2008 Biennial Convention
Disparities across the Globe:
Place, Race, Class, Ethnicity, & Gender

POSTER ABSTRACTS

1.28: Student Response to the Class Interview Activity in Gender-Focused Courses
Kim Case, Briana Stewart, Courtney Smith, Ashley Cannon, Nicole Deering, Ashley Fowler
Given the range of sensitive topics covered in gender-focused courses, building community among students may encourage participation and impact student learning. McKinney, McKinney, Franiuk, and Schweitzer (2006) discovered positive correlations between students' sense of community and student perception of learning in the course, how much students enjoyed the course, and change in exam scores. Tebben (1995) also found a relationship between a sense of community, student satisfaction with the course, and student success. This study examined student reactions to an interview activity in Introduction to Women's Studies and Psychology of Women courses. In the class interview activity, the instructor gathers information about students' backgrounds, concerns and fears associated with the course, and their needs for successful learning. The second phase of the interview gives students the opportunity to interview the instructor. In a post-activity survey, students reported they enjoyed the activity and recommended faculty use it in future courses. Participants also reported the interview process not only helped create a more comfortable classroom environment, but also helped clarify instructors' expectations of students. Several students specifically credited the interview exercise as a "very good way to create a comfortable educational environment." They also indicated they felt more "connected to the course and the instructor" and several mentioned a sense of "openness" from the professor and classmates.

1.29: Emotional Versus Fact-Based Intervention for the Reduction of Prejudice against Transsexuals
Briana Stewart, Kim Case, Courtney Smith, Jennifer Elliot, Marla Moreno
Despite the abundance of research on heterosexism and antigay attitudes (e.g. Herek, 1986; Herek, 2000; Herek, 2004; Serdahely & Ziemba, 1984; Waterman, Reid, Garfield, & Hoy, 2001), research focusing on prejudice against transsexuality is severely lacking. Transgender research tends to focus on mental health (Hale, 2007; Newfield, Hart, Dibble, & Kohler, 2006), efforts of social workers educate fellow social workers about transgender issues (Burdge, 2007; Kenagy, 2005; Kenagy, Moses, & Ornstein, 2006), social service needs of transgendered individuals (Kenagy & Hsieh, 2005) and HIV risk in the transgender community (Edwards, Fishers, & Reynolds, 2007; Hwahng, & Nuttbrock, 2007; Kenagy, 2005; Kenagy & Hsieh, 2005). The current state of research assessing attitudes toward transsexuality includes interviews of physicians (Franzini & Casinelli, 1986), and the general public (Hill & Willoughby, 2005; Landén & Innala, 2000; Leitenberg & Slavin, 1983). However, none of the studies aim to change attitudes towards transsexuality. The current study aims to alter attitudes towards transsexuals using an emotional intervention versus a fact-based intervention. After a brief survey, participants were exposed to: 1) a letter from a female-to-male transsexual to his parents (Brown & Rounsley, 1996), and 2) a handout addressing popular misconceptions about transsexuality (Brown & Rounsley, 1996). It was hypothesized that the novel information presented in each intervention would foster prejudice reduction. Lower means on posttest scores as compared to pretest scores indicated favorable attitude change.
1.31: Stereotypes of Managers Based on Their Gender and Racioethnicity
Benjamin Liberman, Laura Buffardi, Gwendolyn Seidman, Tarani Merriweather

Previous research on the stereotyping of managers has examined both gender and racial/ethnic stereotypes against a successful manager prototype but has never investigated the effect of the racial/ethnic and gender categories together (Chung-Herrera & Lankau, 2005; Heilman, Block, Martell, & Simon, 1989). The purpose of the present study is to extend the research examining stereotypes and requisite management characteristics by seeking to understand how the dual categories of racial/ethnic status and gender influence ratings of similarity to the prototype of successful managers. Participants used a managerial attribute inventory to rate 1 of 9 target groups: successful manager, White male manager, White female manager, Black male manager, Black female manager, Hispanic male manager, Hispanic female manager, Asian male manager, or Asian female manager. Intraclass correlations were computed to determine the degree of correspondence between ratings of the successful manager group and each target manager group. Results show that White male managers were perceived as the most similar to the successful manager prototype than any other managerial target group. To examine whether correspondence between ratings of successful managers and each manager group differed for male and female respondents, intraclass correlation coefficients were computed separately for males and females. Findings showed that there was greater similarity between successful manager and minority manager profiles among female respondents than among male respondents. Intraclass correlation coefficients were also computed separately for the level of contact the participant had with the target group. Participants who had a higher level of contact with the target group were more likely to rate the target as more similar to the successful manager prototype than participants who had a lower level of contact with the target group. The study’s results support that raters hold different stereotypes of the traits that managers possess based solely on their racial/ethnic and gender categories.

1.32: Parental Attachment and Moral Absolutism in Emerging Adulthood
Steven Davis

The transition to college provides adolescents with numerous opportunities to reevaluate their moral beliefs, with subsequent consequences both for how they judge diverse others and for their own moral behavior. This study examined the hypothesis that securely attached college students would be more able to use such opportunities to gain appreciation for diverse value perspectives, and would therefore exhibit less absolutism in their moral judgments. In the Spring term of their freshman year (T1), 99 college students (63% female, 78% Caucasian) completed measures of attachment to each parent and a measure of the acceptability of various morally controversial behaviors. Follow-up surveys were conducted with 62 of these students during the Spring term of their senior year (T2). Surprisingly, at both T1 and T2, stronger attachment to each parent was correlated with greater moral absolutism. However, longitudinal analyses predicting moral absolutism at T2 from attachment at T1 (controlling for moral absolutism at T1) found that (a) maternal attachment prospectively predicted less moral absolutism (β = .19, p < .05), especially about behaviors that represent personal autonomy (β = .21, p < .05), and (b) paternal attachment prospectively predicted increased moral absolutism about stealing behaviors (β = -.33, p < .01) but did not predict any other aspects of moral absolutism. Results suggest that, in early college, secure attachment may reflect an acceptance of parents’ (often traditional) values, and with that acceptance, a certain moral absolutism. With the opportunities for value exploration brought by college, secure maternal attachment may actually play a new role by facilitating such exploration, whereas paternal attachment might act differently, continuing to reinforce traditional morality across the college years. Implications of this research for the development both of moral behavior and of tolerance for diversity are discussed. Future research should be sensitive to the different roles of maternal and paternal attachment.

1.33: Effects of a Local Park on an Urban Neighborhood
Claire Burgess, Susan Clayton

As more people live in urban areas, and undeveloped areas are transformed into residential neighborhoods, it is important to consider the experiences with nature available to urban dwellers. In the
present study, perceptions and usage of a neighborhood park were obtained both before and after the park was improved by the addition of new playground equipment and a repainted shelter. Surveys of local residents assess usage of the park as well as its perceived importance to the neighborhood and overall neighborhood satisfaction. Observations of park usage provide more objective information about usage as well as more detailed descriptions of the ways in which the park is used. Preliminary analyses show that people primarily use the play equipment and picnic tables but that the flower garden is considered important. There was a strong feeling that the park contributed to a friendlier neighborhood, a sense of community, and even a safer neighborhood. Those who considered the flower garden to be more important were also more likely to say that the park contributed to a sense of community, and to report more satisfaction with their local community. Those who said they used the “green areas” in the park showed a nonsignificant tendency to rate the park as making a stronger contribution to a friendlier and safer neighborhood and a stronger sense of community, compared to those who did not say they used green areas. Those who said they used the play equipment rated the park as significantly less important in contributing to a friendly neighborhood and sense of community compared to those who said they did not use the play equipment. In combination with previous research, this study contributes to an understanding of the value of nearby nature for people who may not have access to more remote and spectacular natural settings.

1.34: Motivational and Social Justice Framework: Lessons from Community-Based Conversation
Daniel A. DeCaro, Michael Stokes
World-wide, natural resource conservation programs in developing nations face implementation challenges stemming from fundamental violations of basic human rights (World Conservation Union 1980). For instance, in many regions of South Africa, centralized governmental control over local natural resources forcefully removed local stakeholders from their lands and denied them basic rights to civic engagement (Hulme & Murphree 2001). Early conservation programs in South Africa mirrored regional government, attempting to conserve natural resources through protectionist measures, such as fencing in entire national park systems and enforcing exorbitant fines to limit resource usage by local stakeholders (Western & Wright 1994). The result today is rampant poverty and active resistance to local resource conservation. Thus, one of the greatest current challenges for conservation in developing nations is to bolster local conservancy motivation in an economically and socially sustainable fashion despite extreme economic hardship, food insecurity, and political injustice. A recent paradigm-shift in African resource management has found success by reinstating local stakeholder autonomy through community-based conservation (CBC) programs grounded in open democratic participation in management, substantive recognition and inclusion of local stakeholder identity, and respectful, non-coercive social interaction (Hulme & Murphree 2001). However, CBC researchers have struggled to identify the underlying social-psychological mechanisms of CBC, leading to fundamental questions regarding human motivation and social justice. We use self-determination theory’s (Deci & Ryan 1985) administrative frameworks of controlling and autonomy-supportive environments to establish a testable social-psychological theory of conservancy motivation that accounts for these documented trends and addresses the current challenges in CBC. By integrating principles of self-determination theory with results of current African resource management, we may not only more widely inform our understanding of human motivation, but we may also provide theoretically-informed guidelines for using community-based democratic programs as a vehicle to reinstate human rights and achieve large-scale social change under limiting conditions.

1.35: Differences in African American’s and White Americans’ Attitudes Toward Homosexuality
Bernard E. Whitley Jr.
Some evidence suggests that African American lesbians and gay men perceive the Black community to be more negative toward homosexuality than the White community. However, the fact African Americans hold negative attitudes toward homosexuality does not mean that those attitudes are more negative than those held by Whites. That is, perceptions of racial differences in antigay attitudes might not reflect actual
differences. This research used meta-analysis to summarize the empirical literature on differences in Black and White Americans’ attitudes toward homosexuality and to investigate whether the strength of the relationship between race and attitudes toward homosexuality varied as a function of the sex and age group of the research participants. Studies were located through a search of PsycINFO and examination of the reference lists of studies found in the electronic search. Positive effect sizes (d) indicate that Whites and men held less negative attitudes. Overall, Whites held less negative attitudes the Blacks, d. = .10. However, the White-Black difference was larger for college students, d. = .30, than for older adults, d. = .10, and high school students, d. = .00, ns. Women held less negative attitudes than men. In addition, Black and White men held similar attitudes d. = -0.5, but White women were less negative than Black women, d. = 0.28. Black-White differences in attitudes toward homosexuality were found only for college students. Reasons for the age difference are not clear and research is needed to identify the causes. The pattern of sex differences was consistent with that found in previous research. Overall, it appears that White women hold the least negative attitudes, followed by Black women, followed by Black and White men, who do not differ. The research located focused primarily on attitudes toward gay men, indicating a need for research on attitudes toward lesbians.

1.37: Sexualized Violence on TV: An Archival Analysis of SVU
Camilla S. Overup, Tamra DeLong, Stephanie F. Hurley, Taylor Saunders, Paige Muellerleile
Crime dramas are among the most popular television genres. Law and Order is the longest-running crime drama, and its spin-off series (Law and Order: Special Victims Unit; SVU) focuses exclusively on sexual crimes, usually murders involving sexual assault. However, televised depictions of sexual victimization may not reflect real crimes or crime rates. We hypothesized that the SVU series would inaccurately portray the victims, assailants, and murder circumstances, which could, in turn, change people’s perception of their own risk and the risk of others of being victimized. To examine the hypothesis that the televised depictions of sexual assault/murder circumstances are inaccurately represented in the SVU series, we performed a content analysis of the first season of the SVU series and compared the results of the murder/sexual assault plot lines to actual murder/sexual assault crimes reported by the FBI in the same year. Two independent coders rated each of the 22 episodes for the gender, murderer-victim relationship, and murder circumstances (e.g., weapons); disagreements between coders were resolved by discussion and consensus. The results of this analysis indicated that the SVU series grossly overrepresented the extent to which males were portrayed as sexual assault/murder victims. In addition, the series did not realistically portray the relationship between the murderer and the victim, or the types of weapons used to commit the murders; dramatic and frightening storylines were favored over more realistic portrayals of these kinds of violent victimizations. Ancillary analyses focused on the brutality of the murders within the SVU series, demonstrating that although the brutality of the murders predicted gender better than chance, the relationship was not significant. Crime dramas like these are likely to influence people’s perception of risk of violent sexual victimization.

1.38: At the Intersections of Ethnic, Gender and Class Identities among Chinese Immigrants
Taryn N. Tang, Kay Deaux
In this study we examine the complex issues at the intersection of ethnicity, gender, and social class among a group of recent Chinese immigrants. We approach our research from an intersectional perspective, which considers the many social locations that influence identity. Our research involves semi-structured, in-depth interviews with 56 Chinese immigrant men and women living in New York City, conducted to assess immigrants’ subjective experiences of ethnic and gender identities. This was a community sample, whose mean age was 40.93 years and who had lived in the U.S. on average 6.53 years, with diverse educational and occupational experiences pre- and post-migration. Through content analysis, the following themes emerged as central to participants’ identities in the U.S.: experiences of discrimination and racism; outsiders in a foreign land; the need to acknowledge heterogeneity among Chinese; pride in group history and culture; colluding with group stereotypes; superiority over other ethnic minority groups; larger influence of ethnicity than of gender; more successful integration of women compared to men. Social class was not directly interrogated in the interviews but, nevertheless, permeated immigrants’ understandings of their ethnic and gender identities and was a key factor in
interpreting their subjective experiences. Discussion of these themes underscores the importance of exploring identity from an intersectional perspective in order to disentangle the ways in which immigrants construct meaning of their identities from researchers’ social categories. We pose our findings against the prevailing view that Asian Americans are a homogeneous “model minority” who have achieved great success in America, and discuss how considering Chinese immigrants’ intersectional identities reveals the inaccuracies and limitations of this stereotype.

1.39: Mother’s Education and Child Behavior Problems
Sheretta Butler-Barnes, Hema Mason

The current study sought to examine the relationship between mother’s level of education and child behavioral outcomes on several dimensions of maternal well-being. The dimensions included parenting stress, total life stress, general health, love and relationships and strains from combining work and family. Outcomes of interest included total problem behaviors, internalizing behaviors and externalizing behaviors. It is well documented that years of mother’s education is related to a child’s intellectual and cognitive performance (McGowan & Johnson, 1984) and children’s educational attainment (Duncan, Featherman & Duncan, 1972). It was hypothesized that parents education would be related to child behavioral problems as well. Methods. The current sample is part of a larger study, examining the relationship between childcare experiences and child outcomes. Study participants were selected from hospitals at 10 collection sites. Inclusion criteria included the following: 1. Mothers had to be 18 years of age or older. 2. Families had to anticipate staying in the area for at least 3 years. 3. Children could not have obvious disabilities. 4. Mothers had to be able to communicate effectively in English. Results showed that on dimensions of parenting stress, total life stress and general health of the mother, mother’s education negatively predicted total problem behaviors. That is, the more educated the mother was, the less likely she was to report having a child with total problem behaviors. These findings were supported by previous research showing that higher levels of education resulted in less psychopathology (Auerbach, Lerner, Barasch & Palti, 1992). The same was true with regard to internalizing behaviors.

1.40: Moderating and Independent Effects of Fathers on Mother-Child Relationships
Hema Mason, Sheretta Butler-Barnes

This study examines the independent and moderating effects of father involvement on the relationship between maternal well-being and child behavioral problems at 3 years. The study is part of a larger longitudinal study, The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care (SECC) examining several facets of parent and child care characteristics and child development. Having children with behavioral problems can be demanding on families, especially in light of new demands to juggle both family and work responsibilities. Mothers of children with behavioral problems report having parenting stress and concern for the child, lower parent efficacy, negative feelings about being a parent, about marital satisfaction and social life (Baker & Heller, 1996). Donenberg and Baker (1993) have reported similar findings. Though it is clear the consequences and stability of problem behavior and the risk factors associated with them, additional research regarding protective factors that might interact to reduce the negative effects of these relationships is necessary. For example few, if any, studies have examined the potential buffering effects a father’s contact would have on the relationship between maternal well-being and child behavioral problems. Methods. Data was collected beginning with the 1-month assessment in 1991 and continued until the 36-month assessment in 1994. Researchers measured children’s development and family characteristics using multiple data collection methods. These methods included visits to the home, childcare facilities and laboratories. Results. The results did not reveal any significant interaction terms and thus no moderating effects of father involvement on the relation between maternal well-being and child behavioral problems. There were, though, some independent relationships between certain father variables and child behavior problems. A child’s contact with his/her father was negatively related to internalizing behaviors. Greater contact with the child’s father resulted in fewer internalizing behavior problems.
1.41: Crimes of Sexual Violence: Gender Affects Risk Perception
Stephanie F. Hurley, Tamra DeLong, Camilla S. Overup, Babak Partovi, Taylor Saunders, Paige Muellerleile

The JW hypothesis posits that people believe that good things happen to good people and bad things happen to bad people. An extension of the same idea posits that people tend to believe their own ingroups to be at less risk than outgroups. Sexual assault is a unique type of violent victimization. Therefore, we believed that some, but not all, predictions of the JW hypothesis would be supported in an experimental examination of perception of risk of violent sexual victimization. To examine the JW hypotheses, we used a 2 (participant gender) × 3 (no scenario control, male victim scenario and female victim scenario) between-subjects ANOVA. Participants completed a survey packet that included the Belief in a Just World Scale, a modified version of the Rape Myths Scale, and a set of questions about television viewing habits. Embedded in this questionnaire was the experimental manipulation; and a description of an SVU plot wherein the victim’s gender was manipulated. All participants rated their risk of violent victimization, their gender ingroup’s risk of violent victimization, and their gender outgroup’s violent victimization, in that order. Preliminary results indicate that men perceived a decrease in risk for men when they read about a male victim. Reading about a male victim did not change their risk perceptions for women. Women did perceive their own risk as lower than that of other women and higher than men’s risk, however reading about a female victim increased their risk perceptions for men. Reading about a male victim increased their risk perceptions for women as well. In this case, the JW predictions are not supported; outgroup members are not perceived as being more likely to be victimized. Rather, risk of victimization depends on gender rather than outgroup status.

1.42: Fear of Crime and the Sense of Control
Evan Harrington

Graduate students in clinical psychology Master of Arts programs were surveyed regarding fear of crime and their sense of control over preventing victimization. Participants (N = 108) completed a questionnaire with scales measuring fear of victimization (being attacked in the street, being mugged, being verbally harassed, having one’s home broken into when they were home, having one’s home broken into when they were absent). Participants were asked if they believed they could control each type of victimization. Demographic variables were measured (gender, urban/rural living, political affiliation, and prior victimization history). Female participants were more likely to be worried about being attacked in the street and about having their homes broken into while they were there, but other measures showed no gender difference. Those who lived in urban settings were significantly less likely to worry about having their homes broken into both when home and when they were away. Political affiliation (conservative, moderate, liberal) was associated with only one significant difference: moderates were less likely than either liberals or conservatives to worry about being harassed in the street. Nineteen participants (18%) reported having been a victim of violent crime, and these individuals were less likely than their peers to worry about being harassed in the street. Overall, the perception of having control over being victimized reduced worry about victimization only for fear of being harassed in the street. Fear of crime, based on these data, would appear to be highly dependent on type of crime and the characteristics of potential victims. A belief in one’s ability to prevent crime appeared to only play a role in random encounters involving harassment on the street. For more serious types of crime, such as assault, robbery, and burglary, participants’ belief in their ability to avoid victimization did little to allay their fears.

1.43: Prejudice Predicts the Interpretation of Ambiguously Discriminatory Medical Policy
Paula M. Brochu, Victoria M. Esses

Weight prejudice is often described as one of the last acceptable forms of bias (Puhl & Brownell, 2001). This study examined the influence of weight prejudice on perceptions of and agreement with an ambiguously discriminatory medical policy: denying surgery to overweight patients. Participants were 116 Canadian introductory psychology students who had completed a measure of weight prejudice in a mass
testing session. Participants were then recruited to participate in a study on “Perceptions of the News Media” approximately 3-4 weeks later. Upon arrival in the laboratory, participants read a news article discussing a recent decision made by the UK health authority to deny operations to patients with a body mass index greater than 30, which was adapted from a real article (BBC News, 2005). After reading the news story, participants answered questions regarding their reactions to the policy. They also completed a measure of weight control beliefs (Allison, Basile, & Yuker, 1991). Regression analyses revealed that participants who were higher in weight prejudice were less likely to perceive the policy to be discriminatory, more likely to agree with the policy, more likely to support adoption of a similar policy in their own country, and recommended lower BMI cutoff values for denying surgery to patients, above and beyond the effects of weight control beliefs, all Bs > |.57|, all SEs < 0.30, all ts > 2.95, p < .05. Furthermore, perceptions of discrimination significantly mediated the relations between weight prejudice and agreement with the decision to deny surgery to overweight patients, support for adoption of a similar policy in their own country, and recommended BMI cutoff value for denying surgery, all Sobel test zs > 2.46, p < .01. These results indicate that prejudice influences individuals’ interpretations of ambiguously discriminatory policy, which has important implications for policy makers and researchers alike.

1.44: Application of Prototype Theory to Perceptions of Gender-Motivated Bias Crimes
Jordan Hertl, Colleen Sinclair
Two studies explored the application of prototype theory to understanding when individuals apply the label of “bias crime” to a particular incident. According to prototype theory, people recognize prejudice when the situation matches their stereotyped expectations about what constitutes discriminatory behavior. In Study One, participants were presented with a scenario that manipulated Victim Type (Women vs. African-Americans), Type of Crime (Assault vs. Assault & Robbery) and Type of Hate Speech (Slurs vs. No Slurs) and then were asked to apply charges, determine motive and judge the extent to which the scenario depicted a hate crime. Study Two adapted the scenario used in Study One by adding in the variable of Victim-Perpetrator Relationship-Type (Stranger vs. Acquaintance) and manipulating Crime Type differently (Physical Assault vs. Sexual Assault) while still manipulating Victim Type. What these two studies revealed was that gender-motivated crimes do not fit the conception of a “typical” hate crime. Primarily this was due to victim demographics. As soon as a scenario featured all female victims - as opposed to racial minorities, for example - participants did not see the violence as discriminatory. In order for a gender-based attack to warrant the hate crime label, a follow-up study suggested that the crime needed to be committed by a stranger (Study 2). However, even with this aspect in place, only a minority of participants attributed perpetrator motives to bias. This finding stood in stark contrast to the automaticity with which the majority of individuals applied the hate crime label to identical incidents targeting persons of other demographics.

1.45: The Influence of Shared Superordinate Identity on the Cross-Race Effect
L. James Climenhage, Michael T. Schmitt
Many studies have looked at the cross-race effect, the phenomenon in which persons remember ethnic ingroup members more accurately than members of an ethnic outgroup, but very few have looked at multiple category memberships or cross-categorizations where people are ingroup members in one category but outgroup members in another category. In this study we tested predictions concerning how cross-categorization and the cross-race effect interact. To achieve this, Asian (N=33) and Caucasian (N=32) male university students viewed a series of Asian and Caucasian male target faces. Each target face was superimposed with either the name of the ingroup university or, alternately, the name of the outgroup university. Participants were told that the label indicated which university the target individual attended. After a brief distracter task, participants viewed old and new target faces, without labels, and were asked to indicate if the target face was previously seen or not. Target recognition scores were converted to four separate sensitivity parameters (d') based on target ethnicity and university label. Results revealed a three-way interaction in which both Asian and Caucasian targets recognized ethnic outgroup members the least well when they shared a superordinate category membership (i.e., university). In other words, a stronger cross-race effect was found within a shared group membership than a non-shared group membership. The implications of these findings are that in some cases outgroup faces are better recognized than ingroup faces.
1.46: The Process of Organizational and Individual Resilience in Afghan Women

Elena A. Welsh, Gitika Talwar, Anne E. Brodsky, Amy Carillo, Kathryn Sheehan

This paper presents a theoretical examination of resilience among Afghan women who are members of RAWA (the Revolutionary Association of the Women of Afghanistan), an Afghan women’s resistance organization located in Afghanistan and Pakistan. The impact of decades of war in Afghanistan and the associated loss and trauma has exacerbated the already rampant religious, governmental, and societal oppression. The immense poverty in the country presents a further context of risk for Afghan women. Despite these hardships, Afghan women have shown tremendous resilience and remained active agents in resisting oppression and helping others. RAWA is an underground organization that was founded in 1977, during the period that immediately preceded the Soviet invasion of Afghanistan, and has remained active throughout the past thirty years of political violence. RAWA members have used humanitarian and political means to educate, serve, and empower others, and to continually fight for human rights. The qualitative data presented is drawn from 110 interviews collected during 2 research trips to Pakistan and Afghanistan during Winter 2001-2002 and Summer 2002 and represents a subset of an ongoing program of research. The data suggests that although individual and organizational tension is present and organizational resilience can run counter to individual resilience, becoming a member of this resistance organization offers a context for women to thrive, perceive and engage in resilient processes. The identified resilient processes include: active problem solving, humanitarian efforts, strongly held values and beliefs, and cognitive restructuring. A primary goal of this research is to show how “spontaneous resilience” (which arises without outside intervention) can improve and inform any outside aid offered to Afghan women from both local and international communities. The findings have implications for cross-cultural community work and fostering resilience in the face of societal and cultural oppression and war-related violence and risk.

1.47: Predictors of Health Insurance Coverage among Gay Men and Lesbians

Bianca D.M. Wilson, Camille Basilio

Previous studies comparing sexual minority women to heterosexual women on health insurance coverage suggest that sexual minority women are less likely to be insured (Cochran et al., 2001; Mays, Yancey, Cochran, Weber, & Fielding, 2002). Scholars have speculated (Cochran, 2001) and gay rights activists have argued that the health care coverage disparities between sexual minority and heterosexual U.S. citizens are in large part due to the lack of domestic partner or marriage benefits. Though anecdotal evidence suggest that many gays and lesbians could acquire health insurance through their insured partners if laws and employers permitted, it is not yet clear whether the limitation of partner benefits significantly explain the variance in insurance coverage among sexual minority populations. This study seeks to address this gap in the literature by examining predictors of health insurance coverage among lesbians and gay men (LG) and inform LGB health-related advocacy and policy. We are using data obtained through the 2003 California Health Interview Survey (CHIS) to examine rates and factors associated with health insurance coverage among LG Californians. In this poster presentation, we will report descriptive data analyses suggest that there are little to no differences in health insurance coverage between sexual minorities and heterosexual respondents. Analyses examining whether there are different models predicting health insurance coverage will be also be reported and implications for the development of health policy will be discussed.

1.48: The Influence of Ethnic Identity Exploration, Commitment and Outgroup Contact on Symbolic and Personal Prejudice

Lilia Briones, Carolyn B. Murray

Ethnic identity is an important component of identity, particularly for young adults and especially for ethnic minorities. Considerable work has been done showing positive psychological effects associated with a strong ethnic identity. These effects include increased subjective well-being, higher perceived quality of life, greater coping ability, and a general sense of mastery and optimism. A strong ethnic identity may also serve as a buffer against racial prejudice. Unfortunately, however, these and other relationships with prejudice have not been the focus of most ethnic identity research. The purpose of the
present study was to determine if ethnic identity is related to racial prejudice towards other groups. Three components of ethnic identity (exploration, commitment and outgroup contact) were used as predictors of two types of prejudice (“personal” and “symbolic”). A total of 393 students from an ethnically diverse undergraduate sample pool at a southern California university were surveyed. Respondents belonged to one of the four main ethnic groups: Asian, African American, White and Latino. Results found that ethnic identity was negatively related to symbolic prejudice, indicating that a stronger ethnic identity is related to lower prejudicial attitudes. High ethnic identity was found to be positively related to most measures of personal prejudice, with the exception of outgroup contact. Outgroup contact was found to be negatively related to both types of prejudice. A number of other interactions between ethnic group membership and ethnic identity were identified, demonstrating the importance of assessing different types of prejudice as well as different respondent backgrounds in future research. Outgroup contact reveals itself as an integral part of positive intergroup relations.

1.49: Homophobia and Acceptance of Stereotypes about Gays and Lesbians
Michael Brown, Jennifer L. Groscup
Several studies have examined negative attitudes towards gays and lesbians in terms of individual differences (e.g. Herek, 1998; Schulte & Battle, 2004). However the relationship between such attitudes and acceptance of stereotypes about gays and lesbians has received relatively little attention. Our study examines the relationship between anti-gay attitudes and people’s acceptance of stereotypes about gays and lesbians. Consistent with previous research (Sigelman et. al, 1990), we expected to find small to moderate correlations between these variables. One hundred and forty-two students enrolled in an introductory psychology course participated in this study. Based on previous research findings (e.g. Madon, 1997), we selected 10 popular stereotypes about gays and lesbians for our study. Participants were asked to indicate how much they agreed or disagreed with each stereotype on a scale of 1 to 7. Participants were also asked to complete a socio-demographic questionnaire, along with Herek’s (1988) Attitudes Towards Lesbians and Gays Scale (ATLGS). Overall, participants did not agree with most of the stereotypes about gays and lesbians. Furthermore, participants’ gender, race, religion, and experience with gays and lesbians were not significant predictors of stereotype acceptance. Instead, attitudes towards gays and lesbians played a significant role in whether participants agreed or disagreed with the stereotypes. Participants who held more anti-gay attitudes were more likely to accept the negative stereotypes about gays and lesbians, but not the positive stereotypes. Implications and limitations of these results will be presented along with directions for future research.

1.50: The Effects of Empathy on Intergroup Interaction
Stacey J. Sasaki, Jacquie D. Vorauer
Previous research has shown that empathy can have positive effects on intergroup attitudes. However, empathy may be less beneficial during intergroup interactions, where there is the potential for evaluation by outgroup members. When individuals adopt an outgroup member’s perspective during intergroup interaction, they may activate meta-stereotypes about how their own group is viewed by the outgroup and consider the possibility of negative group-based evaluation. This in turn may lead to the same kind of behavior disruption that has previously been associated with evaluative concern (Vorauer & Turpie, 2004). We tested this hypothesis in a study involving White and Aboriginal Canadian participants who engaged in 15 minute get-acquainted conversations. White participants were told to either remain objective and detached or to imagine how the other participant felt. In line with the predicted behavior disruption effect, adopting an empathic orientation had a negative effect on lower- but not higher-prejudice White participants’ behavior towards their Aboriginal partner. Specifically, when lower-prejudice White participants were asked to adopt an empathic orientation, Aboriginal participants reported less happy affect. The opposite, albeit nonsignificant, pattern was found for higher-prejudice White participants. We anticipated that this behavior disruption effect might stem from higher-prejudice White participants working to avoid being assimilated to the negative stereotype of their group and lower-prejudice White participants feeling comfortable in the assumption that they would be contrasted with this stereotype. Consistent with this idea, higher-prejudice White participants who adopted an empathic orientation expected to be regarded more negatively by their Aboriginal partner whereas the opposite (albeit nonsignificant) pattern was evident for lower-prejudice White participants. Overall these results
suggest that empathy can backfire in intergroup interactions. Implications for promoting positive intergroup relations are discussed.

1.51: Making it Real: Diversity as More than a Buzzword
Michelle Tichy
This poster will examine the process of teaching white upper SES teacher education students about race, class, prejudice, stereotypes, and all other aspects of diversity and cultural competencies. This project examines the issues of white privilege, perceptions among the current college age students that they understand diversity from their exposure in the media, and issues of dealing with cultural competencies in a homogeneous college setting. This project examined ways that service learning, field placements, and community based case studies can be used to make issues of disparity, social stratification, and prejudice more tangible to students who have lived very sheltered and privileged lives. This poster will examine issues of defensiveness among students when faced with Professors of various races and ways that inherent resistance to acknowledging white privilege can be addressed on a predominately white campus. The project to be presented in this poster looks at the critical need to make diversity more then a buzzword for students planning on becoming teachers, social workers, and aware members of American society. Issues of resistance to moving beyond talk to action among students will be addressed, as well as issues of helping student acknowledge their own stereotypes as part of the growth process will be explored. This poster is based upon a field research project at a small liberal arts college and spanned the course of two academic years. Data was collected at three points during each semester on student perceptions of themselves, others, and the faculty teaching their courses; data was also collected across time to capture a lens on long term impacts of various training methods. All of this and more will be presented in this poster that will illustrate aspects of training pre-service teachers to be culturally competent and reflective practitioners.

1.52: Goal Conflict and the Emotional Price of Physical Activity
Daniel S. Bailis, Tara M. Thacher, Lisa J. Lipschitz
To increase physical activity is an important objective of public health policy in Canada, the United States, and other countries. One reason why physical activity remains an elusive goal for so many may be conflict between physical activity and individuals’ other goals. This study’s aim was to simulate goal conflict and examine its effects on physical activity performance, social cognitive variables (i.e., attitudes, perceived norms, and self-efficacy), and negative emotions that might become associated with physical activity through goal conflict. Participants were 80 undergraduates who selected physical activity as their most important health goal and expressed strong commitment to this goal on a pretest, where they also rated the importance of going to university. All participants completed a structured, in-person interview to recall their physical activity of the previous week. All agreed to maintain physical activity for the following week as per Health Canada guidelines (given in a brochure to each participant). All then wrote about a positive outcome they hoped to achieve or a negative one they hoped to avoid: Goal-conflict participants wrote about an academic goal, whereas control participants wrote about an exercise goal. Next, they completed self-administered measures of the social cognition and emotion variables. One week later, 72 participants returned to complete the physical activity recall and emotion measures again. Consistent with predictions, participants who highly valued going to university and were exposed to goal conflict reduced their physical activity in the following week (unlike their counterparts in the control condition), according to two of the recall measures. These participants also showed significantly higher negative emotion (e.g., sadness, fear, embarrassment, shame) than other participants following the writing task. No effects of the manipulation were found for the social cognitive measures, which suggests they did not mediate the reduction, due to goal conflict, in physical activity performance.

1.53: Role of Prejudice in the Evaluation of Foreign-Trained Job Applicants
Caroline Bennett-AbuAyyash, Victoria M. Esses, Joerg Dietz
Many newcomers to North America find that their foreign-acquired skills are undervalued when seeking employment in their new country (Reitz, 2001). Because many newcomers are racial or religious minorities, the question has arisen as to whether prejudice plays a role in evaluation of these foreign
skills. Previous research has demonstrated the role of racial prejudice in this process (Esses, Dietz, & Bhardwaj, 2006). In the current research, we focused on prejudice toward Muslims, and examined the effect of religious affiliation of a job applicant on the evaluation of his credentials. In particular, in a 2 (location of training: Canada or Cyprus) x 2 (religious affiliation: Christian or Muslim) design, participants were asked to evaluate a job applicant for a position in a health-care clinic. The location of training and religious affiliation of the applicant were manipulated through a job resume and taped job interview presented to participants. Based on the Justification-Suppression Model of Prejudice (Crandall & Eshleman, 2003), it was predicted that ‘foreign skills’ would serve as a ready justification for the acceptable expression of prejudice. Thus, it was expected that for the Canadian-trained applicants, no differences in the evaluations of the Muslim versus Christian applicants would emerge, but that for the foreign-trained applicants, the Muslim applicant would receive a less favorable evaluation than the Christian applicant. Results revealed a significant interaction between location of training and religious affiliation. As predicted, for Canadian-trained applicants, there were no differences in evaluations as a function of religious affiliation, but in the case of applicants with foreign training, the Christian applicant was rated more favorably than the Muslim applicant. The conditions under which foreign skills are an advantage for an applicant or are used to justify prejudice are discussed, followed by possible directions for future research.

1.54: The Effects of Religious Ideation on Automatic Inter-Religious Attitudes
Karla Felix, Curtis D. Hardin
To investigate unconscious, automatic attitudes towards Christians and Jews, Christian and Jewish participants completed a subliminal priming measure of automatic inter-religious attitudes after thinking about an in-group religious icon that best represents their religion. To assess automatic attitudes, a subliminal priming procedure was used in which participants made a series of good-bad “target” judgments as quickly and accurately as possible after rapid exposure to a series of masked “prime” words that were highly associated with each religion as well as words related to furniture (e.g., church, temple, mosque, couch). Christians reported more positive automatic attitudes towards Christians and more negative automatic attitudes towards Jews after thinking about an in-group religious icon than an entertainment icon. This finding was more pronounced for devout Christians than less devout Christians. Jews, on the other hand, were not affected by the religious ideation manipulation. Results are consistent with social identity theory (Tajfel, 1982) whereby Christians’ implicit and explicit evaluations of their in-group (i.e. Christians) are more favorable than their evaluations of the out-group (i.e. Jews).

1.55: Prejudice Towards Muslim Men: Cues for Foreignness versus Phenotype
Lisa M. Brown, Germine H. Awad
After the September 11, 2001 terrorist attacks incidences of discrimination towards Muslims and those perceived to be Muslim rose dramatically (Ibish, 2003). Previous studies suggest US perceptions of Muslims may be characterized by foreignness and fear. This study examines how cues of foreignness (name, dress, skin tone) impact judgments of targets. A 2 (Name of target: Mohammed vs Allen) X 2 (Dress: Middle Eastern Muslim, i.e., a shemagh and agal vs. Western, i.e., a polo shirt) X 2 (complexion: dark, i.e., dark hair, eyes, and skin vs. light, i.e., blue eyes, blond hair, and light skin) between subjects ANOVA was performed. Participants (n = 224) were randomly assigned to one of eight conditions. Participants were told they were evaluating the aesthetics of art students’ portraits. Results indicated a main effect of dress $F(1, 186)=28.8, p<.001$ where the portrait in Western dress (M= 123.3) was rated more positively than the portrait in Middle Eastern Muslim dress (M=110.5). There was also a significant interaction between name and dress, $F(1, 186)=8.5, p<.005$. Specifically, Allen in Middle Eastern Muslim dress was rated less positively than Allen in Western dress or Mohammed in Western dress. Furthermore, Allen in Western dress was rated more positively than Mohammed in Western or Middle Eastern Muslim dress. Level of trustworthiness was also assessed. Results indicated a significant main effect of dress, $F(1, 215)=19.5, p<.001$ where the portrait in Western dress (M=5.2) was rated as more trustworthy than the portrait in Middle Eastern Muslim dress (M=4.1). A significant interaction effect emerged for name and dress $F(1, 215)= 5.7, p<.025$. Specifically, Allen in Muslim dress was rated less trustworthy than Allen in Western dress or Mohammed in Western dress. Allen in Western dress was rated as the most trustworthy. Implications of study findings will be discussed.
1.56: Solo Versus Non-Solo Tokens and Support for Social Change
Norann T. Richard, Salena Brody, Stephen C. Wright
Tokenism is an intergroup context whereby boundaries between advantaged and disadvantaged groups are severely restricted, but not entirely closed, such that as few as 2% of qualified disadvantaged group members gain entry to the advantaged group. Due to competing elements of meritocracy and discrimination, this phenomenon has been conceptualized as inherently ambiguous; as such, disadvantaged group members are often unclear whether tokenism should be considered just or unjust. Research shows that not only are disadvantaged group members less likely to take collective action against tokenism (e.g., Wright, Taylor & Moghaddam, 1990), but also that successful tokens, despite being angry about the treatment of unsuccessful ingroup members, are not supportive of collective action (Wright & Taylor, 1999). The current study examined whether the presence of other ingroup tokens would help clarify tokenism's ambiguity and thus affect successful tokens' support for collective action. Specifically, participants were informed that access to the advantaged group was systematically restricted to members of their social group (their college). In the solo condition, participants believed they were the only ingroup member given access to the advantaged group. In the non-solo condition, participants were also granted access, but informed that another ingroup member had already gained access to the advantaged group. Successful tokens in the non-solo condition were more likely to support ingroup members who accepted their disadvantaged position and took no action than were those in the solo condition. The ambiguous nature of being a successful token may have led to concerns about the perceptions of the other ingroup token, who may be viewed as a role model, thus decreasing support for social change. These findings fit with past research demonstrating that participants may be less likely to speak out against discrimination in the presence of other ingroup members (e.g., Swim & Hyers, 1999).

1.57: Sexual Orientation, Gender Role, and Demand/Withdraw Patterns
Christopher Lamb, Stacy Ann Hawkins, Ivy Carrete
Demand/withdraw patterns, occurring when one partner is emotionally demanding and the other withdraws to avoid confrontation, are often evidenced in couples, and research shows that the frequency of these patterns is associated with marital dissatisfaction (e.g., Christensen, 1987). One study found that gay couples report fewer demand/withdraw patterns than heterosexual parenting couples (Kurdek, 2004), indicating that heterosexual couples may engage in demand/withdraw patterns more frequently than do homosexual couples. These differences may be related to gender role differences; research shows that gay men are typically more feminine than, and equally masculine as, heterosexual men; correspondingly, lesbian women are more masculine than, and equally feminine as, heterosexual women (Larson, 1982). The differences between heterosexual and homosexual individuals in their adherence to non-traditional gender roles may be at the heart of the differences in demand/withdraw behavior between heterosexual and same-sex couples. Considering the previous research on gender role, sexual orientation, and demand/withdraw patterns, this study assesses whether adherence to nontraditional gender roles mediates the relationship between sexual orientation and demand/withdraw patterns. Heterosexual, gay, and lesbian individuals in a romantic relationship (with only one partner responding) were recruited through internet sites and gay and lesbian community organizations in the Southern California area. Participants completed online surveys including demographic questions, the Bem Sex Role Inventory (Bem, 1974), and the Communication Patterns Questionnaire, Short Form (Christensen & Heavey, 1990; Kurdek, 1994, 2004), which assesses demand/withdraw patterns. In this ongoing study, analyses will test the hypothesized mediation using the Baron and Kenny (1986) method and appropriate Sobel test. Given the gender differences evident in both non-traditional gender roles and demand/withdraw behaviors, this study analyzes men and women separately. Findings contribute to scientific knowledge about couple dynamics, gender roles, and sexual orientation, and suggest potential avenues for clinical intervention.
1.58: Examining the Meaning of the Race-Attitude IAT for Black Participants

Allison Bair, Jennifer Steele

The race-attitude Implicit Association Test (IAT; Greenwald, McGhee, & Schwartz, 1998), which typically examines the speed with which participants associate pictures of Black and White faces with Pleasant and Unpleasant words, has been used extensively with White participants as a measure of implicit racial bias. Recently, researchers have begun to use this measure more frequently with minority group members; however it is unclear whether this is a measure of racial bias, in-group identification, or orientation towards assimilation with the dominant out-group when administered to the targeted group.

The results of explicit and implicit measures of racial attitudes often diverge for White participants, as Whites may be motivated to appear unbiased (Plant & Devine, 1998). However, the same concerns and motivations do not necessarily apply for Black participants. The goal of the current study was to examine the relationship between the race-attitude IAT and established measures of racial identity (Sellers et al., 1998) and perceived racism (Mendoza-Denton et al., 2002). Seventy-eight Black participants completed the Multidimensional Inventory of Black Identity (MIBI), The Race-Based Rejection Sensitivity Questionnaire, and the IAT. Unlike some previous samples, participants showed no in-group or out-group bias on the IAT. In line with our predictions, the IAT was significantly correlated with the Assimilation Ideology subscale of the MIBI. Participants with higher endorsement for an assimilation ideology displayed more pro-White bias. No significant relationships between implicit bias and racial centrality, private regard, public regard, or perceived racism emerged. This finding raises interesting questions regarding the role of race-related goals in IAT performance. Differences in the current findings and those from previous research (Ashburn-Nardo, Knowles & Monteith, 2003, Livingson, 2002) will be discussed.

1.59: Extended Voir Dire in Child Sexual Abuse Trials

Catrin Andersson, Jennifer A. Tallon, Jennifer L. Groscup

The model of generic prejudice provides a theoretical framework for understanding how certain crimes may activate biases in potential jurors. Generic prejudice is different from other types of judicial bias as “the nature of the crime or the type of parties involved cause the juror to classify the case as having certain characteristics, thereby invoking stereotyped prejudices about any defendant accused of the crime” (Vidmar, 1997, p. 6). One of the crimes which may elicit such prejudicial attitudes is child sexual abuse. However, generic prejudice in child sexual abuse may prove to be more difficult to identify through conventional means.

The purpose of this study was to examine the use of extended voir dire in a child sexual abuse trial. This study was a 2 (grooming vs. no grooming) x 2 (defendant’s prior criminal record vs. no record) between groups design. Mock jurors were asked to answer a series of minimal voir dire questions (yes, no) and open-ended follow-up questions. The presentation will focus upon the qualitative analysis of these open-ended questions as a means of identifying potentially biased jurors. Additionally, we will discuss whether there is disconnect between responses elicited through minimal voir dire and extended voir dire. The presentation will discuss the policy implications associated with extended voir dire.

1.61: Voir Dire a Safeguard? Non-Biased Juror Selection in Terrorism Trials

Jillian Bezel, Tarika Daftary-Kapur, Jennifer L. Groscup

The notion of an “impartial jury” is one on which our jury system is built. When a crime is committed by someone who is construed to be a threat to society, the chances for fairness and impartiality diminish as the influence of social conformity, prejudice, and myth increases. For example, attitudes and knowledge of alleged “terrorists” can be influenced by sources including the media, pre-existing opinions, and other persons. Jury trials involving acts of terrorism are highly publicized and surrounded by negative public opinion. This translates into personal opinion making impartial decision making a difficult task. Although specific biases may be eliminated through the use of voir dire in the courtroom, prejudice in terrorism trials may prove to be more difficult to identify through conventional means. The use of extended voir
as a legal remedy has been suggested as a potential safeguard for educating and identifying jurors with particularly strong beliefs (Narby, Cutler, & Moran, 1993). Extended voir dire has been shown to elicit richer data thus explaining greater variation (78%) in juror verdicts than data gathered from minimal voir dire procedures (50%; Moran, Cutler, & Loftus, 1990). The current study was designed to examine extended voir dire procedures in an alleged case of terrorism. Participants read a one-page vignette in which a person was being tried for a terrorist act. The design was a 2 (Religion of the defendant: Christian, Muslim) X 2(Race of the defendant: Arab, American) X 2 Evidence(High, Low) between subject factorial design. Participants completed a number of attitude measures, voir dire questions designed to tap into various types of prejudice, read the vignette and rendered guilt judgments. We are in the processing of entering and preparing the data for analysis. The presentation will focus on identifying juror bias through analysis of voir dire responses.

1.62: Predicting Support for Civil Liberties Restrictions and Surveillance Measures
Brian Pope
Altemeyer (1996) describes right-wing authoritarianism (RWA) as a personality trait that reflects a predisposition to respond in the same general way toward established authorities, sanctioned targets, and social conventions. Individuals with a high degree of this trait respond with a high degree of submission to established authority figures, a general aggressiveness toward target persons or outgroups, and a high degree of adherence to social conventions. RWA is associated with prejudicial attitudes (e.g. toward gender, race, people of other religions, and homosexuals) and support for civil-liberties restrictions and surveillance measures (S-CLR; Cohrs, Kielmann, Maes, & Moschner, 2005). Pilot work conducted in my lab last year found that students scoring high in RWA had significantly higher S-CLR scores relative to students scoring low in RWA. The purpose of the current study is to expand on last year's pilot work utilizing RWA and other measures believed to be predictive of S-CLR. The methodology for the current study is fairly straightforward. Undergraduate students will be assessed with scales believed to be predictive of S-CLR and multiple-regression analysis will be used to determine the amount of variance in S-CLR scores accounted for by each. The predictor measures include RWA (Altemeyer, 1996), social dominance orientation (SDO; Pratto, Sidanius, Stallworth, & Malle, 1994), religious fundamentalism (RFS; Altemeyer & Hunsberger, 2004), need for cognition (NFC; Cacioppo & Petty, 1982), resistance to change (RTC; Oreg, 2003), and need for cognitive closure (NFCC; Webster & Kruglanski, 1994). S-CLR will be measured with a scale constructed from civil liberties and surveillance measures-related items culled from scales found in Cohrs et al. (2005) and Diaz-Veizades, Widaman, Little, & Gibbs (1995). Data is currently being collected from participants in introductory psychology classes using the QuestionPro on-line survey tool. The study is scheduled to be completed in May, 2008.

1.63: Negotiating Multiple Identities: The Dynamics of Gender, Ethnicity and Age
Jessica Remedios, Alison L. Chasteen
This study examined the importance of gender, ethnic and age group memberships to individuals’ self-definitions. These groups represent the primitive categories into which people are classified by others; however, surprisingly few studies have examined how individuals simultaneously relate to their gender, ethnic and age groups. In particular, it is unknown whether individuals’ identification with one of their groups corresponds to their identification with another group. Examining how people negotiate their multiple group identities will reveal more about mechanisms driving intergroup bias as well as begin to consider the role of increasing diversity in society. Our primary question concerned how participants’ group identities relate to one another. To answer this, participants completed measures of gender, ethnic and age group identification. Analyses of simple correlations among the three identities revealed moderate positive correlations. Further examination indicated that Caucasian participants were driving this relationship; gender, ethnic and age identification were positively correlated in this sample. In contrast, the identities of Asian participants did not relate significantly to one another. This suggests that for members of the majority, identities are entangled and drive an overall sense of group identification. However, minority group members appear to experience connections to their groups in a more independent manner. Our second question focused on determining to which group participants felt they related most strongly. Forty percent of the total sample selected age as their primary group identity.
However, gender represented the primary identity of Caucasian participants, whereas Asian participants most often chose ethnicity. Thus, it appears that when identities are pitted against one another, minority group members’ loyalties lie with their ethnic group. These findings demonstrate the importance of understanding the interplay between individuals’ gender, ethnic and age identities, particularly for considering the role of group identification in intergroup bias.

1.64: Improving Student Outcomes: The Role of Ethnic Identity Development

Teresa R. Robbins

Many public schools are ethnically heterogeneous, making it important to investigate ways to improve student outcomes of desegregation. Ethnic identity development (EID) is the process through which individuals make decisions regarding the meaning of their ethnicity in their lives (Phinney, 1993). EID begins with a lack of understanding of the meaning of one’s ethnicity, followed by a period of exploration of one’s cultural values, and culminating in the achievement of understanding and acceptance of one’s ethnicity. Hence, an achieved ethnic identity consists of extensive cultural exploration and a firm sense of belonging in one’s ethnic group. This research examined the role of EID in student outcomes. The literature indicates that greater EID is associated with outcomes such as improved self-esteem (e.g., Roberts et al., 1999), academic performance (e.g., Phinney, 1992), and ethnic attitudes (e.g., Phinney, Ferguson & Tate, 1997); and that EID is a more important process among minority than White individuals. Thus, I hypothesized that increased EID would predict positive perceptions of school interracial climate, increased self-esteem, use of adaptive coping strategies, positive ethnic attitudes, and improved academic performance; and that EID would be a stronger predictor for minority than for White students’ outcomes. I surveyed 136 students in an ethnically diverse middle school. Hierarchical regression analyses revealed that, for minority students, increased EID predicted positive perceptions of school climate, higher self-esteem, decreased experiences of racism, increased active coping and decreased avoidance coping. Further, ethnic belonging was a stronger predictor than identity exploration for most outcomes. However, for White students it was the interaction of belonging and exploration that predicted outcomes. Among White students with high belonging, increased exploration predicted positive perceptions of climate, positive ethnic attitudes, and decreased avoidance coping. These results suggest that curriculum encouraging ethnic identity development may promote positive outcomes for students in desegregated schools.

1.65: Identity Crisis: Ethnocultural and Religious Identity and Attitudes Toward Women

Sobia F. Ali, Shelagh Towson

In the recent North American political climate, Muslim immigrants’ relative identification with their heritage and Euro-North American cultures has come under increased scrutiny, particularly in regard to domains in which heritage and host cultures may differ significantly. Additionally, the position of women among Muslim immigrants has been one to cause controversy and debate. The current online study examined how 163 Canadian Muslims of South Asian descent (79 men and 84 women) identified both ethnoculturally and religiously, and how these identities related to each other as well as to their attitudes toward women. Participants completed the Acculturation Index (Ward & Kennedy, 1994), assessing levels of identification with both Euro-Canadian and South Asian cultures, and the Psychological Measure of Islamic Religiousness (Abu Raiya, 2006), measuring religious identity, and the Ambivalent Sexism Inventory (Glick & Fiske, 1996), measuring attitudes toward women. Results indicated that men scored significantly higher than women on both hostile sexism and benevolent sexism. Identification with South Asian culture was positively correlated with Islamic religiousness, and Identification with Euro-Canadian culture was associated with lower levels of both Islamic religiousness and hostile sexism. Additionally, it was found that, for women, religious identification was positively correlated with hostile sexism towards women. Regression analyses revealed that gender was a significant predictor of both hostile and benevolent sexism, with men more likely to demonstrate both hostile and benevolent sexism.
1.66: Levels of Self-Representation Determine the Target of Defense-based Prejudice

Thomas Allen, Jeff Sherman, Gregory Herek

Numerous studies have documented that negatively evaluating an outgroup can restore diminished self-esteem (Fein & Spencer, 1997; Wills, 1981). Much of this research presumes that negatively evaluating any negatively stereotyped group can fulfill this self-affirmation function. However, recent research suggests that attitudes may differ depending on the level of self categorization that is activated during attitude measurement (Verkuten & Hagendoorn, 1998). When the personal level of self-representation is activated, personality variables are found to be more predictive of attitudes. When the collective level of self-representation is activated, perceived ingroup attributes are found to be more predictive of attitudes. Two studies investigated whether the outgroup selected for negative evaluation would depend on the level of self representation that is threatened. In study 1, male participants’ masculine identity was threatened or not threatened. Attitudes towards various groups were then measured. Results showed that threatened men negatively evaluated only those groups that were relevant to masculine identity. In study 2, male participants’ collective or personal level of self representation was threatened or not threatened. Judgments toward a heterosexual black, heterosexual white or gay white target were then measured. Personal attitudes toward Blacks, Gay men, and the importance of male identity to the self-concept were also measured. Results showed that, when the collective level of self was threatened, ingroup identification was more predictive of judgments about the gay target (the group relevant to masculine identity) than toward the heterosexual targets. When the personal level of self was threatened, personal attitudes were more predictive of judgments towards the gay and black targets. Overall, these results show that the level of self-representation that is threatened is an important determinant of whether an available target will be utilized for defense-based prejudice.

1.67: Psychological Contract Misalignment in Market, Bureaucratic, Clan, and Missionary Organizations

Dejun Kong

Little research has examined the linkage between organizational typology and psychological contract misalignment (PCM), which occurs when the organization’s actual fulfillment of the obligations defined in the psychological contract is discrepant or inconsistent with the organization member’s expectation or belief regarding the obligations. I examined the differences in the cognitive attribution of, emotional response to, and behavioral response to the PCM in four types of organizations—market, bureaucratic, clan, and missionary organizations. Specifically in terms of the cognitive attribution of the PCM, I proposed that members in the market and bureaucratic organizations will attribute perceived PCMs to mechanistic processes, whereas members in the clan and missionary organizations to organic processes; in addition, members in the bureaucratic and clan organizations will attribute perceived PCMs to internal factors, whereas members in the market and missionary organizations to external factors. Emotion-wise, I propose that members in the clan and missionary organizations will express more intense individual negative emotions than those in the bureaucratic and market organizations; furthermore, members’ individual negative emotional responses to PCMs will more strongly contaminate collective emotionality in the clan and missionary organizations than that in the bureaucratic and market organizations. For the behavioral responses (using Hirschman’s (1970) EVLN framework) to the PCM, I expect that members in the market organization will exhibit greater exit behaviors to their organization than those in the bureaucratic, clan, and missionary organizations; members in the missionary organization will exhibit greater voice behaviors to their organization than those in the market, bureaucratic, and clan organizations; members in the clan organization will exhibit greater loyalty behaviors to their organization than those in the market, bureaucratic, and missionary organizations; and members in the bureaucratic organization will exhibit greater neglect behaviors to their organization than those in the market, clan, and missionary organizations.

1.68: Determinants of Deviated Behavior in Cyberspace

Sungho Hu, Taeyun Jung, Bingyi Huang

The purpose of the present study is to examine whether self-consciousness and the sense of IT ethics influence deviated behavior in cyberspace and whether cyberspace identity plays a role as mediating
variable in this relationship. Scales for self-consciousness (private, public and social), deviated behavior in cyberspace (privacy violation, incorrect information dissemination, property infringement, secrecy access) as well as the sense of ethics correspondent to each deviated activity, and cyberspace identity were adopted. A total of 193 Korean web-dwellers (men: 80, women: 113) were asked to rate themselves on those scales. In the overall analysis across subscales for each variable, only the sense of IT ethics, not self-consciousness, had a reliable and negative correlation with cyberspace deviation. Further, cyberspace identity mediated partially this relationship. In general, this pattern of results did not change even when analysis was done based on each subscale for each variable. Exceptionally, private one among three subtypes of self-consciousness had a significant and positive correlation with each deviated activity. Also, unlike the other three subtypes, property infringement-related deviation and the sense of ethics for it were correlated positively, which was followed by a focused group interview (men: 6, women: 6) to probe why. Analysis revealed as some main reasons the looseness of norm and sanction for norm violation in cyberspace. These findings were discussed in terms of the characteristics of cyberspace.

1.69: Students’ Attitudes towards and Social Distance to the Disabled

Junseong Park, Taeyun Jung, Eunmi Park

The present research is designed to investigate whether students of different grades are different in their attitudes towards and social distance to the disabled. With a view to measuring these two variables, scales developed by Park, Kim and Han (2005) were adopted. In Study 1, a questionnaire was distributed to 96 students of the 6th grade, 101 students of the 9th grade and 63 students of the 12th grade. Analysis revealed that the lower the grade of students was, the more favorable they were to the disabled. Study 2 was conducted to see whether the grade of undergraduates and university they attend would influence their attitudes towards and social distance to the disabled. The same questionnaire as used in Study 1 was distributed to 447 undergraduates of 1st to 4th grade from three universities (119, 119, and 109 students, respectively). Analysis revealed that there were significant main effects of grade and university and also an interaction between the two. Undergraduates from the university characteristic of integrated education were more favorable to the disabled and only for those students the higher their grade was, the more favorable they were to the disabled. All of these findings were discussed in terms of contexts of Korean school and society.

1.70: Determinants of Happiness for Koreans in Three Generations

Kyung-Sook Jeon, Eunki Im, Taeyun Jung

The goal of the present research is to examine, in the developmental and cultural perspective, what determines happiness of Korean people in three generations. To pursue this goal, two studies were implemented using Koreans of three age groups, young, middle and old. In Study 1, 155 high school students (age average: 17.0 years), 98 of the middle aged (age average: 45.4 years) and 130 of the old aged (age average: 70.5 years) were asked to list what makes them happy or when they are happy. Based on the contents, responses from each group were classified into four categories (plus the others); finance, health, self, and social relationship. Frequency analysis revealed that there were significant differences among the young, middle, and old groups; finance (8.7%, 16.1%, 4.2%, respectively), health (8.7%, 14.5%, 13.9%, respectively), self (47.4%, 33.5%, 23.3%, respectively) and social relationship (22.2%, 29.4%, 45.5%, respectively). Study 2 was conducted to develop a happiness scale correspondent to each age group. Responses from each group in Study 1 were worded into sentences and then those were self rated by 450 high school students (age average: 16.8 years), 323 middle aged people (age average: 46.1 years) and 200 old aged people (age average: 70.7 years), respectively. For each group, factor analysis was conducted and resulted in 13 factors with variance explained 65.38%, 10 factors with variance explained 68.41%, 9 factors with variance explained 60.87%, respectively. Besides the number of factors, contents characteristic of those factors were different among those age groups. All of these findings were discussed in terms of the developmental and cultural perspective.
1.71: Relationships and Resources of Low-Income, Previously Incarcerated Women
Gina Magharious, Kerth O’Brien, Brian W. Weir, Ronda S. Bard, Carol Casciato, Michael J. Stark

Most of the psychological literature concerned with romantic relationships stems from studies conducted on middle class, European-American individuals. Such findings may not pertain to members of marginalized populations. This work studies the reports of romantic relationships of low-income, previously incarcerated women with the assumption that contextual factors in their lives will influence these women’s descriptions of their romantic relationships. Contextual factors are especially pertinent for low-income, previously incarcerated women because these women have few resources available to them for survival. Many of these women may rely on members of their social networks, romantic partners included, to help provide resources. Therefore, the resources to which low-income, previously incarcerated women have access from outside their romantic relationships may influence how they interpret these relationships, as well as influence their relationship happiness and commitment.

Quantitative analyses were conducted to evaluate the associations among relationship quality, relationship happiness, relationship commitment, and five resources (perceived social support, education level, housing, finances, and health). Findings include that low-income, previously incarcerated women rate their health and social networks favorably. Furthermore, low-income, previously incarcerated women have positive accounts of the quality of their romantic relationships. Further analyses demonstrate that women’s perceptions of their health and of their social networks have a significant, positive influence on both their relationship happiness and relationship commitment. Additionally, relationship quality mediates the association between the predictors (perceived health and perceived social support) and outcomes of relationship happiness and commitment. Thus, resources available to these marginalized women have a significant influence on both relationship happiness and commitment by way of influencing relationship quality. These findings are discussed in light of what low-income, previously incarcerated women may regard as resources for themselves in facing difficult life situations.

1.72: Effects of Personality of Family Members and their Power Exercise on Family Function
Taeyun Jung, Yujin Han, Mihyeong Park, Hyunjung Kim

The purpose of the present study is to examine how personality of family members and their power exercise on each other are related to family function. For measurement of personality and power exercise, Lim’s Character Style Inventory and Cook’s Round-robin Family Design Questionnaire for Power exercise were used. Parent-Child Communication Scale, Family Adaptability and Cohesion Evaluation Scale were also used to measure family function. A total of 174 undergraduates and both of their parents rated their personality and power exercise on the scales related. Also, those undergraduates evaluated their family on the dimension of family function. Results are as follows; with respect to personality, mother’s acceptance and prudence, father’s sociability and child’s prudence were correlated positively with family function. Further, differences between mother and child in prudence and emotional stability had a negative effect on the parent-child communication. For power exercise, child’s sociability led to an increase on bidirectional power exercise between child and father. Finally, the magnitude of power exercised by child onto his or her parents had positive relations with family function. These findings were discussed in terms of characteristics of Korean family.

1.73: The Competitive Consequences of the Association of Immigrants with Disease
Andrea Lawson, Victoria M. Esses

The association between immigrants and disease has been documented in both social science research and in public discourse (e.g., Francis, 1999; Noy, 2000). Yet the psychology behind this association and its ramifications has received almost no empirical attention in the psychological literature. Thus, the purpose of the current research was to examine the nature of this association, and one of its potential ramifications: perceptions of immigrants as a competitive threat for resources. In two studies, the hypotheses that racial minority immigrants would be more strongly associated with disease and that this association would increase their likelihood of being perceived as a competitive threat for health care resources were explored. Participants were asked to view a news webpage in which one of four editorial
cartoons was embedded. The cartoon portrayed an immigrant seeking to enter Canada, and manipulated the race of the immigrant (White or Black) and whether the immigrants’ suitcase was labeled with the names of diseases. Participants’ strength of association of immigrants with disease and with competition was then assessed. Results indicated that participants were more likely to perceive racial minority immigrants as sources of disease. Results also suggested that the perception of immigrants as a competitive threat varied depending on the immigrant group’s race (Black vs. White) and association with disease. That is, it appears that due to the prevalence of the association of racial minority immigrants with disease, participants perceive this group as a competitive threat for health care resources in particular. However, the lack of an association between White immigrants and disease in the popular imagination, and their racial similarity to the White in-group, appears to create the perception that, rather than health care resources, White immigrants are competing for achievement related resources (e.g., employment). These results are discussed in terms of implications for public policy.

1.74: Power Plus Hostile Sexism Distorts Perceptions of Sexual Harassment
Ann E. Hoover, Stephanie A. Goodwin
Despite decreasing reports of sexual harassment over the past decade, the overall level of harassment remains high, pointing the continued importance if this social issue. The present research examines whether simply thinking about power alters men’s perceptions of sexual harassment (PSH) as a function of hostile sexism. In prior research, we found that men primed to think about being powerful (vs. powerless) perceived sexual harassment to be less inappropriate, even when controlling for Likelihood to Sexually Harass (LSH; cf. Pryor, 1987). Building on this finding, and drawing from Ambivalent Sexism theory (Glick & Fiske, 1996), we hypothesized that this effect would be moderated by hostile sexism (i.e., desires to maintain male dominance). Male participants (N = 77), wrote about a time when they had power over someone (powerful-prime) or when someone had power over them (powerless-prime) before rating (1=not a big deal/7=very serious) 25 sexually-harassing behaviors, and completing the Ambivalent Sexism Inventory (ASI; Glick & Fiske, 1996). PSH scores were averaged; high scores reflect perceiving harassment to be more inappropriate. The sample was median split (median = 3.82) on Hostile Sexism (HS) scores. Analysis of covariance (controlling for LSH) produced a significant Power x HS interaction, $F(1,68) = 10.71, p < .01, \eta^2_p = .14$. Hostile sexism influenced PSH only when men were primed to think about being powerful; men high in hostile sexism rated sexually harassing behavior as less inappropriate ($M = 5.08$) than men low in hostile sexism ($M = 5.99$), $F(1,68) = 10.66, p < .01, \eta^2_p = .14$. Hostile sexism did not influence PSH for men in the powerless-prime condition. These data suggest that sexism and situational power may interact in natural settings. When hostilely sexist men have power over women’s outcomes, they may view their own and others’ sexually harassing behaviors as more acceptable.

1.75: The Stranger Paradigm: Implicit Prescriptive and Descriptive Gender Stereotypes
Joel T. Nadler, Margaret S. Stockdale
Implicit association tests (IAT) have been used to examine violations of prescriptive gender stereotypes. Prescriptive stereotypes on how women should be, warm, are often at odds with descriptive stereotypes of agentic professions, such as professor. Both implicit and explicit studies have found biases against women in traditionally masculine assertive occupations (Rudman, Greenwald, & McGhee, 2001). These studies, however, have focused on gender within a stranger paradigm: examining gender bias for women as a non-specific group. Therefore, a design using implicit associations between warm and strong terms with pictures of unknown and known professors of both genders, is suggested. This relationship is expected to be stronger with non-familiar professors than known professors. Preliminary data used psychology graduate students at a Midwestern university ($N = 28$, 76% women). An IAT, matching “power” or “warm” words with known and unknown professors of both genders, was administered. A 2 X 2 X 2 mixed model ANOVA was conducted. An Interaction of bias against women being associated with power words was found, $F(1,26)=11.56, p = .002, \text{partial } \eta^2 = .31$. In this initial sample familiarity did not have a significant effect on bias. The results support previous findings of gender bias. However, further research needs to examine the effects
of familiarity. The scope of research needs to be expanded to examine explicit & implicit gender bias outside of the stranger paradigm. The methodology suggested in this study will help move stereotype and gender bias research out of the theoretical and general into the practical and specific.

1.76: The Campus Conundrum: Comparing African-Americans at Historically Black Colleges/Universities and Predominantly White Institutions

Santiba Campbell, James M. Jone

Recently, researchers have begun to explore the differences in the beliefs and philosophies of African American students attending Historically Black Colleges/Universities (HBCU) versus African American students attending Predominantly White Institutions (PWI). But the question remains, does the varied college environments result in differences in the cultural and racial ideologies that these students develop? This present study begins to explore these differences, specifically as they relate to racial identity and the degree to which these students express sensitivity to subtle and overt displays of race-relevant events on campus. Participants from a PWI (N = 47) and a HBCU (N = 50) completed a measure of racial identity (Multidimensional Inventory of Black Identity (MIBI; Seller et al, 1997) and judged the degree to which 15 racially sensitive events were racist, intentionally harmful and the potential of the events to have produced negative feelings for the student. Results show significant differences between the schools for intent and feelings such that students at the PWI experienced the scenarios as more intentional and emotionally harmful than the students at the HBCU. There was no difference for level of racism. In regards to the racial ideologies, there was also a significant difference between the two schools. The HBCU was higher in Nationalist which emphasizes uniqueness to being Black while the PWI was higher in Oppressed Minority, which includes a coalition of minority statuses. Interestingly, Centrality did not differ for the students. This finding suggests that regardless of what type of school an African American chooses to attend; race is a core part of their self-concept. Future experimentation will pursue the cause of these differences and their overall effect on the students.

1.77: Gender Differences in Social Dominance: The Role of Cognitive Complexity

Foels, Rob, Reid, Landon D.

Low status individuals must attend to high status groups because their outcome is dependent upon those groups (Sidanius & Pratto, 1999). Because women are afforded lower social status, women should have more complex interpersonal cognitions than men (Tanaka et al., 1988). These cognitions in turn may relate to gender differences in social dominance orientation (SDO). SDO is one’s level of acceptance of group based status hierarchies. Research has shown that women have lower levels of SDO than men. We examined cognitive complexity as a potential mediator of this difference. In Study 1 we gave 70 women and 47 men measures of attributional complexity (Fletcher et al., 1986) and need for cognition (Cacioppo et al., 1984) to test for gender differences in cognitive complexity. Attributional complexity (AC) is the extent to which explanations of others’ behavior is comprehensive versus simplistic, whereas need for cognition (NFC) involves motivation to engage in simple versus effortful processing. Results showed that women are higher in AC, \( t(115) = 2.34, p = .011 \), but not in NFC, \( t(117) = 0.47, p = .64 \). Thus there is a difference in the type but not amount of cognition in which women and men engage. In Study 2 we gave 128 women and 77 men measures of AC and SDO. Results showed that women are higher in AC, \( t(203) = 4.14, p < .001 \), and lower in SDO, \( t(203) = 1.72, p = .043 \). Further, AC mediated the gender difference in SDO, \( Z = 2.71, p = .007 \). Thus women were more cognitively complex than men, and cognitive complexity led to lower SDO. We found clear mediational results, but it remains to be seen whether cognitive complexity is due to socialization of genders into different levels of status, or whether women innately have higher levels of attributional complexity.

1.78: Promoting Relationships between Nurse Aides and Residents in Gerontology

Carissa Coleman, Louis J. Medvene

Currently there is a national movement towards making long-term care facilities more person-centered. Creating personalized caregiving relationships between nurse aides and residents is an important part of this movement. The present research was undertaken in order to gain insight into how nurse aides think about their relationships with residents. Seventeen outstanding nurse aides were interviewed about
whether they had a personal relationship outside of the normal task-related relationship with the residents in their care. Of specific interest was to explore the applicability of Rusbult’s theory of interdependence (Rusbult & Van Lange, 1996) to nurse aide/resident relationships. Application of this theory to caregiving relationships is novel and could be used to train nurse aides to increase their understanding of relationships and person-centered caregiving. Administrators from nine local assisted living or nursing homes were contacted and were asked to select one or two nurse aides who had good abilities at establishing rapport with residents, family members and staff. Participants were 41 years-of-age, on average, and had worked at their facility for an average of seven years. The 90-minute interviews were unitized and coded based on concepts from the close relationship literature. There were a total of 524 units and inter-rater reliability was .77 (Cohen, 1960). The results indicated that all outstanding nurse aides formed relationships with residents. The most frequent coding categories were: a) Acknowledgment of Interdependence (44% of units) which meant acknowledging that each person’s behavior in a relationship influences the other’s; b) Commitment (15% of units) which involved having a long-term orientation; and c) Pro-Relationship Behaviors (13% of units) which included giving “positive regard”. These findings suggest that thinking in terms of interdependence promotes nurse aide/resident relationships. These findings are especially important given the increasing ethnic diversity of caregivers and the challenge of creating relationships across racial groups.

1.79: Working Class Faculty Perspectives: Listening for Meaning at the Intersections
Peter A. Drake, Regina D. Langhout
This study examines how social class identity influences faculty perceptions, and seeks to uncover experiences related to social class. Specifically, we interviewed tenured and tenure-track faculty who self-identified as working class and were employed at an elite liberal arts college. Our qualitative interview research methodology was informed by a grounded theory approach. Some participants perceived their experience to be different from the norm. Various factors contributed to these perceived differences. The present study explores the way that race, class, and gender mediate working class faculty experiences in the academy. These intersections can make individual experiences of classism appear qualitatively different for working class faculty. Despite institutional and cultural de-emphasis of the role of social class in mediating experience or outcomes, we found class to be both salient and determinant for these participants. We believe there is a need to explore the oppression of those at the margins of any community or organization. In this particular case, we hope to shed light on how various socially and culturally-constructed categories interact to create and maintain a social hierarchy.

1.80: Ethnic/Cultural Empathy, Group Prejudice and Acceptance
Nicole L. Cundiff, Joel T. Nadler
The Scale of Ethnocultural Empathy (SEE) is a measure of empathetic feelings towards different racial and ethnic groups (Wang et al., 2003). The literature describes empathy as a trait that can be learned, especially towards oppressed groups (Batson et al., 1997). This study examined the relationship between the SEE, its four subscales (empathic feeling, empathic perspective taking, acceptance of differences, and empathic awareness), and self-report ratings of acceptance towards traditionally oppressed groups (defined by ethnicity, sexual orientation, socioeconomic status, and religion). College students (N = 323) from a Midwestern university completed the SEE and a pre-college and current attitudes survey about various groups. There were no significant differences between the pre-college and current attitudes, indicating construct stability. Current attitudes of each group were correlated with the SEE and its four subscales. All measured attitudes had a high level of internal consistency (alpha = .89) and as an averaged score was moderately related to the SEE and its subscales (correlation coefficients ranging from .38 to .21, all significant at the .01 level). The patterns of the relationships between the SEE subscales were fully examined for each group. Total SEE is most strongly related to attitudes towards African Americans (r = .37), Asian Americans (r = .25), and less so with Hispanic Americans (r = .12). The SEE was not related to attitudes towards American Indians or European Americans. The SEE had a moderate relationship with acceptance of different sexual orientations (r = .25 to .14) but was not related to gender attitudes. Finally, the SEE did show a relationship with acceptance of different religions (r = .13) and economic backgrounds (r = .20). This study suggests the
usefulness of the SEE as a tool toward assessing acceptance of diverse groups, while further supporting
the construct validity of the scale.

1.81: Asian, Black, Latino, and White responses to Contemporary Sexism Scales: A Comparison
Eden-Renee Pruitt, Janet K. Swim
The internal reliability, factor structure, and mean endorsement of contemporary sexism scales was
analyzed and compared between ethnic groups. Specifically, these characteristics were assessed for
Asian, Black, Latino/a, and White participants responses to the Modern Sexism Scale, Benevolent
Sexism Scale, and Hostile Sexism Scale. With some caveats, results indicate that these scales are
suitable for participants of color. Differences in structure of the scales arose in responses to the
Benevolent Sexism scale, suggesting that the scale may represent a different construct for Blacks and
Latino/as. Endorsement of subtle sexism scales varied from between ethnic groups, yet no group
endorsed the more overt sexism scales. Interestingly, Blacks were less likely to differentiate between
modern sexism and traditional gender roles.

1.82: Learning about Racism: Changes in College Students' Racial Attitudes
Kendrick T. Brown, Lisa Herndon, Mai Youa Moua, Erin Twamley
Research has shown that college students taking courses about racism exhibit significant reductions in
implicit and explicit racial bias, as well as significant increases in racial awareness, feelings of racial guilt
and responsibility, cognizance of White privilege, and greater support for affirmative action. Most work
has focused only on two points in time to assess change. Literature on racial identity development and
racism classes suggests, however, that changes in racial attitudes can occur throughout a course and
may be missed by a before-after assessment. The present study investigates racial attitude change in
response to learning about racism by examining attitudes at three times, namely the beginning, mid-
term, and end of a semester. Students from three courses taught by the same professor participated in
this study. Two courses, introductory social psychology and research methods, did not exclusively focus
on racism, while the third had racism as its explicit focus throughout the semester. Forty-five students
participated in the study (24 from the non-racism courses and 21 from the racism class). Participants
completed three anonymous on-line questionnaires inquiring about their ethnic identity, motivation to
respond without prejudice, belief in color-blindness, affect toward various ethnic groups, and intergroup
anxiety. Repeated measures ANOVAs indicated that racism course students, compared to non-racism
class students, expressed significantly higher internal motivation to respond without prejudice over the
semester. Also, the two types of classes differed significantly only at mid-term for one subscale of
colorblindness, with the racism course students demonstrating greater awareness of privilege than non-
racism class students. Lastly, racism course students reported greater awareness of institutional racial
discrimination over the semester than non-racism class students. Significant differences for the other
racial attitude measures were not evident. The importance of attending to changes in racial attitudes in
students taking racism-related courses is discussed.

1.83: Interpersonal Rejection and negative affect among Asian and White Americans
Jennifer Wang, Janxin Leu, Yuichi Shoda
Perceived racial discrimination is related to poor mental health among Asian Americans. Two studies
advance the study of perceived racial discrimination by (1) using a person-centered methodology, and
(2) relating racial attributions of rejection directly to emotional correlates. These studies identify situations
in which racial discrimination is commonly perceived and examine the direct relation between perceived
discrimination and emotional outcomes. In Study 1, Asian American college students (N = 181) imagined
themselves in twelve ambiguous interpersonal rejection scenarios. Participants rated themselves on
several emotion scales (e.g., anger, sadness, frustration, etc.) and on their interpretation of the rejection
(e.g., due to race, sex, perceived income, etc.). For example, participants read a scenario about being
ignored for service when shopping, rated the intensity of negative feelings in this situation, and also
completed measures about various status-based attributions. A series of linear regressions were run
using the different emotions as separate outcomes. Controlling for other status-based attributions, race-
based attributions were directly associated with negative emotions including anger, sadness, frustration, contempt, shame, and confusion ($p < .001$). To demonstrate that race-based attributions are processed differently among White Americans, we ran a second study. In Study 2, White American college students ($N = 151$) completed the same procedure as described in Study 1. White Americans reported race attributions less frequently than Asian Americans and in these instances. Controlling for other status-based attributions, race-based attributions were directly related to only shame, surprise, and confusion. These results suggest that race-based attributions to interpersonal rejections may contribute to poorer emotional health outcomes among Asian Americans versus White Americans.

1.84: Violence: Men's Attitudes Towards Women in the Sex Industry

*Dusty J. Johnstone, Charlene Y. Senn*

The literature has shown that women in the sex industry are at extreme risk for experiencing violence from male clients; however, the violence varies according to the area of the sex industry in which the women are employed. This can be conceptualized as a continuum of risk for violence, whereby women in some areas (e.g., street prostitution) are consistently at greater risk for violence than women in other areas, such as escorting, and even more so, exotic dancing. At present, there is little theoretical explanation for why these particular patterns of violence occur. Galtung (1990) has theorized violence as a tripartite phenomenon in which structural and cultural forms of violence serve to reinforce and legitimize direct acts of violence. By understanding structural and cultural violence towards women in the sex industry, we can better understand the direct violence against these women. Attitudes were selected as a representation of cultural violence, and thus men's attitudes towards women in different areas of the sex industry were measured and analyzed. Using a Socialist-Feminist framework to elucidate the intersection of gender and class, it was hypothesized that men's attitudes would fall along a continuum of negativity, paralleling the continuum of risk for violence, such that they would have the most negative attitudes towards women in street prostitution, somewhat less negative attitudes towards women in escorting, even less negative attitudes towards women in escorting, and the least negative attitudes towards women who are not employed in the sex industry. Ninety-four men from the University of Windsor participated in the study and planned contrasts demonstrated that men's attitudes emerged in the predicted pattern. A Discriminant Analysis was subsequently used, revealing that men's attitudes were influenced by two separate, underlying constructs, which have been interpreted as implicit and explicit prejudice.

1.85: The Invisibility Phenomenon: Experiences of & Behavioral Responses to Being Rendered "Invisible"

*Judy Y. Tan, Felecia Pratto*

Prejudice is manifested in both overt and covert ways in the daily lives of those traditionally stigmatized and oppressed in the United States. The term *invisibility* has been used to refer to repeated, insidious experiences of being devalued and, subsequently, overlooked, ignored, or otherwise slighted (e.g., Franklin, 1999; Sue et al., 2007). However, no research to date has directly examined the psychological phenomenon of being made to feel invisible. Two studies were conducted to investigate the occurrence, nature, and effect of everyday experiences of invisibility. Study 1 was an online survey exploring narrative accounts of the phenomenon. Participants were recruited via flyers, organization E-mail listservs, and online postings (e.g., blogs). A total of 349 individuals (mean age = 32.17 years) participated; of these, 74% ($N=257$) reported having ever been made to feel invisible. Participants were overwhelmingly women (75%, $N=218$), straight (87%, $N=245$), and White (60%, $N=162$). Forty-four percent ($N=153$) reported as having been intentionally rendered invisible, while 25% ($N=88$) reported being unsure of intentionality; less than a third (28%; $N=97$) actually attempted to address the “renderer” *in situ*. Study 2 was a laboratory experiment in which 45 undergraduate participants were randomly selected and administered the Rejection Sensitivity-Race Questionnaire (RSQ-Race; Mendoza-Denton et al., 2002) prior to lab visit. Participants were experimentally rendered invisible by study confederates, and their behavioral responses were videotaped and coded. An anonymous “Comment Card” measure was also administered to assess whether participants would spontaneously complain about their treatment. Coded behaviors included eye contact, body posture and position, and initiation of speech; global measures included ratings of assertiveness, dominance, and vigilance. Although roughly half of
the participants noticed being rendered invisible, only 1 spontaneously complained when given the opportunity. Attributions, coping responses, and behavioral correlates to status-based rejection are discussed with respect to everyday, insidious experiences of discrimination.

1.86: Women in Math and Science: Examining Psychological Barriers to Learning
Amber L. Garcia, Meara Habashi, James Wiseman, Sarah Winget
The goal of this study was to examine the relationship among endorsement of stereotypes about women, gender identification, self-esteem, self-perceptions, and the desire to continue in math and science for female students. We predicted that over the course of a semester, female students would be more likely to endorse stereotypes about women (e.g., women aren’t good at math and science) depending on whether their performance in the class was positive or negative. We were also interested in examining collective and private self-esteem as they relate to performance over the semester. Participants in this study were female undergraduates from a women’s college who were enrolled in introductory math and science courses. Participants were given questionnaires at two time points, the beginning and the end of the semester. The items included in the questionnaire were designed to measure how likely they were to pursue studies in math/science, endorsement of gender stereotypes, collective and private self-esteem, gender identification, and affective responses to math/science. Performance was measured using final course grades and self-evaluations. Contrary to expectations, results indicate that endorsement of gender stereotypes was not strongly influenced by performance in the class. However, students’ evaluation of their math and science performance was associated with their affective responses to math/science, such that more positive evaluations of one’s performance was significantly associated with less negative and more positive emotions toward math/science. We also found that negative emotions and self-esteem at both Time 1 and Time 2 were significant predictors of performance. The results of this study have implications for developing teaching strategies that might help to improve performance of women in math and science classes.

1.87: Native Identity and Participation in a Land Claim Dispute
Benjamin Giguere, Karolina Jonson, Richard N. Lalonde
The current study investigated the influence of Native identity on attitudes toward and participation in a land claim dispute. Two different approaches were used to examine identification as a Native individual. The first relied on rating scales using items adapted from the Sellers et al. (1998) Multidimensional Model of Racial Identity supplemented with a Native specific ideology dimension. This additional “traditionalist” dimension reflected a respect and an adherence to Native traditions. A rudimentary measure based on the “medicine wheel” was also used to help individuals express their identification as a Native person in relation to this land claim. The land claim in question is taking place in a small Canadian town. The Six Nations community disputes the land ownership claim from a housing developer. Members of the Six Nations community have undertaken both normative (e.g., legal actions) and non-normative actions (e.g., road blockade). The relationship between land and Native identity is unique as self-definition centers around land (not property) for most Native individuals. Thus, the relationship between Native identity and attitude towards and involvement in land claim disputes is an important topic of study. Snowball sampling was used to recruit 165 participants to complete an online survey. 133 participants had Indian Status (i.e., recognized by the Canadian government as Native). Results revealed that the ideology dimensions of the Sellers et al. model (e.g., nationalist) were significant predictors of both attitude toward and participation in non-normative land claim actions. The traditionalist ideology predicted support for claiming the land but not participation in non-normative actions. Finally, the medicine wheel approach offered unique insight into Native identity and predicted both attitude toward and participation in non-normative actions. The traditionalist subscale and medicine wheel approach developed for the current study will be discussed along with the social implications of land claims and native identity.

1.88: Relationship between Health Locus of Control, Implicit Theory, and Health Behavior
Madi Wachman, Ramaswami Mahalingam
Disparities in health among young adults are an important research topic given the present high prevalence in negative health outcomes such as depression, binge drinking, and eating disorders in the
population. This research examines the relationship these health outcomes have with both implicit theory and self-theory scales. Recent social psychological research on implicit theories suggests that our performances in different academic domains are influenced by our implicit theories of intelligence, effort and personality. In this study, we investigate how implicit theories of various domains of health shape self reported health behaviors in those domains. So far research on implicit theories focus the direct relationship between implicit theories and behaviors. We argue that other personality factors, such as self-efficacy, locus of control and personal active coping strategies mediate the relationship between implicit theories and self reported behaviors. The study was carried out through an hour-long online questionnaire (n=196). The specific health behavior domains that are examined are: mental health, nutrition, body image, and reproductive health. For each area we have measured domain-specific behavior and implicit theories. Preliminary findings indicate a significant relationship between implicit theories of mental health and health locus of control: individuals who have an external locus of control are more likely to hold an entity theory for mental health (p<0.01). This research is significant because while there has been a considerable amount of research done on locus of control and health behavior, no research has examined how implicit theory factors into the equation. Additionally, most previous research on this subject has focused on ill individuals; this research, however, will look at a “healthy” population. The findings from this research can be used to help develop more effective health education programs.

1.89: Values and Collective Identities as Predictors of Ecological Concern
James E. Cameron, Matthew J. Hornsey, Toru Sato
As environmental concerns become increasingly global in scope, they have implications for the psychological meaning of large social categories, including the most expansive ingroup: humanity. Moreover, collective identifications may be either consonant or conflicting with environmentalism, depending on the goals and values they serve. We examine national and human-level collective identification as predictors of an ecological worldview, along with two dimensions of human values (international harmony/equality, and national strength/order; V.A. Braithwaite, 1997). University undergraduates in 3 countries—Australia (n = 276), Canada (n = 282), and the United States (n = 236)—completed measures of national and human-level identification, nationalism, values, and ecological worldview (the New Ecological Paradigm scale; R.E. Dunlap, K.D. Van Liere, A.G. Mertig, & R.E. Jones, 2000). Ecological worldview was positively predicted by the endorsement of harmony values, and negatively by security values and nationalism. A significant joint effect of the identification variables indicates a negative relationship between national attachment and environmentalism, but only when human-level identification is low. The interplay of subordinate and superordinate identities within a global context is discussed.

1.90: Quicker and Sooner Counterfactuals: The Availability Heuristic and Negligence Decisionmaking
Jason A. Cantone, Richard L. Wiener
When jurors observe a case of alleged negligence, they must determine whether the defendant breached a duty to the victim and whether the defendant caused damages. Negligence law lends itself well to counterfactual thinking research (Wiener, et.al, 1994), as jurors are often required to think about what happened in the accident and imagine how it could have been prevented. No previous research, however, has investigated negligence decision making through reaction time and rank measures to gauge whether counterfactual thinking indeed works as the availability and simulation heuristics posit (Tversky & Kahneman, 1974). In the present research, 180 undergraduate students read either a fact pattern where a plaintiff worker never used a safety line and then was injured during the current job; or a fact pattern where the plaintiff worker always used a safety line except for the current job during which he was injured. Participants then created sentence completions (counterfactual, preventability, or causal) in a 2 (case) x 3 (thinking focus) between groups design. Supporting our hypotheses, participants who provided their first sentence completion (SC) about the defendant more quickly in reaction time and sooner in rank (i.e. the first completion they made vs. the second) also found the defendant more
negligent and awarded higher damages. Thus, our results showed for the first time that providing sentence completions quicker and sooner about the defendant leads to an increased likelihood that the mock juror will find the defendant negligent. Additional findings also follow psychological norm theory, such that actions easier to mentally mutate are also likely to be more avoidable and, thus, more likely to lead to negligence attributions toward the party which could have avoided the accident. The paper also discusses implications for attorneys, trial consultants, and psycholegal scholars regarding the relationship between counterfactual thinking and negligence decisionmaking.

1.91: The Effects of Affect on Attitudes toward Different Religious Denominations  
Luke Fiedorowicz, John Edwards

The main purpose of this study was to assess the effects of mood on attitudes and attitude extremity toward individuals from different religious groups. As with almost all groups, differences in worldviews between religious groups may create conflicts resulting in prejudice. Previous research shows that people in a good mood tend to have more positive attitudes toward others than people in a bad mood. In this study we examined how mood affects people's attitudes and attitude extremity toward Catholics, Jews, Muslims, and Buddhists. The sample consisted of 268 participants from a midsize Jesuit university. Participants were randomly assigned to either a good or a bad mood condition. Mood was manipulated by showing a series of either unpleasant or pleasant pictures. Participants then completed the PANAS measure of affect, a comprehensive 20-item Likert attitude scale, and a multidimensional 53-item measure of religiosity. Participants in the positive mood condition reported more positive and less negative affect than participants in the negative mood condition. This indicates that the mood manipulation worked. The initial analysis showed no effect of mood condition on attitudes, but when religiosity was entered as a covariate participants in the negative mood condition reported more negative attitudes toward Catholics and Jews than did individuals in the positive mood condition. People in the negative mood condition also had more extreme attitudes toward Catholics, Jews, and Buddhists when religiosity was controlled for. Surprisingly, there were no differences in attitudes toward Muslims. The results show that people's mood has some effect on their attitudes toward different religious denominations. Experiencing negative affect is associated with negative attitudes toward religious groups when influence of religiosity is controlled. This study help to clarify the relationship between mood and people's attitudes toward religious groups. Such information is important to better understand the complex dynamic between religious groups.

1.92: Global Warming: Constructing Measures of Policy Support and Behavioral Intentions  
Kenneth E. Vail III, Matthew S. Motyl

The present research tests the hypothesis that there is a single construct of support for preventative global warming public policies. Further, it was hypothesized that there exists a single construct of willingness to personally engage in environmentally conscientious daily behaviors. To test this, an 8-item Global Warming Policy Scale (GWPS) and a 15-item Global Warming Behavioral Intentions Scale (GWBIS) was administered to 90 undergraduate psychology students at a small western university. A total of 78 females and 12 males participated, ranging in age from 18 to 58 years, with a mean age of 23.24 years. The GWPS consists of 8 items measured on a 10 point likert-type scale that were derived from current environmental and political commentary. Items include statements such as, “people should pressure the government to enact legislation to combat global warming” and, “our government should penalize companies that contribute to global warming.” A principle component analysis conducted on the GWPS uncovered a single factor carrying an eigenvalue of 5.39, accounting for 67.32% of the variance in the scale. Cronbach’s alpha for the GWPS was .93, indicating strong internal reliability. The GWBIS contains 15 items measured on a 10 point likert-type scale, derived from behavioral suggestions made by myriad environmental protection groups. Items complete the sentence stem: “If practical/available, I would be willing to...”, and include sentence completions such as, “get a bike and use it instead of driving.” A principle component analysis was conducted on the GWBIS, revealing a single factor with an eigenvalue of 9.13, accounting for 60.89% of variance in the scale. Cronbach’s alpha for the GWBIS was .95, suggesting strong internal reliability. Additionally, significant Pearson correlations were observed between the GWPS, GWBIS, and self-report measures of Global Warming Assumption of Responsibility.
Peacemaking, Ubuntu, Restrictive Immigration Attitudes, Right-Wing Authoritarianism, Religious Fundamentalism, and Social Dominance Orientation.

1.93: Make Peace, not War: Measuring Support for Peacemaking Behaviors
Matthew S. Motyl, Kenneth E. Vail III
The present research hypothesizes that much like many of the measures assessing support for military aggression, a measure assessing support for peaceful diplomacy will display a unidimensional latent construct where people who believe in peaceful solutions to one international conflict will also support peaceful solutions to other international conflicts. The Support for Peacemaking Scale (SPS) was administered to 100 psychology students. 86 females and 14 males participated, ranging in age from 18 to 58 years, with a mean age of 22.88 years. The SPS consists of 14 items measured on an 11 point likert-type scale. Items focus on some of the major international conflicts involving the United States. Items measure ones' support for using peaceful actions rather than aggressive, military actions to resolve international conflicts. A principal components analysis conducted on the SPS uncovered a single factor with an eigenvalue of 8.64, accounting for 61.74% of variance in the scale. The single best item on the scale loading at .88 is “To address the problem of terrorism, the United States' best choice is to use diplomacy.” Other items address specific conflicts around the world including those in the Darfur Region of Sudan, the Israeli-Palestinian peace talks, and negotiating with leaders of countries who may clandestinely support international terrorism (e.g., President Ahmadinejad of Iran). Cronbach’s alpha for the SPS was .95, indicating excellent internal reliability. As predicted, significant positive correlations emerged between SPS, support for government intervention in response to global warming, the perception that people share a common humanity with all other people, and political liberalism emerged. Significant negative correlations between SPS, religious fundamentalism, right-wing authoritarianism, social dominance orientation, restrictive immigration attitudes, and political conservatism also emerged. Together, these validity coefficients suggest construct validity of the SPS.

1.94: Social Justice & “Diversity Talk” at a Liberal Arts College
Janine Kay Gwen Chi, Connie T. Wolfe, David Weiss, Rachel Leavitt, Karly Rodriguez, Lindsay Grom, Thomas Prevete
This paper investigates the ways in which students and faculty at a small liberal arts college with a relatively homogenous population understand diversity education. Studies suggest that diversity courses can effectively challenge students’ assumptions leading to a better learning environment (Gurin, 2000). However, previous research tends to assume that faculty teaching diversity courses share similar course objectives. Also, although student expectations for such courses are critically important, they do not seem to have been sufficiently explored. We studied the correspondence amongst the institutional rationale for a diversity course requirement, the goals of the faculty teaching the course and the expectations of students taking the course. We were interested in the extent to which the institutional, faculty or student goals addressed connections amongst diversity, privilege and oppression. We first surveyed first-year students’ attitudes about studying racism. Results suggested students who were less inclined to take courses on racism were more likely to exhibit racist ideologies. A second survey examined attitudes and expectations about diversity courses. Students provided only vague open-ended responses about the definition and value of studying diversity, and very few mentioned social justice or disadvantage. However, when presented with four institutional rationales for a diversity course requirement, students tended to chose a rationale emphasizing social justice compared to exploration, celebration or general knowledge. Finally, we interviewed faculty teaching diversity courses. Initial results suggest most instructors perceive the institutional purpose of the requirement to be mere “exposure,” but goals typically included teaching students that perspectives different from their own are not inferior. Teaching about group-based differences in power and privilege was mentioned by some, but few course goals explicitly encouraged students to live socially responsible lives. Based on these results, we provide suggestions to better achieve the social-justice component of diversity course requirements.
1.95: Contextual Factors Influencing People’s Recycling Behavior: A Comparison in New York City and Munich
Tsai-Shiou Hsieh
While recycling is a common research subject in environmental-responsible behavior studies, it is little known about how contextual factors, such as physical environment, social interactions, cultural backgrounds and political environments influence people’s attitudes and behavior. This research adopts a mixed-method qualitative inquiry of whether and how relocation impacts on people’s ecological thinking and behavior in their everyday life. Forty-five semi-structured interviews were conducted within two groups of people: Americans who moved to Munich, and Germans who moved to New York City. Most interviews were conducted in participants’ residence. Pictures were taken inside the apartment, in common areas in the building, and recycling facility in public spaces to record recycling accessibility. This project investigates how contextual factors influence people’s environmental attitudes and environmental-friendly behavior. The analysis emphasizes different layers of contextual factors, from immediate physical spaces, to social network, and then to economic and political influences. Results show that different domains of contextual factors constantly penetrate each other: (1) policy disparities between the two cities influence the perceptions of accessible recycling resources; (2) different social milieus affect people’s awareness of existing policies; (3) even when both physical environments and information are available, people’s behaviors are likely to be influenced by the larger context of cultures and sometimes stereotypes. This research contributes to the understanding of complexity and dynamic processes of people-environment interactions in environmental-behavior behaviors, while touches upon a larger social context.

1.96: A Hidden Problem in Primary School Education in Turkey: Dropping-Out After 4.4 Years
Zeynep Cemalcilar, Fatoş Gökşen
Even though the Universal Declaration of Human Rights (1948) states that everyone has the right to education, and elementary education shall be compulsory, mean school attainment in Turkey is 4.4 years in a system with eight year of compulsory schooling. In the 2003/2004 education for all (EFA) global monitoring report Turkey was mentioned as one of the 12 countries (out of 128) who were expected to reach EFA’s neither primary nor secondary education goal of gender parity by the year 2015. Even though increased rates of enrollment in primary schooling have been achieved through several campaigns and incentives in recent years early drop out rates are also on the rise. This paper examines the socio-cultural and economic factors leading to early drop-outs in elementary school. The study specifically looks beyond well-cited factors such as income and gender and addresses factors like migration, mothers’ education and predominant language spoken at home. Using qualitative and quantitative data from children who already dropped out from primary school and their mothers, and from children who are at school and their mothers, analyses showed that "being a female" was the most important predictor of dropping out of school, followed by the literacy of the mother and whether or not the child was working. Male-female student comparisons revealed that migration, ethnicity and language had more detrimental effects on females. Findings are discussed within the framework of implications of social structural inequalities on educational opportunities.

Michèle M. Schlehofer, Tina P. Brown, Crystal Brunner, Alisha Jimenez, Stephanie Nilson
Despite the benefits of doing breast self-exams (BSE), few women regularly perform them. The current study created profiles of individuals who have never, infrequently (less than once a month), or consistently (once a month) performed a BSE in the past year. Female college students (N = 121) ranging in age from 17 to 50 years old (M = 20.91, SD = 5.46) completed a cross-sectional survey via Internet (40.4%) or an in-person paper survey (59.6%). The sample was predominately White (86.1%). The survey contained measures of perceived breast cancer risk, worry about breast cancer, knowledge about performing BSE, self-efficacy in performing BSE, barriers to BSE, and perceived effectiveness of BSE, as well as measures of social norms to perform BSE from six social referents: parents, siblings,
friends, roommates, family healthcare providers, and staff at the on-campus student health center. The findings indicate that women who performed BSE consistently perceived themselves to be at greater risk for breast cancer ($F (2, 179) = 7.02, p < .001$), had greater self-efficacy in their ability to perform the behavior ($F (2, 180) = 28.52, p < .001$), and perceived fewer barriers ($F (2, 180) = 9.41, p < .001$) to performing BSE. Consistent screeners did not differ from infrequent or never screeners in family history. Further, consistent screeners did not differ from infrequent or never screeners in the perceived effectiveness of BSE, knowledge of BSE, or worry about breast cancer. Among the various social referents, only perceiving one’s sibling as supportive of BSE was related to consistently screening ($F (2, 170) = 3.93, p < .05$). These findings suggest that interventions to increase BSE among college students should focus on increasing knowledge and self-efficacy of BSE, reducing perceived barriers, and increasing perceptions of one’s siblings as supportive of the behavior.

1.98: Ideals or Oughts?: Trait Fulfillment in Men and Women

Amanda M. Johnston, Amanda B. Diekman

Research has demonstrated that people possess different motivations or self-guides for their traits and behaviors. These self-guides can manifest as ideals (hopes and desires) or oughts (duties and obligations; Higgins, 1987). Role Congruity Theory suggests people are motivated to align with valued social roles and avoid misalignment (Diekman & Eagly, 2007). In this research we examined the perceived motivations of men and women to align with traits associated with their gender role by having participants rate the extent to which stereotypic and counterstereotypic traits are perceived as ideals and oughts. In our first study we asked participants to focus only on stereotypic traits of men (e.g., competitive, aggressive) or women (e.g., affectionate, sexy). Participants rated both the level of ideal and ought motivation associated with each trait for either a male or female target. In our second study some participants rated the same stereotypic traits from study one, but other participants rated counterstereotypic traits for men (e.g., affectionate, sexy) or women (e.g., competitive, aggressive) as ideals and oughts. Across both studies, male and female participants rated stereotypic traits of women as significantly higher on ideals than oughts. A similar pattern occurred for the counterstereotypic traits of women; these traits were rated as higher on ideals compared to oughts. Perceived ideal and ought motivations of male targets for both stereotypic and counterstereotypic traits were not significantly different, implying that people do not perceive men as pursuing their ideals more so than their oughts. These results suggest that both men and women perceive women as pursuing traits they ideally want to have more so than they feel obligated to possess. Follow-up research is examining the possible negative consequences for women that might occur due to these consensual perceptions of women pursuing their ideals over their oughts.

1.99: Girls and Science: Single-Gender Education and the Nature of Science

Caitlin Wylie, Maria Varelas, Jameela Jafri, Gabrielle Lyon

Proponents of single-gender education believe that students learn better with peers of their gender, without the presumed stress and distraction of classmates of the opposite gender (Morse 1998). In particular, single-gender education has been proposed as a way to narrow the achievement gap between boys and girls in science, which is currently reflected in the disproportionate numbers of men and women scientists (Lee and Bryk 1986). This study compares the conceptions of science of girls who attend a single-gender school and girls who attend a co-educational school in the same urban public district. Twenty-five girls in an after-school science program at these two schools completed open-ended written survey questions about what they think it means to “do science”. The comprehension of science as a process and a way of thinking reflects a deeper understanding of science itself, as opposed to the memorization of facts without context or broader application. Qualitative analyses revealed differences between the two groups’ responses that shed light on the effects of different curricula and classroom gender compositions on students’ beliefs about science. The effects of attending an all-girls or co-educational school also appeared in quantitative analyses of students’ responses to a forced-choice questionnaire concerning their beliefs about gender and science. Studying the effects of single-gender education on conceptions of science can offer insight into how to construct an effective science learning community, which may serve as an important tactic in the battle for gender equality in science.
2.0: Sexual Assault, Perceived Stigma, and Religiosity: Implications for Help-Seeking

Sean C. Rife, Stacey L. Williams

While a substantial amount of research has addressed the psychological impact sexual assault has on its victims – as well as subsequent behavioral consequences – little is known regarding the stigma a victim of sexual assault may perceive as a result of her experiences. Perceived stigma may include feelings of shame, exclusion, and self-consciousness. Additionally, there have been no studies to date examining the impact such perceived stigmatization may have on help seeking behavior. To address this lack of data, college undergraduates at East Tennessee State University were recruited and surveyed over the Internet (course credit was provided as compensation for participation). To date, 51 (15%) out of 331 female participants indicated that they had experienced sexual assault (i.e., they had been coerced – physically or otherwise – into engaging in sexual activity against their will). Preliminary results indicated that these women perceived stigma as a result of sexual assault (M=1.40, SD=.87, range=0-3). Although marginally significant, preliminary results further show that with increased levels of perceived stigma women were somewhat less likely to seek help or support from friends and family; for example, participants who perceived themselves as stigmatized were less likely to share details of the incident with others (r=-.284, p=.053) or ask others to share similar experiences (r=-.275, p=.061). Other factors potentially impacting the relationship between perceived stigmatization and help seeking will be addressed; specifically, the impact of religious fundamentalism on perceived stigma and subsequent help seeking behavior. Because these consequences of sexual assault and contributors to help seeking have yet to be addressed in the literature on sexual assault, this study sheds new light on the impact such events have on women.

2.1: Change Orientation and Health in Students of Social Work

Melita Vaz, Ramaswami Mahalingam

Orientation to change in social workers has been a long-standing concern for the profession. We examined this issue through the implicit theories held by social workers, social work students and college students from India (N = 352). The participants had to assess the malleability of 4 illnesses. We predicted that experts (i.e., social workers) would have more incremental views of illness than novices (i.e., students). Our predictions were supported for the following illnesses: cancer, tuberculosis and depression. These incremental views were neither related to age nor years of professional experience. We discuss the implications of these findings for health education as well as for social work education.

2.2: African American Adolescent Involvement in Non-School Based Activities

Cristina Mercado, Stephanie Rowley

This study seeks to look at the positive effects that involvement in extracurricular non-school based activities may have on the academic and psychosocial outcomes of African American students living in impoverished neighborhoods. Non-school based activities consist of athletic teams, church involvement, community center participation, and scouts. The sample consists of 139 African American youth between the 8th and 9th grade. This is a sub-sample taken of the CDS Panel Study of Income Dynamics. It is believed that these four types of activities promote community building, student initiative, a sense of commitment, and in turn can lead to positive academic and social outcomes. It is expected that involvement in these types of activities will have long term positive effects on student academic achievement as measured by math and verbal scores. They will also have positive effects on psychosocial outcomes for African American students living in impoverished areas. Most research being done on this topic has looked at school based activities and after school programming. Yet very little work has been done showing the positive effects that non-school community based programs can have on African American adolescent outcomes.

2.3a: Language and Anti-Social Behavior in Child Welfare Populations: Initial Findings

Claudette L. Grinnell-Davis, Andrew Grogan-Kaylor

Research has indicated a high risk for children in foster care to exhibit antisocial behavior and delinquency. Some evidence suggests that signs of antisocial behavior may be present as early as the preschool years. Moffitt’s longitudinal analysis of cognitive processing in language and problem-solving
in anti-social populations (Moffitt, 1993) indicates that children later diagnosed with conduct disorder were generally at least one standard deviation below the mean on standard neurodevelopmental scales. The present study utilizes data from the National Survey on Child and Adolescent Well-Being (NSCAW), the first longitudinal study of children in the child welfare system. Preliminary analysis on language data collected on all children who were 3-5 years old at the first wave of the study (N=833) indicate that Black and Latino children have significantly lower scores (p<.05) on language-related tasks. The type of abuse allegation leading to involvement with the child welfare system also appears to be significant at the .05 level, with physical abuse and neglect indicating worse language task outcomes than sexual abuse. Data also appear to show no difference between effects of physical abuse and physical neglect. Implications for child welfare policy and intervention will be addressed.

2.3b Empowerment Planning in Droughts and Population Displacement

Shweta Singh

The problem of drought is defined as a “failure to receive expected precipitation for a period long enough to hurt” (Hare as cited by Dagel, 1997 p. 193). However, droughts have much more severe connotations than its definition leads us to believe. A large segment of the population feels the impact of drought in agrarian economies, such as India. The rain dependent nature of Indian agriculture and the large population that it supports, compound the problem. The victims of droughts are in a somewhat unique position as compared to victims of other natural disasters. Because the slow onset of drought conditions provides planners and affected groups with some time to anticipate the occurrence of a drought. However, it does not mitigate the pervasive and recurrent nature of drought (Gregory, 1989). Thus, the phenomenon of drought should ideally be a project for risk control through disaster management and planning. This paper presents an empowerment approach to planning for drought management. Empowerment approach is drawn from a strengths based approach to working with marginalized clients in social work. Within the empowerment approach, client strengths are as important as their limitations. Additionally, the empowerment approach aims to strengthen client functioning at all levels by assessing the social and psychological ecology of the problem and its relationship to individuals at a micro and macro level. It presents a tool for collecting baseline data on droughts and an equation to calculate the risk (through hazard and vulnerability assessments), and coping competency at individual, household, community, and regional level. It also presents an alternative set of indicators to measure potential outcome of drought related displacement at three levels.

2.3c Racial Disparities: Understanding Rape Attitudes Among White and Asian Males

Kelly H. Koo, Kari A. Stephens, Kristen Lindgren, William H. George

Rape is a prevalent and under reported crime, a trend evident among all ethnic groups. Asians/Asian Americans have been understudied with respect to rape and its contributory factors. Attitudinal research has shown that Asian college students strongly endorse myths that most rapists are strangers and women should be held responsible for preventing rape. And, while research has consistently found that men hold more rape-tolerant attitudes than women, this gender difference has been more prominent among Asians than Whites. Traditional Asian patriarchal values may increase Asian males’ endorsement of misogyny, contributing to rape-tolerant attitudes. To examine these potential cultural differences in attitudes, Asian and White college men read an acquaintance rape vignette and rated their attitudes toward the rape. Participants’ misogynistic beliefs were hypothesized to mediate the relationship between having an Asian ethnicity and rape-tolerant attitudes. Results indicated that Asian ethnicity accounted for significant variance in four of six measures, contributing to more rape-tolerant attitudes. Misogynistic beliefs partially mediated this relationship. These findings were consistent with previous research showing that Asians endorse more rape-tolerant attitudes compared with Whites. Also, these findings suggest that misogynistic attitudes explain some, but not all, of these ethnic cultural differences in rape-tolerant attitude, contributing to the understanding of attitudinal differences at the intersection of race and gender. These resulting group differences further reinforce the need for culturally sensitive research in order to more fully understand attitudes held by different groups as well as the potential health outcomes that could be affected.
2.3d: 'What's Stopping You? Gender Essentialism and Academic Subject Choice'
Japinder Dhesi, Bradley Franks
The present study considered the potential impact of gender essentialism, the belief that males and females possess underlying 'essences' responsible for sex differences, on sex segregation in academic subject choice. Two samples of secondary school children, aged 11-12 years (N = 30) and 15-16 years (N = 26), were randomly assigned to one of three experimental conditions, for the completion of a thought experiment. The thought experiment required them to make inferences about two gendered attributes - academic subject ability and gender-stereotyped properties, of a hypothetical male and female - (a) raised in an opposite sex environment; (b) following a brain transplant from a member of the opposite sex and (c) who is 'normal', the third acting as a baseline response. Results indicated that children do hold essentialist beliefs about gender attributes. However, such beliefs vary as a function of both the age of participants, and the gendered attribute considered. It is concluded that gender essentialism may well account for the persistence of sex differences in academic subject choice.

2.3e: Does Music Piracy Influence Purchase Intention? Adapting TpB Model
Jeremy Jinkerson, J. Martin Giesen
The Recording Industry Association of America (RIAA) claims to lose millions of dollars each year from digital music piracy. However, instead of causing loss, digital music piracy may instead activate a norm of reciprocity. Hypothetically, when a person pirates a music file, the individual feels obliged to reciprocate by purchasing digital music files or music-related merchandise. Thereby, the individual may become more likely to make future digital music purchases. Ajzen's theory of planned behavior (TpB) is used to examine the possibility that music-related purchase intent can be predicted by previous piracy behavior and attitudes toward piracy. TpB is augmented to predict one type of behavior by a related type of attitude and behavior. The focal explanatory variables are attitude toward piracy and previous music piracy behavior; the outcome variable is purchase intent. Reciprocity is examined as a mediator variable. An online survey was given to a sample of 300 participants assessing their attitudes on all variables. Multiple regression is used to determine if attitude toward piracy and previous music piracy can predict music-related purchase intent. Reciprocity is tested as a mediator between previous music piracy and purchase intent. First, I hypothesize that attitude toward piracy and previous music piracy are positive predictors of music-related purchase intent. That is, the more positive one's attitude toward piracy and the more one has pirated music, the more likely he/she will be to make music-related purchases in the future. Further, I hypothesize that reciprocity mediates the hypothesized relationship between previous music piracy and intention. If these hypotheses are correct, the RIAA's claim of suffering financial loss because of digital music piracy will be weakened. If however, previous music piracy decreases purchase intent, the RIAA's claims would be strengthened.

2.41: The Negative Impact of Public Figures’ Sexist Comments: The Larry Summers Effect
Christine Logel, Craig W. Blatz
All too often, public figures are caught making derogatory statements about certain social groups. The present research began to examine what effect, if any, these derogatory statements may have on members of the target groups. Male and female students read a series of newspaper articles. For half of them, one article described Harvard President Larry Summers’ statement that genetic differences in ability may explain why women are underrepresented in mathematics and science faculties. Among upper-year students, women who read about Summers’ statement reported less likelihood of going to graduate school or having a career in mathematics, science or engineering than women who did not read about Summers’ statement. Men’s graduate school and career plans were not affected by Summers’ statement. Future research will examine how organizations can respond in order to undo the damage associated with public figures’ derogatory statements.
2.42: Attitudes, Peers, and Ethnic/Cultural Empathy: Prediction on Diversity Training Perceptions

Nicole L. Cundiff, Joel T. Nadler

Diversity training has become a fixture in universities, communities, and corporations. This study examined relationships between perceptions of diversity training programs and the belief that such programs should be offered. It was hypothesized that peer support, empathy for diverse groups, positive attitudes towards oppressed groups, and demographic factors would predict positive perceptions of diversity training. A survey was administered to undergraduates (N = 294) at a mid-western college, consisting of six multi-item scales: Acceptance of Oppressed Groups, Need for More Awareness, Ethnocultural Empathy (SEE), Peer Support and Perceptions of Diversity Training. All six scales had moderate to high internal consistency. A stepwise regression was conducted using the SEE with subscales, peer acceptance, prior attitudes, current attitudes, need for awareness, age, gender, minority status, and disability status as diversity training perception predictors. SEE subscales, acceptance of differences (β= .19, t(209) = 3.04, p = .003) and empathic awareness (β= .21, t(209) = 3.60, p < .001), more peer support (β= .31, t(209) = 5.43, p < .001), positive current attitudes (β= .14, t(209) = 2.33, p = .02), and gender (β= .20, t(209) = 2.32, p = .02) were significant predictors of positive perceptions of diversity training. Another regression examined the relationship between the above predictors with diversity training perceptions, assessing the relationship with diversity awareness need. Positive current attitudes (β= .27, t(190) = 3.93, p < .001), and more empathy (β= .19, t(190) = 2.47, p = .01) and peer support (β= .16, t(190) = 2.25, p = .03) were significant predictors of endorsing the need for more diversity training. This research provides useful information to assess the climate within organizations towards diversity. Peer support and ethnic/cultural empathy are both areas that lend themselves to interventions aimed at increasing acceptance of diversity. Further experimental research is suggested by these findings.

2.43: The Bright Side of Justifying the Status Quo

Danielle M. Gaucher, Aaron C. Kay, Justin P. Friesen, Mark P. Zanna

System justification theory proposes that people are motivated to view their social systems as fair (Jost & Banaji, 1994). In line with this theorizing, we hypothesized that people would engage in injunctification—that is, construe descriptively normative aspects of society (i.e., what is) as injunctive (i.e., what should be). The implications of this process are disheartening for people seeking social change. For example, in past research when women are presented with a norm that there are few women in powerful jobs, they injunctify that norm and conclude that women should not pursue high status jobs. In the present research we seek to demonstrate the positive effects of the injunctification process. We hypothesized that people will not only injunctify norms that are detrimental for their group (e.g., few women in high powered jobs) but will also injunctify more equitable descriptive norms (e.g., many women in high powered jobs). Moreover, we hypothesized that the injunctification of more equitable norms will lead to positive downstream effects at both the individual and group level. We conducted a study in which female participants read about the percentage of women in the predominantly masculine field of politics. Replicating previous results, when the descriptive norm portrayed women as being inadequately represented in politics, women reported greater fear of succeeding in this domain. When the descriptive norm portrayed women as being highly represented in politics, however, injunctification of this norm decreased women's fear of succeeding in this typically masculine occupation. These results suggest that the typically negative consequences of system justification can be harnessed to promote positive outcomes. Theoretical implications for system justification theory, social policy, and the maintenance of inequality are discussed.

2.44: Ideological Bases of Attitudes about Life and Death Social Issues

John Edwards, Lukasz Fiedorowicz

Among the most contentious and enduring social issues are abortion and capital punishment. Despite the common theme of decisions affecting life and death, little is known about factors that may explain the several possible combinations of pro versus con attitudes toward both issues. This study compared the four basic combinations of pro/con attitudes about abortion and capital punishment according to their...
association with religious and secular ideologies and with personal values. Survey participants (280 college students) completed a 50-item abortion attitudes scale, a 55-item scale of death penalty attitudes, a 42-item measure of non-denominational religiosity, and a 55-item measure of secular humanist beliefs, and separately rated the instrumental relevance of abortion and death penalty to promoting or preventing 15 values including justice, freedom, benevolence, the “golden rule,” and life itself. Dividing respondents by median splits of attitude scores on both issues revealed distinct patterns of religious and secular ideologies and value relevance bonds for all four groups. The Anti/Anti group was highest in religiosity, low in secularism, and held the same seven values (e.g., equality, life) as most prevented by both abortion and death penalty. The Anti abortion/Pro death penalty group was next highest in religiosity, low in secularism, and saw certain values (responsibility) related in opposite ways to the two issues. The pro abortion/Anti death penalty group was low in religiosity, highest in secularism, saw both abortion and death penalty interfering with life but saw different other values as relevant to the issues. The Pro/Pro group was low in religiosity, moderate in secularism, and held the fewest common value bonds to attitudes. This study reveals both differences and similarities among individuals holding different combinations of attitudes about abortion and capital punishment. Such findings may be applied to increase understanding and tolerance among people in conflict over these issues.

2.45: Celebrity Identification and Media Literacy among ‘Tween’ Girls

Erica L. Rosenthal, Renee Hobbs

Popular culture, including fascination with celebrities, can be a source of pleasure for ‘tween’ girls (i.e., between childhood and adolescence), particularly those who aspire to the type of success celebrities represent (Harris, 2004). ‘Tween girls are deeply immersed in mass media, but may lack the tools to effectively sort through the messages they receive (Arnett, 2007), a skill set known as media literacy. The benefits of media literacy include enhanced resistance to persuasive media messages (Buckingham, 2003). Although little research has addressed celebrity identification, a high level of attachment to celebrity culture may interfere with the development of media literacy (Alvermann, Moon, & Hagood, 1999). Media literacy initiatives targeting adolescents are most effective when tailored to their existing media interests (Buckingham, 2006). My Pop Studio (MPS; Hobbs, 2006), a web-based media literacy education program, was explicitly designed for 10-12-year-old girls with an interest in pop-culture. This presentation addresses findings from an evaluation of MPS, including development and validation of a measure of celebrity identification. An initial measure of aspirational goals related to celebrity was developed based on the researchers’ experience and feedback from marketing experts. A pilot study (N = 201) found girls with strong celebrity aspirations rate images from MPS more appealing (r = .17, p < .05). To validate and further refine this measure, MPS users (N = 39) were surveyed regarding aspects of celebrity identification. The results indicate celebrity aspirations are most strongly correlated with consumer-based (r = .41, p < .05) and identification-based (r = .43, p < .05) participation in celebrity culture. Given the potential that celebrity-attached users may be less receptive to the program’s learning objectives, it is imperative to clarify the relationships between identification, use of MPS, and media literacy. Preliminary data addressing these relationships will be discussed.

2.46: What’s in a Name? Attitudes Toward Gay Couples Based on Relationship Status Labels

David Doyle

A recent summary of the literature on the close relationships of gay men and lesbians echoes earlier findings that their functioning and satisfaction closely resemble that of their heterosexual counterparts. However, same-sex relationships are still barred from the legal sanctions of marriage in all but one of the United States. Several other states allow partnerships with many, if not all of the same privileges of marriage. Yet even amongst those who want equal rights for gay men and women, there is question over whether the term “marriage” should be reserved for heterosexual unions alone. Debates such as this beg the question, how does the term “marriage” affect the attitudes that outsiders direct toward intimate relationships? The current study explored individuals’ judgments about couples, both homosexual and heterosexual, based on the labels attached to them. A group of students from Northwestern University were pre-tested for homophobia and libertarianism. They were then brought to the lab in small groups and randomly assigned to one of five conditions. In each condition participants
read a short vignette describing a couple and were then asked to provide various assessments of their functioning (Rusbult, Martz, and Agnew's Investment Model Scale, 1998). The difference between each condition was in the sexual orientation and status of the couple. In two of the vignettes, the couple was straight and either married or just living together. In the other three, the couple was gay and either married, in a civil union, or just living together. Analyses indicate a gender by status interaction on perceptions of gay couples' commitment. This interaction seems to be driven by male participants' lower ratings of the civil union condition. Similar patterns of higher investment appear for men's ratings of gay married couples. These and other findings will be discussed.

2.47: Ethnic Phenotype and Well-Being among Filipino Americans
Cathryn G. Fabian, Michael Spencer
Racial discrimination may be the fundamental product of stereotyping individuals based on how closely they resemble a “typical” member of their racial or ethnic group (Maddox, 2004). Discrimination has been associated with negative outcomes among Asian Americans, but no research has explored how merely appearing to be Asian is related to well-being. The significance of ethnic phenotype may be influenced additionally by the immediate regional context. In particular, Hawaii presents a unique environment for studying phenotypic discrimination among Asian Americans due to implicit social hierarchies between Asian ethnic groups (Okamura, 1998). Thus, the goal of this study is to explore geographic variation in the relationship between phenotype, discrimination, and health among Filipino Americans. Data for the present study were drawn from the Filipino American Community Epidemiological Study (FACES). The sample consisted of 2245 Filipino Americans residing in either San Francisco, California or Honolulu, Hawaii. Phenotype was assessed using a 6-point index of physical appearance ranging from “Very Non-Filipino” to “Very Filipino.” Discrimination was assessed using a 9-item measure of unfair treatment, and physical health was assessed using a 2-item index of self-reported health. Two separate models were tested for Honolulu and San Francisco. In Honolulu, phenotype alone did not predict health outcomes, but the interaction of phenotype and discrimination was significant ($\beta=.01$, $p<.001$). In Honolulu, those who looked “Very Filipino” and experienced frequent discrimination actually had better health outcomes. No such pattern was detected in San Francisco. This perhaps indicates that geographic variation was due to qualitatively different racial experiences of Filipino Americans in Hawaii compared to those in California. These findings call attention to how the significance of ethnic phenotypicality varies according to the socio-historical context of a given geographic region. Thus, future research on minority communities should address how social context moderates the effects of discrimination on well-being.

2.48: Impulsiveness and Anger in the Prediction of Males' Aggressive Responses to Provocation
Jordan S., Maile, Nuri Ruzi, William H. Gottdiener
Although many of the personality factors posited to play a role in the etiology of interpersonal violence are theoretically contended, anger and impulsiveness have been consistently implicated. There is a large body of research examining personality correlates of aggressive behavior, particularly in young males. Moreover, it has been found that males are more likely to respond aggressively to verbal provocation rather than physical provocation. This study attempts to link the previous research on male expression of anger and impulsiveness with the research on aggression in response to verbal provocation. In this study, an ethnically diverse sample of 117 male undergraduate participants completed questionnaires assessing trait anger and anger expression (T-Anger and AX/EX subscales of the STAXI, respectively) and impulsiveness (as measured by the BIS-11). Each participant was presented with a scenario of hypothetical verbal provocation (with age, gender and ethnicity controlled for) and asked to rate if he would respond with physical aggression, and if so, to what degree. First, a logistic regression analysis was conducted to determine if these predictor variables (impulsiveness, trait anger and anger expression) would differentiate aggressive versus non-aggressive responders (i.e., those that would use some degree of physical aggression in response versus those that would use none). Scores on these measures predicted (marginally) group membership, $\chi^2 (3) = 7.772$, $p = .051$, accounting for 9.3% of the variance. A multiple regression analysis was then conducted in order to see if impulsiveness, trait anger, and anger expression would predict the degree of physical aggression used in response. All three predictor variables were found to significantly predict the degree of aggressive
responding, $F(3,113) = 2.949$, $MSe = 5.629$, $p = .036$, accounting for 7.3% of the variance. Although these effects may appear small, they are significant when viewed in light of the extant aggression literature.

2.49: The Role of Ethnicity and Gender in Parenting Expectations

*Nia L., Phillips, Christian S. Crandall*

Research on stereotyping and social roles has repeatedly highlighted the different standards and expectations that exist for men and women with regard to parenting. However there has been less work on the role that ethnicity plays in parenting expectations. It is possible that traditional standards of parenting may be relevant only for majority group members. Persons of color, who bring to mind different stereotypes, might be expected to perform differently with regard to familial roles. In order to address this, we presented participants with a story of a young married couple, either African American or European American, who were expecting a child. Participants read that either the mother or the father had decided to quit their job and stay home for the child’s early years. They were then asked to rate their agreement with the couple’s decision. A target ethnicity × who stays home ANOVA on the agreement variable and yielded a significant interaction, $F(1,221) = 6.67$, $p=.01$, indicating it was more agreeable for an African American man to be a stay-at-home parent than an European American man and less agreeable for an African American woman to be a stay-at-home parent than an European American woman. Participants were also asked to rate both parents on a number of traits. These traits were factor analyzed, resulting in an agency factor and a communion factor. There was no effect of target ethnicity on the agency factor, but for the communion factor a repeated measures ANOVA found a target × target ethnicity × who stays home interaction $F(1,221) = 8.12$, $p<.01$. Both African American mothers and African American fathers were seen as highly communal when the father stayed home. This is evidence that there different standards and expectations do exist for African American parents compared to European American parents.

2.50: Intentional Worlds: Can Black History Representations Influence Attitudes Toward Change?

*Phia S. Salter, Glenn Adams*

The present research applies the concept of ‘intentional worlds’ to collective representations of Black History (BH) and examines their relationship with perceptions of racism in contemporary US society. The cultural psychological concept of intentional worlds refers to the dynamic resonance between structures of mind embodied in the brain and inscribed in cultural worlds. On one hand, we consider how representations implicit in mainstream American artifacts—specifically, BH month displays from predominately White American settings—reflect the preferences and understandings of White Americans. On the other hand, we consider how apparently neutral mainstream representations lead people to understate the role of racism in American society. In study 1, we consider how BH representations reflect particular understandings present in various cultural settings. We asked 47 undergraduates to rate 12 BH month displays sampled from high schools with majority White American student populations (84-92%; ‘White’ schools) and majority Black American student populations (43-96%; ‘Black’ schools). As hypothesized, White undergraduates indicated that displays from ‘White’ schools were more desirable (attractive) and reflected previous understandings of BH (familiarity) more than the displays sampled from ‘Black’ schools. In study 2, we examine the consequences of engagement with different understandings of the historical past. We randomly assigned 39 White American participants to rate the familiarity of historical facts in one of three conditions: celebratory representations of BH, critical representations that emphasize historical experiences of racism, and a control condition. Participants exposed to critical BH representations perceived greater racism in US society and indicated greater support for policies designed to ameliorate racial inequality than did participants in the other two conditions. Together, these studies suggest that mainstream constructions of history constitute intentional worlds that privilege particular representations of the past and reproduce the status quo by undermining support for change.
2.51: Do Individual Differences Impact Student Definition of Academic Mentors?
Kristina R. Schmukler, Diana Arias, Supieri Siprasoeuth, Kitta MacMorris, Christine Toledo, Christine Toledo

Many social psychologists have documented the presence of bias present in the United States (Swim, Hyers, Choen, Fitzgerald, & Bylsma, 2003). In addition, researchers have documented the negative effects of such bias (Aronson, Quinn, & Spencer, 1998). One negative effect is the relatively low representation of students of color and working class students enrolled in colleges and universities (Renner & Moore, 2004). Although many techniques have been used to recruit underrepresented students to universities, more efforts are needed to increase the retention and continued educations of these students beyond the undergraduate level (Gills, Schmukler, Azmitia, & Crosby, 2007). Academic mentoring may be particularly important for underrepresented students for two reasons. First, it may be that socio-emotional mentoring can enhance feelings of self-efficacy (Day & Allen, 2004; Kram, 1985). Second, mentoring can enhance networks and increase social/cultural capital, which may lead to increased educational success (Carter, 2005; Hoyt, 1999). For these students, mentorship from a caring faculty member or graduate student can provide a map to the intricacies of academia. Yet, despite the proliferation of mentorship programs on college campuses, there is very limited empirical evidence that mentorship is linked to academic success in undergraduates (Jacobi, 1991). We attempt to address this deficient in the mentorship literature by asking students what they think of academic mentoring. As part of a larger study psychology undergraduate students (N = 145) received a confidential questionnaire. Students were asked closed and open-ended questions about mentorship. Preliminary analysis of 1/3 of the questionnaires suggest that students report similar patterns to researcher theory, when describing what they think of mentorship, yet only 9 out of 50 of the sub sample reported having a mentors and only two of them were faculty members. Our presentation will explore how students of different races, genders, ages and transfer from community college may be related to how undergraduate define and value academic mentorship.

2.52: Media and Political Identification Influence Perceptions of Female Politicians
Amber M. Gaffney, Michelle D. Bligh, Michele M. Schlehofer, Bettina J. Casad

We conducted 2 studies that focus on the dual contribution of media and political affiliation on perceptions of women politicians. Participants read a positive or negative newspaper article describing a female senator’s personality and leadership ability. Study 1 (N = 293) found that valence of the newspaper article predicted perceptions of the senator, whereby ratings of the senator’s likeability increased for participants reading a positive article and decreased for those reading a negative article (β = -.71, t = 17.52, p < .001). Additionally, ratings of the senator’s competence increased for participants reading a positive article and decreased for those reading a negative article (β = -.86, t = 7.85, p < .001). Study 2 (N=339), explored factors influencing attitudes toward the newspaper source. The senator was either a member of participants’ own political party, or a member of an opposing party. The relationship between article valence and ratings of the newspaper was moderated by political party identification (β = -.63, t = 2.07, p = .03). There was a stronger relationship between ratings of the newspaper and article valence for participants who shared the senator’s party than for participants of an opposing party. Overall, ratings were less favorable for negative articles; however, participants rated negative articles more favorably when they described a senator from an opposing party. Additionally, as ratings of the newspaper increased, perceptions of the senator’s likeability (β = .30, t = 5.52, p < .001) and competence (β = .18, t = 4.81, p < .001) increased. These studies demonstrate the media’s role in influencing perceptions of female politicians. Positively or negatively framed messages differentially impact perceptions of female politicians. Party identification is an important predictor of perceptions of a media source and may influence whether people discount or accept media depictions of female politicians.

2.53: Funny How? The Effects of Ethnic Humor in Stand-Up Comedy
Kristin E. Henkel, John F. Dovidio, Alexander Zavras

The present work explores the processing of ethnic humor in stand-up comedy. To date, most social psychological research examining ethnic humor has focused on private humor, or humor expressed...
between friends, and has not distinguished between disparaging and non-disparaging humor. In this study, a 2x3 experimental design, participants (N = 191) were shown one of two clips from the comedian Russell Peters. One of the clips had a hierarchy enhancing message, or a message that emphasized intergroup hierarchy. The other clip had a hierarchy attenuating message, or a message that de-emphasized hierarchy. In addition, participants were either asked to think carefully about the message of the humor before viewing the clip, after viewing the clip, or they were not asked to think carefully about the message of the humor. All participants were then asked about the comedy and completed measures of affect and system justification. Participants who watched the hierarchy enhancing comedy found it more offensive than participants who watched the hierarchy attenuating comedy, but participants who watched the hierarchy attenuating comedy scored higher on the measure of system justification. Participants who were asked to think about the message of the comedy after watching it showed more positive affect, whereas participants who were not asked to think about the message showed more negative affect. Interactions between the message of the comedy and being asked to think about the message were significant such that participants who saw the hierarchy attenuating comedy recommended their clip less and found it less funny when they were asked to think about its message, whereas participants who saw the hierarchy enhancing comedy recommended their clip and found it funny regardless of whether or not they were asked to think about the message. Implications for the impact of ethnic humor in stand-up comedy are considered.

2.54: How Collective Threats and Social Comparisons Can Affect Self-Esteem
Steven J. Spencer, Grace P. Lau
A collective threat is the concern that members of one’s social group would do something that confirms a negative stereotype about the group in the eyes of others. Studies have shown that a collective threat can lower state self-esteem (Cohen & Garcia, 2005), likely because people often use their social identities as a basis of self-evaluation (Tajfel & Turner, 1986). In Study 1, we demonstrated that an ingroup member’s poor performance in a negatively stereotyped domain would not prompt the experience of a collective threat if we reduce the likelihood of people making an inference about the group based on one person’s performance. Asian participants completed a test in a negatively stereotyped domain (a social intelligence test), then “accidentally” learned that another Caucasian or Asian participant did poorly on the test. Before the test, one group was told that different cultural groups had been shown to perform equally well on the test. Results showed that learning another Asian has done poorly led to lower self-esteem when they were not told that there was no cultural difference in performance. When they were told, their self-esteem was unaffected because it was unlikely that the performance of one person would be seen as a reflection of the entire group. In Study 2, we investigated whether a collective threat would moderate the effect of social comparisons on self-esteem. Female participants completed a math test and learned that they performed better or worse than another female participant. Outperforming another participant increased self-esteem only when participants were primed to think of their individual identity. When they were primed to think of their gender identity, however, their self-esteem did not increase because of the collective threat they experienced from knowing that another member of their group performed poorly in a negatively stereotyped domain.

2.55: Perceptions of Professor as a Function of Teaching Style and Gender
Diana M. Arias, Kristin J. Anderson, Campbell Leaper
Research studies have investigated factors that affect students’ perceptions of professors on various qualities such as warmth and knowledge (Anderson & Smith, 2005; Kierstead et. al, 1988; Feldman, 1992). The present study investigated the contribution of three independent variables: professor and participant gender, and teaching style (lenient, strict), on students’ perceptions of professors. Teaching style was manipulated by word usage on a course syllabus. Undergraduate (N = 971) students read and responded to a course syllabus as well as items resembling a teaching evaluation form. A factor analysis of the items reveals four mathematically distinct factors (professor warmth, course-oriented, student-oriented, and professor-oriented), which were the dependent variables in four 3-way ANOVAs. Results indicated main effects of teaching style (on all four factors) and student gender (on student-oriented). An interaction was found for professor and student gender indicating female participants rated female professors as warmer than male professors whereas male participants rated male and female professors
similarly. A professor x student gender interaction was also found for professor-oriented items (e.g., knowledge, organization) indicating more positive ratings of female professor by female student and more positive ratings of male professors by male students. Additionally, a marginally significant interaction was found between professor gender and teaching style on student-oriented items suggesting more favorable responses with a lenient teaching style with male professors but more favorable responses with a strict teaching style with female professors. Our findings may be explained by gender expectations and teaching styles. For instance, female professors are often rated as more warm compared to male professors (Kierstead et al., 1988); however, we found that female students, and not male students, rated the female professor as more warm. This may suggest that women may have internalized gender stereotypic expectations of professors.

2.56: Mental Health and Problem Drinking among Filipino Americans
Isok Kim
Research has indicated a positive relationship between mental illness and problem drinking pattern. Although similar results have been found with other ethnic minorities, parallel research on Asian Americans is scarce on this topic. It is important to study the association between mental health and problem drinking patterns for Asian Americans, considering increasing risk for this ethnic population. Present study focuses on the association between problem drinking pattern and the psychological stressors among Filipino American population. The Filipino American Community Epidemiological Study (FACES) data were used in this study. Probability sampling was used to identify a representative sample of Filipino Americans in San Francisco and Honolulu counties. Out of 2285 total sample, a final sample of 1799 was used for analysis after accounting for missing values. Multiple logistic regression was used to examine the impact of psychological distress, dysthymia, & discrimination on people with problem drinking patterns. Results indicated that gender had a statistically significant effect on the level of binge drinking (O.R.=21.314, p<.001). Psychological distress had a statistically significant effect on the level of binge drinking (O.R.=2.214, p<.01). Years living in the U.S. (O.R.=1.061, p<.01), psychological distress (O.R.=6.278, p<.001), and dysthymia (O.R.=14.956, p<.01) were statistically significant and were positively associated with alcohol dependence. Level of religiosity was a significant factor (O.R.=.500, p<.01) and was negatively associated with alcohol dependence. The study results confirmed the association between psychological distress and problem drinking. However, it failed to identify significant associations between binge drinking, racial discrimination and dysthymia. This suggests that the way racial discrimination is experienced by Filipino Americans may be qualitatively different from how other ethnic minorities experience discrimination. We need more valid measurement tools for measuring psychological distress and racial discrimination, which can reflect unique experiences of Filipino Americans in the U.S.

2.57: Development of Ethnic Identity in Latino and Latina Adolescents
Bertha Nash, Janet Oh
The rise of immigrants into the United States has raised a large concern about the identity development of children and adolescents of immigrant-backgrounds. Indeed, research has shown that parent-adolescent relationships are related to ethnic identity (Sarason & Sarason, 1994) among immigrant-background adolescents. Moreover, there is some evidence that males and females integrate differently (Ying & Lee, 1999; Ghaffarian, 2001). These findings have important consequences for immigrant-background adolescents’ development. Although there is an overwhelming growth in research dealing with ethnic identity, there is a gap in the literature in regards to the role of gender (Reid, 2002). In this study, we further explore the relationship between ethnic identity search (EIS), affirmation, belonging and commitment (ABC) and parent-adolescent cohesion by examining variations by sex. Thirty-four immigrant 7th-grade students (29.4% male; mean age = 12.9 years) at a Los Angeles area middle school completed a demographic survey, the Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992) and a family relationship measure (FACES II; Olson, Sprenkle, & Russell, 1979). Correlations between ethnic identity search (EIS), ethnic identity affirmation, belonging and commitment (ABC) and parent-adolescent cohesion revealed moderately strong relationships for EIS and parent-adolescent cohesion (r=.47, p < .01) and ABC (r=.40, p < .05). However, for boys, correlations were not significant (rs = .57, .53, respectively). For girls, EIS was moderately correlated (r = .45, p < .05). The results of this study
indicate the importance of exploring gender roles when conducting ethnic identity research. Although these conclusions are preliminary given the limited sample size, these findings nonetheless suggest that researchers need to better understand the role of gender roles on ethnic identity in the development of adolescents from immigrant backgrounds.

2.58: Relationships, Normalcy and Powerlessness among Women at Risk for HIV
Kerth O'Brien, Rebecca G. Block, Ronda S. Bard, Carol Casciato, Brian W. Weir, Michael J. Stark

Interventions that are developed to reduce women's risk for HIV often aim to reduce the prevalence of HIV through encouragement of women's self-protective behaviors. Such interventions need to be informed by the actual experiences and perspectives of women at risk. Many such women have life contexts characterized by limited opportunities and chronic life strains. Prior research, for example, has both identified theoretical bases of interpersonal powerlessness, and reported experiences of such powerlessness, among women at risk for HIV. In this qualitative study, 28 recently incarcerated women from Portland, Oregon who were at risk for HIV through recent sexual histories and/or drug use histories participated in one of five focus group discussions regarding their views of themselves, their relationships, risk related behaviors and life circumstances. Ten participants described themselves as European-American, 13 as African-American, and 8 as either Native American or Alaskan Native. Participants' median age was 39. Discussions were audiotaped and transcribed, then analyzed using Atlas.ti qualitative software. Preliminary codes were reviewed and sample sections were checked for agreement between members of the analytic team. Analysis codes, code definitions, themes, and examples were brought to the larger five-member research team whose feedback was then incorporated.

Findings indicated, first, the limited life stability of women with these backgrounds, including relatively unstable housing and income situations. Numerous participants reported ongoing concerns of past or current interpersonal violence from partners, family members or others; participants had occasionally also perpetrated violence. Participants described themselves as having less “say” regarding HIV prevention than their partners. Participants described the risks of HIV, sexually transmitted diseases, violence and other negative life events in terms that suggested they did not think they could, realistically, rid themselves of these problems. Instead participants seemed to be describing these risks as part of a given landscape of their lives.

2.60: Suicide Prevention for Minority Youth Populations
Keith A. King, Rebecca A. Vidourek, Lisa Vaughn

Currently, suicide ranks as the third leading cause of death among youth ages 15 to 24. Certain minority youth populations, including Hispanic and Homosexual youth, are at increased risk for suicide. As diversity increases among the US population, it is critical to develop suicide prevention programs, which specifically target minority youth. Comprehensive suicide programs can be developed, which effectively address these particular populations. In addition, three components of suicide prevention programs are essential: primary prevention (prevention), secondary prevention (intervention), and tertiary prevention (postvention). All three aspects must exist to effectively prevent suicide among youth from diverse backgrounds. The first step, prevention, includes professionals and community members who are adequately trained in recognizing warning signs of suicide, increasing sense of family, school, peer, and community connectedness among diverse youth, and developing supportive school-family-community support programs. Additionally, intervention includes assessing students’ risk for suicide, determining appropriate mental health services, and ensuring the student receives appropriate care. Postvention is critical as suicide clusters among adolescents are well established in the literature. School, family, and community response is crucial to minimize trauma to students and reduce the likelihood of further suicides. Postvention activities need to be planned well in advance of an actual suicide. One significant factor for effective programming is creating suicide prevention programs, which are culturally competent. Culturally competent programming may be able to more effectively reach minority youth populations, thereby, decreasing suicidal behaviors. This poster presentation will address the basics of suicide prevention, warning signs of suicide, postvention activities, and culturally competent suicide prevention programming. Additionally, this presentation will examine issues, which exclusively affect youth from diverse backgrounds.
2.61: Gay and Lesbian Identity Exploration and Belonging and Psychological Well-Being

*Negin Ghavami, Adam W. Fingerhut, Letitia Anne Peplau*

Models of ethnic identity development posit a process of identification that is marked by a period of exploration where an individual learns about their ethnic group where ideally will lead to commitment and a sense of belonging to one’s ethnic group (e.g., Roberts et al., 1999). Although there is research linking both identity exploration and belonging to psychological well-being, no studies have systematically tested this sequential process of identification and their impact on well-being. Importantly, little is known about the utility of identity development models for identities that are adopted later in life such as gay and lesbian identity. Drawing on Phinney’s (1992) conceptualization of ethnic identity, the aim of the present program of research is to test a model of the relationships among gay and lesbian identity exploration, belonging and psychological well-being. We propose that to the extent that gay men and lesbians engage in an exploration of the meaning of their GL identity, their feelings of belongingness to the GL community are facilitated. In turn, to the extent that these feelings are positive, they are predictive of higher levels of PWB. In a series of two studies, over 700 self-identified gay men and lesbians from diverse ethnic backgrounds completed a short survey regarding GL identity as measured by the modified the multi-ethnic identity measure (MEIM), and different indicators of psychological well-being including measures of anxiety, depression, and satisfaction with life. The results of both studies converge to show that a sense of belongingness to the gay and lesbian community mediated the relationship between identity exploration and psychological well-being for both gay men and lesbians. The proposed model contributes to and extends existing literature on identity and identification processes and their implication for well-being by successfully extending these processes to minority sexual identity.

2.62: Understanding Adolescent Peer Sexual Abuse: Using TPB

*Man Yu Li, Catherine So-kum Tang, Irene Hanson Friese*

Objective: Sexual abuse has found to be highly related to other social problems. While past research mainly focuses on adult-perpetrated or partner-perpetrated sexual abuse, peer sexual abuse (PSA) has been little examined (Sperry & Gilbert, 2005). This study aims at looking at this largely ignored social problem and study what factors may predict adolescents’ desire to perform protective measures against PSA by applying the Theory of Planned Behavior (TPB; Ajzen, 1991) in a Hong Kong context. According to the theory, the behavioral intention (BI) of protecting oneself from PSA is predicted by attitudes, subjective norms (SN) and perceived behavioral control (PBC) on the behavior. Method: A total of 1639 students (50.2% male and 49.1% female) from 12 to 17 years were recruited from 4 different secondary schools in Hong Kong in 2007. Results and Discussion: Over 60% of boys and girls reported having experienced sexual assault at least once in the past. Initial results indicated significant correlations between SN, PBC, and BI, as predicted by the Theory of Planned Behavior. SN was found to have strongest correlation with the outcome variable. However, attitudes were not significantly correlated. No gender differences were found. Results suggest that TPB may be an excellent model to use in developing an educational program for prevention of PSA. Such a program should focus more on peer influences and perceived control rather than altering student beliefs. The lack of gender differences in the history of sexual abuse, with high levels reported for both sexes, may suggest that the traditional societal assumption that females are more vulnerable to sexual abuse than males may not be valid.

2.63: Diversity Courses: What are the Long-term effects?

*Ashley Thompson, Cyndi Kernahan, Tricia Davis*

A number of studies have recently documented how students’ racial attitudes improve as a result of participating in diversity courses that are focused, at least in part, on race and racism (e.g., Rudman, Ashmore, & Gary, 2001; Probst, 2003; Case, 2007; Kernahan & Davis, 2007). What has been lacking, however, is an analysis of how such attitudes might persist (or not) over time. That is, do the students in these courses continue in their positive racial attitudes? In this study, we documented students’ racial attitudes both before and after a course on the Psychology of Prejudice and Racism. We then extended our data collection to assess these students one year later. Twenty-eight students were assessed in the first two waves of data collection (pre-course and post-course). A control course was also assessed.
After one year, all students in the racism course were contacted and 18 of them responded. At all three points, our surveys consisted of the CoBRAS (Neville et al., 2000) racial attitudes scales (measuring awareness of racism and racial privilege) among other questions. Analysis showed that there were no differences between the racism and control courses at the outset of the study, but differences did emerge over time for those in the racism course with those students developing more awareness of racism and privilege. In addition, those in the racism course showed no difference from the post-course assessment to the one year follow-up. From these findings we might conclude that the students in the racism course experienced attitude change as a result of the course and, in addition, their attitudes did not really change over one year—they maintained their more positive attitudes over time. Although we might have hoped that the participant’s attitudes would have continued to improve, the data still support the positive benefits of a diversity course.

2.64: What’s in a Name: Racial Labeling and Multiracial Identity Integration
Cathleen Clerkin
In today’s global world, people often identify with multiple cultural and racial groups. When this happens, conflicting cultural or racial identities are created. People faced with conflicting identities often either integrate their multiple identities into one unique identity, or hold them as separate identities (Benet-Martinez & Haritatos 2005). In this study, we hypothesize that for multiracial individuals, using a relevant monoracial label heightens their experience of conflict, while using a multiracial label lowers perceived conflict. Participants consisted of multiracial undergraduate students who were recruited through the University of Michigan subject pool. Participants first filled out a 21 question Multiracial Identity Integration scale (MII) which measured their perception of conflict or integration between their multiple racial identities. An example item is “I am conflicted between my different racial identities”. Items were rated using a seven point Likert scale. Next, participants were asked to read a generic article about the effects of stress on their racial group. The name used to refer to their racial group differed along three conditions: a monoracial label (e.g. “Asian”); a hyphenated label (e.g. “part Asian and part Caucasian”); or a nonsense word was used as a label (e.g. “Aitico” as a name for part Asian and part Caucasian). After reading the article, participants answered questions regarding the article, filled out the MII scale a second time, and answered demographic questions. Our results showed that participants who read the article about a monoracial group showed a decrease in identity integration and an increase of identity conflict after reading the article. This suggests that having a specific label or name to distinguish multiracial individuals affects perceived compatibility between multiracial identities.

2.65: The Effects of Class on Attitudes and Awareness of Privilege
Melissa Sanders
This research investigated how social class shapes individuals’ social and political attitudes, and whether the lived experience of class causes lower-income individuals to be more aware of privilege than wealthier individuals. The results showed that participants from wealthier backgrounds were less aware of male and white privilege, lower in intersectional consciousness, and tended to essentialize class differences more than those from lower class backgrounds. Additionally, low SES participants were found to have higher levels of John Henryism (a measure of active coping and perseverance) and individualism than wealthier participants. The results suggest that class, a social identity that is not often discussed in peoples’ day-to-day lives, plays a significant role in how individuals evaluate the legitimacy of existing social structures.

2.66: Coping with Discrimination: Psychological Effects of Ethnic-Identification and Dispositional Coping
Brian E. Armenta, Kate Duangdao, Gustavo Carlo
Experiencing discrimination is associated with a host of negative psychological outcomes for members of socially devalued ethnic groups. A number of theories suggest that a) identification with one’s ethnic group may buffer these negative effects and b) the ways in which individuals cope with stressful life events may buffer or exacerbate these negative effects. To test these contentions, this study examined ethnic identification and two dispositional coping strategies as moderators of the association between
perceived discrimination and psychological well-being. A total of 284 students from two universities in Southern California completed paper and pencil measures of ethnic identification (EID), dispositional coping strategies (i.e., tendency to positively reinterpret stressful life events [positive reinterpretation] and tendency to deny that a stressful life event has occurred [denial]), perceived ethnic discrimination (PED), and three indicators of psychological well-being (i.e., depression, anxiety, and self-esteem). Zero-order correlations showed that PED was associated with more depression and anxiety and less self-esteem. Regression analyses showed that PED was associated with less self-esteem and more anxiety and depression for individuals who were low in EID but not for those high in EID. Virtually mirroring these results, PED was associated with less self-esteem and more anxiety and depression for individuals low in positive reinterpretation but not for individuals high in positive reinterpretation. Finally, coping via denial did not moderate the association between PED and psychological well-being. Taken together, the results suggest that identifying with one’s socially devalued ethnic group or having the tendency to positively reinterpret stressful life events may buffer the negative psychological consequences of PED. However, the tendency to deny that stressful life events have occurred does not appear to exacerbate the negative effects of PED. These results are discussed within a stress and coping framework.

2.67: Boondocks: Using Provocative Media, Pedagogy, and Issues of Social Injustice
Ayanna Abrams
Despite an increase in social justice advocacy, the issues of political prisoners is wanting in multicultural literature. The presenter of this poster participated in a study that utilized an episode of The Boondocks, an anime series that uses provocative race and family relations satire and metaphor to illustrate sociopolitical contradictions within society at multiple levels including individual, family, community and governmental. An episode of The Boondocks was used in graduate multicultural psychology courses to illustrate multiple social justice issues, particularly those influencing political prisoners. The emphasis of this poster is placed on issues of multicultural teaching and how this affects learning and professional development. Such ripe television media that displays the intersections among race and religion, public policy and media, and incarceration and political activism uniquely positions The Boondocks for pedagogical employment. In The Passion of Ruckus, the final episode of season 1, issues of internalized racial oppression, religious misorientation, political imprisonment, bi-racial identity development, and the struggles of an activist coping with the confluence of the aforementioned are prominently displayed, offering provocative opportunities to challenge students’ professional development across these topics. Reflective journaling is one effective way to chart students’ reflections on course material that is useful for both professor and student (Mio & Barker Hackett, 2003). The goals of this poster presentation are to: a) Present themes from students’ actual journal responses to The Boondocks episode The Passion of Ruckus from two classes: one at a Predominantly White Institution and the other at an Historically Black University; b) Highlight themes in the episode with respect to the issues of political prisoners, religious misorientation, internalized oppression, and racial identity and; c) Present ways of teaching how to use The Boondocks as provocative media.

2.68: Moderators of the Ingroup Overexclusion Effect: A Minimal Groups Setting
Michael J. Bernstein, Heather Claypool
The ingroup overexclusion effect (IOE) is the tendency for individuals to categorize ambiguous targets as outgroup members more readily than as ingroup members. The IOE has been studied almost exclusively using ethnic and national groups of great importance to individuals. To the extent that the IOE is due to desires to protect the ingroup, the effect should thus be most robust among these groups. We argue, however, that this need to protect the ingroup may occur for any sort of group. Thus we set out to examine if the IOE will occur among minimal groups and to what extent can moderators that lead people to differentially perceive groups influence this tendency. In Study 1, participants were either told they were randomly categorized as “Red” participants or were not categorized. When shown 36 neutral faces and asked to categorize them as members of the “Red” or “Green” group, categorized participants exhibited the IOE, categorizing fewer than half of targets as ingroup members. Individuals not categorized did not differ from the midpoint. In Study 2, participants who were categorized as members of laboratory groups described as being high status exhibited the IOE, while the effect was eliminated among individuals categorized as members of low status groups. Individuals in the control also exhibited
the IOE. The studies are discussed in terms of how this tendency relates to intergroup relations; it is well
document that individuals categorized as ingroup members are seen in a positive light, while those
categorized as outgroup members are the target of many negative consequences. Understanding
people’s tendencies for categorization is essential to understanding how to bestow the benefits of
ingroup categorization on more individuals.

2.69: A Mixed Methods Exploration of the Bahamian Education System
Niambi Hall-Campbell
Culturally relevant pedagogy highlights the need for the American education system to teach K – 12
students of color in ways that acknowledge the contexts from which they come and the need for tertiary
institutions to adequately prepare pre-service teachers to feel efficacious in their ability to incorporate
these cultures into their pedagogy (Gay, 2000; Milner, 2006; Siwatu, 2007). While prominent in the
American context inquiry into the intersection of education and culture in a non- American Black
population is considerably absent from the literature (Landson-Billings, 1995; Siwatu, 2007). This
research will therefore help to fill this gap by examining attitudes towards the use of culturally relevant
pedagogy in a (non-American, Black) Bahamian context. The first step in this effort involves a thorough
exploration of the ecological context of Bahamian education. Through focus groups with key informants
of Bahamian culture and members of the Bahamian educational system, the researcher will develop a
clear understanding of the Bahamian context as defined by these participants. Taking into account
geographical, economical and socio-historical information, the focus groups will also be used to
systematically explore Bahamian culture in more general terms. This qualitative work will be imperative
towards the quantitative assessments of cultural relevancy in a Bahamian context. While using
quantitative measures to analyze culturally relevant pedagogy in America, specifically using the
Culturally Relevant Teaching Efficacy and Culturally Relevant Outcome Expectancy scales with a
Bahamian population is unprecedented (Siwatu, 2007). The final goal of this mixed method study
therefore is to lead to the identification of the key variables of a culturally appropriate teacher education
curriculum for Bahamian pre-service teachers. The implications of which speak directly to the conference
theme of place, race and ethnicity in a global context.

2.70: I Am Against Us? Unpacking Ingroup Derogation via Lay Theories
Christine Ma, Kaiping Peng, Julie Spencer-Rodgers
Previous efforts to unpack the repercussions of stigma, stereotyping, and prejudice have almost
exclusively focused on intergroup dynamics between the majority vs. minority. This set of empirical
studies launches an unexplored, intra-group approach by examining the nature of group-based
denigration within minority groups, as perpetrated by the group members themselves. Specifically, we
tested the tendency of group members to derogate their own ingroups across ethnicities/cultures
(Chinese, European-Americans, Latinos), levels of analysis (explicit vs. implicit, cognitive vs. affective),
and psychological domains (family vs. ethnic group), as well as proposed a novel theoretical explanation
for cultural differences in ingroup attitudes (naive dialecticism). Study 1 examined the relatively narrow
domain of family among two majority groups and found that Chinese in China were more likely to
negatively characterize their family members than were Euro-Americans (in the US). Study 2 looked at
the broader domain of ethnic group members among both majority (Euro-American) and minority groups
in the US (Chinese-Americans, Latino-Americans). We found that Chinese-Americans favored the
outgroup over their ethnic ingroup both explicitly (in attributions), as well as implicitly on the IAT;
however, such ingroup derogation existed solely on a cognitive, but not affective level. Euro-Americans
once again demonstrated ingroup favoritism, while Latino-Americans showed ingroup ambivalence.
Upon examining potential antecedents of ingroup derogation, we found that only dialecticism emerged as
a significant predictor. Study 3 went on to manipulate dialectical vs. linear beliefs and found that
participants primed with dialecticism showed less explicit favoritism towards their ingroup. Thus,
changing one’s way of reasoning about the world (i.e., linearly vs. dialectically) proves to impact one’s
ingroup and outgroup-directed attitudes. This, in turn, offers new insight into the mechanism underlying,
and by which, we can confront the ramifications of prejudice, stigma and discrimination.
2.71: Building Partnerships that Create Institutional Commitment to Urban Engagement
Geoffrey Maruyama, Robert Jones
In the 21st century, the primary economic drivers and the greatest social challenges exist concurrently in urban areas. Even though one would expect that urban Land Grant and other research universities would have created effective partnerships paralleling successful ones that have existed for 100 years in rural areas through place-based Research and Outreach Centers, successes have been few. This poster shows how action research (Lewin, 1948) provides a model that universities can use to focus research, education, and outreach/engagement programs on challenges present in urban communities. It describes how action research models have helped shape an urban research and outreach/engagement center that provides a strategic and intentional way to resolve complex urban issues and challenges, linking our vision of being an effectively engaged urban university to specific urban community based work. The University is establishing a physical location in a federal empowerment zone in North Minneapolis. Consistent with action research, in which programs grow out of the community, we focus on areas of need identified by the community, namely, education, economic development, and health. Following action models building respectful partnerships, teams of University and community people are working together on collaborative efforts that complement existing programs and improve use of out-of-school time (education); provide entrepreneurial activities of youth (economic development); and attempt to increase availability and consumption of healthy foods (health). The project: (a) systematically organizes and coordinates activities within a facility in a challenging urban community; (b) addresses community-identified as well as university-identified issues and needs; and (c) is focused on developing a coherent, intentional, and sustainable approaches to partnerships. Creating collaborative urban partnerships should help enhance the prominence and relevance of universities, improve the quality of life for citizens, open pathways for diverse people to enter research universities, and prepare for our urban and global future.

2.72: Latane and Darley’s Model of Helping Applied to Climate Change
F. Stephan Mayer, Cynthia M. Frantz
Latane and Darley (1970) developed a five-stage model to understand why people do and do not help other people in emergency situations. They proposed that in order for people to help they must: 1) notice the event, 2) interpret the event as an emergency, 3) feel personally responsible for the event or a sense of connection/“we-ness” with the distressed other, 4) form an idea of what to do, and 5) have the ability to do it. In addition, people are thought to weigh the reward/cost benefits of becoming involved relative to considerations associated with the other stages (e.g., strong versus weak feeling of “connectedness” to the distressed other). We extend their five-stage model to understand why people do and do not engage in pro-environmental action as it relates to climate change. Interesting insights are gained from this analysis. We also highlight how our work on feeling connected to nature (CN, Mayer & Frantz, 2004; Frantz, Mayer, Norton, & Rock, 2005; Mayer, Frantz, Breuhlman-Senecal, & Dolliver, 2006) fits within their model and how our work offers insights into how to motivate people to confront this critical issue. Specifically, as related to stage 3, we find that heightened CN or “we-ness” with the natural world is associated with pro-environmental action. Additionally, when considering the overall cost/benefit analysis of becoming involved, we now have 5 data sets (both correlational and experimental) that highlight that feeling CN or this sense of “we-ness” with the natural world is associated with a greater happiness, fulfillment, and meaningfulness in a person’s life (i.e., feeling CN is experienced as being beneficial). Overall, then, we view their model as a useful tool for discussing tactics for promoting action on climate change, and offer some new ideas on how to motivate people to become involved in this issue.

2.73: The Dual Process Model, Threats, and Intergroup Emotions Regarding Muslims
Miriam Matthews, Shana Levin
Emotional reactions to social groups, such as people of the Muslim world, appear to vary according to perceptions of the threats that these groups pose to an individual or their ingroup. Specifically, intergroup emotions are believed to serve a functional approach such that they arise in response to qualitatively different threats (Neuberg & Cottrell, 2002). Although research has examined the relation between threat
perceptions and emotions, less attention has been given to the psychological processes that lead to the qualitatively distinct perceptions of threats. This study incorporates Duckitt’s (2001) dual process model of motivation and cognition, identifying different paths to distinct threat perceptions and negative intergroup emotions. Through use of structural equation modeling, we showed that individual differences in perceptions of economic threat stem from a motivation for hierarchical social group relations, as manifested by Social Dominance Orientation (SDO). In addition, individual differences in perceptions of value threat stem from a motivation for social stability, order, and security, as manifested by Right-Wing Authoritarianism (RWA). These threat perceptions then predicted the negative intergroup emotions of contempt, anger, and disgust. Supporting the tenet of the contempt, anger, disgust triad of emotions (Rozin, Lowery, Imada, & Haidt, 1999), perceptions of value threat were more related to disgust than were perceptions of economic threat. Results were also consistent with the paths in the dual process model. A tough-minded personality was positively associated with a competitive jungle worldview, which predicted SDO but not RWA, and a social conforming personality and dangerous worldview predicted RWA, but not SDO.

2.74: Understanding Family Acculturation and Latino Adolescent Functioning From Parents’ and Youths’ Perspectives

Michelle Cruz-Santiago

Latino youth have been found to be at high risk for mental and behavioral problems such as substance abuse, school failure, and incarceration. Researchers have suggested that the acculturation gap between parents and youth impacts this risk. That is parents tenaciously adhere to Latino culture and youth are eager to fit in American culture. However, this hypothesis has rarely been examined using qualitative methods that allow Latino families to express the challenges and successes in their relationships broadly speaking and to specifically weigh in on the relevance of acculturation gaps. Another limitation of this literature is that it has paid little if any attention to the contexts (e.g., neighborhoods) in which these processes unfold. Latino families are likely to take many different paths to adaptive functioning across acculturation contexts. One path may lead to total integration or assimilation into the mainstream middle class; a different path may lead to identification with the inner-city underclass; and yet another may lead to both upward mobility and strong ethnic awareness and identification with ethnic communities. Therefore, cross-community studies are needed to understand how the acculturation process impact Latino adolescents differently as a function of the socializing contexts in which they are embedded. This study used an emic research approach (focus groups) to understand the relevance of Latino family values and acculturation on parent-child relationships. Furthermore, Latino families living in two communities that differ in gang activity and Latino population density were sampled in order to examine the relevance of the local social context viz-a-viz acculturation gaps.

2.75: Effects of Birth-order Composition on the Initial, Same-sex Interactions of Young Adults

Colette Jacquot

Using both individual- and dyad-level analyses, this study investigated the effects of birth order on the initial, same-sex interactions of young adults. One hundred eighteen students (59 dyads) participated in initial, unstructured dyadic interactions while being unobtrusively audio- and videotaped. Following their interaction, the dyad members independently completed three self-report questionnaires about their interactions with their dyadic partner and about their familial and social relationships growing up. Three theories informed my predictions about birth order influences in these initial interactions: the Family Constellation Theory, the Observational Learning Theory, and the Trait Theory. In contrast to a previous study of mixed-sex interactions (Ickes & Turner, 1984), Family Constellation Theory received at least a modicum of support in the present study of same-sex interactions but only for a composite measure of interactional involvement and not for any measures of specific interaction behaviors.
2.76: Teachers’ Sense of Multicultural Efficacy: Scale Construction and Validation
Sarah Kozel Silverman
Teachers’ sense of efficacy, or belief their ability to bring about a desired outcome, has been cited as a predictor of, among other valuable educational outcomes, high achievement for students and low attrition for teachers. But sense of efficacy is highly context specific; teachers who feel efficacious in one domain may not feel efficacious in another. The purpose of the current study was to develop a measure of teachers’ sense of efficacy specifically for multicultural education. To that end, items on the Teachers’ Sense of Multicultural Efficacy Scale (TSMES) capture intersections between general competencies of teaching (e.g. classroom management) and more specific tasks associated with multicultural education (e.g. overcoming religious differences). The TSMES was initially piloted during the summer of 2007, revised and re-administered in 2008 along with the Teachers’ Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) to test construct validity. Findings from the current study closely replicated the grand mean (\(\bar{x}_{\text{reported}} = 7.1\); \(\bar{x}_{\text{calculated}} = 7.3\)) and standard deviation (\(s_{\text{reported}} = .98\); \(s_{\text{calculated}} = .96\)) of the TSES. A comparison of means between the TSMES (\(\bar{x} = 6.46\)) and the TSES (\(\bar{x} = 7.34\)) through a paired-sample T-test revealed a statistically significant difference (\(t = -9.49; df = 145; CI = -1.09 \text{ to } -.71661; p <.001\)). These results indicate pre-service teachers have a weaker sense of multicultural teaching efficacy than general teaching efficacy. Analyses of each scale are presented with implications and suggestions for future research.

2.77: Being a Minority in Japan: Dealing with Stigmatized Identity
Tin Tin Htun
In this research, I explore how members of minority groups in Japan deal with their minority identity in a society where they are made to be invisible. I focus on the experiences of different ethnic minority groups with regard to accepting and incorporating their minority identity into their core self-concept. Using a qualitative approach to achieve in-depth understanding of the developmental process of ethnic minority identity in Japan, I address the following general questions:

1. What stages do minorities in Japan go through to be able to accept their identity and are these stages shared among different minority groups?
2. Are the observed stages different from the stages observed in established models?
3. If they are, can particular cultural and contextual factors be attributed to these observed differences?
4. How are perceived discrimination and responses to discrimination related to identity?
I focus on the three main minority groups in Japan — Ainu, Buraku, and Zainichi Koreans — because of their long history and continuing experience of discrimination and the enduring effects of that discrimination on their identity. Due to the difficulty of having direct access to minority networks and of meeting members of publicly identified minorities, I use in-depth interviews as the main method. Each interview is conducted according to a detailed interview guide, recorded and transcribed, with the data thematically coded and themes compared with established racial identity development models. I discuss the results in the light of special characteristics of Japanese society, especially the effect of permeability between majority and minority in terms of physical indistinguishability, and how this permeability allows minorities to conceal their true identity.

2.78: Sex Offender Risk Assessment among Private Treatment Providers in Washington
Tali Kilma, Roxanne Lieb
Across the country, sexual offending – such as rape and child molestation – is a serious problem for not only victims but entire communities (Levenson, Brannon, Fortney, & Baker, 2007). Washington state addresses these problems by prosecuting and incarcerating sex offenders. The state is also responsible for preventing additional crimes when a sex offender is released into the community. Registration and community notification are two ways in which recidivism risk is assessed and crimes prevented. In addition, private treatment providers, who maintain close contact with offenders during therapy, are responsible for assessing recidivism risk and reporting the results to the proper authorities. Because these providers are private, however, it is unclear to what extent and how they assess recidivism risk
with sex offenders. This study was conducted on behalf of the Washington State Institute for Public Policy (WSIPP), an organization that conducts non-partisan research at the direction of the state legislature. The legislature was interested in evaluating the potentially wide range of risk assessment practices by private treatment providers, and was especially interested in the use of actuarial instruments. Actuarial instruments are tools designed to predict the likelihood that a sex offender will recidivate (Hanson, 1998). These tools rely on empirically-guided risk factors for criminal outcomes, and produce a quantitative score that suggests a level of risk. It was important to examine the use of these instruments because they have been shown to more accurately predict recidivism than clinical judgment (Johansen, 2007). An online survey was devised and representative sampling will be utilized. The survey contains approximately 10 multiple-choice and open-ended questions addressing types of sex offender clients, risk assessment practices, use of particular actuarial instruments, and current issues experienced by this group. The survey will be sent to the approximately 90 treatment providers who are registered with the state to provide sex offender-specific treatment. Results from the survey are expected to be analyzed by May, 2008.

2.79: Understanding the Gender Gap in Support for a Woman for President
Crystal L. Hoyt, Stefanie Simon
There is a clear gender gap in the support for a woman for president. This gap has recently gathered much media attention with Hillary Clinton as a frontrunner for the 2008 Democratic presidential nomination. Two strong explanations for this gap are that women have more liberal gender role and political attitudes. In the present research, we also contend that, unlike men, women share the same gender identity as a female candidate and that this shared social identity plays an important role in their support. We tested these three explanations across two studies. In Study 1, we surveyed 112 people (56 women, 58 men) and assessed their attitudes toward women (ATW) and attitudes toward electing a woman for president. Hierarchical regression analyses revealed that both ATW and sex independently predict a significant proportion of the variance in willingness to elect a woman for president. In Study 2, we experimentally investigated the role of gender social identity in support for electing a woman for president. In this study, we primed 44 women and 39 men with their gender identity and examined the extent to which the prime influenced their support for Hillary Clinton. In addition, we assessed participants’ gender authority and political attitudes. Hierarchical regression analyses showed that when entered together, gender authority attitudes and sex independently predict support, but when political attitudes were entered, only sex and political attitudes predicted support for Clinton. Finally, as expected, when primed with their gender identity, women increased their support for Clinton and men decreased their support. In sum, these studies strongly support the arguments that the gender gap in support for female presidential candidates stems in part from women’s more liberal gender role and political attitudes and also from women’s sharing the same gender social identity as a female candidate for commander in chief.

2.80: The Relationship between Psychology, Socio-Economic Development and Terrorism
Roger C. Sambrook
Popular theories abound that terrorism is somehow related to social and economic deprivation. Factors such as poverty, lack of education, limited access to health care have all been cited as possible causes of terrorism, and yet to date, little empirical study has been done to test these ideas. This study explores the psychological bases for such theories and tests the hypothesis that terrorism is more likely to occur in less developed countries. Using data from Memorial Institute for the Prevention of Terrorism, no correlations are found between the number of terrorism events, injuries or fatalities, with regard to human development. However, significant differences do appear when countries are grouped by United Nations Human Development Index (HDI) values: countries with the most events are in the middle grouping, while the most injuries are found in the most developed countries, and the most fatalities are found in the least developed countries. This points to a complex relationship between development and terrorism. The re-affirmation of a simple terrorism-development relationship is better explained using psychological, rather than socio-economic theories: Labeling, the influence of vivid
cases, the just world phenomenon and cognitive mis-categorization are cited as potential causes for continued adherence to the idea that terroristic violence is the result of developmental factors.

2.81: Teachers' Sense of Efficacy in the Context of Ability
Heather S. Dawson
Teachers’ sense of efficacy, or belief in their ability to bring about desired outcomes, has been linked to teachers’ low attrition and students’ high achievement. But sense of efficacy is highly context specific; teachers who feel efficacious in one domain may not feel efficacious in another. One domain of self-efficacy beliefs that has received scant attention is that of teaching students with diverse abilities. Addressing ability in self efficacy beliefs enables researchers to gain insight into the extent to which teachers feel they are able to provide the same education to students of all levels of ability. The current study was designed to develop the Teachers’ Sense of Disability Efficacy Scale (TSDES), which explores the context of ability by capturing teachers’ beliefs about their own abilities to teach students whose needs may differ from the norm. The present study included a pilot test of the TSDES in addition to a follow-up study designed to evaluate its utility in identifying pre- and in-service teachers’ self-efficacy beliefs. Findings suggest the scale provides a valuable tool for examining ability-based efficacy across educational contexts and experiences, in addition to helping teachers identify potential weaknesses.

2.82: Wellness and Racial Identity Development in Black Males: The Relationship
Kamala L. Uzzell
The life experiences of Black males are accompanied by a host of social, psychological, economic, and political pressures that affect his wellness and racial identity development, which in turn affects his healthy psychosocial development. The purpose of the study was to research the levels of wellness and racial identity development of Black males to determine if there is a relationship between the two. Two instruments, the Black Male Wellness Measure and the Black Racial Identity Attitude Scale, were used to assess the levels of wellness and racial identity development. The sample for the study consisted of 148 Black males. Preliminary analyses were conducted to highlight background characteristics of the sample specific to wellness and to address the research aims of the study. A scree plot test was conducted to assess the actual number of components for the Black Male Wellness Measure and it was confirmed that six or seven components could be extracted. Content validity was assessed via exploratory principal components analysis. A qualitative analysis was conducted and six themes were found: financial, educational, family, religious, athletics, and other. The study found that the majority (96.6%) of the participants in the study were at a medium level of wellness and 94.5% of the participants were at a medium level of racial identity development. Also, the study found that there is a relationship between wellness and racial identity development at all levels. Finally, implications for future research and professional practice are discussed.

2.83: Struggles of Undocumented Migrants on Their Journeys to the US
Jana Sladkova
This poster presents results of a psycho-social study of migration of Hondurans to the United States. Many Hondurans escape the oppression of poverty in the most destitute country in Latin America through migrating illegally. Even though there is demand for such undocumented labor in the US, most migrants undergo a dangerous journey to fulfill this demand. The study explores the dynamics of this migration process and brings attention to the subjective experiences of migrants while also taking into consideration the historical, social, and economic contexts in which their migration takes place. The data include 21 in-depth individual interviews and 220 newspaper articles collected in 2004 and 2006 in Honduras. Since the majority of people who attempt the journey do not reach the United States, the interviews include migrants who reached their destinations and those who did not. Narrative analysis of individual and public narratives unfolds the complexities of the migration process and the interplay of individual experiences and larger structures. The findings indicate that the result of the journey is mostly determined by migrants’ access to finances. Those who are able to hire a smuggler have a better chance of reaching their destinations. Those who can’t afford one travel alone, mostly on top of freight trains in Mexico. Those trains, along with gangs and the Mexican police, present major obstacles for migrants and lead to deportations, injury, and death. The hardest part of the journey is Mexico, not the U.S.-Mexican border,
mostly because the U.S. has enlisted Mexico to stop migrants before they reach the U.S. The findings further suggest a systematic nature of this undocumented migration involving many actors in sending, transit, and receiving countries. They illustrate the journey with detailed accounts of lived experiences of Honduran migrants and reveal how they psychologically resolve the results of their journeys.

2.84: Voting in the Near and Distant Future
*Kate Jassin, Jeremy Ginges*

Consider the characteristics you would like to see in the next President of the United States. Common sense might suggest that your preferences about such an important issue will remain relatively stable over time; your decision about which candidate best fits your ideal may change but presumably your ideal should remain constant. Construal Level Theory (CLT; Liberman & Trope, 1998) suggests different predictions. According to CLT, temporal distance influences the way we think about objects or events; the greater the temporal distance the more we invoke and rely on higher level construals that are more schematic, more abstract, and rely more on the central features of events or objects. CLT has been supported by a number of studies that typically involve hypothetical and mundane scenarios (e.g., moving into a house, negotiation games, buying a clock radio or sitting for an exam). Thus it is unclear whether temporal distance will influence the way people think about a non-mundane issue: ideal attributes for the next President of the United States. One week before the New York primaries we manipulated temporal distance by asking participants to list the ideal attributes they look for in a presidential candidate in either the New York state primaries (near future) or the general presidential election (distant future). The results supported CLT, showing that participants in the distant future condition listed more abstract attributes than in the near future condition (p = .018). These findings suggest that psychological distance not only influences our decisions regarding everyday social events, but also influences important political decision-making processes. We discuss implications for understanding changes in preferences for candidates to elected office over time.

2.85: Framing the Relationship between Similarities and Differences
*Andy Martens*

Different approaches exist for thinking about diversity. One approach holds that we should emphasize and appreciate our differences, while another holds that we should emphasize and appreciate our similarities. Empirical evidence can be garnered for the merits of both of these approaches (e.g., Wolsko et al., 2000; Byrne, 1997). Yet considering differences and similarities in their proper relationship to each other may also have implications for prejudice. Differences appear generally as variations of underlying similarities, and so it seems plausible to appreciate differences while at the same time to place them in the context of having roots in more fundamental similarities. In an experiment, we examined the implications of considering this relationship for empathy felt towards a disliked other. Participants first read one of two paragraphs. One paragraph explained that beneath our important similarities, people differ in fundamental ways, and that that cherishing these basic differences allows us to truly appreciate the humanity of each individual. The other presented the same argument but reversed, explaining that beneath our important differences, people are similar in fundamental ways. Participants then thought about one person they got along with well and one they did not get along with well, and rated how much empathy they believed they would feel if each of these people were having difficulties. As compared to those who read the differences as fundamental paragraph, those who read the similarities as fundamental paragraph expressed more empathy towards the disliked person. No effects emerged for empathy towards the person they liked. Questions about differences and similarities seem critical to our personal and political landscapes, and the present perspective and work we hope can add to related discussions.

2.86: Correlates of Apology, Forgiveness, and Reconciliation
*Andrea E. Mercurio, Majed Ashy, Lauren M. Groves, Kathleen Malley-Morrison*

Forgiveness and apology have been studied extensively from various religious/ theological perspectives and have been a focus within interpersonal relationships in relation to transgressions between individuals. However, little research has considered attitudes toward forgiveness, apology, and reconciliation in the context of international conflict. Ashy and Malley-Morrison (2006) developed a
measure of conceptions of apology, forgiveness, and reconciliation (AFRS) designed for analyzing these constructs in the realm of international conflicts and aggression. The AFRS has 4 subscales relating to apology, forgiveness, and reconciliation: facilitating/endorsing cognitions (AFRFB), challenging or resistant cognitions (AFRIB), judgments regarding historical instances (e.g., apologies for Japanese internment during WWII) (AFRHJ), and personal behaviors (AFRPB). Taking a worldview perspective, we explored demographic, emotional, and socio-political correlates of the AFRS in participants recruited from a large northeastern urban university (N=176). Participants were primarily Caucasian (66%) and ranged in age from 18 to 67 (M=26). For purposes of the current study, we examined scores on the 4 AFRS subscales in relation to gender, ethnocultural empathy, attitudes supportive of ethnocentric ideologies (e.g., nationalism), and attitudes supportive of humanistic ideologies (e.g., humanitarian intervention). To assess the relative contribution of each predictor to the apology/forgiveness/reconciliation scores, we ran four hierarchical regression analyses. Entered at Step 1, gender remained a significant predictor only for the personal behavior subscale (AFRPB) when additional variables were entered into the models. For both facilitating (AFRFB) and interfering (AFRIB) cognitions, humanistic attitudes and ethnocultural empathy made significant independent and additive contributions, and for AFRIB, ethnocentric attitudes added significantly and independently to the independent and additive effects of ethnocultural empathy, and humanistic attitudes. For AFRHJ, the influence of ethnocultural empathy dropped to non-significance when ethnocentrism scores were added into the model. Finally, for AFRPB, gender and bellicosity-attenuating attitudes were significant predictors while ethnocultural empathy was not.

2.87: Examining the Relationship between Preference for Consistency and the Likelihood to Conform

Lauren W. Colvin, H. Colleen Sinclair

Many variables influence why some individuals conform and others do not. Certain dispositional factors may affect susceptibility to the power of group influence. This experiment examines the relationship between Preference for Consistency (PFC) and conformity in a political discussion on gay rights. Research has found that people who have a high PFC are less likely to conform (Cialdini & Goldstein, 2004). Generally, individuals high in need for consistency can resist conformity pressures because they want to stay consistent with their previous attitudes or behaviors. However, should a person high in PFC conform to a group opinion that is contrary to their own, they are more likely to experience cognitive dissonance and, thus, subsequently change their attitudes to match their behavior. To examine the role of Preference for Consistency in predicting conformity and attitude change, 158 participants completed a screening survey including measures on Preference for Consistency and political attitudes (10 items on gay rights). Later, participants returned for a discussion which was administered either online or face-to-face. The discussion included trained confederates who took a position opposing the participant. Conformity was assessed in two ways. Public conformity was assessed by the number of votes the participant offered in the group that were contrary to their position on the screening survey. Private conformity was assessed with post discussion measures. The post-discussion measures included privately re-administering the gay rights survey to see if the participants had changed their attitudes. Contrary to expectations, there was a positive correlation between PFC and conformity, but this turned out to be mediated by whether the participant was for or against gay rights. Only participants who were anti-gay rights were more likely to conform when high in PFC. While those pro-gay rights were less likely. There was no connection between PFC and post-discussion attitude change.

2.88: The Meditational Role of Uncertainty in Intergroup Encounters

Danielle L. Blaylock, Michael A. Hogg

Contact between members of differing groups has the potential to prime a number of negative reactions, particularly intergroup anxiety (IA; Stephan & Stephan, 1985). It has been suggested by researchers that the anxiety that stems from intergroup contact may be largely due to the ambiguity and uncertainty of such encounters (Blair, Park, & Bachelor, 2003; Britt, Bonieci, Vescio, Biernat, & Brown, 1996). The current research project was designed to assess the relationship between perceived partner similarity, anticipated ease of an upcoming interaction, and uncertainty related to the structure of an impending intergroup interaction and how these variables may affect IA. A sample of non-white students (N = 68)
were led to believe they would be interacting with a partner of a different ethnicity than themselves. Prior to the interaction they were asked a series of questions related to their impressions of their partner and the upcoming interaction. Results revealed that how uncertain one feels going into an intergroup interaction significantly mediates perceived partner similarity’s relationship with intergroup anxiety (IA). When uncertainty was controlled for in the relationship between similarity and IA, the relationship became nonsignificant ($\beta = -.18; p = \text{NS}$) and a Sobel test was significant ($z = -2.10; p = .04$). Uncertainty did not mediate the relationship between ease of interaction and IA, but together they together accounted for 25% of the variance in IA. While a great deal of research has examined the role of intergroup anxiety in contact situations, relatively little research has examined ways to ease that anxiety. Findings from the current study suggest that structural changes to the interaction itself that reduce the uncertainty and ambiguity that individuals face may significantly reduce participant’s levels of intergroup anxiety; especially in potentially awkward encounters and with an outgroup that holds different values, beliefs, or ideologies than the ingroup.

2.89: The Over-Performance Effect: Grades and Tests Underestimate Stereotyped Students’ Ability

*Gregory M. Walton, Steven Spencer*

We present evidence that standard measures of academic performance, including test scores and classroom grades, are pervasively biased. This bias systematically disadvantages ethnic minority students such as African and Latino Americans and, in quantitative fields, women relative to non-minorities and to men. The bias results from a psychological threat ubiquitous in school settings, which undermines the performance of people targeted by negative intellectual stereotypes. Two meta-analytic reviews tested this hypothesis. The first, a review of studies investigating stereotype threat found that, under conditions that mitigate threat, ethnic minority students and women performed better on laboratory tests than non-minority students and men at the same level of past performance. The second, a review of social-psychological interventions, found the same “over-performance” effect in treatment conditions on African American students’ real-world classroom performance. Implications for assessments of students’ ability and potential are discussed.

2.90: Exploring Volunteerism, Religiousness, and Sense of Community

*Robert D. Blagg, Allen M. Omoto, Michèle M. Schlehofer, Janice R. Adelman*

Research indicates that older individuals who are religious and who volunteer experience greater sense of community. The current research assessed volunteer identity as a mediator of the relationship between religiousness and psychological sense of community (PSOC) among older adults. Because PSOC and volunteer identity have been associated with positive mental health indicators, we explored PSOC as a mediator of the relationships between volunteer identity, religiousness, and mental health indicators, namely overall life satisfaction (OLS) and depression. Older adults ($N = 209$) completed a survey containing measures of religiousness (faith in God, 3 items, $\alpha = .88$; religious commitment, 5 items, $\alpha = .88$), PSOC (18 items, $\alpha = .94$), OLS (3 items, $\alpha = .81$), and depression (5 items, $\alpha = .59$). Correlation analyses revealed that faith in God, religious commitment, and volunteer identity were related to PSOC ($r > .15, p < .05$). Further, volunteer identity mediated the relationships between the measures of religious and PSOC ($zs > 3.27, p < .001$). Religious commitment, volunteer identity and PSOC were positively related to OLS ($r > .21, p < .01$), and negatively related to depression ($r > -.15, p < .05$). Faith in God was not related to either mental health indicator. Further, connections between religious commitment, volunteer identity, and OLS and depression were mediated by PSOC ($zs > 2.56, p < .01$). These findings suggest that stronger volunteer identity is integral to the connection between religiousness and PSOC, and a robust sense of community connected to religiousness and volunteering are indicative of positive mental health. These results highlight the importance of community and religion in people’s lives, and suggest offering older volunteers opportunities to serve in socially engaging ways that incorporate their religious beliefs could help to recruit volunteers and make their service more positive and long lasting.
2.91: Internationalizing Social Psychology: Implications for American and Global Identity
Iva Katzarska-Miller, Nia Phillips, Gökçe Güngör, Phia Salter, Glenn Adams
We created an internationalized version of a typical American social psychology course by incorporating research, films and lectures focusing on social psychological issues in an international context. We examined the effects of this internationalized curriculum with pre- and post- measures of national and global identification, as well as local (patriotism, nationalism, think local and national loyalty) and global (think global) attitudes. Pretest measures indicated a negative relationship between global and national identity ($r=0.02$), suggesting the two were seen as inconsistent. However, post-test measures found this relationship to disappear ($r=0.22^*$). Pretest measures found American identity to be positively related to focus on local rather than global issues. By the end of the term, this relationship was no longer present. Global identity was initially negatively related to local issues, but on the post-test measures, this relationship was also no longer present. Although, mean levels of American identity were higher (pre-test, $M=7.64$, $SD=1.69$; post-test, $M=7.04$, $SD=2.10$) than global identity (pre-test, $M=6.14$, $SD=2.31$; post-test, $M=6.04$, $SD=2.26$), it was the American identity that was significantly ($t=3.12$, $p=0.002$) lower at post-test measure. The meaning of both global and American identity change over the course of the semester as a result of internationalized curriculum. Although, initially perceived as incompatible, at the end of the term, global identity was no longer seen as inconsistent with national pride or local-mindedness. American identity changes in that it no longer requires that one focus primarily on local rather than global issues.

2.92: Resources for Teaching Peace Psychology to Middle- and High-School Youth
Rachel M. MacNair
There are several resources that directly address psychological concepts related to aspects of peace that can be useful for teaching the ideas to youth. The book *Gaining Mind of Peace: Why Violence Happens and How to Stop It* has concepts of the psychology of violence and of nonviolence told in simpler language and each illustrated with a story, suitable for using with youth or with adults who want a quick overview. A British magazine for high school students called *Psychology Review* has an issue devoted to peace psychology. The book *History Shows: Winning with Nonviolent Action* goes over the history of successful nonviolent campaigns world-wide and throughout history. The latter two resources have bright, colorful pictures. These resources can attract those who are curious about the basics of why people behave in violent ways (for both direct and structural violence) and how we know that nonviolence is not magic but its success is supported by sound psychological principles.

2.93: U.S. Citizens’ Attitudes toward Immigrants as Measured by Narcissistic Group Identity
Patricia Lyons, Jared Kenworthy
We examined attitudes toward four target immigrant groups (Arab, Asian, European, and Latino) to see if an interaction between U.S. Social Identity and Group Narcissism would predict attitudes toward immigrant groups by U.S. citizens. We created an interaction term called Narcissistic Group Identity to represent the interaction between U.S. Social Identity and Group Narcissism. We adapted portions of Emmons’ (1984) Narcissistic Personality Inventory to create a corresponding group-level scale to predict group-based narcissism at the *national identity level*. Social Identity Theory (Tajfel & Turner, 1986), Collective Self-Esteem (Crocker & Luhtanen, 1990), and the Integrated Threat Theory (Stephan, Ybarra, & Bachman, 1999) provided theoretical support for our hypothesis that participants high in Narcissistic Group Identity would hold more negative attitudes toward Arab immigrant groups than toward the other three immigrant groups. As hypothesized, a cross-sectional pilot study of 319 university students revealed that Narcissistic Group Identity (U.S. Social Identity moderated by Group Narcissism) predicted negative attitudes toward Arab immigrants. There were no significant main effects or interaction effects for the other three immigrant target groups. This study served as a pilot study for a laboratory experiment that is being conducted to explore the hypothesis that Narcissistic Group Identity will interact with group-level provocation and immigrant target group to predict negative attitudes and aggressive behavior.
toward an immigrant group that threatens the ingroup’s perceived sense of superiority, entitlement, and security.

### 2.94: Trait and Social Influences in Attending Physician Cultural Competency Ratings

**Todd Lucas, Judy Arnetz, Bengt Arnetz**

Health disparities may be attributed to poor communication between healthcare providers and ethnic minority healthcare recipients. Consequently, health disparities have given impetus to theory and research on healthcare provider cultural competency. Cultural competency theory has suggested that a provider’s understanding of cultural characteristics may contribute to health disparities by influencing patient behaviors such as health resource utilization and treatment adherence. However, critics have levied that empirical evidence does not yet support many hypothesized consequences, and also that proposed theories are not well articulated in attempts to quantify or otherwise alter judgments of provider cultural competency. A key factor contributing to criticisms of cultural competency theory and research is that experts possess only a limited understanding of the ways in which these judgments operate. In the present study, we examined the extent to which ratings of provider cultural competency reflect characteristics of perceivers, differences between providers, and interactions between unique pairings of perceivers and providers. Second and third year medical students provided ratings of African American cultural competency for four attending physicians. Generalizability analyses were used to decompose sources of variance in medical student ratings. Although medical student ratings significantly reflected perceived differences between attending physicians (7% target effect), variance in cultural competency ratings more substantially reflected differences between medical students (35% rater effect), and also unique matches involving specific student raters and particular attending physicians (47% relationship effect). In general, this study suggests that the culturally effective dyadic healthcare communication may depend on more than enhancing provider skill sets. Namely, effective communication with minority healthcare recipients may require isolating relevant patient dispositions and preferences, and also more thoroughly examining effective matches between healthcare recipients and specific providers.

### 2.95: Race Disparities in Women’s Attitudes toward Gay Men and Lesbians

**Wilson Vincent, John L. Peterson, Dominic J. Parrott**

Sexual prejudice toward gay men and lesbians is pervasive in our society (Herek, 2007; Yang, 1997). In addition, the risk of exposure to HIV infection by bisexualy active men and the perceived lack of eligible black men partially due to homosexuality present even stronger barriers to the acceptance of homosexuals, particularly gay men, among black women (Ernst et al., 1991; Millett et al. 2006). Despite these challenges, only one of several studies has found that black women reported more negative attitudes toward sexual minorities than white women (Ernst et al., 1991). The aim of this pilot study was to clarify whether such differences exist. The sample consisted of 135 self-identified heterosexual, black and white undergraduate women at a large urban university. After providing informed consent, participants completed a battery of computer-administered questionnaires that included the Kinsey Heterosexual-Homosexual Rating Scale (Kinsey et al., 1948), the Attitudes Toward Gay Men Scale (Herek, 1988), the Attitudes Toward Lesbians Scale (Herek, 1988), and the Attitudes Toward Women Scale (Spence & Hahn, 1997). This latter measure served as a proxy for women’s traditional gender role beliefs. Results showed that black, relative to white, women endorsed more negative attitudes toward gay men and lesbians. In addition, black women evidenced more negative attitudes toward gay men than lesbians. In contrast, white women did not differ in their attitudes towards gay men relative to lesbians. Interestingly, black and white women did not differ in their endorsement of traditional beliefs about the female gender role. As such, traditional gender roles beliefs, specifically attitudes toward women, could not explain these differences. The context and implications of these disparities are discussed.

### 2.96: A Double-Edged Sword: Feminists’ Implicit Norms and Collective Action

**Jennifer M. Peach, Emiko Yoshida, Mark P. Zanna, Steven J. Spencer**

Do implicit norms towards feminists differ for undergraduates who identify as feminists and those who do not? Past research might suggest that feminists and non-feminists will have the same implicit norms (Jost & Banaji, 1994), whereas other research suggests they might not (Tajfel & Turner, 1979). What are
the implications of these norms for collective action? We addressed these questions in two studies using a modified IAT (Greenwald, McGhee, & Schwartz, 1998) to assess implicit norms. In Study 1, undergraduate women who identify as feminists had more positive implicit norms towards feminists than did undergraduate women who do not identify as feminists. What implications do feminists’ positive implicit norms have on their behavior? In Study 2, by random assignment feminists and non-feminists were given an opportunity to engage in collective actions for a feminist or a neutral cause. As hypothesized, implicit norms predicted volunteering behavior for feminists volunteering for a feminist cause. Specifically, feminists who had stronger positive associations between what “most people like” and “feminists” (on our normative IAT) were less likely to engage in collective action to improve the status of their group. We suggest that feminists and members of other devalued groups, for which society has negative norms, may be motivated to have more positive implicit norms about their group in order to protect their social identity, but that unfortunately, individuals who feel their group is seen positively may be less motivated to engage in collective action to improve the status of their group.

2.97: Abortion Rights Attitudes across Gender, Race/Ethnicity, and Class
David P. Nalbone, John Henning
Several datasets collected by the primary author were combined and analyzed to explore attitudes toward abortion rights as these attitudes relate to gender, race/ethnicity, and social class, after adjusting for other relevant variables (e.g., religiosity). More than 400 respondents, primarily college students, were surveyed both to determine the structure of abortion rights and to develop a psychometrically sound scale for the measurement of abortion rights attitudes. The study also addresses the major issue of whether attitudes toward abortion are best conceptualized as being unidimensional or bidimensional. In other words, do respondents use a single principle or two principles when making their abortion rights decisions? Research studies and national polls have frequently been unclear or contradictory about whether abortion rights attitudes are unidimensional or multidimensional. Additionally this study incorporates a linking strategy that allows future research with the NARS to profit from the dataset of the General Social Survey (GSS) abortion items with its over 30 years of personal interviews and 51,000 respondents. The NARS scale score can be converted into an equivalent GSS survey score and a GSS score can be converted into a NARS score. This permits a national representative norm for the NARS through the use of the GSS dataset and it permits previous research using the GSS to be translated into NARS equivalent measures.

2.98: Police Contact and Stress: Examining the Intersection of Ethnicity and Gender
Amber Landers
Literature is consistent in demonstrating that compared to other ethnic groups, African Americans hold more negative attitudes toward police, and African American men hold more negative attitudes than women (Bureau of Justice Statistics, 2005; Fine et al., 2003; Wietzer & Tuch, 2004). African American men in the United States historically have been the recipients of negative stereotypes casting them as social deviants. These stereotypes typically revolve around physical aggression and criminality. It is no wonder that the attitudes and experiences of African American men toward police are typically negative. Additionally, incarceration rates of African American men are high compared to their numbers in the United States population (Bureau of Justice Statistics, 2002). Given this information, it was expected that African American men would experience contact with police differently than women, such that police contacts would be the source of greater self-reported stress. African American undergraduates (66 women, 35 men) rated the frequency and stressfulness of different life stressors, including police contacts. Results indicated a significant Gender by Stressor interaction, such that African American men rated police contact as more stressful than African American women, while women rated other situations more stressful. Further investigation of different types of police contact revealed that African American men rated most types of contact, including innocuous types, as more stressful than women. Men also reported greater frequency of different types of police contact. Conclusions have important implications for understanding the intersection of ethnicity and gender as it relates to experiences with the criminal justice system, public perception and responses to police contact, and psychological reactions to experiences with police.
2.99: Will You Do 10 Things to Stop Global Warming?
Heather Barnes Truelove, Craig Parks

The 10 things you can do to stop global warming poster, from the film, An Inconvenient Truth, lists 10 actions one can take to reduce global warming. This study investigated the effectiveness of variants of this poster in predicting intention to act to reduce global warming. We hypothesized that the addition of images to the poster and headers organizing the recommendations into meta-categories would result in better recall and increased persuasiveness of the poster. Additionally, we hypothesized that the persuasiveness of the poster would be impacted by the author of the poster and the participants' perceptions of the author. The design was a 2 (images: present or not) x 2 (category headers: present or not) x 6 (poster author: Al Gore, John McCain, Tom Brokaw, Republicans for Environmental Protection, Democrats for Environmental Protection, or Citizens for Environmental Protection) between-subjects design. 360 students reviewed one version of the poster and completed measures of general environmental attitudes, perception of global warming, efficacy in acting to reduce global warming, and intention to act to reduce global warming. A regression predicting behavioral intention showed that only evaluation of the poster author (in terms of trustworthiness, expertise, intelligence, etc.) significantly predicted behavioral intention. This relationship was fully mediated by perception of the problem of global warming and global warming self-efficacy. Those who thought highly of the poster author reported stronger perceptions of the problem of global warming and stronger feelings of efficacy, both of which in turn increased intentions to reduce global warming. The results suggest that policy makers designing persuasive messages to impact global warming behaviors should attend to perceptions of the message's author.

3.0: The Greatest Generation: Who Did What?
Justin D. Hackett, Allen M. Omoto

The Greatest Generation—individuals who lived through World War II—is often described as the most civicly minded generation in American history. What did this generation actually do? To answer this question, this project looked at political involvement and social activism among 213 people living in three retirement communities and differences in activism as a function of political liberalism/conservatism. Using a survey, participants rated their lifetime political involvement (5-point scale) and social activism (3-point scale). The two highest rated areas of political involvement were “keeping informed about the news” ($M = 4.01$, $SD = 1.16$) and “giving money to political campaigns” ($M = 3.16$, $SD = 1.42$), whereas the lowest rated areas were “women’s issues” ($M = 1.66$, $SD = .71$) and “union movements/worker’s rights” ($M = 1.36$, $SD = .59$). Although the ordering of activities was similar, liberals claimed greater involvement than conservatives in all but one of the eight assessed political activities ($ps < .001$). For social activism, participants were most active in “children’s welfare rights” ($M = 1.95$, $SD = .75$) and “poverty/social welfare issues” ($M = 1.89$, $SD = .71$). For liberals the highest rated activities included “civil rights” ($M = 2.33$) and “peace/opposition to war” ($M = 2.28$), whereas for conservatives they were “children’s welfare rights” ($M = 1.95$) and “environmental issues” ($M = 1.68$). Moreover, liberals were significantly more active in all of the eight measured areas of social activism ($ps < .001$). Thus, in this sample liberals and conservatives differed in the type and extent of political involvement and social activism. Interestingly, liberals were significantly higher than conservatives in political efficacy ($p < .05$). These findings suggest an important impetus for activism may be the feeling that one has the ability to make a difference, a feeling that was associated with political liberalism.

3.1: The Critical Genogram: A Tool for Developing Critical Consciousness
Marisol Garcia, Iva Kosutic, Francesca Barnett

Maps of social systems such as the genogram have been used to help social science students understand how families, communities, and cultures shape their lives and identities. This poster presentation will introduce the Critical Genogram, a tool that expands upon family, community, and cultural genograms by allowing for the exploration of larger social systems. The purpose of the Critical Genogram is (1) to explore our individual and familial identities within sociopolitical and historical contexts, and (2) to identify how systems of privilege and oppression shape our lives and experiences.
Unlike the cultural genogram, the Critical Genogram focuses less on differences associated with various cultural traditions and more on power dynamics surrounding particular social locations. This poster presentation will provide an example of a Critical Genogram developed in a family therapy graduate course. Additionally, the presentation will illustrate the use of this tool in teaching. This will include a video clip that shows a student presentation of a Critical Genogram and a list of reflective questions designed to promote insight. Finally, we will describe a research project aimed at exploring the effectiveness of the Critical Genogram in raising family therapy graduate students’ critical consciousness. Using feminist informed critical multicultural lens, our research examined processes associated with constructing the Critical Genogram and presenting it in ever-broadening spheres of testimony, including personal journals, dyads comprised of students, and mid-sized student groups. Discussion of preliminary results will include the following: (1) students’ general impressions about the process of constructing and presenting the Critical Genogram and (2) factors associated with moments of insight. Our findings indicate that constructing the Critical Genogram and discussing it in a dyad with another student provides valuable insight into the impact of the systems of privilege and oppression on our unique experiences.

3.2: Right-Wing-Authoritarianism and Social-Dominance-Orientation: Supporting War via Moral Disengagement
Lydia Eckstein Jackson, Lowell Gaertner
Extant research indicates that right wing authoritarianism (RWA; i.e., a combination of submission to authorities, authority-sanctioned aggression, and conventionalism, Altemeyer, 1981) and social dominance orientation (SDO; i.e., a preference for hierarchical intergroup relations and ingroup dominance, Pratto et al., 1994) positively promote the use of war as a political intervention (e.g. McFarland, 2005). We examined whether RWA and SDO, respectively, lead to the support of war via a process of moral disengagement (Bandura, 1986). Moral disengagement involves four mechanisms (i.e., moral justification, responsibility reduction, minimizing consequences, and dehumanizing or blaming the victim) by which inhumane conduct is disengaged from self-control, thereby enabling inhumane conduct without negative consequences to self-perception. Undergraduates at the University of Tennessee (318 males, 386 females) completed measures of RWA, SDO, the four moral disengagement mechanisms, and support of the ongoing war in Iraq. In line with predictions, moral disengagement fully mediated the positive and independent effects of RWA and SDO on support of war. Furthermore, RWA and SDO differentially related to the specific disengagement mechanisms such that RWA more strongly disengaged via moral justification and minimizing consequences than did SDO. RWA also disengaged by means of reducing personal responsibility more than SDO, though this difference did not reach significance. SDO, on the other hand, disengaged via dehumanization of victims more so than RWA. While the cross-sectional nature of the data limits assumptions of causal direction, the observed patterns speak to the importance of moral disengagement in supporting intergroup violence. Further research is needed to elucidate the differential importance of disengagement mechanisms and, ultimately, to clarify the direction of causality by use of experimental and longitudinal methods.

3.3: Nationalism and the Ideologic meaning of American = White
Karl Dach-Gruschow, Ying Yi Hong
In the United States, there is a broad assumption that national ingroup members are White and that non-Whites are less American. This assumption can be seen as both an example of the perpetual foreigner stereotype and as a motivated effort to exclude non-Whites. The latter relationship is consistent with Social Dominance Theory, which predicts a fusion of Racial and National Identity for dominant group members. We present a new measure of the American = White assumption stemming from this theoretical framework. This measure was validated using an American = White signal detection task and subsequently administered alongside other measures of political, national, and racial attitudes. Results indicate that, at least for White Americans, the American = White measure is not necessarily seen as a measure of prejudice. Moreover, the American = White belief may only be related to outgroup prejudice when the individual also holds nationalistic beliefs.
3.4: Ingroup Influence on the Acknowledgement of Privilege

Diane M. Kappen

In spite of a general feeling that race relations are becoming more positive, there is ample evidence that white people retain their distrust of black people and that black people retain their distrust of whites (Diuguid, 2007). This distrust results in ingroup preferences for excluding outgroup members. Such exclusion precludes the possibility of intergroup interactions that could provide factual group information that would undermine feelings of distrust. One of the sources of distrust that black individuals hold for whites is white privilege—the assumption (intentional or unintentional) by whites that white rules, laws and history of control are the norm (Myers, 2000). Therefore, fostering awareness of white privilege in white individuals would inform them of one of the legitimate perceptions that blacks hold about whites. White individuals might then be more conscious of the effect that they have on other groups, develop more equalitarian mindsets, and be able to communicate those new thoughts across group lines in order to further improve race relations. For white people, acknowledging privilege is difficult. Because privilege is considered the norm, it can be invisible (McIntosh, 1992). To discover effective ways to influence acknowledgement of white privilege, two studies were conducted with white participants. Study one showed that male students told by either a black or white fellow-student that a test was biased toward whites marginally increased their acknowledgement of privilege relative to the control condition. Study two showed that after reading an article condemning privileged students, white students were more likely to acknowledge white privilege when the author of the article was a white rather than a black male. These results suggest that the most effective influence for whites in acknowledging privilege is an ingroup member, and have practical implications for those concerned with multi-cultural, diversity, and classroom programs that encourage other-awareness and equality.

3.5: Emotional Intelligence, Benevolent and Hostile Sexism and Agentic/Communal Workplace Attributions

Meghan R. Lowery, Joel T. Nadler

The differences in prescriptive and descriptive stereotypes play an important role in the evaluation of women in the workplace (Eagly & Karau, 2002). Descriptive stereotypes of a successful manager include agentic qualities; however, prescriptive stereotypes of women are more communal and therefore are in conflict with stereotypical agentic trait expectations in job performance. Backlash for behaving in an agentic manner is found for women, but not with men (Rudman & Glick, 2001). Participants' levels of emotional intelligence and levels of benevolent and hostile sexism on attributions of agentic and communal terms in appraisal of workplace emotional displays were examined. Male and female business and psychology majors (N = 172) at a Midwestern university completed an emotional intelligence scale as well as the ambivalent sexism inventory (Glick & Fiske, 1996). Participants read workplace scenarios where the gender and emotional reaction (anger or sadness) of an employee were manipulated. They then rated the employee on agentic and communal descriptors on a Likert-type scale. Emotion displayed had a significant predictive relationship on agentic ratings ($B = .48, \beta = .34, t(169)=4.74. p < .001$) with anger predicting higher ratings of agentic attributes. Benevolent sexism also had a significant relationship ($B = .26, \beta = .19, t(169)=2.70. p < .01$) with higher levels of benevolent sexism associated with higher agentic attributions. Emotion displayed had a significant predictive relationship on communal relationships ($B = -.63, \beta = -.47, t(169)= -6.70. p < .001$) with sadness predicting higher ratings of communal attributions. Hostile sexism also had a significant relationship ($B = .17, \beta = .21, t(169)= 3.01. p < .01$) with higher levels of hostile sexism associated with higher communal attributions. Strangely, gender did not play a significant role in the attribution of agentic and communal terms to workplace emotional displays.

3.6: Constructing and Validating the Global Warming Assumption of Responsibility Scale

Kenneth E. Vail III, Matthew S. Motyl

The present research hypothesizes that the construct of the assumption of responsibility for the problem of global warming exists. A Global Warming Assumption of Responsibility Scale (GWARS) was administered to 100 psychology students. 86 females and 14 males participated, ranging in age from 18
to 58 years, with a mean age of 22.88 years. The GWARS consists of 12 items measured on a 10 point
likert-type scale. Items focus on global warming issues derived from current environmental and political
commentary. Items measure ones’ willingness to accept or deny responsibility for having contributed to
global warming problems as well as responsibility for taking action against global warming. A principal
component analysis conducted on the GWARS uncovered a single factor with an eigenvalue of 6.51,
accounting for 54.28% of variance in the scale. Cronbach’s alpha for the GWARS was .92, indicating
strong internal reliability. A 16-item version (GWARS-R) is also available, whereby two subscales are
identified: personal assumption of responsibility, and displacement of responsibility. A principal
component analysis confirms a two-factor solution. Overall, the scale demonstrates adequate reliability
with Cronbach's alpha of .80. The personal assumption of responsibility subscale rendered an
eigenvalue of 5.62, accounting for 35.12% of overall variance; the displacement of responsibility
subscale rendered an eigenvalue of 2.61, accounting for 16.32% of overall variance. Principal
component analyses were conducted on each subscale. The personal assumption of responsibility
subscale carried an eigenvalue of 4.96, accounted for 62.04% of within-subscale variance, and
demonstrated strong reliability with Cronbach’s alpha of .91. The displacement of responsibility subscale
carried an eigenvalue of 2.55, accounted for 31.90% of within-subscale variance, and
demonstrated acceptable reliability with Cronbach’s alpha of .69. Significant correlations were observed between
the GWARS and measures of Global Warming Policy Support, Peacemaking, Ubuntu, Immigration Attitudes,
Right-Wing Authoritarianism, Religious Fundamentalism, and Social Dominance Orientation.

3.7: Assumptions about National Security in the U.S. and U.K.

Kenneth Mullane, Helena Castanheira, Michael Corgan, Kathleen Malley-Morrison

To promote “national security,” the governments of the United States (US) and United Kingdom (UK)
sometimes ignore national and international laws, and governmental rhetoric providing “moral”
justifications for their actions permeates the media. The current study compares perspectives of ordinary
citizens from the US (n=120) and UK (n=72) on national security. Using 7-point scales ranging from 1
(completely disagree) to 7 (completely agree), participants rated their agreement with the Personal and
Institutional Rights to Aggression Survey item “National security is essential for individual and family
security” and provided a qualitative rationale for their rating. Qualitative responses were coded into three
major categories—why national security is essential, why it is an illusion or has negative consequences,
and why it is of limited value—as well as subcategories. Rating scale scores and qualitative responses
were analyzed in relation to nationality, political affiliation, gender, and personal involvement in conflict
resolution programs and/or anti-war/protest demonstrations. Analyses of variance indicated that US
participants showed significantly higher support for the importance of national security than UK
participants, Republicans/Conservatives scored significantly higher than Communist/Socialists and un-
aligned participants, and individuals who had not participated in a conflict resolution program scored
higher than those who had. Multiple regression analysis of rating scale scores for importance of national
security revealed that country of origin entered at Step 1, political orientation added at Step 2, and
participation/nonparticipation in a conflict resolution program added at step 3, all contributed
independently and additively to the prediction of level of agreement with the importance of national
security, $r^2 = .15$. More Americans made arguments supporting its importance, and indicating that it is
essential but not enough, whereas more British respondents gave arguments focusing on its negative
consequences. More non-protestors than protestors argued national security is necessary to protect
against external and/or internal threats.

3.8: Women’s Sexual Agency as Empowerment: But What Kind?

Eileen V. Pitpitan, Felicia Pratto

The goal of this study was to examine women’s sexual agency, which involves an individual’s knowledge
and awareness of one’s own sexual identity and desires, and the belief that one has the power to make
active sexual choices, as in important individual difference for women's sexuality; something which has
been overlooked in the literature on women’s sexuality. This study sought to demonstrate the
discriminant, convergent, and predictive validity of women’s sexual agency as measured using Vickberg
and Deaux’s (2005) “agentic sexuality” subscale from the “women’s sexual self-concept scale.” One
hundred and sixty women (UCONN students) completed an online survey titled, “Aspects of the Self.”
The results demonstrated that women’s sexual agency is not to be equated with general self-efficacy. Sexual agency was found to be positively related to sexual autonomy and possessing an unrestricted sociosexual orientation (Simpson & Gangestad, 1991), and negatively associated with sexual submissiveness. Most importantly, higher sexual agency was revealed to be significantly associated with more contraceptive self-efficacy, getting tested for STDs and for HIV more often, reporting more sexual and relationship satisfaction, and a greater likelihood of feeling empowered by one’s sexuality. Contrary to what was predicted, sexual agency was positively related to having used token resistance in the past (saying “no” when meaning “yes” during sex; Muehlenhard & Hollabaugh, 1988), and to hostile sexism for women in a romantic relationship (Glick & Fiske, 1996). These results, along with the women’s open-ended responses, appear to indicate that sexual agency may involve either self-empowerment or power over others. Meaning, there may be different subtypes of sexually agentic women. One type may involve a manipulative form of sexual control or teasing, which may explain the positive relation between hostile sexism and token resistance. Implications for women’s sexuality, relationships, power, and social status will be summarized.

3.9: Religiosity, Attitudes, and Sexual Risk Behaviors of Young Adults
Jennifer Mills, Thomas E. Ellis
Rates of pregnancy and sexually transmitted infections among American teenagers are higher than those of most other industrialized nations (CDC, 2007). American teenagers use condoms less frequently than teens in other countries, a finding that is mediated by religiosity in some samples (Guttmacher Institute, 2006; Dodge et al, 2005). While the role of religiosity as a protective factor against adolescent risk behavior has been demonstrated in multiple studies, little is known about how religiosity may relate to attitudes toward the self and risk behaviors. In the present study, 318 undergraduates were surveyed about personal history, health-promoting and health-risk behaviors, and attitudes toward the self and risk behaviors. Chi-square analyses and correlations revealed that students with highly religious versus less religious households did not differ in whether they had sex before age 15 ($\chi^2 (2, N = 318) = .204, p = .903$) or whether they had unprotected intercourse, $\chi^2 (2, N = 318) = 1.13, p = .568$. Students who currently consider themselves to be religious engaged in intercourse fewer times over the past 30 days ($\chi^2 (2, N = 318) = 25.27, p = .005$), had fewer female partners ($\chi^2 (12, N = 318) = 20.65, p = .05$, and were less likely to use oral contraceptives than less religious peers, $\chi^2 (2, N = 318) = 5.47, p = .065$. Students who are currently religious did not differ from less religious peers in use of condoms ($\chi^2 (2, N = 318) = .167, p = .920$), use of withdrawal as a contraceptive method ($\chi^2 (2, N = 318) = .578, p = .749$), or whether they have ever had an HIV test ($\chi^2 (2, N = 318) = 2.026, p = .731$). Cognitive factors associated with having sex before age 15 and having unprotected sex were not found to be related to childhood or current religiosity.

3.10: Enemyships: Positive and Negative Effects on Basic Needs
Katherine E. Collier, H. Colleen Sinclair
Current research on enemy relationships is limited, as are measures to assess the “quality” of one’s enemyship (Wiseman & Duck, 1995). To address this, the Enemy Impact Inventory (Sinclair, 2004) was created to measure the impact an enemy had on one’s life, as well as the type of impact. The primary concern of the present study was to further develop the EII by revising the measure to include items assessing both positive and negative aspects of enemy influence and integrating basic needs theory in the development of the scale. The data supported that enemies can have both a negative and positive influences on: (a) our self-regard, (b) our relationships, (c) our ability to attain goals, (d) our ability to trust, and (e) our ability to feel in control of our lives.

3.11: Moral Reasoning in Cases of Moral Exclusion
Negin Toosi, Nalini Ambady
Moral dilemmas confront us every day. In some cases they are subtle – like choosing whether to spend $5 on a latte or give the money to a homeless person. At times they are more extreme, like the dilemmas faced by soldiers asked to kill for the sake of upholding the values of their homeland. How people make moral decisions has been a topic of interest for philosophers and psychologists for years. With the
advent of functional magnetic resonance imaging techniques, much has been learned about the emotional and cognitive processing that occurs when one is faced with a moral dilemma. However, the majority of this work has neglected to examine the role of social groups on the process of moral decision-making. The goal of the current study is to investigate how the social group membership of the individuals involved in a moral dilemma may affect the decision-making process. We examined if the ingroup or outgroup status of the characters in the moral dilemmas would affect how these dilemmas are processed and resolved. Forty-seven White participants viewed a series of moral dilemmas, drawn from previous work by philosophers and cognitive psychologists. The dilemmas asked participants to make decisions involving consideration of harming one person to save others, either directly (e.g. stabbing or pushing) or indirectly (e.g. through pushing a button or pulling a lever). To examine the role of social categories, the ethnicity of the characters in the dilemmas was manipulated by inserting common White or Black male names. Results showed a significant interaction in response latencies, such that participants reading about White characters were faster to make decisions in the dilemmas involving direct harm and slower to resolve moral dilemmas involving indirect harm than participants reading about Black characters.

3.12: When Reality and the Virtual Meet: Romantic Relationships and Information-Communication Technology

Milan Pagon, Uros Bizjak

Relationships among different aspects of romantic relationship quality, the usage of information and communication technologies (ICT), characteristics of a relationship, demographics, and personality were examined on a sample of 407 students in the Republic of Slovenia. The findings suggest that the most important factor in determining the quality of a romantic relationship is companionship (joint activities of a romantic couple). The usage of ICT in a romantic relationship does not influence the quality of that relationship. Once we take into account the impact of companionship, personality variables do not provide any unique contributions to romantic relationship quality.

3.13: The Confederate Flag: Implications for Racial Differences in Academic Performance

Joanna L. Goplen, E. Ashby Plant, Joyce Ehrlinger, Jonathan W. Kunstman, Corey J. Columb, David A. Butz

In the United States, controversy surrounding the display of the confederate flag has existed since the end of the Civil War in 1865. As debates rage over bans restricting the display of the confederate flag on state capitol grounds and the flag is increasingly prohibited in public schools, some protest the bans as an infringement on their freedom of speech. Whereas some people view the confederate flag as a symbol of heritage and pride, others perceive it as a symbol of division, hatred, and prejudice that perpetuates inequality in our society. In the present research, we assessed the impact of exposure to the confederate flag on undergraduate students’ academic performance. We compared the academic performance of Black and White students while in the presence of the confederate flag or in a control condition. Participants completed difficult mathematical and verbal GRE problems in the presence of a “forgotten” notebook, which either displayed the confederate flag or had a blank cover. The results revealed a significant interaction of race and flag exposure condition. Specifically, although the academic performance of Black and White students did not differ in the control condition, when exposed to the confederate flag, White students performed significantly better than Black students. It is worth noting that this effect was particularly strong for people who self-identified as “Southern”. These results indicate that the confederate flag may do more than arouse debate and anger; it may have significant implications for people’s academic performance. Thus, questions of first amendment right violations may be met with responses concerning the right to equal opportunities in academic environments. The possible causes of this effect including stereotype threat and feelings of inclusion versus exclusion that the flag may arouse in Southern Whites versus Blacks will be discussed.
3.14: The Effects of Father Absence on African-American Male’s Self-Esteem & Hypermasculinity

O'Shan Darius Gadsden, Ivory Toldson

This poster explores the effects of father absence on African-American male self-esteem and hypermasculinity. The data was collected by the World Health Organization for the HBSC survey. The survey employed a three-stage cluster design. The school's county was the first stage, the school was the second stage, and the classroom was the third stage. The U.S. sample included 664 schools, in a stratified, two-stage cluster sample of classes at grades 6 through 10. Schools were stratified by racial/ethnic status, geographic region, and Metropolitan Statistical Area status. The HBSC surveyed the attitudes and experiences of children ranging from the ages of 11-15 concerning a range of health-related behaviors. The survey aimed to inform health promotion and educational policy for school-aged children at the national level. The resulting sample consisted of 15,686 children from grades 6-10 who came from both public and private schools in the 50 states and the District of Columbia. Of this number, 1,225 were African American male. A MANOVA was run on the variables of father absence, self-esteem, and hypermasculinity to determine if there would be a statistical significance as it relates to African-American males. Father absence was found to have a relationship to the presence of self-confidence in African-American males. Additionally, although an overall significance was found in the relationship of father presence and hypermasculinity; father's presence did not significantly impact hypermasculinity behaviors. For the purpose of this study hypermasculinity was operationalized as the following behaviors: smoking, drinking alcohol, bullying-sexual comments, physical fighting, and carrying weapons. The poster will address the clinical, racial, and sociopolitical implications of these findings. Finally, this poster will explore various culturally competent clinical interventions that might be utilized when working with African-American males.

3.15: Earthquakes and Prejudice: The Transference of Anxiety to Prejudice Against Muslims and Arabs

Saera R. Khan, Nusha Nouhi, Viktoriya Samarina, Carolyn Kwiat

Previous research has shown that Right Wing Authoritarianism (Altemeyer, 1988) predicts prejudicial responses towards a variety of groups (see Duckitt, 2006). We explored whether priming mortality threats increases RWA’s prejudicial responses towards Arabs and Muslims. Natural disasters and terrorist activities result in many deaths, widespread damage and chaos. In particular, we predicted that thinking about impending natural disasters (i.e., earthquakes) increases prejudicial responses against Muslims and Arabs but only when those participants are high in RWA. The RWA flight into security instrument was used (Oesterreich, 2005) and anxiety and other mood states were measured as well. Regression analyses revealed a significant 2 way interaction between prime condition (earthquakes vs. tourism) and level of RWA for prejudice against Muslims and Arabs, \( R^2 = .38, F (3, 43) = 4.42, \beta = .37, p < .01 \). Even after controlling for self-reported anxiety, prejudice is still significantly influenced by RWA and prime (\( R^2 = .09, F (1, 45) = 6.54, p = < .01 \)). Implications of present research for terror management theory (Greenberg, Solomon, and Pyszczynski, 1997) and Right Wing Authoritarianism are discussed.

3.16: Social Isolation, Healthy Aging and Four Dimensions of Support

Philip Brenner, Erica Siegl

Aging adults face multiple challenges in maintaining their quality of life, including increased depression, functional limitation, and severity of illness. Aging also increases the risk of social isolation which grows as adults experience the death of spouses and friends, increased distance from children, and physical or economic limitations. These risks are exaggerated for adults living in poverty and/or in rural areas. Conversely, social connections -- the emotional, physical, financial, and social support we get from family, friends and community -- are implicated in promoting psychological and physical well-being. Our research contributes to the literature on social factors promoting healthy aging, a major research priority in the United States. We assess the benefits conferred by four dimensions of support: economic, physical and social/psychological. Using cross-sectional and longitudinal analyses, we test the effects of these variables on self-reported health in the two most recent waves of the Wisconsin Longitudinal Study. More specifically, we examine the differentials in the health benefits yielded by the four types of
support for the target population generally and for rural and low income populations in particular. Preliminary analyses suggest that social support benefits health and that these benefits are robust, albeit with a good deal of gender discrepancy.

3.17: Stereotype Salience Affects White and Minority Students’ Theories of Intelligence
Alisha Watts, Rebecca Covarrubias, Stephanie A. Fryberg
Implicit theories of intelligence, beliefs about the malleability of intelligence, influence students’ motivation and effort in the academic domain. Individuals with high entity orientation believe that intelligence is a fixed trait. These students often attempt to avoid failure by shying away from challenging tasks. However, individuals with low entity orientation (i.e., incremental orientation) believe that intelligence is malleable and can be cultivated through learning and effort. These students often persist in the face of failure and approach challenging tasks (Dweck, 1999). This study explored how stereotype salience can differentially influence implicit theories of intelligence in Minority and White students. In a 2 (ethnicity: White, Minority) x 3 (stereotype salience: subtle stereotype salience, blatant stereotype salience, no stereotype salience/control) between subjects design study, 124 White and 74 Minority (Latino American, African American, and Native American) undergraduate students were either subtly or blatantly reminded of racial/ethnic stereotypes regarding academic performance. Analyses revealed a significant ethnicity by stereotype salience interaction on entity-related (performance) goal beliefs. White participants who were subtly and blatantly reminded of stereotypes reported more entity-related goal beliefs than Minority participants in these conditions. In addition, analyses revealed a trend-level ethnicity by stereotype salience interaction on effort beliefs. White participants who were blatantly reminded of stereotypes reported more entity oriented beliefs about effort compared to Minority participants. These results suggest that, when prompted to think about racial-ethnic stereotypes about intelligence, White participants are more likely to think of intelligence as a fixed trait. However, Minority students who are prompted to think about racial-ethnic stereotypes may resist these stereotypes by arguing that intelligence is malleable. Implications and directions for future research will be discussed.

3.18: Cultural Differences of the Effects of Social Network Opinion on Romantic Relationships
John Mac Arthur, Colleen Sinclair
The following study explored the opinion of one’s social network and the quality of one’s romantic relationship. We hypothesized that the approval of friends, as opposed to parents, would be more strongly related to the indices of relationship state and formation for independent persons. In contrast, interdependent individuals should weigh the opinions of family and friends relatively equally. We conducted a survey of individuals in romantic relationships, and compared participants from universities in Mississippi, known for higher collectivism, and Missouri, known for lower collectivism (Vandello & Cohen, 1999). We examined the correlation between social network opinion support and an array of romantic relationship outcome variables (closeness, passion, and quality). The results indicated for those from a more collectivistic state (Mississippi), parent and friend approval mattered relatively equally such that the greater the approval the better the relationship quality. In contrast, for those from a less collectivistic state (Missouri), while friend approval was still positively linked with relationship state so was parental disapproval. Thus, Missouri participants exhibited the “Romeo and Juliet effect” - whereby disapproval leads to enhanced romantic relationship quality. In summary, our hypothesis about the importance of cultural differences in self-construal was confirmed. In fact, these differences could explain why studies have yielded such discrepant findings with regard to the existence of the Romeo and Juliet effect.

3.19: Unfair Advantages and Disadvantages: Motivations for Prejudice Against Mexican Americans
Leslie Martinez, Cynthia Willis-Esqueda, Carmen Estrada
Although researchers have not extensively examined biases against Mexican Americans, this population has faced discrimination in nearly all social areas. Immigration by Mexican Nationals, whether legal or illegal, has become a contentious issue, and resulted in forced detentions of Mexican Nationals and
Mexican American citizens. An area that may account for biases against Mexican Americans concerns the motivations for prejudice. We examined whether participants were able to describe their notions of unfair advantages and unfair disadvantages that Mexican Americans or European Americans receive. European American participants (\(N=157; \ M_{\text{age}} = 19.23; 100\ \text{Women}) from a large Midwestern university completed all measurements via a web-based site as part of a larger study. Participants were randomly assigned to evaluate Mexican American (\(n=80\)) or European American (\(n=77\)) targets by providing a list of advantages or disadvantages. All participants then completed the Collective Self Esteem Scale (Crocker & Luhtanen, 1994) and a preferred social distance measure (Bogardus, 1928). In the Mexican American condition, Mexican Americans were thought to have advantages provided by the government, schools, and culture. The themes remained the same for Mexican American disadvantages. Among the European American Condition, the content of responses was also based on financial, academic, and social situations. For example, one participant responded, “less financial aid for college” as a European American disadvantage. In addition, collective self esteem revealed patterns that explain the conceptions of the in-group and out-group. Those evaluating the Mexican American target reported multiple conflicting notions about unfair advantages and unfair disadvantages. This may indicate sensitivity to the social situation that Mexican Americans are facing. Yet, there is a perception that competition for the same social and financial resources is negatively affecting one’s own group. Attachment to one’s social groups appears to differentially impact the perceptions of the in-group or out-group, as expected.

3:20: Latino Parents' Socialization and Construction of Race
Cristina Mercado, Stephanie Rowley
This study uses qualitative methods to investigate the ways that Latino mothers construct racism and socialize their children to understand prejudice. The primary goals are to identify the ways that Latino mothers come to understand their racialized minority status in the United States and how they teach their children to cope with racism. Traditionally many Latin American countries have defined race in terms of socioeconomic status, thus prejudice is seen as something that can be overcome through financial and educational success. This differs from the traditional construct of race that is found in the United States. If Latino parents define their race in a different way, they may provide their children with different solutions for overcoming prejudice. This study will consist of personal interviews with 10 Latina mothers, both first and second generation, living in the Midwest with children between the ages of 11 and 13. Mothers will be asked not only about their understanding of racism but their own personal experiences in their everyday life and in the educational system of which their children are a part.

3.21: Biasing Effects of Pretrial Publicity: Does it Alter Jurors’ Stories?
Nancy Andiloro, Jonathan Nicholas Carbone, Steven Penrod
The right to a fair trial is a critical concept in the legal system but, unfortunately, that right is oftentimes jeopardized for some people due to the highly publicized nature of their trials. This important societal issue is often overlooked, as there are few restraints on what the media can publish. For any action to be taken towards ensuring fair and unbiased trials, the intricacies of pretrial publicity must be understood in depth. This study builds on past pretrial publicity (PTP) experiments by increasing the external validity of the methods employed. For example, by using community members, and by creating multiple versions of exposure to PTP. The present study is based on data collected from a larger study examining the effects of PTP. The study measures the extent to which participants use the media (news articles read before presentation of video trial) to influence their verdict decision. Participants were exposed to various types of PTP (pro-prosecution, pro-defense or neutral). Their verdict preferences were assessed throughout the mock trial process and while deliberating with their peers (which was videotaped). Using the story model theory of jury decision-making, we will review how jurors’ uses PTP to make their individual decisions as well as how PTP plays a part during deliberation. Data on content coding of jurors stories and deliberation will be presented. Results and implications of these assessments are discussed.
3.22: The Relation between Fathers’ Education and Higher Education Goals
Jackelin Maldonado, Jill Quilici

Researchers have sought to explain why some students achieve at higher levels than others, and what factors influence these differences (Steward, 2007). Factors to consider are parents and educational support. Both parents and educators can further support adolescents’ pursuit of higher education (Stone, 1956). Mothers and children are usually described as connected, while fathers have been described as distant in child school involvement (Matta & Martin, 2006). Nevertheless, fathers are recognized as major contributors to children’s social, emotional, and cognitive development (Parke, 2004). Therefore, it is important to understand the individual, family, and school-level characteristics that influence the paradoxical relationship (Steward, 2007). A factor that has not previously been considered is the level of education of the parents to how far the student believes he/she will progress in higher education. In our study we view, in particular, relations among fathers’ highest level of education student gender, as well as students’ minority/ majority and status. Our data was from the United States Department of Education, the Education Longitudinal Study (ELS), 2002: Base year. Our results showed if the father did not finish high school then female minorities wanted to pursue higher education whereas the majority females did not, nor did the males. In the other hand, if the father had a Ph.D., MD, or other advanced degree, the male minorities were less likely to pursue higher education, whereas the male majority was more likely to pursue higher education. However, females for both categories had the same amount of interest to pursue higher education. Our conclusion is that fathers’ level of degree seems to influence the level of interest in students to pursue higher education. Our study is important based on the contributing factor that parents degree of education impact on the students’ pursuit in higher education, specifically fathers.

3.23: The Gender Tax: Working Harder, Just to Be Good Enough
Valerie D. Jones, Claude M. Steele

In a series of studies, we investigated whether men and women across a variety of domains feel heightened pressure to work harder than their peers/colleagues and experience increased stress in settings where their gender group lacks significant numerical representation. Study 1 demonstrated that male and female students majoring in fields where their group traditionally lacks numerical representation (i.e., women in math/science and men in humanities fields) felt heightened pressure to work harder than their peers and reported putting forth greater effort (e.g., studying longer hours, less procrastination) these domains. Study 2 manipulated the number of men and women attending an academic conference, finding that when individuals were in the gender minority, they felt increased pressure to work harder on academic tasks and exhibited behavioral consequences that followed from feeling this pressure. Study 3 extended these findings to a professional sample, demonstrating that male and female psychology professors felt heightened pressure to work harder than their colleagues when their gender group constituted the numerical minority on their jobs. The lack of numerical representation also affected professor’s work-related behaviors and work-related stress. This research suggests that when individuals lack significant numerical representation in a setting, they may feel that they must work harder than those in the majority because they feel that they are required to provide more evidence of their competence in the domain to be perceived just as qualified as majority group members (Biernat & Kobrynowicz, 1997). Thus, numerical representation may be a strong “cue” that affects not only the amount of pressure individuals feel to work harder, but also how much effort they feel they must put into their work to be successful. These findings have implications for the efficacy, performance, retention, and physiological health outcomes (e.g., stress) of individuals that are underrepresented in particular domains.

3.24: Media Framing, Heuristics, and Attitudes toward Sex Offenders
Robert Doyle

In November, 2006, California voters overwhelmingly passed Proposition 83, a voter initiative increasing punishment and community restrictions for those who are required by law to register as sex offenders. In order to facilitate an understanding of the influence of media and policymaker generated accounts on public attitudes toward social issues, a connection must be made between the processes of social
cognition among individuals and the systems which provide information to those individuals. By highlighting and applying abstract experimental hypotheses of social judgment such as the availability and representativeness heuristics, we can better analyze the institutional and systemic nature by which the media and policy advocates misrepresent and selectively report extreme examples of criminal behavior. In light of this theoretical analysis, there are four primary hypotheses that comprise the research questions to be undertaken in this project. **Hypothesis 1**: The media typically present information regarding sex crimes, sex offenders and sex offender policy in a way that is politically charged, emotionally based, and de-contextualized; **Hypothesis 2**: The media only focus on the most vividly horrific exemplars of sex crimes instead of accurate base rates; **Hypothesis 3**: Variations in media frames will affect the manner in which subjects interpret and recall information about sex crimes, including assumptions made about offenders and victims, especially with respect to race and gender; **Hypothesis 4**: Media frames focusing on sensational and de-contextualized accounts of extreme behavior will lead subjects to display a greater degree of negative response and focus on punishment versus prevention and rehabilitation. Alternatively, frames that contextualize crime and comport with base rates should shift this focus. Such connections suggest that memory, meaning, and biases that are formed about the veiled processes of the prison system are related to the manner in which crime and justice are framed.

3.25: Early Reading Intervention Outcomes in At-Risk Students: A Multilevel Study

*Nelson Portillo*

The effectiveness of early reading interventions and tutoring programs for at-risk students is still open to debate among practitioners and researchers despite their popularity. Many of the studies and evaluations that show mixed results or no positive outcomes at all suffer from one or more serious methodological shortcomings that contribute to misrepresent the impact of such interventions. Some of their most widespread shortcomings include extremely small samples, uninterpretable designs, non-validated outcome measures, short term assessments, single implementations, and non-multilevel approaches to data analysis. This study focused on the longitudinal effects of a paired intergenerational reading aloud program on at-risk elementary students across three main reading-related outcomes (i.e., attitudes toward reading, reading motivation, and reading achievement) and addressed all the previously mentioned limitations. It specifically included a larger combined sample size across four student cohorts (N = 866) attending 12 Chicago public schools, an interpretable quasi-experimental design, a set of sound and widely used measures, a larger span of time to test the sustainability of results up to five years after the intervention, a number of consecutive implementations across multiple years, and a more complex statistical approach that addresses multilevel longitudinal data. In addition, it is based on multiple sources of outcome-related data (i.e., student, teacher, and school data). The present study is perhaps among the first to assess the effect of an early reading intervention among at-risk elementary students employing Hierarchical Linear Modeling (HLM).

3.26: Confirmatory Factor Analysis of the Elementary Reading Attitude Survey (ERAS)

*Nelson Portillo*

In the area of children’s literacy development, reading attitudes constitute an important non-cognitive aspect that deserves closer examination. Drawing from past research, this study examined the factorial structure of the Elementary Reading Attitude Survey (ERAS; McKenna & Kear, 1990), one of the most widely used reading attitude measures among literacy researchers and educators. Children’s reading attitudes, as examined by the ERAS, are affectively conceptualized and characterized by at least two different, but related dimensions. Structural Equation Modeling (SEM) was employed to determine if the two-facet model suggested by McKenna and Kear (1990) could be satisfactorily explained by a more parsimonious one-factor model solution. Findings challenge the widely accepted two-faceted model of reading attitudes and suggest that researchers should report or use preferably all items to calculate an ERAS global score.
3.27: Sex Differences in Unemployment Predict Divorce across Cultures

Gregory D. Webster

Does unemployment lead to divorce? If so, do sex differences in unemployment matter? Although economists and sociologists have often studied the relationship between divorce and unemployment, it remains largely unexamined by psychologists. Drawing on sexual strategies theory (SST; Buss & Schmitt, 1993), which posits that women seek men with resources for long-term mates, it was hypothesized that men’s unemployment would temporally precede increased divorce rates, holding women’s unemployment constant. Divorce rate (1996–2004) and unemployment-by-sex (ca. 1995 & 2004) data from 92 countries were obtained via the United Nations (unstats.un.org). Multilevel models revealed results consistent with SST: On average, men’s unemployment was significantly related to increased divorce rates. More importantly, men’s unemployment around 1995 significantly predicted divorce rates in 1996, whereas men’s unemployment around 2004 did not significantly predict divorce rates during that same year. These findings suggest that sex differences in resource acquisition may be vital to long-term pair-bonding.

3.28: Just World Beliefs and Perceptions of Own Help-Giving

Lisa Farwell, Annie Kushner, Amy Williams

Persons tend to perceive themselves as fairer than others (see Farwell & Weiner, 1996), and to be motivated to believe that the world is just (Lerner, 1980); here we explore whether persons are likewise motivated to believe that their own help-giving is just. Twenty-six college students and 34 community sample adults responded, by means of 9-point scales, to vignettes depicting “acquaintances” suffering from one of two ongoing problems: unemployment or HIV-related symptoms. Behavioral responsibility for the onset of the problem and responsibility for the perpetuation of the problem were within-participant variables yielding three levels of Target Responsibility: high (consistently responsible), low (consistently non-responsible), and moderate (the two mixed responsibility conditions). Participants were categorized as high or low on the Just World Scale (Rubin & Peplau, 1975) based on a median split. In the case of unemployment, regardless of Just World scores, participants predicted that they would respond with greater anger, less sympathy and less financial generosity toward more responsible targets, \( p < .01 \). But despite rating the more responsible unemployed as less able to better their condition on their own, and less likely to improve soon, \( p < .0001 \), participants also rated their needs as less serious/severe, \( p < .001 \). In the case of HIV, participants again predicted more anger, less sympathy, and less generosity toward the more responsible, \( p < .05 \). Regardless of target responsibility, those scoring higher on the Just World Scale predicted less sympathy and less generosity, \( p = .01 \), and rated the targets’ needs as less serious/severe, \( p < .01 \) than did those scoring lower, despite also rating them as (marginally) less likely to improve soon, \( p < .15 \). We speculate that when participants predicted less generosity toward others, they may have justified these responses by minimizing the seriousness of the target’s needs.

3.29: Youth Homelessness and Well-Being: Hope and Time-Perspective as Protective Factors

Morgan R.N. McKinnon, Frederick M.E. Grouzet

The current study examined the relationship between homelessness and well-being in youth, and how hope and time perspective moderate this relationship. A sample of street-involved youth was assessed by using a questionnaire that measured several components of homelessness, personal well-being, hope, and time perspective. It was predicted that both hope and time perspective would act as moderating variables thus being protective factors in this vulnerable population. Our findings suggested that Hope, as well as Past Positive, Present Hedonistic and Present Fatalistic Time Perspectives act as protective factors. These variables were found to be associated with higher subjective well-being in youth who had the most severe homelessness. In relation to the stress-related growth model, we propose that over time youth living on the streets could developed a sense of hope that allowed them to adjust to their current situation while still maintaining belief in the attainment of future goals. Regarding time perspective, Zimbardo’s balance theory can explain why having a Past Positive Time Perspective might have buffered against homelessness. As well, a Present Hedonistic Time Perspective might
allowed youth the present mind set to attain immediate needs such as food and housing and take risks that may actual benefit their survival but this benefit is not seen in the recently homeless. Lastly Present Fatalistic Time Perspective was positively related to well-being. The reasons behind this puzzling result will be discussed, as this was predicted to have a negative impact on well-being.