	It is Sylvia's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
------------------	---	--

BlameM_v3	It is James's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
<hr/>		
PowerF_v3	Sylvia could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
<hr/>		
PowerM_v3	James could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

~~Peter meets Mary at a club~~ **Peter meets Mary when he goes to a club with some friends. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.**

Willingness	Based on Mary's behavior, how willing did she show she was to have sex with Peter?	Mary showed that she was: 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing
--------------------	--	--

Wanting	Based on Mary's behavior, how much do you believe she wanted to have sex with Peter?	Mary showed that she: 1 – Did not want to have sex with Peter at all 2 3 4 5 6 7 8 9 10 – Wanted to have sex with Peter a lot
----------------	--	---

In your opinion, what shows whether Mary is willing or unwilling to have sex with Peter?

Club_v4	Mary went to the club.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Gifts_v4	Mary accepts drinks from Peter that he buys for her.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7

		8
		9
		10 – Completely willing
		Not applicable
Alcohol_v4	Mary gets drunk.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Alone_v4	Mary agrees to go somewhere	Shows that Mary is
	more private with Peter.	1 – Not willing at all
		2
		3
		4
		5
		6

		7
		8
		9
		10 – Completely willing
		Not applicable
Verbal_v4	Mary tells Peter to stop.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Nonverbal_v4	Mary pushes Peter away.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5

		6
		7
		8
		9
		10 – Completely willing
		Not applicable

InjNormF_v4	How much do you think Mary's friends would approve of her actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_v4	How much do you think Peter's friends would approve of his actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v4	It is Mary's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree

		0 – Strongly disagree
BlameM_v4	It is Peter's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v4	Mary could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v4	Peter could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

~~Alice is the older sister of John's friend. One day, John comes over to visit his friend and finds Alice there alone.~~ **John goes to visit his friend, David, at his home. David is not at home but David's older sister Alice is there alone.** Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. **Alice has sex with John.**

Willingness	Based on John's behavior, how willing did he show he was to have sex with Alice?	John showed that she was: 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing
Wanting	Based on John's behavior, how much do you believe he wanted to have sex with Alice?	John showed that he: 1 – Did not want to have sex with Alice at all 2 3 4 5 6 7 8 9

10 – Wanted to have sex with Alice a lot

In your opinion, what shows whether John is willing or unwilling to have sex with Alice?

Alone_v5	John agrees to stay with Alice alone.	Shows that John is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable
Verbal_v5	John does not say anything when Alice kisses him and takes off his clothes.	Shows that John is
		1 – Not willing at all
		2
		3
		4
		5
		6

		7
		8
		9
		10 – Completely willing
		Not applicable

Nonverbal_v5	John does not push Alice away when she kisses him and takes off his clothes.	Shows that John is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		Not applicable

InjNormF_v5	How much do you think Alice's friends would approve of her actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_v5	How much do you think John's friends would approve of his actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v5	It is Alice's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v5	It is John's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v5	Alice could have stopped the sex from happening if she really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerM_v5	John could have stopped the	4 – Strongly agree
	sex from happening if he really	3 – Agree
	wanted to.	2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

APPENDIX C: SURVEY DRAFT 3

Strike-through text is text that has been deleted from a previous survey draft.

Red text is text that has been added to this new draft.

Introduction: Thank you for agreeing to take this survey. You will be shown some short stories about situations that young people like yourself can face. Please read the story and then respond as honestly as you can to the questions about the story.

There are no right or wrong answers. We are most interested in understanding your thoughts on the stories.

Vignette 1: Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her roommates are gone but she told him not to come because she wants to finish her homework. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.

Willingness	Based on Jane's behavior, how willing did she show she was to have sex with Samuel?	Jane showed that she was:
		1 Not willing at all
		2
		3

4

5

6

7

8

9

10— Completely willing

1 – Not willing at all

2

3

4

5 = Completely willing

Wanting

Based on Jane's behavior, how
 much do you believe she
 wanted to have sex with
 Samuel?

Jane showed that she:

1— Did not want to have sex with Samuel
 at all

2

3

4

5

6

7

8

9

~~10~~—Wanted to have sex with Samuel a
lot

In your opinion, what shows whether Jane is willing or unwilling to have sex with Samuel?

N/A = Not applicable = does not show whether Jane is willing or unwilling to have sex

Dating_v1	Jane is Samuel's girlfriend.	Shows that Jane is
		1 —Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 —Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing

		Not applicable
Prior sex_v1	Jane has had sex with Samuel before.	Shows that Jane is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Alone_v1	Jane told Samuel not to come to her house.	Shows that Jane is 1 – Not willing at all 2 3 4

5

6

7

8

9

~~10~~ — Completely willing

1 – Not willing at all

2

3

4

5 = Completely willing

Not applicable

Verbal_v1

Jane told Samuel that she
needed to finish cleaning the
house.

Shows that Jane is

~~1~~ — Not willing at all

2

3

4

5

6

7

8

9

~~10~~ — Completely willing

		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Nonverbal_v1	Jane pulls away when Samuel kisses her.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

InjNormF_v1	How much do you think Jane's	4 – Strongly approve
	friends would approve of her	3 – Approve
	actions?	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_v1	How much do you think	4 – Strongly approve
	Samuel's friends would approve	3 – Approve
	of his actions?	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v1	It is Jane's fault that they have	4 – Strongly agree
	sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v1	It is Samuel's fault that they	4 – Strongly agree
	have sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v1	Jane could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
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PowerM_v1	Samuel could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
------------------	--	--

Vignette 2: Michael has been Faith’s boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can talk. One day they are alone together for the first time. Michael begins kissing Faith and tries to take off her clothes. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Willingness	Based on Faith’s behavior, how willing did she show she was to have sex with Michael?	Faith showed that she was: 1 – Not willing at all 2 3 4 5
--------------------	---	---

6

7

8

9

~~10—Completely willing~~

1 – Not willing at all

2

3

4

5 = Completely willing

Wanting

Based on Faith's behavior, how

Faith showed that she:

much do you believe she

~~1—Did not want to have sex with~~

wanted to have sex with

Michael at all

Michael?

2

3

4

5

6

7

8

9

~~10—Wanted to have sex with Michael a~~

lot

In your opinion, what shows whether Faith is willing or unwilling to have sex with Michael?

N/A = Not applicable = does not show whether Faith is willing or unwilling to have sex

Dating_v2	Faith is Michael's girlfriend.	Shows that Faith is
		1— Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10— Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Gifts_v2	Faith accepts money and a smartphone from Michael.	Shows that Faith is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Alone_v2	Faith is alone with Michael.	Shows that Faith is 1 – Not willing at all 2 3 4 5

		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Verbal_v2	Faith tells Michael it is too soon to have sex.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all

		2
		3
		4
		5 = Completely willing
		Not applicable

Nonverbal_v2	Faith pushes Michael away	Shows that Faith is
	when he kisses her and tries to	1 – Not willing at all
	take her clothes off.	2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

InjNormF_v2	How much do you think Faith's friends would approve of her actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_v2	How much do you think Michael's friends would approve of his actions?	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v2	It is Faith's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v2	It is Michael's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v2	Faith could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v2	Michael could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

James and Sylvia go to the same school but James is a couple years older. Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her house home.

Willingness	Based on Sylvia's behavior, how willing did she show she was to have sex with James?	Sylvia showed that she was: 1 – Not willing at all 2
--------------------	--	---

3

4

5

6

7

8

9

10—Completely willing

1 – Not willing at all

2

3

4

5 = Completely willing

Wanting

Based on Sylvia's behavior,

Sylvia showed that she:

how much do you believe she

1—Did not want to have sex with James

wanted to have sex with James?

at all

2

3

4

5

6

7

8

 9

~~10—Wanted to have sex with James a lot~~

In your opinion, what shows whether Sylvia is willing or unwilling to have sex with James?

N/A = Not applicable = does not show whether Sylvia is willing or unwilling to have sex

Gifts_v3	Sylvia accepts snacks and money for airtime from James.	Shows that Sylvia is
		1—Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10—Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing

		Not applicable
Alone_v3	Sylvia agrees to walk home alone with James.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v3	Sylvia does not say anything when James kisses her and takes off her clothes.	Shows that Sylvia is 1 – Not willing at all 2 3 4

		5
		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Nonverbal_v3	Sylvia does not respond to James' kisses or touches.	Shows that Sylvia is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing

		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

InjNormF_v3	How much do you think Sylvia's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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InjNormM_v3	How much do you think James's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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How much do you agree or disagree with these statements:

BlameF_v3	It is Sylvia's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree
------------------	---	---

		0 – Strongly disagree
BlameM_v3	It is James's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v3	Sylvia could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v3	James could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

Peter meets Mary when he goes to a club with some friends. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.

Willingness	Based on Mary's behavior, how willing did she show she was to have sex with Peter?	Mary showed that she was: 1— Not willing at all 2 3 4 5 6 7 8 9 10— Completely willing 1 – Not willing at all 2 3 4 5 = Completely willing
Wanting	Based on Mary's behavior, how much do you believe she wanted to have sex with Peter?	Mary showed that she: 1— Did not want to have sex with Peter at all 2 3 4

5

6

7

8

9

10—Wanted to have sex with Peter a lot

In your opinion, what shows whether Mary is willing or unwilling to have sex with Peter?

N/A = Not applicable = does not show whether Mary is willing or unwilling to have sex

Club_v4

Mary went to the club.

Shows that Mary is

1—Not willing at all

2

3

4

5

6

7

8

9

10—Completely willing

1 – Not willing at all

		2
		3
		4
		5 = Completely willing
		Not applicable

Gifts_v4	Mary accepts drinks from Peter that he buys for her.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Alcohol_v4	Mary gets drunk.	Shows that Mary is
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~~1 – Not willing at all~~

2

3

4

5

6

7

8

9

~~10 – Completely willing~~

1 – Not willing at all

2

3

4

5 = Completely willing

Not applicable

Alone_v4

Mary agrees to go somewhere
more private with Peter.

Shows that Mary is

~~1 – Not willing at all~~

2

3

4

5

6

7

8

9

~~10—Completely willing~~

1 – Not willing at all

2

3

4

5 = Completely willing

Not applicable

Verbal_v4

Mary tells Peter to stop.

Shows that Mary is

~~1—Not willing at all~~

2

3

4

5

6

7

8

9

~~10—Completely willing~~

1 – Not willing at all

2

		3
		4
		5 = Completely willing
		Not applicable

Nonverbal_v4	Mary pushes Peter away.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5
		6
		7
		8
		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

InjNormF_v4	How much do you think Mary's	4 – Strongly approve
	friends would approve of her	3 – Approve
	actions?	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_v4	How much do you think Peter's	4 – Strongly approve
	friends would approve of his	3 – Approve
	actions?	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v4	It is Mary's fault that they have	4 – Strongly agree
	sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v4	It is Peter's fault that they have	4 – Strongly agree
	sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v4	Mary could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
<hr/>		
PowerM_v4	Peter could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

John goes to visit his friend, David, at his home. David is not at home but David's older sister Alice is there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Willingness	Based on John's behavior, how willing did he show he was to have sex with Alice?	John showed that she was:
		1 – Not willing at all 2 3 4 5 6

7

8

9

10— Completely willing

1 – Not willing at all

2

3

4

5 = Completely willing

Wanting

~~Based on John's behavior, how~~
~~much do you believe he wanted~~
~~to have sex with Alice?~~

John showed that he:

~~1— Did not want to have sex with Alice at~~
~~all~~

2

3

4

5

6

7

8

9

10— Wanted to have sex with Alice a lot

In your opinion, what shows whether John is willing or unwilling to have sex with Alice?

N/A = Not applicable = does not show whether John is willing or unwilling to have sex

Alone_v5	John agrees to stay with Alice alone.	Shows that John is 1 – Not willing at all 2 3 4 5 6 7 8 9 10 – Completely willing 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v5	John does not say anything when Alice kisses him and takes off his clothes.	Shows that John is 1 – Not willing at all 2

3

4

5

6

7

8

9

~~10 – Completely willing~~

1 – Not willing at all

2

3

4

5 = Completely willing

Not applicable

Nonverbal_v5

John does not push Alice away
when she kisses him and takes
off his clothes.

Shows that John is

~~1 – Not willing at all~~

2

3

4

5

6

7

8

		9
		10 – Completely willing
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

InjNormF_v5	How much do you think Alice's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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InjNormM_v5	How much do you think John's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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How much do you agree or disagree with these statements:

BlameF_v5	It is Alice's fault that they have sex.	4 – Strongly agree 3 – Agree
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		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
BlameM_v5	It is John's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
PowerF_v5	Alice could have stopped the sex from happening if she really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
PowerM_v5	John could have stopped the sex from happening if he really wanted to.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

APPENDIX D: SURVEY DRAFT 4

Strike-through text is text that has been deleted from a previous survey draft.

Red text is text that has been added to this new draft.

Introduction: Thank you for agreeing to take this survey. You will be shown some short stories about situations that young people like yourself can face. Please read the story and then respond as honestly as you can to the questions about the story.

For each story, you will be asked how willing or unwilling different characters show they are to have sex. Answers options range from "not willing at all" to "completely willing."

You will also be able to choose "N/A" or "Not applicable," which means that something does not tell you anything about whether someone is willing or unwilling to have sex.

For example, "Emily is studying to become a teacher" - this does not tell you anything about whether Emily is willing or unwilling to have sex. You can choose "N/A" to show that you do not believe Emily's studies show whether or not she is willing to have sex.

There are no right or wrong answers. We are most interested in understanding your thoughts on the stories.

Vignette 1: Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her roommates are gone but she told him not to come because she wants to finish her homework. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.

Willingness	Based on Jane's behavior, how willing did she show she was to have sex with Samuel at this time ?	Jane showed that she was: 1 – Not willing at all 2 3 4 5 = Completely willing
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In your opinion, what shows whether Jane is willing or unwilling to have sex with Samuel **at this time?**

N/A = Not applicable = does not show whether Jane is willing or unwilling to have sex **at this time**

Dating_v1	Jane is Samuel's girlfriend.	Shows that Jane is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Prior sex_v1	Jane has had sex with Samuel before.	Shows that Jane is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Alone_v1	Jane told Samuel not to come to her house.	Shows that Jane is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v1	Jane told Samuel that she needed to finish cleaning the house.	Shows that Jane is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v1	Jane pulls away when Samuel kisses her.	Shows that Jane is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
InjNormF_v1	How much do you think Jane's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v1	How much do you think Samuel's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove

1 – Disapprove
0 – Strongly disapprove

How much do you think Jane's friends would approve of her actions?

InjNormF_Along_v	Jane told Samuel to not come over to her house	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Verbal_v1	Jane told Samuel that she needed to finish cleaning the house	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Nonverbal_v1	Jane pulls away when Samuel kisses her	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Sex_v1	Jane has sex with Samuel	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Samuel's friends would approve of her actions?

InjNormM_Along_v1	Samuel came over to Jane's house after being told not to	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Nonverbal_v1	Samuel pulls Jane back to him after she pulls away	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Sex_v1	Samuel has sex with Jane	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v1	It is Jane's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v1	It is Samuel's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v1	Jane could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v1	Samuel could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

Vignette 2: Michael has been Faith's boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can talk. One day they are alone together for the first time. Michael begins kissing Faith and tries to take off her clothes. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Willingness	Based on Faith's behavior, how willing did she show she was to have sex with Michael at this time ?	Faith showed that she was: 1 – Not willing at all 2 3 4 5 = Completely willing
--------------------	--	---

In your opinion, what shows whether Faith is willing or unwilling to have sex with Michael **at this time?**

N/A = Not applicable = does not show whether Faith is willing or unwilling to have sex **at this time**

Dating_v2	Faith is Michael's girlfriend.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing
------------------	--------------------------------	--

		Not applicable
Gifts_v2	Faith accepts money and a smartphone from Michael.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Alone_v2	Faith is alone with Michael.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v2	Faith tells Michael it is too soon to have sex.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v2	Faith pushes Michael away when he kisses her and tries to take her clothes off.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
InjNormF_v2	How much do you think Faith's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v2	How much do you think Michael's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Faith's friends approve of her actions?

InjNormF_Gifts_v2	Faith accepts money and a smartphone from Michael	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove
--------------------------	---	---

		0 – Strongly disapprove
InjNormF_Alonge_v2	Faith is alone with Michael	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Verbal_v2	Faith tells Michael it is too soon to have sex	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Nonverbal_v2	Faith pushes Michael away when he kisses her and tries to take her clothes off	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Sex_v2	Faith has sex with Michael	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Michael's friends approve of her actions?

InjNormM_Gifts_v2	Michael gives money and a smartphone to Faith	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Pressure_v2	Michael reminds Faith of all that he has given her	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Sex_v2	Michael has sex with Faith	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v2	It is Faith's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree
------------------	---	---

		0 – Strongly disagree
BlameM_v2	It is Michael's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v2	Faith could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v2	Michael could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

James and Sylvia go to the same school but James is a couple years older. Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her home.

Willingness	Based on Sylvia's behavior, how willing did she show she was to have sex with James at this time ?	Sylvia showed that she was: 1 – Not willing at all 2 3 4 5 = Completely willing
--------------------	---	--

In your opinion, what shows whether Sylvia is willing or unwilling to have sex with James **at this time?**

N/A = Not applicable = does not show whether Sylvia is willing or unwilling to have sex **at this time**

Gifts_v3	Sylvia accepts snacks and money for airtime from James.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
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Alone_v3	Sylvia agrees to walk home alone with James.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v3	Sylvia does not say anything when James kisses her and takes off her clothes.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v3	Sylvia does not respond to James' kisses or touches.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
InjNormF_v3	How much do you think Sylvia's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v3	How much do you think James's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Sylvia's friends would approve of her actions?

InjNormF_Gifts_v3	Sylvia accepts snacks and money for airtime from James	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Alone_v3	Sylvia agrees to walk home alone with James	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

InjNormF_VerbNon_v3	Sylvia does not say or do anything when James kisses her and takes off her clothes	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Sex_v3	Sylvia has sex with James	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think James’s friends would approve of his actions?

InjNormM_Gifts_v3	James gives snacks and money for airtime to Sylvia	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Alone_v3	James invites Sylvia to walk home alone	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Nonverbal_v3	James kisses and takes off Sylvia’s clothes when she doesn’t say or do anything	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Sex_v3	James has sex with Sylvia	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v3	It is Sylvia’s fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v3	It is James’s fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

PowerF_v3	Sylvia could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v3	James could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

Peter meets Mary when he goes to a club with some friends. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.

Willingness	Based on Mary's behavior, how willing did she show she was to have sex with Peter at this time ?	Mary showed that she was: 1 – Not willing at all 2 3 4 5 = Completely willing
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In your opinion, what shows whether Mary is willing or unwilling to have sex with Peter **at this time?**

N/A = Not applicable = does not show whether Mary is willing or unwilling to have sex **at this time**

Club_v4	Mary went to the club.	Shows that Mary is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Gifts_v4	Mary accepts drinks from Peter that he buys for her.	Shows that Mary is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Alcohol_v4	Mary gets drunk.	Shows that Mary is

		1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Alone_v4	Mary agrees to go somewhere more private with Peter.	Shows that Mary is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v4	Mary tells Peter to stop.	Shows that Mary is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v4	Mary pushes Peter away.	Shows that Mary is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
InjNormF_v4	How much do you think Mary's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v4	How much do you think Peter's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Mary's friends would approve of her actions?

InjNormF_Club_v4	Mary went to the club	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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InjNormF_Gifts_v4	Mary accepts drinks from Peter that he buys for her	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Alone_v4	Mary agrees to go somewhere more private with Peter	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_VerbNon_v4	Mary tells Peter to stop and pushes him away	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Sex_v4	Mary has sex with Peter	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Peter's friends would approve of his actions?

InjNormM_Gift_v4	Peter buys drinks for Mary	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Alone_v4	Peter invites Mary to a private location	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_VerNon_v4	Peter kisses Mary after she tells him to stop	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Sex_v4	Peter has sex with Mary	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v4	It is Mary's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v4	It is Peter's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v4	Mary could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v4	Peter could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

John goes to visit his friend, David, at his home. David is not at home but David's older sister Alice is there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Willingness	Based on John's behavior, how willing did he show he was to have sex with Alice at this time?	John showed that she was: 1 – Not willing at all 2 3 4 5 = Completely willing
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In your opinion, what shows whether John is willing or unwilling to have sex with Alice **at this time?**

N/A = Not applicable = does not show whether John is willing or unwilling to have sex **at this time**

Alone_v5	John agrees to stay with Alice alone.	Shows that John is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
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Verbal_v5	John does not say anything when Alice kisses him and takes off his clothes.	Shows that John is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v5	John does not push Alice away when she kisses him and takes off his clothes.	Shows that John is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
InjNormF_v5	How much do you think Alice's friends would approve of her actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_v5	How much do you think John's friends would approve of his actions?	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Alice's friends would approve of her actions?

InjNormF_Invite_v5	Alice invites John to stay in the house alone with her	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_VerbNon_v5	Alice kisses John and takes off his clothes when he doesn't react	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Sex_v5	Alice has sex with John	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think John's friends would approve of his actions?

InjNormM_Alone_v5	John agrees to stay with Alice	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_VerbNon_v5	John does not say or do anything when Alice kisses him and takes off his clothes	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Sex_v5	John has sex with Alice	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v5	It is Alice's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v5	It is John's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v5	Alice could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v5	John could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

APPENDIX E: LIST OF CHANGES MADE TO SURVEY DRAFT

Section of survey	Change made	Justification
<i>Survey draft 1: Administered to participants 1-5</i>		
Vignette: Jane and Samuel	<p>Altered wording so that Jane was living with roommates, not parents.</p> <p><u>Survey draft 1:</u> Samuel wants to visit Jane in her house while her parents are gone but she told him not to come because she is afraid her parents will find out. Samuel goes to her house anyway.</p> <p><u>Survey draft 2:</u> Samuel wants to visit Jane in her house while her roommates are gone but she told him not to come because she wants to finish her homework. Samuel goes to her house anyway.</p>	<p>Participants indicated that Samuel coming over to her parents' house was exceptionally rude and violated cultural norms of appropriate behavior. Coming over to a living arrangement you share with roommates was indicated as more appropriate.</p>

Vignette:	Altered wording from “send SMS” to	Participant feedback indicated
Michael and Faith	“talk.”	that “talk” was a more appropriate term than “send SMS.”
	<u>Survey draft 1:</u> Michael always gives Faith money when she needs it. He also gave her a smartphone so they can send SMS.	
	<u>Survey draft 2:</u> Michael always gives Faith money when she needs it. He also gave her a smartphone so they can talk.	

Vignette: Mary and Peter	Altered wording so that Peter was at the club with friends instead of implied to be alone.	Participant feedback indicated that, as written, it implied Peter went to the club alone, which they felt was unusual.
	<u>Survey draft 1:</u> Peter meets Mary at a club.	
	<u>Survey draft 2:</u> Peter meets Mary when he goes to a club with some friends.	

Vignette: Alice and John	Altered wording to clarify that John was visiting a friend who was brother to Alice.	One participant expressed confusion about who John was visiting, Alice or her brother.
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Survey draft 1: Alice is the older sister of John's friend. One day, John comes over to visit his friend and finds Alice there alone.

Survey draft 2: John goes to visit his friend, David, at his home. David is not at home but David's older sister Alice is there alone.

Survey draft 2: Administered to participants 6-10

Vignette 3: Sylvia and James	Altered wording from “house” to “home”.	One participant observed the difference between a house and a home and questioned whether Sylvia lived in a house or a different building
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<p><u>Survey draft 2</u>: James has sex with Sylvia and afterwards walks her to her house.</p>	<p>type. To avoid unintentionally eliciting reactions or assumptions, I changed the term.</p>
<p><u>Survey draft 3</u>: James has sex with Sylvia and afterwards walks her to her home.</p>	

<p>Survey item: Scale of willingness</p>	<p>Collapsed scale from 1 – 10 to 1 – 5.</p> <p><u>Survey draft 2</u>: Based on (character’s) behavior, how willing do she/he show they were to have sex with (character)? 1 = Not willing at all, 10 = Completely willing.</p>	<p>Cognitive interview results indicated that participants did not meaningfully distinguish between scale changes at 1-point interviews, therefore I changed the scale to 5-point Likert and retested.</p>
	<p><u>Survey draft 3</u>: Based on (character’s) behavior, how willing do she/he show they were to have sex with (character)? 1 = Not willing at all, 5 = Completely willing</p>	

Instructions for survey item: In your opinion, what shows whether (character) is willing or unwilling to have sex?	<p>Added in instruction text about Not applicable option.</p> <p><u>Survey draft 2</u>: No text.</p> <p><u>Survey draft 3</u>: N/A = Not applicable = does not show whether (character) is willing or unwilling to have sex</p>	<p>Participant feedback indicated confusion as to the meaning of the “Not applicable” option on the Scale of willingness.</p>
Survey item: Scale of wanting to have sex	<p>Deleted item assessing participants’ perceptions of how much characters wanted to have sex.</p> <p><u>Survey draft 2</u>: Based on (character’s) behavior, how much do you believe (he/she) wanted to have sex with (character?)</p> <p><u>Survey draft 3</u>: No item.</p>	<p>Participant descriptions of how they understood this term indicated a large variation in comprehension, such that responses did not consistently measure the same concept.</p>

Survey draft 3: Administered to participants 11-15

Survey item: Scale of willingness	Added clarification that assessments of willingness referred to the specific sexual act depicted in the vignette.	Responses from some participants indicated they considered relationship history when assessing sexual consent.
	<u>Survey draft 3:</u> Based on (character's) behavior, how willing do she/he show they were to have sex with (character)?	One participant made this explicit, arguing that even if the character was not willing at that moment, they could have
	<u>Survey draft 4:</u> Based on (character's) behavior, how willing do she/he show they were to have sex with (character) at this time?	been willing at other moments. I added in some text to emphasize that the item referred to the sexual encounter depicted in the vignette.
Survey item: Perceived approval from others	Broke up the cumulative injunctive norms item into the behavioral and contextual indicators depicted in the vignette.	When describing their survey response decision-making, participants drew on different facets of the vignette to answer the cumulative injunctive
	<u>Survey draft 3:</u> How much do you think (character's) friends would approve of his/her actions?	norms item. Breaking the item into multiple assessing the factor dimensions depicted in
	Strongly disapprove – Strongly approve	the vignette allow for more

		precise measurement of
	<u>Survey draft 4</u> : How much do you think (character's) friends would approve of his/her actions? - List of specific indicators as depicted in vignette. For each indicator, participants answer: Strongly disapprove – Strongly approve	injunctive norms around sexual consent.
Instructions to survey	Added instructions to beginning of the survey further explaining the “Not applicable” option. <u>Survey draft 3</u> : No text <u>Survey draft 4</u> : For each story, you will be asked how willing or unwilling different characters show they are to have sex. Answers options range from "not willing at all" to "completely willing."	Some participants, the majority of whom have less than a 12 th grade educational attainment and perhaps struggle more with literacy issues, continued to exhibit errors that related to the “Not applicable” option. I added in some clarifying text and an example to the introduction to the survey.

You will also be able to choose "N/A" or "Not applicable," which means that something does not tell you anything about whether someone is willing or unwilling to have sex.

For example, "Emily is studying to become a teacher" - this does not tell you anything about whether Emily is willing or unwilling to have sex. You can choose "N/A" to show that you do not believe Emily's studies show whether or not she is willing to have sex.

Survey draft 4: Administered to participants 16-22

No further edits made.

APPENDIX F: CHANGES MADE TO VIGNETTES

Vignette	Original version & changes made	Final version
Vignette 1: Jane and Samuel	Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her parents are gone but she told him not to come because she is afraid her parents will find out. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.	Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her roommates are gone but she told him not to come because she wants to finish her homework. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish her homework. He kisses her and she pulls away. He pulls her to him and has sex with her.

Changes made:

- Changed Jane from living with her parents to living with roommates.

Vignette 2:	Michael has been Faith's boyfriend for	Michael has been Faith's boyfriend
Michael	a short while. Michael always gives	for a short while. Michael always
and Faith	Faith money when she needs it. He also	gives Faith money when she needs it.
	gave her a smartphone so they can send	He also gave her a smartphone so
	SMS. One day they are alone together	they can talk. One day they are alone
	for the first time. Michael begins	together for the first time. Michael
	kissing Faith and tries to take her	begins kissing Faith and tries to take
	clothes off. Faith tells him no, that it is	her clothes off. Faith tells him no,
	too soon and pushes him away.	that it is too soon and pushes him
	Michael reminds Faith of all he has	away. Michael reminds Faith of all he
	given her. He pulls her to him and has	has given her. He pulls her to him
	sex with her.	and has sex with her.

Changes made:

- Changed “send SMS” to “talk”

Vignette 3:	James and Sylvia go to the same school	James and Sylvia go to the same
James and	but James is a couple years older.	school but James is a couple years
Sylvia	Sylvia is friends with James' younger	older. Sylvia is friends with James's
	sister. One day Sylvia is walking home	younger sister. One day Sylvia is
	from school when James asks if they	walking home from school when
	can walk together. Along the way, he	James asks if they can walk together.
	buys her snacks from a shop and gives	Along the way, he buys her snacks

her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her house.

Changes made:

- Changed “house” to “home”

from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her home.

Vignette 4: Peter meets Mary at a club. He things she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries pushing

Peter meets Mary when he goes to a club with some friends. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head

Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.	is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.
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Changes made:

- Added clarifying text to show that Peter went to club with friends.

Vignette 5:	Alice is the older sister of John's friend.	John goes to visit his friend, David, at
Alice and John	One day, John comes over to visit his friend and finds Alice there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.	his home. David is not at home but David's older sister Alice is there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Changes made:

- Added clarifying text to show that John's original intent was to visit Alice's younger brother.



APPENDIX G: FINAL SURVEY

Strike-through text is text that has been deleted from a previous survey draft.

Red text is text that has been added to this new draft.

Introduction: Thank you for agreeing to take this survey. You will be shown some short stories about situations that young people like yourself can face. Please read the story and then respond as honestly as you can to the questions about the story.

For each story, you will be asked how willing or unwilling different characters show they are to have sex. Answers options range from "not willing at all" to "completely willing."

You will also be able to choose "N/A" or "Not applicable," which means that something does not tell you anything about whether someone is willing or unwilling to have sex.

For example, "Emily is studying to become a teacher" - this does not tell you anything about whether Emily is willing or unwilling to have sex. You can choose "N/A" to show that you do not believe Emily's studies show whether or not she is willing to have sex.

There are no right or wrong answers. We are most interested in understanding your thoughts on the stories.

Vignette 1: Jane and Samuel have been together for almost six months. They have had sex before. Samuel wants to visit Jane in her house while her roommates are gone but she told him not to come because she wants to finish her homework. Samuel goes to her house anyway. He wants to have sex while they are alone but Jane tells him she needs to finish cleaning the house before her parents come home. He kisses her and she pulls away. He pulls her to him and has sex with her.

Willingness	Based on Jane's behavior,	Jane showed that she was:
	how willing did she show	1 – Not willing at all
	she was to have sex with	2
	Samuel at this time?	3
		4
		5 = Completely willing

In your opinion, what shows whether Jane is willing or unwilling to have sex with Samuel at this time?

N/A = Not applicable = does not show whether Jane is willing or unwilling to have sex at this time

Dating_v1	Jane is Samuel's girlfriend.	Shows that Jane is
		1 – Not willing at all

		2
		3
		4
		5 = Completely willing
		Not applicable
Prior sex_v1	Jane has had sex with Samuel before.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable
Alone_v1	Jane told Samuel not to come to her house.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable
Verbal_v1	Jane told Samuel that she needed to finish cleaning the house.	Shows that Jane is
		1 – Not willing at all
		2
		3

		4
		5 = Completely willing
		Not applicable

Nonverbal_v1	Jane pulls away when Samuel kisses her.	Shows that Jane is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

How much do you think Jane's friends would approve of her actions?

InjNormF_Alone_v	Jane told Samuel to not come over to her house	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormF_Verbal_v1	Jane told Samuel that she needed to finish cleaning the house	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormF_Nonverbal _v1	Jane pulls away when	4 – Strongly approve
	Samuel kisses her	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormF_Sex_v1	Jane has sex with Samuel	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you think Samuel's friends would approve of her actions?

InjNormM_Alone_v1	Samuel came over to Jane's	4 – Strongly approve
	house after being told not to	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_Nonverbal _v1	Samuel pulls Jane back to	4 – Strongly approve
	him after she pulls away	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_Sex_v1	Samuel has sex with Jane	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v1	It is Jane's fault that they	4 – Strongly agree
	have sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v1	It is Samuel's fault that they	4 – Strongly agree
	have sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerF_v1	Jane could have stopped the	4 – Strongly agree
	sex from happening if she	3 – Agree
	really wanted to.	2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

PowerM_v1	Samuel could have stopped	4 – Strongly agree
	the sex from happening if he	3 – Agree
	really wanted to.	2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

Vignette 2: Michael has been Faith’s boyfriend for a short while. Michael always gives Faith money when she needs it. He also gave her a smartphone so they can talk. One day they are alone together for the first time. Michael begins kissing Faith and tries to take off her clothes. Faith tells him no, that it is too soon and pushes him away. Michael reminds Faith of all he has given her. He pulls her to him and has sex with her.

Willingness	Based on Faith’s behavior,	Faith showed that she was:
	how willing did she show	1 – Not willing at all
	she was to have sex with	2
	Michael at this time?	3
		4
	5 = Completely willing	

In your opinion, what shows whether Faith is willing or unwilling to have sex with Michael at this time?

N/A = Not applicable = does not show whether Faith is willing or unwilling to have sex at this time

Dating_v2	Faith is Michael's girlfriend.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Gifts_v2	Faith accepts money and a smartphone from Michael.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

Alone_v2	Faith is alone with Michael.	Shows that Faith is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing

		Not applicable
Verbal_v2	Faith tells Michael it is too soon to have sex.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v2	Faith pushes Michael away when he kisses her and tries to take her clothes off.	Shows that Faith is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable

How much do you think Faith's friends approve of her actions?

InjNormF_Gifts_v2	Faith accepts money and a smartphone from Michael	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
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InjNormF_Alone_v2	Faith is alone with Michael	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormF_Verbal_v2	Faith tells Michael it is too soon to have sex	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormF_Nonverbal_v2	Faith pushes Michael away when he kisses her and tries to take her clothes off	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormF_Sex_v2	Faith has sex with Michael	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you think Michael's friends approve of her actions?

InjNormM_Gifts_v2	Michael gives money and a smartphone to Faith	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_Pressure_v2	Michael reminds Faith of all that he has given her	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

InjNormM_Sex_v2	Michael has sex with Faith	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v2	It is Faith's fault that they have sex.	4 – Strongly agree
		3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree

BlameM_v2	It is Michael's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
<hr/>		
PowerF_v2	Faith could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
<hr/>		
PowerM_v2	Michael could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

James and Sylvia go to the same school but James is a couple years older. Sylvia is friends with James' younger sister. One day Sylvia is walking home from school when James asks if they can walk together. Along the way, he buys her snacks from a shop and gives her money to buy airtime. They keep walking and come to an area where no one is around. They stop to rest as there is no hurry. As they are resting, James begins kissing Sylvia and pushing up her skirt. Sylvia is confused and does not know what to do. She does not say

anything or respond to his kisses or touches. James has sex with Sylvia and afterwards walks her to her home.

Willingness	Based on Sylvia's behavior,	Sylvia showed that she was:
	how willing did she show	1 – Not willing at all
	she was to have sex with	2
	James at this time?	3
		4
		5 = Completely willing

In your opinion, what shows whether Sylvia is willing or unwilling to have sex with James at this time?

N/A = Not applicable = does not show whether Sylvia is willing or unwilling to have sex at this time

Gifts_v3	Sylvia accepts snacks and	Shows that Sylvia is
	money for airtime from	1 – Not willing at all
	James.	2
		3
		4
		5 = Completely willing
		Not applicable

Alone_v3	Sylvia agrees to walk home alone with James.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Verbal_v3	Sylvia does not say anything when James kisses her and takes off her clothes.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v3	Sylvia does not respond to James' kisses or touches.	Shows that Sylvia is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable

How much do you think Sylvia's friends would approve of her actions?

InjNormF_Gifts_v3	Sylvia accepts snacks and	4 – Strongly approve
	money for airtime from	3 – Approve
	James	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormF_Alone_v3	Sylvia agrees to walk home	4 – Strongly approve
	alone with James	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormF_VerbNon_v3	Sylvia does not say or do	4 – Strongly approve
	anything when James kisses	3 – Approve
	her and takes off her clothes	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormF_Sex_v3	Sylvia has sex with James	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you think James's friends would approve of his actions?

InjNormM_Gifts_v3	James gives snacks and	4 – Strongly approve
	money for airtime to Sylvia	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormM_Alone_v3	James invites Sylvia to walk	4 – Strongly approve
	home alone	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormM_Nonverbal_v3	James kisses and takes off	4 – Strongly approve
	Sylvia’s clothes when she	3 – Approve
	doesn’t say or do anything	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormM_Sex_v3	James has sex with Sylvia	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v3	It is Sylvia's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v3	It is James's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v3	Sylvia could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v3	James could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

Peter meets Mary when he goes to a club with some friends. He thinks she is very attractive and starts chatting her up. Peter buys Mary drinks and she eventually becomes very drunk. Peter asks Mary to go somewhere more private so they can talk and she agrees. Once alone, Peter kisses Mary and tries to undress her. Mary's head is spinning from the alcohol. She tries pushing Peter away and tells him to stop. Peter kisses her, tells her to relax and has sex with her.

Willingness	Based on Mary's behavior,	Mary showed that she was:
	how willing did she show	1 – Not willing at all
	she was to have sex with	2
	Peter at this time?	3
		4
		5 = Completely willing

In your opinion, what shows whether Mary is willing or unwilling to have sex with Peter at this time?

N/A = Not applicable = does not show whether Mary is willing or unwilling to have sex at this time

Club_v4	Mary went to the club.	Shows that Mary is
		1 – Not willing at all
		2

		3
		4
		5 = Completely willing
		Not applicable
Gifts_v4	Mary accepts drinks from Peter that he buys for her.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable
Alcohol_v4	Mary gets drunk.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable
Alone_v4	Mary agrees to go somewhere more private with Peter.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4

		5 = Completely willing
		Not applicable
Verbal_v4	Mary tells Peter to stop.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable
Nonverbal_v4	Mary pushes Peter away.	Shows that Mary is
		1 – Not willing at all
		2
		3
		4
		5 = Completely willing
		Not applicable

How much do you think Mary's friends would approve of her actions?

InjNormF_Club_v4	Mary went to the club	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove

		0 – Strongly disapprove
InjNormF_Gifts_v4	Mary accepts drinks from Peter that he buys for her	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Alone_v4	Mary agrees to go somewhere more private with Peter	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_VerbNon_v4	Mary tells Peter to stop and pushes him away	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormF_Sex_v4	Mary has sex with Peter	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you think Peter's friends would approve of his actions?

InjNormM_Gift_v4	Peter buys drinks for Mary	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Alone_v4	Peter invites Mary to a private location	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_VerNon_v4	Peter kisses Mary after she tells him to stop	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove
InjNormM_Sex_v4	Peter has sex with Mary	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove 0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v4	It is Mary's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
BlameM_v4	It is Peter's fault that they have sex.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerF_v4	Mary could have stopped the sex from happening if she really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree
PowerM_v4	Peter could have stopped the sex from happening if he really wanted to.	4 – Strongly agree 3 – Agree 2 – Neither agree nor disagree 1 – Disagree 0 – Strongly disagree

John goes to visit his friend, David, at his home. David is not at home but David's older sister Alice is there alone. Alice invites John to stay and talk with her, which he agrees to. She begins touching and caressing John, then kisses him and starts to take off his clothes. John is not sure what to do so he does not react or say anything. Alice has sex with John.

Willingness	Based on John's behavior, how willing did he show he was to have sex with Alice at this time?	John showed that she was: 1 – Not willing at all 2 3 4 5 = Completely willing
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In your opinion, what shows whether John is willing or unwilling to have sex with Alice at this time?

N/A = Not applicable = does not show whether John is willing or unwilling to have sex at this time

Alone_v5	John agrees to stay with Alice alone.	Shows that John is 1 – Not willing at all 2 3 4
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		5 = Completely willing
		Not applicable
Verbal_v5	John does not say anything when Alice kisses him and takes off his clothes.	Shows that John is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable
Nonverbal_v5	John does not push Alice away when she kisses him and takes off his clothes.	Shows that John is 1 – Not willing at all 2 3 4 5 = Completely willing Not applicable

How much do you think Alice's friends would approve of her actions?

InjNormF_Invite_v5	Alice invites John to stay in the house alone with her	4 – Strongly approve 3 – Approve 2 – Neither approve nor disapprove 1 – Disapprove
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		0 – Strongly disapprove
InjNormF_VerbNon	Alice kisses John and takes	4 – Strongly approve
_v5	off his clothes when he	3 – Approve
	doesn't react	2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormF_Sex_v5	Alice has sex with John	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you think John's friends would approve of his actions?

InjNormM_Alone_v5	John agrees to stay with	4 – Strongly approve
	Alice	3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove
InjNormM_VerbNon	John does not say or do	4 – Strongly approve
_v5	anything when Alice kisses	3 – Approve
	him and takes off his clothes	2 – Neither approve nor disapprove
		1 – Disapprove

		0 – Strongly disapprove
InjNormM_Sex_v5	John has sex with Alice	4 – Strongly approve
		3 – Approve
		2 – Neither approve nor disapprove
		1 – Disapprove
		0 – Strongly disapprove

How much do you agree or disagree with these statements:

BlameF_v5	It is Alice's fault that they	4 – Strongly agree
	have sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
BlameM_v5	It is John's fault that they	4 – Strongly agree
	have sex.	3 – Agree
		2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
PowerF_v5	Alice could have stopped the	4 – Strongly agree
	sex from happening if she	3 – Agree
	really wanted to.	2 – Neither agree nor disagree
		1 – Disagree

		0 – Strongly disagree
PowerM_v5	John could have stopped the	4 – Strongly agree
	sex from happening if he	3 – Agree
	really wanted to.	2 – Neither agree nor disagree
		1 – Disagree
		0 – Strongly disagree
