



SPSSI

9th BIENNIAL CONVENTION

Society for the Psychological Study of Social Issues

June 21-24, 2012 : Charlotte, NC

Changing Societies



Learning From and For Research, Social Action, and Policy

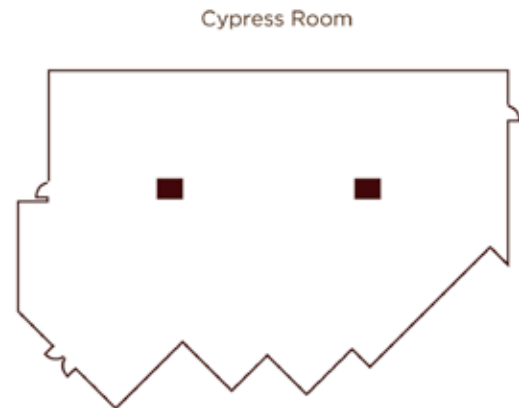
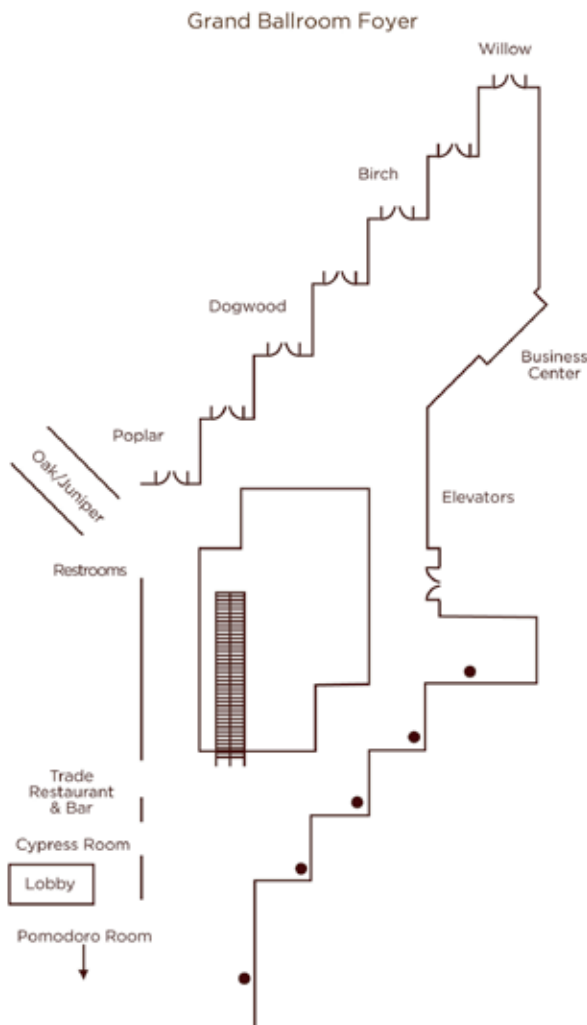
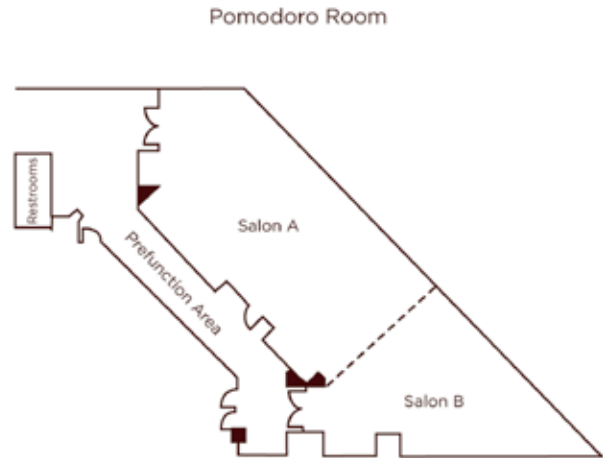
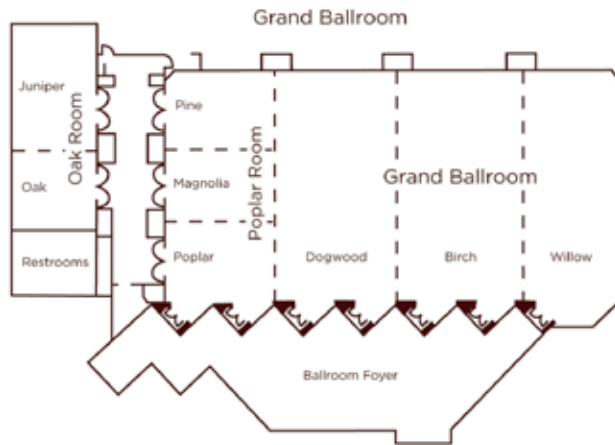
Changing Societies:

Learning From and For Research, Social Action, and Policy

THE 9TH BIENNIAL CONVENTION

Society for the Psychological Study of Social Issues

June 21 - 24, 2012 · Charlotte, North Carolina



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The Society for the Psychological Study of Social Issues
June 21 - 24, 2012 · Charlotte, North Carolina



AGENDA AT A GLANCE

FRIDAY, JUNE 22			
TIME	SESSION TYPE	SESSION NAME	ROOM
8:00 AM – 8:30 AM	Registration		Grand Ballroom Foyer
8:30 AM – 9:40 AM	Registration Required Workshop	Becoming an Engaged Scholar: A Workshop on Public Engagement	Juniper
	Invited Equity Stream Symposium	Through a Different Lens: Diversity, Social Justice, and Application Perspectives on the APA Ethics Code	Birch
	Interactive Discussion	Reassessing Psychology’s Role in Reducing Health Disparities	Magnolia
	Symposia	Concealable Stigma: Interpersonal Processes and Implications for Health Disparities Policy	Pine
		Intergroup Encounters: Choices, Threats, and Opportunities	Dogwood
		Keeping Women and Men in STEM Fields: Using Useful Data	Willow
	15-Minute Presentations	Stereotypes and Criminal Justice	Poplar
		Minority Sexual Identity, Parenting, & Well Being	Pomodoro A
		Ethnic Minority Identity & Discrimination	Pomodoro B
9:50 AM – 11:00 AM	2012 Kurt Lewin Award Keynote	Intergroup Contact and Its Critics: Four Funerals and a Wedding <i>Miles Hewstone</i>	Dogwood
	Interactive Discussion	The Challenges of Policy to Address Reserve Component Veterans Needs	Magnolia
	Symposium	Sustaining Diversity in STEM Fields: Issues of Implicit Bias, Identity, and Inclusion	Willow
	15-Minute Presentations	Prejudice Toward Sexual & Racial Minorities	Pomodoro A
11:10 AM – 12:20 PM	Interactive Discussion	North Carolina Marriage Equality Amendment: Psychology, Policy, and Advocacy	Juniper
	Symposia	Teaching and Mentoring Social Issues: SPSSI Award Winners Share Innovative Pedagogies - Sponsored by the SPSSI Teaching and Mentoring Committee	Magnolia
		It’s Who You Know: Perceptions and Consequences of Intergroup Contact	Poplar
		Learning from Research about Changing Universities	Willow
		The Psychology of Community Involvement: Understanding Motivation, Engagement, and Development	Pomodoro B
	15-Minute Presentations	Confronting Prejudice	Birch
		Engaging Activism Across the Lifespan	Dogwood
		Stigma, Stereotype Threat, & Everyday Experiences of Prejudice	Pine
		Ecology, Context, & Intergroup Contact	Pomodoro A
12:30 PM – 2:00 PM		Lunch	Grand Ballroom Foyer

FRIDAY, JUNE 22 (CONTINUED)

TIME	SESSION TYPE	SESSION NAME	ROOM
2:00 PM – 3:10 PM	Invited Environment Stream Symposium	Integrating Environmental and Social Justice Issues: The Role of Community in Promoting Action	Birch
	Invited Keynote	Racial Profiling: A Case Study in Connecting Psychology and Public Policy <i>Jack Glaser</i>	Dogwood
	Interactive Discussion	Gender in the 2010s: Female, Male, & Transgender Issues and Perspectives	Willow
	Symposium	Justice Between Field and Fork: Innovative Approaches to Reducing Nutritional Disparities	Pine
	15-Minute Presentations	Gender & Mentoring in STEM Fields	Pomodoro A
3:20 PM – 4:30 PM	Invited Keynote	Advances in Intergroup Contact Theory: Implications for Future Research and Policy <i>Linda Tropp</i>	Dogwood
	Invited Education Stream Symposium	Engaging SPSSI to Address Disparities in an Urban Age	Birch
	Interactive Discussion	CBPR Project Director Discusses Tribal Leaders Council Healthy Reservation Project	Willow
	Symposium	In Our Communities: Addressing Reserve Component Veterans’ Behavioral Health Needs	Poplar
	15-Minute Presentations	Intergroup Relations	Pomodoro A
4:30 PM – 4:40 PM		Break	Grand Ballroom Foyer
4:40 PM – 5:50 PM	Panel Discussion	Three E’s of Social Justice: Helping to Set a SPSSI Agenda heading into the Last Quarter of our First Century	Birch
	Interactive Discussion	Racial Disparities and the Juvenile Justice System in South Carolina	Willow
	Symposia	Changing Societies through Leadership: Closing the Gender Gap on Top	Magnolia
		Symposium on the Handbook of Ethnic Conflicts: International Perspectives	Pine
		The Flexibility Stigma	Dogwood
		Workplace Diversity: A Tale of ‘Isms (Gender, Ethnicity, & Orientation)	Poplar
	15-Minute Presentations	Thinking About Immigrants: Attitudes & Policy Preferences	Juniper
		Community Connectedness, Well Being & Behavior Change	Pomodoro A
		Social Cognition, Categorization, & Bias	Pomodoro B
6:30 PM – 7:30 PM	Social Event	Reception	Grand Ballroom Foyer
6:30 PM – 7:30 PM	Posters	Poster Presentations	Cypress
7:45 PM	Social Event	SPSSI Graduate Student Social Meeting Point	Dogwood

GRADUATE STUDENT SOCIAL MEETING POINT

When: Friday, June 22nd & Saturday, June 23rd
Time: 7:45 PM
Location: Dogwood

The SPSSI graduate student committee would like to invite all graduate students and post-docs to join us in town Friday and Saturday evening, after the conference. We will be meeting at the Dogwood room at 7:45 PM. We will then go out to a local venue and enjoy food and drink specials from 8:00 PM onwards.


SATURDAY, JUNE 23

TIME	SESSION TYPE	SESSION NAME	ROOM
8:00 AM – 8:30 AM		Registration	Grand Ballroom Foyer
8:30 AM – 9:40 AM	Invited Educa- tion Stream Symposium	Youth Organizing and Engagement for Educational Justice	 Birch
	Interactive Discussion	Challenges for Latino Human Rights and Effects in Our Communities Community Based Approach to Eliminating Health Disparities Through Collaborative Partnerships	Dogwood Magnolia
	Symposia	Deconstructing Social Issue Framing: Directions for Psychology and Public Policy Intergroup Contact in Changing Societies: Current Research and Policy Implications The 7 Habits of Highly Effective Junior Faculty	Pomodoro A Pine Willow
	15-Minute Presentations	Economic & Relative Deprivation The Context of Prejudice & Discrimination Acculturation, Post-Conflict Trauma & Reintegration	Juniper Pomodoro B Poplar
9:50 AM – 11:00 AM	Invited Keynote	Thriving Despite Negative Stereotypes: How Ingroup Experts and Peers Act as “Social Vaccines” to Protect the Self <i>Nilanjana Dasgupta</i>	Dogwood
	Invited Educa- tion Stream Symposium	Southern Desegregation Stories across Generations: Oral History, Video and Autoethnographic Accounts of Desegregation and the Challenges that Persist Today	 Birch
	Symposium	Psychology and Human Rights: Current Efforts and Future Prospects	Pomodoro A
11:10 AM – 12:20 PM	Invited Keynote	Yes We Can! For a Social Psychology of Resistance and Collective Action <i>Stephen Reicher</i>	Dogwood
	Interactive Discussion	The Soul of the Northwest Corridor Initiative: A Survey on Resident Attachment to Place and How this Relates to Local Economic Growth and Community Revitalization	Magnolia
	Symposium	Staying and Moving: Facing Foreclosure, Aging in Place, Provocative Policing in Stop-and-Frisk, and Domestic Work as Sites of Struggle and Analysis	Juniper
	15-Minute Presentations	Invisibility, Integration & Attachment in Education Building Cross-group & Community Collaboration	Pomodoro A Pomodoro B
12:30 PM – 2:00 PM	Lunch		Grand Ballroom Foyer
12:30 PM – 2:00 PM	Posters	Poster Presentations	Cypress
2:00 PM – 3:10 PM	Invited Symposium	International Perspectives on Social Change: Screening of “One Fine Day” and a Conversation with Buddhist Monk Kovidā	Birch
	Interactive Discussion	Mentoring Across Difference: Do Social identities Matter in Mentor/Mentee Relationships? - Sponsored by the SPSSI Teaching and Mentoring Committee	Magnolia
	Symposia	Additive Cues in Biracial Categorization: Implications for Affirmative Action Intersections of Race and Gender: Perceptions of Ethnic and Racial Minority Women	Pine Dogwood
	Interactive Discussion	Publishing Research on Social Issues	Juniper
	Symposia	The Psychology of Gender and Sexuality in Different Social Contexts Case Studies for Social Cognitive Factors in STEM Success	Poplar Willow
	15-Minute Presentations	Intergroup Contact, Conflict, & Compromise Climate Change & Commitment to Action	Pomodoro A Pomodoro B

SATURDAY, JUNE 23 (CONTINUED)

TIME	SESSION TYPE	SESSION NAME	ROOM
3:20 PM – 4:30 PM	Invited Symposium	International Perspectives on Social Change: New Theoretical Developments and Empirical Evidence	Birch
	Interactive Discussion	Social Science for Sound Social Policy: How Social Scientists can have a Greater Role in the Policymaking Process	Poplar
	Symposia	Illuminating Barriers, Buffers, and Processes for Women in STEM Fields Lay Theories about Ingroups and Outgroups: Psychological Processes SPSSI, SiRCHESI – Mémé Combat: Action Research Against HIV/AIDS in Cambodia Using Community-University Partnerships to Effect Change in Practice and Policy	Magnolia Pine Dogwood Willow
	15-Minute Presentations	Connections to the Environment Ethnicity, Identity, & Self-Schema	Pomodoro A Pomodoro B
4:30 PM – 4:40 PM	Break		Grand Ballroom Foyer
4:45 PM – 5:45 PM	Presidential Address	Embodied Social Justice: Warm Tea, Flexed Muscles, and Enacting SPSSI’s Mission	Birch
6:30 PM – 7:30 PM	Social Event	Convention Gala	UNC-Charlotte Center City Atrium
7:45 PM	Social Event	SPSSI Graduate Student Social Meeting Point	Dogwood

SUNDAY, JUNE 24

TIME	SESSION TYPE	SESSION NAME	ROOM
9:00 AM - 10:00 AM	Early Career Breakfast	Co-sponsored by Division 9 (SPSSI) and Division 34 (Society for Environmental, Population, and Conservation Psychology), to encourage cross-divisional networking, discussion and collaboration. All are welcome.	 Dogwood
9:00 AM - 10:00 AM	Posters	Poster Presentations	Cypress
10:00 AM - 11:10 AM	Symposium	Applying Intersectional Theory to Teaching Social Issues: Community-Based Learning as Pedagogy for Effecting Social Change	Pine
	Interactive Discussion	Dissertations AND Diapers: Navigating Pregnancy, Adoption, Parenthood, and Graduate School	Juniper
	Symposia	Global Citizenship Perceiving and Managing the Bias of People and Places Social Action and Power in Relation to Intersecting Social Identities	Willow Pomodoro A Magnolia
	15-Minute Presentations	Gender & Sexism Physical & Mental Health Pathways to Educational Achievement Group Influences on Social Action & Extremist Violence	Pomodoro B Dogwood Birch Poplar
11:20 AM - 12:30 PM	Interactive Discussion	Between Dreams and Betrayals: Studying Occupy/Decolonize movements.	Willow
	Symposia	The Psychology of Employment Discrimination: Definitions, Perceptions, and the Law The Role of Belief Systems in Understanding Sexual Prejudice Understanding Weight Bias: A Powerful and Pervasive Stigma	Pomodoro A Pine Birch
	15-Minute Presentations	Identity, Well-Being, & Resilience Facilitating Advocacy & Social Action Social Tuning & Referencing Parenting & Caregiving Social Categorization	Pomodoro B Magnolia Dogwood Juniper Poplar

SAVE THE DATE:

APA CONVENTION 2012

AUGUST 2 – 5

ORLANDO, FL



Here is a snapshot of some of the innovative and exciting programming we have on the calendar...

Thursday 8/2:

Introduction to the Binghamton Neighborhood Project

Cutting edge research will be presented on a project in Binghamton, NY. Research will address the intersection between social scientists and policy makers, network membership, and community action.

Friday 8/3:

Discussion (S): Senior Scholar Roundtable—Influencing Policy: What Works/What Doesn't

This will be an exciting discussion hour with several of SPSSI's leading scholars. Patrick DeLeon, Michelle Fine, Kevin Lanning, Maureen O'Connor, and Susan Saegert will discuss what has worked and what has not worked in influencing public policy. This will be an interesting hour and will surely be exciting to hear how research can be used to make a meaningful impact on public policy.

Saturday 8/4:

Dimensions of LGBT Parenting in Florida and Beyond

In this session, we will hear about recent research examining how legal and social inequities hurt LGBT families, gay fathers and increase the stigma associated with motherless children, and we will also hear how social science research on LGBT parenting is addressing these inequities in litigation.

Saturday 8/5:

Troubling Calls for Evidence—How Much Do Policymakers Really Want to Know About Justice?

Our last symposium of the convention will highlight research examining attitudes toward health care policy, the consequences of growing up policed in New York City, and how immigrant youth are toppling the myth of educational meritocracy.

SEE YOU IN ORLANDO!

Join us in the Pacific Northwest



FOR SPSSI'S 10TH BIENNIAL CONFERENCE

JUNE 2014

SEE YOU THERE!



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THE 9TH BIENNIAL CONVENTION

The Society for the Psychological Study of Social Issues
June 21 - 24, 2012 · Charlotte, North Carolina

Dear SPSSI Convention Attendees:

Welcome to SPSSI's 9th Biennial Conference in Charlotte! The "Queen City" Charlotte, North Carolina is a city with a rich history reflecting the many traditions of post-Civil War southern society and the "New South." Charlotte is its own changing society and includes a diverse mix of southern society. With a unique history moving from civil rights and racial tensions to collective action, solidarity among diverse groups, and continuing active participation in social justice movements among current residents, Charlotte serves as an ideal space for SPSSI and our theme of understanding how we can learn from and for changing societies. During the conference, the distinguished keynote speakers will present groundbreaking work on many social justice issues. Invited keynote speakers include:

- Stephen Reicher, University of St. Andrews
- Linda Tropp, University of Massachusetts
- Jack Glaser, University of California, Berkeley
- Nilanjana Dasgupta, University of Massachusetts
- Lewin Award Winner Miles Hewstone, Oxford University

In addition, the program includes exciting and groundbreaking research symposia, interactive discussions, 15-minute presentations, and poster presentations. The SPSSI Policy and Early Career Scholars Committee also invite you to a variety of panels, talks, and workshops geared toward policy and junior scholars. Lastly, SPSSI has organized community service projects that will take place on Sunday—please join us! We hope you enjoy the conference and are energized by the stimulating sessions, collaborative conversations, social networking, and social life that the SPSSI conference and the city of Charlotte have to offer!

Best wishes and enjoy the convention!

Convention Program Co-Chairs
Demis Glasford and David Livert

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June 21 - 24, 2012 · Charlotte, North Carolina



CONFERENCE PROGRAM

FRIDAY, JUNE 22, 2012

**8:00 AM – 8:30 AM Coffee/Tea & Registration
(Grand Ballroom Foyer)**

8:30 AM – 9:40 AM

Registration Required Workshop (Juniper) 1

Becoming an Engaged Scholar: A Workshop on Public Engagement

Linda Tropp, Alex Ingrams

Invited Equity Stream Symposium (Birch) 1

Through a Different Lens: Diversity, Social Justice, and Application Perspectives on the APA Ethics Code

Yolanda Nieman, Liang Tien, Linda Forrest, Stephen Behnke 

Interactive Discussion (Magnolia) 1

Reassessing Psychology's Role in Reducing Health Disparities

Gwendolyn P. Keita

Symposium (Pine) 2

Concealable Stigma: Interpersonal Processes and Implications for Health Disparities Policy

Chairs: Rachel W. Kallen, Stephenie R. Chaudoir

TALK 1: Drug Addiction Stigma as a Barrier to Recovery

Valerie A. Earnshaw, Laramie R. Smith, Stephenie R. Chaudoir, I-Ching Lee, Michael M. Copenhaver

TALK 2: Relational Acquisition and Concealment of Stigma

David M. Frost

TALK 3: Communication Strategies and Goals for the Disclosure of Concealable Stigmas

Rachel W. Kallen, Stephenie R. Chaudoir, Stephanie Andel

TALK 4: "Discredited" vs. "discreditable": How Stigma Mechanisms Affect Health Disparities

Stephenie R. Chaudoir, Valerie A. Earnshaw, Stephanie Andel

Symposium (Dogwood) 4

Intergroup Encounters: Choices, Threats, and Opportunities

Chair: Winnifred R. Louis

TALK 1: International Students' Identity Integration Patterns: The CIEL Study

Catherine E. Amiot, Marina Doucerein, Mathieu Mireault, Andrew G. Ryder

TALK 2: Identity as a Function of Willpower (ego-depletion) and Intergroup Conflict

Winnifred R. Louis, Joanne R. Smith, Kathleen D. Vohs

TALK 3: Stereotypes and Cross-Group Interactions: The Impact of Reminders of White Racism

Lisa Bitacola, Stephen C. Wright, Nina Jauernig

Symposium (Willow) 5

Keeping Women and Men in STEM Fields: Using Useful Data

Chairs: Faye Crosby, Margaret S. Stockdale

TALK 1: Guiding Women and Men Undergraduates in a Research Methods Class

Melissa Bayne

TALK 2: Women and Men Undergraduates in STEM

Faye J. Crosby, Stacy Blake-Beard, Carol Muller

TALK 3: Persisting to the PhD: Women Strategically Negotiating Fit in Academia

Jamie L. Franco-Zamudio, Martin Chemers

TALK 4: Nag's Heart Seminars for Women in STEM: Preliminary Results from a National Pilot Study

Qianhui Zhang, Randie Chance, Karen Renzaglia, Lizette Chevalier, Rebekkah Thomas, Margaret S. Stockdale

15-Minute Presentation (Poplar) 6

STEREOTYPES AND CRIMINAL JUSTICE

Can Judge's Debunking Instructions Decrease Rape Victim Stereotypes?

Amy Hackney, Victoria Allen, W. Grady Rose, Rachael C. Rosenberg, Ayomipo Ojutalayo, Shayna Brown

Does Color Matter? Audience Perceptions of Criminally Convicted Athletes

Mark Davis, Amy H. Jones, Joshua Dickhaus

Moral Typecasting Underlies Punitive Responses to Crime

Andrea L. Miller, Eugene Borgida

Public Perceptions of Statutory Relationships Among Teens: Implications for Policy

Cristina L. Reitz-Krueger, Rebecca L. Newsham, N. D. Reppucci

15-Minute Presentation (Pomodoro A) 8

MINORITY SEXUAL IDENTITY, PARENTING, & WELL BEING

Mental Health Correlates of the Suppression of Minority Sexual Identities

Lindsey S. Davis

Openness in Adoption among Lesbian, Gay, and Heterosexual Parent Families

Rachel H. Farr, Abbie E. Goldberg

Self-Compassion: A Protective Factor Against Self-Stigma for Sexual Minorities?

Stacey L. Williams, Sheri Chandler, Sarah Claiborne

Sexual Minority Parenting: Linking Parent-Adolescent Relationships, Perceived Stigmatization and Functioning

David M. Mendelsohn, Allen M. Omoto

15-Minute Presentation (Pomodoro B) 10
ETHNIC MINORITY IDENTITY & DISCRIMINATION

Racial Identity and Academic Achievement: Social Class as a Moderator

Felecia R. Webb, Tabbye M. Chavous

Student or Worker: The Role of Employment in Black Collegiate Achievement

Bridgette Peteet, Quiera Lige

The Intersectionality of Racial Identity and TRIOS: Enhancing the Outcomes of African American College Students

Santiba D. Campbell, James M. Jones

9:50 AM – 11:00 AM

2012 Kurt Lewin Award Keynote (Dogwood) 11

Intergroup Contact and Its Critics: Four Funerals and a Wedding

Miles Hewstone

Interactive Discussion (Magnolia) 11

The Challenges of Policy to Address Reserve Component Veterans Needs

Mary E. Schaffer, Michael Crabtree, Thomas W. Britt, Elizabeth A. Bennett

Symposium (Willow) 12

Sustaining Diversity in STEM Fields: Issues of Implicit Bias, Identity, and Inclusion

Adrienne R. Carter-Sowell

TALK 1: Thriving Under Conditions of Social Identity Threat

Laura Richman, Michelle vanDellen, Wendy Wood

TALK 2: Implicit and Explicit Attitudes towards Women in STEM: The WISE Initiative

Cheryl L. Dickter, Jennifer A. Stevens, Catherine A. Forestell, Pamela S. Hunt, M. Christine Porter

TALK 3: Communalism Is Key: Increasing Perceptions of Women's Fit in STEM

Laura R. Ramsey

TALK 4: SOS: Stigmatized - Ostracized - Systematically Sidelined Groups and STEM

Adrienne R. Carter-Sowell

15-Minute Presentation (Pomodoro A) 13
PREJUDICE TOWARD SEXUAL & RACIAL MINORITIES

Perceptions of Non-Traditional Families: Acceptance or Subtle Discrimination?

Crystal T. Tse, David R. Kille, Steven J. Spencer

Transgender Microaggressions: Cognitive, Emotional, and Behavioral Coping Mechanisms

Lindsey S. Davis, Kevin L. Nadal, Kristin Davidoff, Ying-Lee Wong

Is Friendship with Sexual Minorities Predictive of Personality among Heterosexuals?

Janice M. Habarth

11:10 AM – 12:20 PM

Interactive Discussion (Juniper)

North Carolina Marriage Equality Amendment: Psychology, Policy, and Advocacy

Chair: Allen Omoto

Panelists: Clay Eddleman, Erica Wise, Alex Ingrams

Symposium (Magnolia) 15

Chair: Kim Case

Teaching and Mentoring Social Issues: SPSSI Award Winners Share Innovative Pedagogies

Sponsored by the SPSSI Teaching and Mentoring Committee

TALK 1: Teaching Social Issues through a Lens of Psychological Science Inquiry to Undergraduates

Peony Fhagen-Smith

TALK 2: A Mindful Approach to Teaching Social Issues

Tracie L. Stewart

Talk 3: Teaching about Inequality with Jersey Shore: The Psychology of Race and Gender in Popular Culture

Shantal Marshall

Talk 4: Creating Socially Active Students of Psychology in Puerto Rico

Amanda Clinton

Symposium (Poplar) 16

It's Who You Know: Perceptions and Consequences of Intergroup Contact

Chairs: Drew S. Jacoby-Senghor, Stacey Sinclair

TALK 1: Implicit Racial Attitudes and Evaluation of People with Cross-Group Friends

Drew S. Jacoby-Senghor, Stacey Sinclair, Colin T. Smith

TALK 2: The Effect of Racial Friendship Networks on Interracial Interactions

Daryl A. Wout, Mary C. Murphy

TALK 3: Avoiding Sexual Minorities: Mating Goals' Implications for Social Contagion Concerns

Kate Zielaskowski, David Buck, Ashby Plant

TALK 4: Nonverbal Contagion of Implicit Racial Bias

Dana R. Carney

Symposium (Willow) 18

Learning from Research about Changing Universities

Chair: Abigail J. Stewart

TALK 1: Gender Identity Protects Women in Science from Negative Academic Climates

Isis Settles, Rachel O'Connor, Stevie Yap

TALK 2: Improving Diversity Attitudes Among Engineering Undergraduates through Egalitarian Social Norms

Jill E. Bennett, Denise Sekaquaptewa

TALK 3: How Perspectives from the Margins Inform University Transformation

Nicola Curtin, Joan Ostrove

TALK 4: Family Matters: Perceived Support for Family Responsibilities and Job Satisfaction

Amy C. Moors, Janet E. Malley

Symposium (Pomodoro B) 19

The Psychology of Community Involvement: Understanding Motivation, Engagement, and Development

Chairs: Manyu Li, Irene H. Frieze

TALK 1: Loving your Neighborhood: The Psychological Processes of Community Involvement

Manyu Li, Brett Wiewiora, Irene H. Frieze

TALK 2: Examining Adolescents' Social Responsibility Values and the Role of Contexts

Laura Wray-Lake, Amy K. Syvertsen, Constance A. Flanagan

TALK 3: The Dilemmas of an Exile Migrant Community under Neoliberal Globalization

Wen Liu

TALK 4: Cultivating Contribution: Adolescent Engagement and Identity Development in Community Theatre

Valerie Futch

15-Minute Presentation (Birch) 21

CONFRONTING PREJUDICE

Allied Against Prejudice: Examining Confrontation by Targets and Non-Targets

Manuela Barreto

Confronting Benevolent Sexism: Perceptions of the Confronter and the Confronted

Jessica J. Good, Diana T. Sanchez

Shooting the Messenger to Spite the Message? Exploring Reactions to Racial Bias

Jennifer R. Schultz, Keith B. Maddox

The Effect of Pervasiveness of Prejudice on Support for Confrontation

Kimberly B. Kahn, Manuela Barreto, Cherly Kaiser, Marco Rego

15-Minute Presentation (Dogwood) 22

ENGAGING ACTIVISM ACROSS THE LIFESPAN

Becoming an Activist: An Ethnographic Exploration

Edward J. Ameen

Routes of Engagement of Young Climate Activists

Scott R. Fisher

Teaching as Social Action - Kindling Ethical Choice for Sustainability

Julianne E. Maurseth

Exploring Retirees' Beliefs and Motivations Influencing Engagement in Skilled Volunteering

Nadine Brayley, Patricia L. Obst, Ioni M. Lewis, Katherine M. White, Jeni Warburton, Nancy Spencer

15-Minute Presentation (Pine) 24

STIGMA, STEREOTYPE THREAT, & EVERYDAY EXPERIENCES OF PREJUDICE

Dehumanization Threat: Social Representation of Human Evolution and Academic Inequality

Shantal R. Marshall, Jennifer L. Eberhardt

Revisiting "The Obama Effect": Role Models and Identification Affect Self-Stereotyping

Luis M. Rivera, Sandra Benitez

The Consequences of Power for Women in Stereotype Threatening Situations

Katie J. Van Loo, Robert J. Rydell

Reducing Stereotype Threat in Order to Facilitate Mathematical Learning

Kathryn L. Boucher, Robert J. Rydell, Katie J. Van Loo, Michael T. Rydell

15-Minute Presentation (Pomodoro A) 25

ECOLOGY, CONTEXT, & INTERGROUP CONTACT

Our Theories on Trial: How Social Psychological Theories are Shaping the Policing of Muslims in the West

Leda Blackwood, Nick Hopkins, Steve Reicher

Social Connection, the Asymmetry of Similarity and Intergroup Relations

Daniel A. Nadelny, David Cwir, Steven J. Spencer

Social Ecology of Similarity: Do Diverse Environments Foster Diverse Friendships?

Angela J. Bahns, Christian S. Crandall, Kate Pickett, Simonetta Gramolini, Monica Setaruddin

12:30 PM - 2:00 PM

Lunch

(Grand Ballroom Foyer)

2:00 PM - 3:10 PM

Invited Environment Stream Symposia (Birch) ... 26

Integrating Environmental and Social Justice Issues: The Role of Community in Promoting Action

Chairs: Allen Omoto, Karen Hegtvold



Invited Keynote (Dogwood) 26

Racial Profiling: A Case Study in Connecting Psychology and Public Policy

Jack Glaser

Interactive Discussion (Willow) 27

Gender in the 2010s: Female, Male, & Transgender Issues and Perspectives

Andrew P. Smiler

Symposium (Pine) 27

Justice Between Field and Fork: Innovative Approaches to Reducing Nutritional Disparities

Chairs: David Livert, Leigh Z. Gilchrist

TALK 1: Bringing Food to the Table: The Nashville Mobile Market

Leigh Z. Gilchrist, Alexandra Ernst

TALK 2: Planting Healthy Roots: Filmmaking as a Tool for Evaluating and Disseminating Participatory Research Related to Food Access

Kassandra A. Alia, Darcy A. Freedman, Heather M. Brandt

TALK 3: Seeking Social Justice between Field and Fork

David Livert

15-Minute Presentation (Pomodoro A) 28

GENDER & MENTORING IN STEM FIELDS

Ethnicity and the Gender Gap in STEM Participation

Laurie T. O'Brien, Alison Blodorn, Elliott Hammer, Glenn Adams, Donna M. Garcia

Perceived Gendering of STEM: Implications for Identity, Motivation, and Performance

Claire R. Gravelin, Glenn Adams

Mentoring as an Inter-Subjective Event: Educational Contexts and Beyond

Krystal M. Perkins, Kareen R. Malone, Gilda Barabino

3:20 PM – 4:30 PM

Invited Keynote (Dogwood)29

Advances in Intergroup Contact Theory: Implications for Future Research and Policy

Linda Tropp

Invited Education Stream Symposium (Birch)30

Engaging SPSSI to Address Disparities in an Urban Age

Chair: Geoff Maruyama. Discussant: Michelle Fine

TALK 1: The Grand Challenges in Global Mental Health Initiative: Local and Global Implications for Theory and Practice

Jeannette Diaz

TALK 2: Addressing Cancer Healthcare Disparities in a Large Urban Cancer Center

Louis A. Penner, Susan Eggly, Rifky Tkatch, Terrance L. Albrecht

TALK 3: A Space for Engagement, A Source of Entanglement: The Strength and Vulnerabilities of University-Community Partnerships

Anne Galletta

TALK 4: The Welcoming Communities Initiative: A Community-University Research Alliance Dedicated to Promoting the Integration of Immigrants across Ontario

Vicki Esses

TALK 5: Not My Job? Taking a Holistic Approach to Community-Academic Partnerships

Michaela Hynie

TALK 6: Challenges Balancing Investigator Projects and Institutional Commitments in Community Engagement

Geoffrey Maruyama

Interactive Discussion (Willow)32

CBPR Project Director Discusses Tribal Leaders Council Healthy Reservation Project

Cheryl A. Belcourt, Paulette RunningWolf, Leon Rattler

Symposium (Poplar)32

In Our Communities: Addressing Reserve Component Veterans' Behavioral Health Needs

Chairs: Elizabeth A. Bennett, Michael Crabtree

TALK 1: Veterans' Views of Their Needs, Perceived Barriers, and Providers

Thomas W. Britt

TALK 2: Are Civilian Practitioners Prepared to Identify and Treat Veterans?

Mary E. Schaffer

TALK 3: Are Emergency Departments Equipped to Recognize Veterans with PTSD?

Elizabeth A. Bennett

15-Minute Presentation (Pomodoro A)34

INTERGROUP RELATIONS

Commonality Mindsets Promote Judgments that Racial Minorities' Hold Power

Chadly Stern, Tessa V. West, Joe C. Magee

How Intergroup Harmony Affects Disadvantaged Groups' Responses to Unfair Treatment

Diala R. Hawi, Tamar Saguy, John F. Dovidio, Linda R. Tropp

The Race Card is Getting Old': Denial and Acknowledgment of White Privilege

Brianne Hastie, David Rimmington

4:30 PM – 4:40 PM

**Break
(Grand Ballroom Foyer)**

4:40 PM – 5:50 PM

Panel Discussion (Birch)35

Three E's of Social Justice: Helping to Set a SPSSI Agenda heading into the Last Quarter of our First Century

Maureen O'Connor, Susan Clayton, Michelle Fine, Valerie Futch, Yolanda Niemann, Janet Swim

Interactive Discussion (Willow) 35

Racial Disparities and the Juvenile Justice System in South Carolina

Patricia Stone Motes, Julie V. Nurse

Symposium (Magnolia)35

Changing Societies through Leadership: Closing the Gender Gap on Top

Chairs: Stefanie Simon, Crystal L. Hoyt

TALK 1: Effect of Media Images on Women's Leadership Perceptions and Aspirations

Stefanie Simon, Crystal L. Hoyt, Yelena Johnson

TALK 2: The Effect of Mortality Salience on Implicit Leadership Theories

Audrey N. Innella, Crystal L. Hoyt, Stefanie Simon

TALK 3: Changing Societies through Leadership: Implicit Theories and Role Model Effectiveness

Crystal L. Hoyt, Jeni Burnette, Audrey N. Innella

TALK 4: Mentoring for Leadership Development: The Role of Relationship Schema

Susan E. Murphy, Cary K. Larson

Symposium (Pine)37

Symposium on the Handbook of Ethnic Conflicts: International Perspectives

Chairs: Rosita D. Albert, Dan Landis

TALK 1: Introduction to the Symposium and to the Handbook of Ethnic Conflicts

Rosita Albert

TALK 2: The Israeli-Palestinian Conflict and the Identities It Creates

Dahlia Moore, Anat Anat Guy

TALK 3: EthnoEthnopolitical Conflict in Uganda: Causes, Consequences and a Way Forward

Laura R. Johnson, Mayanja M. M Kajumba

TALK 4: Lessons Learned: Characteristics of Ethnic Conflict

Susanne Gabrielsen, Rosita D. Albert, Dan Landis

TALK 5: Recommendations for Conflict Amelioration, Peace Building, and Further Research

Rosita D. Albert, Susanne Gabrielsen, Dan Landis

Symposium (Dogwood) 39

The Flexibility Stigma

Chair: Jennifer L. Berdahl

TALK 1: The Dynamics of Employer-Provided Flexible Work Options

Victoria L. Brescoll, Jennifer Glass, Alexandra Sedlovskaya

TALK 2: Equal but Still Different: Gendered Consequences of Seeking Work Flexibility

Vanessa E. Hettinger, Joseph A. Vandello, Jennifer K. Bosson

TALK 3: Workplace Mistreatment of Middle Class Workers Based on Sex, Parenthood, and Caregiving

Jennifer L. Berdahl, Sue H. Moon

TALK 4: Legal and Policy Implications of the Flexibility Stigma

Stephanie Bornstein

Symposium (Poplar) 41

Workplace Diversity: A Tale of 'Isms (Gender, Ethnicity, & Orientation)

Chair: Joel T. Nadler

TALK 1: The Glass Cliff: Effects of Group Decisions on Gender Bias

Sarah F. Bailey

TALK 2: Sexual Orientation: Implicit Bias in Workplace Decision Making

Joel T. Nadler, Morgan Witzke

TALK 3: Stereotypical Reactions to Avatars: Racism Alive and Well Online

Seth A. Berry

TALK 4: Gender Differences in Faculty Salaries: Do Women Teach Tougher Classes?

Meghan R. Lowery

15-Minute Presentation (Juniper) 43

THINKING ABOUT IMMIGRANTS: ATTITUDES & POLICY PREFERENCES

Attitudes Towards Illegal Immigrants: Distinct Motivations to Punish or Help Attitudes Towards

Illegal Immigrants: Distinct Motivations to Punish or Help

Rachel R. Steele, Ronnie Janoff-Bulman

Canadians' Attitudes toward Immigrants who Claim Employment Discrimination

Natalia Lapshina, Victoria M. Esses

Priming Justice: Momentarily Thinking About Fairness Affects Harsh Treatment Immigrants

Todd Lucas, Cort Rudolph, Ludmila Zhdanova, Evone Barkho, Nathan Weidner

'Reasonable Suspicion' and Immigration Law: Identity Neutral or Ethnocentric Enforcement?

Sahana Mukherjee, Ludwin E. Molina, Glenn Adams

15-Minute Presentation (Pomodoro A) 44

COMMUNITY CONNECTEDNESS, WELL BEING & BEHAVIOR CHANGE

Community Esteem and Well-Being: The Role of Psychological Need-Satisfaction

Charles P. Nichols, Lisa Molix, Maxwell Daigh

Prison as a Site of Change: An Examination of Motivational Factors Among Incarcerated Women in the Rural South

Neetu S. Abad, Monique Carry, Catherine Fogel

Sense of Community, Neighborhood Racial Composition and Well-being among Black Women

Rhonda L. White-Johnson

Neighborhood Income Moderates Associations between Household Income and Health/Well-Being

Amanda L. Roy, Erin B. Godfrey

15-Minute Presentation (Pomodoro B) 46

SOCIAL COGNITION, CATEGORIZATION, & BIAS

Disparity and Disconnect: How the Income Gap Fuels a Racial Rift

Alina R. Oxendine

Exposure to Alcohol-related Cues Promotes Racial Bias

Elena V Stepanova, Bruce D. Bartholow, J. Scott Sauls, Ronald S. Friedman

Intersectional Malleability: Examining the Flexibility of Black Female Non-Prototypicality

Erin L. Thomas, John F. Dovidio

Eyewitness Evidence, Race, and Implicit Bias

Joseph A. Vitriol, Jacob Appleby, Kyle Kurowski, Eugene Borgida

6:30 PM - 7:30 PM

Reception
(Grand Ballroom Foyer)

6:30 PM - 7:30 PM

Poster Presentations I (Cypress) 47-59

01. A Church-based Intervention to Reduce Stigma in Latino Communities

Glen Milstein, Adolfo Cuevas

02. A Cross-Sectional Examination of Racial Prejudice in College Students

William M. McGuigan, Breanna L. Gassner

03. Acculturation Strategies and Temporal Perspective among International Students

Mariya Chayinska, Silvia Mari

04. Adult Children of Sex Workers: An Exploration

Carmela G. Bass

05. African American Students' Test Performance: Autonomy Support and Academic Identification

Dustin R. Nadler, Meera Komaraju

06. Alternative versus Conventional Medicine: Factors that Influence Health Remedies

Christina Panton, Priscila Diaz, Summer H. Kim, Virginia S. Kwan, David Lovis-Mcmahon, Jessica Stahl

07. An Investigative Study of Public Response to Severe Weather Sirens

Jordan L. Sparks, Robert A. Aycock, Joy K. Wimberly, Gabriela Carrasco

08. Applying Balanced Identity Theory to Invironmentalism

Coral M. Bruni

09. Appreciative Outdoor Recreation Reduces Financial Stress among Low-Income Individuals

Ryan M. Pickering, Shannon K. McCoy, Mario Teisl, Caroline Noblet, Stacia Dreyer, Megan Wibberly

10. Attitudes Towards Bisexuality and Correlates

David W. Hutsell, Sheri L. Chandler, Brittany K. Lund, Stacey L. Williams

11. Attitudes, Perceptions and Sexual Experiences of African American College Students

Naomi M. Hall-Byers, Daphne D. Witherspoon

12. Autism: The Effects of a Label on Perceptions of Social Acceptability and Desirability of a Child

Laura M. DeLustro, Doris Bazzini

13. Beyond the Curriculum: A Student Initiative to Increase Multicultural Understanding

Rebecca A. Bernard, Allison M. Williams, Susan McGroarty

14. Can a Charter School Break the Cycle of Poverty?

Michelle L. Tichy, Molly Hackett

15. Climate Change-Specific Social Dilemma Simulation: Systematically Varying Rule Sets

Stephanie L. Johnson, Perri B. Druen

16. Comparing Attitudes Toward Mental Health Help-seeking: Differences Among Minorities

Whitney J. Raglin, Brian Eiler, Farrah Jacquez, Christina Luberto

17. Competition and Intergroup Bias: Distinguishing Competitive Perceptions from Competitive Motivations

Matthew Maxwell-Smith, Megan Mattos

18. Consequences of Modern Racism: Reactions to Prejudiced Hiring Decisions

Vivien So, Karen R. Dickson, Victoria M. Esses

19. Constructivist World-Views after a Non-Empirical Research Methods Class

Catherine Borshuk

20. Critical Consciousness Development of Black Women Activists: A Phenomenology

Laura D. Turner-Essel

21. Date-or-Not.com: The Effect of Race and Masculinity on Female Mate Preference

Michael S. Penuliar, Emily Zitek

22. Decreasing Early Childhood Bullying Through Positive Parenting

Kimberly M. Burkhart, Michele Knox

23. Demographic Influences on Parenting in Low-Income Families

Riana E. Anderson

24. Different Folks: Self-Expansion and Self-Efficacy Motivate Interest in Cross-Group Interactions

Genevieve L. Lorenzo, Stephen C. Wright

25. Digital Story Telling: Narratives from Tibetan and South African Adolescents

Iris E. Fodor

26. Discounting Experience: The Moderating Role of Race Biological Determinism

George F. Chavez, Diana T. Sanchez, Lisa Giamo

27. Dispositional Differences in the Use of Systematic Message Processing

Michele M. Schlehofer

28. Effects of Threats to Masculinity on Sexual Harassment

Kevin S. Weaver, Theresa K. Vescio

29. Emotional Responses to Ingroup Members' Stereotypical Behavior in Interracial and Intra-racial Interactions

Valerie J. Taylor, Thekia S. Cheeseborough, McKenzie L. Hinton-Hardin

30. Empathetic Positive Emotions and Support for Charity

Maggie Campbell, Katherine Lacasse, Ava Floyd

31. Evaluations of Academic Performance through High School and College Years

Hamide Yilmaz-Gozu, Yavuz Erhan Kanpolat

32. Examining Prejudice towards Asians, Latinos and Middle Easterners

Lisa M. Brown, Germaine H. Awad, Mercedes Martinez

33. Explaining Support for Gay Marriage; A Social Psychological Perspective

Ella Ben Hagai, Nathaniel Clark, Phillip Hammack

34. Exploring Social Identity Among People with Disabilities: A Mixed-Methods Approach

Adena T. Rottenstein, Ryan J. Dougherty, Alexis Strouse, Lily Hashemi, Hilary Baruch

35. Exposure to Benevolent Sexism, Feminist Beliefs, and Women's Condom Use

Caroline C. Fitz, Alyssa N. Zucker

36. Exposure to Sports Media and Aggressive Cognition

Nat Cubas, Daniel Keller, Natalie Minois, Katherine Ness, Katrina Rodriguez, Jessica J. Good

37. From Invisible to Hypervisibility: Self-labeling among Middle Eastern/Arab Americans

Germaine H. Awad, Bianca Jones, Mercedes Martinez, Bitia Razavi

7:45 PM

Graduate Student Social Meet-up Point (Dogwood)

The SPSSI graduate student committee would like to invite all graduate students and post-docs to join us in town Friday and Saturday evening, after the conference. We will meet at the Dogwood Room at 7:45 PM, then go out to a local venue and enjoy food and drink specials from 8:00 PM onwards.

SATURDAY, JUNE 23, 2012

8:00 AM - 8:30 AM

**Coffee/Tea & Registration
(Grand Ballroom Foyer)**

8:30 AM - 9:40 AM

Invited Education Stream Symposium (Birch) 61

Youth Organizing and Engagement for Educational Justice

Chair: Valerie A. Futch. Discussant: Michelle Fine

Talk 1: Social Responsibility in Teens: When Family Values are Collective Classroom Norms

Connie Flanagan, Taehan Kim, Leslie Galloway

Talk 2: Mapping Disruptions of Common Sense: Place-making with Students at Southern High School

Ben Kirshner

Talk 3: From Toxic Tours to Growing the Grassroots: Tensions in Critical Pedagogy and Community Development

Celina Su, Isabelle Jagninski



Interactive Discussion (Dogwood).....62

Challenges for Latino Human Rights and Effects in Our Communities

Jesica S. Fernandez, Regina D. Langhout

Interactive Discussion (Magnolia).....62

Community Based Approach to Eliminating Health Disparities Through Collaborative Partnerships

Ruth L. Greene, Vernease H. Miller

Symposium (Pomodora A).....63

Deconstructing Social Issue Framing: Directions for Psychology and Public Policy

Chairs: Shirley V. Truong, Danielle Kohfeldt

Talk 1: Toward an Ecological Model for Promoting Empowering Youth Contexts

Danielle Kohfeldt, Regina D. Langhout

Talk 2: Media Framing and the Criminalization of Homelessness

Shirley V. Truong, Heather E. Bullock

Talk 3: Framing of Gang Membership: Sowing the Seeds of Racial Heuristics

Robert P. Doyle

Talk 4: Responsibility, Control, and Sexual Assault: The Clery Act's Legacy

Stephanie Hurley, Wendy R. Williams

Symposium (Pine).....65

Intergroup Contact in Changing Societies: Current Research and Policy Implications

Chairs: Jared Kenworthy, Hermann Swart

Talk 1: Perceived Peer Norms and Children's Interest in Cross-Ethnic Friendships

Linda R. Tropp, Thomas O'Brien, Katya Migacheva

Talk 2: Contact and Anti-Immigrant Prejudice in the South African Context

Hermann Swart, Miles Hewstone

Talk 3: Predictors of Attitudes toward Undocumented Latino Immigrants to the U.S.

Jared Kenworthy, Patricia A. Lyons

Talk 4: Does Imagined Intergroup Contact Help Prepare People for Intergroup Encounters?

Rhiannon Turner, Keon West

Symposium (Willow).....66

The 7 Habits of Highly Effective Junior Faculty

Chair: Jessica Salvatore

15-Minute Presentation (Juniper).....66

ECONOMIC & RELATIVE DEPRIVATION

Believing Money Buys Happiness Moderates Money's Effect on Self-Sufficiency Values

Chad M. Danyluck, Michael T. Schmitt, Craig W. Blatz

Comparison, Deprivation and Argument: Beyond Perceptual Accounts of Social Comparison

Samuel Pehrson, Clifford Stevenson

Functional Prejudice? Predictive Nature of SES and Religion on Attitudes

Priscila Diaz, Katrina Gorman, Delia S. Saenz

Homelessness Age Differences: Comparisons of Young, Middle-Aged, and Older Adults

Kristopher J. Kimbler, Mari DeWees

15-Minute Presentation (Pomodora B).....68

THE CONTEXT OF PREJUDICE & DISCRIMINATION

Challenging Discrimination: The Role of Recognition of Prejudice

Karen R. Dickson, Victoria M. Esses

Perceiving Discrimination: The Role of Institutional versus Individual Discrimination

Alison Blodorn, Laurie O'Brien

Perceptions of Co-Workers' Openness to Surface and Deep-Level Diversity

Carey S. Ryan, Andy M. Callens

Seeking Structure in Social Organization: Personal Control and Hierarchies

Justin P. Friesen, Aaron C. Kay, Richard P. Eibach, Adam D. Galinsky

15-Minute Presentation (Poplar).....69

ACCULTURATION, POST-CONFLICT TRAUMA & REINTEGRATION

Employment and Reintegration Satisfaction among Canadian Forces Reservists

Jennifer M. Peach, Donna Pickering, Tara L. Holton, Dorothy Wojtarowicz, Wendy Sullivan-Kwantes, Deborah A. Kerrigan Brown

Enhancing Reconciliation by Remembering One's In-Group Perpetrated Transgressions

Agostino Mazziotta, Friederike Feuchte, Nicolay Gausel, Arie Nadler

Rehabilitating Victims of War: An Intervention in Sierra Leone

Rupert Brown, Ushna Mughal, Diego Carrasco, Susan Ayers

Societal-Level Predictors of Immigrant Adaptation: A 13-Country Study

Colleen A. Ward, Jaimee Stuart

9:50 AM – 11:00 AM

Invited Keynote (Dogwood).....70

Thriving Despite Negative Stereotypes: How Ingroup Experts and Peers Act as "Social Vaccines" to Protect the Self

Nilanjana Dasgupta

Invited Education Stream Symposium (Birch)..... 71

Southern Desegregation Stories across Generations: Oral History, Video and Autoethnographic Accounts of Desegregation and the Challenges that Persist Today



Chair: Michelle Fine

Talk 1: "40 Years Later: Now Can We Talk?" What We can Learn from Previous Desegregation Efforts to Challenge Re-Segregation Today

Lee Anne Bell

Talk 2: The Consequences of Taking School Desegregation Seriously: One Teacher's Lament

George W. Noblit

Talk 3: An Autoethnographic Account of Race and Education across Three Generations

Charles R. Price

Symposium (Pomodoro A)72

Psychology and Human Rights: Current Efforts and Future Prospects

Chair: Allen M Omoto

Talk 1: A Human Rights Approach to a Modern Day

Tragedy: Trafficking in Human Beings

Angel Colon-Rivera

Talk 2: How the Work of Scientists Intersects Human Rights Issues Today

Alex Ingrams

Talk 3: "An Effective Champion:" APA Public Interest Human Rights Initiatives

Gwendolyn Keita

11:10 AM – 12:20 PM

Invited Keynote (Dogwood)73

Yes We Can! For a Social Psychology of Resistance and Collective Action

Stephen Reicher

Interactive Discussion (Magnolia)73

The Soul of the Northwest Corridor Initiative: A Survey on Resident Attachment to Place and How this Relates to Local Economic Growth and Community Revitalization

Sherrill A. Hampton, Diane Bowles

Symposium (Juniper)73

Staying and Moving: Facing Foreclosure, Aging in Place, Provocative Policing in Stop-and-Frisk, and Domestic Work as Sites of Struggle and Analysis

Chair: Michelle C. Billies

Talk 1: Occupying Home: Ontological Dilemmas of the Foreclosure Crisis

Susan Saegert

Talk 2: The Constraints and Possibilities of Labor Migration in Neoliberal Globalization

Wen Liu

Talk 3: "She Has the Right to Roam": Negotiating Provocative Policing

Michelle Billies

Talk 4: Aging-in-place Despite Shifts Deep and Wide

Hillary Caldwell

15-Minute Presentation (Pomodoro A)75

INVISIBILITY, INTEGRATION & ATTACHMENT IN EDUCATION

Applying the Psychology of Invisibility to Science and Engineering Fields

Desdamona Rios, Juan Del Toro

Barriers to College Freshmen's Engagement to the University

Manyu Li, Irene H. Frieze

Happy But Not Healthy: Integration into the Academic Community Impacts on Minority and Majority Students

Randie C. Chance, Mica Estrada

15-Minute Presentation (Pomodoro B)76

BUILDING CROSS-GROUP & COMMUNITY COLLABORATION

Addressing Disparities in an Urban Age

Geoffrey Maruyama, Martin Adams, Bhaskar Upadhyay, Timothy Sheldon

Counterspaces: Theorizing how Settings Promote

Psychological Wellness Among Marginalized Populations

Andrew D. Case

Praxis through Photovoice: A Shared Project of Liberation in El Salvador

Alison M. Baker

12:30 PM – 2:00 PM

Lunch (Grand Ballroom Foyer)

12:30 PM – 2:00 PM

Poster Presentations II (Cypress)77-88

01. Gender Socialization in Single-Sex and Coeducational High Schools in Istanbul: A Mixed-Method Approach

Ayşe Burcin Erarslan

02. How Do I Know What To Do When I'm Older?

Stefanie M. Sinno, Sally Goebel

03. Ideological Factors and Negative Attitudes Toward Arab-Muslims

Keziah Kantiok, Priscila Diaz, Delia S. Saenz

04. Implementing Evidence Based Interventions Among African American College Students

Morgan L. Maxwell, Jasmine A. Abrams

05. Implicit Racial Profiling "Detects" Non-Threats and Misses Threats

Rob Foels, Atilla Cidam, Jessica Kang, Felicia Pratto

06. Influence of Acculturation Styles on Mental Health

Karly A. Cochran, Jessica M. Woods, Kim T. Beam, Erin S. Froman, Gabriela Carrasco

07. Influences and Predictors of Pre-service Teacher's Multicultural Attitudes and Efficacy

Amir G. Francois

08. Institutional and Individual Aggression Beliefs Vary Across Culture and Gender

Jessica Cheng, Irene Frieze, Manyu Li, Yasuko Morinaga, Akiko Doi, Tatsuya Hirai, Ensun Joo

09. Institutional Context Affects Identity Threat for Women in STEM

Julie A. Garcia, Mary C. Murphy, Sabrina Zirkel

10. Institutional Diversity Statements as Identity Threats for Women of Color

Leigh S. Wilton, Jessica G. Good, Diana T. Sanchez, Corinne A. Moss-Racusin

11. Investigating How Judges Apply New Standards In Race Discrimination Cases

Victor D. Quintanilla, Mary C. Murphy

12. Invisible Identities: Class Salience in Stereotype Threat Vulnerability

Jade A. Johnson

13. Longitudinal Effects of College Roommate Diversity on Post-Graduate Ethnic Attitudes

Jan Marie R. Alegre, J. Nicole Shelton, Joan S. Girgus, Thomas J. Espenshade

14. Masculinity Threat and Self-Sexualization as an Appeasement Strategy

Julia L. Dahl, Theresa K. Vescio, Kristine A. Schlenker, Elaine C. Diccio

15. Media Freedom, Information Salience, and Attitude Shifts about Gender Roles

J. Guillermo Villalobos, Madalina Alama, Mariah D. R. Evans, Jonathan Kelley

16. Meteorological Decision Making

Matthew N. Tyra, Christie H. Kramer, Addison D. Barrett, Gabriela Carrasco

17. Methods that Empower: Photovoice as an Intervention for At-Risk Youth

Alexander P. Ojeda, David V. Chavez

18. Money Primes Disconnect People from Nature and Decrease Donations

Andrew Rosenthal, Courtney Koletar, Cynthia M. Frantz, Stephan F. Mayer

19. Motives and Mechanisms for Decreasing Relational Aggression Among Adolescent Girls

Cristina L. Reitz-Krueger, Nancy L. Deutsch

20. National Attachment: Breeding Threat and Contempt or Admiration and Love?

Kelly L. Barnes, Victoria M. Esses

21. Non-Traditional Family Structures are Excluded from the "Family" Prototype

David R. Kille, Crystal T. Tse, Steve J. Spencer

22. Nursing Home Residents' Role in Person-Centered Care

Louis J. Medvene, Amanda Runyan

23. Overweighing Weight in a Slip Fall Court Case

Jennifer L. Jarrett, Twila Wingrove, Jason A. Cantone

24. OWS: Lateral Power and the Group Dynamics of Social Change

Marcus D. Patterson, Heather Feinberg

25. Perceived Racism and Obesity in Black College Students

Anna K. Lee

26. Perceptions and Purpose of Wearing Natural Hair in the Workplace

Hope L. White

27. Psychological Aggression and Relationship Satisfaction in Intimate Relationships

Christine L. Pearson, Peggy J. Cantrell, Jamie Tedder, Stephanie Stoops

28. Reading Self Competence and Health Genre Comprehension in Adults

Chizara Ahuama-Jonas, Rihana S. Mason

29. Reconstructing the Past: Implications of Collective Memory for Intergroup Relations

Phia S. Salter, Luyen Thai, Ludwin Molina

30. Reducing the Educational Gap Through Teacher Professional Development

Sindhia Swaminathan, MaryFran Heinsch, Stephanie W. Byrd, Chris Humphrey, Monica J. Mitchell

31. Refugees and Mental Health Issues: A Phenomenological Social Justice Approach

Pauline W. Waweru

32. Regaining Respect: The Impact of the Admittance of Transgressions

Alexander Blandina, Emily M. Zitek

33. Residential Segregation and Obesity Among a National Sample of Hispanics

Hope Landrine, Irma Corral

34. Role Model's Effect On College-Going Intent of Disadvantaged Youth

Matthew Ancona

35. Securing Citizenship: Signifying the Legitimacy of Muslim-American Speakers in News Articles

Patrick J. Sweeney

2:00 PM – 3:10 PM

Invited Symposium (Birch)89

International Perspectives on Social Change: Screening of "One Fine Day" and a Conversation with Buddhist Monk Kovida

Chairs: Roberto Gonzalez, David Livert

Interactive Discussion (Magnolia)89

Chair: Desdamona Rios

Panel: Juan Del Toro, RaiNesha Miller

Mentoring Across Difference: Do Social Identities Matter in Mentor/Mentee Relationships?

Sponsored by the SPSSI Teaching and Mentoring Committee

Symposium (Pine)89

Additive Cues in Biracial Categorization: Implications for Affirmative Action

Chair: Diana T. Sanchez

Talk 1: Phenotype and Ancestry: Prototypicality Influences Affirmative Action and Diversity Perceptions

Lisa Giamo, Diana T. Sanchez, George F. Chavez, Danielle Young

Talk 2: The Disadvantage in Racial Categorization: Socioeconomic Status and Biracial Categorization

Danielle Young, Diana T. Sanchez, Leigh S. Wilton

Talk 3: "Soy Biracial": Cultural Practice and Biracial Ancestry in Latino Categorization

Leigh S. Wilton, Diana T. Sanchez, George F. Chavez

Symposium (Dogwood) 91

Intersections of Race and Gender: Perceptions of Ethnic and Racial Minority Women

Chairs: Kristin Nicole Dukes, Nicole M. Overstreet

Talk 1: Ain't I a Woman? Stereotypes Associated with Women of Different Races

Eden-Renee Hayes

Talk 2: Black Women = Invisible Women? Elucidating Stereotypes and Subtypes of Black Women

Kristin Nicole Dukes

Talk 3: Examining the Influence of Sexualized Images on Perceived Leadership Ability

Nicole M. Overstreet

Interactive Discussion (Juniper)92

Publishing Research on Social Issues

Irene Frieze, Kevin Lanning, and Carey Ryan

Symposium (Poplar)92

The Psychology of Gender and Sexuality in Different Social Contexts

Chair: Abigail J. Stewart

Talk 1: Workplace Harassment of "Deviant" Women

Emily Leskinen, Lilia Cortina

Talk 2: Sex-Based Harassment and Backlash against Non-Heterosexual Employees

Veronica Rabelo

Talk 3: Recognizing and Resisting (Hetero)Normative Assumptions: Predictors of Political Engagement
Samantha Montgomery

Symposium (Willow)94

Case Studies for Social Cognitive Factors in STEM Success

Chair: Diane Bowles

Talk 1: Case Study Developing Undergraduate Culture and Environment for Undergraduate STEM Success

Diane Bowles, Janice Kennedy Sloan

Talk 2: Social Cognitive and Psychological Factors for Underrepresented Students' STEM Success

Connie Van Brunt

Talk 3: Broadening Successful Diverse Student Participation in STEM through Self-Assessment, and Alternative Instructional Strategies and Methods

Dawn McNair

Talk 4: The Thought Experiment Experience and Underrepresented Students' STEM Success

Hang Chen, Lijuan Cao

15-Minute Presentation (Pomodoro A)94

INTERGROUP CONTACT, CONFLICT, & COMPROMISE

Coexistence versus Confrontation: The Effect of a Facilitation Model on Contact

Andrew Pilecki, Phillip L. Hammack

Beliefs Predicting Peace, Beliefs Predicting War: Jewish Americans and the Israeli-Palestinian Conflict

Ella Ben Hagai, Phillip Hammack, Megan Ziman, Eileen Zurbriggen

Helping a Fraught Community: Effecting and Sustaining Positive Intergroup Attitudes

Krista M. Aronson, Rupert Brown

15-Minute Presentation (Pomodoro B)95

CLIMATE CHANGE & COMMITMENT TO ACTION

Assessing Individual Differences in Commitment to Beliefs-A New Measure

Matthew A. Maxwell-Smith, Victoria M. Esses

Climate Change-Specific Social Dilemma Simulation: Research, Teaching, and Intervention Uses

Perri B. Drueen, Stephanie L. Johnson

Reasons for Denying Global Warming and Implications for Interventions

Sandra L. Neumann

Who Cares About the Future? Examining the Role of Gratitude

Ezra Markowitz

3:20 PM – 4:30 PM

Invited Symposium (Birch)97

International Perspectives on Social Change: New Theoretical Developments and Empirical Evidence

Chairs: Roberto Gonzalez, David Livert

Talk 1: Ideology and Protest, the Roles of System Justification and Disruptiveness

Dominic Abrams, Vagelis Chaikalis-Petrtsis, John T. Jost, Jim Sidanius, Joanneke van der Toorn, Christopher Bratt

Talk 2: Testing the SIRDE Model of Social Change

Peter R. Grant, Dominic Abrams, Daniel Robertson, Jana Garay

Talk 3: Global Support for Arab Ascendancy: Complexity in Developing Nations' Emotional Reactions

Felicia Pratto, Fouad Bou Zeineddine, Davide Morselli, Andrew L. Stewart, María Aranda, Chris Cohrs, Kevin Durrheim, Rob Foels, Antonio Aiello, Atilla Çidam, Veronique Eicher, Laurent Licata, Liu Li, James Liu, Ines Meyer, Nebojsa Petrovic, Francesca Prati, Reem Saab, Joe Sweetman, Xenia Chrysoschoou, Stamos Papstamou, Gerasimos Prodromitis

Talk 4: Wanting to Right the Wrong: Coping with Injustice Through Collective Action

Colin Wayne Leach

Interactive Discussion (Poplar)98

Social Science for Sound Social Policy: How Social Scientists Can Have a Greater Role in the Policymaking Process

Alex Ingrams, Angel Colon-Rivera

Symposium (Magnolia)99

Illuminating Barriers, Buffers, and Processes for Women in STEM Fields

Chair: Bonita London

Talk 1: The Protestant Work Ethic and STEM Women's Perceived Identity Compatibility

Lisa Rosenthal, Bonita London, Sheri R. Levy, Marci Lobel, Alberto Herrera-Alcazar

Talk 2: Gender-based Rejection Sensitivity and Identity Fluctuations Among Women in STEM

Bonita London, Sheana Ahlquist, Lisa Rosenthal

Talk 3: Environments and Lay Theories Shaping Outcomes of Women in STEM

Lara D. Mercurio, Mary C. Murphy, Sabrina Zirkel, Julie Garcia

Talk 4: Foundations of Sense of Belonging: Effects on Achievement and Learning

Catherine Good, Jennifer Mangels, Katharine Atterbury, Laura Deering

Symposium (Pine)101

Chairs: Hanna Zagefka, Anja Eller

Lay Theories about Ingroups and Outgroups: Psychological Processes

Talk 1: Genes, Social Environment and Spiritual Forces: Distinction of Essentialist Lay-Beliefs

Johannes Keller, Svenja Diefenbacher

Talk 2: Why Does Ingroup Essentialism Increase Prejudice Against Minority Members?

Hanna Zagefka, Dennis Nigbur, Roberto Gonzalez, Linda Tip

Talk 3: Infrahumanization: Malleable and Context-Dependent

Anja Eller, Joanna Burt

Talk 4: Appealing to Common Humanity has Negative Effects on Intergroup Attitudes

Katharine Greenaway, Winnifred Louis

Symposium (Dogwood)102

SPSSI, SiRCHEI – Mémé Combat: Action Research Against HIV/AIDS in Cambodia

Chairs: Frances Cherry, Ian Lubeck

Talk 1: Lewin's Action Research and Health Psychology's Origins in Social Psychology

William Salmon, Ian Lubek, Asma Hanif, Michelle Green

Talk 2: Cambodian Community Health Interventions: Grassroots-Participatory, Data-Guided, Multinational-Confronting, and Union-Striking

Naomi Ennis, Elizabeth Sulima, Michelle Green, Ian Lubek, Sarath Kros, Houli Hav, Tim Tra, Sary Pen, William Salmon, Joel Badali, Rebecca Nurse, Monica Ghabrial, Gabe Pollock, Natalie Lim, Kate Schmich, Kristy Forshaw, Michelle Tolson, Cathryn Prendergast, Sopheatra Doung, Sophear Phaal, Te Phallin Ou and Mora Sar, Mee Lian Wong, Helen Lee, Roel Idema, Tiny van Merode

Talk 3: Unanticipated Participatory "Family-Way" Consequences: Cambodian Community Intervention for Women's Empowerment/Career-Change

Ian Lubek, Michelle Green, Gabe Pollock, Sarath Kros, Houli Hav, Vanna Ma, Pring Noeun, Kris Sokhourt Houn-Ribeil, Kate Schmich, Kristy Forshaw, Michelle Tolson, Neela Griffiths, Brett Dickson, Natalie Lim, Jasmin Turner, Cathryn Prendergast, Grace Halim, Claire Mason, Chris Winkler, Helen A. N. Lee, Mee Lian Wong, Sophiap Prem, Ronnye Halpern

Symposium (Willow) 104

Using Community-University Partnerships to Effect Change in Practice and Policy

Chairs: J. Taylor Bishop, Melissa Strompolis, Katherine Strater

Talk 1: Charlotte Housing Authority and Genesis Project 1: Improving Wraparound

Melissa Strompolis, Katherine Strater, Alan Ford, Covia Boyd, Tomico Evans, James R. Cook, Ryan P. Kilmer

Talk 2: Reid Park Academy Initiative: Supporting a School and a Community

Katherine Strater, Alison Parrella, Laura Y. Clark, Mary Sturge, Ryan P. Kilmer, James R. Cook

Talk 3: A Community-Wide Forum: Increasing Consumer Voice in Service Systems

Taylor Bishop, April Liner, Candace Wilson, Angela Edwards, Ruby Lloyd, Ryan P. Kilmer, James R. Cook

Talk 4: The HOME Study: Collaborating Community Stakeholders to Make Research Matter

Greg Townley, Betsy A. Davis, Laura Kurzban, Bret Kloos

15-Minute Presentation (Pomodoro A) 106
CONNECTIONS TO THE ENVIRONMENT

Energy Demand Reduction and Everyday Life: Studying Energy Biographies

Karen K. Henwood, Pidgeon N. Pidgeon, Catherine Butler, Karen Parkhill, Fiona Shirani

The Relationship between Beliefs and Attitudes about Southern California Vegetation

Rupanwita Gupta

Connectedness to Nature and Pro-Environmental Behavior

Stephan Mayer, Cindy Frantz, John Petersen, Rumi Shammin

Group Identification and Normative Concern Interact to Predict Environmental Behavior

David N. Somlo, Allen M. Omoto

15-Minute Presentation (Pomodoro B) 107
ETHNICITY, IDENTITY, & SELF-SCHEMA

Essentializing Ethnicity and Diversity: Check One vs. Check All That Apply

Leigh S. Wilton, Tiane Lee, Virginia S. Kwan

For Allah and Country: Dual Systems and the Headscarf Ban

Erin P. Hennes, Gizem Sürenkök, John T. Jost

Two Souls, Two Thoughts, Two Self-Schemas: Positive Consequences of Double-Consciousness

Tiffany N. Brannon, Hazel R. Markus, Valerie Jones-Taylor

4:30 PM - 4:40 PM

Break
(Grand Ballroom Foyer)

4:45 PM - 5:45 PM

Presidential Address (Birch) 108

Chair: James Jackson

Embodied Social Justice: Warm Tea, Flexed Muscles, and Enacting SPSSI's Mission

Maureen O'Connor

6:30 PM - 7:30 PM

Convention Gala
(UNC-Charlotte Center City Atrium)

7:45 PM

SPSSI GSC Graduate Student Meet-up (Dogwood)

The SPSSI graduate student committee would like to invite all graduate students and post-docs to join us in town Friday and Saturday evening, after the conference. We will be meeting at the Dogwood room at 7:45 PM. We will then go out to a local venue and enjoy food and drink specials from 8:00 PM onwards.

SUNDAY, JUNE 24, 2012

8:00 AM - 8:30 AM

Coffee/Tea
(Grand Ballroom Foyer)

9:00 AM - 10:00 AM



Early Career Breakfast
(Dogwood)

Co-sponsored by Division 9 (SPSSI) and Division 34 (Society for Environmental, Population, and Conservation Psychology), to encourage cross-divisional networking, discussion and collaboration. All are welcome.

9:00 AM - 10:00 AM

Poster Presentations III (Cypress) 111-123

01. Putting the Public Back in Public Environmental Engagement

Bijan Kimiagar, Scott Fisher

02. Self-Compassion, Perceived Stigma, and Support Seeking among Sexual Minorities

Sheri L. Chandler, Stacey L. Williams

03. Sexist Beliefs are Associated with Negative Attitudes Towards Condoms

Daniel J. Snipes, Morgan L. Maxwell, Jasmine A. Abrams, Eric G. Benotsch, Sarah Javier

04. Sharing Our Story: A Case for Alternatives to Suspension

Dawn X. Henderson, Laura Short, Tami Pfeifer

05. Social Psychological Foundations of Attitudes about Atheists

John D. Edwards, Luke Fiedorowicz

06. Stress, Social Support, and African American College Students' Psychological Well-Being

Melanie Avery, Shauna M. Cooper

07. Studying Prejudice: The Importance of Considering Levels of Analysis

Dave I. Cotting, Chandra D. Mason

08. Taking a Stand: Youth Perceptions of Bullying and School Climate

Manisha Gupta

09. Targeting Health Messages to Stages of Change: Complete Match-Mismatch Design

Cristina Godinho, Maria Alvarez, Luãsa Lima

10. The Effect of Explanations for Environmental Transgressions on Impact Ratings

Kaitlin E. Toner, Mark R. Leary

11. The Effect of Neighborhood Poverty on Multisystemic Therapy Outcomes

Anna Westin, Sharon H. Stephan

12. The Effect of Nonracist Credentials on Responses to Racial Confrontations

Stefanie Simon, Avery Mitchell, Laurie T. O'Brien

13. The Heartbeat of the Movement: An Examination of Music as a Strategy for Collective Political Engagement

Naomi B. Podber

14. The Impact of Sense of Community on Physical Health Outcomes of African American Women

Sharifa James, Rhonda White-Johnson

15. The Importance of Norms in Determining Prejudice towards Immigrants

Megan L. Stafford, Michael A. Hogg

16. The Other Side of Intergroup Relations: Ethnic Minorities' Attitudes toward Whites

Jes L. Matsick, Ali Ziegler, Terri D. Conley

17. The Politics and Psychology of Denial and Social Change

Marcus D. Patterson, Michael Milburn, Emily Manove

18. The Role of Precarious Manhood in Confrontations of Sexual Prejudice

Kathryn M. Kroeper, Diana T. Sanchez, Mary Himmelstein

19. The Role of Sexualized Rejection and Men's Body Shame in Male Sexual Aggression

Kris Mescher, Laurie Rudman

20. The Short and Long-Term Effects of Legal vs. Value Messages

Ana P. Nunes, Charles M. Judd, Geoffrey L. Cohen

21. The Swinging Paradigm: Socio/Sexual Paradigm Shift

Edward Fernandes

22. Traditional Gender Role Attitudes May Undermine Men's Health

Mary S. Himmelstein, Diana Sanchez

23. Trends in Health Messages: A Content Analysis of Men's Health and Women's Health Magazines

Amanda D. Pepper, Doris Bazzini, Alexandra Dezii, Laura Rash, Kyle Richardson

24. Turkish Identification: Perceived Threat and Consequences for the Minority

Yasemin G. Acar

25. Understanding Donation Decisions; Why Political Views May Not Matter

Erin E. Dobbins, Rafaella Sale, Courtney Rocheleau

26. Understanding Identity and Increasing Diversity Acceptance through Service-Learning

Jadig Garcia, Katia Roth, Jose Arauz, Debra Harkins

27. Understanding Why Students with Academic-Contingent Self-Worth Underperform on High-Stakes Tests

Jason S. Lawrence, Lyneth Torres, Allegra Williams, Daniel Bach

28. Use of Theater as a Tool to Educate Black Women on Diabetes

Amber E. Burgin, Jonathan N. Livingston

29. Using Justification to Discriminate Against Women in Transnational Hiring Decisions

Amanda N. DeVaul-Fetters, Victoria M. Esses

30. Validation of the Spanish Multigroup Ethnic Identity Measure

Bee A. Nash, Farrah Jaquez, Lisa Vaughn, Shannon Ballard, Natalia Dohn

31. Victim Group Responses to Perpetrator's Expression of Guilt and Shame

Sabina Cehajic-Clancy, Rupert Brown

32. Violent Male-Female Relationships in the Media

Peggy J. Cantrell, Jamie A. Tedder, Christine L. Pearson, Julie Clinton

33. Visual Attention to Power Posers: People Avert Their Gaze from Nonverbal Displays of Power

Elizabeth Baily, Amy Cuddy, Sarah Gaither, Dana Carney

34. Weight-Based Identity Threat and Health

Jeffrey M. Hunger, Brenda Major

35. Who's on Top? Power and Sexual Harassment in the Workplace

Kathryn J. Holland, Melanie M. Henderson, Lilia M. Cortina

36. With Great Power Comes Great Responsibility: Social Psychology & Philanthropy

Salena M. Brody

37. Women's Anger in the Workplace: Intersecting Race and Gender Stereotypes

Elaine C. Diccio, Yidi Li, Stephanie A. Shields

38. Work-Family Expectations of College Students: 25 Years of Research

Chandra D. Mason, Tracey A. Revenson

10:00 AM - 11:10 AM

Symposium (Pine) 123

Applying Intersectional Theory to Teaching Social Issues: Community-Based Learning as Pedagogy for Effecting Social Change

Chairs: Kim Case, Michelle Lewis, Desdamona Rios

Talk 1: The Intersections of Identity Public Education Project

Kim Case

Talk 2: Intersectional Pedagogy for Teaching a Black LGBT Psychology Course

Michele Lewis

Talk 3: Lessons in Action: Using the Global Feminisms Project to Teach the Theory of Intersectionality

Desdama Rios

Interactive Discussion (Juniper) 124

Dissertations AND Diapers: Navigating Pregnancy, Adoption, Parenthood, and Graduate School

Kala J. Melchiori, Patricia N. Gilbert, Sarah Grace, Lauri L. Hyers

Symposium (Willow) 125

Global Citizenship

Chair: Stephen Reysen

Talk 1: Content, Antecedents, and Outcomes of Global Citizenship

Stephen Reysen

Talk 2: Global Citizenship: Reality or Intellectual Nonsense

Iva Katzarska-Miller

Talk 3: The Psychology Classroom as a Catalyst for Critical Global Consciousness

Jeannette Diaz

Symposium (Pomodoro A) 128

Perceiving and Managing the Bias of People and Places

Chairs: Evelyn R. Carter, Katherine T.U. Emerson, Mary C. Murphy

Talk 1: Depletion's Role in Bias Detection for Blacks and Whites

Evelyn R. Carter, Mary C. Murphy, Destiny Peery, Jennifer A. Richeson

Talk 2: Intergroup Differences in Intergroup Anxiety: How Majorities' Self-Focused Anxiety Disrupts Intergroup Contact

Clayton R. Critcher, Agostino Mazzitot, John F. Dovidio, Rupert Brown

Talk 3: The Role of Organizational Lay Theories in Social Identity Threat

Katherine T. Emerson, Mary C. Murphy

Talk 4: Polluting Black Space

Courtney Bonam, Jennifer Eberhardt, Hilary Bergsieker

Symposium (Magnolia) 128

Social Action and Power in Relation to Intersecting Social Identities

Chairs: Regina D. Langhout, Erin R. Ellison

Talk 1: Identity Work and Resistance within Intersectional Social Movements

Leifa Mayers

Talk 2: The Complexities of Privilege: White Radical Identities and Everyday Anarchism

Robert Majzler

Talk 3: Navigating Social Action with Photovoice: Social Identities and Group Dynamics

Regina D. Langhout, Carlen M. Young

Talk 4: Who are "We?" Theoretical Considerations for Feminist Social Justice Organizing

Erin R. Ellison

15-Minute Presentation (Pomodoro B) 130

GENDER & SEXISM

Bystander Sexism: The Vicarious Effects of Witnessing Benevolent Sexism on Ego Depletion

Carlos O. Garrido, Catherine A. Cottrell

The Consequences of Marking Gender Asymmetrically within a Novel Occupation

Jessica L. Cundiff

Sexual Harassment: The Targets, the Employers, and the Accused

Joel T. Nadler, Meghan R. Lowery, Margaret S. Stockdale

15-Minute Presentation (Dogwood) 131

PHYSICAL & MENTAL HEALTH

Considerations for Health Interventions for Black Women: A Gendered Perspective

Jasmine A. Abrams, Faye Z. Belgrave

Determinants of Health Status Beyond Objective Social Status

Stacy A. Ogbeide, Christopher A. Neumann, Stephanie C. Wood

Testing a Self-Stereotyping and Self-Esteem Model of Overweight and Obesity

Luis M. Rivera, Stefanie Paredes

Marketing Sugary Cereals to Children: Research to Improve Public Health

Jennifer L. Harris, Marlene B. Schwartz, Kelly D. Brownell

15-Minute Presentation (Birch) 132

PATHWAYS TO EDUCATIONAL ACHIEVEMENT

Development of a Bullying Intervention for Middle School Girls

Kim M. Buccino, Anna K. Lee

Living at the Intersections- Academic Pathways through the Immigration Debate

Michelle L. Tichy, Molly Hackett

Where Dreams Take Shape: The Physical Environment of Urban Public Schools and Its Role in the Reproduction of Social Structure

Valkiria Duran-Narucki

15-Minute Presentation (Poplar) 133

GROUP INFLUENCES ON SOCIAL ACTION & EXTREMIST VIOLENCE

Relative Deprivation and Social Identity as Predictors of Collective Action

Deryn M. Dudley, Allen Omoto

The Motivated Avoidance of Sociopolitical Information

Steven Shepherd, Aaron C. Kay

Violent Extremist Leaders' Use of Social Identity to Recruit Support

Janice R. Adelman, Abigail Chapman

11:20 AM - 12:30 PM

Interactive Discussion (Willow) 134

Between Dreams and Betrayals: Studying Occupy/Decolonize Movements

Sarah M. Zeller-Berkman, Caroline Munoz-Proto, Keiko Matsuura

Symposium (Pomodoro A) 135

The Psychology of Employment Discrimination: Definitions, Perceptions, and the Law

Chair: Richard L. Wiener

Talk 1: Perspective Taking in Perceptions of Male-on-Male Sexual Harassment

Richard L. Wiener, Stacie Keller, Leah S. Georges

Talk 2: Effects of Gender and Racial Attitudes on Sexual Harassment Judgments

Katlyn S. Farnum, Stacie Keller, Nicholas Arreola, Roni Reiter-Palmon, Richard L. Wiener

Talk 3: The Organizational and Legal Effects of Sexual Objectification on Women

Kate Kimble, Jill Allen, Sarah J. Gervais, Richard L. Wiener

Talk 4: Anti-Bias Workshops: Decreasing Mental Illness Stigma Increases Other Stigma

Jordan A. Blenner, Katlyn S. Farnum, Richard L. Wiener, Debra A. Hope

Symposium (Pine) 137

The Role of Belief Systems in Understanding Sexual Prejudice

Chair: Lisa Rosenthal

Talk 1: Essentialist Beliefs About Homosexuality Predict Sexual Orientation Categorizations

David J. Lick, Kerri L. Johnson

Talk 2: Essentialism and Prejudice across Different Categories and Levels of Analysis

Adam W. Fingerhut, Kimberly B. Kahn

Talk 3: Judge Not: How Religious Beliefs Predict Racial and Sexual Prejudices

Michael G. Dudley

Talk 4: Endorsement of Polyculturalism and Sexual Prejudice

Lisa Rosenthal, Sheri R. Levy, Ian Moss

Symposium (Birch) 139

Understanding Weight Bias: A Powerful and Pervasive Stigma

Chairs: Paula M. Brochu, Kris Mescher

Talk 1: Implicit Sizeism: The Role of Cultural Status and Developmental Events

Laurie A. Rudman, Kris Mescher

Talk 2: A Comparative Analysis of the Degree of Bias

Paula M. Brochu, Victoria M. Esses, Gregory R. Maio, John F. Dovidio

Talk 3: Measuring Up the Experience of Weight Stigma: Weight-based Rejection Sensitivity

Kimberly J. McClure Brenchley, Diane M. Quinn

15-Minute Presentation (Pomodoro B) 140

IDENTITY, WELL-BEING, & RESILIENCE

“Chilling Effect” of Metastereotyping on Employability Belief and Job-Seeking Resilience

Chuma K. Owuamalam, Hanna Zagefka

Tolerance and Ethnic Identity in Young Adults: Associations with Self-Esteem

Crystal S. Jenkins

Preschool Children’s Perceptions of Fruit and Vegetable Messages

Andrew R. Hansen, Amy A. Hackney, Moya Alfonso

15-Minute Presentation (Magnolia) 141

FACILITATING ADVOCACY & SOCIAL ACTION

Advocating for Out-Groups: What Motivates Men’s Support for Workplace Equality?

Jeanine Prime, Corinne A. Moss-Racusin, Elizabeth R. Salib

Ethnic Identity and Collective Action: One or Many Peoples of Color?

Manisha Gupta, Brian Lickel

The Ironic Impact of Social Advocates: Negative Stereotypes Reduce Influence

Nadia Y. Bashir, Penelope Lockwood, Alison L. Chasteen, Indra Noyes, Dan Dolderman

Transforming Rights into Duties for Strengthening Participatory Democracy in India

Kamlesh Kumar

15-Minute Presentation (Dogwood) 142

SOCIAL TUNING & REFERENCING

Causes and Consequences of Targeted Social Referencing

Jennifer R. Crosby

Downstream Consequences of Social Tuning on Intergroup Attitudes and Interactions

Andreana C. Kenrick, Stacey Sinclair

Primed to Adjust: An Investigation of Chronic Collectivist Social Tuning

Satia Miller, Melissa Paris, Jeanine Skorinko, Janetta Lun

15-Minute Presentation (Juniper) 143

PARENTING & CAREGIVING

Differences between Maternal and Paternal Parenting: A Study from Turkey

Hamide Yilmaz-Gozu

Preventing Child Maltreatment through Parenting Programs in Community Health Centers

Kimberly M. Burkhardt, Michele Knox

15-Minute Presentation (Poplar) 144

SOCIAL CATEGORIZATION

Gender Inequality in the Home: The Role of Relative Income

Janell C. Fetterolf, Laurie A. Rudman

Intersectional Emotion: Multiple Social Categories Influence Expectations for Emotional Expression

Jacqueline S. Smith, Marianne LaFrance

Social Influence Processes and Outcomes in Online Discussion Groups

Jessica Salvatore, Louise F. Pendry

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FOR SPSSI’S 10TH BIENNIAL CONFERENCE

JUNE 2014

See you there!

Changing Societies:

Learning From and For Research, Social Action, and Policy

THE 9TH BIENNIAL CONVENTION

The Society for the Psychological Study of Social Issues

June 21 - 24, 2012 · Charlotte, North Carolina



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APPLIED SOCIAL ISSUES SUB-PLAN, PSYCHOLOGY MASTER'S PROGRAM, UNIVERSITY OF HOUSTON-CLEAR LAKE

2700 Bay Area Blvd. #35

Houston TX 77058

Dr. Kim Case

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<https://sites.google.com/site/drkimcase/social-issues-master-s-1>

Applied Social Issues sub-plan of the Psychology Master's program: Explore psychological scholarship on social issues, application to real world problems, and strategic approaches for addressing social issues in research, teaching, community, and non-profit settings. Learn how psychology research informs social justice action and social policy efforts for challenging group disparities.

Changing Societies:

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The Society for the Psychological Study of Social Issues

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The Society would like to recognize the following recipients of noteworthy distinction.

2011 APPLIED SOCIAL ISSUES INTERNSHIP AWARD WINNERS:

Lauren Brinkley-Rubinstein, Vanderbilt University

Can "All the King's Men" Put Communities Back Together Again? Evaluating Efforts to Reduce Disproportionate Minority Contact with the Juvenile Justice System

Stephanie Brooks-Holliday, Drexel University

The Effectiveness of Risk-Need-Responsivity in a Reentry Program

Rebecca Cheezum, University of Michigan School of Public Health

Networks Working to Change Policies that Affect Adolescents: A Qualitative Study of Three Youth-Serving Networks

Denise Choi, City University of New York

Obesity on the Rise: Youth Photovoice Project to Assess Weight Perceptions among 1st, 2nd, and 3rd Generation Korean Americans

Kirby Chow, University of California, Los Angeles

Promoting Positive Academic Functioning Among Homeless School-aged Children: Social Resources at Home and School

Rachel Steele, University of Massachusetts

Seeking Truth about Past Violations in Iraq

CENTRAL OFFICE INTERNS:

2011: Alexa Burton, Amy Chang, Elliot Fox, Keshia Lee

2012: Kristina Carter, Jaclyn Escudero, Cody McNamara

CLARA MAYO GRANTS PROGRAM: SPRING 2011

Sarah F. Bailey, Southern Illinois University Edwardsville

The Glass Cliff: Why Decision-Makers Choose Women for Difficult Leadership Positions

Carlos Garrido, University of Florida

Bystander sexism: The effect of witnessing sexism in creating ego depletion and intergroup emotions

Courtney Hooker, UCLA Department of Psychology

I Feel Your Pain: Vicarious Experiences of Prejudice

Sahana Mukherjee, University of Kansas

What does it mean to be a "true" American? National identity and immigration policy

Amy Williams, University of California, Los Angeles

Closing the pay gap: Effective negotiating strategies for women in organizational settings

Y. Jenny Xiao, New York University

A Perceptual Model of Intergroup Threat: Exploring the mechanism underlying the relationship between intergroup threat and discrimination.

CLARA MAYO GRANTS PROGRAM: FALL 2011

Erica Friedman, City University of New York

The Cognitive Processing of Cisgenderism: How Differences between Transgender and Cisgender People Get Explained

Kimberly Gorski, Purdue University Indianapolis

Why didn't I say something?: The effects of commitment to challenging sexism and cognitive resource depletion on the relationship between failure to confront sexism and task performance.

William Hall, University of British Columbia

Social Identity Threat in the Workplace

Toy Mitchell, Vanderbilt University

Making Visible the Invisible Cultural Scripts that Inform the Relational Dynamics of African American Women

DISTINGUISHED SERVICE TO SPSSI AWARD 2011:

Ann Bettencourt, University of Missouri

Allen Omoto, Claremont Graduate University

DISTINGUISHED SERVICE TO SPSSI AWARD 2012:

Virginia O'Leary, Auburn University

Susan Opatow, John Jay College of Criminal Justice

Beth Shinn, Vanderbilt University

Greg Wilmoth, U.S. Government Accountability Office

GORDON ALLPORT PRIZE 2011:

Richard Crisp, University of Kent; Rhiannon Turner, University of Leeds

Cognitive adaptation to the experience of social and cultural diversity

Honorable Mention: Kristin Laurin, Gráinne Fitzsimons, Aaron Kay

Social Disadvantage and the Self-Regulatory Function of Justice Beliefs

GRANTS-IN-AID PROGRAM: SPRING 2011

Robin Edelstein, University of Michigan

Neuroendocrine and Psychological Changes in Heterosexual and Lesbian Couples During the Transition to Parenthood

Guadalupe Espinoza, University of California Los Angeles

Cyberbullying Experiences Among Urban, Latino Adolescents: A Daily Diary Approach

Rob Foels, University of Connecticut

Assessing the Normative Belief that Racism is Over and Those Who Reject that Norm

Michael Gill, Lehigh University

Yours Is to Reason Why: Social Explanatory Style as a Contributor to Compassionate Responding

Erik Girvan, University of Minnesota

Habits of Meaning: What Does Learning to Categorize Situations Attenuate Bias in Social Judgment

Diala Hawi, University of Massachusetts Amherst

Multiple Group Relations: Maintaining Balance through Third-Party Effects

Eric Hehman, University of Delaware

Discrimination and Loss of Control

Bronwyn Hunter, DePaul University
Men in Recovery from Substance Use: Stigma and Stigma Management

Drika Makariev, University of California, Davis
The Role of Race on the Development of Children's Prosocial Reasoning

Shane Moulton, University of Nevada Reno
Group-based Shaping of Humor Perceptions and Reactions: The Case of Ageism

Lindsay Philips, Albright College
Coping with reentry: Mixed methods analysis of successful transitions from prison to society

Mariana Preciado, University of California, Los Angeles
An Experimental Study of the Impact of Stigma and Perceived Sexuality among Gay Men, Lesbians, and Heterosexuals

Ciara Smalls, Georgia State University
Development of the Caregiver Racial Socialization

Matthew Trujillo, Princeton University
The effect of status on targets' reactions to ethnic miscategorization

Anna Woodcock, Purdue University
When can Positive Counterstereotypes be Threatening?

GRANTS-IN-AID PROGRAM: FALL 2011

Rezarta Bilali, University of Massachusetts Boston
Improving Media Interventions to Prevent Violence and Promote Non-Violent Conflict Resolution in Ongoing Armed Conflicts: The Case of Eastern DRC

Angela Borges, Boston College
Psychologists' Experiences Working with Clients in Poverty

Bobby Cheon, Northwestern University
Gene X Environment Interactions on Intergroup Bias: The Modulating Role of Affective Conditioning

Violet Cheung, University of San Francisco
Cyber-Security: The Policy Implications of Fear, Anger and Anxiety

Nicole Fava, University at Buffalo
Sexuality Development and Resilience: Reframing Sexual Health and Well-Being of Adolescent Girls with Histories of Mal-treatment

Erin Hennes, New York University
Motivated Evaluation, Recall, and Tactile Perception in the Service of the System: The case of Anthropogenic Climate Change

Reiko Hirai, University of Minnesota
Longitudinal Study of Adjustment Trajectories of International Students

Rhonda Johnson, University of South Carolina
Mental Health among African American Women: Reducing Stigma and Increasing Knowledge Using Community Health Workers

Kristen Jones, George Mason University
From Baby Bump to Stressful Slump: An Episodic Model of Identity Management Behaviors in Pregnant Employees

Nancy Joseph, University of Illinois at Urbana-Champaign
Exploring the Factors Associated with Black Immigrant-Descended Youths' Psycho-Social Functioning

David Lick, University of California, Los Angeles
Physiological Stress Responses Following Gay-Related Prejudice

Andrea Miller, University of Minnesota
Moral Typecasting and Racial Gap in Punitive Attitudes

Adena Rottenstein, University of Michigan
Theoretical Development and Empirical Exploration of a Multi-dimensional Model of Disability Identity

Yerin Shim, Colorado State University
An Interpretive Phenomenological Analysis on Meaningful Work among Low Social Status Workers

Julie Spencer-Rodgers, UC Santa Barbara
Cultural Differences in Stereotyping Processes

Erin Thomas, Yale University
Lost in the Categorical Shuffle: Evidence for, Consequences of, and the Amelioration of Black Female Invisibility

Sarah Vidal, Georgetown University
Relationship Quality in Juvenile Probation

Joseph Vitriol, University of Minnesota, Twin-Cities
Cross-Racial Face Recognition and Implicit Bias

GRANTS-IN-AID: TIMELY CONSIDERATION

Ruth Belknap, Marquette University, College of Nursing
Sudden Deportation: Intersections of Immigration Status, Migration History, and Life History of Violence in Women who have been Deported from the U.S. to Mexico

2012 INNOVATIVE TEACHING AWARD

Shantal Marshall, UCLA
The Psychology of Race and Gender in Popular Culture

2012 INNOVATIVE TEACHING HONORABLE MENTION:

Alicia Nordstrom, Misericordia University
The Voices Project: Reducing Students' Stereotypes towards Stigmatized Groups (Intro to psych)

Stefanie Sinno, Muhlenberg College
Developmental Advanced Lab (working with local middle school)

KURT LEWIN AWARD 2011:

Michelle Fine, City University of New York

KURT LEWIN AWARD 2012:

Miles Hewstone, University of Oxford

LOUISE KIDDER EARLY CAREER AWARD 2011:

Philip C. Hammack, University of California, Santa Cruz

MICHELE ALEXANDER EARLY CAREER AWARD 2011:

Adam Fingerhut, Loyola Marymount University

OTTO KLINEBERG AWARD 2011:

Daniel Shapiro, Harvard Medical School

Relational Identity Theory: A Systematic Approach for Transforming the Emotional Dimension of Conflict

OTTO KLINEBERG AWARD HONORABLE MENTION:

Kizzy Gandy, Australian National University

The Role of Identity in Shaping Public Support for Foreign Aid: A Cross-National Analysis

OUTSTANDING TEACHING AND MENTORING AWARD 2011:

Peony Fhagen-Smith, Undergraduate Institution: Wheaton College

Marc Pilisuk, Saybrook University and Research Center

OUTSTANDING TEACHING AND MENTORING AWARD 2012:

Amanda Clinton, University of Puerto Rico, Mayagüez

OUTSTANDING TEACHING AND MENTORING HONORABLE MENTION 2012:

Moshe Landsman, Kaye Teachers College

Winnifred R. Louis, University of Queensland

SAGES GRANTS PROGRAM: 2011

Robert McCall, University of Pittsburgh

Toward Family Care Alternatives to Institutionalization: An Evaluation of "Collective Fostering" in China

Jacquelyn White, University of North Carolina

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Rachel Farr, University of Massachusetts-Amherst

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FRIDAY ABSTRACTS

FRIDAY ABSTRACTS



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PRESENTATION ABSTRACTS

8:30 AM - 9:40 AM

Registration Required Workshop Juniper

Becoming an Engaged Scholar: A Workshop on Public Engagement

Linda Tropp, Alex Ingrams

This workshop is designed to help social scientists consider ways in which they can translate and disseminate their academic work to non-academic settings. Participants will be encouraged to identify social issues in which they might get involved, the kinds of impacts they wish to have, audiences with whom they wish to engage, and strategies through which their work may be used to inform public debates and relevant policy. Participants will explore these and related topics through a combination of presentations, interactive activities, and group discussion. The workshop is especially likely to be useful to those who have limited or no prior experience with public engagement. Up to 24 participants may register for this workshop.

Invited Equity Stream Symposium Birch



Through a Different Lens: Diversity, Social Justice, and Application Perspectives on the APA Ethics Code

Yolanda Nieman, Liang Tien, Linda Forrest, Stephen Behnke

In an innovative collaboration between the four national Ethnic Minority Psychological Associations and the APA Ethics committee this panel is part of a vision to make the APA ethics code more culturally congruent with ethnic minority psychologists' values and work. In addition, panelists are interested in engaging psychologists from different interests in making the APA Ethics Code beneficial to different fields and applications. The panel invites discussion and input on the following questions: Is the APA Ethics Code working for ethnic minority psychologists? If not, how does the code currently get in the way of ethnic minority psychologists? How do we ensure that their voices are captured in the next version of the APA Ethics Code? Is the APA Ethics Code working for people in different fields and applications of psychology? Given SPSSI members' knowledge of prejudice and discrimination, how do we proceed with making the APA Ethics Code more culturally sensitive and relevant? What resistance are we likely to experience? What is the best way to include psychologists from different fields and ally ourselves toward this vision? How do we focus this synergistic collaboration?

Interactive Discussion Magnolia

Reassessing Psychology's Role in Reducing Health Disparities

Gwendolyn P. Keita

Health disparities persist despite fairly long term national and local efforts to eliminate them (Adler & Rehkopf, 2008; LaViest, Gaskin & Richard, 2009; Dykes & White, 2009; Adler & Stewart, 2010). The Agency for Healthcare Quality (2011), for example, reported that fewer than 20% of disparities faced by Blacks, American Indians and Alaska Natives, Hispanics, and poor people showed evidence of narrowing. Myriad and complex individual, organizational and societal factors contribute to health disparities including social and economic inequality, racial and ethnic discrimination,

healthcare providers' bias, and patient beliefs and behaviors (Smedley, Stith, & Nelson, 2003; Commission on the Social Determinants of Health, 2008). To effectively eliminate health disparities, changes are needed in policies (e.g., availability and access to care), research and training. In 2011 the Public Interest Directorate of APA approved the support of a health disparities initiative as an activity of APA's Strategic Plan. The purpose of the initiative is to "increase support for research, training, public education, and interventions that reduce health disparities among underserved/marginalized populations." Key areas of focus are evidence-based and best- practices and the implementation of interventions within the health areas of stress, obesity and substance abuse among racial/ethnic minority and other underserved populations. The purpose of the proposed interactive discussion is to 1) describe current efforts by psychologists and APA on improving health and eliminating health disparities among underserved populations, 3) identify challenges in eliminating health disparities and how psychology can address them, 4) identify and discuss advocacy and policy interventions needed and how they can be initiated and supported by psychologists, and 5) discuss leadership development and support needs of psychologists involved in health disparities.

Symposium..... Pine (8:30 AM - 9:40 AM)

Chairs: Rachel W. Kallen, Stephenie R. Chaudoir

Concealable Stigma: Interpersonal Processes and Implications for Health Disparities Policy

While the consequences for stigma on interpersonal, psychological, and health outcomes have been well documented in the extant literature, a majority of this work has focused predominantly on the experiences of individuals with visible stigmas. More recently however, researchers have begun to focus their efforts on the experiences of individuals living with concealable stigmas. This symposium highlights research on the management strategies, interpersonal processes, and health outcomes associated with the ways in which individuals negotiate the challenges of living with concealable stigmatized identities. In the first presentation, Earnshaw and colleagues examine the experiences of enacted stigma, or discrimination, among individuals with a history of drug addiction. Their results demonstrate how such individuals experience significant, but varying degrees of enacted stigma in their personal, professional and healthcare relationships, and how this enacted stigma may act to undermine recovery efforts for drug treatment. Next, Frost presents a model for how concealable stigmas exist not only at the individual level, but also emerge from interpersonal and relationship status as well. Preliminary findings suggest important health and psychological consequences for members of marginalized relationships. The third presentation examines interpersonal communication strategies, and the roles of approach or avoidance goals in disclosure of one's concealable stigmatized identity to important others. Kallen and colleagues present findings suggesting the significance of approach goals in the likelihood, intimacy, and directness of disclosure communications. Finally, in the fourth presentation Chaudoir and colleagues present a discussion of the role of visibility and concealability in the experiences of stigma. They propose a model for how concealability moderates the pathways by which stigma affects psychological and health disparities. Taken together, the presentations highlight important implications for the development of future policy and interventions aimed reducing negative outcomes for individuals with concealable stigmas.

TALK 1: Drug Addiction Stigma as a Barrier to Recovery

Valerie A. Earnshaw, Laramie R. Smith, Stephenie R. Chaudoir, I-Ching Lee, Michael M. Copenhaver

Stigma associated with drug addiction is strong within the United States and is structurally reinforced by government policies that contribute to its widespread acceptability (e.g., War on Drugs, Not in My Backyard). In contrast to the strength of stigma associated with drug addiction, research examining enacted stigma (i.e., experiences of discrimination) among people with a history of drug addiction is strikingly limited. Enacted stigma may be particularly important to the extent that it undermines recovery efforts of people participating in or contemplating drug treatment. Research was conducted at an inner-city methadone maintenance treatment (MMT) site in New Haven, Connecticut. Participants were patients receiving MMT and enrolled in a NIH/NIDA-funded HIV risk reduction randomized controlled trial. Study 1 involved qualitative cognitive interviews with 12 participants. Interviews were content coded for examples of enacted stigma and sources of stigma. Participants experienced enacted stigma from friends/family, healthcare workers, and coworkers/employers. Family was identified as a particularly important source of stigma. For example, one participant noted that "They're like the big [main] people that ... hurt you." Participants reported that family members did not trust them, thought that they would relapse, and socially rejected them. Study 2 involved a quantitative survey of 96 participants who answered questions about their experiences of enacted stigma and recent injection drug use. Participants reported experiencing more enacted stigma from friends/family than from healthcare workers [$t(95)=5.36, p<.001$] or from coworkers/employers [$t(95)=7.57, p<.001$]. Further, enacted stigma from friends/family was associated with greater likelihood of recent injection drug use [$OR=2.14, CI=1.16-3.95, p=.01$], but enacted stigma from healthcare workers and coworkers/employers were not

associated. Drug use may be a coping mechanism for enacted stigma, particularly from family members, that undermines recovery, increases risk of HIV, and ultimately compromises the health of people with a history of drug addiction and their communities.

TALK 2: Relational Acquisition and Concealment of Stigma

David M. Frost

Psychological perspectives on stigma concealment focus overwhelmingly on person-level characteristics that are socially devalued and can be made visible or concealed by individuals (e.g., sexual minority status, having an eating disorder). However, concealable stigmas also exist at interpersonal or relational levels. People in marginalized relationships (e.g., same-sex, age-discrepant, interracial) are stigmatized not necessarily as individuals, but via their memberships in societally devalued couple formations. Relationally-acquired stigmatized statuses can be concealed by not telling other people about one's partner and/or not incorporating one's partner into other social relationships. This paper reports a theory of how stigmatized statuses can be acquired and concealed relationally. Discussion will be devoted to how these processes may differ depending on the type of marginalized relationship one is a member of (e.g., same-sex vs. interracial), as well as each partner's stigmatized status as an individual (e.g., White male vs. Black female members of interracial couples). Combining perspectives from theory and research on minority stress, stress proliferation, relationship secrecy, and positive marginalization, a theoretical model will be presented linking stigmatized relationship status to individual-level health outcomes and couple-level relational well-being and relationship dissolution. Preliminary data will be presented in support of this model, which will be drawn both from a quantitative comparative longitudinal study of individuals in marginalized relationships and non-marginalized relationships and a qualitative study of experiences of relational stigma in same-sex couples. Social policy implications will also be discussed in light of recent population trends in the increased prevalence and visibility of marginalized relationships in the United States.

TALK 3: Communication Strategies and Goals for the Disclosure of Concealable Stigmas

Rachel W. Kallen, Stephenie R. Chaudoir, Stephanie Andel

Millions of Americans live with concealable stigmatized identities (CSIs), attributes that are socially devalued but can be concealed from others. A particular challenge facing individuals who live with CSIs is interpersonal disclosure, that is, how, when, and why to reveal. Though effective disclosure is a critical behavior for all human beings, it is especially important for individuals who live with CSIs because their disclosures may render them vulnerable to a host of negative outcomes (e.g., social rejection, hate crimes, psychological distress). However, some research has also identified psychological and physical benefits of written disclosure. The current research is aimed at understanding the conditions under which these benefits will occur for interpersonal disclosure. Specifically, we examine whether approach and avoidance goals affect the communication strategies used to disclose information about concealable stigmas. In Study 1, we experimentally manipulated approach vs. avoidance goals and examined their effect on disclosure likelihood and the content of mock disclosure letters among undergraduates. We found that participants with avoidance goals reported lower disclosure likelihood compared to participants with approach goals. Further, approach letters were rated as greater in breadth, depth, and duration by objective "confidants," suggesting that approach goals led disclosers to write longer letters about more intimate topics than did avoidance goals. In Study 2, disclosers with approach goals were more likely to choose to disclose via face-to-face disclosure relative to other indirect forms of communication (e.g., text message, phone call). Together, these findings suggest that approach goals affect how disclosers communicate about their concealable stigmas, both in terms of the communication strategies and modalities utilized. Discussion centers on how goals shape communication in ways that may be beneficial or detrimental to their social responses and psychological outcomes.

TALK 4: "Discredited" vs. "discreditable": How Stigma Mechanisms Affect Health Disparities

Stephenie R. Chaudoir, Valerie A. Earnshaw, Stephanie Andel

Stigma scholars have noted that concealability-the degree to which a stigmatized attribute is visible (i.e., the discredited; racial minority status, physical disability) vs. concealable (i.e., the discreditable; HIV status, mental illness)-plays a critical moderating role in how stigma is enacted and experienced within social contexts (Goffman, 1963; Jones et al., 1984). Yet, to date, relatively few theorists and researchers have directly considered the degree to which concealability affects stigma management strategies or their concomitant outcomes, especially in ways that likely lead to disparate psychological and physical health outcomes. To address this gap, the current work first presents a framework that articulates how stigma can "get under the skin" in order to lead to psychological and physical health disparities. Then, we consider when and to what degree concealability moderates these effects, creating divergent outcomes for the discredited and discreditable. To do so, we focus specific attention on the relative dearth of studies that directly compare stigma mechanisms in the context of both visible and concealable stigmas (e.g., Cook, Arrow, & Malle, 2011; Frable, Platt, & Hoey, 1998; Hatzenbuehler, Nolen-Hoeksema, & Dovidio, 2009) and draw on existing research and theorizing examining stigma mechanisms in the context of either visible (e.g., race; Brondolo, Gallo, & Myers, 2009) or concealable (e.g., HIV/AIDS: Earnshaw & Chaudoir, 2009;

sexual orientation: Hatzenbuehler, 2009) stigmas. Our discussion centers on how knowledge of the shared vs. unique stigma mechanisms can inform the development of policies and intervention strategies designed to reduce psychological and physical health disparities among stigmatized individuals.

Symposium..... Dogwood (8:30 AM - 9:40 AM)

Chair: Winnifred R. Louis

Intergroup Encounters: Choices, Threats, and Opportunities

The present symposium addresses the impact of intergroup encounters on the self, attitudes, emotions, and actions using a dynamic and relational perspective in which group members acknowledge and respond to the concerns of other interacting groups as well as their own. Amiot and colleagues address the complex identity opportunities for new international students in Montreal, Canada and explore two vital topics: which identities the students choose to acculturate to, and how their acculturation strategies affect their well-being. Louis and colleagues present data from the UK and Australia to show that one's willpower can be drained by intergroup conflict, and provocatively that previous depletion of willpower impairs disadvantaged group members' ability to recognize intergroup threat and to identify with their group. Bitacola and colleagues threaten advantaged group members with the stereotype of advantaged group prejudice, and demonstrate anxiety and impaired intergroup encounters in one experiment but more lenient/favourable self-evaluations by advantaged group member in a second encounter study. These three talks integrate data from four countries and from intergroup encounters across racial, ethnic, religious, linguistic and gender categories. The authors aim to speak to a complex and fluid self which shifts strategically, influenced by perceived and real choices, threats, and opportunities when advantaged and disadvantaged group members interact.

TALK 1: International Students' Identity Integration Patterns: The CIEL Study

Catherine E. Amiot, Marina Doucerain, Mathieu Mireault, Andrew G. Ryder

International students arriving in a new country undergo an important life transition. This transition has the potential to enrich their sense of self, but it is also demanding, stressful, and likely to compromise psychological well-being, especially among those lacking social support and experiencing discrimination. Recent research in cultural psychology has become increasingly interested in tying these external experiences and factors with how immigrants develop an internal sense of identification with a new cultural group, and how they cognitively reconcile potentially conflicting cultural identities in their overall self. In Montreal's multicultural setting, where immigrants need to decide which mainstream group to join (i.e., Francophones vs. Anglophones), we raised the following questions: 1) Which specific new cultural identity becomes integrated by international students in Montreal (e.g., Quebecs, Canadian, Montrealer)?; 2) How do international students integrate their original and new cultural identities in their overall sense of self, and how does this integration predict psychological well-being?; 3) What factors (social support, discrimination) facilitate vs. impede the development of a new cultural identity over time? Findings from two studies are presented. Study 1 was conducted at the start of an academic year (N=109). Study 2 was conducted longitudinally at three time points throughout the academic year (N=68). We present which new cultural identities are relevant for participants. Moderated multiple regressions revealed that identifying with both one's new cultural group and one's original cultural group predicts higher well-being (higher vitality and life satisfaction; lower depressive symptoms). Multinomial logistic regressions showed that participants who integrate their cultural identities also identified more strongly with their new cultural group and intended to stay in Québec for longer. Results are discussed in light of novel theoretical developments on changes in cultural and social identities, and of recent calls in favor of using longitudinal design in acculturation research.

TALK 2: Identity as a Function of Willpower (ego-depletion) and Intergroup Conflict

Winnifred R. Louis, Joanne R. Smith, Kathleen D. Vohs

The present research examines how members of advantaged and disadvantaged groups change their social identification as a function of intergroup conflict and level of willpower, or ego-depletion. Ego-depletion occurs when individuals exert willpower in one effortful task and subsequently show impaired self-regulation on a second task. Experiment 1 suggests that exposure to intergroup conflict is itself ego-depleting at times (it drains willpower). Experiment 2 suggests that this is the case especially when individuals identify strongly with the group. Experiment 3 shows that prior ego-depletion in an unrelated task can impair disadvantaged group members' ability to recognize intergroup threat and lower identification with the group. These studies speak to a hitherto unstudied phenomenon: the fact that it can take measurable psychological effort to identify psychologically with a group under threat. As a result, intergroup conflict creates a self-regulation challenge which may drain the energy available for other tasks and increase impulsive / undeliberated responses in

conflict. Experiment 4 shows that ego-depletion can increase both withdrawal and aggression in conflict situations, depending on the salient norms or cues.

TALK 3: Stereotypes and Cross-Group Interactions: The Impact of Reminders of White Racism

Lisa Bitacola, Stephen C. Wright, Nina Jauernig

Past research has shown that stereotype threat - the fear of inadvertently confirming a negative stereotype of one's own group - can undermine performance in the stereotype-relevant domain (Steele, Spencer & Aronson, 2002). Traditionally, stereotype threat research has focused on competencies or performance in a particular domain (e.g., intelligence or math skills), but recently has been extended to consider stereotypes that are relevant to interpersonal interactions (e.g., sensitivity) or even to intergroup interactions (e.g., men are sexist). Using a stereotype threat framework, the research presented in this talk will expand on this work by investigating how raising stereotypes relevant to intergroup interactions can influence behaviour of majority group members in social interactions with minority group members. In two studies we raised the salience of the stereotype of Whites as racist for two different samples of White participants and considered their impact on interactions with two different ethnic outgroups. In Study 1, a sample of White students in California either completed or did not complete a blatant racism scale just prior to an unexpected face-to-face interaction with an African American student. Making salient the stereotype of White racism lead White students to feel more anxious and as a result to feel and appear less competent in their subsequent cross-racial interaction. In Study 2, we raised the salience (or not) of the White racism stereotype on a sample of White students in Vancouver, Canada and measured their performance in a videotaped interaction with a Middle Eastern individual. Surprisingly, the results showed that raising the salience of the White racist stereotype can sometimes lead to more positive self-evaluations following a cross-group interaction. We will consider some potential explanations for these competing effects that have implications for cross-group interactions.

Symposium.....Willow (8:30 AM - 9:40 AM)

Chairs: Faye J. Crosby, Margaret S. Stockdale

Keeping Women and Men in STEM Fields: Using Useful Data

The United States must increase the numbers of students and workers in science, technology, engineering, and mathematics - the so-called STEM fields. Fostering female talent in STEM is now considered a matter of critical importance (De Welde, Laursen, & Thiry, 2007; National Academy of Sciences, 2006) for women and for the U.S. Mentoring is thought to be one way to nurture and develop talented women in STEM (DiRenzo, Linnehan, Shao, & Rosenberg, 2010). Our panel brings together four empirical papers about the dynamics of gender in mentoring relationships in STEM. The mentoring of women in STEM is both a consequence and a contributor to changes in American society. Thus our panel fits squarely into the theme of this year's biennial conference. The papers cover a range of ages and levels of professional development. Stockdale and associates look at data from women who are already or soon will be in the STEM professoriate. Franco-Zamudio and Chemers examine data from graduate students. Bayne and Schmukler and also Crosby and associates concentrate on undergraduates. The papers also cover a variety of variables. Following Kram's (1985) germinal work, all make the distinction is between instrumental or practical mentoring and psycho-social or socio-emotional mentoring. The range of other variables include feelings of efficacy, various forms of identity, feelings of stress, coping strategies, emotional intelligence, and academic and personal achievements. Finally, the papers differ in terms of methodological approach. Two of the papers (Bayne & Schmukler and also Crosby et al.) are primarily quantitative. Another (Franco-Zamudio & Chemers) offers primarily qualitative data, and the fourth paper (Stockdale et al.) use a hybrid of qualitative and quantitative data. The four papers are complementary because they focus on a common question but in different ways. As a consequence, conclusions drawn from the panel will have applicability in STEM fields and beyond.

TALK 1: Guiding Women and Men Undergraduates in a Research Methods Class

Melissa Bayne

As students enter the field of psychology, they usually need to take a course in research methods. Such a course may be the first time that students encounter "scientific thinking." Research Methods courses often have a reputation for being particularly difficult.

To support undergraduates taking Research Methods, instructors often attempt to increase students' feelings of efficacy and to increase their identity as budding scientists. An extensive body of research documents the positive association between self-efficacy and academic performance (Chemers, Hu, & Garcia, 2001; Jackson, 2002). Furthermore, mentoring has been suggested as one context in which a student's efficacious beliefs may proliferate (Bearman, Blake-Beard, Hunt,

& Crosby, 2007). It is possible, furthermore, that characteristics of the mentors - such as emotional intelligence - influence the mentoring relationship.

This presentation presents the quantitative results of a study conducted in an Introduction to Research Methods course at a university in California. The course included lectures by a professor and weekly lab sections facilitated by a graduate student teaching assistant (TA) and an undergraduate instructional assistant (IA). TAs and IAs completed the MayerSalovey and Caruso Emotional Intelligence Scale. The 162 students in the course were asked about the emotional intelligence of the TA and the IA, about their own feelings of identification and efficacy. We also looked at student grades.

TALK 2: Women and Men Undergraduates in STEM

Faye J. Crosby, Stacy Blake-Beard, Carol Muller

Although the literature on mentoring is voluminous, there are precious few studies that examine what it is that protégés wish to obtain in a mentoring relationship. Even fewer studies that look for gender differences in what students want from mentoring (Blake-Beard, Bayne, Crosby, & Muller, 2011). To date, no published study has examined the match between what female and male students wish to see in a mentor and they actually do see. Our paper summarizes findings from a study of 393 undergraduate students who were active participants in the online mentoring community known as MentorNet and were part of a much larger sampling frame. Response rate was 33%. The final sample included 345 women and 48 men. Participants were asked what they wished for in terms of instrumental mentoring and psychosocial mentoring. They were also asked what they obtained from mentoring. We found women wanted more instrumental support yet received less of this type of help than men.

We also computed the extent to which each individual obtained in a mentoring relationship what she or he sought in that relationship. This variable we called fit. We found no gender differences. Finally, we looked at outcome variables including a sense of efficacy. To our surprise, women also reported higher levels of efficacy than men. Efficacy was not predicted either by the amount of mentoring or by fit.

TALK 3: Persisting to the PhD: Women Strategically Negotiating Fit in Academia

Jamie L. Franco-Zamudio, Martin Chemers

Women have traditionally persisted to science doctorates at lower rates than men. One reason may be that women perceive less fit between themselves and academia. Several factors affect perceptions of fit in academia, including relationships with academic mentors.

Our paper offers data from 34 female and 26 male doctoral students at the University of California who completed a questionnaire addressing academic self-efficacy (Chemers, Hu, & Garcia, 2001), satisfaction, and academic commitment and were interviewed in a semi-structured format. Results revealed that participants were high in self-efficacy, satisfied with graduate school, and committed to finishing their doctoral degree. There were no significant differences for gender. Qualitative analyses revealed that women were more likely than men to report feeling similar to their academic mentors and had lengthier narratives regarding a sense of overall fit in academia. Women reported seeking peer and mentor support, in particular those with similar identities or values, which might indicate a strategic attempt to find a basis for fit. Women often discussed the intersections of their important identities; in fact, many women joined academic organizations affirming both their gender and their academic discipline (e.g., Women in Science and Engineering). Overall women articulated strategic attempts to find fit in academia, such as highlighting a shared identity as an academic or researcher with their academic mentor and peers. The current study reveals that student-initiated attempts to persist in academia are often successful. Our findings also underscore the importance of programs that acknowledge the importance of fit. Such programs can integrate gender and academic identities.

TALK 4: Nag's Heart Seminars for Women in STEM: Preliminary Results from a National Pilot Study

Qianhui Zhang, Randie Chance, Karen Renzaglia, Lizette Chevalier, Rebekkah Thomas, Margaret S. Stockdale

Institutions endeavoring to attract, retain and promote women in STEM academic disciplines may need to consider unconventional approaches. One unconventional method is the structured peer-mentoring intervention. In structured peer-mentoring circles, participants follow a strict format to liberate the potential positive effects of group gatherings and to empower and fortify every member of the group. One of the oldest structured peer mentoring groups in the nation has the odd name Nag's Heart Seminars (<http://nagsheart.ucsc.edu/>). Started by feminist scholars in the 1990s, Nag's Heart seminars are structured to be status-attenuating, to normalize problems, and to foster collaborative problem solving. In any session, the personal becomes political and vice versa. Occurring in residential-like settings, the seminars last one to three days and comprise structured 2.5 to 3hr sessions where each participant is allotted 30 minutes for focused discussion on a dilemma which has bothered her and on which she would like input from the group. In recent years, the

Nag's Heart seminars have turned to the issue of women's achievements in STEM. Informal evidence has shown that women in science can benefit greatly from attending a Nag's Heart seminar. We report here qualitative and quantitative data from two completed Nags Heart seminars with matched control participants, and a survey of 63 STEM faculty. Survey data address scale development properties of a 20-item measure of empowerment (Spreitzer, 1995), social support, peer mentoring, and career persistence. Preliminary results suggest that empowerment is an important predictor of career persistence, especially for women. Themes that emerged from open-ended responses to the post-test survey of Nag's Heart participants also support the importance of empowerment. After the conferences, participants reported that they felt more empowered to tackle the sources of their career struggles; seek out networking and mentoring opportunities; and voice their needs and set boundaries.

15-Minute Presentation. Poplar (8:30 AM - 9:40 AM)

Can Judge's Debunking Instructions Decrease Rape Victim Stereotypes?

Amy A. Hackney, Victoria Allen, W. Grady Rose, Rachael C. Rosenberg, Ayomipo Ojutalayo, Shayna Brown

The purpose of this research was to empirically test if sexual assault debunking instructions are effective at reducing sexual assault stereotypes in mock jurors. Currently, the United Kingdom's court system recommends using debunking strategies in criminal cases that involve non-consensual sexual offenses in an attempt to caution jurors about applying stereotypes during their decision making processes. Stereotypes may reflect how an alleged victim and/or defendant ought to have behaved or appeared during, prior, or after the alleged offense (Crown Court Benchbook, 2010). We sought to test the debunking strategy that involved excessive drinking and provocative dress of the victim. Male and female participants completed the Illinois Rape Myth Acceptance Scale (Payne, Lonsway, & Fitzgerald, 1999) as part of a mock voir dire procedure. Participants then read an Americanized version of a sexual assault case that had been created by English and colleagues (2005). Participants were randomly assigned to read one of two judge's instructions: standard judge's instructions typical of those used in the United States or the recommended debunking instructions from the Crown Court Benchbook. After reading the judge's instructions, participants completed the Defendant Blame Index Scale (Krahé, Temkin, Bieneck, & Berger, 2008) and the Victim Credibility Scale (Winkel & Koopelaar, 1991) in a combined 17-item survey. Participants then submitted a judgment of guilty or not guilty, and recommended a sentence. Finally participants completed a manipulation check, additional demographic items, and were thanked and dismissed. Results will be discussed in terms of decreasing rape victim stereotypes and recommended judge's instructions in sexual assault cases.

Does Color Matter? Audience Perceptions of Criminally Convicted Athletes

Mark Davis, Amy H. Jones, Joshua Dickhaus

Background checks on NFL athletes reveal that 21% have been arrested for serious crimes (e.g. Michael Vick, O.J. Simpson, and Matt Jones)(Cook & O'Brien, 1998). Therefore, it is important to understand how audience perceptions of the athletes differ based on the severity of the criminal activity, and the social identity of the audience member. Individuals earn membership into social groups based on categorical attributes (ex: race, gender, religion, etc). This research is guided by social identity theory to explore racial in-group bias, in particular. Ethnicity and severity of criminal conviction served as the manipulated variables in this 2 (white or black athlete) x 2 (convicted of drug possession or child abuse) experimental design. Overall, 212 students participated in the experiment, including 103 black participants and 102 white participants. Research participants were randomly assigned to one of four stimulus conditions. Each participant received a newspaper article/mug-shot photo combination, and completed a questionnaire. The ethnicity of the athlete was manipulated in the mug shot photo, and crime severity was manipulated in the article. Findings indicate that a racial in-group bias does exist, but varies by the severity of criminal conviction. Black research participants judged the white athlete convicted of drug possession more severely ($m=4.91$) than white participants ($m=3.8$; $p<.03$). Additionally, white research participants judged the black athlete convicted of drug possession more severely ($m=5.29$) than black participants ($m=3.33$; $p<.001$). The severity of criminal conviction significantly influenced the athlete's endorsement value; consumers were more likely to purchase a product endorsed by the athlete convicted of drug possession ($m=3.24$), than by the athlete convicted of child abuse ($m=2.39$; $t=3.28$; $p<.001$). These findings suggest that the race and severity of criminal conviction of a professional athlete significantly influence audience perceptions of the athlete, and potential endorsement value.

Moral Typecasting Underlies Punitive Responses to Crime

Andrea L. Miller, Eugene Borgida

In four studies, we show that moral typecasting underlies punitive responses to crime and may play a role in race-based inequality in criminal justice. Moral typecasting is the process of ascribing a dispositional moral label (moral agent or moral patient) to a target after the target has performed a moral act, then continuing to perceive the target in terms of

that role, even when objective circumstances do not justify this perception. Moral agents are doers of good or evil and are seen as having control; moral patients are receivers of good or evil and are seen as capable of experiencing pleasure and pain. In Studies 1 and 2, criminal offenders were viewed as having moral agency and victims as having moral patency. Perceptions of targets' moral agency and patency persisted after the targets switched moral roles, underscoring the difficulty criminal defendants and ex-convicts may have in shedding the dispositional moral label of "evildoer" that is ascribed to them. Perceptions of moral agency also predicted more severe sentencing recommendations for offenders and lower willingness to hire ex-convicts for a job, an outcome which has been shown to be a key component in preventing recidivism. In Study 2, moral agency was found to be distinct from offenders' deservingness to be punished. In Study 3, moral typecasting occurred implicitly upon exposure to a crime, using both a modified Stroop task and an Implicit Association Test. In Study 4, moral typecasting varied by offender, victim, and perceiver race. We argue that the study of crime and punishment would benefit from the application of moral typecasting theory, which has the potential to explain punitive responses at many stages of criminal justice, from arrest to sentencing to re-entry into society. We also discuss the potential role of moral typecasting in victim-blaming in cases of sexual violence.

Public Perceptions of Statutory Relationships Among Teens: Implications for Policy

Cristina L. Reitz-Krueger, Rebecca L. Newsham, N. D. Reppucci

Sex offender registries and public notification laws emerged in response to several heinous crimes against children that many felt could have been prevented if the public had been aware of the perpetrators' criminal histories. These laws have been applied to a wide range of crimes against children, many of which are far cries from the violent crimes that inspired the laws. Though there is overwhelming public support for sex offender registries in the abstract, there are also growing concerns that, in some cases, these registries may be unjustly punitive and ineffective. This paper specifically addresses the perceptions of sex offender registries as they apply to a statutory relationship between two teenagers. We used an Internet-based convenience sample of 448 adults (57.7% women). Participants read a vignette describing a consensual sexual relationship between a 19 and 14-year-old and the legal consequences that could follow in the state of Virginia. We assessed beliefs in registration efficacy and fairness for this particular case. Overall, the majority of participants did not agree that the registry was effective or fair in this instance. When asked if the older partner should be required to register, 61.8% said no, and 87.0% said he should not be required to register for life. When asked about sex offender registries in general, most citizens support the registry and do not think it violates any rights (Brannon et al., 2007; Schiavone & Jeglic, 2009). Our study suggests that, at least in one case, members of the public do not view the registry so favorably and we think it is likely that these negative views would carry over into similar cases of statutory relationships between adolescents. Given the gravity of the consequences of public registry, a more developmentally appropriate and less sweeping approach to public registry may be in order.

15-Minute Presentation Pomodoro A (8:30 AM - 9:40 AM)

Mental Health Correlates of the Suppression of Minority Sexual Identities

Lindsey S. Davis

The concealment of minority identity, or "passing", is a phenomenon that has been recognized for many years, yet there is little research regarding the processes and consequences of concealment of minority sexual identities. The present study explores the experiences of gay, lesbian, bisexual, and queer individuals with regards to their openness about sexual identity, the pressure they feel to pass as heterosexual, and the effort they exert to pass, hypothesizing that the pressure to pass may be related to depression, anxiety, and stress in LGBQ individuals. Fifty-one lesbian, gay, bisexual, and queer participants aged 18 to 68 responded to a confidential online survey. The measure comprised demographic questions, questions regarding interactions with family, friends, and work colleagues, and the short version of the Depression Anxiety Stress Scale (DASS-21; Lovibond & Lovibond, 1995). There was a statistically significant moderate, positive correlation between pressure to pass among family and DASS total ($r = .31, p = .047$). There was a statistically significant moderate, positive correlation between pressure to pass among family and Anxiety score ($r = .37, p = .018$). There was a trend suggesting a positive correlation between pressure to pass among friends and DASS total score ($r = .203, p = .203$). There were also trends suggesting positive correlations between years in the closet and Anxiety ($r = .229, p = .155$) and years in the closet and Stress ($r = .245, p = .127$). This small, but diverse, sample of participants provided preliminary support for the hypothesis that depression, anxiety, and stress in the LGBQ community are related to the suppression of sexual identity. Data collection is ongoing, and it is expected that these trends will be borne out in a larger sample. These results may inform culturally competent treatment and education practices.

Openness in Adoption among Lesbian, Gay, and Heterosexual Parent Families

Rachel H. Farr, Abbie E. Goldberg

Lesbian and gay adults are increasingly adopting children (Gates et al., 2007), about whom there is growing literature (e.g., Farr et al., 2010; Goldberg & Smith, 2011). Substantial literature exists about open adoption (i.e., contact between birth and adoptive families) (e.g., Grotevant, in press; Wolfgram, 2008), but the current study is among the first to explore openness among lesbian, gay, and heterosexual adoptive parents (Goldberg et al., 2011). Participants included 106 adoptive families (33 lesbian, 34 gay, and 39 heterosexual couples) with children placed at less than one week old. At three months and one year post-placement, participants reported on their adoption experiences. Most families ($n = 82$; 79.5%) had met the birth mother at three months. On average, parents felt mostly positive toward her and were satisfied with contact. The majority preferred the current amount of contact or wanted less. There were no significant differences by family type. After one year, only nine (8.7%) had no contact; the rest had shared identifying information, visited in-person, or had formal plans for contact. At one year, 88% of adoptions had been legally finalized. More gay (33 of 33) and heterosexual couples (34 of 39) had finalized than lesbian couples (24 of 32), $X^2(2, N = 104) = 9.29, p = .010$. Families who had finalized by one year had had more contact at three months, and reported more mixed (than positive) feelings, than did families who had not finalized. Thus, this study found that most adoptive parents, regardless of sexual orientation, had contact with birth mothers and were satisfied with contact. Whether adoptions had been finalized played a role in contact. Given trends toward open adoption and lesbian- and gay-parent adoption, the results can inform policy and practice about openness dynamics among diverse adoptive families.

Self-Compassion: A Protective Factor Against Self-Stigma for Sexual Minorities?

Stacey L. Williams, Sheri L. Chandler, Sarah Claiborne

Among sexual minorities, public stigma and discrimination are common experiences that can lead to self-stigma and the internalization of heterosexism. Szymansky, Kashubeck-West, and Meyer (2008) summarized previous literature, reporting that internalized heterosexism is correlated with stunted sexual identity formation, nondisclosure of sexual orientation, lower self-esteem, less social support, depression, and psychosocial distress. Importantly, it is not necessary to experience enacted stigma (i.e., discrimination) first-hand for it to have an impact on sexual minorities (Herek, 2007). All individuals, collectively, are aware of the stigmatized ways particular groups are treated, and this awareness become personally relevant once individuals hold the stigmatized identity (Link, 2001). Coping strategies and resources may therefore be of utmost importance to protecting the wellbeing of sexual minorities. This study examined self-compassion as one such resource that may serve to mitigate the negative effects of sexual stigma of the self, in particular the internalization of public stigma. Indeed, previous research suggests self-compassion may be an effective and healthy coping strategy (Allen and Leary, 2010), correlated with increased well-being, positive psychological functioning (Neff, 2003), happiness, optimism, positive affect, and wisdom, and decreased negative affect and neuroticism (Neff, Rude, & Kirkpatrick, 2007). Sexual minorities, by using mechanisms of self-compassion, may reduce the likelihood of endorsing stigma toward themselves and anticipating discrimination. Thus, we hypothesized that increased self-compassion would be linked with reduced self-stigma, internalized heterosexism, and anticipated discrimination. A large-scale and online survey of gays, lesbians, and bisexuals ($n = 254$; 59% female) revealed that as self-compassion increased, self-reports of self-stigma ($r = -.27, p < .001$), internalized heterosexism ($r = -.238; p < .001$), and anticipated discrimination ($r = -.14, p < .001$) decreased. These findings and results of a self-compassion experimental induction study will be discussed to highlight self-compassion as a potential buffer against harmful realities of internalizing sexual minority stigma.

Sexual Minority Parenting: Linking Parent-Adolescent Relationships, Perceived Stigmatization and Functioning

David M. Mendelsohn, Allen M. Omoto

While sexual minority parenting - parenting by same-sex couples - is currently a subject of much public and policy debate, a growing body of literature suggests few if any systematic differences between children with sexual minority parents and children with heterosexual parents. The current study seeks to explore the associations among parent-adolescent relationships, adolescent reports of feeling stigmatized because of their parents, and adolescent mental health and behavior problems. Furthermore, we sought to test whether the relationships among these variables differed as a function of whether adolescents had parents who were gay, lesbian, or heterosexual. Eighty-five families (13 headed by gay parents, 32 headed by lesbian parents, 40 headed by heterosexual parents) were recruited to take part in an online survey. All families provided data from an adolescent and at least one parent. The survey included multi-item measures assessing relationship quality, as well as reports of adolescent self-esteem, life satisfaction, behavior problems, depressive symptoms, and feelings of stigmatization. Results of hierarchical regression analyses revealed that adolescents, regardless of their parents' sexual orientation, report strong feelings of stigmatization because of their parents. Furthermore, these feelings were associated with mental health and behavioral outcomes, as well as their reports of their relationships with their parents. Interestingly, all of the associations were opposite to our expectations. Specifically, adolescents who

reported higher feelings of stigma because of their parents also tended to report closer relationships with their parents. In addition, adolescents tended to respond more positively on mental health and behavioral indicators to the extent that they also reported greater stigmatization. These results suggest that adolescents feel stigmatized because of their parents regardless of their parents' sexual orientation. Furthermore, adolescents appear to be psychologically healthy despite such feelings. The implications for future research and policies related to sexual minority parenting will be discussed.

15-Minute Presentation Pomodoro B (8:30 AM - 9:40 AM)

Racial Identity and Academic Achievement: Social Class as a Moderator

Felecia R. Webb, Tabbye M. Chavous

Research has demonstrated the importance of racial identity (RI) in predicting Black students' psychological adjustment and academic performance (Chavous et al., 2003). However, a small, but growing body of research has shown that this relationship may be moderated by social background, in particular neighborhood composition (Bryd & Chavous, 2009). This paper will expand on this research by examining the moderating role of social background on the relationship between RI and adjustment to college for Black students, both at the situational and individual level. We specifically examined the differential impact of RI on situational mood, well-being, and academic achievement, based on first-generation college (FGC) student status. Participants were a part of a larger 4-year longitudinal study examining the impact of RI on Black students overall psychological well-being. Participants 1) completed annual surveys that measured stable RI (MMRI; Sellers et al., 1998), well-being, and academic outcomes (person-level analyses), and 2) participated in a 20-day study that used experience sampling methods to explore situation-level variability in RI salience, context, and situational mood (situation-level analyses). The final sample included 294 participants (92 FGC students; 202 non-FGC students). Situation-level analyses indicate that FGC students experience more fear in academic contexts than do non-FGC students. Additionally, in situations where race is more salient, FGC students report being more attentive and happier. Person-level analyses indicate that FGC students for whom race is more central to their identity report higher self-esteem, but also report higher John Henryism coping (which has been related to greater risk for hypertension and cardiovascular disease; Bennett et al., 2004). Additionally, FGC students who perceive that other groups view Blacks more positively report lower GPAs. However, this relationship was non-significant for non-FGC students. These results suggest the importance of understanding the intersection of race and class especially within the educational context.

Student or Worker: The Role of Employment in Black Collegiate Achievement

Bridgette Peteet, Quiera Lige

The majority of college students work (up to 80%) and most are employed more than 20 hours per week (National Postsecondary Student Aid Study, 2000; Horn & Malizio, 1998). Research suggests that the optimal amount of work that produces an increase in academic performance is 10-15 hours, with longer work hours (20-40) decreasing academic engagement and performance and shorter hours minimally effecting academic performance (Dundes & Marx, 2007; Mehta, Newbold, & O'Rourke, 2011). Research further suggests that on-campus employment aids in increased academic performance, whereas off-campus employment produces negative academic outcomes (Bozick, 2007; Riggert, Boyle, Petrosko, Ash, & Rude-Parkins, 2006, Dundes & Marx, 2007). Minority students are overrepresented among low income students who need to work more hours and are thus at a greater risk for negative academic and persistence outcomes (Engle & Tinto, 2008). Nora and colleagues (2006) found that off-campus employment decreased minority persistence by 36%. Despite these findings, no studies to date have examined employment amount in addition to locale as factors in academic performance in minority subpopulations. The present study seeks to fill this gap by examining the following hypotheses: 1) that Black students who work part-time will have significantly higher grade point averages (GPA) than both nonworking students and students working full-time; 2) that Black students who work on-campus will have higher GPA than students who work off-campus; 3) that employment locale will moderate the relationship between employment amount and GPA. The present study is a secondary data analysis of the Undergraduate Student Experiences Survey (USES) including 96 Black undergraduates at a large Midwestern university. Participant demographics and academic and social engagement were assessed. Results are pending and may provide implications to universities on the importance of promoting campus engagement through on-campus employment opportunities for at-risk subpopulations.

The Intersectionality of Racial Identity and TRIOS: Enhancing the Outcomes of African American College Students

Santiba D. Campbell, James M. Jones

According to research published in the Journal of Blacks in Higher Education (2009), graduation rates for African Americans have increased, yet are 20% below that of Whites. With race being a major factor, African American students

are facing more experiences with racial discrimination or other factors that make their race, more salient especially on the campuses of Predominantly White Institutions (PWIs). This study addresses the social and academic factors of African American college students and how these experiences promote or inhibit their persistence towards graduation and self-worth. Specifically, how the significance of race and TRIOS, a cultural life view (Jones, 2003) contribute to determining whether or not the degree to which one's interpretation or reaction to racial discrimination undermines or preserves their academic achievement and self-esteem. Levels of TRIOS and racial identity (Seller et al, 1997) were compared for African American students attending a historically Black university (HBCU) and those attending a predominately White institution (PWI), at two time periods one year apart to predict the degree to which students were racially aware, perceived racial discrimination and maintained self-esteem. Mediation and moderation analyses showed that for students attending the HBCU, perceiving racial discrimination was negatively related to self-esteem but this relationship was buffered by racial identity. Students attending the PWI also showed a negative association between perceiving racial discrimination and awareness for the significance of race on self-esteem. Their negative relationships were buffered by racial identity as well as TRIOS. Race matters for students at both institutions; perceiving racial discrimination was a negative predictor of self-esteem in both contexts. However, both racial identity and TRIOS moderated these negative effects but only TRIOS buffered the racial discrimination - self-esteem relationship in PWIs. Better understanding of effective coping strategies and means of interpretation may increase and/or maintain well-being and achievement.

9:50 AM - 11:00 AM

2012 Kurt Lewin Award Keynote Dogwood

Intergroup Contact and Its Critics: Four Funerals and a Wedding

Miles Hewstone

Intergroup contact theory (Allport, 1954; Hewstone, 2009) constitutes social psychology's major weapon in the fight against prejudice. Notwithstanding its impressive meta-analytic support (Pettigrew & Tropp, 2006) critics have attacked theory and research on contact for 4 major perceived limitations: (1) its avoidance of real group differences, and hence lack of practical significance (McCauley, 2001); (2) its emphasis on rarefied conditions that are rarely, if ever, found outside the laboratory, and an over-reliance on attitudinal outcomes (Dixon et al., 2005); (3) its emphasis on the individual level, which may reduce prejudice, whereas contact interventions at the societal level may heighten perceived threat, and increase prejudice (Forbes, 1997); (4) its failure to account for the purported negative impact of neighborhood diversity on trust (Putnam, 2007). In response to these critiques I draw on a welter of my own experimental, cross-sectional and longitudinal data, much of it based on large probability surveys, showing how contemporary theory and research on contact have successfully responded to these claims. Intergroup contact theory hence provides a powerful, theoretically-based tool for engaging with conflictual intergroup relations. It can, moreover, play a key role as a powerful theoretical framework at the intersection of multiple social and behavioral sciences – sociology, political science, and social psychology – whose potential to impact policy is still unrealized.

Interactive Discussion Magnolia

The Challenges of Policy to Address Reserve Component Veterans Needs

Mary E. Schaffer, Michael Crabtree, Thomas W. Britt, Elizabeth A. Bennett

The Combat Stress Intervention Program is a 3 year Department of Defense Funded Project to assess the behavioral health needs and barriers to seeking treatment among returning Reserve Component veterans in Southwestern PA and to develop a community based intervention to address those needs. Since this program began almost 5 years ago, changes have been made to policies at both the National and State level to try to address the needs of returning veterans. In the first year of the project, we conducted a series of focus groups with family members of Reserve Component Veterans of the current conflict. This interactive discussion will begin with a presentation of the types of policies and resources that family members identified as necessary at that time. We will briefly review changes in Federal and State policies, as well as the community intervention we created to try to address these issues. We will then invite participants to join us in a discussion of what seems to be working both nationally and locally, where the major short falls still exist, and how we as both researchers and community members can take action to make a difference.

Chair: Adrienne R. Carter-Sowell

Sustaining Diversity in STEM Fields: Issues of Implicit Bias, Identity, and Inclusion

The National Science Foundation (NSF) developed the ADVANCE-IT program to improve the representation of women faculty in Science, Technology, Engineering, and Math (STEM) fields. Despite the increase in the number of women and minorities obtaining doctoral degrees in STEM, these fields have not sustained a representative workforce inside and/or outside academia. Moreover, women and minorities in academic staff and faculty STEM positions are less likely to advance due to factors unrelated to their ability and interests. For example, empirical research shows that bias along with campus climate strongly influences well-being and retention of women and minority faculty. This symposium brings together social psychologists that have used multidisciplinary approaches to understand 1) the negative effects of implicit biases (defined as the non-conscious negative attitudes and stereotypes that influence judgments), as well as 2) the crucial role external factors, such as an isolating, hostile work climate or the under representation of women and minorities in leadership, can play in creating an discriminatory environment for STEM staff and faculty. Additionally, the contributors to this symposium discuss lessons they have learned from their involvement in implementing strategic changes at the institutional level. Furthermore, this symposium offers a unique contribution in the scope of participants recruited for the studies. Richman and colleagues involved participants from STEM and non-STEM disciplines. Dickter from the Women In Scientific Education (WISE) Initiative at the College of William and Mary sought participants at the assistant, associate, and full professor ranks from both two-year and four-year colleges. Lastly, Ramsey enlisted faculty and students while Carter-Sowell involved students and staff to complete surveys and participate in lab experiments. These diverse participant pools shed a broad yet bright light on how researchers can redress pervasive issues and challenges to invoke substantial changes within their own programs, organizations, departments, and institutions.

TALK 1: Thriving Under Conditions of Social Identity Threat

Laura Richman, Michelle vanDellen, Wendy Wood

Women who have academic careers in engineering have successfully navigated the social identity threats that prevent many other women from feeling that they belong in science, technology, engineering, and math fields. We report the results of an experimental study examining the buffering factors that enable women academics to cope with exposure to the identity threat of being in a numerical minority in a professional setting. Female academics in engineering and nonengineering fields watched a fictitious conference video depicting either an unbalanced ratio of men to women or a balanced ratio. Subjective measures of identity threat were collected. The central finding from this research was that women in engineering were less adversely affected by cues of social identity threat than were women from more gender-balanced academic fields. The engineers were especially able to cope with social identity threat when they had experiences to suggest that they, personally, belonged in such settings. Past experience with discrimination, positive experience with female role models, family support, and general social support all buffered negative responding to social identity threat and were associated with a greater sense of belonging to or desire to participate in the conference. These findings highlight some factors that may influence how successful women academics thrive despite their minority status and suggest ways to develop measures and methods to promote women's success under such circumstances.

TALK 2: Implicit and Explicit Attitudes towards Women in STEM: The WISE Initiative

Cheryl L. Dickter, Jennifer A. Stevens, Catherine A. Forestell, Pamela S. Hunt, M. Christine Porter

Compromise in the status of women in the STEM disciplines has been documented for several decades. The structure of the academy poses unique and often subtle obstacles to female faculty and, despite positive changes, many academics still possess explicit and implicit attitudes about women's inability to succeed in a STEM field. Even those who explicitly reject gender stereotypes may still implicitly endorse them, which could affect productivity, career choices, and career satisfaction. Understanding explicit and implicit attitudes towards women in the STEM disciplines can help inform programs designed to advance the status of female faculty. In 2001, NSF created the ADVANCE program to serve women in STEM disciplines and to directly address issues that undermine women as leaders. This talk will focus on an ongoing study that was designed as part of an ADVANCE grant awarded to researchers at the College of William and Mary called the Women in Scientific Education (WISE) initiative. This study seeks to understand the unique challenges that female faculty in STEM disciplines face, by comparing male and female STEM faculty as well as females in STEM and non-STEM disciplines. Two hundred assistant, associate, and full professors from William and Mary and two nearby community colleges completed the Gender-Science implicit association test along with various explicit measures of self-esteem, well-being, stereotype endorsement, gender identification, and academic achievement. We hypothesize that, although women have made important strides in academia over the past decades, there are still enduring disparities in attitudes towards

men and women in STEM disciplines. This study will help illuminate the implicit and explicit attitudes held by male and female faculty, and demonstrate how these attitudes relate to career success. Implications of these results for designing programs such as the WISE initiative to help advance the status of women in STEM-related fields will be discussed.

TALK 3: Communality Is Key: Increasing Perceptions of Women's Fit in STEM

Laura R. Ramsey

The under representation of women in science fields could be due, in part, to a perceived lack of fit for women in science. Namely, communal traits, which are typically associated with women, could be perceived as not as well suited for science fields than agentic traits, which are typically associated with men. This perceived lack of fit could contribute to both negative stereotypes about women's science abilities and women's lowered identification with science fields. In Study 1, a survey of faculty and students in STEM fields revealed that they perceived agentic traits as more important for success in science than communal traits, and that women perceive themselves as more communal than men. Furthermore, regression analyses revealed that female students who perceive themselves as communal and communal traits as important for success in science report being more satisfied with their field than those who demonstrate a disconnect between their perceptions of themselves and of science. Study 2 sought to experimentally manipulate the degree to which communal traits were associated with science. Male and female students were randomly assigned to either the communal-science (emphasizing scientific collaboration) or agentic-science (emphasizing independence in science) condition. Next, implicit gender-science stereotyping (i.e., the association of men with science more than women with science) and implicit science identification were measured. Regression analyses revealed an interaction between condition, gender, and stereotyping predicted science identity. In the agentic-science condition, the more women endorsed gender-science stereotyping, the lower their science identity, whereas men showed a positive relationship between stereotyping and identity. However, in the communal-science condition, there was no relationship between stereotyping and identity for women or men. These results suggest that increasing communal-science associations might increase women's identity with science, despite gender-science stereotyping.

TALK 4: SOS: Stigmatized - Ostracized - Systematically Sidelined Groups and STEM

Adrienne R. Carter-Sowell

Considerable research has documented that brief and seemingly innocuous episodes of ostracism (ignoring and excluding) cause individuals to feel initial pain and distress. Being out of the loop (a form of partial ostracism) is being uninformed of information mutually known by others. Both experiences are commonly reported occurrences with potentially negative consequences for women and minorities in science, technology, engineering, and math (STEM) fields. Research shows that being socially ostracized compromises psychological functioning, plus threatens social and emotional needs. In three studies, we examined the effects of perceived ostracism experiences on well being. In the first study, we employed an Ostracism Experiences Scale (OES) that consisted of 8-items (comprised of 2-Factors; 4-items for ignoring and 4 items for excluding) to assess individual differences in perceived ostracism. Next, participants' scores on the Ostracism Experiences Scale were used as a predictor variable in assessing immediate and delayed responses to manipulations of ostracism. The results indicated that the ostracized individuals, compared to included individuals, who reported higher than average ostracism experiences showed longer persistence of sadness and anger after the manipulation. In the second study, we examined whether participants experienced being in or out of the loop during a group problem-solving task. We found that compared to participants who were in the loop and able to contribute to the task, participants who experienced being out of the loop reported thwarted fundamental needs of belonging, self esteem, control, and meaningful existence, as well as decreased mood, reduced competence, and less liking of group members. In a third study, we employed an interdisciplinary perspective to examine the effects of perceived ostracism in the workplace. Our results have implications for a variety of group settings and draw attention to outcomes of social exclusion on the recruitment, retention, and promotion of women and minorities in occupational contexts.

15-Minute Presentation.....Pomodoro A (9:50 AM - 11:00 AM)

Perceptions of Non-Traditional Families: Acceptance or Subtle Discrimination?

Crystal T. Tse, David R. Kille, Steven J. Spencer

Although family structures are becoming increasingly diverse, ranging from families headed by single, same-sex, and mixed-race parents, we suspect that laypeople's definitions of what consists of a family may not be updated to reflect these changes. Recent work demonstrates that this may be the case: families headed by parents who are of the same sex, or of different ethnicities, are seen as less prototypical or "family-like" compared to traditional, same-race families headed by heterosexual parents. In the present research, we seek to understand the potential negative consequences for

non-traditional families as a result of failing to conform to laypeople's prototype of a family. We conducted 2 experiments using a study paradigm that allowed us to examine subtle prejudice against non-traditional families, as research in the area of aversive prejudice has shown that individuals will only express prejudice when given an excuse (e.g., being exposed to ambiguous information about the target of prejudice). In both studies we manipulated the type of family and whether participants could find an excuse to discriminate against the family. In experiment 1, participants were shown websites depicting a same-race or mixed-race family whose members were depicted as caring or uncaring towards each other. In experiment 2, participants were shown websites depicting a heterosexual or homosexual parent family who had a teenage daughter who was pregnant or was not pregnant. Results from both experiments showed less positive evaluations of mixed-race and homosexual parent families compared to same-race and heterosexual parent families - but only when there was an excuse to derogate the family. That is, prejudice was only evident when the family members came across as uncaring towards each other, or when the teenage daughter was pregnant. Implications of these findings for social policy, such as how child and youth workers interact with diverse families, will be discussed.

Transgender Microaggressions: Cognitive, Emotional, and Behavioral Coping Mechanisms

Lindsey S. Davis, Kevin L. Nadal, Kristin Davidoff, Ying-Lee Wong

Transgender individuals frequently encounter discrimination, even from their own families (Koken, Bimbi, & Parsons, 2009), and previous literature has identified a range of subtle forms of transgender discrimination, including use of incorrectly gendered terminology and exoticization of transgender persons (Nadal, Skolnik, & Wong, 2011). The current study examines transgender persons' cognitive, emotional, and behavioral responses to overt and covert discrimination. Nine transgender individuals participated in focus group sessions using a semi-structured interview format. Three participants identified as transgender men; six identified as transgender women. Focus group transcripts were analyzed by three graduate-level researchers using Consensual Qualitative Research methodology. An over-arching cognitive theme was the double-bind; participants reported being governed by conflicting cognitions about their identities and behavior. Several participants described excusing or rationalizing the discriminatory behavior of others, particularly when the offender was a family member. Most participants described constant vigilance and concerns for self-preservation and safety. Some participants contradicted negative experiences with reassuring, positive cognitions. Participants described emotional themes of anger, betrayal, longing for acceptance, and various forms of chronic and acute distress. Several participants felt exhausted, exasperated, and without hope in the face of ongoing discrimination. Participants described two modes of behavioral responses, direct and indirect, and one mode best characterized as non-response. Many directly addressed microaggressors, such as by asserting themselves verbally, while others used indirect means (setting boundaries, contacting authorities, etc.) Participants sometimes chose not to address microaggressions, instead diffusing, deflecting, avoiding situations, or appeasing microaggressors. Participants differed in their coping styles and altered coping mechanisms by situation. This study is consistent with previous research (e.g., Sue, 2010) that indicates that individuals assess the consequences of microaggressive situations and respond in ways to protect themselves physically and emotionally. Recognizing these processes is an important step toward providing culturally competent services for transgender individuals.

Is Friendship with Sexual Minorities Predictive of Personality among Heterosexuals?

Janice M. Habarth

The literature supports consideration of heteronormativity as an important aspect of a larger cluster of authoritarian and politically conservative attitudes. For example, Strauss, Connerly, and Ammermann (2003) found that both RWA and intolerance of ambiguity predicted negative attitudes toward diversity, and Habarth (2008) found that RWA, tolerance of ambiguity, openness to experience, and heteronormativity were highly correlated across sexual minority and heterosexual samples. Although these constructs are clearly related, there are likely other distinct facets of social conservatism and RWA, some of which may be largely dispositional and others which may be more contextually influenced. The present study used an online community survey to identify variables related to heterosexuals' (n = 250) friendships with sexual minorities (lesbians, gay men, bisexual women and men). Hypotheses included:

1. RWA, (in)tolerance of ambiguity, (low) openness to experience, social conservatism, and heteronormativity will be significantly correlated.
2. Heterosexuals reporting at least one sexual minority friend will score lower on heteronormativity and RWA and higher on openness to experience and tolerance of ambiguity across the sample.
3. Among socially conservative heterosexuals, friendship with sexual minorities will be a significant predictor of heteronormativity scores, and a less salient predictor of (arguably dispositional) variables such as openness to experience and tolerance of ambiguity.

All hypotheses were generally supported by the data. When discussing the results, I will consider the relevance of the contact hypotheses and cross-group friendships (Davies, Tropp, Aron, Pettigrew, & Wright, 2011). Although causal links may not be drawn based on cross-sectional data, the results are consistent with a theory of meaningful contact leading to a shift in attitudes about sexual orientation. Thus, further work exploring potential causal links is warranted.

Symposium..... Magnolia

Chair: Kim Case

Teaching and Mentoring Social Issues: SPSSI Award Winners Share Innovative Pedagogies

Sponsored by the SPSSI Teaching and Mentoring Committee

The SPSSI Teaching and Mentoring Committee's purpose is to support and advance excellence in social issues teaching and mentoring. The committee goals include recognizing outstanding social issues teaching and mentoring through awards and honors, providing resources to SPSSI members and the broader community on teaching and learning about social issues, and bringing teaching and learning about social issues into the forefront of SPSSI activities and to encourage the sharing of ideas and teaching strategies, collaborative innovations, and pedagogical discussions among members. With these goals in mind, this symposium brings together recent SPSSI teaching award winners to present their innovative strategies, pedagogical advancements, and insights into social issues teaching and mentoring at both the undergraduate and graduate levels.

TALK 1: Teaching Social Issues through a Lens of Psychological Science Inquiry to Undergraduates

Peony Fhagen-Smith

Teaching about the psychological study of social issues at the undergraduate level can be challenging because students often come to the course having been exposed to social issues via the media, personal experience, etc. Therefore, they enter learning and discussing social issues with a perspective of "I know this, this is easy". Approaching the study of social issues through a lens of scientific inquiry helps students to understand the psychology behind a social issue because they are able to "take seriously" the psychological dimensions of a social issue and become a bit more objective in their understanding of a social issue. Sometimes students discount the psychological side of social issues because the political, historical, or sociological aspects often take center stage both in academics and in the media. In fact, students are surprised to learn that psychological science can even be applied systematically to the study of social issues. This may be both the contributing factor and causal factor for why the psychological study of social issues is not extensively covered in psychology courses at the undergraduate level. Using psychological research to deepen students' understanding without becoming "dry" or "over their heads" is an engaging pedagogical challenge. Using examples, effective teaching strategies will be discussed for engaging undergraduate students in learning how to apply psychological science to the study of social issues.

TALK 2: A Mindful Approach to Teaching Social Issues

Tracie L. Stewart

The concept of mindfulness (Langer & Moldoveanu, 2000; Wilson, 2009) is a beneficial framework to apply to teaching and mentoring students and is particularly well-suited to the study of social issues. In this presentation, I will first discuss implications of "mindful" versus "mindless" teaching strategies on students' perceptions of male and female instructors. In prior research, I have found that female college instructors are more likely than male instructors to have to choose between being perceived as having high status versus high likability (Takiff, Sanchez, & Stewart, 2001). However, further research showed that adopting mindful teaching techniques (e.g., demonstrating openness to novelty, alertness to distinction, and orientation in the present) alleviated this double-bind for female faculty members (Stewart et al., 2003). Examples of these techniques will be provided. I will next consider how a "mindful" teaching and mentoring approach may be particularly beneficial when the subject matter is a topic such as intergroup inequality. Prior research has found that faculty who teach about privileges held by majority group members may sometimes face harsher student evaluations by students who are members of the majority group (Case, 2007). The presentation will include discussion of ways particular teaching techniques drawn from the mindfulness literature may mitigate negative outcomes for instructors who teach about intergroup inequality, a topic of considerable social importance but one that some students may find threatening. These techniques will include strategies for communicating awareness of multiple perspectives and sensitivity to different contexts, as well as other techniques grounded in mindfulness research and theory.

Talk 3: Teaching about Inequality with Jersey Shore: The Psychology of Race and Gender in Popular Culture

Shantal R. Marshall

I decided to create a course that centered on popular culture – including television, movies, music, comedy, and ads – as a way to teach undergraduate students about social issues such as racial and gender inequality, stereotyping and

prejudice, and discrimination. Popular culture is highly accessible and familiar to college students but most are not aware that what may seem to be only uninformative entertainment is in fact exposing them to representations of race and gender every day. In my class, students learned how stereotypes and racial and gender associations are created and maintained through the social representations present in popular culture as well as how to study the psychological effects of these representations. Additionally, because the course was on a subject matter that students engaged with every day the course was student-centered, allowing them to learn as much from their own observations and discussions with one another as they did from course materials and lectures. With the focus on popular culture, and not on the beliefs of individuals, students were able to discuss the psychology of social issues in a much more relaxed and objective way. I will discuss how even one lecture or activity on popular culture can train undergraduates to view popular media through a psychological lens and to understand social issues in a both contextualized and individualized way.

Talk 4: Creating Socially Active Students of Psychology in Puerto Rico

Amanda Clinton

The tiny Caribbean island of Puerto Rico, a U.S. Territory, is located closer to Venezuela than it is to Miami. The poverty level on the island is estimated at 45% (Hill, 2010) and nearly all of the Spanish-dominant students at the University of Puerto Rico (UPR) receive Pell Grants to support their education. Many have never left the island even as they enter college and focus tends to be on one's immediate and extended family rather than larger societal, psychological and political aspects related to their futures. This presentation explains teaching methods that have effectively integrated broad social awareness into psychology courses for Puerto Rican undergraduate students at the UPR campus in Mayaguez. The importance and impact of motivating students – particularly minorities who perceive themselves as lacking in power - to understand psychology as a vehicle for creating social change is discussed.

Symposium..... Poplar (11:10 AM - 12:20 AM)

Chairs: Drew S. Jacoby-Senghor, Stacey Sinclair

It's Who You Know: Perceptions and Consequences of Intergroup Contact

American society is experiencing an increase in interactions between people of different social groups. While researchers have a substantial understanding of the direct effects of intergroup contact, far less is known about how the diversity of individuals' social networks affects important intergroup dynamics. The symposium presents four programs of research looking beyond the classic questions of intergroup contact and toward how the picture changes when introducing the complexities of a diverse social world. To address the question of how one's networks influence others' perceptions of them, we demonstrate that Whites' implicit biases predict evaluations of and affiliative tendencies toward White social targets depending on the ethnicity of the targets' friends. Additionally, we present evidence that when stigmatized individuals consider how a target might view them, the nature of the target's social networks impact their meta-stereotype concerns. Next, we illustrate how one's own social connections relate to expectations for how one will be perceived. Specifically, mating goals and concerns of being misidentified as homosexual are shown to predict attitudes toward and desire to interact with gays. Finally, we illustrate that simply viewing intergroup interactions can influence group level attitudes with a series of studies demonstrating the contagiousness of implicit bias when watching ingroup targets in social situations. Evidence also is provided showing that proper motivation can control the nonverbal expression and therefore transmission of implicit bias. Together, we explore how experiencing diverse ethnic interactions augment how we perceive others, ourselves, and ethnic groups.

TALK 1: Implicit Racial Attitudes and Evaluation of People with Cross-Group Friends

Drew S. Jacoby-Senghor, Stacey Sinclair, Colin T. Smith

It is well documented that implicit racial biases shape intergroup evaluations. But what role do implicit racial biases play in shaping evaluations of ingroup members who are associated with members of an outgroup? In Study 1a, we show that Whites' implicit anti-Black predicts less liking of White targets with Black friends as compared to those with White friends. Study 1b demonstrates that higher implicit anti-Black bias also predicts diminished affiliative behavior toward these White targets. Finally, we demonstrate that the influence of implicit racial bias on affiliative tendencies is mediated by perceived similarity in worldview between participants and the White targets. Implications for our understanding of homophily and stigma by association are discussed.

TALK 2: The Effect of Racial Friendship Networks on Interracial Interactions

Daryl A. Wout, Mary C. Murphy

The United States is becoming increasingly racially diverse. Despite this increased diversity, people are concerned about being perceived stereotypically (i.e., meta-stereotypes) by racial outgroup members, resulting in avoidance of interracial contact and reduced interest in forming interracial friendships. The present research demonstrates that contextual cues such as the diversity of an interaction partner's racial network of friends or the type of activities an interaction partner engages in with his friends can heighten or minimize people's meta-stereotype concerns. In Study 1, we manipulate whether Black and White participants expect to interact with a White interaction partner who has a racially diverse network of friends or a homogeneous White network of friends. Black participants' meta-perception concerns were reduced when their interaction partner had a racially diverse friendship network compared to a homogeneously White friendship network. White participants expected to be perceived positively in both condition. In Study 2 Black participants anticipated to interact with a White partner with a racially diverse friendship network. We manipulated the activities the White partner engaged in with his friends-either the interaction partner engaged in similar activities with his Black and White friends (integrated activities condition), or he engaged in different activities/ with his Black and White friends (segregated activities condition). The results revealed that Black participants had greater meta-stereotype concerns and were less interested in befriending the White interaction partner in the segregated activities condition compared to participants in the integrated activities condition. Additional analyses revealed that meta-stereotype concerns mediated the effect of friendship activities on the participants' interest in befriending the interaction partner. The implications of racial friendship networks will be discussed.

TALK 3: Avoiding Sexual Minorities: Mating Goals' Implications for Social Contagion Concerns

Kate Zielaskowski, David Buck, Ashby Plant

Evidence points to the key role of intergroup contact in the reduction of many forms of prejudice, including sexual prejudice. However, because sexual orientation is not readily apparent, the threat of misclassification of sexual orientation exists. As a result, some heterosexual individuals may become concerned that if they associate with gay/lesbian people, they will be misclassified as gay/lesbian. I will review recent research demonstrating that contagion concerns (i.e., concerns that contact with gay/lesbian people will result in being misidentified as gay/lesbian) lead to the avoidance of intergroup contact for some heterosexuals. One potential negative consequence faced by heterosexuals who are misidentified as gay/lesbian is the loss of mating opportunities. I will also present evidence from two studies examining the impact of mating goals on the derogation and avoidance of gay/lesbian people. In Study 1, we manipulated mating goals and had participants report their attitudes toward lesbians and gay men to an opposite-gender interaction partner. Results indicated that participants whose mating goals were activated denigrated lesbians and gay men to a greater degree than participants whose mating goals had not been activated. In Study 2, we again experimentally manipulated mating goals and examined heterosexual participants' desire to avoid an upcoming interaction with a heterosexual or gay/lesbian interaction partner. When the interaction partner was gay/lesbian, participants whose mating motives were activated reported greater concerns about being misclassified as gay/lesbian and a stronger desire to avoid an upcoming interaction as compared to participants whose mating motives were not activated. However, when the interaction partner was heterosexual, neither contagion concerns nor avoidant intentions were affected by the activation of mating motives. Further analyses indicated that the relationship between mating goals and the desire to avoid the interaction partner was mediated by contagion concerns. The implications of these findings for interorientation contact are discussed.

TALK 4: Nonverbal Contagion of Implicit Racial Bias

Dana R. Carney

Organizations in America are explicitly intolerant of racism in any form. However, research suggests that subtle nonverbal cues can reveal implicit biases which can be unconsciously held and even unwanted - thereby circumventing the goals of this explicit intolerance. We demonstrate the lasting toxic effects of the nonverbal expression of racial bias by presenting evidence that we can "catch" others' biases by merely observing them. In two experiments observers viewed videotapes of naturally occurring social interactions between whites and blacks. Whites were either racially biased against blacks or held highly pro-black attitudes. We found that a perceiver's anti-black prejudice will rise when observing a white person with anti-black bias. In contrast, observing whites with pro-black bias reduces prejudice. Results suggest that the toxicity of whites' anti-black racial bias circumvents both consciousness and free will but that the positive impact of pro-black attitudes is equally as strong. A third experiment shows how whites, when motivated, can prevent the nonverbal expression of anti-black bias and a fourth experiment suggests that such controlled behavior is effective in halting its transmission.

Chair: Abigail J. Stewart

Learning from Research about Changing Universities

This symposium focuses on efforts to transform public universities to more nearly reflect the inclusive, democratic institutional spaces imagined at their founding. The four papers focus on different participants in university life: undergraduate students, doctoral students, postdoctoral fellows, and faculty. The first two papers focus on the experience of undergraduate students in science and engineering fields. In the first paper, women students report a negative or “chilly” climate in these fields, and that climate does affect their self-perceived academic performance; however, the authors show that gender identity operates as a partial buffer protecting women from the impact of that climate. The second paper reports on a social norm-focused intervention within introductory engineering classes, aimed at altering the racial and gender attitudes of men. This brief intervention successfully influenced white men’s diversity attitudes, suggesting that social psychological tools can help us alter the climate in STEM for women and minorities. The third paper reports on three studies of doctoral students who are “marginal” to the mainstream of the academy: students with working class origins, international students, and students with aspirations for social change. Each study demonstrates the elements of the environment-e.g., advisor support, shared values with the advisor, departmental climate, etc.-that matter in fostering the academic aspirations and confidence of these groups. Finally, the fourth paper reports on two studies of the impact of institutional norms about support for family or personal life issues on postdoctoral fellows and faculty. For both men and women at both career stages, this kind of support fosters job satisfaction, but women postdoctoral fellows in STEM fields seem particularly sensitive to it. Taken together, these papers illustrate how basic research findings, as well as intervention studies and surveys assessing institutional features can guide efforts to transform the academy.

TALK 1: Gender Identity Protects Women in Science from Negative Academic Climates

Isis Settles, Rachel O'Connor, Stevie Yap

Deficits in the academic environment are one explanation provided for the lower number of women, compared to men, in science, technology, engineering, and mathematics (STEM). Accordingly, negative aspects of the educational climate in STEM fields are thought to be “chilly” towards women and hinder their success. Although a chilly climate has been linked to negative outcomes for women in STEM, stronger gender identification may act as a buffer. Previous studies have found that identification with devalued social groups may offer psychological protection to group members. The present study examines data from 639 female undergraduate students in STEM who took part in an online survey. Three of the four aspects of the academic climate assessed (i.e., general negative climate, feeling excluded, feeling surveilled, but not diversity climate) were related to women’s lower perceptions of their academic performance. Further, gender identity moderated these relationships. Specifically, gender centrality (i.e., the importance of being a woman) buffered the negative impact of the general negative climate and feeling surveilled on academic performance; gender public regard (i.e., perceptions that others view women more positively) buffered the negative impact of feeling excluded and a less diverse climate on academic performance; and gender private regard (i.e., one’s own positive perceptions of women) boosted the academic performance of women in more diverse climates. These results offer further support for the protective role of identities when individuals have negative experiences related to the identity group. Yet different dimensions of identity seem to protect different aspects of the climate; explanations for these differences are discussed.

TALK 2: Improving Diversity Attitudes Among Engineering Undergraduates through Egalitarian Social Norms

Jill E. Bennett, Denise Sekaquaptewa

Following social norms research (Cialdini, Reno, & Kallgren, 1990), we predicted that a message describing the social norm of egalitarian attitudes and appreciation for multiculturalism in one’s engineering program would improve students’ diversity attitudes. At the beginning of an academic term, students in one introductory engineering course section saw a presentation describing egalitarianism as the social norm in their program (egalitarian social norms condition); a second section served as the no presentation control. An on-line survey at the end of the term assessed diversity attitudes and intentions to confront racism and sexism. The sample included 124 male students. A 2(condition) X 3(race group: White; Black or Hispanic; Asian or Asian American) ANCOVA (accounting for prevalence of racially-biased acts actually witnessed during the term) on diversity attitudes revealed a 2-way interaction, $F(2, 117) = 3.04, p = .05$. The social norms message resulted in significantly more favorable attitudes toward diversity among White men, $F(1, 119) = 12.52, p < .001$; no difference emerged by condition among Black/Hispanic or Asian/Asian American men. Intentions to confront racism and sexism were analyzed in a 2(condition) X 3(race group) X 2(bias type: racism vs. sexism) X 2(setting: classroom vs. team project) mixed model ANOVA with the last two variables being within-subjects. Results showed a condition X bias type interaction, $F(1, 112) = 3.70, p = .05$, that was not qualified by student race group or setting. Students in the social norms

condition reported significantly stronger intentions to confront racism, $F(1, 117) = 19.09, p < .001$ (intentions to confront sexism did not differ by condition). Results suggest that informing students of egalitarian social norms in their educational environment can improve attitudes toward diversity among White men, and can motivate students to take action against acts of racism they do encounter in their engineering program.

TALK 3: How Perspectives from the Margins Inform University Transformation

Nicola Curtin, Joan Ostrove

This presentation will discuss three studies that used data collected by the University of Michigan's ADVANCE Program to illustrate how doctoral student experiences and outcomes can be examined across different groups of students to inform institutional change. We argue that multiple marginal perspectives are necessary to deepen our understanding of doctoral student experiences, and to develop successful interventions that support the success of all doctoral students and the vitality of a diverse academy. The first study highlights the challenges that working-class students face while trying to find a sense of place in the academy. Working-class students reported feeling less like they belong, lower levels of academic self-concept, and lower commitment to academic careers. For this group, the sense of belonging is an important predictor of academic success. The second study examines the differences between international and domestic students in the relationships among advisor support, sense of belonging, and academic self-concept. We found that though sense of belonging was important for domestic students, it was not a predictor of academic self-concept for international students. However, advisor support was important for both groups. Thus, while interventions designed to increase sense of belonging among international students may have beneficial effects, these effects are not in the academic domain, as they were for working class students. Finally, the third study explores predictors of students' commitment to social change within the academy. Understanding the experiences of traditionally invisible graduate students allows us to make informed institutional changes that respond to the needs of diverse students. It is our hope that these three studies will provide examples of how institution-supported programs, such as ADVANCE, can contribute in positive ways to changing the academy.

TALK 4: Family Matters: Perceived Support for Family Responsibilities and Job Satisfaction

Amy C. Moors, Janet E. Malley

While more women are entering doctoral programs, women remain underrepresented in faculty positions across fields, particularly in science, technology, engineering, and math (STEM; Conley, 2005; Snyder et al., 2009). One reason for women's absence in STEM is the perceived incongruence between having a family and a science career. Female postdoctoral fellows, compared to male colleagues, reported more concern that a science career will keep them from having a family and less interest in pursuing a research tenure-track position (Ecklund & Lincoln, 2011). Although many universities have adopted family-friendly policies to afford work/life balance, the perception that one cannot have a successful career in academia and a family is still pervasive. Most research has focused on work/life balance among women STEM faculty, so we know little about faculty in non-STEM disciplines or scholars at earlier career stages. Ample research shows that female faculty members perceive family commitments as sources of stress and obstacles to publication productivity, which are detrimental to achieving tenure (Finkel & Olswang, 1996; Grant, Kennelly, & Ward, 2000). We conducted two studies to examine the relationship between: 1) postdoctoral fellows' perceived departmental and advisor support for family commitments and job satisfaction ($N = 410$) and 2) faculty members' perceived departmental support for family commitments and job satisfaction ($N = 255$). We found that perceived support for family commitments was linked with job satisfaction for men and women in faculty and postdoctoral fellow positions. In addition, for STEM postdoctoral fellows (but not for non-STEM postdocs or faculty), gender moderated the effects of perceived support for family on job satisfaction, such that women with low support for family commitments were significantly less satisfied with their jobs than comparable men. The implications of this research for departmental climate and initiatives for family-friendly policies will be discussed.

Symposium..... Pomodoro B (11:10 AM - 12:20 AM)

Chairs: Manyu Li, Irene H. Frieze

The Psychology of Community Involvement: Understanding Motivation, Engagement, and Development

Community involvement is undoubtedly an important issue in today's society. Any social movements or urban planning initiatives will not be successful if there is not participation. However, in this changing society with high mobility, people migrate from one community to another. How can we get people to attach to the community and be active? What are the psychological processes underlying the motivation to become involved and what are the psychological benefits that they

gain? This symposium explores these questions by incorporating perspectives from social, community, environmental and developmental psychology and through diverse and creative research methodologies. The types of communities studied range from early to middle adolescents, to freshmen who are new to a school community, and minority migrant workers in Taiwan. Forms of community involvement covered in the symposium include volunteering, leadership, social responsibility, peer-education, and community organization. The research presented will highlight the relationships between community involvement and psychological factors such as place attachment, perception of space, neighborhood and other environmental factors, identity development, empowerment, sense of belonging and sense of safety. The first two panelists will focus on the psychological processes and motivating factors of community involvement, and how community involvement is developed in one's lifespan. The third panelist will look at the effect of community involvement on one's psychological outcomes. Then, the fourth panelist will bring together a bigger picture of both the psychological antecedents and outcomes of community involvement. Implications on policy development, strategies for developing programs to enhance community, as well as future directions for community involvement research will be discussed.

TALK 1: Loving your Neighborhood: The Psychological Processes of Community Involvement

Manyu Li, Brett Wiewiora, Irene H. Frieze

In research attempting to (re-)vitalize community, we learn that an increase in people's community involvement can lead to numerous benefits, such as more active volunteering, increased amount of investment in the community, economic status of the community, and even the safety of the community. However, in this changing society, how do we get people involved in the community? Why are some people more active, but some feel indifference to the community they live in? This present study answers these questions through unfolding the psychological processes of people's involvement in the community. Specifically, we adopted the theory of place attachment to investigate the processes of one's involvement in their communities. The types of involvement being examined included information-seeking behaviors (information), interactions with other members (interactions) and desires to contribute to the community (contributions), such as volunteering and performing socially responsible behaviors. To test the research question, four-hundred university students were recruited to investigate their attachment and involvement in different communities. Our results successfully revealed the patterns of the psychological processes underlying different levels of community involvement. Different patterns by gender were also identified. In addition to quantitative data, our qualitative data also shed lights on how today's young people perceive communities. The data are helpful in understanding how the new generation conceptualizes communities and what components of the community make them feel the sense of belonging. Implications on community building research and applications on building diverse community in the changing society will also be discussed.

TALK 2: Examining Adolescents' Social Responsibility Values and the Role of Contexts

Laura Wray-Lake, Amy K. Syvertsen, Constance A. Flanagan

Values illustrate how individuals view their relationship to society, and other-oriented values such as social responsibility are a foundation for civic action. Social responsibility values reflect an individual's felt obligation to the greater good. After documenting age-related changes in adolescents' social responsibility, this study examined the role of various and adolescents' personal beliefs in predicting social responsibility values. Data come from the three-year longitudinal study wherein youth ages 10-20 were surveyed (N = 4228). Social responsibility values were measured annually with 6 items. Predictors included adolescents' personal beliefs in a fair society and self-interest values; trusted friendship; mothers' social responsibility messages; school solidarity and climate of respect; and neighborhood climate and social capital. Multilevel models were estimated with within-person change over time as Level 1 and between-person effects as Level 2. Substantive predictors were estimated at both levels. Several demographics were included as controls. Social responsibility declined linearly with age and recovered slightly in late adolescence. Females reported higher social responsibility. On average, adolescents had higher social responsibility values who also believed society was fair, reported lower self-interest values, enjoyed trusted friendships, had mothers who emphasized social responsibility, and reported high school solidarity, respectful school climate, positive neighborhood climate, and neighborhood social capital. The within-person effects were especially compelling: Adolescents who increased their beliefs in fair society, endorsements of trusted friendships, sense of school solidarity, perceptions of neighborhood climate, and reports of high neighborhood social capital showed a corresponding increase in social responsibility. Results suggest the importance of multiple contexts on the development of adolescents' social responsibility values. Age-related decline in social responsibility during middle adolescence may be partially explained by increased perceptions of unfriendly school or neighborhood climate. Efforts to encourage social responsibility may particularly benefit from a focus on beliefs about society, friendships, and school and neighborhood climate.

TALK 3: The Dilemmas of an Exile Migrant Community under Neoliberal Globalization

Wen Liu

This paper is part of a broader ethnographic project on the lives of Southeast Asian migrant workers in Taiwan. The

recent decades of capitalist globalization has intensified the divisions via race, gender, class, nationality and geography. Particularly, women from the Global South are rapidly coerced into low-wage and unsafe working conditions in the transnational labor market. Under the nation-state's complicity with corporate interests, these migrant women often turn into "citizens of nowhere" whose own social reproductive needs are constructed as "excessive." While the nation-state, home, and community become the migrant subject's very own diaspora, migrants have also organized to resist capitalist exploitation and form communities in their host countries with the support of local NGO organization. Specifically, this aims to explore the constraints and possibilities of NGO labor mobilizing and community involvement under neoliberal globalization. While the NGO creates an infrastructure for consolidating a sense of safety and belonging among migrants under exploitative working conditions and racist immigration policies, it also at times exercises mechanisms of social control and securitization under the scrutiny of the state. Through participant observation at the NGO site and interviews with Filipina and Indonesian migrant women and Taiwanese NGO organizers, this paper will examine the complex notions of "safety" and "empowerment" in a diverse NGO community. Building on Deutsch (1975) paradigms of justice, the findings of the project pointed out the limits of rights-based NGO mobilization and directed toward a revisit on the paradigm of justice based on one's needs.

TALK 4: Cultivating Contribution: Adolescent Engagement and Identity Development in Community Theatre

Valerie Futch

How do adolescents' perceptions of a community theatre space facilitate their involvement in the broader community and shape their understanding of themselves as social actors? This paper will look at retrospective interview and visual data from participants in a community-based sex-education teen theatre program to understand how the youths' conceptualization of the theatre as a "safe space" contributed to both their immediate community involvement and future identity development. This paper considers both physical place and environment and its relationship to the psychological space that was collaboratively created. Building on Lewinian concepts of topological psychology (i.e. life-spaces), the interview data along with visual identity-maps created by study participants will highlight the mechanisms by which space and place become embodied and integrated into a sense of self and self-in-relationship. The findings have implications for youth development programs in that they speak directly to a call by positive youth development (PYD) practitioners and researchers to focus on individual and setting-level factors that lead to youths "contribution" to their environment.

15-Minute Presentation..... Birch (11:10 AM - 12:20 AM)

Allied Against Prejudice: Examining Confrontation by Targets and Non-Targets

Manuela Barreto

Past research has shown that confronting prejudice has a range of positive effects, such as reducing prejudice in perpetrators and witnesses, and eliciting feelings of empowerment and self-esteem among targets. However, targets of prejudice seldom confront, partly due to fear of derogation and retaliation. These fears seem justified, since research has shown that targets who confront are indeed derogated, often being seen as problematic and argumentative. Some evidence suggests that confrontation by non-targets can actually be better received, bringing the benefits of confrontation without its costs. However, it can also be seen as patronizing and increase the perceived incompetence of targets. In this talk, I will report on a set of studies that examines the circumstances under which target and non-target confronters of prejudice are better received and more likely to achieve the ultimate aim of reducing prejudice.

Confronting Benevolent Sexism: Perceptions of the Confronter and the Confronted

Jessica J. Good, Diana T. Sanchez

A growing body of research has documented the deleterious effects of benevolent sexism on women's performance, self-construals of competence, and acceptance of gender inequality (Barreto, Ellemers, Piebinga, & Moya, 2010; Dardenne, Dumont, & Bollier, 2007; Jost & Jay, 2005). Less research has examined perceptions of women who are the victims of benevolent sexism. Notably, Good & Rudman (2010) found that perceivers who evaluated a benevolent sexist male interviewer favorably tended to rate a female job applicant as less competent and therefore less hireable. Perceivers did not need to hold sexist beliefs in order to evaluate the sexist interviewer favorably, suggesting that benevolent sexism is particularly dangerous for women because of its subtle nature. In the present study, we tested the effects of benevolent sexism confrontation for both the victim of sexism (the confronter) and the perpetrator of sexism (the confronted). Undergraduate participants (N = 269) listened to an audio recording of a job interview featuring a female applicant applying for a gender atypical job who either accepted or confronted a benevolent sexist male interviewer's treatment. Results replicated that of Good & Rudman (2010), showing that observers who evaluated the benevolent sexist interviewer favorably tended to rate the female applicant as less competent and therefore less hireable. Importantly however, when

the applicant confronted the benevolent sexist treatment, female observers evaluated the interviewer as less favorable and the applicant as more competent. Male participants' evaluations did not differ as a function of confrontation. Implications for reducing acceptance of benevolent sexism will be discussed, as well as strategies for reducing biased perceptions of benevolent sexism targets among male, as well as female, perceivers.

Shooting the Messenger to Spite the Message? Exploring Reactions to Racial Bias

Jennifer R. Schultz, Keith B. Maddox

Two experiments examined aspects of the communicator, message, and audience in producing evaluative backlash toward minorities who make claims of racial discrimination. In Experiment 1, participants evaluated a White or Black confederate who gave a speech expressing no claim, a weak claim, or a strong claim of racial bias. Results indicated a race-specific evaluative backlash: participants more negatively rated Black compared to White communicators, but only when the claim was strong. Experiment 2 found that participants more negatively rated Black (vs. White) communicators when they used low quality arguments; but, this backlash was eliminated when Black communicators used high quality arguments. Furthermore, participants who held stronger meritocracy beliefs and who heard low quality arguments were the source of evaluative backlash. Overall, these findings clarify the conditions under which people from advantaged groups are most likely to recognize legitimate claims of discrimination and to respond favorably to the communicator.

The Effect of Pervasiveness of Prejudice on Support for Confrontation

Kimberly B. Kahn, Manuela Barreto, Cherly Kaiser, Marco Rego

Confronting a prejudiced perpetrator can be differentially threatening to members of the target's and perpetrator's groups, leading both to derogate the confronter. We suggest that beliefs about the pervasiveness of prejudice can influence these group-based threats associated with confrontation and modify support for confrontation. It is hypothesized that members of the target's group will find confrontation beneficial when prejudice is pervasive, while members of the perpetrator's group will support confrontation only when sexism is rare. Two studies demonstrated that members of the target's group experienced more threat and reacted more negatively toward a member of their group who engaged in confrontation when prejudice was perceived to be rare rather than pervasive. By contrast, members of the perpetrator's group found confrontation more threatening and disliked confronters more when they believed that prejudice was pervasive rather than rare. Study 2 provides evidence for the causal role of threat in understanding both target and perpetrator group members' responses, and finds that status implications of confrontation for the target's group mediated these reactions. Results highlight the importance of understanding how group-specific threats shape reactions to those who confront prejudice and to encourage social change.

15-Minute Presentation..... Dogwood (11:10 AM - 12:20 AM)

Becoming an Activist: An Ethnographic Exploration

Edward J. Ameen

The literature is scant with information about the life courses and professional trajectories of advocates and activists in the social services, despite their influence advancing sociopolitical change and redistributing justice. The growth of youth homelessness in the United States provides a window to understanding the transformative role that advocates play, and more importantly, how these individuals came to fight for their cause. This presentation explores why and how 14 individuals from across the country - at different stages in their careers and from backgrounds of both privilege and marginalization - have built political will for homeless youth. Participants were recruited by snowball sampling methods and completed brief surveys and individual interviews. Transcripts were analyzed using Carspecken's critical qualitative orientation. Critical qualitative research is concerned with social inequality, promoting positive social change, and refining social theory; a fitting method given these advocates' understanding that youth homelessness is perpetuated due to failed systems and convenient political ignorance. Pathways toward activism and advocacy were defined using grounded theory. Analysis reveals that many participants are service providers and program administrators who take on additional duties of convening advocacy coalitions, testifying before elected officials, and writing and commenting on public policy. Smaller clusters are full-time advocates, formerly homeless youth, and self-defined activists performing community organizing. The presentation will highlight the longitudinal and dispositional factors that nurture and derail change-making in individuals. It will also offer practical and policy-based suggestions to strengthen the service-to-advocacy pipeline.

Routes of Engagement of Young Climate Activists

Scott R. Fisher

We must have a knowledgeable citizenry engaged in addressing the multifaceted and intersecting problems of our

changing climate, or, more specifically, a global citizenry of “climate activists.” The empirical work of Significant Life Experiences and other autobiographical and phenomenological methods have produced theories helping to understand the life histories of “environmental activists.” These theories, especially the aspects promoting significant experiences with local natural places and significant mentors promoting environmental care, have been used to encourage and develop environmental activists, through school curriculum and community-based programming. These theories have been assumed to be identical to the development of climate activists, but this has not been empirically studied. With climate change being framed as both an environmental and social justice/human rights problem at a global scale, we must understand the life paths into climate activism. This presentation addresses the research project of 15 semi-structured interviews with young climate activists from 13 countries about their life histories related to their climate activism. The analysis of the interviews presented will concentrate on the breadth of issues relating to climate change that initially engaged the activists (health, food justice, environmental concern, gender issues, economic justice, etc.) and the varying scales of initial engagement (global, own local, other local) and how their movement through the different scales and issues changed as they became more mature in their activism. The presentation will also compare the life histories of the 15 climate activists with current theories on the life histories for environmental activists with the intent of discussing how we must accommodate our theories and practices if we hope to engage people in climate activism. Furthermore, I will discuss how this research relates to the Political Responsibility for Injustice model of Iris M. Young.

Teaching as Social Action - Kindling Ethical Choice for Sustainability

Julianne E. Maurseth

This presentation offers teachers a framework and methods for integrating the psychology of ethical choice with sustainability curriculum. Examples of students’ learning based on these methods are explained to illustrate how social action is a consequence of igniting students’ self-awareness about their social responsibility for environmental impacts. Sustainability is a continuously-expanding field, which challenges the teacher’s capacity to stay abreast of relevant knowledge. Emphasis is placed on (1) the teacher’s willingness to engage in active learning about sustainability with students while serving as a mentor to them; (2) the need for specific curriculum structure to hold a sacred psychological space where personal choices can be explored for their ethical consequences on the environment and community; (3) the need for transparent feedback structures and practices between teacher-student and student-student which ensure experiential learning is harvested for new applications of sustainability in students’ lives and field of work. Teaching is social action when the pressures of group dynamics within the classroom are themselves used as experiential curriculum by the conscious teacher, in order to hold up a mirror to students regarding apparently intractable barriers to sustainability and social change. Students can discover their courage and power of choice to impact society by experiencing well-designed team projects and reflecting on their learning together. This presentation helps teachers recognize how to use the present moment and its creative alternatives within a well-designed curriculum structure to advance the ethics of sustainability.

Exploring Retirees’ Beliefs and Motivations Influencing Engagement in Skilled Volunteering

Nadine Brayley, Patricia L. Obst, Ioni M. Lewis, Katherine M. White, Jeni Warburton, Nancy Spencer

The economic and social value of engaging older citizens as volunteers is increasing as population ageing is producing a larger number of potential older volunteers. To effectively secure the assistance of this population, however, the salient factors influencing older people’s decision to volunteer, within contemporary settings, must be clearly understood. Hence, the current study investigated these factors in the context of retired business professionals’ decision to provide voluntary skill assistance to rural agencies on an episodic basis (i.e., defined periods of up to six months). The qualitative enquiry (i.e., focus groups and individual interviews with retired professionals aged 54-78 years; N =35), was underpinned by the Theory of Planned Behaviour (TPB) and the Functional Approach to Volunteering. The TPB has received limited empirical investigation within volunteering research, despite support for the framework across an array of behaviours, including altruistic acts such as charitable giving. Within the current research, the TPB was used to elicit retirees’ behavioural, normative, and control beliefs relating to their participation in volunteering placements with rural based agencies. The TPB augmented the functional approach’s investigation of intrinsic motivations for volunteering. A theoretical thematic analysis identified a diverse range of behavioural beliefs which facilitated retirees’ decision to engage in this type of volunteering, such as the advantages of undertaking travel and experiencing a rural lifestyle. Interestingly, for this population, normative influences included close family members only. Prominent control beliefs included the affordability of volunteering for retirees and an appropriate skills/role match. Findings from the Functional Approach were consistent with prior research in the field, with the exception of the social function of volunteering, which emerged as less important to this older population. These findings have theoretical implications for the explanatory utility of the TPB within volunteering research as well as practical implications for devising volunteering policy and initiatives.

Dehumanization Threat: Social Representation of Human Evolution and Academic Inequality

Shantal R. Marshall, Jennifer L. Eberhardt

Lay narratives about human evolution contain references to leaving Africa, describe evolution as linear, and celebrate Western advances as evidence of humanity's superior intellect. Furthermore, popular images of human evolution depict a timeline beginning with a dark, apelike creature on the left and ending with a White male on the right. We argue that these commonplace representations of human evolution contain vestiges of an explicit racial hierarchy from the 19th century in which people of African descent are less evolved (therefore, less human) than people of European descent. In Study 1, a set of diverse participants spontaneously listed intelligence as the trait that differentiates humans from animals. In Study 2, we found that a popular image of human evolution ("The March of Progress") was enough to create what we label dehumanization threat, or the threat that Blacks today are perceived as less human (i.e. less intelligent) than Whites, that leads to impaired performance on an academic task for Black students but not White students. Implications and future directions are discussed.

Revisiting "The Obama Effect": Role Models and Identification Affect Self-Stereotyping

Luis M. Rivera, Sandra Benitez

The election of Barack Obama as the first African-American president of the United States of America has had mixed effects on the psychology of African-Americans. On one hand, Obama may serve as a positive role model to African-Americans who may experience benefits to their self-concept. On the other hand, while Obama is seen as the "perfect role model" and an "inspiration," he may have no impact on perceivers' own self-concept because he is seen as an "exception to the rule." If this is the case, perhaps exposure to multiple admired ingroup exemplars might be more beneficial because perceivers may be hard pressed to explain all of them away as exceptions to the rule. Alternatively, perceivers' attachment to their ethnic group might be the critical variable that influences the degree to which they benefit (or not) from exposure to one or more successful ingroup exemplars. Given that ethnicity is a source of social identity for some African-Americans, the degree of ethnic identification might be a key variable that moderates role model effects. The present research takes a social identity perspective to address past empirical discrepancies. One experiment compared if African-Americans' self-concepts are more likely to benefit from exposure to a single exemplar (Obama) versus multiple exemplars (Obama, Oprah, etc.) and if these effects are moderated by perceivers' ethnic identification. Results showed that strongly identified African-American participants exhibited less self-stereotyping after being exposed to one or many successful ingroup exemplars compared to a control condition in which no ingroup exemplars were seen. However, African-Americans who identified less strongly with their ethnicity did not show any change in their self-concept after seeing one or many successful ingroup exemplars relative to the control condition. The implications for research on role models particularly in the area of stereotype threat will be discussed.

The Consequences of Power for Women in Stereotype Threatening Situations

Katie J. Van Loo, Robert J. Rydell

Members of negatively stereotyped groups must contend both with their group's derogated position in society as well as pejorative stereotypes about their ingroup in order to be successful in justifying their movement into more powerful academic and occupational positions. The present research examines the consequences of one such group membership by investigating how women's perceptions of power moderate the effect of stereotype threat (i.e., concerns about confirming a negative self-relevant stereotype; Steele, 1997). A great deal of research has demonstrated the deleterious effects of stereotype threat for performance (e.g., Spencer et al., 1999). However, power research has found that high power can harness, but low power can impair, cognitive resources (e.g., Smith et al., 2008). Therefore, we investigated how power and threat interact to affect women's math performance. In Experiment 1, women who wrote about a time in which they had low power exhibited a typical stereotype threat effect of reduced math performance, whereas women who wrote about a time in which they had high power were buffered from such stereotype threat-related performance decrements. Experiment 2 used videos of male-female dyadic interactions in which the dominant actor (male-dominant, female-dominant, equal-dominance) and the stereotype-relevance of the interaction (math: stereotype-relevant; studying: stereotype-neutral) were manipulated. Women who watched a video of a dominant male in a math-related interaction exhibited impaired performance on a GRE math test, whereas women exposed to a video of a dominant female in a math-related interaction were buffered from performance decrements (Experiment 2a). These effects did not occur for men (Experiment 2b). Our work not only illuminates how membership in low power and negatively stereotyped groups can have dire performance consequences, potentially limiting group members' movement into more prestigious positions, but also suggests how power can protect minority members from the negative effects of stereotype-laden performance environments.

Reducing Stereotype Threat in Order to Facilitate Mathematical Learning

Kathryn L. Boucher, Robert J. Rydell, Katie J. Van Loo, Michael T. Rydell

Recent stereotype threat research has demonstrated that negative stereotypes about women's math ability can impair their mathematical learning (e.g., Boucher et al., in press; Rydell et al., 2010). In this experiment, we examined whether presenting "gender fair" information can reduce learning decrements and if the timing of this information matters. Women ($n = 140$) and men ($n = 60$) were randomly assigned to one of four conditions: control, stereotype threat only, stereotype threat removed before learning, and stereotype threat removed after learning. Stereotype threat was manipulated through the stated purpose of our research (see Beilock et al., 2007): the purpose either involved examining gender differences (stereotype threat condition) or did not mention gender (control condition). In conditions which stereotype threat was removed, participants were told that the particular learning tasks that they would complete did not show gender differences (see Spencer et al., 1999). We utilized the learning tasks from Kaminski et al. (2008). Compared with women in the control condition and women who had stereotype threat removed before learning, learning was poorer for women in the stereotype threat only condition and women who had stereotype threat removed after learning but before learning assessment. We additionally examined participants' ability to apply the mathematical concepts they learned to a conceptually related task. Mirroring the results for the first learning task, transfer ability was poorer for women in the stereotype threat only condition and women who had stereotype threat removed after learning condition than for women in the control condition and women who had stereotype threat removed before learning. Men's learning and transfer ability were unaffected by condition. Taken together, these findings suggest that a manipulation that can reduce stereotype threat-related performance deficits can also reduce learning decrements if it is presented before learning occurs. Implications for interventions will be discussed.

15-Minute Presentation..... Pomodoro A (11:10 AM - 12:20 AM)

Our Theories on Trial: How Social Psychological Theories are Shaping the Policing of Muslims in the West

Leda Blackwood, Nick Hopkins, Steve Reicher

In response to the terrorist threat, governments in the UK and elsewhere have funded a raft of interventions to build resilient communities; challenge extremist ideology and support mainstream voices; and to support young people who have been identified as vulnerable. In this paper we focus on a UK intervention, the Workshop for Raising Awareness About Prevent (WRAP). WRAP is significant because it provides a clear explication of the dominant psychological model of the radicalisation process deriving from (a) a series of 'risk factors', including racism and discrimination, which (b) undermine individual identity, and therefore, (c) make people more receptive to social influence by 'radicalisers'. In this paper we will examine this 'official' analysis and will compare it with our own analysis drawing on qualitative data gathered through interviews and focus groups with Scottish Muslims and with Airport police. We hope this examination can serve the serious purpose of elucidating how social psychological theories are not simply used to explain the world but are used in official policies to shape the world people – especially minorities – occupy and experience. We will conclude with a discussion of how we, as social-psychologists, can best contribute to the understanding of alienation and radicalisation that informs policy and practice.

Social Connection, the Asymmetry of Similarity and Intergroup Relations

Daniel A. Nadolny, David Cwir, Steven J. Spencer

Previous research has found that creating a sense of social connection leads to increased perceptions of self-other overlap with the other person, as well as increased liking, and adoption of the other's goal states (Cwir et al., 2011). From other work, we know that increasing self-other overlap may be an effective way of improving intergroup relations (e.g. Phillips et al., 2011). We also know that there is an asymmetry in perceptions of similarity; considering how the self is like the other is not necessarily the same as considering how the other is like the self (Holyoak & Gordon, 1987). The present research tested two hypotheses: 1) that creating a sense of social connection may improve intergroup relations, and 2) that this effect is moderated by the type of connection created. Across a series of studies, we show that the effect of creating a self-other overlap with an outgroup member depends on whether people are guided to consider how the self is similar to the outgroup member, or how the outgroup member is similar to the self. Participants completed an online premeasure which included their general interests. This information was used to create an ostensible outgroup member with interests that either did or did not overlap with the participant's interests. Participants then considered either how they were similar to the other person, or how the other person was similar to them. Findings reveal that a sense of connection created by considering how the self is similar to the other person leads to increased concern for other outgroup members, viewing the target outgroup member as possessing positive, but not negative stereotypes of their group, and to more positive online interactions with the ostensible outgroup member. Considering how the other is similar to the self does not lead to the same positive outcomes.

Social Ecology of Similarity: Do Diverse Environments Foster Diverse Friendships?

Angela J. Bahns, Christian S. Crandall, Kate Pickett, Simonetta Gramolini, Monica Setaruddin

We know from decades of research in support of the Contact Hypothesis (Allport, 1954; Pettigrew, 1998) that exposure to people who are different from ourselves can be an effective strategy for reducing prejudice. This work suggests that schools, workplaces, and communities that profess to value diversity and that implement policies to increase the diversity of their personnel are trying to create an environment of enhanced tolerance. In stark contrast, our field research on attitude and prejudice similarity in friendship pairs reveals an ironic finding: As environments become more and more diverse, friendships become more and more homogenous. In Study 1 (Bahns, Pickett, & Crandall, 2011) we compared friendship pairs at the University of Kansas to friends at smaller colleges in the same state. Friends were more similar at the large campus compared to the small campuses across a range of attitudes, prejudices, and behaviors; the greater human diversity at the larger campus partially accounted for this difference in similarity. In Study 2 we compared the similarity of friends among residents of three different boroughs in New York City. This allowed us to test the hypothesis that more diverse settings lead to less diverse friendships, by sampling naturally-occurring pairs in more (Queens, Staten Island) and less diverse (Manhattan) neighborhoods while holding city size relatively constant. As predicted, pairs who were residents of Queens or Staten Island were more similar in terms of attitudes, prejudices and behaviors compared to pairs who were residents of Manhattan. Together this research suggests that larger and more diverse settings do not necessarily foster cross-group friendships and enhanced tolerance of differences. Along with greater opportunity to form relationships with people who are different from ourselves, more diverse settings also facilitate people's ability to make friends with others who are just like us.

2:00 PM - 3:10 PM

Invited Environment Stream Symposium Birch

Chairs: Allen M. Omoto, Karen Hegtvedt



Integrating Environmental and Social Justice Issues: The Role of Community in Promoting Action

APA's 2009 Task Force Report, "Psychology and Global Climate Change: Addressing a Multifaceted Phenomenon and Set of Challenges," emphasized the importance of psychosocial variables in understanding energy-saving and pro-environment behaviors. Because environmental degradation, human inequality, and social justice are intimately linked, environmental problems are most likely to affect those who are most vulnerable and those who are most vulnerable are women, ethnic minority groups, those low in SES, and other stigmatized groups. For this reason, efforts to promote environmental conservation and equality are also intimately linked. However, it is not unusual for those interested in environmental issues to neglect issues of equity and for those interested in social issues to neglect environmental issues. The present symposium results from a joint effort by two APA divisions, Division 9 (SPSSI: Society for the Psychological Study of Social Issues) and Division 34 (SEPCP: Society for Environmental, Population, and Conservation Psychology) that represent these two different foci to increase the integration between the two topic areas. Our speakers will address the factors surrounding pro-environmental behavior, placing this in a larger context that considers the community in which the behavior takes place. Sociologist Karen Hegtvedt and her colleagues look at a constructed community, a "green" dorm on a university campus, to examine the resulting physical and social influences on students' identity, attitudes, and behaviors. Psychologist Allen Omoto examines environmental behavior in a broader community context, one that includes ethnic and other social groupings. Together, these speakers remind us that environmental action occurs within a social context, and encourage attention to environmental justice as one aspect of community well-being.

Invited Keynote Dogwood

Racial Profiling: A Case Study in Connecting Psychology and Public Policy

Jack Glaser

Racial profiling – the use of race or ethnicity as a basis of suspicion by law enforcers – is widely acknowledged to be a serious societal problem. It is essentially stereotype-based policing. Psychologists, who have been systematically studying stereotyping for nearly century, have a lot to offer the criminal justice community. And yet, the field has produced strikingly little on the topic. Racial profiling, and biased policing more generally, is a policy problem that is ripe for psychological science input. Jack Glaser will discuss his work in this area, and particularly how doing the work in an interdisciplinary,

policy-oriented milieu inspired an important insight. He will use this case as a departure point for a discussion of why, when, and how psychological scientists can and should enter the policy fray.

Interactive Discussion Willow (2:00 PM - 3:10 PM)

Gender in the 2010s: Female, Male, & Transgender Issues and Perspectives

Andrew P. Smiler

As we enter the second decade of the 21st Century, questions around gender and equality still pervade the public sphere. The so-called “Battle of the Sexes” continues to frame popular conceptions of gender, including the idea that men and women are from separate planets. Although the issues and combatants have changed since the women’s movement of the 1970s, some “women’s” issues, such as equal pay for equal work, childcare, and control over the reproductive system remain. Other issues, particularly access to educational and occupational resources, have mostly been addressed and rarely generate conflict. Men, who are frequently described as “in crisis”, have suffered the brunt of job losses during the recession, account for most of the combat fatalities in the Afghanistan and Iraq wars, and continue to fare worse than women on a variety of health-related indicators. Transgender individuals have become increasingly visible, and share in the plights of both women and men, and also face additional issues regarding acceptance, intolerance, and understanding. The discussion session will begin with brief overviews of some of the key issues facing each group at the current moment. The session’s attendees are expected to raise additional issues faced by, or specific to, women, men, and trans people. Moreover, active discussion will allow leaders and participants to view and understand these issues from each group’s perspective, providing a fuller sense of gender-related issues in this day and age.

The discussion will be lead by Stephanie Shields, D35 president, Andrew P. Smiler, D51 past president, and Lore M. Dickey, co-chair of the Transgender Guidelines Development Task Force. Dr. Dickey helped push APA to develop these guidelines.

Symposium. Pine (2:00 PM - 3:10 PM)

Chairs: David Livert, Leigh Z. Gilchrist

Justice Between Field and Fork: Innovative Approaches to Reducing Nutritional Disparities

Food production and distribution is the planet’s largest organized activity. In the U.S., the current food distribution system is characterized by inequities in access to healthy food with fresh, competitively priced food scarce in lower income neighborhoods and politically disempowered neighborhoods. Policy and social Interventions to improve food systems can engage at the macro-level, meso- or micro-level. Two interventions aimed at altering distribution systems through meso- and mico-level interventions are discussed.

TALK 1: Bringing Food to the Table: The Nashville Mobile Market

Leigh Z. Gilchrist, Alexandra Ernst

Social enterprises are broadly defined as the use of nongovernmental, market-based approaches to address social issues, and these social enterprise efforts have become an increasingly popular means of funding and supplying social initiatives (Kerlin, 2006; Austin, J., Stevenson, H., & Wei-Skillern, 2006). Social enterprise models are built upon community initiative and respond to the needs and deficits in the community. In considering etiologies of the growing epidemic in Nashville, TN, we found that the obesity, diabetes, and hypertension rates are growing fastest in low-income areas with poor physical access to supermarkets and grocery stores. These “food deserts” present significant barriers to preventing growing obesity rates. For example, we found that 50% of South Nashville residents travel two hours round trip to the closest major fresh foods source, primarily relying on public transportation. We will examine the use of an innovative non-profit social enterprise, The Nashville Mobile Market (NMM), to increase access to healthy foods in Nashville’s food deserts through a mobile grocery vending option. Goals of NMM include community education regarding healthy food options as well as research and documentation that will be used to attract retail grocery stores with a strong emphasis on healthy and fresh products to underserved neighborhoods. Community partnerships and collaborations drive every aspect of NMM, and sustainability relies on the evolution of these partnerships. An adequate market demand exists to maintain a sustainable business supplying healthy foods in Nashville’s food desert communities. Nutrition education must supplement the improved access to healthy foods. We have created The National Mobile Market, which has begun the process of implementing mobile market options in six additional cities using the research and operational development from Nashville’s venture.

TALK 2: Planting Healthy Roots: Filmmaking as a Tool for Evaluating and Disseminating Participatory Research Related to Food Access

Kassandra A. Alia, Darcy A. Freedman, Heather M. Brandt

Farmers' markets are environmental interventions that increase access to produce. Few farmers' market are purposefully designed to serve low-income consumers; populations that are disparately affected by obesity and food insecurity. The Right Choice Fresh Start Farmers' Market was developed in collaboration with a federally qualified health center in rural South Carolina, USA to increase access to produce and improve diet among low-income consumers while also increasing economic opportunity for small-scale rural farmers. The current presentation will focus on "Planting Healthy Roots: A Look at the Right Choice Fresh Start Farmers' Market", a documentary film that chronicled the formation and implementation of the farmers' market. Specifically, the presentation aims to engage in a conversation about the use of documentary film as a tool for evaluating and disseminating participatory research related to food access. The presentation will provide an overview of the coalition model filmmaking process and will include a screening of a portion of the film. We will also discuss the dissemination methods used to share the documentary film with community stakeholders as well as over 400 (to date) food systems change researchers and practitioners from across the globe. The presentation will conclude with evaluation results from the dissemination efforts and discussion about the use of other forms of media to capture the complexity of participatory research.

TALK 3: Seeking Social Justice between Field and Fork

David Livert

The past fifteen years has witnessed the proliferation of new initiatives by activists, consumers, producers, and scholars to modify the dominant food distribution systems in the U.S. Such efforts range from local food movements to farm-to-school programs to the interventions mentioned in this session. What lessons can we draw regarding local interventions? To what degree are such interventions replicable and sustainable? How do we bring Lewin to the table: to encourage healthy food consumption practice in the face of the household cook's challenges of cost, time, convenience, and the demands of his or her eaters?

15-Minute Presentation..... Pomodoro A (2:00 PM - 3:10 PM)

Ethnicity and the Gender Gap in STEM Participation

Laurie T. O'Brien, Alison Blodorn, Elliott Hammer, Glenn Adams, Donna M. Garcia

Less likely to participate in Science, Technology, Engineering and Mathematics (STEM) and sometimes underperform on tests of STEM abilities. Cultural stereotypes associating men with STEM abilities contribute to the STEM gender gap. We use an intersectional approach to study the role of STEM stereotypes in the gender gap in STEM participation and performance among Black and White Americans. In Study 1, we examine data from the annual Cooperative Institute Research Program (CIRP) Freshman Survey. The gender gap in STEM participation, STEM performance, and confidence in math and computer skills was smaller for Black Americans as opposed to White Americans. Black women (30%) were more likely to major in STEM than White women (20%). Among STEM majors, Black women were also less likely than White women to indicate that they may change their major in the future. Study 2 examined STEM participation and implicit STEM stereotypes among White and Black Americans at four universities. Implicit STEM stereotypes were significantly weaker among Blacks as compared to Whites. Whereas Black and White men were equally likely to major in STEM, Black women were more likely than White women to major in STEM. Among women, implicit STEM stereotypes partially mediated the ethnic difference in STEM participation. Study 3 examined the relationship between implicit STEM stereotypes and STEM performance among Black and White women at two universities. Black women had weaker implicit stereotypes. Furthermore, STEM stereotypes were only negatively related to performance among White women. This research suggests that there are important ethnic differences in STEM stereotypes and that the presence of weaker stereotypes among Black Americans may make Black women more resilient than White women in STEM fields. Furthermore, this research supports the utility of an intersectional approach for understanding the experience of women in STEM fields.

Perceived Gendering of STEM: Implications for Identity, Motivation, and Performance

Claire R. Gravelin, Glenn Adams

Despite increasingly equal gender representation across a variety of academic fields, mainstream U.S. institutions continue to report underrepresentation of women in fields related to Science, Technology, Engineering and Mathematics (STEM). A cultural psychology analysis suggests that one source of differential participation may be implicit constructions of STEM fields as a masculine cultural space. Conventional versions of this explanation emphasize the detrimental

implications of gendered constructions of STEM fields for women's identification, performance, and motivation to pursue STEM careers. Without denying these detrimental effects, the present research investigates the flipside of this phenomenon: the potentially facilitative implications of gendered constructions of STEM for men's identification, performance, and motivation to pursue STEM careers. Men and women at the University of Kansas completed an online pretest that included explicit, subtle, and implicit measures of beliefs about STEM masculinization. Participants then completed laboratory-based measures of STEM identification and a GRE-type logic test. Results revealed a moderating effect of gender on the relationship between perceived STEM masculinization and STEM identification. Although perceived masculinization of STEM was negatively related to STEM identification among women, it was positively related to STEM identification among men. Results also revealed a moderating effect of gender on the relationship between STEM identification and performance on a standardized logic test. Although STEM identification was negatively associated with performance among women (reminiscent of implications of domain identification for stereotype threat), it was positively associated with performance among men (implying a facilitative relationship). Discussion of results focuses on gendered constructions of STEM fields as "intentional worlds": constructions of reality that both (a) reflect androcentric beliefs and desires and (b) direct subsequent responses in ways that reproduce male domination and privilege.

Mentoring as an Inter-Subjective Event: Educational Contexts and Beyond

Krystal M. Perkins, Kareen R. Malone, Gilda Barabino

Approaches to increase (and maintain) diversity in STEM fields have conceived of the issue using a "pipeline" metaphor. Diversity is achieved through encouraging and preparing a more diverse student population at the early stages of the educational pipeline. This approach is assumed to lead to more successful scientists at the end of the pipeline. Yet, for all its logic, examining the full length of the pipeline reveals that, despite increased numbers at the front-end, advancement to doctoral programs and later university and research positions remains "elusive" (Hamilton, 2004; Mannix, 2002; Syed, Azmitia & Cooper, 2011). What goes on inside the pipeline? This presentation investigates minority success within educational settings, specifically research labs. We examine perspectives on the important component of mentoring. First we analyzed views on mentoring by principal investigators in top level research laboratories. These faculty views on mentoring are then sifted through the lenses of narratives from minority graduate students regarding their experiences of research labs and of faculty and peer mentoring. Our results show a striking divergence between what minority students' recount as the issues that face them as they progress and the important considerations in mentoring in faculty eyes. Themes of the research are what we call an essentializing discourse that displaces race onto questions of individual student attributes/merit and an avoidance of race in favor of gender issues. The predominant discourse of individualism points to a prototypic sense of what types of individuals succeed where. Such implicit ideological commitments may limit how well faculty can address the challenges articulated by minority students as they progress through their STEM education and is part of the broader picture of how we keep the range of who becomes a scientist quite narrow.

3:20 PM – 4:30 PM

Invited Keynote Dogwood

Advances in Intergroup Contact Theory: Implications for Future Research and Policy

Linda Tropp

Contact between groups has long been regarded as one of the most effective strategies for reducing intergroup prejudice and promoting more positive intergroup relations. However, early formulations of intergroup contact theory reveal a fairly general conceptualization of what is likely to occur when members of different groups interact. Recent years have witnessed a proliferation of intergroup contact research, which offers greater complexity in our understanding of the nature of intergroup contact's effects. Using meta-analytic findings on the effects of intergroup contact as a guiding framework (Pettigrew & Tropp, 2011), this address will describe conditions under which contact reduces prejudice, processes through which contact can reduce prejudice, how contact effects may vary across different groups, settings and contexts, and how this work may be used to address common critiques of intergroup contact theory and inform relevant policy.

Invited Education Stream Symposium Birch (3:20 PM - 4:30 PM)

Chair: Geoff Maruyama. Discussant: Michelle Fine

Engaging SPSSI to Address Disparities in an Urban Age

Given SPSSI's roots in addressing social challenges and in action research (e.g., Lewin, 1948), SPSSI should be uniquely positioned to address challenges and help lead universities in defining their roles and responsibilities in an urban age. This interactive symposium highlights current work by SPSSI members who have addressed a range of local challenges in their communities, focuses on challenges they have faced, and addresses ways in which they think SPSSI might be involved organizationally in encouraging and supporting such work. Presenters have been working in community partnerships with other local institutions, community and governmental organizations, and/or local residents to address disparities prevalent across society and which contribute to a lower quality of life for all (e.g., Wilkinson & Pickett, 2009). The session begins with short (5 minutes each, 30 minutes total) presentations from each panelist describing a challenge they have faced and suggesting how SPSSI might have been involved in/helped the work that they are doing. The first presentations illustrate types of engaged research projects, and the latter ones frame the illustrations in terms of interests of various stakeholders. Presenters also each share a 1 page handout describing the impetus for their work, ways they have conceptualized that work, the approaches they have used to engage and build partnerships with their community partners, who their partners have been and how they "selected" those partners (recognizing that sometimes we are the ones selected), the methods used to gather data, examples of the successes and challenges experienced, lessons learned, and unresolved issues both of their partnerships and as engaged researchers. After the presentations, there is time for questions and comments from the audience, as well as interchanges among the presenters (15 minutes). Then the presenters will facilitate small group discussions of the issues, with a focus on SPSSI's possible roles in supporting such work (15 minutes). Finally, the discussant, Michelle Fine from City University of New York Graduate Center will summarize and wrap-up the session (8-10 minutes). Audience: We hope to attract a number of colleagues doing community engaged work, for they would enrich the conversations and help develop a network of SPSSI members doing the work. But we also want to encourage participation from others who are socially minded social scientists who want to be engaged and who think that they might want to do this type of work at some point in their career. We are particularly interested in early career scholars and graduate students, for it would be nice to know what kinds of support they believe would be valuable to them in engaging in this work.

TALK 1: The Grand Challenges in Global Mental Health Initiative: Local and Global Implications for Theory and Practice

Jeannette Diaz

The Grand Challenges in Global Mental Health Initiative is a collaborative project which convened mental health experts from around the world to identify and prioritize the global research agenda for mental health. A core priority is a focus on social justice in mental health so as to eliminate health inequalities between and within countries and communities. This presentation will: provide an outline of the central research priorities outlined by the Grand Challenges Global Mental Health Initiative; provide examples of local and global implications of these initiatives; engage participants in a discussion of how SPSSI can effectively engage with this initiative at the level of both theory and practice.

TALK 2: Addressing Cancer Healthcare Disparities in a Large Urban Cancer Center

Louis A. Penner, Susan Eggly, Rifky Tkatch, Terrance L. Albrecht

One of the realities of health and healthcare in the United States is that certain ethnic/racial groups are: a) more likely to develop certain diseases and b) to experience disparities in the quality of the healthcare they receive for these diseases. The research group of which I am a part focuses on Black-White disparities in the quality of cancer treatment. We work in the heart of a major urban center, which leads the country in almost any index of health and health care problems as well as almost any other social problem that affects America's cities. We are currently in the early stages of a community-based participatory research project (CBPR) that addresses Black-White disparities in the provision of chemotherapy. Briefly, even when medical and socio-demographic variables are controlled, Black patients are significantly more likely than Whites to not receive chemotherapy and if they do receive chemotherapy, more likely to experience a delay in the onset of treatment, and to be under dosed once they start chemotherapy. The intervention to address these kinds of disparities targets information exchange during interactions between Black patients and their oncologists. The intervention required the collaboration of: a community-based research advisory committee, current cancer patients, oncologists, and our research team. The major challenge faced in the development of the intervention was getting the buy-in and support of various stakeholders. Each of them have quite different perspectives on causes of the problem, potential solutions, and the role of other stakeholders in both the problem and solution; all of which is accompanied by a shared suspicion of the

research team. SPSSI has the potential to provide expertise in ways to efficiently develop CBPR projects and meld the potentially disparate and even conflicting perspectives on research goals and the best approaches to reach those goals.

TALK 3: A Space for Engagement, A Source of Entanglement: The Strength and Vulnerabilities of University-Community Partnerships

Anne Galletta

This presentation will discuss our efforts as university faculty, doctoral students, and teacher candidates to partner with educators in under-resourced public schools. Our work is primarily with youth and their educators, with a focus on drawing students into inquiry regarding issues influencing their lives, schools, and neighborhoods. We will discuss our study of school closure in the city of Cleveland and the challenges in creating a space for youth to explore and question educational policies and practices frequently deemed as normative. We will highlight dimensions of participatory action research as vital to youth development and the experience of creativity and agency among youth. We discuss these aspects of our work, while also bringing to the surface analytically our entanglement within structures of power in terms of the university's position within the city, its ties to philanthropic organizations, and its relationship to the school system, itself challenged by financial stress. Through this discussion we will consider ways in which this work could be further supported, particularly in reciprocating resources and knowledge between the university and the community as well as expanding action oriented change efforts.

TALK 4: The Welcoming Communities Initiative: A Community-University Research Alliance Dedicated to Promoting the Integration of Immigrants across Ontario

Vicki Esses

In this presentation, I will describe the Welcoming Communities Initiative and the research we have conducted over the past three years in order to provide an evidence base for programs and policies related to the settlement and integration of immigrants in Ontario, Canada. Our research has been conducted in partnership with both community organizations and with policy-makers. Challenges in working with community organizations have included establishing partnerships based on trust, proving the utility of the research conducted by academics, and convincing academics of the value of community-based work. Challenges in working with government departments have included proving the value of our research, and remaining independent so that our credibility is not diminished. To date we have been successful in navigating these waters, and I will describe some of the strategies that we have used in order to achieve our goals.

TALK 5: Not My Job? Taking a Holistic Approach to Community-Academic Partnerships

Michaela Hynie

Academic researchers and community organizations can share many underlying values and goals, but also have different priorities and obligations. Academics are expected to engage in knowledge generation and mobilization, which can benefit an organization's clients in the future but may have few benefits in the present. Community organizations have an obligation to work for the best interests of their current clients in the present as well as improving conditions in the future and innovative programs may not immediately generate research opportunities. A challenge for academic researchers who partner with community organizations is that many collaborative projects can merge research, interventions, evaluations and policy change activities. Available funding for researchers, however, is often limited to research knowledge and generation activities, but money is also needed to sustain the programs they are studying. What is our obligation to our partners to find funding, what is our responsibility in terms of keeping limited research dollars focused on research, and how do we "play the game" to make our activities meet funding requirements and also find ways of supporting the projects and partnerships? Two examples, one successful and one unsuccessful, of searching for financial support for collaborative projects will be discussed.

TALK 6: Challenges Balancing Investigator Projects and Institutional Commitments in Community Engagement

Geoffrey Maruyama

This paper discusses challenges in balancing institutional commitments to community partnerships, investigator needs in developing partnership projects, and community expectations. Communities want sustainable and meaningful involvement from universities that addresses issues important to them. Universities want to be seen as responsibly addressing important community issues in meaningful ways, and thereby fulfilling their civic engagement mission. Researchers want to conduct their research while juggling limited and time-bound resources plus competing obligations. At least at my university, investigator-initiated research, where researchers create their own contacts and develop their own projects, has been the norm. As a result, much of the research is represented as the researchers' work, not as work of their university. If researchers take on institution-like obligations, they would be committing to long-term involvement

as well as a facilitating role, engaging colleagues and community partners so the work can evolve and address emerging community needs. Some partnership models more effectively allow developing and sustaining partnerships. Regardless of perspective, however, thinking about work from an institutional perspective is very different from simply doing one's own work. For example, a new challenge is not only keeping support for one's research, but also finding support to sustain work that has been started—which may be more programming than research as it evolves and develops. Challenges are illustrated by describing experiences from four partnership projects initiated over the past four years and supported by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE).

Interactive Discussion Willow (3:20 PM - 4:30 PM)

CBPR Project Director Discusses Tribal Leaders Council Healthy Reservation Project
Cheryl A. Belcourt, Paulette RunningWolf, Leon Rattler

“Healthy Reservation Project” a grant sponsored exploration and CBPR study designed to mobilize a Tribal community in order to affect health promotion, disease prevention (health disparities) on an Indian reservation. We see that communities experience high rates of trauma but survive with culturally specific resilience and that this resilience can be examined in a safe but local environment, understood within an educational context and fostered within both individuals and within communities. A critical mass of committed individuals engages in activities designed and intended to affect normative perceptions which in turn become a social determinant of health. After being provided with a slide presentation that delineates several of the many ways reservation residents have been, and continue to be exposed to the harmful effects of various kinds of traumatic experiences (both historical and contemporary), intergenerational trauma and cultural oppression, a group of approximately 30 individuals were encouraged (with a facilitated process) to envision and provide attributes of a healthy Indian community, and then, to discern steps that they could take, things that they could do to head toward the collective vision. In subsequent sessions, the group gave itself a name and was accorded the opportunity to strategize ways that they could positively influence the upcoming generation. By consensus, the group determined that they would initiate a ‘training and orientation to their cultural practices’ for middle school personnel and also, that by ‘providing access to culture’ and being supportive of youth in a uniquely affirmative way (with naming ceremonies) they would cultivate a more positive Tribal identity among these youth, enhance their sense of self as a Tribal citizen and generate a needed sense of belonging. The ‘hypothesis’ was that this connection would yield healthier behaviors among the youth involved. By enlisting Tribal ceremonial/spiritual leaders who would serve as mentors, the group decided to revitalize a ‘traditional society’ whose members are young people. The group has continued to meet, despite the fact that the grant funding which instigated the activities has ceased. The effects of substance abuse, domestic violence and child abuse are scourges in Indian Country that is toxic. When some of these problems are regarded as, at least in part, the result of various kinds of trauma, a promising practice emerges when cultural practices guide an approach to creating healthy behaviors among youth. A group of reservation residents have taken it upon themselves to begin addressing problems with solutions from within the same culture that has sustained them for thousands of years.

Symposium. Poplar (3:20 PM - 4:30 PM)

Chairs: Elizabeth A. Bennett, Michael Crabtree

In Our Communities: Addressing Reserve Component Veterans’ Behavioral Health Needs

In our current conflicts we have deployed National Guard and Reserve troops (Reserve Component) in record numbers. Unlike their Active Duty counterparts, these Veterans return to civilian communities rather than military bases. National evidence indicates that a much higher percentage of Reserve Component Veterans need behavioral health treatment upon return from deployment. Rural Veterans often must rely on civilian providers who may not recognize presenting problems as rooted in combat stress. Barriers to seeking treatment, including time, stigma, and an expressed concern about whether civilian providers will understand their experiences, may inhibit these veterans from seeking treatment. If communities are to adequately address the physical and behavioral health needs of our Veterans, it is important to understand not just their needs, but also the capabilities of the civilian medical and behavioral health systems to address those needs. This symposium will bring together research on Reserve Component Veterans, physicians and behavioral health providers, and emergency departments in a single region to examine whether civilian resources are prepared for the challenge and propose solutions to help them become more prepared.

TALK 1: Veterans' Views of Their Needs, Perceived Barriers, and Providers

Thomas W. Britt

Reserve Component Veterans, unlike their Active Duty counterparts, return to civilian communities. This leaves them facing barriers to care that are not faced by their Active Duty counterparts. If they live in a rural region this may compound the challenges, for example the distance to the nearest VA facility may itself pose a significant barrier to accessing treatment. If Veterans turn to civilian sources of aid, they are often concerned that the practitioner may not understand what they have experienced. In addition, previous research by the presenter and colleagues (Britt et. al., 2008), has found that perceptions of barriers and stigma increase when individuals become symptomatic. Since Reserve Component Veterans have a higher incidence of behavioral health problems, this alteration in the magnitude of barriers is more likely to impact their treatment seeking.

Data from two surveys, conducted four years apart, of Reserve Component Veterans, which assessed their behavioral health status, barriers to seeking care, and opinions of their last visit to a civilian health care provider will be presented. Barriers to seeking care will be discussed in terms of: 1) changes between the two surveys, 2) differences between urban/suburban and rural veterans, and 3) differences between those with problems and those who are not currently experiencing problems. Veterans report being generally positive about the level of care they receive from providers but are less satisfied with providers' understanding of military issues and combat experiences. Suggestions about ways providers can address these concerns will be discussed.

TALK 2: Are Civilian Practitioners Prepared to Identify and Treat Veterans?

Mary E. Schaffer

Reserve Component Veterans (RC) in civilian communities frequently seek care from civilian providers, because it is more convenient and to avoid potential stigma/security issues with their unit. A survey of civilian practitioners found that only a minority, 43%, routinely asked patients about military experience, even fewer ask about combat. If the practitioner is unaware that their patient has been in combat, they may misdiagnose the problem.

Civilian practitioners are unlikely to have formal training in the symptoms and treatment of combat stress. To the extent that they may have Continuing Medical Education (CME) in this area, the focus and content may be uneven. CMEs may include information about symptoms of PTSD and TBI, but not other disorders, or the characteristics of current RC Veterans. This may leave them unaware that combat stress may result in a wide range of problems and disorders, not just PTSD. Many of these difficulties, while causing distress for the individual, may not lead to a formal diagnosis, but may still require some form of treatment. In addition, civilian practitioners may not identify a middle aged patient as a RC Veteran if they do not ask, because RC Veterans are on average older than their Active Duty counterparts.

Two studies of civilian health & behavioral health providers, conducted three years apart, will be presented. The data will include information about: CMEs providers have had and how that relates to their knowledge of base rates of PTSD and approved psychological and pharmacological treatments. As a result of the first study, an awareness campaign designed to increase the percentage of providers asking about military experience was carried out. The effectiveness of this campaign will be discussed. Suggestions for specific content areas for CMEs as well as recommendations for delivery processes will be discussed.

TALK 3: Are Emergency Departments Equipped to Recognize Veterans with PTSD?

Elizabeth A. Bennett

Rural civilian hospital Emergency Departments are another potential first point of contact for Reserve Component Veterans seeking assistance. Personnel in an Emergency Department do not have the health history of the patients they see and may be even less likely than other civilian practitioners to be aware that a civilian patient is a Reserve Component Veteran. A survey of Emergency Departments in the region found that none of them were routinely asking patients about military status, combat experience, or screening for PTSD. Asking about military experience is just the first step in the process of identifying a presenting symptom as being related to combat stress. The next step is to have a reliable screener that can be easily used in the Emergency Department to identify the potential for an underlying behavioral health problem. For example, elevated heart rate and blood pressure and aggressive behavior may be due to hyperarousal caused by PTSD or combat stress rather than a cardio-vascular problem. Research suggests using different cutoff points for the Primary Care PTSD Screen (PC-PTSD) & PTSD Checklist - Military Version (PCL-M) based on administration environment (e.g. Bliese et. al., 2008). Emergency Departments are an environment that has not been previously studied. Results of a study at a rural hospital Emergency Department to validate screeners for veterans for various behavioral health disorders; including PTSD, alcohol abuse, and depression will be discussed, and cutoff recommendations for this population in this environment will be provided.

15-Minute Presentation. Pomodoro A (3:20 PM - 4:30 PM)

Commonality Mindsets Promote Judgments that Racial Minorities' Hold Power

Chadly Stern, Tessa V. West, Joe C. Magee

The leadership contributions of racial minorities are often marginalized in racially diverse workgroups. In the present research we explored whether judgments of racial minorities' power and leadership abilities could be altered in intergroup settings. When perceivers are completing an outcome dependent task or believe that others possess a common identity with them, they are less inclined to rely on stereotypes while forming impressions. Thus, we predicted that endorsing a common identity mindset going into a shared outcome task would lead perceivers to view racial minorities in less stereotypical ways and in turn recognize their leadership capabilities. Participants were assigned to work together in racially diverse groups during the semester on a project that constituted 40% of their final grade. After completing the project, participants rated the extent to which each group member had displayed characteristics such as influence, initiative, and leadership throughout the semester. Prior to group assignment, identity mindsets were measured as the extent to which participants represented fellow university students as members of a common school identity rather than as members of different racial groups. We found that perceivers' identity mindsets did not influence their ascriptions of power to White group members. However, as predicted, both racial minority and White perceivers who represented university students as members of a common school identity, rather than as members of different racial groups, viewed racial minorities in their workgroup as possessing more power and leadership capabilities. Importantly, perceivers who endorsed a commonality mindset viewed racial minorities as having similar levels of influence as White group members. These results suggest that inducing a common identity mindset when perceivers are completing an outcome dependent task may be a viable strategy for allowing perceivers, regardless of their race, to overcome stereotypical judgments of racial minorities and recognize their leadership capabilities in diverse workgroups.

How Intergroup Harmony Affects Disadvantaged Groups' Responses to Unfair Treatment

Diala R. Hawi, Tamar Saguy, John F. Dovidio, Linda R. Tropp

For decades, an emphasis on cross-group commonalities has been the leading principle for improving asymmetrical intergroup relations. Notwithstanding its apparent benefits, emerging research suggests that many of these applications may be counterproductive. For example, positive contact may lead to lesser perceptions of inequality and lesser support for collective action among minorities. Would positive contact also lead to unrealistic optimism regarding intergroup inequality? Furthermore, how do disadvantaged groups respond when these positive expectations are not met? Previous research has shown that following positive intergroup contact, disadvantaged group members come to like members of the advantaged group and expect them to be egalitarian. An experimental study examined what happens when these positive expectations are not met. Participants were assigned to either high or low power groups and were then asked to discuss with each other either intergroup commonalities, differences, or both commonalities and differences. Results revealed that following interactions that involved topics of commonality, low-power members expected more fairness and felt less motivated to take action regarding their disadvantage. However, high-power groups did not differ in their resource distribution across conditions. We further manipulated the amount of resources the low-power group believed they were allocated by the high-power group and found that those who "received" fewer resources retaliated most aggressively after discussing commonalities only than after discussing both differences and similarities during their interactions. This indicates that interactions focusing on commonalities alone may in fact generate more aggressive responses than other interactions, especially following an unfair distribution of resources. In real contexts, where power distribution typically remains unequal, even following positive interactions, these scenarios of "intergroup harmony" may consequently lead to conflict escalation rather than the intended reduction of conflict. The psychological processes and practical implications associated with power and the content of high and low-power group relations are discussed.

'The Race Card is Getting Old': Denial and Acknowledgment of White Privilege

Brianne Hastie, David Rimmington

Social science research has increasingly focused on how racism is accomplished through text and talk, examining how majority group members justify or mitigate prejudice and discrimination. There has, however, been growing evidence of a willingness to acknowledge previous discrimination, but to claim that such racist behaviour is a 'thing of the past'. This separation of the past and present allows majority group members to deny that their current privileged position is due to their membership of a particular racial group, instead arguing that inequality is due to individual behaviour, aptitude etc. Data is taken from 300 online comments about a US Supreme Court case where white firefighters were found to be discriminated against because a test that was deemed racially biased in their favour was disregarded by their employer. Critical discursive analysis is employed to demonstrate how instances of discrimination are constructed in practice. The focus here is on how white privilege is acknowledged by those on both sides of the debate: either as an issue that

has already been overcome or as an ongoing concern. Arguments suggesting society is ‘colour blind’, or even that minority groups are favoured over majority groups, are used to deny discrimination and argue against affirmative action. However, the acknowledgment of ongoing white privilege provides a way of building ‘anti-racist’ rhetoric that has practical implications for the mitigation of racism within the community.

4:40 PM - 5:50 PM

Panel Discussion Birch

3E Three E's of Social Justice: Helping to Set a SPSSI Agenda Heading into the Last Quarter of our First Century
Maureen O'Connor, Susan Clayton, Michelle Fine, Valerie Futch, Yolanda Niemann, Janet Swim

For its storied 75 year history, SPSSI has focused attention on important social issues of the day, often summarized by “the THREE P’s: Peace, Prejudice, and Poverty.” It is impossible to argue with the wisdom of focusing attention on the three P’s, and SPSSI, of course, will always continue to do so. As we move into the last quarter of SPSSI’s first century, and following the successful 75th anniversary celebration last year, we decided to launch a complementary focus on “THREE E’s: Education, Environment, and Equity.” This session will build on the series of E-Stream panels and conversations that have occurred throughout the conference, to Engage us in setting an agenda for SPSSI action around Education, the Environment, and Equity at this critical time in our organization’s history.

Interactive Discussion Willow

Racial Disparities and the Juvenile Justice System in South Carolina
Patricia Stone Motes, Julie V. Nurse

South Carolina, like the rest of the United States, and countries around the world, has disproportionate numbers of racial and ethnic minorities in their juvenile justice system. In the United States, federal funding has been made available to states to reduce these disparities, but after several efforts, such disparities continue to exist. In the US disproportionate minority representation is typically evident at each stage of the juvenile justice system and becomes more apparent as youth progress deeper into the system. While minority youth make up about one-third of the juvenile population, they account for about two-thirds of the population in secure juvenile facilities (Snyder & Sickmund, 2006). In South Carolina, African American youth represent thirty-eight percent of the state’s youth population, account for fifty-nine percent of juvenile arrests, sixty-five percent of youth in detention, and sixty-two percent of youth in residential placement, according to the latest data (fiscal year 2007-2008) from the South Carolina Department of Public Safety (SCDPS, 2011). This presentation involves an historical look at efforts in South Carolina to address Disproportionate Minority Contact (DMC). DMC occurs when the proportion of minorities in the juvenile justice system (JJS) is greater than their proportion within the population. The presentation highlights findings from a federally-funded study commissioned by the Governor’s Juvenile Justice Advisory Committee via the SC Department of Public Safety to assess and offers recommendations to address DMC in South Carolina. The presentation will not just highlight the numbers that expose disparity, but will offer insights into this disparity from a youth development approach. The presentation will explore community-based policy and practice strategies to reduce youth involvement with the juvenile justice system.

Symposium Magnolia

Chairs: Stefanie Simon, Crystal L. Hoyt

Changing Societies through Leadership: Closing the Gender Gap on Top

Powerful leaders possess the potential to enact important changes in society. Unfortunately, half of the U.S. population remains grossly underrepresented in top-level leadership positions. Women occupy less than 3% of Fortune 500 CEO seats and 16.8% of seats in the U.S. Congress. In order to address this important gender disparity, the four talks in this symposium explore ways to improve the present state of women and leadership. Specifically, these talks examine ways that we can change society by closing the gender gap in top-level leadership positions. The four talks in this symposium explore this potential for change both by examining the reasons why women are underrepresented in leadership positions, as well as investigating strategies to increase women’s representation in leadership. First, research by Simon, Hoyt, and

Johnson examines how stereotypical versus counterstereotypical images of women in the media affect women's self-perceptions and leadership aspirations in a leadership situation. Next, Innella, Hoyt, and Simon investigate how, when people are threatened, their implicit theories about effective leaders become more masculine. Despite the often negative self-perceptions held by aspiring female leaders and the negative perceptions of others, the final two talks will explore how role models and mentors can help people attain leadership positions. Hoyt, Burnette, and Innella highlight the importance of believing that leadership ability can improve, rather than believing that "leaders are born" when exposed to successful leader role models, while Murphy and Larson demonstrate the importance of relationship style match between mentor and protégée for leadership development and leadership efficacy. Together, these four talks offer important implications for achieving greater social equality for women. Closing the gender gap in top-level leadership positions is of great importance not only for giving women a powerful voice, but also for changing the face of the leadership that guides our society.

TALK 1: Effect of Media Images on Women's Leadership Perceptions and Aspirations

Stefanie Simon, Crystal L. Hoyt, Yelena Johnson

The present research explores how counterstereotypical media images of women, compared to stereotypical media images of women, affect women's gender role beliefs (Study 1) and responses to a leadership task (Study 2). In Study 1, female participants were exposed to counterstereotypical or stereotypical images of women before completing an assessment of their gender role beliefs. As predicted, women exposed to counterstereotypical images of women reported stronger egalitarian, nontraditional gender role beliefs than women exposed to stereotypical images. Study 2 then directly assessed the effect of media images of women on female participants' self-esteem, depressed affect, performance anxiety, and leadership aspirations. Female participants were either exposed to counterstereotypical or stereotypical media images before performing a group leadership task with two other research confederates. As predicted, women exposed to counterstereotypical media images reported higher self-esteem, lower performance anxiety, lower depressed affect, and greater leadership aspirations than women exposed to stereotypical images. Furthermore, the relationship between media images and leadership aspirations was mediated by self-esteem and depressed affect such that women who were exposed to counterstereotypical images experienced greater self-esteem and less depressed affect than those in the stereotypical condition, resulting in greater leadership aspirations. While numerically women make up half of the population, they are grossly underrepresented in powerful leadership positions—positions that make important decisions for the entire population. These findings offer a positive perspective on the potential for counterstereotypical media images to help increase women's leadership aspirations, and eventually to help close the gender gap that currently exists between men and women in top-level leadership positions.

TALK 2: The Effect of Mortality Salience on Implicit Leadership Theories

Audrey N. Innella, Crystal L. Hoyt, Stefanie Simon

The masculine nature of people's intuitive beliefs about leaders, or implicit leadership theories (ILTs), has been shown to impact the perceived suitability of women for leadership roles (Eagly & Karau, 2002). Thus, understanding factors that can alter the gender-relevant content of people's implicit notions of leadership is crucial to understanding and eradicating the bias women face in elite leadership positions. The present research investigates the influence of subtle death-related thoughts (i.e., mortality salience) on people's images of effective leaders (i.e., their ILTs). We test the prediction that mortality salience will change the content of these implicit theories to be more gender stereotypical such that individuals will conceive of effective leaders in a significantly more masculine manner, possessing agentic characteristics such as dominance, confidence, and self-reliance. To test this prediction, we assessed the communal and agentic components of participants' ILTs after they were presented with a mortality salience or control manipulation. Results show that priming individuals to think about their mortality with two open-ended questions resulted in a significant shift in their ILTs such that an effective leader is described in significantly more agentic terms compared to the control condition. This masculine shift in people's ILTs was demonstrated in both women and men, and mortality salience did not influence perceptions of effective leaders' communal traits. This research has important practical implications for female leaders and notably female politicians. We are constantly bombarded by media images of war and terrorism, which serve as constant reminders of death and mortality and likely work negatively against female politicians. However, we are hopeful that this research will help make people aware of how subtle factors, such as death-related thoughts, can increase and change stereotypic thinking, which in turn can influence preferences and behaviors.

TALK 3: Changing Societies through Leadership: Implicit Theories and Role Model Effectiveness

Crystal L. Hoyt, Jeni Burnette, Audrey N. Innella

The success of top leaders in any domain, from the non-profit to business, is not a solitary achievement. Many factors impact goal attainment, chief among them are other people in our social environment such as role models. This research investigates the role of implicit theories in influencing the effectiveness of successful role models in the leadership domain. Across two studies, we test the prediction that incremental theorists ('leaders are made') compared to entity

theorists ('leaders are born') will respond more positively to being presented with a role model before undertaking a leadership task. In our first study, we demonstrated that people who hold more incremental views of leadership, those who are more apt to think leaders are made, had more positive responses to leader role models than those with entity theories who are prone to believe leaders are born. After being primed with a leadership role model and then engaging in a leadership task themselves, incremental theorists reported greater leadership confidence and less anxious-depressed affect. In Study 2, we tested the causal role of implicit theories by manipulating theories and our results replicated and extended findings from Study 1. We tested and supported the predictions that incremental theorists had more positive self-evaluations and affect in response to the role models because they identified with them more than entity theorists. Study 2 also demonstrated the enhanced performance outcomes attained by incremental, compared to entity, theorists in the face of successful role models. In addition to the theoretical significance, this research holds great practical significance for increasing the effectiveness of leadership role models. Furthermore, these findings hold particular relevance for individuals, such as women and minorities, who are underrepresented in elite leadership positions and for whom role models may play a remarkably important role in achieving success.

TALK 4: Mentoring for Leadership Development: The Role of Relationship Schema

Susan E. Murphy, Cary K. Larson

Mentoring is an important relationship for an individual's career success and development as a leader. Research has shown that those in high quality mentoring relationships experience more promotions, higher salaries, and greater career satisfaction, however less research has focused on the mentoring relationship as a source for leader development, or what leads to more effective mentoring for leader development. The concept of relational schema, which has been applied for a number of years to describe the success of close relationships, can be a potential lens from which to view the development and the maintenance of mentoring relationships. Within the area of mentoring one could imagine proteges holding schema containing knowledge structures of what mentoring relationships look like (i.e., "What is a mentor?") or that may include the mentor's role in the relationship (i.e., "What does a mentor do?"). In this study we examined preferences for particular types of mentoring prototyped relationships using ideas of social exchange versus communal relationships. Social exchange, delineates the currency of exchange in the relationship as the perceived costs or benefits of participating in the relationship (Homans, 1961), where alternatively, Clark and Mills (1993) present a communal view of relationships that is characterized by behaviors in which people respond to each other's needs and focus on mutual gains. An initial study found that individuals with interdependent self construal were more likely to prefer communal relationships, while those with an independent self construal preferred an exchange relationship. Moreover, the extent to which the proteges' mentors matched their preference, the more satisfied they were with the overall mentoring relationship. The second study looked more closely at how those in "matched" mentoring perceived greater leadership development as mediated by the effect on leader developmental efficacy than those in "unmatched" relationships. Implications for research and practice will be discussed.

Symposium..... Pine (4:40 PM - 5:50 PM)

Chairs: Rosita D. Albert, Dan Landis

Symposium on the Handbook of Ethnic Conflicts: International Perspectives

This symposium is based on the Handbook of Ethnic Conflicts, co-edited by Dan Landis, founder of the International Journal of Intercultural Relations and of the International Academy for Intercultural Research (IAIR), and I (Rosita Albert). The Handbook is being published by Springer this Spring, and it is the first book sponsored by IAIR. It constitutes an effort by to tackle a major worldwide problem in intercultural relations: Two thirds of international conflicts are ethnic conflicts. These conflicts have surpassed conflicts between nations as the most deadly international conflicts, and occur in every continent and most countries. With the contribution of many colleagues, we have assembled twenty in-dept case studies of ethnic conflicts from most parts of the world, a theory chapter and a concluding chapter. The case studies were written by authors from different countries and from several social science fields, the majority social psychologists. The authors are deeply familiar with the conflicts they present. We asked them to follow a common outline to give coherence to the volume, to facilitate comparisons between various conflicts, and to allow us to draw important lessons about ethnic conflicts as well as suggestions for policy makers and practitioners in ameliorating and prevent such conflicts. Although the selection of conflicts is not comprehensive, the conflicts included represent historical, regional, and cultural diversity, and have included many different actors (e.g. government, rebels, military, and other ethnic groups). The variety of conflicts presented gives us a general sense of the kinds of issues involved in such conflicts, the kind of approaches to conflict management that have been tried, recommendations for actions that might prove successful in current and future ethnic conflicts, and ideas for further research. There will be five presentations, which are listed below. The first presentation will be a brief Introduction to

TALK 1: Introduction to the Symposium and to the Handbook of Ethnic Conflicts

Rosita Albert

This brief introduction will outline the features of the Handbook of Ethnic Conflicts. I will include the information about the Handbook provided above, and delineate the outline of issues we asked our contributors to address: the causes, history, current status of the specific conflict, attempts at conflict resolution that have been tried, suggestions and ideas for general approaches and specific strategies that could be tried, and ideas for further research. The presentation will indicate that following an introductory on theory the Handbook has 20 detailed case studies from locations in Africa, Asia, Latin America, Western Europe, the Balkans and the Middle East. There is also a concluding chapter which pulls together the lessons learned about ethnic conflicts, recommendations for amelioration and prevention of conflicts both from previous chapters and from other sources, and suggests ideas for further research. At this symposium we will have a small sample of chapters from the Handbook: first, we will have the a presentation on the Israeli-Palestinian conflict, followed by a presentation on the Ugandan conflict, then the Peru conflict, followed by a two part presentation of the concluding chapter.

TALK 2: The Israeli-Palestinian Conflict and the Identities It Creates

Dahlia Moore, Anat Anat Guy

This paper examines the social identities prevalent in the three distinct groups which are part of the Palestinian-Israeli conflict: Jewish-Israelis, and Arab citizens of Israel, Palestinians. The analysis shows that the socio-historical context influenced the specific combinations of identities in each society, and there is no single dominant identity in Jewish-Israeli, Arab-Israeli or Palestinian society. Peace talks between Palestinians and Israelis have been taking place intermittently for over three decades. Hope rises on both sides every time negotiations resume, only to be quenched by hostilities perpetrated by extremists on one side or the other, which usually lead to the cessation of talks and the withdrawal of both sides from willingness to compromise. The vicious circle continues with each side blaming the other for maintaining the conflict. It seems logical to assume that reducing the salience of collective identities that are related to the conflict may lessen the intensity of involvement in the conflict, and create a willingness to find ways to attain a solution that will enable the opponents to live together. This, however, is very difficult to attain. People tend to protect their hierarchy of identities and resist changes. But as we have seen from the historical-political analysis, the intensity and salience of identities do change in response to socio-political events. Creating a political climate that is more supportive of peace negotiations and making concessions, may increase the willingness of individuals to change their hierarchy of identities, and to emphasize individualistic identities more than collectivistic ones. This may be attained by showing members of the diverse opposing groups what they may gain by such a shift, and by the weakening of the conflict. It may also lead individuals to move from an 'either-or' view of identities to a more flexible, continuous view.

TALK 3: EthnoEthnopolitical Conflict in Uganda: Causes, Consequences and a Way Forward

Laura R. Johnson, Mayanja M. M Kajumba

Uganda has struggled with ethnic conflict and political violence for decades. In this session, we will discuss current ethnopolitical conflicts in Uganda, common causal themes, and approaches to resolution and peace in the region. The recurrence of ethnic conflict in Uganda is rooted in its colonial history and is perpetuated today through differential power and resource inequities. We will discuss how the conflicts, in part, reflect the way the state was constructed through manipulation of pre-existing differences, administrative policies of divide and rule, and economic policies that fractured the colonial entity. For example, "tribal identity" became an important element for political power and control, used as a basis for mobilization of the people for social and political purposes. Since independence, regimes have closely identified with different tribes and each president favors particular ethnic groups. This approach advantages the privileged and creates tensions between ethnic and religious groups. When mistrust between groups is high, when parties feel threatened, and when resources are scarce, interethnic tensions and competition can easily break into violence. While once concentrated in the periphery, conflicts have expanded to include the central region. We will provide specific examples of how the violence and conflicts have undermined a nation and people across multiple domains of life. Finally, we will review responses to conflicts and the attempts to resolve them, concluding with suggestions for advancing intercultural relations and peace in the region.

TALK 4: Lessons Learned: Characteristics of Ethnic Conflict

Susanne Gabrielsen, Rosita D. Albert, Dan Landis

This presentation covers lessons drawn from the twenty in-dept case studies examined in the closing chapter of the Handbook. In part I we consider the nature of ethnopolitical conflicts, and examine the complex, interrelated factors involved in such conflicts. We discuss and provide examples of how ethnicity and ethnic identity heavily influence and

interact with political and religious issues, how socioeconomic disparities along ethnic lines can cause deep-seated anger, and how even without physical violence, ethno-political conflicts cause severe suffering for ethnic minorities. We consider the fragility of peace in multicultural societies, and the fact that many ethno-political conflicts endure for decades, and some, for centuries. In part II we examine some important characteristics that are relatively common in ethno-political conflicts. Among these are historical characteristics (e.g. colonization, divergent framing of the conflict, historical grievances); social and cultural characteristics (social and ethnic identities, prejudice, discrimination, marginalization, social inequality, and cultural and religious differences); educational, economic and political characteristics. Given the wide diversity of regions, populations, political and economic systems, we were genuinely surprised that so many commonalities emerged. In part III we consider the relative uniqueness of some conflicts. In part IV we explore unsuccessful attempts at conflict resolution (which, unfortunately, are rather common), such as attempts to create unified identities or force assimilation to a dominant identity, unresolved historical issues, political issues, and discrepancies in conflict resolution goals. We consider that peace means more than the absence of violence, and that the state plays an integral role in resolving conflict. We learn why conflict resolution is difficult, and why numerous attempts to resolve conflicts have failed.

TALK 5: Recommendations for Conflict Amelioration, Peace Building, and Further Research

Rosita D. Albert, Susanne Gabrielsen, Dan Landis

We continue the presentation of the lessons contained in the concluding chapter of the Handbook. In part V we consider broad approaches to conflict resolution and moving toward peace. These include stopping the violence, dealing with the past, fostering good communication and dialogue, carefully establishing contact conditions, developing trust and empathy, embracing multiculturalism, addressing the role of the state, and developing a policy of tolerance and harmony. In part VI we present strategies for conflict management and for building a secure peace, such as encouraging and enlarging peace zones, creating departments or ministries of Peace, developing a peace building constituency, enhancing state building and inter-state relations, holding interactive problem solving workshops, instituting vastly expanded education programs, requiring intercultural education, utilizing old and new media for peace building, studying non-violent strategies, employing cultural sensitivity, building civil society and linking institutions across conflict groups, and developing superordinate goals and identities. In part VII we address the capacity for building peace and suggest research that would augment this capacity. Intercultural and intergroup research and practice should be expanded to the management of ethnic conflicts, and address such issues as how communicative behaviors, both intended and unintended, are perceived by each party in the conflict; cultural differences in ethnic conflict management and post-conflict relations; ethnic conflict in diasporic communities; the role of the local, national, and international media in ameliorating or exacerbating conflicts, and in changing the perceptions regarding outgroups; the use of social media in the escalation and de-escalation of conflict; new approaches for the training of negotiators, governmental and nongovernmental organizations, community groups, educational institutions, and in the final analysis, everyone. We must accelerate research and practice directed at fostering a world without violent ethnic conflicts, ethnic cleansing, and genocide, a world where NEVER AGAIN will truly mean what it says.

Symposium..... Dogwood (4:40 PM - 5:50 PM)

Chair: Jennifer L. Berdahl

The Flexibility Stigma

Work-family conflict in the U.S. has never been higher (Williams, 2010). Traditionally viewed as a “woman’s problem,” men now report even more work-family conflict than women do (Harrington, Deussen & Humberd, 2011). A vast majority of couples with young children now have both parents employed outside the home (U.S. Department of Labor, 2011), and the traditional family model of one full-time worker and a full-time caregiver, upon which most jobs and organizational norms developed, is no longer appropriate for a significant number of employees. Partly due to inertia and partly due to ideology, the law and employers have been slow to recognize and accommodate the need for more flexible work schedules and arrangements for today’s families. Yet even as flexible work and leave options become more available, employees - particularly men - appear hesitant to use them. The papers in this symposium explore why this might be the case. Part of a special issue on “The Flexibility Stigma” to appear in the *Journal of Social Issues*, the papers in this symposium demonstrate that working flexibly is stigmatized in gendered ways at work. The first paper, by Brescoll, Glass, and Sedlovskaya, demonstrates that employees expect managers to grant leave requests to women more than to men, even though managers are actually likely to do just the opposite. The second paper, by Hettinger, Vandello, and Bosson, shows that employees who chose flexible work arrangements are viewed as less masculine and more feminine, making men likely to be more reluctant than women to seek flexibility. The third paper, by Berdahl and Moon, presents two field studies showing that men who are active caregivers at home are more likely to be teased and treated with disrespect at work. Finally, the fourth paper, by Bornstein, considers the legal and policy implications of the flexibility stigma.

TALK 1: The Dynamics of Employer-Provided Flexible Work Options

Victoria L. Brescoll, Jennifer Glass, Alexandra Sedlovskaya

We address two fundamental questions about flexible scheduling: (1) Do managers use ascriptive information in deciding which requests for flexible work scheduling to grant among employees? (2) Do employees comprehend this managerial bias in deciding whether to ask for flexible work arrangements? Using a vignette study with a sample of managers we manipulated three employee characteristics: gender, job status (high/low), and the reason for the flexible scheduling request (family versus career), while keeping the request constant across conditions. Results show that flexible scheduling requests from women were less likely to be granted irrespective of their job status or reason, while men in high-status jobs seeking flexibility to further their careers were the most likely to have their requests approved. In Study 2, we found that employees were unaware of these managerial biases: women assigned high-status jobs and requests for career reasons were the most likely to think their requests would be granted, while men in the same scenarios were least likely to do so. Organizational and policy implications are discussed.

TALK 2: Equal but Still Different: Gendered Consequences of Seeking Work Flexibility

Vanessa E. Hettinger, Joseph A. Vandello, Jennifer K. Bosson

To reduce the loss of talented employees, many organizations have begun to offer flexible work arrangements. However, these programs continue to be underutilized, particularly by men. One possible reason for this disparity is that men are less interested in the flexibility and accommodation these arrangements provide - however, another possibility is that men value this flexibility equally, but fear how they will be perceived for seeking it. In two studies, we explored gender-relevant expectations and consequences of seeking flexible work arrangements. Study 1 examined preferences and expectations of students nearing the job market. While men and women rated the importance of work flexibility and work-life balance equally, women reported greater intentions to seek flexibility in their future careers. Further, participants' intentions to seek flexible work arrangements were predicted by projected perceptions on gender-relevant traits (how they believed others would perceive them for utilizing flex programs). In Study 2, participants evaluated hypothetical targets who chose (or rejected) a flexible work arrangement after the birth of a child. Workers who chose the flexible option were given lower job evaluations, but were also seen as warmer and more moral, than targets who rejected the option and maintained a traditional work arrangement. While these results did not vary across target gender, it seems that men may face additional penalties at the level of character: targets who chose the flexible arrangement were seen as less masculine, rated lower on masculine prescriptive traits, and rated higher on feminine prescriptive traits, compared to those who chose the traditional work arrangement. While these perceptions are consonant with expectations for a female target, they violate expectations for a male target. Together these studies suggest that while men seem to value work flexibility highly, they may be reluctant to seek it because of (apparently well-founded) fears of stigmatization.

TALK 3: Workplace Mistreatment of Middle Class Workers Based on Sex, Parenthood, and Caregiving

Jennifer L. Berdahl, Sue H. Moon

Research suggests that women suffer negative professional consequences if they have children, but that men do not (e.g., Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004; Ridgeway & Correll, 2004). These unequal consequences can be attributed to stereotypes about women's and men's roles as caregivers and as breadwinners for their families, respectively. But what if a working father is also an active caregiver for his family, and what if a working mother is not? Do caregiving fathers experience consequences as negative as, or even worse than, caregiving mothers? Do working mothers who do little caregiving avoid negative consequences or face even more negative ones than caregiving mothers? We conducted two field studies of workplace mistreatment experienced by middle-class employees as a function of their sex (male, female), parental status (children, no children), and extent of domestic caregiving (in hours per week). Study 1 (N = 232) focused on employee experiences of masculinity harassment, which involves being derogated as insufficiently masculine or as too feminine. Study 2 (N = 451) examined employee experiences of mistreatment more generally. Results showed that caregiving fathers experienced more harassment and mistreatment than traditional fathers and than men without children. Women without children experienced more harassment and mistreatment than mothers, and less caregiving mothers experienced more harassment and mistreatment than more caregiving mothers. We discuss implications for theory and practice.

TALK 4: Legal and Policy Implications of the Flexibility Stigma

Stephanie Bornstein

This presentation places a new series of studies on the "flexibility stigma" (including those in this symposium) within a larger legal and policy context. Under federal law, taking negative employment actions against employees based on gender stereotypes is unlawful sex discrimination. Past studies of the "maternal wall" document that using maternity leave or requesting a flexible schedule is a key trigger for gender stereotyping of women at work. By providing additional data

to support the link between penalties for use of workplace flexibility and gender stereotyping, the new flexibility stigma studies document that bias against flexible workers is bias based on gender stereotypes, for women and men alike. Three key findings from the flexibility stigma studies and related legal and policy implications will be discussed. First, because the studies demonstrate that flexibility stigma is rooted in gender stereotyping, its effects may be litigable under federal law prohibiting sex discrimination in employment. Women who take leave or adopt flexible work schedules engage in stereotype-consistent and devalued behavior; men who do so engage in stereotype-inconsistent and counter-normative behavior. Penalties for both may be actionable as sex discrimination. Second, the studies indicate that, when faced with penalties at work for using available family leave or flexible scheduling, both women and men will engage in bias avoidance. Thus, without addressing the bias that those who actually use such policies experience, the policies risk being undermined by workers seeking to avoid stigma. Third, the studies show that, while it may operate differently depending on the class location of the employee, the flexibility stigma penalizes workers across the class spectrum. This underscores the urgency for and potential impact of public policy to counteract its effects.

Symposium..... Poplar (4:40 PM - 5:50 PM)

Chair: Joel T. Nadler

Workplace Diversity: A Tale of 'Isms (Gender, Ethnicity, & Orientation)

Differences in perceptions often fueled by cultural stereotypes can result in self-selection resulting in a less diverse work force. Diverse workforces have been shown to be an asset in the increasing global economy and occupational segregation is a barrier to that diversity. Pay and promotion differences between racial and gender groups indicate the possibility of both stereotype based bias and self-segregation (Kalev, Dobbin, & Kelly, 2006). Understanding barriers to diversity can lead to interventions aimed at reducing inequities based on race and gender. Using field and lab data, the papers examine stereotyped perceptions in decision making, as well as differences in perceptions based on stereotypes. The four studies examine gender bias in upper-level hiring (Bailey), perceptions of sexual orientation (Nadler & Witzke), online racism (Berry), and gender pay gap in higher education (Lowery). People hold stereotypes about gender, race, sexual orientation, and occupations (Schein, 2001). When there is congruence between perceptions of individuals and occupations, people are more positive in their evaluations of that individual (Eagly & Karau, 2002). Additionally, the perceptions of hostile environments can cause further divisions within occupations (Stockdale & Nadler, in press). Stereotype-based discrimination and self-selected occupational segregation resulting from perceived prejudice serve as mechanisms that reduce diversity in organizations. The papers in this symposium examine both bias in decision-making (race and gender) and perceptions of sexual orientation, with a resulting focus on reducing bias in decision makers and reducing occupational segregation. Peggy Stockdale will discuss the impact of stereotypes and perceptions of sexual harassment on organizational segregation. She will discuss the connections between stereotype processes to real-world impact on work-related decision making including personnel selection. Dr. Stockdale's previous work has examined applicant perceptions, hostile work environments, and bias in selection and promotion, making her an important contributor in this field of study.

TALK 1: The Glass Cliff: Effects of Group Decisions on Gender Bias

Sarah F. Bailey

This study examined the glass cliff phenomenon (Ryan & Haslam, 2005) of women being disproportionately appointed to precarious leadership positions and the group decision-making processes. 284 male and female college students chose between a male and female applicant with similar qualifications to lead either a succeeding or declining organization. After making their leadership appointment decisions individually, the participants met in small groups to discuss the applicants and chose between the applicants as a group. 88 groups of three or more participants were used for the analyses. When the hiring decision was made individually, there was no interaction between the applicant chosen and the state of the organization. Chi-square tests examining how the participants' hiring decisions as individuals affected the group decision making process on the group decision making sessions showed statistically significant instances of group polarization depending on the state of the organization. The participants in the succeeding organization who chose the male applicant individually were significantly more likely to be in a group that chose the male applicant, which was not the case for the participants who chose the female applicant individually. In the declining organization condition, participants who chose the female applicant individually were significantly more likely to choose her as a group than change their choice to the male applicant. Group polarization in the succeeding organization led to groups choosing the male applicant more frequently, whereas it led to groups in the declining organization to choose the female applicant more frequently. These results are consistent with the glass cliff phenomenon (Bruckmueller & Branscombe, 2010; Haslam & Ryan, 2008) and expanded it to group decision-making. Implications for gender bias in selection at the group-decision making level and research on the glass cliff will be discussed. This research was partially supported with by a 2011 SPSSI Clara Mayo Grant.

TALK 2: Sexual Orientation: Implicit Bias in Workplace Decision Making

Joel T. Nadler, Morgan Witzke

Negative stereotypes regarding sexual orientation exist both consciously (explicitly) and unconsciously (implicitly) (Cundiff, Nadler, & Swan, 2019, Jellison, McConnell, & Gabriel, 2004). Additionally, implicit bias has been shown to impact organizational decision making (Rudman & Kilianski, 2000). Greenwald, et al. (2009) suggested that implicit bias measures are often more predictive than explicit measures when bias may be socially or organizationally undesirable. Additionally, implicit measures seem more predictive of immediate decision making as compared to explicit measures which are more predictive of deliberate decision making (Greenwald, et al., 2009). The current study examined implicit bias based on sexual orientation in associating heterosexuals and homosexuals with positive or negative evaluative terms. Students at a Midwest state university ($N = 121$) completed an Implicit Association Task (IAT) matching pictures of heterosexual couples and homosexual couples with positive or negative evaluative terms. Examining implicit bias, participants took 268 milliseconds ($SD = 189ms$) longer on average to associate homosexual couples with positive evaluations and heterosexual couples with negative evaluations compared to the culturally stereotypically congruent matching of heterosexual couples with positive evaluations and homosexual couples with negative evaluations. This moderate bias (Cohen's $d = .67$) was significant, $t(97) = 13.93$, $p < .001$. Results indicated that there was a consistent implicit bias against associating homosexual couples with positive evaluations. Additionally, the relationship between implicit bias, explicit bias and workplace decisions will be examined. This study examined participant's implicit stereotypical biases based on sexual orientation. There was a moderate to large implicit bias found against matching homosexual couples with positive evaluations. Further data is being collected to look at demographic differences in implicit bias based on sexual orientation. Future research needs to continue to examine the influence of implicit stereotype endorsement in non-verbal behaviors, memory processing (confirmation bias), and hiring decisions.

TALK 3: Stereotypical Reactions to Avatars: Racism Alive and Well Online

Seth A. Berry

With the popularity of virtual communication exponentially increasing, it is important to understand how virtual users perceive others. It is common for people in virtual settings to create a personal virtual representation, also known as an avatar. Avatars are common in virtual environments (e.g., Second Life and World of Warcraft), online message communities, and chat rooms. However, avatars are not used exclusively for leisure activity in fantasy worlds; many organizations use avatars to represent customer service representatives and other company employees. Although some research has been conducted that explored user preferences for anthropomorphic (human-like) and clearly masculine or feminine avatars (Castronova, 2004; Nowak & Rauh, 2005), little work has been done to explore how the race of an avatar influences user perceptions. Eighty-two participants were randomly assigned to one of four conditions (stereotyped Black avatar, generic Black avatar, stereotyped White avatar, and generic White avatar). Black and White stereotyped avatars had anthropomorphic facial features and skin tones. Black and White generic avatars were simply silhouettes with dark or light shading. Although many hypothesized differences did not emerge, participants rated the generic Black avatar as being more competent ($M = 5.18$, $SD = 1.08$), more intelligent ($M = 4.91$, $SD = 0.94$), and "harder working" ($M = 4.73$, $SD = 1.01$) than the stereotyped Black avatar ($M = 4.57$, $SD = 1.33$; $M = 4.71$, $SD = 0.95$; $M = 4.00$, $SD = 1.00$, respectively). Interpreting the results leads to a modicum of support for the assertion that how users perceive an avatar's race can influence the user's perceptions of the avatar. In turn, this could potentially affect how users perceive organizations. This finding should be considered when organizations utilize avatars as agents of communication in synthetic environments. Additional studies will be conducted to explore differences in avatar perceptions.

TALK 4: Gender Differences in Faculty Salaries: Do Women Teach Tougher Classes?

Meghan R. Lowery

The Equal Pay Act of 1963 (EPA) prohibits wage discrimination based on gender. The EPA, as amended, states that pay differences as a function of gender are considered inequitable unless valid reasons for those differences can be demonstrated. Public universities, in addition to being required to comply with federal regulations, are uniquely situated as a type of organization which reveals much of internal decision-making through publicly-accessible records. The American Association of University Professors (Curtis, 2004) found that male faculty members hold a salary advantage over female faculty. This advantage can be found across rank and institution (Brown, 1995; Curtis, 2004); however, there has been some discussion related to the efficacy and stringency of regression variables (Balzer et al., 2006), and that depending on the criteria, the gender gap may be explained by additional variables. In addition to rank and other factors associated with pay, this study will examine the addition of two additional variables that have not yet been explored: difficulty of classes taught, grades given, and ratings of instructors by students. Upper-level courses are often taught by more senior faculty, such as full professors, compared to lower-level courses which are often taught by non-tenure track or assistant professors. More women occupy the non-tenure track and assistant professor positions than do men, and thus often experience a drop in salary. Websites that track instructor ratings and grade assignments (e.g., RateMyProfessor.com,

ProfessorPerformance.com, MyEdu.com) will be utilized in addition to publicly-available information on current faculty at a large Midwestern University, such as rank, department, and gender to examine any potential differences in salary. These additional variables are expected to shed light on current disagreements surrounding admission of variables into regression equations when examining differences in faculty salaries.

15-Minute Presentation. Juniper (4:40 PM - 5:50 PM)

Attitudes Towards Illegal Immigrants: Distinct Motivations to Punish or Help Attitudes Towards Illegal Immigrants: Distinct Motivations to Punish or Help

Rachel R. Steele, Ronnie Janoff-Bulman

The influx of illegal immigrants in the U.S. has become a hotly debated political topic. Public attitudes are diverse and range from requiring all suspected individuals to be deported to providing social welfare for illegal immigrants and their children. In two studies with undergraduates both survey and free-response data were collected. Perspectives on illegal immigration in the U.S. were characterized by two negatively related but distinct motivations: to punish and to help. Punishing and helping were associated with different group-based moral orientations. Punishing was predicted by glorification of the U.S. and negatively associated with a sense of communal responsibility. On the other hand, helping was strongly predicted by communal responsibility and was negatively associated with a sense of communal order. One of the common justifications provided for punishment was the belief that illegal immigrants are “agents” harming the U.S. and taking jobs from citizens, but similar results were found when looking at the predictors of attitudes about the homeless, a social group that is not associated with job loss. Those who endorsed helping indicated that illegal immigrants are not passive victims but rather come to the U.S. to seek a better life for their families. Together these data demonstrate that negative attitudes about illegal immigrants in the U.S. are more about a group-based morality focused on order and exclusivity than actual harm.

Canadians’ Attitudes toward Immigrants who Claim Employment Discrimination

Natalia Lapshina, Victoria M. Esses

The present research examined whether Canadians’ attitudes toward immigrants who claim employment-related discrimination differ as a function of immigrants’ country of origin and generation, and explored factors that may contribute to these attitudes. We predicted that a claimant from a dissimilar culture (Iran) would elicit more negative attitudes and would lead to less support for government policies to protect victims of discrimination than a claimant from a similar culture (England) and a second generation immigrant (Iranian-Canadian). In addition, we expected attributions of responsibility for the outcome to mediate effects of country of origin on attitudes toward discrimination claimant. Canadian-born undergraduates read a fictitious newspaper article describing a claim of employment-related discrimination by an individual who was described either as an immigrant from England, an immigrant from Iran, or an Iranian-Canadian. Participants then completed a variety of dependent measures, including attributions of responsibility for the outcome, deservingness of the treatment the claimant received, claimant derogation, and support for government policies aimed at protecting victims of discrimination. In line with the predictions, the discrimination claimant from a dissimilar culture - Iran - elicited more negative attitudes, such that he was perceived as more personally responsible for his negative treatment, more “deserving” of his negative treatment and was derogated more than the second generation immigrant, with the immigrant from a similar culture - England - falling in between. In addition, reading about the Iranian immigrant who claimed discrimination elicited less support of government policies to protect victims of discrimination compared to reading about the British immigrant who claimed discrimination. Attributions of responsibility for the outcome mediated effects of country of origin on target derogation and outcome deservingness. The results are discussed in terms of attributions and justifications for discrimination toward immigrants who are culturally dissimilar from the host society.

Priming Justice: Momentarily Thinking About Fairness Affects Harsh Treatment Immigrants

Todd Lucas, Cort Rudolph, Ludmila Zhdanova, Evone Barkho, Nathan Weidner

Harsh treatment of victims and disadvantaged others is often encouraged by an underlying motivation to view the world as fair and just. This includes callous treatment of immigrants, which prior research has suggested may be facilitated by a dispositional tendency to believe in justice. Although negative attitudes towards immigrants have been previously linked to individual differences in justice beliefs, it is less well known whether initially and momentarily thinking about justice might be sufficient to encourage social callousness. Moreover, justice perceptions are multifaceted, and it is unclear how callousness towards immigrants is affected by thinking about particular kinds of justice. Using a brief reflective writing task, we experimentally primed different kinds of thoughts about justice in a sample of Michigan police officers (N=177). We then asked officers to consider Michigan Senate Bill 1388 – a controversial policy proposing stricter policing of illegal immigration. Consistent with our hypothesis, officers were more supportive Senate Bill 1388 when they first thought

about fair outcomes for other people (distributive justice for others), relative to other unique justice primes. Thinking about distributive justice for others also increased collective angst, or concern that officers' had about the future vitality of the United States. Moreover, increased support for Senate Bill 1388 that resulted from thinking about distributive justice for others was mediated by collective angst, suggesting that thoughts about fair outcomes for others encourage harsh treatment of immigrants by augmenting perceived threats to one's ingroup. In general, the current study suggests that merely activating thoughts about justice may be sufficient to alter compassion towards immigrants and other underprivileged groups. In addition, social callousness may be amplified by thinking specifically about distributive justice for others.

'Reasonable Suspicion' and Immigration Law: Identity Neutral or Ethnocentric Enforcement?

Sahana Mukherjee, Ludwin E. Molina, Glenn Adams

We examine whether support for tough measures against undocumented immigration (such as Arizona SB 1070) reflects ethnocentric enforcement of racial domination rather than identity neutral enforcement of law. Participants read a fabricated news story describing detention of a person whom a police officer had 'reasonable suspicions' of being an undocumented immigrant. We manipulated the description of the detainee so that he was either an undocumented immigrant from Mexico/Canada or a U.S. citizen of Mexican/Canadian descent, and examined the influence of these factors on judgments of detainee punishment and institutional treatment. Findings indicate that supporters of tough immigration legislation endorse strict punishment for Mexican undocumented immigrants, but punish undocumented Canadian immigrants and U.S. citizens of Mexican descent alike. Regardless of documentation status (undocumented immigrant or U.S. citizen) participants assigned greater blame to the detainee for not carrying his identification documents when he was of Mexican descent (versus Canadian). Finally, participants believed that law enforcement officers should be commended for enforcing tough immigration laws, and perceived this treatment as more fair when the detainee was of Mexican descent (versus Canadian). In other words, documentation status did not impact judgments of institutional treatment: participants perceived this treatment as more fair when the detainee was a law-abiding individual of Mexican descent (U.S. citizen) versus a law-breaking individual of Canadian descent (undocumented immigrant). These patterns of results were most evident for those who defined American identity in terms of assimilation to Anglo-centric values thereby illuminating the issue of racial privilege of Anglo targets. Discussion focuses on policy developments that reflect a symbolic threat to culture-based constructions of American identity and on the implications for fair and just enforcement of immigration policy.

15-Minute Presentation..... Pomodoro A (4:40 PM - 5:50 PM)

Community Esteem and Well-Being: The Role of Psychological Need-Satisfaction

Charles P. Nichols, Lisa Molix, Maxwell Daigh

Past research has shown that possessing a strong sense of community or esteem for one's community is positively related to feelings of psychological well-being. Much less research has examined what mechanisms may underlie this relationship. Self-determination theory, a comprehensive and empirically well-supported theory of human personality and optimal functioning, proposes the existence of three species-typical basic psychological needs (for competence, relatedness, and autonomy), the satisfaction of which is crucial for experiencing well-being. We hypothesized that need-satisfaction is a mediator of the relationship between feelings of esteem for one's community and several widely employed measures of well-being among a sample of residents living in a large urban city. In accord with the primary hypotheses, the results revealed a robust association between community esteem and both hedonic and eudaimonic measures of well-being. Furthermore, the associations between community esteem and well-being were mediated by self-reported satisfaction of basic psychological needs. This work contributes to an improved understanding of the complex relationship between esteem for one's community and psychological well-being and has implications for debates surrounding the benefits and role of community in individuals' lives.

Prison as a Site of Change: An Examination of Motivational Factors Among Incarcerated Women in the Rural South

Neetu S. Abad, Monique Carry, Catherine Fogel

Public health service providers have noted that prison can be an ideal environment in which to change harmful behaviors among high-risk populations, particularly among women who are being incarcerated at an increasingly high rate. However, little research has addressed women prisoners' motivation to engage in behavior change during their prison stay. In-depth interviews were conducted with former (n=25) and current (n=27) women prisoners in the North Carolina Department of Corrections. Interviews were analyzed to determine self-reported motivations and strategies used to reduce sexual risk

behaviors that can increase risk of HIV and other STIs. Participants ranged in age from 18 to 45 years. In terms of race/ethnicity, 52% were Caucasian (n=27), 46% African American (n=24), and 2% Hispanic (n=1). Interviews were conducted by trained interviewers and analyzed using a content analysis approach with QSR NVivo 8 software. Qualitative analyses revealed that women identify multiple motivations for behavior change specific to being incarcerated, including viewing prison as a site from which one could recover from past trauma, removing oneself from negative social networks, gaining access to mental and physical health services, and engaging in self-care and self-reflection. In addition to discussing their motivations for behavior change, women prisoners discussed their post-release fears including recidivism, stigma, and returning to undesirable social networks. The women also believed that mental health services, education enhancement, and housing assistance could help reduce their high-risk behaviors after incarceration. These findings highlight that prison is viewed by some women as a site where they can be motivated to change. Interventionists interested in facilitating positive behavior change among prisoners should seek to incorporate women's relevant motivations for change and provide services that will best facilitate this process during incarceration. The goal of these programs is to facilitate a successful transition into stable and healthy lives post-release.

Sense of Community, Neighborhood Racial Composition and Well-being among Black Women

Rhonda L. White-Johnson

Sense of community, defined as the perception of similarity, acknowledged interdependence, and the feeling of being a part of a community (Sarason, 1974), is a well-researched construct within psychology. Much of this body of research concentrates on the association between sense of community and positive psychological outcomes (McLaren, 2009; Peterson, Speer & McMillan, 2008). Though empirical research focusing on sense of community among populations of color is developing slowly, there is some suggestion that sense of community is influenced by a host of race-related and contextual variables (Castellini, Colombo, Maffei, & Montali, 2011). For instance, previous empirical evidence suggests individuals report lower levels of sense of community when they live in communities that are racially heterogeneous (2011). Related to this though, it is unclear how racial composition and other contextual variables impact the relationship between sense of community and psychological outcomes. To address this gap in the literature, the current study examined the relationship between sense of community, neighborhood racial composition, and psychological outcomes among a diverse sample of African American women from the southeastern region of the country. Participants completed measures inquiring about their sense of community, neighborhood racial composition, and psychological well-being. In line with previous research, results from this study indicate sense of community is related to positive psychological outcomes. However, results also suggest neighborhood racial composition moderates the association between sense of community and psychological well-being variables. Considering the results of this research, it is clear that the relationship between sense of community and psychological outcomes among African American women is complex and should be examined further. Additional findings will be discussed.

Neighborhood Income Moderates Associations between Household Income and Health/Well-Being

Amanda L. Roy, Erin B. Godfrey

Research suggests that individual and neighborhood income are important predictors of outcomes, including physical health and subjective well-being. Moreover, a growing body of work considers how the interplay between individual and neighborhood income influences physical health and well-being (Chen & Paterson, 2006; D'Ambrosio & Frick, 2007; Frey & Stutzer, 2002; Lopez-Turley, 2002; Subramaniam, Kim & Kawachi, 2005). Based in social comparison and relative deprivation theory, research in this area posits that individuals' relative economic standing is a key mechanism underlying these relationships. However, this research is limited by its empirical approach, which operationalizes relative economic standing through subjective SES or indices of income inequality. These approaches fail to capture how individuals at various income levels are affected by variation in neighborhood income. Specifically, does neighborhood income moderate the relationship between individual income and physical health and well-being? This study addresses this question using data from The Survey of Minority Groups (MIDUS). The sample consists of 1,306 African Americans, Dominicans, Mexicans and Puerto Ricans aged 25 and older in New York City and Chicago. Individuals were recruited from 140 census block groups selected to maximize neighborhood variation in median household income. Random intercept models were used to examine the interaction between household and neighborhood income on individuals' reports of their physical health, life satisfaction, financial satisfaction, and financial control. The interaction was associated with physical health ($b = -.021, (.009), p < .05$), life satisfaction ($b = -.022, (.012), p < .10$), financial satisfaction ($b = -.03, (.009), p < .01$) and financial control ($b = -.06, (.022), p < .01$). Across all outcomes, lower income individuals fared better when living in higher income neighborhoods. In contrast, higher income individuals had better physical health but lower life satisfaction, financial satisfaction, and financial control when living in high income neighborhoods. These findings are interpreted in relation to theories of social comparisons, relative deprivation, and neighborhood resources.

15-Minute Presentation. Pomodoro B (4:40 PM - 5:50 PM)

Disparity and Disconnect: How the Income Gap Fuels a Racial Rift

Alina R. Oxendine

Economic inequality has been growing rapidly over the past several decades, with wealth accumulating at the top. Concerned with this trend, scholars have been exploring potential consequences of rising inequality for social and political life. This paper explores the connection between economic equality and racial trust and evaluates how community context shapes Americans' perceptions of out-groups. It hypothesizes that citizens living among inequality are likely to retreat from cross-cutting community life and exhibit less concern and empathy for racial out-groups. Using Hierarchical Linear Modeling, this paper analyzes individual-level data from the General Social Survey and Social Capital Community Benchmark Survey, in addition to contextual information on income inequality (and other relevant control variables) derived from Census data. Initial findings suggest that - even when controlling for numerous individual-level and contextual-level factors - communities higher in economic equality exhibit higher levels of racial trust, more diverse personal friendships, and greater connectedness with people of different racial backgrounds.

Exposure to Alcohol-related Cues Promotes Racial Bias

Elena V Stepanova, Bruce D. Bartholow, J. Scott Saults, Ronald S. Friedman

Previous research has shown that alcohol consumption can increase the expression of race bias by impairing control-related processes. The current study (Stepanova et al., in press) tested whether simple exposure to alcohol-related images can also increase bias, but via a different mechanism. Participants viewed magazine ads for either alcoholic or nonalcoholic beverages prior to completing Payne's (2001) Weapons Identification Task (WIT). As predicted, participants primed with alcohol ads exhibited greater race bias in the WIT than participants primed with neutral beverages. Process dissociation analyses indicated that these effects were due to automatic (relative to controlled) processes having a larger influence on behavior among alcohol-primed relative to neutral-primed participants. Structural equation modeling further showed that the alcohol-priming effect was mediated by increases in the influence of automatic associations on behavior. Some evidence was obtained for the moderation of these effects by explicit racial prejudice, but only with a part of the sample: those White participants with a high explicit racial attitudes index were more likely to exhibit racial biases in the alcohol priming condition than in the neutral condition. Our findings suggest that exposure to alcohol-related cues per se, without actual alcohol consumption, affects racial biases, and that mechanisms of alcohol priming are largely automatic. There is an additional pathway by which alcohol can potentially harm inter-racial interactions, even when no beverage is consumed.

Intersectional Malleability: Examining the Flexibility of Black Female Non-Prototypicality

Erin L. Thomas, John F. Dovidio

The present line of research provides empirical support for the flexible nature and consequences of Black female non-prototypicality. In Study 1, we reveal the implicit non-prototypicality of Black women within both their race and gender ingroups. Participants were slower to associate Black women versus Black men with the category "Black" and slower to associate Black women versus White women with the category "woman" in a speeded categorization task. In Study 2, we replicated and eradicated this reaction time difference. By making the phenomenon of intersectional invisibility explicitly salient to participants and encouraging them to avoid succumbing to it, we narrowed the reaction time gap between Black women and their same-race and same-gender counterparts. That is, we were successful in increasing the association between Black women and their constituent race and gender categories. Explicit measures of Black women's race and gender prototypicality mirrored our implicit findings. In Study 3, a within-subjects descriptive and prescriptive stereotype content analysis, participants evaluated the perceived typicality and desirability of over 50 different emotions and traits when displayed or possessed by White men, White women, Black men, and Black women. Participants had distinct conceptions of Black women such that, on the whole, Black women were evaluated as possessing stereotypically-feminine traits less typically than White women and possessing stereotypically-Black traits less typically than Black men. Moreover, prescriptions of Black women were generally less extreme than that of their counterparts. These results suggest that Black women may have a relatively high degree of self-presentational latitude. These findings also provide evidence for a positive relationship between social prototypicality and stereotype strength to the effect that the stereotypes of each of their constituent ingroups are less stringently ascribed to Black women, who are doubly non-prototypicality. We discuss the implications of this work and the applications of our intervention (Study 2) in social, organizational, and policy domains.

Eyewitness Evidence, Race, and Implicit Bias

Joseph A. Vitriol, Jacob Appleby, Kyle Kurowski, Eugene Borgida

Information provided by witnesses to crimes often constitute the most important, if not the only, starting point for police

investigations, and their testimony can be compelling evidence of a defendant's guilt in a court of law. Yet eyewitness memory is not perfect and can be undermined by characteristics of the perpetrator, viewing conditions, and lineup procedures (Wells, Memon & Penrod, 2006). Of particular concern is the role of race in eyewitness memory. Specifically, people often have great difficulty accurately recognizing the faces of individuals who belong to another race. Evidence for this cross-race effect (CRE) in face recognition is robust and reliable (e.g., Meissner & Brigham, 2001). More importantly, much research indicates race can affect several stages of the police investigation, including how eyewitnesses describe the perpetrator, the apprehension of a suspect, the construction and evaluation of a lineup, and the identification of the suspect in that lineup (e.g., Sporer, 2001). However, less is known about what policy measures may be effective in minimizing the prejudicial role of race in eyewitness evidence and police investigations. In order to test potential remedies in a theory-based way, we believe researchers should more fully examine the underlying causes and mechanisms of CRE, including the role of implicit bias processes. In this presentation, we examine in greater detail the evidence for CRE and the current set of theoretical models proposed to explain it, consider implications of CRE for multiple stages of the criminal investigation process, and discuss our research on the relationship between implicit racial attitudes and eyewitness evidence. Our research investigates the extent to which implicit racial attitudes explain CRE above and beyond the explanatory role of explicit racial attitudes, and could have implications for understanding the sources of error in cross-racial lineup identification and eyewitness evidence.

6:30 PM - 7:30 PM

Poster Presentation Cypress

A Church-based Intervention to Reduce Stigma in Latino Communities

Glen Milstein, Adolfo Cuevas

Hispanics have a higher risk of persistent mental illness (Breslau et al., 2006), yet are less likely to use mental health services. Stigma is a key impediment to health services utilization. Researchers have identified churches as an important place for interventions to reduce stigma (Milstein, Manierre, & Yali, 2010). This study was conducted in a predominantly Latino Catholic church. A Spanish-Language educational intervention was co-designed and co-lead by a clergy, clinician and congregant. Participants (N = 36) answered questions measuring their stigma toward persons depicted in two vignettes: 1) a man with schizophrenia symptoms who is adhering to treatment and 2) a man with depression symptoms who is not adhering to treatment. Two hypotheses were tested: 1) The intervention would reduce stigma toward schizophrenia and depression; 2) Schizophrenia-as a more serious and persistent mental illness-would maintain greater stigma than Depression. The results partially supported the hypotheses: 1) Stigma was significantly reduced for only schizophrenia $t(35) = 3.69, p = .001$; 2) There was a significant difference between schizophrenia and depression before the intervention, $F(1,34) = 12.12, p = .001$, there was not a significant difference between schizophrenia and depression after the intervention. Discussion: This study demonstrated that interventions co-lead by a clinician and clergy can bring about change in a community's perception of mental illness, particularly for schizophrenia. There was a greater reduction in stigma toward schizophrenia than depression. We interpret these results as a measure of stigma toward the person's adherence to treatment. Thus, depression maintained greater stigma because the person was not adhering to care. Future studies will benefit from a larger sample size and persons from different ethnicities and religions. It is recommended that clinicians work with clergy to reduce stigma in communities (Milstein et. al, 2008).

A Cross-Sectional Examination of Racial Prejudice in College Students

William M. McGuigan, Breanna L. Gassner

Racial prejudice refers to a negative attitude towards someone based upon their race. It manifest as antagonism toward individuals or educational programs that promote equality. Understanding prejudice is important on college campuses where students engage in cross-racial interactions and compete for honors with others from a variety of racial backgrounds. While all academic majors promote intellectual growth, some actively encourage an appreciation of human differences and racial diversity. Using a cross-sectional design the current study drew a convenience sample of 146 students from a branch campus of a Northeastern university to test the following hypothesis: Do seniors completing a four-year degree in Human Development & Family Studies (HDFS) report significantly lower levels of racial prejudice than freshmen beginning HDFS coursework? To examine if changes could be attributed to maturity or general education, post-hoc analysis investigated whether seniors completing a four-year degree in Business Administration (BA) reported significantly lower levels of racial prejudice than freshmen beginning their BA coursework. Subjects were primarily older, white, working class, commuter students. A 10-item racial prejudice scale derived from the Modified Godfrey-Richman ISM Scale (M-GRISM) assessed prejudice towards African, Hispanics, Asian, Native and European Americans. Ten questions were coded so that higher scores indicated greater racial prejudice. Items included "Blacks are prone to crime; Asians are

greedy; and European-Americans are spoiled". The M-GRISM has established reliability and validity. The 74 HDFS seniors reported significantly lower scores ($m = 3.32$) on the racial prejudice scale than the 45 HDFS freshmen ($m = 4.49$, $p = .03$). There was no significant difference in prejudice scores between 11 senior ($m = 5.00$) and 16 freshmen ($m = 4.25$) BA majors. There was no significant difference in scores between HDFS and BA freshmen. This provides preliminary evidence that completing a four-year degree in HDFS may help reduce racial prejudice.

Acculturation Strategies and Temporal Perspective among International Students

Mariya Chayinska, Silvia Mari

International students in growing numbers are exposed to the variety of acculturation scenarios, yet the influence of time constructs in shaping their acculturative patterns has received little theoretical and empirical attention. This research addresses this gap by exploring the relationship between acculturation and dominant time perspective (TP). The latter is a fundamental cognitive dimension in the construction of psychological time, which has a special importance for individuals going through transitional periods. A sample of international students enrolled in an Italian university completed a web-survey containing measures of acculturation experiences (both strategies and consequent stress), temporal items (Zimbardo & Carelli, 2011), and other socio-cultural factors affecting acculturation. Path analyses with LISREL were tested to verify the main hypothesis that dominant TPs affect acculturation strategies and acculturative stress. Findings revealed that Future-Negative TP and Present-Fatalistic TP determined Separation; likewise, Present-Hedonistic and Future-Positive were found to be consistent predictors of Assimilation to the host society. Additionally, it was found that greater integration into a new culture, and a resulting greater well-being, are driven by a balanced TP profile. More generally, our findings can contribute to the development of an adequate evaluation for high-risk group of international students with considerable levels of acculturative stress. Furthermore, findings can extend understanding of the pathways linking acculturation and general psychological wellbeing in the growing population of sojourners.

Adult Children of Sex Workers: An Exploration

Carmela G. Bass

This study explored the lives of adult children of sex workers (ACSW) in the United States due to a dire lack of research on this population. A few studies have touched upon the "double life" of motherhood alongside sex work. However, no published research in the United States has directly addressed the impact on their children. This study investigated the psychosocial impact on 11 adult children of female sex workers by using two methods: Grounded Theory and the Trauma and Attachment Belief Scale (TABS). Although each narrative was unique, common findings were evident. Growing up, many participants had been exposed to their mothers' sex work, were separated from their mothers, and experienced neglect and abuse. In addition, many participants had absent fathers and were raised by extended family or foster care. Results show increased risk factors for ACSW that include repeated cycles of sex work, drugs, incarceration, disease, and homelessness. In addition, psychosocial risk factors include trauma, stigma, and marginalization. The TABS scores were significant and above clinical threshold on the Total Score and subscales: Other Safety, Self Intimacy, Other Intimacy, and Self Control in comparison to the general population. These findings are clinically important with far reaching implications for the ACSW population. This study is hopefully the beginning of an exploration into the experiences of ACSW in the United States by raising awareness and public interest on the "collateral" impact of sex work.

African American Students' Test Performance: Autonomy Support and Academic Identification

Dustin R. Nadler, Meera Komarraju

Steele and Aronson (1995) proposed stereotype threat theory to explain ethnic differences in test performance. Cole and colleagues (2007) suggest that because of the negative stereotypes associated with ethnic minority students and academics, they may need the most support from the academic environment. We applied self-determination theory (Deci et al., 1991) to test the effect of autonomy support on test performance for African American with low and high academic identification. The current experimental study of 206 participants, 100% Black, 69% female, 79% freshmen, mean age of ~19 years, included a randomized 2 [Stereotype Threat (ST)] x 2 [Autonomy Support (AS)] design. Participants in each condition completed 14 items from the Raven's Standard Progressive Matrices, and a 40-item scale measuring academic self-concept (Reynolds et al., 1980). ANOVA results indicated that only for students who had weaker identification with the academic domain, those in stereotype-threat conditions ($M = 8.47$, $SD = 1.14$) scored significantly higher than those in non-threat conditions ($M = 7.24$, $SD = 1.87$), partial $R^2 < .112$, $F(1, 32) = 4.02$, $p = .05$. Further, only for students with stronger academic identification, those in the academic support conditions ($M = 8.60$, $SD = 1.44$) scored significantly higher than students in the non-support condition ($M = 7.79$, $SD = 1.44$), partial $R^2 = .071$, $F(1, 64) = 9.31$, $p = .031$. Autonomy support appears to be most important for minority students with strong academic identities who want to excel academically and be recognized as good students. These students benefited the most from autonomy support probably because they need the most support, due to the negative stereotypes associated with their group (Cole et al., 2007). Teachers could facilitate this support by providing empathy and promoting choice and relevance of course material.

Alternative versus Conventional Medicine: Factors that Influence Health Remedies

Christina Painton, Priscilla Diaz, Summer H. Kim, Virginia S. Kwan, David Lovis-Mcmahon, Jessica Stahl

Complementary and alternative medicine (CAM) use has steadily increased over the past few decades to the point where there is now extensive literature and additional physician training for integrative medicine (Grossoehme, Ragsdale, Dixon, Berz, & Zimmer, 2009). This is greatly due to the increasing dissatisfaction of the effectiveness and toxicity of western pharmacological medicine (Tan, Dao, Smith, Robinson & Jensen, 2010). Those of high socioeconomic status (SES) and higher levels of education drive the growth of CAM (Chao & Wade, 2008). However, there seems to be less information as to what other factors relate to the burgeoning CAM use. The current study investigated characteristics (i.e., SES, ethnicity, religion) that predict CAM use and the differences of those who use conventional medicine. In Study 1 (N=182), participants were asked to report how often they use alternative medicine for prevention and illness, how often they see a doctor, a subjective measure of SES and demographic variables such as ethnicity. Latinos used more CAM for illness ($\beta=.42$, $p=.04$) and prevention ($\beta=.44$, $p=.03$) than Whites, but there were no significant differences in the use of conventional medicine. High SES individuals used more CAM for the treatment of an illness ($\beta=.12$, $p=.04$), and used more conventional medicine for prevention than low SES ($\beta=.42$, $p=.04$). To follow up, Study 2 (N=498) found a significant interaction between religion (among atheist/agnostic, Protestant and Catholic), and ethnicity (Latino and White) on CAM use ($F=4.65$, $p<.01$). Protestant ethnic minorities significantly used more CAM for prevention ($M=4.44$). These findings have implications for how to better accommodate and improve the health field. With the growing demand for CAM among patients, and increasing CAM acceptance of medical professionals, it is important to examine these factors to gather insights as to how to shape medical health decisions.

An Investigative Study of Public Response to Severe Weather Sirens

Jordan L. Sparks, Robert A. Aycock, Joy K. Wimberly, Gabriela Carrasco

The severe weather warning systems have been set up to help individuals respond to and protect themselves and their belongings from dangerous weather situations. Even though meteorological predictions and the warnings system have improved severe weather continues to claim lives, injure individuals, and damage property. The purpose of this study is to determine whether individuals' reactions to severe weather are consistent with the weather situation. Research suggests that individuals do not understand the severe weather warnings and therefore do not act appropriately (Crowe 2010). The behaviorists, however, suggest that false alarms lead to inhibitory conditioning of the public, drawing them to make poor decisions during severe weather. In fact, although Simin (1996) found that most participants understood that a tornado warning meant a tornado had been sighted, 30% of participants did not "usually" seek shelter in these situations. With that in mind, this study will examine individuals' decision making during severe weather. In particular, participants' investment, past experience, and weather broadcasting medium preferences will be examined during a computerized severe weather simulation. It is hypothesized that the method of weather broadcasting selected will be related to decision making in this simulation. In particular, we expect to find that certain broadcasting methods, such a call from a loved one, will have more weight and influence on a person's decision to protect their investment. The results from this study may help researchers understand why people heed or do not heed tornado warnings. More importantly, the results may be useful in helping broadcast severe weather in a more efficient manner.

Applying Balanced Identity Theory to Environmentalism

Coral M. Bruni

Promoting pro-environmental behaviors has been the focus of research within the growing field of conservation psychology for the past two decades. One theoretical approach useful in understanding this unit of environmentalism is balanced identity theory (Greenwald, Banaji, Rudman, Farnham, Nosek, & Mellot, 2002). This theory provides an integrated model of attitudes, identity, and self-esteem. The purpose of this study was to use balanced identity theory to understand the structure of environmentalism. Constructs of connectedness with nature, attitude toward nature, and self-esteem were integrated to create a triadic structure of environmentalism. Participants were 276 southern California college students who completed explicit and implicit measures of attitude toward nature, connectedness with nature, and self-esteem. Within the unified theory (Greenwald et al., 2002), the balanced-congruity principle was confirmed implicitly, but not explicitly. Implicitly, the relationship between attitudes toward nature, connectedness with nature, and self-esteem accounted for 5% of the variance. Using hierarchical regression analyses, all four assumptions of the balanced-congruity principle of the balanced-identity theory were met in the current study for the implicit measures, but not for the explicit measures. That is, the implicit measure data were fully consistent with the unified theory's balanced congruity hypothesis in both Steps 1 and 2 of the hierarchical multiple regression analysis. By contrast, the explicit measure data were markedly inconsistent with the unified theory's balanced congruity hypothesis in step 1, making the step 2 results irrelevant. The current findings add to the growing body of literature that support the evidence that balanced identity theory is stronger when tested using implicit measures versus when it is tested with parallel self-report measures. Taken together, these results suggest that holding an implicit balanced-identity may be the key factor in the promotion of pro-environmental behaviors.

Appreciative Outdoor Recreation Reduces Financial Stress among Low-Income Individuals

Ryan M. Pickering, Shannon K. McCoy, Mario Teisl, Caroline Noblet, Stacia Dreyer, Megan Wibberly

In the last decade, the official poverty rate of the United States population has grown from 11.3 percent to 15.1 percent. This rise is not only troubling for the economy, but also for the physical and psychological health of low-status Americans. For almost every disease and condition, those low in socioeconomic status (SES) have been found to have higher rates of mortality and morbidity. Low-income Americans are also afflicted by higher rates of psychological problems. Research has shown that this may be because low-income individuals experience and perceive higher levels of stress in their lives. Research has also found that perceptions of stress may have more to do with physical and psychological health than objective measures of socioeconomic status. Decreasing perceptions of chronic financial stress specifically may be an important way to counteract the negative effects of low-socioeconomic status. Recreational activities have been associated with positive psychological and physical well-being in a number of studies. Because of these benefits, we hypothesized that relatively poor, working individuals would benefit from participating in appreciative outdoor recreational activities (e.g. hiking, biking, camping, wildlife watching; Dunlap & Heffernan, 1975). Participants were 282 (139 female, 143 male) full-time employees who earn under the median income of the United States, taken from a representative sample of Maine residents. We split the participants into active and inactive groups. We found that involvement in appreciative outdoor recreational activities plays an important role in reducing chronic financial stress for currently employed, low-income individuals. Participating in appreciative outdoor recreational activities was also found to be related to regulatory focus. Active individuals reported being less focused on avoiding losses than their inactive counterparts. Importantly, there were no significant differences in gender, income or age between the two groups. This research could have important implications for psychological and physical health among low-income individuals.

Attitudes Towards Bisexuality and Correlates

David W. Hutsell, Sheri L. Chandler, Brittany K. Lund, Stacey L. Williams

Attributions that point to sexual orientation being involuntary tend to be associated with more favorable attitudes toward homosexuals (Herek & Capitanio, 1995). Aside from attributions, those with more contact with sexual minorities are likely to have accepting attitudes about bisexuality (Mayfield & Carruba, 1996). Yet, the quality of the contact matters; research indicates that those with poorer qualitative contact have less positive attitudes toward homosexuals (Hodson, Harry, & Mitchell, 2009). Also, those with high religious beliefs are susceptible to beliefs of homosexuality as a choice and have more negative views (Kendra, Christopher, Franzen, & Keyes, 2006; Herek, 2002). While attitudes about homosexuality and bisexuality have been shown to be related, bisexuality is distinct from homosexuality and deserves separate focus (Mohr & Rochlen, 1999). The current study expands past research by examining a variety of factors related to attitudes toward bisexuality, such as perceiving sexual orientation as a choice, religiosity, and amount and quality of contact. Our first hypothesis is that both the perception of sexual orientation as a choice and higher levels of religiosity will relate to more negative attitudes toward bisexuals. Next, both the quantity and quality of contact with sexual minorities will predict attitudes such that less contact and less quality contact will be related to more negative attitudes toward bisexuals. We collected data from 1725 (67.2% female) individuals through participation in an online survey. Results indicate negative attitudes towards bisexuality are significantly related to the perception of sexual orientation as a choice ($r = .499$, $p < .01$) higher levels of religiosity ($r = .515$, $p < .01$) and lower levels of contact with sexual minorities ($r = -.547$; $p < .01$) and quality of contact ($r = -.617$; $p < .01$). These findings and comparisons of these relations by self-identified sexual orientation will be presented.

Attitudes, Perceptions and Sexual Experiences of African American College Students

Naomi M. Hall-Byers, Daphne D. Witherspoon

The sexual environment of college students is an area where more culturally and ecologically appropriate research is necessary. The disproportionate number of HIV/AIDS cases among African Americans (AA), combined with the high levels of sexual experimentation and prevalence of STIs among young people, suggests that AA college students are at higher risk and should be a programmatic and research priority (Centers for Disease Control, 2010). Given the extended latency period for developing observable HIV-related symptoms, it is likely that many AA adults with HIV were infected when they were college students, which is why studying this population is so important. The current study used qualitative data to examine the relationship between three factors thought to contribute to sexual decision-making and behavior—attitudes toward casual sex, peer influence, and perceived susceptibility. Participants were 62 heterosexual men and women (ages 18-24) attending an HBCU in North Carolina. Eight focus groups were held on campus to gather students' opinions, observations, and experiences with the variables of interest. Preliminary results indicate that men report more permissive attitudes toward, and experience engaging in casual sexual relationships than women. Opinions and observations about peer influence and perceived susceptibility were inconsistent for both men and women. Although both specified they were not heavily influenced by their peer groups, the expressions and examples volunteered indicated otherwise. Concern about risky sexual

behavior was voiced, yet the perception of risk was not consistent with the level of concern. Quotations supporting students' opinions and attitudes related to the variables of interest are given. The findings contribute to the literature by underscoring the need to investigate social, cultural, and environmental factors that impact sexual behavior. An emic perspective of barriers to optimal sexual health and behavior can lead to development of culturally responsive and appropriate STI/HIV prevention campaigns in the future.

Autism: The Effects of a Label on Perceptions of Social Acceptability and Desirability of a Child

Laura M. DeLustro, Doris Bazzini

Previous research has identified that autistic symptoms lead to negative evaluations after brief encounters, peers judge descriptions of autistic individuals as less likable, and adults see a child with autism as "less like themselves" than a child with ADHD. There are an increasing number of children being diagnosed with autism, yet there is no research on the effects of just the label "autistic" on perceptions of social attractiveness. This study will focus on identifying effects of the label "autistic" on judgments of a child described as having one of three labels: autistic, ADHD, or normally developing. ADHD was selected as a comparison group because it has been shown to share social outcomes similar to autism. Participants will be undergraduate students from a southeastern university. They will be shown a photograph of a boy, paired with a disorder label, and then be asked to rate the child's social acceptability through use of the Ratings of the Child Questionnaire (ROTCQ). An information component will be included to assess whether labeling is related to a lack of information. The intervention includes social, physiological, and behavioral information and may enhance ratings of social attractiveness. It is predicted that participants in the autism label condition will rate the child as less socially acceptable than participants in the ADHD condition and the normal condition. It is also hypothesized that participants in an ADHD condition will rank the child as less socially acceptable than participants in the normal condition. Participants given information about autism will show higher ratings of social acceptability of a child labeled as autistic than participants not provided with information. Participants given information about ADHD will show higher ratings of social acceptability of a child labeled as having ADHD than participants not provided with information. Results' pending until data collection is completed.

Beyond the Curriculum: A Student Initiative to Increase Multicultural Understanding

Rebecca A. Bernard, Allison M Williams, Susan McGroarty

The Merging Cultures Community Service Program was created to fulfill the objectives, "to engage in compassionate outreach to others, giving voice to those populations who are marginalized, by creating relationships which bridge the gap between different cultures." This program strives to represent the Human Rights Forum at Chestnut Hill College by expanding cultural awareness. Merging Cultures provides doctoral students with an opportunity to be proactive in their education, to go beyond the curriculum, and make an impact on the communities in which they live. The Philadelphia region is home to many refugees who are currently acculturating into American culture. The Nationalities Service Center (NSC) offers a resource program for these individuals and families called the Survivors of Torture and Trauma project. These persons with refugee and asylee status have expressed the desire for social support. Merging Cultures Program matches CHC doctoral students (of varying cohorts) with participants from the NSC program. Our bi-monthly events have evolved into connection-based team interactions, a reciprocal avenue of learning which addresses barriers of language, ethnicity, gender, age, and culture. An invaluable byproduct of this program has been the multicultural education for CHC students. NSC members have shared their first-hand experiences with injustice and blind hatred in their war torn and/or militaristic countries of origin. By creating a space of safety and support, students have listened to and seen the faces of those enormously affected by discrimination, prejudice, and tragedy. Merging Cultures Program provides a window for students into the difficulties, struggles and challenges inherent in the refugee experience. Overall, this project primarily aims to facilitate a deeper and more empathetic understanding of diversity in cultures. We believe this project fills a void, providing immediate opportunities to build relationships of understanding and social education in a respectful, compassionate and professional manner.

Can a Charter School Break the Cycle of Poverty?

Michelle L. Tichy, Molly Hackett

Our research examines individual and school characteristics that contribute to the success of graduates of high-performing charter school systems serving students living in poverty. Alumni were interviewed to provide detailed description of their experiences growing up in poverty and graduating from a high-achieving charter school. Personal stories include living in a trailer park and not knowing where the next meal would come from, witnessing a mother's backbreaking struggle as a migrant worker, and surviving a mother's 4-month long deportation with the support of the charter school community. At some point during their education, each student interviewed made the transition from a traditional public school to a high-performing charter school. Interviewees made repeated comparisons between the charter school system and the traditional public schools in the area. Stories of overcrowded, dangerous schools with low expectations and even lower achievement were common when interviewees reflected on their experience in the public school system. When recounting their charter

school experiences, interviewees shared life-changing moments related to high expectations, dedicated teachers, and a strong sense of school community or “family.” These students, with personal determination and the support of dedicated parents, teachers and charter school staff, have transcended poverty and the public schools that offered little hope. The interviewees are all first-generation college students currently attending prestigious four-year colleges or universities with academic scholarships. Most hope to return to their communities to give back and create positive change.

Climate Change-Specific Social Dilemma Simulation: Systematically Varying Rule Sets

Stephanie L. Johnson, Perri B. Druen

Under what set of circumstances can the global atmospheric commons be saved? Within the context of the Global Climate Crisis, Psychology is poised with a unique opportunity to play a deliberate role in assessing and facilitating optimum mitigation strategies through a systematic analysis of human motivation and behavior (Swim et al., 2011). This poster is designed to add to the proposed presentation by Druen and Johnson of a Climate Change-specific social dilemma game, by offering systematic variation sets of the game’s rules, or “modules.” These modules are designed to test the strengths of the numerous influences participants in social dilemmas must consider when determining their short- and long-term strategies (as identified by Gifford, 2008) and the varying strength these influences’ interactions. Because of the business model setup, these modules may provide predictive insight into both individual-level decision making strategies as well as the high environmental impact decisions made by GHG-emitting companies. These modules also include the opportunity to test the efficacy of current popular policy models. For example, the “polluter pays” module would restrict one company’s starting total, but not their ability to emit greenhouse gases (GHGs), while the other company would begin the game with an advantaged starting total but would be subject to tightly restricted emissions. The knowledge gained by the standardized and systematically manipulated use of a Climate Change-specific social dilemma game could potentially reveal applications for both individual environmental education and political interventions by determining the most effective combination of atmospheric commons regulation, educated individual strategies, and industrial cooperation toward profits.

Comparing Attitudes Toward Mental Health Help-seeking: Differences Among Minorities

Whitney J. Raglin, Brian Eiler, Farrah Jacques, Christina Luberto

Ethnic minorities are significantly less likely to seek psychological services than Whites. An examination of possible factors that influence mental health treatment-seeking behaviors is needed. Perceived control is one factor that has been found to influence an individual’s propensity to engage in health behaviors in general. Perceived control involves perceptions that oneself is in control (Internal locus of control), environmental factors are in control (External locus of control), and God is in control (God locus of control). The purpose of this study was to examine sex and perceived control for their relations with mental health services among an ethnically diverse sample. We hypothesized that sex and perceived control (Internal, External, and God domains) would predict positive attitudes towards seeking mental health services. Participants (N=313; M=36.96; 59% female; 39% African-American, 12% Hispanic; 45% White) completed self-report measures assessing different aspects of perceived control and attitudes toward seeking mental health services. Separate regression models were conducted for each ethnic group with sex and each perceived control domain simultaneously predicting mental health treatment-seeking attitudes. Results indicated that all regression models were significant ($R^2=.08-.42$, p ’s<.05). In the African-American group, only Internal control approached significance as a predictor (std b-weight=.18, $p=.06$). In the Hispanic sample, sex was the only significant predictor (std b-weight=-.44, $p<.05$). Among Whites, sex (std b-weight=-.23, $p=.06$), Internal control (std b-weight=.17, $p<.05$), and God (std b-weight=-.25, $p<.01$) were significant predictors. These findings suggest that Hispanic and White females are more likely to seek mental health treatment than Hispanic and White males, respectively, but that perceived control only influences attitudes toward seeking mental health treatment among Whites.

Competition and Intergroup Bias: Distinguishing Competitive Perceptions from Competitive Motivations

Matthew Maxwell-Smith, Megan Mattos

Much research and theory suggests competition between groups often produces or exacerbates intergroup bias and hostility, however, a number of studies have shown no such effects. The question of when competition leads to intergroup bias is also clouded by the wide variety of conceptual definitions for competition in the literature. The current research is based on a novel framework that examines the effects of competition by assessing the impact of participants’ subjective construal of potentially competitive events. In particular, it posits that competitive intergroup perceptions (the perception that another group is attempting to gain a limited reward or resource at the expense of the ingroup) and competitive intergroup motivations (the desire for one’s ingroup to acquire more of a reward than another group) are related but distinct constructs. From the perspective of this framework, research on Social Identity Theory and other relevant constructs (e.g., nationalism, Social Dominance Orientation) suggest that motivational processes play a more prominent role in producing and maintaining intergroup bias than perceptual processes. We hypothesized, therefore, that participants’ competitive intergroup motivations (CIM) are more likely to elicit intergroup bias than their competitive intergroup perceptions (CIP).

We tested this idea in two studies that presented participants with an intergroup context that ambiguously suggested a potential competition between their ingroup and a relevant outgroup, then assessed their levels of CIP, CIM and intergroup attitudes. In both studies, CIM was associated with more negative outgroup attitudes and greater attitudinal bias, and the effect of CIP was non-significant. Our results suggest the mere perception of intergroup competition may be insufficient to produce intergroup bias when the corresponding desire to best the outgroup is absent, and provide an empirical rationale for examining the unique influences of CIP and CIM in future research on intergroup conflict.

Consequences of Modern Racism: Reactions to Prejudiced Hiring Decisions

Vivien So, Karen R. Dickson, Victoria M. Esses

As values of non-prejudice and egalitarianism have emerged in North American society in recent decades, newer subtle forms of prejudice, such as modern racism, have also evolved. Modern racism justifies the same negative attitudes and behaviours as blatant, old-fashioned racism without raising the conflict with egalitarian goals that arises with blatant racism. The current study investigated reactions to employment discrimination against Asians based on modern or old-fashioned racism. Participants were presented with a hiring decision in which a White person was hired over an equally qualified Asian person, and were asked to report their perception of the decisions as discriminatory, affect in response to the decision, and willingness to engage in action to challenge the decision. Participants then viewed an explanation of the reason for the decision, which reflected either old-fashioned racism, modern racism, or was non-racist. They then again reported their perception of discrimination, affect, and willingness to take action to change the decision. Participants who viewed the old-fashioned racist explanation demonstrated increased recognition of discrimination, increased negative affect, and were more willing to challenge the decision, after they had viewed the explanation. However, these changes were not observed for participants who viewed the modern racist explanation. These results demonstrate that subtle expressions of racism, unlike blatant racism, do not lead to conflict with egalitarian values, even when similar discrimination results from both.

Constructivist World-Views after a Non-Empirical Research Methods Class

Catherine Borshuk

Many graduates of baccalaureate psychology programs work in community settings post-graduation rather than pursuing doctoral research studies; this is especially true of graduates who receive their BA degrees at regional and public universities. However, undergraduate psychology curricula tend to stress empirical research skills with courses emphasizing experimental research and statistics. All psychology majors at Indiana University South Bend must take, in addition to an experimental research class, an advanced research methods class that focuses on non-empirical approaches, alternative paradigms of research, action research, and multicultural perspectives. This course aims to prepare students for work in diverse community settings while expanding their research expertise. The purpose of the current study was to determine whether and how taking this research methods class influences psychology majors' personal epistemologies -- their philosophies of empiricism and social constructionism, as well as their willingness to engage in action-oriented research and community service. We hypothesized that students would be more likely to endorse a constructivist perspective after taking a non-experimental psychology research methods class than they were before. (Constructivism was defined for the purpose of this study as a personal epistemology that supports the view that human reality is socially, rather than naturally, constructed). It was also expected that students would express an interest in or willingness to explore community-based research or practice after graduation. Personal epistemologies were measured over a two-year period at the beginning and conclusion of the class using the Attitudes About Reality Scale (Unger, Draper, & Pendergrass, 1986). At the end of each semester, participating students were also asked, via focus group, for their views on multiple realities, social engagement, and interest in working in multicultural communities. To date, participants' post-test scores reflect a more constructivist epistemology, and many have expressed interest in working with diverse communities after graduation.

Critical Consciousness Development of Black Women Activists: A Phenomenology

Laura D. Turner-Essel

This study explored the process of critical consciousness development among a sample of U.S. Black women involved in social justice work. A phenomenological approach was utilized to elicit these women's perceptions of the conditions, influences, processes, and experiences that contributed to their conscientization. Findings afford new insights into people's resistance to multiple oppressions and contribute to a psychology of Black women that is rooted in their authentic lived experiences and worldviews. This poster highlights ways in which increased understanding of the conscientization process can lead to the development of interventions, programs, and further research that promotes critically conscious thinking and empowers oppressed groups to challenge systems of domination threatening their physical, mental, emotional, and spiritual well-being on a daily basis.

Date-or-Not.com: The Effect of Race and Masculinity on Female Mate Preference

Michael S. Penuliar, Emily Zitek

Resources are often cited as a very important element in female mate preference. The research fails to account for how variations in masculinity and race affect preference. Asian males are often perceived as a high resource group, but are the least preferred and contacted in dating. This is a stark contrast with theories that stress in vying for the most resourceful mate. We posit that the interaction of race and masculinity is integral in female mate preference. Asian males are often perceived as possessing low masculinity. We believe that adequate masculinity is essential for romantic interest. In the current work, masculinity is manipulated to assess if racial bias is reduced when Asian males possess high masculine faces. Our results reveal that the interaction of race and masculinity is important in female mate preference and related judgments. The high masculine Asian male and medium masculine White and Black males were rated the most attractive and dateable. These three groups were not significantly different from each other. Females are likely to rate these three the most equitably. Black males were perceived as highly resourceful and as a good parent if they possessed low masculinity. Medium masculine White and Black males were rated highly attractive and dateable, but not highly resourceful. Asian males were perceived as highly resourceful and as a good parent across all masculinity conditions. Asian males were perceived as resourceful, but not attractive or dateable until they possessed high masculinity. This dichotomy further necessitates that masculinity and race are important in female mate preference. Lastly, judgments for Asian males were answered significantly faster compared to White and Black males. We surmised that stereotyped schemas and a lack of familiarity resulted in a hurried judgment.

Decreasing Early Childhood Bullying Through Positive Parenting

Kimberly M Burkhart, Michele Knox

Bullying is a serious public health problem, affecting at least 20 percent of children ages 2 through 17. Although bullying has been observed to occur regularly in Head Start programs in children as young as 4 years of age and occurring at approximately the same rate in kindergarten as in elementary school, bullying prevention programs typically do not target children in early childhood. What is more, few bullying prevention programs include a parenting component in spite of experts recommending that parent training in behavior management be addressed. Based upon these recommendations, implementing an intervention program designed for caregivers of children in early childhood may hold significant potential for reducing bullying. The purpose of the present study was to determine whether the American Psychological Association's (APA) ACT Parents Raising Safe Kids (ACT-RSK) program would be effective at decreasing bullying in children of parent participants. The program's train-the-trainer model makes the program more affordable and feasible than most other violence prevention programs. Through ACT-RSK, caregivers of young children are trained in child development, nonviolent discipline techniques, anger management, social problem-solving, effects of violent media on children, and methods to protect children from exposure to violence. Fifty-three caregivers agreed to participate in the study and were randomized to intervention and control groups. Intervention group participants completed eight 2-hour group sessions. Results of the study indicated that the intervention group had children who evidenced a significant decrease in bullying behaviors, suggesting that in addition to improving positive parenting practices, children of parents who participate in the ACT-RSK program generalize the positive interactions with their parents to their own peer relationships. Suggestions for implementing the program into the existing infrastructure of the school system are described as are suggestions on how to include behavior modification techniques to parenting components of typical bullying prevention/intervention protocols.

Demographic Influences on Parenting in Low-Income Families

Riana E. Anderson

Parenting behaviors have been explored as a predictor of child outcome, yet less is known about the factors that contribute to the behaviors of caregivers. This study examined group differences in parenting practices via parental ethnicity, residential location, and number of children in the home. Self-reported and observational measures of parenting were used in a subsample of low-income families participating in the Early Steps project, a child conduct prevention program. MANCOVA, ANCOVA, and repeated measures multiple regressions were utilized to conduct analysis. Cross-sectional and longitudinal analyses indicated significant interactions between race, location, and number of children in their prediction of positive and "dysfunctional" parenting styles. Interventions attempting to impact parenting style should take demographic factors into consideration to evaluate whether cultural and contextual norms may play a protective role in child outcomes.

Different Folks: Self-Expansion and Self-Efficacy Motivate Interest in Cross-Group Interactions

Genevieve L. Lorenzo, Stephen C Wright

Despite much theory and research describing why people avoid members of outgroups, Aron & Aron's (1986) Self-Expansion Model would argue for an opponent process that leads people to seek cross-group friendships. Forming close relationships provides a means of expanding the self, and in so doing increases one's sense of general efficacy.

Outgroup members offer resources, perspectives and identities not offered by ingroup members, thus making cross-group friendships an especially valuable self-expansion opportunity (Wright, Aron & Brody, 2005). We investigated an extension of this - that those with a higher level of self-expansion motivation should be especially likely to seek cross-group interactions. To do this, we both measured trait-based self-expansion motivation (via questionnaire) and manipulated state-based self-expansion motivation, and measured social self-efficacy (the sense of competence in social interactions). We examined the impact of each on interest in interacting with ethnic outgroup members. Self-expansion motivation and social self-efficacy were first measured as part of a large "personality" questionnaire. Participants' answers on the large questionnaire were ostensibly used to produce "personality profiles". In addition to several Barnum statements, the profile described the participant's current life as either mundane (designed to increase self-expansion motivation) or exciting and overly full (designed to reduce self-expansion motivation). Participants then rated their preference for 6 potential partners, who differed by ethnicity of name (Chinese, Caucasian, East Indian). Results indicate that among Caucasian participants, higher scores on the measures of self-expansion motivation and social self-efficacy, as well as receiving the increased self-expansion manipulation were all associated with greater interest in both Chinese and East Indian partners. For ethnic minority participants, measured self-efficacy and the manipulation of self-expansion were associated with greater interest in Caucasian partners. This research provides evidence that both state and trait self-expansion motivation, and social self-efficacy can motivate interest in cross-group friendships.

Digital Story Telling: Narratives from Tibetan and South African Adolescents

Iris E. Fodor

I am a psychologist and a photographer. I will describe several collaborative digital story telling project sponsored by Bridges to Understanding which involved working with Tibetan refugee children at the Tibetan Children's Village in Dharamsala, India and South African Teens in a Capetown township. Digital story telling enables adolescents to give voice to their experience and their culture to foster intercultural communication. Our work with the photography clubs with adolescents in these two diverse cultures involved brainstorming a story idea, mentoring students to take digital photos and working together to create a visual narrative, adding words and music to create a short digital film. I was involved in collaborative production of four digital movies from these projects. I will present clips from several of these movies to illustrate the process. These short movies were also put on the Bridges internet web site to enable these adolescents to communicate with teens from other cultures involved in similar projects. The South African video has been chosen for the Human Rights Watch web site. A discussion of research implications for studying this process of intercultural collaboration for utilizing multi-media constructing visual narratives will follow.

Discounting Experience: The Moderating Role of Race Biological Determinism

George F. Chavez, Diana T. Sanchez, Lisa Giamo

Recent research suggests that views of race as stable and biologically determined have consequences for future race-relevant experiences, but not how such views might color what past experiences mean for individuals. If one believes that racial identity biologically determines life outcomes, do racial ingroup experiences contribute less to an individuals' views? The current study surveys the experiences and perceptions of a diverse racial/ethnic minority sample to understand how views of race as biologically deterministic may discount how indicators of racial commitment affect perceived appropriateness for affirmative action and self-esteem. Results partly confirm the authors' hypotheses: Participation in racial/ethnic student groups was positively associated with appropriateness for affirmative action in low and moderate (but not high) believers in race biological determinism. Self-esteem was similarly associated with increased racial/ethnic group identification for low and moderate (as opposed to high) believers in race biological determinism. The authors discuss the limitations of the correlational design, and future implementation of experimental procedures for affecting views of race biological determinism. Possible consequences for racial/ethnic minority motives for seeking out affirmative action-based aid are also reviewed.

Dispositional Differences in the Use of Systematic Message Processing

Michele M. Schlehofer

Skin cancer is a costly public health concern (Housman et al., 2003), with over 1 million people diagnosed yearly (NCI, 2010). Despite the prevalence of health messages urging sunscreen use, only a minority of adults regularly wear it (NCI, 2010). Why do health messages encourage protective actions in some, but not others? The threat orientation model (Thompson & Schlehofer, 2008) finds that dispositional differences predict how people respond to threatening health messages. While being high in a control-based or heightened sensitivity-based orientation prompts protective actions, those high in an optimistic or avoidance denial orientation tend to ignore risk and avoid taking action. The current study explores whether these effects are due to differences in how people systematically process health messages. College students (N = 73; 74% female; 82.2% White) completed the threat orientation scale (Thompson & Schlehofer, 2008) and read a message about skin cancer that was worded as either highly or less severe. Participants then completed

measures of systematic processing, negative emotions, attitudes towards sunscreen, and intentions to use sunscreen. The findings suggest that people of differing threat orientations process health messages differently. Those high in a control or heightened sensitivity-based orientation experienced increased feelings of vulnerability, which led them to process the message more systematically. Further, the systematic processing was biased in favor of sunscreen use; this held regardless of the message severity. Those high in either denial orientation, however, did not process the health message systematically. Further, being high in optimistic denial prompted increased behavioral intentions to use sunscreen, but only upon reading the less severe message. The findings suggest that the same health message prompts different types of cognitive processing for different types of people. A tailored message approach to health promotion would be most effective at motivating people to adopt healthy behaviors.

Effects of Threats to Masculinity on Sexual Harassment

Kevin S. Weaver, Theresa K. Vescio

Male participants were told that they were introducing themselves to and communicating with a female partner via computer and that they were sending images to each other to memorize and recall later, ostensibly as a test of visual memory that was relevant for a later mechanical task, which they would complete with the same female partner. In reality the female partner's actions were pre-programmed. Among the image choices to send the partner were pictures of women which men had rated as being offensive to women in a previous pilot study. The male participants were threatened by having the female partner introduce herself as planning to go into a politically active career to enhance women's rights and/or by being told that women performed better than men on the mechanical task in previous studies. In addition, several individual differences were measured as possible moderators. Results showed that there were no main effects by threat, but there were marginally significant differences such that men who were higher in hostile sexism sent more offensive images overall. Additionally, there were marginally significant interactions such that men who were more highly identified with their gender sent more offensive images when told that women did better on the mechanical task previously, and men who were higher in social dominance orientation sent more offensive pictures when the female partner described herself as wanting to be active in women's rights causes. These results indicate that one possible cause of sexual harassment against women by men is that they are threatened by women who question the legitimacy of men's higher social status by being vocal against it or by being competent in masculine domains (such as mechanical aptitude).

Emotional Responses to Ingroup Members' Stereotypical Behavior in Interracial and Intra-racial Interactions

Valerie J Taylor, Thekia S. Cheeseborough, McKenzie L. Hinton-Hardin

This research examines the affective responses and attitudes of racial group members engaged in interracial (different-race) and intra-racial (same-race) interactions. Previous research finds that people desire not to be viewed stereotypically by others (Barreto, Ellemers, & Banal, 2006) and anticipate disengaging from interactions with racial group members who behave stereotypically (Schmader & Lickel, 2006). For ethnic minorities, stereotypic ingroup members also may pose a social liability during interracial interactions: Minorities risk being viewed stereotypically and might feel motivated to represent their racial group positively. Thus, while people may desire to distance themselves from stereotypic racial group members, they also may be motivated to engage with outgroup members who have witnessed the transgression to reduce the possibility that they too will be viewed stereotypically. To test these hypotheses, two experimental survey studies were conducted using similar procedures with African American (Study 1) and Caucasian American (Study 2) participants. Participants imagined themselves in a situation in which fellow racial group members were behaving in a stereotypical manner or in a manner that was unrelated to negative racial stereotypes during either an interracial or intra-racial interaction. Following this experience, participants indicated how they would feel if they were in the situation, and how they would react toward the racial transgressor and toward their different-race (interracial interaction) or same-race (intra-racial interaction) partner. The results showed that when people view members of their racial group commit a stereotypic act—as opposed to a negative or a neutral act—they feel greater shame and are motivated to behave counter-stereotypically to disprove negative group stereotypes in interracial interactions. These results highlight the divergent emotional and interpersonal responses to stereotype-confirming ingroup members in interracial versus intra-racial interactions.

Empathetic Positive Emotions and Support for Charity

Maggie Campbell, Katherine Lacasse, Ava Floyd

Emotional appeals used by charities often induce negative emotions and then provide the reader with an opportunity to feel positively by helping in some way. While positive emotions have also been found to facilitate giving, this has generally been investigated in the context of subjective well-being or positive affect induced by factors external to the appeal. We wanted to test the effects of charity literature that highlighted positive emotions of a person in need, possibly inducing empathetic positively-valenced emotions in the reader, and leading to increased willingness to support that charity. 302 people participated in a between subjects experimental design with three conditions. Each version of the charity literature contained information about Feeding America (a hunger charity), and a fictional story about a disadvantaged mother. The

story was altered so that the woman expressed a different set of emotions in each version: (1) anger and frustration, (2) sadness and hopelessness, or (3) joy and relief. Participants then filled out a questionnaire reporting positively- and negatively-valenced emotions they felt and how likely they would be to volunteer for or donate to Feeding America. We combined the measures of donating and volunteering to make one dependent general measure of total giving ($\hat{\mu} = .76$). Emotion expressed in the ad (positively valenced vs. negatively valenced) was a significant predictor of total giving beyond important controls such as gender, political leaning, and past donation behavior, with positive ads predicting higher giving. The effect of positive ads was mediated by participants' feelings of love and gratitude, but not their feelings of sadness, indicating that the effect of the ad was due to the joy ad evoking more empathetic feelings of the positive emotions gratitude and love. Important implications for charity campaigns are discussed.

Evaluations of Academic Performance through High School and College Years

Hamide Yilmaz-Gozu, Yavuz Erhan Kanpolat

The relationship between students' self evaluations and perceived parental evaluations of academic performance has been focus of numerous studies (Bleeker & Jacobs, 2004; Bouchey & Harter, 2005; Eccles-Parsons, Adler, & Kaczala, 1982). Researchers found that several factors influence self and perceived parental evaluations such as actual grades, gender, parental satisfaction, parental academic values, and parents' own academic performance (Bouchey & Harter, 2005; Eccles, 1983; Felson, 1990; McGrath & Repetti, 2000). The current study aimed to investigate whether self evaluations of academic performance in high school and college years significantly differentiate from perceived parental evaluations. 195 Turkish undergraduate students answered the questions regarding their self and perceived parental evaluations. The results of two dependent t tests revealed that there is not any difference between participants' self-evaluations and the perceived parental evaluations of academic performance in high school years whereas there is a significant difference in the evaluations of college performance. Our findings suggest that students' self-evaluations of college performance are significantly lower than the perceived parental evaluations. Why students harshly criticize themselves during college years might be related to social comparison with peers (Felson & Reed, 1986; Ruble, 1980). Those college students might have expected to display better performance than their peers. In addition, the difference between self and parental evaluations might be associated with the degree of importance parents assign to their children's education and their own educational attainment.

Examining Prejudice towards Asians, Latinos and Middle Easterners

Lisa M. Brown, Germiné H. Awad, Mercedes Martinez

Discrimination against immigrant groups continues to be a problem in the US (e.g., Leach, Peng & Volckens, 2000; Stephan, Ybarra & Bachman, 1999; Stephan, Ybarra, Martanez, Schwarzwald & Tur-Kaspa, 1998; Zarate, Garcia, Garza & Hitlan, 2004). Context and location may impact prejudice towards these groups. Polls reveal that people who believe they or a loved one has lost a job to a Mexican immigrant are more prejudiced towards people of Mexican descent (Pew Research Center, 2006). Consequently, in Border States like Texas, issues pertaining to the immigration of Mexicans should salient. In contrast, perceived national threats should evoke prejudice towards group perceived as threatening at the national level (i.e., Middle Easterners). Stephan and colleagues theorize that the more threatened people feel by a group, the more prejudice they will have towards that group (Stephan & Stephan, 2000; cf. Esses, Dovidio & Hodson, 2002). We hypothesize that differences in identity salience may shift the targets of prejudice. National (US) identity salience will heighten prejudice towards Middle Easterners, state (Texas) identity salience will heighten prejudice towards Mexicans, and university (UTexas) salience will heighten prejudice towards Asians (as there is some perception that Asians are "taking" away scholar money and leadership opportunities on campus). White UT students ($n=188$) participated. The experiment had a 3 Name: (Arab, Asian, Latino) x 3 Identity Salience (national, state, university) between-subjects design. Participants viewed the Arab named target as more anti-American than the other two targets, $p = .018$. Participants viewed the Latino target as higher in warmth than the other two targets, $p = .003$. Participants viewed the Asian target as more competent than the other two targets, $p < .001$. Participants viewed the Arab named target more negatively than the other two targets, $p = .015$. Generally, the identity salience manipulation did not have an effect.

Explaining Support for Gay Marriage; A Social Psychological Perspective

Ella Ben Hagai, Nathaniel Clark, Phillip Hammack

In the last several years, support for the legalization of same-sex marriage among American voters has rapidly increased. The growing support for gay marriage is attributed mainly to young voters' support for the cause (Lewis and Gossett, 2008). In this survey study, we considered both experiential and ideological components of young adults' identities as possible influences on their support for legalizing same-sex marriage. The experience factors we examined were their own behavioral sexual practices (Klein, Sepekoff, & Wolf, 1985), and the degree and quality of their contact with members of gay community (Herek & Capitano, 1996). The ideological factors we examined were essentialist compared to constructivist explanations of sexual orientation (Hegarty & Pratto, 2001), personal endorsement of gender role expectations (Swank

& Raiz, 2010), explorative compared to committed personal narratives about sexuality (Morgan Thompson & Morgan, 2008), and personal endorsement of religious ideologies from both conservative (Farrell, 2011) and liberal (Kazyak, 2011) religious traditions. Preliminary findings from a survey study of over 200 young adults indicates that low levels of religiosity, identification with explorative sexual narratives, and high rates of sexual experiences served as the strongest predictors of support for same-sex marriage. A theoretical model integrating shifting social narratives about sexuality with changes in young adults' sexual practices is offered to explain the growing endorsement of same-sex marriage.

Exploring Social Identity Among People with Disabilities: A Mixed-Methods Approach

Adena T. Rottenstein, Ryan J. Dougherty, Alexis Strouse, Lily Hashemi, Hilary Baruch

Tajfel's classic theory defines social identity as "part of an individual's self-concept which derives from his knowledge of his membership of a social group... together with the value and emotional significance attached to that membership" (Tajfel, 1981, p. 255). While this theory has been applied to the study of many minority groups, including African Americans (e.g. Sellers, Smith, Shelton, Rowley, Chavous, 1998), Asian Americans (e.g. Chang & Kwan, 2009), and LGBTQ individuals (e.g. Cass, 1996), little research has examined the application of Tajfel's theories to the study of people with disabilities (PWDs) (Mpofu & Harley, 2006). Our project aims to address this gap by empirically examining the concept of shared "disability identity" through a mixed-methods approach. Data was collected through an online survey hosted through a Section 508 compliant website. The survey was 35 questions in length with 5 open-ended (qualitative) questions and 30 closed-ended quantitative questions (assessing demographic variables). Over 3,000 people from all across the U.S. volunteered to complete the study, creating a massive dataset with participants from every age, race, gender, disability type, education, and income level. The purpose of this poster is to share our findings for the survey's second qualitative question: "Do you identify as a PWD? Why or why not?" Sixty-three codes were developed to thematically organize participant responses, and analyses were performed by a research team with a 90% inter-rater reliability using NVivo software. Initial results indicate that the majority of people with medical conditions considered 'disabilities' by ADA law do self-identify as disabled. Results also indicate that condition visibility (hidden vs. easily noticed), assistive technology (e.g. wheelchair, screen-reader, etc.) use, and engagement in disability activism strongly predict the tendency to self-identity. It is hoped that our findings will help to unite and empower an otherwise isolated and marginalized group (Hahn, 1997).

Exposure to Benevolent Sexism, Feminist Beliefs, and Women's Condom Use

Caroline C. Fitz, Alyssa N. Zucker

Increasing condom use is crucial in reducing the spread of HIV and other sexually transmitted infections, especially for women, who are disproportionately affected by many of these infections. In two studies, we explored the relation between a relatively subtle (yet common) form of sexism, namely benevolent sexism, and women's reported condom use during heterosexual sexual intercourse. We also examined whether feminist beliefs protect women from the consequences of sexism by promoting their condom use behaviors. Study 1 showed that the more women reported experiencing benevolent sexism in their daily lives, the less likely they were to use condoms during sex, and that conformity to female gender roles (i.e., participants' own passivity regarding condom use and relational sex motives) mediated this relation. In Study 2, sexually active female participants were exposed to either benevolent or hostile sexism and subsequently estimated their condom use during intercourse in the next month. Additionally, their feminist beliefs were assessed. Results revealed that exposure to benevolent sexism led to decreased anticipated condom use compared to hostile sexism. Moreover, feminist beliefs moderated this effect, such that women with stronger feminist beliefs reported the highest condom use rates after being exposed to hostile sexism; among women exposed to benevolent sexism, no differences in condom use rates emerged between those with strong versus weak feminist attitudes. Thus, feminist beliefs may buffer women from the consequences of more overtly antagonistic forms of sexism but be less effective in relation to subtler, ambiguous sexist treatment. Findings from both studies suggest that sexism in all its forms is an important risk factor to consider in relation to women's sexual health, and that increasing women's feminist beliefs may be one route to promoting safe-sex practices, at least in the face of more blatant types of sexism.

Exposure to Sports Media and Aggressive Cognition

Nat Cubas, Daniel Keller, Natalie Minois, Katherine Ness, Katrina Rodriguez, Jessica J. Good

Addressing the longstanding question of whether violent media is linked with violent behavior, researchers generally conclude that exposure to violent media increases both aggressive cognition (Bushman & Green, 1990) and behavior (Anderson & Carnegiey, 2010). Some research on violent television has used sports as a control stimulus. We suggest however, that sports may be an inappropriate control because contact sports may facilitate viewer aggression in the same manner as forms of traditionally violent television. If contact sports media does facilitate aggressive responses (as hypothesized) there are important societal implications for individuals regularly exposed to this type of media. In the current study, undergraduate participants (N = 41) first completed a measure of their previous exposure to several sports.

Next, they watched a 6-minute video clip featuring a contact sport (rugby), a non-contact sport (crew), or a control. Specific sports were chosen to be less popular within U.S. samples, and therefore reduce the influence of previous exposure. All clips were edited to control for gender, race, and level of competition. Sound was removed to prevent effects due to specific commentary. Participants completed an ambiguous word-pairs task as our dependent measure of aggressive cognition (Bushman, 1996). Results revealed that women's scores followed the expected pattern; women demonstrated higher aggressive cognition after watching the contact sport, compared to the non-contact and control conditions. Men however, showed the opposite pattern, with higher aggressive cognition in the control condition compared to the contact sport condition. Amount of previous exposure to sports media did not moderate this gender effect. Implications of differential effects of exposure to sports media for men and women will be discussed. Given the widespread popularity of sports media in U.S. culture, it is imperative to understand how exposure may be affecting men and women, in terms of both aggressive thoughts and behaviors.

From Invisible to Hypervisibility: Self-labeling among Middle Eastern/Arab Americans

Germine H. Awad, Bianca Jones, Mercedes Martinez, Bitia Razavi

After the events of September 11, 2001, individuals of Middle Eastern descent were catapulted into the spotlight. The impact of 9/11 on the level of discrimination experienced by this group has been well documented in the literature (e.g., Awad, 2010; Ibish, 2002; Moradi & Hasan, 2004). However, very little is known about how individuals of Middle Eastern descent identify both ethnically and racially. Because the U.S. census groups individuals of Middle Eastern descent into the "white" racial category, it is unclear the extent to which Middle Eastern Americans agree with the "white" racial classification. The current study set out to answer two questions: 1) Do you consider yourself an ethnic minority? 2) Would you call yourself an Arab or Arab American? Findings indicated that 82% of the current survey would consider themselves an ethnic minority and 45% are comfortable with the Arab American label. To further examine the reasons behind their answers, 183 open ended responses were analyzed to determine the reasons why they answered yes or no to the aforementioned questions. Several themes emerged for each question. For individuals who felt that they were an ethnic minority, many of them believed that their experiences of discrimination warrant ethnic minority status and that they were less represented in the United States. Those who felt that they were not minorities were more likely to emphasize their "American" identity. For the Arab question, those who said no were more likely to report that the label was not an accurate representation of their ethnic history or that they were disconnected from other Arabs. Individuals who reported the Arab label as accurate of their identity were more likely to cite themes related to language, pride in their heritage, or simply Arab as an accurate description of their experience.

Changing Societies:

Learning From and For Research, Social Action, and Policy

THE 9TH BIENNIAL CONVENTION

The Society for the Psychological Study of Social Issues
June 21 - 24, 2012 · Charlotte, North Carolina



SATURDAY ABSTRACTS

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Changing Societies

Learning From and For Research, Social Action, and Policy

PRESENTATION ABSTRACTS

8:30 AM - 9:40 AM

Invited Education Stream Symposium Birch

Chair: Valerie A. Futch
Discussant: Michelle Fine



Youth Organizing and Engagement for Educational Justice

This panel explores how action research for social justice – in the spirit of Kurt Lewin, Marie Jahoda, Claire Sellitz, and Ignacio Martín-Baro – can add to our understanding and enactment of youth organizing for educational justice and equality. Specifically, what opportunities do classrooms and teachers present for cultivating youth organizing and civic engagement, particularly around issues of educational justice? We have invited scholars working in their communities and with youth activists to discuss their projects based in participatory research for educational opportunity. The three presenters on this panel engage with this question through theories of civic engagement, discursive representations of place, and methods of action research. Individually, the presenters show various processes that can occur within the family and classroom mesosystems to involve youth in issues of social responsibility, denaturalizing the social order, and community development. Collectively, they present a multi-layered view of interconnected systems that can support such critical engagement and document how such engagement influences youth development over time and in context.

Talk 1: Social Responsibility in Teens: When Family Values are Collective Classroom Norms

Connie Flanagan, Taehan Kim, Leslie Galloway

In this paper we treat the family and school as a mesosystem. Drawing from setting-level studies and theories of normative social influence, we argue that family values have a greater impact on an adolescent's sense of social responsibility when similar family values are shared by fellow students in the young person's class at school. Two family values reflect the beliefs that parents communicate to their children about how the young person should treat other people (a. with benevolence, open-mindedness, and respect or b. with vigilance and guardedness). Eight outcomes are used to tap adolescents' sense of social responsibility (commitments to fellow students and the common good; beliefs about communal obligations and social trust; attitudes toward intervening to dissuade friends from smoking and drug use). Analyses of the 1,756 5-12th graders in 110 classrooms revealed that collective classroom norms (classmates reports that their families emphasize benevolence and respect for other people) increase the likelihood that an individual adolescent will exhibit seven out of the eight social responsibility outcomes.

Talk 2: Mapping Disruptions of Common Sense: Place-making with Students at Southern High School

Ben Kirshner

Critical social theorists have identified various ways that inequality and power operate such that, over time, they become normalized or taken for granted. We are interested, for example, in how socially-organized practices, such as racial tracking, come to be accepted by students and teachers as "common sense". Creating opportunities for students to question or denaturalize the social order is, therefore, an important but often overlooked feature of student voice initiatives (Cammarota & Fine, 2008). We explore this topic by drawing on data from a university-school partnership called Critical Civic Inquiry (CCI). In CCI, classroom teachers guide students through an action research cycle in which students reflect on their school experiences, identify a problem, investigate it, and, devise strategies to solve it. In this paper we focus on discourses about race relations between Mexican American and White students at a high school called Southern.

In Year 1, in interviews and informal conversations students told vivid stories about racial harassment experienced by Mexican American students at the school, but when invited to develop a project to take on problems at Southern, the issue did not surface in classroom discussions. In Year 2, in a different class, students chose to examine inter-racial violence that had occurred on Cinco de Mayo and sought to promote alternative responses by the school. We draw on theories of place to analyze variation in where discourses were articulated and change over time in how race-talk that disrupted common sense about the school's social order became part of formal classroom activity.

Talk 3: From Toxic Tours to Growing the Grassroots: Tensions in Critical Pedagogy and Community Development
Celina Su, Isabelle Jagninski

Structural inequalities in American public education are inextricably tied to deep-seated patterns of racial and economic segregation. Children in poor neighborhoods are less likely to have the household resources, neighborhood institutions, or school amenities necessary for a good, challenging education. In response, a growing number of organizations have launched initiatives to simultaneously revitalize neighborhoods and improve public education, emphasizing youth participation as an essential component in their efforts. We draw upon ethnographic data from two such organizations to examine their practice of place-based critical pedagogy in community development. We focus on how they engage marginalized, “hard-to-reach” youth via (1) experiential learning, to counter high-stakes testing models and cultivate a sense of ownership in the local community, and (2) empowered deliberative action, in contextualized ways. The tensions embedded in these organizations’ complex efforts have implications for other groups of marginalized youth engaged in community development, especially in their attempts to help students gain concrete outcomes in community development and achieve long-term sustainability.

Interactive Discussion Dogwood (8:30 AM - 9:40 AM)

Challenges for Latino Human Rights and Effects in Our Communities
Jesica S. Fernandez, Regina D. Langhout

Immigration rates into the U.S. are the highest they have been since the early 1900s. Between 2000 and 2010 more than 40 million immigrants entered the United States (U.S. Census Bureau, 2010). Counter to the mainstream discourse on immigration, most immigrants have entered the country with papers, through family reunification and education or work visas (Office of Immigration Statistics, 2011). These facts, however, go unaccounted for in the midst of an increasing and over-powering anti-immigration discourse that plagues the experiences of immigrants, and specifically Latinos, who are the largest growing minority and immigrant population in the United States. Indeed, as the number of immigrants continues to increase, the struggle for dignity, equality, and civil and human rights becomes a greater challenge for all immigrants, as well as those who are assumed to be immigrants. Laws that challenge the human and civil rights of some affect us all no matter where in the U.S. we live. Indeed laws such as SB 1070 (anti-immigrant law) and HB 2281 (which prohibits any ethic or cultural discourse from being taught) in Arizona, and laws in Alabama and Georgia that threaten the equal access to services and resources for immigrants create a chilling effect through our communities. This Innovative Discussion will provide an opportunity for members of the SPSSI community to discuss some of the immigration issues and discourses that are shaping the education and community experiences of the populations we work with and/or live among. Also, we will share our testimonios on how this recent spate of laws have shaped and changed the discourse on immigration, citizenship, and attitudes toward Latinos in the United States.

Interactive Discussion Magnolia (8:30 AM - 9:40 AM)

Community Based Approach to Eliminating Health Disparities Through Collaborative Partnerships
Ruth L. Greene, Vernease H. Miller

Our Health - Our Priority - Our Policy” is the mantra of the Carolinas Association for Community Health Equity, Inc. (CACHE), a community based consortium designed to confront the problem of identifying and eliminating health disparities in a defined metropolitan area. The social action methodology of engaging intentional interaction between diverse stakeholders to create collaborative partnerships focused on improving health in five leading causes of death has proven to be instructive as the nation addresses health care reform. This presentation will inform and facilitate discussion around the challenges of creating first an informal Educational Collaborative for the Elimination of Health Disparities in Mecklenburg County, North Carolina and then sustaining a formal incorporated association composed of universities; government officials; representatives from established health organizations already tasked with reducing negative health indicators; community and faith-based groups; and hospitals and private health related providers. The presentation will detail the

theoretical model, share the strategic planning process, highlight the impact of five year's collective work on public policy and service delivery reform, and then review barriers to sustainability that now must be overcome.

Symposium..... Pomodoro A (8:30 AM - 9:40 AM)

Chairs: Shirley V. Truong, Danielle Kohfeldt

Deconstructing Social Issue Framing: Directions for Psychology and Public Policy

The framing of mainstream discourse has important implications for how social problems are defined and understood (Seidman & Rappaport, 1986). Research in this area reveals how dominant socio-cultural constructions of subordinated groups - including women as targets of sexual violence, children, juvenile offenders and gang members, or people who are homeless - contribute to individual-level blame and structural inequity (e.g., Bullock & Limbert, 2009; Hetzel, 1992; Iyengar, 1990; Ryan, 1972). Our symposia focuses on strategies for reframing, redefining, and transforming the dominant constructions of social issues through action with particular attention focused on how psychologists can contribute to more just and effective interventions and public policies. These four papers critically examine the discursive underpinnings of subordination with the goal of elucidating the material consequences of constructed inequality, as well as possibilities for change. In the first paper, the authors propose an ecological model for youth empowerment, which incorporates organizational context and roles, social climate, adult and youth involvement, and youth skill development. The second presentation analyzes newspaper representations of homelessness and relationships among stereotypes and anti-homeless ordinances. The third author describes how "criminal gang members" are racially constructed in a local newspaper, and discusses the relationships between media framing and attitudes about punishment and immigration. In the final paper, the authors analyze national and institutional sexual assault data and present implications for individuals, institutions, and the public. Integrating the central themes from each paper, the discussant considers the need for multi-level contextual analyses of social inequalities and explores implications for research, practice, and social policy.

Talk 1: Toward an Ecological Model for Promoting Empowering Youth Contexts

Danielle Kohfeldt, Regina D. Langhout

With an explicit commitment to social justice, empowerment is best conceptualized as a non-linear, relational process wherein individuals and groups gain increased control over access to conditions and resources affecting their lives (Rappaport, 1981). Empowerment lends itself well to action-focused research that seeks systemic, second-order change. Despite its capacity to extend to a broad range of settings and populations, empowerment theorizing tends to be more narrowly focused. Empirically, empowerment research has largely been applied to organizational and workplace settings (Foster-Fishman, Law, Lichty & Aoun, 2008; Hinnant, 2001), or conceptualized as a psychological construct (Zimmerman, 1995). Relative to the empowerment research focused on adults, the amount of research studying children's empowerment is quite small. Empirical studies examining the role of, and relationships between, young people and adults in youth-centered empowerment program settings seldom consider larger ecological settings (Durand & Lykes, 2006). It is important to attend to the broader social context where youth and adults interact, including structures that may dictate the kinds of actions youth and their adult counterparts are able to take. A myopic focus on only youth and youth workers cannot further youth empowerment theory, which must by definition engage larger social and relational contexts. Given the dearth of literature on social justice-oriented youth empowerment, this paper proposes an ecological model that extends the theory on youth empowerment and incorporates a critical analysis of disempowering socio-cultural constructions of children. A model of empowering youth settings is offered as a resource for settings that aim to promote youth empowerment. Theorized dimensions include organizational context and roles, social climate, adult involvement, youth involvement, and youth skill development. Implications deal with the need to assess multiple factors when determining how well a program is implemented; thinking in these ecological terms helps us move toward the measurement of change beyond individuals.

Talk 2: Media Framing and the Criminalization of Homelessness

Shirley V. Truong, Heather E. Bullock

Over the past 25 years, many U.S. cities have adopted increasingly punitive policies to address homelessness and people living in public spaces (National Coalition for the Homeless, 2006). Media representations of homelessness play an important role in fostering support for anti-homeless ordinances (e.g., Kendall, 2005; Iyengar, 1990). This study examines media framing of homelessness and homeless policy in two U.S. cities: Los Angeles, California, identified by the National Law Center on Homelessness and Poverty (NLCHP) and the National Coalition for the Homeless (NCH) as one of the meanest cities for homeless people, and Portland, Oregon, a city that was not identified by NLCHP and NCH as a "mean"

city. Our overarching goals were twofold: (1) to deconstruct the framing of homelessness in mainstream newspapers; and (2) to offer a social psychological analysis of relationships among stereotypes, attributions for homelessness, and the criminalization of homelessness. Newspaper articles from key periods surrounding the passage of anti-homeless ordinances in both cities were content analyzed (Los Angeles Times, January 1, 2005 - December 31, 2008, n = 153; Portland Oregonian, January 1, 2006 - December 31, 2009, n = 56). Articles were coded for key actors (e.g., who is featured/interviewed), portrayals of homeless people, contextual information (e.g., homelessness rates, city's history of restrictive ordinances), discussion of policies related to homelessness (e.g., "sit-lie" ordinances, sleeping bans), and causal attributions for homelessness (i.e., structural, individualistic, fatalistic). Homeless people were frequently associated with stigmatized identities (e.g., mental illness) and behaviors (e.g., substance use, crime, theft, violence). Positive characterizations (e.g., hardworking, persevering) were rare. Moreover, policy discussions tended to focus on individual behaviors (e.g., panhandling, sleeping outdoors) rather than structural causes of homelessness (e.g., lack of affordable housing). Similarities and differences between the two cities are explored and implications for people experiencing homelessness and restrictive homeless policies are discussed.

Talk 3: Framing of Gang Membership: Sowing the Seeds of Racial Heuristics

Robert P. Doyle

The role of race and, more particularly, racial bias in people's attitudes and decision-making about people who are accused of crimes is well established in the social sciences (e.g., Haney, 2005, 2006; Hurwitz & Peffley, 2005; Jones & Kaplan, 2003). Yet, in light of ongoing shifts in demographics throughout the U.S., in conjunction with dominant discourses surrounding race and social deviance, the importance of understanding the contextual and psychological underpinnings of racial bias in the legal system is paramount to reversing the over-representation of racial minorities in the prison system. Racial bias infuses media coverage and public discourse surrounding legally and socially constructed categories of deviant behavior, such as unlawful immigration, crime, and poverty (e.g., Abraham & Appiah, 2006; Hagan & Palloni, 1999; Iyengar, 1990). In parts of California, the social issue of "criminal gang membership" is subject to similar racialized media framing and public discourse, often in implicit or coded terms. To investigate this phenomenon, researchers collected data from a local newspaper in Santa Cruz, California, including news articles, editorial opinions, and online reader comments. Articles (N=105) that included the search term "gang" (as it relates to "criminal street gangs") were systematically coded and analyzed for themes that represented exemplars of gang members in explicit or implicit racial terms. Preliminary results demonstrate that the media discourse subsumed within this particular local news outlet indeed presented gangs as a problem limited to the Latina/o or "Hispanic" community, with scant acknowledgment of the ways in which gang-like behavior crosses local racial barriers. Moreover, relationships between the racialized discourse and attitudes toward gang membership, punishment, and immigration are further discussed. This study is part one of a 2-phase program of research that will experimentally test the impact of racial heuristics on people's legal decisions, attitudes, and punishment preferences relating to gang membership.

Talk 4: Responsibility, Control, and Sexual Assault: The Clery Act's Legacy

Stephanie Hurley, Wendy R. Williams

In 1986, 19-year-old Jeanne Clery was raped and murdered in her residence hall. Litigation following the incident resulted in the Crime Awareness and Campus Security Act, known as the Clery Act, which requires higher education institutions who receive federal funding to collect and publish campus crime information. In the case of sexual assault, students who do not wish to pursue their aggressor are still reported to campus authorities and an investigation is conducted in order to accurately report the incident. Thus, in order to protect the rights of students to know institutional crime statistics, we violate the rights of the victims to report sexual assault on their terms. Furthermore, if institutions accurately report these crimes to the public, they run the risk of students choosing to attend other institutions who have lower (reported) crime rates. Thus, abiding by the provisions of the Clery Act has the power to both benefit and harm individuals, institutions, and the public. Using a multi-level analysis, the authors will examine the framing of responsibility and control in sexual assault cases as a result of the Clery Act. In particular, the authors present an analysis of the Campus Safety and Security Data which indicates that institutions are dramatically underreporting sexual assault. For example, the Center for Disease control reports that 20-25% of college-aged women are victims of sexual violence each year. The primary author's institution and 18 of its peers enroll approximately 11,000 undergraduates each. By extrapolation, this means that each institution should be reporting approximately 2200-2750 sexual assaults a year. Collectively, these 18 institutions reported 65 for the 2010 calendar year in total. The issues raised by the inconsistencies in national and institutional data provide a unique opportunity for psychologists to address the public policy implications of rethinking responsibility and control in sexual assault cases.

Chairs: Jared Kenworthy, Hermann Swart

Intergroup Contact in Changing Societies: Current Research and Policy Implications

This symposia brings together research from the United States, England, and South Africa, that has explored the potential for intergroup contact to improve intergroup relations in the face of increased global migration and social diversity. Linda Tropp will discuss how peer norms predict interest in cross-ethnic friendship among ethnic minority and majority children. Across two studies undertaken in the United States, their research found that perceiving inclusive norms predicted greater interest in cross-ethnic friendship, while perceiving norms of exclusion did not significantly relate to interest in cross-ethnic friendship; these results suggest that beyond seeking to diminish expressions of exclusion, further applied efforts should promote inclusion among diverse groups of children. Jared Kenworthy and Hermann Swart will discuss the role of intergroup contact in the reduction of anti-immigrant prejudice in two diverse contexts, namely the United States and South Africa, respectively. Across a series of cross-sectional and multi-level studies, their research shows that positive intergroup contact with immigrants not only promotes reduced anti-immigrant prejudice, but that this inverse relationship is moderated by ingroup identification and group-level narcissism, and mediated by affective empathy and perspective-taking. Finally, Rhiannon Turner will discuss the potential for an innovative intervention that holds promise for preparing individuals for future intergroup contact. Results from a series of experiments suggest that imagining contact is able to change participants' physiological and behavioral responses, which may increase the likelihood that when a participant directly encounters an outgroup member, the experience is a success. Taken together, our research, conducted across an international array of societies, has implications for potential future policies relevant to intergroup relations.

Talk 1: Perceived Peer Norms and Children's Interest in Cross-Ethnic Friendships

Linda R. Tropp, Thomas O'Brien, Katya Migacheva

Contact - and particularly cross-ethnic friendships - can predict positive intergroup attitudes among children and adolescents (Feddes, Noack, & Rutland, 2009; Binder et al., 2009; Levin, Van Laar, & Sidanius, 2003; Pettigrew & Tropp, 2011). However, while cross-ethnic friendships are known to be especially powerful for improving intergroup attitudes (Davies, Tropp, Aron, Pettigrew, & Wright, 2011), we know relatively little about psychological factors that contribute to the development of children's cross-ethnic friendships. Many studies indicate that children are sensitive to peer norms (Abrams, Rutland, & Cameron, 2003), such that they influence children's intergroup attitudes (Feddes, Noack, & Rutland, 2009; Nesdale et al., 2009) and friendship preferences (Jugert, Noack, & Rutland, 2011). Still, research has yet to test how peer norms that support cross-ethnic friendships, or undermine them, may both predict children's interest in cross-ethnic friendships. The present research extends prior work by examining how peer norms of cross-ethnic inclusion and exclusion predict interest in cross-ethnic friendship among ethnic minority and majority children. Study 1 (179 European American and 133 African American children) showed that children who perceived norms of inclusion were more likely to report interest in cross-ethnic friendship, while perceiving norms of exclusion did not significantly predict their interest in cross-ethnic friendships. Consistent with Study 1, Study 2 (263 European American and 108 Latino American children) showed that perceiving inclusive norms predicted greater interest in cross-ethnic friendship, while perceiving norms of exclusion did not significantly relate to interest in cross-ethnic friendship. Together, findings from these studies suggest that, beyond seeking to diminish expressions of exclusion, further applied efforts should promote inclusion among diverse groups of children, thereby cultivating positive approaches to cross-ethnic relations (Tropp & Mallett, 2011).

Talk 2: Contact and Anti-Immigrant Prejudice in the South African Context

Hermann Swart, Miles Hewstone

It is estimated that there are approximately 214 million international migrants worldwide (United Nations, 2009). Unfortunately, immigrants are often viewed with prejudice and suspicion, which is associated with an unwillingness to endorse immigration policies and, in extreme cases, violent conflicts between host-nation members and immigrants (Gellner, 1995). This was the case in South Africa, where anti-immigrant sentiments (which have been growing since 1994; Crush, 2000; Crush & Pendleton, 2007), erupted into nationwide violence in May 2008 that left 62 people dead and over 100,000 African immigrants displaced from their homes. These tensions have remained volatile ever since. In Study 1, we explored the cross-sectional relationship between intergroup contact with African immigrants and anti-immigrant prejudice amongst a sample of Black South Africans living in a South African township (informal housing settlement), and whether this relationship is mediated by affective empathy and perspective-taking. In Study 2, we undertook a multi-level study amongst White, Black, Coloured (mixed racial heritage) and Indian South African probability samples drawn from neighbourhoods in two large South African cities to explore the relationship between contact and anti-immigrant prejudice at both the individual- and neighbourhood-level.

Talk 3: Predictors of Attitudes toward Undocumented Latino Immigrants to the U.S.

Jared Kenworthy, Patricia A. Lyons

The debate surrounding immigration reform to address undocumented Latino immigrants in the United States has been emotionally-charged and polarizing. In 2010, there were an estimated 11.1 million undocumented immigrants living in the United States, comprising approximately 3.7 percent of the total U.S. population, with the majority coming from Latin American countries, especially Mexico. Negative attitudes toward undocumented Latino immigrants in the United States have been associated with propositions banning social services for illegal immigrants, and racial profiling, as well as political scapegoating to cover up racially-motivated negative stereotypes and discrimination. In two cross-sectional studies, we examined some predictors of attitudes toward undocumented Latino immigrants. In Study 1, we examined the moderating effect of ingroup identification on the relationship between contact and attitudes. In Study 2, we proposed that attitudes could be explained, in part, by the confluence of two related, but distinct constructs: national ingroup identification and group-level narcissism.

Talk 4: Does Imagined Intergroup Contact Help Prepare People for Intergroup Encounters?

Rhiannon Turner, Keon West

Recent research has shown that simply imagining intergroup contact can have positive consequences for intergroup relations, by reducing intergroup anxiety and enhancing outgroup attitudes. We present a series of experiments which suggest that imagining contact may increase the likelihood that when a participant directly encounters an outgroup member, the experience is a success. In two initial experiments, participants who imagined a positive interaction with an outgroup member or an unspecified stranger were told that they were about to take part in a discussion task with an outgroup member. They were taken to a room and asked to set out two chairs ready for the in discussion while the experimenter left, ostensibly to find the other participant. The distance between the two chairs was then measured. Undergraduate students who imagined talking to an obese individual (Experiment 1) or a Muslim individual (Experiment 2) placed the chairs significantly closer than those in the control condition. In a further experiment, participants imagined contact with a schizophrenic person (vs. a stranger), before meeting a confederate who was posing as an individual with schizophrenia. Participants' physiological anxiety was assessed (heart rate, breathing rate, and skin conductivity) before and during the interaction, and their behaviour was assessed by the confederate and independent coders who watched videos of the interaction. The findings suggest that imagined contact can enhance the success of intergroup encounters by changing the physiological responses and behaviours of participants.

Symposium.....Willow (8:30 AM - 9:40 AM)

Chair: Jessica Salvatore

The 7 Habits of Highly Effective Junior Faculty

This symposia brings together recent winners of SPSSI's early career awards (the Michele Alexander Award and the Louise Kidder Award) to discuss the "habits" they have developed. Diana Sanchez, Eden King, and Adam Fingerhut will reflect on the practices that have contributed to their success as junior faculty, and how other early career psychologists might best combine scholarship and service. Jessica Salvatore, chair of SPSSI's early career scholars committee, will moderate the panel.

15-Minute Presentation.....Juniper (8:30 AM - 9:40 AM)

Believing Money Buys Happiness Moderates Money's Effect on Self-Sufficiency Values

Chad M. Danyluck, Michael T. Schmitt, Craig W. Blatz

We examined how people's orientation toward self-sufficiency is affected by the interaction between reminders of money and a belief that material wealth increases happiness. Following Vohs, Mead and Goode (2006) we experimentally manipulated the salience of money and examined several indicators of a self-sufficient orientation. As predicted, people high in the money-buys-happiness belief endorsed interdependence values (self-transcendence, traditionalism, community values) less in the money salient condition compared to the control condition. Additionally, for those high in money-buys-happiness, reminders of money led to higher levels of prejudice toward a group stereotyped as lacking in self-sufficiency-Aboriginal Peoples in Canada. Reminders of money did not affect values or prejudice in people low in the money-buys-happiness belief. Results suggest that money's tendency to orient people toward self-sufficiency is not inherent in the

concept of money per se, but results instead from people's beliefs that money and wealth are essential for happiness.

Comparison, Deprivation and Argument: Beyond Perceptual Accounts of Social Comparison

Samuel Pehrson, Clifford Stevenson

Social comparisons have long been at the heart of psychological theorising about self, identity and politics. In particular, relative deprivation and social identity theories both regard intergroup social comparisons as fundamental to the way we appraise our social position, and thus how we act collectively to change it (or not). However, social reality affords a practically infinite array of possible upward, downward, intragroup, intergroup and interpersonal social comparisons, across numerous forms of social categorisation and countless possible dimensions. The question of when and why certain social comparisons are made while others are not, if asked at all, is usually approached in cognitive and/or motivational terms, as if individual perceivers privately evaluate their social position before deciding how to act, collectively or otherwise. We rarely understand the drawing of particular comparisons between social categories, and the discounting or rejection of other possible comparisons, to be a collaborative process in itself. In this study of working class Protestants' talk about economic deprivation in Northern Ireland, I consider the rhetorical aspects of making social comparisons. I will illustrate how social comparisons are inherently both argumentative and ideological, and consider the implications for theories that have typically relied on a cognitive-motivational conception of the comparison process.

Functional Prejudice? Predictive Nature of SES and Religion on Attitudes

Priscila Diaz, Katrina Gorman, Delia S. Saenz

Ingroups and outgroups serve a clear purpose in creating an adaptive system in which this evolved mechanism allows individuals to socially differentiate based on cues of coalitional alliances (Cosmides, Tooby, & Kurzban, 2001). Ingroups are considered as alliances, and outgroups are marked with indifference or competition (Sherif, 1966). For this reason, an outgroup may be perceived as a threat that is associated with fear and hostility (Brewer, 1999). The purpose of this study is to investigate the relationship between socioeconomic status (SES), religion and prejudice towards specific groups that may pose certain threats. The sample consisted of 1,067 undergraduate students from a southwestern university. Participants completed a large questionnaire regarding their attitudes towards undocumented Mexican immigrants, Arab Muslims, and general ethnic and foreign outgroup members. Participants also reported demographic data such as their perceived SES and religion. The results revealed that the attitudes towards undocumented Mexican immigrants ($r=.15$) and outgroups ($r=.16$) rose as SES increased, but not significantly related to attitudes toward Arab-Muslims ($r=.05$). Out of the religious groups indicated, Christians, Atheists, and Catholics were compared controlling for SES. Christians significantly had more negative attitudes towards undocumented Mexican immigrants ($M=37.74$, $p<.05$), Arab Muslims ($M=29.4$, $p<.05$), and ethnic outgroups ($M=27.2$, $p<.05$). Catholics only significantly reported more negative attitudes towards Arab Muslims ($M=29.21$, $p<.05$). For all three groups, Atheists reported less negative attitudes ($M's<26.14$, $p<.05$). This indicates that biases remain based on religious identification, even after SES is taken into account. The study demonstrates how the relevancy towards certain cultural, religious groups is a factor depending on one's social standing (i.e., SES, religion), possibly based on the differential threats that the group may pose. Future studies can further examine the mechanisms behind outgroup threat to better understand the underpinnings of prejudice.

Homelessness Age Differences: Comparisons of Young, Middle-Aged, and Older Adults

Kristopher J. Kimbler, Mari DeWees

Previous research has focused on unique characteristics and correlates of social support among homeless populations (e.g., Eyrich, Pollio, & North, 2003). Homelessness research has also identified a variety of age differences when comparing younger and older individuals who have experienced homelessness (e.g., Carol et al., 2005; Crane & Warnes, 2010). Less research has examined the extent that social support networks or access to social support differs when comparing older and younger homeless populations. Previous studies have revealed many developmental changes in social support among non-homeless older adults. These age related changes include a reduction in social support network size and a focus on more emotional and less instrumental sources of support (e.g., Carstensen & Turk-Charles, 1994). More research is needed to determine whether similar age related changes in social support occur in homeless populations and whether these changes contribute to problems frequently associated with aging and homelessness. The current study utilized pre-existing data collected by a non-profit organization that operates two transitional housing facilities in the southeastern United States. Participants ($N = 751$) were divided into three separate age groups based on their age when arriving at the shelter (young adults: ages 18 to 29, $n = 135$; middle-aged adults: ages 30 to 49, $n = 402$; and older adults: aged 50 and older, $n = 210$). Variables included in the analyses consist of: proximity to emergency contacts, time spent at the shelter, health, reading level, duration of homelessness, and reported cause of homelessness. The analyses revealed age differences in: proximity to emergency contacts, time spent at the shelter, health, and reported cause of homelessness ($p < .05$). There were also significant gender differences involving health and reported cause of homelessness ($p < .05$). Implications, limitations, and future directions related to these findings will be discussed.

Challenging Discrimination: The Role of Recognition of Prejudice

Karen R. Dickson, Victoria M. Esses

Recognizing prejudice is a key factor in individuals' willingness to take action to confront and challenge inequality. However, a number of factors can impair individuals' recognition of prejudice, allowing discrimination to continue unchecked in society. One such factor is how blatant or subtle the expression of prejudice is. In this study, I examine how the subtlety of the expression of prejudiced attitudes affects responses to discrimination in hiring decisions. Participants (N = 141) viewed a hiring decision based on subtle or blatant sexism or racism, or a fair hiring decision, and rated their responses to the decision, including their perception of the role of prejudice in the decision, affect in response to the decision, and behavioural intentions to challenge the hiring discrimination. Of importance, the hiring outcome was the same across conditions, so level of discrimination was the same for both subtle and blatant prejudice. As hypothesized, discriminatory hiring decisions that were based on subtle prejudice were perceived as less prejudiced, resulted in less negative and more positive affect, and led to lower support for challenging the hiring decision, than did discriminatory hiring decisions based on blatant prejudice. Notably, the relation between the subtlety of prejudice expression and support for confronting the discrimination was mediated by recognition of the decision as prejudiced. Given that more subtle expressions of prejudice have emerged in recent years in response to prejudice being less acceptable in society, these findings suggest that prejudice and discrimination, as they occur today, are likely to go unchallenged and persist in society.

Perceiving Discrimination: The Role of Institutional versus Individual Discrimination

Alison Blodorn, Laurie O'Brien

The present research investigates how status differences in perceptions of discrimination are affected by the type of discrimination under consideration. Three studies suggest a critical distinction between perceptions of individual and institutional forms of discrimination. In Study 1, women perceived greater amounts of both individual and institutional forms of sexism as compared to men; however, the magnitude of the gender gap was significantly larger for institutional forms of sexism as compared to individual forms of sexism. In Study 2, African Americans perceived greater amounts of institutional forms of racism in hurricane Katrina-related events compared to White Americans. Furthermore, the racial gap in perceptions of institutional forms of discrimination was mediated by the endorsement of an institutional definition of discrimination. Study 3 examined how gender differences in perceptions of individual and institutional sexism translate into differential responses to targets of individual and institutional sexism in a courtroom setting. Participants were asked to reach a verdict and determine remedies for female plaintiffs in a sexism discrimination lawsuit in which either claims of individual sexism or institutional sexism were on trial. Women were more likely to render a verdict in favor of the plaintiff and awarded more remedies to the plaintiff than men. For remedies, a significant gender by legal condition interaction emerged. In the individual sexism condition men and women awarded comparable amounts of remedies; however, in the institutional sexism condition men awarded a significantly fewer remedies than women. This research demonstrates that there are important group differences in perceptions of individual and institutional discrimination, and these group differences in perceptions of discrimination may result in serious real-world consequences for those filing legal claims of discrimination.

Perceptions of Co-Workers' Openness to Surface and Deep-Level Diversity

Carey S. Ryan, Andy M. Callens

Empirical research examining workplace diversity issues remains relatively sparse despite the fact that workplaces are becoming increasingly diverse. The work thus far has focused primarily on the role of managers and managerial policies. Further, for practical (i.e., adequate sample sizes) and conceptual reasons (i.e., the tendency to treat ethnicity as a minority-versus majority-group issue), differences between Black and Latino participants have rarely been examined. The purpose of the present study was twofold: to develop a measure of openness to diversity and to examine ethnic differences in perceptions of coworkers' diversity-related views. Black, Latino, and White college students completed items intended to assess perceptions of coworkers' openness to diversity; participants also completed measures of their perceptions of coworkers' prejudice and motivation to control prejudice. A confirmatory factor analysis revealed that our items tapped openness to surface-level (e.g., skin color) and deep-level (e.g., values) diversity. Further, scores on these measures were related, as expected, to prejudice and motivation to control prejudice. Participants who perceived their co-workers as more open to surface- and deep-level diversity perceived their co-workers as less prejudiced, more internally motivated, and less externally motivated to control prejudice. Greater perceived prejudice also more strongly predicted openness to surface-level than to deep-level diversity. There was little evidence that these relationships depended on participant ethnicity. Tests of mean differences, however, revealed that Blacks and Latinos judged their co-workers as being less open to surface-level (but not deep-level) diversity than did Whites. Interestingly, White participants judged their co-workers as more prejudiced

than did Blacks or Latinos; however, Blacks perceived their co-workers as more prejudiced than did Latinos. Finally, Blacks did not differ in the extent to which they perceived their co-workers as internally versus externally motivated to control prejudice, whereas Latinos perceived their coworkers as more internally than externally motivated.

Seeking Structure in Social Organization: Personal Control and Hierarchies

Justin P. Friesen, Aaron C. Kay, Richard P. Eibach, Adam D. Galinsky

Despite abstract ideals that often value equality, many social groups end up being organized hierarchically. Partly this is practical: Hierarchies can provide many functional benefits. Additionally, however, we tested whether hierarchies also provide psychological benefits; namely, we hypothesized that they fulfill core needs for structure and order that occur when people lack a sense of personal control. Compensatory Control Theory (Kay et al., 2010) proposes that people have developed a set of compensatory psychological systems designed to ward off the anxiety associated with lacking control: People who feel a lack of personal control compensate with increased preference for external sources of structure and order. Here we demonstrate that psychological processes of compensatory control are one reason why hierarchical groups—being structured, ordered, and stable—are often preferred over more equal social arrangements, which tend to be viewed as relatively less structured and ordered. Across three studies participants completed a personal control manipulation where they wrote about a time when they lacked personal control (or had personal control). Participants who felt a lack of control increased their endorsement of hierarchy-related personality traits (Social Dominance Orientation; Pratto et al., 1994) compared to those whose sense of control was affirmed (Study 1). Personal control threat also increased participants' preferences for hierarchy-enhancing jobs, regardless of whether the jobs were high- or low-status, but control threat did not affect interest in hierarchy-attenuating jobs (Study 2). A manipulation that framed hierarchy as unstructured and disorderly reversed the effect, so that participants who lacked control now disliked hierarchy (Study 3). In sum, these findings suggest that one reason hierarchies persist is because their structured nature is well-suited to fulfill core psychological needs for order that arise when people lack personal control.

15-Minute Presentation Poplar (8:30 AM - 9:40 AM)

Employment and Reintegration Satisfaction among Canadian Forces Reservists

Jennifer M. Peach, Donna Pickering, Tara L. Holton, Dorothy Wojtarowicz, Wendy Sullivan-Kwantes, Deborah A. Kerrigan Brown

This talk will present Army Reservists' experiences reintegrating back into work, family, Canadian Society, and personal reintegration 6 to 8 months after returning from Afghanistan, an important time for adjusting back to civilian life and putting their tour in perspective. This study targeted the approximately 500 Reservists who recently returned from a deployment to Afghanistan. One hundred and nineteen volunteers completed a 15 minute online survey assessing their demographic and military characteristics, their post-deployment reintegration experience, and their satisfaction with that experience (both numerically and in their own words) (Holton, Peach, Sullivan-Kwantes, Pickering, Wojtarowicz, Kerrigan Brown, in progress). Quantitative results indicated that Reservists with more negative work-related experiences reported being less satisfied with their post-deployment reintegration experience. Specifically, Reservists who had a Class B contract prior to deployment (i.e., were employed full-time by the Army), but who did not have a Class B contract after deployment, reported less satisfaction with their reintegration experiences. Qualitative analyses of open-ended comments supported this finding. On average, Reservists reported being "neither satisfied nor dissatisfied/neutral" with their post-deployment reintegration experiences. The explanations provided by Reservists for their level of post-deployment reintegration satisfaction can be categorized into three broad themes: 1) Services and appointments required for completion of the post-deployment reintegration process/administration; 2) Employment opportunities and; 3) Military support (or lack of support). Recommendations for streamlining the reintegration process for Reservists will be highlighted.

Enhancing Reconciliation by Remembering One's In-Group Perpetrated Transgressions

Agostino Mazziotta, Friederike Feuchte, Nicolay Gausel, Arie Nadler

The aim of the present field-experiment was to investigate whether in the context of an intergroup conflict with reciprocal harm doing it is possible to systematically influence how participants construe their in-group's role during the conflict and how this might affect the reconciliation process. In the aftermath of the Liberian civil wars, 146 participants were randomly assigned to describe transgressions during the wars that were either committed by fellow in-group members (perpetrator focus) or against fellow in-group members (victim focus). Adopting a perpetrator focus led, as predicted, to greater readiness for reconciliation, greater need for acceptance, and greater intergroup empathy. However, the focus manipulation did not affect participants' need for empowerment. In the perpetrator focus group support was found for the novel hypothesis that the need for acceptance results in a greater willingness to approach the former adversary. In the victim focus group the hypothesis that the need for empowerment results in lesser willingness to approach the former adversary was only partially

supported. Further, the content analysis of the written episodes revealed that construing the in-group as being ‘the victim’ within this intergroup context seems to be psychologically more accessible than acknowledging the in-group’s contribution to the conflict. Theoretical and practical implications of the field research are discussed.

Rehabilitating Victims of War: An Intervention in Sierra Leone

Rupert Brown, Ushna Mughal, Diego Carrasco, Susan Ayers

Recent decades have seen many brutal intergroup conflicts, especially on the continent of Africa where several civil wars have been particularly devastating. In addition to the tragic loss of hundreds of thousands of human lives, such conflicts bequeath a lasting legacy of psychological trauma and social division to their survivors. This paper reports an evaluation of a psychosocial intervention currently being conducted in a hospital in Sierra Leone (a country which experienced a decade long civil war in the 1990s) which aims to reduce clinical symptoms of war trauma and rehabilitate people to civilian life. It assesses the impact of the intervention both on symptoms of post-traumatic stress disorder (PTSD) and on various indicators of intergroup emotions and attitudes. It demonstrates that there are empirical links between the successful treatment of the clinical and social consequences of war trauma. One hundred civilian victims of the civil war in Sierra Leone were assigned to a comprehensive rehabilitation programme (Intervention, N=50) or a waiting list Control group (N=50). The rehabilitation programme combined psychotherapeutic treatment for PTSD with additional life skills support (e.g., for gaining employment). Results showed that those in the Intervention group had significantly lower PTSD symptoms, as measured by the Impact of Events Scale, and also scored lower on Intergroup Anxiety and Outgroup Blame, than those in Control (all $ps < .001$; $\beta = .44, .16 \text{ \& } .13$ respectively). Furthermore, Intergroup Anxiety and Outgroup Blame partially mediated the effects of the intervention on PTSD symptoms. Moreover, the intervention was more effective for participants who showed a stronger identification with Sierra Leone. It is concluded that social psychological variables relating to intergroup relationships may facilitate clinical interventions, and both may pave the way for eventual intergroup reconciliation in post-conflict societies.

Societal-Level Predictors of Immigrant Adaptation: A 13-Country Study

Colleen A. Ward, Jaimee Stuart

A key area of focus in psychological research on immigration concerns the adaptation of new immigrants in their society of settlement; that is, their experiences of “feeling well” and “doing well.” The current research uses multilevel modeling techniques to investigate individual-level and societal-level factors as predictors of psychological (symptoms of distress) and social (antisocial behaviors) adaptation problems in immigrant youth. The survey data were drawn from the International Comparative Study of Ethnocultural Youth (ICSEY) and were based on responses of 5365 adolescents (aged 13-18 years) in 13 receiving societies across North America, Europe and Australasia. Key demographic (% of immigrants), economic (GDP per capita) and social (e.g., positive and negative attitudes toward immigrants) indicators were drawn from archival data from the World Bank and the International Social Survey. Controlling for immigrant age, gender and generation, results indicate that economic and social characteristics of the society of settlement impact immigrant adaptation. Higher per capita GDP predicted fewer psychological and behavioral problems in immigrant youth. Conversely, a greater % of immigrants in the country’s population and anti-immigrant attitudes predicted poorer psychological and social outcomes. The results are discussed in connection with the development of policies relating to immigration and multiculturalism.

9:50 AM - 11:00 AM

Invited Keynote Dogwood

Thriving Despite Negative Stereotypes: How Ingroup Experts and Peers Act as “Social Vaccines” to Protect the Self

Nilanjana Dasgupta

Individuals’ choice to pursue one academic or professional path over another may feel like a free choice but it is often constrained by subtle cues in achievement environments that signal who naturally belong there and who don’t. People gravitate toward achievement domains that feel like a comfortable fit because they are in sync with ingroup stereotypes and away from other domains that feel uncomfortable because they deviate too far from ingroup stereotypes. These trends help maintain social inequalities and professional segregation. What factors release these constraints and enhance individuals’ freedom to pursue academic and professional paths despite stereotypes to the contrary? My presentation addresses this question using a new theoretical lens—the Stereotype Inoculation Model—that reveals how ingroup members (experts and peers in high achievement settings) function as social vaccines who increase social belonging and

inoculate fellow group members' self-concept against stereotypes. I will present several studies testing this model in the context of women and girls' self-concept in academic and professional fields where they are small numeric minorities and negatively stereotyped (e.g., science, engineering, and professional leadership). The data show that contact with same-sex experts and peers enhance girls' and women's positive attitudes toward these fields, their identification with these fields, self-confidence, and motivation to pursue related careers. Moreover, such contact matters more for individuals who are minorities (women) than majorities (men) in the achievement domain. Together, these studies show that social structures begin to change when newcomers who are underrepresented minorities in an achievement context are exposed to successful experts and peers from their ingroup; they become social vaccines who increase the recruitment and retention of underrepresented individuals in high stakes, high achievement environments. I will conclude by discussing the implications of this research for social policies and interventions.

Invited Education Stream Symposium Birch (9:50 AM - 11:00 AM)

Chair: Michelle Fine



Southern Desegregation Stories across Generations: Oral History, Video and Autoethnographic Accounts of Desegregation and the Challenges that Persist Today

This symposium brings together three scholars actively engaged in understanding the history of desegregation in the South and interrogating the work still needed in the present day. A documentary of cross-race dialogue, an oral history from a white educator who was punished for engaging in culturally relevant pedagogy, and an autoethnographic reflection on three generations in one school district comprise the panel. Despite apparent advances in legislation, curriculum, and school design, the presenters show the complex history of segregation and the more nuanced and covert ways it still influences education.

Talk 1: "40 Years Later: Now Can We Talk?" What We can Learn from Previous Desegregation Efforts to Challenge Re-Segregation Today

Lee Anne Bell

This film tells the story of the first group of African Americans to integrate their high school in the Mississippi Delta in 1969 after they were invited to their class reunion for the first time in 40 years. The dialogue among these alumni and some of their white classmates about their experiences back then are poignant and powerful. They reveal lessons for challenging re-segregation and creating more inclusive schools today – including the cost to black students who bear the brunt of these efforts, the role of white peers as perpetrators and bystanders, and the power of teachers to harm or heal. The film also illustrates the challenges and potential of cross-race dialogue about racism, its legacies and its ongoing effects in schools, classrooms and communities today. In the presentation, I will show clips from the film and discuss the key themes that arise for our work today.

Talk 2: The Consequences of Taking School Desegregation Seriously: One Teacher's Lament

George W. Noblit

Barbara Lorie was a white teacher who was pushed out of a school district for what we might now call doing culturally relevant pedagogy. Based on her oral history, her story is of bravery and tragedy; of bold ideas and failing leadership, of race suppressed in the name of doing race 'better.' It also shows that we had the capability to do better than we did with school desegregation, and that this was actively suppressed by educational leaders in the South.

Talk 3: An Autoethnographic Account of Race and Education across Three Generations

Charles R. Price

The paper addresses paradoxes and manifestations of race, education, and change over the course of three generations, focusing on racial re-segregation and declining quality of education in the current period. The author, his daughter, and his mother were each schooled twelve years in the same rural school district in South Carolina. During the mother's generation the district was entirely racially segregated. The district was racially integrated during the author's second year in school. The author's daughter completed all twelve years of schooling during the era of racial integration. During the course of three generations the school district moved from racial segregation during the 1940s and 1950s to racial re-segregation during the 1990s. Arguably, the quality of education declined during the same period.

Symposium.....Pomodoro A (9:50 AM - 11:00 AM)

Chair: Allen M Omoto

Psychology and Human Rights: Current Efforts and Future Prospects

What are some actual and potential roles that psychologists and professional associations dedicated to psychological research and application play in advancing human rights? The purpose of this symposium is to address these issues through some specific examples and initiatives of work being conducted by individuals and organizations to protect and advance human rights. Another goal is to stimulate discussion and ideas about different ways that psychologists and professional organizations can themselves or in partnership with other entities pursue research or advocacy agendas focused on human rights. Human rights and social justice concerns have long been central to SPSSI's mission and activities. SPSSI has not shied away from taking public stands in support of and against potential abuses and restrictions of human rights. Since 1987, SPSSI has been an accredited Non-Governmental Organization (NGO) to the United Nations. Similarly, the American Psychological Association's mission statement includes using psychological knowledge "to benefit society and improve people's lives," with a specific vision for the APA to be "an effective champion of the application of psychology to promote human rights, health, well being and dignity." The APA is also an accredited NGO to the United Nations. The participants in this symposium are all involved in human rights work in some capacity, and they have professional involvement in SPSSI and APA or both. This symposium should be of general interest to conference attendees, and especially given recent attention on human rights around the globe (e.g., the Arab spring), within the United States (e.g., wars in Afghanistan and Iraq, capital punishment cases), and within the profession of psychology (e.g., the American Psychological Association's PENS Report). In addition, early career psychologists and graduate students may find this symposium especially helpful in providing inspiration and ideas for ways to infuse concerns about human rights in their future work.

Talk 1: A Human Rights Approach to a Modern Day Tragedy: Trafficking in Human Beings

Angel Colon-Rivera

This speaker will discuss his current work as the SPSSI James Marshall Fellow, and specifically his efforts in his placement with the United States Commission on Security and Cooperation in Europe (the Helsinki Commission). His portfolio has included issues related to a number of human rights issues including human trafficking, displaced persons, and housing. Through his work as the SPSSI James Marshall Fellow, he recently organized a U.S. Congressional Hearing titled Labor Trafficking in Troubled Economic Times: Protecting American Jobs and Migrant Human Rights. His talk will focus on his work on the Helsinki Commission but also on other examples of how his placement and work have allowed him to advocate for human rights.

Talk 2: How the Work of Scientists Intersects Human Rights Issues Today

Alex Ingrams

In conjunction with the Policy Committee and SPSSI Central Office staff, this speaker coordinates all of SPSSI's policy work. As part of his work, he also represents SPSSI on an American Association for the Advancement of Science (AAAS) coalition of scientific and engineering organizations that is reviewing the implications of Article 15 of the United Nations International Covenant on Economic, Social, and Cultural Rights that enshrines as a human right the right to the benefits of scientific progress of individuals and societies. He will discuss this project as well as other SPSSI initiatives on human rights.

Talk 3: "An Effective Champion:" APA Public Interest Human Rights Initiatives

Gwendolyn Keita

This speaker is the Executive Director of the Public Interest (PI) Directorate of the APA. Much of the work of the PI Directorate is focused on issues of social justice, human rights, and diversity and inclusion. As such, she oversees a good deal of the APA work that relates to human rights issues. APA is also involved in the AAAS Coalition (see description for second speaker), and this work is being conducted by staff members in the PI Directorate. In her talk, she will provide a brief history of how human rights have been included in the work of the APA, but provide special focus on recent initiatives and projects.

Invited Keynote Dogwood

Yes We Can! For a Social Psychology of Resistance and Collective Action

Stephen Reicher

In this talk I shall argue for placing the study of resistance and of collective action at the core of social psychology. First I will challenge the 'conformity bias' that pervades our discipline. I shall show that all the classic studies (such as Milgram's studies and the Stanford Prison Experiment) which supposedly demonstrate the human tendency to obey actually reveal the ubiquity of disobedience and the importance of collectivity in making disobedience possible. I shall show that, likewise, even in the most authoritarian and oppressive real world situations, people are always able to resist where they are able to come together. Second, I will critique the dominant approaches to challenging real world inequalities, such as contact research, which see change as deriving from the altered attitudes of dominant group members. I shall argue instead that change derives primarily from the collective action of subordinate group members. Third, I will propose that a focus on collective resistance requires us to change our understandings of crowds and - rather than treating them as an aberration - to analyse how they serve to empower people, give them agency, and create the identities that structure everyday life.

Interactive Discussion Magnolia

The Soul of the Northwest Corridor Initiative: A Survey on Resident Attachment to Place and How this Relates to Local Economic Growth and Community Revitalization

Sherrill A. Hampton, Diane Bowles

A major focus of Johnson C. Smith University's (JCSU) community engagement work is the revitalization of Charlotte's Northwest Corridor, which includes 30+ neighborhoods. The Soul of the Northwest Corridor Initiative furthers that vision by investigating resident attachment in the Northwest Corridor, what community qualities drive it and how that attachment relates to local economic growth and development. The findings are being used by University faculty and students, as well as neighborhood residents to inform specific community intervention strategies designed to revitalize the Northwest Corridor, as well as Charlotte's larger 2020 Vision Plan. The Soul of the Northwest Corridor Initiative is patterned after the national Soul of the Community Project funded by the John S. and James L. Knight Foundation and conducted by Gallup, which also examines resident attachment in 26 US communities. The Soul of the Northwest Corridor Initiative is funded by Johnson C. Smith University and was conducted by Gallup Polls, Inc., surveying 1000 neighborhood residents in two (2) zip codes in the City of Charlotte. Findings from the Knight Foundation's Soul of the Community Project include:

- A significant empirical relationship between resident attachment to place and the local gross domestic product (GDP) growth of that area.
- The community qualities that most drive resident attachment do not vary much from place to place. Specifically, resident perceptions of social offerings, openness and aesthetics in a community are key to residents feeling attached to a place.

Through JCSU's Soul of the Northwest Corridor Initiative, we will examine if and how those findings change when we change the unit of analysis to the neighborhood level. In addition, the findings are being used to assist in the formulation of innovative strategies for neighborhood revitalization efforts.

Symposium Juniper

Chair: Michelle C. Billies

Staying and Moving: Facing Foreclosure, Aging in Place, Provocative Policing in Stop-and-Frisk, and Domestic Work as Sites of Struggle and Analysis

Compelled by an urgent sense of injustice, panelists from Environmental Psychology and Social/Personality Psychology bring critical theory and practice to the fore of their work and bring their work together with an aim to produce interdisciplinary research for social change. The four projects described here explore in their research the ways in which social and spatial dynamics constrain and compel the movement of bodies. Panelists analyze staying and moving, enclosures and mobilities, as connected processes that are rooted in global capitalism, productive of inequality, and contested as sites of resistance. They seek to understand the significance of these processes in their own projects and

as a way to connect their projects to each other. Social issues to be discussed through this lens include intersections of personal desire, cultural meanings, and economic possibility in home ownership and loss; challenges faced by South Asian domestic workers in Taiwan in transnational neoliberalism; struggles over everyday, escalating provocations by police in New York City; and the production of “enabling environments” that challenge assumptions and practices that naturalize the exclusion and dislocation of elders.

Talk 1: Occupying Home: Ontological Dilemmas of the Foreclosure Crisis

Susan Saegert

This presentation will draw on interviews and focus groups with people facing foreclosure to interrogate the flow of personal desires, cultural meanings, and economic possibilities through the porous membrane of ontological (in) security. The financialization of housing swept the economic transaction of buying a home into the rapid and mutable global flow of capital. These currents wash through the bricks and mortar of homes into the flesh and blood lives of homeowners. Homeowners faced with dispossession of homes, economic assets, and cultural and personal definitions of themselves struggle to make sense of the identification of homeownership with security, stability, and achievement against the actuality of risk and threat. Experiences of the crisis bring into focus struggles to assert agency and identity in the face of the cultural narratives they share and political and economic forces only dimly apprehended.

Talk 2: The Constraints and Possibilities of Labor Migration in Neoliberal Globalization

Wen Liu

The recent decades of capitalist globalization has intensified the inequalities via the lines of race, gender, class, nationality and geography. Particularly, women from Global South have been rapidly coerced into the exploitative global capitalist relations as low-wage migrant workers in the Northern nations. While the process of global restructuring enables the movement of capital, it simultaneously restricts the mobility of working-class migrants and constructs them as commodities of care at the domestic workplace. Adopting Fine and Ruglis’ notion of circuits of dispossession, labor migration not only constitutes the process of deprivation and exile, but also new forms of inclusion, exploitation, and surveillance. While the sites of nation-state, home, and community traditionally used to provide the subsistence and safety net for its constituents, now migrant workers become dispossessed by these institutions and turn into “citizens of nowhere” under neoliberal globalization. As a consequence, the migrant labor subject’s own social reproduction is constructed as excessive. With ethnographic method at multiple conceptual sites, this project examines how the neoliberal process of accumulation by dispossession circulates through Southeast Asian migrant domestic workers’ lives within and beyond the transnational workplace in Taiwan. With a lens of dilemma into these women’s narratives, the project attempts to critique the limits of neoliberal capitalism and argues for a shift toward a new paradigm of justice based on one’s needs.

Talk 3: “She Has the Right to Roam”: Negotiating Provocative Policing

Michelle Billies

While 684,000 people, mostly people of color, were stopped, questioned, and frisked in New York City last year (a six-fold increase over the past decade) only a small fraction resulted in arrests or summons, and if patterns hold, many of these will be dismissed in court. Yet, 20 percent of these stops involved police officer use of force. How are those who are targeted managing the threat of physical, verbal, legal, social, and spatial consequences when stopped? I argue that the moment someone is stopped by law enforcement should be examined as a site of struggle over meaning, bodies, and public space. My dissertation analyzes survey data, focus group narratives, video footage, and news media coverage to understand how targets creatively and strategically respond in the moment to buffer the impact of stops, minimize physical harm, preserve their freedom of movement, draw on their communities, and take action. This research helps fill a gap in the social psychological literature on the police-civilian interaction that focuses on police legitimacy rather than distributive injustice of the threats of surveillance. I use a critical criminology approach and draw on intergroup relations research on motivation and prejudice to ask what dilemmas police targets encounter in deciding whether and how to assert their rights and personhood. Included in my analysis is a special focus on sexuality, gender, and class and the experiences of policing among racially-diverse LGBTQ people.

Talk 4: Aging-in-place Despite Shifts Deep and Wide

Hillary Caldwell

Aging-in-place, rather than being displaced as one’s needs and support networks change, is typically seen as a site of individual struggle, particularly in the United States where we are held personally responsible for our own welfare. This view is reinforced by psychology, which tends to treat aging as a natural process of biological and neurological decline, and to leave the environment (and the processes that produce it) unquestioned. Drawing from critical disability and geography scholarship, I recast the struggle to age-in-place as a product of dis-abling structural and material conditions

that favor the accumulation of capital over just caring relations. Among the unjust processes entailed in this dilemma is the commodification of care, in which elders are pushed into subject positions of objects and consumers of care- whether in their own home or in an institution- and an exploited domestic workforce is pulled into the fold. In the hopes of provoking our social and geographical imaginations around this issue, I present an ethnographic case study of what I consider an “enabling environment” in which historical conditions, physical affordances, and social practices affirm rather than disable residents in their everyday lives. In connecting the variety of individual life-spaces that this environment supports to the public investment and collective actions that underlie its production, I call for renewed investigation into the potential for the public to anchor, rather than constrain, individual autonomy.

15-Minute Presentation. Pomodoro A (11:10 AM - 12:20 PM)

Applying the Psychology of Invisibility to Science and Engineering Fields

Desdamona Rios, Juan Del Toro

Invisibility operates at many levels and across many domains to create and maintain privilege (Fryberg & Thompson, 2008). In the context of science and engineering, low participation rates of all groups of women, African Americans and Latina/os reinforces beliefs that they are less interested or less talented in these fields (i.e. Lawrence Summers; New York Times, 2005). National efforts to recruit and retain women and underrepresented racial/ethnic minorities have provided opportunities for these groups (e.g. the ADVANCE Project funded by the National Science Foundation), yet the majority of those who participate in the science, technology, engineering and mathematics (STEM) fields are still mostly White men (National Science Foundation, 2011). Increasing the social representations in fields that have been historically dominated by one group can make visible information that can inform members of underrepresented groups of professional possibilities for themselves (Ruvolo & Markus, 1992). Our research considers how invisibility operates in the context of STEM fields with attention to racial/ethnic and gender identity. Forty-one STEM faculty from four racial/ethnic groups (African/African American/Black, Asian/Asian American, European American/White, and Latina/o) at a large research university were interviewed for this project. Thematic coding of the interviews revealed themes related to three types of invisibility including (1) absolute invisibility, which refers to no representations of a particular group; (2) relative invisibility, which refers to limited representation, including misrepresentations and negative representations of a particular group; and (3) hypervisibility, which refers to a heightened awareness experienced by a person or reported about a person because of their distinctiveness in a situation (e.g. racial/ethnic minorities or women in STEM fields), as well as coping strategies employed by the STEM faculty. The psychology of invisibility provides a foundation for understanding how social representations matter for a person’s sense of fit in STEM fields. We will present themes we identified in these interviews to demonstrate how ongoing efforts to diversify STEM fields are still needed.

Barriers to College Freshmen’s Engagement to the University

Manyu Li, Irene H. Frieze

Background: Every year, thousands and thousands students leave their home for the first time and move to their universities, starting a new life independently from their families. Moving away from their familiar home, some are able to develop attachment to their university, while some don’t. This is known as place attachment, or bonding to a place (Chow & Healey, 2008). Such attachment can be psychological place attachment, which then relates to students’ engagement and participations in school organizations. This paper aims at identifying 1) barriers to college freshmen’s engagement in school during their first semester of college, and 2) the effect of (un)attachment to school on students’ academic motivations and behavioral outcomes. Method: A total of 295 university students participated. Students were asked to report their psychological place attachment to school and engagement in school organizations, including sports, fraternity and sorority societies. Results: Barriers to student engagement identified included social anxiety, adult attachment pattern and family relations. The effects of psychological attachment on students’ academic motivation and alcohol were also examined. A structural-equation model connecting the antecedents and consequences of students’ attachment to school will be discussed. Implications on university practices such as the structure of university freshman orientation programs will be discussed.

Happy But Not Healthy: Integration into the Academic Community Impacts on Minority and Majority Students

Randie C. Chance, Mica Estrada

Recently research has explored the scientific community as a social influence agent (Estrada, Woodcock, Hernandez, & Schultz, 2011). Adapting Kelman’s original model of social integration to explain three reinvented routes, rule (compliance), role (identification) and value (internalization), researchers tested the Tripartite Integration Model of Social Influence (TIMSI)

that shows how minority students integrate into the scientific community. In the current study, we utilize TIMSI to describe how both minority and majority students integrate into the academic community to examine the effects integration on health and well-being of students. In this investigation, social integration into the academic community was measured using Efficacy, Identity, and Values measure and all three subscales were aggregated to create an overall integration scale. Health and well-being measures include the PANAS (Watson, Clark, & Tellegen, 1988), the Subjective Happiness scale (Lyubomirsky & Lepper, 1999), and a health measure. We assessed health by asking students to consider how often they have suffered from specific ailments (headaches, upset stomach, etc.). Results suggest integration was related to health and well-being outcomes, but were different based on racial/ethnic status. Specifically, integration significantly predicted greater happiness and positive affect for dominant and non dominant students (all p 's < .05). However, integration only significantly predicted health for dominate students. Thus all students who feel integrated into the academic community feel happier and report more positive affect, while only majority students benefit with better health (p = .03). Further, for dominate group members integration and health was significantly mediated by stress, whereas there is no mediation for minority students (Sobel Test, Z = 16.67. p < .05). In contrast, stress did mediate the relationship between integration and stress for both groups (Sobel Testdominate, Z = 2.13. p < .05; Sobel Testnon-dominate, Z = 2.71. p < .05).

15-Minute Presentation. Pomodoro B (11:10 AM - 12:20 PM)

Addressing Disparities in an Urban Age

Geoffrey Maruyama, Martin Adams, Bhaskar Upadhyay, Timothy Sheldon

2012 is the 150th anniversary of the United States' Morrill Land Grant Act, which created strong public research universities in the U.S. The Morrill Act committed land grant supported universities as part of their missions to address the needs of the American people and society. Those universities and others have provided broad access to higher education and research affecting everyday life. Initial challenges were rural and agricultural, but current challenges are those of an urban information age. Universities today need to increase the success of their research in addressing challenges facing society, and to become more successful in educating students from all backgrounds for our complex and rapidly changing world (e.g., Carnevale, Smith, & Strihl, 2010). Consistent with land grant traditions for an urban age, this presentation describes findings from a four year project building partnerships in a challenged urban community. The project developed collaborative partnerships in education, community development, and health. Action research approaches (e.g., Lewin, 1948) were used to engage partners and identify projects. Partnerships not only addressed community issues, but also attempted to learn about characteristics of effective partnerships and pitfalls to avoid. This presentation describes ways we structured our commitments and partnerships, processes employed to build partnerships, outcomes assessed and realized, and lessons learned that we believe will improve the successes of partnerships with challenged communities. Consistent with Kania and Kramer (2011), progress is slow and supporting infrastructure is vital for community goals like improved educational outcomes, community vitality, and health. Universities are changed by their community engagements-developing multi-disciplinary partnerships for translational research, sharing knowledge through courses and instruction, and creating in students a greater understanding of the nature of disparities, their involvement in creating and sustaining disparities, and the opportunities they have to address and diminish them.

Counterspaces: Theorizing how Settings Promote Psychological Wellness Among Marginalized Populations

Andrew D. Case

In understanding the factors that contribute to positive psychological wellbeing among those who are marginalized, psychology has historically focused on personological factors such as coping styles and personal dispositions (e.g., attitudes, motivations). However, it has been argued that the social processes that arise from marginalized individuals' active participation in certain settings (e.g., churches, civic organizations, friend networks) may help them to circumvent and/or mitigate the psychological consequences of oppressive experiences. That said, the precise mechanisms by which participation in such settings is associated with psychological wellbeing have been under-theorized and subsequently understudied. This paper proposes a conceptual framework for thinking critically about the role settings play in promoting psychological wellbeing in the face of oppression. First, it contends that there are certain settings referred to as "counterspaces" that promote wellbeing under oppressive conditions. A counterspace is defined as a setting that challenges pejorative dominant narratives and representations concerning oppressed groups. In so doing, these settings promote positive self-concepts and, as a result, psychological wellbeing. Next, this paper maintains that there are specific well-being-promoting social processes that occur across all counterspaces. Three processes include: narrative identity work, acts of resistance, and direct relational transactions. Last, this paper argues for the utility of this conceptual framework in investigating the ways settings-and the social processes that occur within them-are implicated in the promotion of wellbeing under oppressive conditions.

Praxis through Photovoice: A Shared Project of Liberation in El Salvador

Alison M. Baker

Central to our development as action researchers is the notion of praxis, defined by Paulo Freire (1970, p. 36) as the “reflection and action upon the world in order to transform it.” However, this concept is often lost as we become involved in the research process, focusing on our role as the so-called expert. As a fledgling community psychologist having recently completed my dissertation based on extensive fieldwork in El Salvador, I began to realize that part of the research process remains untold. First, this paper presents the research findings from photovoice projects with two groups of Salvadoran adolescents (ages 11-13 and 16-19 years), using Watts and colleagues (1997; 1999) concept of socio-political development as a guide for analysis. Emergent themes reflected adolescents’ critical awareness about community issues such as pollution, poverty and violence. Second, this paper parallels the researcher’s own journey of conscientization, using images to document the importance of praxis for community researchers. Drawing on Mart n-Bar s’s work for liberation psychology and Dussel’s (1998) call for a ‘shared project of liberation,’ a framework for engaged reciprocity is discussed.

12:30 PM - 2:00 PM

Poster Presentation Cypress

Gender Socialization in Single-Sex and Coeducational High Schools in Istanbul: A Mixed-Method Approach

Ayşe Burcin Erarslan

This study examined gender socialization of 295 female high school seniors in single-sex and coeducational high schools located in two Istanbul neighborhoods, a low socioeconomic (SES) neighborhood (i.e., Fatih) and a high SES neighborhood (i.e., Erenkoy). One school of each type was selected from each neighborhood for a total of four schools. The relationship between the type of school and gender socialization was investigated through a mixed method approach, with a particular focus on the impact of gender composition of schools, school environments and SES on senior students’ gender-role attitudes and future expectations in family, work, and social life settings. The qualitative analysis revealed that schools differ in terms of messages that they give to their students via social aesthetic features; that is, girls’ schools place more emphasis on gender-specific decoration and design. Quantitative results based on one-way ANOVA and multiple regression analyses demonstrated that socioeconomic composition of schools, as indicated by the locations of schools in a particular neighborhood, is more important than the type of the school per se. Specifically, female students from schools in the high SES neighborhood had more egalitarian views on gender-role attitudes with respect to family, work and social life. Future plans and role expectations revealed that regardless of the SES of the students and type of the schools, the majority of students want to continue their education either in two-year or four-year colleges, and aspire to balance their expected family and work roles.

How Do I Know What To Do When I’m Older?

Stefanie M. Sinno, Sally Goebel

Research has shown that occupations and household responsibilities are strongly divided by gender expectations (Haas & O’Brien, 2010). Additionally, parent gender attitudes have been shown to affect children’s attitudes and interests (Signorella & Frieze, 2008). This study investigated how children’s perception of their parents’ jobs and division of household tasks, and their own gender attitudes influenced their expected job. One hundred and two fifth graders, 98 eighth graders, and 100 first-year undergraduates from the Mid-Atlantic, U.S. completed surveys. Participants reported their mother and father’s occupation. These were coded as traditional, nontraditional, or neutral based on the U.S. Census Bureau, 2006 and Frome, Alfeld, Eccles, & Barber (2006). A second measure asked who did household tasks in their family, mostly mother, mostly father, or both equally. The last measure, modified from the Attitudes toward Gender Scale (Leaper, 1993), focused on issues of equality in the home (“In general, the mother should have greater responsibility than the father in taking care of children”). Analyses indicated a differential effect of parent occupation on child’s expected job. The mothers’ job was predictive of only male children’s expected jobs. The more traditional a mom’s job the more nontraditional a boy child’s own job ($R = .273$, $p = .001$). Children’s perceptions of their parents’ caretaking tasks were not predictive of later job choice. Gender attitudes were predictive of child’s own job ($b = -.14$, $t(297) = -2.27$, $p = .02$) and explained a significant proportion of variance, ($R^2 = .02$, $F(1, 295) = 5.16$, $p = .02$) such that egalitarian gender attitudes predicted a nontraditional job. This study highlights the dynamic nature of influential factors on expected occupations. Future research should examine the development of gender attitudes or the reasoning behind the maternal influence. This poster addresses the importance of examining youths’ decisions about future work and family choices.

Ideological Factors and Negative Attitudes Toward Arab-Muslims

Keziah Kantiok, Priscila Diaz, Delia S. Saenz

Scholars have noted that political ideology expresses the manner that individuals align their position on social issues (Burns & Gimpel, 2000). In particular, one social issue involves how the integration of Arab-Muslims into American Society is hindered by legislation, foreign policy, and prejudice (Haddad, 2004). The present study investigated how various ideological factors, specifically the interaction between religion and conservativeness identification, relate to prejudice toward Arab-Muslims. Participants were 135 students taking part of a larger study where they reported their attitudes and demographic information. The participants completed questions regarding the housing, employment, values, health care, and education issues of Arab-Muslims in the U.S. They also reported their orientation toward liberal versus conservative position on political dimensions such as social welfare programs, international policy, economic policy, immigration policy, national security and political identity. A linear regression model indicated that a more conservative political ideology predicted greater negative attitudes toward Arab-Muslims ($\beta = -.35, p < .01$). Out of the religious groups indicated, Protestant-Christians, Atheists, and Catholics were compared. As expected, Catholics significantly had more negative attitudes toward Arab Muslims and atheists reported less negative attitudes ($F = 3.27, p < .05$). To follow up, political ideology was entered as a covariate and the results indicated that there were no longer differences based on religious identification and only political conservatism related to greater negative attitudes ($F = 13.4, p < .05$). This study discloses how the link between religious identification and prejudice may rather have underpinnings of conservative ideology. Future studies may further examine the mechanisms behind the ideology of cultural religious groups and attitudes in order to diminish bias.

Implementing Evidence Based Interventions Among African American College Students

Morgan L. Maxwell, Jasmine A. Abrams

Compared to other racial/ethnic groups in the U.S., Blacks account for the highest rates of new HIV infections, AIDS diagnoses, and HIV-related deaths. In an effort to reduce the disproportionate impact of the HIV/AIDS epidemic on the Black community, varied behavioral interventions have been designed to specifically target this at-risk group. Among the most successful have been SISTA and NIA. Through techniques grounded in social cognitive theory and ethnic and gender pride, SISTA and NIA have been demonstrated to reduce risky sexual behavior and increase HIV awareness among Black women and Black men who have sex with women. As a result, the Diffusion of Effective Behavior Interventions (DEBI) project has provided training and technical assistance for the dissemination of these evidence based interventions across the country. The purpose of this interactive discussion is to explore the challenges and benefits of implementing SISTA and NIA interventions among Black college students. Of particular focus will be the ways in which facilitators can adapt intervention materials to be more contemporary and culturally relevant. As original intervention materials have become relatively dated, one of the greatest obstacles to implementing SISTA and NIA is ensuring that the program resonates with current participants. During this interactive discussion, the presenters and audience will address this concern and offer potential solutions to balancing intervention adaptations with program fidelity. In addition, through meaningful and informative dialogue, the presenters and audience will discuss recruitment and retention of participants. As trained SISTA and NIA facilitators, the presenters will inform the discussion with their own personal experiences and reflections.

Implicit Racial Profiling “Detects” Non-Threats and Misses Threats

Rob Foels, Atilla Cidam, Jessica Kang, Felicia Pratto

One could argue that racial profiling should be used if it reduces threats to society. However, research indicates that profiling does not increase (Hart et al., 2003), and may actually reduce (Glaser, 2006) the number of true criminals who are apprehended. This study examined whether implicit racial profiling impacts accurate threat detection. Subjects were 377 online participants who received minimal compensation. Subjects viewed 30 pairs of images. Each pair consisted of a person who was travelling on the first screen, followed by their suitcase on the next screen. Subjects were asked to decide as quickly and accurately as possible whether the suitcase contained anything dangerous. The first 29 image pairs included 2 Mexican-American travelers and 27 Caucasian-American travelers. None of the first 29 suitcase images contained a threat. The variable of interest was the last suitcase, which either contained a gun or no threat, and belonged to either a Mexican-American or a Caucasian. As expected there were 2 main effects. The safe suitcase had more false alarms when belonging to the Mexican traveler. The threat suitcase had marginally fewer correct threat detections when belonging to the Caucasian traveler. We also asked subjects to indicate on a 7 point scale whether a threat was present and whether further examination of the suitcase would discover a threat. There were no race of traveler differences on these variables. These results show that an implicitly lower threshold for threat detection exists when evaluating ethnic minorities. This lower threshold is problematic for two reasons. First, if a threat is reported when none is present, resources allocated to further investigation would be wasted. Second, it may be less likely that an actual threat will be detected when an ethnic majority is travelling. Thus racial profiling may have other serious consequences beyond the victimization of ethnic minorities.

Influence of Acculturation Styles on Mental Health

Karly A. Cochran, Jessica M. Woods, Kim T. Beam, Erin S. Froman, Gabriela Carrasco

Hirshman (2005) suggests that immigrants can potentially influence their local community's population, economy, cultural diversity, political agenda and public policy. Specifically, the recent Alabama immigration law has raised researchers' awareness of public policy and the importance of understanding acculturation and its interaction with society. This is particularly poignant when one realizes that acculturation, or the process of adapting to a new culture, can be a difficult and problematic process. According to Berry (2007), "acculturative stress" occurs when an individual experiences changes in their life that, "challenges their cultural understandings" (p. 294). In some cases, this acculturation stress can lead to health issues such as increased body mass index and health complications associated with an unhealthy weight index (Antecol & Bedard, 2006). Berry (2007) suggests that acculturative stress is linked to higher levels of depression and anxiety. These issues are not only important to immigrating individuals, but society as a whole because of the effects that the immigrant population have on an existing community. Researchers have collected data from 147 international undergraduate or graduate students from a small regional university in northwest Alabama and a larger university in west Tennessee. As such, the current study examines how acculturation styles influence mental health in a diverse international student population. This research includes two major statistical steps, a factor analysis of acculturation scales (i.e., Vancouver Index of Acculturation (VIA), Stephenson Multigroup Acculturation Scale (SMAS), Abbreviated Multidimensional Acculturation Scale (AMAS), Orthogonal Cultural Identification Scale (OCI)) and a multiple regression analysis of acculturation styles on mental health factors.

Influences and Predictors of Pre-service Teacher's Multicultural Attitudes and Efficacy

Amir G. Francois

As the demographics of our country become more diverse, there is a growing need for multiculturally adept and progressive teachers. The current project used data from a study of majority of white (80.2%) and female (83.2%) pre-service teachers (N = 241) at a predominately white institution in the south to understand the relationships between ethnic identity ("EI"; Phinney & Ong, 2007), pluralistic orientation, ("PO"; Engberg, Meader, & Hurtado, 2003), intergroup contact frequency with non-whites ("IC"; Hurtado, 2003) and measures of diversity related material covered in courses (Multicultural Course Content, "MCC" & number of diversity courses) with multicultural practice and ideology. The self-reported outcome measures: multicultural efficacy skills ("MES"; Guyton & Wesche, 2005), which measures self-beliefs about ones' abilities to teach diverse students, and teacher multicultural attitudes ("TMAS"; Ponterotito, Baluch, Greig, & Rivera, 1998) which measures teachers' multicultural awareness and sensitivity, correspond to practice and ideology respectively. Stepwise regression techniques were used to test main effects on MES and TMAS. While race was not a significant predictor of either outcome measure, Pluralistic Orientation and MCC were found to be significant predictors of MES and TMAS. Ethnic Identity and Intergroup Contact significantly predicted higher levels of MES, while number of diversity related courses predicted higher TMAS scores. Significant interactions between race and three other measures (intergroup contact, pluralistic orientation, and multicultural course content) were found to be predictors of MES. Significant interactions were also found between ethnic identity and intergroup contact predicting TMAS. The findings show a difference in patterns of predictors for practice and ideology. Behavior outcomes are more affected by cultural characteristics (i.e. race) and frequency of experiences with these characteristics (i.e. contact and courses). Ideological outcomes are more related to prior attitudes and traditional pathways to understanding diversity. Findings have training implications for intercultural competence development of future teachers.

Institutional and Individual Aggression Beliefs Vary Across Culture and Gender

Jessica Cheng, Irene Frieze, Manyu Li, Yasuko Morinaga, Akiko Doi, Tatsuya Hirai, Ensun Joo

How do the views of institutionalized and individual forms of aggression vary among culture and gender for young adults today? This survey study of university students addresses these questions through anonymous surveys administered in the United States (167 men and 127 women), Japan (54; 174), South Korea (196; 176) and China (65; 120).

Looking first at the acceptability of war ["War can be just"], men agreed more across all countries, with the highest means in China and the lowest in Japan. Another form of institutional aggression was the belief in the need for capital punishment of those committed of serious crimes. ["Capital punishment is often necessary"]. Again, men were more in favor across all countries. Capital punishment was most favored in Japan and least favored in China. For personal aggression, one scale measured the belief that parents should punish their children physically ["Children should be spanked for temper tantrums"]. On this measure, men again agreed more, with students from Korea most agreeing and those from the U.S. agreeing least. Finally, a scenario was provided for students to react to. This involved marital violence, with the husband hitting and hurting his wife. Among men, Chinese students blamed the wife most and American students least. Among women, Japanese students blamed her the most and American students the least. Men saw the wife as having more blame in the incident than women did and all groups blamed the husband more than the wife with women blaming him more than men except in Japan. Cultural explanations for these differences are discussed, along with reasons

that some forms of aggression were more acceptable than others within each country, with different patterns across countries. That women were less supportive of all forms of aggression is consistent with previous research in the U.S. and other countries.

Institutional Context Affects Identity Threat for Women in STEM

Julie A. Garcia, Mary C. Murphy, Sabrina Zirkel

A plethora of research has examined how individual difference variables (e.g., self-efficacy) can contribute to gender disparities in Science, Technology, Engineering, and Math (STEM; e.g., Eccles, 1987). However, we argue that analyzing situational cues provide crucial insight into why some women leave STEM majors. We contend that students constantly read situational cues (e.g., who gets called on in class, gender distribution of both peers and faculty, etc.) to ascertain potential identity contingencies-concerns about how their identity matters and shapes behavior (Murphy & Steele, 2008). In the current study we explore how universities (a large, public university vs. women's college vs. polytechnic university) can affect both the different types of situational cues students face and how students cope with potential identity threat that those cues suggest. That is, we predict that women will perceive fewer threatening identity cues and be less affected by them at a women's college compared to those at the public and polytechnic universities. We further expect that women's STEM outcomes at the polytechnic school (v. the public university and women's college) will be somewhat buffered by the value conferred on STEM disciplines by the larger university context. As an initial test of these hypotheses, we asked a total of 108 freshmen (49 men and 59 women) at a large public school, 106 freshmen (56 men and 50 women) at a polytechnic school, and 39 freshmen at an all women's college to report their initial experiences during their first year on campus. Male students served as a comparison group so that we can see whether the effects found are unique to, or stronger in women than men. Results were generally consistent with hypotheses. Implications for academic outcomes, psychological well-being and situational construal of social identity threat may help to better understand the experiences of students are discussed.

Institutional Diversity Statements as Identity Threats for Women of Color

Leigh S. Wilton, Jessica G. Good, Diana T. Sanchez, Corinne A. Moss-Racusin

Institutions articulate their organizational commitments to diversity efforts through diversity statements. Two common ideological perspectives are multiculturalism, which emphasizes racial and cultural inclusion, and colorblindness, which stresses racial and cultural assimilation. Colorblind philosophies are the more common in the US today, but prior research suggests that they may undermine minorities' engagement. In addition, by serving as a distraction to minorities who are engaged in interracial interactions, colorblind messages may also deplete minorities' cognitive resources. The present study examines whether colorblind messages, relative to multicultural messages, serve as an identity threat that undermines performance and performance expectations for women of color. We examined how diversity messages specifically impact women of color, because although race and gender are each individually well-researched with respect to diversity performance and performance expectations, the confluence of race and gender is not. In addition, we explored whether women of color who had higher levels of stigma consciousness, meaning a chronic awareness of the stereotyping and prejudice that minorities face, were also the most at-risk for identity threat-related deficits. We exposed women of color to either a colorblind or a multicultural message and then measured their (1) performance on a math test, as well as (2) expectations about their performance and (3) expectations about encountering bias. Results suggest that women of color performed worse, expected to perform worse, and expected to encounter greater bias in a setting that promoted a colorblind versus a multicultural philosophy. However, not all women of color believed that multicultural philosophies would be effective in reducing bias. Women of color with greater levels of stigma consciousness tended to believe that they would encounter greater bias at institutions with multicultural ideologies and less bias in colorblind institutions. Implications for policies to increase diversity via reducing identity threats for women of color are discussed.

Investigating How Judges Apply New Standards In Race Discrimination Cases

Victor D. Quintanilla, Mary C. Murphy

The Supreme Court has fashioned a new pleading standard which requires judges to screen lawsuits by drawing on their "judicial experience and common sense." See *Ashcroft v. Iqbal*, 129 S. Ct. 1937 (2009). Under the new pleading standard, judges must decide whether members of stereotyped groups have alleged plausible claims of race discrimination, relying on little more than their intuition and "common sense." This study examined whether the new pleading standard might serve as a context for aversive racism (Dovidio & Gaertner, 2000) or lay theories of racism (Sommers & Norton, 2006) to operate against Black plaintiffs. In particular, we examined the hypothesis that the new standard would result in less favorable decisions toward Black plaintiffs. The study compared cases decided under the old standard with those decided under the new standard (N = 289). We gathered from Westlaw all cases in which federal district court judges decided defendants' Rule 12(b)(6) motions to dismiss Black plaintiffs' claims of race discrimination in the workplace where defendants argued that Black plaintiffs' had not sufficiently pleaded claims of race discrimination. We focused on decision

outcomes. We found that judges increased the dismissal rate for Black plaintiffs' claims of race discrimination under the new standard. We also found that White and Black judges decided Black plaintiffs' claims similarly under the old standard, but that White judges now grant dismissal at a much higher rate than Black judges. These effects hold regardless of political orientation. Our findings suggest that, when judges (especially White as compared to Black judges) decide the plausibility of Black plaintiffs' claims of discrimination based on "common sense," aversive racism and judges' lay theories of affect their judgment, resulting in significantly greater dismissals. This research emphasizes the importance of applying social psychology to address difficult real world problems.

Invisible Identities: Class Salience in Stereotype Threat Vulnerability

Jade A. Johnson

Established psychological literature finds that during assessment, an individual's performance can be altered by their perception and understanding of their social identities and the implications thereof. The present study assessed the possibility of salience as a protective factor against the damaging effects of stereotype threat for socioeconomic status (SES). Stereotype threat is the phenomenon of poor performance by groups that are stereotypically considered less competent in a domain, regardless of actual ability (e.g., African Americans in academics, women in mathematics). Identity salience is the degree to which an identity resonates for an individual and influences perceptions of self. Prevalent stereotypes characterize individuals of low SES as unintelligent, thereby enabling the application of stereotype threat to the domain of socioeconomic status. Accordingly, the degree to which one identifies with SES identity may serve as a tool for alleviating stereotype threat (i.e., low identification with low SES may lead to lessened vulnerability to threat). Using a classic stereotype threat paradigm and a scale of racial identification adapted for SES, this study found that variance in identity salience did not moderate the relation between SES and threat condition: socioeconomic stereotype threat was too strong to be alleviated by high identity salience for high SES participants or low identity salience for low SES participants. This study found a strong effect of socioeconomic status stereotype threat consistent with the classic paradigms provided by previous studies (Steele & Aronson, 1995; Spencer, Steele, & Quinn, 1999; Spencer & Castano, 2007). Though threat in social class is a less studied phenomenon than race and gender, these results show that the effect of stereotype threat is strong enough to negate the potential importance of identity salience, thereby substantiating the call for continued research on the marginalization of low socioeconomic status persons.

Longitudinal Effects of College Roommate Diversity on Post-Graduate Ethnic Attitudes

Jan Marie R. Alegre, J. Nicole Shelton, Joan S. Girgus, Thomas J. Espenshade

Students' exposure to demographic diversity in various university contexts is linked to greater support for diversity-related policies and less interethnic prejudice in subsequent years of college. However, less is known about whether diversity-related experiences upon arrival to campus have a continuing impact on outcomes after graduation (when students have transitioned out of a highly liberal environment), and whether these experiences have a stronger impact among students who have had less diversity-related experience before college. This research longitudinally examines how levels of interethnic contact prior to college (i.e., ethnic diversity of high school friendships) and levels of interethnic contact upon arrival to college (i.e., ethnic diversity of randomly-assigned college roommates) affect interethnic attitudes during college and after graduation. A sample of university students (N=207; 70% white, 30% ethnic minority) were surveyed about their experiences of and attitudes toward diversity prior to and upon starting school (Wave 1), during junior year (Wave 2), and two years after graduation (Wave 3). Hierarchical regression analyses reveal that higher levels of freshman-year roommate diversity predicted more positive attitudes toward diversity during students' junior year of college, particularly among those with fewer interethnic friendships prior to starting college. Freshman-year roommate diversity also predicted having more diverse friendships during junior year, particularly among students with more pre-college interethnic friendships. Additionally, having more ethnically diverse college roommates during freshman year predicted more positive attitudes toward diversity, more positive feelings toward ethnic outgroups, and less negative feelings toward outgroups two years after graduation, particularly among students who had fewer interethnic friendships before entering college. Freshman-year roommate diversity, however, did not predict post-college levels of friendship diversity. In sum, experiences of interethnic contact in university settings can help improve interethnic attitudes during college and beyond, and could be especially beneficial to young adults entering college with less diverse contact experiences.

Masculinity Threat and Self-Sexualization as an Appeasement Strategy

Julia L. Dahl, Theresa K. Vescio, Kristine A. Schlenker, Elaine C. Diccio

Masculinity is a cherished social identity that is easily threatened. A core component of masculinity in American culture is power, or influence over women. In line with this, one way to threaten masculinity is to accuse a man or a boy of being feminine. Similarly, masculinity can be threatened if a man is outperformed by a woman in a masculine domain. A problem with this is that a number of studies document that threatening masculinity can elicit backlash in the form of social, sexual, and physical aggression from threatened men. Because of this, competent women in masculine domains risk

threatening masculinity and being the target of this aggressive backlash. To avoid this backlash from men, competent women in masculine domains may try to appease the masculinity threat, and one way to do this may be to self-sexualize. In our studies, we created a situation in which female participants believed that they had outperformed a male partner in a masculine domain. Of these women, the women who felt anxious after learning they had outperformed their male partner were more likely than women who did not feel anxious to self-sexualize. Additionally, in the condition in which the ostensible male partner expressed masculinity threat, women were more likely to self-sexualize than in the no-threat condition. The 2(anxious vs. not anxious) X 2(threat vs. no threat) conditions produced an additive effect such that women in the condition where masculinity threat is the most salient (anxious-threat condition) were the most likely to self-sexualize. By contrast, women in the condition where masculinity threat is the least salient (not-anxious-no-threat condition) were the least likely to self-sexualize. The researchers discuss the masculinity threat and further potential appeasement strategies.

Media Freedom, Information Salience, and Attitude Shifts about Gender Roles

J. Guillermo Villalobos, Madalina Alama, Mariah D. R. Evans, Jonathan Kelley

The media freedom of a country-the degree to which the nation's means of mass communication are free from government constraint-has been linked to a wide array of cultural dynamics and knowledge of the nation's citizenry. Cultivation Theory suggests that, due to prolonged exposure to media messages, the salience of the issues portrayed in the media has a direct impact on the level of importance placed on such issues by the general public; a process of influence that could contribute to attitude shifts in regards to various aspects of social life, including gender role expectations. Traditionally, role expectations for men and women differ across most societies; the former being expected to take on agentic roles and to exhibit leadership characteristics (e.g., dominance, assertiveness) and the latter being expected to take on communal roles and exhibit nurturing characteristics (e.g., emotional skills, passivity). Furthermore, both men and women tend to report a general awareness that gender role expectations are shared by all other members in society, a process that might facilitate the perpetuation of gender role endorsement. The purpose of this study is to investigate whether the dissemination of diverse social and political viewpoints-which would arguably derive from increasing levels of media freedom-is linked to individuals' bias against women in agentic roles. In this study, we utilized the values assembled by Freedom House to assess freedom of the press, along with data from the World Values Survey (N = 255,554), to examine several country-level and individual-level variables that may predict individual's bias against women in agentic roles. Preliminary results suggest that, after controlling for a number of individual and country-level variables, the degree of a nation's media freedom significantly influences individual gender role bias.

Meteorological Decision Making

Matthew N. Tyra, Christie H. Kramer, Addison D. Barrett, Gabriela Carrasco

In 2010, tornadoes resulted in 45 deaths, 699 injuries, and over \$1.1 billion dollars in damages throughout the United States, by all estimates the damage incurred in 2011 to life and property are expected to exceed these numbers ("Summary of natural," 2012). Unfortunately, there has been little to no psychological research examining how human factors may influence meteorologists' decision-making during severe weather situations, which in turn may influence damage to life and property. As such, the purpose of this study is to explore the decision making process for the meteorologists during severe weather situations. The proposed study hopes to examine environmental, personal, organizational, software, and hardware factors that may singularly or simultaneously influence storm predictions and initiation of severe weather warning systems. The goal of this research is to create a simulation of previous severe weather incidents, which will be experienced by working meteorologists who have agreed to participate and a control group comprising of college students. The secondary method of study for this research is a survey that will measure the different human factors. The professional participants in this study will be taken from the Huntsville Weather Station. During the simulation, factors such as the hardware and software will be controlled, others such as the environment will be altered depending on the trial, and the remaining such as the organization and personal factors will be measured. Results from this study are projected to be that many factors can drastically alter the decision making outcome, and therefore guidelines need to be added to minimize error in the forecasting process.

Methods that Empower: Photovoice as an Intervention for At-Risk Youth

Alexander P. Ojeda, David V. Chavez

Photovoice is a participatory research approach by which participants use photography to represent and analyze their lives. Although widely identified as an effective approach to community empowerment, little known empirical evidence of this approach exists. The purpose of the study was to examine the use of photovoice as an intervention to empower at-risk youth. The Psychological Empowerment Scale (PES; Ozer & Schotland, 2011) was administered and completed by 8-10 youth in the local community. The current study employed a single-group pre-test and post-test design. Overall, results partially supported higher levels of psychological empowerment in the post-photovoice condition than in the pre-photovoice

one. A Wilcoxon Rank-Sum test was administered to determine significance. The evidence regarding intrapersonal, interpersonal, and behavioral components in relation to understanding empowerment are discussed.

Money Primes Disconnect People from Nature and Decrease Donations

Andrew Rosenthal, Courtney Koletar, Cynthia M. Frantz, Stephan F. Mayer

Connectedness to nature (CN) as measured by the Connectedness to Nature Scale (CNS) has been shown to predict self-reported environmental concern as well as actual conservation behavior in a number of studies. Given the importance of these findings for how psychologists try to address environmental problems, it seems critical to examine the factors that increase and decrease CN. In the present studies we investigated whether the salience of money, which has been shown to make a person feel more independent and secure (Vohs, 2006), decreases individuals' sense of feeling CN. We report three studies investigating this hypothesis. In Study 1, shoppers in a busy London shopping district completed the CNS and also indicated how much money they had spent while shopping. People who spent more money reported lower levels of CN. In Study 2, high school students were randomly assigned to receive payment for completing a questionnaire either before the study began (money salience condition) or afterwards (control condition). Participants in the money salience condition scored significantly lower on the CNS than those in the control group. Similar to study 2, in study 3 money salience was manipulated and it was observed whether or not participants donated a portion of their earnings to the National Wildlife Federation following the study. As predicted, participants in the money salience condition were less likely to make a donation than those in the control group. Together, these studies suggest that priming people with money leads people to feel less connected to the natural world, and less likely to act to protect it. This implies that a highly materialistic culture may contribute to a general lack of environmental concern and protection.

Motives and Mechanisms for Decreasing Relational Aggression Among Adolescent Girls

Cristina L. Reitz-Krueger, Nancy L. Deutsch

Relational aggression (e.g. verbal aggression, social exclusion) has been linked to a host of poor outcomes for both victims and perpetrators, and may be especially detrimental to girls. Yet this type of aggression becomes a relatively frequent phenomenon as adolescents' peer relationships take center stage and social status becomes increasingly important. Mentoring programs are one potential avenue through which to prevent or curb relational aggression. The current paper examines interview data from the Young Women's Leaders Program (YWLP), an after-school group and one-on-one mentoring program in which middle school girls are paired with college women and meet weekly in groups of 8-10 pairs in addition to one-on-one time. The interviews come from an original sample of mentees ($n = 115$) who participated in YWLP in the 2008-2009, and 2009-2010 school years. Seventh grade girls were recruited from four urban and suburban schools in the southeast United States. The sample was predominantly minority (~ 76% non-White), and the majority of girls (~ 64%) received either free or reduced lunch. Girls were asked how they had changed as a result of YWLP and answers were coded for content reflecting changes in relational aggression. Among the girls who reported decreases in perpetrating relational aggression, their one-on-one relationship, group experiences, and YWLP curriculum were all cited as mechanisms of change. Further analysis revealed that girls reported three primary motives for changing their behavior: (1) Increased empathy (e.g. I realized I was hurting people), (2) Acceptance of moral norms (e.g. I realized what I was doing was wrong), and (3) Consideration of the consequences of relational aggression (e.g. I realized that what goes around comes around). These findings have implications for other after-school or mentoring programs seeking to address relational aggression among adolescent girls.

National Attachment: Breeding Threat and Contempt or Admiration and Love?

Kelly L. Barnes, Victoria M. Esses

National attachment benefits society by ensuring that its citizens are loyal, feel unity and love for one another, and uphold their civic responsibilities (Kelman, 1997; Tamir, 1997). While national attachment is often a positive force, previous research has identified negative forms as well (Bar-Tal & Staub, 1997). For example, research has demonstrated that some forms of national attachment, including blind patriotism and nationalism, predict negative attitudes toward immigrants and immigration (Esses, Dovidio, Semenya, & Jackson, 2005; Pehrson, Brown, & Zagefka, 2009; Spry & Hornsey, 2007). The current study sought to replicate and extend previous findings, differentiating between positive and negative forms of national attachment, and examining attitudes toward various groups. Canadian participants responded to measures of perceived threat from and emotions toward three groups: Immigrants, French Canadians, and Native People. They also completed Kosterman and Feshbach's (1989) patriotism and nationalism measures, with patriotism defined as simple affection for one's country and nationalism defined as believing in the superiority of one's country in comparison to others. Results indicated that patriotism predicted lower perceptions of threat from immigrants, French Canadians, and Native people. In contrast, nationalism predicted higher perceptions of threat from these groups. Following a similar pattern, nationalism predicted higher contempt for immigrants and French Canadians, whereas patriotism predicted lower contempt. Finally, patriotism predicted admiration for immigrants, but, in this case, nationalism was not a significant

predictor. These findings suggest that nationalism, but not patriotism, is related to feelings of threat from and negative emotions toward a variety of social groups within Canadian society. The Canadian government is committed to a policy of multiculturalism and these results suggest that nationalism may impede the success of such policies. Optimistically, these results also suggest that it may be possible to use patriotism to improve intergroup relations.

Non-Traditional Family Structures are Excluded from the “Family” Prototype

David R. Kille, Crystal T. Tse, Steve J. Spencer

It is undeniable that the structure of the family is continuing to diversify. For example, it is now commonplace to see blended families, extended families, families of different races and ethnicities, gay- and lesbian-headed families, and other “non-traditional” family structures. Although the category of family is changing, it remains unclear as to whether lay people’s conception of the family (i.e., how lay people mentally represent the family category) is up-to-date with these changing realities. We conducted the present investigation to examine whether non-traditional families—specifically mixed-race and gay- and lesbian-headed families—are excluded from the family prototype. Past research shows that prototypical members of a category are identified as belonging to that category more quickly than are less prototypical members (e.g., a robin is identified as a bird faster than an ostrich is identified as a bird; Rosch, 1973). We therefore predicted that non-traditional family photographs would be identified as families less quickly than traditional family photographs, which would indicate that lay people view non-traditional families as less prototypical than traditional families. Across two studies, participants were significantly slower to correctly categorize mixed-race families as a family compared with same-race families (even when the same-race families were of a different race than participants). Similar results emerged for gay- and lesbian-headed families. We discuss the importance of our results in terms of what it means to be a family, and outline potential negative downstream consequences for non-traditional family structures.

Nursing Home Residents’ Role in Person-Centered Care

Louis J. Medvene, Amanda Runyan

A growing body of literature indicates resident/aide interpersonal relationships in long-term care are an important source of resident (Bowers et al., 2001) and aide satisfaction (Mittal et al., 2009). Most recent work has been directed at seeking to identify, measure, and increase the aides’ person-centered abilities. Innovatively, the present study was intended to highlight the resident’s role in creating and maintaining relationships with primary caregivers. This study adapted two operational coding measures previously used to assess aide’s person-centered behaviors, the Person-Centered Caregiving Behavioral Inventory (PCBI) and the Global Behavioral Scale (GBS; Lann-Wolcott et al., 2011). Participants were 20 independent, distinct resident/aide dyads who were videotaped in 48 caregiving episodes involving an activity of daily living. The videotaped interactions were coded by independent raters to assess the person-centeredness of residents by coding for nine verbal and three nonverbal relationship and communication-based behaviors (e.g. greeting, showing interest, eye-contact, and positive gestures) and seven global categories (e.g., treating the aide like s/he is worthy of a relationship). Good support was found for concurrent validity of the instruments: $r(48) = .38, p < .05$. A strong relationship between the residents PCBI-R scores and their respective aides’ PCBI scores was found, $r(48) = .65, p < .05$, and a moderate relationship between the resident’s GBS-R and their aides’ GBS ratings, $r(48) = .35, p < .05$. These correlations indicate a substantial reciprocity between the aide and resident in engaging in person-centered behaviors. The results suggest that residents have some influence in their relationship with aides, and future research should seek to learn more about this relationship and how residents can be empowered to use social skills to influence their care and satisfaction.

Overweighing Weight in a Slip Fall Court Case

Jennifer L. Jarrett, Twila Wingrove, Jason A. Cantone

As the average weight of the American population increases, so does interest in discrimination against the overweight. Researchers have shown that obese people are rated as less neat, ambitious, disciplined, determined, and lazier than the average weight (author, 1979; Paul & Townsend, 1995), but does this bias insert itself into the jury decision making process? In this study, we investigated obesity discrimination in the context of a slip and fall case in a grocery store. The current study is a 2 (Plaintiff Gender: Male, Female) x 2 (Plaintiff Weight: Obese, Unspecified) x 2 (Business Design: Mom & Pop, Corporation) between-subjects design. Undergraduate participants ($N = 106$) were recruited through the subject pool and earned credit for their participation. Participants read an abbreviated trial transcript, which contained the four manipulations. After reading the transcript, participants were asked to determine fault, render a verdict, rate characteristics of the plaintiff, and complete manipulation checks. First, we tested for effects of the manipulations on perceptions of the plaintiff. Obese plaintiffs were rated as significantly lazier, less attractive, and having poorer interpersonal skills. In addition, when the business was a corporation, the plaintiff was rated as less likeable, sociable, and enthusiastic. Second, we tested for effects of the manipulations on case judgments. Surprisingly, there were no effects for the manipulations on case judgments. Finally, we tested for effects of plaintiff characteristics on case judgments and found that plaintiff likeability,

sociability, attractiveness, and laziness all significantly predicted plaintiff's negligence ratings. The results confirmed prior research that participants make negative assumptions about the personality and likeability of obese people. While the obesity manipulation did not directly predict case-related judgments, negative perceptions of obese plaintiffs were significantly related to case-related judgments, suggesting a potential indirection effect.

OWS: Lateral Power and the Group Dynamics of Social Change

Marcus D. Patterson, Heather Feinberg

Beginning with the protest in Zuccotti, we started analyzing the OWS movement using models of group dynamics and Rifkin's (2011) concept of lateral power. In this poster, we will detail this analysis. We will highlight aspects of the OWS movement as a model protest movement from the perspective of group dynamics by describing its formation, the role of inclusion and identity, aspects of cohesion, its structure, leadership, and performance. In particular, we will discuss it as a model of handling conflict and aspects of conflict resolution toward peaceful social change. We will also discuss how the movement challenges and changes social power hierarchies and dynamics in significant ways, e.g. as an exemplar of the emergence of "lateral power". Rifkin (2011) work on lateral power anticipates the OWS movement and is suggestive of the ways in which this power is transforming our social world.

Perceived Racism and Obesity in Black College Students

Anna K. Lee

Health inequality has been a topic of interest to many researchers recently and understanding the causes that underlie these disparities is critical in developing policies to promote health equality. Racial health disparities exist in various domains such as obesity, diabetes, and hypertension. Marginalized groups, particularly Blacks are more likely to suffer negative health outcomes versus their White counterparts. Obesity and obesity-related conditions may be linked to maladaptive coping strategies, such as poor eating behaviors and low exercise motivation, in an effort to deal with chronic daily stressors. The experience of psychosocial stressors such as racism may explain Blacks greater susceptibility to negative health outcomes. Is there a significant difference in obesity-related health outcomes among Blacks based on perceived racism? It was hypothesized that as perceived racism increased so would negative health indicators. Participants were Black college students (N=155) and ranged in age from 18-45. Participants completed a demographic questionnaire, the Index of Race-Related Stress- Brief version and an internalized racism scale. Anthropometric measures, such as weight, height, waist and hip measurements were also collected. Data were analyzed using correlational and multivariate analyses. Results partially supported the hypotheses. There were significant positive correlations between perceived racism and waist-to-hip ratio. Also, there were significant positive correlations among, BMI, weight, waist-to-hip ratio and systolic blood pressure. Furthermore, it was discovered that the majority of the participants were categorized as pre-hypertensive based on their systolic blood pressure. Findings from this study add to literature which suggests that perceived racism is significantly related to physical health. Based on these results research should be conducted to develop race-related stress interventions in an effort to minimize its impact on negative health outcomes. This research supports policies that promote the elimination and reduction of health inequities.

Perceptions and Purpose of Wearing Natural Hair in the Workplace

Hope L. White

External cultural changes and workforce changes often go hand in hand. Every company does not accept or comprehend expressions of ethnic culture in the workplace (Byrd et al., 2001), especially expressions of natural hair styles African Americans wear. Previous research revealed the adornment of natural hair as perceived as trendy, aggressive, sexual and or political forms of articulation (Banks, 2000). The purpose of this study is to examine the reason some African American women wear their hair natural, also referred to as hair absent of chemicals, and the perceptions of natural hair styles in the workplace today. Participants of this study, from several corporations and institutions, were asked to complete an anonymous online survey regarding the purpose and perceptions of wearing hair in its natural state. The online study asked participants to describe their perception of women who wear their hair natural. Participants were also asked to report their highest level of education and current job position. After the survey period, answers regarding the participants' title, perception of natural hair and purpose for wearing hair with or without chemicals are examined. The results of this research revealed participants perceive women who wear their hair natural as brave, courageous, bold, confident, strong, beautiful women. Note that proactive and more consistent uses of the words bold and confident were the most used descriptors. Though the words bold and confident were significant descriptors, previous research still demonstrates that interviewers often hire individuals that look like them and that the perception of those who wear their hair natural are demonstrating unprofessionalism in the workplace (Visconti, 2009). These findings confirmed natural hair styles are often viewed as unprofessional as well as unacceptable dress for the workplace which decreases the likelihood African American women who wear their hair natural will be hired (Platt, 2007).

Psychological Aggression and Relationship Satisfaction in Intimate Relationships

Christine L. Pearson, Peggy J. Cantrell, Jamie Tedder, Stephanie Stoops

Since the 1970s researchers have been exploring the deleterious effects of violence by intimate partners (Fagan & Browne, 1995). Still, intimate partner violence (IPV) remains a significant problem in our society with researchers yet to understand the convoluted minutiae of IPV consequences. Often overlooked is the construct of psychological aggression (PA) which is characterized by behaviors intended to generate emotional harm without physical injury (Murphy & Cascardi, 1999). Psychological aggression has been shown to be as much as twice that of overall aggression rates (Slep & O'Leary, 2005). Furthermore, PA has often been characterized as more negative than physical aggression (Vitanza et al., 1995). Psychological aggression has been identified as having a stronger relationship to psychological distress than physical aggression (e.g. Taft et al., 2005) and has predicted damaging mental and physical outcomes for men beyond PA (Taft, et al., 2006). Research has also consistently identified PA as one of the strongest risk factors for future violence including sexual aggression and physical injury (e.g. Stith et al., 2004). The current project examined the links between PA and relationship satisfaction. Relationship satisfaction was expected to be negatively related to both perpetrated and received PA. Psychological aggression was measured using the Revised Conflict Tactics Scale (CTS2; Straus, Hamby, Boney-McCoy, & Sugarman, 1996). Relationship satisfaction was measured using the Relationship Assessment Scale (RAS; Hendrick, 1988). Hierarchical regression analyses were conducted to examine the relationship between perpetrated and received PA and satisfaction in the relationship. Results of the regression analyses indicated both perpetrated and received psychological distress significantly predicted decreased satisfaction in the relationship.

Reading Self Competence and Health Genre Comprehension in Adults

Chizara Ahuama-Jonas, Rihana S. Mason

The ability to understand health-related information is an important skill. The purpose of the present study was to investigate the differences between health (HL) and non-health (NHL) literacy comprehension in adults, and to see whether the self-perception of reading ability affects health literacy achievement. Many adults are responsible for their own healthcare which creates a challenge for researchers and community agencies to increase health literacy (HL) ability in the U.S population. Previous research has shown that education and socio-economic status influences the level of HL a person has (Cutilli & Bennett, 2009; Lo, et al., 2006; Rudd, Kirsch, & Yamamoto, 2004; Shea, 2004). However, other factors, such as reading self-competence (RSC) could affect HL ability in adults (Katzir 2009). 40 undergraduate participants (77.8% female) were recruited from a Southeastern research university. Participants completed word-identification tests as well as reading comprehension tests, reading passages, and maze closes in each genre. RSC was measured by the College Student Reading Questionnaire (CSRQ) (Barrie, Williams, and Parault, 2008). According to the findings RSC was correlated with all of the subtests on the Nelson Denny Reading Test (RSC and ND-VOC $r=.629$; $p<.001$; RSC and ND-RC $r=.416$ $p<.05$; RSC and ND-RATE $r=.448$; $p<.01$). Also RSC was found to be correlated with two HL measures, the REALM, and the Maze-Cloze on Schizophrenia (REALM: $r=.358$; $p<.05$, Schizophrenia maze: $r=.442$; $p<.01$). This shows that not only does RSC influence reading achievement, but it also affects health literacy ability. Also results showed that participants achieved higher scores on non-health related tests when compared to the scores of health related tests (TOWRE= 88.98 (SD=8.34); REALM= 74.73; SD=17.92). With these preliminary findings, the present study will investigate additional measures of health and non-health literacy in order to understand its relationship with adult reading achievement and RSC.

Reconstructing the Past: Implications of Collective Memory for Intergroup Relations

Phia S. Salter, Luyen Thai, Ludwin Molina

In 2011, Republican lawmakers began the 112th Congress by instituting a new tradition: reciting the U.S. Constitution as a symbolic commitment to the document. However, to the dismay of several African American political leaders, the version read aloud in Congress redacted several allusions to slavery (Rucker & Fahrenthold, 2011). These leaders suggested that the exclusion constituted "revisionist history" and was detrimental to race relations. Previous psychological research suggests the exclusion and inclusion of certain collective narratives is a cultural-psychological phenomenon that can impact identity of individuals and affect subsequent intergroup relations (Kurtis, Adams, & Yellow Bird, 2010; Liu & Hilton, 2005). For instance, people are motivated to silence accounts of negative events to maintain positive and moral views of the self (e.g., Baumeister & Hastings, 1997; Branscombe, Ellemers, Spears, Doojse, 1999). The present research examines consequences of historical representations that mask past national wrongdoing for intergroup relations. Specifically, we explored the impact of obscuring America's racial segregation history by digitally erasing Jim Crow era signs in photographs. We randomly assigned White American participants (N=209) to view and rate seven photographs that were either photo-shopped and "de-racialized" or the unedited originals. The dependent variables included indicators of national identity and feelings toward various groups in the US. Results suggest that participants exposed to de-racialized photographs did not differ from those exposed to the original photos in ratings of warmth of Black or White Americans. However, we found that participants exposed to the de-racialized photographs reported less warmth towards Asian and Hispanic populations than did participants in our original photo condition. This study suggests that that social

representations of the past are not neutral (see also Shweder, 1990), but may influence perceptions of contemporary events. Our discussion centers on the implications of the data for immigration and affirmative action policies.

Reducing the Educational Gap Through Teacher Professional Development

Sindhia Swaminathan, MaryFran Heinsch, Stephanie W. Byrd, Chris Humphrey, Monica J. Mitchell

Early experiences are critical to a child's development and academic success, and this is especially true for children growing up in poverty. Due to educational and developmental gaps between low-income children and their peers, children in poverty often begin school well below national norms in terms of academic readiness. As a result, they are more likely to be retained or require special education services. In order to address this educational gap, a United Way-funded multi-year preschool quality improvement initiative, Winning Beginnings, was launched in an urban community in 2008 that incorporated child assessment and professional development in programs primarily serving African-American children from low-income households. In the project's first two years, 14 publicly-funded child care and Head Start programs participated, increasing to 18 programs in the third year and 25 programs in the current year. Professional development, which was offered to teachers and program directors in monthly seminars, promoted the use of data-sharing and data-driven practices, child assessment, parent engagement, and goal-oriented action planning to guide teachers in targeting instruction towards the needs of their classrooms. Preschoolers were assessed for school readiness using the Bracken Basic Concept Scale, a norm-referenced receptive measure of conceptual knowledge, in the fall (pre) and spring (post) each year. Results from the first three years showed children made larger pre-to-post gains in school readiness each year compared to national norms. In the third year, children increased their scaled scores by 8.2%, and children enrolled in their second year increased by 19.2% since their first assessment. Preschoolers in the project also outperformed other low-income preschoolers in the district upon kindergarten entry. Positive outcomes were sustained through expansion, and these trends imply evidence-based professional development is a promising strategy in reducing the educational gap between low-income and other-income children and leveling the field for future success.

Refugees and Mental Health Issues: A Phenomenological Social Justice Approach

Pauline W. Waweru

During the recent years, there has been more interest in refugee mental health that is particularly revealing. Using a social justice approach, this exploratory poster presentation highlights unique refugee mental health issues, and also discusses ameliorative and transformative intervention strategies that are specific to this population. Recent research shows that a social justice approach would help counselors to provide culturally-appropriate interventions, while at the same time advocating for the needs of refugees. Rather than portraying refugees as "victims", my approach is to empower refugees with skills that can help them to interpret and respond to new experiences, while challenging the external forces that they are confronted with. In this poster presentation, I will include analyzed data from my recent phenomenological research conducted with refugee clients in Dekalb County. The purpose of my research was to explore how refugee clients in a mental health setting respond to treatment interventions, and how the results of this study could be used to develop a multicultural mental health program. The study involved conducting semi-structured interviews and focus groups among 10 refugees living in Dekalb County, Georgia. My social justice approach calls for a new paradigm in a multicultural counseling. While multicultural competencies outline specific ways in which counselors can integrate issues of diversity into their work with racial and ethnic minorities clients like refugees, some questions have surfaced regarding their scope. If we, as counselors are committed to agenda of multiculturalism, then we must be committed to social justice. My unique poster presentation will challenge the audience to look at the issue of refugee mental health in a provoking, yet informative way. My poster presentation will include an introduction, literature review on social justice approaches, my research findings, and ways in which the research findings can be used to introduce multicultural approaches in counseling.

Regaining Respect: The Impact of the Admittance of Transgressions

Alexander Blandina, Emily M. Zitek

The purpose of this study was to investigate what people who have committed a transgression should do to regain the respect of others. Should they admit to the wrongdoing and apologize, or deny it? Once they make a decision is it better to provide an explanation? To answer these questions, we had 109 students read about a baseball player who was suspected of using steroids and how he responded in one of six possible ways (just admitted it; admitted it and expressed regret; admitted it, expressed regret, and explained why he used steroids; denied it; denied it and explained why he was accused; or provided no comment) when confronted about his steroid use. We found that participants liked and respected the baseball player more and thought he handled the situation better when he admitted to using steroids as compared to when he did not. There was also some evidence that the baseball player who not only admitted but also explained why he did steroids was viewed the most positively. These results have led us to believe that a person respects a liar more upon admittance because of a personal motivation to release tension and frustration within themselves. People are motivated not to be frustrated, but it is possible that things besides having the transgressor admit to wrongdoing might alleviate the

frustration in the person who was lied to. Furthermore, people might get frustrated when being lied to only if the liar is someone they respected initially. Future studies will be testing these hypotheses directly.

Residential Segregation and Obesity Among a National Sample of Hispanics

Hope Landrine, Irma Corral

Rates of obesity among U.S. Hispanic adults are high, and significantly exceed those of Whites. Residential segregation may contribute to this ethnic health disparity insofar as segregated Hispanic communities have significantly fewer recreational facilities and more convenience stores and fast-food outlets, all of which are associated with increased body mass index (BMI). We tested the hypothesis that segregation contributes to Hispanic obesity for the first time. Data on the BMI of the 8,785 Hispanic adults in the 2000 Behavioral Risk Factor Surveillance System (BRFSS) were linked to 2000 census data on the Hispanic-segregation and community-poverty of the 290 U.S. cities (metropolitan statistical areas [MSAs]) in the BRFSS. MSA-Segregation was measured by the Isolation Index (I) which ranges from 0 (totally integrated) to 100 (totally segregated), with $I \leq 60$ = High-Segregation. MSA-Poverty was measured as the percentage of people below the federal poverty line, with $> 12\%$ = High-Poverty. Multi-level modeling was used to predict Obesity ($BMI \leq 30$) from individual-level demographic and MSA-level variables. Results revealed that after controlling for individual-level variables, the odds of being obese for Hispanics residing in High-Segregated MSAs were 26.4% higher than for those residing in Low-Segregated MSAs ($OR = 1.264$), with this effect independent of effects for MSA-Poverty. These results suggest that segregation contributes to Hispanic obesity, and by implication, may contribute to other Latino health disparities as well. The findings highlight the need for studies of the role of residential segregation in Hispanic health, and underscore the need for analyses of the built environments of segregated-Latino neighborhoods.

Role Model's Effect On College-Going Intent of Disadvantaged Youth

Matthew Ancona

It is of significant concern that those from disadvantaged backgrounds continue to repeat the cycle of poverty and underachievement. A potential means of escaping this lifestyle would be through education and career attainment. The path of education, however, is rarely taken by this population as disadvantaged youth are significantly underrepresented in college enrollment and application (Sirin & Rogers-Sirin, 2005). In order to offer potential interventions to this dilemma one must first understand significant factors that lead to academic achievement and goal setting. Bandura (1989) has shown that self-efficacy is highly correlated with both academic performance and educational goal setting. Additionally, Bandura (1989) suggests that "observing people similar to oneself succeed and social persuasion that one possesses the capabilities to succeed" (p. 733- 734) are methods that may induce higher levels of efficacy. This suggestion led to the present study's hypothesis that role models could potentially have a substantial impact on academic efficacy and intent to apply to college. The study was completed as a pilot with 19 elementary school children from a low-income area of west Baltimore city as the participants. All participants completed the College-Going Self-Efficacy Scale (CGSES; Gibbons & Borders, 2010) and were asked if they intended to enroll in college. The results showed that students who were exposed to a motivational speed by a role model of similar ethnicity and background scored significantly higher on the CGSES ($t(16) = -3.16, p < .01$). No significant difference was found between groups on intent to apply to college as most participants showed a high level of intent to apply to college.

Securing Citizenship: Signifying the Legitimacy of Muslim-American Speakers in News Articles

Patrick J. Sweeney

This paper examines how the "representational currency" (Puar, 2007) of American identity is deployed in news articles about the "Ground Zero Mosque" controversy to establish the "category entitlement" (Potter, 1996) of Muslim-American speakers. A set of New York Times articles covering the controversy from December 9th, 2009 to September 21st, 2010 ($n=65$) offers unparalleled in-depth coverage of the stakeholders and competing interests that briefly ignited public debate. Throughout news coverage of the events surrounding the proposed construction of this Islamic community center in lower Manhattan not far from Ground Zero, many individuals and groups claimed authority to speak on the issue. Utilizing discursive psychology, I investigate how the authors of the articles attach the representational currency of American identity to speakers whose entitlement to legitimately speak about the role of Islam in American life is assumed by those authors to not necessarily be self-evident. The description and positioning of those quoted in articles is analyzed in regard to category entitlement claims that establish their credibility as speakers on this topic. With great implication for the future of America's engagement with Islam both at home and abroad, I consider how the authors' reliance on identity-based significations of Americanness works toward inclusion in this particular context, yet strengthens exclusionary boundaries between these constructed identity categories.

Invited Symposium Birch

Chairs: Roberto Gonzalez, David Livert

International Perspectives on Social Change: Screening of “One Fine Day” and a Conversation with Buddhist Monk Kovida

Two linked sessions elicit reflections and active discussion regarding normative collective action in diverse global political and religious contexts. This first session serves as a biographical perspective on individual actions that have triggered significant, non-violent collective actions. Attendees will view a partial screening of “One Fine Day,” by Dutch documentary director Klaas Bense. “The documentary shows six people from different cultures and religions who all, through a small nonviolent act, have had a significant and positive influence on society. In the film we meet a young Burmese monk, a Chilean student, a German priest, a young Iraqi woman, an American former athlete and a Chinese youngster. Director Bense investigates how frustration can be turned into positive actions. He looks at what one single individual can achieve, and the often severe, personal consequences” (documentary web site). After the screening, Kovida will discuss his experiences. Kovida is a young Buddhist monk who helped initiate a social movement among monks in Burma which led to the popular uprising at the end of 2007. He will engage in a lively dialogue with the audience.

Interactive Discussion Magnolia

Chair: Desdamona Rios

Panel: Juan Del Toro, RaiNesha Miller

Mentoring Across Difference: Do Social Identities Matter in Mentor/Mentee Relationships?

Sponsored by the SPSSI Teaching and Mentoring Committee

This discussion will begin by an introduction by a faculty member and two undergraduate student presenters who have mentored and been mentored by others different from themselves in terms of race, gender, and sexual orientation. The goals of this interactive discussion are to 1) provide a space for discussing concerns about mentoring across difference and 2) share best practices for inclusive and effective mentoring. We will examine our assumptions and expectations about race, gender and other social identities in the context of a mentor/mentee relationship and consider how the relative importance of our identities changes from one mentoring relationship to another. Additionally, we will address questions about how our social identities may impact mentoring relationships, when and how to discuss social/cultural differences in the context of mentoring relationships, and the benefits of mentoring others who are different from ourselves. We will conclude with discussing strategies for successful mentoring across difference.

Symposium Pine

Chair: Diana T. Sanchez

Additive Cues in Biracial Categorization: Implications for Affirmative Action

Figures suggest that 1 in 40 people currently identify as belonging to more than one race in the U.S, and among younger generations, 1 in 20 (Bean & Lee 2002). Projections estimate that 1 in 5 people will identify as mixed-race in 2050 (Farley, 2001). The U.S. is becoming increasingly multiracial yet research on racial ambiguity and biracial populations is at its early theoretical stages. The present symposia will explore for the first time how minority ancestry (biracial/monoracial) along with other prototype cues combine to influence perceptions and racial categorization by perceivers. Moreover, this symposia will address both the negative consequences of racial categorization and some of the oft ignored benefits of minority categorization (e.g., affirmative action opportunities) that can make individuals appear valuable to groups (i.e., diversity contributions). This symposia will take up the question of how biracial targets are categorized and treated with regard to affirmative action, and identify the perceiver characteristics that may moderate categorization pathways (e.g., attitudes towards affirmative action, essentialist ideologies, and race of perceiver). These studies will build on current social psychological theories regarding racial categorization to test the additive cues hypothesis (ACH), which suggests that multiple prototype cues (e.g., appearance, socioeconomic class, ancestry, cultural practices) additively combine to

influence the categorization of biracial targets. Presentations will reveal how the same cues that make people vulnerable to increased prejudice (e.g., minority phenotype, ancestry) simultaneously make individuals more likely to reap the benefits of racial categorization (e.g., affirmative action). These findings will shed light on the stigmatizing experiences of minorities to better address the prejudices and discrimination aimed at them. This symposium is intended to spur discussion on how best to structure public policies such as institutional commitments to diversity and affirmative action to address a broad array of ethnic minorities of diverse backgrounds.

Talk 1: Phenotype and Ancestry: Prototypicality Influences Affirmative Action and Diversity Perceptions

Lisa Giamo, Diana T. Sanchez, George F. Chavez, Danielle Young

The present study examines the additive cues of biracial ancestry and physical appearance on racial categorization, sociocultural impressions, affirmative action, and diversity perceptions. Prior research suggests that ancestry (e.g., amount of minority ancestry) influences the distribution of minority resources (such as affirmative action) for biracial targets of Black ancestry (Sanchez, Good, & Chavez, 2011). The present study builds on this research in several ways. First, the present study tests whether phenotype and ancestry dually influence how perceivers judge biracial targets. Second, this study examines whether Minority and White monoracial perceivers similarly base their decisions about affirmative action and diversity contributions on racial categorization of biracial targets. Third, the present study is the first to examine the influence of prototypicality cues on affirmative action decisions with Asian targets. 94 Asian and 94 White perceivers read the resume and application of targets who varied in ancestry and phenotype. Confirming the additive cues hypothesis, we found that both physical appearance and biracial ancestry influenced the deliberate racial categorization, affirmative action distribution and sociocultural impressions of targets. Biracial ancestry shifted perceptions of otherwise identical appearing targets while phenotype simultaneously influenced comparisons between biracial targets for both Asian and White perceivers. Moreover, categorizing targets as Asian was associated with greater use of stereotypes, greater perceived discrimination, and greater minority friendship networks. However, perceivers' race determined in what way, categorization conferred minority benefits (e.g., affirmative action use) and diversity contributions. Consistent with work suggesting that people manipulate conceptions of diversity in self-interested manners (Unzueta & Binning, 2012), Whites' racial categorization of targets was unrelated to perceiving them as contributing to Institutional diversity but predictive of affirmative action use. For Asian perceivers, we found that reverse pattern wherein racial categorization was predictive of diversity perceptions but not use of affirmative action.

Talk 2: The Disadvantage in Racial Categorization: Socioeconomic Status and Biracial Categorization

Danielle Young, Diana T. Sanchez, Leigh S. Wilton

Recently, studies have begun exploring the effects of socioeconomic status on racial categorization including biracial targets (Freeman, Penner, Saperstein, Scheutz, & Ambady, 2011). The presents study expands on research examining the link between status and race by testing the ACH hypothesis across three studies. This hypothesis suggests that prototype cues that trigger stereotypes (e.g., phenotype, ancestry, and socioeconomic status) contribute unique and important information to racial categorization of hard to categorize individuals. In turn, these cues can effect beliefs about the biological origins of race and how resources reserved for minorities (such as affirmative action) are allocated. Study 1 explores the effect of phenotype & ancestry on racial categorization and subsequent shifts in essentialist views. 82 White/European-Americans viewed either an ambiguous or non-ambiguous photograph accompanied by a monoracial (African-American) or biracial (White/African-American) label. The results demonstrated that a target's phenotype and ancestry additively informed racial categorization, and perceivers who were exposed to racially ambiguous targets identified as biracial showed shifts in their essentialist thinking about race. In study 2, 346 participants (49% White/European-American) read a college entrance essay that reveled socioeconomic status, ethnicity (Asian or Latino ancestry), and monoracial or biracial ancestry. Results demonstrate that class, ethnicity, and ancestry independently predict racial categorization and sociocultural impressions, which in turn predict diversity strategies and evaluations of ethnic minorities. Study 3, 185 participants (39% White/European-American) evaluated photos (ambiguous or non-ambiguous phenotype) paired with essays (identical to study 2, except with African-American ethnicity). These results extend study 1 and study 2 by demonstrating that ancestry and class contribute to categorization in the presence of phenotype cues and to decisions to use diversity strategies.

Talk 3: "Soy Biracial": Cultural Practice and Biracial Ancestry in Latino Categorization

Leigh S. Wilton, Diana T. Sanchez, George F. Chavez

Can White/Latino biracial individuals increase their chances of Latino categorization by engaging in the prototypical Latino practice of speaking Spanish, and by extension, be perceived as more appropriate for affirmative action? Monoracial minorities who engage in certain cultural practices (e.g., speaking a common language), as well as those who have darker skin tones, are viewed as "truer" minorities more deserving of minority group resources. Although they are most often categorized as a racial minority, biracial minorities, and especially those with White ancestry, are often seen

disadvantaged in affirmative action contexts. However, we do not know whether or how cultural practices affect racial categorization and distribution of minority resources for biracial targets. Thus, we randomly assigned participants to view a resume that manipulated the candidate's ancestry (monoracial Latino vs. White/Latino biracial), secondary language fluency (Spanish vs. French) and physical appearance (high in prototypicality or low in prototypicality) and then evaluate the candidate's suitability for a competitive research internship. Consistent with hypotheses, we found that Spanish fluency cued categorizations of the target as Latino, as well as ratings of the target's likeability, minority prototypicality, loyalty to the minority community, and minority scholarship worthiness. Spanish fluency effects were found to be independent of perceived social class. Consistent with ACH, race and phenotype also independently influenced Latino categorization, minority internship worthiness, and perceptions of loyalty. Together, these studies demonstrated how cultural practices, perhaps more than race and phenotype, serve as important categorization cues for White/Latino targets, which impacts perceiver's impressions of them. Moreover, the results suggest that cultural practices can be particularly important cues for categorization of non-prototypical minorities, such as biracial individuals, because they signal loyalty to minority groups. Results are discussed in terms of the social consequences of racial categorization at the boundaries of race and ethnicity.

Symposium..... Dogwood (2:00 PM - 3:10 PM)

Chairs: Kristin Nicole Dukes, Nicole M. Overstreet

Intersections of Race and Gender: Perceptions of Ethnic and Racial Minority Women

Social psychological research often examines race and gender exclusively; however, much can be gained from understanding their intersection. An intersectionality approach considers how multiple identities intersect to render particular groups "invisible" and maintain oppressive ideology. This symposium highlights three lines of research that explore the intersections of race and gender in perceptions of racial and ethnic women. The first and second presentations take an intersectionality approach to understanding race and gender in stereotype content. These studies demonstrate that ethnic minority women are perceived to be less stereotypically female than White women and also reveal nuanced stereotypical representations of social groups when race and gender are considered simultaneously. The third presentation incorporates an intersectionality approach from the target's perspective by exploring how exposure to sexualized images of women from one's own racial group impacts self-perceptions of leadership ability. This research suggests that exposure to same-race sexualized images can heighten Black women's fear of confirming negative sexual stereotypes about Black women subsequently decreasing performance in domains pertinent to leadership ability. Implications for the societal level treatment of racial and ethnic minority women in light of their unique intersecting racial/ethnic and gender social identities are discussed.

Talk 1: Ain't I a Woman? Stereotypes Associated with Women of Different Races

Eden-Renee Hayes

Do stereotypes associated with women come to mind when considering women of different races? The present study examined contemporary stereotypes of women based on their race. In Study One, participants rated "female" adjectives from the Adjective Check List (Williams & Best, 1977) and the Bem Sex Role Inventory (Bem, 1971). Participants assessed the extent to which each adjective is consistent with stereotypes of women, White women, Asian women, Black women, or Latina women. Only 8 adjectives in the White woman condition were rated as significantly different from the "women" condition. For the Asian women, Black women, and Latina women conditions, most adjectives were rated at a significantly different level of stereotypicness in comparison to "women". In Study Two, adjectives considered as more consistent with the stereotypes of Asian women, Black women, Latina women, were rated as more masculine than feminine, more unfavorable than favorable. Limitations and future directions are discussed.

Talk 2: Black Women = Invisible Women? Elucidating Stereotypes and Subtypes of Black Women

Kristin Nicole Dukes

Stereotypes impact our lives in many ways—they color our impressions of others and the way others perceive us. Knowing the content of stereotypes is essential to understanding the influence of stereotypes in our lives. Although social psychological research is replete with scholarly examinations of stereotypes related to Blacks, much of this research has implicitly or explicitly focused on Black men, neglecting more nuanced stereotypic representations and perceptions of Black women. Disregarding the ways in which race and gender intersect to influence stereotypes can render Black women invisible. Two studies aimed to fill this void by explicitly investigating stereotypes and subtypes of Black women. Study 1 examines the intersection of race and gender in stereotype content by exploring whether "traditional" stereotypes, those typically associated with Blacks, more accurately reflect stereotypes of Black men or Black women. Extending Study 1, Study 2 assesses whether subtypes of Blacks by race and gender produce "traditional" group subtypes for Black men

(e.g., athlete, rapper, thug) and “archetypal” subtypes for Black women (e.g., Jezebel). Findings of both studies suggest that “traditional” Black racial group stereotypes and subtypes may be specific to Black men, and further, that when race and gender are considered, distinctive representations and societal beliefs of Black women emerge. The current research demonstrates how considering multiple components of intersectional identities when examining stereotype content can elucidate unique cognitive schemas within a social group.

Talk 3: Examining the Influence of Sexualized Images on Perceived Leadership Ability

Nicole M. Overstreet

Exposure to sexually objectifying images can contribute to self-objectification or habitual monitoring of one’s appearance. While research has suggested that idealized images become a comparison point through which women evaluate themselves, more work is needed to understand the factors that drive these comparisons. Recent work suggests that perceived ethnic similarity between the self and an idealized image can influence self-comparison (Frisby, 2004). The current study examined whether exposure to same race images affected Black and White women’s perceptions of leadership ability. After exposure to either Black or White images, participants evaluated themselves on a number of leadership characteristics. Findings revealed a statistically significant participant race by condition interaction- those exposed to same race targets felt less assertive, trustworthy, and confident and those exposed to different race targets felt more assertive, trustworthy and confident. These findings reveal that exposure to same race targets can negatively affect self-evaluation.

Interactive Discussion Juniper (2:00 PM - 3:10 PM)

Publishing Research on Social Issues

Irene Frieze, Kevin Lanning, and Carey Ryan

In this panel, 3 experienced journal editors [Irene Frieze, Kevin Lanning, and Carey Ryan] will do a brief presentation and answer questions relating to issues such as selecting a journal, deciding what data to include in an article, structuring a paper for publication, and common errors seen in those who submit. If we have time, we can also discuss how to be a reviewer for a journal and how to respond to feedback from the editor. We will also discuss some of the other journals that publish social issue-related research.

Symposium. Poplar (2:00 PM - 3:10 PM)

Chair: Abigail J. Stewart

The Psychology of Gender and Sexuality in Different Social Contexts

This symposium will discuss the intersections of gender and sexuality in different social contexts, including the workplace and political engagement. The first paper will explore workplace harassment of non-normative, or “deviant,” women, including those who conform to masculine norms and those who identify as lesbian or bisexual. The second paper extends this research to explore the consequences of sex-based harassment and heterosexism on sexual minorities in the workplace. Finally, the third paper examines psychological predictors of anti-heteronormative resistance, both in interpersonal interactions and broader social movements. Taken together, these three papers will address the antecedents and consequences of normative expectations regarding gender and sexuality in daily life. The symposium examines both norm-preserving and norm-challenging behaviors, emphasizing the importance of individual differences and social context.

Talk 1: Workplace Harassment of “Deviant” Women

Emily Leskinen, Lilia Cortina

Common perceptions of sexual harassment view it as unreciprocated sexual advances. However, legal scholars have argued that this conceptualization is too narrow, and inappropriately privileges a “sexual come-on image of harassment” (Schultz, 2006, p. 26). In a study of women in male-dominated fields, 9 out of 10 harassed women primarily experienced gender harassment, in absence of unwanted sexual advances (Leskinen, Cortina & Kabat, 2010). Gender harassment involves “disparaging conduct not intended to elicit sexual cooperation; rather, these are verbal, physical, and symbolic behaviors that convey hostile and offensive attitudes about women” (Konik & Cortina, 2008, p. 314). This conduct is not about misguided attempts to draw women into sexual relationships; instead, it rejects women and attempts to drive them out of the workplace - particularly when they violate gender roles by working in “male” jobs. In the present study,

we extend this work by considering a multi-faceted conceptualization of masculine gender norms. We hypothesize that women's performance of these various facets of "masculinity" will increase their risk for harassment. We further predict that work in traditionally masculine jobs and minority sexual identities will exacerbate that risk. Data for the present study come from working women in Michigan (N = 423). The women represented a variety of occupational fields that vary in their gender-traditionality. They averaged 41 years of age and 7 years of job tenure. Results were consistent with predictions. For instance, conformity to masculine norms related positively to gender harassment. Women who identified as lesbian or bisexual were also at greater risk than women who identified as heterosexual. This study supports theories that workplace harassment of women is not rooted in sexual desire, attraction, or romance. Instead, these are behaviors used to penalize gender-nontraditional women, or those who are seen as "deviant."

Talk 2: Sex-Based Harassment and Backlash against Non-Heterosexual Employees

Veronica Rabelo

Women, as contrasted with men, and LGB-identified individuals, as contrasted with heterosexuals, are at disproportionate risk for experiencing sex-based harassment (SBH) and heterosexism, respectively. Targets of both SBH and heterosexism report similarly unwelcome consequences, which can be (inter)personal, health-related, economic, and organizational (Leskinen, Cortina, & Kabat, 2011; Waldo, 1999). Given that most LGB-identified individuals who work in predominantly heterosexual settings are not fully out to their co-workers (Ragins, 2004), the purpose of this research is to analyze the unique dimensions associated with LGB employees who have experienced SBH. The research presented will examine the associations between workplace sexual identity management and experiences of unwanted sexual pursuit, gender harassment, and sexual orientation hostility, in order to bridge the research concerning (a) retaliation associated with reporting or deciding to report sex-based harassment and (b) the personal and organizational outcomes associated with being LGB-identified in a predominantly heterosexual and heteronormative workplace. Analyses will focus on (a) the extent to which one is out at work is associated with either increased or lessened likelihood to experience gender-related harassment; (b) the extent to which being 'closeted' at work either exacerbates or buffers the negative health- and organizational-related outcomes associated with experiencing harassment, due to fears of being 'outed' in an unsupportive environment; (c) the types of gender-related harassment experiences LGB employees report; and (d) directions for future study, which include examining the relationships among identity disclosure at work, fears of co-worker and supervisor retaliation, and harassment reporting experiences.

Talk 3: Recognizing and Resisting (Hetero)Normative Assumptions: Predictors of Political Engagement

Samantha Montgomery

Previous research has demonstrated that norms undergird our intergroup interactions by privileging some groups as more normative than others (Hegarty & Pratto, 2004). For example, androcentrism prescribes normative masculinity, which establishes men and maleness as the default condition to which others are compared (Bem, 1993). Relatedly, heteronormativity privileges heterosexuals as the normative group, often leading to the marginalization of sexual minorities (Ingraham, 1999). Normativity operates at both macro and micro levels, shaping institutions, interpersonal interactions, and individual assumptions. Commitment to resisting norms and changing the status quo has often been theorized in terms of collective action (Duncan, 1999). However, normative resistance may also manifest in interpersonal contexts that may be deemed trivial in comparison to broader social movements. This study examines personality predictors of everyday resistance and anti-heteronormative activism. A sample of 78 college students responded to a series of vignettes in which a normative assumption took place. Participants were asked to identify the relevant norm, prescribe behavior for assumption targets and bystander witnesses, and answer a series of questions about their own personality, attitudes, and behavior. Participants were also asked to report their past political engagement, including anti-heteronormative activism. As expected, women recognized and resisted normativity more often than men, although both groups engaged in similar levels of anti-heteronormative activism. For both women and men, openness to experience was positively related to everyday resistance and anti-heteronormative activism. The ability to recognize norms was positively related to implicit measures of resistance, but was unrelated to reported levels of activism. Positive feelings towards sexual minorities and women moderated the effect of norm recognition on anti-heteronormative activism, indicating that both factors are important motivators of anti-normative political engagement. Implications of these results and directions for future research will be discussed.

Symposium.....Willow (2:00 PM - 3:10 PM)

Chair: Diane Bowles

Case Studies for Social Cognitive Factors in STEM Success

This Symposium provides case studies and discussion by audience participants, who will serve as discussants, identifying and assessing the key social cognitive factors and mental dispositions required for underrepresented undergraduates' STEM success. This includes social cognitive methodologies; learning environment structure; alternative instructional strategies, tied to self-assessed learning styles; and STEM subject matter experts' thinking frames as frameworks for scaffolding. Johnson C. Smith University, a 167 year-old Historically Black College and University has very high retention and matriculation rates for underrepresented students in STEM (Science, Technology, Engineering and Mathematics). This is especially true when compared to nationwide STEM retention among high-need students of color. The Smith Institute is dedicated to fostering this culture of undergraduate STEM success through applied research. Through the examination of four social cognitive topical areas, this session explores the hypothesis that social cognitive factors may be critical moderating variables for high STEM success and retention among underrepresented students.

Talk 1: Case Study Developing Undergraduate Culture and Environment for Undergraduate STEM Success

Diane Bowles, Janice Kennedy Sloan

How to create a culture and environment that fosters undergraduate STEM success through Applied Research and appropriate STEM Space

Talk 2: Social Cognitive and Psychological Factors for Underrepresented Students' STEM Success

Connie Van Brunt

A case study and rubric for audience discussants identifying, analyzing, and measuring social cognitive and other psychological indicators for underrepresented students' STEM success.

Talk 3: Broadening Successful Diverse Student Participation in STEM through Self-Assessment, and Alternative Instructional Strategies and Methods

Dawn McNair

Applying Learning Style self-assessment and creative gallery for mathematical concept expression.

Talk 4: The Thought Experiment Experience and Underrepresented Students' STEM Success

Hang Chen, Lijuan Cao

The successful foundation for JCSU STEM College students is based in conducting thought experiments. With JCSU subject matter specialists, session participants will examine and experience thought experiments with subject matter experts in STEM fields.

15-Minute Presentation.....Pomodoro A (2:00 PM - 3:10 PM)

Coexistence versus Confrontation: The Effect of a Facilitation Model on Contact

Andrew Pilecki, Phillip L. Hammack

In spite of the proliferation of dialogue-based interventions within contexts of intractable conflict, there is a noticeable lack of research comparing the process of intergroup contact across dialogue facilitation models (see Pettigrew, 2008). In this study, we conducted a field experiment that compared historical narratives constructed by Jewish Israeli and Palestinian youth across dialogue conditions employing two distinct models of intergroup contact. In the first dialogue condition a coexistence (Maoz, 2011) model of contact was employed. Grounded in Allport's (1954) contact hypothesis, facilitators in the coexistence mode facilitators seek to promote a sense of commonality among groups in conflict through the recategorization of participants into a common, superordinate ingroup identity. A confrontational model (Maoz, 2011) was employed in the second dialogue condition. In contrast to the coexistence model, facilitators in the confrontational model seek the mutual differentiation of groups in order to emphasize that participants serve as group representatives rather than distinct individuals or members of a superordinate identity. Transcripts of dialogue sessions were analyzed using a hermeneutical framework (Tappan, 1997) informed by Bar-Tal's (2007) sociopsychological infrastructure and social identity

theory (Tajfel & Turner, 1986). Our results revealed that a consistent pattern of historical discourse emerged across dialogue conditions. Dialogue was characterized primarily by a Palestinian claim of victimization, to which Jewish Israelis called upon a “righteous victim” (Morris, 2001) narrative of their own history to justify the use of force. We discuss the way in which this kind of conversation reveals the interpretive repertoires youth in conflict settings inherit and actively use to enhance the positive distinctiveness of social identity and, in so doing, reproduce the narrative stalemate that underlies their intractable conflict within the dialogue setting. Implications for historical dialogue and intergroup contact in settings of intractable conflict are discussed.

Beliefs Predicting Peace, Beliefs Predicting War: Jewish Americans and the Israeli-Palestinian Conflict

Ella Ben Hagai, Phillip L. Hammack, Megan Ziman, Eileen Zurbriggen

Jewish Americans' opinions on the Israeli-Palestinian conflict can serve either to inhibit or to push forward the peace process between Israel and the Palestinians. Among the beliefs proposed to play a role in the rejection of compromising solutions to conflict are a sense of collective victimhood (Nadler & Saguy, 2004), a zero-sum view of a conflict (Kelman, 2007), dehumanization and delegitimization of the other side (Bar-Tal & Teichman, 2005) and/or a monolithic narrative about the conflict (Hammack, 2008). In this study, a sample of 177 Jewish Americans was used to test which of the beliefs proposed by theorists best predicted the rejection of concessions to the Palestinians. A multiple regression analysis indicated that high endorsement of a monolithic view of the conflict served as the strongest predictor of rejection of compromising solutions to the conflict. Endorsement of dehumanization and delegitimization statements about the Palestinians, as well as a zero-sum view of the conflict, predicted rejection of compromising solutions to the conflict to a much lesser extent. A sense of collective victimhood was not found to significantly predict support for non-compromising solutions to the conflict. This study suggests that Jewish Americans' support for compromising solutions to the Israeli-Palestinian conflict is less dependent on prejudice reduction and a belief that peace is possible, and more dependent on a shift away from a monolithic view of the conflict.

Helping a Fraught Community: Effecting and Sustaining Positive Intergroup Attitudes

Krista M. Aronson, Rupert Brown

Although findings support the use of extended contact to improve intergroup attitudes among children (Cameron, Rutland, Brown & Douch, 2006), several limitations hinder interpretability and generalizability (e.g. exclusive use of majority children, no exploration of effect durability, lack of control over story content and control group design and potential experimenter demand effects). Using a sample of 216 second and third grade participants, the current project ameliorates these oversights through an intervention designed to improve children's attitudes by: (1) involving both majority (non-Somali) and minority (Somali) children; (2) assessing the durability of extended contact effects two and ten weeks following the intervention; (3) directly manipulating two extended contact messages (common group and dual identity) through specially written children's stories; (4) incorporating a control group in which children were read stories depicting only intragroup friendships; and, (5) the use of blind researchers for post-intervention data collection. Findings from a 2 (2nd, 3rd grade) x 2 (prior contact, Hi/Lo) x 3 (common group (CG), dual identity (DI), control (CO)) factorial ANOVA indicated that second graders read extended contact stories reported significantly more positive attitudes than same age controls $F(1, 11) = 7.56, p < .05$. Deeper exploration using hierarchical regression with contrasts (C1: CG vs. DI; C2: CG/DI vs. CO) and intergroup anxiety as a mediator indicated support for C1 (.22*) and C2 (.22*). However, adding intergroup anxiety touched mainly on the first contrast (C1: .15; C2: .16*). These findings were not affected by majority status and remained durable 10 weeks following the intervention. Third grade findings yielded no significant differences. Funded by a SPSSI Sages Award, this work supports the benefits of extended contact for younger children from both majority and minority backgrounds and moves us closer to the widespread use of this technique to improve social environments with standardized tools.

15-Minute Presentation..... Pomodoro B (2:00 PM - 3:10 PM)

Assessing Individual Differences in Commitment to Beliefs-A New Measure

Matthew A. Maxwell-Smith, Victoria M. Esses

The authors developed a new dispositional measure of Commitment to Beliefs (CTB): the degree to which people feel it is important to follow their value-based beliefs. Across three phases of research that spanned 7 studies, the CTB scale demonstrated strong internal consistency, and convergent, discriminant, and predictive validity (Maxwell-Smith & Esses, in press). The current presentation focuses on the scale's conceptual foundations and predictive validity. We observed that individuals who scored higher on the CTB scale were more likely to report engaging in activities during the past month and year that followed directly from their beliefs, to act on their beliefs when given the opportunity, and showed more pronounced attitudes toward a variety of ideologically-relevant groups. These findings illustrate the utility of a dispositional

approach for examining the extent to which people are committed to and follow their beliefs in value-relevant domains.

Climate Change-Specific Social Dilemma Simulation: Research, Teaching, and Intervention Uses

Perri B. Druen, Stephanie L. Johnson

We created a climate change-specific social dilemma simulation in which participants act as corporate heads responsible for the financial worth of the company. The more the company produces relative to their rival company, the more worth they acquire but the more greenhouse gasses they emit, thus degrading the resource upon which production depends. A unique feature of this simulation is that the resource changes at a variable, rather than a fixed, rate. The simulation was administered four times with 54 undergraduates, yielding four kinds of data: 1) data from decisions made during the simulation, individually and in comparison to the competitor-e.g. we observed strategies corresponding to social dominance orientations; 2) written reflections to prompt questions, which were content analyzed to detect themes related to external validity (mundane realism), and to how the simulation related to the rationality of decision-making-e.g. students gave explanations for how governments and businesses may need different contingencies than are currently in place before they work to mitigate climate change; 3) online questionnaire intended to tap internal validity (experimental realism) of the simulation, which revealed that the simulation was highly engaging (e.g. rating average of 6 on a 7 point scale, corroborated by observations of participants' expressions of anger, frustration, glee); and 4) a pre-post questionnaire assessing the extent to which participants' attitudes, values, knowledge, and behavioral intentions were affected by the simulation. The last questionnaire was given to half the simulation groups, as well as to control participants who did not do the simulation, including 40 who learned about environmental sustainability in classes and a control group of 60 students who did not learn about the environment, allowing us to isolate the effects to the simulation itself. We will discuss use of the simulations as a research instrument, teaching tool, and intervention.

Reasons for Denying Global Warming and Implications for Interventions

Sandra L. Neumann

The science supporting global warming is clear - the planet is warming largely due to human behaviors (Intergovernmental Panel on Climate Change, 2007). It is reassuring that analyses of public opinion polls reveal that the majority of Americans believe that global warming is real (Nisbet & Myers, 2007). Unfortunately, the majority of Americans do not recognize that rising temperatures are a result of human activity (Gallup, 2009). Even more disturbing is the Gallup finding (2009) that an increasing number of Americans think that the danger of global warming is 'exaggerated'. The question at the heart of this paper is why? Why do some of us continue to deny the existence of global warming? Why do more and more of us deny the role of human behavior in exacerbating global warming? These answers are essential if we are to successfully mitigate the catastrophic effects of global warming. As such, the primary goal of this paper is to explore reasons for denying global warming. Responses to a 32-item survey were gathered from 696 college students from thirteen 2-year campuses of a large Midwestern university system. Participants were asked to rate their level of dis/agreement with 30 statements denying or supporting the existence of global warming. Results suggest three factors that influence denial in global warming: 1) Distrust in the science of global warming ("Scientists present compelling evidence that global warming is real."), 2) Disbelief of human influence exacerbating global warming ("Human behaviors are the root cause of global warming."), and 3) Belief in conspiracy theories (e.g., "The media talk about global warming just to get ratings."). The implications of these results will be discussed in the context of developing interventions to refute specific reasons for denying global warming.

Who Cares About the Future? Examining the Role of Gratitude

Ezra Markowitz

The vast majority of Americans believe that people living today have a strong responsibility to act in the best interests of future generations, even to the extent that we should be willing to make sacrifices in our own lives if doing so would leave future others better off. However, the sheer number of large-scale, intergenerational environmental, social and economic problems we currently face suggests that we are in fact not currently acting on those beliefs. In an effort to better understand this apparent disconnect and uncover plausible strategies to confront it, the present research examines two questions: Where do perceptions of responsibility towards the future come from (and, specifically, what psychological mechanisms shape our perceived obligations towards future generations)? And, how might insights from recent psychological research be leveraged to help individuals act on their beliefs about the future? Explanations to the first question have tended to focus on the role that considerations of harm and fairness play in shaping intergenerational responsibility. However, recent findings in the fields of moral and political psychology indicate that such 'justice considerations' represent just one set of inputs into our morally relevant decision-making. In this talk, I present results from a series of studies in which I explore another possible pathway to concern for the future, namely, the moral emotion of gratitude. Across four studies, I demonstrate that both dispositional and state-level experiences of gratitude, particularly towards past generations for their beneficent actions, predict both greater perceptions of responsibility towards future

others and greater willingness to act on those beliefs. Moreover, I find that the effects of gratitude are consistently stronger than those of fairness and harm considerations (among many other controls). Implications of these findings for intervention development aimed at increasing intergenerational beneficence (at both the individual and collective levels) will be discussed.

3:20 PM - 4:30 PM

Invited Symposium Birch

Chairs: Roberto Gonzalez, David Livert

International Perspectives on Social Change: New Theoretical Developments and Empirical Evidence

Two linked sessions elicit reflections and active discussion regarding normative collective action in diverse global political and religious contexts. This second session examines the empirical evidence and developing theoretical approaches to social change. The role of collective action in social change is of significant interest to social scientists and particularly social psychologists. Several theoretical approaches have been developed in order to understand the motivational, cognitive and emotional factors and mechanisms that might explain the dynamic nature of normative and non-normative collective actions. Based on different perspectives, such as social identity, system justification, relative deprivation, social dominance and intergroup emotions (group-based anger), the four papers in the present symposium address this social issue by presenting theoretical as well as empirical evidence in support of their main predictions. The studies were conducted across different group contexts and cultures that have experienced collective movements (national groups, political groups, ethnic groups). They also varied in terms of their methodology (cross sectional surveys, experiments and longitudinal panel) and analytic perspectives (multivariate and multilevel analyses). As a whole, the symposium provides new theory and empirical evidence that allows a deeper understanding of the dynamic nature of normative and non-normative collective actions. Theoretical as well as applied implications for collective action and its main psychological predictors and mediators in power relations are discussed.

Talk 1: Ideology and Protest, the Roles of System Justification and Disruptiveness

Dominic Abrams, Vagelis Chaikalis-Petrtsis, John T. Jost, Jim Sidanius, Jojanneke van der Toorn, Christopher Bratt

Three studies examined the hypothesis that system justification is negatively associated with collective protest against ingroup disadvantage. Effects of uncertainty salience, ingroup identification, and disruptive versus nondisruptive protest were also investigated. In Study 1, college students who were exposed to an uncertainty salience manipulation and who scored higher on system justification were less likely to protest against the governmental bailout of Wall Street. In Study 2, May Day protesters in Greece who were primed with a system-justifying stereotype exhibited less group-based anger and willingness to protest. In Study 3, members of a British teachers union who were primed with a "system-rejecting" mind-set exhibited decreased system justification and increased willingness to protest. The effect of system justification on nondisruptive protest was mediated by group-based anger. Across very different contexts, measures, and methods, the results reveal that, even among political activists, system justification plays a significant role in undermining willingness to protest.

Talk 2: Testing the SIRDE Model of Social Change

Peter R. Grant, Dominic Abrams, Daniel Robertson, Jana Garay

Recently a social identity – relative deprivation model of social change was used to predict support for the Scottish Nationalist Party using data from a representative sample of Scottish youth surveyed in 1987 (Abrams & Grant, in press). In this study, we predicted and found support for the central role of ideological (social change) beliefs which mediated both the link between identity and separatist voting intentions and between the affective components of relative deprivation and these voting intentions. However, this re-analysis of an old data set was limited because 1) collective efficacy was not measured, 2) the measure of the affective collective relative deprivation confounded intergroup emotions with an attribution of outgroup blame, and 3) the data were collected at only one point in time. Therefore, data is being collected from skilled immigrants experiencing credentialing problems at two points in time separated by four months. Skilled immigrant workers entering Canada are often underemployed because their foreign training and work experience are not recognized by Canadian employers, a situation described as brain waste. These data, then, allow us to test a more complete Social Identity – Relative Deprivation – Efficacy (SIRDE) model of social change. A very preliminary analysis using structural equation modeling of the wave 1 data (N = 235) suggests that ideological beliefs partially mediate a strong link between collective efficacy and involvement in protest actions. Further, this analysis replicated and extended earlier work by Grant (2008) which showed that affective collective relative deprivation is a combination of specific emotions (e.g.,

anger) and perceived discrimination, but that only the latter is linked to social change beliefs and through those beliefs to protest action. More fully developed analyses will be presented at the symposium and they will be used to discuss the SIRDE model in relation to other contemporary models of social change.

Talk 3: Global Support for Arab Ascendancy: Complexity in Developing Nations' Emotional Reactions

Felicia Pratto, Fouad Bou Zeineddine, Davide Morselli, Andrew L. Stewart, María Aranda, Chris Cohrs, Kevin Durrheim, Rob Foels, Antonio Aiello, Atilla Çidam, Veronique Eicher, Laurent Licata, Liu Li, James Liu, Ines Meyer, Nebojsa Petrovic, Francesca Prati, Reem Saab, Joe Sweetman, Xenia Chrysoschoou, Stamos Papstamou, Gerasimos Prodromitis

Objective metrics show that Palestinians and other Arabs are subordinated in terms of development, repression and control by local governments, and by more distal superpowers. Yet 2011 saw new attempts at recognition of Palestinian sovereignty in the U.N., and since December 2010, ongoing, popular protests in Tunisia, Egypt, Libya, and Syria have changed these power relations, and portend more change. Sympathetic support for popular uprisings is especially important in this international-domestic power context. We examined attitudes towards the 2010-2011 Arab uprisings and forming an independent Palestinian state among adult samples in 11 nations using 8 languages. Social dominance theory predicts that people who oppose dominance and favor equality will favor counter-dominant policies. Further, endorsement of legitimizing ideologies should at least partly mediate the influence of low social dominance orientation on support for political change to advance oppressed peoples. A multilevel model showed that lower levels of social dominance orientation predicted the belief that Arabs are competent enough to govern themselves and that outside control of Arabs is not necessary to the world's security. These beliefs, in turn, were associated with support for the Arab uprisings and for forming an independent Palestinian state, and mediated the influence of low social dominance orientation. Structural invariance for the model across world regions was shown. Emotions are important to collective action and sympathetic collective action, but we argue that people in lower power situations have more complex beliefs and emotions than those in superior collective power positions. We examined 9 emotions about the Arab protesters and counter-protesters. Results showed that emotions were more ambivalent in Developing nations than in Developed nations, largely due to beliefs about whether the U.S. is behind the uprisings. Implications for sympathetic collective action, and for research situating collective action and its psychological concomitants in global power relations are discussed.

Talk 4: Wanting to Right the Wrong: Coping with Injustice Through Collective Action

Colin Wayne Leach

Recent large-scale protests in Spain, Israel, Tunisia, and Wall Street, are only the most recent examples of a well-documented rise in political protest since the 1960s. Contrary to notions that there is a natural tendency to legitimize or justify the status quo, people (and other primates) attend closely to the morality and justice of their social relations (de Waal, 1996; Fiske, 1992; Leach, Bilić, & Pagliaro, in press). Engaging in the collective action of political protest is one, increasingly common, way to oppose wrong and to demand that it be righted. Since 2004, van Zomeren, Spears, and I have been developing a dynamic model of collective action that conceptualizes it as one particular way to cope with the undesired person-environment relationship represented by injustice (for a review, see van Zomeren, Leach, & Spears, 2012). This talk will explain our conceptual approach and review research supportive of it. Thus, I will explain why we view collective action as one form of approach coping that can be distinguished from other forms of approach coping (e.g., efforts at individual success) and avoidance coping (e.g., emotional or physical escape). Like all coping, collective action may be motivated via emotion-focused and problem-focused routes. I will review studies that show that (the emotion-focused coping of) group-based anger and the (problem-focused coping of) group efficacy are two complementary routes to collective action. I will also review newer evidence for the dynamic nature of collective action motivation. For instance, successful collective action has the power to reinforce the appraisals and emotions that motivate it. Thus, our coping model views appraisal, emotion, motivation, and action as part of the on-going dynamic process by which individuals negotiate their relationship with the social environment.

Interactive Discussion Poplar (3:20 PM - 4:30 PM)

Social Science for Sound Social Policy: How Social Scientists Can Have a Greater Role in the Policymaking Process

Alex Ingrams, Angel Colon-Rivera

SPSSI's long history of informing social policy through psychological research has given psychology an important voice in the policymaking process. Today there is a growing need for social scientists to inform the public, elected leaders, and decision-makers about the implications of their research for society in general. Despite this history and this present need, barriers often leave researchers reluctant to get involved in direct policy action. These barriers range from simple

time constraints to lack of knowledge about how to match up their work with social policy objectives; the perception that government processes are unpredictable or impenetrable; and the fear that data may be inappropriately politicized. SPSSI's Policy Coordinator, Alex Ingrams, and James Marshall Public Policy Fellow, Angel Colon-Rivera, have been working extensively with SPSSI members and an array of policy-minded organizations to reach policy solutions that bridge the gap between social scientists and policymakers. Joining them in the discussion on how psychologists can more effectively influence social policy will be several SPSSI members (Jack Glaser, University of California, Berkeley, Stephanie Fryberg, University of Arizona, and Adam Fingerhut, Loyola Marymount University) who will provide perspective on the issue. The individual accounts will enable a fruitful exploration of the unique research, policy, and legislative tools available to us, as well as some of the unexpected challenges encountered and strategies employed to overcome them.

Symposium Magnolia (3:20 PM - 4:30 PM)

Chair: Bonita London

Illuminating Barriers, Buffers, and Processes for Women in STEM Fields

The recent economic downturn highlights the importance of promoting educational preparedness and achievement to support long-term growth and advancement of individuals, families, and communities. Yet, a persistent and pervasive gap remains in education and training of members of historically marginalized groups, including women in Science, Technology, Engineering and Math (STEM) fields. Growing research suggests this disparity is due in part to the accumulation of disadvantage faced by women through exposure to psychosocial threats such as overt sexism and covert marginalization within STEM fields. Grounded in theoretical foundations from social identity theory, stereotype threat, and lay theories literatures, the four presenters in this symposium will discuss results from experimental and experience sampling studies illuminating crucial psychosocial barriers, buffers, and processes involved in women's sustained engagement and success in STEM. The first presenter (Rosenthal) will discuss evidence from an experience sampling study demonstrating the divergent effects of endorsing two forms of the Protestant work ethic on STEM women's perceptions of fit and expected persistence in STEM. The second presenter (London) will discuss results from experimental and longitudinal diary studies demonstrating the effect of anticipating gender rejection on fluctuations in STEM identity and fit among STEM women. The third presenter (Mercurio) will discuss results from experimental and experience sampling studies examining the role of situational cues about professors' lay theories of intelligence on women's interest, aspirations, and performance in STEM. The fourth presenter (Good) will discuss evidence from experimental studies examining the distinct components of belonging for STEM women, and the effects of manipulating belonging on women's math performance and help-seeking. Together, these presentations will highlight the use of cutting-edge research methods to address an issue of central importance in the current U.S. educational context - the promotion of STEM engagement among women. Each presenter will discuss relevant interventions and policy implications.

Talk 1: The Protestant Work Ethic and STEM Women's Perceived Identity Compatibility

Lisa Rosenthal, Bonita London, Sheri R. Levy, Marci Lobel, Alberto Herrera-Alcazar

Sexism and stereotypes salient in science, technology, engineering, and math (STEM) environments can communicate incompatibility between being a woman and being in a STEM field. Past work suggests that lack of perceived identity compatibility (PIC) contributes to women's disengagement and withdrawal from STEM fields. The Protestant work ethic (PWE) is a fundamental, individually held belief in the United States and other countries suggesting that hard work leads to success. Endorsement of PWE has been associated with both sexist attitudes and personal striving in past work, suggesting it could have implications for women's PIC and engagement in STEM fields. We tested longitudinally whether PWE relates to female undergraduate STEM majors' PIC and expectations of dropping out of their majors across the beginning of college. We used hierarchical linear modeling to conduct within-person analyses across six time points spanning two and a half years that examined change over time in key variables and their within-person relationships over time. Endorsement of PWE's equalizer meaning (anyone who works hard can succeed) decreased, while endorsement of PWE's justifier of inequality meaning (blaming group members for not working hard enough) did not change over time. PIC decreased and then stabilized, while expectations of dropping out increased but then decreased over time. PWE's equalizer meaning was associated positively with PIC and inversely with expectations of dropping out of one's STEM major; PWE's justifier of inequality meaning showed the opposite pattern of relationships. PIC was inversely associated with expectations of dropping out of one's major and mediated the relationship between PWE and these expectations. Results highlight the importance of studying PWE and PIC over time to uncover processes contributing to women's STEM engagement during college and other critical junctures during women's academic training and careers, and to identify policies and interventions to prevent women's withdrawal from STEM fields.

Talk 2: Gender-based Rejection Sensitivity and Identity Fluctuations Among Women in STEM

Bonita London, Sheana Ahlquist, Lisa Rosenthal

Despite explicit statements of institutional commitment to equality and advancement of women, gender disparities in the numeric representation of women in Science, Technology, Engineering and Math fields persist (NSF, 2006). A growing body of research suggests that the accumulating disadvantage of exposure to interpersonal and educational threats (e.g., in the form of overt and subtle sexism) can lead to measurable disparities in women's academic confidence, and sense of fit and belonging within STEM domains (e.g., Good et al, 2012). Recent work further demonstrates that a sense of fit or identity compatibility (particularly perceived identity compatibility between gender and STEM; PIC) is an important predictor of women's sustained engagement within STEM fields (Rosenthal et al., 2011). Yet, the subtlety of contemporary cues of sexism (Cheryan et al., 2009) may make detection of threat more difficult and thus the consequences for women's academic confidence and their PIC more variable. We integrate these notions by exploring whether women who are more perceptive to subtle cues of gender threat (i.e., high in gender rejection sensitivity; London et al., 2012) show lower confidence in their academic performance and experience greater fluctuations in their PIC over time. In an experimental study in which the threat of evaluation on a stereotype-relevant task was present, women who were more perceptive to gender threat cues (high Gender RS) showed lower accuracy in predicting their task performance compared to low Gender RS women and men. In a longitudinal experience sampling study conducted during women's first year and a half of college, we demonstrate that high Gender RS women experienced greater fluctuations in their PIC during their first year, which subsequently predicted lower sense of belonging and fit in their STEM major and lower academic grades by their second year of college. Implications for education policy and interventions will be discussed.

Talk 3: Environments and Lay Theories Shaping Outcomes of Women in STEM

Lara D. Mercurio, Mary C. Murphy, Sabrina Zirkel, Julie Garcia

The underrepresentation of women in Science, Technology, Engineering, and Math (STEM) is an ongoing area of concern to many, including psychologists, government officials and industry practitioners. Past work suggests that gender diversity is needed in STEM fields to create a more competitive work force and facilitate innovative research questions and perspectives (Margolis & Fisher, 2002). Identifying the barriers women face when considering STEM domains will help elucidate points of intervention to support women interested in these fields. Some barriers such as gender bias, stereotypes, and subtle situational cues have been shown to limit women's STEM interest, aspirations, and performance (Hyde et al., 2008; Murphy et al., 2007; Steele et al., 2002; Watt & Eccles, 2008). The current research examines how one of these barriers-situational cues-influences women's STEM outcomes. Past work has shown that women's lay theories of intelligence affect their STEM performance. Women encouraged to adopt a malleable theory of intelligence showed stronger math performance relative to those whose views of intelligence were left unchallenged (Good et al., 2003). Rather than examine women's own theories, the current research sought to identify whether the theories of others-course instructors and experts in STEM fields-would affect women's STEM interest, aspirations, and performance. In an experience sampling study, college students reported their impressions of their STEM and non-STEM instructors' beliefs about the malleable or fixed nature of intelligence and STEM abilities. Results indicated that female students, but not male students, rated their STEM instructors as endorsing more fixed theories of intelligence relative to their non-STEM instructors. A lab experiment examined how fixed or malleable messages about STEM abilities affected women's performance relative to a traditional stereotype threat condition. The implications of this work for understanding how STEM professionals play a significant role in women's STEM outcomes will be discussed.

Talk 4: Foundations of Sense of Belonging: Effects on Achievement and Learning

Catherine Good, Jennifer Mangels, Katharine Atterbury, Laura Deering

Although the percentage of science, technology, engineering, and mathematics (STEM) degrees awarded to women has increased recently, a sizeable gender gap remains (NSF, 2006). A critical step in redressing this shortcoming is understanding forces that contribute to women's underrepresentation in STEM disciplines. One factor that has recently received great attention is sense of belonging (SOB)-feeling like an accepted member of an academic community whose contributions are valued (Good, Rattan, & Dweck, 2012). Research has shown SOB to be an important factor in predicting females' math achievement, aspirations, and learning (Good et al., 2012; Mangels & Good, in prep). Moreover, SOB has been shown to mediate stereotype threat effects (Steele, Spencer, & Aronson, 2002). Despite this foundation in the literature, little is known about the underlying structure of SOB and its effects on math learning. In this presentation, we first present a new measure of three foundations of SOB: a) experiencing high achievement; b) having friends in the domain; c) exerting high effort. Second, we present an experimental study in which each foundation of SOB was induced in three conditions, followed by a math learning task involving problem solving and then by a math tutor exposure under stereotype threat or non-threat conditions. We demonstrate that, for women, high achievement-based and engagement-based belonging were both related to initial exploration of the math tutor, and only engagement-based belonging predicted deep exploration of the tutor. For men, belonging was not related to initial use or depth of tutor use. Furthermore,

engagement-based belonging protected females from stereotype-based underperformance. These findings suggest that increasing SOB may provide a critical opportunity for academic intervention. Specifically, enhancing women's SOB to math protects them from stereotype threat, and focusing on engagement-based belonging led women to engage more deeply with a math learning opportunity.

Symposium..... Pine (3:20 PM - 4:30 PM)

Chairs: Hanna Zagefka, Anja Eller

Lay Theories about Ingroups and Outgroups: Psychological Processes

Whether they are conscious of it or not, most people hold lay theories about the nature of their ingroup and relevant outgroups. The psychological processes that go along with different lay theories are described in the psychological literature on de- and infrahumanisation (Leyens et al., 2001) a belief in the common humanity of all groups (Wohl & Branscombe, 2005), and psychological essentialism (Medin, 1989). In a nutshell, people vary in the extent to which they ascribe humanity (as opposed to animality) to ingroup and outgroup members, and people vary in the extent to which they believe that groups are defined by an underlying, immutable 'essence'. Such lay theories about groups both influence and are influenced by psychologically important aspects of intergroup relations. This symposium presents four papers which highlight distinct yet related aspects relevant to lay theories about groups. Eller and Burt reflect on how infrahumanisation of outgroups is dependent on other intergroup variables, such as group identification and perceived intergroup threat. Zagefka et al. describe the processes through which essentialist beliefs about a national ingroup are linked to prejudice against outgroups. Greenaway et al. highlight that appeals to a common humanity might have unintended negative intergroup consequences. Keller et al. provide an in-depth analysis of the concept of essentialism, and explore how it is linked to intergroup attitudes. The policy implications of the psychological processes described in the symposium for changing societies are discussed.

Talk 1: Genes, Social Environment and Spiritual Forces: Distinction of Essentialist Lay-Beliefs

Johannes Keller, Svenja Diefenbacher

When explaining what makes other persons who they are, people tend to refer to an underlying nature which is held accountable for observable characteristics. This tendency to explain individuals' features by referring to essential properties has been termed psychological essentialism. Recent research indicates that the endorsement of essentialist lay-theories is associated with important consequences such as stereotyping and prejudice. However, research on the specific bases of lay-people's essentialist explanations is relatively sparse. Our research aims at differentiating distinct forms of essentialist lay-theories and at analyzing correlates and consequences of these lay-beliefs. We argue that three distinct lay-theoretical perspectives are well represented in people's essentialist beliefs. First, essentialist lay-explanations can be based on the belief that personal characteristics are genetically determined (genetic determinism). Second, essentialist lay-theorizing can reflect the belief that systematic influences of the social environment permanently shape the character of target persons (social determinism). Third, essential properties can be related to spiritual forces (e.g. god) reflecting a belief in metaphysical determinism. We developed instruments to assess and methods to manipulate these distinct components of essentialism. Results of several studies indicate that (1) both dimensions are largely independent, (2) associated with indicators of fundamental epistemic and ideological motives, and (3) that endorsement of each lay-theory is associated with important social-cognitive consequences (e.g., stereotyping and prejudice). Experimental studies revealed that rendering genetic or social deterministic explanations salient results in increased levels of prejudice.

Talk 2: Why Does Ingroup Essentialism Increase Prejudice Against Minority Members?

Hanna Zagefka, Dennis Nigbur, Roberto Gonzalez, Linda Tip

A study with British participants (N = 90) tested a potential mediator of the effect of essentialist beliefs about the national ingroup on prejudice against immigrants. It was expected that essentialist beliefs would be associated with a decrease in the perceived possibility of immigrants' adopting the mainstream culture. Further, it was expected that essentialist beliefs would be associated with an increased perception of intergroup threat, which in turn would be associated with a stronger desire for immigrants adopting the mainstream culture. Taken together, essentialist beliefs were predicted to increase the discrepancy between the desire for and perceived feasibility of culture adoption. This discrepancy was hypothesised to mediate the effect of essentialist beliefs on prejudice against immigrants. Structural equation modelling analysis and mediation analysis supported the hypotheses. Theoretical and applied implications are discussed, particularly the fact that perceptions of the ingroup seem to impact on attitudes towards the outgroup.

Talk 3: Infrahumanization: Malleable and Context-Dependent

Anja Eller, Joanna Burt

According to infrahumanization theory, prejudice and discrimination may result from the perception that the ingroup is more human than the outgroup. People's tendency to infrahumanize has been shown widely, using primary and secondary emotions to exemplify humanity, as opposed to animality. Viki and colleagues (2006) devised a new measure of infrahumanization, using words directly related to animals or human beings (e.g. person and mongrel vs. anger and guilt). The current study aims to (a) validate Viki and co-workers' findings in a different intergroup context, the 2006 Football World Cup, and (b) establish whether they represent an intergroup phenomenon by examining whether participants' responses are influenced by factors that affect group-based behaviour: ingroup identification (with England) and outgroup threat. The study was conducted before and after the initial stages of the tournament (time lag = 2 weeks), during which England played against Paraguay and Sweden. Outgroup threat should be low if England wins against the particular outgroup country and it should be high if England draws or loses against the other team. We predict (1) that participants infrahumanize the two outgroups at Time 1, (2) that they infrahumanize the outgroups at Time 2 more or less than at Time 1, depending on the level of outgroup threat, and (3) that infrahumanization is stronger with high than low identifiers. Participants were 79 English members of the public. Results generally supported our hypotheses. High identifiers infrahumanized Paraguayans and Swedish (marginally) at T1, and this significantly increased at T2 in the case of Swedish (tournament result 2:2) and it significantly decreased at T2 in the case of Paraguayans (1:0). Results for low identifiers were inconsistent. Findings replicate and extend Viki et al., showing that infrahumanization is a malleable, context-dependent intergroup phenomenon.

Talk 4: Appealing to Common Humanity has Negative Effects on Intergroup Attitudes

Katharine Greenaway, Winnifred R. Louis

It is well understood that people often deny or downplay the humanity of others with whom they conflict. It therefore seems logical that emphasizing common humanity would improve intergroup attitudes and help to reduce intergroup conflict. We present the results of three lines of work demonstrating unexpectedly negative intergroup effects of appealing to common humanity among perpetrators and victims of historical atrocities. First, this strategy reduces ingroup identification and lowers intentions to engage in collective action among victims (Greenaway, Quinn, & Louis, 2011). Second, appeals to common humanity increase prejudice among perpetrators when made in conjunction with legitimizing norms about the overall positivity of humans (Greenaway & Louis, 2010). Third, such appeals reduce empathy and increase expectations of forgiveness for wrongdoing among perpetrators, particularly when the wrongdoing appears temporally distant (Greenaway, Louis, & Wohl, in press). Together, the findings speak to the dangers of appealing to common humanity as a strategy for reducing intergroup conflict. Re-humanization is not the opposite of dehumanization.

Symposium..... Dogwood (3:20 PM - 4:30 PM)

Chairs: Frances Cherry, Ian Lubek

SPSSI, SiRCHESI – Mémé Combat: Action Research Against HIV/AIDS in Cambodia

The Salmon et al. paper links health psychology's origins to Lewin's "food habits" studies during World War II. That interdisciplinary, collaborative research program (with, e.g., Margaret Mead) increased milk and "organ meat" consumption. When Lewin's (1946-47) "Action Research" formulation appeared, field-work and community interventions followed at CCI in New York, although many neo-Lewinians opted for laboratory experimentation (1950s-60s). By 1970, new social movements/activism confronted mainstream social psychology, which would declare itself "in crisis". One solution involved adding "applied areas" of "relevant" research— SPSSI was doing this from its outset. Health Psychology received an impetus and government funding supported the research of social psychologists-turned-health psychologists. Ennis et al.'s paper fast-forwards to Cambodia in the new millennium, still recovering from the 1970s' trauma of the Khmer Rouge genocide, but now facing a rampant HIV/AIDS epidemic superimposed on endemic diseases (TB, malaria, Dengue fever, etc.). The HIV Virus passes from sexual tourists to underpaid beer-sellers, local men and their partners. Alcohol overuse reduces beer-sellers' condom use and increases HIV/AIDS risk - 20% when research began. Multi-disciplinary data-gathering and interventions are described with queries about changing policy/behaviours. The NGO's name— Siem Reap Citizens for Health, Educational and Social Issues (SiRCHESI) – resonates with the SPSSI acronym. Green et al.'s paper describes an impactful research-guided intervention which not only changed targeted health risks, but also future social/economic outcomes for 26 women. While the program was designed to create career changes within "safer" workplaces, six years afterwards, many of the most recent life-changes, and discourse, are about family matters. In the PAR spirit, community members have defined new directions for this study. Frances Cherry will discuss the role of fact-gathering and participation in both the early work of Lewin's action research organization, CCI, as well as more recent

action research projects including SiRCHESI and the Public Science Project (Fine & Torre).
(Research facilitated by 2009 SPSSI/SAGES grant to Lubek).

Talk 1: Lewin's Action Research and Health Psychology's Origins in Social Psychology

William Salmon, Ian Lubek, Asma Hanif, Michelle Green

Currently, "Health Psychology" occupies an interdisciplinary terrain, comprising behavioral and community perspectives, overlapping with public health, behavioral medicine, and critical health psychology (Marks, et al, 2005). An important Aorigin point@ was in social psychology, with Kurt Lewin studying changed eating habits during World War II, and post-war studies by research groups around Stouffer, Hovland, and others on stress, civilian morale (under bombardment), attitude change and smoking cessation. Lewin's "Action Research" (1946,1947), described shortly before his death, was implemented by researchers at CCI in New York (Cherry & Borschuk, 1998) who continued to conduct community/field interventions. During the 1960s, SPSSI social psychologists explored additional Aapplied@ problems, relevant to society. At the same time, top-down research agendas included the U.S. Surgeon General's list of health risks with social origins: television and violence, smoking, drug use, alcohol overuse. By the mid-1960s, the National Centre for Prevention and Control of Alcoholism was established (within NIMH) and a research program on drug abuse was inaugurated at the Centre for Studies of Narcotic and Drug Abuse; in the 1970s the National Institute on Alcohol Abuse and Alcoholism (NIAAA) and the National Institute of Drug Abuse (NIDA) funded health-related research by social psychologists. In 1978, Division 38 -- Health Psychology-- was formally established by the American Psychological Association, adding professional legitimization. We trace historically the appearance of health psychology chapters within social psychology textbooks (1960-2010), and examine the rising number of scientific articles (until the mid-1980s) dealing with its main topics: alcohol, drugs, marihuana, smoking, drinking, cancer, pain, and stress, as published in Journal of Personality and Social Psychology (and predecessor). Five US government agencies supported more than 50% of this research. We discuss how Health Psychology took almost 70 years to develop its institutional autonomy, with courses, textbooks, journals, conferences, and professional societies and degrees.

Talk 2: Cambodian Community Health Interventions: Grassroots-Participatory, Data-Guided, Multinational-Confronting, and Union-Striking

Naomi Ennis, Elizabeth Sulima, Michelle Green, Ian Lubek, Sarath Kros, Houl Hav, Tim Tra, Sary Pen, William Salmon, Joel Badali, Rebecca Nurse, Monica Ghabrial, Gabe Pollock, Natalie Lim, Kate Schmich, Kristy Forshaw, Michelle Tolson, Cathryn Prendergast, Sopheatra Doung, Sophear Phaal, Te Phallin Ou, Mora Sar, Mee Lian Wong, Helen A. N. Lee, Roel Idema, Tiny van Merode

Since 2000, we have worked to reduce health risks for vulnerable groups facing HIV/AIDS, alcohol overuse, and workplace violence, harassment and coerced sex. International researchers, interns, and local NGO SiRCHESI (Siem Reap Citizens for Health, Educational and Social Issues-- www.angkorwatngo.com) employ a Participatory Action Research (PAR) framework. Between 2002-2012, we interviewed 1500+ Cambodian women beer-sellers marketing individual brands in restaurants. Evidence-driven workshops delineate harmful effects of 4-10 standard drinks (27 nights, monthly; where 1 drink, 5 times weekly is the US standard). Workplace interviews/breathalyzer tests measure hazardous/harmful amounts of alcohol, forced on them by customers. Remuneration policies of global brewers make beer-sellers financially vulnerable, earning as little as \$2 per day, while requiring \$4-6. Since 2002, international companies have resisted calls for "living wages"; corporate management seems complicit with the local customers. Many men assume that beer-sellers will accept sexual propositions after-hours, to reduce their wage gap. After heavy drinking, there is decreased condom use and HIV/AIDS' risk increases. After successful health interventions, some beer-sellers (8%) abstain. "Replacement drinkers" -- "hostesses"-- are provided customers; they drink 8-10 standard drinks nightly. Limited education programs by beer companies may be untimely, coming after months of exposure to "toxic" workplace health/safety risks. It is almost non-existent for hostesses. We annually collect data from the HIV/AIDS VCCT testing centre, up to 560 interviews, about behaviours linking HIV/AIDS, alcohol, etc., monitoring community changes (2001-2011). Data is made available publically (e.g., at www.fairtradebeer.com; www.beergirls.org) to interlocutors able to affect policy change with legislators, global brewers, their shareholders, the press, trade unions and stakeholders. In July, 2011, the CFSWF trade-union's beer-sellers went on strike in Phnom Penh. After Danish and Cambodian press interviews with researchers and union leaders about this "\$2 strike", Carlsberg paid \$320 indemnity for all 600+ Angkor beer-sellers.

Talk 3: Unanticipated Participatory "Family-Way" Consequences: Cambodian Community Intervention for Women's Empowerment/Career-Change

Ian Lubek, Michelle Green, Gabe Pollock, Sarath Kros, Houl Hav, Vanna Ma, Pring Noeun, Kris Sokhouart Houn-Ribeil, Kate Schmich, Kristy Forshaw, Michelle Tolson, Neela Griffiths, Brett Dickson, Natalie Lim, Jasmin Turner, Cathryn Prendergast, Grace Halim, Claire Mason, Chris Winkler, Helen A. N. Lee, Mee Lian Wong, Sophiap Prem, Ronnye Halpern

Other papers in this symposium describe i) how Kurt Lewin's Action Research formulation guides the SiRCHESI NGO's

community health psychology interventions in Siem Reap Cambodia, and ii) the harmful/toxic workplaces for Cambodian beer-sellers of international brands, nightly facing risks from alcohol overuse, violence, sexual coercion, and HIV/AIDS. The NGO SiRCHESI, after designing “secondary intervention” programs to reduce these risks through workshops, outreach, peer-educators, etc., created a “primary” intervention, designed to completely remove women at risk from their potentially toxic environment. Since 2002, “SiRCHESI”, had targeted the reduction of HIV/AIDS risk among international brand beer-sellers, whose prevalence rates (1995-2003) varied about 21.7%, compounded by nightly beer consumption of 4-8 standard drinks. In 2006-2008, 26 beer-sellers left their toxic workplaces to join a 24-month Hotel Apprentice Program, with Khmer literacy; conversational English; health, social and life skills; and on-the-job skill-training for 8 months in partner hotels, monitored at 4-month intervals (2006-2012). Follow-up interviews and questionnaire data during 2011 and 2012, show high levels of self-esteem and empowerment, high economic indicators, and low health risks. “Family” activities start to dominate interviews –co-worker marriages, pregnancies, maternity leaves, new infants. Only 3 women remain single, many married their co-workers in the hotels, pooled their salaries, and took paid maternity leaves. None have divorced, and 12 have children. Infants are often now a part of the interviews. Collective day care issues, schooling, and family finances play more a role in the qualitative interviews. For these women, as they transformed themselves from “disreputable” beer-sellers to highly paid workers at posh hotels, they became eligible candidates for marriage and family. Almost all have followed this path– quite logical for them, albeit not anticipated in our research design!

Symposium.....Willow (3:20 PM - 4:30 PM)

Chairs: J. Taylor J. Bishop, Melissa Strompolis, Katherine Strater

Using Community-University Partnerships to Effect Change in Practice and Policy

Community-university partnerships that collaborate in work toward a common goal are beneficial for both community-based organizations and researchers because they may provide learning opportunities for all partners, transfer skills, and increase capacity. Effective partnerships may also set the stage to affect and shape social policies, services or programs, and practices (Suarez-Balcazar, Harper, & Lewis, 2005). This symposium will include several examples of community-university partnerships in North and South Carolina, including experiences with Charlotte’s housing authority, a pre-kindergarten - 8th grade school and its community, a method for promoting consumer voice in service systems, and an initiative to report and disseminate research findings to influence policy as it relates to persons with psychiatric disability. Each presentation will discuss the efforts made within the community-university partnerships to shape practice and policy. Presenters include representatives from universities and agencies, as well as consumers, who will engage the audience in discussion around efforts to utilize community-university partnerships to impact policy and practice in their own communities and contexts.

Talk 1: Charlotte Housing Authority and Genesis Project 1: Improving Wraparound

Melissa Strompolis, Katherine Strater, Alan Ford, Covia Boyd, Tomico Evans, James R. Cook, Ryan P. Kilmer

The Charlotte Housing Authority (CHA) is piloting a new service provision model for consumers receiving public housing assistance. As part of this new model, the CHA has contracted with Genesis Project 1 (GP1) to provide care coordination, clinical, and supportive services that adhere to the wraparound approach (e.g., customized plans of care that are comprehensive, community-based, and family-driven) to help families gain self-sufficiency in a variety of domains. A central method for providing wraparound services and supports is through child and family team (CFT) meetings. The CHA has partnered with UNC-Charlotte to evaluate and enhance the implementation of the wraparound approach within CFTs facilitated by GP1 care coordinators. The partnerships among CHA, GP1, and UNCC facilitates the use of constructive, data-based feedback to help implement high fidelity wraparound services with families receiving subsidized housing through CHA. The evaluation of wraparound implementation includes ratings completed by CFT participants at the end of each meeting and detailed observations by trained observers from UNCC. The university-based research team synthesizes these data and provides direct feedback to care coordinators at GP1.

Feedback is designed to provide coordinators with practical information on the effectiveness of CFT meetings and ways to improve meeting functioning to better meet families’ needs and adhere to wraparound principles. Team meeting data will also be linked with indicators of family resources and outcomes collected by GP1 and the CHA. Project findings will be reported to the CHA to provide information regarding wraparound implementation and illustrate the associations between implementation and outcomes for CHA families. On the basis of this pilot, the CHA will consider amending their standard policies and procedures to include wraparound services for all families receiving public housing assistance.

Talk 2: Reid Park Academy Initiative: Supporting a School and a Community

Katherine Strater, Alison Parrella, Laura Y. Clark, Mary Sturge, Ryan P. Kilmer, James R. Cook

Reid Park Academy (RPA) is a pre-kindergarten - 8th grade Title I school, drawing students from 8 high-poverty neighborhoods. RPA's students have long evidenced academic challenges; however, under new leadership, student achievement rose from 18% of children at or above grade level to 51%. The continuing challenges faced by RPA's children and families led to recognition of the need to go beyond traditional school-based interventions and supports. The RPA Initiative is a pilot effort to improve student academic and behavioral outcomes and meet the needs of RPA families. RPA has partnered with the Council for Children's Rights, the county's systems of care initiative, and UNC-Charlotte in the initiative's planning and implementation. Through this initiative, students in need of comprehensive services are referred to an RPA "system of care team", comprised of student support staff and representatives from six agencies; the team identifies a lead care-coordinating agency for the family, based on their resources and identified needs. The plan of care for each student and family is guided by the wraparound approach to comprehensive service delivery (i.e., family driven, strengths-based services and supports coordinated by child and family teams [CFTs]). Efforts are also underway to work with the Reid Park Neighborhood and Parent-Teacher Associations, and to reinstate the neighborhood's community center. University researchers are evaluating the initiative and providing ongoing feedback, with a focus on processes (e.g., fidelity of wraparound implementation, the services and supports provided to families, and changes in family resources) and outcomes (e.g., children's academic and behavioral functioning). The local school board has great interest in the pilot evaluation findings, as they consider replicating this initiative in other schools within the Charlotte-Mecklenburg school system. This presentation focuses on the evolution of this school-based wraparound effort, the partnerships that have guided its planning and implementation, and the multi-method evaluation.

Talk 3: A Community-Wide Forum: Increasing Consumer Voice in Service Systems

Taylor Bishop, April Liner, Candace Wilson, Angela Edwards, Ruby Lloyd, Ryan P. Kilmer, James R. Cook

Charlotte's system of care (SOC) is intended to provide a comprehensive network of services for youth with behavioral or emotional problems. The SOC philosophy places value on consumer perspectives. As such, when parents on the Community Collaborative (the County's decision-making body of system and community stakeholders) wanted to have a way for families to 'tell their stories' and ask questions of system administrators, the members of the Collaborative endorsed a plan to hold a forum for families. University researchers agreed to synthesize the content of the discussion. A partnership including a local family support and advocacy agency, representatives of the County's SOC initiative, a state SOC liaison, parents, members from the Network of Informal Supports, and university researchers collaborated to plan this effort, with the goals of providing an outlet for parents to voice their experiences and facilitating dialogue between parents and service system leaders. The forum was held in February, 2012 and promoted discussion among system leaders and service recipients by examining the system's current strengths, weaknesses, and potential practical solutions for problems. Parents participated in facilitated small group discussions, followed by a collaborative dialogue with a panel comprised of system leaders who responded to questions, concerns, and suggestions about changes in agency and system practices and policies. In planning, emphasis was placed on the need to focus on actionable recommendations and to seek commitments from representatives of major service systems. The university researchers will report back to the Collaborative regarding the key points, recurrent themes, and recommendations raised at the Forum, as well as responses and commitments made by those on the panel. This presentation will (a) describe the evolution of the Forum and the method used to bridge communication between consumers and system leaders, and (b) discuss implications for agency policy change.

Talk 4: The HOME Study: Collaborating Community Stakeholders to Make Research Matter

Greg Townley, Betsy A. Davis, Laura Kurzban, Bret Kloos

The HOME Research Study aims to examine environmental factors that can promote or impede participation in community life for persons with psychiatric disabilities. A total of 300 individuals utilizing mental health services and living independently in Columbia, SC were engaged in a series of research interviews. Participants were asked to provide information about their housing and neighborhood environments, community activities, social support, symptoms, perceptions of mental health stigma, and recovery. Preliminary findings suggest that more frequent involvement in community activities; larger and more diverse social networks; and stronger perceptions of acceptance from the community are associated with less psychiatric distress, higher life satisfaction, and a greater sense of recovery from mental illness. We expect that findings from this research project will have multiple benefits to persons with disabilities, service providers, researchers, and policy makers. Through collaboration with study participants and an advisory board of mental health consumers and services providers, data are being used to create resources to promote participation in community settings for persons with psychiatric disabilities. We will also conduct workshops to translate and disseminate reports of research findings to service providers. Finally, we intend to establish a mutual-aid group for consumers aimed at providing opportunities for social connections and mutual support.

This presentation will outline our efforts to ensure that research findings have practical benefits to study participants and service providers. We will discuss partnerships with diverse community stakeholders, address challenges associated with translating and disseminating research findings, and provide suggestions for local applications of findings and broader implications for national policy.

15-Minute Presentation. Pomodoro A (3:20 PM - 4:30 PM)

Energy Demand Reduction and Everyday Life: Studying Energy Biographies

Karen K. Henwood, Pidgeon N. Pidgeon, Catherine Butler, Karen Parkhill, Fiona Shirani

There is widespread recognition among policy makers, environmental organisations and academics alike that innovative ways need to be found to foster transitions to low carbon living - not only through low carbon forms of energy production but through the efficient consumption of energy and reductions in its everyday use. Yet we know that achieving significant reductions in energy consumption will not be easy as our habitual ways of modern living lock us in to energy intensive lifestyles and unsustainable systems of energy practice. Recognising such difficulties, innovative ways need to be found to enable people to engage with transformations towards more sustainable futures. The presentation will report on a UK research council funded study that is part of an “energy and communities” collaborative venture. It is investigating three local community level initiatives that are developing as catalysts to pathways to change. The study methodology involves building up strong research-community partnerships as the basis for carrying out the comparative case studies. At its core the study is taking a bespoke “energy biographies” approach to understanding the dynamics of energy use for demand reduction. Very little is known about how life transitions are interpreted by individuals in terms of their impacts on energy use, and how they are bound up with the different community contexts they inhabit. Our inquiries will create the empirical and conceptual space for making visible people’s everyday energy use, how their energy practices are maintained, and their ways of interacting with demand reduction interventions at the local community level.

The Relationship between Beliefs and Attitudes about Southern California Vegetation

Rupanwita Gupta

Household water to irrigate residential landscapes in southern California can be critically reduced by using native and environmentally appropriate vegetation. Based on research suggesting links between knowledge, pro-environmental orientations, and preference for desert and native landscapes (e.g., Larsen Harlan, 2006; Nassauer, 1993), two studies examined beliefs and attitudes about water-conserving landscapes. Study 1 explored how New Environmental Paradigm (NEP) beliefs (Dunlap et al., 2000), environmental concerns (Schultz, 2001), connectedness to nature (Mayer & Frantz, 2004), and knowledge of xeriscapes (or water-conserving landscapes) predicted beliefs about them in a web survey with a local college community (N = 1106). Hierarchical multiple regressions indicated that knowledge (β s ranging from 0.28, $p < .01$ for faculty to 0.37, $p < .001$ for staff) and NEP beliefs (β s ranging from 0.23, $p < .001$ for students to 0.29, $p < .001$ for staff) significantly predicted beliefs about xeriscapes. Study 2 further examined the implied relationship between beliefs and attitudes about an unfamiliar topic (Sherif & Cantril, 1946). A mail survey with southern California residents (N = 501) provided data on general values (Schwartz, 1992), beliefs, and attitudes about native landscaping, following the Value-Belief-Norm (VBN) theory (Stern et al., 1999). Hierarchical regression and mediation analyses with bootstrapping (Preacher & Hayes, 2004) documented that self-transcendence directly predicted specific beliefs ($\beta = 0.48$, $p < .001$) and attitudes about native landscaping ($\beta = 0.19$, $p < .001$). Moreover, beliefs about environmental benefits of native landscaping completely mediated the relationship between NEP beliefs and attitudes, the indirect effect being 0.07 [0.02, .13]. With 40% of the variance in attitudes about native landscaping explained, the critical roles of beliefs and self-transcendence were highlighted, reconciling landscape preference research within a social psychological framework. The potential utility of the VBN theory in studying actual use of native landscaping was discussed.

Connectedness to Nature and Pro-Environmental Behavior

Stephan Mayer, Cindy Frantz, John Petersen, Rumi Shammin

How to enhance pro-environmental behavior? Historically, one main approach has been to promote a more biospheric world view as represented by higher scores on the New Environmental Paradigm Scale (the NEP). Other approaches have included the impact of social norms and specific environmental attitudes on pro-environmental behavior. More recently, our development of the Connectedness to Nature Scale (CNS; Mayer & Frantz, 2004) taps into an older environmental approach associated with Aldo Leopold, where experiencing self as a plain and simple member of the natural world is argued to be the biospheric world view most conducive to promoting pro-environmental action. In new research, we contrast the predictive ability of the CNS, the NEP, social norms, and specific attitudes with respect to actual pro-environmental behavior. In three separate experiments, we collected psychological data on building occupants, and used

these measures to predict actual electricity consumption. The unit of analysis was always the smallest group for which electricity data was available (at either the level of apartment, floor, or dormitory). Psychological characteristics were averaged across the entire unit. We contrasted the CNS with the NEP (Studies 1 and 2), perceptions of norms (Studies 2 and 3), and attitudes specific to electricity use (Studies 1, 2 and 3). In all cases, the CNS emerged as the best – and sometimes the only – psychological predictor of electricity consumption. One major implication of these findings concerns the aims of environmental education programs. Should they be aimed at primarily increasing knowledge of the students (i.e., NEP scores) or promoting a sense of connectedness between the students and nature (i.e., increasing CNS scores)? Our findings suggest that if the goal of the program is to increase pro-environmental behavior, environmental education classes might consider promoting connectedness to nature as a basic goal.

Group Identification and Normative Concern Interact to Predict Environmental Behavior

David N. Somlo, Allen M. Omoto

This research examines the role of descriptive norms in translating concern for environmental problems into action. Results are reported from secondary analysis of data gathered from roughly equal numbers of Asian (N = 102), African-American (N = 106), Latino/Hispanic (N = 105), and Caucasian (N = 107) U. S. citizens, of which 190 were Democrats and 70 Republican. Participants reported their frequency of engaging in a range of environmentally conscious behaviors and perceptions of peer attitudes regarding conservation. Hypotheses were tested in separate but parallel analyses using variables relevant to either party or ethnic affiliation. Inasmuch as individual concern for environmental issues and perceptions of what is normative predict conservation behavior, it was hypothesized, and results confirm, that participants who perceived their ingroup as normatively concerned about the environment reported more frequently engaging in environmental behaviors (β at Step 1 > .22, $ps < .05$) across three domains (Outdoor Recreation [three items]; Environmental Activism [e.g., donated money to environmental organization; ten items]; Conservation [six items]; Cronbach's $\alpha > .78$). Moreover, these results held whether ingroup was operationalized in terms of political party or ethnic group. In addition, and consistent with research suggesting that greater group identification facilitates the internalization of social norms, hierarchical regression results across both ingroup operationalizations confirmed that identification moderated the relationship between normative concern and behavior; the positive association between normative concern and behavior across all assessed domains was greater among highly identified participants ($\beta > .15$, $p < .05$) compared to low identifiers ($\beta > -.002$, $ps < .05$). Results reveal normative concern in interaction with ingroup identification as a significant predictor of behavior. These findings have implications for the mobilization of social groups in collective action on behalf of the environment, and suggest normative concern as an important in predicting behavior across group contexts.

15-Minute Presentation Pomodoro B (3:20 PM - 4:30 PM)

Essentializing Ethnicity and Diversity: Check One vs. Check All That Apply

Leigh S. Wilton, Tiane Lee, Virginia S. Kwan

What is your ethnicity? Please check one only. In this manner, people are frequently asked to identify their ethnicity. However, by constraining individuals to identify with only one ethnicity, this question may signal rigid boundaries between ethnic groups and thus essentialize ethnicity (i.e., promote an idea that there are immutable differences or essences between ethnic groups). The present research illustrates that the instruction to check only one ethnicity (i.e., essentializing group differences) decreases diversity in two ways-by discouraging people from embracing cultural diversity and interest in intergroup contact. In a preliminary study we demonstrated that when individuals believe that group members can only belong to one category (i.e., group constraint), they essentialize those members more and are less likely to expect those members to willingly interact or get along well with outgroup members. Then, we experimentally manipulated whether or not European-American and minority participants were instructed to check one (constraint condition) or check all that apply (no-constraint condition) ethnicity on a demographic form, and then measured their interest in participating in diverse activities (Study 1) and interacting with outgroup members (Study 2). Study 1 shows that exposure to the Check-One instruction decreases ethnic minorities' desire to participate in ethnicity-related activities. Study 2 illustrates that exposure to the Check-One instruction increases European-Americans' reliance on their implicit beliefs about essentialism as a guiding framework for intergroup contact, leading those with an entity view to perceive lower likelihood of friendship with a minority member. Minority members regardless of lay theory perceived lower likelihood of friendship with a majority member. Together, these findings demonstrate the powerful impact of the seemingly small act of how we ask people to identify with an ethnic group. Results will be discussed in terms of promoting diversity goals among European-American and minority groups.

For Allah and Country: Dual Systems and the Headscarf Ban

Erin P. Hennes, Gizem Sürenkök, John T. Jost

System Justification (SJ) Theory posits that individuals are motivated to defend the existing sociopolitical systems in which they live, even at the expense of oneself and one's groups (Jost & Banaji, 1994). These arrangements have generally been operationalized as North American political systems (i.e., Kay et al., 2009). What if multiple systems exist; might they all exert independent influence? Recent research implicates religion as another system (Kay et al., 2010). In the current research, we examine whether individuals may be simultaneously motivated to defend multiple, sometimes conflicting, systems. In Turkey, a staunchly secular democracy where 97% of citizens are Muslim, attitudes appear polarized regarding the headscarf ban. The headscarf ban, based on 1920s reforms by Turkey's founder, Atatürk, aims to separate mosque and state, but also restricts women's educational and professional opportunities. The ban illustrates the potential non-overlap of political and religious SJ. "Secularists" argue that allowing women to wear headscarves undermines Turkey's secular democracy, while the "religious" insist that veiling is a sacred dictum. Discord regarding the ban has resulted in artificial dichotomization of Turks' identities as either secular or religious. We argue that this unidimensional identification blurs more complex and multiply determined motivations to defend both secularism and Islam, and that these motives sometimes conflict. In the current study, participants engaged in justification of both systems - in fact these motivations were positively correlated - and both motivations independently predicted headscarf attitudes. Furthermore, those high or low on both secular and Islamic SJ reported ambivalent attitudes towards the ban, which we interpret as goal conflict. Attitudes were mediated by the belief that lifting the ban was a threat to secularism, and were not explained by general negative attitudes towards women. Our findings suggest that headscarf attitudes may reflect competing motivations to defend multiple systems, rather than a single ideological dimension.

Two Souls, Two Thoughts, Two Self-Schemas: Positive Consequences of Double-Consciousness

Tiffany N. Brannon, Hazel R. Markus, Valerie Jones-Taylor

Double-consciousness in African-Americans has long been associated with negative consequences; and, has famously been described as "two-souls, two-thoughts...two warring ideals" (DuBois, 1903). Although long tied to adversity, the present research asks whether double consciousness might facilitate some positive consequences. Building on classic insights from W.E.B. DuBois and Richard Wright, who both invoke the term 'gifted' to describe double consciousness, the current work proposes that the 'two souls, two thoughts' of double consciousness can function as the 'gift' of two self-schemas. Specifically, we theorize that as African-Americans engage with positive aspects of mainstream-American and African-American culture they can develop (1) an independent self-schema associated with mainstream-American contexts and (2) an interdependent self-schema associated with African-American contexts. We hypothesize that these self-schemas will have implications for self-construal, behavior, and cognitive performance. Adopting cultural frame-switching methods (Hong et al., 2000), we demonstrate that African-Americans, but not a European-American comparison group, can adaptively alternate between an independent and interdependent self-schema in response to the primed cultural context. That is, African-Americans frame-switched by behaving less cooperatively (a sign of independence) when primed with mainstream-American culture and more cooperatively (a sign of interdependence) when primed with African-American culture in a Prisoner's Dilemma Game (Study 1) and Commons Dilemma game (Study 2). In Study 3, we examined the implications of double-consciousness as two self-schemas for academic performance-a domain in which African-American identity has been linked primarily with impaired performance. When activated through positive ideas and practices, we hypothesized and showed that priming African-American culture (relative to a mainstream-American culture) is associated with enhanced cognitive performance on a measure of creativity (remote associates), math persistence, and verbal problem solving skills (anagrams). Theoretical and applied implications related to the potential for identity in historically stigmatized groups to facilitate positive consequences are discussed.

4:45 PM - 5:45 PM

Presidential Address Birch

Chair: James Jackson

Embodied Social Justice: Warm Tea, Flexed Muscles, and Enacting SPSSI's Mission

Maureen O'Connor

Changing Societies:

Learning From and For Research, Social Action, and Policy

THE 9TH BIENNIAL CONVENTION

The Society for the Psychological Study of Social Issues

June 21 - 24, 2012 · Charlotte, North Carolina



SUNDAY ABSTRACTS

SUNDAY ABSTRACTS



Changing Societies

Learning From and For Research, Social Action, and Policy

PRESENTATION ABSTRACTS

9:00 AM - 10:00 AM

Poster Presentation Cypress

Putting the Public Back in Public Environmental Engagement

Bijan Kimiagar, Scott Fisher

There is a disconnect between the scientific community and public's knowledge and actions about environmental problems and challenges. These challenges require interdisciplinary solutions that are public, participatory, and utilize community-based, inter-generational partnerships. The Public Environmental Engagement Research (PEER) Group at the City University of New York Graduate Center brings together student and faculty researchers from environmental psychology—an interdisciplinary field that examines the individual, social, and contextual factors of environmental problems. We have designed our proposed session to foster discussion about public engagement explored by the multiple projects housed in our research group, as well as invite critique from others who are committed to understanding the role of communities and individuals. We hope to generate ideas during our interactive discussion for how empirical research can connect with public understanding of the complexities of our environmental future.

Self-Compassion, Perceived Stigma, and Support Seeking among Sexual Minorities

Sheri L. Chandler, Stacey L. Williams

When dealing with issues related to their stigmatized identity, individuals may face a trade-off when deciding whether to seek social support directly. They may suffer short-term consequences in order to receive social support, or may avoid short-term consequences but suffer long-term consequences of decreased psychological well-being due to limited opportunities for social support (Kaiser & Miller, 2004; Swim & Thomas, 2006). Indeed, those who perceive stigma may avoid seeking support directly and seek social support in indirect ways (e.g., hinting, seeking support without disclosing) due to fear of rejection (Williams & Mickelson, 2008). Further, indirect support seeking is related to a lack of social support while direct support seeking is related to supportive network responses (Williams & Mickelson, 2008). The present study sought to examine one mechanism that might explain decisions to seek support directly versus indirectly. Overall, self-compassion is the extent that an individual exhibits self-kindness, recognition of a common humanity, and mindfulness. Previous research has linked self-compassion to increased well-being and positive psychological functioning (Neff, Rude, & Kirkpatrick, 2007; Neff, 2003). Thus, we hypothesized that higher levels of self-compassion would be positively related to direct support seeking and negatively related to fear of rejection, perceived stigma, and indirect support seeking. We collected data from 440 (59% female) sexual minorities through participation in an online survey. Bivariate correlations revealed that self-compassion was positively related to direct support seeking ($r = .211$; $p < .01$) and negatively related to fear of rejection ($r = -.199$; $p < .01$), perceived stigma ($r = -.146$; $p < .05$) and indirect support seeking ($r = -.303$; $p < .001$). Self-compassion may serve as a protective mechanism among sexual minorities by enhancing support exchanges.

Sexist Beliefs are Associated with Negative Attitudes Towards Condoms

Daniel J. Snipes, Morgan L. Maxwell, Jasmine A. Abrams, Eric G. Benotsch, Sarah Javier

Research has identified attitudes towards condoms as a useful predictor of high risk sexual behavior. As such, understanding factors associated with condom attitudes can greatly contribute to the prevention of sexually transmitted infections (STIs). One factor that has received relatively little attention is sexist beliefs. In a growing body of literature, sexist beliefs, such as benevolent sexism and hostile sexism, have been linked to increased condom usage; however,

negative attitudes towards condoms have not been addressed. Individuals with sexist beliefs may also have negative attitudes toward condoms. The present study sought to examine the relationship between sexist attitudes and negative attitudes towards condoms among 704 undergraduate college students. Sexism contained 2 factors: hostile sexism (e.g., "Women exaggerate problems at work") and Benevolent sexism, which contained 3 subfactors: Protective paternalism (the belief that men need to protect women), positive gender differentiation (the belief that women are more refined and moral than men), and heterosexual intimacy (the belief that men are not complete without women). Hierarchical multiple regression was performed to assess the strongest predictor of negative attitudes toward condoms among all factors of sexist attitudes, while controlling for demographic factors: gender, race, age, and relationship status. The first step of the equation revealed that no single demographic factor significantly predicted negative attitudes toward condoms. The second step of the regression indicated that positive gender differentiation ($\beta = .178$, $p < .001$) and hostile sexism ($\beta = .219$, $p < .001$) were both unique predictors of negative attitudes toward condoms. Protective paternalism ($\beta = -.064$, $p = .20$) and masculine identity ($\beta = -.038$, $p = .41$) were not significant predictors of negative attitudes toward condoms. Results indicate that sexist attitudes may be concomitant with other harmful attitudes that lead to sexual risk.

Sharing Our Story: A Case for Alternatives to Suspension.

Dawn X. Henderson, Laura Short, Tami Pfeifer

In 2010, the Center for Family Child Policy at Duke University prepared a report on school suspension for the North Carolina General Assembly. The report revealed that African American students were disproportionately suspended at higher rates than any other minority population and Caucasian student. The Chapel Hill-Carrboro City School System in North Carolina is considered one of the highest performing districts in SATs, graduation rates, and academic achievement on end-of-grades tests (Chapel Hill-Carrboro City Schools, 2011); however disaggregated, these results display the clear demarcation that exists between low-income, ethnic and racial minorities and more affluent Caucasian populations. In 2006, African American and Hispanic students comprised about 27% of the total student population in the school district, yet they comprised more than 70% of the total students receiving short-term suspensions (Action for Children NC, 2007). In response to this alarming issue, Boomerang was established as an alternative to suspension program that seeks to promote resilience and positive connections with adults among youth participants. Additionally, Boomerang seeks to be a conduit for change in community's perspectives and practices regarding at-risk youth through advocacy. In consideration of this context, this discussion seeks to present knowledge regarding the current state of suspension practices in North Carolina and the nation, their implications on youth, and how Boomerang is working to change those outcomes. The presenters will elaborate on the current data surrounding suspension rates for youth, specifically minority male populations, share case studies from Boomerang participants and their experiences, and lead a discussion on interventions that serve as alternatives to suspension for youth.

Social Psychological Foundations of Attitudes about Atheists

John D. Edwards, Luke Fiedorowicz

Several recent surveys indicate that people in the US hold more negative attitudes about atheists than about other types of people such as Muslims and homosexuals. One purpose of this project was to better understand some of the psychological correlates of attitudes toward atheists. Furthermore, some research shows that many people think that religious beliefs are necessary to be a moral person. A second purpose of this project was to experimentally test previous survey findings that many people believe that religion is necessary for morality. Participants ($N = 140$ college students and staff) completed an online survey about a target person described by a short biography. Half of the participants read a biography indicating that the target was a religious person and the other half read that the target person was an atheist. Participants next indicated their perceptions of the target person's values, morality, and personality traits, then rated their attitudes toward forms of close interaction with the target, and then reported their beliefs about bases of morality and their own religious beliefs. Results showed that people wanted less interaction with the atheist and perceived him as being less moral and having less morality-related values and personality traits than the believer. These findings were moderated by participants' own level of religiosity and by their beliefs about sources of morality. Attitudes were especially more negative toward atheists among participants who were more religious and who believed religion is necessary for morality. A second study is underway using the same materials and procedures but a different participant population and comparing perceptions of atheists with target persons of specific religions (Christian, Muslim, Jewish, Buddhist, and a fictitious religion). These studies should contribute to better understanding the bases of some people's antipathy toward religious nonbelievers and possible grounds for tolerance in the future.

Stress, Social Support, and African American College Students' Psychological Well-Being

Melanie Avery, Shauna M. Cooper

Previous research has indicated that the high school to college transition can be a stressful experience for many students (Larose & Boivin, 1998). Further, investigations have suggested that this may be a period of elevated stress

for African American college students (Charles, Dinwiddie, & Massey, 2004). Studies also have indicated that African American students are more likely to devote more time to family issues than their peers (Charles, Dinwiddie, & Massey, 2004). Additionally, studies have indicated that African American college youth are likely to report experiencing racial discrimination (Brown, 2008). Moreover, research has suggested that both general and race-related stress can negatively impact academic performance and well-being (Cooke, 2002). With this in mind, studies have suggested that social support is an important resource in protecting against general and race-related stressors for African American students (Turner-Musa & Wilson, 2006). However, very few studies have examined community support as a protective factor. The current study examined general and community-specific support as protective factors against family stress and racial discrimination. Participants included 259 African American college students ($M = 21.60$; $SD = 3.56$) attending two Universities in the Southeastern region of the United States. Findings revealed that racial discrimination ($\beta = .14$, $p > .01$) was associated with greater depressive. While there was no relationship with community-specific support, general support ($\beta = .09$, $p < .05$) was associated with greater depressive symptoms. This direct association was modified by a significant interaction, indicating that community support ($\beta = .08$, $p = .01$) buffered the relationship between discrimination and depressive symptoms. Also, family stress ($\beta = .09$, $p > .01$) was associated with greater anxiety symptoms. General support ($\beta = -.15$, $p = .05$) and community support ($\beta = .12$, $p = .01$) were found to buffer the relationship between family stress and anxiety symptoms. Implications for prevention and intervention programming targeting African American college students will be discussed.

Studying Prejudice: The Importance of Considering Levels of Analysis

Dave I. Cotting, Chandra D. Mason

Since the early work of Isaac Thomas (1904), our understanding of the psychology of prejudice has not grown in a continuous manner, but increased in leaps and bounds with multiple periods of what Kuhn (1962) calls revolutionary science. Multiple societal and political events, to include the 1924 passage of the Immigration Restriction Law, World War II and the Holocaust, have fed many psychological explorations on prejudice. However and perhaps because our understanding of prejudice has been subject to much political influence and particular zeitgeists, psychologists studying prejudice have mostly focused on the causes and perpetrators of prejudice and less on its survivors (or too often mislabeled targets). Over 30 years ago, Willem Doise proposed a meta-theoretical framework that includes levels of explanation to explore the contributions of experimental social psychologists: intra-individual processes, interindividual (but intra-situational) dynamics, intergroup processes and social categorization, and cultural processes. In an attempt to better understand the psychology of prejudice from a survivor's perspective, this presentation will show how Doise's level of analysis framework was used in a stereotype threat study to identify current theoretical blind spots, unveil methodological challenges within the field of prejudice, and highlight the importance of re-exploring assumptions about the nature of prejudice.

Taking a Stand: Youth Perceptions of Bullying and School Climate

Manisha Gupta

This poster discusses the results of a survey conducted by the National Center for Community and Justice with students at six high schools in the New England area ($N = 689$). Students' perceptions of the extent to which different forms of bullying (cyber, verbal, physical harassment) occur at their schools, as well as the perceived consequences of each type of bullying were analyzed. In addition, this poster examined the extent to which various factors (one's own past history of bullying, perception of discipline enforcement at one's school, empathizing with the victim, etc.) predict students' willingness to stand up against bullying. Analyses found that students' beliefs that victims of bullying "deserve what they get" was the strongest predictor of why students choose to "do nothing" when witnessing bullying. Unexpectedly, students who reported viewing bullying as a concern in their schools were not more likely to report helping victims of bullying, or being likely to report the incident to school officials than students who did not perceive bullying to be a concern. Concerns over one's reputation, as well as a belief that bullying does not affect those who are not directly involved were found to predict students' inclination to not do anything when witnessing bullying. The data presented in this poster provide important insight into when and why students are likely to perceive bullying to be a problem in their schools, and when they are or are not likely to speak out against bullying.

Targeting Health Messages to Stages of Change: Complete Match-Mismatch Design

Cristina Godinho, Maria Alvarez, Luãsa Lima

Stage models of health behavior change, like the HAPA model, assume that interventions are more effective when tailored to the needs of people at different stages of change. However, this assumption has not been tested experimentally for this model yet, using a complete match-mismatch design. Therefore, this study aims to test whether stage-matched interventions according to the HAPA model are more effective than mismatched ones. The design is between-subjects with 2 stages of change X 2 types of intervention and a control condition. Stage of change has been measured one week before

the intervention. Measures of all determinants of the HAPA model have also been measured one week before, immediately after and one week after the intervention. A total of 96 participants completed all measures. Intervention consisted of two health messages, one targeted at non-intenders (enhancing risk perception, positive outcome expectancies and action self-efficacy) and the other targeted at intenders (promoting action planning, coping planning and maintenance self-efficacy). Preliminary analysis is in progress and we expect health messages matched to the participants' stage of change to be more effective in promoting fruit and vegetable consumption, attesting the usefulness of the stage of change construct for health message targeting.

The Effect of Explanations for Environmental Transgressions on Impact Ratings

Kaitlin E. Toner, Mark R. Leary

Does explaining away environmental misdeeds minimize peoples' judgments of their own impact on the planet? College students were confronted with examples of their own environmentally-detrimental behaviors and wrote accounts of why they acted anti-environmentally. Participants were led to offer one of three types of explanations: excuses (in which the behavior's severity is admitted but personal responsibility minimized), justifications (in which responsibility is admitted but the behavior's severity minimized), or exceptions (in which one's blameworthiness is admitted but is claimed to be atypical of one's usual behavior). Participants in a control condition had no opportunity to account for their anti-environmental behaviors. Participants then rated the impact that their behaviors had on the environment. Results showed that those who offered exceptions thought their behaviors had less negative impact than did control participants. Neither the excuse nor justification conditions had significant effects. Implications for environmental policy are discussed.

The Effect of Neighborhood Poverty on Multisystemic Therapy Outcomes

Anna Westin, Sharon H. Stephan

Research has shown that poverty can impact mental health symptoms and juvenile crime rates (e.g., Nikulina, Widom, & Czaja, 2010; Sampson et al., 2002). However, it is unknown how neighborhood poverty rates may impact outcomes among delinquent youth referred for Multisystemic Therapy (MST). MST is an empirically supported treatment designed to target multiple youth contexts that have been linked to delinquency, including the family, peer, and community domains (Henggeler et al., 2009). This study focused on exploring whether neighborhood poverty levels would have a negative impact on youth treatment outcomes, as measured by the youth being re-arrested during the course of MST treatment. All youth (N = 148) were referred to MST by the Department of Juvenile Services (DJS). The majority of youth were male (62%), African American (84%), and on average 15 years old (M = 15.27, SD = 2.15). The percentage of families below poverty (indicated by zip code census data) varied between 0.8 and 37.60. At the time of discharge, 28% of youth had been re-arrested. The results from logistic regression analyses show that neighborhood poverty levels significantly predict re-arrest for delinquent youth (OR = .93, CI = .91-.95, p = .003). However, youth age significantly moderated this relationship, such that neighborhood poverty had a stronger impact on outcomes for younger youth. Specifically, neighborhood poverty significantly predicted short-term re-arrest for delinquent youth age 14 and below (OR = .75, CI = .67-.83, p = .001) whereas this relationship was not significant for youth above age 15 (OR = .99, CI = .97-1.01, p = .69). Gender and race were not significant moderators of this relationship. Findings indicate the importance of considering both contextual and developmental variables, along with their interactions, for youth delinquency and mental health treatment outcomes. Implications for policy makers and social activists are discussed.

The Effect of Nonracist Credentials on Responses to Racial Confrontations

Stefanie Simon, Avery Mitchell, Laurie T. O'Brien

The goal of the present research is to explore prejudice confrontation strategies that targets of prejudice and discrimination can employ in order to improve intergroup relations. Specifically, this research explores how White people who make a racist comment respond when they are confronted by a Black experimenter. In an experimental study, 66 White women completed several individual tasks by themselves and interaction tasks with a Black experimenter. At the end of a race-based Implicit Associations Test (IAT), participants either received positive feedback that they hold nonracist attitudes toward Black people (i.e., nonracist credentials), or did not receive any information about their attitudes. Next, during an impression formation task, participants were either confronted by their experimenter for making a racist comment, or participants were not confronted. Results demonstrated that participants who were confronted subsequently reported less prejudiced attitudes than participants who were not confronted. However, prejudiced attitudes were moderated by whether participants were given positive feedback about their racial attitudes prior to the confrontation. Specifically, confronted participants who were given false-feedback on the race-based IAT indicating that they hold nonracist attitudes toward Blacks reported significantly less prejudiced attitudes towards Blacks than confronted participants who were not given any information following the IAT task. This reduction of prejudiced attitudes for credentialed participants who were confronted was driven by greater self-reported negative affect. On the other hand, participants who received positive feedback on the IAT task but were not confronted reported more prejudiced attitudes

than participants who did not receive positive feedback and were not confronted. The present study suggests that providing a perpetrator who makes a racist remark with nonracist credentials prior to a confrontation can result in more positive intergroup attitudes. These findings have implications for effective ways in which members of stigmatized groups can actively help to improve intergroup relations.

The Heartbeat of the Movement: An Examination of Music as a Strategy for Collective Political Engagement

Naomi B. Podber

This presentation will contribute to current research on civic engagement and political participation by examining some of the most creative and unique collective projects that currently inhabit our diverse cultural and political landscape: political music ensembles. These groups, which have become a fixture of many current social and political movements, provide a particularly substantial opportunity for examining the creative ways that individuals unite through artistic creation to collectively critique social and political norms, share knowledge, protest injustice, and envision social alternatives. I will identify dimensions of collective political engagement through music by examining findings from a study which used interviews, mapping, and participant observation to examine the narratives of participants in two distinct New York-based political music ensembles: The Brooklyn Women's Chorus and the Rude Mechanical Orchestra. Through the mapping exercise, participants were given the opportunity to make creative visual representations of the complex concurrent musical journeys, political journeys, and senses of belonging that they have experienced with their ensembles over time. The findings provide insight into individuals' experiences with and understandings of the social and political power of music, motivations for engaging in sociopolitical activism, the importance of the music in individual lives, and the potential of the arts to foster the necessary creativity for developing critical consciousness and alternative sociopolitical visions.

The Impact of Sense of Community on Physical Health Outcomes of African American Women

Sharifa James, Rhonda White-Johnson

Sense of community is conceptualized as belongingness to one's community and feeling supported by it (Sonn and Fisher, 1996). Hagerty and colleagues (1996) explain sense of community as the experience of personal involvement within one's community where they feel they are an integral part. The current literature highlights the association between sense of community with positive psychological outcomes (Mak, Cheung, & Law, 2009; Prezza, Amici, Roberti, & Tedeschi, 2001) and overall health status—largely due to the fact that mental health is an indicator of physical health outcomes (Verhaeghe et al., 2011). The current study examines the relationship between sense of community and physical health in a sample of African American women. Participants were 192 African American women who attended a cultural event in a mid-sized city in the Southeast. Individuals completed a self-report survey that inquired about their psychosocial functioning, physical health status, and attitudes and perceptions of their community. Demographic information was also collected. Both a regression analysis and logistic regression was used to examine the data. Results suggest a significant relationship between physical health indicators and the length of time one has lived in their neighborhood and the neighborhood racial composition. Additional results imply a statistically significant relationship between health satisfaction and positive feelings towards one's physical health with sense of community. In that, as sense of community increases, the level of health satisfaction and positive feelings regarding physical health also increases. The findings of this study have implications, in that, community-level variables such as sense of community, are important to the physical health of African American women. Additional findings will be discussed.

The Importance of Norms in Determining Prejudice towards Immigrants

Megan L. Stafford, Michael A. Hogg

Research to date explores the characteristics of a group or group members that make negative evaluation of outsiders more likely, but does not fully investigate how perceptions of outsiders may influence such evaluations. Social identity theory (see Hogg, 2006) and self-categorization theory (Turner, 1985) show that people are driven to have positive perceptions of their ingroups and fellow group members, but they do not detail the processes in which a newcomer to a group is evaluated and granted group membership. The present study attempts to fill this gap, with relations between immigrants and members of the host country as the situation of interest. Expanding on previous findings that civically defined nations were more tolerant of immigrants than ethnically defined nations (Pehrson, Brown & Zagefka, 2009), the primary hypothesis was that when an immigrant was expected to adhere to the central norms of the nation, they would be more positively evaluated than when they are expected to adhere to less important norms. Specifically, it was proposed that when membership in a nation is defined primarily by civic values, an immigrant's civic values determine perceptions of her more so than her ethnicity. Conversely, when membership in a nation is defined primarily by one's ethnicity, an immigrant's ethnicity would play a larger role in perceptions than her values. Participants were primed for either civic or ethnic nationalism, and then evaluated either a civically prototypical or ethnically prototypical immigrant. Hypotheses were supported such that when the evaluation target's description was congruent with the primed type of nationalism, evaluations were more positive than when they were incongruent. Implications are discussed, including better

understanding of prejudice towards immigrants and possible goals for reduction of that prejudice.

The Other Side of Intergroup Relations: Ethnic Minorities' Attitudes toward Whites

Jes L. Matsick, Ali Ziegler, Terri D. Conley

Intergroup relations are, by definition, a two-way process yet the perspectives of minorities have been given considerably less attention than the perspectives of dominant group members in social psychology (see Shelton, Alegre, & Son, 2010 for further discussion). For decades, researchers have explored the nature of Whites' attitudes, opinions, stereotypes, and behaviors toward Blacks; however, these same perspectives of Whites as experienced by Blacks have been grossly understudied (Monteith & Spicer, 2000). The present study aims to diversify the perspectives that psychologists pursue to understand intergroup dynamics by investigating ethnic minorities' attitudes toward Whites. The sample consisted of 184 participants (63.7% female; African American, $n = 33$; Asian American, $n = 63$; Latina/o, $n = 88$). Consistent with Herek's (1987) open-ended attitude protocol (as used in Monteith & Spicer, 2000), participants were asked to explain their general attitudes towards Whites by selecting and completing either a positive or negative open-ended prompt. If participants felt positively toward Whites, they started their essays with the positive prompt: "I generally have POSITIVE attitudes towards Whites because....". Similarly, if participants felt negatively toward Whites, they started their essays with the negative prompt: "I generally have NEGATIVE attitudes towards Whites because....". Responses were coded for themes by two independent coders (interrater agreement = 95.6%). Results of the study illustrate that attitudes towards Whites appear to be more positive (62% of responses) than negative (23%). Of note, participants were likely more willing to respond to the positive prompt out of concern for being depicted in a socially undesirable light for challenging the status quo. The most common responses conveyed "Discomfort with Evaluating Whites" (42%), "Grew up with Whites" (16%), and "Experiences of Discrimination by Whites" (15%). Trends and differences between the three subgroups and implications for future scale development will be discussed.

The Politics and Psychology of Denial and Social Change

Marcus D. Patterson, Michael Milburn, Emily Manove

In their landmark work, *The Politics of Denial* (1995), Michael Milburn and Sheree Conrad detailed the various socio-political forces that foster denial and work to counter the perception of the need for political and social change. In our update of this work, we will provide a more detailed examination of the components of denial and its determinants, e.g., outright denial, minimization, and distraction. We will examine recent advances that enable us to better understand the processes behind denial and how these interact with specific psychological processes in individuals and groups to work against social change. We will review recent research in neuropsychology, social, and political psychology that indicate the mechanisms of denial. We will discuss and provide examples of how various forms of political and media messaging collude with and activate emotion, cognition, and motivation to foster denial in specific forms such as climate change denial, stigma around mental illness, and scapegoating of outgroups. In particular, we will review our recent research in motivated cognition, mortality salience (fear of death), hostile attributions (anger), authoritarianism, and affect displacement, all of which can be activated by various political messages and result in various forms of denial or minimization. We will also discuss the ways in which denial can be countered by other processes such as awareness of situation blindness, empathy, effective emotional regulation and self compassion all of which can foster an awareness of the need for social change. Finally, we will discuss ways in which political movements such as Occupy Wall Street can counter denial messaging and promote consciousness raising and social change.

The Role of Precarious Manhood in Confrontations of Sexual Prejudice

Kathryn M. Kroeper, Diana T. Sanchez, Mary Himmelstein

Discrimination is an unfortunate common reality for sexual minorities (e.g., Herek, 2008) yet very few people confront sexual prejudice. This is especially problematic because confronting prejudice is one of the most effective weapons against it, particularly if the confrontation comes from those who are not part of the group that has been disparaged (e.g., Czopp & Monteith, 2003). Thus, the present project examines how perceptions of manhood relate to sexual prejudice confrontation among men. We contend that precarious manhood beliefs (perceiving manhood as an impermanent state that can be easily taken away; Vandello, Bosson, Cohen, Burnaford & Weaver, 2008) foster the disparagement of gender role violators such as sexual minorities in attempts to affirm manhood. By being complicit with sexual prejudice, men who are high in precarious manhood may reassert their masculinity and simultaneously avoid being misclassified as gay and losing status via stigma-by-association (Swim, Ferguson, & Hyers, 1999). To test the role of precarious manhood in sexual prejudice confrontation, 93 heterosexual males were randomly assigned to either be exposed to sexual prejudice or a control condition during an online chat discussion about hiring a gay applicant. Consistent with predictions however, precarious manhood predicted less confrontation of sexual prejudice, lower hiring of the applicant and greater liking of the sexual prejudiced interaction partner. In general, all participants thought that the sexually prejudiced interaction partner (compared to non-sexually prejudiced partners) perceived them as heterosexual though confronters were less likely to

make this assumption. Implications for gender role theories will be discussed.

The Role of Sexualized Rejection and Men's Body Shame in Male Sexual Aggression

Kris Mescher, Laurie A. Rudman

Past research found a link between men's body shame and their willingness to engage in sexual aggression (Rudman & Mescher, 2010). Further, men who have been bullied (e.g., teased about their sexuality) are more likely to report body shame (Shelton & Liljequist, 2002). The present research tests a causal relationship between rejecting men for homosexuality and sexual aggression. Participants were rejected either for a sexual reason (accused of being gay), for no reason, or they were not rejected (controls) by either a male or female phantom confederate. It was hypothesized that men accused of being gay would show more hostility toward women and female rape victims, and score higher on measures of sexual aggression, compared with the remaining two groups. This pattern was expected to be moderated by men's body shame and their negative affect in response to rejection. Results demonstrated that men rejected by a female confederate for being gay who were both high on body shame and upset by the manipulation responded with increased sexual aggression, including scoring higher on a behavioral measure of rape (i.e., a rape analogue).

The Short and Long-Term Effects of Legal vs. Value Messages

Ana P. Nunes, Charles M. Judd, Geoffrey L. Cohen

Diversity mandates framed in a legalistic manner that tend to take a preventative tone ("Do not discriminate or else risk a discrimination lawsuit") have been widely used to encourage decision-makers to uphold egalitarian values. A set of two studies expands on a series of preliminary results that suggest legalistic diversity messages tend to result in initial positive minority evaluations; however subsequent equally qualified minorities are perceived as less qualified and ultimately are less likely to be selected for admission or hire. The current work expands on this previous research by comparing legally worded diversity messages to value-oriented messages and utilizes both an undergraduate population and a sample of experienced human resource professionals. Both legal and value framed diversity messages appear to function similarly in encouraging decision-makers to be egalitarian in their evaluation and selection process initially. However, on subsequent decisions, legalistically worded diversity messages are particularly damaging to minority women. Two potential explanations for the underlying mechanism are explored: stereotype suppression and moral credentialing. Legalistic messages may be viewed as subtle stereotype suppression instructions that encourage a colorblind ideology. Value messages, on the other hand, may be viewed to encourage a multicultural ideology where differences are actively considered. Moral credentialing would predict that race and gender made salient by photos of applicants would be sufficient to elicit positive evaluations of minorities initially so as to "credential" the decision-maker and immunize them from accusations of bias in subsequent decisions regardless of message condition. In addition, potential explanations for why minority women are particularly susceptible to negative evaluations when decision-makers are presented with a legalistically worded diversity message are explored.

The Swinging Paradigm: Socio/Sexual Paradigm Shift

Edward Fernandes

Swinging is fast becoming part of main stream society. This presentation will focused on the functional understanding of swinging and swingers. The findings of four research studies on the topic will be presented and the implication of such findings is discussed. Swingers' sexual and marital satisfaction, STI profiles, swinging protocols and sexual activities, and swinging satisfaction. The implications of swinging will be discussed.

Study 1: The marital and sexual satisfaction of a sample of 1,376 men and women swingers were examined. Data revealed that both men and women in the sample scored high on marital and sexual satisfaction scales. No statistical differences were found in the scores of men and women in these measures.

Study 2: The prevalence and incidence of STIs among a population of swingers were measured through a self-reporting protocol. Data were collected from 2,727 participants using a survey posted on fifteen (15) international swinger's dating sites. The study explored areas of sexual behaviour, safe sex practices, and STI history. The results showed that swingers had a lower incidence of STI than that of the general population.

Study 3: The relationship between positive feelings of individual well-being as measured by scores in the self-determination and swinging satisfaction. This study compared the scores of 3,242 swingers in the self-determination scale with scores in a swinging satisfaction scale. The results showed that individuals scoring higher on the self-determination scale also scored high on the swinging satisfaction scale. Study 4: This study identified swingers social clubs online. There are an estimated 15 million people engaging in some form or organized swinging activities; there are swingers social clubs in states of the union with the exception of Idaho; there are over fifty social swinging dating sites with an average membership of over 1000,000 members; swing chat rooms and adult sites are multiplying at an increased rate on the internet; on-premise swing clubs are rapidly expanding in every state.

Traditional Gender Role Attitudes May Undermine Men's Health

Mary S. Himmelstein, Diana T. Sanchez

In 2008 and 2009, males had higher death rates than females at all age groups and among all races (Kochanek et al., 2011). They outrank women in nearly all of the leading causes of death in the United States, and males born in 2009 can, on average, expect to die five years sooner than females (Heron, 2007). Research suggests that endorsing traditional gender roles may be associated with avoidance of multiple forms of preventative healthcare and engagement in risky health behaviors. For example, among men, endorsement of traditional masculinity has been associated with health risk factors (Cournenay, 2003; Mahalik, Lagan & Morrison, 2006; Springer & Mouzon, 2011). Taking a contingencies of self-worth framework (Crocker & Wolfe, 2001), the present study examines whether men's endorsement of traditional roles promotes self-worth that is contingent on self-sufficiency and bravery, which may promote risky behavior and less use of preventative healthcare. Participants (96 men and 114 women) completed self-report measures of traditional gender roles, contingencies of self-worth, barriers to help seeking (distrust, need for privacy, problem minimization), distrust of healthcare, reports of regular checkups and risky safe sex behavior. In general, men were more likely to endorse traditional gender roles compared to women and to report barriers to health care utilization. Building on prior findings on masculinity, results suggest that men's endorsement of traditional social roles predicted self-worth that was based on self-sufficiency and bravery. In general, self-sufficiency contingency predicted several barriers to help seeking that were associated uniquely with men's use of healthcare. For women, beliefs in traditional gender roles were unrelated to contingencies of self-sufficiency or bravery though self-sufficiency contingency similarly predicted barriers to help-seeking but these barriers did not predict less use of health care. Implications are discussed with regard to gender roles, contingencies of self-worth, and gender related health disparities.

Trends in Health Messages: A Content Analysis of Men's Health and Women's Health Magazines

Amanda D. Pepper, Doris Bazzini, Alexandra Dezii, Laura Rash, Kyle Richardson

Research has shown that women are commonly portrayed in ways that lead to sexual objectification (Fredrickson & Roberts, 1997), and they are portrayed in this manner more often than men (Archer et al., 1983). Because magazine covers contain both visual images and textual information in order to attract consumers' attention, it is arguable they represent "typical" societal messages that are promoted for men and women. Though previous research has compared the photographic depictions and message content of men's and women's magazines, the types of magazines included in the majority of these analyses have varied, failing to control for overall content (e.g., Good Housekeeping versus Sports Illustrated). The purpose of this study was to control for magazine type by examining newsstand covers of Men's Health and Women's Health magazines (from 2006 to 2010) for gender differences in messages and images. Four coders were used in examining both the physical characteristics of the models (e.g., was the cover model fully clothed or not, which body parts were exposed, etc.) and the content of word captions. Every caption contained in cover statements was coded into content categories: emphasis on love/relationships, sex, dieting, exercise, physical health, psychological wellbeing, appearance, leisure, and finances. It was predicted that female cover models would be depicted in more sexually objectified ways than male cover models. Furthermore, textual messages in Women's Health were predicted to focus on dieting and weight loss more so than Men's Health. By contrast, Men's Health messages were expected to focus more on fitness and gaining muscle mass compared to Women's Health. Cover messages for Women's Health were expected to focus more on relationships and love relative to Men's Health, but the latter were expected to focus more so on finances and means of improving sexual satisfaction relative to the former.

Turkish Identification: Perceived Threat and Consequences for the Minority

Yasemin G. Acar

Social identity theory (e.g., Tajfel & Turner, 1979; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987; also see Abrams & Hogg, 2010; Hogg, 2006) evaluates the role of the self in group membership and intergroup relations. Related to social identity, self-categorization theory (Turner, 1985; Abrams, Wetherell, Cochrane, Hogg & Turner, 1990) proposes that when group identity is salient, ingroup and outgroup members begin to be viewed as prototypes of their group, more so than as distinct individuals. Social identity theory states that threats to identity are responded to differently by those who identify weakly with their group than by those who identify strongly (Haslam, Turner, Oakes, McGarty & Hayes, 1992; Oakes, Haslam & Turner, 1994). In general, prototypical group members identify more strongly with the group than nonprototypical members. However, some nonprototypical members, particularly those who want to feel accepted by the group, can publicly display their ingroup credentials by behaving highly prototypically. Participants were recruited door to door to participate in a quasi-experiment that primed either a high or low threat condition. Response to threat was hypothesized to differ such that those who perceived themselves to be prototypical Turkish citizens, and believed being a Turkish citizen was more central to their self-concept (i.e., high identifiers) would identify more strongly as a Turkish citizen than those who did not believe this group was central to their self-concept (i.e., low identifiers). Under threat, national identification was expected to mediate participants' support for public policies that limit democratic freedoms in Turkey.

Understanding Donation Decisions; Why Political Views May Not Matter

Erin E. Dobbins, Rafaella Sale, Courtney Rocheleau

More than 113,000 people await organ transplants in the U.S.; a new name is added every ten minutes and, on average, 18 individuals die daily due to the donor shortage (UNOS, 2011). Designing targeted interventions to increase the number of people who identify as an organ donor either on their driver's license or donor card is one approach to addressing the growing need for donors. Previous research has identified multiple characteristics that appear to influence an individual's intentions to designate themselves as an organ donor including demographic characteristics, religious beliefs, and political affiliation. In a sample of non-Catholic Christians, the relationships between political affiliation, individual political attitudes, and degree of liberal political orientation with donation attitudes and intentions were examined. There were no significant differences in attitudes or intentions among the different political affiliations (Democrat, Republican, Independent; p s > .15). Two individual political beliefs, regarding support for gun control (p = .02) and access to safe and legal abortions (p = .03) were associated with donation attitudes; more liberal positions were associated with more pro-donation attitudes. Political beliefs about school-based prayer, military spending, and support for embryonic stem cell research were not associated with attitudes (p s > .15). Political belief was not associated with intentions to donate (p s > .12). Finally, identifying oneself as holding a more liberal political orientation was marginally associated with attitudes (p = .06), but was not associated with intentions (p = .30). Together, these analyses suggest that political affiliation and ideology are not generally important factors in terms of organ donation attitudes or intentions among non-Catholic Christian participants. It may be the case that other factors, such as a feeling of moral obligation to donate, religiously based attitudes concerning donation, and normative support toward donation may be more important in the donation decision-making context.

Understanding Identity and Increasing Diversity Acceptance through Service-Learning

Jadig Garcia, Katia Roth, Jose Arauz, Debra Harkins

Over the last several years, many studies have looked at the effects of service-learning and identity complexity on people's attitudes towards diversity. Yet, little is known about the effects service-learning has on the development of college students' identities, and how it may influence their future attitudes about diversity. This study explored the efficacy of an undergraduate service-learning course in developing students' awareness of the complexity of human identity, and how an applied course may impact students' acceptance of diversity. Data consisted of archival information collected during the 2008-2010 academic years via a virtual learning environment and course management system, Blackboard, utilized by the university. A total of 110 student responses were analyzed to track social identity complexity development and acceptance of diversity between the first and final weeks of class. Specifically, two coding manuals were created to analyze students' social identity complexity, defined as a dimensional construct that affects a person's self-concept and their idea of others, and their subsequent acceptance of diversity. Analysis of social identity complexity yielded inconclusive results due to the large amount of posts coded as "no mention", a term used for posts that did not provide enough information to warrant a specific social identity code. Further analyses demonstrated a significant difference in the proportion of participants that endorsed diversity acceptance at the end of the semester when compared with the proportion of participants in the beginning of the semester. These findings are consistent with previous research that service-learning experiences aid in the development of diversity acceptance. Further these findings support the need for an increase in service-learning courses as a way to promote diversity acceptance and equality. Future studies need to address the mechanisms that underlie service-learning to target and incorporate specific characteristics into teaching strategies.

Understanding Why Students with Academic-Contingent Self-Worth Underperform on High-Stakes Tests

Jason S. Lawrence, Lyneth Torres, Allegra Williams, Daniel Bach

This research sought to understand why students who base their self-worth on academic competence underperform on high-stakes tests. Study 1 showed that on an ability-diagnostic math test, the more students based their self-worth on academic competence the more they experienced test anxiety, doubted their ability to do well, and underperformed. There was also evidence that test anxiety mediated the link between students' academic contingencies of self-worth and underperformance on the ability-diagnostic math test. On a non-diagnostic math test, how much students based their self-worth on academic competence was unrelated to test anxiety, assessment of their ability to do well, and performance. The next two studies provided evidence that these students are more vulnerable to test anxiety and underperformance because they seek to demonstrate ability rather than avoid demonstrating inability. In Study 2, when students thought they would take a test that revealed high math ability, the more they based their self-worth on academic competence the higher their test anxiety. When they thought this test revealed low math ability, there was no link between how much students based their self-worth on academic competence and test anxiety. Study 3 showed that on a high-ability math test, the more students based their self-worth on academic competence the worse they performed. On a low-ability math test, there was no link between how much students based their self-worth on academics and their performance. These results can inform educators interested in creating academic environments that reduce student anxiety and underperformance.

Use of Theater as a Tool to Educate Black Women on Diabetes

Amber E. Burgin, Jonathan N. Livingston

From 1980 through 2009, the number of Americans with diabetes has more than tripled (from 5.6 million to 19.7 million) (CDC, 2011). Thirteen percent of the African American population age 20 years or older has diabetes (ADA, 2005). One in four African American women over 55 years of age have diabetes, and twenty-five percent of African Americans between the ages of 65 and 74 have the disease (ADA, 2005). Compared with men, women struggle more with diabetes self-management, have poorer metabolic control and have poorer outcomes over an extensive range of diabetes-related issues (quality of life, daily hassles and anxiety) (Whittemore, Melkus, Grey, 2004). Finding a way to educate African Americans of all ages, and more specifically black women, on the need for diabetes education is imperative for the health of current and future generations. With the alarming rate that diabetes continues to increase in the United States, particularly among African Americans, and its disproportionate affect on African American women, it is important to continue to explore this issue in an effort to decrease its prevalence. This study sought to evaluate the effectiveness of the play: "A Touch of Sugga" and the increase in knowledge and behaviors acquired by the female African American audience members. The study assessed: 1) how effective theater is in increasing awareness/knowledge of diabetes within female African Americans, and 2.) How effective theater is in increasing the likelihood of changing pro-social behavior among female African American participants and;3) If there is a relationship between health status and knowledge of diabetes for African American female participants? Retrospective pre-post test design was utilized to analyze the effectiveness of the play. Analysis showed an increase in pro-active behavior, and an increase in diabetes knowledge/awareness. Overall, theater was effective for increasing diabetes knowledge/awareness and pro health behaviors among the targeted population.

Using Justification to Discriminate Against Women in Transnational Hiring Decisions

Amanda N. DeVaul-Fetters, Victoria M. Esses

Despite equal opportunity laws prohibiting gender discrimination in the workplace, many North American companies report being reluctant to send women on overseas assignments, primarily justifying these decisions by suggesting that foreigners' prejudice against women would hinder their success (Adler, 1994). The present study sought to examine the role of justification on transnational hiring decisions within the framework of Crandall and Eshleman's (2003) model of justification for discrimination. Canadian participants were asked to make seven transnational hiring decisions, choosing to send either a male or female employee to China, Saudi Arabia, Pakistan, Japan, India, England, and the U.S. Half of the participants were given the opportunity to justify their decision. All participants rated how much they preferred their chosen candidate and how difficult their decision was. Overall, participants chose to send men more often than women, suggesting systematic discrimination toward women in transnational hiring decisions. Results also suggested that participants who were not able to justify their decision preferred their chosen candidate less and found the decision to be more difficult than those who justified their decision. When men were chosen, they were preferred significantly more than when women were chosen, and participants rated their decision as less difficult. Preliminary analyses of the justifications suggest that many participants relied on stereotypes to rationalize their decisions. These findings provide evidence for systematic discrimination against women. Not only were women less likely to be selected for an overseas job assignment, but when they were selected, they were preferred less than men who were selected. Canadian employment and governmental policies should focus on dispelling false assumptions that hiring managers may have regarding the appropriateness of sending women to work abroad. Discriminatory hiring practices based on stereotypes limits women's career mobility, in this case in an international context.

Validation of the Spanish Multigroup Ethnic Identity Measure

Bee A. Nash, Farrah Jaquez, Lisa Vaughn, Shannon Ballard, Natalia Dohn

The number of Spanish speaking immigrants living in the United States continues to grow steadily and the research literature has struggled to keep up with this growing number of Spanish speakers. One measure that is lacking in validity evidence for Spanish speakers is the Multigroup Ethnic Identity Measure (MEIM). The MEIM has been used among Spanish speakers to assess ethnic self-identification. However, there is no information on the validity of the Spanish measure. The purpose of this study was to examine the factor structure and construct validity of the Spanish MEIM-2. Data was collected from attendees of the 2011 National Convention of League of United Latin American Citizens (LULAC; N =295). As a first step, in order to determine metric equivalence of the translation, the back-translation technique was utilized and results were compared for consistency. Then an exploratory factor analysis (EFA) was conducted followed by a confirmatory factor analysis (CFA). An EFA with principal component as method of estimation; oblim rotation revealed a two-factor solution explaining 74.7% of the total variance. The CFA results revealed all exploration factor loadings were significant and of large magnitude. Moreover, the belonging factor loadings were smaller, but also significant. Overall, results suggest that the fit between the Model and the observed data are adequate. This study expected a two-factor solution, like its original English version. Indeed, the two-factor solution of the Spanish MEIM-2 is valid or quite similar to the MEIM-2. Our results support previous evidence that ethnic identity is best measured as two distinct but related constructs: exploration and belonging.

We add to the existing literature on ethnic identity and measurement by providing the first evidence for the validity of the Spanish MEIM-2. Future studies should seek to provide stronger evidence for the Spanish MEIM-2 by looking at its developmental component.

Victim Group Responses to Perpetrator's Expression of Guilt and Shame

Sabina Cehajic-Clancy, Rupert Brown

Postconflict societies have many issues to address when it comes to dealing with the past, restoration of intergroup relations and ultimately reconciliation. Social psychological research has recently started to address those important issues mainly from the perpetrator perspective (e.g., collective guilt). However, with some exceptions, the victim group perspective remains untackled. One important question that requires to be examined concerns the effects of different emotional reactions expressed on behalf of the perpetrator group on intergroup trust and reconciliatory behaviour. We will present findings from two studies conducted in the aftermath of Bosnian conflict using Bosniak high school students as our participants. Study 1 (N = 172) was a correlational study showing support for a model in which victim perceptions of emotional attitudes by the perpetrator group (guilt, different types of shame, no emotion) were predicted to be related to intergroup trust and reconciliatory behaviour. The results showed that perceiving the perpetrator group as feeling guilty for the past misdeeds positively, and as showing no emotions negatively, predicted trust in the outgroup (Serbs) and consequently led to an increased belief in intergroup reconciliation and personal positive behavioural orientation towards the outgroup. Study 2 (N = 164) followed this up by experimentally manipulating different perpetrator emotions while specifically talking about Srebrenica genocide in 1995. Results showed that expressions of collective guilt and, to a lesser extent, by feelings of shame (essence), increased the level of outgroup rehumanization and decreased negative emotions felt towards Serbs.

Violent Male-Female Relationships in the Media

Peggy J. Cantrell, Jamie A. Tedder, Christine L. Pearson, Julie Clinton

Previous research has examined the effects of viewing media images on psychological constructs such as body image (e.g. Dohnt & Tiggemann, 2006), aggression (e.g. Coyne et al., 2011), and sex roles (e.g. Signorielli, 1989). However, very little research has explored the portrayal of male-female relationships in the media, and what factors might influence the effects such depictions have on viewers. The current study examined whether reported history of abuse by an intimate partner influenced how men and women rated media images portraying violent male-female relationships. It is hypothesized that abuse will be positively correlated with image ratings and that men would view the images as more positive than women. Participants included 284 college students who completed an online survey in exchange for extra credit. Mean age for participants was 21.1, with the majority being female (75.4%). Intimate partner abuse was assessed using the Revised Conflict Tactics Scale (CTS2) (Straus, 1996). Ten items were developed by the authors to assess attitudes toward images depicting violent male-female relationships were rated on a 4-point Likert scale (0=Very Negative; 3=Very Positive). Reliability was assessed using Cronbach's index of internal consistency for both the CTS2 ($\beta=.94$) and attitudes toward images depicting violent male/female relationships ($\beta=.85$). Bivariate correlations were conducted in order to test the main study hypothesis. Results indicated that higher levels of reported partner abuse were significantly and positively correlated with more positive ratings of images depicting violent male/female relationships ($r=.19, < .01$). Therefore the hypothesis of the study was confirmed. Results may indicate that individuals who report having experienced intimate partner violence may be de-sensitized to violent depictions of male-female relationships and therefore more likely to rate the image positively. However, future research should further examine the causal relationship between abuse history and attitudes toward depictions of violent male-female relationships.

Visual Attention to Power Posers: People Avert Their Gaze from Nonverbal Displays of Power

Elizabeth Bailly, Amy Cuddy, Sarah Gaither, Dana Carney

Existing literature suggests that people visually attend more to powerful/high-status people. However, previous studies manipulated target power/status via the target's role (e.g., CEO or judge vs. mechanic or fry cook) or clothing (e.g., business suit vs. sweat suit). We hypothesized that power posing - adopting open, expansive postures, such as standing with feet apart and hand on hips - would actually elicit the opposite response: people will avert their gaze from high-power (vs. low-power) posers, deferring to their perceived authority and avoiding confrontation, a finding that would be consistent with the literature on non-human animal hierarchies. In a 2 (target power pose: high, low) X 2 (target gender: male, female) between-subjects design, participants (N = 81) were randomly assigned to view a series of photographs of either a White man or a White woman in a series of high or low power poses. Poses varied on the two nonverbal dimensions directly linked with power: expansiveness (i.e., the amount of space taken up) and openness (i.e., limbs open or closed). Each participant's gaze behavior was recorded using an eyetracker, with a sampling rate of 60 Hz and a screen resolution of 1280 x 1024 pixels. As expected, participants looking at high-power posing targets averted their gaze from these targets (to the background of the photo) compared to participants looking at low-power posing targets. Moreover, this relationship was mediated via perceived power. The findings

suggest that the way in which power is communicated - role vs. nonverbal display- can shape the course of an interaction, influencing the extent to which people do or do not visually attend to one another.

Weight-Based Identity Threat and Health

Jeffrey M. Hunger, Brenda Major

94 women who had previously rated themselves on a scale from very thin to very heavy were randomly assigned to read a news article that discussed employer's reluctance to hire either individuals who are overweight or those who smoke. After summarizing the article while facing a video camera, participants viewed a neutral movie with snacks provided before completing a measure of dietary self-control. Significant perceived weight by condition interactions revealed that women who rated themselves as heavy consumed significantly more calories after reading the weight article, whereas calorie consumption did not differ by condition among women who rated themselves as average weight or thin. Furthermore, reading the weight article decreased perceived self-control of diet among women who perceived themselves as overweight, whereas it increased perceived self-control among women who rated themselves as average weight or thin. Notably, BMI did not interact with condition, nor did including BMI as a covariate alter any effects. This buttresses the claim that perceived weight, more so than actual weight, increases a person's vulnerability to experiencing weight-based identity threat (Hatzenbuehler et al., 2009). These findings are discussed within a broader framework of weight-based social identity threat and health.

Who's on Top? Power and Sexual Harassment in the Workplace

Kathryn J. Holland, Melanie M. Henderson, Lilia M. Cortina

One in two women will be sexually harassed in the workplace, and may experience negative psychological and occupational outcomes as a result (Cortina & Berahl, 2008). Women face harassment from higher, equal, and lower status men, but little research specifically examines harassment from a subordinate (i.e., contrapower harassment; Benson, 1984). The current research addresses this gap by examining the effect of relative power on women's responses to two subtypes of sexual harassment: crude gender harassment (e.g., offensive sexual jokes) and sexist gender harassment (e.g., questioning women's competency; Fitzgerald et al., 1999). We exclusively examined women because sexual harassment is most frequently committed by men against women (Berdahl & Raver, 2011). We conducted two web-based, vignette experiments which manipulated relative power (high, equal, low) and harassment type (crude, sexist, no harassment), and examined participants' affective and cognitive responses. We used a three by three mixed model design with relative power condition as a between-subjects factor and harassment type as a within-subjects factor. Thus, participants were randomly assigned to one of the three relative power conditions, but they read and responded to all three harassment vignettes. We hypothesize that compared to women with low relative power, those with high relative power will be less likely to label the experience as "sexual harassment," but will respond more directly to the harasser's behavior. However, we anticipate that participants across power conditions will experience more negative affect and interference on a cognitive task following the harassment scenarios compared to the control condition. Given the increasing number of women in leadership (Alvesson & Billing, 2009), the implications of power for women's sexual harassment experiences are considerable. Future research will explore the effects of sexist and crude gender harassment on different perpetrator-target configurations (e.g., male-male, female-male, female-female).

With Great Power Comes Great Responsibility: Social Psychology & Philanthropy

Salena M. Brody

Kurt Lewin is credited with the words "Learning is more effective when it is an active rather than a passive process." In the spirit of Lewin's message, this poster will showcase an approach to teaching Social Psychology that encourages students to become agents of social change. Students taking Social Psychology each semester read Cialdini's *Influence: The Psychology of Persuasion* and are challenged-as a class-to creatively apply the tactics they learned to a philanthropy project. Over the past 5 years, these voluntary projects have yielded nearly \$7,000 in donations to various social justice causes, including prosthetics for landmine victims, bed nets for malaria prevention, disaster relief (tsunami, floods, earthquakes), and more. While many of these projects have received recognition and accolades, this work has never been shared with a social psychological audience. The goal of the poster is share this work within the discipline and to illustrate what kinds of change-making projects can be accomplished in just a few weeks-with few institutional resources, busy faculty, and no grade incentive for students. The poster will detail several of the projects and the pedagogical approach used to translate classroom learning into successful philanthropic action.

Women's Anger in the Workplace: Intersecting Race and Gender Stereotypes

Elaine C. Diccio, Yidi Li, Stephanie A. Shields

Anger is associated with competence and status (Tiedens, 2001; Tiedens, Ellsworth, & Mesquita, 2000) - but this may only

be true for White men who express anger. Brescoll and Uhlmann (2008) found that women who were angry encountered backlash (e.g. Rudman, 1998) in that they were seen as less competent, as having less status and as having a lower salary than their angry male counterparts. In this study, backlash ensued because anger violated prescriptive gender stereotypes of warmth. The current study extended Brescoll and Uhlmann's (2008) work to include perceptions of Black women's anger, given that there are emotion-relevant stereotypes about race (e.g. the Angry Black Woman; Reynolds-Dobbs, Thomas, & Harrison, 2008). The purpose of this study was to examine how race and gender stereotypes intersect to produce unique perceptions of Black women's anger, and to explore how status additionally affected perceptions of women's anger. The current study manipulated emotion expression, race, and status of a female target. Results indicated that Black women were viewed as more agentic when angry than were White women, and that regardless of emotion expression, White women were marginally seen as more warm and communal across conditions. Results showed a status/race interaction where low status Black women were seen as more hostile than low-status White women. I concluded that there are nuances in how race and gender stereotypes affect perceptions of Black women who describe an anger-provoking event. It is unclear whether perceptions of angry Black women as agentic ultimately results in negative or positive consequences for Black women. Black women may be more likely than White women to incur backlash for expressing anger because Black women are seen as more agentic (e.g. Rudman & Glick, 2001) - conversely, high ratings of agenticism may indicate positive perceptions (e.g. strength).

Work-Family Expectations of College Students: 25 Years of Research

Chandra D. Mason, Tracey A. Revenson

The Bureau of Labor Statistics (BLS; 2011a) reported that in 2010, nearly 71% of women and nearly 94% of men with a child under the age of 18 were either employed or looking for work; likewise, the majority (58.1%) of married-couple families with children under the age of 18 years reported that both parents participated in the labor force. Given the number of people in the United States who are combining paid work with family roles (e.g., parent, spouse), it is not surprising that a voluminous body of research on the work-family relationship-and strategies for effectively managing it - exists. However, the dominant trend in this literature is its focus on people already occupying work and family roles, as opposed to those who may (or may not) be anticipating a work-family relationship for themselves (Weer, Greenhaus, Colakoglu, & Foley, 2006). Thus, what work-family expectations do people have prior to forming a work-family relationship? Highlighting the methodology of systematic literature review, the proposed poster will present evidence of five themes that emerged out of the last 25 years of empirical research on college students. Specifically, the majority of studies reported that both heterosexual college women and men placed high importance on work and family roles, and they expressed traditional partnership preferences and intentions over egalitarian ones, including the shared expectation that women will drop out of the paid work force after motherhood. Perhaps not surprisingly then, most studies found that very few college women and men anticipated high levels of work-family conflict (with women expecting slightly more role conflict than men), and reported very little multiple role planning. Limitations and directions for future research that were identified will also be discussed.

10:00 AM - 11:10 AM

Symposium.....Pine

Chairs: Kim Case, Michelle Lewis, Desdamona Rios

Applying Intersectional Theory to Teaching Social Issues: Community-Based Learning as Pedagogy for Effecting Social Change

In 1989, Crenshaw introduced the term "intersectionality" to explain that complex identities (based on race, gender, sexuality, class, age, etc.) contrast with categorical generalizations about social groups. Patricia Hill Collins' (1990) "matrix of domination" also provides a conceptual structure to aid current understanding of the various social locations that result from complex identities in both privileged and oppressed groups. The intersectional approach provides instructors and students with a sophisticated critical framework for examining the complexity of identity. How can psychology instructors develop a deeper understand of intersecting identities among our students? This symposium includes pedagogical approaches using intersectional theory to teach LGBT psychology, promote student application of theory through community education, and enhance understanding of identity among feminist activists around the world.

Talk 1: The Intersections of Identity Public Education Project

Kim Case

The “Intersections of Identity Education Project” required students to utilize their newfound knowledge of intersectional theory for public education (by creating brochures, websites, videos, blogs, workshops, etc.). The assignment provided avenues for students to learn through application of intersectionality to social justice issues and lived experiences while sharing knowledge with peers and the wider community. The project learning goals included: 1) promoting student understanding of multiple social identities, intersectionality theory and the complexity of group membership and identities, and the matrix of oppression; 2) providing experiential student learning opportunities for direct and applied social action with regard to intersecting identities; and 3) developing students’ pro-social behavior and strengthening their public education skills for building community awareness of social inequalities. Student projects included brochures, workshops, videos, documentaries, and more. Student evaluations of the project indicated their learning would last well beyond the course. One student shared that the project helped her realize ““we can change things one person at a time.” Another recognized the value of the real world application of theory and proclaimed that “applied knowledge is key!” Student project outcomes as well as pedagogical application to various psychology courses will be highlighted.

Talk 2: Intersectional Pedagogy for Teaching a Black LGBT Psychology Course

Michele Lewis

The college experience for first year college students in liberal arts curriculums commonly includes attention to general education objectives, to develop or enhance the students’ cognitive skills. In the context of a historically Black university in North Carolina, a liberal learning seminar was developed for first year students. General education objectives were central to the learning objectives of the seminar. This case study details the pedagogical choices used in the liberal learning seminar, which was comprised of content that focused on people of African descent who also identify as sexual minorities and/or identify as gender non-conforming persons. Thus, intersectionality was integral to the seminar’s content. The seminar’s specific objectives were to improve first year students’ critical thinking and critical reading, while the students also gained exposure to information about an understudied population of marginalized people. The course was presented under a liberatory psychological framework. The successful and unsuccessful assignments provided in the seminar are discussed with suggestions for future such courses to be designed for first year students within a similar university context.

Talk 3: Lessons in Action: Using the Global Feminisms Project to Teach the Theory of Intersectionality

Desdmona Rios

As the concept of intersectionality becomes more mainstreamed in curricula in higher education, many students understand the theory to simply mean that all persons hold multiple intersecting identities such as race, gender, class and sexual orientation. Absent from their understanding are the structural issues that perpetuate unearned privilege held by some groups, while maintaining the subordinated status of others. In fact, Crenshaw (1990) offered the concept of intersectionality as a way to recognize intragroup differences and to explain how the intersection of multiple social identities can differentially change the experience of a person based on where their social identities are located in a hegemonic structure. In this presentation, the Global Feminisms Project (GFP) will be used to demonstrate how to teach the theory of intersectionality as a dynamic theory, one that is useful for understanding how power and privilege are differentially embedded in social identities held by different groups of people. The GFP is an archive of interviews with women activists/scholars from China India, Poland and the United States whose work spans a wide range of social and political issues. The interviews lend themselves to teaching about structural and political intersectionality (Crenshaw, 1990) as well as intersectional invisibility (Purdue-Vaughn, 2009). At the same time, the GFP offer examples for how to use intersectionality to identify commonalities across groups of people that are useful starting points for forming coalitions. By teaching students to understand intersectionality beyond the idea that all persons “have intersectionality,” we can highlight how difference is used to justify structural and political oppression, as well as strategies for forming coalitions across differences.

Interactive Discussion Juniper (10:00 AM- 11:10 AM)

Dissertations AND Diapers: Navigating Pregnancy, Adoption, Parenthood, and Graduate School

Kala J. Melchiori, Patricia N. Gilbert, Sarah Grace, Lauri L. Hyers

Abstract: “Something about [my daughter] is so innocent, so whole. She can have her books...her dance. She doesn’t need to chose between them...she fits into herself just fine. Regardless of where I eventually end up with relation to the academy, that is what I want to do: I want to fit into myself. Nothing more and nothing less.” - Evans, 2009; excerpt from “Mama, PhD”The decision to become a parent is important and complicated, but to date there has not been much support

for those who choose to become parents while in graduate school within the academic community. Inspired by the article “Dissertations vs. Diapers” (Siblo, 2012), which appeared in gradPSYCH, the APA’s graduate student magazine, the goal of this interactive discussion is to expand upon the information included in the gradPSYCH piece as well as foster a network of graduate students and faculty who can offer advice and support for parenting graduate students. Our interactive discussion will focus on the author’s experiences with parenthood and graduate school. The authors will be prepared to discuss four dimensions of parenthood and graduate school. First, the authors can comment on the considerations for starting a family in graduate school, how to navigate graduate school while pregnant, and pregnant student rights. Second, the authors have experience with parenting student rights, breast-feeding and pumping on campus, and developing an academic support system as a parenting student. Third, one author can offer advice on adoption while in graduate school, including how she successfully returned to graduate school after a brief leave. Fourth, the authors will share how parenting during graduate school can be beneficial for both parent and child. Our discussion will emphasize how fitting parenthood into the self during graduate school is a rewarding decision that is not antithetical to one’s academic identity.

Symposium.....Willow (10:00 AM- 11:10 AM)

Chair: Stephen Reysen

Global Citizenship

In this symposium we will explore research examining global citizenship. Past theorizing has argued that global citizenship is a positive concept in that it is defined and related to various positive constructs such as valuing other cultures, social justice orientation, sustainability and environmentalism, national equality, empathy, and feeling a responsibility to act (e.g., Andrzejewski & Alessio, 1999; Davis, 2006; Hanvey, 1976; Haydon, 2006; Hicks, 2003; Oxfam, 1997). We define global citizenship as awareness, caring, and embracing cultural diversity, while promoting social justice and sustainability, coupled with a sense of responsibility to act (Pierce, Reysen, & Katzarska-Miller, 2010). While many global education theorists have suggested that global citizens embody and display a wide range of pro-social behaviors (e.g., concern for the environment), little research within psychology has explored this identity. During this session we’ll present qualitative and quantitative, as well as basic and applied research examining global citizenship. Stephen Reysen will present research that explores the content or meaning of global citizenship in comparison with other superordinate identities (e.g., human, cosmopolitan), and present a model of the antecedents and outcomes of global citizenship. Iva Katzarska-Miller will present research that examines the correlates of global citizenship, and discuss her research exploring the relationship between religiosity, religious motivations, political orientation, global citizenship, and pro-social values (e.g., support for world peace). Jeannette Diaz will present research exploring the students’ development of critical global consciousness in. Together, the three presentations will explore global citizen identity research and discuss the associations with active participation in changing society and the applications in the classroom.

Talk 1: Content, Antecedents, and Outcomes of Global Citizenship

Stephen Reysen

Social identity (Tajfel & Turner, 1979; Turner et al., 1987) researchers have emphasized the importance of group content. When a particular group membership is salient, the more strongly one identifies with the group, the greater depersonalization and self-stereotyping occurs in line with the group’s content-norms, beliefs, values, attitudes, behaviors (Turner et al., 1987). Each group has a prototype, or set of interrelated attributes (i.e., group content), that are specific to that group (Hogg & Smith, 2007). Which group is salient depends on the context, and one’s degree of identification with the group predicts adherence to the group’s normative content (Hogg & Reid, 2006; Turner et al., 1987). For example, Nickerson and Louis (2008) found that national identification interacted with perceived group norms to predict less favorable attitudes toward asylum seekers, while human identification interacted with the perceived human norms to predict favorable attitudes. During this session, I’ll present research that empirically examines the content of global citizenship identity compared to other superordinate identities (cosmopolitan, world citizen, international citizen, human) and subgroup identities (e.g., national, state, student). Global citizenship identification uniquely predicted a variety of pro-social values (e.g., valuing diversity, intergroup helping) beyond the other superordinate and subgroup identities. Results highlight the unique content or meaning of global citizenship that differs from other identities. Following the findings showing global citizenship identification is related to pro-social values (e.g., intergroup empathy, social justice), I will present a model of the antecedents and outcomes of global citizenship. In two separate studies, the antecedents global awareness and normative environment predicted global citizenship identification, and global citizenship identification predicted endorsement of intergroup empathy, valuing diversity, social justice, environmental sustainability, intergroup helping, and felt responsibility to act.

Talk 2: Global Citizenship: Reality or Intellectual Nonsense

Iva Katzarska-Miller

Opponents of global citizenship point to the lack legal status and frame usage of the term as liberal propaganda. Indeed, global citizenship is not a membership in terms of legal standing (Schattle, 2008) or determined by where one is born (Caruana, 2010; Davies & Pike, 2009). While no official governing body exists with respect to global citizenship, interviews with individuals who self-identify as global citizens act for the betterment of humanity (Schattle, 2008). In this symposium I will present a series of studies with results showing global citizenship identification positively associated with pro-social values (e.g., intergroup empathy) and behaviors (e.g., intention to do community service). The results of these studies highlight the notion that although global citizenship is not a legally recognized group membership, those who self-identify, do indeed endorse values and behaviors for the betterment of humanity as a whole. As a second portion of this symposium I will also present results from a series of studies that examine the associations between political orientation, religiosity, religious motivation, and global citizenship. While lay perception of Christian religiosity is tied to fairness, helping, and social justice, research within psychology often shows religiosity as linked to prejudice toward ethnic and national outgroup members (e.g., Hall, Matz, & Wood, 2010; Pichon & Saroglou, 2009). Results show that liberal values were found to significantly correlate with global citizenship identification and many of the pro-social values related to global citizenship group content. Religiosity was associated with greater conservative values and restricting outgroups. However, when participants' motivation to be religious is examined, participants with greater intrinsic and extrinsic religious motivations show trends related to outgroup restriction, while participant endorsing a "quest" motivation showed moderate trends in line with global citizen values (e.g., valuing diversity, responsibility to act for humanity). Results will be discussed in relation to identity promotion to engender openness and embracing of cultural diversity.

Talk 3: The Psychology Classroom as a Catalyst for Critical Global Consciousness

Jeannette Diaz

Prilleltensky and Prilleltensky (2006) discuss the development of critical consciousness as a prerequisite for social transformation. These authors define critical consciousness as the understanding that systems of oppression are socially constructed and can therefore be changed through social action. They identify critical experiences as necessary for the development of critical consciousness; critical experiences are those experiences which provide a greater understanding of oppression combined with a greater capacity for empathy. More recently, Prilleltensky (in press) writes that effective action within a globalized world requires an educational imperative and as well as a compassion imperative; to these two imperatives I add an action imperative. Given the insularity of many students within the United States (i.e. many students in my classes have never left the United States or even their own home state) the classroom may be the most viable place to introduce students to the complexities of the world. This presentation will present qualitative data which describes how students developed an understanding of globalization and of their role as global citizens as a function of their engagement in a psychology and globalization course. Throughout the semester students gained critical experiences of a globalized world and explored their own place within systems of social and economic globalization. A content analysis of student narrative data shows that, over the course of the semester, students developed an increasingly complex understanding of globalization as well as an understanding of themselves as global citizens with global responsibilities. Student reactions to text and film as well as their suggestions for critical action will also be presented. The second portion of the presentation will engage the audience in a discussion of how we can move from the exploratory data presented to the development of a theoretically and methodologically rigorous assessment of critical global consciousness.

Symposium.....Pomodoro A (10:00 AM- 11:10 AM)

Chairs: Evelyn R. Carter, Katherine T.U. Emerson, Mary C. Murphy

Perceiving and Managing the Bias of People and Places

This symposium examines how majority and minority group members perceive and manage racial and gender bias found in people and in places. In particular, these talks explore cues that signal bias within interpersonal contexts as well as within organizations and broader settings. We examine how these cues differently shape majority and minority individuals' expectations about fit within the setting and how these cues may help or hinder intergroup contact. First, Carter discusses ways that Black and White individuals perceive subtle or blatant cues to bias, and how cognitive depletion may cause these perceptions to converge and diverge. In doing so, this talk highlights how majority and minority group perspectives about bias may affect interracial interactions. Next, Critcher presents a series of studies that investigates how intergroup differences in intergroup anxieties can corrode the quality of intergroup contact through mechanisms including decreased warmth and interpersonal disengagement. Third, Emerson investigates how various beliefs about intelligence shape the

experience, beliefs, and performance of majority and minority group members. Finally, Bonam will examine how individual-level prejudice and discrimination are projected onto spaces occupied by negatively stereotyped individuals. In sum, this symposium aims to demonstrate how situational cues from people and places can signal racial and gender bias. Further, we examine how these cues impact important outcomes for majority and minority group members as they actively manage these cues and the biases that they signal. Implications for majority and minority group members' psychological well being, behavior, performance, as well as potential social and legal policy implications will be discussed.

Talk 1: Depletion's Role in Bias Detection for Blacks and Whites

Evelyn R. Carter, Mary C. Murphy, Destiny Peery, Jennifer A. Richeson

Research has demonstrated that Blacks and Whites perceive bias differently (Sommers & Norton, 2006). Whereas Whites are primarily vigilant to blatant cues of bias, Blacks are vigilant to both blatant and subtle cues (Dovidio, 2001). The present study examined how and when Blacks' and Whites' perceptions of bias converge or diverge. In particular, we examine how cognitive depletion may moderate people's vigilance to bias. Black and White participants completed either an easy (non-depleting) or difficult (depleting) version of the Attention Network Task (Fan et al. 2002). All participants watched a video of an interaction in which a White partner displayed cues consistent with subtle or blatant bias toward the Black partner. Afterward, participants reported their perceptions of the White partner's level of prejudice. Because Blacks are vigilant for subtle and blatant cues, and because blatant cues do not require cognitive energy to decipher (Salvatore & Shelton, 2007), we hypothesized that Black participants would detect and categorize blatant cues as indicators of bias whether depleted or not. Non-depleted Black participants should detect and categorize subtle cues as bias, because they are vigilant for such behaviors, and because they have the cognitive resources to attend to the ambiguity. However, when depleted, they should not categorize subtle cues as bias. Because Whites are primarily vigilant for blatant cues, and because such cues do not require cognitive resources to decipher, Whites should detect and categorize blatant cues as bias whether depleted or not. However, because Whites do not often attend to subtle cues, they should not detect or categorize such cues as indicators of bias whether they are depleted or not. The present research also examines different mechanisms by which cognitive depletion affects bias detection, and discusses future work on the benefits and costs of converging these divergent perspectives.

Talk 2: Intergroup Differences in Intergroup Anxiety: How Majorities' Self-Focused Anxiety Disrupts Intergroup Contact

Clayton R. Critcher, Agostino Mazzitot, John F. Dovidio, Rupert Brown

During intergroup contact, people may feel anxious about their own competence or behaviors ("I am anxious that I...": self-focused anxiety) or about the perceptions and actions of their interaction partner ("I am anxious that s/he...": other-focused anxiety). Four studies examined the focus of intergroup anxieties, how anxiety of each type affects contact, and why the anxiety-contact link emerges. In both an American (Study 1) and a German (Study 2) sample, majorities (vs. minorities) were more self-focused in their anxieties. Majorities' self-focused (but not other-focused) anxiety predicted less frequent and lower-quality intergroup contact (Studies 2-3), and an approach to an in-lab intergroup contact situation in a way unlikely to foster intimacy (Study 4). Studies 3 and 4 showed why such effects emerged: Majorities high in self-focused anxiety assumed that their minority interaction partner would be high in other-focused anxiety. That is, majorities' worry about their own behavior was projected onto their interaction partner, leading majorities to assume that minorities too were worried about the majorities' behavior. This belief about minorities' anxieties was the proximal predictor of poor contact. Study 3 supported this mediational pathway correlationally. Study 4 manipulated majority participants' beliefs experimentally in advance of an intergroup interaction. Participants' communication with the minority interaction partner was videotaped. When participants were led to believe that their minority interaction partner was high in other-focused (vs. self-focused) anxiety, coders rated the majority participants as showing more signs of disengagement and less warmth. Given that at least for majorities-high-quality contact can lead to prejudice reduction, the present work is notable in outlining one pathway by which contact is corrupted. But given that beliefs about minorities' anxieties are manipulable (Study 4), a novel intervention for improving intergroup contact is suggested.

Talk 3: The Role of Organizational Lay Theories in Social Identity Threat

Katherine T.U. Emerson, Mary C. Murphy

Two studies investigate how an organization's lay theory of intelligence affects people's perceptions, expectations, and behavior. An organizational lay theory of intelligence refers to the shared beliefs of people within a setting about the nature of intelligence. Specifically, a group may endorse an entity theory (i.e., believing intelligence is fixed and unchangeable) or an incremental theory (i.e., believing intelligence is malleable; Murphy & Dweck, 2010). In Study 1, male and female participants viewed the website of a company endorsing a) either an incremental or entity organizational lay theory of intelligence and b) either a 3:1 or 1:1 ratio of male-to-female employees depicted in photographs. Results revealed that the incremental company was perceived as more diverse and less likely to endorse stereotypes than the entity company,

regardless of numerical depictions of diversity. Moreover, people reported more belonging and trust in the incremental company relative to the entity company (Emerson & Murphy, in prep). Study 2 empirically examined the impact of these cues on performance—a robust indicator of stereotype threat and an important practical outcome for people more broadly. Specifically, Study 2 examined how applying to an entity or incremental organization affected intellectual performance. White, Black, and Latino participants learned about an ostensible academic club, completed a member application, a problem-solving task (Raven’s Advanced Progressive Matrices), and additional survey items. Results revealed that Black and Latino participants attempted fewer questions and got fewer questions correct than White participants when applying to the entity club. In contrast, White, Black, and Latino participants attempted the same number of questions and got similar numbers of questions correct when applying to the incremental club. This work suggests that organizational lay theories of intelligence serve as a cue to stereotype threat and impact how prospective members from majority and minority groups may perform within the organization.

Talk 4: Polluting Black Space

Courtney Bonam, Jennifer L. Eberhardt, Hilary Bergsieker

Our world is filled with racial cues shaping the way people interact with and perceive one another. The present research investigates one racial cue that has received little attention within social psychology—physical space. Three studies show people attach racial meaning to a range of locations, devalue racially imbued Black space, and experience more comfort polluting it. Study 1 participants rate the extent to which various locations (i.e. inner cities, suburbs) are associated with Whiteness or Blackness. Spaces with high Blackness ratings have low Whiteness ratings, showing participants make clear distinctions between Black and White places. Places with high Black ratings also have high negative, low affluent, and high dangerous ratings. Opposite associations are true of spaces with high White ratings, showing participants devalue Black but not White spaces. Study 2 expands this finding by manipulating the race of one location—participants view a house for sale by a Black or White family. They devalue the Black relative to the White house (i.e. think it will appreciate slower and are less eager to move there). Study 3 participants again devalue Black property. They read about a majority Black or White neighborhood and value the property less when it is Black. Furthermore, participants report more comfort building a chemical plant near the Black neighborhood, which can be explained by their devaluation of land there. These results are important because Black communities are disproportionately exposed to industrial pollution (Bullard & Johnson, 2000). Whether racial biases have caused this disparity is debated, however. Our studies are some of the first to experimentally address this debate. They suggest racial bias is one factor causing disproportionate amounts of pollution in Black communities. Implications for relevant social and legal policy will be discussed.

Symposium. Magnolia (10:00 AM- 11:10 AM)

Chairs: Regina D. Langhout, Erin R. Ellison

Social Action and Power in Relation to Intersecting Social Identities

There has been a call for social movement groups to attend to power dynamics within their organizing spaces, such that -isms and domination can be challenged and dismantled within the spaces. As white social justice researchers, we take this call seriously. This symposium, therefore, explores how intersecting social identities complicate movement toward collective action in social movement groups. The first two papers discuss the effects of being in a social movement group organized around a specific social or political identity, and the second two papers challenge who is considered part of the social movement group. The first paper, entitled, “Identity Work and Resistance within Intersectional Social Movements” examines queer/lesbian/gay/bisexual identified females’ intersecting identities, as it relates to their collective identity, consolidated social identities, and resistance. The second paper, “The Complexities of Privilege: White Radical Identities and Everyday Anarchism” investigates how white anarchists’ intersecting identities relate to their racialized ideologies and conceptualizations of privilege. The third paper, “Navigating Social Action with Photovoice: Social Identities and Group Dynamics” tracks power positions (based on social identities) in group conversations to determine if domination was mediated by the photovoice structure. The fourth paper, entitled “Who Are ‘We?’ Theoretical Considerations for Feminist Social Justice Organizing,” offers a theoretical analysis of the ways in which groups organizing for social justice around the category of “woman” may be challenged or limited by the gender binary, and how “women’s” groups might work to abolish the significance of gender differences. Taken together, these papers offer a multidisciplinary and multi-method approach for considering how intersecting identities engage power and mediate movement toward social action.

Talk 1: Identity Work and Resistance within Intersectional Social Movements

Leifa Mayers

This paper examines the connections between intersectional collective identity, consolidated social identities, and

resistance to oppression. Narrative interviews were conducted with nine queer/lesbian/gay/bisexual identified females living in the Bay Area. The data were analyzed, using grounded theory, to explore the identity work performed by participants to create and sustain collective identities derived from social movement organizations and communities. The findings support Snow and McAdam's (2000) suggestion that social movement organizations are important sites of identity work that provide participants with tools to develop congruence between social identities (race, ethnicity, class, gender, and sexuality) and collective identities. Additionally, a link was found between the presence of an intersectional collective identity, consolidated social identities, and more acts of resistance to oppression. The talk builds on these findings to discuss the potential benefits of intersectional social movement organizations, which social movement theorists have argued enable participants to hold simultaneously and bridge potentially conflicting social identities. There is evidence that social movement organizations and communities may foster participants' consolidation of potentially conflicting social identities, which may in turn serve as the foundation for continued individual and collective resistance.

Talk 2: The Complexities of Privilege: White Radical Identities and Everyday Anarchism

Robert Majzler

Anarchist theories and practices have emerged in contemporary social movements. Perhaps because of this re-emergence, there has been a growing interest in the empirical study of anarchism among social scientists. Examining anarchism as a contemporary social movement, this study uses both individual interviews and an analytic autoethnographic approach. Autoethnography is a method that enables the study of social and cultural practices through the lens – and therefore positioning – of the researcher's body. The specific goal of the paper is to explore anarchist identity at an infoshop. This infoshop is a radical community space where collective identity is shaped by predominantly White activists. In this space, privilege is both critiqued and reenacted. The literature on Whiteness, in particular sociologist Eduardo Bonilla-Silva's frames of color-blind racism (2009), informs the conceptualization of privilege in this study. Through in-depth interviews with eight collective members, a White identity is constructed, one that often remains an invisible structure of social privilege and oppression. Within this sample, a complex pattern of Whiteness emerges that includes color-blindness, racial progressiveness and an evolving anti-racist ideology.

Talk 3: Navigating Social Action with Photovoice: Social Identities and Group Dynamics

Regina D. Langhout, Carlen M. Young

Participatory action research (PAR) is a paradigmatic research perspective that is designed to facilitate critical consciousness and social action. Yet, PAR researchers lament that power dynamics present in society can also dominate the PAR group (Cornwall, 2004). Indeed, with heterogeneous groups, whites and/or men and/or middle class people can "take over" by shaping and driving conversations. As a PAR methodology, photovoice uses a specific structure to support conversations that facilitate voice for all participants (Wang & Burris, 1994, 1997). The purpose of this study is to examine if the photovoice structured conversations served to interrupt how power positions (based on social identities) shaped the conversations in the collaborative PAR space. Participants include twelve community members - with heterogeneous backgrounds regarding social class, age, gender, and ethnicity - who lived in an unincorporated area along the California central coast. For six meetings, they followed the photovoice structured format. They elected to continue meeting for approximately one year afterward, in order to plan and implement social actions. Transcripts from six photovoice meetings (all that included the photovoice structure) were coded and analyzed using conversational sequential analysis. Included in the analysis are six university-based researchers, who similarly were from heterogeneous backgrounds. The inclusion of the university-based team allows for a more reflexive and systematic understanding of the power dynamics among all members who participated in the sessions, fleshing out a different set of intersectional identities and power dynamics. Results and implications are discussed.

Talk 4: Who are "We?" Theoretical Considerations for Feminist Social Justice Organizing

Erin R. Ellison

The situated nature of social identities can complicate organizing for social justice, as individuals are embedded in asymmetrical power relations based on race, ethnicity, class, gender, sexuality, (dis)ability, citizenship status and other constructed social categories. Individuals within various organizing structures undoubtedly find difference among their members. An intersectional approach affords a richer and situated understanding of the experience of oppression, yet also highlights the difficulties found in organizing based on a particular axis within the matrix of oppression. That is, organizing based on gender, for example, is flattening of difference and has proven detrimental to the women's movement. Indeed, it is problematic in that organizing around the category 'woman' assumes a stable binary, leaving out persons who do not fit into a particular dominant interpretation of 'woman,' which has often left out the work and experiences of women of color, working-class women, and transgender people, among others. This paper offers a theoretical analysis of the ways in which groups organizing for social justice around the category of 'woman' may be challenged or limited by the gender binary, and

how they might work to abolish the significance of gender differences. This paper uses a complicates the idea of identity-based political organizing by nuancing our understandings of social identities and how “we” work together across difference.

15-Minute Presentation. Pomodoro B (10:00 AM- 11:10 AM)

Bystander Sexism: The Vicarious Effects of Witnessing Benevolent Sexism on Ego Depletion

Carlos O. Garrido, Catherine A. Cottrell

Abstract: Women whose gender identity is threatened scan their immediate environment for gender-threatening cues (e.g., Kaiser, Vick, & Major, 2006). In the current study, we tested whether witnessing benevolent sexism would promote similar processes as those by gender-identity threat by affecting cognitive performance. Consistent with existing research (i.e., Dardenne, Dumon, & Bollier, 2007), we also expected that intrusive thoughts (“During the task, I thought that my performance would be poor”) would mediate the proposed relationship between sexism and performance. To test these hypotheses, we recruited 88 women from the University of Florida psychology subject pool. After observing either an instance of benevolent sexism or a neutral (control) event, participants performed the Stroop test, a reading comprehension task, followed by completion of the constructs of interest. Results indicated a condition by minority status (White or non-White) interaction on performance-minority women in the sexist condition performed worst in the reading comprehension and Stroop tasks than those assigned to the control condition. Intrusive thoughts did not mediate the proposed relationship, but gender identity showed the proposed moderating effect. A subsequent community study conducted online on an older, less educated sample of women showed the proposed mediating role of intrusive thoughts. In light of these findings, we argue that women’s heightened experiences with race- and gender-based stigma, and societal outlook affected their vulnerability after witnessing sexism.

The Consequences of Marking Gender Asymmetrically within a Novel Occupation

Jessica L. Cundiff

Language serves to establish and maintain power relations between groups. The present research focuses on the consequences of a particular form of language use, which I term the asymmetrical marking of gender. Asymmetrical marking occurs when gender is marked for members of one gender group but not the other within the same domain (e.g., within engineering, referring to women as “female engineers” while referring to men as “engineers”). I propose that asymmetrical marking communicates stereotypic information about the extent to which members of particular groups naturally belong in a domain, subsequently influencing perceptions and attitudes toward the domain. That is, the asymmetrical-marked group will be perceived as atypical for the domain, and as a result, members of the marked group may anticipate less belonging and express less interest in the domain. To examine this hypothesis, participants (67 women, 64 men) read about a novel occupation in which either femaleness or maleness was asymmetrically marked, both genders were marked, or neither gender was marked. They then rated the occupation on gender stereotypicality, perceived gender composition, anticipated belongingness, and interest. Consistent with predictions, the occupation was perceived as more stereotypically masculine and as composed of more men when femaleness was asymmetrically marked compared to the other conditions. Importantly, perceiving the occupation as stereotypically masculine predicted less anticipated belonging among women, which in turn, predicted less interest in the occupation. When maleness was asymmetrically marked, however, the occupation was perceived as more stereotypically feminine and as composed of more women, compared to the other conditions. In addition, men felt less belonging than did women, which in turn predicted less interest in the occupation. These results suggest that marking gender asymmetrically within an occupation may, consciously or nonconsciously, attract members of the unmarked group but deter members of the marked group from the occupation.

Sexual Harassment: The Targets, the Employers, and the Accused

Joel T. Nadler, Meghan R. Lowery, Margaret S. Stockdale

Sexual harassment is a detrimental obstacle for physical and emotional well-being, for career advancement and job satisfaction especially for women (Willness, Steel & Lee, 2007), and it is common and costly, affecting 40-75% of women and 13-31% of men (Willness, et al., 2007). There has been substantial research examining the concerns of sexual harassment in the workplace (Siegal, 2004). A st Thus, the concerns of those who may be potentially accused of harassment are put into proper perspective along with the concerns of potential targets and of employing organizations. Accusations of sexual harassment are presented from three unique perspectives: the target, the employer, and the accused. Targets’ concerns are discussed from the perspective of perceiving and responding to unwanted social-sexual conduct, and the resulting impact of harassment. Employers’ concerns revolve around liability, impact on the organization, and the effectiveness of any interventions. The concerns of the accused are taken into consideration, including career

impacts, remediation, due process, behavioral impacts, and the impact of false claims. By exploring claims of sexual harassment from multiple perspectives, the authors endeavor to give voice to areas yet to be addressed in the literature, and raise additional inquiries into topics unexplored.

15-Minute Presentation. Dogwood (10:00 AM- 11:10 AM)

Considerations for Health Interventions for Black Women: A Gendered Perspective

Jasmine A. Abrams, Faye Z. Belgrave

Researchers have highlighted the influence of gender role beliefs on health behaviors and the importance of developing culturally tailored interventions that maximize program effectiveness and increase positive health outcomes. Due to the unique intersection of socio-historical, racial, and gendered experiences of African American women in the United States, health interventions should be developed in a manner that considers the distinct background of her cultural sharing group. The purpose of the current study is to identify important considerations for the development and maintenance of health interventions for African American women utilizing knowledge of current gender role beliefs. Eight focus groups were conducted including 44 African American women of diverse religious, educational, and generational backgrounds. A combined ethnographic and phenomenological approach was used to explore the views related to gender roles among African American women. Nvivo 8, a qualitative analysis software program, was utilized to code transcribed focus group data. Various techniques were employed to ensure scientific rigor including utilizing an emergent research design, iterative processes, purposive sampling, clarification, and inductive data analysis with a qualitative software package. Results indicated that gender role beliefs for African American women include: (1) dedication to care of others, (2) resilience, (3) assumption or expression of autonomy, (4) having multiple roles, (5) low/negative perceived social status, and (6) strength. Using gender role beliefs as a framework, suggestions are provided for development of culturally tailored health interventions that focus on reducing risk and enhancing protective factors that help decrease negative health outcomes among African American women. Recommendations include: address socio-historical experiences contributing to health outcomes, emphasize cultural pride and identity, address the double edged sword of strength, prioritize self-care, teach and encourage adaptive coping behaviors, and identify needed resources including sources of social support.

Determinants of Health Status Beyond Objective Social Status

Stacy A. Ogbeide, Christopher A. Neumann, Stephanie C. Wood

The purpose of this study was to examine the relationship between subjective social status and objective socioeconomic status on sleep status (sleep duration and daytime sleepiness). More specifically, the current study examined if subjective social status or objective socioeconomic status was a better predictor of sleep duration and daytime sleepiness. The study sample included 73 primary care patients from a free primary care clinic in which low income and uninsured individuals are primarily treated. Results showed that community subjective social status (SSS) did not significantly predict sleep duration, $R^2 = .016$, $R^2_{adj} = .002$, $F(1, 71) = 1.17$, $p = .28$ or daytime sleepiness, $R^2 = .003$, $R^2_{adj} = -.011$, $F(1, 71) = .204$, $p = .65$. Additional regression analyses were conducted and it was found that an overall model of U.S. SSS and community SSS significantly predicted perceived stress, $R^2 = .233$, $R^2_{adj} = .211$, $F(2, 70) = 10.61$, $p < .000$. Community SSS was found to be significantly associated with perceived stress ($b = -.572$, $p < .000$). Regression results also indicated that an overall model of U.S. SSS and community SSS significantly predicted perceived health status, $R^2 = .15$, $R^2_{adj} = .12$, $F(2, 70) = 6.07$, $p = .004$. Again, community SSS was found to be significantly associated with perceived health status ($b = .49$, $p = .001$). This study adds to the growing literature regarding social status and determinants of health status beyond objective socioeconomic status (SES). The results of this study indicate that it may be beneficial for clinicians working with low-income primary care populations to include measures of SSS in addition to the traditional measures of SES for multidimensional patient care.

Testing a Self-Stereotyping and Self-Esteem Model of Overweight and Obesity

Luis M. Rivera, Stefanie Paredes

Ethnic-racial stigmatized individuals in the United States suffer disproportionately from rates of overweight and obesity. For example, Hispanic and Black non-Hispanic individuals are more like to be overweight or obese than their White non-Hispanic counterparts. Overweight and obesity are risk factors for a variety of chronic conditions including heart disease, diabetes, and some cancers. Since such chronic conditions are determinants of life expectancy, it is no surprise that obesity and its complications are second to cigarette smoking as a cause of death. Although the ethnic-racial overweight and obesity disparity is well documented, less is known about the psychological processes that might explain this trend. What is the specific social cognitive pathway that leads to overweight and obesity among ethnic-racial stigmatized individuals? Our approach highlights the self-concept of stigmatized individuals as a determinant of overweight and

obesity. The thesis that the self influences health has a long history in psychological theories, but such theories do not delineate the self-related processes unique to ethnic-racial stigmatized individuals' health. We draw upon social, personality, and health psychology to propose and test a self-stereotyping and self-esteem model of overweight and obesity. The model contends that, among stigmatized ethnic-racial individuals, self-stereotyping predicts overweight and obesity and that self-esteem explains this relation. In support of the model, mediation analysis demonstrate that adult Hispanics who highly self-stereotyped were more likely (odds ratio: 3.78) to be overweight or obese than Hispanics who self-stereotyped less, and that self-esteem fully mediated this relation. Furthermore, the model did not hold for the referent sample, White participants, and an alternative mediation model was not supported. These data are the first to theoretically and empirically link self-stereotyping and self-esteem with obesity, which is a strong physiological risk factor for morbidity and short life expectancy. Thus, this research contributes to understanding ethnic-racial health disparities.

Marketing Sugary Cereals to Children: Research to Improve Public Health

Jennifer L. Harris, Marlene B. Schwartz, Kelly D. Brownell

Marketing that promotes unhealthy foods to children contributes to childhood obesity and poor diet quality. Of all food categories, children have traditionally seen the most advertising for ready-to-eat cereals. This raises public health concerns because child-targeted cereals contain 85% more sugar, 60% more sodium, and 65% less fiber than adult-targeted cereals. Beginning in 2006, we conducted a series of research studies to evaluate cereal companies' child-targeted marketing practices, including experiments, content analyses, field studies, and analyses of marketing data. We disseminated this information to the public health community through peer-reviewed publications, reports and presentations, and communicated with the general public through media outreach and online resources for parents. We also held in-person discussions with cereal manufacturers. The cereal industry appears to have responded to this scrutiny of their marketing practices. In five years, cereal companies reduced their advertising to children on television by 23%, from 2.4 ads viewed per day in 2006 to 1.8 ads per day in 2011. In contrast, advertising to children for all other packaged foods and beverages declined by just 2% during the period. Also in 2011, General Mills discontinued Millsberry.com which was the most popular food company-sponsored website for children. In addition, companies reduced the sugar content of child-targeted cereals below limits they had set initially in 2006. In 2008, 6 of the 14 advertised children's cereals contained less than 12 g of sugar per serving (the limit specified in 2006); and by 2011, 11 contained less than 12 g of sugar. We have not observed nutritional improvements beyond those promised by companies in 2006 for child-targeted products in other food categories. This case study provides evidence that scientific research together with communication of findings directed toward key change agents can contribute to changes in industry behavior and improvements in the nutrition environment for children.

15-Minute Presentation Birch (10:00 AM - 11:10 AM)

Development of a Bullying Intervention for Middle School Girls

Kim M. Buccino, Anna K. Lee

Bullying in schools is a national concern and interventions are needed to reduce its occurrence. Bullying negatively impact victims and they tend to demonstrate low levels of psychological well-being and social adjustment. Perpetrators of bullying may use direct or indirect methods. Verbal bullying, an indirect form of bullying, is a form of aggression just as harmful as physical or direct bullying. Research suggests that girls are more likely to exercise interpersonal forms of bullying in which they utilize social separation (relational aggression) and rumors as a means of attacking their victims. To address the role of communication in bullying, a communication skill-building workshop was designed for middle school girls. The premise for the workshop was to design a program concerned with the development of effective communication skills as an essential foundational tool against bullying. This research study utilized an observational method. Participants were middle school girls (N=14) age 11 to 14. The workshop was presented in four parts over a six-day period. Participants were exposed to the following topics: what is communication, inter and intra personal communication and verbal and non-verbal communication. A qualitative data analysis was conducted. Positive transformation, intrapersonal awareness, and interpersonal misinterpretations were three themes that emerged. There were noticeable changes in participants pre- and post-workshop. Findings suggest that building strong communication skills can serve as a long-term inoculation towards bullying for high school, college and the work place. Anti-bullying programs must be developed using culturally sensitive methods and avoid a universal approach. It is imperative to acknowledge that gender, age and socio-economic background must be a consideration in attempting to address foundational change in bullying. Communication is a learned process and requires deliberate programming to ensure a strong foundation.

Living at the Intersections- Academic Pathways through the Immigration Debate

Michelle L. Tichy, Molly Hackett

This project investigates the impact of immigration policy on the education of Latino youth in the United States. For the current project, we interviewed alumni of a high-achieving charter school system who have been impacted by current immigration issues. This paper is a case study of three alumni who have gone on to attend four-year colleges. Interview data suggest that immigration policy impacts individuals' educational experience in terms of living situations, choice of college, and access to resources. Factors related to immigration policy threaten to interfere with their future ability to contribute meaningfully to their community and society. Data also suggest that the safe and accepting environment of the participating charter school enabled the students to excel academically and become leaders in local and national service agencies. This project is presented within the theoretical perspective of risk and resilience, with implications on public policy. Participants are graduates of a K - 12 school within a high-achieving charter school system in a major metropolitan area of Texas, they are all first generation Hispanic college students. Interview participants were selected based on an online alumni survey that revealed that they had one or more family members who is undocumented. The telephone interviews focused on personal history (including family and educational information), experiences at school, relationships with school staff, school characteristics, and personal goals and accomplishments. Data suggest that current immigration policy significantly impacts the lives of the participants. One participant, Carmen, was left alone with two young siblings when her mother travelled to Mexico to visit a dying relative and could not return. Carmen relied on school personnel to meet her basic needs while her Mother was gone. An alumnus who is an undocumented immigrant described the difficulty of attending college even with his record of academic achievement. In many ways, the issue of immigration is disruptive to the lives of even the most high-achieving students.

Where Dreams Take Shape: The Physical Environment of Urban Public Schools and Its role in the Reproduction of Social Structure

Valkiria Duran-Narucki

This presentation describes an exploratory study on the physical environment of urban public schools and its role in the reproduction of social structure and academic outcomes. Using ethnographic methodology, grounded theory, and an ecological psychology paradigm, four public high schools in one of the poorest urban districts in New Jersey (an Abbott District) were studied. Two of the high schools were housed in older buildings and two were in brand-new buildings. Findings point at the role of affordances, properties of the environment that have perceived functional significance for an individual (Gibson, 1979), as crucial in fostering or hindering practices related to attending school, staying in school, achieving academic success and informing students' identities and future possibilities. In addition, behavior setting theory (Barker, 1968) revealed how the availability and quality of spaces within the school building was related to the reproduction of academic outcomes and social structure. This work provides support for the idea that investing in educational infrastructure could be a way to interrupt processes of social injustice.

15-Minute Presentation. Poplar (10:00 AM - 11:10 AM)

Relative Deprivation and Social Identity as Predictors of Collective Action

Deryn M. Dudley, Allen M. Omoto

This study drew from social identity and relative deprivation literature in exploring the joint effects of group identification and group status in predicting the likelihood of collective action. An experimental design was implemented with a sample of 113 African-American adults (79% female and 21% male), between 24 and 73 years old ($M=43.56$, $SD=13.11$), who on average had an annual household income between \$40,000 and \$60,000. Additionally, 94% of the participants held at least a bachelor's degree. Participants were randomly assigned to read one of three article excerpts that primed them to believe that African-Americans were better off, equal to, or worse off than Whites. Participants also completed several measures including ethnic identification and likelihood of collective action. No differences in collective action were predicted when ethnic identification was relatively high. However, when ethnic identification was low, people who feel disadvantaged were expected to report greater likelihood of participating in collective action compared to people primed to feel advantaged. As expected, hierarchical multiple regression analyses indicated a marginally significant ethnic identification X status condition interaction ($R^2\text{change}=.043$, $F(2, 106) = 2.56$, $p = .082$). The experimental design of this study gives strong support for social identity propositions about collective action. Collective action seems to be determined not only by degree of ethnic identification but also by perceptions of group status where both disadvantage and advantage play an equally crucial role. Theoretical and practical implications of these findings will be discussed.

The Motivated Avoidance of Sociopolitical Information

Steven Shepherd, Aaron C. Kay

How do people cope when they feel uninformed or unable to understand important social issues, such as the environment,

energy concerns, or the economy? Do they seek out information, or do they simply ignore the threatening issue at hand? One would intuitively expect that a lack of knowledge would motivate an increased, unbiased search for information, thereby facilitating participation and engagement in these issues-especially when they are consequential, pressing, and self-relevant. However, there appears to be a discrepancy between the importance/self-relevance of social issues and people's willingness to engage with and learn about them. Leveraging the literature on system justification theory (Jost & Banaji, 1994), the authors hypothesized that, rather than motivating an increased search for information, a lack of knowledge about a specific sociopolitical issue will (a) foster feelings of dependence on the government, which will (b) increase system justification and government trust, which will (c) increase desires to avoid learning about the relevant issue when information is negative or when information valence is unknown. In other words, the authors suggest that ignorance-as a function of the system justifying tendencies it may activate-may, ironically, breed more ignorance. In the contexts of energy, environmental, and economic issues, the authors present 5 studies that (a) provide evidence for this specific psychological chain (i.e., ignorance about an issue -> dependence -> government trust -> avoidance of information about that issue); (b) shed light on the role of threat and motivation in driving the second and third links in this chain; and (c) illustrate the unfortunate consequences of this process for individual action in those contexts that may need it most.

Violent Extremist Leaders’ Use of Social Identity to Recruit Support

Janice R. Adelman, Abigail Chapman

Humans have an innate tendency to view themselves in the context of others, preferring to find solace with similar others and distance from dissimilar others. Violent extremist organizations (VEOs) are perfect examples of how this phenomenon can escalate into radical intergroup confrontations. Social identity research offers insight into how belonging to a group, motivated by such factors as prototypical group leaders and felt uncertainty, shapes the way we treat both ingroup and outgroup members. In the context of real-world violent conflict, such research can lay the groundwork for designing interventions that stem the flow of interest in joining VEOs. One important contribution that social psychology makes to conflict-prevention efforts is a better understanding of how VEO leaders and communications incorporate social identity cues. In the present work, we applied this notion to a real-world context by analyzing communications from the extremist group al-Qaeda in the Arabian Peninsula (AQAP). Based on the writings in AQAP’s English-language Inspire magazine, we assessed how the organization utilizes ingroup-outgroup distinctions to recruit new fighters and supporters. We found that AQAP provides definitive social identity cues regarding prototypical behavior and beliefs via its media endeavors. We argue that conflict-prevention efforts are well-served by understanding the ways in which potential AQAP supporters react to these cues. The general lack of open-source data regarding these social psychological processes in extremist groups hinders efforts to inform policy and future violence-reduction interventions. Policy- and decision-makers need to know how and when constructs such as felt uncertainty, prototypicality, identification, and leadership interact to influence support for and active engagement in violent extremist organizations. Answering this may allow us to more effectively dissuade individuals from joining the groups, thereby decreasing incidents of violent extremism.

11:20 AM - 12:30 PM

Interactive Discussion Willow

Between Dreams and Betrayals: Studying Occupy/Decolonize Movements

Sarah M. Zeller-Berkman, Caroline Munoz-Proto, Keiko Matsuura

This interactive discussion will interrogate the academy’s role in Occupy/Decolonize movements across the country. Facilitated by researchers from a participatory action research group initiated by the Public Science Project (PSP) at the City University of New York (CUNY), this conversation will open with brief remarks about the dreams and betrayals, that have arisen in their work to investigate and support the Occupy/Decolonize CUNY movement in NYC. The presenters will ask the audience to contend more broadly with social scientists role in the social change movements that have arisen around the country in response to today’s profound systemic political, economic and cultural crises. The group will interrogate the potential and challenges of creating research that promotes change on multiple levels, touching on the importance of questions, methods, participation, and dissemination. Lastly, we will collectively consider the dilemmas and possibilities that arise when our research practices and products challenge the status quo while entrenched in institutions

that maintain it. This session will be highly interactive using pair sharing, small group and full group discussion.

Symposium..... Pomodoro A (11:20 AM - 12:30 PM)

Chair: Richard L. Wiener

The Psychology of Employment Discrimination: Definitions, Perceptions, and the Law

This symposium uses the law as a framework to empirically study the ways the psychology of the workplace sometimes prevents discrimination and at other times actually causes it. Ultimately, the purpose of the symposium is to consider ways in which we can contain discrimination at work and minimize its impact. These research papers focus on Title VII of the Civil Rights Act, which prohibits employers from subjecting workers to hostile work environments because of sex, race, or national origin and on the Americans with Disabilities Act, which prohibits employers from denying an accommodation to persons who suffer from physical or mental disabilities. More specifically, the symposium examines the way psychology shapes judgments and experiences of workplace discrimination. The first two papers report on a paradigm studying sexual harassment during which African American and Caucasian workers watched videos that portrayed Black and White, male and female workers complaining about male coworkers' conduct. Wiener et al. found judgment interaction effects among type of legal standard, observer race, complainant race, and observer gender, which supported a self-referencing model to explain worker perceptions of discrimination. Farnum and colleagues measured attitudes toward Blacks and Whites in these participants and found that in male-on-male cases, racial attitudes predicted whether participants viewed the cause of the complaint as sex-based. In the third paper, Kimble et al. found that women in a job interview task perceived more discrimination and expected worse work performance when they experienced the complimentary objectifying gaze, especially when they were equal in power with the interviewer. Finally, Blenner evaluated an intervention to reduce the effects of discrimination due to mental disability under ADA definitions. Using the ADL's A WORKPLACE OF DIFFERENCE© model, the researchers created a module to decrease mental illness bias and promote acceptance of the mentally ill within the workplace.

Talk 1: Perspective Taking in Perceptions of Male-on-Male Sexual Harassment

Richard L. Wiener, Stacie Keller, Leah S. Georges

This research examined the role of self-referencing and race on judgments of sexual harassment. Self-referencing studies (Wiener et al., 2000, 2007, 2010) demonstrated that if perceivers determine that behavior would have been abusive to themselves, they will conclude that it was harassing to the complainant (Wiener & Hurt, 2000). Extending this logic, we predicted that women and Blacks would be more sensitive to complaints even in male on male cases, self-referencing would mediate these differences, and sensitivity would be greater under the reasonable victim perspective. Participants, 105 African American (52 men and 53 women) and 118 Caucasian workers (54 men and 64 women) watched videos of equal employment officers interviewing other workers about a complaint in which a Black or Caucasian man accused male coworkers of misconduct. Research assistants randomly assigned eligible participants to one of 4 different types of DVD viewings. Participants watched two videos (in counterbalanced order) in which an Equal Employment Officer interviewed workers. The DVD's manipulated the race of the complainant (Black vs. White) and the legal standard (Reasonable Person vs. Reasonable victim). Supporting self-referencing theory, women, who are more sensitive to harassment allegations than are men, more strongly saw the cause of abusive behavior to be the complainant's sex. Furthermore, with Black complainants, women using the subjective reasonable victim standard were more likely to find the complaint to be gender based compared to other women using the objective reasonable person standard. Finally, women were more likely to view the complainant in the male-on-male case to be the victim of harassment. Importantly, whether these women would have found the conduct abusive had it been directed toward them, mediated this effect. Similar to Wiener et al. (2010) findings for inter-gender harassment these results suggest that determinations of discrimination turn on the similarity between complainants and evaluators.

Talk 2: Effects of Gender and Racial Attitudes on Sexual Harassment Judgments

Katlyn S. Farnum, Stacie Keller, Nicholas Arreola, Roni Reiter-Palmon, Richard L. Wiener

The effect of observer gender on finding evidence of sexual harassment is well-documented. Females observing videos or reading scenarios about sexual harassment typically find more evidence of sexual harassment than do males (Wiener, et al., 2004). Waldo, Berdahl, and Fitzgerald (1998) found that male workers experience at least as many potentially sexually harassing behaviors from other men as from women, but react less negatively to encounters with women. Gender is an obvious qualifying factor to include in sexual harassment studies that involve either inter-gender actions (e.g., women complaining about men) or intra-gender allegations (e.g., men complaining about other men). However, research

on intra-gender complaints is limited, as are studies that examine the way in which ethnicity of the evaluator and of the complainant influence perceptions of hostile work environment harassment. The current study manipulated the race of the complainant (Black vs. White) in cases in which women complain about men and other cases in which men complain about other men. Participants were 100 African American and 100 Caucasian workers who watched reenactments (DVD viewings) of complainant interviews and made legal judgments about discrimination. Before viewing the DVDs, participants completed measures of their attitudes toward African Americans (ATB) and Whites (ATW) (Brigham, 2008). Results showed that positive attitudes toward Blacks predicted overall judgments of harassment and discrimination for female victims. The results were more complex for male-on male cases. Complainant race interacted with attitudes such that for White complainants there was a significant positive correlation between ATW and whether the cause of the complaint was due to gender ($r = .24$, $p = .01$), whereas when the complainant was African American, the correlation between ATB and gender as a cause was significant ($r = .20$, $p = .037$). The paper concludes by discussing the policy implications of these results.

Talk 3: The Organizational and Legal Effects of Sexual Objectification on Women

Kate Kimble, Jill Allen, Sarah J. Gervais, Richard L. Wiener

This research examined the impact of objectification on sexual harassment, emotions, and work performance. Sexual objectification represents a central problem in women's lives (Bartky, 1990; MacKinnon, 1987). Objectification experiences range on a continuum with more violent and blatant behaviors, including assault, on one end and less violent and subtle behaviors, including the objectifying gaze, on the other end. Although research suggests that subtle forms of sexual objectification causes a host of adverse mental health outcomes for women (see Moradi & Huang, 2008, for review), surprisingly little research has examined the organizational and legal consequences of subtle forms of sexual objectification. Female participants were brought into the lab individually with a female experimenter and a male experimenter and were told that they would be interviewed to do an interesting or boring work task. Female participants were randomly assigned to experience objectification (vs. control) during a job interview interaction with a male confederate (i.e., experiencers), to view a recorded interaction between the experimenter and interviewer (i.e., observers), or to a read transcript of the interaction between the experimenter and interviewer (i.e., predictors). Participants then reported their perceptions of sexual harassment (unwelcome, severity, pervasiveness, hostile work sexual harassment, and sex-based discrimination) and work performance on 7-point scales (1=not at all, 7=extremely). As hypothesized and consistent with our integration of objectification and affective forecasting theories, more sexual harassment, more negative emotion, and less positive emotion followed from objectification (vs. control). These effects were particularly pronounced for predictors, suggesting that women who experience objectification cope better than observers and predictors forecast. Furthermore, self-referencing and experienced negative emotions mediated these effects. This methodology provides a new social psychological analogue for legal considerations of objectification with experiencers, observers, and predictors akin to complainants, witnesses, and jurors, respectively. Psychological and legal implications of these initial findings will be discussed.

Talk 4: Anti-Bias Workshops: Decreasing Mental Illness Stigma Increases Other Stigma

Jordan A. Blenner, Katlyn S. Farnum, Richard L. Wiener, Debra A. Hope

Approximately 20% of the population suffers from mental illness (US Department of Health and Human Services, 1999). Goffman defined stigmatization as having "an attribute that is deeply discrediting" reducing the bearer "from a whole and usual person to a tainted, discounted one" (1963). Recent amendments to the Americans with Disabilities Act prohibit employers who regard workers as having mental illness from including these stigmas in work related decisions about their employees. Furthermore, mental illness stigma leads to depressive symptoms, anxiety, lower self-esteem, and loss of employment and housing (Link, et al., 1997; Wahl, 1999). The negative effects of stigmatization demonstrate the need for de-biasing initiatives. The Anti-Defamation League's (ADL) A WORLD OF DIFFERENCE® Institute provides "anti-bias education and diversity training programs and resources" (http://www.adl.org/education/edu_awod/). Using the ADL's A WORKPLACE OF DIFFERENCE® model, the researchers created a module to decrease mental illness bias and promote acceptance of the mentally ill within the workplace. One hundred twenty community members and potential employers participated in daylong workshops. One workshop used the traditional module, while two others used the mental illness module (mental illness and control conditions). After participating, all participants completed measures assessing their stigma levels. Control condition participants completed more stigma measures before participating. The module participants showed decreased stigma towards the emphasized group. Traditional condition participants had less negative bias towards lesbians and gay men while mental illness debiasing participants showed less negative attitudes towards the mentally ill and greater positive affect. Traditional condition participants had greater negative bias towards the mentally ill than did participants in the control condition. However, mental illness condition participants had greater negative bias towards Caucasians and bisexuals than did controls. This research shows that, though bias-reducing workshops can decrease the negative bias toward the emphasized group, individuals express negative bias toward other, stigmatized groups.

Chair: Lisa Rosenthal

The Role of Belief Systems in Understanding Sexual Prejudice

Sexual prejudice remains a prevalent, pressing problem in the U.S. and worldwide. Lesbian, gay, and bisexual individuals experience stereotyping and discrimination, are denied marriage rights, and are victims of hate crimes. To understand the determinants of sexual prejudice and uncover ways to intervene to decrease sexual prejudice, psychological research has examined the roles of people's prevalent belief systems in contributing to sexual prejudice. The four contributors to this symposium will present recent, cutting-edge research shedding light on the relationships that prevalent belief systems have with sexual prejudice, showing that belief systems operate from early social processing (categorization as lesbian/gay) to social judgment (sexual prejudice). The first presentation (Lick and Johnson) will discuss evidence from a study demonstrating that essentialist beliefs about homosexuality (including beliefs about universality, discreteness, and immutability) help determine whether targets are categorized as lesbian/gay. The second presentation (Fingerhut and Kahn) will provide evidence from two online studies illustrating that essentialist beliefs (at both the trait and category levels) predict sexual prejudice. The third presentation (Dudley) will describe the results of a series of studies with White heterosexual participants showing that religious values (including religious fundamentalism and conservatism) predict sexual prejudice. The fourth presentation (Rosenthal, Levy, and Moss) will provide evidence from three studies with diverse samples of college students and community adults demonstrating that belief in polyculturalism predicts sexual prejudice. Presenters will discuss how belief systems are related to sexual prejudice in the same or different ways as they are related to other prevalent prejudices, such as racial prejudice. Taken together, these presentations highlight important new research that provides a deeper understanding of how belief systems produce and maintain sexual prejudice. Understanding belief systems' effects on sexual prejudice can inform interventions and policies aimed at creating less stigmatizing, discriminatory environments for lesbian, gay, and bisexual individuals worldwide.

Talk 1: Essentialist Beliefs About Homosexuality Predict Sexual Orientation Categorizations

David J. Lick, Kerri L. Johnson

Despite progress in recent years, sexual orientation-related victimization remains common. In order for such victimization to occur, a target must first be categorized as lesbian/gay. Previous research has demonstrated that target characteristics - in particular, the gender typicality of walk motions and facial appearances - reliably predict sexual orientation categorizations (Johnson et al., 2007; Freeman et al., 2011). However, we have scant knowledge of how perceiver characteristics affect these categorizations. Furthermore, previous studies emphasized the accuracy of sexual orientation categorizations, but victimization may occur any time a target is perceived to be lesbian/gay, regardless of perceptual accuracy. In this study, we examined whether essentialist beliefs about homosexuality predicted participants' willingness to categorize targets as lesbian/gay. Forty-two participants categorized the sexual orientations of 48 faces (24 male faces - 12 gay, 12 straight; 24 female faces - 12 lesbian, 12 straight). Participants also completed Haslam and Levy's (2006) Essentialist Beliefs about Homosexuality Scale. We used multilevel models to test whether essentialist beliefs about homosexuality predicted willingness to categorize targets as lesbian/gay. Participants who considered male and female homosexuality to be universal were more likely to categorize targets as lesbian/gay, $Bs = .08$ and $.08$, $ps = .035$ and $.016$, respectively. Participants who viewed female homosexuality as a discrete category were less likely to categorize targets as lesbian/gay, $B = -0.11$, $p = .004$; this pattern did not emerge for beliefs about the discreteness of male homosexuality ($p = .82$). Beliefs about immutability of male and female sexuality did not reliably predict sexual orientation categorizations ($ps = .21$ and $.32$, respectively). These findings indicate that some perceiver beliefs may compel sexual orientation categorizations. As we seek to reduce sexual orientation-related victimization, it will be important to investigate how characteristics of both targets and perceivers interact to inform perceptions of sexual orientation.

Talk 2: Essentialism and Prejudice across Different Categories and Levels of Analysis

Adam W. Fingerhut, Kimberly B. Kahn

Links between essentialist thinking (e.g., beliefs in genetic determinism) and prejudice are inconsistent; for example, such beliefs have been associated with more racism but less homophobia (Jayaratne et al., 2006). It has been suggested that this difference exists because of the multifaceted nature of essentialist beliefs or because of different histories of oppression faced by different groups. We suggest another possibility: in studying essentialism and prejudice across varying targets, researchers have not been addressing parallel questions. More specifically, in studying essentialism and prejudice with regard to race, researchers have assessed essentialist beliefs regarding the genetic influence on traits associated with category membership (e.g., intelligence, athleticism). In contrast, in studying essentialism and prejudice

with regard to sexual orientation, researchers have assessed essentialist beliefs regarding the genetic influence on category membership itself (i.e., whether one is gay). To examine whether the inconsistencies across studies are due, at least in part, to this methodological artifact, two studies were conducted. Study 1 (Kahn & Fingerhut, 2011) examined essentialist beliefs about gay men at both the trait and category levels to determine if these beliefs would be differentially (and oppositely) related to sexual prejudice. For Study 1, 450 heterosexuals completed a web survey assessing attitudes toward gay men and beliefs that genes cause homosexuality and traits associated with homosexuality. Beliefs that genes cause group membership were associated with less prejudice, while beliefs that genes cause traits related to membership were associated with more prejudice. Study 2 provided a fuller test of our model in that attitudes regarding both sexual orientation and race were assessed. Preliminary analyses suggest that the results for sexual orientation parallel those from Study 1. In contrast to prediction, however, beliefs that genes cause one to be Black seem unrelated to prejudice. Explanations for this finding and future research will be discussed.

Talk 3: Judge Not: How Religious Beliefs Predict Racial and Sexual Prejudices

Michael G. Dudley

Past research using the minimal group paradigm has yielded useful information concerning consistent attitudes of an ingroup toward myriad specific outgroups. For example, several studies have suggested an association between strong religious beliefs and negative attitudes towards outgroup members in general (Laythe, Finkel, & Kirkpatrick, 2001), and towards sexual minority groups specifically (Balkin, Schlosser, & Levitt, 2009). However, our current understanding of such out-group rejection is based largely on research investigating the attitudes and beliefs of an in-group towards one out-group. As such, we were interested in determining what factors may help explain sexual and racial prejudice when combinations of multiple out-groups are involved. For ease of interpretation, the term congruent prejudice is used to indicate when out-groups are viewed equally positive or negative, and the term discordant prejudice is used to indicate when different out-groups are not viewed equally positive and negative. In a series of empirical studies, the attitudes of White heterosexuals towards both sexual and racial minorities were investigated. As hypothesized, a consistent finding across studies has been that individuals' religious values, as measured by multiple constructs, reliably predict instances of congruent prejudice, such that stronger beliefs are associated with higher levels of prejudice towards both racial and sexual minority group members. More narrowly, the specific variables of religious fundamentalism and conservatism helped explain instances of discordant prejudice, in which the referent ingroup expressed differing levels of prejudice towards these outgroups, i.e., liking Blacks but not gays. In a society as socially diverse as ours, it behooves traditional prejudice researchers to expand the scope of the referent groups under investigation to incorporate individuals who hold discordant attitudes towards others. As these studies demonstrate, assessment of religious beliefs has the promising potential of helping us better understand the complexity of sexual and racial prejudice.

Talk 4: Endorsement of Polyculturalism and Sexual Prejudice

Lisa Rosenthal, Sheri R. Levy, Ian Moss

Abundant research on predictors of sexual prejudice has focused on ideologies and belief systems, but this work has not examined intergroup ideologies, such as colorblindness, multiculturalism, and polyculturalism. As well, research on intergroup ideologies has most often focused on implications for racial/ethnic attitudes and relations. Polyculturalism is a newly empirically studied intergroup ideology that focuses on the many interactions, influences, and connections among different racial and ethnic groups, and in other work endorsement of polyculturalism has been associated with more positive racial/ethnic attitudes. We hypothesized that because a belief in polyculturalism draws people's attention to how cultures have inter-acted, influenced each other, and changed over time, individuals who endorse polyculturalism may be less inclined to hold onto all cultural traditions and be more willing to criticize elements of their culture that promote discrimination against some groups, such as gay men and lesbians, resulting in lower sexual prejudice. In three studies with racially/ethnically diverse college and community samples, we tested whether endorsement of polyculturalism was associated with sexual prejudice (measured by affective prejudice toward gay men and lesbians, traditional heterosexism, denial of discrimination against homosexuals, and attitudes toward gay men and lesbians). Polyculturalism was significantly associated with lower sexual prejudice, and polyculturalism's relationship with lower sexual prejudice was partially mediated by greater openness to criticizing elements of one's culture that marginalize some groups. Polyculturalism accounted for unique variance in sexual prejudice when controlling for possible confounding variables, including colorblindness, multiculturalism, social dominance orientation, ethnic identity, conservatism, race, and gender. Findings suggest that an intergroup ideology such as polyculturalism, which focuses on racial and ethnic groups, can have important implications for sexual prejudice as well, and the study of intergroup ideologies may be important in understanding and reducing sexual prejudice.

Chairs: Paula M. Brochu, Kris Mescher

Understanding Weight Bias: A Powerful and Pervasive Stigma

Weight bias includes negative attitudes, beliefs, and behaviors directed toward people perceived to carry excess weight and is often described as one of the last acceptable forms of discrimination. This symposium highlights the latest research furthering our understanding of weight stigma and its consequences. In the first presentation, Rudman and Mescher examine automatic preferences for slim versus heavyweight people. They show that perceptions of status, endorsement of stereotypes, and childhood experiences influence implicit anti-fat attitudes. In the second presentation, using a comparative analysis framework, Brochu and colleagues examine the degree of bias toward nine stigmatized groups in forced choice employment decisions. They find that overweight people are the greatest targets of discrimination, due to the perception of weight prejudice as relatively more socially acceptable. In the last presentation, McClure Brenchley and Quinn present the properties of a new measure of weight-based rejection sensitivity. They demonstrate the consequences of weight stigma on various aspects of psychological well-being, adjustment, and physical health. Taken together, this research demonstrates the pervasiveness of weight stigma and its consequences for implicit weight attitudes, employment discrimination, and well-being.

Talk 1: Implicit Sizeism: The Role of Cultural Status and Developmental Events

Laurie A. Rudman, Kris Mescher

Implicit sizeism (i.e., automatic preference for slim compared with heavyweight people) was investigated in three studies using heavy-slim IATs. In Study 1, even heavy participants showed pro-slim attitudes, which were positively correlated with rating slim people as higher in status than heavy people. In Study 2, even heavy participants showed evidence of negatively stereotyping heavy people (e.g., as lazy and unhealthy) and scant evidence of positive stereotypes (e.g., as friendly and humorous). But not everyone is implicitly biased. In Study 3, participants reported their mothers' weight when they were growing up, their own weight (past and present), parental attitudes, and which parent was their primary caretaker. As expected, people primarily raised by beloved, heavy mothers showed pro-heavy implicit attitudes. Moreover, implicit attitudes were less biased for participants who had been heavy when they were young. In concert, the findings suggest that both cultural status and developmental events inform implicit sizeism.

Talk 2: A Comparative Analysis of the Degree of Bias

Paula M. Brochu, Victoria M. Esses, Gregory R. Maio, John F. Dovidio

The purpose of this research was to systematically compare the degree of bias toward several social groups, including the overweight. We calibrated the degree of different types of prejudice by creating a condition fundamental to bias, the forced choice paradigm, in which participants made simulated employment decisions between two excellent candidates, one stigmatized and one nonstigmatized, across various social group categorizations (e.g., overweight vs. average weight, female vs. male, homosexual vs. heterosexual, old vs. young). Patterns of systematic discrimination varied consistently between social groups for hiring decisions (Studies 1 and 4), firing decisions (Study 2), and promotion decisions (Study 3), revealing a hierarchy of discrimination whereby overweight candidates were less likely to be supported than their average weight counterparts, and were less likely to be supported than all other stigmatized candidates. In Studies 3 and 4, the hierarchy of discrimination was found to be organized according to prejudice acceptability: stigmatized candidates considered to be relatively acceptable targets of prejudice (i.e., overweight, homosexual, immigrant, Muslim, Middle Eastern) were less likely to be supported than stigmatized candidates considered socially unacceptable targets of prejudice (i.e., female, black, Jewish, old). These patterns held even when the decisions were not forced and devoid of a zero sum context (Study 4). This comparative analysis of the degree of bias illuminates our understanding of prejudice by demonstrating that (1) prejudice comes in many forms, (2) not all prejudices are equal, and (3) prejudice is not necessarily suppressed by default, as discrimination was observed against some stigmatized groups when justifications for the expression of prejudice were not provided. Furthermore, this research shows that although weight bias is not the last acceptable form of discrimination, it is perhaps the most acceptable in North American society.

Talk 3: Measuring Up the Experience of Weight Stigma: Weight-based Rejection Sensitivity

Kimberly J. McClure Brenchley, Diane M. Quinn

Despite overweight and obesity becoming more normative, weight-based stigmatization remains prevalent across numerous domains (Puhl & Heuer, 2009). However, people vary in their responses to experiences of stigma, and currently no measures exist to capture the dynamic, day-to-day anxious expectation of rejection that many overweight people may

face. We created a Weight-based Rejection Sensitivity (W-RS) scale to address this gap and to examine its implications. In Studies 1 and 2 we evaluated the psychometric properties of the scale, establishing it as valid and reliable. In Study 3 we examined how W-RS may impact freshmen longitudinally across their first semester at college, an important time of transition when many behaviors and relationships are established. W-RS at the beginning of the semester predicted poorer adjustment to college, poorer psychological well-being, disordered eating patterns, and physical health symptoms at the end of the semester, even when controlling for each of these variables at Time 1. Thus, W-RS may be an important construct in determining who is most at risk for adverse consequences of weight stigmatization.

15-Minute Presentation. Pomodoro B (11:20 AM - 12:30 PM)

“Chilling Effect” of Metastereotyping on Employability Belief and Job-Seeking Resilience

Chuma K. Owuamalam, Hanna Zagefka

This research examined the hypothesis that negative metastereotypes would undermine employability beliefs and job-seeking resilience of members of disadvantaged groups and that this effect would be mediated by subsequent self-views following the activation of such stereotypes. Taken jointly, results from one correlational study and two experiments supported this hypothesis. This mediated effect was visible amongst those whose prior self-esteem was high but not those whose prior self-esteem was low (Studies 1 and 2). Study 3 further showed that the differential effects of metastereotyping on employability beliefs among those with prior high and low self-esteem was structured further by members' level of identification: Employability beliefs of those whose prior self-esteem was high was undermined by metastereotyping only if they were strongly (but not weakly) identified with the ingroup, while the reverse was the case for members whose prior self-esteem was low. In addition, there was a serial indirect negative effect of metastereotyping on members' resilience at job-seeking (imagined job application scenario) via state self-esteem and employability beliefs. The discussion focuses on the implications of the findings for socio-economic mobility of members of disadvantaged groups.

Tolerance and Ethnic Identity in Young Adults: Associations with Self-Esteem

Crystal S. Jenkins

Associations between young adults' perceptions of their own ethnic group and other's ethnicity are explored in relation to their self-esteem. Ethnic identity can be described as a self conception that affects a person's self-esteem, enhanced by the values and emotional significance attached to one's affiliated cultural or racial group (Tajfel, 1981). A paper questionnaire comprised of three extant validated measures: the Multigroup-Ethnic Identity Measure (MEIM), the Other-Group Orientation Scale (OGOS), and the Rosenberg Self-Esteem Scale (RSES), was used to assess associations using a correlational design. A study sample of eighty undergraduate and graduate students over 18-years of age were recruited from the Adelphi University student population. This study explored two hypotheses: (1) that the relationship between ethnic identity and self-esteem of white ethnic groups would not differ from that of non-white ethnic groups; and (2) that individuals' tolerance for other groups would highly correlate with self-esteem across all ethnic groups. The hypothesized relationships between the three variables - self-esteem, other group tolerance and ethnic identity - were partially supported. Overall, the findings offer insight into the psychological processes leading to racial intolerance. The results will be used to develop and implement productive psychosocial interventions, such as mandatory courses on multiculturalism in precollegiate school settings.

Preschool Children's Perceptions of Fruit and Vegetable Messages

Andrew R. Hansen, Amy A. Hackney, Moya Alfonso

Children receive an abundance of messages and information about fruits and vegetables and why they should consume them. Studies involving school aged children (>5 years) have reported that positive and negative outcome messages can influence a child's consumption of F&V's with positive outcome messages having the most significant mediating effect. Similar studies are limited for preschool aged (< 5 years) children. The current study was designed to explore what messages preschool children hear and how these messages relate to fruit and vegetable knowledge, preference, and consumption. Methods: School lunch-time F&V consumption of pre-school children (n=201) was recorded over five days. Children (n=192) were individually interviewed about their knowledge, preference, and perceptions of fruits and vegetables. Messages about F&V were operationalized into Social Cognitive Theory constructs to assist in behavior explanation. Pearson's correlation and one-way ANOVA were used for analysis. Results: Preschool children convey positive outcome expectancies (POE), negative outcome expectancies (NOE), and prompts most frequently when describing F&V's. Knowledge was positively correlated to prompts, POE and NOE. Child preference (likes) was negatively correlated to NOE. Dislikes were positively correlated to NOE. Differences were observed between genders. Boys received negative reinforcement more than girls. Significant differences were observed for socioeconomic status and race. Discussion: How parents, teachers, and nutrition advocates convey information about F&V's can have an influence on child perceptions and

preference. Providing appropriate messages early in the developmental years of a child's life can play dividends on future health outcomes. However, a comprehensive evaluation of the population may be necessary to understand the most effective type of communication for participants.

15-Minute Presentation. Magnolia (11:20 AM - 12:30 PM)

Advocating for Out-Groups: What Motivates Men's Support for Workplace Equality?

Jeanine Prime, Corinne A. Moss-Racusin, Elizabeth R. Salib

Many business professionals endorse the ideal of equal opportunity in the workplace. And yet, relatively few support the specific initiatives taken by their employers in pursuit of this ideal. For example, majority group members (particularly White men) are less likely than others to support employer initiatives aimed at closing gender and racial/ethnic gaps in hiring and career advancement (Harrison, Kravitz, Mayer, Leslie & Lev-Arey, 2006). Previous research (e.g. Eibach & Keegan, 2006) identifies several factors (such as zero-sum perceptions) which explain why members of dominant groups often resist formal measures to correct group-based inequalities. Yet, we still know relatively little about the choices of some dominant group members to support and even champion the institutional efforts that would erode their group's privileges. The current research begins to address this gap. Specifically, the authors investigate predictors of men's activism for gender equity in business settings. Two groups of men were surveyed: 1) business men who engaged in visible activism on behalf of women colleagues, and 2) business men who avoided such activism. A number of factors were assessed, including participants' level of conformity to feminine norms, their awareness of the impacts of gender inequity, and social justice concerns. Of these, only social justice concerns directly predicted men's choice of whether or not to engage in activism. Men's awareness of inequity had an indirect effect on their activism, fully mediated by social justice concerns. The authors propose a model of men's activism at work and consider implications for organizations attempting to gain greater male buy-in to gender equity initiatives.

Ethnic Identity and Collective Action: One or Many Peoples of Color?

Manisha Gupta, Brian Lickel

Traditionally, the discourse on race relations in the U.S. has focused on relations between Whites and ethnic minorities, with little being known about the antecedents and consequences of inter-minority prejudice (e.g., Richeson & Craig, 2011; Shapiro & Neuberg, 2000; White, Schmitt & Langer, 2006). As such, this paper will present results from two studies that were conducted with Asian, Black, and Latino undergraduate students, assessing intergroup attitudes, ethnic group identification, POC identification, and motivations to engage in coalition building with ethnic minorities. Across the two studies, ethnic minority participants were generally found to express more positive attitudes towards Whites than towards other ethnic minority groups. In addition, participants' perceptions of racial inequalities in the U.S., and each group's identification with the superordinate "people of color" (POC) category were assessed. Results suggest that POC identification is a separate construct from ethnic group identification. POC identification was found to be correlated with one's political beliefs (e.g., perceptions that the system is unjust, and that racial minorities face discrimination in the U.S.), and predicted collective action behaviors to a greater extent than did ethnic group identification. For Asian participants, POC identification predicted more positive attitudes towards other ethnic minority groups perceived to face similar discrimination in the U.S. (e.g., Blacks). However, Blacks' identification as POC actually predicted negative attitudes towards Asians, who were not seen as facing the same barriers to upward mobility as other racial minority groups in the U.S. While Blacks' POC identification predicted positive attitudes towards Latinos, Latinos were more likely to report feeling closer to Whites than to Blacks or Asians. The results of these studies suggest that ethnic minorities may have differing perceptions of who is a "person of color" or "ethnic minority;" implications for more effective coalition building amongst ethnic minorities are discussed.

The Ironic Impact of Social Advocates: Negative Stereotypes Reduce Influence

Nadia Y. Bashir, Penelope Lockwood, Alison L. Chasteen, Indra Noyes, Dan Dolderman

Despite evidence indicating that climate change, social inequalities, and discrimination remain substantial concerns worldwide, individuals are often reluctant to engage in collective action aimed at achieving social change. Previously, researchers examining individuals' resistance to social change have focused largely on individuals' perceptions of social issues and pro-change ideologies as factors that undermine motivation to engage in collective action (Feygina, Jost, & Goldsmith, 2010; Hodson & Esses, 2002). The present research instead examined the extent to which negative stereotypes of social advocacy groups, the individuals who advocate such issues and ideologies to the public, constitute a key barrier to social change, a possibility unexplored previously. We first identified the stereotypes of two social advocacy groups (i.e., environmentalists and feminists; Studies 1 and 2). We then assessed the implications of these stereotypes

for individuals' liking for typical (i.e., those who conform to group stereotypes) and atypical (i.e., those who do not conform to group stereotypes) members of these groups (Studies 1 and 2), even when the effects of perceived dissimilarity and anticipated derogation by the advocate are taken into account (Study 2). Lastly, we examined the extent to which such negative stereotypes reduce individuals' receptiveness to pro-change messages delivered by typical versus atypical environmentalists (Study 3) and feminists (Study 4). Results revealed that individuals reacted less favorably to typical social advocates than to atypical advocates and non-advocates (i.e., they disliked typical social advocates and were less responsive to a message delivered by them), because they were more likely to associate typical advocates with negative group stereotypes. Our findings suggest that individuals may be reluctant to support social change in part because their negative stereotypes of social advocates reduce their willingness to interact with and listen to members of these groups.

Transforming Rights into Duties for Strengthening Participatory Democracy in India

Kamlesh Kumar

The human rights movement in modern India began with struggle for civil and political rights and moved towards socio-economic, cultural and developmental rights for poor and marginalized sections of society in contemporary era. But the movement, unlike its counterpart in the west, remains constantly challenged by prevailing complexities of the political and social process. One of the key problems is facing by the human rights movement particularly in respects the duties to fulfill. It strengthens the relationships between individual rights holder and the duty in participatory and sustainable democratic society like India. Hence, transforming human rights is an urgent need of Indian society into positive human rights duties particularly in the face of globalization and privatization. Considering that this major challenge for this new Millennium is that the effective and efficient realization of human rights for all people, and that at the same time is needed that all members of the human family strive for its fulfilment, the Constitutional duties as well as duties and responsibilities formulate by the UN Declaration of Human Duties and Responsibilities. The paper argues that effective enjoyment and implementation of human rights and fundamental freedoms is inextricably linked to the assumption of the duties and responsibilities implicit in those rights. The paper further takes into account the new challenges for translating semantically rights into duties and responsibilities and contributing towards dimensions of research, social action and public policy in Indian context.

15-Minute Presentation Dogwood (11:20 AM - 12:30 PM)

Causes and Consequences of Targeted Social Referencing

Jennifer R. Crosby

Targeted social referencing is defined as looking to, and being influenced by, the opinions of relevant minority group members when making determinations of discrimination (Crosby, Monin, & Richardson, 2008). This talk explores two complementary strands of research emerging from this theory. Among majority-group members, I examine how Internal Motivation to Respond Without Prejudice (IMS, Plant & Devine, 1998) affects whether Black or White individuals are more influential regarding the absence or presence of racial discrimination. I find that individuals high in IMS are particularly influenced by the opinions of Black individuals regarding the presence of discrimination, while individuals low in IMS are more influenced by the opinions of Whites. I also explore how IMS affects liking of majority and minority group members who say discrimination is absent or present. By exploring how race of discrimination claimants and IMS interact to affect both opinions about the presence of discrimination and feelings about the discrimination claimants, this research contributes to the field's growing understanding of the effects of group membership on responses to discrimination claims. Among minority group members, I examine how the experience of targeted social referencing can affect perceptions of social attention. Specifically, minority participants hearing about a race-relevant topic reported that they felt "singled out" and "in the spotlight," and were also quite accurate in their estimations of how much they were the targets of attention in these discussions. These results were specific to the combination of being the only member of a minority group in the discussion and hearing about a group-relevant topic; they were not a result of solo status alone. Ongoing research reveals similar findings with women hearing about a gender-relevant topic. This talk highlights both the motivational roots of targeted social referencing and the consequences of this phenomenon for members of underrepresented minority groups.

Downstream Consequences of Social Tuning on Intergroup Attitudes and Interactions

Andreana C. Kenrick, Stacey Sinclair

When people are motivated to share reality (i.e., achieve a sense of mutual understanding) with another, their attitudes align with that person's through a process called "social tuning." Although extant research has demonstrated that social tuning can yield reductions in implicit ethnic prejudice, no research has examined the downstream consequences of social tuning for the durability of attitude change or its effects on actual intergroup behaviors. The current research is an initial

investigation of these questions. We manipulated whether people believed that they had indeed achieved shared reality with an egalitarian partner and then examined whether this experience would influence the persistence of implicit attitude change and impact a subsequent intergroup interaction. White participants were induced to tune their implicit pro-White/anti-Black prejudice-which was measured using a sequential-subliminal priming task-toward an egalitarian experimenter. The experimenter then confirmed or disrupted perceptions of shared reality by telling the participant that they both had similar or dissimilar attitudes, respectively. When participants completed the subliminal measure again after a short delay, those whose shared reality was confirmed continued to experience lower implicit prejudice. In contrast, the implicit prejudice of those whose shared reality was disrupted increased. Furthermore, in a subsequent interracial interaction, Black confederates liked those participants whose sense of shared reality with the egalitarian experimenter was confirmed more than those whose shared reality with the experimenter was disrupted.

Primed to Adjust: An Investigation of Chronic Collectivist Social Tuning

Satia Miller, Melissa Paris, Jeanine Skorinko, Janetta Lun

The present study investigates a possible factor leading to chronic social tuning in collectivist cultures. Social tuning is one of the mechanisms by which individuals achieve shared reality with others -fostering more positive interactions (Lun, Sinclair, Whitchurch & Glenn, 2007; Hardin & Conley, 2001). In both individualist and collectivist cultures individuals will social tune when provided with motivation (Sinclair, Huntsinger, Skorinko & Hardin, 2005a; Sinclair, Lowery, Hardin & Colangelo, 2005b). However, recent research suggests that collectivists may also social tune without motivation, or chronically (Skorinko & Lun, under review). In the present study, the researchers investigated whether the natural tendency to adjust to others found in collectivist cultures was an underlying factor in chronic social tuning. Participants were primed to either adjust to others or influence others, and were then asked to evaluate images that either represented no views, the perceived egalitarian views of the experimenter, or the views of other participants. In particular, we were interested in attitudes towards homosexuals. Results suggest that participants tuned towards the egalitarian views of the experimenter and expressed significantly lower levels of implicit and explicit prejudice towards homosexuals when primed to adjust to others.

15-Minute Presentation Juniper (11:20 AM - 12:30 PM)

Differences between Maternal and Paternal Parenting: A Study from Turkey

Hamide Yilmaz-Gozu

Previous research indicates mothers and fathers display different parental practices (Conrade & Ho, 2001). Mothers are perceived more authoritative (Milevsky, Schlechter, Klem, & Kehl, 2008) whilst fathers are perceived as authoritarian (Conrade & Ho, 2001), neglectful (Milevsky, et al., 2008), less concerned (Shek, 1995), and likely to use more non-explanatory responses (Russell, et al., 1998). Studies show that parenting styles are likely to change depending on number of children (family size) and children's gender (Elder, 1962; Kitamura, Sugawara, Shima, & Toda, 1998; McKinley & Renk, 2008). The current study aimed to investigate the differences between perceived paternal and maternal parenting styles, and the effect of family size and participants' gender on these parenting styles among Turkish undergraduate students. Parental Authority Questionnaire and a survey concerning participants' gender and family size were administered to 196 students. The findings of this study suggest that mothers were perceived more authoritative than were fathers whereas mothers and fathers did not show any significant differences for other parenting dimensions, permissive and authoritarian parenting. Maternal parenting did not differentiate in terms of children's gender and family size. However, these factors made a significant difference for fathers. Fathers were found to display more authoritarian characteristics to their sons and to become less permissive and authoritative, and more authoritarian as the family size increased. These findings might be due to different discipline forms used for boys and girls; boys receive more assertive discipline techniques while girls experience different strategies such as reasoning and negation (Russell et al., 1998). Moreover, in large families, as conflicts between children increase (see Newman, 1996) fathers might feel the necessity of using more strict controlling techniques to solve these conflicts.

Preventing Child Maltreatment Through Parenting Programs in Community Health Centers

Kimberly M. Burkhart, Michele Knox

Child maltreatment is a serious public health problem that is associated with negative psychological, behavioral, and health outcomes. Research indicates that community-based parenting programs that reach parents in familiar venues, where they are already receiving services, may hold significant potential for preventing and reducing child maltreatment. In particular, Community Health Centers (CHCs) may be a fitting venue, as CHCs are well situated to provide families a variety of services, and because they are often accessed by families that are at relatively high risk for child maltreatment. The purpose of the present study was to investigate whether the American Psychological Association's (APA) ACT Raising

Safe Kids program (ACT-RSK) would have positive outcomes for parents when delivered in the context of the CHC. The ACT-RSK program is a primary family violence and child physical abuse prevention program, which is available to parents of young children. Through ACT-RSK, groups of caregivers are trained in effective parenting, including child development, anger management, social problem-solving skills, nonviolent discipline, effects of violent media on children, and methods to protect children from exposure to violence. Eighty-four parents/caregivers from two community health centers agreed to participate in the study and were randomized to intervention and control groups. Intervention group participants completed eight 2-hour group sessions. Results of the study indicated that the intervention group evidenced improved nurturing and positive parenting behaviors, as well as increased use of nonviolent discipline, and had lower rates of psychologically and physically aggressive behavior toward their children. These findings suggest that the ACT-RSK program results in positive outcomes for ethnically diverse families served within the context of the CHC. Having the ACT-RSK program located in CHCs may promote a more holistic approach to the needs of families, allowing for more coordinated treatment of families' medical, mental health, and social and behavioral needs.

15-Minute Presentation. Poplar (11:20 AM - 12:30 PM)

Gender Inequality in the Home: The Role of Relative Income

Janell C. Fetterolf, Laurie A. Rudman

Two studies examined the influence of relative income on domestic inequality, using relative resource theory (Brines, 1994). In Study 1, married men who earned at least as much as their wives completed significantly less domestic work than their wives, while only women who earned more than their husbands achieved an equal distribution of domestic work. Domestic inequality fully accounted for women's lower marital satisfaction scores. In Study 2, undergraduates imagined future lives as married parents who worked full-time and either earned less than, the same as, or more than their spouses. Again, men anticipated completing significantly less domestic work than their wives if they earned at least equal pay, but women never expected an equal distribution of domestic work. Perceived entitlement to do less than half of the housework mediated gender differences in domestic responsibilities. Extending domestic inequality to financial decision-making, Study 2 found that women who envisioned earning equal pay expected to make less economic decisions than their husbands, but men expected equal treatment even when they earned less. Endorsing gender norms moderated anticipated behavior when it was considered normative for one's gender (for women, domestic labor, and for men, financial decision-making). This pattern of results suggests that not only do married men and women still experience domestic inequality in many instances, but young adults do not expect much societal movement toward equality in their own future lives.

Intersectional Emotion: Multiple Social Categories Influence Expectations for Emotional Expression

Jacqueline S. Smith, Marianne LaFrance

People whose behavior is at odds with peoples' expectations risk confusion or censure by others. We examined expectations for emotion based on a person's social categorization. Although gender stereotypes for emotional expression are well-established, they are mostly derived from studies of White, middle-class men and women. We employed a series of reaction times studies in which participants identified the gender of faces displaying anger, happiness, and no emotion to determine whether status and race moderate the links that have been previously demonstrated between gender and certain emotions. In Study 1, we established that angry White male faces and happy White female faces are more quickly recognized than the reverse pairings of gender and emotion. Study 2 demonstrated that these gender-emotion links are influenced by target status. Whereas target status did not moderate reaction times to male faces, reaction times to female faces were affected by target status. Specifically, low status information eliminated the interference effect of anger on reaction times to female faces, whereas high status information confirmed it. Study 3 included Black and White faces, and participants identified the gender, race, or emotional expression of each face. Whereas anger has been consistently more strongly associated with Black men than White men, this association did not hold true for Black female targets. Rather, expectations for the emotional expressions of Black women differed from both Black men and White women. Examining how multiple social categories restructure expectations for who will express which emotions illuminates the criteria against which men and women of different races and statuses are evaluated in real life contexts. Furthermore, understanding the content of these expectations may help perceivers to be aware of their potential for bias in evaluating others.

Social Influence Processes and Outcomes in Online Discussion Groups

Jessica Salvatore, Louise F. Pendry

Past research has been surprisingly mixed in its conclusions about the relationships between motives for joining a group, coming to actively identify as a group member, and following the group's norms. Equally, it has left unaddressed a key issue: how do the interrelationships change and evolve over the course of group membership? The objective of the

research is to test our process model of how what we have called “transformative” group membership emerges from unexpectedly rewarding interactions and impacts upon members’ lives. We report results from Wave 1 of an ongoing longitudinal study designed to monitor the evolution of such relationships in dynamic real-world groups (a set of online discussion forums). Users of online discussion forums voluntarily responded to an invitation posted on the forum to fill out an online questionnaire. The questionnaire assessed the length of their engagement on the forum; their levels of identification with the forum group; and their tendency to engage in normative behavior. Within Wave 1 data, higher levels of forum identification strongly predicted both enthusiasm about and adherence to group norms. These relationships strengthened, rather than dissipated, with increased density of forum use. We also preview data collected at later time points and in additional forums. For example, forums devoted to stigmatized / stigmatizing topics (like post-natal depression) seem to be ones where these relationships emerge most strongly. We discuss the implications of these findings for theories of social influence and social capital; online sociability and well being; and conditions that trigger transformations in the self across time.

Notes:

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Description **Fold out**

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Qty. 400	Lots/ Breakdown	L of	ea. or <input type="checkbox"/> Divided Qtys.	1. Agenda at a Glance (this is the fold out like last time) 2. PreProgram section - EMAILED 3. Program 4. Post-Program section - EMAILED TAB FRIDAY 5. Friday Abstracts TAB SATURDAY 6. Saturday Abstracts 7. Sunday Abstracts TAB SUNDAY 8. Index
Final Size 8.5 x 11	Flat Size 16.75 x 11			
Stock				
Color Format 4 / 4	Ink CMYK / CMYK			

Binding	
Drill/Punch	
Pad In	

Additional Bindery

Trim to size and spiral bind with cover, foldout, color text and dividers with tabs.

Linemark is a FSC Certified printer. printing with

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Company **AMC Network**

PO#

Attn. **Rose Draper**

Fax

Description **3-Tabbed Dividers**

Project Title **AMC - Conference Materials - SPSSI Conference Guides**

Qty. **400** Lots/ Breakdown **3 L of 400** ea. or ☐ Divided Qty.

Final Size **9 x 11**

Flat Size

Stock **65 lb White Springhill Opaque Offset Cover - 65 lb**

L1: Friday Abstracts
L2: Saturday Abstracts
L3: Sunday Abstracts

Color Format **1 / 0**

Ink **Black**

Binding

Additional Bindery

Drill/Punch

Trim to size and spiral bind with cover, foldout, color text and dividers with tabs.

Pad In

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