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

PRESENTATION ABSTRACTS

FIFTEEN-MINUTE PRESENTATIONS

1.4 Chair: Melissa Sanders

Engineering Inclusiveness: Pedagogical Agents Improve Female Students' Attitudes toward Engineering

Celest E. Doerr, E. Ashby Plant, Amy L. Baylor, Rinat B. Rosenberg-Kima

Pedagogical agents are anthropomorphic, animated characters used to promote learning and motivation. This work examined whether pedagogical agents can influence girls’ and young women’s attitudes toward engineering. Relative to other fields, engineering remains male-dominated. Stereotypes about engineering include the perception that it is a masculine pursuit. To our knowledge, this was the first investigation of pedagogical agents’ effectiveness for promoting attitude change. In a series of studies, female participants who watched pedagogical agents deliver messages about engineering, reported more positive self-efficacy and interest in engineering and were more likely to perceive engineering as a suitable occupation for women as compared to control groups. However, the characteristics of the agent (e.g., gender, age, race) and the type of message influenced the effectiveness of the agents. Specifically, peer-like agents that matched the participants on their age, “coolness”, and gender were more effective. Additionally, for samples of Black and White students, the agents were maximally effective when they matched participants’ race. In a final study, we developed a message targeting participants’ perceptions of autonomy, relatedness, and competence in engineering. Compared to a control message, the targeted message more effectively promoted interest. Mediational analyses revealed that the message’s effect was due to its influence on relatedness. Participants were interested in engineering to the extent they believed it would offer opportunities for relating and being connected to other people. Results are consistent with predictions grounded in social learning theory and self-determination theory. Pedagogical agents function much like human social models to influence attitudes and fostering relatedness is important for supporting young women’s interest in engineering. Because engineering remains predominantly male, female students might have limited access to ideal human mentors. For this reason, we believe pedagogical agents represent an important tool for promoting the field’s inclusiveness.

A Mother’s Place: Reasons for Working or Staying-at-Home Postpartum
Stacy Ann Hawkins, Sherylle J. Tan

There is heated debate over a mother’s “proper place,” and whether mothers work or stay-at-home (SAH), they cannot escape criticism. Yet, little research has examined mothers’ employment decisions, and no studies have assessed mothers’ reasons at the time of their decisions (i.e., postpartum). To more clearly explain mothers’ employment decisions, 238 mothers (8 weeks postpartum) were asked “the main reasons why” they were planning to work or SAH. Working and SAH mothers’ open-ended responses were categorized and coded separately. Mothers planning to work (n=180) reported two primary reasons: finances and personal fulfillment. Nearly all working mothers reported financial reasons
for their plans (93%). Additionally, 17% stated that they were planning to work for their personal enrichment; reporting that they liked their jobs/careers and appreciated the “independence” they derived from working. SAH mothers (n=58) also reported financial and personal reasons. Most said they planned to SAH because of personal preferences (69%), such as wanting to be the primary caretaker. Furthermore, 25% of SAH mothers gave financial reasons for their choices, reporting either that it was not cost-effective for them to work, or that they could afford not to work. Findings suggest that personal and financial reasons motivate employment decisions. While finances appear to be more pressing for working mothers, personal reasons are more critical for SAH mothers. These disparities may be related to the debate over a mother’s “place.” For example, working mothers, often criticized for choosing to work rather than raise their children, may reason that they must work to meet their family’s basic needs. In contrast, SAH mothers, often criticized for not “meaningfully contributing” to society, may overemphasize their preferences. Research on postpartum employment decisions is critical for understanding how mothers make these difficult decisions, and how they deal with the consequences of their place in society.

The Influence of Attorney Gender on Child Protection Case Outcomes
Twila Wingrove, Megan Beringer, Richard L. Wiener
In legal matters, outcomes should be determined based on legitimate legal criteria. In the case of child protection cases, the best interests of the child should govern decisions. However, we know that extralegal factors do play a role in determining case outcomes. The purpose of this study is to examine the impact of attorney gender in child protection outcomes. One might expect that female attorneys will be more sympathetic to mothers’ cases, more vigorously asserting their rights. On the other hand, one might expect that male attorneys, in general, will fight more aggressively for their clients. We examined these competing claims. We followed 62 child protection cases for approximately 15 months beginning with their entry into the juvenile system. We observed hearings and coded court files looking for possible legal predictors (e.g., types of allegations, number of allegations, parental mental health problems, parental compliance with the case plan) and extralegal predictors (e.g., mother’s attorney gender and father’s attorney gender) of case outcomes. Case outcomes included length of time between hearings, number of orders at each hearing, whether parents received visitation, and case closure. Analyses revealed significant relationships between attorney gender and case outcomes. For mothers, male attorneys were associated with greater rates of resisting detention and greater rates of granted supervised visitation at protective custody and adjudication hearings, as compared to female attorneys. This could be interpreted as evidence that male attorneys are more aggressive than female attorneys. For fathers, the results were less clear. Male attorneys were associated with longer time periods between child removal and the first hearing, and greater numbers of orders for mothers at the disposition hearings. We discuss these findings in light of psychological theory and legal process and suggest future research that will elucidate the relationships between attorney gender and representation in family court.

Gender Discrimination in Blind Attributions of Perceived College Professor Competence
Joel T. Nadler, Seth A. Berry, Margaret S. Stockdale
College students routinely rate female college professors lower than male professors and they evaluate lectures less favorably when they are attributed to female instructors compared to male instructors (Abel & Meltzer, 2007; Winkler, 2007). These findings are puzzling because job-relevant experience with a ratee should mitigate gender bias (Heilman, 1984). We examined the extent to which gender bias against female professors in a masculine discipline (law) is apparent among known and unknown faculty members. We hypothesized that gender bias in upward evaluations of faculty will be stronger among unfamiliar faculty than those with whom the rater is familiar. We further hypothesized a sex-of-rater by sex-of-ratee interaction with female participants showing less bias towards female professors compared to males. Law school students at a Midwestern university (N = 121) rated competence and instructor preference of male and female professor’s photos, both known and unknown, matched on attractiveness and age. Regardless of familiarity, male professors were rated significantly more competent (M = 5.26), than females (M = 4.84), F(1,118)= 101.04, p < .001, Partial eta² = .46. Participants indicated a significant preference for taking a class with male professors (M = 5.05) compared to females (M = 4.59), F(1,118)= 91.09, p < .001, Partial eta² = .44. There were also significant main effects of familiar faculty
being rated higher than unfamiliar. However, contrary to expectations, the gender bias in evaluations (especially for desire to take a class with the professor) was stronger for familiar faculty than for unfamiliar faculty, $F(1/118)= 3.88, p = .05)$. Our findings call into question the stranger-to-stranger paradigm critique that has been leveled against organizational stereotyping research (Copus, Ugelow & Sohn, 2007). Our participants made organizationally relevant ratings and gender bias was stronger when they evaluated familiar faculty. This supports arguments that performance evaluations are susceptible to gender bias.

Racism and Imperialism in the Child Development Discourse
Sadaf Shallwani
Knowledge in the human sciences in general, and in the study of the child in particular, is racialized. In this presentation, I argue that the knowledge base on ‘child development’ reflects and reproduces the White (modern imperial Western) subject. The three main aspects of my argument are as follows: (1) the dominant discourse on child development, dominated by the discipline of developmental psychology, is rooted in and carries out the goals of the modern Enlightenment project, which include the regulation of individual and multiple bodies (Foucault, 1975-76/2003, p. 242-243); (2) the dominant discourse on child development depends on colonial implications of ‘development’ to privilege imagined White civility (Coleman, 2006, p. 10) and produce the Western imperial subject; and (3) the dominant discourse on child development rests on particular imagined notions of a ‘We’ – the (inter)national subject who, even in the rhetoric of inclusion, has the power to locate difference in and exclude the racialized ‘Other’ (Ahmed, 2000, p. 97). The text I use as an empirical example is the official position statement of the National Association for the Education of Young Children (NAEYC, 1997), found in the guidebook entitled: Developmentally Appropriate Practice in Early Childhood Programs (S. Bredekamp & C. Copple, 1997). This text is a typical example of the dominant child development discourse, and is highly influential in the design, development, and evaluation of programs, curricula, and pedagogical practices with young children, both in North America and around the world. Through the deconstruction of this text, I argue that the dominant discourse on child development reflects and furthers the goals of the modern Enlightenment project including social regulation, privileges imagined White civility and aims to reproduce the Western imperial subject, and rests on particular imagined notions of ‘We’ and the ‘Other’.

1.5 Chair: Rhonda White
"Isn't That What Those Kids Need?" Tough Love and Urban Schools
Sabrina Zirkel, Fatima Bailey, Rebecca Hawley, Unity Lewis, Janet Lo, Deborah Long, Terry Pollack, Zachary Roberts, Regina Stroud, Audrey Winful, Shrimathi Bathey
Urban public schools in the United States are largely and increasingly racially segregated (Statement of Social Scientists, 2007), under-resourced, and poorly performing (e.g., Darling-Hammond, 2004; Kozol, 2005; Ladson-Billings, 2006; Noguera, 2003). Public attitudes towards urban schools and students in urban schools are highly racialized, many report a belief that “those kids” need “tough love” (e.g., Hess, 2006, see also Gregory, 2007). We explore whether such beliefs can lead to tolerance for abuse of children in urban public schools. We report on a public discussion of a visit we made to an urban school with a “tough love” principal who had received a great deal of positive local press. Our visit was marked by the principal’s assault on one member of our group, sexually suggestive comments to another, and sexually harassing comments to one of his high school students about her breasts. During the visit he frequently screamed racial epithets to and about his students, the parents of his students, and the members of our group. We eventually filed formal complaints. An investigation and series of newspaper stories ensued, and at the end of the year the principal retired. Our purpose in this paper is to explore the reactions of school officials, teachers, former teachers, parents, and community members to our complaints and the resulting investigation. Specifically, we will discuss two themes that emerged across the ‘community dialog’ that took place in newspapers and on websites about these events: (1) Efforts to minimize criminal and abusive behavior by calling it “unconventional” or “unusual”, combined with (2) explicit or implicit questions among many that “Isn’t that what those kids need?.” Outrageous, probably criminal levels of assault on visitors, teachers, and students were somehow dismissed as “what you need
to do to reach ‘those’ kids”. We discuss the implications of these attitudes for racial disparities in educational experiences and outcomes.

Intersectionality, Affirmative Action, and Higher Education: Implications for Policy and Discrimination

Tiffany M. Griffin, Richard Gonzalez, Elise R. Petersen

The current research investigates how policies are influenced by intersections of race and gender identities. The second objective was to investigate these potential biases in different contexts, i.e. contexts where there is no affirmative action (California), contexts that have recently banned affirmative action (Michigan), and contexts where affirmative action is present (New England). We predicted a larger bias against students of color and/or women in contexts that have banned race and gender-based affirmative action. We also expected the largest bias to be in the state where the policy has been most recently banned, as race and gender are likely to be most salient in this context. We test the hypothesis that low SES students who are racial minorities and/or female will be considered less than low SES students who are White and/or male. In this online vignette study, race and gender are subtly manipulated with the name of the target (i.e. Molly, Brett, Tynisha, and Jamaal). The study used a 2 (gender of applicant: male, female) x 2 (race of applicant: Black, White) x 3 (context: Michigan, California, New England) experimental design, with a within subjects factor that tapped different affirmative action framings. Data for this work are presently being collected. Psychological literature on race and gender biases in policy endorsement has shown a bias in affirmative action endorsement depending on the characteristics of the policy’s target, yet this literature has examined targets’ characteristics in isolation of each other. Instead, our research examines how the unique combinations of one’s social categories shape decision makers’ beliefs about how resources, such as affirmative action considerations should be distributed. Implications for education policy and discrimination are discussed.

Attitudes of African Americans on Post-Secondary Education Measure (AAAPSE)

Nicole L. Cundiff, Nick Hoffman, Stacy Jackson

African American’s have a higher dropout rate compared to other groups in U.S. colleges (Swanson, 2004). One reason for this occurrence could be experiences with racism resulting in distress (Bynum, Burton, & Best, 2007). Anglin and Wade (2007) found a relationship between students with high Afrocentrism and feelings of dissatisfaction with college. Additionally, African American attitudes and values towards school tend to correspond with societal values, encompassing a more protestant work ethic view, differing from actual student outcomes. This discrepancy could be attributed to experiential attitudes towards school through real life encounters that demonstrate African Americans not succeeding after obtaining a higher education. A new measure, based on the work of Mickelson (1990), was created to address the paradox of African American attitudes towards school. Two sub-scales were devised to address this paradox, measuring social values and personal experiences affecting school achievement attitudes. However, Mickelson’s measure reports low reliabilities ($\alpha = .67 & .71$) and is outdated, therefore the current measure seeks to verify that the paradox still exists and examines this relationship in college students. The Attitudes of African Americans on Post-Secondary Education Measure (AAAPSE) was developed using two development stages. In the first stage, items were collected by: interviews, adjustments to the original scale, and input from experts. The social values items had a Cronbach’s alpha of .78 and the personal experience sub-scale, $\alpha = .72$ ($N = 37$). The second stage consisted of six focus groups ($N = 35$), which discussed items on both scales in order to improve scale validity. The revised social values items had a Cronbach’s alpha of .93 for 21 items ($N = 24$), and the revised personal experience sub-scale, $\alpha = .87$ ($N = 21$). Further research is needed including administering the form to a large sample allowing for a factor analysis.

A Leaky Pipeline? Minority Student Integration into the Scientific Community

Mica Estrada-Hollenbeck, Anna Woodcock, Wesley Schultz

The academic pipeline that science students follow from high school through a doctoral degree and into a scientific career appears to be leaky for minority students than non-minority students such that fewer
minorities than non-minorities drop out of scientific career path (U.S. Census, 2000). There are many theories and studies that seek to explain this phenomenon. One theory that has received quite a bit of journal space and media attention is that minorities do not prevail through the academic science pipeline because they experience stereotype threat in these settings (Steele, 1995, 1997). In a recent experimental study by Murphy, Steele and Gross (2007), it was found that when math and science female students sense they belong, they experienced less indicators of stereotype threat. Our current study takes these variables out of the laboratory and examines them in the context of a quasi-experimental field study. A national study of over 1400 minority science students was conducted to begin to better understand the relationship between a student’s sense of belonging, their participation in minority training programs, their development of a scientific identity and their long-term commitment to pursuing a scientific career. In our study, student in Minority Training Program (MTP) were matched (at Time 1) with non MTP students who were similar to them in terms of several demographic characteristics. The results indicate that those involved in a MTP reported significantly stronger scientific identity and higher long-term commitment to pursuing a scientific career than those not in MTP programs at Times 1, 2 and 3. However, an even stronger relationship existed between a student’s sense of belonging to the scientific community and these same outcomes. Consistent with the findings of Murphy, Steele and Gross, we conclude that belonging is indeed a critical experience for the majority of minority science students who stay in the sciences and intend to pursue a scientific career. However interestingly, our data does not show belonging directly related to a decrease of experiencing self-reported stereotype threat.

1.6 Community-Based Participatory Research: Enhancing the Health of Underserved Populations

Chair: Lisa C. Mills

During the past decade, Community Based Participatory Research (CBPR) has become increasingly vital across social science disciplines. CBPR, commonly referred to as action research (AR) or participatory action research (PAR), is a systematic examination of issues with the collaboration of those individuals who are affected by the issue being studied. This collaborative approach to research mobilizes communities to explore, uncover, and address the needs of their community as well as identify and utilize the assets their community holds. There is increasing evidence that a complex set of contextual factors play a significant role in the health status of underserved populations within the United States. Factors such as racism, economic inequalities, culture, inadequate housing, and air pollution are some of the many sources that contribute to the disproportionate burden of disease experienced by marginalized communities. There also is considerable evidence that these same communities have significant resources, strengths, and skills that can be engaged to address problems and promote health and well-being. CBPR is central to eliminating health disparities among underserved populations as it provides an opportunity to build capacity among youth, women and men to collect knowledge about their own health as well as develop useful tools and strategies for enhancing their health. Furthermore, the partnerships through which CBPR operates, help communities to promote a greater public voice. The presenters of this symposium will share the history of the origins of CBPR and pivotal CBPR movements within the U.S., compare the CBPR approach to traditional research, and discuss challenges and rewards to the CBPR method. Presentations will incorporate lessons learned regarding issues of power, race, gender, and class and their impact on health as well as methodologies and ethical considerations. Finally, two examples of CBPR with vulnerable populations will be presented (i.e. Latina girls and women and African American women).

Community-Based Participatory Research: Realities, Roadblocks, and Rewards

Kathleen A. Burklow

Community Based Participatory Research is critical to addressing health disparities. The past decade has seen an increase in the need for collaborative, community based, rather than community placed research to uncover, understand, and eradicate gaps in the quality of health and health care access across racial, ethnic, and socioeconomic groups in the U.S. The intent of CBPR is to empower individuals, particularly those who are marginalized, with the ultimate goal of liberating them from
oppressive situations (e.g., inequitable health care access). Paulo Freire stresses *conscientization*,
critical consciousness, as the central component of action research approaches. As such, individuals
transition from *intransitive thought* (no control over their lives) to *semi-transitive thought* (fragmented
thinking; a failure to connect problems to larger societal determinants) to the final stage of *critical
transivity* (achieving empowerment to think critically and holistically about one’s condition and thus act on
conditions). Freire purports that the final stage evolves from a social process of learning characterized by
dialogue and participatory relationships. Freire’s approaches and other theorists are critical to promoting
an understanding of the key features of CBPR and its aim to work with communities to develop
knowledge, recognize the interconnections between the personal and the social, and for pinpointing the
barriers and facilitators of human agency and participation toward the goals of action and social change.
This presentation will provide an overview of CBPR, outlining the realities, roadblocks, and rewards. The
presenter will provide historical highlights of CBPR within the U.S., discuss theories underlying the CBPR
approach, and discuss cross-cultural and power dynamics in the CBPR process. Furthermore, there will
be a special focus on challenges that supporters of CBPR face in the areas of partnership capacity and
readiness, time requirements, funding flexibility, and evaluation.

**Community-Based Participatory Research--A Primer on Methodologies**

*Lisa M. Vaughn*

CBPR is a collaborative partnership approach to research that equally involves community members,
organizational representatives, and researchers in all aspects of the research process. Partners
contribute their expertise and share responsibilities and ownership to increase understanding of a given
phenomenon, and incorporate the knowledge gained with action to enhance the health and well-being of
community members. CBPR emphasizes the participation, influence and control by non-academic
researchers in the process of creating knowledge and change and in conducting research that
recognizes the community as a social and cultural entity with the active engagement and influence of
community members in all aspects of the research process. This presentation will emphasize specific
community-based participatory action research methodologies, including photovoice, stakeholder
analysis, future search conferences, narrative interviews, empowerment evaluation, asset identification,
social network analysis, and risk mapping as they apply to research questions involving the health of
vulnerable populations. The challenges to various methodologies also will be addressed. Finally, the
presentation will highlight a photovoice project that was designed to create opportunities for 7 Latina girls
ages 8-12 to conduct their own needs assessment as a first step in an ongoing community based
participatory research process. The implication of this particular methodology is that the photovoice
provided a vehicle for the presentation of images that reflected the girls’ lived experiences in their own
*voice*. In addition, the Latina girls are likely to be more empowered to make positive choices in their lives
and their health-related behaviors.

**Establishing a Community Resident Research Team for Girls’ Health**

*Lisa Mills*

Racial and socioeconomic inequalities are the most enduring challenges to public health. Urban areas
with high concentrations of poverty fall victim to increased rates of violence, poorer education systems,
increased mortality rates, and negative health outcomes overall. Community Based Participatory
Research has emerged as a vehicle for community members and health researchers to collaborate to
obtain knowledge, identify, and apply strategies to promote health. This presentation will describe an
innovative approach to CBPR which involves establishing a Community Resident Research Team
(CRRT) to address significant health disparities among African-American girls living in an economically
isolated and disenfranchised urban area of Cincinnati. The CRRT consists of five single, head-of-
household females ranging in age from 24-31. All women were teenage mothers and have a minimum
of 3 and maximum of 5 children. The women have been working as community resident researchers
within a non-profit organization that aims to build community relationships for girls’ health. The
presentation will discuss the process by which the CRRT was established, the challenges and facilitators
to building a community resident research team, and the importance of collaboration between community
organizations. The session will showcase a pilot project conducted by the CRRT that assessed primary
concerns for girls’ health within their community. There also will be a discussion related to the ongoing
work of the CRRT, including an upcoming project designed to collect community attitudes and perceptions related to STD acquisition and teen pregnancy. The information from the project will help to inform community-wide action strategies to decrease STD and teen pregnancy rates in the community. Engaging community residents to collect information and inform other community members about health concerns that are personally meaningful, not only empowers individuals, but increases participation and interest in action to move forward with health promotion strategies.

**Culture, Ethnicity, Literacy, Access and Immigration: The Role of CBPR**

*Liliana Rojas-Guyle*

Research documenting health disparities abounds in professional and lay literature. Many social service providers recall instances where marked disadvantages in health status and health behavior could be identified among non-predominant-culture community members. There are several theories of why such disparities exist and numerous attempts to ‘close the gap’ are being conducted. Many professionals are also familiar with the importance of cultural competence as they plan and implement programs for ‘minority populations.’ Yet, we are often unaware of how to exactly merge program development and cultural competence. There is no formula, methodology, or approach that will completely address all the differences and similarities among cultures and how we engage health systems. However, when utilizing methods that truly engage and are genuinely committed to community partnerships, we can reach a higher level of cultural inclusion, understanding, and representation. This session will provide insight and perspective on specific issues affecting health among minority and vulnerable populations. Furthermore, the fit between Community-Based Participatory Research (CBPR) and vulnerable communities will be discussed. Issues related to culture, ethnicity, literacy, access and immigration will be explored through analyzing experiences and lessons learned planning and implementing a CBPR program for Latina girls and their female caretakers. Although many organizations and institutions have positive and inclusive attitudes, and understand the importance of appropriately addressing the health needs of vulnerable and minority populations, much work is yet to be done. Opportunities exist all around us. Being culturally cognizant of the communities one works with is a fluid and dynamic process. Incorporating CBPR into program and research strategies is one of the most effective methods to engage and positively empower communities. One should not separate cultural beliefs, language and interpersonal traditions in our interactions and efforts to address the health needs of the communities we serve.

**1.7 Chair: Christina Oney**

Reactions to Receiving Assumptive Help: Effects of Group Membership & Perceived Need for Help

*Samer Halabi, Arie Nadler, John F. Dovidio*

Although helping often conveys caring and generosity, it can also signify the dependence of the recipient on the help giver. Viewed from the perspective of power relations, receiving assistance from an outgroup member can threaten recipients’ collective self-esteem, and thus produce negative personal, collective, and intergroup responses (Nadler, 2002; Nadler & Halabi, 2006). We propose that another factor, which can operate independently or in combination with group membership, that can affect reactions to help is perceived need. To the extent that assistance is needed, people may view help, even from an outgroup member, favorably. In the present study, Arab participants (n = 164) received or did not receive help from an ingroup member (Arab helper) or from an outgroup high status member (Jewish helper) when the task was described as easy or difficult, or when no information was given. As predicted, 2 (Help condition) x 2 (Ethnicity of Potential Helper) x 3 (Task Difficulty) analyses of variance revealed Help x Ethnicity interactions for affect, self-worth, and membership collective self-esteem. Responses of Arab participants were more negative when they received assistance from a Jewish helper than when they did not. No such differences were obtained when the helper was an ingroup member. Also as hypothesized, Help x Task Difficulty interactions were revealed for affect and outgroup evaluation. Specifically, when the task was easy participants had more negative reactions when they received assistance on an easy task. The three-way interactions were non-significant. The theoretical implications for disentangling intergroup and interpersonal influences on reactions to receiving help are considered, and the practical implications for intergroup relations are discussed.
Immigration and Discrimination: Religiosity, Authoritarianism & Intergroup Contact Influences
Frank M. Bernt
The present study re-examines key factors relating to prejudice through the lens of recent immigration trends and public response to them. The Opinions about Immigration Reform Scale (OIRS), a 14-item scale tapping respondent attitudes about specific immigration reform proposals before congress during early 2005, was administered (using a modified two-step snowball sampling technique) to 149 adults (mean age = 48) in urban and rural settings, primarily in mid-Atlantic and Pacific Northwest regions of the U.S. Also administered were Hoge's (1972) Intrinsic Religious Motivation scale, Batson's (1991) Quest scale, Altemeyer's (1992) Right-Wing Authoritarianism (RWA) scale, and a set of items measuring frequency and importance of contact with ethnic minorities (van Dick et al., 2004). Demographic variables (as well as political inclinations) were also measured. Results of an exploratory factor analysis of OIRS yielded three factors suggesting themes relating to "symbolic racism" (Sears, 1988) directed at Hispanic immigrants: Law and Order/Criminalization; Fortification against Outside Threats; and Social Marginalization. A series of hierarchical multiple regression analyses using each of the three OIRS scales and a total OIRS score as criterion variables yielded several interesting findings: the Quest scale predicted more positive attitudes about comprehensive immigration reform in all analyses; however, this influence was mediated by the RWA scale. In addition, adding meaningful contact with immigrants in a third regression step supported previous findings by Pettigrew and Tropp (2004), suggesting that meaningful contact is also a powerful mediating variable in the religion-prejudice relationship. Finally, explorations of gender and religious affiliation (Catholic vs. non-Catholic) as potential moderator variables indicated that the above-mentioned relationships were significantly stronger for women than for men; as well as stronger for Catholics than for non-Catholics. Findings are discussed in terms of their implications for measuring discrimination against Latino immigrants and in terms of citizen education and advocacy efforts.

Bystanders, Group Size and the Informal Regulation of Violence
Mark Levine, Rachel Best, Paul Taylor
Most research on violence begins with the characteristics of the perpetrator(s), the characteristics of the victim(s), or the relationship between them. However, almost all violence has an audience (either present or implicit) and our research begins by considering the role of bystanders in the trajectory of violence. We suggest that it how the bystanders act (or do not act) that determines the trajectory of violence.

Our research takes advantage of the fact that public spaces in British towns and cities are amongst the most heavily surveilled in the world. We analyze more than 40 incidents of public violence in the nighttime economy which were captured on public closed circuit television (CCTV) systems. Coding the CCTV footage for variables such as group size, gender of actors and severity of violence, as well as the escalating and deescalating acts of protagonists, targets and bystanders, we build a picture of the group choreography of violence. We demonstrate that, contrary to traditional assumptions, increasing group size promotes pro-social over anti-social behaviour. We also show that female bystanders are as likely as male bystanders to contribute both escalating and de-escalating acts. Using proximity coefficients (which reveal the relative proximity of different acts and actors in a sequence) we present an analysis of the patterns of escalation and de-escalation by all those involved in a violent incident. We conclude by extrapolating from the analysis of the current data set to explore the lessons which are relevant for the study of other kinds of violent conflicts.

The Diffuse Impact of Discrete Emotions of Intergroup Attitudes
Matthew Hunsinger
Social psychologists have long recognized the impact of discrete emotions on explicit (i.e., conscious) attitudes toward outgroups, even when the evocation of the emotion is incidental, and thus is not directly linked to the context in which those attitudes are expressed (e.g., Ciarrochi & Forgas, 1999). However,
only recently has research begun to examine the impact of discrete emotions on implicit or automatic attitudes toward outgroups (e.g., DeSteno, Dasgupta, Bartlett, & Cajdric, 2004). We will present three studies that compared the effects of incidental anger versus incidental disgust on implicit attitudes toward unknown and known outgroups. Our research demonstrates that anger and disgust have different effects on outgroup evaluations, depending on people’s prior knowledge of the target outgroup. Whereas both emotions created implicit bias against unknown outgroups, only anger increased implicit negativity toward Arabs and only disgust increased implicit negativity toward gay men. In light of research finding that implicit attitudes toward various disadvantaged groups captured by simple reaction time tasks predict a host of discriminatory outcomes against individual members of those groups (for a review see Greenwald, Poehlman, Uhlmann, & Banaji, in press), our results will be discussed in the context of the possible behavioral consequences of incidental, group-relevant emotions such as anger, disgust, and fear.

Motivations for Avoiding Racial References in Inter-Racial Scenarios

*Rupanwita (Rupu) Gupta*

This study examined Whites’ motivations to avoid mentioning Blacks’ race in inter-racial situations. The effects of self-monitoring, the motivation to hide prejudice, and their interaction on race avoidance were investigated. Motivation to appear unprejudiced was also hypothesized to be negatively related to prejudice. Secondary data from a survey sample of primarily White students from Colby College was utilized. The survey presented two situations where participants were to describe a Black person among a group of otherwise White people. Participants could do so by either utilizing race or any other non-race related option. Two dichotomous measures each assessed whether race was avoided or not as participants identified a Black man and woman, respectively. The third, continuous measure of race avoidance asked about the percentage of time participants were uncomfortable mentioning Blacks’ race in the presence of others. The Self-Monitoring, Modern Racism and Motivation to Hide Prejudice Scales were included in this survey. A hierarchical regression for the continuous variable and two logistical regression analyses for the dichotomous variables were performed with the three predictors. Motivation to hide prejudice was positively related to the discomfort participants felt when mentioning Blacks’ race in inter-racial contexts; this variable was also related negatively to prejudice. Neither self-monitoring nor its interaction with the motivation to hide prejudice predicted race avoidance assessed by any of the three dependant measures. Discomfort felt when mentioning the race of Blacks was speculated to be a manifestation of a subtle expression of prejudice labeled aversive racism. Race avoidance as a form of aversive racism in contemporary society was discussed in depth. Attention was also drawn to race avoidance as a specific type of self-monitoring behavior in inter-racial situations. Recommendations were made to study race avoidance using experimental and observational research.

**SYMPOSIA**

**1.8 Mentoring as a Technique for Increasing Diversity**

*Chair: Faye J. Crosby*

In higher education and in industry, gender and ethnic imbalances have long posed a large challenge for those who would see America as a land of equal opportunity (Crosby & Dovidio, 2007). Policy makers have emphasized several approaches by which educators and employers can affirmatively take actions to correct the imbalances. The approaches range from “hard” policies such as the establishment of numeric goals to “softer” policies such as the provision of extra help to those who have previously been excluded. Research has shown that Americans much prefer the softer approaches to the harder ones (Kravitz et al., 1997). One method of recruiting and retaining talented women and people of color that is very popular involves mentoring (Bearman, Blake-Beard, Hunt, & Crosby, 2007). Many major corporations have put into place mentoring programs as a means of diversifying their work forces, especially at the levels of middle and upper management (Finkelstein & Poteet, 2007). Many colleges and universities have adopted mentoring programs that they proudly advertise as a technique for
preserving diverse talent (Gee, 2005). Despite the popularity of mentoring, especially as contrasted with other, “harder” forms of affirmative action, researchers have only begun to document the effectiveness of mentoring in education and even in industry as a technique for opening opportunities to those who have traditionally been excluded from them (Ragins, 2007). Hardly any empirical work, furthermore, has sought to explain why mentoring is effective (Bearman et al., 2007) or even to document the conditions under which mentoring might be most effective (Ragins, 1997; Thomas, 1993). Our symposium presents current research on mentoring in industry and education with the aim of shedding light on the dynamics of mentoring. The studies we present all look at mentoring as a tool for enhancing diversity. They all aim to help explain when, for whom, and why mentoring may function as a way to open up the pipelines in both industry and education.

Forms of Guidance: What's in a Name?
*Jamie Franco-Zamudio, Kristina Schmukler, Diana Arias*

The initial paper sets out definitions of mentoring and other forms of guidance that may be given to students and to junior employees. We outline the many different aspects of mentoring that are studied by different scholars, and we note the problem with conflicting definitions. Following Bearman et al. (2007), we propose a simple definition of good mentoring: guidance that is customized to give the protégé the kind of help she or he needs at the time she or he needs it. Accepting such a definition, we immediately see two special challenges of developmental relationships such as mentoring that cross gender and ethnic lines. First, a mentor from one group may have more difficulty intuiting the needs of a protégé from another group than she or he would have intuiting the needs of a protégé from her or his own group. Thus, for example, a male mentor may be more insensitive to the needs of a female protégé than to the needs of a male protégé (Ragins, 1997, 2007) and a white mentor may misjudge the needs of a protégé of color more often than she or he misjudges the needs of a white protégé (Thomas, 1993). Second, the protégé may be less trustful of the mentor from another group than a protégé from her or his own group. Thus, for example, female students may distrust male advisors more than they distrust female advisors (Ragins, 2007), and students of color may distrust white advisors more than they distrust advisors of color (Thomas, 1993). Our paper ends by discussing strategies for making mentoring a real tool for enhancing diversity and not just a bit of window dressing designed to quell discontent.

In Their Own Words: Students and Mentors Describe Their Experiences
*Deborah Kogan, Julie Shattuck, Martin Chemers*

The United States has a desperate need to increase its pool of future scientists. Mentoring programs are often used as a way to increase the number of students of color who persist in the sciences. With a grant from the National Institutes of Health, Martin Chemers has investigated the active ingredients of effective mentoring (Bearman et al., 2007). Chemers and associates have found that experience in a lab setting tends to increase the intention of undergraduates to persist in science primarily when the lab experience increases the student’s identification as a scientist and the student’s feeling of self efficacy. In this paper we present stories drawn from case students of 15 students, from minority and non-minority groups, who were followed over a two-year period. Examination of the data show that mentors need to custom tailor their feedback if they are to help students increase their sense of research self-efficacy and feel like they belong to the community of scientists. As the in-depth examinations show, it is easy to have miscommunications when those in dialogue come from different groups (e.g., different genders, different ethnic groups) and miscommunication across group-lines is a potent threat to effective mentoring.

Wired for Success: Electronic Mentoring Among Diverse Populations
*Melissa Bayne, Carol B. Muller*

Not all mentoring happens in a face-to-face situation. Some occurs over the internet. MentorNet is a national network that links protégés and mentors in engineering and in the sciences. Mentors and protégés who are members in MentorNet communicate with each other via email, allowing protégés to be linked to mentors outside their organizations. In 2007 MentorNet conducted an online survey to find out what students are looking for in a mentor and how they understand the dynamics of mentoring. Our
paper presents a secondary analysis of how women and men students who were white, Asian, or from underrepresented groups evaluated the importance of psychosocial and instrumental mentoring and of role-modeling. All students place a high value on psychosocial and instrumental mentoring and on having a role-model. Such appraisals are reliably higher among women than men and among students from underrepresented groups than among other students. Students’ appraisals of the importance of having psychosocial, instrumental and role-modeling guidance are unrelated to the gender and ethnicity of their mentors and unrelated to whether they have or have not had a mentor of their own gender and ethnicity. We discuss the implications of our findings in terms of using mentoring as a tool for diversification in the academy and in business.

Gender, Ethnicity, and Mentoring: African-American Female Managers in Corporate America
Katherine Giscombe, Stacy Blake-Beard, Audrey Murrell, Faye J. Crosby

There is some question whether the career benefits of mentoring that have been documented among white women and men exist for African-American women in corporate America (Kram & Hall, 1996). Our paper presents data from a unique cross-section survey of 916 African-American women who are managers and executives in the Fortune 1000 companies. The survey was conducted by Catalyst, a not-for-profit organization working to advance women and benefit their organizations. Our analyses show that, controlling for tenure in the organization, African-American women who reported having at least one mentor earned more money, were at higher levels within their companies, and received more promotions than those without a mentor. African American women with mentors also had higher levels of commitment to the organization, greater career satisfaction, greater job satisfaction, and a stronger desire to stay with their current organization than those with no mentors. Our analyses thus show that African-American women in corporate America derive the same benefit from developmental relations as has been shown among white samples. Further analyses showed that African-American women with male mentors earned significantly more money than those with female mentors, but those with female mentors reported higher job satisfaction than those with male mentors. African-American women with white mentors reported a higher level within the organization than those with African-American mentors. Our findings about the benefits of having a white male mentor replicate the findings of a classic study that had not concentrated on minority women (Dreher & Cox, 1996). Providing additional evidence developmental relationships operate in roughly the same way no matter which population is being studied.

1.9 Global Feminisms: Comparative Case Studies of Women Scholar-Activists
Chair: Abigail J. Stewart

The Global Feminisms Project at the University of Michigan has produced an archive of interviews with 42 women scholar-activists from four countries (China, India, Poland, and the U.S.). Each country site identified at least 10 women engaged in women’s movement activism and gender scholarship to interview for the project. All interviews were videorecorded, transcribed, translated into English, Chinese and Polish, and are available via a website in transcript and digital form, or on dvds. These interviews include discussion of the development of feminist consciousness (of various sorts), of identifications with other identities (race/ethnicity, sexuality, ability), and political activism. The project was interdisciplinary in conception and execution, but offers psychologists a rich resource of raw material for both research and teaching on many topics. In this symposium we propose to present brief clips from the interviews that will illustrate how social scientists might use this material for hypothesis testing research, theory development and classroom illustration. The first paper will focus on the use of interviews from all four countries to develop deeper theoretical understanding of the meaning of intersectionality, or the simultaneous identification with multiple social groups. The second paper examines the development of politicized identities as recounted in the narratives of four women from four different national contexts and moments in history. Finally, the third paper outlines the ways in which the narratives can be used to challenge and broaden students’ (and scholars’) thinking about political leadership.
Global Perspectives on Intersectionality: Narratives from Activists’ Lives
Elizabeth R. Cole, Sridevi Nair
Feminist theory offers the concept of intersectionality to describe analytic approaches that simultaneously consider the meaning and consequences of multiple categories of social group membership, such as race, class and gender. In the US, this approach was pioneered through the activism and theory development of women of color, and was often grounded in women’s lived experience of marginalization within social movements that challenged either racism or sexism. Today, some argue that the concept of intersectionality has become the signal contribution of feminist studies. However, little work has investigated whether this concept is meaningful outside of the US, and if so, how intersectionality might look different from the vantage points of specific local contexts. This talk will present results based on qualitative analyses of oral history interviews with feminist activists from four different countries (US, Poland, China and India). This analysis will focus on interviews with activists from the Global Feminisms archive who claim a subordinate or marginalized identity in addition to gender (e.g., a Jewish woman in Poland, a Muslim woman from India). Thematic analysis of the interview texts will be employed to understand what role, if any, they feel their multiple identities play in the development and practice of their political work. Findings will be discussed in term of how their narratives can inform scholarly perspectives on intersectionality.

Exploring Political Identity Using the Global Feminisms Project
Nicola Curtin, Kristin McGuire
The rich interview material from the Global Feminisms Project makes it an ideal archive for explorations of the commonalities and differences in how women understand and explain their political identity and activism within the context of their individual development and their broader social location(s). One particular approach to understanding political identity is an in-depth exploration of the ways in which women’s narratives reveal how they came to an understanding of themselves as political agents within a broader social context; and how this development is often tied not only to deeply personal life-event, but also to an understanding that these moments occurred within a larger socio-political context. By comparing four different women’s narratives (one from each country included in the project: China, India, Poland and the United States), this paper explores both the unique experiences that shape different women’s political identities, and the common themes that run across activist narratives. Calling upon Erikson’s observations that adolescence is a critical time during which political identities and ideologies are shaped (1968) and that it is important to consider both the individual and her unique response to the larger socio-historical context (1975), we paid particular attention to events that occurred during adolescence and focused additionally on how each woman understood these events to be important (or not) within her larger socio-historical context. Adolescence, however, may merely be a starting place for understanding women’s political identity development (Helson, Stewart, & Ostrove, 1995), and so the paper traces how different narratives report political identity shifts and changes across women’s lives.

Exploring Women’s Leadership with the Global Feminism Project
Desdamona Rios
The Global Feminisms Project provides diverse examples of women as leaders both in official formal political positions (especially in Poland and China) and as leaders of the women’s movement and women’s organizations in four countries with very different political traditions. This presentation will demonstrate the use of material from the Global Feminism Project to illustrate different aspects of leadership in teaching about politics. The general absence of women and minorities in educational curricula conveys implicit messages to students about hierarchies of power; this problem is exacerbated in courses focusing on domains that are traditionally male-dominated, like politics and leadership. These implicit lessons contribute to students’ identity constructions, as well as their beliefs and attitudes about “others.” Research has demonstrated that educational content can influence beliefs about women (Crawford, 1994; Henderson-King & Stewart, 1999; Worell, Stilwell & Oakley, 1999), and that female role models are important to girls and young women, especially when the boundaries of appropriate gender
roles are challenged (Basow & Howe, 1980; Unger, 1988; Yoder, et al. 1985). Psychological research also demonstrates that consistent and repeated exposure to material produces long-term effects in beliefs and attitudes (Standing & Huber, 2003) and can reinforce existing attitudes and beliefs (Skowronski & Lawrence, 2001). Introducing material about women leaders from the Global Feminisms Project in the classroom challenges conventional beliefs about both women and leadership and has potential benefits for all students.

1.10 Navigating an Unjust System: Discrimination, Inequality and Class Disparities

Chair: Roberta Downing

One in eight Americans live below the poverty line (approximately $20,000 a year for a family of four), and almost half of those live in extreme poverty, with incomes less than half of the poverty line (Center on Budget and Policy Priorities, 2007a; U.S. Census Bureau, 2006). The picture for working adults is not much better. One in four adults aged 18 to 61 earn less than $7.73 an hour, a wage which still leaves many with difficulty paying for basic necessities like food, shelter, and medical care (Acs & Nichols, 2007; Center on Budget and Policy Priorities, 2007). With income inequality standing at its highest level since 1929 (U.S. Census Bureau, 2006b), how are poor and low-income Americans faring in the current economy? The main goal of full-cycle research, as proposed by Kurt Lewin, includes using the theories and methods of social science to address and improve social conditions. The four presentations on this panel build connections between theory and practice by utilizing quantitative and qualitative approaches to document low-income people’s beliefs about, and experiences with, inequality and to examine how low-income people are perceived by others. These lines of research provide an understanding of the lives of poor and low-income individuals, and they suggest ways to address inequality and oppression. With the upcoming presidential election, candidates should address why there are currently more working adults and children in poverty, and why incomes remain lower, than when the current economic recovery began in 2001 (Center on Budget and Policy Priorities, 2007c). The panel concludes with a fifth presentation that draws together common themes presented by the research and presents the current legislation in Congress that can address class disparities.

Homeless Adults’ Perceptions of Homelessness and Experiences of Discrimination

Shirley V. Truong, Heather E. Bullock, Lina Chun

With an estimated 3.5 million people in the United States experiencing homelessness (National Law Center on Homelessness and Poverty, 2007), lack of shelter and/or adequate housing is among our most pressing national concerns. Highly-publicized hate crimes against the homeless are raising awareness of and concern about discrimination against the homeless and the risks associated with homelessness (National Coalition for the Homeless, 2006). As with discrimination against other groups, bias against the homeless takes many forms including stereotyping, social distancing, insults, socioeconomic marginalization, and limited access to valued resources (Fitzpatrick, LaGory, & Ritchey, 1993; Lee & Schreck, 2005; Phelan, Link, Moore, & Stueve, 1997; Wachholz, 2005;). To gain a deeper understanding of homeless adults’ experiences of interpersonal and institutional discrimination, 25 current or former participants (10 women and 15 men) in a transitional job-training program for the homeless were recruited to participate in a 60-minute interview. Respondents were asked about their attributions for homelessness, attitudes toward restrictive policy initiatives (e.g., anti-panhandling regulations, restrictions against sleeping in public), and experiences of discrimination when accessing social services and medical care, and in the broader community. The interviews were transcribed and analyzed for common themes. Respondents reported experiencing discrimination in a broad range of public and private contexts and from a range of sources including store clerks, law enforcement officials, health care providers, and community members at large. “Safe spaces,” most notably the program site, were also identified. These experiences are examined in relation to local policies that are geared toward restricting the presence of homeless people in public spaces. Implications for the safety and well-being of people who are homeless, as well as social policy, are discussed.
Perceptions of Women of Different Ethnicities Transitioning from Welfare to Work
Harmony Reppond, Megumi Hosoda

It has been a decade since welfare reform took place. Although the number of women receiving welfare benefits has decreased (Kaushal & Kaestner, 2001), the number of Americans living in poverty has increased (US Census Bureau, 1996; 2006). As more women transition from welfare to work, it becomes increasingly important to understand what challenges they might face when seeking employment. Previous research demonstrates that welfare recipients are stigmatized as lazy (Gilens, 1999) and lacking a strong work ethic (Fox, 2004). The strength of these stereotypes has been shown to be moderated by recipient ethnicity such that compared to Whites and Latinas, African Americans are more likely to be characterized as abusing the system (Gilens, 1999), as having the poorest work ethic (Fox, 2004), and as being the most undeserving of assistance (Clawson & Trice, 2000). To further examine the impact of target ethnicity on perceptions of welfare recipients, this study employed a 3 (ethnicity: Caucasian, African American, and Latina) x 2 (transition: from welfare vs. from non-welfare) factorial design to examine business students’ (N = 255) perceptions of the personal attributes and job suitability of a hypothetical woman described as applying for an entry-level position as an administrative assistant. It was hypothesized that an African American applicant, when transitioning from welfare, would be perceived as possessing the most negative attributes and least suitable for employment, followed by the Latina applicant. White applicants were expected to receive the most positive evaluations and to be perceived as most suitable for employment. These primary hypotheses were not supported; however, other important findings emerged. In particular, participant gender and target ethnicity differentially influenced personal attribute and job suitability ratings. The results are discussed in terms of the prejudice women receiving public assistance face and suggestions for future research are offered.

In Poor Women’s Shoes: Affective Experiences of Clothing and Class
Cathleen Power, Elizabeth R. Cole

Many women’s memoirs of growing up poor and/or working class focus on clothing as a topic that elicited social comparison and feelings of longing and shame (see, e.g., Adair, 2001; Steedman, 1987). These narratives suggest that the experience of social class may have a powerful affective component, and that these experiences are gendered. This qualitative study examines women’s affective experiences of social class through the lens of clothing. Interviews were conducted with 13 low-income white and black women who were recruited from a community center that housed a community college extension site and an employment center that provided job searching resources (computers, job skills training, career counseling, etc.). The connection between clothing and class mobility may be particularly salient within this sample because many of the women we interviewed were enrolled in a six-week work transitions course that collaborated with area organizations such as Dress for Success to improve their employment opportunities. Interviews were taped, transcribed, and then coded for emotion themes and references to social inequality (class, gender, and race). Women talked about choices made, emotional reactions, messages they received from others about their clothing/“taste” and, how they viewed the clothing choices of others. As expected, social class shaped women’s affective experiences (both felt and displayed) around clothing in ways that both naturalized classed differences at the same time that they served as sites of resistance. Results are discussed in relation to social service providers' ability to meet the needs of this population in a manner that does not naturalize or reinforce stigma.

The Work/Poverty Paradox: How do Low-Wage Workers Make Sense of the American Dream?
Wendy R. Williams, Kala J. Melchiori

Throughout the Western intellectual tradition, work and poverty are inextricably linked. Work is often upheld as the key to social mobility and the solution to poverty; conversely, poverty is seen as the result of not working hard enough. In fact, a central tenet of the Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA; P.L. 104-193), which changed welfare from a guaranteed safety-net to a time-limited program, was the requirement of work as a prerequisite to receiving aid. Despite
legislation that suggests the link between engaging in work and leaving poverty is automatic, millions of low-wage employees work exceedingly hard but are unable to pull themselves out of poverty (Shulman, 2006). At the same time, many of these individuals express a strong belief in the American Dream—that if they work hard, they will succeed (Johnson, 2002). How do low-wage workers make sense of this paradox? Two hundred and fifty-four low-wage workers were surveyed to determine the degree to which they endorse the dominant social constructions of work and poverty. Individuals had to be 18 years old, currently employed, and make less than $25,000 a year to participate. Individuals reported an overwhelming belief in hard work, opportunity, and social mobility. These findings were remarkably uniform across a variety of indicators (e.g., ethnicity, gender, education, and salary) suggesting that despite being employed in low-wage jobs, workers have a firm belief that they will leave poverty through hard work. Beliefs about work and poverty also predicted willingness to support public policies that address economic inequality. Because low-wage workers are often pitted against low-income people without jobs, deciphering how low-wage workers make sense of the complex relationship between work and poverty is a necessary first step in creating support for policies that address economic inequality for the poor and working poor alike.

FACILITATED DISCUSSION

1.11 How to Write a Lot: Tips for Increasing Writing Productivity
Paul Silvia, Colleen Sinclair
As an academic, much of our scholarly survival hinges on being a productive writer, and yet, for many of us, writing often gets placed on a back burner as we contend with what we consider to be more urgent matters. Dr. Paul Silvia will be giving tips from his book How to Write a Lot (APA books) on 1) debunking the myths that we use to talk ourselves out of writing, 2) setting writing schedule (and sticking to it), 3) prioritizing writing projects, and 4) developing other tools to help you persist and accomplish writing goals. This discussion should be informative for scholars at all stages of their career and, as such, we also welcome the input of those who have struggled with writing and those who have triumphed. Bring your questions and your advice. The presentation by Dr. Silvia will be carry-over into the Graduate Student Committee’s mentor’s meet-and-greet, at which Dr. Silvia will continue to speak with those interested in getting more advice.

FIFTEEN-MINUTE PRESENTATIONS

1.12 Chair: Cathleen Clerkin
Applying the Volunteer Function Inventory to Animal Welfare Volunteers
Sandra L. Neumann
Although the volunteerism literature has grown in the recent years, our understanding of those who volunteer with animals rather than humans is lacking. In light of the recent natural disaster that left thousands of domesticated and wild animals in need of assistance, and the continuing difficulty animal welfare organizations face in recruiting and retaining volunteers, a better understanding is long overdue. The Volunteer Functions Inventory (VFI; Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Miene, 1998) measures volunteer motivations along six dimensions and has been used extensively in human-to-human volunteer contexts. The purpose of the current investigation is two-fold: 1) to develop a comprehensive demographic understanding of animal welfare volunteers as a group, and 2) to assess the functions served by volunteering with animal welfare organizations (e.g., animal shelters). An extensive survey containing demographic and VFI items was given to a national sample of animal welfare volunteers. Demographic data and preliminary VFI results will be offered during this presentation.
Environmentalism in the U.S.: Demographic Differences and Additional Questions

*Benjamin Marcus*

As ecological sustainability is increasingly recognized as a human-based threat, and one that has human-based solutions, it is important to explore and document factors that can lead to sustainable behavior. This study used existing survey data to explore trends of environmentalism in a large-spectrum U.S. sample. It sought to provide a broad indication of public discrepancies in environmentalism by revisiting five classic hypotheses borrowed from an early literature review (Van Liere & Dunlap, 1980). These hypotheses related to the demographic indicators of age, social class, political orientation, residency, and gender. Findings for this study do show interesting patterns of results. For example, identification with the Republican and Democratic political parties did not yield statistically significant differences in environmental concerns, and responses from both parties were lower than responses from those without a specific party affiliation. The research was conducted using a construct designed to tap broad environmental concerns without being confounded by specific, local, or culturally based attitudes and values. The intention was not to validate this construct, especially given the secondary data used for the study, and its general exploratory nature. Rather, it was to gain perspective on the efficacy of such logic, and to promote discourse. An additional purpose of this study, then, was to raise questions about the different and best ways to study environmentalism. This research should prove useful as a guide for future research, for informing public policy, and more generally for generating discussion on the human connection to the environment.

Narrative Identity and Long-term commitment to Environmental Sustainability

*Tiffany M. Simons*

One of the most pressing concerns of the 21st century will be to find sustainable solutions to environmental (and social) problems such as global climate change, pollution, instability of food systems, and the degradation of ecosystems. These issues are of particular concern from a social justice and community health standpoint, as the human communities most affected by the problems mentioned above are often those communities with the least access to natural and technological resources. Developing a sustainable future for all human societies will require significant behavioral changes at the individual, organizational, and policy levels, particularly in industrialized nations. However, from the perspective of community members and stakeholders within a community, problems related to environmental sustainability are psychologically challenging because these problems are often perceived to be both vast in scope and abstract in nature. Even individuals with concern for the environment and for communities can become overwhelmed in this domain and feel unsure about how to take meaningful action, or they may feel discouraged when certain actions are in opposition to existing cultural or social norms. In this paper, I describe findings from a research project that attempts to understand the contextual factors and psychological mechanisms that are useful in supporting community change and in helping individuals work actively to build a sustainable future for human society and for the natural world. I focus on narrative identity as a window into the nature of long-term commitment to and engagement with issues related to climate change. I describe a prototypical “commitment story” that emerged with a sample of community leaders working to address issues related to environmental sustainability, and I highlight four broad types of psychological challenges that are addressed within their narratives about their own commitment. Finally, I discuss the significance of these findings for both social scientists and community practitioners.

The Effect of System Justification Tendencies on Environmental Attitudes and Actions

*Irina Feygina, Rachel Goldsmith, John Jost*

Environmental pollution and climate change threaten the well-being of the planet and survival of human beings. Yet attempts at preventing environmental destruction are rare and often met with apathy, denial, and resistance. These responses can be understood by applying findings from system justification theory, which states that people are motivated to defend and bolster the status quo to reduce dissonance, anxiety, and epistemic uncertainty, and to maintain a sense of order and justice in the world.
(Jost et al., 2004). Support for the current state of affairs and resistance to change are further exacerbated by threat. Therefore, system justification tendencies are predicted to result in greater denial of and resistance to taking action against the threat of environmental destruction. This hypothesis was tested in three studies. An analysis of the 1999-2000 World Values Survey revealed that persons who reported stronger beliefs related to system justification, including resisting social change, holding a free-market ideology, and having right-wing political preferences, were less willing to bear personal costs for environmental protection, and were more likely to prioritize economic growth over environmental well-being. In addition, political partisanship and ideological orientation independently predicted environmental attitudes. A second study among NYU students showed that engaging in general and economic system justification were highly significant negative predictors of pro-environmental attitudes. Moreover, holding a conservative ideology predicted less pro-environmental attitudes, an effect mediated by system justification tendencies. Finally, University of Oregon students who engaged in more system justification were less willing to accept the possibility of an ecological crisis or of limits to growth, showed less concern about the tenuousness of balance within nature or about abiding by the constraints of nature, and were more anthropocentric. These results indicate that attempts to improve environmental attitudes and behavior need to take into consideration the detrimental role of system-justifying processes.

1.13 Chair: Catherine Fabian
She's Promiscuous: The Impact of Victim SES on Rape Blame
Bettina Spencer, Emanuele Castano
This study examines the role stereotyping and prejudice play in the lives of low-SES (socioeconomic status) women. Participants read a police file about a woman who had claimed to be raped by an acquaintance. In one condition the woman appeared to be of a lower-SES (a cashier who lived in an apartment), and in the other condition she appeared to be of a higher-SES (an accountant who lived in a house). After reading the police file, participants completed an open-ended question that was rated for linguistic minimization (e.g., but, however) or maximization (e.g., furthermore, additionally) of the events. Following the open-ended question, participants completed a case reaction questionnaire that gauged victim blame and attitudes towards rape victims scale. Participants then rated the victim on a number of positive and negative stereotypic traits. The traits were culled from a list of commonly held stereotypes about the poor and included stereotypes that specifically related to promiscuity. In an ostensibly unrelated study, participants completed a classist attitudes scale. Results show that the low-SES victim was perceived as more blameworthy, more promiscuous, and was seen as overall less positive than the high-SES victim. Additionally, her events were more likely to be minimized as compared to the high-SES victim, with the effects moderated by participants’ level of classism. Furthermore, meditational analysis revealed that stereotyping indeed mediated victim blame.

Ethical Issues in Conducting Research with Young Defendants
Twila Wingrove, Jodi L. Vljoen
Ethical research with minors requires informed consent, usually from parents/guardians. However, sometimes research with special populations, like juvenile defendants, waives parental consent requirements because of challenges in obtaining it. Instead, some researchers obtain consent from administrators of juvenile justice facilities, as temporary legal guardians, and the minors themselves. Therefore, it is particularly important that juveniles are able to understand and appreciate the nature of research participation in order to make informed consent decisions. This study examined juvenile defendants’ understanding and appreciation of research, as well as factors that may predict difficulties in these areas. Juvenile defendants (N = 152) were administered a modified version of the MacArthur Competence Assessment Tool for Clinical Research (MacCAT-CR; Appelbaum & Grisso, 2001). This instrument evaluates individuals understanding and appreciation of research studies. Youth were also administered the Woodcock-Johnson III Cognitive Assessment Battery (WJ III; Woodcock, McGrew, & Mather, 2001) and the Brief Psychiatric Rating Scale for Children, anchored version (BPRS; Hughes, Rintelman, & Emslie, 2001; Overall & Pfefferbaum, 1982). Participants scored an average of 11.59 out of
They performed best on the appreciation and choice items, suggesting that they can appreciate the consequences of participation. Participants performed worst on the item measuring understanding of confidentiality. This is consistent with other research suggesting that minors, especially younger ones, have difficulty understanding the concept (Abramovitch, Freedman, Thoden, & Nikolich, 1991). However, importantly, when youth were retaught, they all achieved perfect scores. Consistent with prior research (Bruzzese & Fisher, 2003), age and cognitive skills were strong predictors of performance, with each of the WJ III subscales strongly correlated with MacCAT-CR scores. In contrast, BPRS performance was not associated with MacCAT-CR scores. Additional analyses and policy implications will be discussed.

**The Use of Community-Based Photography for Social Change**  
*Lisa M. Vaughn, David Rosenthal, Britteny Howell*

Community-based photography involves community members taking photographs of their world. Traditionally, these community members have been the photographed subjects of professional photographers. Giving ordinary laypeople cameras to document their surroundings allows for typically unheard voices to emerge and can provide a more realistic view of a community’s strengths and concerns. Part of the process of community-based photography is empowering community members with the basis for taking meaningful pictures. The process also includes finding creative ways to distribute or present the images along with accompanying text or other information in various public forums. The other important part of community-based photography is critically reflecting on the social-psychological meaning behind the photographs through dialogue and discussion. Finally, community-based photography used for social change should reach policy makers and the broader public about issues of concern. This presentation will describe how to use community-based photography for social change from both a photographic and social-psychological perspective. We will address how to empower community members to take meaningful pictures, critically reflect on the meaning, and affect social change. The usage of community-based photography as a research methodology will also be discussed.

**Current U.S. Legislation Addressing Disparities around the Globe: An Analysis**  
*Jutta Tobias*

An overview and analysis of current U.S. federal legislation initiatives will be presented on the topic of social disparities around the globe. Drawing on the insights gained while working in the American Psychology Association’s (APA) Government Relations Office, the presenter will provide a brief summary of the U.S. legislative process, and focus on the legislative landscape of the 110th U.S. Congress on international justice issues, in particular on legislation aimed at shaping U.S. foreign policy in its brief to address inequality and discrimination worldwide. An overview of the current status of bills on this topic will be given. This will include an analysis of illustrative bills that have been signed into law, as well as of legislation initiatives that have not passed, and of those that have been carried over into the forthcoming U.S. Congress. Current trends in Congress regarding U.S. legislation focused on improving the plight of disadvantaged people across the globe will be discussed. The presentation will conclude by outlining ways for citizens to get involved in the legislative process and thus help shape U.S. international policy in this area.

**Can Early Child Development Programmes Help Overcome Social Disparities?**  
*Sadaf Shallwani, Farah Jindani*

Current research in early child development (ECD) indicates that children’s experiences in their earliest years lay the foundation for lifelong development, academic achievement, and social success. Studies suggest children’s developmental health is impacted by the physical, emotional, and social environments in which they are raised in their earliest years (R. H. Bradley et al., 1989). Longitudinal research indicates that early interventions for ECD can have positive lasting effects on all children, but particularly strong impacts on children from disadvantaged circumstances (L. J. Schweinhart et al., 1993). Some have further argued that ECD programmes can be a key opportunity to equalize social and health disparities resulting from poverty and social exclusion (M. Friendly & D. Lero, 2002). For example, the Inter-
American Development Bank claims that early childhood interventions targeted to children from disadvantaged backgrounds “can help break the tragic cycle of poverty” (1999, p.3). In this way, ECD programmes are presented as an effective and unproblematic way to address problems of social disparities. However, much of the evidence cited to support this conceptualization is based on research conducted with very specific populations in the Minority world, and has been critiqued as neither very strong nor very generalizable (H. Penn, 2004). Moreover, this conceptualization of ECD as the great equalizer focuses attention to the care and education given to the children of low-income parents, and diverts attention away from macro-level neoliberal economic practices which actually cause poverty and social injustice. In this presentation, we critically review research and theory on the relationship between ECD and social and health disparities. We present evidence both supporting and shedding doubt upon the mainstream conceptualization of ECD as an opportunity to overcome disparities. We draw upon our own practice and research experiences, particularly in Majority world contexts such as Pakistan and Kenya, to qualitatively highlight learnings.

1.14 **Chair: Natalie Sabik**

**Does a Common Ingroup Identity Reduce Intergroup Threat?**

*Blake M. Riek, Eric W. Mania, Samuel L. Gaertner*

Intergroup threat is regarded as a cause of negative outgroup attitudes, however little research has attempted to examine ways of reducing intergroup threat. Two studies examine the effectiveness of a common ingroup identity for reducing threat between groups. Overall, it was predicted that when members of two groups were aware of a shared, superordinate identity, intergroup threat would be lowered and, consequently, outgroup attitudes would become more positive. In Study 1, perceptions of common national or university identities among Black and White students were related to decreases in intergroup threat and increases in positive outgroup attitudes. In Study 2, when their shared identity as Americans was made salient, Democrats and Republicans experienced less threat and more positive outgroup attitudes compared to when political party identities alone were salient. In both studies, intergroup threat acted as a mediator of the relationship between common identity and outgroup attitudes, suggesting that a common identity increases positive outgroup attitudes by first reducing intergroup threat.

**Lumps in the Gravy: The Context of Negative Intergroup Contact Effects**

*David Livert*

The study examines the impact of intergroup contact and friendship formation on prejudice reduction in the natural context of professional training. Following with social contact theory (e.g., Pettigrew, 1998; Hewstone et al., 2000) direct contact and friendship formation in optimal social climates with members of a statistical minority was predicted to result in reduced prejudice among majority members. Participants consisted of 237 chef students at a culinary school; 82% of participants were traditional ‘first career’ students aged 18-27. ‘Second career’ chef students (age 28 and older) were the numeric minority in the school and represented the study’s outgroup; career changers are regarded more negatively within the culinary profession (Bourdain, 2000). The school’s curriculum provided a ‘natural experiment’ with random assignment of students to one of 14 kitchen groups for the six months of the study. Eight questionnaires administered over the study period included measures of intergroup contact (the age composition of each kitchen group) and intergroup friendship formation. Prejudice reduction was measured by changes in attitudes toward ‘second career’ students between student orientation and second semester (six months later). The social climate (e.g., equal status, task cohesion) of each kitchen group was also assessed. Contrary to predictions, direct contact significantly increased first career students’ negative affect toward second career students; positive beliefs or positive affect were not increased as a result of contact. Although friendship formation with older students did reduce negative feelings, but it not impact beliefs or positive emotions. The positive effects of friendship were weaker than the negative effects of contact. Plausible explanations for the study’s negative contact effects include the relative position of older students within the friendship network of their group; a non-optimal proportion (or token level) of outgroup members in groups (Tolbert et al., 1995); and confirmation of inchoate stereotypes (Biernat et al., 1988).
Willing and Able:Preserving Helpfulness through Juxtaposition of Blame Targets  
Liana M. Epstein, Yuen J. Huo
How can we motivate people to help address social problems? One of the biggest obstacles to overcome is the strong tendency to “blame the victim,” that detracts from the motivation to help address the larger social problem. The present study was designed to investigate if changing the way an individual is asked for an attribution of victim blame would allow for the preservation of feelings willingness and judgments of ability. Subjects were recruited for a web-based survey and asked to attribute blame to the victim of a social problem (a child prostitute) in two different ways. The first was a ‘trade-off’ framing where five other targets were presented in addition to the victim and ‘100%’ worth of blame had to be portioned out among them. The second was an ‘unlimited’ framing where the victim and the same five other targets were presented and the subject was asked to agree or disagree that each factor was to blame on a 7-point scale. Using structural equation modeling, a path model was constructed to delineate the impact of both ‘trade-off’ and ‘unlimited’ attributions of victim blame on moral emotional reactions and helpfulness. Results indicate that the ‘trade-off’ framing dampens collective guilt, whereas the ‘unlimited’ framing dampens moral outrage. The latter becomes a more serious problem, as this decrease in moral outrage then reduces willingness to help which, in turn, engenders judgments that one is less able to help. Thus, the model indicates that if one is forced to juxtapose the blameworthiness of various targets for a social problem, blaming the victim leads only to a decrease in collective guilt that is devoid of any motivational repercussions.

Conservatism and Ideological Homogeneity across America's Urbanization Belts  
Joshua L. Rabinowitz
Recent national elections have been popularly characterized as illustrating differences between “red states” and “blue states.” However, a more accurate breakdown of the geography of ideological differences is between urban areas and non-urban areas. At least since the work of Wirth (1938), social scientists have been interested in the ideological and cultural differences between inhabitants of various urbanization belts (i.e., cities, suburbs, and rural areas). Research has confirmed that city residents are more tolerant than residents of rural areas. The literature, however, has not typically examined attitudes of suburban populations. Also, tests of ideological change over time have been sparse. The 1990-1992 American National Election Study provides panel data that afford the opportunity to test a number of hypotheses regarding the effects of urbanization belts. Tests of the equality of variances revealed that ideological heterogeneity was generally greatest in cities, whereas rural areas were most homogeneous. Suburban areas fell somewhere between. To test mean differences, two sets of multilevel (or hierarchical linear) models were specified with repeated measures of political conservatism and, separately, symbolic racism as the lowest level of data. The models predicting conservatism showed that urbanization belt of residence had an effect even when controlling for demographic variables, including (but not limited to) race, gender, age, income, education, and religion. Furthermore, urbanization belt was associated with change in conservative ideology over two years. Specifically, city dwellers remained the same between 1990 and 1992, but suburban and rural residents became more conservative. With regard to racism, although the different belts yielded different mean levels of racism, they did not predict change. The findings presented here provide some of the strongest evidence yet that urbanization belts—and not individual-level variables confounded with belt residence—yield ideological differences among Americans.

The effect of family environment perceived by children on the body perception. The results of the longitudinal study ELSPAC  
Martia Rastikova, Jan Sirucek
The present study examines the effect of gender role perception on the body perception in the group of children from the longitudinal study ELSPAC (the European Longitudinal Study of Pregnancy and Childhood is running in the Czech Republic for seventeen years already) at the age of 8, 13, and 15.
At the age of 8, 600 children from this study described what mothers and fathers in their families do. The respondents were asked to sort seventeen pictures (household activities e.g.: cooking, laundering, taking care of the car, playing with the child, praise to the child etc.) to the picture of a man (substitution of the father) and a woman (substitution of the mother) according to the situation in their families. The items describing instrumental gender roles (e.g. cooking, laundering, taking care of the car, minor repair work etc.) were strongly gender differentiated according to traditional gender role stereotypes. However, child rearing activities traditionally connected to woman revealed high diversity. At the age of 13 and 15, the body perception and satisfaction was examined among this group of children. According to the findings of this longitudinal study, those children (both boys and girls) who grew in the families where fathers participated in child rearing activities with positive connotation (e.g. praise to the child, caress with the child etc.) perceived their own bodies significantly more positive and were significantly more satisfied with it than those children whose father absents in these activities. Implication for theories of mothers’ and fathers’ roles, self-perception, and possible relation to eating disorders are discussed.

SYMPOSIA

1.15 Racial Identity and Racial Discrimination beyond the Basics
Chair: Rhonda White

Much has been made of the relationship between racial identity and racial discrimination. empirical work generally indicates that the negative consequences associated with racial discrimination can be tempered when individuals hold certain racial attitudes. Despite the utility of these findings and their implications, this idea has been oversimplified in the literature. First, racial identity has typically been studied as a one-dimensional construct, when in fact there are multiple facets to racial identity. These facets are rarely accounted for simultaneously. Second, although there is a considerable body of literature that examines links between racial identity, racial discrimination, mental health, and academic achievement, much less is known about the ways in which racial identity and racial discrimination are associated with other racial attitudes and behaviors. Finally, there is a tendency within this literature to focus on racial identity at the exclusion of other social identities, particularly gender. This symposium addresses the aforementioned concerns in the racial identity and racial discrimination literature. In an attempt to assess the buffering effects of racial identity on the relationship between racial discrimination and mental health, the first paper examines the unique and synergistic contributions of centrality, private regard, and public regard racial identity attitudes on mental health. The second paper takes a person-centered approach to examining the relationship between racial ideological beliefs, perceptions of racial climate, and psychological well-being among African American college students. The third paper in this symposium argues that racial identity and perceptions of racism are highly significant predictors of social responsibility among African American college students. The final paper in this symposium argues that racial identity should be considered in context with other social identities, particularly gender, when discussing the effects of racial discrimination on African American adolescents.

Racial Identity, Discrimination, and Well-Being for African American Adolescents
Christina Oney, Rhonda White, Kahlil Ford

Experiences of racial discrimination are a common occurrence among African American adolescents (Neblett et al., 2006). These frequent experiences of discrimination have led to an interest among researchers in African American adolescents’ psychological well-being. For example, previous scholars have concluded that racist encounters are related to lower self-esteem and declines in mental health for adolescents of color (Fisher et al., 2000; Wong et al., 2003). Fortunately, within this line of research there is an argument that one’s racial identity may protect against negative mental health consequences. Specifically, some research suggests racial identity has a buffering effect on psychological well-being against the effect of racism (Sellers et al., 2006). Despite this body of literature, there is also empirical work that suggests racial identity does not buffer the negative impact of racism. The authors believe this is due in large part to the varied conceptualization and analysis strategies employed in this line of
research. The present study hopes to resolve these conflicting findings by utilizing a step-wise method for examining the buffering impact of racial identity. In the present study, we explore the ways in which African American racial identity, conceptualized using the Multidimensional Model of Racial Identity, interacts with discrimination to impact psychological well-being among African American adolescents. Participants’ racial identity attitudes, experiences with discrimination, levels of perceived stress, depressive symptoms and well-being are assessed. A longitudinal design is utilized to examine the buffering relationship between racial identity and discrimination on mental health outcomes. A step-wise method was used to examine the individual and collective buffering effects of the two racial identity dimensions (centrality and private regard). Preliminary results suggest racial identity should not be treated as a monolithic variable in the measurement African American adolescents’ psychological well-being. Additional results will be discussed.

Racial Identity Profiles, Perceptions of Racial Climate, and Psychological Well-Being
Leah Kokinakis

Previous studies of African American racial identity have explored relationships between racial identity, perceived discrimination, and well-being, in addition to a range of other variables and relationships, such as perceptions of racial climate and academic achievement. However, there is a shortage of literature that examines the relationships between racial identity beliefs, perceptions of college campus racial climate, and psychological well-being. The current study attempts to address this gap, using two waves of data to examine the relations among racial identity profiles, perceptions of racial climate at predominantly White institutions, and psychological well-being in a sample of 263 African American college freshman. Using the Multidimensional Inventory of Black Identity (MIBI), three clusters—High-Central Nationalist, Low-Central Nationalist, and Low-Central Humanist—emerged using latent class analyses. Students in the High-Central Nationalist group tend to report that race is highly central to their identity and to emphasize the importance and uniqueness of being African American; students in the Low-Central Nationalist group emphasize the importance and uniqueness of being African American, yet report that race is not highly central to their identity; while students in the Low-Central Humanist group report that race is not a central aspect of their identity and are more likely to emphasize the commonalities of all humans than to endorse an ideology that focuses on the unique experience of being African American. Results show that students in the High-Central Nationalist group are more likely to perceive a university climate that does not promote equal treatment of members of all racial groups than students in the Low-Central Humanist group. However, neither cluster membership or perceptions of racial climate alone, nor the interaction of cluster membership with perceptions of racial climate, were significantly related to well-being outcomes. Possible implications and explanations for these findings will be explored.

Investigating Social Responsibility, Societal Racism, Racial Identity, and Psychological Adjustment
Rhonda White

Social responsibility is defined as a sense of citizenship obligations, awareness of social injustices, and a commitment to work toward social justice (Olney & Grande, 1995). Furthermore, socially responsible individuals are motivated by the belief that their efforts can benefit larger society or a particular group (Gamson, Morris, & Mueller, 1992). Although empirically-based social responsibility research among African Americans is nominal, qualitative work suggests African Americans feel a strong sense of social responsibility to their racial group (Shaw, 1996). In short, there is a cultural emphasis on “giving back to the community.” Despite this popular notion, relatively little empirical work examines the extent to which African Americans actually endorse this cultural tenet or how they fulfill it. Moreover, much of the work that has been conducted does not fully account for one’s social position or social identity. The author views this as a shortcoming in the literature and contends that social responsibility among African Americans may be fueled by perceptions of societal racism, as well as one’s racial identity. Hence, the current work investigates endorsement of social responsibility to the African American community, as well as the relationship between social responsibility, perceptions of societal racism, and racial identity. The current study also explores the link between social responsibility endorsement and psychological adjustment. African American college students from Historically Black and Predominantly White
universities were surveyed about their attitudes towards social responsibility and their engagement in socially responsible behaviors. Overall, participants in this sample endorse social responsibility to the African American community. Yet, participant’s endorsement of social responsibility is partially influenced by perceptions of societal racism and aspects of racial identity. Furthermore, initial results suggest the relationship between social responsibility and psychological adjustment is limited. Specific findings and implications for the work will be discussed in greater depth.

Race and Gender: Discrimination and Identity among African American Adolescents
Courtney D. Cogburn, Tabbye M. Chavous and Tiffany M. Griffin
When we look beyond the surface of the “achievement gap” we find that African American youth experience classrooms and schools in ways that are distinct from their peers (e.g. Marcus, Gross, & Seefeldt, 1991). While it is evident that negative race-based experiences are salient for African American youth, gender may also be a prominent feature in their educational experiences. Although a great deal of research has focused on the role of gender in adolescent adjustment, much less attention has been given to the ways that gender may relate to the educational and social development of ethnic minority youth (Irvine, 1996; Noguera, 2003). Cogburn & Chavous (2007) examined experiences of race and gender discrimination in classrooms among African American adolescents. These analyses indicated no significant difference in racial discrimination mean scores between boys (µ= .265, SD= 1.1) and girls (µ= .007, SD= 1.0). Boys, however, reported higher mean gender discrimination scores (µ= .275, SD= 1.0). Gender and racial discrimination generally related to more depressive symptoms (F(5, 418) = 15.37, p< .000) and lower academic achievement (F(5, 371) = 121.7, p< .000). These and other findings suggest that: 1) race and gender discrimination may impact academic and psychological outcomes in distinct ways for girls and boys and 2) it is important to ask both African American boys and girls about their experiences with gender. The present study discusses possible empirical approaches to assessing race and gender among African American adolescents and applies the approach of examining the influence of racial and gender identity as possible protective factors to experiences of racial and gender discrimination. This work seeks to contribute to our understanding of how we should assess experiences of race and gender among African American adolescents as well as how these youth are impacted by and cope with these experiences.

1.16 Examining Academic Success from the Margins
Chair: Michelle Fine
Marginalized Masculinities: Negotiating Success amongst Asian American Male College Students
Jennifer Yim, Ramaswami Mahalingam
This presentation will present preliminary qualitative findings from the Asian American Men’s College Campus Study. The study aims to develop a more in-depth understanding about the experiences, attitudes, and health of Asian American men on college campuses. Traditional masculinity ideology and endorsement of model minority beliefs will be examined to determine any possible links to less effective problem-solving and stress management, which may lead to engagement in risky behaviors like binge drinking and use of “cognitive enhancers” (caffeine pills, prescription drugs, etc.). The findings from this study may be used in student affairs, counseling, and medical offices on college campuses to better identify ways in which Asian American male students who may be struggling with the demands of internalized stress and better help these students to develop effective coping mechanisms.

Cultural Models of Education and Academic Success: Social Representations and Identity Safe Contexts among American Indian Middle School Students
Stephanie Fryberg, Andrew Wilson, Renn Hershey, Irene Yeh
Disparities in academic achievement among racial and ethnic groups in the United States continue to impede progress in important life outcomes among different minority communities. Compared to other ethnic groups in the U.S., American Indians have the lowest high school graduation rate that is well below the national average (Greene and Forster, 2003). To understand factors that influence academic
attainment, we examined whether priming American Indian students with an in-group interdependent (culture-relevant) prime will increase academic engagement and motivation, relative to an in-group independent (non culture-relevant) prime, an out-group independent (non culture-relevant) prime, or a control (no prime) condition. Participants included 65 American Indian middle school students (33 females, 32 males; M age=11.8) from an Indian reservation in Washington State. As expected, participants in the in-group culture-relevant prime condition reported higher academic engagement and motivation, compared to the control and the out-group, non culture-relevant conditions. Results from this study can contribute to strategies that increase educational achievement among American Indian students by promoting culture-relevant and identity safe contexts.

**Gendered Dimensions of Perceived Discrimination and its Effects on Latina/o Youth Academic Achievement and Aspirations**

_Melissa Sanders_

The current research investigates how managing multiple social identities influences one's selective endorsement of different social attitudes and forms of system justification. Two waves of data were collected from undergraduates at a large Midwestern university. Wave 1 explored the relationship between participants’ social identities (race, class, and gender), their awareness of various forms of privilege related to these identities, and their endorsement of two different types of system justification. A meritocratic justification, was measured by a John Henryism scale (JH) and an essentialist justification was measured using a Social Dominance Orientation scale (SDO). In addition to these measures, wave 2 included measures of participants’ political and social attitudes. Results reveal that participants’ attitudes and endorsement were better predicted by the unique combinations of an individual’s social identities than by each social identity alone.

**The Impact of Parenting Style and Model Minority Myth on Mental Health and School Outcomes among Asian-American Adolescents**

_Shanta (Nishi) Kanukollu, Ramaswami Mahalingam_

Integrating research on Social Marginality Theory (Park, 1928), Model Minority Myth (Mahalingam, 2006; Mahalingam & Haritatos, 2007), parenting styles (Baumrind, 1971) and immigration and gender, this study explores the critical role of parenting and its relationship to Asian-American adolescents’ self-reported pressure of being a model minority member and its relationship to mental health and school outcomes. Participants were 235 adolescents (100 boys, 135 girls; ages = 14-18 years) who identified as Asian/Asian-American. Analyses revealed significant relationships between parenting style, MMM-Pressure and mental health/school outcomes. In addition, these outcomes differed for boys and girls and varied depending on parenting style. Additionally, MMM-Pressure was found to be a mediator between parenting style and mental health/school outcomes. The limitations of this study, clinical implications of our findings and future directions of this work are discussed, as well.
1.17 Meta-Perceptions, Prejudice and Rejection Sensitivity: Their Influence on Intergroup Relations

Chairs: Gillian Finchilescu and Linda Tropp

Homogenous societies are now a rarity in the developed world, with race and ethnicity being the most common divisions. The disastrous consequences of attempts to create societies based on racial and ethnic inequity and segregation (of which apartheid South Africa was a prime example) highlight the necessity for harmonious intergroup relations. Yet numerous studies have observed that even in societies where there are no formal barriers, relatively little intergroup mixing is occurring naturally (Buttny, 1999; Durrheim & Dixon, 2005). This is an issue of some concern as contact between groups is an important means of ameliorating prejudice and hostility (cf. Pettigrew & Tropp, 2006). People appear to actively avoid interactions with members of other groups. Recent research, focusing on the reasons for this resistance to contact, has suggested a range of contributing affective and cognitive factors. Prejudice and the anticipation of being the target of prejudice, intergroup anxiety, meta-perceptions and rejection sensitivity are some of these factors (e.g., Plant & Butz, 2006; Frey & Tropp, 2006; Mendoza-Denton, Downey, & Purdie, 2002). The contributors to this symposium will discuss their recent research that explores whether and how these contaminate the interactions between racial and ethnic groups.

Salient Intergroup Ideology and Intergroup Interaction

Jacquie D. Vorauer, Stacey J. Sasaki

Heightening the salience of specific intergroup ideologies has the potential to improve individuals' experience of intergroup interaction and thereby encourage pursuit rather than avoidance of such exchanges. In the current research we examined the influence of three different kinds of ideologies on dominant and minority group members’ behavior and feelings during intergroup interaction. We experimentally instantiated a focus on multiculturalism, color-blindness, or anti-racism, and examined the effects on individuals' reactions in controlled intergroup exchanges. In view of the problems associated with concerns about evaluation by outgroup members, we reasoned that ideologies that divert individuals away from being preoccupied with how they are coming across to a more outward focus on learning about and appreciating outgroup members' distinctive qualities should facilitate positive interaction dynamics. In contrast, ideologies encouraging a self-control focus on ignoring social categories and avoiding inappropriate behavior (i.e., what not to do) should not. More specifically, we hypothesized that a salient multiculturalism ideology would lead individuals to direct more positive attention toward an outgroup member, whereas the alternative ideologies of color-blindness and anti-racism, which emphasize ignoring social categories and avoiding discrimination, would be less beneficial. Results were generally consistent with these predictions. Ironically, presumably because it heightened the salience of the possibility of discrimination, the anti-racist message led minority group members to adopt a cautious approach to the interaction involving limited self-disclosure. Implications for efforts to improve intergroup relations and encourage intergroup contact are discussed.

The Benefits and Burdens of Minority Status for Interracial Interactions

E. Ashby Plant, Celeste Doerr, Jonathan W. Kunstman, David Buck

We will present evidence from two studies supporting the proposition that people’s responses to interracial interactions differ as a function of whether their group is in the minority or majority. A central premise of this work is that by virtue of their numeric minority, Black people compared to White people in the United States may have experiences that make interracial interactions less stressful and more pleasant. However, their minority status also leads to experiences that make interracial interactions more of a burden. Specifically, we propose that, in the United States, by virtue of their minority group status, Black individuals, on average, have more interactions with White people than White individuals have with Black people. This increased amount of contact can contribute to heightened self-efficacy for interracial interactions. However, we also posit that Black people's minority status creates added burdens for interracial interactions such that Black people may feel as though they frequently need to represent their group and educate majority group members about perceived cultural differences. Across two studies, we found that Black compared to White people had more positive previous interracial interactions, which influenced their belief in their ability to respond in a pleasant, unbiased way during
interracial interactions. These more positive self-efficacy expectancies led them to anticipate more positive future interactions and actually experience more positive subsequent interracial interactions. We also found that Black people, relative to White people, anticipated being more burdened with explaining and representing their culture during interracial interactions. This anticipated burden contributed to a desire to avoid interracial interactions and the prediction that such interactions would be less pleasant. Together these findings indicate that efforts to ameliorate interracial tension and improve interracial interactions must target the specific concerns and experiences that majority and minority group members bring to interracial interactions.

The Role of Rejection Sensitivity in the Persistence of Racial Segregation in South Africa
Gillian Finchilescu

The persisting distance between the race groups in South Africa is a matter of some concern. Fifteen years after the end of apartheid, instances of individuals of different races mixing freely are few and far between. This lack of contact is of concern as contact is vital if race relations are to improve. Our research into this reluctance to mix has focused on the role of 2 main factors – prejudice and rejection sensitivity. Rejection sensitivity is argued to encompass anticipation of prejudice and meta-stereotypes. In this paper, I will draw on the results of a number of studies to make the argument that rejection sensitivity is the more powerful force in predicting intergroup anxiety and contact avoidance. The first set of studies report an experiment, replicated in 3 different universities, in which Black African and White students, or Black African and Coloured students, were lead to believe they were interacting on-line with other students of the same or other race. (The interaction was in fact simulated). Hierarchical regression analysis demonstrated that meta-stereotypes explained a significantly greater amount of the intergroup anxiety experienced by the participants. The second study was a large survey of university students which measured amount of contact, feelings about contact, levels of prejudice and rejection sensitivity. Again, rejection sensitivity emerged as a significant factor explaining contact with other race groups. The final study involved a comparison of the attitudes to Whites held by Black African learners who attended either a multiracial school or a single race school. Rejection sensitivity emerged as one of the factors explaining the attitudes to Whites.

Intergroup Contact and Metaperceptions among Young Black and White Adolescents
Katya Migacheva, Linda Tropp

A growing body of research suggests that members of racial minority and majority groups may show different responses to intergroup contact (Devine & Vasquez, 1998; Tropp & Pettigrew, 2005). Such differences may be due to minority and majority group members’ divergent views of the intergroup relationship (Eibach & Ehrlinger, 2006; Tropp, 2006), their anxieties about interacting with each other (Plant & Butz, 2006; Shelton & Richeson, 2005), and their differing expectations for how they will be perceived and received by members of the other racial group (Frey & Tropp, 2006; Mendoza Denton, Downey, Purdie, Davis, & Pietrzak, 2002). While most of the research has explored these topics using samples of college students and adults, the present work investigates whether and how these trends may emerge among young adolescents. Survey responses were gathered from Black and White children (ages 9-13) attending middle schools in racially segregated neighborhoods in New York City. Students were asked to report their attitudes toward children of other races, their willingness to interact with them, and their beliefs about relations between racial groups. Compared to White students, Black students reported more anxiety about intergroup contact, were more likely to report that they are treated differently and negatively because of their skin color, and were less optimistic about the potential of achieving positive intergroup relations. Black students also expected White children to be reluctant in seeking friendships with them, at the same time as they showed less willingness to become friends with White children than with children from their own racial group. Black students were also less likely than White students to believe that children from their own racial group would want to have friends in the other racial group. Implications of these findings for future research on intergroup contact and metaperceptions will be discussed.
FIFTEEN-MINUTE PRESENTATIONS

1.19 **Chair: Khalil Ford**  
**Time, Place, & Identity: Reparations and the Tulsa Race Riot**  
*Ronni Michelle Greenwood*  

Today’s racial disparities are rooted in yesterday’s immoral acts, such as the 1921 Tulsa Race Riot, which was the deadliest and most economically devastating race riot in U.S. history. In such cases, where injustice occurred, yet responsibility was never assigned and compensation never awarded, highly contentious movements for reparations sometimes form. Within these movements are White community members who acknowledge responsibility for their ancestors’ misdeeds. How do these individuals come to accept responsibility for crimes they did not commit? Extending previous experimental research on ingroup identification and collective guilt, the present research examined individuals’ conceptualizations of themselves in relation to past and present members of both perpetrating and victimized groups. This research also examined the ways in which individuals used emotions to explain their support for reparations. Laypersons, activists, and politicians (*n* = 29) from Tulsa, Oklahoma were interviewed. In contrast to previous research, group-based emotions such as collective guilt figured minimally into individuals’ narratives. Instead, White interviewees concentrated on explaining how the devastation wrought by the attack on Black Tulsa in 1921 is perpetuated in today’s racial disparities – not only in terms of Black Tulsa’s relative disadvantages, but especially in terms of their own material, economic, and social advantages. The theme of Time will be used to examine the ways in which these White Tulsans translate consciousness of White privilege as both unearned and intergenerationally transmitted into support for reparations. The theme of Place will highlight how, in the context of a starkly conservative religious and political landscape, White Tulsans construct progressive spiritual identities and pursue progressive political and social agendas. These data further our understanding of the social psychological processes that foster support for reparations for historical immoral acts, which is a vital step toward healing relations between groups whose shared history is characterized by violent oppression.

**Hypodescent and the One-Drop Rule in Reflexive Racial Categorization**  
*Destiny Peery*  

Historically, legal definitions of racial identity categorized Black/White biracials as Black. Although laws have changed to reflect greater flexibility in racial identity, have lay categorizations followed suit? The first study examined rapid categorizations of racially ambiguous targets using a novel dual-categorization task (in which participants could categorize targets as Black, White, neither, or both) and investigated whether such categorizations are affected by information making a biracial identity salient. Participants read profiles of Black, White and biracial targets containing information about the biological (i.e., parental race) and/or cultural background of the targets. Results showed that biracial targets were most commonly categorized as Black, and presenting explicit biological and cultural information about their mixed racial heritage increased the frequency of these monoracial Black categorizations. While Study 1 involved biracial targets having one White and one Black parent, Study 2 examined the effects of increased variation in racial ancestry. Thus, participants examined kinship networks containing racially ambiguous targets depicted as having one, two or three Black grandparents (with the other grandparents always being White). Results showed a more nuanced categorization pattern, such that more than one Black grandparent was necessary before participants applied a monoracial Black categorization to the biracial targets, suggesting that while hypodescent, the idea that the race of biracial people is determined by the race of the socially-subordinate parent, is alive and well in reflexive social categorization, the one-drop rule, the idea that one drop of Black blood requires a Black categorization, may not be. Implications and future directions will be discussed.
How Misconceptions of Human Evolution Suggest Racial Inferiority
Shantal Marshall
The common understanding of human evolution places human beings at the end of a grand evolutionary race, having beat out less “fit” species by being the most evolved, as evidenced by our ability to walk upright, to use tools, to speak, and—above all—to reason. Included in this representation are the incorrect assumptions that evolution has a goal—to create a “best” species—and that the goal has been reached with human beings. This portrayal is then coupled with yet another incorrect assumption: that human civilization began only when our ancestors left Africa. This assumption is supported by standard evolution timelines that, more often than not, end with a White man. In the research I will present, I examine how such assumptions might lead people to conclude that Blacks are merely a stepping-stone between apes and Whites, and that they are therefore inherently inferior. In the first study, I presented participants with a common human evolution representation and then with a news story outlining current racial inequalities.  The findings indicate that after being exposed to the evolution representation, as opposed to a control scientific representation, participants were less interested in learning about racial inequality and were also less emotionally moved and concerned for the disadvantaged group.  In the second study participants were first exposed to the same human evolution representation as in the first study, and then asked to rate their interest in a variety of articles.  Participants were less interested in an article on racial inequality after exposure to human evolution, in comparison to the control article, but this effect was not found for other articles dealing with inequality. Further studies and implications will be discussed.

1.20 Chair: Courtney Cogburn
Race & Gender Disparities in School Corporal Punishment in the U.S.
Elizabeth T. Gershoff
Amidst a backdrop of decreasing public support and increasing numbers of state- and country-level bans, 21 states in the U.S. continue to allow the use of corporal punishment in public schools. The policy debate about school corporal punishment has largely been one of opinions and anecdotal experience, in part because of a lack of research evidence. One aspect of school corporal punishment that has received scant attention is the extent to which there are race and gender disparities in the schools’ use of corporal punishment, particularly compared with their use of other discipline methods. A few papers have reported cross-sectional data finding that boys and African American students are much more likely to receive corporal punishment in school (Glackman, Berv, Martin, McDowell, Spino, & Hyman, 1978), regardless of the severity or chronicity of the misbehavior in which they engaged (Shaw & Braden, 1990). This disproportionality itself is not equally common across states that allow school corporal punishment, and in fact is more common is states with low social capital (Owen, 2005). Using national data compiled by the U.S. Department of Education’s Office for Civil Rights from 1968 through 2004, the study aims first to document time trends in the disproportional use of school corporal punishment, as well as of suspensions and expulsions, and to determine whether these trends are predicted by time-varying state indicators of child well-being. The second aim of the study is to examine the extent to which states’ trajectories in usage of, and disproportionality in, corporal punishment, suspensions, and expulsions predict trajectories of state-level average student achievement and rates of student misbehavior. The results from the proposed analyses will inform policy debates by helping policymakers understand why, how often, and to what purpose corporal punishment is being used to discipline children in states throughout the union.

Belonging Uncertainty and Structure-Seeking in Intellectual Settings
Agata Gluszek, Valerie Purdie-Vaughns, Richard Eibach
We propose that students who contend with belonging uncertainty, a state that stigmatized individuals may experience when uncertain of the quality of their social bonds in academic settings (Walton & Cohen, 2007), prefer more structured educational settings. Structured settings limit the number of available choices, provide explicit rules and clear guidelines about expectations. Two studies tested the hypothesis that individuals who experience belonging uncertainty prefer structured environments. Study
1 demonstrated that students who may experience belonging uncertainty prefer more structured college courses. Participants \((N=154)\) provided demographic information and rated the importance of 11 structured elements in a course, \(\alpha=.78\). Specifically, students who identified themselves with the following backgrounds preferred more structured college classes: women in sciences, \(\beta=.17\), non-Asian minority-groups students, \(\beta=.27\), first-year college students, \(\beta=.23\), and public high schools graduates, \(\beta=.18\), all \(ps<.05\). Study 2 manipulated belonging uncertainty among women in sciences. Participants \((N=125)\) first listed either one (low uncertainty condition) or ten (high uncertainty condition) famous women scientists (Schwarz et al., 1991; Walton & Cohen, 2007). Then participants rated the importance of structured elements in a science course, \(\alpha=.77\). A significant major (science vs. no) x gender (women vs. men) x uncertainty manipulation (low vs. high) interaction emerged, \(F(1,117)=4.41, p<.05\). Women in sciences preferred more structured science courses in the high uncertainty condition than women in sciences in the low uncertainty condition, men in sciences in both conditions, and non-science students in either condition, \(t(117)=8.61, p<.01\). Paradoxically, the currently popular trend of providing educational settings with fewer guidelines and restrictions in hopes of increasing academic participation among disadvantaged individuals may in fact exacerbate belonging uncertainty and reduce their involvement.

**Transportation Problems and School Well-Being among Students with Disabilities**

*Benjamin Graham, Chris Keys, Susan McMahon*

This study explored the impact of transportation difficulties on school experiences of low-income students with disabilities across race, gender, and disability type within an urban public school system. Regression analyses were employed to assess how transportation problems to/from school, time to get to school, and transportation problems in/around school affect the social, emotional, and academic school experiences of students with disabilities across gender, race, and disability type \((n=165)\). Socioemotional and academic outcomes were assessed through measures of school belonging, school stressors, school resources, anxiety, depression, academic self-efficacy, and grade point average. The second approach in the mixed-methods design involved qualitative analysis of parent meetings \((n=11)\) to better understand the specific nature of transportation issues. For transportation problems to/from school, support was found for social and emotional, but not academic, outcomes. Transportation problems in/around school predicted only higher school stressors. In addition, time to get to school was predictive of higher depression scores. Students with more severe disability types indicated higher levels of anxiety. Latino students experienced a higher sense of school belonging than African-American students. Females experienced higher levels of school resources compared to males. Overall, about 1 in 4 of the students sampled reported problems in the prior two weeks. Analysis of parent meetings offered a clearer picture of the transportation challenges that students with disabilities face. For example, parents described specific incidents such as inadequate securing of wheelchairs and lack of gender matching of transportation aides with students. This study demonstrates the importance of including transportation to/from school in how the ‘school day’ is conceptualized. Results suggest that transportation difficulties to/from school link to psychosocial outcomes at school. Policy implications of the research include improving the interface of transportation issues within larger inclusion best practice models, and suggest that attention be paid to training bus personnel.

1.21 **Chair: Tiffany M. Griffin**

**Remembering the In-group’s Conflictual Past: The Effect of Group Identity on Construal of Historical Violent Events**

*Rezarta Bilali*

Interpretations of the history of intergroup conflict and violence have a pivotal role on current attitudes toward conflict and prospects for its resolution (Bar-Tal, 2004). Using a social identity theory framework, this research aims to understand how individuals construe their group’s conflictual past. The first study explores American students’ knowledge and perceptions of 16 past and current events of violence that involve their national group. Study 2 examines the relationship between ingroup identification and
interpretations (justification of events and perceptions of severity of harm inflicted) of past ingroup perpetrator or victim events that participants can personally recollect. Study 3 and 4 carry this investigation to contexts of specific intergroup conflicts: the recent Iraqi war and the ethnic conflict in Burundi. Specifically, study 3 sheds light on the effect of national identification on recollections of reasons for starting the war and on the severity of harm inflicted on the ingroup and on the outgroup. Study 4 examines the role of group membership and ingroup identification on construal of violent events (i.e., attributions of responsibility and severity of harm inflicted on the ingroup and on the outgroup) in the context of ethnic conflict in Burundi. Directions for future research and implications about research in intergroup conflict will be discussed.

**American Symbols and National Identity: Implications for Intergroup Attitudes**

*David A. Butz*

National symbols are pervasive across the globe and are a prominent response to intra- and international threat. Recently, national symbols such as flags have been at the forefront of contentious public policies. Despite the ubiquity of national symbols and divisive responses to them, little empirical work has examined the psychological impact of these symbols and their relevance to race relations. In this presentation, I argue that national symbols shape the quality of intergroup relations through the concepts and meaning associated with symbols. Across a series of studies conducted in the Northern and Southern United States, residents of the United States reported their identification based upon national pride (patriotism), identification based upon perceptions of national dominance (nationalism), and attitudes toward Arabs and Muslims in the presence or absence of national symbols. The effects of national symbols on outgroup attitudes depended upon factors such as the type of national identification and the geographical region of the study. Further, subliminal priming studies examining the content of people’s unconscious associations with national symbols revealed that the specific types of associations with symbols determined whether exposure to the symbols increased or decreased intergroup hostility. This work will be discussed in terms of its potential for understanding the range of situational factors that may, outside of people’s conscious awareness, contribute to the quality of intergroup relations.

**Interreligious Similarity Priming and Social Dominance: Highlighting Contrasts, Blurring Boundaries**

*Reeshma Haji, Richard N. Lalonde*

Although similarity is a ubiquitous element of classic theories of intergroup relations, such as social identity theory (Tajfel & Turner, 1979) and optimal distinctiveness theory (Brewer, 1991), the direct effects of similarity priming on intergroup bias has received little attention. Given these theoretical precedents and the salience of religion in current world events, the present research aimed to assess the effects of a similarity priming manipulation on attitudes towards outgroup religions. Undergraduates who were Christian \(n = 121\) or Muslim \(n = 101\) were recruited for the internet study. Social Dominance Orientation (SDO; Pratto, Sidanius, Stallworth, & Malle, 1994), or a preference for hierarchical group relations, was assessed because of its well established link to prejudice. Participants in the similarity priming condition performed a matching task that required them to identify similarities between concepts from Christianity, Islam, and Judaism. They were also asked to select from a list of words the link between the two concepts. For example, Quran and Bible were matching concepts and “holy book” was the corresponding link. Importantly, participants in the similarity-and-difference condition performed the exact same task, except the instructions were worded in terms of opposing concepts. Thus the latter condition involved pairing similar concepts, but maintained their distinctiveness by referring to them as “opposing”. In the control condition, participants completed a religious knowledge task that involved matching religious concepts within religions (e.g., Bible and Christianity). Participants completed social distance and feeling thermometer evaluations of Christians, Muslims, and Jews. Significant SDO X Condition interactions suggested that difference-and-similarity priming (relative to control) was associated with negative outgroup attitudes among high SDO Christians and Muslims, but it was associated with positive outgroup attitudes among low SDO Muslims. Implications for interfaith relations will be described with reference to peace journalism.
The Ironic Effects of Self-Image Maintenance Goals on Stereotype Activation
Grace P. Lau, Etsuko Hoshino-Browne, Steven Fein, Steven J. Spencer
The present studies demonstrated that when people see a member of a stereotyped group, whether they activate (or bring to mind) the group stereotype depends on whether their self-image has been threatened. In a pilot study, we found that after watching a video of an African Canadian, participants activated the stereotype of African Canadians if they had received a threat to their self-image (a negative evaluation on a bogus intelligence test) prior to watching the video. They held the stereotype in mind likely because they were motivated to restore their positive self-image by looking for an opportunity to use the stereotype to derogate the individual. We predict that if they learn the individual did something consistent with the group stereotype (e.g., an African Canadian pushing someone out of a queue), they will seize this opportunity to satisfy their goal of derogating the individual. To move onto other goals they have yet to satisfy, they will shut off their completed goal along with the stereotype that was activated when in pursuit of the goal. In short, learning that an individual has done something stereotypic can ironically cause a stereotype to no longer be activated. Study 1 confirmed our prediction. Among those who received a self-image threat, participants who learned that an African Canadian had done something stereotypic no longer activated the stereotype. Those who did not receive such information, however, appeared to continue activating the stereotype, presumably still waiting for an opportunity to use it to derogate the individual. We replicated the findings in Study 2 with a more ambivalently stereotyped target group (Asian Canadians). In Study 3, we demonstrated that although exposure to a stereotypic individual can cause a stereotype to no longer be activated, such individuals are evaluated as more negatively stereotypic than non-stereotypic individuals.

In-group Identification and Intergroup Differentiation: A Meta-Analytic Review
Banu Cingoz-Ulu, Richard N. Lalonde
Following from the work of some social identity theorists is the hypothesis of a positive relationship between strength of identification with an ingroup and differentiation from a relevant outgroup. There has been some controversy surrounding this relationship and the aim of this talk is to present meta-analytic evidence based on 38 studies with 70 independent groups and 5784 participants. The synthesis of the correlation coefficients reveals that there is a small but reliable relationship between identification and differentiation ($r = .26$), under the assumptions of a random-effects model. This relationship, however, is moderated by conditions of threat, group type, and relationship context. The results indicate that the relationship between identification and differentiation is stronger under threat conditions (compared to no threat conditions); for artificial lab groups with some ingroup interaction (compared to real social groups); and for conflictual intergroup contexts (compared to comparative contexts or no context). The relevance and the specific type of the differentiation measure (e.g., outcome allocation, difference ratings, evaluative ratings) also moderate the identification-differentiation relationship. The results will be discussed in terms of their social and theoretical implications as well as suggestions for future research.

1.22 Chair: Nicky Newton
The Femme Fatale?: Examining Attributions for Men and Women's Stalking Behavior
Annaliese Simms, Colleen H. Sinclair
Past researchers (e.g., Sheridan et al., 2002; Sinclair & Frieze, 2005; Yanowitz, 2006) have studied the point at which people label behaviors “stalking.” Our study examined this issue as well as examining the explanations people make for stalking behavior. By integrating attribution theory, we examined how people explain perpetrator behavior in terms of internal and external attributions. We administered an experimental survey in which a heterosexual stalking scenario was presented to a sample of Northeastern (n = 185) and Southeastern participants (n = 225). The scenario altered as to gender of perpetrator and perspective from which the scenario was told (i.e., perpetrator vs. victim). The participant was then instructed to rate - from a variety of characterological or situational factors- why the perpetrator stalked the victim. According to certain stalking scholars (e.g. de Becker, 1995) media portrayals of female stalkers tend to imply that female stalking behavior is due to negative dispositional characteristics (e.g. "she's psycho") while male perpetrators are cast in a more positive light (e.g. "he's romantic") and
more external attributions are made to "excuse" their behavior. The latter argument is consistent with literature on other types of intimate violence (e.g. on "rape myths"), where male behavior is argued to be excused. In contrast, recent work on female perpetration has argued that the aggression of women in relationships may be even more "excused" (e.g. Frieze, 2005). In our Northeast sample, we found no effects of gender on types of attributions. Meanwhile, in our Southern sample, participants were more likely to make external attributions for female stalking behavior, but only when placed in the perspective of a female perpetrator. However, the Southeastern participants said they were more understanding of male perpetrators while the Northeastern participants expressed more understanding of female perpetrators. These and other findings will be discussed.

Immigrant Status and Perceptions of Stalking & Sexual Harassment

Sheetal Ranjan, Tarika Daftary, Maureen O'Connor, Lorraine Philips

Both stalking and sexual harassment can be characterized as actions that lie on a spectrum of behaviors that can be interpreted as romantic by one and criminal by another. There has been considerable research in recent years on both stalking and sexual harassment incidence. Very little research has examined these behaviors in immigrant and ethnic minority groups. Specifically, little research has tried to understand the variation in stalking and sexual harassment incidence and experience in the context of immigrant status, ethnic identification and acculturation. An important issue in immigrant populations is how immigrants and their families retain and reshape ethnic identification as they adapt to a new host culture (Portes & Rumbaut, 2001). Ethnic identification refers to the knowledge and evaluation of one's membership in an ethno-cultural group (Tajfel, 1981). Whereas acculturation refers to how ethnic minority individuals adapt beliefs, values, and practices of the dominant culture (Berry & Kim, 1988). These contexts have a unique impact on how stalking and sexual harassment behaviors are perceived and understood at the intersection of race, class, immigrant status and gender. To understand this, we designed a study to elicit prototypical stories of a sexual harassment or a stalking scenario from participants. Participants (N = 234) were asked to describe a typical sexual harassment or stalking scenario. They then completed a series of follow-up questions about their description, and were prompted to elaborate on essential details of their story, answer questions about their personal experiences and demographics. To see if there is any variation in the legal perceptions of these behaviors by immigrant status, we used both lay and legal definitions of stalking and sexual harassment. Data for this study has been collected and is in the process of being coded. The results of this study will have implications for research, legal practice, prevention and intervention.

Bodies to be Cherished: Sexual Objectification Increases Benevolent Sexism

Anna-Kaisa Newheiser, Marianne LaFrance

Sexual objectification occurs when an individual is treated as a mere body or collection of body parts, rather than being treated as a person (Fredrickson & Roberts, 1997). The vast majority of existing research on sexual objectification has focused on the objectification of the self. In the present research, we adopted a different but complementary viewpoint and examined the consequences of sexually objectifying other people. In particular, we explored the effects of the sexual objectification of women on the expression of sexism. Male and female participants were presented with a photograph of a female target and were instructed to concentrate either on the target's appearance and attractiveness (objectification condition) or on her health and athleticism (control condition). After viewing the photograph, participants responded to items tapping benevolent, hostile, and old-fashioned sexism toward the target, adapted from popular measures of these constructs (Glick & Fiske, 1996; Swim, Aikin, Hall, & Hunter, 1995). While we are still in the process of collecting additional data, preliminary analyses have indicated an intriguing pattern of results: A 2 (condition: objectification vs. control) × 3 (type of sexism: benevolent vs. hostile vs. old-fashioned) × 2 (participant gender: male vs. female) mixed-design analysis of variance revealed a near-significant three-way interaction, driven by men in the objectification condition expressing more benevolent and less hostile sexism than men in the control condition. There were no significant differences between conditions for women. Thus, sexual objectification may perpetuate gender-based inequality by leading men to express subtler, more insidious forms of sexism. We conclude by discussing a potential conceptualization of sexual objectification in terms of system justification.
1.23 Chair: Shanta (Nishi) Kanukollu
Is Culturally Competent Practice Possible?
Farah Jindani, Sadaf Shallwani

Practitioners in psychology and social work increasingly work with ethnically diverse client groups, many of whom are experiencing personal and social stress related to migration and resettlement. However, research suggests that individuals from minority groups hesitate to seek social services, and those who do have high attrition and non-attendance rates, as well as apathetic views towards these services (e.g., Akutsu & Chu, 2006). Moreover, individuals from minority groups who access counseling services experience lower treatment efficacy and less beneficial long-term outcomes (e.g., Akutsu & Chu, 2006). This ambivalent relationship held by minority groups towards practitioners has been attributed to issues of power and the lack of culturally competent services (e.g., Leong & Lau, 2001). Indeed, it seems that current research and practice approaches are based on Western notions of care, professionalism, and self and society. These approaches may not be appropriate and effective for diverse populations. Studies indicate that practitioners' efforts to develop competency in cross-cultural practice do result in more effective work with clients (e.g., Constantine, 2001). However, cultural competency approaches have been criticized for treating culture as simple, static, and homogenous, and for not taking into account how experiences of migration, discrimination, and oppression influence the individual and group (e.g., Laird, 2000). Moreover, cultural competency approaches generally neither require nor empower practitioners to deeply examine their own biases and values, continuing to place the client as the 'other', thereby reproducing systems of ethnocentrism and oppression. In this presentation, we critically review traditional approaches to cultural competence in social work and psychology practice. We also review approaches which have been proposed as anti-oppressive and empowering for clients from ethnically diverse populations (e.g., client-centred approaches, community driven action, ethno-specific services). The sharing of our own practice experiences with ethnically diverse client groups adds a qualitative dimension to the discussion.

When Intervention Campaigns Backfire to Increase Problem Behavior: New Research
Winnifred R. Louis, Joanne R. Smith, Deborah J. Terry

Societies are regulated by norms, which are unwritten, informal rules for appropriate behaviour. Governments, religious and cultural groups, and even families can all actively campaign to change norms for social behaviour. However, sometimes campaigns backfire and increase the problems they are trying to solve (e.g., Cialdini & Trost, 1998). The present research distinguishes two types of normative messages concerning the prevalence of a behaviour (what is being done: the descriptive or behavioural norm) and the social appropriateness of a behaviour (what ought to be done: the injunctive norm). In unsuccessful interventions, a campaign targeting a problem behaviour may lead people in the targeted group to infer that the behaviour is widespread (a descriptive norm) and/or that other group members approve of the problem action (an injunctive norm). The campaign backfires when group members conform to the problematic norms, instead of to the campaign message itself. The present research demonstrates these processes empirically in two longitudinal experiments. In Experiment 1, manipulated intervention messages that other group members did not eat well led to less positive attitudes to healthy eating, lower perceptions of control, lower intentions to eat healthily, and less healthy self-reported eating behaviour two weeks’ later, compared to control conditions. In Experiment 2, a sun protection campaign message worked positively if and only if targets were told at the same time that other group members also approved of sun protection. If targets learned about the campaign and were not explicitly given the information that other group members approved of the healthy behaviour, then they inferred negative descriptive and injunctive norms, and the campaign resulted in less healthy intentions and actions than control conditions. We believe many current intervention campaigns unwittingly trigger these normative backlash processes. The implications are discussed for better campaign design and for theories of normative influence.
Exploring Determinants of Subjective Well-being: A Study of Middle Aged Indians
Tithi Bhatnagar, Meenakshi Gupta

The term subjective well-being (SWB) refers to people's evaluations of their lives - including cognitive judgments and affective evaluations. People are said to have high SWB if they are satisfied with their life-conditions, and experience frequent positive emotions and infrequent negative emotions. There has not been a systematic study to understand the concept in the Indian context. The objective of this study is to explore the factors that determine the SWB amongst middle aged people (between ages 35 to 45 years) in India. In order to meet this objective, an exploratory study was undertaken on a sample of 48 middle aged respondents (24 males and 24 females) from urban and rural settings. These respondents were interviewed on a three-item open-ended questionnaire related to questions on cognition, positive and negative affect. Their responses were recorded, transcribed and content analyzed. The research findings envisage Affiliation, Children's Well Being, Health, Wealth, Employment, Values, Marriage, Education, Sense of Satisfaction, Emotions and Materialism as prominent positive determinants of well-being and Individual and Emotions related issues as prominent negative determinants of well-being amongst middle aged Indians. The results differed by gender, in case of positive determinants such as, Employment, Marriage, Recreation, Emotions. However, the responses show that there were no differences on Affiliation, Helping Attitude and Values among both males and females. Individual related issues were found to be the most important negative SWB determinant for both males and females. Differences were obtained on positive determinants, viz., Employment, Achievement (which has not been mentioned at all by the rural respondents), Values, and Emotions for the urban and rural sample. This study gives us an insight about factors that can increase quality of life and identifies salient well being domains for middle aged Indians.

Racism's Hidden Impact: Ethnically-Based Differences in Quality of Life Satisfaction
Sheila Grant, Linda Zuchegna

The thread of racism is securely woven through the fabric of American culture. Research on the hidden impact of racism has begun focusing attention on race-related stress as a precipitating factor. The purpose of this study was to identify the effects of racism as reflected in disparities between ethnically different groups in measures of Quality of Life (QOL) satisfaction and neuroticism. Participants in this study were 243 undergraduate college students enrolled in a four-year university in Southern California. A 2x2 between-subjects MANOVA was performed on three dependent variables (DV) taken from the QOLI (home, neighborhood, and community). Independent variables (IV) were levels of neuroticism (high/low) from the NEO-PI and two categories of ethnic status (minority/majority). Results of evaluation of assumptions of normality, homogeneity or variance-covariance matrices, linearity, and multicollinearity were satisfactory. Using Pillai's Trace criterion, the combined DVs were significant on ethnic status, $F(3,237) = 3.226, p = .023, partial \eta^2 = .039$. Simple effects analyses revealed main effect for ethnic status on neighborhood $F(1,240) = 5.044, p = .026, partial \eta^2 = .021$; community $F(1,240) = 5.242, p = .023, partial \eta^2 = .021$; and home $F(1,240) = 5.712, p = .018, partial \eta^2 = .023$. Furthermore, using Pillai’s Trace criterion, the combined DVs were also significant on neuroticism $F(3,237) = 7.836, p = .000, partial \eta^2 = .090$. Simple effects analysis revealed a main effect of neuroticism on neighborhood $F(1,240) = 6.575, p = .011, partial \eta^2 = .027$; community $F(1,240) = 14.310, p = .000, partial \eta^2 = .056$; and home $F(1,240) = 13.595, p = .000, partial \eta^2 = .054$. Moreover the interaction between ethnic status and neuroticism was found to be significant on the combined DVs, $F(3,237) = 3.578, p = .015, partial \eta^2 = .043$. Simple effects analyses, simple comparisons, limitations, and implications for campus programming will be discussed.

Multiple Traumatic Events: The South Africa Stress and Health Study
Stacey L. Williams, David Williams, Dan J. Stein, Soraya Seedat, Pamela Jackson, Hashim Moomal

Trauma is deeply rooted in South African society. South Africa has been considered one of the most violent countries and has been termed the "rape capital of the world" (Human Rights Watch, 1995). Prior studies evidence high levels of community violence, intimate partner violence, and rape. Research measuring morbidity/mortality has suggested a link between trauma and mental health problems.
However, national lifetime prevalence of multiple forms of trauma is not firmly established. Further, nationally-based studies on trauma in South African context have not examined multiple traumas simultaneously. Given the assumed burden of trauma in South Africa, it is important that research uncovers precise rates of traumas and links to mental health. Investigating individual and cumulative effects of trauma in a large, national sample can contribute to understanding the trauma burden. Thus, using nationally representative data from the South Africa Stress and Health Study, we examine lifetime prevalence of a variety of traumas and multiple traumas (number of events). Employing regression analysis, we study individual and cumulative effects of traumas on psychological distress. Results indicate most South Africans (approximately 75%) experience at least one traumatic event during their lives, with the majority reporting multiple. With few exceptions, exposure to traumatic events is associated with greater distress. Results further indicate a cumulative effect of trauma, evidenced by a graded relation between multiple traumas (1, 2, 3, 4-5, 6+) and distress. Those with the most traumas (6+) appear at five- times greater risk of high distress. This study provides a previously unavailable glimpse of exposure to a range of traumas in a nationally representative sample of adults in South Africa. Moreover, implicated by our findings of a cumulative effect of multiple traumas and that the majority experience such multiple traumas is a possible burden of mental health in South Africa.

**SYMPOSIA**

**1.24 The Asian Indian Migration Experience: Identity, Family, Transition and Stress**  
**Chair: Catherine Borshuk**

Theories and interventions regarding immigrant family functioning, psychological and cultural adaptation, and inter-group relations must take into account disparities due to the varying experiences of migration, as well as the specifics surrounding location (place), ethnicity, religion, age and gender. South Asian Indian families arrive in the U.S. with different socio-historical experiences and acculturation processes from those of other Asian ethnic groups. This symposium seeks to advance an understanding of the importance of family, gender, place, and ethnicity that are central to the identity, acculturation, and stress experiences of Asian Indian migrants to the Midwestern United States. Three papers address diverse aspects of Indian social and personal identity via scholarship on family dynamics, inter-group relations, cross-cultural psychology and educational psychology to consider issues such as the impact of cultural practices and belief systems on immigrants’ acculturative experiences; the multiple responsibilities and psychological needs of minority immigrant youth; inter-generational family conflict; and family experiences with formal institutions such as the U.S. educational system. One data set was comprised of 90 oral history interviews with a demographic cross-section of adult Indian immigrants currently residing in the Midwestern United States; a second data set was constituted from online surveys with a large sample of Asian Indian undergraduate college students at a Midwestern university. Surveys and interviews covered an unusually wide range of immigrant experiences: migration stories; acculturative stress and family conflict; self-understandings of family and gender roles; depression and suicidal ideation in youth; and educational and religious traditions related to Indian culture. Findings emerging from the various analyses concern the complexities of gender role construction, conflicts and contradictions between adolescents and adults, patterns of ethnic identity negotiation, and prejudice experienced in the wider culture, especially in educational institutions.

**Gender, Socialization and Acculturative Transitions in Asian Indian-American Families**  
**M. Gail Hickey**

This paper explores the everyday acculturative experiences of religiously diverse Asian Indian immigrants living in the Midwestern United States, and examines how these individuals understand and cope with discrepancies between ethnic and mainstream North American social contexts. Culture is not a static property shared by all members of a given society, but a dynamic process co-constructed by each individual (Bruner, 1996). The ways individuals perform family, gender, and social roles are largely
shaped through early socialization experiences, and these experiences happen within the context of culturally determined boundaries. In this paper, the investigator seeks to shed light on socialization patterns and belief constructs of a specific South Asian immigrant group, and to provide firsthand perspectives about Indian women’s and men’s cultural and religious practices in the context of the American Midwest, especially as these perspectives provide insight into gender identity construction and gender performance in minority families. Qualitative studies which focus on a particular ethno-cultural group allow researchers and practitioners to recognize differences within group diversity, thereby avoiding the temptation to essentialize South Asian groups as generally "Asian Americans", or to stereotype them as "model minorities". Researchers who investigate how individuals in particular families from specific ethnic immigrant groups become acculturated to particular contexts in U.S. society such as the Midwest may find they need to move beyond well-established general theories, but they also move toward a better understanding of the complex processes of identity development within these individuals, families, and groups in particular places (Thao, 2003; Watson, 2001). Contextually rich, reflective data from immigrant groups and individuals — such as those represented by the oral histories and family-based interviews presented in this symposium — both complicate and enhance our efforts to analyze shifting currents of inter-group relations and to understand transitions in post-migration gender and ethnic identity development.

**Effects of Acculturative Family Stress in Asian Indian Immigrant Students**

*Aruna Jha*

A notable responsibility of Asian Indian children is to bring honor to their families through achievement, although Indian college students frequently attribute psychological distress and depression to their relationships with their parents. To date, there have been few studies of acculturative family stress, depression and suicidal ideation among Asian Americans (Uba, 1994), and none focusing exclusively on Asian Indians. This paper describes a study on sense of coherence, acculturative family stress, depression and suicidal ideation in Asian Indian college undergraduates. We tested Antonovsky’s salutogenic hypothesis, which postulates that a sense of coherence, defined as the “pervasive yet dynamic confidence that the stimuli presented by the environment are understandable challenges, that these challenges can be managed, and that it is meaningful to engage oneself in overcoming these challenges” (Antonovsky, 1987) offers the ability to cope positively with various stressors. An online survey was administered to academically advanced undergraduates at a Midwestern university to explore the impact of a unique form of chaos in the lives of Asian Indian youth: the intergenerational acculturative conflict that can create stress and depression. It was found that a higher sense of coherence could buffer Asian Indians from the effects of familial strife before distress turns into despair and triggers thoughts of suicide. In the current study, Indian students reported greater family stress, similar depression and lower suicidal ideation than non-Indian students. Acculturative family stress predicted depression in both groups, but suicidal ideation only in Asian Indians. Sense of coherence mediated the association between acculturative family stress and depressive symptoms, and both sense of coherence and depression mediated the association between acculturative family stress and suicidal ideation. By intervening before culturally-driven family conflict leads to a point of hopelessness, engendering a sense of coherence in Indian immigrant families may augment youth suicide prevention efforts.

**Intergroup Contact Informs Cultural Identity for Asian Indian Immigrants**

*Catherine Borshuk*

This study explored personal identity negotiation and inter-group experiences of Asian Indian immigrants in the specific context of the U.S. Midwest. Using a grounded theory approach, the investigator explored themes related to cultural identity, friendship formation, and negative inter-group experiences found in narrative data from Asian Indian immigrants of various religious backgrounds and ages. Bi-cultural identity development and the successful achievement and maintenance of these identities were important themes. First- and second-generation participants described how they experimented with unique and creative ways of being both Indian and American. Younger participants with educational experiences in the Midwest reported some positive relations with non-Indian peers, yet also expressed a heightened perceived need for distance in these relationships, as well as for interpersonal boundaries.
between themselves and peers that would help them maintain family unity. In fact, participants’ narratives were notable for the clarity with which they described how identities were constructed within family life, often inter-generationally (a pattern that is not the norm in non-Indian North American families, where individuating away from family identity is generally the goal), as well as in reaction to perceived standards of mainstream U.S. culture. It is possible that psychologists under-emphasize the degree to which personal identity and the possible self (which predicts achievement) are reliant on inter-generational and group/family decision-making for Asian Indian youth. Another theme from narratives related to prejudice based on skin color, religion, language, and immigrant status; negative experience were frankly described and common across contexts, including everyday interactions in public places and educational and employment settings. Understanding the psychological stress associated with being a specific member of a group targeted by racism is essential in order to highlight and confront the challenges facing immigrants in context of the Midwestern U.S.

1.25 My Group or My Country? Understanding Ethnic Identity and National Identity

Chair: Michele A. Wittig

The group asymmetry hypothesis (Sidanius & Pratto, 1999) proposes that dominant ethnic groups, as compared to subordinate ethnic groups, show higher levels of national attachment and stronger relationships between national attachment and ethnic identity. This symposium provides data in support of the hypothesis and evidence concerning individual, situational and social structural moderators of the asymmetries. Ludwin Molina reports results from 823 US undergraduates concerning individual level psychological factors that account for why the relationship between ethnic identity and patriotism differs among ethnic groups. In accord with a group dominance perspective, he shows that dominant subgroup members have 1) higher levels of patriotism than subordinate groups; and 2) higher (positive) association between ethnic identification and patriotism than subordinate groups. Furthermore, participant concerns with inequity between subgroups (e.g., group discrimination) can moderate ethnic differences on patriotism. Michele Wittig (in collaboration with James Hsiao) uses the construct of ethno-generational status to test whether the group asymmetry hypothesis extends to one’s status as a host or immigrant group member. Data from 313 adolescents in Los Angeles surveyed prior to their enrollment in a multicultural education class show that American identity and one or more aspects of ethnic identity are positively related for Asian-American and Latino host groups, while these constructs are unrelated for their immigrant group counterparts. Jim Sidanius and colleagues’ research on 12,714 respondents in eleven countries provides evidence that patriotism, nationalism, and national identification differ in their relationships with ethnic identification. He shows how these three different forms of national attachment may impact the interface of ethnic and national attachment. Yuen Huo will discuss the findings presented and their implications for theory development and for the future of diverse societies.

Group Differences in Levels of Patriotism: Role of Societal Fairness

Ludwin E. Molina

“E Pluribus Unum” (i.e., “Out of many, one”) is one of the first national mottos of the U.S. and captures one of the greatest challenges facing America -- how to engender unity amongst diversity. The present study examines the psychological factors associated with the formation and maintenance of patriotism among various ethnic subgroups. In brief, the current study examines how perceptions of societal fairness (i.e., group discrimination, status legitimacy, status permeability) clarify when all (or a subset of) ethnic groups have high levels of patriotism. The present study reports results from a survey administered to an ethnically diverse sample of 823 US undergraduates concerning individual level psychological factors that account for why the relationship between ethnic identity and patriotism differs among different ethnic groups. Analyses were performed on U.S.-born college students including: freshmen (14%), sophomores (8%), juniors (40%), and seniors (38%). Findings from the present study show that dominant subgroup members have 1) higher levels of patriotism than subordinate group members; and 2) higher (positive) association between ethnic identification and patriotism than subordinate groups. Furthermore, participant perceptions of societal fairness (e.g., group discrimination) set the stage for differences between ethnic groups on levels of patriotism. Findings indicate that each of
these variables affect levels of patriotism and in some cases interacts with respondent ethnic group membership. For example, perceptions of group discrimination moderate ethnic/racial group differences on levels of patriotism while status permeability is positively associated with patriotism regardless of participant ethnic/racial group membership. Implications of these findings will be discussed.

Adolescents' Ethnic and National Identity Relationship in the Multicultural Classroom
Michele A. Wittig

Social dominance theory (SDT) uses beliefs in social hierarchies to explain group differences in levels of national identity and asymmetries in the relations between ethnic and national identity for different groups. Prior research testing SDT’s group asymmetry hypothesis has documented that dominant ethnic groups, as compared to subordinate ethnic groups, show higher levels of national attachment and stronger relationships between national attachment and ethnic identity. The present study employs ethno-generational status as a grouping variable, allowing us to make host vs. immigrant group comparisons within and among racial/ethnic groups, so as to separate generational group differences from ethnic group differences. Data from a sample of 313 LA public school ninth graders, comprising five ethno-generational groups are analyzed: 32.3% European-American host, 18.2% Latino host, 16.9% Latino immigrant, 9.9% Asian-American host and 22.7% Asian-American immigrant. At the beginning of a mandatory Life Skills course, all three host groups showed a significant relationship between American identity and one or both ethnic identity components, while neither of the immigrant groups did. Analyses within-race/ethnicity revealed that the correlations for the two immigrant minority groups were significantly lower than for their host minority group counterparts, in accord with the group status asymmetry hypothesis. We believe we are the first to document that this asymmetry extends to generational group membership. The differences in these correlations were smaller at the end of the course, reflecting the fact that the relationship between American identity and one of the ethnic identity components increased for the Asian-American immigrant group. The latter result is consistent with the hypothesis that the intergroup contact experience resulted in an increase in the Asian-American immigrant adolescents' perception of the compatibility of these two aspects of identity. Because neither ethnic group membership nor generational group status are psychological variables, it remains for future research to test psychological explanations directly.

The Interface between Ethnic and National Identity: Social Dominance Perspective
Jim Sidanius

Previous research in the United States has shown a consistent pattern of asymmetries in the relationships between ethnic and national identity between members of dominant and subordinate ethnic groups. Consistent with the expectations of social dominance theory, the data have shown that, compared with subordinate groups, members of dominant groups have: a) higher levels of identification with the nation, b) a more positive association between one’s ethnic and national identification, and c) higher levels of ethnocentrism. Using a large sample (N = 12,714) of respondents from eleven different countries (Sweden, UK, Germany, Latvia, Slovak Republic, Slovenia, Bulgaria, Russia, USA, Canada and New Zealand), this paper explores the degree to which the results found in the United States can be generalized across the globe. Using multilevel modeling, this paper also explores the degree to which the degree of asymmetry in the interface between ethnic and national identity between members of dominant and subordinate groups is moderated by a number of structural differences between societies.

Group Asymmetry and the Future of Diversity
Yuen Huo

Social dominance theory's group asymmetry hypothesis is often contrasted with the multicultural hypothesis. The two perspectives provide clear but contrasting predictions about national attachment and the interface between national and ethnic identity. SDT predicts that relative to subordinate groups, dominant groups would more strongly identify with the nation-state and would exhibit stronger relationships between national identity and ethnic identity. In contrast, the multicultural perspective predicts that all ethnic groups can be equally attached to the nation-state and hold strong, positive relationship between national and ethnic identity. The discussion will focus on inroads that have been
made to test these two sets of predictions and their implications for theory development and for the future of diverse societies.

FIFTEEN-MINUTE PRESENTATIONS

2.4 Chair: Kristine M. Molina

Not all Blacks are Treated Equal: Stereotypicality and Shooter Bias
Kimberly Kahn, Paul G. Davies, Jennifer L. Eberhardt, Joshua Correll

Police shootings of innocent Blacks have spurred research on “shooter bias,” the phenomenon in which the stereotypic association of Blacks with violence influences decision-making in “shoot/don’t shoot” situations (see Correll, Park, Judd, & Wittenbrink, 2002). Specifically, researchers have found that unarmed Blacks are mistakenly shot more often than unarmed Whites. This research investigates whether Blacks differentially elicit shooter bias depending on their level of Black stereotypicality, defined as the extent to which an individual embodies the physical features of the Black racial group. It is argued that, due to these features, high stereotypic Blacks (e.g., those with darker skin, broader noses, and thicker lips) are more strongly associated with violence than are low stereotypic Blacks, which will lead to greater levels of shooter bias for high stereotypic Black targets. Forty-three participants completed a shoot/don’t shoot videogame in which target stereotypicality (high stereotypic Black, low stereotypic Black, White) and object type (neutral, gun) were manipulated. On 144 trials, participants quickly decided to shoot or not shoot an armed or unarmed target. The goal was to “shoot” suspects carrying guns and to “not shoot” suspects carrying neutral objects by pressing the labeled keys, with errors serving as the dependent variable. As hypothesized, we found that high stereotypic Blacks elicited stronger bias than low stereotypic Blacks or Whites. Specifically, participants lowered their decision threshold to shoot high stereotypic Black targets, resulting in an increased error rate for these unarmed targets and a stereotypically biased shooting pattern overall. The current study reveals that stereotypicality, in addition to race, can bias decisions in shoot/don’t shoot situations. It further highlights how stereotypes not only impact decision-making between racial groups, but also within them. Bias reduction programs should be focused on high stereotypic Black targets, as training on this subset of Blacks may be most productive.

The Role of Implicit Theories in Motivation to Confront Bias
Aneeta Rattan, Carol Dweck

The civil rights movement in the U.S. shows the importance of actively confronting bias; in this case confronting widespread bias impacted all levels of American society. However, the infamous statements made recently by Michael Richards and Mel Gibson illustrate that even today people continue to communicate bias overtly. In this research, we ask: what motivates people to confront prejudice? Our research explores the role of people’s implicit theories about others—beliefs about whether others can change or not—in anticipated and actual confronting. We hypothesized that targets of bias who endorse either theory would not differ in their disagreement with a biased statement, but that those who endorse an incremental theory (or believe that others can change) would be more likely to both anticipate confronting and to actually confront bias. Across a series of studies, we obtained support for our hypotheses. In one study, participants responded to a scenario in which a co-worker suggested that they had received their position because of their underrepresented group status, rather than their qualifications. In response to this scenario, incremental theorists were more likely to anticipate confronting, and to state that they would try to educate the speaker, while entity theorists (who do not believe that others can change) were more likely to feel greater hostility and isolation. Another study, using an online interaction task, found that incremental theorists were more likely than entity theorists to actually confront a peer who suggested that minorities at college are held to lower admissions standards. These results highlight the importance of understanding the role of implicit theories in the motivation to respond to bias. While confronting may seem to be the “appropriate” reaction to a biased statement, to targets of bias the perceived efficacy of confronting may depend upon beliefs about whether others can change.
Political, Economic, and Social Conservatism: Differential relations to explicit/implicit prejudice
Leanne S. Son Hing, Suzanne Kiani, Chester Chun-Seng Kam
Conservatism is currently a “hot topic” of study within psychology (e.g., Jost, 2006). It has been explored in regard to its relations with racism, religion, and other social beliefs. Yet, fundamental issues in this area need to be addressed. First, operational definitions of conservatism range from political party identification, to support for inequality, to economic philosophy, to resistance to change, to attitudes toward social issues (Jost, Kruglanski, Glaser, & Sulloway, 2003) making it difficult to compare “conservatism” effects across articles. Second, it is unknown how these different facets of conservatism relate to each other: is conservatism a single construct or are some constructs labeled conservatism only weakly related? Third, are different facets of conservatism differentially related to key variables interest, such as prejudice. Based on the existing literature (e.g., Altemeyer, 1996), we developed three new measures of conservatism: political conservatism, economic conservatism (i.e., libertarianism), and social conservatism. We suggest that political conservatism is largely a result of people’s economic and social beliefs and thus it should strongly relate to these two constructs. In contrast, we propose that economic conservatism and social conservatism should be largely independent (Van Hiel, Pandelaere, & Duriez, 2004). In addition, with a smaller sample, we will test how each form of conservatism relates to both explicit prejudice (i.e., Asian Racism & Modern Sexism) and implicit prejudice (Asian-White IAT, Sexism IAT). We predict that the strongest relations should be found between social conservatism and both forms of prejudice and that the weakest relations should be found between economic conservatism and both forms of prejudice. Results and their implications will be discussed.

"That’s Gay:" A Statement’s Influence on Explicit and Implicit Prejudice
Amy L. Hillard, Carey Ryan
We examined the effects of statements that communicate norms about the value of a social group on explicit and implicit attitudes. College students (N=115) were randomly assigned to listen to a conversation between two students in which one student said “that’s so gay” or “that’s so lame.” In a third condition, participants heard the “that’s so gay” conversation, but the expression was followed by an egalitarian correction. That is, the other student in the conversation voiced opposition to the derogatory use of gay. Participants then completed an implicit sexual prejudice measure and explicit measures of attitudes toward various social groups. For the former, participants were subliminally presented with one of three primes ("homosexual," "heterosexual," or a neutral word) followed by positively and negatively valenced target words. Participants indicated as quickly as possible whether the target words were good or bad; response latencies were recorded. As predicted, participants in the correction condition were more accepting of gays. On a feeling thermometer scale from 0 (i.e., cold) to 100 (i.e., warm), participants in the correction condition (M=65.34, SD=27.38) were more positive towards gays than those in the “that’s so lame” (M=45.40, SD=33.08), p=0.007, and “that’s so gay” without correction conditions (M=49.40, SD=30.39), p=0.023. Participants in the correction condition also expressed more positive attitudes towards gays on other explicit measures. Attitudes towards other groups did not significantly differ. In addition, thermometer judgments were marginally related to less implicit prejudice. Thus, the results do not appear to be simple social desirability effects. Although the data also revealed implicit prejudice towards gays overall (i.e., faster responses to negative versus positive words following the ‘homosexual’ versus ‘heterosexual’ primes), F(1,111)=21.97, p=0.000, these scores did not differ by condition. Therefore, explicit (but not implicit) attitudes towards gays appear to be influenced by even very brief egalitarian appeals.

2.5 Chair: Sundari Balan
Social Roles as a Protective Factor for Depression among Rural and Urban Breast Cancer Survivors
Lucie Kocum, Rebecca Schlegel, Amelia Talley, Lisa Molix, B. Anna Bettancourt
Self-determination theorists identify competence, autonomy, and relatedness as the fundamental psychological needs (Deci & Ryan, 1991). Bettancourt and Sheldon (2001) show that these needs can
be met through social role enactments and that need satisfaction predicts greater psychological well-being. Breast cancer treatment can disrupt women’s social role performances as partners, parents, and workers. Rural women may be especially affected by role disruption because their social roles as caregivers are central in rural life (McGrath et al., 1999) and position them as valued members of their communities (Lopez et al., 2005). Importantly, rural women are an understudied and often marginalized group in the health arena. The present study tested the hypothesis that, among breast cancer survivors, decreased need satisfaction through the social roles of worker, partner, and parent would predict poor psychological adjustment. Moreover, we expected that the type of social role acting as a protective factor would differ depending on rurality, with the roles of partner and parent being more important for rural women and that of worker being more important for urban women. Our hypotheses were tested among 218 women who received radiation therapy for breast cancer. Surveys were completed at five time points—the first prior to radiation treatment and the subsequent four post-treatment. Multilevel modeling was used to analyze the longitudinal influence of each of the social roles on depression separately, and the extent to which rurality moderated this relation. Results supported previous findings, such that greater feelings of social role competence, autonomy, and relatedness were associated with lower levels of depression. As predicted, these increases were especially strong for rural women who felt competent in their role as partner and for urban women who felt competent in their role as worker. Possible reasons for these moderated relations will be discussed in light of cultural contexts.

The Relationship of Child Abuse History to Functioning in Parenthood
Jennifer M. Jester, Leon I. Puttler, Susan Refior, Robert A. Zucker
Child abuse has long-lasting negative effects, which may include poorer mental health, lower educational attainment and impaired parenting. Here, we investigate whether the effects on parenting are explained by mediating variables. Data come from a longitudinal study of alcoholic and nonalcoholic (control) families. Both parents in 328 families were asked about their own histories of abuse and were assessed for depression, alcoholism, educational attainment, and parenting. Parents’ retrospective reports of abuse in their childhoods were related to higher prevalence of alcoholism, higher depressive mood, and lower educational attainment. Child abuse history was also related to higher levels of authoritarian and lower levels of authoritative parenting, using Block’s Childrearing Practices Report, and lower scores on the Home Observation for Measurement of the Environment (HOME). For mothers, child abuse remained a significant predictor of parenting, even when controlling for current depressive symptoms and lifetime alcoholism dependence. However, when mother’s current educational attainment was included as a predictor, the effect of child abuse became insignificant. Home environment was poorer for those who had suffered child abuse, even after controlling for current depressive symptoms, lifetime alcohol dependence and educational attainment. For fathers, however, the effect of their child abuse on parenting was explained by educational attainment, independent of depressive symptoms and alcohol dependence. The effect of child abuse on the home environment was explained by educational attainment, current depressive symptoms and lifetime alcohol dependence. These data show a relationship between parents’ history of abuse as children and parenting ability, as well as impacts on other functioning. Results suggest that important correlate of child abuse are educational attainment which may affect other aspects of functioning as well. However, even after accounting for the other deficits, the ability to provide an adequate environment for the child is impaired in mothers who suffered child abuse.

We’ve been here Before: Methodological Insights for Obesity Studies in Psychology
Virginia Dicken
Funding for research on the “obesity epidemic” continues to grow. Medicare policy has changed to remove language that previously stated obesity was not a disease and was therefore ineligible for treatment coverage. Concerns about childhood obesity have led to the removal of vending machines from schools and the removal of children from their families’ homes. Reality television shows are dedicated to weight loss competitions, and even some presidential candidates have made public statements about eliminating obesity. In the midst of such changes, psychologists have become increasingly involved in studying weight control as well as the social consequences of obesity. Because of the documented marginalization of large individuals and the anti-fat biases held even by those
specializing in obesity, it is imperative that we be aware of how psychological research influences and is influenced by public policies and attitudes toward body size. People concerned about a variety of justice considerations in research have developed standards for ethical and valid study designs that give voice to the individuals being studied and reduce the chances of further marginalization. Feminists have pointed out androcentric bias in studies of partner violence and women's mental health. Lesbian, gay, bisexual, transgender, and queer individuals and allies have highlighted implicit heterosexism in studies of sexuality and prejudice. People with disabilities have questioned the medicalization of bodies and the exclusion of their voices in the development of research agendas. Each of these groups have offered new perspectives on the positioning of researchers, the language used to describe people, the formation of norms, and the underlying values in research design and interpretation. This presentation will draw from the methodological insights of feminist, queer, and disability studies as well as statements from large individuals to provide recommendations for psychologists researching obesity and weight-related issues.

Examining Disparities in Online Health Information-Gathering and Associated Health Behaviors

*Erica L. Rosenthal*

Extensive literature indicates age, ethnicity, and socioeconomic status are associated with disparities in access to digital technologies. This asymmetry in access has become widely known as the ‘digital divide’ (National Telecommunications and Information Administration, 1999). Recently, however, discourse on the digital divide has expanded from a singular focus on divisions in access to include divisions in the knowledge, skills, and efficacy necessary to effectively utilize digital technologies. Despite this shift in emphasis, little research has addressed this broader conceptualization of the digital divide. Specifically, are divisions in access to digital technologies associated with disparities in the ability to employ and derive benefit from such technologies? Among the potential benefits of innovations in digital media is the prospect of improved public health through greater access to health-related information, and enhanced opportunities to exchange information and experiences with others. The present study used secondary data from the Kaiser Family Foundation’s 2001 Youth Internet Health Survey (*n* = 1090). Demographic and other predictors of online health information-gathering among 15-24-year-olds were explored using Hierarchical Linear Regression. Despite disparities in home Internet access, Hispanic (β = .08, *p* = .015) and Black (β = .06, *p* = .043) respondents obtained more health information online than their White counterparts. Those who specifically sought sexual health information obtained more health information online than those who sought other types of health information (β = .14, *p* < .001). Trust in the Internet as a health information source was also predictive of online health information-gathering. The results of this study challenge conventional assumptions about the digital divide, suggesting that disparities in Internet access do not pose a barrier to obtaining health information online. Additional analyses will be presented, including the extent to which consumers of online health information exhibit ‘Internet health savvy’ by engaging in responsible health-related behaviors.

Perceptions of Discrimination, Prejudice, and Coping Responses among the Homeless

*Kimberley A. Cox*

This research examined the relationships between perceptions of discrimination and prejudical attitudes and coping responses among 60 homeless adults from ethnically diverse backgrounds and various subpopulations, including single men, single women, veterans, and adults with HIV/AIDS. Participants were recruited from a drop-in center and four transitional housing facilities. Semi-structured interviews were conducted to collect sociodemographic information, homeless history, and to assess participants’ perceptions of discrimination and prejudical attitudes using a revised version of the Experiences of Discrimination (EOD) Scale (Krieger, Smith, Naishadham, Hartman, & Barbeau, 2006). Participants were asked to report on their experiences of discrimination and prejudical attitudes in various life domains such as public settings (e.g., street, grocery store), employment, and medical care facilities. Prejudice and discrimination were defined as negative attitudes and being prevented from doing something or being hassled or made to feel inferior, respectively. Results revealed that the majority of participants perceived the highest rate of discrimination and prejudical attitudes in public settings followed by seeking employment and housing. Participants attributed their homeless status as the primary reason for
discrimination in two domains: public settings and interactions with law enforcement. The majority of participants reported active coping responses in reaction to discrimination and prejudice, including trying to do something about it and talking to other people. Further analysis revealed gender differences in coping styles such that males were significantly more likely than females to keep their experiences of discrimination and prejudice to themselves (84% vs. 16%, respectively). Interestingly, the majority of participants who reported experiences of discrimination and prejudicial attitudes cited multiple reasons for their adverse experiences such as gender, race/ethnicity, and homeless status. Implications for these findings are explored.

2.6 Chair: Cristina Mercado
Can Victim Consciousness Enhance Prosocial Behavior Toward Outgroups in Need?
Johanna K. Vollhardt
Conflict and violence between groups is often instigated, legitimized and sustained by powerful victim beliefs rooted in ethnopolitical violence experienced by ingroup members in the past (e.g., Lickel et al., 2006; Rouhana & Bar-Tal, 1998; Wohl & Branscombe, in press). In contrast, the present research examines the idea that salient victim beliefs – defined as “victim consciousness” – may in fact under some circumstances even reduce hostility and promote prosocial behavior between members of different groups. This is particularly likely when individuals perceive similarities between their own and other groups’ victimization. A conceptualization of victim consciousness among members of groups that experienced group-based violence is introduced, describing two distinct forms and a measure to assess these beliefs. Experimental and correlational findings from a study among Vietnamese American students are presented. This study provides support for the hypothesis that victim consciousness, and particularly the personal centrality of the ingroup’s victimization, predicts decreased hostility toward outgroups experiencing a similar fate (e.g., war refugees from other countries). Moreover, higher levels of victim consciousness predict increased prosocial attitudes toward outgroups, including the perceived personal responsibility to engage in prosocial behavior and collective action on their behalf. Discrepancies between experimental and correlational findings suggest that victim consciousness – particularly perceived similarity between victim groups – cannot be easily changed in a laboratory setting; and that individual differences in victim consciousness are more powerful predictors of prosocial behavior toward outgroups. Therefore, in order to achieve changes in the specific type of victim consciousness, and facilitate the positive effects demonstrated in this research, moderating factors must be considered. Findings from this study suggest that intergroup friendships, specifically with members of other groups that experienced group-based violence, may play an important role. Practical implications of this research for the prevention of intergroup violence and promotion of prosocial behavior toward outgroups are discussed.

Social Identity and Empathy for Outgroup Victims of Intergroup Harm
Mark Tarrant, Dirk Van Rooy, Martin Hagger, Nyla Branscombe
Three studies (N = 1238) tested the prediction that responses to harmful intergroup behavior are influenced by social identity concerns. Study 1 demonstrated that the extent to which harmed outgroup members elicited empathy amongst the ingroup depended upon ingroup members’ social identification, with strong identifiers showing lowest levels of empathy. Studies 2 and 3 demonstrated that adopting the perspective of harmed outgroup members also encouraged the avoidance of empathy, and led to stronger perceptions that outgroup members were responsible for their experiences (Study 2), and greater support for the ingroup perpetrators (Study 3). These findings question the role of perspective-taking initiatives in encouraging positive intergroup perceptions and suggest that when confronted with acts of harmful intergroup behaviour, adopting the perspective of outgroup members motivates ingroup members to employ strategies aimed at reducing the threat that such confrontation presents.

Social Exclusion Simulation: Mainstreaming "Systems Change"
Lynn Todman, Angela Bryan
In academic circles, the concept of “systems change” has emerged as a means of creating a more just society characterized by a fair and equitable distribution of essential rights, resources, and opportunities...
across all communities of people. However, the concept has yet to catch on in mainstream circles. This is unfortunate since effective systems change requires the mobilization of broad-scale political will which, in turn, requires the weight of popular support. As a first step in generating political support for systems change, we have developed a Social Exclusion Simulation. The purpose of the Social Exclusion Simulation is to help non-academics understand what social structures (the key elements of social systems) are, how they operate, and how they work to systematically block the access of some communities of people (e.g., women, ethnic, racial, and sexual minorities) to the rights, resources, and opportunities (e.g., housing, healthcare, education, employment, due process) that are required for social integration. The Simulation was piloted twice in 2007 – once in July and again in October. The pilots used formerly incarcerated women as the demonstration population to illustrate how structural features of American society can and often do undermine social integration. The pilots revealed the Simulation to be a very effective educational tool for helping people to (1) question prevailing perceptions and assumptions about the root causes of social problems; (2) appreciate the restrictions imposed by social structures and systems on the ability some individuals and communities to assume “personal responsibility” for their welfare; (3) revise their outlooks and behaviors vis-à-vis the causes of and solutions to social problems; and importantly, (4) acquire the knowledge and insights needed to develop and sustain popular support for systems’ reform. Such understandings are critical for deep understanding of fundamental causes of mental health issues.

Raising Support for LGBT Rights and Reducing Implicit Antigay Prejudice

Luis M. Rivera, Nilanjana Dasgupta

For the past several decades, the lesbian, gay, bisexual, and transgendered (LGBT) community in the United States has sought to achieve equal rights for all individuals regardless of their gender or sexual identity. In spite of recent progress in the domains of employment and housing discrimination, legalization of the adoption of children, civil unions or marriages, and protection from hate crimes, this movement has faced a significant national backlash. National polls reveal that a majority of Americans still oppose the legalization of all gay civil rights (Bumiller, 2003), especially after this issue became prominent across state courts (e.g., Baker v. Vermont, 2002). Moreover, a majority of states over the last decade have defined marriage in their constitutions in a way that explicitly discriminates against the LGBT community. In response to these social issues, psychologists have shown that specific situational interventions can reduce antigay prejudice, but many questions remain unanswered. For example, who is most sensitive to situational interventions? Do these interventions influence people’s behavior? What are the underlying processes that fuel them? The present study examined the combined influence of a short-term situational exposure to admired members of the LGBT community and individual differences in prior long-term contact on the intention to vote against public referenda legalizing LGBT civil rights and implicit prejudice. Results showed that in the absence of any intervention, participants with little contact showed more discriminatory voting intentions and implicit antigay attitudes than participants with high contact. However, after the short-term intervention, participants, regardless of prior contact, showed low levels of discriminatory voting intentions and prejudice. We suggest that different underlying mechanisms drive changes in discriminatory voting intentions versus implicit prejudice. In brief, the current research demonstrates that the social context not only impacts attitudes but also changes discriminatory intentions and actions that directly produce structural inequalities.

Demonstrating Positive Social Change through Minimal Peer Influence

Amanda L. Mahaffey, Angela Bryan

Conforming to social group norms is both a psychologically healthy and generally beneficial human behavior, allowing us to fit smoothly into our various environments (Crandall & Stangor, 2005). But what if the group norm goes against one’s preexisting negative attitude toward a stigmatized outgroup member? In order to assess the influence of peer feedback on behavior toward gay men and lesbians in the contexts of choosing a roommate (home), hiring a job candidate (work), and voting for a congressperson (representation), a series of three studies was conducted. In these studies (n= 805, 51% female), a derogatory message (i.e., “I wouldn’t want to live with/ work with/ vote for a fag/dyke”) was compared to a relatively favorable message (i.e., “I know he’s gay/she’s a lesbian, but he/she seems like a great roommate/ really smart/ great for the job”) about a hypothetical gay man or lesbian ostensibly
written by another participant. All participants were robustly moved by this feedback. In these studies, whether the participant received the positive peer comment or the negative peer comment was the most significant factor in the final roommate/hiring/voting evaluations over and above preexisting attitudes and gender. In other words, for our samples, discrimination against gay men and lesbians is not a fixed behavior determined by preexisting attitudes toward homosexuals; anyone can be persuaded to discriminate (or not) by mere peer suggestion. Not only were participants moved in a negative direction if they received the derogatory peer comment, but those who received the favorable peer comment were moved just as far in a positive direction. The robust results of these initial studies lay the groundwork for further exploration of positive social change through minimal peer influence.

2.7 Chair: Desdamona Rios
The Influence of Implicit Cultural Norms on the Shooter Bias
Emiko Yoshida
Research on automatic racial biases has found that when people make split second decisions about whether to “shoot” a target with a gun or not to “shoot” a target with a harmless object (e.g., cell phone), they tended to be faster to “shoot” an African American target with a gun and slower not to “shoot” an African American target with an object—a tendency called the shooter bias (Correll, Park, Judd & Wittenbrink, 2002). Past studies have found that implicit and explicit attitudes towards African American were not related to the shooter bias, and even among those who have high motivation to control prejudice the shooter bias emerged (Correll, Park, Judd & Wittenbrink, 2002). What does predict the shooter bias? In two studies, we demonstrate that people's implicit beliefs about how others evaluate African Canadians predict the shooter bias. We call these implicit beliefs about how others evaluate African Canadians implicit norms. In both studies, we measured implicit norms by a modified version of the implicit association test (IAT). In Study 1, we found that the more negative people’s cultural norms about African Canadian were, the more strongly they engaged in the shooter bias ($r = -.29, p < .05$). In Study 2, we measured more specific norms about African Canadians by superimposing an African Canadian or European Canadian male face onto either a church or a prison background. Implicit norms about African Canadians in a prison context predicted the shooter bias ($r = -.27, p = .06$), but implicit norms about African Canadians in a church context did not ($r = .15, ns$). Taken together, our results suggest that cultural norms play a role in the strength of the shooter bias.

The People-to-People Psychology Delegation to Vietnam and Cambodia
Rachel M. MacNair
The psychology delegation to Vietnam and Cambodia of November 2006 provided an opportunity for interaction with many psychology teachers, students, and practitioners in those two countries. Having done research in combat veterans of the American wars in those countries on the concept of killing as an etiological stressor leading to post-trauma symptomatology, I was interested in finding out how this concept of Perpetration-Induced Traumatic Stress appeared to people on the other side in those conflicts. By making a presentation on my own research, as well as further questioning, I found a variety of responses from professional and lay people there. There were other presentations that U.S. delegates made as well, but of most interest were the presentations that Vietnamese and Cambodian psychologists made to us; in Vietnam, university professors and students were most interested in education and in preventing domestic violence, while in Cambodia the focus was on traumatization not only for those who went through the genocide but for the second generation after.

Who Made Me Sick: Culture and Health Attributions
Lisa M. Vaughn, Daniel McLinden
Culture plays an important role in the formation of beliefs concerning health and illness with many divergent belief systems in comparison to the Western biomedical model of medicine. These belief systems may include different disease models, wellness/illness paradigms (e.g., Chinese medicine, magico-religious thinking), various culturally-specific diseases and disorders, variations in childrearing, feelings about health care providers and seeking Westernized health care, and the use of traditional and indigenous health care practices and approaches. With the rapid increase in social, linguistic, religious,
and other cultural differences within the U.S. and the pivotal role that cultural health beliefs play in health care, examining the role of health attributions across cultural backgrounds is of primary importance. In general, research suggests that the causes attributed to an event like illness are thought to affect subsequent motivation, emotional response, decisions, and behavior. Health care providers often ignore or are unaware of these health attributions whereas the patients themselves may interpret the healing process based on their perception of these factors as related to the cause of the illness. For example, if a patient might pray or go to church more often as a trade-off for adherence to treatment plan such as daily medications. Two measurements of cultural health attributions will be presented in this session—the Cultural health Attributions Questionnaire (CHAQ) and the Pediatric Cultural Health Attributions Questionnaire (Pedi-CHAQ) along with descriptive data from recent studies using these instruments. Attributions of health and illness can affect health outcomes in terms of quality of life, effective management of disease when present, trust in health care providers, health care utilization, treatment engagement, and adherence to medical regimen. Until we better understand cultural health attributions, it is unlikely that patients’ full potential to positively impact their own health will be realized.

Are you REALLY American? Cultural Inauthenticity & Racial Essentialism
Sun No, Karl Dach-Gruschow
We explored the concept of cultural inauthenticity, or the subjective experience of mis-match among physical appearance and cultural knowledge. When there is a perceptual difference in phenotype among ethnic minority and mainstream individuals, both mainstream and minority cultural members may use an individual’s physical features to formulate estimations about that individual’s identification with and knowledge of a particular culture (i.e., this person looks Asian, therefore s/he knows about Asian culture). We predicted that “visible” ethnic minority individuals, specifically Asian Americans, may be particularly prone to feel culturally inauthentic with respect to American culture. We report findings from a pilot study and a main study which supports the importance of the construct of cultural inauthenticity and its relations to other variables such as cultural practices and racial essentialism. In the main study, 59 White American and 83 Asian American participants were asked to list as many television shows as they remembered from the 1990s. Asian Americans did indeed report greater feelings of American cultural inauthenticity than White Americans and Asian Americans who listed fewer American television shows aired during the 1990s reported greater feelings of cultural inauthenticity than Asian Americans who listed more shows. Furthermore, we found that Asian cultural inauthenticity was significantly negatively correlated with belief in an unchanging core essence underlying racial differences, suggesting that more Asian American participants endorsed racial essentialism, the less inauthentic they felt with respect to Asian culture. The current line of research on cultural authenticity highlights the uniquely subjective experience of cultural authenticity, which cannot be measured with objective markers such as extent of cultural knowledge. The construct of cultural authenticity also underscores the complexities involved in determining who is or is not an authentic member of a culture, as cultural expectations and norms are perpetually re-negotiated among cultural members.

Types of Ethical Self-Constructions in the Context of Global Poverty
Eri Park
In the context of global poverty I attach great power to the ordinary citizens of the European Union: to bring about the political reforms to the extent required in this case, the support of ordinary citizens in rich countries is essential. I do not wish to imply that the issue of global poverty can be reduced to an issue resolvable at the level of individual psychology, but a social-psychological analysis needs to complement an analysis of social structures. In order to gain a comprehensive understanding of an individual’s representation of severe poverty, it is necessary to explore how this issue is interwoven into one’s general worldview and identity construction; for what lies at the heart of this representations, and the question of one’s personal activity, is basically one’s personal response to all big questions of human existence: What do I believe is the meaning of life and how do I want to achieve this in the context of the existing contradictions present in our European societies? - What do we merely acquire because of a psychological need for our self-image, the construction of an ethical self, and how do actually we live? To tackle these questions, I conducted qualitative interviews with 20 members of the European middle class (10 men, 10 women) in London (UK), Berlin (Germany) and Cape Town: political consultants, staff
members of NGOs, and ‘ordinary citizens’ (teachers, journalists, lawyers, social-workers). All interviewees hold at least a BA and had no financial commitments, in terms of underage children or elderly parents to care for. Every interview session took between 1-2.5 hours, and I met up with the interviewees up to 12 times. I used NVIVO as a technical and Grounded Theory and Thematic Network Analysis as theoretical tools.

SYMPOSIA

2.8 Gender in Social Context: Women’s Experiences of Bodies and Sexuality

Chair: Elizabeth R. Cole

Feminist theory emphasizes that the social construction of gender is specific to local contexts, including time, place, and the intersection of gender with other identities such as race/ethnicity. These contexts may influence the gendered experience of individuals through phenomena at the sociological level, such as popularly held ideologies, social movements, and mass media. The papers in this symposium consider ways these multiple aspects of social context influence girls’ and women’s perceptions of their bodies and sexuality, with special attention to the developmental aspects of these influences. Each paper attends to the ways that individual differences are associated with outcomes in specific social and developmental contexts. Briefly, Schooler finds that a particular style of television viewing among adolescent girls resulted in marked decrease in their body satisfaction over time. Curtin finds that among college women, endorsement of conventional femininity ideologies is associated with less sexual knowledge and assertiveness and lower body-esteem during sex. Newton’s longitudinal study looks at the impact of the “sexual revolution” at midlife for women who experienced it during their 20s, and finds these associations differ for women depending on how they judge the specific impact the movement had on them. Finally, Sabik examines whether negative body satisfaction is associated with depressive symptoms among women aged 70 and older, and whether this association is partially mediated by social engagement; her study pays particular attention to differences between White and Black women. Taken together, these papers provide snapshots across the lifespan of the ways that social contexts frame women’s gendered experiences of their bodies and sexuality. Results may be discussed in terms of Stewart & Healy’s model concerning the relationship between life stage and the subsequent impact of social change.

Longitudinal Associations between Television Viewing Patterns and Adolescent Body Image

Deborah Schooler

Previous research used cluster analysis to identify distinct profiles of adolescent television use, which reflected unique patterns of preferences for certain genres (e.g., action, comedy), character types (e.g., female, Black), and themes (e.g., romance). The current study investigates whether membership in different clusters predicts changes in body image over time. We recruited 841 adolescent boys and girls, ages 11-17, for participation in a longitudinal study of adolescent media use. Participants’ reports of primetime television viewing were entered into a k-means cluster analysis. Eight clusters emerged from the data, and each clusters had a unique profile of primetime viewing. I conducted regressions predicting Time 2 body satisfaction for boys and girls. Among boys, all television-viewing variables were unrelated to changes in body satisfaction. Among girls, however, total hours spent watching primetime television initially predicted decreases in girls’ body satisfaction over the course of two years. After including cluster membership, however, this association became non-significant; membership in one of the clusters emerged as a stronger predictor of changes in body satisfaction. A small number of girls, whom I labeled “Comprehensive Watchers”, watched television frequently and indiscriminately, showing no preference for a specific type of content. Whereas, the average girl in our sample showed a four percent decrease in body satisfaction across two years of adolescence, girls in this single cluster experienced an average drop of more than 20%. Girls in other clusters, some of whom were watching more than three hours of
television a night, did not experience this same decline in body satisfaction. These findings suggest that simply watching television may not be the problem, but that a specific style of watching may pose a risk for the development of body dissatisfaction.

**Femininity Ideology, Sexual Knowledge, and Sexual Attitudes in Young Women**

*Nicola Curtin*

Tolman, Impett, Tracy and Michael (2006) claim that femininity is more than a personality trait or gender role; rather it is “positioned… as a set of socially constructed, oppressive hegemonic ideologies…the negotiation of which is an unavoidable aspect of female adolescent development…” (p. 86). Given the pervasive, and inescapable, nature of femininity ideologies, it is important to explore the role these ideologies play in women’s development across the lifespan; particularly during periods where they are beginning to make important social and sexual decisions. Masculinity ideologies in both college-aged men and women are related to sexual behavior and condom use; however, masculinity ideology was less successful in predicting women’s sexual and attitudes (Shearer et al., 2005). The current study examined the relationship between femininity ideology, sexual knowledge (i.e. knowledge of STI and pregnancy prevention, and female reproductive health), sexual assertiveness and condom use, and sexual self-esteem and body comfort during sex in a sample of college-aged women. Findings show that femininity ideologies are related to less sexual knowledge, less confidence in one’s ability to be sexually assertive, and lower body-esteem during sex. Results also indicate that there may be multiple strands of femininity ideology, each exerting different effects.

**The Long-term Impact of the Sexual Revolution on Women**

*Nicky Newton*

According to Stewart & Healy (1989), the life stage at which social change is experienced influences the level of on-going impact the change has on the individual: for example, changes experienced in childhood influence background beliefs out of awareness; changes experienced in adolescence influence conscious ideology and identity, whereas changes experienced during mature adulthood influence subsequent behaviors or actions, but not identity. This idea is further explored by Duncan & Agronick (1995) in relation to different cohorts of women’s experience and felt importance of the women’s movement, and the subsequent effect this had on their education and career attainment. The current study aims to extend this line of research, specifically analyzing the influence of the sexual revolution of the late 1960s and early 1970s on middle-aged women’s sexuality. Data are drawn from the Smith College class of 1964 collected in 1995, in conjunction with their 30th reunion. These data include items regarding personality, life style, health, and values, as well as questions about the effect of the sexual revolution. The felt impact of the sexual revolution is apparent in two separate domains of middle-aged sexuality: reported behaviors and emotional sequelae. Although behavioral and emotional effects of the sexual revolution are modestly interrelated, the consequences of these two kinds of effects for middle-aged women are different. Reports of a strong emotional impact of the sexual revolution on sexual experience are associated with feelings about aging among women in their fifties, whereas reports of a strong behavioral impact (including more and broader sexual experience) are related to activism in such areas as women’s rights. Results support Stewart & Healy’s model concerning the relationship between life stage and the subsequent impact of social change, and demonstrate the importance of specifying the different kinds of effects social changes may have.

**Is Appearance Satisfaction Linked to Depression Among Aging Women?**

*Natalie Sabik*

In American culture, beauty is associated with youthfulness and thinness, and a large body of research has shown that young women who view their bodies negatively are at risk for depression and other negative outcomes. However, little research has explored this topic among aging women. Women may feel devalued as aging transforms their bodies in ways discrepant with beauty ideals associated with physical markers of youth. Identifying risk factors for depression is especially important among the aging because depression is tied to negative health outcomes in this population. However, research suggests that in aging populations, individuals with strong social support networks are the least at risk for mental
health problems such as isolation, loneliness, and depression. Negative body image may interfere with social engagement if aging women shun social interactions due to perceived shortcomings of their appearance. Thus, the purpose of this research is to explore whether negative body and appearance satisfaction is associated with depressive symptoms among aging women, and whether this association is partially mediated by social engagement. A racially diverse sample of 100 women aged 70 and older is currently being recruited to complete survey measures. Results will be discussed in light of recent scholarly interest in the harmful effects of ageism. (Bugental & Hehman, 2007).

2.9 Psychological Explanations for Bias and Discrimination in Law and Policy

Chair: Richard L. Wiener

This symposium consists of four psychological analyses of different legal or policy judgments. Each analysis exposes and explains the origins, mechanisms, or outcomes of bias and discrimination in decision making that could alter significant experiences of people in their everyday lives. The empirical arguments explain discrimination and bias in independent policy judgments about gender, sexual orientation, ethnicity, and race. As a result, the research provides insights into the difficulties that arise in jury decision-making, defining the rights of LGB (gay, lesbian, or bisexual) individuals, selecting high quality but diverse candidates applying to universities, and applying the law to indigenous peoples. The first paper defines generic prejudice in law as prejudgments of defendants or case facts and then demonstrates the role of trial-induced emotion in triggering bias in sexual assault trials where the defendants are men allegedly attacking women. The second paper shows that same sex-atraction might explain the observation that despite some positive changes, lesbian, gay or bisexual (LGB) individuals in many jurisdictions continue to live under public policies that either fail to protect basic human rights (e.g., housing discrimination) or support discrimination (e.g., military policy). The third paper uses a mock university admissions paradigm to study the role of gender and diversity in affirmative action policies, finding that women decision makers were more likely to accept diverse candidates than were men. Finally, the fourth paper surveys the roles of psychological research in understanding disproportionalities in legal decision-making and policy formation about Native Americans, ultimately explaining some of the reasons that authorities make fewer arrests for domestic violence against Indian victims and why there is a greater likelihood police of stopping Indians because of racial profiling. In each case, the authors discuss how policy and law informed by psychological research can become more sensitive to problems of bias and discrimination.

Jury Bias in Criminal Cases: Emotion and Generic Prejudice

Richard L. Wiener, Stacie Nichols

The Sixth Amendment guarantees “In all criminal prosecutions ...a speedy and public trial, by an impartial jury of the State.” The current research examines the role of induced emotion in triggering generic prejudice, prejudgments about sexual assault cases and defendants (Wiener et al. 2006). The major hypothesis was that angry (fearful) mock jurors would show more (less) evidence of generic prejudice (Tiedens et al., 2001). Jury eligible community residents evaluated a sexual assault trial summary in which the defendant was either guilty or not guilty. Next, participants wrote fact summaries of the trial that made them feel anger, fear, sadness, or no emotion (control). Next, participants evaluated one packet containing 5 sexual assault scenarios and 5 homicide scenarios and then a second packet with 5 other sexual assault and 5 other homicide scenarios. The participants rated the culpability of the defendants on a scale that averaged guilt certainty, strength of defendant’s case, strength of state’s case, and criminal intention. Analyses consisted of 2 (guilt vs not guilty first trial defendants) x 4 (trial induced emotional reactions) ANCOVAs with first packet case ratings as covariates and second packet case ratings as dependent variables. The consistency with which first packet judgments predicted judgments of similar case types in the second packet depended upon the emotion induced in the original trial. For example, with second-degree sexual assault, participants who were angry, sad, or without induced emotion rated the second packet defendant more culpable when they found any of the first packet defendants culpable of sexual assault charges. There were no similar effects for fearful participants. While the results showed that experienced emotions could influence juror impartiality we
discuss how preemptory challenges in voir dire might be useful for isolating mock jurors susceptible to these gender based biases.

**Impact of Public Policy on Sexual Minorities**  
*Debra A. Hope, Timothy Emge, Luis F. Morales Knight*  
Despite some positive changes, in many jurisdictions lesbian, gay or bisexual (LGB) individuals continue to live under public policies that either fail to protect basic human rights (e.g., housing discrimination) or support discrimination (e.g., military policy). These policies contribute to the stigmatization of same-sex sexuality, an important factor in the increased risk of certain mental health concerns for LGB individuals (Meyer, 2003). This presentation will examine public policy on sexual minorities from two perspectives. First, we will describe a study of same-sex attraction and attitudes about LGB-relevant public policy. Second, we will report preliminary data from a study of individuals who identify as LGB that examines the impact of LGB public policy. Study 1 involved 74 men and 154 women from a Midwestern university, all self-labeled as heterosexual. However, 1/3 of the sample (the "H+" group) reported some current or past same-sex attraction or sexual activity on the Klein Grid (Klein et al., 1985). The other 2/3 of the sample, ("H" group) reported exclusively other-sex attraction and behavior. Overall, the participants tended to support LGB-friendly public policy (e.g., adoption rights, employment discrimination protection). However, for almost all policies, the H+ group had stronger support than the H group. Implications for the potential broader impact of public policies beyond self-identified LGB individuals will be discussed. Study 2 involved Nebraskans who identify as LGB. This study is ongoing and we expect at least 30 participants by June. As before, participants rated their support of LGB-friendly public policies. They also provided frequency/intensity data about the impact of those policies on their daily lives, and completed measures of mental health and protective factors. Given the lack of public policy support for LGB individuals in Nebraska, we anticipate that these results will document the impact, if any, of a hostile public policy environment.

**Gender Differences in Selecting Diverse Candidates for University Admission**  
*Evelyn Maeder, Richard L. Wiener*  
Previous research by the authors indicates that different models of affirmative action (clinical or actuarial) will yield different selections of candidates for admission to a university as a function of candidate quality and diversity (Maeder & Wiener, under review). That work showed that actuarial models resulted in acceptance of higher quality and more applicants that are diverse. The current research examines whether gender influences selection decisions. We created 18 mock applications of various levels of quality (high/medium/low) and diversity (high/medium/low) and asked 101 participants at a large Midwestern university to determine whether they would admit the applicants to a university. Using acceptance certainty, (i.e., how certain the participant was of the decision to admit each applicant) as a dependent variable, we performed a repeated measures analysis of variance with gender of participant as the between-subjects factor, and gender of applicant (male/female) and diversity of applicant (low/medium/high) as within-subjects factors. An interaction between applicant gender and diversity showed that male applicants of medium and high diversity did not receive significantly different acceptance certainty scores across participant gender. However, participants were much less likely to accept low diversity male applicants. Most interestingly, we observed an interaction between participant gender and applicant diversity such that male participants did not discriminate between low, medium, and high diversity applicants. Conversely, female participants were more likely to accept high-diversity applicants than they were to accept the applicants’ medium or low-diversity counterparts. It appears that gender plays a role in the decision to admit candidates to higher-level institutions such that women decision makers were more sensitive to different levels of diversity than were men. We discuss the importance of this finding for affirmative action policies in higher education and the need for future research to explore the mechanisms underlying these gender differences.
American Indians, Psychology, and Law

Cynthia Willis Esqueda

Inequitable legal treatment by the US against American Indians has been a concern for three centuries, but the general public is not well informed concerning the ramifications of such treatment. Psychology and law research can expand an understanding of discrimination facing United States’ indigenous peoples. The purpose of this presentation will be to review the scant research that addresses problems confronting American Indians at the beginning of the 21st century. Although several areas of discrimination against American Indians exist, I will focus on two issues (domestic violence and racial profiling) that permeate Indian country and where psychology and law research provides insight into biases facing American Indians. For example, domestic violence is at epidemic proportions in Indian communities (Tehee & Willis Esqueda, 2006). Biased culpability assignment has been found when American Indians are involved, compared to European Americans (Willis Esqueda, 2007). Perpetrators of domestic violence against American Indians may be less likely to be arrested and prosecuted, based on current negative conceptions of Indians. Racial profiling is a serious issue for American Indians, as it is for most minorities. The focus on illegal immigration has directly affected Indian country, such that Indians are mistaken for immigrants and stopped, even when a sovereign nation predates international boundaries. The Tohono O’odom have banned any National Guard from entering the reservation to aid in US actions against illegal immigration (McCombs, 2006). In South Dakota officers admit targeting Indians, in order to find those with outstanding warrants (Kafka, 2000), and racial profiling has been documented in several other states, as well. The effects of “colorism” (Uhlmann, et al., 2002) and criminal stereotypes (Willis Esqueda, 1997) suggest efforts to eliminate racial profiling of Indians demands an increased effort by the US to ensure justice for America’s indigenous people.

2.10 Overcoming the First Glimmers of Prejudice: The Developmental Social Psychological Approach

**Chairs:** Rita Guerra and Lindsey Cameron; **Discussant:** Linda Tropp

Prejudice emerges in early childhood and research reveals that interventions to reduce intergroup bias at this age can have a significant influence on children’s intergroup relations later in life. Indeed, some authors propose that childhood is the optimal period to change the factors that contribute to the development of intergroup prejudice, as well as to explore the utility of different prejudice reduction interventions (Gaertner et al., 2007). We propose that further research is needed to understand how children’s intergroup attitudes are acquired, and how they can be changed. The aim of this symposium is to bring together research from developmental and social psychology to provide a critical understanding of how prejudice develops and how it can be defeated in an enduring way. Killen utilizes an integrative social cognitive model of children’s moral reasoning to discuss research with children and adolescents regarding their attributions of intentions and fairness judgments. Baray presents research that examines the role of cross-group friendships in determining intergroup attitudes and behavior in kindergarten and elementary school children in ethnically homogeneous and heterogeneous classrooms. Guerra explores whether the benefits of a complete recategorization and dual identity strategies might be effectively translated into a school-based intervention program designed to reduce prejudice among ethnically diverse children. Together, these findings will advance our understanding of how children’s intergroup prejudice is acquired, developed, and how can it be combated. Tropp discusses the advantages of crossing developmental and social psychological approaches both for enhancing the theoretical understanding of how to overcome prejudice and for the practical implications regarding tools for policymakers in the broader educational field.

**Social-Cognitive Developmental Approaches to Intergroup Bias and Moral Judgments**

Melanie Killen, Megan Clark Kelly, Cameron Richardson, Noah Simon Jampol

Guided by an integrative social cognitive domain model of children’s moral reasoning that has been applied to issues of prejudice, exclusion, and intergroup attitudes (Killen, 2007), we have conducted research with children and adolescents regarding their attributions of intentions and fairness judgments. In this presentation, we will describe our theoretical model, and illustrate our framework with findings from a recent study conducted with adolescents (N = 428). In this study, we measured intergroup bias.
(do participants use race to attribute negative intentions in ambiguous peer encounters?), and fairness judgments regarding whether it is all right to make accusations without sufficient evidence, and whether prior record constitutes a basis for attributing blame. The findings indicated that younger adolescents, at 13 years of age, revealed racial biases that were not apparent at 16 years of age. Further, males had more biases than did females, and so did majority participants (more than minority participants). However, these findings were sporadic, and reflected only about 25% of the responses. In many cases, participants did not use race at all to make attributions about bias, indicating that other social cognitive factors were implicated. The more robust findings had to do with fairness judgments regarding making accusations in these contexts. Moral judgments about fairness increased with age, in fact, for all participants. Minority participants were more likely than majority participants to judge accusations in these contexts as unfair, whether the “victim” was majority or minority. We will discuss these findings in the context of recent research on discrimination (Brown & Bigler, 2006), prejudice (Aboud, 2003), and exclusion (Abrams, et al., 2007; Rutland, 2004) as well as our own work with younger children.

The Impact of Classroom on the Attitudes and Actions of Young Children
Gamze Baray, Stephen Wright, Jane Friesen, Jasmina Arifovic, Lisa Giamo, Andreas Ludwig
Intergroup contact theory proposes that increased contact with outgroup members can play a significant role in reducing intergroup prejudice (Allport, 1954). Research into the link between intergroup contact and reduction of intergroup prejudice, however, has predominantly investigated the dynamics between a single majority and a single minority group; the issues arising from greater ethnic heterogeneity and the consequent ambiguous status relations among a variety of groups has received less attention.

This research project examines the role of cross-group friendships in determining intergroup attitudes and behavior in kindergarten and elementary school children in ethnically homogeneous and heterogeneous classrooms. Specifically we examine the ways in which exposure to and friendship with members of various different outgroups affect intergroup attitudes and behaviour. In line with Aboud (2003) we propose that cultural and ethnic heterogeneity of classroom environment will promote more positive intergroup relations among school children. We will test this hypothesis with children from both the dominant and minority ethnic groups. In addition, we are able to examine whether classroom diversity is associated with more positive attitudes towards outgroups not represented in a particular classroom. Participants were 200 children from 12 Kindergarten and 4 Grade 1 classrooms in 6 elementary schools within the Vancouver School Distract. Intergroup attitudes and behaviour were assessed using activities that involve a sorting task (e.g., Wright & Taylor, 1995) and a sharing task (e.g., Harbaugh, Krause, & Liday, 2002) respectively. Preliminary analyses signal that both White and minority children had more positive attitudes toward White targets compared to Chinese and South Asian targets. However, there was no evidence of preferential sharing with any specific ethnic group. We elaborate these results within the framework of intergroup contact theory, stressing the role of social environment in promoting positive intergroup attitudes along with effective cultural and ethnic diversity education.

Can Recategorization Strategies be Translated into a School-Based Anti-Bias Intervention?
Rita Guerra, Margarida Rebelo, Samuel L. Gaertner
The intensive immigration fluxes towards richer countries and the consequent presence of ethnic migrants have become a major public issue. Governments in Europe have put immigration and social integration of immigrants high on their political agenda. Recent reports on education revealed that minority groups are discriminated against, and illustrated the presence of inter-ethnic tensions between national and immigrant children in public elementary schools (Raxen, 2004). The main goal of our research program is to translate the Common Ingroup Identity (Gaertner et al., 1993) and Dual Identity (Gaertner & Dovidio, 2000) models into a school intervention. Our previous studies revealed that either a complete recategorization or a dual identity are effective at improving outgroup attitudes and that these positive effects last over time (Guerra et al. 2007). These findings encouraged us to design an educational program to improve intergroup relations between ethnically diverse children in school.

The reported experiment explored whether the benefits of a complete recategorization and a dual identity might be effectively translated into an intervention program designed to reduce prejudice. The primary experimental design was a 3 Treatment Condition ( control; recategorization; dual identity) X 2 Ethnic
Participants were 20 White Portuguese and 20 Black-Portuguese children, who engaged in a weekly activity (to create a story about an adventure using basic curricular skills) under conditions that emphasized either a one group or a dual identity among the groups. Overall, only recategorization improved outgroup attitudes over time, particularly among Black-Portuguese children. Our major findings can constitute an important tool for policy-makers in the educational field, and in this sense are discussed regarding their implications on the broader educational policies.

**FACILITATED DISCUSSIONS**

**2.11 International & Domestic Collaboration**

_Namrata Mahajan, Robert Blagg, Liana Epstein_

A panel of discussants relating why, where, and how to make research connections. To include international as well as local researchers.

**SYMPOSIA**

**2.14 Understanding the Dynamics of Concealable Stigmas**

_Chairs: Stephenie R. Chaudoir and Diane M. Quinn; Discussant: Diane M. Quinn_

Although all socially stigmatized individuals may experience potential challenges due to their socially devalued status, people who possess a concealable stigma face a number of unique psychosocial challenges because of the concealability of their stigmas. This symposium focuses exclusively on the experiences of those who live with a concealable stigma in order to examine the different ways through which concealability can affect individuals’ experiences and overall well-being. In the first presentation, Fortune and Inzlicht examine the experiences and processes of concealing a non-heterosexual sexual orientation. These authors demonstrate that actively concealing an identity can negatively impact both psychological and physical well-being. In the second presentation, Weisz and Houston examine the experience of homelessness. They show that the extent to which individuals believe that others possess stigmatizing attitudes towards them may lead to active concealment of homelessness. In addition, these authors address how different dimensions of stigma such as salience and centrality affect indices of well-being among individuals who possess multiple concealable stigmas. The authors discuss how an understanding of concealable stigma and its interaction with visible stigma can lead to a greater understanding of service use and positive life outcomes among people without homes. In the third presentation, Chaudoir and Quinn examine how individuals with a wide variety of concealable stigmas are impacted by their first disclosure experiences. These authors demonstrate how motivations for disclosure can impact the quality of the disclosure experience which, in turn, can affect current psychological well-being. Together these papers provide insight into the general dynamics of concealability and the unique experiences of people with a variety of different concealable stigmas.

**Concealability: Blessing or Burden?**

_Kathleen Fortune, Michael Inzlicht_

Concealability is a largely under-researched dimension of stigma. Early research suggested that the ability to conceal a stigma would be highly advantageous in social interactions between stigmatized and non-stigmatized people. We suggest that the level of mental control needed in order for some individuals to manage what to reveal and not to reveal during social interactions comes with serious costs. We developed a comprehensive measure of concealability in an attempt to clarify the key experiences of concealing a stigmatizing aspect of one’s identity. In this initial study we focused on individuals
concealing their non-heterosexual sexual orientation. Participants were asked who they conceal from, under what circumstances they do so, how frequently they conceal, and their reasons for concealing. They were also asked about how transparent or visible they feel that their invisible stigma is to others, how distracting thoughts of their stigmatized identity are, and about the emotions associated with concealing this identity. In addition to this measure, participants completed measures of positive and negative emotion, individual and collective self-esteem, depression, self-concept clarity, stigma consciousness, general self-concealment, health issues, and workplace identity management. Items on our scale were reversed coded such that higher scores indicate greater concealment, stigma-related thought intrusion, and negative emotionality. Results indicate that individuals with higher scores on our measure of concealability reported significantly greater negative affect and depression, higher stigma consciousness, more health issues, and engaged in frequent attempts to pass as heterosexual in their workplace. Furthermore, these individuals reported significantly less positive affect, and lower individual and collective self-esteem. These results suggest that concealing one’s sexual orientation comes with considerable psychological costs, and broadly, that the ability to hide an aspect of identity is not always of benefit, particularly when this ability goes along with feeling that one is required to hide it.

Stigma-Related Beliefs and Experiences among Homeless Individuals
Carolyn Weisz, Renee Houston
Individuals without homes may possess multiple stigmatized identities including many that are concealable (e.g., housing, employment, and relationship status, criminal history, illness, addiction). This presentation will describe findings from research with homeless individuals in Pierce County, Washington. One study examined homeless individuals’ perceptions of stereotypes about their group. Participants without homes (N = 214) rated five statements representing negative stereotypes about the homeless as true or false (e.g., Most of the homeless do not want to work.) and also indicated the response they thought non-homeless individuals would choose most often. A sample of non-homeless community members (N = 50) also indicated whether the items were true or false. As expected, homeless participants thought outgroup members would endorse significantly more items as true than homeless individuals endorsed themselves and than outgroup members actually endorsed. These beliefs about negative perceptions, whether accurate or not, may create a desire to conceal one's homeless status which may, in turn, contribute to social isolation and resistance to using services. A second study examined psychological factors and experiences of discrimination related to specific forms of stigma such as homelessness, criminal history, illness, addiction, and non-white race. Participants without homes (N = 70) completed a survey designed to measure dimensions of stigma including centrality, salience, and concern about negative treatment. They also reported specific instances of discrimination they experienced linked to different stigmatized identities. One goal of this study is to identify relationships between particular dimensions or forms of stigmas and indicators of well-being such as length of time homeless, physical and mental health, affective experiences, motivation, and social support. Studies such as these that increase our understanding of experiences of stigma and discrimination may have practical implications for improving services and reducing homelessness.

Predictors and Consequences of Positive First Time Disclosures
Stephenie R. Chaudoir, Diane M. Quinn
People living with a concealable stigma must deal with the challenge of determining when, how, and to whom to disclose this information to others. Of primary importance to researchers and practitioners alike is to understand the psychological predictors and consequences of disclosure. In the current research, we examined the processes involved in first time disclosures for people living with a variety of concealable stigmas (e.g., mental illness, hidden medical conditions, addiction, sexual assault). Consistent with emerging research examining how motivations for disclosure can impact post-disclosure outcomes, participants who reported motivations for disclosing which considered the needs or well-being of others (e.g., to enhance their relationship with the disclosure confidant) were more likely to experience positive first time disclosure experiences than were those participants who did not have such motivations. The extent to which participants felt that their first time disclosure event was a positive experience was related to current psychological well-being (e.g., higher self-esteem, lower negative affect), such that those participants who experienced more positive disclosure events reported higher
levels of current psychological well-being. Further, we found that the relationship between positive first time disclosure experience and psychological well-being is mediated by fear of disclosure, such that those participants who reported better disclosure events reported less fear of disclosure which, in turn, affected current psychological well-being. Although positive first time disclosure events affected current psychological well-being, we did not find that it affected overall rates of disclosure (i.e., outness). The findings from this research highlight how motivations for disclosure can impact the quality of disclosure events and how the nature of these events has important consequences for the well-being of those living with a concealable stigma.

2.15 Disadvantaged Ingroups as a Resource for Ingroup Members

*Chairs:* Dennis Bleeker, Colette van Laar and Naomi Ellemers

It has long been thought that members of disadvantaged groups simply want to engage in individual mobility as soon as possible to escape the plight of their group membership. Although it has been shown that individual mobility is indeed a means to cope with disadvantaged group membership, individuals do not always want to and are not always able to leave their disadvantaged group. Also, members of disadvantaged groups indeed may base there positive self-esteem and general well-being on their disadvantaged group membership. In this symposium we show how the disadvantaged ingroup is an important resource for individual members of disadvantaged groups. The four presentations in this symposium focus on a) how members of low status groups respond to successful fellow group members, b) how they respond to individuals who incorrectly claim the stigmatized group membership, c) how they respond to ingroup comparisons, and d) how the well-being of stigmatized group members may vary as a function of appraisals of how well the ingroup as a whole is able to cope with intergroup threats. The results show that members of disadvantaged groups promote behaviors that contribute positively to the progress of the ingroup and respond negatively to behaviors that may harm the distinctive identity of the ingroup. Furthermore, members of devalued groups are apt to perceive the ingroup and the behaviors of fellow group members in a fashion that positively impacts individual well-being. Thus, members of low status groups actively promote and protect their ingroup and subsequently utilize the ingroup as a resource to promote individual well-being. Insights into these types of intragroup processes shed light on how disadvantaged groups are an important resource for their own emancipation.

How Group Status Moderates Intra-Group Social Comparison Processes

*Michael Vliek, Colin Leach, Russell Spears*

Higher group status should encourage individuals to compare themselves to their fellow ingroup members in a way that affects their individual self-evaluation. By contrast, lower group status should discourage individuals from comparing themselves as individuals and instead promote self-evaluation at the group level. An experiment that manipulated the status of students’ university ingroup supported these predictions. For members of the higher status ingroup, ‘downward’ comparison to an ingroup member led to negative individual self-evaluation whereas ‘upward’ comparison led to positive individual self-evaluation. For members of the lower status ingroup, comparison to an ingroup member had no effect on individual self-evaluation, whether upward or downward. Instead, members of the lower status ingroup appeared to bask in the reflected glory of the upward comparison, thereby evaluating themselves more positively at the group level. Mediation analyses confirmed that the self-esteem of members of the higher status group was affected by their individual self-evaluation whereas the self-esteem of members of the lower status group was affected by their group self-evaluation. These results offer much needed support for the comparison processes presumed at work in groups of differing status by theories of social identity, relative deprivation, and social stigma.

Impostors as Sources of Group Threat

*Matthew Hornsey, Jolanda Jetten, Ruth Warner*

On occasions, the desire to project an image of the self might lead people to lay claim to a group membership to which they do not really belong. For example, if it suits their social needs, people might project an image of being a vegetarian even if they eat meat, or they might project an image of being straight even if they are gay. Indeed, any group membership based on one’s ideology, behavior, or past
can be faked. Thus, group membership might not be so much about what people are as what people claim to be. In this paper, we define an impostor as a person who publicly lays claim to an identity while simultaneously disguising their failure to fulfill key criteria for group membership. Across a number of experiments, we explore the conditions under which people are more or less hostile to impostors. We also report two experiments that examine the psychological underpinnings of why ingroup members resent impostors. In these experiments, gay participants evaluated a person who claimed to be either gay or straight. The target’s claims for identity were either consistent with their behavior, or inconsistent with their behavior (impostors). Participants perceived a straight target who claimed to be gay to be doing more damage to the group than a consistent straight target. This effect was mediated by ratings of the extent to which the target was threatening the distinctiveness of gay identity. Furthermore, a gay target who claimed to be straight was seen to be less likeable and was seen to be doing more damage to the group than a consistent gay target, effects that were mediated by the extent to which the target was perceived to feel shame about their group identity. Implications for theory and research on stigma and individual mobility are discussed.

Linking Identification and Psychological Well-Being: Assessing Group Level Appraisals
Rob Outten, Michael Schmitt, Donna Garcia, Nyla Branscombe
This study expands upon previous research suggesting a sense of shared social identity helps protect members of disadvantaged groups from aversive psychological consequences associated with low status (e.g., Schmitt, Spears & Branscombe, 2003). Using concepts from social identity theory (SIT; Tajfel, 1978) and stress and coping theory (Lazarus & Folkman, 1984) we tested the ability of group identification to foster secondary coping appraisals that in turn predict psychological well-being. Because group-based disadvantage is a stressor shared with other ingroup members, coping appraisals may include beliefs about both intragroup and intergroup relationships. Thus, we measured six appraisal types that varied as a function of level of identity (individual, intragroup and intergroup) and coping strategy (problem-focused and emotion-focused). African-Americans (N = 120) completed questionnaires containing the six types of appraisals, group identification, and two measures of psychological well-being: self-esteem and life satisfaction. Using a series of regressions and Sobel tests (1982) for mediation, we determined whether each appraisal type mediated the relationship between racial identification and psychological well-being. Group identification positively predicted psychological well-being and the endorsement of all appraisal types. The individual emotion-focused and intergroup problem-focused appraisals were significant mediators of group identification's relationship with self-esteem. The individual emotion-focused, intergroup problem-focused and intergroup emotion-focused appraisals were significant mediators of the relationship between group identification and life satisfaction. Findings suggest that minority group identification's relationship with psychological well-being is at least partly due to its influence over a person's sense that they and their group can respond to their devaluation. We argue that because members of minority groups face an intergroup threat, appraisals of how well the ingroup as a whole can cope become important predictors of well-being. Future stress and coping research could benefit from the inclusion of group-level appraisals.

Ingroup Support and the Upward Mobility of Stigmatized Group Members
Dennis Bleeker, Colette van Laar, Naomi Ellemers
Members of stigmatized group pursuing upward mobility are often expected to conform to the behavioral norms of the high status group and to suppress their behavioral identification with the stigmatized group. Customs and traditions typical for the stigmatized group- e.g. ethnic traditions- may elicit opposition from the high status group towards the upward mobility. This may pose a dilemma for upwardly mobile stigmatized group members when their ingroup responds relatively negatively towards a weak behavioral ingroup identification. We investigate ingroup support for upward mobility as an outcome of the behavioral and emotional ingroup identification of upwardly mobile members of stigmatized groups. In three experimental studies we show that behavioral identification with the stigmatized group is not of great importance to the stigmatized group as long as ingroup members maintain their emotional identification with the stigmatized group. A first 2 x 2 minimal group experiment had members of a low status group respond to the upward mobility of an ingroup member. Support for upward mobility was more strongly affected by emotional ingroup identification than by actual behavior in line with ingroup
norms and traditions. Experiment 2 replicated and extended these results, showing that the effect of emotional identification on ingroup support for upward mobility is mediated by the perceived contribution of the upward mobility to the low status group. In Experiment 3 emotional ingroup identification was manipulated to show that ethnic minorities respond less supportive towards upward mobility of a fellow ethnic group member the lower the level of emotional ingroup identification of that individual. Again, we show that this effect is explained by the perceived contribution of the upward mobility to the ingroup. Results indicate that the response of stigmatized group members to the upward mobility of fellow group members depends on the perceived benefits for the group.

2.16 Beyond "The Gender Gap": Gender and Political Attitudes

Chair: Nicola Curtin

The importance of gender in political attitudes has often been examined in terms of “the gender gap,” or differences between men and women. In contrast, this symposium will examine how politics and political attitudes are gendered in much more complex ways. First, Rios’ paper examines the impact of a curricular intervention that introduced gender-balanced examples of political leaders throughout a course on political psychology that normally relies on a much higher rate of male examples than female. The impact of this intervention is considered for both male and female students, recognizing that exposure to information about women’s political leadership may be differentially experienced by the two groups. In the second paper, Habarth examines how heteronormative attitudes are organized substantially around an assumption of binary gender for both males and females, and how heteronormativity relates to a wide range of authoritarian political attitudes. Finally, Fahs examines how women who engage in “performative” bisexual behavior in the context of presumptive heterosexuality in fact hold substantially homophobic and anti-gay attitudes. This disjunction between engagement in same-sex erotic behavior and attitudes about people with stable same-sex sexual involvements illuminates an unexamined aspect of political resistance to gay rights. Each of these papers examines gendered meanings of political and personal phenomena (political leadership, heteronormativity, and sexual behavior) as reflected in political attitudes; taken together they demonstrate the value of examining the gendering of political and personal domains and their implications for political attitudes.

Curricular Interventions and Shifts in Political Attitudes about Women Leaders

Desdamona Rios

Past studies have demonstrated that educational content can influence changes in beliefs about women, yet few studies have explored the effects of introducing women to a course that is not labeled as “women’s studies.” For this presentation, I will discuss the effects of introducing women exemplars into a political psychology course. I will show that certain types of curricular changes have consequences for political attitudes. Introducing examples of female leaders to students on a regular basis has potential benefits for all students, such as promoting familiarity with women as leaders and their leadership styles. The general absence of women and minorities in mainstream educational curricula conveys a message to students about the relevance of social, historical, and political issues in society to certain groups. This is especially important in today’s political climate, with the first female presidential candidate in the nation’s history running for that office. The impact of a gender-balanced curriculum on college students’ attitudes and beliefs about women, power, and leadership will be discussed in this presentation. Using nonreactive indicators, we predicted that students in the gender balanced curriculum sections would write more frequently about women, leadership, and power. Exposure to the gender-balanced curriculum was also predicted to have some effect on all students regardless of their gender, but especially for female students who were expected to incorporate the idea of “leader” into their own self schema and demonstrate this in their writing of their final papers and exams. Final exams and final term papers were analyzed for the frequency of female examples used by all students, as well as the incorporation by female students of concepts of power and leadership into their own identities. Implications for teaching will be discussed as they relate to political attitudes and preparation for life in a diverse society.
Thinking 'Straight': The Measurement of Heteronormative Attitudes and Beliefs
Janice Habarth

Heteronormativity has been defined as the privileging of heterosexuality, enforced compliance with culturally determined heterosexual roles, and assumptions about heterosexuality as 'natural' or 'normal.' Gender is closely related and often intertwined with such definitions, for normative heterosexuality cannot exist without rigid, binary expectations of behavior based on gender. For example, heteronormativity has a circular relationship with hegemonic masculinity, both creating and resulting from the strict boundaries delimiting acceptable male behavior. In addition, previous research has linked attitudes towards sexual minorities to a variety of personality constructs and beliefs, including authoritarianism, openness to experience, and beliefs about the biological determinism of sexual identity. I will present data on the development of a measure of heteronormativity and relationships between heteronormativity and authoritarian attitudes, political orientation, and gender. Initial construction of the measure involved assembling a large pool of Likert-type items that were developed to reflect beliefs about gender and normative sexual behavior. Factor analyses based on data from undergraduate psychology students indicate that this measure of heteronormativity is comprised of two 8-item scales with balanced negative/positive wording. The scales, labeled Binary Gender and Normative Behavior, reflect the two predicted components of heteronormativity and demonstrate adequate internal consistency. I will present data on the psychometric properties and validation of this new measure, and will describe its potential utility for studying the implications of heteronormativity.

The Intersection of Bisexual Behavior in Social Settings and Homophobic Attitudes
Breanne Fahs

The intersection of sexual behavior and political attitudes provides a unique window into our changing cultural narratives of women's sexuality. I examine the relatively new and rapidly proliferating phenomenon of heterosexual-identified women reporting that they engage in "performative" bisexuality. Unlike other forms of bisexual erotic behavior (including engaging in group sex for the purposes of pleasing a male partner), performative bisexuality is defined primarily as engaging in homoerotic acts with other women, usually in the presence of men and in the context of social settings like fraternity parties, bars, clubs, and other crowded, sexualized spaces. Drawing upon interview data from 40 participants in which a variety of sexual behaviors (e.g., same-sex kissing, group sex) and political attitudes (e.g., support for gay marriage, flexibility of sexual identity, belief in whether LGBTQ identity is "moral," relevance of LGBTQ rights to their own life, etc.), I explore the ways in which participation in homoerotic behavior in these settings does not typically translate into private expressions of bisexual exploration, identification with bisexuality, or even an anti-homophobic worldview. Implications of such behavior for attitudes about political issues associated with LGBTQ rights and sexual identity are explored in detail. I show the ways in which performative bisexuality, while revealing increasing acceptance of (public) bisexual behavior, does not translate into increasing acceptance of bisexual or lesbian sexual identification. This kind of bisexual behavior correlated strongly with a (defensive) heterosexual identification. Further, the way that performative bisexuality functions to control and manipulate women’s sexual expression in service of male pleasure, helps to explain why many women who engage in performative bisexuality reported homophobic attitudes and resistance to supporting LGBTQ political rights. Indeed, most women who engaged in performative bisexual behavior did not support gay marriage and did not identify LGBTQ rights issues as important or relevant to them. I explore the unique relationship found here between sexual behavior and political attitudes in order to highlight this surprising disjunction between political attitudes and sexual behavior.

Religiosity, Beliefs about Homosexuality, and Indirect Attitude Change
Kevin Miller

A series of experimental studies follow up on a correlational study showing that religiosity, essentialist beliefs about homosexuality, and attitudes toward gay men and lesbians are tightly interconnected. The studies utilize experimental manipulations of religious inclusion of gays and lesbians and immutability beliefs about sexual orientation to create indirect attitude change. Religious participants who read about religious inclusion of gays and lesbians are more likely to be influenced when presented with evidence
and arguments for the fixed and biological nature of sexual orientation; these participants are then more likely to endorse more positive personal and political attitudes toward gay men and lesbians, demonstrating indirect attitude change. Discussion will include both speculation regarding the nature of attitudes toward homosexuality as well as the implications for attitude change attempts by those who campaign for gay rights and inclusion of gay men and lesbians.

FACILITATED DISCUSSION

2.18 Roundtable for People of Color in Academia
Jenny Escobar, Tarika Daftary, Namrata Mahajan
A discussion for both people of color and other groups to share our struggles and "survival tips" of navigating through academia as researchers/professors/activists in the U.S.

2.19 Psychological Factors in Entrepreneurship Training for Development: Issues, Challenges, Opportunities
Jutta Tobias, Asako Brook Stone
Governments around the globe focus on entrepreneurship for the same reason as the UN, stating in a recent UNDP report that a focus on fostering entrepreneurs in developing nations is imperative to drive economic growth and prosperity. This is also relevant to Western citizens because poverty reduction and social stability in less-developed countries ultimately contributes to increased stability and security everywhere. Post-conflict countries in dire need for economic and social development such as Rwanda are especially interested in a well-developed entrepreneurship infrastructure, yet new entrepreneurs and firms are not created as fast as policy-makers had hoped, and entrepreneurship training programs may not teach the skills that people in a development context need in order to succeed. Entrepreneurship scholars are calling on psychologists to help develop more effective entrepreneurship education. Entrepreneurial self-efficacy (Chen, Greene, & Crick, 1998) refers to a person’s belief of being able to effectively perform entrepreneurial tasks and duties. Unlike other personality variables linked to enterprise success (e.g. locus of control or need for achievement), a person’s self-efficacy is the only concept related to entrepreneurship success that may be changed with training. With particular reference to the developing world, few studies have examined the interaction of culture with personality variables such as self-efficacy, and none seem to exist that examine the effect of culture on entrepreneurship training in a developing nation. Hence this interactive discussion focuses on two issues: Is entrepreneurial self-efficacy a ‘teachable’ and useful skill to promote entrepreneurship activity in developing countries? Should entrepreneurship training for development be culture-specific to be more effective? The presenters will guide discussions on these issues after brief overviews of the topics, with special reference to qualitative information gathered in Rwanda, where the presenters conducted interviews with entrepreneurship professors at Rwandan universities and with Rwandan national education policy-makers.

SYMPOSIA

2.20 The Diversity Challenge: Social Identity and Intergroup Relations in College
Chair: Shana Levin
Changing demographic patterns, combined with concerns of students and their parents for greater cultural inclusiveness in college structures and curricula, have convinced many universities to develop forms of education that positively embrace multiethnic and multicultural perspectives. The fundamental
The assumption of this multicultural education is that increased intergroup contact, combined with increasing knowledge about other groups' histories and cultures, will lead to more cooperative intergroup relations. The degree to which this assumption is actually correct has been hotly debated, with opponents of the multicultural perspective decrying that such emphasis on multiculturalism will merely create educational and societal balkanization. This symposium addresses various issues within the multiculturalism debate. The data presented in the three talks come from a longitudinal study of students entering a large, multiethnic university in the fall of 1996. We surveyed these students every year until most of them graduated four or five years later. The theoretical approaches we use to examine this rich data set draw upon several different paradigms, including contact theory, symbolic politics theory, social identity theory, and social dominance theory. The first presentation will address the crystallization of the students' sociopolitical attitudes; specifically, the degree to which students enter college with adult-like political identities and political ideologies and how these initial ideologies and identities vary by ethnic group and change during college for members of different ethnic groups. The second presentation will examine the degree to which different forms of contact between various ethnic groups actually improve the nature of intergroup relations or merely reflect initially positive attitudes between groups. A related issue, explored in the third presentation, concerns whether or not ethnically oriented and largely segregated student organizations actually help to alleviate or only aggravate ethnic tension on campus.

The Pre-Adult Political Socialization Hypothesis Revisited

David O. Sears, PJ Henry

The pre-adult political socialization hypothesis holds that most central sociopolitical attitudes are acquired prior to full adulthood, and, everything else being equal, are quite difficult to change later in life. This hypothesis was quite popular several decades ago, but fell into disrepute with the rise of more economistic theories that focused more attention on individuals' current interests and appraisals of society. Recent evidence on the intractability of partisan divisions, and on the continuing political centrality of racial prejudices, suggest it is time for reassessment. Our questions are three: (1) To what extent is acquisition of major sociopolitical attitudes (party identification, ideology, symbolic racism) largely complete at college entry? “Complete acquisition” is assessed in two ways: the existence of adult-like group differences in sociopolitical attitudes, along racial, ethnic, and gender lines; and adult-like levels of attitude crystallization, in terms of attitude stability and internal consistency; (2) Does the college experience further move sociopolitical attitudes toward adult levels? and (3) Is college especially important for students who are themselves recent immigrants or the products of recently immigrated families? In brief, the findings show that incoming freshmen show surprisingly mature sociopolitical attitudes, and the college experience changes them only modestly in most cases. Change is indeed clearer among students who are the products of recent immigration.

Contact with Ethnically Diverse Friends, Dates, and Roommates in College

Shana Levin, Colette van Laar, Jim Sidanis, Stacey Sinclair

The question addressed in this presentation is whether contact with ethnically diverse roommates, friends, and romantic partners tends to increase cooperation between different groups, or whether such contact creates intergroup tension and conflict. Not surprisingly, the data showed clear correlations between favorable pre-college ethnic attitudes and more frequent interethnic contact in college. The reciprocal relationship also held. Intimate intergroup contact, in the form of early college interethnic friendships and dating relationships, was associated with more favorable attitudes toward those groups later on. The risk with interpreting such correlations as reflecting the positive causal effect of contact is that this liberalization could just reflect self-selection of outgroup friends and dates by liberal students, and avoidance of them by prejudiced students. Data collected on the effects of contact with ethnically diverse roommates included a field experimental component as well. During their freshman year, the great majority of students lived in the dormitories and were assigned roommates at random; that is, whether they received an ethnic ingroup or outgroup roommate was a matter of random assignment rather than self-selection. How did interethnic residential contact affect ethnic attitudes? Generally speaking, rooming with members of ethnic outgroups produced more favorable attitudes toward those outgroups. We also looked at the effects of voluntary choice of outgroup roommates in the later college...
years and found that having outgroup roommates was also consistently associated with improved attitudes toward outgroups. In short, by all four tests—contact with outgroup members in terms of college friends, dating partners, randomly assigned roommates, and voluntarily selected roommates—close interpersonal contact with ethnic outgroup members tended to liberalize students’ ethnic attitudes.

**Student Organizations as Ethnic Enclaves: Some Expected and Unexpected Consequences**

*Jim Sidanius, Colette van Laar, Shana Levin, Stacey Sinclair*

In this presentation, we examine the effects of membership in ethnic organizations and fraternities/sororities across a broad range of intergroup attitudes and behaviors. The results showed that the effects of such memberships were different for White than for minority students. For minority students, membership in ethnically based student organizations increased ethnic identity, willingness to be politically active on behalf of one’s ethnic group, and the sense of ethnic victimization and of being locked in zero-sum competition with other groups. However, membership in these organizations did not decrease these students’ willingness to form close friendships with students from other ethnic groups. In contrast, for White students, membership in sororities and fraternities did decrease willingness to form close interactions and friendships with minority students. This was especially true for White students belonging to highly ethnically segregated (White) fraternities or sororities. In general, the effects of ethnic clubs were found not to be as benign as previously claimed.

**2.21 Psychology and Policy: Perspectives from the Local, Federal, and International Level**

*Chairs: Carrie A. Langner and Elizabeth Levy Paluck*

Psychologists have a distinguished history of contribution to law and public policy. Some of psychology’s leading theorists have consistently demonstrated the relevance, distinctiveness, and importance of psychology’s contribution (Oskamp, 2007; Pettigrew, 1995), and others have articulated an ongoing need to communicate the relevance of psychological research to a larger audience (Dovidio & Esses, 2007). This panel takes up this challenge by exploring the boundaries of a new generation of research partnerships that contribute psychological perspectives to law and policy. Five projects located at the community, federal, and international levels demonstrate theoretical rigor is consistent with a commitment to cross-disciplinary and non-academic partnerships and with analytic and empirical conclusions that have direct implications for legal processes and public policy. The papers detail an original data collection examining the impact of a talk radio program designed by a psychologist and her Congolese journalist and NGO colleagues aimed at reducing the negative community effects of political and ethnic violence in Democratic Republic of Congo (Paluck); a social-psychological and legal analysis by a PhD-JD partnership of the American Supreme Court’s ongoing relationship with social scientific evidence and the use of such evidence in the Court’s decision-making processes (Smith); a case study analysis of a research and advocacy partnership between a university psychologist and the local community (Bullock); and data collection and theoretical syntheses conducted by academics in partnership with think tanks in order to influence American federal legislation on hate crime (Langner) and policies aimed at childhood obesity (Brescoll).

**Political and Ethnic Violence and Media in Eastern Democratic of Congo: Civilians’ Beliefs and Interactions in Rural and Urban Conflict Zones**

*Elizabeth Levy Paluck*

The eastern Kivu region of the Democratic Republic of Congo is one of the most ethnically diverse regions in Central Africa. In the past decade the Kivus have been ravaged by violence, most of which is considered “ethnically based.” This paper examines how ethnicity and violence influences the political attitudes and inter-ethnic behaviors of civilians living in the rural conflict zones and in the two urban capitals of the Kivus. It also seeks to trace the impact of a theoretically designed talk radio program produced by the author in collaboration with Congolese radio journalists and a non-governmental organization on these attitudes and behaviors. Specifically, from living in areas (or not) where this talk radio program was broadcast, what kinds of political organization and rights do civilians value, and would
they extend these rights to all ethnic groups? Do they locate the cause of the violence they experience in ethnic difference? Do their local alliances and rivalries fall along ethnic lines and how does violence affect these boundaries? Finally and importantly, does their behavior toward other ethnic groups, specifically offering food aid, vary according to these attitudes? The paper uses original data collected in Summer 2007 from 940 civilians living in North and South Kivu. Randomly selected men and women participated in a two-hour interview and were asked if they could donate some of their participation compensation to a member of another ethnic group in their community.

A “Subject of Fervent Debate”: Psychology in the Supreme Court
Amy E. Smith
For decades, the use of social scientific evidence in the legal system has been a major mechanism by which psychologists have influenced policy. This past June, the Justices of the United States Supreme Court relied heavily on varying interpretations of social scientific evidence in finding that two public school desegregation plans violated the Equal Protection clause of the Fourteenth Amendment due to the plans' partial reliance on racial classifications. Interestingly, the Court in this case engaged in explicit conversation about the appropriate role of research within the courts. For example, in attempting to discredit their position, at one Justice Thomas accuses the dissenters of “unquestioningly accepting the assertions of selected social scientists while completely ignoring the fact that those assertions are the subject of fervent debate” (127 S. Ct. 2738), a critique that carries powerful implications for the future use of research and data by the Court. Exploring both the risks and potential victories involved in the utilization of research within the legal arena, we evaluate the use of social science evidence by the Justices in the Seattle and Jefferson County desegregation cases in an effort to better understand the decision and its potential implications. Discussing the intersections of psychology, policy, and law in this case and in several others which have recently brought these issues to the forefront, we examine the Court's ongoing relationship with social scientific evidence and the use of such evidence in the Court's decision-making processes. Our analyses provide not only a view into the ways in which psychologists might actively impact policy decisions, but also consider the ways in which the Justices comprising the current Court may elect to use data in the future.

Community-University Partnerships as Catalysts for Change: A Case Study Analysis
Heather E. Bullock
Community-university partnerships can act as powerful catalysts for influencing local and regional policies and initiatives. This paper provides a critical analysis of the collaborative community-university partnership that emerged between a nonprofit neighborhood resource center that provides support services to low-income families and a university based research center. With a shared vision of social and economic justice serving as the foundation of this partnership, a collaborative project with the potential to inform local elections, shape county wide data collection strategies, and garner support for increased services to low-income families was developed. A major product of this partnership, a foldout “map” including GIS imagery of the area (an unincorporated, often overlooked region of the county), relevant neighborhood statistics, and policy recommendations, was created. Spanish and English versions of the “map” were distributed widely and community meetings with key stakeholders were organized to discuss the findings and generate action plans. Building on a growing body of literature examining potential strengths and shortcomings of community-university alliances, the assets brought by each partner (e.g., community networks and nonprofit alliances, familiarity with data analysis, and advantageous framing of policy concerns) are discussed as are obstacles to effective partnerships for social change (e.g., complex political relationships and histories, competition among organizations for scarce resources, control of information, limited resources, and different organizational reward structures). Strategies for maximizing the potential impact of community-university partnerships on local and regional policies are also offered.

Federal Hate Crime Legislation and the Role of Psychological Science
Carrie A. Langner
The Matthew Shepard Act (Local Law Enforcement Hate Crimes Prevention Act of 2007) aimed to extend federal resources to prosecute felonies motivated by actual or perceived sexual orientation, gender, gender identity, and disability; and to expand the scope of data collection and reporting guidelines. Psychological findings were marshaled to support the need for this particular categorization of crime (more impact on victims when identity-relevant, communities). Participating in a Hate Crime Coalition made up of civil rights groups and law enforcement organizations, psychologists had a unique role to play. Psychological evidence could be used to demonstrate why these crimes are unique and require additional legislation (e.g., consequences for targeted individuals and communities sharing the targeted identity, Herek et al., 1999; McCoy & Major, 2003). Taking the Matthew Shepard Act as a case study, this paper explores how psychological science can be relevant, distinctive and important for policy advocacy. Further, social psychology can also play a future role by producing additional research and highlighting where additional federal data collection is needed.

2.22 Social Research around the World

Chair: Michael A. Zárate

SPSSI represents researchers spanning the globe and the goal of the presentations is to highlight how researchers are addressing social issues around the world. The presented research highlights the commonalities and differences of people and systems from different cultures. In the first presentation, Dr. Karasawa will discuss how legal procedures are changing in Japan and will report experimental findings concerning how legal judgments among lay Japanese people are influenced by their mental representations of the cases and intentionality. Dr. González will discuss recent research on immigration and attitudes towards immigrants and host members in Chile. Dr. Mahalingam will discuss how social marginality contributes to idealization of gender and caste identity and the complex consequences of internalizing such idealized beliefs about gender for men and women during various life stages. Each speaker merges ongoing social issues and their policy implications. Each speaker will present research with broad implications for understanding psychological research on social issues.

Psychology and Law Studies under the Japanese Legal Reformation

Minoru Karasawa

In common law societies such as Britain and North America, it has been relatively obvious that legal procedures need to take views of lay people into consideration. Research works in psychology and law conducted in these regions have identified psychological processes that can play significant roles in actual legal processes. In other cultures where the involvement of lay psychology has been less evident, a trend toward a similar direction can be found as well. In Japan, for instance, a drastically new legal system is planned to be introduced in a couple of years. Essentially for the first time in history of the country, ordinary citizens will be invited to participate in verdict, even though the designed system is different from typical jury systems and is expected only for limited criminal cases. Other legal reformations in this nation include the promotion of less formal processes such as Alternative Dispute Resolutions. Similar changing trends are found in other Asian counties such as Korea. In this presentation, I will discuss the growing need for psychological research involving legal issues in cultures where the research has been relatively sparse. As an example of attempts to answer this demand, I will report experimental findings concerning legal judgments among lay Japanese people. Specifically, I will discuss the influence of mental representations of the actor (either an individual or a group) and events in criminal cases on judgments of intentionality and responsibility as well as on verdict. The importance of integrating universalist views typically found in empirical psychological research and indigenous perspectives will be discussed.

Group Perception, Intergroup Emotions, Acculturation Preferences Predicting Intergroup Attitude among Peruvian Migrants and Chilean Host Society Members

Roberto González, David Sirlopú, Thomas Kessler

A special acculturative context in Latin America is currently developing in Chile where native Chileans interact with several immigrants, particularly the Peruvians, one of the biggest groups. In the present study, we examined several well-known intergroup variables such as self-categorization, entitativity,
symbolic and realistic threats, intergroup anxiety as predictors of positive (affect) and negative attitudes (prejudice, discrimination) towards the out-groups. Three hundred Peruvian work migrants (194 female and 106 male) and 300 Chileans (199 female and 101 male) adults participated in the study. Most of the variables were shown to be important predictors of positive and negative attitude toward out-group members in both samples, but we also found significant differences by nationality and acculturative styles.

Culture, Caste and Gender Discrimination in India: A Social Marginality Perspective
Ramaswami Mahalingam
In this talk I will examine the role of social marginality to study gender at the intersections of culture and ethnicity. Robert Park’s (1928) seminal work Marginal Man has inspired generations of scholars to study how marginality affects various aspects of our lives (Kim, Gonzales, Stroh and Wang, 2006; Mahalingam, 2006; Stonequist, 1937; Weisberger, 1992; Ziller, 1973). Recently, several gender psychologists have proposed an intersectionality perspective (Stewart & McDermott, 2004) emphasizing the critical role of intersecting contexts and identities in shaping experience of gender. Integrating social marginality and intersectionality perspectives, in this talk I will examine the relationship between social marginality and idealized beliefs about gender and caste in India. Specifically I study how social marginality contributes to idealization of gender and caste identity and the complex consequences of internalizing such idealized beliefs about gender for men and women during various life stages. I examined the relationship between idealized cultural beliefs about gender, academic achievement, depression and anxiety among adolescent and adult women in Tamilnadu, south India in a community with a long history of extreme female neglect resulting in surplus males. Internalizing such cultural beliefs about gender affect women’s lives in complex ways. While adhering to such beliefs increase psychological well being, they also affect adolescent girls’ academic achievement. I will discuss the policy implications of our findings to develop clinical interventions that are sensitive to the unique cultural pressures on these women. In addition, I will highlight the relevance of social marginality perspective to study how intersection of gender, caste and social class shape social discrimination of women and Dalits (former “untouchables”) and to understand the complex ways in which women and Dalits cope with gender and caste based discrimination while asserting their agency.

2.23 Life-Threatening Disparities: Ethnicity, Socioeconomic Status, and Disparities in Cancer Treatment
Chair: Louis A. Penner; Discussant: Samuel Gaertner
Although health disparities exist in almost all disease categories, perhaps none is more dramatic than disparities in cancer mortality/survival rates. For the ten most common types of cancer, Whites have higher five-year survival rates and lower mortality rates than Blacks (SEER, 2005). These differences remain even when Blacks and Whites are equated on incidence of each cancer type and stage at which the cancer was diagnosed. Bach et al. (2002) found that when Black cancer patients and White cancer patients were equated on the quality of treatment, Black-White differences in survival rates all but disappeared. This raises the possibility that there are important disparities in how Blacks and Whites with cancer are treated, which important consequences for surviving cancer. This symposium addresses the causes and consequences of some of these disparities. Penner et al. present research on racial and social differences in how patients interact with their doctors when offered a clinical trial. Blacks and companions ask fewer questions than Whites about clinical trials. Independent of this, physicians provide significantly less information about the trials to Blacks and to less educated patients than Whites and better educated patients. Griggs addresses racial and social disparities in the quality of breast cancer chemotherapy. This presentation presents data showing that physicians often intentionally give Black women and women of lower socioeconomic status reduced doses of chemotherapy. The social cognitive factors possibly responsible for this are discussed. The final presentation (Orom and Underwood) addresses the large racial disparities in the treatment of prostate cancer: Black men are substantially less likely to receive curative treatment. This presentation discusses the role of racial/ethnic differences in treatment decisions as a cause of this disparity. The discussant will focus on explanations of these treatment disparities from the perspective of contemporary theories of racial/ethnic prejudice.
Disparities in Information Provided about Cancer Clinical Trials
Louis A. Penner, Susan Eggly, Felicity Harper
Members of ethnic/racial minorities and individuals of low socioeconomic status (SES) are underrepresented among cancer patients enrolled in clinical trials. This contributes to disparities in the treatment of cancer because clinical trials are often the best treatment available for many cancers. However, little is known about what transpires when patients from socially disadvantaged groups are asked to participate in cancer clinical trials. Using data from video recordings of oncology interactions, we examined how selected patient demographic characteristics affected the amount of information provided to potential participants in cancer clinical trials. Participants were 31 White and 11 Black patients at two regional cancer centers who were asked to participate in clinical trials during the interactions. Independent raters used a previously validated checklist and coding system to record the: a) number of questions asked by each patient (and companion if present); b) number and kinds of legal/informational messages presented to patients (e.g., participation is voluntary; randomization will be used) and c) number and kinds of potential side-effects presented to patients. A comparison group of demographically similar cancer patients, not offered a trial, was also included. The major findings were, first, there were no Black/White differences in number of questions asked when offers were not made, but offers were made, significantly more questions were asked on behalf of White patients (M=47.12) than on behalf of Black patients (M=17.55). Second, independent of number of questions asked, physicians provided significantly less information about clinical trials to Black patients and to lower SES patients than to Whites and higher SES patients. These findings may partially explain the serious under representation of Blacks and low SES patients in cancer clinical trials. Further they suggest that members of these groups may enter clinical trials with substantially less information than more socially advantaged groups.

Social and Racial Disparities in Chemotherapy Prescribing
Jennifer J. Griggs
This presentation will address the role of physician behaviors in racial and social disparities in the quality of breast cancer chemotherapy. Chemotherapy reduces the risk of recurrent breast cancer in patients at high risk of reoccurrence of the cancer. In order to achieve the full benefit of chemotherapy, full doses of proven drug combinations must be given. Black women and women of lower socioeconomic status (SES) often receive non-standard chemotherapy drug combinations and intentionally reduced doses of chemotherapy. The non-standard regimens are, in general, less aggressive regimens. Severity of disease, coexisting medical conditions, age, and patient preferences do not explain the use of non-standard regimens or intentional dose reductions. Drawing on the research in other clinical settings, we have hypothesized that social cognitive processes account for selection of non-standard regimens and intentional dose reductions. We speculate that physicians harbor greater concerns about a patient’s ability to complete a full course of chemotherapy when that patient is a member of a minority group or of lower SES. Such biases are more likely to play a role in physician prescribing behavior under conditions of uncertainty. The adjuvant treatment of breast cancer, in which the benefit of treatment is not clear in an individual patient, may be precisely the type of setting in which uncertainty plays a greater role. In addition, lower SES is associated with less information exchange, shorter visit duration, less partnership building, and less social talk in physician-patient encounters. Differences in communication may in turn heighten a provider’s uncertainty about a patient’s living situation, monetary and non-monetary resources and stressors, expectations of treatment, and social support and may account for the intentional chemotherapy dose reductions seen in this study.

African-American Men with Prostate Cancer: Caught in a ‘Catch-22?’
Heather Orom, Willie Underwood III
Despite having a higher incidence of and mortality from prostate cancer (PCa), African American men diagnosed with the disease are less likely than White men to receive curative treatment. In our first study using data from 142,340 men with localized/ regional PCa, we found that African-Americans were less
likely to receive definitive therapy than Whites. The disparity in the utilization of definitive therapies was significantly associated with tumor grade (growth of tumor): higher grade was associated with decreasing odds of definitive therapy for African-American men. Results of a second study suggest that treatment differences contribute to racial differences in prostate cancer survival. In a sample of 8679 men with localized/regional PCa, we found that African-Americans were more likely to receive non-surgical treatment than Whites and racial differences in SES and treatment received accounted for most of the racial disparity in survival. One possible step toward eliminating racial differences in treatment is to better understand how PCa treatment decisions are made. Previous research shows that African-Americans tend to be less active (e.g., ask fewer questions) in medical consultations, especially when their physicians are White, and that White physicians are less patient-centered when interacting with African American patients compared to White patients. One possibility is that African American men are less active in the treatment decision-making process and that this contributes to receiving less aggressive treatment. In a third study we evaluated racial differences in patient preferences regarding prostate cancer treatment consultations. Results indicate that if African American men are less active in the PCa treatment decision-making process, these patterns do not necessarily reflect their preferences. In our sample of 158 men diagnosed with PCa, African American patients expressed a greater desire than Whites for active involvement in their PCa care.

Discussion of Symposium Presentations
Samuel Gaertner
The discussant, a major researcher in theories of prejudice and inter-group conflict, will discuss the three presentations from the perspective of contemporary social psychological theories of stereotyping, prejudice, and discrimination.

2.24 Emerging Perspectives on Minority Stress
Chair: David M. Frost; Discussant: Bertram J. Cohler
Lesbian, gay, and bisexual (LGB) individuals experience stigma, prejudice, and discrimination on a daily basis. In order to understand the mechanisms through which these experiences affect LGB lives, researchers have increasingly adopted a minority stress perspective. Minority stress theory (Meyer, 2003) posits that the stigmatization that marginalized groups experience constitutes stress by creating strain on individuals' ability to adapt to and function in their everyday environments. This panel presents three studies that demonstrate novel understandings of how LGB individuals experience and cope with minority stress. First, Ilan Meyer will present an overview of the minority stress model, reviewing the social-psychological underpinnings of the model. Then he will present results from a survey examining minority stress among a racially/ethnically diverse sample of LGB individuals. The results explain the impact of social stress on health outcomes and the ameliorating effects of coping with minority stress (though community affiliation and identity-related processes). Second, David Frost will present an analysis of LGB and heterosexuals' personal goals (i.e., personal projects) within their romantic relationships. He will demonstrate how LGB individuals experience unique intimacy-specific stressors and how these stressors impact both LGBs' ability to achieve intimacy and resulting mental health problems. Third, Suzanne Ouellette will present a qualitative study of the identity narratives of African-American LGBs. Participants offered an agentic discourse on minority stress that challenges the discourse of damage found in much of the stress research literature. Their narratives also demonstrate how they arrived at a sense of unity at the intersections of black and LGB identities. Finally, Bertram Cohler will discuss how the studies extend minority stress theory and advance understandings of the lives, relationships, identities, and health of LGB individuals. He will also discuss the relevance of the studies' findings for policy-making efforts and interventions on both social-structural and individual levels.

Social Stress, Coping, and Identity in Mental and Physical Health
Ilan H. Meyer, Sharon Schwartz, David M. Frost
Social-psychological theories suggest that social conditions that expose people to prejudice and stigma add to the stress of disadvantaged groups. This minority stress has been theorized to explain the excess in mental disorders found among lesbians, gay men, and bisexuals (LGB) as compared with
heterosexuals. I will describe research that tests three minority stress hypotheses: (a) because women and sexual and racial/ethnic minorities experience stigma and prejudice, they have increased stress and (b) this stress leads to greater mental and physical health problems compared with their counterparts. However, because disadvantaged groups amass coping resources as they confront stigma, group members can mobilize coping resources including a strong sense of identity and affiliation with supportive communities. Therefore I further hypothesize that (c) such coping moderates the impact of stress, leading to health benefits. I will present results from a survey of 524 New York City residents examining these hypotheses. As predicted, LGB individuals were exposed to more stress than heterosexuals, and Latino and black LGBs were exposed to more stress than white LGBs. In terms of the impact of stress on health, findings were mixed: among Latino LGBs, excess stress was associated with higher levels of depressive symptoms compared with white LGBs, and coping resources moderated the impact of stress. However, among black LGBs, excess exposure to stress was not related to elevated levels of depressive symptoms. And although lesbians had more depressive symptoms than gay men, this difference was not explained by stress. In support of minority stress theory, coping resources in the LGB community improved social well-being, but social support did not always moderate the impact of stress on other forms of mental and physical health. I will discuss the implications of these findings for minority stress theory and the public health of diverse LGB populations.

Intimacy-Related Personal Project Pursuit among Sexual Minority Individuals
David M. Frost
Stereotypes regarding the meaning of intimacy in LGB individuals’ lives and relationships create and reaffirm heterosexist opportunity structures, which privilege heterosexuals’ opportunity to achieve intimacy while impeding the intimacy-related goals of LGB individuals. As a result, LGBs in or pursuing romantic relationships experience unique social stressors in the form of societal devaluation of and barriers to achieving intimacy and mental health. Using internet-based survey methods, this study examined 465 LGB and heterosexual individuals’ intimacy-related personal projects (e.g., “go out on more dates,” “move in with John,” “talk about my feelings with Amy”), intimacy-specific stressors in the form of devaluation of and barriers to intimacy-related project achievement, and mental health in the form of depressive symptoms and psychological well-being. LGB and heterosexual individuals did not differ in how meaningful they rated their intimacy-related projects. LGB individuals perceived more devaluation of and barriers to their intimacy-related projects than heterosexual individuals. Among LGBs, greater intimacy-related project meaningfulness was associated with greater intimacy achievement, and, in turn, greater intimacy achievement was associated with better mental health. Greater devaluation of intimacy-related projects was associated with decreased project meaningfulness. Finally, barriers to intimacy-related projects were associated with decreased meaningfulness, achievement, and mental health.

Intimacy remains an area of LGB lives that continues to be stigmatized and marginalized by society. These results suggest that prevailing stereotypes that intimacy is less meaningful to LGB individuals than heterosexuals are incorrect. Nonetheless these stereotypes still constitute intimacy-specific stressors and affect LGB individuals’ dating and romantic lives. This study shows that barriers to achieving intimacy posed by others and society remain significant obstacles to individuals’ achievement of their intimacy-related pursuits and resulting mental health, especially among those for whom intimacy is highly meaningful. These findings are relevant to policy-making efforts regarding same-sex marriage.

Agency and Unity at Intersections of Racial/Ethnic and Sexual Identities
Suzanne C. Ouellette, Ilan H. Meyer
Writers from several disciplines have described black lesbians, gay men, and bisexuals as facing a double-burden of stigmatizing stressors and identity conflict, yet our observations lead us to a more complicated picture. Twenty-two African-American/black respondents (11 men and 11 women) were randomly selected from a large USA-based epidemiological study to engage in an intensive semi-structured interview. After having completed several structured assessments, they told their own identity narratives depicting issues like the interrelations among their various identities and their enactments of identities in different institutional settings. Our thematic analysis was initiated with currently popular perspectives that emphasize either coherence (e.g., McAdams) or the conflictual nature of identity (e.g., the dialogical self model of Raggatt); but the data required us to add dialectical perspectives like that of
Ricoeur. This expanded conceptual framework enabled us to appreciate the importance of history and change for both stress and identity, and an understanding of how personal agency can exist alongside determination by social forces. Participants spoke of stress as a problem in their lives, but an external one. They located it in proximal and distal social arrangements like the church a lesbian woman can attend but in which she can not be open about her girlfriend. With regard to identity, participants spoke of multiplicity in their identities and even conflict, but most important for them was the experience of a struggle after and comfort of a unified self. The narratives that a small group told about how they contend with the intersections of their race/ethnic and sexual identities revealed (a) their understanding of stress as constituted by social forces that are constraining but to which they can respond and (b) identity as a continuous search for purposeful unity constituted by choices to pursue the struggle—both internal and external—for coherence.

2.25 Hurricane Katrina: Cultural Competencies Necessary to Confront Racial Disparities

**Chairs: Lindsey Zimmerman and Vivian Piazza**

The psychological examination of the events leading to Hurricane Katrina and its impact provides a unique case study for examining disparities in the United States along the lines of place, race, class, ethnicity, and gender that is likely to be unparalleled in its reach and salience to most United States’ citizens. Multiple historical, political, and geographical factors led to groups of vulnerable citizens who were disproportionately affected by the storm, specifically African Americans. In the wake of the natural disaster, additional policy decisions made by local, state and federal governments have ensured that the differential impacts of this event will be long-lasting. A PEW Research Center Report conducted immediately after the storm also found that perception of the governmental response to the victims of the storm varied along racial lines. This symposium uses the American Psychological Association’s “Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists” (2002) as a framework to provide awareness, knowledge, and skills critical for psychological scientists to competently address the social issues raised by Hurricane Katrina and affect necessary change.

**Awareness: Historical, Geographical & Environmental Disparities Prior to Katrina**

**Vivian Piazza, Lindsey Zimmerman**

Prior to the landfall of Hurricane Katrina multiple historical, geographic, and environmental factors contributed to increased vulnerability of specific communities in New Orleans. New Orleans’ high ground has historically been settled by the most affluent residents. Migration of African Americans from rural, impoverished areas to the city was followed by “white flight” to suburban communities, leaving the most undesirable land primarily for low-income African Americans (Cutter, 2006). Consequently, in 2005, 68% of New Orleans residents were African American, and 27.9% of New Orleans residents were living below the poverty line, figures that far exceed national averages (Rhoads, Pearman, & Rick, 2007). However, race appears to be the most significant factor in determining class, with 31.3% of African American families living below the poverty line, whereas only 4.7% of white families were below the poverty line prior to Katrina. A number of other key indicators of entrenched poverty were compounded along these racial and economic lines. Because of the significant natural resources in the Gulf, New Orleans’ residents also are further burdened by environmental degradation caused by multiple industries based in the Gulf Coast region. The environmental impacts of the fishing, oil/refining, and natural gas industries has led this area to become the fastest eroding wetland in the United States. The resulting subsidence led to decreased protection from the levee system, which was exacerbated by Presidential Administration decisions in 2003 and 2004 that cut funding for wetland restoration and improvement of the levees. The impact of these economic interests and governmental decisions on communities is commonly termed “environmental racism.” Awareness of these historical factors and disparities is essential for a culturally competent examination of the impact of this natural disaster.
Knowledge: Policy, Access, and Community-Based Disparities after Katrina

Lindsey Zimmerman, Vivian Piazza

A number of governmental policy decisions made in the aftermath of Hurricane Katrina further compounded existing racial, class, and geographically-based disparities. Examples include the Congressional decision to remove affirmative action for three months after the storm, and waive the Davis Bacon Act allowing employers to pay less than the local wage for work. In addition, the Department of Homeland Security decided that there would be no penalty to hire illegal employees after the storm, and recipients of the $2 billion President Bush allocated to the states to rebuild, must have had homes that were outside the Pre-Katrina flood zone and must have had homeowner’s insurance before the storm. Finally, of the $1.5 billion awarded by the Federal Environmental Management Agency only 1.5% is estimated to have gone to minority-owned businesses (Petterson, Stanley, Glazier, & Philipp, 2006). These policy decisions are likely to lead to increased disenfranchisement of low-income African American residents of this region for generations. The impact of post-Hurricane Katrina policy decisions is already evident. After controlling for gender, age, whether one is a parent, and whether one’s home was destroyed, African American workers from New Orleans were 3.8 times more likely to report having lost their pre-Katrina job than white workers. If these same black workers had a household income of $10,000 to $20,000, they were nearly twice as likely to have lost their jobs as African American workers from household incomes of $40,000-$50,000 (Elliott & Pais, 2006). Therefore, access to employment (as well as other resources, such as healthcare), has been depleted most severely for low-income African Americans. Knowledge about the immediate and likely long-term differential impact of these policies on African Americans is, and will be, a critical task for culturally-competent psychological scientists and practitioners.

Skills: The American Psychological Association’s Multicultural Guidelines

Leslie Jackson, Page Anderson, Marci Culley

The American Psychological Association (APA) Multicultural Guidelines encourage psychologists to recognize that “as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of interactions with individuals who are racially different” (APA, 2002). Perceptions held by the evacuees of Hurricane Katrina, as well as other citizens’ perceptions of the evacuees and the governmental response, have all been shown to vary along racial lines. Psychological scientists must be aware of their own potential for bias in psychological praxis, and recognize their unique position to help raise the awareness and knowledge of others. The importance of training toward multicultural competence was uniquely highlighted by the events surrounding Hurricane Katrina. The APA Guidelines also encourage psychologists “to use organizational change processes to support culturally informed organizational (policy) development and practices” (APA, 2002). Implementing these guidelines could help to decrease the racial and economic disparities which became so evident during Hurricane Katrina. These inequities were created and exacerbated by multiple historical factors and policy-decisions both prior to and after the storm. Developing the skills necessary for demonstrating cultural competence to confront racial and economic injustice remains imperative for all psychologists.

2.26 Intergroup Dialogue: Leveraging Diversity for Educational Benefits

Chairs: Delia Saenz and Patricia Gurin

Social science evidence submitted to the U.S. Supreme Court in support of affirmative action for Grutter v. Bollinger, Gratz v. Bollinger, and Parents Involved in Community Schools v. Seattle School District No. 1, as well as research conducted later (Chang, Hakuta, & Jones, 2002; Frankenberg & Orfield, 2007, Gurin, Lehman, & Lewis, 2004; Hurtado, 2003; Orfield & Kurlaender, 2001), generally support the view that experience with racial/ethnic diversity in education has positive effects on engagement in learning and preparation for citizenship. However, much less is discussed in that research literature on what kinds of education foster mutual learning among diverse students. We believe that social psychology with its long-standing commitments to intergroup contact and improving intergroup relations can play an
important role in helping understand what kind of educational initiatives can help. Furthermore, we think that social psychology can also help understand how the initiatives have an impact. This symposium discusses a unique approach to education and intergroup contact -- Intergroup dialogue. The papers will advance the argument that intergroup dialogue holds great promise for leveraging diversity for educational benefit in higher education. Three papers will be presented: 1) What Is Intergroup Dialogue -- how does intergroup dialogue fit within the social psychology literature on intergroup relations and intergroup contact, and what is the design of a major multi-(nine) university set of field experiments on intergroup dialogue? 2) Does It Work -- what are the major quantitative results of these experiments on race and gender intergroup dialogues that have been conducted by nine universities? 3) How Does It Work -- what do students tell us in the papers they wrote at the end of the dialogues at all universities about the processes that affected them?

**Intergroup Dialogue: A Social Psychological Framework for Communicating across Difference**
*Delia Saenz*

Intergroup dialogue brings students from two identity groups together in small-group, co-learning environments. Over a sustained period of 10 to 12 weeks under the guidance of trained facilitators, students of color and white students in a race dialogue, and women and men in a gender dialogue, explore their own and the other group’s identities, analyze how power and inequality affect their groups, and examine ways to bridge intergroup differences (see Zúñiga, Nagda, & Sevig, 2002, for a fuller description). Different from most models of intergroup relations which de-emphasize group identities by either focusing on individuals or by encouraging a common group identity, intergroup dialogue uses group identities as resources to achieve the following learning goals: exploring commonalities and differences between groups, understanding how social structures and institutions shape group-based inequalities, working constructively with intergroup conflicts, and bridging differences for intergroup collaborations. We position this model within the literature on intergroup relations and explicate what is involved in the *intergroup dialogue* educational model, specifically: the structures that make it consonant with the conditions that Allport (1954) suggested will make intergroup contact positive rather than negative, and the processes by which white students and students of color, and women and men, in race and gender dialogues respectively achieve these goals. We describe a multi-university study in which random assignment and both quantitative and qualitative methods are used to assess the impact of race and gender intergroup dialogues.

**Effects of Intergroup Dialogue: A Multi-University Randomized Controlled Evaluation**
*Nicholas Sorensen, Ratnesh Nagda*

The present research offers the first outcomes from a randomized controlled evaluation of a dialogue-based intergroup relations intervention in higher education. With funding from the W. T. Grant and Ford foundations, a team of collaborators across nine universities conducted 52 randomized experiments and 26 social science course comparison groups involving more than 1700 participants. Specifically, participants who applied to take a semester-long course on intergroup dialogue were randomized to take an intergroup dialogue or to a waitlist control group. All participants completed a pretest and posttest survey, and another survey one year after the course was completed. We present the effects of intergroup dialogue between pretest and posttest for three sets of outcomes important for leadership in a diverse society, namely: intergroup understanding (e.g. awareness of and structural attributions for inequality), relational motivation and skills (e.g. empathy and motivation to bridge differences), and collaborative action (e.g. confidence and frequency of engaging in intergroup collaboration). Overall, we find significant effects for all three sets of outcomes, which, in most cases, are not moderated by the topic of dialogue. In addition, significant effects were found across the social identities of participants; that is, for white students and students of color, as well as for men and women. Moreover, although participating in a social science course on race or gender issues produces positive outcomes as well, effects are larger for intergroup dialogue. By demonstrating effects of intergroup dialogue that cannot be attributed to selectivity (student predispositions to participate in the course) and that cannot be achieved through exposure to content on race and gender in traditional social science courses, we advance
intergroup dialogue as an innovative model to leverage diversity for educational benefits and improve intergroup relations.

**Intergroup Dialogue: What Students Identify as Important Processes**  
*Kathleen Wong, Gretchen Lopez*

This paper focuses on how students themselves analyze how the race and gender dialogues affected them. What do participants identify as important processes in intergroup dialogue, and how does this help explain the effects of the dialogues? Based on a theoretical model of intergroup dialogue (Nagda, 2006), we coded the students' papers for four communication processes explaining how intergroup dialogue produces its effects: (a) appreciating difference – listening to others, empathizing with them, trying to understand their perspectives; (b) engaging the self – asking questions, inquiring of others more than advocating or arguing a point of view, revising one’s own perspectives; being aware of one’s feelings as well as thoughts; (c) critical reflection – appraising personal perspectives, biases and assumptions in the context of systems of privilege and disadvantage; and, (d) bridge building – broadening thought and action possibilities in talking about action, working with conflict and committing to act in concert with others to achieve greater social justice. Using the same set of guidelines, students in intergroup dialogues at all the participating universities wrote a final paper that was then coded for these four processes (and several other dimensions) and analyzed using NVIVO. The results delineate these four processes and offer examples of students understanding of learning through dialogue.

**FACILITATED DISCUSSIONS**

**2.28 Lessons for Thriving on the Tenure Track: Survival Tips from Assistant and Tenured Professors**  
*Kim Case, Jeannetta Williams, Stacey Williams, Nicole Shelton*

This discussion begins with an introduction by faculty presenters currently on the journey toward tenure and those recently tenured. The panelists intend to cover topics including tips for surviving the first year, finding time for research, planning and preparing for your tenure review, and managing balance. How might faculty carve out the necessary time to cultivate an active research program, especially at teaching institutions? What materials should faculty collect for presentation in their tenure case file? How might faculty manage success in various professional expectations with regard to research, teaching, and service? How might faculty deal with the potential pitfalls of departmental and institutional politics? Ideas, experiences, and questions from discussion attendees are more than welcome.

**2.29 Psychology and Global Climate Change**  
*Janet Swim, Susan Clayton*

Human behavior is one of the primary causes of global climate change. It has and will continue to result in global disparities among groups of people and among humans, nonhuman animals, and the rest of nature due to differences in experiencing, adjusting to, and surviving environmental destruction and resource depletion. Participant in the discussion will be encouraged to consider the role of psychology in this topic. We will begin with a short description of the scope of global climate change and human contribution through population growth, use of natural resources, and the role of industrialized and emerging industrialized countries in creating climate change primarily through their energy used in food production, transportation, and heating and cooling buildings. A three part discussion will follow. First, we will discuss ways that psychological research helps explain human contribution to global climate change, resistance to acknowledging problems, and difficulties in acting on pro-environmental attitudes that already exist. Second, we discuss mitigation of future global climate change by first encouraging the audience to consider different goals (sustainability via , e.g., bioregionalism, reduction in population, changing lifestyles, formation of alternative forms of energy, expanding scopes of justice, and altering values) and then consider how psychological research can encourage change in individuals,
communities, organizations, and cultural via for instance, social marketing, collective action, and policy changes. Third, we discuss ways that psychological research can aid our ability to adapt to current and future effects of global climate change via our knowledge about immigration and intergroup conflict (that will likely emerge due immigration because of regional resource depletion), adapting to knew life styles, and coping with increases in natural disasters, changes in availability of water, food, and shelter, changes in patterns and prevalence of disease, and the extinctions of species.

2.30 Evolving Principles of a Social Psychology of Social Justice

Phillip Hammack, Regina Day Langhout, Heather Bullock, Aida Hurtado, Craig Haney

This discussion examines models for a social psychology of social justice. Known for its commitment to research with direct applications to the solution of social problems, the social psychology program at UC Santa Cruz has evolved to explicitly focus on social justice. Our vision of a social psychology of social justice is centered on five core principles designed to facilitate a just allocation of power, resources, and obligations. Our first principle is empowerment. This principle motivates empirical concern with how power is configured within communities and in relation to larger social structures, and practical concern with how to facilitate structural change and the redistribution of resources. Social identity is our second theme. The recognition of diverse identities is central to the success of a multicultural society. Social psychological work must recognize the legitimacy of diverse social identities and educate the broader public about multiculturalism. Our third maxim is praxis, which reveals what an embodied Lewinian theory of a social psychology of social justice might look like. We view integrating theory, application, and action as essential at all phases of research. Praxis facilitates the link between the production of knowledge and social policy. Our fourth tenet, intersectionality, highlights the individual and the group as embedded in larger structural understandings of race, class, sexuality, ethnicity, gender, and place. We view intersecting identities as fundamentally inseparable and therefore argue for theoretical and methodological approaches that consider multiple levels of analysis. Finally, we embrace the notion of critical ontologies and seek to be reflexive about our research and practice roles. We engage with research problems of significant social concern in order to facilitate social transformation. Participants will discuss the feasibility of this model, as well as models they employ, in working toward a social psychology of social justice.

SYMPOSIA

2.31 Responding to Stigma by Confirming or Contesting Intergroup Status Differences

Chair: Belle Derks and Colette van Laar

Building upon insights from research on stigma and social identity threat, the current symposium presents new research that focuses on the responses of members of stigmatized groups to their group’s devalued position. The specific responses studied in each paper differ in the degree to which they serve to either confirm or contest existing status differentials between low and high status groups. Whereas the first two papers show how individuals belonging to stigmatized groups can come to ironically confirm negative stereotypes about their group, the last two papers focus on how they become motivated to contest current status differences. The first paper examines the ironic effects of stereotype threat on the pursuit of accurate self-knowledge among individuals belonging to stigmatized groups. The authors show how priming women and Black Canadians with negative stereotypes about their group reduces their search for diagnostic performance information, hereby reducing their chances to accurately assess their performance and set appropriate goals. The second paper demonstrates how sometimes women damage their own group and confirm gender-stereotypes in order to achieve upward mobility. More specifically, the authors show that low gender identification and sexist attitudes held by men result in ‘queen bee behavior’. By contrast, paper three and four focus on how members of stigmatized groups come to contest intergroup status differences by pursuing collective behavior. Paper three shows why some individuals pursue collective action even when they know it will not improve their outcomes,
showing that promotion-focused individuals only pursue collective action when they value its goals and expect success, while prevention-focused individuals are even willing to pursue collective action when they do not expect it to be successful. In the final paper the authors report a recently conducted meta-analysis that underlines the importance of social identity processes in the prediction of collective action.

**Stigma and Self-Diagnosis: How Being Devalued Blocks Self-Knowledge Pursuit**  
*Michael Inzlicht, Francine Karmali*

An accurate sense of one’s own intellectual competence is important to have. It helps people set appropriate goals, spend their time and efforts wisely, and avoid being embarrassed or demoralized by unexpected failures. For example, a high school student’s impression of her math and science abilities will help determine whether she pursues a major in engineering. Individuals who belong to stigmatized groups, however, have a particularly tough time gauging their own abilities. Research shows that their self-concept is less calibrated with their actual skills and fluctuates more over time (Aronson & Inzlicht, 2004). In the current investigation we ask why this is the case. All else being equal, people prefer to receive diagnostic feedback about their skills and abilities (Trope, 1983). We wondered if this self-assessment motivation held under conditions of stereotype threat. In Study 1, male and female participants were given the choice of items from four math tests—two diagnostic of ability and two non-diagnostic. Participants were further told that the tests were being used to evaluate gender differences (threat) or were created to be gender-neutral (no threat). Results show that although most participants preferred diagnostic information about their abilities, this was not the case for women in the threat condition, who preferred items that were not self-evaluative. In Study 2, females had the choice of diagnostic or non-diagnostic items that were part of a math or verbal test under conditions of threat or non threat. As with Study 1, women taking the math test under threat preferred non-diagnostic items, but only when they had some knowledge of negative stereotypes maligning their gender’s math ability. Study 3, finally, generalized this self-knowledge avoidance effect to Black Canadians. The current research suggests that stigmatized individuals forgo self-knowledge pursuit under conditions of threat, perhaps preferring to verify stereotypical knowledge.

**Sexism, Gender Identification and the Queen Bee Syndrome**  
*Belle Derks, Tamara Hoekstra, Colette van Laar, Naomi Ellemers*

Previous research on the upward mobility of women in male-dominated work-environments shows that women can achieve positions of power in these settings by distancing themselves from their gender group and the stereotypes related to it. Because this can also lead them to hold more stereotypical views of other women, this has been labeled ‘the Queen Bee syndrome’ (Ellemers et al., 2004). In the current study we hypothesized that queen bee behavior is caused by low gender identification and negative attitudes towards women existing within performance settings. A male-dominated performance setting was created in which female participants were selected (based on their performance) to join a male-dominated group experiment on leadership ability. Attitudes towards women were manipulated by informing participants that the team, which consisted of mostly males, had expressed a preference for either a male or female newcomer. Then, women’s evaluations of other women, as well as their self-presentation were assessed. As predicted, low-identifiers were more likely to show queen bee behavior: Whereas highly identified women were even more positive in their evaluations of other women when their team members’ attitudes towards women were negative, low identified women were more negative about other women when attitudes towards women were also negative. However, highly identified women were at the same time quite strategic in their self-presentations, as negative attitudes towards women led them to present themselves in a less feminine way. Interestingly, low-identifiers actually presented themselves in a more feminine way when attitudes towards women were negative, suggesting that they tuned their self-presentations to the traditional stereotypic expectations of their teammates. These results suggest that negative attitudes towards women lead low identified women to devalue other women and to confirm existing stereotypes, while it actually leads highly identified women to oppose existing stereotypes and work to improve the position of other women.
Collective Action and Self-Regulation: When do Expectancies of Success Matter?
Maarten Zaal, Colette van Laar, Tomas Ståhl, Naomi Ellemers, Belle Derks
Collective action can be a powerful instrument for members of low status groups to improve the position of their group in society. Previous research on collective action has shown that, in general, individuals are motivated to engage in this form of action when they highly value its goal, but only to the extent that they expect it to be effective (Feather, 1982). However, expectancy is not always found to moderate the effect of value on the willingness to engage in collective action (Feather & Newton, 1982, Klandermans & Oegema, 1984). Why then would some individuals be willing to spend their time and effort on collective action when they don’t expect it to be successful? We suggest that the answer to this question can be found in regulatory focus theory (Higgins, 1997). In line with previous research on regulatory focus (Shah & Higgins, 1997), we expected expectancy x value effects on collective action to be moderated by regulatory focus. This prediction was investigated in several studies and using different designs. The results supported the hypotheses: Individuals with a prevention focus engaged in collective action when they valued its goal, irrespective of the perceived likelihood of success. Individuals with a promotion focus engaged in collective action when they valued its goal, but only to the extent that they expected it to be successful. These effects were obtained when regulatory focus was situationally induced as well as when it was measured as an individual difference variable. The results show the importance of considering regulatory focus as a determinant of the impact of expectancy and value beliefs on the motivation to engage in behaviors that benefit the group.

Toward an Integrative Social Identity Model of Collective Action (SIMCA)
Martijn van Zomeren, Tom Postmes, Russell Spears
An integrative Social Identity Model of Collective Action (SIMCA) is developed which incorporates three socio-psychological perspectives on collective action. Three meta-analyses synthesized a total of 182 effects of perceived injustice, efficacy, and identity on collective action (corresponding to these socio-psychological perspectives). Results showed that, in isolation, all three predictors had medium-sized (and causal) effects. Moreover, results showed the importance of social identity in predicting collective action by supporting SIMCA’s key predictions that (a) affective injustice and politicized identity produced stronger effects than non-affective injustice and non-politicized identity, (b) identity predicted collective action against both incidental and structural disadvantages, whereas injustice and efficacy predicted collective action against incidental disadvantages better than against structural disadvantages, (c) all three predictors had unique medium-sized effects on collective action when controlling for between-predictor covariance, and (d) identity bridged the injustice and efficacy explanations of collective action. Results also showed more support for SIMCA than for alternative models reflecting previous attempts at theoretical integration. The authors discuss key implications for theory, practice, future research, and further integration of social and psychological perspectives on collective action.

2. 32 Developmental Perspectives on Prejudice and Intergroup Relations
Chair: Sonia K. Kang
This symposium explores developmental research on issues related to prejudice and intergroup relations. The speakers will address a range of topics including the development of the implicit evaluative system, physiological and neural components underlying the ability to form and maintain group preference, the development of stigma consciousness, and the emergence of implicit and explicit academic racial stereotyping. Andrew Scott Baron will present the results of several studies examining the development of implicit and explicit evaluations toward categories of race, gender, novel, and minimal social groups. This research includes both majority and minority children living in the US, as well as native Japanese children living in rural Japan. Joan Chiao will present behavioural and neural evidence identifying two components of the ability to form and maintain group preference which act as building blocks in the development of social group preference. Sonia Kang will discuss the dissociation between top-down and bottom-up influences in the development of stigma consciousness and the relative importance of these types of influences at different ages. Finally, Jennifer Steele will examine the
implicit and explicit awareness of academic racial stereotypes among a racially diverse sample of children ranging from Senior Kindergarten to Grade 5. Overall, this symposium will explore exciting new findings and implications garnered from developmental work on these important topics.

Unraveling the Roots of Implicit Intergroup Bias
Andrew Scott Baron, Yarrow Dunham, Mahzarin Banaji

Across a variety of measures, implicit and explicit intergroup evaluations have each been shown to account for unique variance in behavioral prediction (see Poehlman, Uhlmann, Greenwald & Banaji, in press, for a review). Understanding the mechanisms by which both implicit and explicit evaluations develop is therefore central to efforts designed to reduce intergroup bias. While previous research has amply detailed the development of explicit evaluations (see Aboud, 1988, for a review), only recently have researchers possessed adequate tools to examine the development of implicit evaluations in children. This paper reports data from several studies exploring the development of implicit and explicit evaluations toward categories of race, gender, novel, and minimal social groups among majority and minority children living in the US as well as native Japanese children living in rural Japan. Together, results from these studies paint an increasingly clear picture that the implicit evaluative system emerges quite early in development and appears to undergo little change after 6-years of age. In addition, a lack of a correlation between implicit and explicit attitudes across these studies provides further evidence that these two modes of group preference may develop as two distinct systems. This paper will suggest that automatic evaluation is ubiquitous and highly flexible from early in development while highlighting necessary and sufficient conditions for the acquisition of implicit intergroup bias. Implications of these results for the development of prejudice, stereotypes, and discrimination will also be discussed.

From Me to We: Building Blocks to Social Group Preference
Joan Y. Chiao

What are the basic building blocks of social group preference? In this talk, I will discuss two psychological and neural components of the human capacity to form and maintain group preference. The first component is social identity and categorization, the ability to distinguish "me" and "we" from "you" and "them". The second component is social comparison and relatedly, social hierarchy, the ability to infer that "me" and "we" are better or worse than "you" and "them". Behavioral and neural evidence will show that the first component relies on experience-dependent effects within a discrete network of brain regions specialized for social cognition, including the fusiform gyrus, amygdala and ventromedial prefrontal cortex; by contrast, the second component derives from mental and neural representations akin to more general cognitive processes such as numerical cognition, that reside within human intraparietal sulcus. Implications of these findings for developmental social psychological theories of inter- and intra-group processes will be discussed.

The Development of Stigma Consciousness: Dissociating Top-down and Bottom-up Influences
Sonia K. Kang, Michael Inzlicht

Membership in devalued groups can be accompanied by a myriad of negative outcomes including self-handicapping, self-fulfilling prophecies, and susceptibility to stereotype threat. The experience and perception of these negative effects is moderated by stigma consciousness, the extent to which an individual expects to be stigmatized by others (e.g. Pinel, 1999). More specifically, the more that one expects to be stigmatized, the more negatively affected one is by stigma, and the more one perceives stigma in ambiguous situations. A large body of research on stigma consciousness exists in the adult literature, but little is known about its development. In this project, we investigated the development of stigma consciousness by dissociating top-down and bottom-up influences. Top-down influences include parental or educational instruction about stigma, whereas bottom-up influences include actual stigma-related experiences. Although it is likely that both processes contribute to an individual's level of stigma consciousness, we hypothesized that top-down instruction would be extremely influential during early development, while bottom-up experiences would become increasingly important with age. We also hypothesized that bottom-up processes may be less influential for children who were not first given top-
down instruction about stigma. Using a minimal-groups paradigm, we created situations in which children experienced an incident of group-based rejection. In one condition, this rejection was preceded by top-down instruction about discrimination. In another condition, only top-down instruction was given and no bottom-up experience of rejection occurred. Dependent variables included in-group and out-group evaluations, and willingness to interact with in-group and out-group members. Results with students in grades 1, 3, and 5 (age 6-11 years) show that top-down instruction has a powerful influence on stigma consciousness among younger children, whereas bottom-up experience becomes more important for older children. This age difference seems to emerge around grade 3. Implications for teaching about stigma, prejudice, and discrimination will be discussed.

Children’s Implicit and Explicit Awareness of Academic Racial Stereotypes
Jennifer Steele, Amanda Williams
Researchers have examined children’s racial stereotype awareness, but have relied primarily on explicit measures and non-stigmatized participants. Given the consequences that self-relevant stereotype awareness can have for academic orientation and performance, and the potential for peers to unconsciously reinforce stereotypes, the goal of the study that will be presented was to examine the emergence of implicit and explicit academic racial stereotyping using a racially diverse sample. In this study, two hundred and twelve children (95 boys and 117 girls) from Senior Kindergarten to Grade 5 completed a modified version of the Ch-IAT (Baron & Banaji, 2006) and answered corresponding explicit questions about the potential academic orientation of Black and White child targets. Results on the Ch-IAT revealed that non-Black children were quicker to pair White children with school and Black children with sports, whereas Black children were not. Explicitly, non-Black children, as well as Black girls, stereotyped a Black male target as being less oriented towards school than a White male, White female, or Black female child target. Despite a similarity in results from the explicit and implicit measures, these measures were only correlated for older (grades 3-5) Black girls ($r(13) = -.642, p = .018$). Interestingly, the more Black girls stereotyped implicitly, the less they did so on the explicit measures. The theoretical and practical implications of the development of stereotype awareness in multicultural settings will be discussed.

FACILITATED DISCUSSIONS

2.34 How Do We Apply Psychology to Policy?
Janice Adelman, Tarika Daftary
A discussant panel featuring current and former policy fellows (eg, SPSSI Marshall Scholar, APA Congressional Fellow, etc). The discussion will feature the basic question on all SPSSI members minds: How do I apply my work to policy? And how do I get the policy-makers to listen?

FIFTEEN-MINUTE PRESENTATIONS

2.35 Chair: Nicola Curtin
Counseling Multicultural High School Students for Psychological Rationality I
Jerome Braun
Jerome Braun will make a 15 minute presentation relating to the general topic of “Counseling Multicultural High School Students for Psychological Rationality.” I will present material from my paper “Tragedy at Virginia Tech University and the Immigrant Experience” (which is published in the November, 2007 issue of the Newsletter of the Society for Applied Anthropology) together with general material that relates to my paper “The Rationality of Psychological Fulfillment in Adolescents’ Lives: The Production of Personal Relationships and Self-Identity” (which is expected to appear in an upcoming book by me)
which emphasizes developmental stages of personality development with some emphasis on material from Prof. Sidney J. Blatt’s paper “Representational Structures in Psychopathology.” Emphasis will be made on stresses on young people that impact on their personality development and on coping strategies, of both the healthy and unhealthy sort, that they may develop. High school counselors and/or teachers in turn may or may not be of value to them to help them deal with stress, and to help them develop more useful and/or healthy methods of coping. The severe stresses placed upon multicultural student populations, often immigrants, will be emphasized.

Understanding Gender Differences in the Clark and Hatfield (1989) Paradigm
Terri Conley, Joshua Rabinowitz

In a highly influential paper, Clark and Hatfield (1989) demonstrated that, whereas as men were quite likely to accept a casual sexual offer from a confederate research assistant, women were exceedingly unlikely to do so. The current research provides a more in-depth examination of the dynamics surrounding this gender difference. Using a person-perception paradigm, we assessed perceptions of women and men who proposed a casual sexual encounter in the same manner that confederates in Clark and Hatfield (1989) did. Women and men agreed that women proposers were more intelligent, successful and sexually skilled than men who made the same proposals. Men who made such proposals were perceived largely as incompetent and sexually inept. Therefore, the large gender differences Clark and Hatfield observed in acceptance of the causal sex offer may have more to do with characteristics of the female vs. male proposers than with gender differences among Clark and Hatfield’s participants. Second, we assessed factors associated with likelihood of agreeing to a short-term relationship with the proposer. The extent to which women and men believed that the proposer would be sexually skilled/attentive predicted how likely they would be to engage in a short-term relationship with this individual. Factors suggested by sexual strategies theory (Buss & Schmitt, 1993) to explain gender differences in sexual behaviors (such as the perceived status of the proposer or the likelihood of successful reproduction with the proposer) did not influence the likelihood of agreeing to a short-term relationship. Finally, we demonstrated that the large gender differences from the original Clark and Hatfield study can be eliminated by asking participants to imagine proposals from (attractive and unattractive) famous individuals, suggesting that, for women, comfort and familiarity with an individual may reduce concerns about safety and increase their likelihood of accepting the sexual offer.

Being “good” Asian working moms: Its impact on work attitudes
Sundari Balan, Ramaswami Mahalingam

First generation Asian Indian working women in the United States are placed in a unique situation in their host countries because of the pressures of negotiating their immigrant statuses, to meet expectations of being model minority wives and mothers within the patriarchal family context and attain success professionally. According to the Idealized Identities model individuals use stereotypical group specific resources (e.g., model minority) to create positive visions of themselves, that can be a source of pride and pressure for them (Mahalingam, 2006). These idealized identities are constructed with reference to the dominant group and can impact Asian American immigrant health and wellbeing. Yet, within the context of negotiating these idealized identities related to work and family, little is known by way of how these identities, impact career and job related attitudes of these women. Are immigrant Asian Indian working mothers more likely to work towards attaining work success? Would the need to be ideal mothers impact their job satisfaction? This poster will present the results of a community survey of first generation Asian Indian immigrant women in the United States, who are employed and are mothers (N = 200). We present evidence with respect to how idealized identities (e.g., model minority mother) and contextual factors (e.g., pursuit of higher socio-economic status) can impact career and job related attitudes of employed Asian Indian immigrant women who have children. We discuss implications of these findings for understanding work and family identities of professional Asian immigrant women.

Latina Girls "Voice" Their "Picture" of Health
Lisa M. Vaughn, Liliana Gwyler-Rojas, Brittney Howell

This session presents health issues important to Latina girls participating in a Photovoice qualitative study. Using this vivid methodology, girls were able to capture their perspectives on health. Photovoice, a
community-based participatory research methodology, is based on collaboration and partnership between researchers and particular communities. Participants were given cameras to document their lives and were then able to share and engage in critical dialogue about the photos. Participants in this study captured information about personal and community/group issues. In our city, Latinos are a burgeoning population that has mostly arrived since 2000 and is often at risk because a) they are often misunderstood as a group with assumptions made based on stereotypes and limited information, and b) their needs may not be adequately addressed due to these misperceptions. Latina girls, especially early adolescents from ages 8-12, are an often overlooked population in health care. OBJECTIVE: To conduct a participatory needs assessment in order to engage Latina girls in defining their immediate health concerns. METHODS: A small sample of Latina girls completed the study. An information session acquainted participants with photography, camera use, training about Photovoice, and the girls determined their first photographic assignment. For three weeks the girls photographed their lives according to the assignments and then engaged in discussions of photos and free-writes while sharing and reflecting. RESULTS: From a synthesis of photographs taken, group discussions, and participant free-writes, eight health themes emerged: dealing with difficulties; being environmentally and politically aware; limiting health no-no’s; doing the right thing; being safe-being secure; having everything in balance; using positive coping skills; having support. IMPLICATIONS: It is essential that we understand Latina girls including their strengths, challenges, and unique qualities to best meet their health needs. Partnering with the girls in this process enriches the quality of our understanding.

SYMPOSIA

2.36 Stigma Salience, Self-Regulation and Performance

Chairs: Tomas Ståhl and Colette van Laar

Since the mid-nineties social psychologists have been aware that stigma salience can cause suboptimal performance on stigma-relevant tasks. This realization has inspired an eager search for underlying psychological mechanisms as well as effective preventions. Recent evidence suggests that stigma salience causes suboptimal performance (at least in part) because it impairs working memory capacity and various self-regulatory processes. In the present symposium we bring together several different lines of research, each contributing to the understanding of the relationships between stigma salience, working memory capacity, self-regulation, and performance. The first presentation focuses on how individual differences in working memory capacity and the adoption of suboptimal problem solving strategies contribute to impaired mathematical ability in stereotype threat situations. The second presentation investigates how different strategies to regulate (stereotype threat induced) negative emotions influence executive function and performance on intellectually challenging tasks. The third presentation examines whether effects of stigma salience on depletion of regulatory resources depend on people’s chronic self-regulatory orientations. Finally, the fourth presentation examines whether members of stigmatized (vs. non-stigmatized) groups are more capable in managing particular stigma-related self-regulatory demands as a result of prior experience and practice.

Working Memory, Stereotype Threat, and Performance under Stress

Marci S. DeCaro, Sian L. Beilock

Important testing situations (e.g., those carrying implications for academic evaluation, school admissions, or scholarship opportunities) typically lead to feelings of performance pressure. Many times these test settings carry an added weight for members of certain groups (e.g., women and minorities) who feel pressure to overcome negative stereotypes regarding the intelligence or academic skill of the social groups to which they belong (i.e., the phenomenon of stereotype threat). Although performance decrements under stereotype threat have been widely demonstrated, much less work has addressed the cognitive mechanisms underlying these suboptimal performance outcomes. In a series of studies, we examined the math problem solving performance of math-identified women before and after they were explicitly reminded of the commonly held stereotype that men have greater math ability than women. We
provide evidence that working memory (and especially verbal components of this system) is co-opted by worries and ruminations under stereotype threat, resulting in performance decrements. We also demonstrate that individuals with characteristically more working memory capacity show the largest drop in performance under these types of high pressure settings. Specifically, individuals higher in working memory capacity switch to the less efficacious problem solving strategies typically utilized by their lower working memory capacity counterparts, leading to poorer performance under stress. Pressures, such as stigmas towards a personally-relevant social group, negatively impact the executive control structures supporting complex problem solving needed to excel in important testing situations.

Evidence that Stereotype Threat Depletes Executive Resources via Emotion-Focused Coping

Michael Johns, Michael Inzlicht, Toni Schmader

Research on stereotype threat has shown that women and racial minorities perform poorly on tasks that purport to measure an intellectual capacity they are stereotyped to lack. Accumulating evidence suggests that stereotype threat harms performance by depleting the executive resources necessary to perform well on cognitively demanding tasks. The present research examines how stereotype threat undermines efficient executive functioning. We tested the idea that targets of stereotype threat experience resource depletion because they dedicate cognitive resources to regulating the negative emotions evoked in intellectually threatening situations. The results of three studies support this hypothesis. Study 1 shows that targets of negative stereotypes spontaneously attempt to regulate their negative emotions by trying to suppress or avoid expressing anxiety and this kind of emotion-focused coping strategy is associated with reduced executive resources. Study 2 links the negative effects of emotion regulation on executive resources to reduced performance on a cognitively demanding test of intellectual ability. Study 2 additionally tested the effectiveness of cognitive reappraisal as a form of emotion regulation that does not deplete executive resources and improves intellectual test performance during stereotype threat. Study 3 further demonstrates that cognitive reappraisal reduces emotion regulation and increases executive resources only for the targets of negative stereotypes. Together, these studies converge on the idea that stereotype threat motivates response-focused emotion regulation, which diverts the executive resources needed to perform well on difficult intellectual tasks. These results also suggest that such maladaptive coping responses can be averted if targets reappraise their negative emotions in a neutral manner. We discuss these results within the framework of an integrated process model of stereotype threat, in which affective and cognitive processes interact to undermine performance. Implications for reducing stereotype threat are also considered.

Stigma and Self-Regulation: When a Prevention Focus Prevents Ego Depletion

Tomas Ståhl, Colette van Laar, Naomi Ellemers

Research suggests that, in motivated performance situations, self-regulatory resources can become depleted by the activation of relevant negative stereotypes. Although the evidence is somewhat mixed, one view is that this occurs because relevant negative stereotypes may induce a prevention focus, and because regulating intrusive negative thoughts about failure as well as monitoring the environment for signs of failure impose additional self-regulatory demands. In the present research we build on this idea and examine how individual differences in chronic regulatory focus influence stigmatized individuals’ self-regulatory capacity prior to a motivated performance situation. Based on the principle of regulatory fit, we argue that the state of vigilance induced by stigma salience should impose additional regulatory demands primarily when the vigilant state does not fit the individual’s chronic regulatory focus. So by contrast, we propose that a strong chronic prevention focus should serve as a buffer against ego depletion among stigmatized individuals, particularly when the situation is highly threatening. We present results of recent studies demonstrating that women, prior to engaging in a stereotype-relevant performance situation where they have token status (vs. a same-sex context), show signs of ego depletion (i.e., more Stroop interference). However, this effect was found only among women who had a weak (vs. strong) chronic prevention focus. No signs of ego depletion were found among men, and their regulatory capacity was unaffected by the composition of the group as well as by their chronic regulatory focus.
Been There, Done That: How Group Membership Affords Self-Regulatory Strength
Sarah E. Johnson, Jennifer A. Richeson, Melissa Mitchell, Meghan G. Bean

Previous research suggests that engaging in interpersonal tasks ranging from suppressing one’s emotional responses to self-presenting in an unfamiliar way, can be effortful and costly—depleting self-regulatory resources (Baumeister et al., 1998; Vohs et al., 2005). In the present research, we consider the extent to which group membership shapes individuals’ susceptibility to cognitive depletion. Specifically, we propose that by virtue of their group membership, some individuals acquire more experience—and, thus, practice—meeting particular self-regulatory demands, and thus should be less depleted by them compared to members of groups that typically acquire less practice (Gailliot et al., 2007). The first study examined racial group differences in the depleting effect of numerical token status. Whereas previous research has shown that talking about race as a numerical token is depleting for Whites (Vohs et al., 2005), our results suggested that Black students at a predominantly White college are not equally depleted. Similarly, the results of Study 2 revealed a circumstance under which women and men may be differentially susceptible to the depleting effects of emotion suppression. Specifically, after suppressing emotional responses to sexist comments—a situation with which women are likely to have more practice than men—female participants were less depleted (as revealed by performance on a Stroop task), relative to male participants. Together, these findings suggest that group membership may shape individuals’ self-regulatory strength by influencing the types of interpersonal self-regulatory demands with which they become most practiced. In turn, this work may contribute to a greater understanding of the relationship between stigma and self-regulatory strength.

2.37 Rethinking Racial Disparities in Mental Health: Ethnicity, Class, and Nationality
Chair: Janxin Leu

Mental health problems, including depression and substance use issues, are serious concerns in Black, Latino, and Asian American communities. One pathway leading to poor mental health among racial/ethnic minorities is lack of access to health care. However, psychosocial factors are also important in understanding the etiology of mental health problems in these populations. This interdisciplinary symposium analyzes the role of social stressors (e.g., low socioeconomic status, discrimination, family conflict, lack of social support) in contributing to depression among non-White Americans. It also identifies important moderators in these processes (e.g., age at immigration, ethnic identification, and ethnicity). Findings suggest that social context and psychosocial factors are important in identifying risk and protective factors for mental health among non-Whites. Moreover, the evidence highlights diversity in pathways to mental health within Black, Latino, and Asian American communities, raising important questions about how best to address psychological issues among racial/ethnic minorities.

Methodologically, this symposium is innovative in using survey data from the Internet and from the National Institute of Mental Health Collaborative Psychiatric Epidemiology Surveys (CPES), the first nationally-representative surveys of Black Americans, Latinos and Asian Americans. This symposium contributes to the overall theme of the 2008 SPSSI conference, “Disparities across the Globe: Place, Race, Class, Ethnicity, & Gender” by studying racial mental health issues through the lens of psychosocial factors and by considering intersections with ethnicity, class, and nationality.

Subjective Status, Age at Immigration, and Mental Health among Asian Immigrants
Janxin Leu, Irene H. Yen, Stuart A. Gansky, Emily Walton, Nancy E. Adler, David T. Takeuchi

This paper examines how age at immigration influences the association between adult subjective social status (SSS) and mental health outcomes. In previous studies, higher ratings of SSS have been associated with better mental and physical health. Immigrants now comprise more than 10% of the US population. To understand the role of SSS and mental health among American immigrants, the age at immigration needs to be considered. The age when people immigrate shapes the capacity and efficiency at which they learn and use a new language, the opportunities to meet and socialize with a wide range of people, and respond to healthy or stressful environments. Asian immigrants who arrive in childhood or early adulthood report higher rates of mood dysfunction than immigrants who arrive later.
despite greater socioeconomic gains in adulthood. Immigration during childhood or early adulthood may be disruptive and have a “long reach” into late-adulthood. We hypothesize that while adult SSS will predict of mental health outcomes among immigrants who arrive in the US in mid- to late-adulthood, it will not predict mental health outcomes among immigrants who arrive in the US in childhood or early-adulthood. To investigate this hypothesis, data on immigrants are drawn from the US first national survey of mental health among Asian Americans (N=1451). Logistic regression is used to estimate the relationships between adult SSS and mood dysfunction, a composite of anxiety and affective disorder symptoms. As predicted, age at immigration moderated the relationship between adult SSS and mood dysfunction after controlling for gender, age, education, household income, and immigration status. Adult SSS was related to health among immigrants arriving when they were 25 years and older, but there was no association between SSS and mental health among immigrants arriving before the age of 25 years. Symptoms of anxiety and/or depression were reported by 13% of immigrants who arrived before age 25, compared with 9% of immigrants who arrived at age 25 or after. Implications for these results are discussed.

**Socioeconomic Status, Subjective Status, and Depression among Smokers**  
*Carrie A. Langner, Alinne Z. Barrera, Ricardo F. Munoz, Nancy E. Adler*

Past research indicates that both the objective lack of resources associated with lower socioeconomic status (SES) and the subjective psychological experience of having lower socioeconomic status than others impact depression. Smokers tend to both have lower SES and be at risk for depression. A cross-national, bilingual study of smokers seeking to quit via the Internet examines the relationship between multiple measures of SES and depression. Detailed measures of socioeconomic status (income, education, and subjective status) and depression (Major Depressive Episode classification and CES-D) are employed across samples in the United States (n=2,066), Spain (n=2,191), and Latin America (n=1,786). Models tested within each of three regional samples indicate that lower SES and subjective status were associated with greater degree of depressive symptoms and current major depressive disorder classification and that these relationships held when considering years smoked, age, and gender. Across geographic regions, subjective status showed the strongest relationship with depression.

**Unfair Treatment, Discrimination, Ethnic Identification and Smoking among Asian Americans**  
*David Chae, David T. Takeuchi, Elizabeth M. Barbeau, Gary G. Bennett, Jane C. Lindsey, Nancy Krieger*

Previous studies suggest that experiences of unfair treatment and racial/ethnic discrimination may increase the risk of engaging in maladaptive health behaviors among racial/ethnic minorities. However, relatively fewer studies have been conducted on Asian Americans; and only a small number have examined potential protective factors such as ethnic group identification. In this study, we examined unfair treatment, racial/ethnic discrimination, and ethnic group identification in relation to risk of current smoking among Asian Americans (N = 1977) using data from the National Latino and Asian American Study (NLAA; 2002-2003). Multivariate logistic regression analyses predicting current smoking revealed that reporting high levels of general unfair treatment were associated with higher odds of being a current smoker (odds ratio [OR] = 2.80; 95% confidence interval [CI] = 1.13, 6.95). In addition, high levels of racial/ethnic discrimination were associated with higher odds of being a current smoker (OR = 2.40; 95% CI = 0.94, 6.12) even after taking into account unfair treatment. We also found that ethnic identification moderated the influence of racial/ethnic discrimination. Among participants reporting high levels of racial/ethnic identification, high ethnic identification was associated with lower probability of current smoking compared to those with low levels of ethnic identification. These results highlight the deleterious influence of both unfair treatment and racial/ethnic discrimination on risk of current smoking among Asian Americans, and also suggest that greater identification with one’s ethnic group may buffer the negative influence of racial/ethnic discrimination. These findings are relevant to research on and advocacy to address social disparities in smoking among Asian Americans.
Social Relationships and Depression among African Americans and Caribbean Blacks

Karen D. Lincoln, David Chae

Social support from family members has been consistently linked to mental health outcomes. This research highlights the health restorative role of social support networks. However, not all interactions with family are positive or supportive. Negative interactions, in the form of conflict and demands, are some of the most common and detrimental psychosocial stressors that individuals encounter. However, the relationship between social support and negative interactions, and their effects on depression are not well understood. In addition, little is known about the role of social support networks as a protective or risk factor for depression among diverse populations. This study uses data from the National Survey of American Life to explore the relationship of social support and negative interactions with family members on major depression among a national sample of African Americans and Caribbean Blacks. Findings indicate that among African Americans, frequency of negative interactions was associated with higher odds of having a history of major depression; while more emotional support received from family members was associated with lower odds. Among Caribbean Blacks, frequency of negative interactions was associated with higher odds of having a history of major depression. More emotional support received was associated with lower odds of having a history of major depression. We examined whether social support would buffer the deleterious impact of negative interactions on depression. Findings indicated that among African Americans, the interaction was not significant. However, among Caribbean Blacks, social support buffered the impact of negative interaction on depression. Results suggest that negative interactions with family members increase the risk of having a history of major depression for both groups. Among Caribbean Blacks specifically, social support may buffer the effect negative interactions on mental health. Findings have implications for the use of social networks in the prevention and treatment of depression Black Americans.

FACILITATED DISCUSSIONS

2.38 How Blacks "Use" their Blackness at Predominantly White University

Yasser A. Payne, Thea Ogunusi, LaMar Gibson, Carl Suddler, Mamawa Fofana, Brittany Battle

Racial tension in the twenty first century, unfortunately, has flared on several university campuses in the United States, consequently resulting in the negative and unproductive educational experiences of many Black students enrolled in college. In an age where nooses, are no strangers to college campuses, it is important that social psychologists more aggressively document the lived experiences of Blacks who attend predominantly white universities. The Black American Studies Program at the University of Delaware, in response to the increasing negative experiences of Black college students has organized an exploratory study to more closely examine these issues within it’s own institution. We are submitting an abstract for a one-hour presentation of a study entitled: How Blacks "Use" their Blackness at Predominantly White University. The panel (or group presentation) will discuss a PAR project in which I worked with five undergraduate Black students to document the experiences of Black students, staff and faculty at a predominantly white university. The Black American Studies Program at the University of Delaware, in response to the increasing negative experiences of Black college students has organized a exploratory study to more closely examine these issues within it’s own institution. We are submitting an abstract for a one-hour presentation of a study entitled: How Blacks "Use" their Blackness at Predominantly White University. The panel (or group presentation) will discuss a PAR project in which I worked with five undergraduate Black students to document the experiences of Black students, staff and faculty at a predominantly white university. PAR methodological frameworks typically are used to tie a community based research experience to that of an activist or social justice based agenda. Specifically, this PAR study examined the “use” or everyday functions of Blackness. Our sample consisted of four focus groups of Black students; one focus group with Black staff; and five individual interviews with Black faculty. A content analysis revealed strong support for Cross, Smith & Payne’s (2001) theory regarding the utility of Blackness. Specifically, (1) bonding, (2) code switching and (3) individualism emerged as dominant codes in this study. In addition, we will discuss in some detail the “action” or social justice based response organized in response to the data at the University of Delaware, some of which has included a student lock-in, development of a “stop the hate” art mural, invited speaker as well as presentations and community service in local Black communities near the University.
2.39 Confronting Disparities from a Collaborative Community-Based Research Paradigm

Regina Day Langhout, Ben Hidalgo

Collaborative research is a broad umbrella that includes community consultation, program evaluation, community-based participatory research, and participatory action research, to name a few exemplars. Generally, the goals of these methods are to ensure a more direct line between research findings and the community, and to conduct research that is immediately useful to specific communities, as well as to academe and beyond. In these cases, researchers often act in solidarity with socially and historically excluded communities. In other words, the research operates from a value base of social justice and collaboration. Langhout and Hidalgo will both lay out the models that they follow in their community-based research, as well as research examples. Langhout will delineate her praxis-based model, which includes identification of stakeholders, discussion of values, determining strengths, defining and collecting data on the problem, determining interventions, and implementing and evaluating the intervention(s). She will then describe some school-based research, including a peer mediation program and an after-school participatory action research program. Hidalgo will discuss a model of participatory action research that centers on public engagement and collaborative transformation with men who are homeless. From both a methodological and values-based perspective, he will briefly describe the process by which this project was negotiated (and is continuously being negotiated) given the diverse agendas introduced by men who are homeless, the researchers, service providers, and other key community stakeholders. Based on these models and research examples, the group will be invited to discuss the following issues: How do we know if these data are trustworthy, what are the theories of change invoked by these models, and how do we know if these models (or other models) address disparities, social justice, and collaboration? How can we translate collaborative community-based research into larger-scale social change efforts, and how can we address policy while taking a bottom-up approach?

2.40 Teaching about Race: The Good, The Bad and the Ugly

Cyndi Kernahan, Sandy Ellis

As instructors of diversity courses, both presenters will briefly describe their own experiences and open up the discussion to a variety of topics including, but not limited to: best practices in teaching this material, the role of emotion on the part of both students and instructors, the problems of resistance, the existing literature about how these courses influence students, and the role of readings, films, and other materials in teaching about race. Both presenters bring a lot of experience to this discussion. First, Cyndi has taught the Psychology of Prejudice and Racism for over 8 years as well as an Introduction to Ethnic Studies course for 3 years. In addition to her teaching, Cyndi has conducted numerous investigations of her courses to examine how students’ attitudes shift and change as a result of learning about race (e.g., Kernahan & Davis, 2007). Finally, she has given several talks on this topic and served as a guest lecturer in a variety of courses and other settings. For her part, Sandy has developed and taught the course Race, Class and News for the past two years. In addition, she has given interviews and led discussions about how race is represented in the media. Cyndi and Sandy have worked together on several occasions, leading discussions and giving joint interviews on this topic.