From Individuals to Nation States:
What Motivates, Sustains, and Discourages Caregiving
and Care Receiving
FROM INDIVIDUALS TO NATION STATES:
What Motivates, Sustains, and Discourages Caregiving and Care Receiving

The 8th Biennial Convention
Society for the Psychological Study of Social Issues
June 24 - 27, 2010 · New Orleans, LA
## Agenda at a Glance

### Friday, June 25

<table>
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<tr>
<th>TIME</th>
<th>SESSION TYPE</th>
<th>SESSION NAME</th>
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<tbody>
<tr>
<td>8:00 AM -</td>
<td>Breakfast</td>
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<td>Le Salon</td>
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<tr>
<td>8:30 AM -</td>
<td>Keynote</td>
<td>Beverley Wright, Dillard University</td>
<td>La Salle B</td>
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<tr>
<td>8:45 AM -</td>
<td>Interactive</td>
<td>Using An Ethnic of Care in our Work with Women</td>
<td>Poydras</td>
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<tr>
<td>9:40 AM -</td>
<td>Symposia</td>
<td>Policy, Research, and Practice in Community Partnerships</td>
<td>Pelican II</td>
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<tr>
<td>9:40 AM -</td>
<td>15-Minute</td>
<td>Gender &amp; the Workplace</td>
<td>Acadian I</td>
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<tr>
<td>10:00 AM -</td>
<td>Presentation</td>
<td>Caring for the Environment</td>
<td>Acadian II</td>
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<td></td>
<td>Intersecting Identities: Race &amp; Gender</td>
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<td>Pelican II</td>
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<tr>
<td>10:00 AM</td>
<td>Break</td>
<td></td>
<td>Le Salon</td>
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<tr>
<td>10:30 AM -</td>
<td>Keynote</td>
<td>Joan Williams, University of California, Hastings College of the Law</td>
<td>La Salle B</td>
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<tr>
<td>10:45 AM -</td>
<td>Interactive</td>
<td>Think Global, Act Local: Fostering Global Citizenship in the Classroom</td>
<td>Poydras</td>
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<tr>
<td>11:40 AM -</td>
<td>Symposia</td>
<td>Troubling Theory and Practice Related to Civic Engagement</td>
<td>Pelican II</td>
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<tr>
<td>11:40 AM -</td>
<td>15-Minute</td>
<td>Gender &amp; Inequality</td>
<td>Pelican I</td>
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<tr>
<td>12:00 PM -</td>
<td>Presentation</td>
<td>Invited Panel</td>
<td>La Salle B</td>
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<tr>
<td>12:30 PM -</td>
<td>Keynote</td>
<td>Beverley Wright, University of Arizona</td>
<td>La Salle B</td>
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<tr>
<td>1:00 PM -</td>
<td>Symposium</td>
<td>Impact Validity as a Framework</td>
<td>Pelican II</td>
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<tr>
<td>1:00 PM -</td>
<td>15-Minute</td>
<td>Caregiving &amp; Education</td>
<td>Acadian I</td>
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<tr>
<td>1:30 PM -</td>
<td>Presentation</td>
<td>Religion &amp; Everyday Life</td>
<td>Acadian II</td>
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<tr>
<td>2:00 PM -</td>
<td>Break</td>
<td></td>
<td>Poydras</td>
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<tr>
<td>2:30 PM -</td>
<td>Keynote</td>
<td>Kurt Lewin Award Address</td>
<td>La Salle B</td>
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<tr>
<td>3:00 PM -</td>
<td>Interactive</td>
<td>Community Based Action Research: SPSSI Helps the Road</td>
<td>Poydras</td>
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<tr>
<td>3:30 PM -</td>
<td>Symposium</td>
<td>Law &amp; Order, Life &amp; Death, Black &amp; White: Racial Disparities in Justice</td>
<td>La Salle C</td>
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<tr>
<td>3:30 PM -</td>
<td>15-Minute</td>
<td>Gender in Education</td>
<td>Acadian I</td>
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<tr>
<td>4:00 PM -</td>
<td>Presentation</td>
<td>Money: Representations &amp; Behavior</td>
<td>Academy II</td>
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<tr>
<td>4:30 PM -</td>
<td>Break</td>
<td></td>
<td>Le Salon</td>
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<tr>
<td>6:00 PM -</td>
<td>Posters</td>
<td>Welcome Reception &amp; Poster Presentations</td>
<td>La Salle A</td>
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<tr>
<td>6:30 PM -</td>
<td>Invited Panel</td>
<td>SPSSI - APA Relations: Inner-workings, Opportunities, and Challenges</td>
<td>Fulton</td>
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<td>Interactive</td>
<td>Unanticipated Legal Consequences: Caring for Children and Older Adults</td>
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<td>9:45 AM -</td>
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<td>Prejudice Reduction</td>
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### Saturday, June 26

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<td>Poydras</td>
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<tr>
<td>10:45 AM -</td>
<td>Symposium</td>
<td>Recent and Upcoming Supreme Court Cases: What You Should Know</td>
<td>La Salle C</td>
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<tr>
<td>10:45 AM -</td>
<td>15-Minute</td>
<td>Prejudice in the Obama Era</td>
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<td>Pelican I</td>
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<tr>
<td>1:30 PM -</td>
<td>Keynote</td>
<td>Ram Mahalingam, University of Michigan</td>
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<tr>
<td>2:00 PM -</td>
<td>Interactive</td>
<td>The Politics of Community-University Partnerships: Beyond Care, Toward Justice</td>
<td>Poydras</td>
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<tr>
<td>2:00 PM -</td>
<td>Symposium</td>
<td>Gender, Race, and Cognitive Complexity</td>
<td>La Salle C</td>
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**SPSSI CONFERENCE AT-A-GLANCE**

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**FROM INDIVIDUALS TO NATION STATES:**

What Motivates, Sustains, and Discourages Caregiving and Care Receiving

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Society for the Psychological Study of Social Issues
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### Saturday, June 26 (continued)

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<td>Le Salon</td>
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<tr>
<td>10:00 AM -</td>
<td>Keynote</td>
<td>Mark Snyder, University of Minnesota &amp; Allen Omoto, Claremont Graduate</td>
<td>La Salle B</td>
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<tr>
<td>11:00 AM</td>
<td>15-Minute</td>
<td>Employment Discrimination</td>
<td>Acadian II</td>
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<tr>
<td>Presentations</td>
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<td>Coping with Racism</td>
<td>Acadian II</td>
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<td>Motivated Health Care</td>
<td>Pelican II</td>
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<tr>
<td>11:20 AM -</td>
<td>Keynote</td>
<td>Hazel Rose Markus, Stanford University</td>
<td>La Salle B</td>
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<tr>
<td>12:30 PM</td>
<td>Invited Symposia</td>
<td>Integrating Research and Service in Community Settings</td>
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<td>Interactive</td>
<td>Navigating the Job Market: Advice from Three Graduates</td>
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<td>Discussion</td>
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<tr>
<td>12:40 PM -</td>
<td>Lunch</td>
<td></td>
<td>Le Salon</td>
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<tr>
<td>1:40 PM</td>
<td>Invited Session</td>
<td>Book Discussion: Whistling Vivaldi and Other Clues to How Stereotypes Affect Us</td>
<td>La Salle A</td>
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<tr>
<td>1:40 PM -</td>
<td>Keynote</td>
<td>Scott Ploos, Wesleyan University</td>
<td>La Salle B</td>
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<tr>
<td>2:50 PM</td>
<td>Invited Symposium</td>
<td>&quot;Nothing As Useful As A Good Theory.&quot; Lewinian Inspired Interventions To</td>
<td>La Salle C</td>
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<td></td>
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<td>Improve Academic Achievement</td>
<td>Fulton</td>
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<td>Interactive</td>
<td>Graduate Student Committee Symposium</td>
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<tr>
<td>Discussion</td>
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<tr>
<td>3:00 PM -</td>
<td>Keynote</td>
<td>Mikki Hebl, Rice University</td>
<td>La Salle B</td>
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<tr>
<td>4:10 PM</td>
<td>Invited Session</td>
<td>Arizona’s Controversial Immigration Legislation (S.B. 1070) – A SPSSI Town Hall</td>
<td>Fulton</td>
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<td>Symposium</td>
<td>How Does Stigma Impact Health? Exploring Underlying Mechanisms</td>
<td>La Salle C</td>
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<td>New Directions in Collective Action Research</td>
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<td>15-Minute</td>
<td>Ingroup Identities and Well-Being</td>
<td>Acadian II</td>
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<tr>
<td>Presentations</td>
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<td>Discrimination, Mental Health &amp; Empowerment</td>
<td>Acadian I</td>
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<td>Parental Caregiving</td>
<td>Pelican I</td>
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<tr>
<td>4:10 PM -</td>
<td>Keynote</td>
<td>Marybeth Shin, Vanderbilt University</td>
<td>La Salle B</td>
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<tr>
<td>5:00 PM</td>
<td>Invited Session</td>
<td>Fostering Collaboration in Research with Community Based Organizations</td>
<td>Poydras</td>
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<td></td>
<td>Interactive</td>
<td>De-objectifying the Self: Improving Self-Worth and Sexual Health</td>
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<td>Discussion</td>
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<td>Stalking Perpetration: Who Stalks and Why</td>
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<td>Cues of Inclusivity and their Effects on Members of Excluded Social Groups</td>
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<td>15-Minute</td>
<td>Gender-Based Harassment</td>
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<td>Presentations</td>
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<td>Race, Minority Status, &amp; Inequality</td>
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**SAVE THE DATE:**

**SPSSI 9TH BIENNIAL CONVENTION 2012**

June 21-24, 2012  •  Omni Charlotte Hotel  •  Charlotte, North Carolina
SAVE THE DATE:

APA Convention 2010
August 12 – 15
San Diego, CA

In light of the controversy over the San Diego Manchester Hyatt (the hotel owner donated a large sum of money to California’s Yes on 8 campaign in order to overturn marriage for same-sex couples), SPSSI has decided to focus much its programming for the APA convention on issues of marriage equality and gay rights more generally.

Please come be part of this important and timely discussion.
Help SPSSI’s presence be known and voice be heard.

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

Thursday 8/12:
Minority Stress among LGBT Populations  New Directions in Research
Cutting edge research will be presented from the leaders in this field of research including Ilan Meyer, Kimberly Balsam and Sharon Rostosky. This program is being cosponsored with Division 8.

Friday 8/13:
Intersection of Law, Policy, and Scholarship in Gay Rights Debate
An important dialogue among key constituents representing Law, Policy, and Scholarship. Scott Malzahn, attorney with Gibson, Dunn, and Crutcher, the law firm litigating the federal Proposition 8 case, will represent law. Brad Sears, Executive Director of the Williams Institute, one of the most prominent organizations dedicated to law and policy related to LGBT issues, will represent policy. Finally, Greg Herek, noted social psychologist, expert on sexual prejudice, contributor to several APA-sponsored amicus briefs related to LGBT rights, and SPSSI Lewin Award winner, will represent scholarship.

Friday 8/13:
In Their Own Voices: LGBT Activists on Marriage and Gay Rights
In this session, we will hear from local gay-rights activists who will report on the state of the movement.

Saturday 8/14:
For the Bible Tells Me So
In the first part of this program (which is being cosponsored with Division 44), we will screen the award-winning documentary “For the Bible Tells Me So” which profiles five devoutly Christian families as they struggle with the realization of having a gay child. The film will be followed with a conversation led by a panel including the film’s director and producer, Daniel Karslake.

See you in San Diego!
Dear SPSSI Convention Attendees:

Welcome to the SPSSI 8th Biennial Conference at the Intercontinental Hotel in New Orleans. New Orleans is an exciting and historic city known around the world for its musical innovation and rich cultural heritage. In recent years, following the devastation of Hurricane Katrina, it has become a much-watched center of urban investment and community renewal. In many ways, the story of New Orleans, post-Katrina, reflects a variety of social justice issues, including caregiving and care receiving, stereotyping and prejudice, and community action, that are central to the SPSSI mission. During the conference, the distinguished keynote speakers will present groundbreaking work on many of these relevant social justice issues. Invited keynote speakers include:

- Eugene Borgida, SPSSI President, University of Minnesota
- Hazel Markus, Stanford University
- Lilia Cortina, University of Michigan
- Marybeth (Beth) Shinn, Vanderbilt University
- Barbara Gutak, University of Arizona
- Claude Steele, Provost, Columbia University
- Beverly Wright, Deep South Center for Environmental Justice, Dillard University
- Joan Williams, University of California
- Michelle (Mikki) Hebl, Rice University
- Mark Snyder, University of Minnesota, & Allen Omoto, Claremont Graduate University
- Lewin Award Winner Mark Zanna, University of Waterloo (address delivered by Steve Spencer)
- Scott Plous, Teaching and Mentoring Award (Undergraduate), Wesleyan University
- Ram Mahalingam, Teaching and Mentoring Award (Graduate), University of Michigan

We will also hold a plenary symposium on Friday, during which three distinguished local University leaders will discuss the University’s role in community building. The symposium will feature:

- Marvalene Hughes, President, Dillard University
- Norman Francis, President, Xavier University
- Karen DeSalvo, Vice Dean, Tulane University

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

Best wishes for a great convention,

Convention Program Co-Chairs
Stephanie Fryberg & Lisa Leslie

Local Convention Co-Chairs
Lisa Molix, Laurie O’Brien, & Janet Ruscher
June 24, 2010

Welcome Attendees and Guests,

As Mayor of the City of New Orleans, it is my pleasure to welcome the Society for the Psychological Study of Social Issues for your association’s 74th anniversary gathering.

Celebrating the theme “From Individuals to Nation States: What Motivates, Sustains and Discourages Care Giving and Care Receiving,” I trust that New Orleans will serve as a perfect backdrop as you network with accomplished colleagues to benchmark best practices for continued research on the psychological aspects of important social issues to public policy solutions. The people of New Orleans indeed know the importance of and the power of individuals and nation states supporting those in need.

While you are here, please take time to experience the culture, entertainment and food that are uniquely New Orleans. Known for our history, culture and vibrancy, New Orleans always has its arms open to welcome visitors from every part of the globe.

On behalf of the entire city, I extend my best wishes for a successful meeting and a wonderful stay in New Orleans.

Sincerely,

Mitchell J. Landrieu
Mayor
City of New Orleans
FROM INDIVIDUALS TO NATION STATES:
What Motivates, Sustains, and Discourages Caregiving and Care Receiving

The 8th Biennial Convention
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AGENDA

FRIDAY PROGRAM

Friday, June 25, 2010

BREAKFAST  8:00 AM – 8:30 AM
La Salon Pre-Function

8:30 AM - 9:40 AM

Keynote (La Salle B)
“Communiversity” - A Model for the Establishment of Community and University Partnerships
Beverley Wright, Dillard University
Chair: David Taylor, Provost, Dillard University

Interactive Discussion (Poydras) ............ 1
Using An Ethic of Care in our Work with Women
Catherine Borshuk, Gordana Eljdupovic

Symposia (Pelican II) ....................... 1
POLICY, RESEARCH, AND PRACTICE IN COMMUNITY PARTNERSHIPS
Chair: Wendy R Williams

Superdelegates in the Cellblock
Amy E. Smith

Participatory Research in Action: Improving Access to Food Stamps
William Oswald, Maria Aceves, Hilda Chan, Marisela Espitia, Sandra Galindo, Raynita Johnson, Joni Halpern, Wendy M. Limbert, Ofelia Olguin, Maria Orozco, Lydia Patton, Aida Reyes, Carmen Visoso, Michelle Wise

Using Service Learning Partnerships to Foster Social Change
Wendy R. Williams

Community Revitalization Projects: Connecting Service Learning, Volunteerism, and Program Evaluation
Paige A. Muellerleile

Symposia (La Salle C) ....................... 3
STIGMA AND SELF-REGULATION
Chair: Colette van Laar

Dealing with Negative Math Stereotypes: The Role of Regulatory Foci
Colette Van Laar, Tomas Ståhl, Belle Derks, Naomi Ellemers

Where Prejudice Expectations Direct Your Attention Depends on Regulatory Focus
Tomas Ståhl, Colette Van Laar, Naomi Ellemers, Belle Derks

Anticipated Social Control of Responses to Racism by In- vs. Outgroup Members
Jessica Salvatore, Nicole Shelton

Disruptions in Women’s Self-Promotion: The Backlash Avoidance Model
Corinne A. Moss-Racusin, Laurie A. Rudman

15 Minute Presentations (Acadian I) ........ 5
GENDER & THE WORKPLACE

Predictors of Occupational Gender Balance of Career Choices
Margaret S. Stockdale, Joel T. Nadler

Gender Differences in Workplace Preferences for Compensation
Meghan R. Lowery, Joel T. Nadler

Talking Science: Science Conversation Discomfort and Women’s Interest in Scientific Careers
Priyanka B. Carr, Carol S. Dweck, Daisy Grewal

15 Minute Presentations (Acadian II) ........ 6
CARING FOR THE ENVIRONMENT

Preferences for Native Gardens: The Roles of Values and Beliefs
Rupanwita Gupta, Allen M. Omoto

Psychological Connections Between Environmentalism, Community, and Race: A Qualitative Exploration
Allen M. Omoto, Benjamin J. Marcus, Patricia L. Winter

Ethnic Group Differences in Environmental Identities and Activism
Deryn M. Dudley, Allen M. Omoto

Seeing Far and Wide: Mental Construal and Cooperation in Environmental Commons Dilemmas
Irina Feygina, Yaacov Trope

15 Minute Presentations (Pelican I) ........ 7
INTERSECTING IDENTITIES: RACE & GENDER

Some of Us are Brave: Discrimination Perpetration and Black Women
Tiffany Monique Griffin

Intersecting Identities: Impacts on Workplace Caregiving or Withholding
Eden-Renee Pruitt, Monika Hudson

The Overlooked Role of Gender in Interracial Interactions
Negin R. Toosi, Laura G. Babbitt, Samuel R. Sommers, Nalini Ambady

BREAK  9:40 AM – 10:00 AM

FRIDAY PROGRAM
10:00 AM - 11:10 AM - “People, Places, and Things in the History of Social Psychology”

11:30 AM - 1:30 PM - “75th Anniversary Video Montage Open Filming Session”

3:10 PM - 4:20 PM - “Building on SPSSI’s Public Policy Roots”

4:50 PM - 6:00 PM - “Community Based Action Research: SPSSI Hits the Road”

10:00 AM - 11:10 AM

Keynote (La Salle B)
First Comes Love, Then Comes Marriage, Then Comes Flextime and a Baby Carriage
Joan Williams, University of California, Hastings College of the Law
Chair: Faye Crosby, University of California, Santa Cruz

Interactive Discussion (Poydras) ........... 8
Think Global, Act Local: Fostering Global Citizenship in the Classroom
Iva I Katzarska-Miller, Stephen Reysen

Symposia (Pelican II) ......................... 9
TROUBLELING THEORY AND PRACTICE RELATED TO CIVIC ENGAGEMENT
Chair: Regina D. Langhout

Examining Empowerment and Conscientización as Constructs for Social Transformation
Regina D. Langhout

Facilitating Youth Critical Consciousness: The “Five Why” Method
Danielle Kohfeldt

“Where’s the ‘Hood At?:” Defining Neighborhood in an Unincorporated Region
Jesica S. Fernandez

An Auto-Ethnography of Collaborator Tensions when Fighting to Save UC
Erin R. Ellison

Symposia (Acadian I) ....................... 10
INVESTIGATING AFRICAN AMERICAN PARENT-CHILD DYADS USING A STRENGTH-BASED APPROACH
Chair: Rhonda L. Johnson

Rearing Sons, Raising Resiliency: Parenting Experiences of African American Mothers
Rhonda L. Johnson

Racial Socialization Messages and Racial Identity among African American Dyads
Kahlil R. Ford

Exploring Father-Daughter Relationships in African American Families
Shauna Cooper

Symposia (Fulton) ......................... 12
PEOPLE, PLACES, AND THINGS IN THE HISTORY OF SOCIAL PSYCHOLOGY
Chair: Joan Chrisler

Tracing the Evolution of a Psychological Construct: Satisfaction
Sara McClelland

Policy Makers, Psychologists, and the Problems of Race and Housing in Post-War America
Wade E. Pickren

Lost Connections in the History of Social Psychology:
Marie Jahoda and the Immersion Tradition
Alexandra Rutherford, Rhoda Unger, Frances Cherry

Symposia (La Salle C) ...................... 13
MARGINALIZING MULTIRACIALS: WHAT CONSTITUTES PREJUICE AND HOW DO TARGETS ADAPT?
Chair: Jessica D. Remedios

Effects of Socio-Cultural Information on Racial Categorization of Ambiguous Targets
Destiny Peery, Galen V. Bodenhausen

Barriers to Being Biracial: Claiming and Maintaining a Biracial Identity
Sarah S. M. Townsend, Stephanie A. Fryberg, Hazel Rose Markus

What Are You? Others’ Confusion Negatively Affects Multiracial People
Jessica D. Remedios, Alison L. Chasteen

Multiracial Individuals’ Flexible View of Race
Kristin Pauker, Nalini Ambady, Kerri Johnson

15 Minute Presentations (Pelican I) ....... 14
GENDER & INEQUALITY

Risk and Protective Factors for Women Post-Release from Prison
Shannon M Lynch, Nicole M Heath, Kathieen Matthews

Essentialism, Social Dominance and Awareness of Privilege
Melissa R. Sanders, Ramaswami Mahalingam

Perceived Infertility Stigma among Women
Stacey L. Williams, Judy G. McCook

15 Minute Presentations (Acadian II) .... 15
MONEY: REPRESENTATIONS & BEHAVIOR

The Interactive Effects of Materialism and Money-Reminders on Self-sufficiency Values
Chad M. Danyluck, Michael T. Schmitt, Craig W. Blatz

Media Framing of San Francisco’s “Care Not Cash” Homeless Initiative
Harmony A. Reppond, Heather E. Bullock

Dirty Money: Mere Exposure to Money Triggers Unethical Behavior
Maryam Kouchaki, Kristin Smith-Crowe, Carlos Sousa, Arthur P. Brief

75TH ANNIVERSARY VIDEO MONTAGE OPEN FILMING SESSION

11:30 AM - 1:30 PM
Magnolia Room (2nd floor)
Stop by for a few minutes to record your thoughts about the past and the future of SPSSI
11:20 AM - 12:30 PM

Keynote (La Salle B)
Indignity at Work: Contours, Consequences, and a Call to Action
Lilia Cortina, University of Michigan
Chair: Ramaswami Mahalingam, University of Michigan

Invited Panel Discussion (Fulton) 16
Surviving the Tenure-Track: Yes You Can!
Chair: Kim Case
Panel: Jeannetta Williams, Michele Schlehofer

Invited Panel Discussion (Acadian I) 17
SPSSI - APA Relations: Inner-workings, Opportunities, and Challenges
Chairs: Allen M. Omoto, Maureen O’Connor
Panel: Bernice Lott, Margaret Bull Kovera

Interactive Discussion (Poydras) 17
Unanticipated Legal Consequences: Caring for Children and Older Adults
Eve M. Brank, Leroy Scott

Symposia (Acadian II) 17
AFRICAN AMERICAN COLLEGE STUDENTS: STRENGTHS-BASED APPROACHES TO IMPROVING THEIR HEALTH
Chair: Naomi M. Hall
Predictors of Body Satisfaction in African American Women
Anna K. Lee
Identity and Sexuality: HIV Protective Behaviors among African American Students
Maya Corneille
Social and Cultural Factors in Responsible Sexual Behavior
Naomi M. Hall

Symposia (Pelican II) 18
BUILDING FROM STRENGTHS AND RECOGNITION: CULTIVATING AND RESEARCHING CRITICAL CONSCIOUSNESS
Chair: Michelle Fine
Editing Lives: Recognition in the Production Spaces of Documentary Film
Stephanie M. Anderson
Scenes of Recognition: Creating “Safe Spaces” for Adolescents via Theatre
Valerie A. Futch, MA
Negotiating Oppression with Agency: Notes from a Post-Incarceration College Program
Duquann Hinton
The Critical-Consciousness Coaching Method
Roderick Watts

15 Minute Presentations (La Salle C) 20
PREJUDICE REDUCTION, STEREOTYPING, & INTERGROUP CONTACT
Perspective Taking and Stereotyping: The Role of Stereotype Content
Jeanine Skorinko, Stacey Sinclair

Learning Goals as a Way to Promote Positive Intergroup Contact
Katya Migacheva, Linda R. Tropp
Vicarious Intergroup Contact as a Tool to Improve Intergroup Relations
Agostino Mazziotta, Amélie Mummendey, Stephen C. Wright, Maria Jung

15 Minute Presentations (Pelican I) 21
PREJUDICE IN THE OBAMA ERA
Prejudice and Politics in 2008: Region, Racism, and Obama
Joshua L. Rabinowitz
Implications of Exposure to Obama on Implicit Prejudice
Corey J. Columb, E. Ashby Plant, Saul L. Miller, Joanna Goplen, B. Michelle Peruche
I Remember It Well: Memories of the Obama Inauguration
Attenuate Inequality Justifying Beliefs for Non-Minorities
Devin L. Wallace, Dorian C. Cowan

LUNCH 12:30 PM – 1:30 PM
La Salon Pre-Function

DALMAS TAYLOR LUNCH 12:30 PM – 1:20 PM
Pelican I

MENTOR’S LUNCH 12:30 PM – 1:20 PM
Poydras

1:30 PM – 3:00 PM

Plenary Event (La Salle A)
University Leaders Symposium: What is the Role of Institutions of Higher Education in Community-Building?
Karen DeSalvo, Vice Dean for Community Affairs and Healthcare Policy, Tulane University
Norman Francis, President, Xavier University
Marvalene Hughes, President, Dillard University
Chairs: Eugene Borgida, University of Minnesota, Janet Ruscher, Tulane University

3:10 PM – 4:20 PM

GRAD STUDENT RECEPTION
Poydras

Keynote (La Salle B)
Women and Men Preparing for IT Jobs: The Effects of Sex Role Spillover, Social Networks and Status
Barbara Gutek, University of Arizona
Chair: Maureen O’Connor, The Graduate Center, City University of New York
Invited Panel Discussion (Fulton) ............. 22
Building on SPSSI’s Public Policy Roots
Chair: Susan Dudley
Panel: Kay Deaux, Jutta Tobias, Christopher Woodside, Alexandra Rutherford

Invited Panel Discussion (Pelican I) ............. 22
Five Years Post-Katrina: Social Psychological Contributions to Community Caregiving
Chair: Geoffrey Maruyama
Panel: Glenn Adams, Jaime Napier, Janet Ruscher

Symposia (Pelican II) ....................... 23
IMPACT VALIDITY AS A FRAMEWORK FOR ADVOCACY-BASED RESEARCH
Chairs: Sean G. Massey, Ricardo Barreras
Discussant: Michelle Fine

Parole and “Violent Offenders”: Examining the Impact of Participatory Research
Carla Marquez, Michelle Fine, Kathy Boudin, William E. Waters, Mika’il DeVeaux, Felipe Vargas, Cheryl “Missy” Wilkins, Migdalia Martinez, Michael G. Pass, Sharon White

Application of Empirical Research Findings in Public Health Advocacy: Focus on Maternal, Child and Reproductive Health
Diana Romero, Amy Kwan, Wendy Chavkin

Memescopio: Producing usable and collectively owned knowledge about the World March for Peace and Nonviolence
Carolina Muñoz Proto, Marco Battistella, Carolina Villar Castillo

Symposia (La Salle C) ..................... 24
SHADES OF RACE: EMERGING PERSPECTIVES ON PHENOTYPIC STEREOTYPICALITY BIASES
Chair: Kimberly Barsamian Kahn

The Impact of Black Phenotypic Stereotypicality on Stereotype Threat
Kimberly B. Kahn, Paul G. Davies

The Face Remains the Same? Criminal Stereotypes Affect Eyewitness Identification
Danny Osborne, Paul G. Davies, Jennifer L. Eberhardt

Invisibility or Insensitivity? Afrocentricity and Perceptions of Black women
Kristin N. Dukes, Keith B. Maddox

15 Minute Presentations (Acadian I) ............ 26
CAREGIVING & EDUCATION

Mentors’ Emotional Intelligence and Protégés’ Self Efficacy, Identity and Accomplishments
Melissa L. Bayne, Faye J. Crosby

Caring About College Success: Academic, Financial and Cultural Strategies
David A. Dowell, Vincent Novack

Serving Those Who Have Served: Understanding Military Veterans Returning to College
Christina Schendel

Dropout and Truancy Prevention within the Context of a Paradigm Shift
Carl Kallgren

15 Minute Presentations (Acadian II) ............ 27
RELIGION AND EVERYDAY LIFE

Linking Religion, Maternal Warmth, and Well-Being in Children
Jee Young Noh

Religious Prejudice as a Religious Worldview Threat
Joanna Goplen, E. Ashby Plant

Religion and Conscientious Objection: Pharmacists’ Willingness to Dispense Medications
Laura A. Davidson, Clare Pettis, Amber Joiner, Daniel Cook, Craig Klugman

BREAK 4:20 PM – 4:50 PM

Kurt Lewin Award Address (La Salle B)
While Waiting for Nature to Take Her Course: There’s Nothing So Practical as a Good...Design
Award Winner: Mark Zanna, University of Waterloo
Presented By: Steven Spencer, University of Waterloo
Chair: Faye Crosby, University of California, Santa Cruz

Interactive Discussion (Poydras) .................. 28
Community Based Action Research: SPSSI Hits the Road
Chair: Michaela Hynie, Susan Opotow
Panel: Michelle Fine, Amy Marcus-Newhall, A.J. Franklin

Symposia (La Salle C) ..................... 29
LAW & ORDER, LIFE & DEATH, BLACK & WHITE: RACIAL DISPARITIES IN JUSTICE
Chair: Aneeta Rattan

The Essence of Innocence: Consequences of Dehumanizing Outgroup Children
Matthew Christian Jackson, Phillip Atiba Goff

Differentially Dangerous? Phenotypic Racial Stereotypicality Increases Shooter Bias
Kimberly B. Kahn, Paul G. Davies

Sentence Severity, Defendant Race and Concerns over Wrongful Convictions and Acquittals
Karim Martin, Kimberly Kahn, Jack Glaser

Locked Up for Life: Racial Bias in Juvenile Life Sentences
Aneeta Rattan, Cynthia S. Levine, Jennifer L. Eberhardt, Carol S. Dweck

Symposia (Pelican II) ..................... 30
VOLUNTEERISM, “FIELDWORK”, AND ACTIVISM: OVERLAPPING DIMENSIONS, LINGERING QUESTIONS
Chair: Anne Galletta
Discussant: Monique Guishard

Katrina’s Young Adult Crisis Volunteers: Bridging and Bonding Across Cultures
Jessie Baginski

Constructing Realities: Youth Activism through Artmaking and PAR
Vanessa Jones
Human Relations Development through PAR, Engaged Learning, and Cultural Competence
Carmine Stewart-Burkette

Symposia (Acadian II) .......................... 32
UNDERSTANDING MENTAL HEALTH IN POST-KATRINA NEW ORLEANS: A MULTI-LEVEL APPROACH
Chair: Laurie T O’Brien
Perceived Racism in Hurricane Katrina-related events: Implications for Mental Health
Alison Blodorn, Laurie O’Brien
Disasters and Mental Health: When Support Providers are Simultaneously Victims
Alyssa Boasso, Samantha Morrison, Margaret Dempset, Stacy Overstreet, Janet Ruscher
Community Esteem, Empowerment, and Well-Being among New Orleanians
Blake Clark, Aaron Kottke, Caitlin Ward, Lisa Molix
Children, Disasters, and Mental Health
Berre Burch, Stacy Overstreet

Symposia (Pelican I) .......................... 33
EXTENDED CONTACT: TAKING THE FIELD FORWARD
Chair: Anja Eller
Source of Extended Contact and Ingroup Norms
Angel Gomez, Miles Hewstone, Alberto Voci, A. Vazquez
Normative and Emotional Influences on Intergroup Contact
Pablo deTezanos-Pinto, Rupert Brown, Roberto Gonzalez, Christopher Bratt
Long-Term Effects of Extended Contact
Anja Eller, Dominic Abrams, Angel Gomez,
When Vicarious Learning Makes us Grow Anxious of Ethnic Others
Stefania Paolini, Andrea Griffin, Nicholas Harris

15 Minute Presentations (Acadian I) ......... 35
GENDER IN EDUCATION
Analysis of Gender Patterning in Teacher-Child Interaction in the Preschool Classroom
Pi-Chun Grace Ho
Cultural Sources of Gender Identity: Classroom- and Laboratory-Based Evidence
Nia L. Phillips, Glenn Adams
“A Carb Wrapped in a Carb”: Body Image in Women’s Colleges
Bettina Spencer

15 Minute Presentations (Fulton) ............. 36
REPRESENTING CRIME
Knights Battling Monsters: A Content Analysis of Television Crime Dramas
Erica DeGarmo
Examining Potential Responses to Victim Impact Statements: Defendant Apologies
Jennifer A. Tallon, Tarika Daftary Kapur, Catrin Andersson, Amanda Joan Monier, Jennifer L. Grosrup, Steven D. Penrod
The Black Sheep Effect and Americans’ Judgments of Terrorist Activities
Julie A. Singer

6:00 PM - 7:00 PM
WELCOME RECEIPTION & POSTER PRESENTATIONS ............ 37-55
(La Salle A)

01. Teacher and Student Race Differences and Prosocial Behavior
Adam Voight, Leslie Collins, Joanna Geller

02. Preservice Teachers’ Attitudes towards Including Students with Behavior Difficulties.
Amanda Williams

03. The Relationship between College Students’ Use of Facebook to Harass Ex-Partners and their Perpetration of Traditional Unwanted Pursuit and Cyberpursuit
Amy E. Lyndon, Jennifer Bonds-Raacke, Alyssa Cratty

04. The Reflective Processing of Intergroup Interactions
Angel I Gonzalez, Bonita London-Thompson

05. Stereotype Boost and Identity Integration: Who Does It Really Help?
Ann Nguyen, Fiona Lee

06. The Invisible “Other”: Sexual Health and Mental Health Vulnerabilities of Female Partners of Men Who Have Sex with Men (MSM).
Apurva B. Pandya, Siddhi A. Pandya, Bharat Patil

07. Nonattachment Predicts Lower Levels of Closed-Mindedness and Anti-Arab Discrimination
Balinder K. Sahdra, Phillip R. Shaver, Alison Ledgerwood

08. Moral Strength, Political Beliefs, and Resistance to Conformity
Benjamin H. Walker, H. Colleen Sinclair

09. Peer Relationships as a Predictive Factor of Adolescent Volunteerism
Camille S. Brown, Carlene Gonzalez, Victoria Springer

10. Effects of Claiming Discrimination on Negative Affect: Private or Public Labeling
Carla A. Zimmerman, Molly Rottapel, Donna M. Garcia, Nyla R. Branscombe

11. Predicting Policy Attitudes from General Prejudice Versus Specific Intergroup Emotions
Catherine A. Cottrell, David A. R. Richards, Austin Lee Nichols

12. Him or Them: The Effect of Individuating Social Category Conjunctions
Chantelle Wood, Russell R.C. Hutter, Rhiannon N. Turner

13. Service-Learning in an Abnormal Psychology Course: Christina Michaelson

14. Race and the Rehabilitation of People Who Have Committed Crimes
Cynthia S. Levine, Aneeta Rattan, Jennifer L. Eberhardt, Carol S. Dweck

15. Development of the Death Penalty Criminal Justice Orientation Measure
David Flores

FRIDAY PROGRAM
16. Utilizing CPPR* to Improve Maternal Health and Developmental Outcomes
   Dawnessa K. Beaver, Mayra Ynigüez, Loretta Jones, Felica Jones, Calvin J. Hobel, Christine Dunkel-Schetter, Michael C. Lu

17. Changing Face of Indian Women in Tough Industrial Sector
   Debjani Mukherjee

18. Partner Violence Types, Sexual Assault, and Psychosocial Outcomes among Women
   Desta A. Taylor, Stacey L. Williams

19. Children’s Deference to Expert Knowledge
   Fan Yang

20. Gender Violence
   Francisca Expósito, Miguel Moya, Inmaculada Valor-Segura

21. Xenophobia as an Impediment to Caregiving Strategies for Immigrants
   Gizelle V. Carr

22. Maternal Appeals in the 2004 Election
   Grace Deason

23. Predicting Support for Government-Sponsored Security Measures
   J. Brian Pope, Thomas F. Harlow

24. The Effect of Interracial Friendship on Metaperceptions in Intergroup Contexts
   Jan Marie R. Alegre, J. Nicole Shelton

25. The Role of Public Transit Agencies in Fostering Servant Leadership Post-Katrina
   Jessie Guidry Baginski

26. Religious and Secular Ideologies as Bases of Ambivalence about Atheists
   John D. Edwards, Nayantara Abraham

27. Effects of race and NTB on reports of White privilege
   Joshua D. Meadows, AnGelica Alsbrooks, Johanna Labadie, Laurie O’Brien

28. Attitudes toward Subtle and Blatant Sexism
   Karen R. Dickson, Victoria M. Esses

29. Does Social Dominance or Social Identity Best Explain Group-Based Inequality?
   Kevin O. Cokley

30. Disclosure of CSA and Social Relationship Quality among College Students
   Kevin D. Hyatt, Stacey L. Williams

31. Neurocognitive Barriers to Help Seeking among the Chronically Mentally Ill
   Kimberly Smith, Shelly P. Harrell

32. Identifying Key Themes in Cross-Race Friendship Formation
   Kristin Davies, Arthur Aron

33. Revisiting the Self-Relevance of Anti-fat Attitudes
   Kristin Nicole Dukes

34. Memories and Identities: Field Study of Japanese American Reparation Movement
   Kumiko Tsuchida

35. Environmental Inequality: Effects of Social Dominance Orientation on Environmental Decisions
   Lisa M. Bitacola, Lynne M. Jackson, Victoria M. Esses, Leslie Janes

36. The Effectiveness of an HIV Prevention Program for Incarcerated Women
   Lyn Gibson McArthur, Shannon M. Lynch

37. Racial Differences in Response to Blackface Imagery
   Mark A. Manning, David A. Butz

38. Sustainability Behavior Model: Knowledge, Desire, Intent, Behavior
   Mary Hogue, Cathy L. Z. DuBois

39. The Moderating Role of Commitment to Beliefs on Environmental Motivation
   Matthew Maxwell-Smith, Paul Conway, James Olson

40. Shelter Websites and their Inclusiveness/Exclusiveness of Lesbian Intimate Partner Violence
   Melissa St. Pierre

41. Receptivity to Condom Distribution Campaigns Depends on Sexually Active Status
   Michele M. Schlehofer, Aubrey M. Vincent

42. Ableism: Enter My World
   Michelle Tichy, Tynisha Meidl

43. Causal Explanation of Discrimination: Impact of Perceived Immutability of Belief
   Nobuko Asai, Minoru Karasawa, Ken-ichi Ohbuchi

44. Gender Differences in Sexual Objectification and Dehumanization
   Rebeccaa M. Harris, Sarah Gervais

45. Individual-Level Responses to Climate Change: The Impact of Conflicting Social Norms
   Rachel I. McDonald, Kelly S. Fielding, Winnifred R. Louis

46. Moral Foundations Theory and Perceptions of Those in Need
   Rik Jeffery, Andrew Spock, Victor Cordova, Lisa Farwell

47. Correlates of Volunteer Motivations: Challenging or Maintaining the Status Quo?
   Sahana Mukherjee, Matt Robinson, Ludwin Molina

48. Rejection Sensitivity and Direct and Indirect Support Seeking
   Sheri L. Chandler, Stacey L. Williams

49. Adolescents’ Gender Attitudes and Social Reasoning about Parental Caretaking Responsibilities
   Stefanie M. Sinno

50. Investigating How Accusations of Bias Affect Whites’ Cognition, Affect, and Behavior, and the Role of Bias Awareness
   Sylvia P. Perry, Mary C. Murphy

51. Does Intragroup Distributive Justice Enhance Intergroup Retributive Justice?
   Tomohiro Kumagai

52. Overcoming Us and Them: When Superordinate Categories Work Versus Backfire
   W. Anthony Scroggins, Thomas J. Allen, Jeffrey W. Sherman
### Saturday, June 26, 2010

**BREAKFAST** 8:00 AM – 8:30 AM  
La Salon Pre-Function

#### 8:30 AM - 9:40 AM

**Outstanding Graduate Teaching and Mentoring Award Address (La Salle B)**  
Mindful Mentoring: Challenges for Teaching and Mentoring Diverse Students  
Ram Mahalingam, University of Michigan  
Chair: Amy Marcus-Newhall, Scripps College

**Interactive Discussion (Poydras)** 57  
The Politics of Community-University Partnerships: Beyond Care, Toward Justice  
Geoffrey Maruyama, Michelle Fine, Maria Elana Torre

**Symposia (La Salle C)** 57  
**GENDER, RACE, AND COGNITIVE COMPLEXITY**  
Chair: Rob Foels  
Women’s Complex Cognitive Representations of Ingroups and Outgroups  
Rob Foels  
Cognitive Complexities and the Perception of Subtle Racism  
Landon D. Reid  
Reducing Automatic Stereotyping Through Increasing Cognitive Complexity During Outgroup Judgments  
Tracie L. Stewart, Loana M. Latu, Kerry Kawakami  
Reducing The Tendency to Dehumanize By Increasing Cognitive Complexity  
Kate Jassin, Rob Foels

**Symposia (Fulton)** 59  
**RECENT AND UPCOMING SUPREME COURT CASES: WHAT YOU SHOULD KNOW**  
Chair: Eve M. Brank  
Presenters: Lori A. Hoetger, Eve M. Brank, Jennifer A. Tallon, Michael Brown, Ryan Winter

**Symposia (Pelican I)** 60  
**PROMOTING WOMEN’S ADVANCEMENT IN STEM FIELDS THROUGH TARGETED INTERVENTIONS**  
Chair: Stephanie A. Shields  
Sources of Mentoring Support for Students in STEM  
Melissa L. Bayne, Lyndsey K. Williams, Carol B. Muller

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**An Environment-based Intervention to Improve Outcomes for Female STEM Students**  
Denise Sekaquaptewa

**Structured Peer Mentoring Circles as a Way to Keep Women in STEM**  
Faye Crosby

**Interventions with STEM faculty: WAGES-Academic as Experience-Based Learning**  
Stephanie A. Shields, Matthew J. Zawadzki

#### 15 Minute Presentations (Acadian II) 62

**EMPLOYMENT DISCRIMINATION**  
The “Think Manager/Think Male” Stereotype and Familiar Managers  
Margaret S. Stockdale, Joel T. Nadler

**The Power of Justification: Systematic Discrimination in Forced-Choice Employment Decisions**  
Paula M. Brochu, Victoria M. Esses, Gregory R. Maio

**Opting-Out or Pushed-Out? Pregnancy Stigma in the Workplace**  
Annie B. Fox

**Political Orientation, Social Identity and Perceived Employability of Iraqi Immigrants**  
Todd Lucas, Christine Casper, Evone Barkho, Cort Rudolph, Ludmila Zhdanova, Monty Fakhouri, Lyke Thompson, Bengt Arnetz

#### 15 Minute Presentations (Acadian I) 63

**COPING WITH RACISM**  
Experiences of Social Invisibility among a Diverse Sample: A Process Model  
Judy Y. Tan, Felicia Pratto, Blair T. Johnson

**Negative Consequences of Devaluing Ethnic Distinctions on Intergroup Relations**  
Natalia M. Flores, Yuen J. Huo

**The Psychological Costs of Painless But Recurring Experiences of Discrimination**  
Que-Lam Huynh, Cheyenne M. Dunbar, Thierry Devos

#### 15 Minute Presentations (Pelican II) 64

**MOTIVATED HEALTH CARE**  
The Impact of Existential Motivation on Healthcare Preferences  
Kenneth E. Vail III, Jamie Arndt, J B. Pope

**Overcoming Resistance to Advance Healthcare Directive Completion: Beliefs and Barriers**  
Karla Vermeulen

**Risks to Life: Perceived and Actuarial Risk and Revenue Allocation**  
Sheldon Grant Levy

**Health Care During the U.S. Primaries: Persuasion on YouTube**  
Lindsey Zimmerman, Lisa Armistead, Cynthia King, Aasha Anderson

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**BREAK 9:40 AM – 10:00 AM**
10:00 AM – 11:10 AM

Keynote (La Salle B)
Caring, Concern, and Community Connection: The Psychology of Social Action
Mark Snyder, University of Minnesota, Allen Omoto, Claremont Graduate University
Chair: Eugene Borgida, University of Minnesota

Interactive Discussion (Poydras) ................. 66
Empathy, Values, and Prosocial Behavior
Joseph Pastuszak, Gabriela Carrasco, Erin Froman

Symposia (Pelican I) ............................... 66
UNDERSTANDING AND REACTING TO POTENTIAL THREATS TO MASCULINITY
Chair: Theresa K. Vescio
Psychological, Physiological, and Behavioral Responses to Masculinity Threats
T. Andrew Caswell, Jennifer K. Bosson, Joseph A. Vandeloo, Rochelle M. Burnaford, Jonathan R. Weaver
A New Look at Men’s Endorsement of Benevolent Sexism
Jessica Salvatore, Esra Kutlu
Responding to Masculinity Threats with Self-Sexualizing Appeasement Strategies
Kristine A. Schlenker, Theresa K. Vescio
An Intervention to Improve Women’s Grades in Masculine Engineering Domains
Christine Logel, Gregory M. Walton, Jennifer Peach, Steven J. Spencer

Symposia (La Salle C) ............................. 68
SOCIAL STIGMA AND OBSTACLES TO CARE GIVING: EMPIRICISM AND POLICY
Chair: Richard L. Wiener
Discrimination Against People With Mental Illness: Law and Empiricism
Richard L. Wiener
Mental Illness Stigma: Diagnostic Labels Influence Blame and Approach
Jordan A. Blienner, Kristin N. Anderson, Richard L. Wiener, Deborah A. Hope
Worry About Sexual Orientation Among Sexual Minorities: Impact of Stigma
Brandon J. Weiss, Timothy Emge, Milena Stoyanova, J. Suzanne Singh, Luis F. Morales Knight and Debra A. Hope
Stigma and Mental Health Policy: One Size Doesn’t Fit All
William D. Spaulding, Mary E. Sullivan, Jeffrey S. Polland, A. Jocelyn Ritchie

Symposia (Pelican II) ............................... 70
GENDER AND SEXUAL ORIENTATION IN RELATIONSHIP FUNCTIONING AND FAMILIES
Chair: Christopher S. Lamb
LGBQ People’s Reactions to the Clark and Hatfield Sexual Proposal
Terri D. Conley
Minority Stress, Intimacy, and Relational Well-Being
David M. Frost
Family Relationships Associated with Adolescent Behavior Problems in Diverse Families
Stacy Ann Hawkins, Allen M. Omoto

“Second Generation” Queer Youth with Queer Parents: Who Are They?
Katherine A. Kuvalanka, Abbie E. Goldberg

15 Minute Presentations (Acadian II) .......... 72
SEXUAL VIOLENCE
The Psychological Sequelae of Prison Rape: A Call for Research
Tess Neal, Carl B. Clements
The Provision of Care to Overweight Sexual Assault Victims
Sandra Gotovac, Shelagh Towson
Framing and Public Attitudes toward Sex Offenders: An Application of Heuristic Models of Social Judgment
Robert P. Doyle, Craig Haney

15 Minute Presentations (Acadian I) .......... 73
CAREGIVING, INEQUALITY & INTERGROUP RELATIONS
Helping Across Group Boundaries: Intercultural Dissimilarity, interpersonal Attractiveness and Empathy
Katharina Lotz-Schmitt, Stefan Stürmer
We Are the World: An Intergroup Approach to Global Inequality
Gerhard Reese, Anne Berthold, Melanie C. Steffens
Coping with Everyday Classism in a Southeastern Rural Community
Susan F. Ritz

15 Minute Presentations (Fulton) ............... 74
SOCIAL GROUPS, EDUCATION, & DISCRIMINATION
Welcome to the High IQ Club: Whites Only
John Protzko, Joshua Aronson
It Happens to Us, But not Me: The Role of Self-Compassion in Moderating Perceived Discrimination
Jeannetta G. Williams, Kadie Rackley
The Effects of Content and Interactional Diversity in Multicultural Education
Daniela Martin, David Livert

11:20 AM - 12:30 PM

Keynote (La Salle B)
The Hidden Consequences of Choice: Social Class, Agency, and Victim Blaming
Hazel Rose Markus, Stanford University
Chair: Stephanie A. Fryberg, University of Arizona

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Beyond BMI: How Weight Stigma Affects Obese Women’s Health
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4:20 PM - 5:30 PM
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Eugene Borgida, University of Minnesota
Chair: Susan Opotow, John Jay College, City University of New York

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GRAD STUDENT/EARLY CAREER SCHOLARS RECEPTION 6:30 PM – 7:30 PM
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03. Coping with Negative Stimuli: TRIOS and Affect
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Jordan B. Leitner, Lingling Wang, James M. Jones,
Steven B. Most

04. Black Americans’ In-Group Attitudes: Temporal,
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Justin Cheng, Erika Price

06. Cultural Perceptual Differences of Childhood Sexual
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07. Motivations for Caregiving among Professional
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08. The Effect of GRE Scores, Social Dominance
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Clark

09. Psychosocial Predictors of Adolescent Gambling
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Anthony J. Hill

10. “Hey, I Got a Voice Too!” Narratives of Adversity and
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20. Perceptions of Gender-Motivated Bias Crimes
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21. Does Thinking about Our Privilege Lead us to Compensate for it?
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22. Keeping it Funky Fresh from West Philly to the West: Racial Authenticity and Black Masculinity in the Fresh Prince of Bel Air
   Cori M. Tucker

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24. Interpersonal Violence, Affect Regulation and PTSD in Incarcerated Women
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25. Chronic Pain and Cardiovascular Disease: Spousal Interaction Moderates Psychological Distress
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26. Latino Parents’ Beliefs and Behaviors Related to Children’s School Readiness
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28. Beliefs About Breast Cancer among Black and Latina Women
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Lisa Hartley, Craig McGarty, Ngaire Donaghue

Framing Effects on Whites’ Evaluations of Racial
inequality
Shantal R. Marshall, Brian Lowery, Tené T. Lewis
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SPSSI would like to give special thanks to the following people and organizations for their help with this year’s program. Their time, dedication and contributions helped make this conference a success.

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The SPSSI Conference Committee would like to thank the following reviewers for helping with reviewing this year’s SPSSI conference proposals:

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FROM INDIVIDUALS TO NATION STATES:
What Motivates, Sustains, and Discourages Caregiving
and Care Receiving

PRESENTATION ABSTRACTS

8:30 AM - 9:40 PM

Interactive Discussion

Using An Ethic of Care in our Work with Women
Catherine Borshuk, Gordana Eljdupovic

We work as psychologists in different contexts, the academic and the clinical, but find ourselves sharing experiences about ways to ground our work with women in an ethic of care-giving. An ethic of care has been described as a moral discourse that “focuses on questions of attachment and detachment” (Clement, 1997). We often discuss the ways that our PhDs in psychology have mostly not prepared us to do the kind of “care” and relational work required in our different workplace settings: with women prisoners in a Canadian correctional facility (Gordana), and with students in a women’s studies program at an urban U.S. college (Cathy). While we were trained as psychologists to be neutral and objective observers, we were less well prepared to become compassionate listeners, mentors, and advocates. We learned a great deal more after our formal training ended about the difference between two competing approaches: one that privileges justice and neutrality, and another which foregrounds attachment and caring. The discourse on the care ethic from earlier decades was often abstract and theoretical, focusing on gender differences in preferences for universal principles versus relational approaches. By contrast, we confront the realities of relatedness and care on a daily basis. This leads us to an awareness of social context, which challenges us to address and name the rejected and the repressed, the oppressed and the overlooked. It allows us to follow a relational ideal of interdependence and to acknowledge the politics of inequality. In this session, we will share examples of care from our work with women, and encourage a conversation about how applying an ethic of care can transform psychology careers and personal points of view. Finally, we’d like to explore how the notion of care for women might be built into training future members of our profession.

Symposia

Chair: Wendy R. Williams

Policy, Research, and Practice in Community Partnerships

SPSSI’s mission of addressing social and economic issues is most effectively accomplished when psychologists actively seek partnerships with community members, activists, and policy makers. These partnerships can result in greater public awareness of psychological research, improved social policies, and enhanced skills for researchers. Despite these benefits, psychologists are sometimes reluctant to form collaborations that bridge the gap between research and social change. This symposium seeks to encourage psychologists to form non-academic partnerships by exploring the dilemmas, insights, and rewards that arise from partnering in the community for social change. All four speakers are social psychologists who have worked extensively in their local communities as researchers and volunteers.

Amy Smith will share her election-related work in a state prison, especially the contrasts she experienced between her status as “volunteer” relative to her accustomed role of “researcher.” Wendy Limbert will discuss her work with a grassroots anti-poverty organization that is currently focused on improving food stamp participation rates, including a discussion of how this project is being used to influence local, state and national public policy. Wendy Williams will describe bridging the academy-community gap through service learning programs that encourage social action. Paige Muellerleile will talk about her experiences with two community revitalization projects by focusing on how the work has connected her classroom activities, volunteer activities, and research agenda. These speakers offer a range of personal
experiences that will provide insight into establishing community partnerships that are effective and mutually beneficial. The session will also allow ample time for discussion with the audience.

**Superdelegates in the Cellblock**

*Amy E. Smith*

I had been volunteering at San Quentin State Prison for about a year when one of the men I work with told me that folks were “talking about superdelegates in the cellblock.” At the time, the democratic nomination was hotly contested, and apparently the buzz about whether Hillary Clinton or Barack Obama would take the nomination had not been kept out by the razor-wire fences around the prison. Although I was personally fascinated by the election, I was a little surprised to hear that a group of lifers – men serving life sentences – were actively engaged in conversations about superdelegates. A few months later, I was approached by several men who were interested in exploring the issues of disenfranchisement and race in the election, and asked if the group with which I volunteer – one of several programs in the prison which provide opportunities for outside volunteers to work with incarcerated men – would be involved with an election project. The project developed in three parts: a survey addressing national political issues, a “town hall-style” debate, and a mock presidential election. In the end, the project provided powerful insights about the importance of the vote through the eyes of individuals who have lost that right, and each component of the project showed an intelligent, articulate body of men discussing the issues in a meaningful way, much more like a microcosm of the society outside those walls than many might expect. This paper describes not only the election project, but also the complexities of volunteering in a prison environment, and issues connected to community involvement within (and without) the academy.

**Participatory Research in Action: Improving Access to Food Stamps**

*William Oswald, Maria Aceves, Hilda Chan, Marisela Espitia, Sandra Galindo, Raynita Johnson, Joni Halpern, Wendy M. Limbert, Ofelia Olguín, Maria Orozco, Lydia Patton, Aida Reyes, Carmen Visoso, Michelle Wise*

The Supplemental Nutrition Assistance Program (SNAP; i.e., food stamps) provides food support to more than 31 million people monthly (USDA 2009). However, the program’s success in alleviating hunger is limited by the rate at which eligible people participate. Participation rates vary greatly by state, from nearly 100% in Missouri to only 47% in Wyoming (USDA, 2008). Barriers to participation identified by previous research include complicated application processes, lack of awareness regarding eligibility requirements, and in immigrant communities, fear of jeopardizing one’s legal status (Food Research and Action Center (FRAC), 2008). San Diego, California, has especially low rates of food stamp participation, with only 35% of eligible individuals receiving aid (FRAC, 2009). This extremely low participation rate has led numerous local anti-poverty organizations to explore barriers to participation and conduct outreach among eligible residents. This paper reports on an activist research project conducted by a grassroots anti-poverty organization in San Diego, CA. Rather than take the typical approach of investigating individual barriers to participation (e.g., lack of awareness), this research explored systemic barriers to food stamp participation through in-depth interviews of 187 low-income adults who had previously applied for assistance. The research identified two major barriers that limit poor families’ access to food stamps in San Diego County. The first barrier is the unusually extensive anti-fraud procedures incorporated into the local application process; these procedures create an atmosphere of fear and degradation that discourages applicants. The second barrier is insufficient County personnel to administer the food stamp application process; worker caseloads are currently so high as to be unmanageable. In addition to reporting on the research, this paper will describe how the findings are being used to advocate for policy change at the local, state, and national levels, with suggestions for psychologists seeking to become involved in similar work.

**Using Service Learning Partnerships to Foster Social Change**

*Wendy R. Williams*

Service learning engages students in a community project that benefits both the students and the community. Not only are the needs of the community met, but through critical reflection on their community work, students learn to examine themselves and our society as a whole. In this way, service learning can act as a powerful tool to increase students’ understanding of the daily impact of oppression in its many forms (including racism, sexism, classism, and heterosexism), and it can facilitate their willingness to work towards social justice outside the classroom. The focus of this presentation will be three-fold. First, it describes service learning, its benefits, and how faculty can integrate service learning into their courses. In particular, the presenter will discuss how she utilizes service learning in a Psychology of Women course in which students are placed in one of three sites: a low-income daycare, an adolescent girls’ group home, and a domestic violence shelter. Second, the presenter will address the rewards and challenges of bridging the academia/community divide. Service learning has the potential to be the most rewarding aspect of the course for both faculty and students, but if done incorrectly it can be incredibly time consuming for faculty, it can hinder students’ understanding of the course topics, and it can reify existing power hierarchies between “town and gown.” Finally, the presenter will discuss
how students and communities can benefit from service learning. In particular, the presenter will discuss students’ final projects in her course in which students are required to engage in social action.

**Community Revitalization Projects: Connecting Service Learning, Volunteerism, and Program Evaluation**  
*Paige A. Muellerleile*

This paper reports on the ways in which my involvement in community revitalization projects has helped forge connections among my classroom activities, my community citizenship, and my future research plans. Huntington, WV, is a city of about 50,000 people. It is a relatively poor community; census data from 2000 indicate that the median income for a household was just over $23,000. The city is also home to Marshall University, and over the past several years, the city has garnered quite a bit of media attention, from the We Are Marshall movie to Jamie Oliver’s Food Revolution television reality series. It is an exciting time to be a resident of Huntington, where recent progressive efforts have led to changes in the appearance of the city’s downtown area and renewed attempts to promote civic engagement for a more healthful living environment. In 2007, I had the opportunity to engage my Psychometrics class in a service learning project wherein students helped to develop a survey that was administered to Marshall students. The survey’s purpose was to find out what students thought about Huntington’s downtown at the time, and to determine what kinds of changes they would want to see in the community. Students in the class learned about survey item development and reliability directly from this project. Meanwhile, for at least one student in the class, his friends, and for me, the survey project opened up an opportunity to volunteer with groups that were forming to plant and maintain green spaces in the urban area. In turn, those efforts led to a small group of individuals who have put together a program and submitted it via the Department of Agriculture’s Children, Youth, and Families At Risk (CYFAR) program. Although the program has not been funded or implemented, it involves a comprehensive, 5-year plan for three after-school programs for middle-school children in low-income areas of the city. If funded, participants in the program will plan and cultivate their own gardens, learn to cook healthful meals, learn about and implement high-yield growth mechanisms, and develop a business model to make the program self-sustainable.

**Symposia**  
*Chair: Colette van Laar*

**Stigma and Self-Regulation**

This symposium examines self-regulation processes in individuals negotiating the specific daily challenges that result from negative stereotypes, prejudice and discrimination. The first presentation starts by focusing on “threats in the air” – the existence of negative stereotypes about groups and their effect on motivation and performance. A series of studies examine how girls respond to negative stereotypes about their math ability, highlighting the role of regulatory foci and effects on interest and motivation in math. The second and third presentation focus on how members of stigmatized groups deal with specific encounters of prejudice and discrimination in their daily lives. Presentation two notes that the expectation of prejudice can direct attention to cues signaling that one is rejected, but also to cues that one is accepted. A series of studies then examine the role of regulatory focus in determining whether attention is targeted towards acceptance, rejection or the complete avoidance of social evaluative cues. Presentation three progresses to examine the next stage - once prejudice or discrimination has been encountered- and the question of whether targets will challenge prejudice or will ignore it. A series of studies focus on the role of anticipated ingroup and outgroup reactions to any challenge behavior in the dilemma targets face to challenge or ignore prejudice. Finally, the fourth presentation extends the discussion of anticipated reactions by others to examine how individuals facing negative stereotypes deal with the dilemma of self-promotion. The results show that fear of backlash by others against self-promotion by members of stigmatized groups can disrupt effective goal oriented responses. As a group the papers show that an understanding of regulatory processes can significantly further insight into the social psychology of stigma.

**Dealing with Negative Math Stereotypes: The Role of Regulatory Foci**  
*Colette Van Laar, Tomas Ståhl, Belle Derks, Naomi Ellemers*

Recent work on self-regulation has increasingly focused on trying to understand how members of groups facing negative stereotypes, prejudice and discrimination self-regulate in the face of these daily challenges. This is also the focus of our work. In the current presentation a series of studies are reported examining the role of regulatory focus in girls facing negative math stereotypes. The underrepresentation of women and girls in math and science continues to be a serious issue in many western nations. The results of the studies show that girls had lower interest in math and were more prevention focused in math than were boys. Moreover, girls confronted with the negative stereotype became more
prevention focused, and showed lower interest in and motivation in math than girls who were not confronted with the stereotype. Mediation analyses showed that it was the higher prevention focus in math in girls that explained their lower interest in math. Using the results of recent research we examine whether insights from work on regulatory fit can increase interest in math among girls facing negative math stereotypes.

Where Prejudice Expectations Direct Your Attention Depends on Regulatory Focus
Tomas Ståhl, Colette Van Laar, Naomi Ellemers, Belle Derks

Research suggests that members of stigmatized groups frequently expect prejudiced treatment in interactions with majority members. Once activated, prejudice expectations can cause an individual to interpret ambiguous social cues as signs of social rejection. To account for such findings it has been suggested that prejudice expectations cause the individual to selectively screen the environment for social rejection cues. Thus far, however, the evidence that prejudice expectations do initiate a selective search for social rejection cues is inconclusive. In fact, there are studies suggesting that concerns about social rejection can cause the individual to selectively search for signs of social acceptance rather than rejection. In the present research we attempt to reconcile these conflicting findings and propose that prejudice expectations direct attention in different ways depending on the individual’s regulatory focus. Two studies demonstrate that individuals in a promotion focus respond to prejudice expectations by directing their attention towards social acceptance cues. By contrast, no attention bias was found in response to prejudice expectations among individuals with a prevention focus. A third study (currently in the lab) examines whether the lack of attention bias among individuals with a prevention focus implies that they direct their attention away from social evaluative cues altogether. We also investigate whether prejudice expectations do direct attention towards social rejection cues among individuals with a prevention focus provided that they are in a socially anxious state.

Anticipated Social Control of Responses to Racism by In- vs. Outgroup Members
Jessica Salvatore, Nicole Shelton

Deciding whether to respond to racist comments – i.e., whether to say nothing or confront the perpetrator – is a form of social self-regulation with important implications for intergroup relations, yet we know little about the inputs into these decisions. When making the decision to challenge vs. ignore racist comments, do ethnic minorities take into account the reactions they are likely to experience from ingroup members (ethnic minorities) and/or outgroup members (ethnic majorities)? In other words, what level of social control of their responses do they anticipate; how do they expect others’ social category membership to moderate their social control attempts; and to what extent are they prepared to be responsive to social control attempts from in- vs. outgroup members? In a series of studies, we find that ethnic minorities believe that both response options may result in negative evaluations from others: if they ignore the comments, they expect that ingroup members will be angry with them, but if they challenge the comments, they expect that outgroup members will be angry with them. Despite some evidence that anticipated evaluations from the ingroup may loom largest, targets of prejudice still seem to feel they are “damned either way” when responding to prejudice. Ethnic majorities do not believe they will incur the same negative responses (social control attempts). We argue that targets of prejudice often internalize social control over their responses to prejudice, such that even in the absence of others, they use anticipated reactions as normative information in deciding how to respond to prejudice. We will discuss how these findings could inform future research in the fields of intergroup relations and social change.

Disruptions in Women’s Self-Promotion: The Backlash Avoidance Model
Corinne A. Moss-Racusin, Laurie A. Rudman

Women experience social and economic penalties (i.e., backlash) for self-promotion, a behavior that violates female gender stereotypes yet is necessary for professional success (e.g., Rudman, 1998). However, it is unknown whether and how the threat of backlash interferes with women’s ability to self-promote. The present research uniquely examined the effects of fear of backlash and self-regulatory mode on women’s self-promotion success by testing the backlash avoidance model (BAM), designed to account for disruptions in women’s self-promotion. Results of two studies supported the BAM’s predictions that self-promoting women’s fear of backlash inhibits activation of a goal-focused, locomotive regulatory mode (Kruglanski et al., 2000), which subsequently interferes with self-promotion success. This process was not evident for self-promoting men (Study 1) or peer-promoting women (Study 2), groups who demonstrated reliably more promotion success than self-promoting women. The influence of women’s endorsement of communal stereotypes and their perceived entitlement were also investigated.
Learning-oriented environment more uncomfortable than did men. Women in the judgmental condition, compared to all or a learning-oriented (“opportunity to grow scientific ability”) environment. Women found the judgmental but not the did not experience greater conversation discomfort than men in topics in which they are not negatively stereotyped, e.g., social science. Study 4 increased women’s science career interest by changing the environment of scientific careers (Study 2). The effects of SCD on career interest were mediated by belonging. Study 3 found that women and men differ in their discomfort in conversations about scientific topics—in participating in conversations about science. Such conversations are a ubiquitous and integral component of comfortable not just with the content of science but also with the social, interactional aspects of engaging with scientific compensation programs may explain a portion of these differences (Eagly, & Carli, 2007).

Gender was the only significant predictor, β = -.16, r² = .02, F(1, 303) = 4.45, p = .04. Women were less tolerant of pay more. Gender difference in pay is a reality and gender based preference for different compensation packages is currently unexplored. The purpose of this study was two-fold: to develop a compensation preference scale (CPS), and to examine the role gender differences in risk-taking play in determining compensation preferences. College students (N = 305) completed demographic, SES, job experience, risk-taking, and the CPS measures. The CPS showed acceptable internal consistency. Additionally, the construct validity of the CPS was supported. Risk-taking as measured using Blais and Weber’s (2006) behavioral scale had a significant relationship with performance-based pay, β = .10, r² = .02, F(1, 303) = 5.07, p = .03. Participants who scored higher in risk-taking were more tolerant of ambiguity in pay schedules. Gender, age, number of jobs, months at longest held job, and SES were used to predict compensation preference. Gender was the only significant predictor, β = -.16, r² = .02, F(1, 281) = 4.45, p = .04. Women were less tolerant of pay for performance compensation compared to men. Women reported preferring less performance-based pay, while men appreciate performance-based pay more. Gender difference in pay is a reality and gender based preference for different compensation programs may explain a portion of these differences (Eagly, & Carli, 2007).

Pay-for-performance (PFP) systems are used by a large number of organizations but suffer from a lack of research within the field of psychology (LeBlanc & Mulvey, 1998). PFPs blend two important areas affecting all organizations: employee performance and compensation. A PFP system by its nature includes an element of risk compared to a set wage pay system. Heneman, Fay, and Wang (2001) noted that individuals who are risk-aversive may have a lower tolerance for PFP compensation. While PFP systems entail greater risk they often have a potential for higher yield. Women are less tolerant of financial risks (Gable, 2000). Research on gender differences in preferences for compensation packages is currently unexplored. The purpose of this study was two-fold: to develop a compensation preference scale (CPS), and to examine the role gender differences in risk-taking play in determining compensation preferences. College students (N = 305) completed demographic, SES, job experience, risk-taking, and the CPS measures. The CPS showed acceptable internal consistency. Additionally, the construct validity of the CPS was supported. Risk-taking as measured using Blais and Weber’s (2006) behavioral scale had a significant relationship with performance-based pay, β = .10, r² = .02, F(1, 303) = 5.07, p = .03. Participants who scored higher in risk-taking were more tolerant of ambiguity in pay schedules. Gender, age, number of jobs, months at longest held job, and SES were used to predict compensation preference. Gender was the only significant predictor, β = -.16, r² = .02, F(1, 281) = 4.45, p = .04. Women were less tolerant of pay for performance compensation compared to men. Women reported preferring less performance-based pay, while men appreciate performance-based pay more. Gender difference in pay is a reality and gender based preference for different compensation programs may explain a portion of these differences (Eagly, & Carli, 2007).

Talking Science: Science Conversation Discomfort and Women’s Interest in Scientific Careers

Science is an intensely social activity, characterized by the exchange of ideas through conversations and collaborations. Research aimed at understanding why few women choose careers in the natural sciences focuses on expectations about and preparation for the content of science. We propose that pursuit of science would be facilitated if people felt comfortable not just with the content of science but also with the social, interactional aspects of engaging with scientific topics—in participating in conversations about science. Such conversations are a ubiquitous and integral component of careers in natural science. We find that women and men differ in their discomfort in conversations about scientific topics and that scientific conversation discomfort (SCD) predicts important outcomes. In Study 1, women rated their scientific conversations with peers as more uncomfortable than did men. SCD predicted lowered sense of belonging and interest in science careers (Study 2). The effects of SCD on career interest were mediated by belonging. Study 3 found that women did not experience greater conversation discomfort than men in topics in which they are not negatively stereotyped, e.g., social science. Study 4 increased women’s science career interest by changing the environment of scientific conversations. Participants expected to converse about science in a judgmental (“opportunity to display scientific ability”) or a learning-oriented (“opportunity to grow scientific ability”) environment. Women found the judgmental but not the learning-oriented environment more uncomfortable than did men. Women in the judgmental condition, compared to all
other participants, reported significantly lower interest in science careers. In the learning-oriented condition, women and men had equal science career interest. The effects were mediated by feelings of belonging. The research demonstrates that SCD is an important factor in shaping decisions about scientific careers: To increase women’s engagement with the sciences, we must create environments that make scientific conversations comfortable.

**15 Minute Presentations**

**Preferences for Native Gardens: The Roles of Values and Beliefs**  
*Rupanwita Gupta, Allen M. Omoto*

Valuing nature and beliefs about potential ecological damage may influence garden landscaping decisions, although these factors have not been studied in conjunction. The current research adapted the Value-Belief-Norm (VBN) framework (Stern et al., 1999) to examine the relationship between values, beliefs, and preferences for native garden landscapes. Self-reported data were collected from a racially diverse national sample (n = 427) through Zoomerang, an online survey company. Key measures included 10 value orientations (Schwartz, 1992) and six items from the New Environmental Paradigm (NEP) scale (Dunlap et al., 2000), including separate subscales measuring beliefs acknowledging the earth’s eco-crisis and anti-anthropocentrism. Two items assessed preferences for native garden landscapes (e.g., “I like gardens that have plants native to the region where I live”). Participants’ background information (age, sex, political party affiliation, income, employment status, and American citizenship) was also measured. A hierarchical regression was the main analysis conducted, in which values and beliefs were used to predict preferences for native garden landscapes. The final regression equation indicated that greater age (β = .173), valuing environmental protection (β = .255), holding higher beliefs about the earth’s crisis (β = .259) and reporting lower anti-anthropocentrism (β = -.147) significantly predicted preferences for native garden landscapes (R² = .320, F = 7.779, p < .001). Both NEP beliefs appeared to partially mediate the relationship between values and garden preferences; the combined indirect effect was .079 (p < .05). The VBN theory was supported in this sample - an environment-related value and NEP beliefs were modestly associated with preferences for native garden landscapes, with beliefs mediating the influence of values. Future research should include actual landscaping choices rather than reported preferences, and also measures of personal norms (as suggested by the VBN framework). Implications for promoting ecologically beneficial gardenscapes will also be discussed.

**Psychological Connections Between Environmentalism, Community, and Race: A Qualitative Exploration**  
*Allen M. Omoto, Benjamin J. Marcus, Patricia L. Winter*

Communities, and people’s psychological connections to them, have been shown to be important in promoting engagement in social issues. Ecological quality is a critical social issue that is affected by and affects human behavior. This qualitative study combined semi-structured interviews and conceptual content cognitive mapping (3CM) to explore links between conceptions of “environmentalism” and “community” in a small, but ethnically diverse sample. Respondents (n=8) were asked to think about environmentalism and what it meant to them, followed by a discussion of the meaning of community. They then completed the 3CM exercise to elicit any connections they perceived between environmentalism and their ethnic/racial community. The interview responses showed that environmentalism was conceptualized as political or social action, conservation, stewardship, or cleanliness. The concept “community” was described in geographic terms (e.g., as a local neighborhood), as connections to others based on shared ideas and experiences, or as a process including behavioral antecedents and consequences. Most participants did not initially think of race as an important force affecting environmentalism in their lives. However, the cognitive mapping exercise revealed a number of connections. For example, one participant overlapped environmentalism with concepts like helping others, being a good person, and caring for the community, suggesting environmentalism as an issue of social responsibility and community care. Other participants discussed prevalent norms regarding the environment in their ethnic communities, and still others focused on resources that were available, or lacking, to promote environmental responsibility. The maps, and participants’ discussion of them, demonstrated how community might be leveraged so as to encourage environmental engagement, but also indicated how it might serve as a force of resistance. Discussion will focus on the potential utility of the content cognitive mapping methodology and on the implications of the results for understanding the social nature of environmental issues and environmental action.

**Ethnic Group Differences in Environmental Identities and Activism**  
*Deryn M. Dudley, Allen M. Omoto*

Little research has sought to understand ethnic group differences in environmental activism. This study explores the relationship between identification with environmentalism - seeing environmental issues as important to one’s identity - and participating in environmental activism, with special interest in potential differences between ethnic groups. Drawing on social identity and social movement literature, it was predicted that Whites would more strongly identify with environmentalism and engage in more environmental activities than members of other ethnic groups. In addition, across
participants, environmental activism was expected to be related to believing that one’s ethnic group is concerned with environmentalism (ethnic group environmentalism) and identification with environmentalism. To test these predictions, a sample of 427 adults (55.7% female and 44.3% male) was recruited in collaboration with a market research firm to complete an online survey. The sample contained roughly 25% each of four groups: Asian-Americans, African-Americans, Latino/Hispanics, and White/Caucasians. Participants were between 18 and 93 years old (M = 39.62, SD = 16.06). Multiple item self-report scales were used to assess four variables: ethnic identification, environmental identification, ethnic group environmentalism, and environmental activism. As expected, Whites identified more with environmentalism and rated their ethnic group significantly higher on environmental concern than Hispanics and Blacks. The same pattern emerged on environmental activism. In addition, a multiple regression analysis was conducted predicting environmental activism from environmental identification, ethnic group environmentalism, and their interaction. Across all ethnic groups, environmental identification significantly predicted environmental activism. The interaction was also significant with ethnic group environmentalism predicting activism only when ethnic identification was high. These results suggest that ethnic groups identify differentially with environmentalism. Understanding ethnic group differences concerning environmentalism is potentially useful in implementing activities and programs geared towards increasing pro-environmental behaviors.

Seeing Far and Wide: Mental Construal and Cooperation in Environmental Commons Dilemmas

Irina Feygina, Yaacov Trope

The health of the natural environment is a precious, limited, and imperative resource on which individual well-being and contemporary civilization are integrally dependent. Yet individuals and organizations continue to maximize gain through environmentally destructive practices, without consideration for the harm caused to our natural habitat and other persons, nor for future consequences. Such behavior poses a double environmental commons dilemma, a paradoxical situation in which each individual acts to benefit the self at the cost of the collective and of long-term needs, which results in the depletion of shared resources and detrimental repercussions for the group and each of its members. Can this dilemma be ameliorated or resolved? We propose that people are better able to consider long-term and collective concerns, and to cooperate in sharing a limited resource and preventing harm, when they construe the dilemma in a more abstract and integrative way, which can be accomplished through distancing and higher level mental construal. Research suggests that people are able to think about phenomena either in a high-level, abstract manner, which emphasizes superordinate and central features, or in a low level, concrete manner, which emphasizes details and subordinate features. Findings suggest that adopting a high-level construal of environmental commons dilemmas allows people to orient themselves towards long-range consequences and collective implications of their behavior, thus increasing cooperation and restraint needed to protect the environment. Moreover, these positive effects are primarily evident among persons whose chronic value orientations are directed towards benefiting the self rather than taking care of the collective or the surrounding world. These findings suggest that presentation of information, construction of media messages, and educational approaches can be geared towards encouraging mindful behaviors in environmental resources dilemmas that benefit the group and the individual, and help to preserve precious resources for the future.

15 Minute Presentations

Some of Us are Brave: Discrimination Perpetration and Black Women

Tiffany Monique Griffin

The present study empirically tested alternative hypotheses pertaining to the nature of discrimination perpetration when targets’ gender and race are simultaneously salient. Double jeopardy perspectives (e.g., Beale, 1970) contend that Black females are targeted more for discrimination by virtue of their group membership in low power race and gender groups. Contrastingly, the subordinate male threat hypothesis contends that Black men are targeted more frequently and severely for discrimination, given the assertion that discrimination is primarily a male-on-male act of aggression (e.g., Sidanius & Pratto, 1999). And intersectional invisibility perspectives (Purdie-Vaughns & Eibach, 2008) argue that prototypical group members (e.g., Black men, White women) experience higher frequencies of discrimination than their less typical counterparts. The present study invested the hypothesis that it is precisely because Black women are atypical in terms of race and gender that they run heightened risk of being discriminated against, particularly in situations where discrimination is perpetuated via exclusionary behaviors. In this study, 630 White undergraduates from six institutions in the United States engaged in an educational resource allocation decision making task. Across the conditions, the race and gender of the ostensible target was manipulated with the target’s first name (either Jamaal, Tynishia, Brett, or Molly). Results indicated a bias against Black female targets, relative to the other three race x gender intersections. Additionally, findings revealed that the bias was moderated by the decision makers’ gender and social dominance orientation. Theoretical implications, as well as practical implications for combating discrimination will be discussed. Finally, future directions to investigate heightened scrutiny, negative affect, and attention as mediators of the aforementioned findings will be discussed.
**Think Global, Act Local: Fostering Global Citizenship in the Classroom**  
*Iva Katzarska-Miller, Stephen Reysen*

Although researchers and theorists in various fields are currently divided about the effects of globalization, there is some consensus about the role that a global citizenship identity can play in today's world. Suggested by theorists (Anweiler, 1977; Burrows, 2004; Hanvey, 1982), recent research with American college students shows that higher levels of identification with a global identity is positively correlated with beliefs about social justice, national equality, concern for environmental issues (e.g., climate change), and desire to help culturally diverse outgroups who are in need (Katzarska-Miller & Reysen, in prep). The effects of the experience of global identity relate to the topic of the conference in that globally identified individuals and states can motivate and sustain caregiving both on local and global levels. Although attempts have been made to foster global identity in the classroom (e.g., Katzarska-Miller et al., in press), challenges remain as to what activities and materials within the realm of psychology. The purpose of this discussion is to share and learn from other academics about how to teach and demonstrate global issues in the classroom with the goal of fostering global identity. Specifically, the discussion will center on methods, activities, and pedagogical strategies to engender global citizenship in students, as well as outcomes such as caregiving, tolerance, and concern for others. As both educators and researchers, the presenters bring experience to this discussion. Iva Katzarska-Miller is a social/cultural psychologist and teaches classes on Stereotyping and Prejudice, Cultural Psychology, and Psychology of Globalization. Stephen Reysen is a social psychologist whose research focuses on antecedents and consequences of personal and collective identity. Iva and Stephen are currently working together on a number of issues related to global identity and citizenship, and their fostering and application in the classroom.
Troubling Theory and Practice Related to Civic Engagement

Civic engagement and social action are important constructs for those interested in movement toward social justice. Yet, how some groups move toward civic action is undertheorized and understudied in psychological research. Specifically, are there instances where theories of empowerment fall short, in terms of providing a rich theoretical basis for moving toward civic engagement for social transformation? Also, what processes are enacted when considering civic engagement for children, people who live in an unincorporated area, and ethnic groups who have not historically worked together? These four papers critically examine processes that relate to or facilitate civic engagement, with the goal of determining how to better facilitate action for social transformation. In the first paper, the author compares and contrasts the parallel theories of empowerment (a US-based psychological construct) and conscientización (a Latin American-based psychological construct), with the goal of creating a hybrid model that better explains movement toward social transformation. In the second presentation, the author will describe how a method, called the “Five Whys,” moved fifth grade students into a more critical understanding of their lived experiences, including social actions to promote structural change. The third author will discuss how residents who live in an unincorporated area define their neighborhoods and what the implications are for their civic engagement. In the final paper, the author will present an auto-ethnography of how the struggle within the public education and occupation movements at a public California university have (not) been navigated given the existing terrains that are rife with racism, classism, and sexism. Overall, the four presenters fill in the gaps of some of the literature’s cracks and fissures related to moving toward social transformation.

Examining Empowerment and Conscientización as Constructs for Social Transformation
Regina D. Langhout

Empowerment, or people having control over the resources that affect their lives, is a well-used construct in US-based psychological research where the overarching interest is social justice. A parallel concept, based within the Latin American psychological literature, is conscientización. In this paper, I compare and contrast the constructs, in terms of how problem definitions are conceptualized, the role to be taken up in dismantling oppression by those who benefit from oppressive systems, the process for individuals, expected outcomes, and the role of the social change-oriented psychologist. For the purposes of theoretical development, I also bring in other literatures that are alluded to in one or both constructs, but are not fleshed out. These include love as a sustaining source of energy for social action and cultural citizenship as a way to conceptualize civic engagement. Finally, with the goal of facilitating social transformation, I propose a hybrid empowerment-conscientización model that incorporates the most useful aspects of both constructs.

Facilitating Youth Critical Consciousness: The “Five Why” Method
Danielle Kohfeldt

Critical consciousness is developed through a collective process of engaging in an iterative cycle of action and reflection upon lived experiences in order to change oppressive structures. As such, it carries significant value for researchers interested in promoting social justice. Yet the literature focuses heavily on theoretical and adultcentric notions of this concept. Few empirical studies document the development of critical consciousness in young people. This paper draws upon a youth participatory action research project with 5th grade youth of Color to demonstrate how the “Five Whys” method for reflecting on lived experiences contributed to the facilitation of a critical consciousness in participants. In this study, critical consciousness is framed as a situated concept, in which competence is best understood as contextually dependent rather than possessed. The Five Why method, when utilized within a participatory framework, offers both a context and a structure for youth to critically examine social problems they identify and seek out root causes. The paper highlights changes in the youth’s conceptualizations of problems after utilizing the Five Whys method, from a primarily individual level of analysis to a more structural level analysis. It also outlines the subsequent changes in their proposed actions to address problems they identified, where they moved from material oriented actions (e.g., buying big screen tv’s from every class) to rights oriented actions (e.g., changing rules about when student’s can access school resources).

“Where’s the ‘Hood At?:” Defining Neighborhood in an Unincorporated Region
Jesica S. Fernandez

Resident definitions of neighborhood are implicated in place identity and civic engagement. To date, research has focused on resident neighborhood definitions in urban neighborhoods and gated communities. In these cases, neighborhood is often defined via common or homogeneous architectural, topographical and/or social features. Yet, people residing in rural and/or unincorporated regions are increasing throughout the United States; these regions are often characterized by there heterogeneity, which may create a challenge regarding how neighborhood is understood. This study, therefore,
examines how people living in an unincorporated area define their neighborhood. Participants were part of a year-long photovoice participatory action research project. Data consisted of six photovoice sessions and nine semi-structured interviews, which were coded and analyzed. Findings suggest that residents living in unincorporated areas refer to community experiences, such as the environment, such churches, infrastructure of residential areas, like streets and buildings, and demographic composition of the population, such as ethnicity and/or socioeconomic status, to define their neighborhood. These socio-environmental ways of defining the neighborhood were often used in relation to their experiences and day to day interactions with their neighborhood and the people residing there. Regarding implications, the physical environment, which helps mediate and facilitate social interactions and experiences, can promote community involvement. Understanding the ways in which people construct and define their environment can help researchers and community agents develop infrastructure and programs to improve neighborhood-level dynamics, which can foster resources and opportunities for civic engagement.

An Auto-Ethnography of Collaborator Tensions when Fighting to Save UC
Erin R. Ellison

This paper offers an analysis of the ways in which issues of racism and classism have been made salient within the public education movement, through a self-reflexive account of the author’s involvement in the public education and occupation movements. Organizing challenges include the UC Santa Cruz administration’s use of divide-and-conquer strategies within an already tenuous landscape regarding the intersections of race and class, which includes pitting predominately white, loosely organized groups who participate in occupations and other direct actions against students of Color. The administration did so by shutting down the hard-won organizing spaces of students of Color in reaction to an event scheduled by predominantly white groups. These tensions, however, are not exclusively driven by the administration. Behaviors and organizational structures of activists and affinity groups are examined. The author implicates herself in the story, reflexively incorporating her position as a white, female, working class-raised doctoral student, situated in the cultures of the US, California, Santa Cruz, UCSC, and organizational cultures of groups within the movement. Employing a content analysis of Facebook comments about a “dance party” organizing event, as well as auto-ethnographic field notes of the event and subsequent months of organizing activities, the author examines concepts of intersectionality, positionality, privilege, collaboration across difference, solidarity and links to literatures regarding social movements and political ideologies as they operate in this context. This account raises questions about how the movement is unfolding, the ways in which individuals and groups work with each other, and concepts of citizenship and activism.

Symposia

Chair: Rhonda L. Johnson

Investigating African American Parent-Child Dyads Using a Strength-based Approach

African American adolescents are faced with a myriad of challenges. These individuals are confronted with the traditional difficulties of adolescence, as well as unique stressors related to their racial status. As a source of support and guidance, African American parents utilize a number of strategies to ensure the successful development of their children. This symposium examines the interplay between parenting processes and adolescent psychosocial outcomes, academic achievement, and racial identity development. Particular attention is paid to the role of parent and child gender. The first paper investigates the experiences of African American mother-son dyads. Utilizing focus group data, this paper identifies major themes conveyed by African American mothers raising African American boys. Particular attention is paid to issues of race and discrimination. The second presentation, examines parent’s racial socialization messages as predictors of adolescent racial identity status. Despite a recent surge in the racial socialization literature, few empirical efforts have included parent-reported socialization messages, as well as child-reported outcomes. Furthermore, even fewer studies have utilized a longitudinal approach. The final paper, examines the complex relationship between African American fathers and daughters. This paper is a significant contribution to the literature, as it emphasizes the positive impact African American fathers have on their daughters, a perspective rarely examined. This symposium approaches African American parenting processes from a strength-based approach. Specifically, this symposium highlights the positive strategies and processes African American parents engage in to raise productive, resilient African American adolescents.

Rearing Sons, Raising Resiliency: Parenting Experiences of African American Mothers
Rhonda L. Johnson

The parenting practices of African American mothers have been discussed extensively in the literature. Recent literature suggests African American mothers utilize different parenting strategies depending on the gender of their children (Mandara, Varner, & Richman, 2010; Sharp & Ispa, 2008). This is explicable, as the experiences of African American boys and girls vary drastically. Though both genders face challenges related to their race, these experiences are uniquely gendered. African American boys in particular face stereotypes about their supposed aggressive nature and negative
academic performance. With this in mind, the current study examines the parenting practices of African American mothers raising adolescent African American boys. This work also investigates the relationship between these practices and adolescent outcomes. In several focus groups African American mothers shared their experiences raising African American adolescent boys. The mothers, whose sons were participants in a mentoring program, were asked general questions about the challenges they face and strategies they use to promote positive youth development. Three major themes emerged: concern about school experiences, racial socialization communications, and future orientation messages. The mothers repeatedly discussed instances where teachers and administrators negatively labeled their sons and set low academic expectations for them. Communications about race were also salient, as racial barrier and racial pride messages were consistently discussed with youth. Future orientation concerns were also reflected in focus group responses. Additional findings linking parent responses and child outcomes will be discussed.

**Racial Socialization Messages and Racial Identity among African American Dyads**  
*Kahilli R. Ford*

Although much of the theoretical literature on racial identity focuses on development and change (e.g., Cross, 1971; Phinney, 1992), few empirical studies of this phenomenon contain more than one time point. Longitudinal studies (e.g., French et al., 2000, 2006; Seaton et al., 2006; Yip et al., 2006) indicate that two aspects of identity – commitment to one’s ethnic group and group esteem – generally increase during adolescence. However, few studies to date have examined developmental changes in other aspects of racial identity or looked for demographic and contextual differences in racial identity trajectories. Perhaps most importantly, no longitudinal studies have considered the ways in which adolescent perceptions of caregiver racial socialization messages influence the development of racial identity in adolescence. The present study fills these gaps in the empirical literature by examining changes in seven aspects of racial identity over time as a function of racial socialization messages and contextual factors (i.e., the race of one’s best friend and one’s level of perceived discrimination). Two hundred and twelve African American adolescents from a Midwestern town as part of a three-wave longitudinal study concerning the significance and meaning of race in African American families. The present study examines adolescents’ responses to the Multidimensional Inventory of Black Identity-Teen (MIBI-T) and parents’ responses to the Racial Socialization Questionnaire (RSQ-P). Adolescents ranged in age from 10-17 at the initial data collection. We examined racial identity change by fitting growth curve models for each of the seven MIBI-T subscales. Parent racial socialization messages were used to predict the intercept and linear change of each of the racial identity outcomes. We fit the models using HLM. Analyses indicate that parent-reported racial socialization messages are predictive of adolescent racial identity. For example, parent racial messages stressing personal self worth are associated with lower ratings of adolescent minority ideology.

**Exploring Father-Daughter Relationships in African American Families**  
*Shauna Cooper*

Adolescence has been described as one of the most transformative developmental periods for youth (Seidman et al., 1994). Thus, fathers’ relationships with their adolescent children may be particularly consequential to their adjustment during this time. There is some suggestion in the general literature that fathers are more consequential to their daughters’ outcomes in adolescence (Liu, 2005). Specifically, some studies have indicated that the father-daughter relationship is more predictive of girls’ outcomes than aspects of the mother-daughter relationship (Cooper, 2009). Given that girls’ academic-related and psychological adjustment may be particularly sensitive to the stressors associated with adolescence (Eccles et al., 1999), it is surprising that few studies exist that explore the ways in which African American fathers’ parenting practices may contribute to girls’ psychological and school outcomes. First, this study explores psychosocial correlates of African American fathers’ parenting practices. Secondly, this study examines linkages between father-specific parenting practices and adolescent girls’ psychological and academic adjustment. The data presented are from the “Dads Active Daughters Developing Successfully” study, a community-based investigation exploring father-daughter relationships in African American families. Participants were 80 African American fathers (M= 32.4) and their daughters (M= 13.2 years). Approximately 44% of fathers resided in the household. Ninety-four percent of fathers had at least a high school education. Seventy-four percent of fathers reported working full-time. Psychosocial correlates of parenting included: 1) sense of community; 2) social importance of fathers; and 3) fathering self-efficacy. Parenting practices included: 1) father involvement; 2) father-daughter relationship quality; and 3) cultural socialization. Girls’ psychosocial adjustment measures included: 1) self-esteem; 2) school engagement; and 3) depressive symptoms. Preliminary findings suggest that both community-specific and individual factors are influential to the parenting practices African American fathers decide to enact. Furthermore, father-specific parenting practices were associated with positive outcomes for African American adolescent girls.
People, Places, and Things in the History of Social Psychology

In 2011, SPSSI will celebrate its 75th anniversary. Anniversaries typically provide an opportunity for historical reflection and create a renewed interest in historical topics and approaches. The three papers in this symposium each look at an aspect of psychology’s history using a variety of different entry points. In Paper 1, Sara McClelland uses the history of a wide-ranging psychological construct - satisfaction – to show how changes in measurement and definition continue to inform our ideas – and perhaps even our experience – of what it means to be satisfied. In Paper 2, Wade Pickren enters the history of social psychology through a particular problem and place: housing and race relations in post-WWII America. He argues that social scientists sought to influence policy through their work in the real-life laboratory of public housing projects, but often did so from an unacknowledged position of white privilege. In Paper 3, Alexandra Rutherford uses the life and career of Marie Jahoda as an entry point for a discussion of the lost connections between social psychology and sociology, suggesting that Jahoda’s career may serve as a catalyst for re-envisioning social psychology’s boundaries and bringing it closer to real-life problems.

Tracing the Evolution of a Psychological Construct: Satisfaction

Sara McClelland

One of the most popular methods psychologists have developed to capture individuals’ appraisal processes is to assess their level of satisfaction. This is often done with a global measure of satisfaction (e.g., “How satisfied are you overall?”) or through assessing various domains in a person’s life (e.g., “How satisfied are you in your marriage?”). It is often assumed that the state of being “satisfied” denotes that an individual has reached a level of fulfillment with some aspect of their life, but there have been, in fact, numerous definitions over the past century that continue to inform our ideas about what it means to feel satisfied. The construct of satisfaction has a long empirical history – dating back before the classic sociological studies of the American soldier after World War II (Stouffer et al., 1949). At the turn of the 20th century, philosophers, sociologists, and psychologists showed an interest in the construct of satisfaction (Karapetoff, 1903; Thorndike, 1919). Soon after, psychoanalysts developed their own theories of how individuals struggled with and resolved the satisfaction of instinctual drives (Freud, 1929 in Gay, 1989). More recently, research on satisfaction has largely been sustained in the area of consumer satisfaction (Chen et al., 2008) and in research on well-being and happiness (Diener et al., 1999; Ryff & Singer, 2006). This body of work has concentrated on defining satisfaction as a subjective rating of a specific domain (e.g., marriage, work). In this paper, I trace the history of satisfaction as a psychological construct in order to examine how definitional shifts and measurement practices have resulted in a construct that appears, on the one hand, to be self-evident, but on the other continues to produce at times controversial - but consistently politically relevant - findings about who is satisfied and who is not.

Policy Makers, Psychologists, and the Problems of Race and Housing in Post-War America

Wade E. Pickren

Housing in post-war America became a critical focal point for issues of race and social equality. For some social scientists, it offered an opportunity to examine the enduring questions of human relations. For some psychologists, housing and race relations became a real-world laboratory to examine developing theories of intergroup relations. In this paper, I recount the involvement of social psychologists in studies of housing and their use of the housing “problem” as a lens through which to examine race and discrimination and what might be done to reduce prejudice. I will make clear that psychologists sought to impact emerging social policy and to ameliorate an enduring social problem. This is an account of how policy makers and social scientists sought to provide workable solutions, typically from an unacknowledged place of white privilege, to what was a critical and divisive social problem.

Lost Connections in the History of Social Psychology: Marie Jahoda and the Immersion Tradition

Alexandra Rutherford, Rhoda Unger, Frances Cherry

Selected aspects of the life and work of Marie Jahoda (1907-2001) are examined to help re-establish social psychology’s, and SPSSI’s, “lost connection” to sociology (Oishi, Kesebir, & Snyder, 2009). Throughout her career, Jahoda promoted a non-reductionistic social psychology that was profoundly influenced by her early training in the intellectually and politically-charged environment of Red Vienna. Her use of the participant observation method, or the immersion approach, was a consistent feature of her work before, during, and after World War II (e.g., Jahoda, Lazarsfeld, & Zeisel, 1933/1971; Jahoda, 1941). As a psychologist, she used this approach to generate substantive knowledge about the complex interactions between individuals and social structures, often in community settings. In illuminating examples of the
immersion tradition in her work, we complicate standard historical narratives about the loss of the sociological tradition within social psychology and begin to re-instantiate the historical lineage that could re-invigorate this approach in the present. As SPSSI’s first female president and the lead author of the 1951 SPSSI-sponsored text, Research Methods in Social Relations (now in its seventh edition), we argue that Marie Jahoda’s legacy should be brought to bear on contemporary debates about SPSSI’s relevance and may help re-envision the disciplinary boundaries of social psychology.

Symposia
Chair: Jessica D. Remedios

Marginalizing Multiracials: What Constitutes Prejudice and How do Targets Adapt?

Widespread fascination with multiracial icons such as President Barack Obama has prompted the media to explore issues faced by people who descend from multiple racial groups. Multiracial people make up the fastest growing racial demographic in the United States and experienced a 33% population increase in 2008, up from 3.2 million in 2000 to 5.2 million (Charlier, 2010). Research on the causes and consequences of racial prejudice, however, has mostly examined issues facing minorities from a single racial group. To address this gap in the literature, this symposium examines situations in which multiracial people are marginalized and investigates how multiracial individuals adapt in the face of prejudice. Peery begins this examination by outlining the conditions under which multiracials are incorrectly categorized as monoracial and discussing when incorrect categorization leads to prejudice. Next, Townsend describes the difficulties faced by Black/White individuals who try to claim a biracial identity and focuses on the role of socioeconomic status as a constraint on biracial identity formation. Remedios then addresses the concerns that multiracial people harbor regarding interracial interactions and proposes that others’ confusion about their appearance negatively affects multiracial individuals. Finally, we consider multiracial individuals’ responses to marginalizing experiences and how they have adapted in a society that overemphasizes the importance of racial categories. In this section of the symposium, Pauker describes how subtle changes in context allow Black/White individuals to adopt the perceptual lens of either their Black or White racial identities. In sum, the broad purpose of this symposium is to examine the utility of prejudice approaches to studying perceptions and experiences of multiracial people. Specifically, this research will divulge findings about the circumstances under which multiracial people are marginalized and how they adapt to these circumstances.

Effects of Socio-Cultural Information on Racial Categorization of Ambiguous Targets
Destiny Peery, Galen V. Bodenhausen

When encountering social targets, people may respond automatically or deliberatively to them based on salient social categories, such as race. In many everyday contexts, people often do not have the opportunity or motivation to deliberate about the social categories their interaction partners belong to, instead relying on automatically-activated categories. This process is particularly complex for targets who are ambiguous on a particular identity dimension, as is the case with the increasing population of multiracial people. Previous research examined the effects of disambiguating racially ambiguous targets with information about their genealogical background (Peery & Bodenhausen, 2008), but this information may be less available in interactions with unfamiliar targets compared to socio-contextual information. Two studies examined the effects of presenting racially ambiguous targets with information about their racial makeup of their socio-cultural environment. The results revealed that ambiguous targets believed to be socially-situated in monoracial environments were more likely to be categorized as monoracially Black on a rapid categorization task requiring Black/not Black and White/not White judgments (i.e., they were “Black” and “not White”). The results suggest that when given any information about an ambiguous target, these individuals may still be disambiguated and categorized quickly and efficiently. These rapid categorizations have implications for 1) the likelihood of subsequent activation and application of category-specific stereotypes 2) the likelihood that multiracial people will experience prejudice and discrimination when encountering people more likely to automatically categorize them monoracially.

Barriers to Being Biracial: Claiming and Maintaining a Biracial Identity
Sarah S. M. Townsend, Stephanie A. Fryberg, Hazel Rose Markus

Although mixed-race people in contemporary American society are often able to claim biracial and multiracial identities, these identity options are not equally available to all mixed-race people or to mixed-race people in all situations. In the present research, we examine the influence social class has on whether mixed-race people claim a biracial identity and, the experiences of mixed-race people when their claimed biracial identity is not allowed.
First, we find that the social class backgrounds of half-Black/half-White individuals’ influence whether they claim a biracial versus a monoracial identity. Specifically, people from middle class backgrounds are more likely to identify as biracial than Black, but those from working class backgrounds are equally likely to identify as either. These differences in identification patterns are mediated through individuals’ feelings of warmth toward biracial versus Black people. Next,
we were interested in how people experience the denial of their claimed biracial identity. Despite the predominance of a biracial identity among middle class mixed-race people, it is not supported in all situations. Thus, we examined people’s motivational and self-esteem responses when they were unable to claim a biracial or multiracial identity—i.e., after completing a demographic questionnaire in which only one racial background could be specified. Relative to those who were permitted to choose multiple races, biracially or multiracially identified mixed-race participants who were compelled to choose only one showed lower subsequent motivation and self-esteem. Thus, middle class mixed-race people may feel the middle class American push to be unique that encourages claiming a biracial identity and also the powerful constraints of particular situations that do not allow this identity. These studies demonstrate the ability of one’s sociocultural context to shape the identities people claim and the negative consequences when people’s chosen identities are denied.

What Are You? Others’ Confusion Negatively Affects Multiracial People
Jessica D. Remedios, Alison L. Chasteen

Belief in the existence of distinct racial categories is pervasive in our society. As a result, people who cannot be quickly assigned to one racial group on the basis of their physical appearances frequently encounter confusion from others. This is a common experience for multiracial people who descend from more than one racial group. In two studies, we examined the concerns that multiracial people hold regarding how others perceive them, specifically focusing on concerns about encountering confusion from others during interactions. In Study 1, multiracials and monoracial minorities expecting to later meet a White student completed questionnaires measuring their concerns about being stereotyped (stigma consciousness), their concerns about encountering confusion from others, and their chronic experiences of negative emotions. The results revealed that confusion concerns related to increased reports of negative emotions by multiracial people in the same way that stereotype concerns related to increased reports of negative emotions by monoracial minorities. In Study 2, multiracials expecting to later meet a White student posed for photos that that they thought the partner would see. Next, participants inspected a form completed about them by the partner. Participants in the certain condition saw that their partner selected the correct racial categories to describe their racial backgrounds, whereas participants in the uncertain condition saw that their partner commented: “Honestly, I’m not sure what race this person is.” The results showed that participants expecting to meet an uncertain partner anticipated a more negative interaction than those expecting to meet a certain partner. Taken together, the findings suggest that multiracial individuals hold concerns about encountering confusion from others and that these concerns negatively impact their expectations for interracial interactions. As a result, it is critical that research address the widespread belief in distinct racial categories and the confusion that results when such beliefs are contradicted.

Multiracial Individuals’ Flexible View of Race
Kristin Pauker, Nalini Ambady, Kerri Johnson

Situated within a society that overemphasizes race and confronted by constant queries about their racial background, multiracial individuals often become cognizant of the arbitrary, socially constructed nature of race. This flexible view of race may allow for multiracial individuals to adopt the framework of multiple racial identities. We explored whether this flexibility could affect even basic processes such as face memory and perception. First, we examined whether contextual cues to social identity could direct biracial (Black/White) perceivers’ memory for Black, White, and biracial faces. Biracial perceivers were asked to write an essay about a time they connected with their mother or father’s ethnic identity before completing a face recognition task. Results indicated that “Black primed” biracial individuals displayed a memory advantage for Black faces compared to “White primed” biracial individuals, and “White primed” biracial individuals displayed a memory advantage for White faces. Second, we examined whether more subtle contextual cues could influence how biracial perceivers’ literally “see” themselves. Biracial perceivers were subliminally primed with White identity- or Black identity-related words, and were asked to pick their “real picture” out of an array of pictures that had been manipulated to vary along a continuum from more White to more Black. Results indicated that those biracial individuals who adopted a more flexible view of race also adjusted their self-perception accordingly. When their Black identity was made salient, they picked a picture morphed to look more Black than their actual picture as their “real picture”; however when their White identity was made salient, they pick a picture morphed to look more White as their “real picture.” These results provide novel evidence that contextual changes in social identification may allow biracial individuals to adopt the perceptual lens of different racial identities, shaping both face memory and visual perception.

15 Minute Presentations
Risk and Protective Factors for Women Post-Release from Prison
Shannon M Lynch, Nicole M Heath, Kathleen Matthews

Conservative estimates indicate that almost half of incarcerated women have been physically or sexually assaulted before imprisonment. In addition, incarcerated women report high rates of psychological distress, including posttraumatic stress
disorder (PTSD) and depression. However, relatively little is known about incarcerated women’s functioning subsequent to release from prison. To begin to address this notable gap in the literature, 100 women were interviewed while in a state prison and then 59 participated in follow up interviews an average of eight months post release from prison. The previously incarcerated women responded to questionnaires regarding access to resources, social support, work quality, coping, current psychological distress (PTSD and depression) and experiences of interpersonal violence since release from prison. Descriptive information about experiences of interpersonal violence (e.g., physical attacks, sexual assaults, partner violence) since release, access to resources, work quality, and social support will be presented. Paired t-tests results indicated that women reported similar levels of distress while incarcerated and post-release from prison. Experiences of interpersonal violence post release and work quality were not related to post-release distress levels. Post release drug use, emotional and instrumental support, and coping were associated with post release depression whereas only post release drug use and negative coping predicted PTSD post release. Implications of these post release risk and protective factors will be discussed.

Essentialism, Social Dominance and Awareness of Privilege
Melissa R. Sanders, Ramaswami Mahalingam

We investigated the relationship between social dominance orientation (SDO), essentialism, awareness of privilege, intersectional consciousness, and attitudes towards outgroups. We propose that essentialism and intersectionality can be conceptualized as two diametrically opposed worldviews which shape cognitive biases and affective responses towards social groups in very different ways. Two studies found that social location (participants’ race, gender, and class) influenced levels of SDO and class-based essentialism. SDO was negatively correlated with awareness of privilege and intersectional consciousness. We also found that awareness of privilege and intersectional consciousness mediated the relationship between SDO and feelings of warmth towards outgroups. We also found that SDO was negatively related to self-esteem. These findings suggest that social identities impacts SDO, which has a direct effect on awareness of privilege and intersectional consciousness and an indirect effect on attitudes towards outgroups.

Perceived Infertility Stigma among Women
Stacey L. Williams, Judy G. McCook

Infertility affects millions of women in the United States and across the globe. Research has identified negative psychological outcomes of infertility (depressive and anxiety symptoms). Many women (and men) report infertility as the most upsetting event in their lives. Regardless of which partner is infertile, women report questioning their self worth, experience guilt, and feel responsible. Specific reasons why these negative outcomes occur are not well understood. The goals of this study were to examine women’s perceived infertility stigma and explore its role in psychological functioning. Perceived stigma can include shame, embarrassment, or fear of rejection related to holding a stigmatizing attribute. Infertility may be stigmatizing for women given the majority are socialized to want children, and motherhood still is considered women’s primary social role. Feeling of inadequacy or inferiority may result when women perceive themselves as not measuring up to societal expectations or to their own expectations as women. The present study, the first to examine infertility stigma using direct, quantitative methods, included development of a perceived infertility measure, and a pilot test of the measure to examine its relation to psychosocial outcomes. Nine women with infertility from Appalachia were interviewed in-depth. Fully recorded and transcribed interviews were coded for stigma-related content; scale items were developed from this content. The initial 87 items were pilot tested on a sample of women with infertility. Results showed that women report a variety of experiences including perceiving themselves as inferior or less of a woman, trying to keep infertility a secret from others, and being treated differently including in a patronizing way. Women also reported fearing rejection from others including their partners. Details of scale development and preliminary results of pilot testing, including initial validation of the new scale, will be discussed.

15 Minute Presentations

The Interactive Effects of Materialism and Money-Reminders on Self-sufficiency Values
Chad M. Danyluck, Michael T. Schmitt, Craig W. Blatz

This study is the first to examine how money-reminders influence self-sufficiency values and how individual differences in materialism moderate those effects. Sitting at computer stations displaying money or abstract screen-savers participants completed a questionnaire to assess their endorsement of self-sufficiency values (e.g., endorsement of self-transcendent values, family and community involvement, and beliefs in symbolic racism). Results indicate that how reminders of money affect people in relation to self-sufficiency values depends on how materialistic they are. In line with our predictions, money-reminders interacted with people’s endorsement of materialism leading to negative evaluations of the importance of family relationships and community ties and a reduction in endorsement of self-transcendent values for participants high in materialism. A marginal interaction between money reminders and materialism led materialists to be more
endorsing of symbolic racism. We argue that money steers people towards specific psychological outcomes but that the kinds of consequences brought forth depend on the values to which people ascribe and that interpersonal disharmony might be reduced when individuals endorse materialistic values less. Future research on the effects of money-reminders could benefit from focusing on the processes that lead individuals to rank materialism high or low in their hierarchy of values. Additionally, the implications for minority groups—that they might be disadvantaged in contexts where money and material values are central—points to an avenue of new research looking into how money-reminders and material values influence intergroup relationships.

**Media Framing of San Francisco’s “Care Not Cash” Homeless Initiative**
*Harmony A. Reppond, Heather E. Bullock*

A large body of research documents the influence of media framing on attitudes toward social and economic policies (e.g., Bullock & Fernald, 2005; McCaffery & Baron, 2004; Shen & Edwards, 2005; Slothuus, 2007). The current study contributes to this literature by examining media framing of San Francisco’s Proposition N (popularly referred to as “Care-Not-Cash”) in the six months prior to its passage. “Care-Not-Cash” changed cash assistance and services for homeless people in San Francisco by reducing cash benefits from $359 to $59. In exchange, the city would provide increased homeless services (e.g., shelter, food, healthcare, and substance abuse programs). The controversial initiative was applauded by business leaders and conservatives and criticized by advocates for the homeless. To examine media framing of homelessness, 39 newspaper articles published in the San Francisco Chronicle in the 6 months prior to the citywide vote (May 2002 – November 2002) on “Care-Not-Cash” were content analyzed. We focused on the following questions: (1) How were homeless people and homelessness portrayed in the time period preceding the citywide vote? (2) How was “Care-Not-Cash” framed and what “problems” was it presented as solving? Three trained coders reviewed all of the newspaper articles. Our analysis yielded three key findings: (1) homelessness was repeatedly described as among San Francisco’s most pressing political, economic and social problems; (2) negative characterizations of homeless people were widely cited and used to support the adoption of “Care-Not-Cash;” and (3) cash assistance was characterized as detrimental to homeless people. Paralleling dominant media depictions of welfare recipients and welfare policy (Bullock, Wyche, & Williams, 2001), the framing of “Care-Not-Cash” reinforced classist stereotypes and individualistic attributions for homelessness. Policy implications of the framing of homelessness and homeless people are discussed.

**Dirty Money: Mere Exposure to Money Triggers Unethical Behavior**
*Maryam Kouchaki, Kristin Smith-Crowe, Carlos Sousa, Arthur P. Brief*

Money is a pervasive feature of modern life. It serves the practical function of being a medium of exchange, but goes well beyond this in its significance by fueling our ambitions, our jealousies, and so forth. Here, we are interested in the potential effects of exposure to money on moral behavior because money is commonly associated with immorality. For example, an often-quoted piece of wisdom is that “… the love of money is the root of all evil” (1 Timothy 6:10, King James Bible). This “dirty money” view is embodied in classical accounts of money’s psychological effects from Aristotle and Plato to Marx, Weber, and Simmel and is commonly encountered in everyday life. Yet, psychological research into the effect of exposure to money on moral behavior is very limited. In three studies, we examined the likelihood of individuals engaging in unethical behavior when the concept of money was activated through the use of priming techniques. The results of our first study supported the hypothesis that individuals who were primed with money would be more likely to cheat than those in the control group. Moreover, we go beyond investigating the simple connection between an environmental cue and behavior to assess a potential cognitive mediator linking the two: decision frame. In the second and third studies, we posited and found that activating the concept of money would trigger a business decision frame, which would lead to a greater instance of cheating. Together, the results of these studies demonstrate that mere exposure to the concept of money can trigger unethical behavior and that decision frame mediates this effect. Not only does the love of money (i.e., the unreasonable pursuit of money) corrupt, but so does mere exposure to money.

**11:20 AM - 12:30 PM**

**Invited Panel Discussion**

**Surviving the Tenure-Track: Yes You Can!**
*Chair: Kim Case*
*Panel: Jeannetta Williams, Michele Schlehofer*

This discussion begins with an introduction by faculty presenters currently on the journey toward tenure. 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 the work-life 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.

**Invited Panel Discussion**

**SPSSI - APA Relations: Inner-workings, Opportunities, and Challenges**

*Chairs: Allen M. Omoto, Maureen O’Connor*

*Panel: Bernice Lott, Margaret Bull Kovera*

SPSSI is an independently incorporated society, but since 1945, also a Division (Division 9) of the American Psychological Association (APA), the largest worldwide association of psychologists. SPSSI’s dual outsider-insider status with the APA has been a source of mutual tension and positive collaboration. There is considerable overlap in membership, although not all SPSSI members are APA members. This panel consists of SPSSI members who have been involved in governance in both SPSSI and APA. After briefly outlining APA’s governance structure, the panelists will discuss the relationship between SPSSI and the APA using examples of ways SPSSI and SPSSI members have influenced APA policies and practices, including in establishing APA’s permanent Committee on Socioeconomic Status, developing APA’s position on interrogation and torture, revising the APA Code of Ethics, and in the controversy involving APA’s use of the Manchester Hyatt for its 2010 convention. The panel will suggest ways for SPSSI members to work for social justice through governance activities and as well as opportunities and challenges in working with the APA.

**Interactive Discussion**

**Unanticipated Legal Consequences: Caring for Children and Older Adults**

*Eve M. Brank, Leroy Scott*

Legal and moral standards proscribe caregivers maltreating care recipients. For both the care of children and older adults, state statutes impose caregiver standards that can result in legal ramifications and interventions in historically private family decision making. The two presenters will lead a discussion on the issue of statutorily defined appropriate care for both children and older adults. The consequences for such care will be viewed in light of the social psychologically theories of blame and responsibility (e.g., Alicke, 2000). Specifically for the care of children, the presenters will discuss parental responsibility laws that hold parents legally blameworthy for the delinquent behaviors of their children (Brank, Kucera, & Hays, 2005). For the care of older adults, the presenters will discuss filial responsibility and the potential for unintentional neglect by a caregiver (Wylie & Brank, 2009). Both caregiving situations raise conflicting legal notions about the dichotomy between autonomy and paternalism and the presenters will guide the audience members in a discussion of how empirical research and practice may better consider these topics. Presenters will also briefly present an experimental study that manipulated the warmth and competence (See Fiske, et al., 2002) of either a described child or older adult. Community member study participants (n= 196) rated the blameworthiness and praiseworthiness of the described caregivers for the actions of the care recipients. Results suggest that stereotype consistent behavior of the care recipients led to less blaming and more praising of the caregivers. The potential policy implications and further needed research will be discussed with the audience.

**Symposia**

*Chair: Naomi M. Hall*

**African American College Students: Strengths-Based Approaches to Improving their Health**

This session will present data from three studies focusing on important individual and cultural influences on the health of African American students on the campuses of two different HBCUs. The symposia will shine a spotlight on strengths-based approaches for improving the personal and community health status of young African American college students. Students are highlighted because college is not only an educational transitional period, but also a cultural, social, and ecological transition. The college environment provides young people with a sense of new independence, self-determination, and peer pressure to engage in risky behaviors. It also provides researchers and interventionists with an opportunity to emphasize the importance of responsible choices for students. Whichever decision students choose, these vital transitions can have profound and long term consequences on an individuals’ psychological, emotional, and physical well-being. Despite the critical transition that these young people are taking, few researchers have focused on students attending historically Black institutions. A better understanding of the environment, attitudes, beliefs, knowledge, and needs of African American college students will help to guide the development of strategies and interventions that improve
the health of this population, and advance the translation of culturally grounded research into effective practice. This session addresses issues of special concern to young people, such as sex and body image, as this is critical for their (and our) survival as a community. Discussing the results in a social justice framework will help to provide a bridge between articulating a desire to eliminate health disparities, and identifying ecologically valid strategies for achieving that goal.

**Predictors of Body Satisfaction in African American Women**

*Anna K. Lee*

Body dissatisfaction has received a great deal of attention in the psychological literature. Historically, African American women have reported higher body satisfaction than their Caucasian counterparts. However, some recent studies have shown a rise in body dissatisfaction among African American women. Disproportionately high rates of overweight and obesity have consistently been observed in studies among African-American women. To address the problem of obesity it is useful to examine body image and satisfaction. Although the literature has focused on dissatisfaction, an equally valid question is what factors predict how satisfied women are with their bodies? Are there cultural factors that may function as protective barriers against body dissatisfaction for some Black women? In a study examining media, societal standards of beauty and acculturation as predictors of body satisfaction, acculturation was found to be a significant predictor of body satisfaction. Culturally based interventions that focus on significant factors related to body satisfaction may help to curb the obesity epidemic. Implications and future directions will be discussed.

**Identity and Sexuality: HIV Protective Behaviors among African American Students**

*Maya Cornelle*

African Americans are disproportionately impacted by the HIV epidemic (CDC, 2009). Much of the research on African Americans and HIV/STIs has focused on understanding risk behaviors. However, understanding culture-specific factors that promote healthy behaviors can help us develop more effective prevention efforts. The current study examines if positive ethnic identity promotes healthy relationships and HIV preventive behaviors. Participants included heterosexual Black college men and women. Findings indicate that more positive ethnic identity is related to greater feelings of relationship mutuality and fewer recent sexual partners. Findings support promoting positive ethnic identity as a means of promoting healthy behaviors. Gender differences and similarities are discussed.

**Social and Cultural Factors in Responsible Sexual Behavior**

*Naomi M. Hall*

The public health significance of focusing on African American college students is essential to understanding the multiple effects and interrelatedness of social and sexual elements in this environment, and why a disproportionate number under the age of 25 appear to be overwhelmingly at risk for acquiring sexually transmitted infections (STIs), including HIV, and having unplanned pregnancies. Studies indicate that college students continue to engage in sexual risk taking, despite having more knowledge about birth control, STIs, modes of transmission and methods of prevention of HIV/AIDS. It is important to investigate sexual risk behaviors and negative consequences associated; however, it is equally important to explore the cognitive processes, psychosocial contributors, and environmental influences that converge and contribute to the acceptance of responsible, health-promoting behaviors. A mixed method approach (quantitative surveys and focus groups) was used to collect and examine data from African American college students on their knowledge, attitudes, and behaviors surrounding sexual behavior in hopes of creating risk reduction interventions that will focus on enhancing the psychological and physical well-being of our young people. Findings and implications will be discussed.

**Symposia**

*Chair: Michelle Fine*

**Building from Strengths and Recognition: Cultivating and Researching Critical Consciousness**

This symposium will focus on spaces (settings) and methods that enable us as researchers to both witness critical consciousness and enable its further development. The papers in the panel move across the country from a youth media organization in New York City, to a teen-theatre group in Florida, a Midwestern group for young african-american men, and back to a post-incarceration college program in NYC. The authors’ aim in the symposium is to raise questions about what practices can best document and encourage critical consciousness among those who have been denied social opportunities (with the end idea of working toward social justice). We also want to open up the conversation to include a discussion of visual methods and technologies (theatre, mapping, documentary filmmaking) within research and their role in providing participatory methods of care and recognition.
Editing Lives: Recognition in the Production Spaces of Documentary Film
Stephanie M. Anderson

Within the social justice literature, many theories have been proposed to understand how individuals and groups who live within oppressive circumstances come to have a societal critique and in turn take action upon the injustices in their lives. In trying to elucidate the transition between having a critical consciousness and redressing social issues, Iris Marion Young (1990) describes the importance of having one’s own culture and social contributions publicly and institutionally reaffirmed. The justice of recognition – the ability to present, represent, and do – denotes that right to speak and be heard, to have the opportunity for effective acknowledgement and representation. In this paper, I will explore experiences of public and private recognition created for and by urban youth in the production spaces of critical documentary filmmaking. Developed from research that comes from a larger program evaluation done in collaboration with a non-profit youth media organization, I discuss the possibilities created through having the opportunity to (re)present one’s own knowledge and lived experiences. Youth in general and marginalized and disadvantaged youth in particular are objectified and surveilled in mainstream media. Publicizing their own stories and experiences through documentary film provides them with a venue to position themselves as subjects in, not objects of their experiences. As such, documentary film can create spaces of critical inquiry, individual and collective expression, and opportunities for public participation, and can ultimately offer an exercise in social justice for those who have been denied social opportunities.

Scenes of Recognition: Creating “Safe Spaces” for Adolescents via Theatre
Valerie A. Futch

“Safe spaces” for youth to negotiate their growing identities are becoming increasingly rare. Furthermore, spaces that are not only safe but productive in the sense of engendering tolerance and critical consciousness are even more rare. This paper explores a specific setting, The SOURCE Teen Theatre in Sarasota, Fl, that is allowing for both processes to occur and asks: how does theatre serve as a unique setting for negotiating adolescent identity? Data (interviews, surveys, and identity maps) from The SOURCE, a community theatre group that presents and creates plays focused on sexuality, peer pressure, and other adolescent experiences provide evidence that the artistic space allows for “safe” exploration of voices, emotions, and identities. Participants in the multi-method qualitative study were a diverse (in terms of age, ethnicity, gender, and sexuality) group of young men and women ages 18-34 who had participated in the group during their high school years. Preliminary data provide evidence for the argument that peer education theatre supports adolescent and young adult development at three important levels: the personal (developing empathy), the interpersonal (understanding self in relation to community), and the temporal (aspects of identity development that persist throughout time and contexts). Results suggest that spaces allowing creative personal exploration, such as theatre, also encourage self and identity development that travels to other settings and spaces. The subject material (sex education and teen issues) had immediate relevance for the participants and the medium (a dramatic performance on stage) provides a space for emotional expression and engagement with other characters. The data also address larger concerns of productive spaces for adolescent development in an increasingly disciplined and reactionary cultural context.

Negotiating Oppression with Agency: Notes from a Post-Incarceration College Program
Duquann Hinton

Historically, theorists concerned with the psychosocial ramifications of social (in)justice have tended to either emphasize the scars of oppression, to the exclusion of the psychocultural integrities inherent in such an experience; or the gifts that characterize such an existence, to the exclusion of the constraints. This conceptual dispute, moreover, has practical significance as these tensions between “scars” and “gifts” have become engrained in the objectives and implementations of various “opportunity programs” designed to service groups that have historically been disenfranchised from the university, resulting in many program participants having less than optimal experiences and future academic trajectories. Unfortunately, very few of such programmatic undertakings have, built into their objectives, a means through which to acknowledge that it is not a contradiction to purport that oppression produces populations with both very particular gifts and very particular needs. Utilizing data gained from interviews, focus groups, and program databases, this contribution to the panel describes a northeastern post-incarceration college program for formerly incarcerated adults. In particular, this contribution focuses on how this program – on a practical level – integrates the theories of oppression in focusing on their population’s generative potential, their particular needs, and the strategies that they can use to negotiate the stigma, discriminations, and dominant representations that go along with the status of “formerly incarcerated.” This discussion also includes a methodology to capture dominant representations of stigmatized groups and the determinants of hostile versus inclusive representations.
The Critical-Consciousness Coaching Method

Roderick Watts

Critical thinking has long been a goal of schooling, but for members of marginalized groups who face a barrage of negative messages in the social environment about who they are and what they are about, critical thinking is an essential shield against the internalization of oppression. Critical thinking can serve as a precursor to critical consciousness and sociopolitical development. This contribution to the symposium describes the critical-consciousness coaching method used as part of a “Young Warriors” program for African American male high school students. The program used movies and rap videos and a five step, quasi-Socratic coaching method to promote an understanding of social forces and their impact on daily life, social relations, gendered behavior, and social oppression: 1. What did you see (hear)? 2. What does it mean? 3. Why do you think that? 4. How do you think and feel about what you saw or heard? How does it fit with your values or past actions? 5. What could you do to improve the situation? This presentation also includes information on a methodology for the content analysis of session transcripts to determine gains in critical thinking and consciousness.

15 Minute Presentations

Perspective Taking and Stereotyping: The Role of Stereotype Content
Jeanine Skorinko, Stacey Sinclair

Research suggests that perspective taking with an outgroup member leads to less stereotyping (Galinsky & Moskowitz, 2000; Vescio, Sechrist, & Paolucci, 2003). However, findings also show that perspective takers behave more stereotypically (Galinsky, Ku, & Wang, 2008). Based on these contradictory findings, the current research examined how stereotype content moderated these effects. Experiment 1 investigated how perspective taking with a stereotype-confirming target influenced stereotyping. Prior to viewing a photo of an elderly man who was either neutrally stereotyped (e.g., a headshot) or confirmed negative stereotypes (e.g., sick in bed), half the participants were instructed to perspective take with the target. Perspective takers who viewed the neutrally stereotyped target stereotyped less than non-perspective takers, as in past research. However, perspective takers who viewed the stereotype-confirming target stereotyped more and behaved more stereotypically than non-perspective takers. Experiment 2 examined whether perspective takers anchored onto available stereotypes and assessed the degree of self-other overlap felt. Prior to viewing a neutrally stereotyped elderly man, half the participants were primed with stereotypes of the elderly, and half were primed with neutral words. Perspective takers primed with stereotypes anchored onto this information and stereotyped more, behaved more stereotypically, and reported less self-other overlap. Experiment 3 elucidated whether this effect was due to the stereotypes or the negative valence of the stereotypes. Perspective takers stereotyped more only when primed with stereotypes. In conclusion, perspective takers who see a stereotype-confirming target anchor onto the stereotypes, stereotype more, and see less self-other overlap.

Learning Goals as a Way to Promote Positive Intergroup Contact
Katya Migacheva, Linda R. Tropp

Learning goals may be one way to promote constructive cross-group interactions (Crocker & Garcia, 2006; Migacheva, Tropp, & Crocker, in press). Focusing on learning about an outgroup member, may move people beyond seeing outgroup members as sources of threat to viewing them as sources of knowledge and growth (Crocker & Garcia, 2006), which should in turn promote greater motivation for, and less discomfort during, intergroup contact (see Ely & Thomas, 2001). The results of two correlational and one experimental study examining effects of learning goal orientation on experiences before, during and after intergroup contact will be reported. We surveyed 111 European American and 152 African American students attending two New York middle schools in racially homogeneous neighborhoods and anticipating to participate in a contact-based program. Regardless of their own race, children who reported being more curious about and interested in people of a different race (i.e., orientation toward learning) were both more willing to form cross-group friendships and anticipated feeling more comfortable around people from other racial groups. Additionally, in a longitudinal study of 56 youth participating in a community service week in Hartford, CT, higher learning goal orientation before the onset of the program positively predicted participants’ motivation to form cross-group friendships and their comfort during cross-group interactions after the program ended. Finally, in the experimental study, White participants received either learning or performance goal instructions prior to an interaction with a Black or White partner, during which they would discuss a race-sensitive or race-neutral topic. The interaction was videotaped and participants' behaviors were subsequently coded. As compared to participants in the performance goal condition, participants instructed to focus on learning about their partner behaved more comfortably during a cross-race conversation on a race-sensitive topic, as demonstrated through greater eye contact, less fidgeting, and fewer speech disfluencies.
Vicarious Intergroup Contact as a Tool to Improve Intergroup Relations
Agostino Mazzotta, Amèlie Mummendey, Stephen C. Wright, María Jung

This contribution examines the role of vicarious contact (observation of successful cross-group contact situations between in-group and out-group members) as a tool to improve intergroup relations. Diverging from previous research on indirect intergroup contact (cf. Turner, Crisp, & Lambert, 2007; Wright, Aron, McLaughlin-Volpe, & Ropp, 1997), vicarious contact (1) integrates and applies concepts of social-cognitive theory (Bandura, 1986) to the field of intergroup contact research; (2) expands the study of indirect contact strategies to the observation of successful cross-group interactions; and (3) is proposed as a means of preparing people for direct cross-group contact. A series of four experiments using videos (experiments 1-3) and vignettes (experiment 4) demonstrate that vicarious intergroup contact increases participants’ willingness to engage in direct cross-group contact and improves attitudes towards the out-group. Experiments 1-3 provide evidence that the relation between vicarious contact and willingness to engage in direct contact (and out-group attitudes) is sequentially mediated by self-efficacy expectation, acquisition of behavioural knowledge and intergroup anxiety. Experiment 4 indicates that the effects of vicarious intergroup contact are moderated by perceived similarity to the role models. These vicarious contact effects do not emerge merely as the result of viewing depiction of positive out-group members (experiment 2) nor through exposure to depiction of positive interactions between two out-group members (experiment 4) but require, as hypothesized, the observation of successful interactions between an in-group and an out-group member. Implications of these findings for further research on indirect forms of cross-group contact and their application (e.g., for media design) will be discussed.

15 Minute Presentations

Prejudice and Politics in 2008: Region, Racism, and Obama
Joshua L. Rabinowitz

In most American counties, Barack Obama garnered a higher percentage of votes in the 2008 election than had John Kerry four years earlier. However, a visual examination of a map illustrating county-wide vote shifts between 2004 and 2008 shows that a swath of predominantly White counties in the South voted even less for Obama than they had for Kerry. Using county vote returns and survey data from the American National Election Studies, I examined whether racial prejudice played a role in delineating candidate support between the South and other regions of the U.S. A multilevel model revealed that symbolic racism (SR) strongly predicted individual-level opposition to Obama, even when controlling for a number of demographic variables. Separate multiple regression analyses of county-level data revealed that both (1) the mean level of SR among respondents in a particular county and (2) being located in the South predicted opposition to Obama. However, these main effects were qualified by a marginally significant SR x South interaction, which revealed that prejudice was particularly important in the South. A final model indicated that although neither SR nor being in the South independently predicted counties’ shifts in opposition to the Democratic candidate, there was a statistically significant SR x South interaction. Specifically, SR predicted increased opposition in 2008 only for Southern counties. These findings have implications for the enduring role of racial animus in American electoral politics.

Implications of Exposure to Obama on Implicit Prejudice
Corey J. Columb, E. Ashby Plant, Saul L. Miller, Joanna Goplen, B. Michelle Peruche

The present research explored whether the high levels of exposure to Barack Obama, a positive counterstereotypic Black exemplar, that most non-Black Americans experienced during his campaign and following his presidential election could significantly reduce implicit prejudice toward Black people. Across several samples, we found dramatically decreased levels of implicit anti-Black bias as compared with bias observed previously at the same institutions and in the literature. In addition, there was evidence suggesting this drop in prejudice was due to exposure to Obama. For example, participants who strongly associated the category “Black” with qualities related to Obama (e.g. president) also responded with low levels of implicit prejudice. Using an experimental approach, we directly tested whether exposure to Obama would reduce implicit prejudice. However, because most of our participants had extensive exposure to Obama, we exposed some participants to negative Black exemplars prior to exposure to Obama. We anticipated that this would activate negative associations with Black people, increasing implicit anti-Black bias. Participants were assigned to one of three conditions where they were subliminally primed by negative stereotypical Black exemplars (e.g., OJ Simpson), subliminally primed by negative stereotypical Black exemplars followed by Barack Obama, or not primed with exemplars (i.e., control). Participants who were only primed with negative Black exemplars showed more implicit negativity toward Black people compared to the control group. Consistent with our expectations, participants who were primed first by negative exemplars then Obama responded with less implicit prejudice compared to the negative exemplar only condition. In addition, they exhibited levels comparable to the control condition. These findings indicate that even subliminal exposure to a positive, counterstereotypic exemplar can reduce implicit prejudice. In addition, these studies support the proposition that exposure to Barack Obama can significantly reduce levels of implicit racial bias among non-Black Americans.
I Remember It Well: Memories of the Obama Inauguration Attenuate Inequality Justifying Beliefs for Non-Minorities
Devin L. Wallace, Dorian C. Cowan

The Protestant work ethic (PWE) refers to the belief that success derives from hard work. Implicit in PWE are two disparate definitions of the concept. The current research focuses on the ‘justifier of inequality’ definition of PWE whereby minority groups and their presumed lack of hard work are blamed for their disadvantaged social status. We examined whether context would influence the justifier of inequality definition of PWE for Whites. As arguably the most famous exemplar of African American achievement, Barack Obama may encourage Whites’ endorsement of the justifier of inequality definition of PWE, as his success demonstrates that systemic barriers for minority groups are long past for those who work hard. Conversely, his image may bolster Whites’ association of African Americans with hard work, thus reducing their endorsement of the justifier of inequality definition of PWE. We tested these competing hypotheses. Data were collected from 60 White undergraduates from a large Mid-Atlantic university. Participants were assigned to a control condition or one where they recalled two memories of President Obama’s inauguration in January, 2008. We examined the correlation between PWE and colorblindness as an indicator of the justifier of inequality definition of PWE in these two conditions. Results revealed a significant correlation between PWE and colorblindness in the control group (r = .483, p<.001), but this relationship was attenuated in the inauguration prime group (r =.004, p =.983). This change in correlation was statistically significant, z = 2.79, p<.001. These results suggest that Barack Obama’s image influences Whites’ beliefs about social inequalities. We will report follow-up data which examine the impact of the Obama prime on African Americans’ endorsement of PWE as well as moderators of these relationships for both groups. This work overlaps with the conference theme by providing evidence that socio-political events influence attitudes about social justice and presumably care-giving, especially across social strata.

3:10 PM - 4:20 PM

Invited Panel Discussion

Building on SPSSI’s Public Policy Roots
Chair: Susan Dudley
Panel: Kay Deaux, Jutta Tobias, Christopher Woodside, Alexandra Rutherford

After years of deliberation, SPSSI moved its offices from Ann Arbor to Washington DC in 2001, in order to make SPSSI more central to the national policy process. In 2008, under the presidential leadership of Kay Deaux, SPSSI’s first task force on public policy activities – which later evolved into the public policy committee – was named. And in 2008 we hired a full-time staff member to help ensure that the “societal impact” goals set forth in our strategic plan can be met. Those goals are: to disseminate social science information to individuals and groups who could apply it in their organizations and daily lives; to increase understanding by policy makers and the public of key social issues in order to change attitudes, behaviors, and social systems; and to bring social science theory and evidence to bear to improve public policy across a wide range of social issues from the local to the global level in accordance with SPSSI’s guiding values. Panelists in this symposium will talk about SPSSI’s activist roots, its Michigan-to-Washington transition, its current capacities, and projects under development to establish SPSSI’s reputation among policy makers and advocacy organizations as a go-to resource for sound, scientific data on social issues. Presentations will be followed by open discussion with attendees about future directions for SPSSI’s policy efforts.

Invited Panel Discussion

Five Years Post-Katrina: Social Psychological Contributions to Community Caregiving
Chair: Geoffrey Maruyama
Panel: Glenn Adams, Jaime Napier, Janet Ruscher

In 2006, a series of articles on Hurricane Katrina were published in a special issue of the SPSSI journal, Analyses of Social Issues and Public Policy (ASAP). The articles addressed issues that arose in the aftermath of Hurricane Katrina—ranging from poverty to racism to the psychological and physical suffering experienced by New Orleans residents. The articles were united by a focus on what social scientists can contribute to understanding and preventing “human catastrophes when natural catastrophes occur” (Ruscher, 2006, p. 38). Five years after the storm, progress has been made in rebuilding and strengthening New Orleans, yet considerable challenges remain with regard to reducing prejudice and poverty and providing other types of community caregiving. In this panel discussion, three contributors to the ASAP special issue will discuss the role of social psychologists in continued efforts to care for the New Orleans community, as well as other communities plagued by natural disasters and other social problems. The discussion will focus on not only what social...
psychologists have contributed to date, but also on whether there is a disconnect between social psychological research and the needs of those in distressed communities. Are we, as SPSSI members, studying social issues in the best ways possible? Or are our efforts at engaged research poorly aligned with practical social issues? What can we do to maximize alignment between our research efforts and the needs of those in New Orleans and other communities in distress?

**Symposia**

*Chairs: Sean G. Massey, Ricardo Barreras*

*Discussant: Michelle Fine*

### Impact Validity as a Framework For Advocacy-Based Research

This symposium introduces a new framework for thinking about research from the standpoint of usable knowledge. These talks exemplify the intersection of science, activism/advocacy, and social change. They highlight the various decisions that have a bearing on the potential of research to have an impact on social problems with the goal of promoting a more systematic understanding of the various ways in which science is used to promote social and political change, including an understanding of social science’s role on all fronts (through media, activism, local institutions, community-based organizations, as well as in local, state, and federal government). The different presenters reflect on questions such as what types of data best support grass-roots activism or the mission of a non-profit advocacy/service agency; how can research best be framed to manipulate a particular political landscape and reduce ideological opposition to findings or recommendations; how is the demand for objectivity balanced against the reality of doing research in a political and value-laden context. Because all of these issues go beyond conventional notions of what determines good science (i.e., validity), we propose to expand existing notions of validity to include impact validity - the extent to which research has the potential to play an effective role in some form of social and political change or is useful as a tool for advocacy or activism. Impact validity is not intended here as replacement of traditional conceptions of validity (internal or external validity). We argue that in addition to considering traditional criteria for determining the methodological rigor of research, that it is also critical to consider the many related decisions that researchers make when working toward social change, decisions that are independent of questions of method or validity (internal or external). This symposium includes five talks (the last included at the end of this form). Each will be limited to 12 minutes. All participants are contributors to an issue of JSI on “Impact Validity” that is currently in process. The number of talks can be reduced if necessary.

### Parole and “Violent Offenders”: Examining the Impact of Participatory Research

*Carla Marquez, Michelle Fine, Kathy Boudin, William E. Waters, Mika'il DeVeaux, Felipe Vargas, Cheryl “Missy” Wilkins, Migdalia Martinez, Michael G. Pass, Sharon White*

Since 1995, there has been an “unofficial” practice of denying parole to people convicted of violent felonies in New York State, based primarily on the nature of the original crime. Without taking into consideration how a person has spent their time in prison to create personal change and “give back” to the community, this policy stance adversely affected the likelihood of parole for this subset of people, translating to many extra years spent behind bars. The ALUMNI Research Group, a participatory action research collective of 12 women and men with different experiences, skills and goals, designed a multi-method study to document the lives and transformations of 34 persons convicted of violent crimes, who served long sentences, many of whom had faced numerous parole denials before being released from prison. The ALUMNI Research Group identified six objectives for this project. Namely, we aimed to break the silence about violent crimes and humanize this group through their narratives. We also sought to track the costs (human, family, community, and financial) of both lengthy sentences and arbitrary parole practices and to challenge the myth that these practices improve public safety. In doing so, we sought to engage formerly incarcerated women and men as co-researchers on policies and lives about which they were experts. Our long-term goals were directed at affecting policy change, in terms of sentencing and parole decision-making for incarcerated/formerly incarcerated persons in general, but specifically for violent offenders still incarcerated. And, finally, in an effort to disseminate information, we planned to hold a series of public forums and legal conversations to challenge media accounts and shift public perception of “violent offenders”. This paper/talk focuses on our participatory design, the findings of the study, and the impact this research ultimately had on policy, the researchers, the scholarly community, and the public.

### Application of Empirical Research Findings in Public Health Advocacy: Focus on Maternal, Child and Reproductive Health

*Diana Romero, Amy Kwan, Wendy Chavkin*

There exists a tension within science as to whether including an advocacy agenda in research distorts the objective, impartial process that scientific inquiry is expected to pursue. Advocacy has been defined as the “application of information and resources to effect systematic changes that shape the way people in a community live,” with public...
health advocacy specifically aimed at reducing death or disability beyond clinical settings (Christoffel 2000). Supporters of research agenda that incorporate advocacy objectives argue that science is never truly objective, that is, the very questions posed reflect socio-political frameworks. A key issue then is how researchers can assert advocacy goals while staying true to the scientific process (Chapman 2001)? Within the context of empirical research, there is the expectation that advocacy undertaken by researchers be evidence-based. Thus, analogous to impact evaluation (which is conducted to assess the effect of a specific intervention), similar evaluation of advocacy can and should be undertaken to assess the impact of those activities. In this talk, we review our empirical work focusing on specific policies pertaining to maternal, child, and reproductive health, and how it has informed advocacy. We discuss several studies of ours where the questions posed reflect advocacy concerns, but the research methods utilized follow scientific conventions allowing for findings that were not always what we had anticipated. Finally, we enumerate the core elements of public health research that are needed to assess the impact of this and other evidence-based advocacy activities. These include: (1) methodologic considerations; (2) adequate resources to carry out “post-research/post-intervention” evaluations; and, (3) acceptance by scientific community that advocacy is an appropriate role to play.

Memoscopio: Producing usable and collectively owned knowledge about the World March for Peace and Nonviolence
Carolina Muñoz Proto, Marco Battistella, Carolina Villar Castillo

As a Project, Memoscopio sits at the intersection of activism, social research and advocacy. Rooted in the tradition of participatory action research, Memoscopio studies the significance of an international grassroots campaign titled World March for Peace and Nonviolence through an online archive of testimonios by 200 of its organizers and participants. In this piece, we reflect upon our attempt to design, implement and disseminate the findings of a research project that finds its validity not only in its social scientific qualities but also in its direct relevance and usefulness to the activist communities and to the international social movements and struggles that inspired it. More specifically, we discuss two interrelated questions: What is the role of the Memoscopio project in the development of an international campaign? What have been the key design and dissemination strategies that have helped us produce collectively owned knowledge that is useful to the activists and organizations linked to the World March as they advocate for the right to a peaceful life and educate the public about the possibility of a culture of nonviolence?

Housing First for Homeless Persons with Mental Illness: Program Innovation, Research, and Impact Validity
Ana Stefancic, Ronni Greenwood, Sam Tsemberis, Gareth Hagger-Johnson, Peter Hegarty, Meg Barker, Christina Richards

This presentation describes how research on the Pathways Housing First model transformed a radical program built on consumer choice into an evidence-based practice for ending homelessness among adults with psychiatric and dependency diagnoses. Using the concept “impact validity”, it highlights strategies that successfully combined research, program replication, knowledge dissemination, and advocacy to transform homeless interventions. Within the Pathways’ Housing First model, homeless adults receive independent apartments of their own scattered throughout regular apartment buildings in local communities. Comprehensive support services are provided by multidisciplinary Assertive Community Treatment or Intensive Case Management teams. Incoming clients do not have to demonstrate that they have achieved a period of sobriety in order to receive independent housing and continued housing is not contingent upon participation in psychiatric or substance use treatment. Three aspects of this model made it radical: it revolutionized the order in which services are delivered to homeless adults in the United States, it gave choice in services to consumers rather than service providing ‘experts’, and it incorporated a harm reduction approach. Housing First is based on the argument that once an individual has a home, they then have the necessary foundation from which they can address other life problems such as psychiatric symptoms or substance misuse. In this talk we will document several factors that enhanced the impact validity of Housing First research, increasing its ability to build a national commitment to end chronic homelessness, to change government funding streams, to change clinical beliefs about the limited capabilities of persons with mental illness, and to transform homeless intervention systems. This research was used to advocate for the Housing First approach and to convince not only critics, but also potential funders, including the Bush Administration, of the superiority of Housing First over the mainstream model that focused on developing consumers’ “housing readiness”.

Symposia
Chair: Kimberly Barsamian Kahn

Shades of Race: Emerging Perspectives on Phenotypic Stereotypicality Biases

Though most intergroup research focuses on discrimination between racial groups, discrimination within racial groups can occur based on phenotypic stereotypicality (i.e., the extent to which individuals possess physical features that are typical of
their stigmatized group). Research has shown that group members who are high on phenotypic stereotypicality encounter more bias than group members who are low on phenotypic stereotypicality. This symposium highlights the emerging work on such biases. First, Kahn and Davies examine the effect of phenotypic stereotypicality from the target’s perspective. They find that Black stereotypicality moderates stereotype threat for Blacks, such that high stereotypical Blacks experienced more stereotype threat than low stereotypical Blacks on a difficult GRE exam. Next, Osborne and colleagues show that stereotypically Black crimes cause eyewitnesses to remember a suspect as appearing higher in phenotypic stereotypicality than stereotypically White crimes. Their study demonstrates that phenotypic stereotypicality can be a dependent variable. Lastly, Dukes and colleagues ask whether phenotypic stereotypicality biases are evident for Black females. The picture for Black females is less clear, suggesting that its absence may stem from their relative invisibility in the Black stereotype. Together, these papers refine our understanding of how, where, and for whom phenotypic stereotypicality influences racial bias.

The Impact of Black Phenotypic Stereotypicality on Stereotype Threat
Kimberly B. Kahn, Paul G. Davies

Stereotype threat refers to the added pressure that stereotyped individuals experience in situations in which their behavior may confirm a negative group stereotype (Steele & Aronson, 1995). Under threat conditions, individuals try to avoid being judged based on negative stereotypes and subsequent performance is impaired. The current studies examined whether Black phenotypic stereotypicality (e.g., the degree to which an individual possesses prototypical Black physical features such as dark skin, a broad nose, and thick lips) influence stereotype threat for Blacks. Because they are the target of negative stereotypes more than low stereotypic Blacks (e.g., Eberhardt et al., 2004; 2006), high stereotypic Blacks should experience increased pressure to avoid being evaluated via negative stereotypes and therefore experience stronger stereotype threat. In Study 1, Black and White participants were given a difficult GRE verbal exam that was described as either diagnostic of intellectual ability (stereotype threat condition) or non-diagnostic of ability (non-threat condition). Photographs of the participants were taken post-test and rated for Black stereotypicality. As predicted, regression analyses showed that high stereotypic Blacks performed significantly worse on the exam under stereotype threat conditions than did low stereotypic Blacks. White participants were unaffected by the stereotype threat manipulation. In Study 2, we test whether distancing from the negative racial stereotype mediates the effect of stereotypicality on performance. Overall, these studies suggest that, in addition to between group differences, within group differences in phenotypic stereotypicality impact stereotype threat. Blacks are differentially vulnerable to stereotype threat depending on their physical appearance. Intervention work should focus on reducing stereotype threat for high stereotypic Blacks in particular.

The Face Remains the Same? Criminal Stereotypes Affect Eyewitness Identification
Danny Osborne, Paul G. Davies, Jennifer L. Eberhardt

Despite the intergroup nature of the criminal justice system (Eberhardt, Davies, Purdie-Vaughns, & Johnson, 2006), no studies have looked at the impact racial stereotypes have on eyewitness identifications. This is unfortunate, as past research demonstrates that people remember information in a stereotype-consistent manner (Roediger & McDermott, 1995). As such, different racial stereotypes about the assumed race of criminals associated with different crimes could systematically influence eyewitness identifications. Specifically, stereotypically “Black crimes” could cause eyewitnesses to remember a suspect as appearing more phenotypically representative of Blacks (i.e., higher in perceived Black stereotypicality) than stereotypically “White crimes.” The current program of research conducted three studies that test this possibility. In Study 1 (N = 33), we demonstrate that different racial stereotypes exist about the assumed race of criminals suspected of committing different crimes. Study 2 (N = 116) builds on this finding and shows that, despite watching the same video, participants led to believe that they saw a suspect accused of a stereotypically Black crime remember the suspect as appearing higher in perceived Black stereotypicality than participants led to believe that they saw a suspect accused of 1) a stereotypically White crime or 2) a control event. Finally, Study 3 (N = 119) provides a conceptual replication of this finding using different crimes and shows that the effect is due to errors that occur during the encoding (as opposed to retrieval) process. This research has important implications for eyewitness identifications and also suggests that stereotypicality can function as a dependent variable.

Invisibility or Insensitivity? Afrocentricity and Perceptions of Black women
Kristin N. Dukes, Keith B. Maddox

Research exploring racial phenotypical bias (Maddox, 2004) suggests that of Blacks with more Afrocentric features are stereotyped to a greater degree than Blacks with fewer Afrocentric features (e.g., Blair, et al., 2002). However, this research has largely focused on judgments of male targets. Does this bias apply to judgments of Black women? More broadly, social psychological research on racial stereotypes research has both implicitly and explicitly focused on Black males, virtually rendering Black women “invisible” (Purdie-Vaughns & Eibach, 2008). This approach assumes, perhaps incorrectly, that the same cultural stereotype applies to both Black men and women (c.f. Eagly & Kite, 1987).
In Experiments 1 and 2, participants rated photographs of Black women on traits related to the cultural stereotype of Blacks. The results showed some evidence of racial bias, but little evidence of phenotypicality bias. In Experiment 3, participants reported their knowledge of the cultural stereotype of Blacks as a function of gender. The findings suggest that stereotypes of Black men and women differ in significant ways. We conclude that failures to find evidence of racial phenotypicality bias toward Black women may stem from their relative invisibility in the Black cultural stereotype as assessed in the literature. This invisibility contributes to relatively insensitive measures of bias toward Black women. We discuss evidence supporting an alternative framework for thinking about stereotypic representations of Black women.

15 Minute Presentations

Mentors' Emotional Intelligence and Protégés' Self Efficacy, Identity and Accomplishments
Melissa L. Bayne, Faye J. Crosby

Developmental relationships occur when one person dedicates himself or herself to helping in the development of another, generally less experienced person. One of the most intensively studied developmental relationships is mentoring. Mentor relationships can serve as a powerful and beneficial resource to both members of a helping dyad (Allen, Eby, Poteet, Lentz, & Lima, 2004). Although not all mentoring experiences are positive (Clark, Harden, & Johnson, 2000), several empirical studies have documented that students who have mentors perform better than students who have no mentors (Bayne & Muller, 2008). Why do mentoring relationships benefit students? Some have proposed that the salutary effects of mentoring derive from the fact that good mentors help build students’ sense of self-efficacy and their identities (Berman, Blake-Beard, Hunt, & Crosby, 2007). Especially when they are studying technical fields, students who identify as scholars and scientists and students who feel efficacious may persist in their studies more than others and may thus reach greater levels of achievement. What makes one individual or another especially good at building a sense of efficacy in others? Perhaps emotional intelligence is the key. Our paper presents the results of a survey of over 200 students enrolled in an introductory psychology course. The data are analyzed to see if students’ sense of efficacy as a researcher, their identity as young scholars, their commitment to psychology, and their class performance relate to their assessments of the instrumental and psychosocial mentoring given to them by their course assistants. The data are also analyzed to see if there is concordance between the ratings of mentors (course assistants) and protégés (enrolled students) of the mentors’ emotional intelligence and if either rating bears a reliable relationship to other variables in the study.

Caring About College Success: Academic, Financial and Cultural Strategies
David A. Dowell, Vincent Novack

The California State University, the largest public university system in the United States, has launched “Access to Excellence,” aimed at raising graduation rates and closing achievement gaps for low income and underrepresented students. Success in college is influenced by many factors and there are many potential improvement approaches. It is reasonable to consider three broad approaches: support for academics, financial support, and support for diversity. Most obviously, success in college is related to academic preparation and competencies. Financial issues are very significant as described in a recent Gates Foundation report. Achievement gaps suggest that support for diverse students plays a significant role. The relative importance of these factors could vary in local contexts or over time. In undertaking such a large scale effort with limited resources, university leaders must select a mix of effective strategies for current local contexts — not a simple decision. This project examines these broad factors, testing three hypotheses: 1. Controlling for academic preparation and financial factors, cultural factors are associated with college retention rates. 2. Controlling for cultural factors and academic preparation, financial factors are associated with college retention rates. 3. Controlling for cultural factors and financial factors, academic preparation is associated with college retention rates. The presentation will report tests and repliclications of these hypotheses in multiple large samples (3,000-4,500) of freshmen entering California State University Long Beach between 1999 and 2005. Academic preparation is measured by SAT, and English and Math placement scores. Cultural factors are measured by self-reported ethnic status (the campus is 69% minority). Financial factors will be measured by Pell grant eligibility. Analyses test hypotheses and examine the proportion of variance associate with respective regression coefficients. Results have theoretical and practical significance, particularly in guiding investment of major university resources into efforts to boost graduation and retention efforts.

Serving Those Who Have Served: Understanding Military Veterans Returning to College
Christina Schendel

As the New GI Bill took effect August 1, 2009 and offers significantly better monetary benefits for education, it is expected that college campuses will begin to see more post 9/11 veterans and military personnel. Research by The American Psychiatric Association (2009) has shown that more than one third of military members returning from war report experiencing symptoms of anxiety and feelings of depression at least twice a week. While several surveys have examined the mental health issues of returning veterans, to date, no studies have examined what issues returning
and conflict. We argue that people vary in the degree to which religion influences their worldview and that this individual impact people's worldviews. Although religion has many positive implications, it is also associated with intergroup tension by providing people with a moral code, knowledge about the world, and a sense of meaning in life, religion can strongly

Joanna Goplen, E. Ashby Plant

Religious Prejudice as a Religious Worldview Threat

Warmth are observed to have some significant predictions on children's overall well-being. Parental religiosity and the family's religious environment as well as the parental activities (rated by the teacher), (g) internalizing problem behavior of the child such as the apparent presence of anxiety, (rated by the teacher), (f) externalizing problem behaviors of the child such as acting impulsively and disturbing ongoing teacher), (e) interpersonal skill of the child such as maintaining friendships such as comforting or helping other children frequency of arguing with others, (c) self-perceived popularity among peers, (d) the child's ability to self control (rated by the teacher), (e) interpersonal skill of the child such as maintaining friendships such as comforting or helping other children

Data from the Early Childhood Longitudinal study (ECLS-K), collected from the U.S. Department of Education, are analyzed to examine child positive development in the following areas: (a) self-perceived internalizing problem behaviors such as sad, lonely, frustrated, and worrying about school and friendships, (b) self-perceived externalizing problem behaviors such as the frequency of arguing with others, (c) self-perceived popularity among peers, (d) the child's ability to self control (rated by the teacher), (e) interpersonal skill of the child such as maintaining friendships such as comforting or helping other children (rated by the teacher), (f) externalizing problem behaviors of the child such as acting impulsively and disturbing ongoing activities (rated by the teacher), (g) internalizing problem behavior of the child such as the apparent presence of anxiety, loneliness, low self-esteem, and sadness. Parental religiosity and the family's religious environment as well as the parental warmth are observed to have some significant predictions on children's overall well-being.

Jee Young Noh

Linking Religion, Maternal Warmth, and Well-Being in Children

Is family religious behavior a blessing or bane to children’s well-being? And how does maternal warmth mediate such association between religion and the positive development of children? While there is increasing empirical evidence that religion has a constructive effect on mental health of adults, research on the influence of religion on children’s well-being has been sorely lacking. Moreover, few researches explain the relation between religious home environment and warm parenting and their combined contribution to children’s positive developmental outcomes. Using nationally representative data to explore such findings, the author seeks to investigate a joint contribution of family religious environment and maternal warmth to the several different dimensions of psychological development and social adjustment in early childhood. Data from the Early Childhood Longitudinal study (ECLS-K), collected from the U.S. Department of Education, are analyzed to examine child positive development in the following areas: (a) self-perceived internalizing problem behaviors such as sad, lonely, frustrated, and worrying about school and friendships, (b) self-perceived externalizing problem behaviors such as the frequency of arguing with others, (c) self-perceived popularity among peers, (d) the child’s ability to self control (rated by the teacher), (e) interpersonal skill of the child such as maintaining friendships such as comforting or helping other children (rated by the teacher), (f) externalizing problem behaviors of the child such as acting impulsively and disturbing ongoing activities (rated by the teacher), (g) internalizing problem behavior of the child such as the apparent presence of anxiety, loneliness, low self-esteem, and sadness. Parental religiosity and the family’s religious environment as well as the parental warmth are observed to have some significant predictions on children’s overall well-being.

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By providing people with a moral code, knowledge about the world, and a sense of meaning in life, religion can strongly impact people’s worldviews. Although religion has many positive implications, it is also associated with intergroup tension and conflict. We argue that people vary in the degree to which religion influences their worldview and that this individual

15 Minute Presentations

Dropout and Truancy Prevention within the Context of a Paradigm Shift

Carl Kluglen

In a small, rural, impoverished community, we have embarked on a community and school-wide paradigm shift based upon the empirically derived 40 Developmental Assets (Search Institute, 2004; http://www.search-institute.org/), as well as a comprehensive dropout and truancy prevention intervention. Our paradigm shift has been to promote the 40 Developmental Assets and to adopt the mantra “Every Youth Matters; One Youth at a Time.” We have a Positive Youth Development Associate Coordinator in the school, and we promote the assets at every opportunity. We assess the well-being of all students on a regular basis. We have gone from very few student activities besides athletics, to over 100 activities before, during and after school. Our systemic dropout and truancy prevention intervention has focused on tightening up the attendance policy, enforcement, and tracking every student on a monthly basis. Any student missing more than five days, consecutive or nonconsecutive, excused or unexcused, is carefully reviewed, and is eligible to be brought before the District Magistrate. In the past, very few students were ever seen by the District Magistrate, even though a number of students were very truant. Initially we increased the number of court hearings, but we have had such a reduction in truancy that there is no longer a need for as many hearings. In the past four years, we have reduced truancy an average of 57.7%, extreme truancy an average of 71.2% and dropouts by an average of 58.7%. Using a conservative estimate of what a dropout costs society ($388,000; Cohen, 1998), we have saved 12 million dollars based upon interventions that have cost less than $100,000 per year, for a cost-benefit ratio of $30 savings for every dollar spent.

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difference may have important implications for understanding religious prejudice. For people with strong religious worldviews (RWV), religious outgroups may threaten their foundational beliefs and approach to the world, which may heighten outgroup antipathy and avoidance. To examine these ideas, we developed and validated a measure of RWV and then assessed the role of RWV in religious prejudice. We found that RWV was related to more negative attitudes toward religious outgroups. In addition, RWV was positively related to decreased support for science and increased support for harsh interrogation tactics of Islamic terrorist suspects, indicating the possible use of strategies, including outgroup aggression, to manage threats to a strong RWV. In an experimental study, we manipulated whether Christian participants anticipated engaging in an interaction with an Atheist, Christian, or control (no religion) person and then assessed participants’ feelings about the upcoming interaction. The Atheists were liked the least by all of our Christian participants. However, desire to avoid interacting with the Atheist depended on the participants’ level of RWV but not on a more general measure of religiosity. Consistent with a desire to protect their worldview, people with a strong RWV were more eager to avoid interacting with the Atheist than people with a weak RWV. RWV did not affect the desire to avoid interacting in the other conditions. The implications of these findings for the maintenance of interfaith prejudice and aggression are discussed.

Religion and Conscientious Objection: Pharmacists’ Willingness to Dispense Medications
Laura A. Davidson, Clare Pettis, Amber Joiner, Daniel Cook, Craig Klugman

Some US states allow pharmacists to refuse to dispense medications to which they have moral objections, and federal rules for all health care providers are in development. Although the health professions have long recognized physicians’ and nurses’ right to conscientious refusal, extension of this right to the pharmacy profession has remained controversial. The purpose of this paper is to identify, among a sample of pharmacists practicing in Nevada, whether pharmacists’ religious affiliation and other demographics might influence their willingness to dispense or transfer five controversial medications to patients 18 and older: emergency contraception, medical abortifacients, erectile dysfunction medications, oral contraceptives, and infertility medications. Of the 668 pharmacists who participated, approximately 5.8% indicated that they would refuse to dispense and refuse to transfer at least one medication. In multinomial logistic regression analyses, religious affiliation significantly predicted pharmacists’ willingness to dispense emergency contraception and medical abortifacients, while age significantly predicted pharmacists’ willingness to distribute infertility medications. Evangelical Protestants, Catholics and other religious pharmacists were significantly more likely to refuse to dispense at least one medication in comparison to non-religious pharmacists. These findings suggest that a small minority of pharmacists is occasionally willing to violate state laws that require pharmacists to fill all valid prescriptions and the ethical guidelines issued by the American Pharmacists Association to conscientiously refuse to fill a prescription. Awareness of the influence of religion in the provision of pharmacy services should inform health care policies that appropriately balance the rights of patients, physicians, and pharmacists alike. The results from pharmacists may suggest similar tendencies among other health care workers, who may be given latitude to consider morality and value systems when making clinical decisions about care.

Interactive Discussion
Community Based Action Research: SPSSI Hits the Road
Michaela Hynie, Susan Opotow, Michelle Fine, Amy Marcus-Newhall, A.J. Franklin

In August 2009, the conference organizers for the SPSSI program at the meeting of the American Psychology Association’s meeting in Toronto, Canada organized a pre-conference on Partnerships on Social Issues for Social Change. This pre-conference was planned in partnership with 10 other APA divisions, and focused on learning about the challenges and benefits of partnerships between clinicians, researchers, community agencies and community members. Of particular importance was emphasizing the perceptions and experiences of the community members, and situating these experiences in the community members’ neighbourhoods. The organizers also commissioned a brief educational documentary of the event. The purpose of this discussion is threefold: 1) to highlight the themes that emerged during the day’s events, which were captured in written submissions to the SPSSI newsletter and in the documentary; 2) to discuss the future of using these kinds of pre-conferences as a kind of experiential education about both the communities SPSSI visits during their conferences, and the kinds of research engaged in by these communities; and 3) to discuss how best to showcase the documentary to ensure that it is a useful learning tool for those interested in conducting, or learning about, community based research. The 20 minute documentary will be shown as part of this discussion, and all participants in the pre-conference are invited to attend and share their own perceptions and observations.
Law & Order, Life & Death, Black & White: Racial Disparities in Justice

Perhaps the most grave responsibility entrusted to the American criminal justice system is that of making life and death decisions. These decisions involve many players across the criminal justice system – police officers, judges, juries, and even public opinion, insofar as it shapes policy. It is universally agreed that there is no room for bias in these life and death decisions. Yet, this symposium reveals that when it comes to race, justice is far from blind. By identifying when and how individuals’ race plays into whether they live or die, these talks apply contemporary social psychology to some of the most pressing issues facing the American justice system. In the context of policing, Jackson and Goff find that Black children are less likely to be viewed as children, and thereby afforded fewer associated protections, leaving them subject to increased violence at the hands of police officers. Kahn and Davies find that African Americans high in phenotypic stereotypicality disproportionately receive the brunt of shooter bias (i.e., are more likely to be shot when unarmed). Moving into the courtroom, Martin, Kahn and Glaser demonstrate that racial attitudes and concern with wrongful conviction may result in greater caution with White defendants, while the availability of the death penalty for sentencing increases conviction rates for Black defendants. Finally, Rattan et al. find greater public support for sentencing juveniles to life in prison without the possibility of parole (effectively sentencing them to die in prison) for Black (vs. White) children. Together, these talks raise important issues about the meaning, application, and objectivity of American justice. By identifying where racial bias infringes upon justice, these talks provide a forum for the vital discourse among social psychology, law, and policy on how to address such stark differences. This, after all, is a matter of life and death.

The Essence of Innocence: Consequences of Dehumanizing Outgroup Children

Matthew Christian Jackson, Phillip Atiba Goff

It is difficult for most people to imagine a truly evil child. Data across three studies suggests that not only is childhood an essentialized category, but that a consequence of intergroup dehumanization is the denial of childhood (and its attendant traits) to outgroups. Specifically, three studies demonstrate that the dehumanization of Black children obscures oft-essentialized characteristics of children, such as innocence and the right to protection. Study 1 provides evidence that children are seen as an essentialized category, and demonstrates the perception that there exists a need to protect the innocent, whether the targets be animals or children. In Study 2, presenting children as criminal suspects led undergraduate observers to overestimate the age of Black (but not White) youth and prescribe harsher penalties for the Black suspects—denying Black youth their childhoods and the protections it might afford them. Study 3 demonstrated similar patterns in police officers, which lead to increased violence directed towards Black youth, relative to White youth, in real-world policing contexts. Taken together, these data suggest the importance of dehumanization to the study of justice in the lives of children. Without such consideration, the lives of the most vulnerable may be rendered forfeit, before they have truly begun.

Differentially Dangerous? Phenotypic Racial Stereotypicality Increases Shooter Bias

Kimberly B. Kahn, Paul G. Davies

Police shootings of innocent Blacks have spurred research on “shooter bias,” the phenomenon in which the stereotypic association of Blacks with danger influences decision-making in “shoot/don’t shoot” situations (see Correll, Park, Judd, & Wittenbrink, 2002). The current studies investigate whether phenotypic racial stereotypicality can exacerbate racial bias in these split-second decisions. Because of their greater association with stereotypes linking Blacks with danger, it is hypothesized that high stereotypic (HS) Blacks (i.e., those with darker skin, broader noses, and fuller lips) will experience more shooter bias than low stereotypic (LS) Black or White targets. In two studies, non-Black (Study 1) and Black (Study 2) participants completed a quick shoot/don’t shoot videogame, in which target stereotypicality (HS Black, LS Black, White) and object type (neutral, gun) were manipulated. Errors (incorrectly shooting an unarmed target and incorrectly not shooting an armed target) were measured. Results confirmed that HS Black targets elicited stronger shooter bias than LS Black targets or White targets. Specifically, a lower shooting criterion was adopted for HS Black targets, resulting in more pronounced shooter bias levels. Results suggest that phenotypic stereotypicality of potentially hostile targets can increase the accessibility of stereotypes linking Blacks with danger, intensifying racial bias in decisions to shoot. Further, Black participants displayed similar levels of bias against high stereotypic Black targets as non-Black participants, providing initial evidence that racial stereotypicality biases may operate at potentially implicit levels against their own group members. Additional implications for stereotypicality research and policing are discussed.
Sentence Severity, Defendant Race and Concerns over Wrongful Convictions and Acquittals
Karin Martin, Kimberly Kahn, Jack Glaser

The effect of sentence severity, defendant race and racial attitudes on concern for wrongful convictions and acquittals (Type I and Type II errors, respectively) was examined. A survey-embedded experiment with a nationally representative sample presented respondents with a triple murder trial summary, manipulating the maximum penalty (death penalty vs. life without the possibility of parole) and the race of the defendant (Black vs. White). Glaser, Martin, & Kahn (2009) found that Black defendants are more likely to be convicted in a capital case. The present analysis examines respondents’ expressed concern with General and Specific Type I error (wrongful conviction) and Type II error (wrongful acquittal) – where “General” refers to concerns about errors in the abstract and “Specific” refers to concern in terms of the case summary about which a decision was made. Items on the Symbolic Racism 2000 Scale (Henry & Sears 2002) were used to measure racial attitudes. Those expressing more negative attitudes toward Black people were more likely to express significant concern with Type I General and Type II Specific Error for White defendants than for Black defendants. Taken together with the previous finding, these results suggest that racial attitudes and willingness to convict may be more indicative of the exercise of increased caution with White defendants than of increased punitiveness toward Black defendants.

Locked Up for Life: Racial Bias in Juvenile Life Sentences
Aneeta Rattan, Cynthia S. Levine, Jennifer L. Eberhardt, Carol S. Dweck

All defendants ever sentenced at age 13 or 14 to life in prison without the possibility of parole (for crimes in which no one was killed) are Black. Although the Supreme Court is currently reviewing the constitutionality of such sentences – essentially sentences to die in prison – Court transcripts reveal that no one has posed the question of whether race matters. Instead, the key question posed by the Court is whether or not juveniles can change. We hypothesized, however, that these two concepts – race and beliefs about juveniles’ ability to change – are inherently connected. We presented a national sample of White Americans with facts based upon the actual cases before the Supreme Court (i.e., that a 14-year-old had brutally raped an elderly woman). We manipulated just one word – whether the juvenile defendant was described as Black or White. When the juvenile was described as Black (vs. White), participants saw him as significantly less capable of reform and as having a level of culpability more equal to an adult’s. In other words, participants perceived the Black juvenile as more fixed than the White juvenile. Moreover, when the juvenile was described as Black, participants expressed significantly more support for life in prison without the possibility of parole sentences (for cases in which no one was killed). Beliefs about fixedness mediated support for sentencing. Thus, our studies illustrate that, regardless of whether juveniles actually can change or not, beliefs about Black juveniles’ ability to change have a profound effect on attitudes towards these sentences. Our results have both important theoretical implications and direct legal implications, suggesting that perceptions of Black juveniles’ inability to change may prevent a “case by case” approach from yielding an equal application of the law.

Symposia
Chair: Anne Galletta
Discussant: Monique Guishard

Volunteerism, “Fieldwork”, and Activism: Overlapping Dimensions, Lingering Questions

Reflecting the social science literature on volunteering (Snyder, 2009), action research (Lewin, 1948), popular education (Freire, 1970), and arts-based education toward transformative change (Freedmen, 2007), our symposium will examine overlapping dimensions of participation across three research projects. All three projects involved school-university and/or school-public agency partnerships within a Midwestern metropolitan region, relating to the following activities: volunteering in the wake of Hurricane Katrina by high school students; engaging middle and high school youth in participatory action research by teacher candidates; and drawing high school students into a study of key transitional experiences of youth emerging from a storytelling project. The panel will explore the impact of civic participation at the individual level, such as strengthening a sense of agency (McIntyre, 2006), developing cultural fluency (Glazier, 2004), nurturing leadership (Northouse, 2010), and building/extending social networks (Putnam 2000, 2007). At another level it will attend to the extent to which the projects (representing a continuum of participatory voluntarism) produced change at a broader institutional, social, or systemic level. Finally, the panel will offer reflections on how project participants understood their participation in these projects, exploring how participation may emerge from a critique of an existing set of conditions or relationships (Cammarota and Fine, 2008; Guishard et al., 2005) or may ultimately contribute to an emerging critical consciousness, along with a vision for alternative possibilities. In the spirit of the Society for the Psychological Study of Social Issues, the panel will extend the discussion to particular dilemmas this work presents, including the potential for tensions...
when voluntary work shifts more deeply into activism, disrupting boundaries within institutions between volunteers and those in positions of authority, as well as the way in which such voluntary or semi-voluntary efforts may camouflage tears in social fabric and thus impede broader legal and policy action.

**Katrina’s Young Adult Crisis Volunteers: Bridging and Bonding Across Cultures**  
*Jessie Baginski*

In August of 2005, Hurricane Katrina shattered homes and property along the Gulf Coast and the City of New Orleans, leaving thousands of lives, careers and communities in splinters. Unlike the terrorist attacks of September 11, 2001, skill sets for volunteers to this crisis were broadened beyond medical and safety professionals to include average citizens who could serve in shelters, clear debris, and rebuild homes. Across the nation, thousands of college students volunteered over spring and summer breaks to provide meaningful service within the boundaries of their homeland through service organized by educational institutions and churches. This project explores the journey of one team of volunteers, typically not covered – high school volunteers accompanied by adults. It reflects on the mentoring and modeling relationships between adult and student volunteers. The study considers the existing social capital of the students prior to the experience and how that influenced their preparedness and sense of agency in deciding to serve on a relief team in June of 2006. It explores the development of cultural connectedness between citizens at opposing ends of the country, the rends in social fabric they discovered, and the need for emerging adults to understand leadership through the lens of the powerless (Bies, 1996). It further reflects the role of the media in developing perceptions of the people they would serve and compares that perception to their experiences. In advancing the concept of participatory research, two participant students led the development of the study to engage fellow volunteer cohort members in discussions of personal efficacy, social justice, activism and reflection on the role and value of citizen engagement in times of crisis.

**Constructing Realities: Youth Activism through Artmaking and PAR**  
*Vanessa Jones*

Poor, failing, urban school districts often serve marginalized groups of people, making decisions for educational policies and practices with little to no input from its constituents, particularly the youth. Civic agency is considerably absent in the curriculum and after-school programming in urban educational settings (Kahne & Middaugh, 2008). This paper highlights an arts-based initiative blending storytelling and participatory action research, critical in terms of student agency, inquiry, citizenship, and educational and social change. The project involved youth in storytelling activities including poetry and filmed spoken word performances focused on mapping out and highlighting major transitions occurring in the lives of youth in and outside of school in order to inform community and educational policy makers of the realities of young people. Embracing transformational arts education pedagogy, artmaking becomes an important medium for students to explore the relationship between their lives, school, and society (Freedmen, 2007). The paper will underscore how the arts activities challenged the young people to confront transitions in their lives, take ownership of the agency they possess to tell their stories, and inform others while reflecting on what can be learned from these moments. Finally, the paper highlights the dimensions of the arts and PAR as vital to youth development and their experience of creativity and agency and central to inquiry, collective action, and transformative change.

**Human Relations Development through PAR, Engaged Learning, and Cultural Competence**  
*Carmine Stewart-Burkette*

This paper discusses the findings from a study of a project designed to provide a fieldwork opportunity for teacher candidates. The fieldwork component sought to stretch the imagination of teacher candidates in areas related to teaching and learning, arts and technology, youth inquiry and activism, and school-community-university partnerships. A related project goal was to provide after-school educational opportunities for high school and middle school students in the partnering district. The project setting was an urban district, noted for its high level of child poverty, in the Midwest. The paper focuses in particular on the effort to nurture productive relationships among the three groups of students, diverse by age, school, race and ethnicity, gender, and life experience. It discusses the use of reflective sessions and activities, designed to address tensions that frequently emerge in collaborative settings that bring together individuals from diverse backgrounds. It also examines the unplanned relational building throughout the project – the ways in which students grew “in the company” (Glazier, 2004) of each other. The paper includes findings from the teacher candidates’ journals, conversations, and focus group responses as they relate to the development of teacher candidates’ cultural competence and their understanding of the benefits and dilemmas of engaging with youth in participatory action research (McIntyre, 2006; Rodriguez, 2009). In addition, it considers the response by middle and high school students toward the project and, more broadly, the opportunities and constraints inherent in involving youth in inquiry, citizenship, human relations development, and educational change.
Understanding Mental Health in Post-Katrina New Orleans: A Multi-Level Approach

The present symposium examines mental health and psychological well-being in post-Katrina New Orleans with a special focus on the impact of the disaster on psychological functioning. As the five-year anniversary of Katrina approaches, this symposium presents emerging research on how the disaster affected mental health through processes that operate at the individual, dyadic, community, and institutional levels. The first talk will examine the relationship between individual’s perceptions of racism in Katrina-related events and mental health among both Black and White community residents of New Orleans. The second talk examines the unique dynamics of shared traumas such as Hurricane Katrina by demonstrating that social supporters can be vicariously traumatized by listening to a victim’s trauma narrative. The third talk focuses on the relationship between community esteem and psychological well-being among New Orleanians, highlighting the critical role of empowerment. The final talk focuses on access to mental health services and service delivery with a special focus on how school-based interventions impact children’s mental health. Collectively, this series of talks suggests that disaster’s can affect mental health and well-being through multiple processes operating at different levels.

Perceived Racism in Hurricane Katrina-related events: Implications for Mental Health

Alison Blodorn, Laurie O’Brien

While past research has demonstrated that perceptions of racism against one’s ethnic group can result in negative mental health outcomes (e.g., Klonoff, Landrine, & Ullman, 1999), it is less clear how perceptions of racism against ethnic minorities affect members of the ethnic majority. The present research seeks to demonstrate that perceptions of racism are related to negative mental health outcomes for both White and African Americans. The current research examines perceptions of racism in the immediate aftermath of Hurricane Katrina and mental health outcomes (i.e., psychological distress) among a sample of participants highly impacted by the disaster—community residents of New Orleans. Additionally, the present research seeks to illuminate the differing mechanisms through which perceptions of racism relate to mental health outcomes for White and African Americans living in post-Katrina New Orleans. Among African Americans, it is hypothesized that the relationship between perceptions of racism in Katrina-related events and mental health outcomes will be mediated by threat appraisals. For White Americans, on the other hand, it is hypothesized that the relationship between perceptions of racism in Katrina-related events and mental health outcomes will be mediated by feelings of collective guilt. Results suggest that perceiving racism against ethnic minorities can have important mental health implications for both ethnic minority and ethnic majority members but for differing reasons; for African Americans threat appraisals are key in determining whether perceptions of racism in Katrina-related events will result in psychological distress, while for White Americans feelings of collective guilt are key in determining whether perceptions of racism in Katrina-related events will result in psychological distress. The uniqueness of perceptions of racism in Katrina-related events is discussed, as well as implications for future research outside of the scope of Katrina-related events.

Disasters and Mental Health: When Support Providers are Simultaneously Victims

Alyssa Boasso, Samantha Morrison, Margaret Dempset, Stacy Overstreet, Janet Ruscher

Shared traumas, especially community disasters, produce a unique dynamic in the victim-social supporter relationship. While victims may be seeking an opportunity to process their trauma, social supporters who are simultaneously victims may also be seeking a means to disclose and process; thus shared traumas may obviate support-givers simply providing validation and a sympathetic ear. The disclosure of a mutual trauma narrative and the empathetic engagement of the interaction partners (i.e., the victims/social supporters) may negatively impact mental health, specifically the maintenance of Posttraumatic Stress Disorder. Consistent with the limited research on social support and community trauma as well as on critical incidents stress debriefing, our findings indicate that talking about and listening to fellow victims may exacerbate rather than alleviate negative symptoms. A sample examined 6 months post-Katrina, for example, found that talking about the trauma, an aspect of approach coping generally regarded as healthful, may in fact vicariously traumatize (i.e., positively impact PTSD symptoms) those who are low in trauma exposure relative to individuals high in exposure. In an experimental study with a sample 4 years after Katrina, we demonstrated a causal relation among listening to another victim’s trauma story, PTSD symptoms, and increased levels of anxious arousal. Adding to the initial findings regarding the costs of trauma sharing, we found that participants higher in PTSD symptoms were increasingly reactive to a shared trauma narrative where the person sounded distraught compared to a shared trauma narrative in which the speaker sounded relatively recovered. Results provide preliminary evidence that the nature of shared trauma and the victim-supporter relationship, while offering solace through validation of shared experiences, may impede recovery by maintaining PTSD symptoms via the perpetual sharing of emotional stories and the subsequent induction of anxious arousal.
Community Esteem, Empowerment, and Well-Being among New Orleanians
Blake Clark, Aaron Kottke, Caitlin Ward, Lisa Molix

The psychological and physical health statistics of Louisiana residents are traditionally among the worst in the United States. In New Orleans, disparities in health have been exacerbated by disasters, such as Hurricane Katrina, which nearly destroyed the one of the most important resources of the city – its communities. Bringing together theory and research on community esteem, empowerment, and disparities in overall health, the present study is part of a program of research examining the role of a variety of psychosocial variables in predicting well-being. Specifically, this study examined the ways in which community esteem and empowerment relate to physical and psychological well-being in a sample of New Orleans citizens. The results show that higher levels of community esteem is associated with greater empowerment as well as positive well-being. Further, empowerment mediated the relationship between community esteem and psychological well-being. The results also suggest this pattern of relationships varies by social status and perceptions of social capital.

Children, Disasters, and Mental Health
Berre Burch, Stacy Overstreet

Natural disasters have widespread and devastating effects including property damage, economic loss, displacement, and death. These consequences tax children’s coping abilities and in the most extreme forms have a serious impact on mental health. Hurricane Katrina, the levee failure, subsequent flooding, and a number of the secondary stressors that followed (e.g., displaced family members and peers) are no exception. In the wake of the storm and the many challenges that followed, rates of mental illness among school-aged children in New Orleans grew to more than double the national average (Osofsky, 2006; US Department of Health and Human Services, 1999). This spike in the need for mental health services was compounded by a dearth of service providers resulting from a lack of personnel, facilities, and infrastructure to accommodate the increased level of need (Bendsen et al., 2007). Large-scale analyses on the status of children’s mental health service delivery in our country identify school-based mental health services as one mechanism through which the disparity in access to mental health services can be mitigated (U.S. Public Health Service, 2000). School-based services are particularly important in the post-disaster environment. Drawing upon public health assessments, survey data from local schools, several empirical studies conducted in the years following the disaster, and data collected from school-based intervention studies, this review will examine the impact of Hurricane Katrina on children’s mental health, the unique systems of mental health service delivery within New Orleans’ schools that emerged in the years following the storm, specific challenges to recovery, and lessons learned. Additionally, this review will include recommendations for policy and planning.

Symposia

Chair: Anja Eller

Extended Contact: Taking the Field Forward

While the prejudice-reducing potential of direct intergroup contact is well established, it has only recently been shown that indirect (extended) contact (knowing a fellow ingroup member who has an outgroup friend) can have similar, albeit independent, effect. Extended contact shows great promise for improving intergroup relations among various social groups (e.g., based on nationality, race, religion) because (a) it avoids certain problems of direct contact (e.g., intergroup anxiety), and (b) it does not require each individual to personally experience contact. The present symposium builds on the relatively small, but growing literature on extended contact and extends it significantly in four new ways. Firstly, most contributions will examine moderators of extended contact and show under what conditions extended contact is most successful (e.g., under high versus low levels of extended contact [Gomez]). Secondly, we investigate the relations and interactions between direct contact and extended contact, for example, showing that these two types of contact have different mediating mechanisms, emotions versus ingroup norms (DeTezanos-Pinto). Thirdly, we examine long-term effects of extended contact (Eller) and demonstrate causal relationships between extended contact and other variables (Gomez, Eller). Finally, we explore the boundaries of the effectiveness / positivity of extended contact (Paolini), showing that negative vicarious contact can lead to higher anxiety through learning than direct intergroup contact. Contributions comprise experimental, field survey, and longitudinal data from student and non-student participants from Australia, USA, UK, Germany, Spain, and Mexico. In summary, all contributions in the present symposium are original and novel. Together, they advance the area of extended contact and prejudice reduction both theoretically and empirically.
Source of Extended Contact and Ingroup Norms
Anél Gómez, Miles Hewstone, Alberto Voci, A. Vazquez

The present research investigates the effect of different levels of extended contact (no extended contact, vs. low extended contact [1-2 ingroup members having outgroup friends] vs. high extended contact [more than 2 ingroup members having outgroup friends]) and the role of norms (positive ingroup norms about intergroup friendship vs control condition) on pro-outgroup behaviours. To the best of our knowledge, this is the first investigation of the effects of extended contact and ingroup norms about intergroup friendship on intergroup attitudes, but also of the effects of knowing that outgroup members have ingroup friends, and outgroup norms about intergroup friendship. Two experimental studies conducted in Madrid, Spain (Ns = 156 and 168 psychology students, respectively) manipulated different levels of extended contact and norms about intergroup friendship, and demonstrated that knowing an ingroup member having outgroup friends is not enough to improve intergroup orientations, but that high levels of extended contact are necessary to improve such orientations (see also Méndez, Gómez & Tropp 2007). However, knowing an ingroup member having outgroup friends has a positive effect on pro-outgroup behaviours when ingroup norms about intergroup friendship are positive and explicit (Study 1). Moreover, the present research also shows that knowing only that outgroup members have high levels of extended contact does increase pro-outgroup behaviours, but outgroup norms about intergroup friendship do not have any effect (Study 2). These findings help to specify when extended contact is most effective, and the key role of ingroup norms.

Normative and Emotional Influences on Intergroup Contact
Pablo deTezanos-Pinto, Rupert Brown, Roberto Gonzalez, Christopher Bratt

Extended contact has received considerable attention as an alternative intervention to improve intergroup relations. It seems clear that extended contact has an independent effect on intergroup attitudes after taking into account the influence of direct contact, but there is little research focusing on what could explain this additive effect. In a series of studies, we explored the idea that direct and extended contact may rely on different mediators to improve intergroup attitudes, making the effects of direct and extended contact complementary. Extended contact should be particularly effective in changing the perception of in-group norms regarding intergroup contact, because it provides information about the behaviour of other in-group members. The results of Study 1 (N=823) supported this idea, showing that in-group norms mediate the effect of extended, but not direct intergroup contact. On the other hand, direct contact should be particularly effective in promoting an emotional attachment with an out-group member, influencing emotional mediators such as empathy. Two further studies (N=311, N=121) supported this model. These different mechanisms, normative and emotional, also had different emphases in their effects on attitudinal components. In-group norms were the main predictor of agreement with prejudiced discourse, while empathy was the main predictor of positive affect towards the out-group. Finally, these two studies also explored the influence that in-group norms have on promoting future contact. The results supported a model in which in-group norms affected intention for engaging on intergroup contact both directly and by affecting attitudes, reflecting both compliance and internalization processes. Our results support theoretical model where intergroup contact is considered as a cycle that is sensitive to social norms, and in which direct and extended contact have a complementary role to play on the improvement of intergroup attitudes.

Long-Term Effects of Extended Contact
Anja Eller, Dominic Abrams, Anél Gómez

Extended contact theory proposes that knowledge of ingroup-outgroup friendships leads to reductions of intergroup bias. However, the evidence is largely cross-sectional and experimental rather than longitudinal and generalizable. We investigate (a) when extended contact is more or less effective than direct contact, (b) long-term effects of contact (over a period of one year), and (c) the causal direction between direct and extended contact. These questions are assessed across two cross-sectional and two longitudinal studies that examine the effects of direct and extended intergroup contact on measures of cognitive, affective, and evaluative outcomes, with different participant populations, time frames, age groups, and countries/cultures (US, UK, Spain, and Mexico). Cross-sectionally and longitudinally extended contact improved intergroup relations only when direct contact was low, rather than high. Direct and extended contact both had long-term effects on criterion variables and the causal direction was predominantly from contact to criterion variables. Finally, despite some indication of circularity, extended contact predicted direct contact over time, thus preparing people for direct contact. These findings confirm the major tenets of intergroup contact theory and provide valuable longitudinal support for extended contact theory.

When Vicarious Learning Makes us Grow Anxious of Ethnic Others
Stefania Paolini, Andrea Griffin, Nicholas Harris

Positive vicarious contact, like that involved in indirect intergroup friendships, has been found to improve intergroup attitudes through reductions in interethnic anxiety (for data from sectarian Northern Ireland, see Paolini, Hewstone, Cairns, & Voci, 2004). No controlled investigation, however, has to date assessed the involvement of negative vicarious contact in
the development of such anxiety. In order to identify the anxiety-learning mechanisms of negative vicarious contact, Anglo Australian majority individuals (N = 60) were surveyed for their prior contact with Black individuals before taking part in a laboratory learning experiment. In the laboratory, they then either underwent a direct learning experience during which they received a mild electric shock paired with Black faces or a vicarious learning experience during which they watched a video of a same ethnicity model undergoing the anxiety-provoking experience. Physiological markers of autonomic arousal indicated that both direct and vicarious learning participants acquired interethnic anxiety to the ethnic faces, but anxiety learning was greater under vicarious learning. These anxiety effects were moderated by prior contact with Black people, with anxiety learning inversely related to prior contact quantity and absolute anxiety levels inversely related to prior contact quality. Results are discussed in terms of their implications for learning and contact theory and for anxiety-reduction interventions.

**15 Minute Presentations**

**Analysis of Gender Patterning in Teacher-Child Interaction in the Preschool Classroom**

*Pi-Chun Grace Ho*

The purpose of the present study is to investigate whether there are gender-related differences in how children “build” their talk and action while they are listening to a story and interacting with a teacher in a group storybook reading time. A preschool classroom with 11 children aged 3 to 5 years, and their teachers were observed and videotaped during storybook reading time over an eight-week period. The study explored two lines of inquiry—1) verbal and non-verbal interaction patterns between girls vs. boys and teachers during storybook reading time and 2) the types of feedback teachers give to further illuminate differences in girls vs. boys and teachers’ interaction patterns. The findings revealed some consistent, prediction-confirming, gender-patterned interactions in the preschool classroom studied, even with a very small sample size. For the total vocalization category including only questions and interruptions, the gender effect was marginally significant, such that boys’ voices were heard more frequently than girls’. There were no gender differences in the number of comments made by boys vs. girls. For the interruption category, boys interrupted verbally and non-verbally more than girls. For the question category, boys asked more questions than girls. In addition, girls were three times more likely than boys to sit on a teacher’s lap during story time. Regarding teacher’s feedback, marginally significant differences were found in the way the teachers responded to girls vs. boys. Overall, across all four types of feedback (praise, acknowledgment, remediation, and criticism), the teacher gave more feedback to boys than girls. These findings may help bring attention to the need to raise teachers’ gender-related awareness in preschool classrooms and assist early childhood educators in embodying such awareness in their gender beliefs and integration of these in teaching practices.

**Cultural Sources of Gender Identity: Classroom- and Laboratory-Based Evidence**

*Nia L. Phillips, Glenn Adams*

Psychological research on group identification oftentimes focuses on the degree or strength of identification to the detriment of other forms of identification (see Ashmore, Deaux, & McLaughlin-Volpe, 2005). The present works seeks to address one particular aspect often overlooked by identity scholars: the content or meaning of identity. Three studies assess the cultural sources of gender identification among women in regards to both quantity (i.e., the strength or level of gender identification) and quality (i.e., what it means to be a woman). In Study 1, assessments of gender identification were taken at the beginning and end of the semester in an introductory women’s studies course. At the end of the semester we found significant differences in gender identification (both level and content) as compared to the beginning of the semester. We also found significant differences in gender identity content in the women’s studies course as compared to a control course (personality psychology). These findings suggest that both content and level of gender identification differ as a function of engagement with a course focused on increased awareness of gender in everyday life. Gender identity (qualitative and quantitative) also significantly predicted greater construction of ambiguous events as the product of sexism and endorsement of non-traditional gender roles. In Studies 2 and 3 we experimentally manipulated two of the factors thought to contribute to the differences between the women’s studies and the control course: knowledge of historical barriers to women’s achievement and gender as a social (as opposed to a biological) construct. Findings from these studies were consistent with findings from Study 1 in that knowledge of sexist history and recognition of the socially-constructed nature of gender were associated with greater identification level and differences in identity content, as well as broader definitions of what constitutes sexism.

**“A Carb Wrapped in a Carb”: Body Image in Women’s Colleges**

*Bettina Spencer*

This project explores issues of body image amongst 1st and 4th year female students at a women’s college as compared to 1st and 4th year female students at a mixed-sex college. Participants completed measures of body dissatisfaction, self-objectification, and appearance based social comparison. Preliminary results suggest that while students in the 1st
One important factor that contributes to the BSE is identifying highly with an in-group; those who identify deviant in-group member even more harshly than if an out-group member committed the same act (Marques, Yzerbyt, & so extreme that it threatens the positive image of the in-group. In-group members react to this threat by treating this what causes such a harsh reaction to those who betray their own? The phenomenon that explains this is the black sheep effect (BSE). The BSE occurs when the behavior of an in-group member becomes harsh punishment (O’Brien, 2001). The results of this study revealed the risks a defendant faces when choosing to address the court. Appearing remorseful found to be detrimental to defendants (Niedermeir, Horowitz, & Kerr, 1999), but more effective than partial (the expression of sympathy) or no apology (Robbennolt, 2003). Similar contradictory results have emerged for remorsefulness (Sundby, 2004). One response for the defense is to shift the emotional focus of the trial by having the defendant deliver a Flat Statement, Sad Statement) x 2 (Excuse: Absent vs. Present) x 2 (Sympathy: Absent vs. Present) x 2 (Responsibility: Absent vs. Present) between groups incomplete factorial design. Participants were 395 death qualified community examiners who watched a DVD depicting the sentencing phase of a mock death penalty trial and rendered sentences. The research on apology in legal context has yielded contradictory results; apologies have been found to be detrimental to defendants (Niedermeir, Horowitz, & Kerr, 1999), but more effective than partial (the expression of sympathy) or no apology (Robbennolt, 2003). Similar contradictory results have emerged for remorsefulness (Sundby, 1998; Jehle, Miller, & Kemmelmeier, 2008). The purpose of the present study is to test these competing hypotheses and examine how they may combat the effects of an emotional VIS. This experiment was a 3 (VIS: Sad, Angry, Flat) x 2 (Prior Criminal Record: Absent vs. Present) x 2 (Dangerousness: Low Risk vs. High Risk) x 3 (Defendant Behavior: No Statement, Flat Statement, Sad Statement) x 2 (Excuse: Absent vs. Present) x 2 (Sympathy: Absent vs. Present) x 2 (Responsibility: Absent vs. Present) between groups incomplete factorial design. Participants were 395 death qualified community members who viewed a DVD depicting the sentencing phase of a mock death penalty trial and rendered sentences. The results of this study revealed the risks a defendant faces when choosing to address the court. Appearing remorseful increased the efficacy of a full apology (sympathy and responsibility), but proved detrimental to the defendant when he only accepted responsibility or only expressed sympathy. However, responsibility proved successful in moderating the effects of the VIS.

The Black Sheep Effect and Americans’ Judgments of Terrorist Activities

Julie A. Singer

Domestic terrorist events with foreign ties have been difficult for Americans to understand. Even more unimaginable to Americans are reports of U.S. citizens such as John Walker Lindh (the “American Taliban”) joining these terrorist organizations. Some Americans were horrified that U.S. citizens could sympathize with terrorists; people called for swift, harsh punishment (O’Brien, 2001). What causes such a harsh reaction to those who betray their own? The phenomenon that explains this is the black sheep effect (BSE). The BSE occurs when the behavior of an in-group member becomes so extreme that it threatens the positive image of the in-group. In-group members react to this threat by treating this deviant in-group member even more harshly than if an out-group member committed the same act (Marques, Yzerbyt, & Leyens, 1988). One important factor that contributes to the BSE is identifying highly with an in-group; those who identify

Knights Battling Monsters: A Content Analysis of Television Crime Dramas

Erica DeGarmo

Given the power of the media to shape social understandings, particularly about relatively unfamiliar social phenomena such as crime and the criminal justice system, exploring the content of mediated representations of crime and the ideologies they transmit can provide valuable insight into public sentiments regarding criminal justice issues. This content analysis seeks to augment the existing literature on entertainment media depictions of crime by examining primetime network television crime dramas and exploring the narratives constructed around criminality in these pervasive programs. My primary research question focuses on the causal attributions of criminal responsibility and culpability conveyed by these programs and whether they tend to encompass individualistic explanations or contextual explanations drawn from social or situational factors. Additionally, I examine the use of “science” and realism in these programs to discover such motivational explanations, to convey legitimacy and to explore the “criminal mind”. Other variables of interest include: the language used to portray an “us versus them” model of criminal justice by concurrently vilifying criminals and exalting law enforcement; the success of law enforcement in catching the “true” perpetrator and assuring viewers that justice has been served; the penal ideology surrounding criminal justice policy issues and methods of addressing crime; the extent to which offenders are portrayed as intractably dangerous and morally depraved; and the graphicness of the violence and the victims’ injuries. My research design allows for in-depth analyses of each program, as well as between-program comparisons and synthesis. I am currently finishing the data collection phase in which I have coded one full season of three programs, for a total of 69 episodes. In my conference presentation, I will present the results and analysis of this data collection and a discussion of the findings.

Examining Potential Responses to Victim Impact Statements: Defendant Apologies

Jennifer A. Tallon, Tarika Daftary Kapur, Catrin Andersson, Amanda Joan Monier, Jennifer L. Groscup, Steven D. Penrod

The Supreme Court’s ruling in Payne v. Tennessee (1991), put victim right’s at the forefront and made it constitutional for the state to introduce victim impact statements (VIS) in the penalty phase of capital trials. Prior research on VIS in capital sentencing has highlighted the ways such evidence may bias jurors towards favoring a death sentence (Myers & Greene, 2004). One response for the defense is to shift the emotional focus of the trial by having the defendant deliver a statement to the jury. The research on apology in legal context has yielded contradictory results; apologies have been found to be detrimental to defendants (Niedermeir, Horowitz, & Kerr, 1999), but more effective than partial (the expression of sympathy) or no apology (Robbennolt, 2003). Similar contradictory results have emerged for remorsefulness (Sundby, 1998; Jehle, Miller, & Kemmelmeier, 2008). The purpose of the present study is to test these competing hypotheses and examine how they may combat the effects of an emotional VIS. This experiment was a 3 (VIS: Sad, Angry, Flat) x 2 (Prior Criminal Record: Absent vs. Present) x 2 (Dangerousness: Low Risk vs. High Risk) x 3 (Defendant Behavior: No Statement, Flat Statement, Sad Statement) x 2 (Excuse: Absent vs. Present) x 2 (Sympathy: Absent vs. Present) x 2 (Responsibility: Absent vs. Present) between groups incomplete factorial design. Participants were 395 death qualified community members who watched a DVD depicting the sentencing phase of a mock death penalty trial and rendered sentences. The results of this study revealed the risks a defendant faces when choosing to address the court. Appearing remorseful increased the efficacy of a full apology (sympathy and responsibility), but proved detrimental to the defendant when he only accepted responsibility or only expressed sympathy. However, responsibility proved successful in moderating the effects of the VIS.

15 Minute Presentations

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highly show the BSE while low identifiers do not (Begue, 2001). This study examines the BSE within a terrorism context. A random, nationally representative online sample of participants (n = 448) recruited through Knowledge Networks read an article describing terrorist bombings. The terrorist leader was described as being a European American U.S. citizen, a U.S. citizen of Middle Eastern descent, or a person from a Middle Eastern country. A scale measuring how participants self-identify as Americans was administered either before or after the article. Participant reactions to the leader were also measured. Analyses of the data are ongoing. It is predicted that although participants will recommend harsh punishments for the foreign born terrorist and the Arab American terrorist, they will be most punitive toward the European American terrorist who is a U.S. citizen. It is expected that those who highly identify as Americans will have the most punitive reactions toward the terrorist.

6:00 PM - 7:00 PM

Poster Presentations

Teacher and Student Race Differences and Prosocial Behavior
Adam Voight, Leslie Collins, Joanna Geller

This study examines the influence of the sociocultural environment on the prosocial behavior of urban middle school students in the southeastern United States. Prosocial behavior may be an important asset for urban youth insofar as it has been viewed as an antipode to violence and a developmental building block for civic engagement. Of particular interest to this study is the experience of in-group and out-group membership of individual students vis-à-vis their classmates and teachers. Social psychological research on in-group and out-group identity suggests that a perceived common fate with others may give rise to a sense of belonging to a common group, and this sense of belonging may lead to more in-group prosocial behavior. Further, helping behavior has been shown to increase when the object of help is perceived to hold the same group status as the helper. Extant literature is generally ambiguous regarding the role of race and socioeconomic status in the prosocial behavior of youth, but certain findings point to lower prosocial outcomes for youth of color and low socioeconomic status youth. This study uses a sample of approximately 5,000 middle-school students and their teachers in an urban American school district and a multilevel modeling approach to examine how the experience of similarity and difference amongst one’s peers and teachers interacts with racial and socioeconomic effects on prosocial behavior. Our findings show that whereas Black and low-SES students report overall lower prosocial behavior than their White and high-SES peers, respectively, these differences are nullified as the proportion of Black and low-SES students, respectively, in the student’s class increases. These findings imply that the experience of difference amongst one’s peers may be a risk factor for Black and low-SES students that deserves added attention and resources. Findings regarding teachers’ race are preliminary.

Preservice Teachers’ Attitudes towards Including Students with Behavior Difficulties.
Amanda Williams

Recent educational policy and practice has moved towards placing students with behavior difficulties within the least restrictive educational environment (Bennett et al., 2001), resulting in the general classroom teacher becoming responsible for the education of these at-risk students. Teacher abilities, attitudes, and expectations have been demonstrated to impact the success of inclusive classrooms (Castro et al., 2004; Dupoux et al., 2005; Pearman et al., 1992), and the majority of the training for creating inclusive environments is received during teacher education programs. This study assessed the impact of a one year program on preservice teachers’ attitudes towards including students with behavior difficulties in the general setting. Attitudes and placement nominations were assessed at three different times across the program: before preservice teachers had practicum experience or special education coursework, after practicum experience but before special education course work, and finally after experiencing both. Results indicated that over the course of the year preservice teachers reported a marginal increase in their exposure to students with behavior difficulties (F (2, 56) = 2.95, p = .06) and attitudes towards including these students became marginally more positive (F (2, 54) = 2.82, p = .07). Educational placement nominations for students with behavior difficulties did not change over the program (F (2, 56) = .13, p = .88). Preservice teachers’ attitudes predicted placement nominations (β = .47, t (26) = 2.38, p = .03), but this relationship was not influenced by the number of student with behavior difficulties encountered during practicum placements (β = .18, t (26) = .94, p = .36). These results suggest that the teacher education program was not successful in altering attitudes towards the inclusion of students with behavior difficulties. Implications for teacher education will be discussed.
The Relationship between College Students’ Use of Facebook to Harass Ex-Partners and their Perpetration of Traditional Unwanted Pursuit and Cyberpursuit
Ann Nguyen, Fiona Lee

Like any new form of technology, Facebook can be abused. One popular term is “Facebook stalking”, which is a mostly humorous term for people who seem to obsessively monitor or communicate with others using Facebook. The current study examined whether this term has a kernel of truth. Preliminary results are from 203 participants from two southeastern universities who took an on-line survey on self-reported perpetration of Facebook harassing behaviors towards ex-partners (e.g., “sabotaging” their ex’s page, posting embarrassing photos of their ex), perpetration of traditional unwanted pursuit (e.g., following him/her, lying in wait for them in public places), and perpetration of cyberpursuit (e.g., sending excessively needy or demanding on-line messages, obtaining their private information via the computer). Of those participants, 79 reported engaging in at least one unwanted pursuit behavior (26 men, 53 women). This sample was mostly White (n = 38) or Black (n = 21), heterosexual (n = 77) and either single (n = 30) or in a committed dating relationship (n = 36). The hypothesis was supported; self-reported aversive Facebook behaviors towards ex-partners was positively correlated to both traditional unwanted pursuit perpetration (r = .42, p = .001) and cyberpursuit (r = .61, p = .001), the latter two of which were also positively correlated (r = .46, p = .001). Seventy-six percent of participants reported having their Facebook account for at least one year or more. These participants reported spending minimal time on Facebook (M = 2.14, S = .63), “friended” people they knew at least a little bit (M = 2.41, S = 1.01), set their security settings to friends of friends (M = 2.45, S = .72), and allowed no one to see their personal contact information (M = 4.20, S = 1.05). Overall, participants used a variety of old-fashioned stalking behaviors as well as newer forms of technology to pursue or harass their ex-partners, but were more security-conscious with their own Facebook accounts.

The Reflective Processing of Intergroup Interactions
Angel I Gonzalez, Bonita London-Thompson

Research has compellingly demonstrated the pervasive and lasting effects of exposure to discrimination on the health, well-being and cognitive functioning of targets of bias. The stress and coping literature further demonstrates that the effects of this exposure critically depend on how the individual appraises and copes with the situation. Drawing on emotion regulation and coping research, we explore whether processing a personal experience of discrimination from a particular cognitive and emotional control perspective buffers targets of bias against the activation of negative affect and impairment of cognitive performance often associated with the recall of traumatic events. In this experimental study, African-American and Latino participants were asked to recall a personal experience of discrimination from one of two randomly assigned perspectives: a self-immersed perspective (as if the experience were happening to them again), or a self-distanced perspective (as if they were observing the experience unfold for them from a third-person perspective). Immediately following the recall task, participants completed measures of implicit and explicit anger and a cognitive performance task to determine the impact of the recall strategies on concentration and performance. Results indicate that, when controlling for self ratings of the severity of the recalled experience, recalling a negative discrimination experience from a self-immersed perspective lead to lower implicit negative affect and better performance on a timed cognitive task than recalling a discrimination experience from a distanced perspective. The recall strategy did not affect explicit negative affect. Further, participants who used an immersed recall strategy reported greater comfort with the predominantly White members of the University community. These results suggest that the immersive (rather than distanced) recall strategy may allow individuals to process the experience of the discrimination event, while keeping implicit negative affect low, and cognitive attention and the potential for positive intergroup interactions high.

Stereotype Boost and Identity Integration: Who Does It Really Help?
Ann Nguyen, Fiona Lee

Shih, Pittinsky, and Ambady (1999) found that Asian participants performed better in math when their ethnic identities were activated. Thus, it is evident that activating certain identities could result in a performance boost, or stereotype boost. Bicultural identity integration (BII), the extent to which an individual perceives two disparate cultural identities to be compatible (e.g. Chinese & American), may attenuate this effect. More specifically, high BII individuals, those who perceive their cultural identities to be compatible, may be immune to ethnic primes because theoretically, both cultural identity schemas would be constantly and simultaneously activated within these individuals. Consequently, we hypothesize that when primed their Asian identities, low BII participants will perform better in math than low BII participants who were not primed. However, we predict that this stereotype boost effect will not be present in high BII participants. That is, high BII participants primed with their Asian identities will not perform significantly better in math than high BII participants who were not primed. A 2(high and low BII)x2(Asian-identity prime and no-identity prime) ANOVA based on a sample of 45 college students showed that low BII participants in the Asian-identity prime condition performed significantly better than low BII participants in the no-identity prime condition. On the other hand, high BII participants in both the Asian-identity prime and no-identity prime conditions did not significantly differ from each other. This study warrants further inquiries into
the effects of cultural identity and the management of multiple cultural identities on performance. These findings have implications for intergroup interactions.

The Invisible “Other”: Sexual Health and Mental Health Vulnerabilities of Female Partners of Men Who Have Sex with Men (MSM).
Apurva B. Pandya, Siddhi A. Pandya, Bharat Patil

Women in India as in most of the South Asian countries stand marginalized. Objective of this study was to explore sexual health and mental health vulnerabilities of female partners of Men who have sex with men (MSM) with 15 in-depth interviews of female partners of self identified homosexual and bisexual men and 1 Focus Group Interview (FGI) Heterosexual marriages result into increased vulnerability of MSM and their female partners to STIs including HIV and mental health. Such unions lead to increased Mental Health and sexual health vulnerabilities such as incidences of Depression (4), feelings of emotional dissatisfaction (6), frustration (3) and increased irritability due to the partner’s sexuality(7), Feelings of being cheated upon and betrayal (5). Some of them (4) are forced for anal sex. Other 2 female partners reported that their husband asked for oral sex and performed even they disliked. 7 participants reported non-treated STIs in last 6 months. 3 participants had STI in the past went to traditional healer “Bhuva”. Six participants had STIs symptoms during interview but not considered as significant for treatment. 8 of the participants including five participants having STI symptoms did not know about STIs and its treatment. Sexual and mental health vulnerabilities of female partners of MSM need to be recognized and addressed strategically in Sexual Health Interventions.

Nonattachment Predicts Lower Levels of Closed-Mindedness and Anti-Arab Discrimination
Baljinder K. Sahdra, Phillip R. Shaver, Alison Ledgerwood

We propose a novel contribution to the discrimination literature by introducing a new variable that may be associated with lower discrimination against members of an “enemy” group. The concept of ‘nonattachment’ has existed in Eastern, especially Buddhist, scholarship for over two millennia, but it is relatively new to Western social psychology. It can be operationalized as a general tendency not to become “attached to,” or stuck on, rigid mental representations of self, others, and the world at large. It can be measured with a recently published Nonattachment Scale (NAS), the good psychometric properties of which have been demonstrated in several American student and community samples. Here we report two studies in which nonattachment predicted lower closed-mindedness (unwillingness to have one’s personal beliefs questioned). In Study 1, consistent with previous research, nonattachment was negatively associated with anxious attachment (i.e., anxiety and clinging in close relationships). But nonattachment predicted lower closed-mindedness even after controlling for anxious attachment, suggesting that it can potentially add to our understanding of discrimination beyond what we know from studies of discrimination and anxious attachment. Study 2 replicated the negative relation between nonattachment and closed-mindedness, and found that nonattachment predicted lower discrimination by non-Arab Americans against Arabs, further supporting the ecological validity of the NAS. Moreover, the negative relation between nonattachment and discrimination was partially mediated by closed-mindedness, suggesting that nonattachment may reduce discrimination in part by reducing closed-mindedness. The results support our hypothesis that nonattachment to, or non-reification of, mental representations predicts lower closed-mindedness and lower discrimination. These positive qualities – nonattachment and lack of closed-mindedness and discrimination – may promote peaceful intergroup relations. The literature on Buddhist meditation practices suggests ways, which we are currently studying, to increase nonattachment. Our findings are potentially important in a post-9/11 world in which tensions between America and Arab groups remain high.

Moral Strength, Political Beliefs, and Resistance to Conformity
Benjamin H. Walker, H. Colleen Sinclair

In their online study of advocates of gay rights policy, Hornsey et al. (2003) showed that having a strong moral basis for beliefs creates resistance to conformity. The purpose of our study was to extend this study of the effects of the moral basis of beliefs on conformity and attitude change in a group discussion about gay rights, including both individuals for and against gay rights and conducting the study both on-line and face-to-face. It was predicted that those with a strong moral basis for their beliefs would show more resistance to conformity in the group discussion and more resistance to attitude change post-discussion than those without a moral basis for their beliefs. In Part 1 of the study, we assessed participants’ (n = 273) preexisting position on gay rights and the extent to which they believed their position was morally correct. In Part 2, based on their earlier responses participants were placed in discussion groups (either computer-mediated or face-to-face) where the majority opposed their position on gay rights. Dependent measures included whether the participants voted with the group pre- and post-discussion, private post-discussion attitudes, and petition postcards (to assess attitude-consistent behavior). Results included a significant main effect of moral basis on conformity, such that those with a strong moral basis for their beliefs were less likely to conform. Moral basis for beliefs did not predict resistance to attitude change, but did predict the willingness to endorse the inclusion of gay rights in an anti-discrimination law by submitting
a petition postcard (i.e., the stronger the moral basis for their beliefs the more likely to submit a postcard). These results suggest that a moral basis for behavior is an important factor in resistance to conformity and engaging in attitude-consistent behavior.

**Peer Relationships as a Predictive Factor of Adolescent Volunteerism**  
**Camille S. Brown, Carlene Gonzalez, Victoria Springer**

Even though quite a bit of research has been conducted on the positive effects of volunteering on adults, surprisingly few researchers have focused their attention on volunteering behaviors of youth. Much of the research that has been conducted on adolescents, to date, has centered on identifying adolescent characteristics of those who would be more likely to volunteer (e.g., those with higher educational aspirations, academic self-esteem, intrinsic motivation to perform well in school; Johnson, Beebe, Mortimer, & Snyder, 1998), as well as female adolescents in comparison to their male counterparts (Keith, Nelson, Schlabach, & Thompson, 1990; Cemalcilar, 2008) and adolescents of higher socioeconomic backgrounds (Raskoff & Sundden, 1994). Within the literature that has examined youth volunteering, little attention has been given to the importance of peers as a source of influence. In this study, data from the National Study of Youth and Religion (Wave 3, 2007-2008) were analyzed to investigate a broad range of factors that may predict adolescent volunteering. These factors included: demographics (i.e., sex, age, education, marital status, family income, and religious affiliation), reasons for volunteering (e.g., expectation of your school or church), concern for others (i.e., caring for the elderly and the poor), having friends who volunteer, being integrated into the community, having a sense of purpose, monetarily contributing to an organization, and overall life satisfaction. A multivariate analysis demonstrated that, controlling for all other factors, number of friends who volunteer and monetarily contributing to an organization predicted the number of times that the respondent had volunteered over the past year. The more friends the respondents had that participated in volunteer activities, the more the respondents themselves volunteered. Donating money was also positively associated with volunteering. Theories relating to social norms and in-group expectations will be used explain the role of peer influence on fellow adolescents’ volunteering behaviors.

**Effects of Claiming Discrimination on Negative Affect: Private or Public Labeling**  
**Carla A. Zimmerman, Molly Rottapel, Donna M. Garcia, Nyla R. Branscombe**

Previous research on attributions to discrimination has found that targets of discrimination are reluctant to label their situations as such, because of social costs of speaking out - being labeled a complainer or being disliked. It is suggested these social costs are higher when accompanied by an in-group member rather than an out-group member. The present goal of this research is to examine if perceptions of mutually experienced discrimination influences the likelihood of attributing an experience to discrimination, because the social costs are reduced. We found women were more likely to publicly label an experience as discrimination than privately label, but only when in the presence of a woman that had the same sexist evaluator. Experiencing discrimination is known to lead to a more negative emotional state, but less so when social support is expected. The second goal of this research is to determine how mutually experienced discrimination affects negative affect when publicly reporting discrimination. We found that, under situations of perceived discrimination, negative affect is decreased when publicly reporting in front of a woman who was also discriminated against, compared to when the other woman had a differing experience. Conversely, negative affect is increased when privately reporting with a commonly-fated woman and decreased when the experiences differ. Life satisfaction and hope measures together were analyzed as a measure of positive feelings towards current and future outcomes, with more positive feelings found when the participant publicly rated their experience in front of a woman who had been different experience over those who rated in front of a woman with the same experience. This pattern is reversed for those rating their experience privately - we found more positive feelings when rating in front of the woman who had taken the same test than the woman who had the different test.

**Predicting Policy Attitudes from General Prejudice Versus Specific Intergroup Emotions**  
**Catherine A. Cottrell, David A. R. Richards, Austin Lee Nichols**

How are people’s social policy attitudes related to their affective reactions to the social groups affected by those policies? Although previous research has contemplated the role of intergroup affect in public opinions toward government policies, the focus has been largely on general affect. In the current research, however, we expand this focus to consider how specific intergroup emotions predict attitudes toward social policies. In particular, we compare the extent to which general prejudice versus specific emotions predict social policy attitudes. From a threat-based perspective, specific emotions toward a group—above and beyond general prejudice toward that group—should predict attitudes toward a policy affecting the group. To test this, 128 Caucasian participants reported their support for four social policies (i.e., gay rights, immigration limitation, homeland security, Hurricane Katrina relief), their general and specific affective reactions to each affected group (i.e., gays/lesbians, Mexican immigrants, Arab Muslims, African Americans, respectively), and the threats ostensibly posed by that group. Although general prejudice failed to predict each policy attitude after controlling for the specific emotions, specific
emotions did indeed significantly predict each policy attitude after controlling for general prejudice. Moreover, these specific intergroup emotions tended to mediate predicted relationships between perceived threats associated with each outgroup and policy attitudes relevant to that group (i.e., perceived intergroup threats predicted specific intergroup emotions, which predicted policy attitudes). In all, these findings highlight the need to examine the relative contributions of specific emotional reactions, as well as general affective responses, within political arenas.

**Him or Them: The Effect of Individuating Social Category Conjunctions**

Chantelle Wood, Russell R.C. Hutter, Rhiannon N. Turner

Research has demonstrated that impressions formed of social category conjunctions often involve the application of emergent traits (traits used to describe the conjunction but not the constituent categories), particularly when the conjunctions are surprising or incongruent (e.g., male nurse, female bricklayer) (Hutter & Crisp, 2006; Siebler, 2008). Recent research shows that perceivers do not immediately generate emergent attributes on encountering an incongruent conjunction (Hutter, Crisp, Humphreys, Waters, and Moffitt, 2009; Siebler, 2008). Instead, consistent with Hastie, Schroeder, & Weber’s (1990) two-stage model, emergent attributes are applied during a second stage involving complex reasoning, following failed attempts to describe a target solely in terms of its constituents. A broader model of impression formation, Fiske and Neuberg’s (1990) Continuum Model, also proposes that failure to adequately reconcile information with category-based representations results in a move away from group-based judgments, in this case towards more individuated impressions. In short, each model argues that a deliberative inconsistency-resolution process, similarly prompted by conflicting group-based information, results in either emergent trait application (Hastie Schroeder, & Weber, 1990) or individuated impressions (Fiske & Neuberg, 1990). Despite the parallels between these models, no research has yet examined the link between emergent attribute use and individuation. Using an attribute generation task, we found that the application of emergent attributes to incongruent conjunctions is mediated by the degree to which a target is viewed as an individual (cf. a group member). Specifically, the more the target was individuated, the more emergent attributes were applied. In addition, increased individuation was associated with more positive attitudes towards the target. This novel research shows that emergent attributes are the result of complex reasoning based on explanatory individuation. Furthermore, this work suggests that exposure to incongruent conjunctions leads to positive attitude change, which could be harnessed as a means to reducing prejudice towards marginalized groups.

**Service-Learning in an Abnormal Psychology Course: What do Students Learn?**

Christina Michaelson

Service-Learning in an Abnormal Psychology Course: What Do Students Learn? For the service-learning component of this Abnormal Psychology course, students completed 20 hours of work at mental health related organizations in the community. At the end of the semester, 48 students completed questionnaires to evaluate the learning outcomes of their service work. Students assessed that participating in service-learning strongly increased their skills in the following areas: empathy toward others; ability to make a difference in the community; understanding cultural and racial differences; personal growth, including recognizing strengths and weaknesses; and communication with others. Regarding the connection of learning goals for community service and the academic course, students reported that their service-learning work strongly enhanced their learning in the classroom. They stated that their community work improved their understanding of the course lectures and readings and demonstrated how the subject matter of the course could be applied to people’s lives in the community. In addition, students recommended that service learning should be included in more courses at their college and stated that they are very likely to continue volunteer work in the community in the future. These results support the importance of service learning as a pedagogical tool in this course as students benefited from engaging in self-reflection about their own attitudes and development, their learning was enhanced regarding understanding mental illness and its effects on individuals’ lives, and they are more likely to engage in volunteer service in the community.

**Race and the Rehabilitation of People Who Have Committed Crimes**

Cynthia S. Levine, Aneeta Rattan, Jennifer L. Eberhardt, Carol S. Dweck

In American society, Black Americans are stereotyped as criminal and strongly associated with crime (Correll, Park, Judd, and Wittenbrink, 2002; Devine & Elliot, 1995; Eberhardt, Goff, Purdie, & Davies, 2004). Our research poses the question of whether White and Black Americans who have committed crimes are viewed differently from each other. Specifically, we hypothesized that people would see White Americans who had committed crimes as having comparatively more potential for rehabilitation and Black Americans who had committed crimes as having comparatively less potential for rehabilitation in the future. In one study, participants read a summary of a criminal trial that had ostensibly taken place recently. The defendant, who had committed a murder and was then found guilty, was described as either Black or White. Compared to those who read about a defendant who was White, those who read about a defendant who was Black agreed more strongly that the defendant had an underlying violent nature that could not be changed. In addition, those who had read about a
Black defendant viewed the purpose of imprisonment as punishment rather than rehabilitation to a greater degree than those who had read about a White defendant did. These findings have important implications for how Black Americans who have committed crimes are punished as well as for what resources or opportunities they are likely to be offered to facilitate their rehabilitation.

Development of the Death Penalty Criminal Justice Orientation Measure
David Flores

Attitudes about the criminal justice system have widely been regarded as a critical factor in the way people respond cognitively, emotionally, and behaviorally, to issues within this realm. Packer’s (1968) concept of criminal justice orientation (CJO) has been considered an important construct in this regard. According to Packer, a crime control orientation emphasizes repression of crime at the sacrifice of presumption of innocence. In contrast, due process orientation is characterized by concern for individual liberties and recognition of the fallibility of the criminal justice system. The death penalty system represents a rather unique area of the criminal justice system. This research sought to develop a measure of criminal justice orientation specific to the domain of the death penalty, which would be of utility to researchers studying social and psychological issues in this area. PHASE ONE: Item and measure development. The original 30 item pool consisted of specific questions created by adapting Packer’s concept CJO to specific issues within the death penalty system. One hundred thirty-six community member participants were asked to rate on a 7-point scale their responses to these attitude questions. Participants responses were submitted to EFA, from which a 14-item death penalty DPCJO factor was extracted. PHASE TWO: Measurement validation. Participants (n=152) completed an inventory of psychological measures, which included CJO and newly developed DPCJO measure. RESULTS: Confirmatory factor analysis confirmed a two-factor structure, with CJO and DPCJO items loading on separate factors. Goodness-of-fit indices indicated a good fit between the target model and the observed data (SRMR < .04; RMSEA <.03; CFI < .97). Results an inter-factor correlations supported that the CJO and DPCJO as measuring separate, but related constructs. The use of the new measure is discussed within the context of research on the death penalty.

Utilizing CPPR* to Improve Maternal Health and Developmental Outcomes
Dawnesha K. Beaver, Mayra Yniguez, Loretta Jones, Felicia Jones, Calvin J. Hobel, Christine Dunkel-Schetter, Michael C. Lu

Since 2005, the rates of preterm birth (less than 37 weeks gestation) in the United States have significantly increased. Presently, 12.5% (125 per 1000 live births) are preterm. In addition, preterm delivery rates among African American women are notably higher compared to White women. In the South Los Angeles community, the rate of preterm birth is 10.8% higher compared to the rate in Los Angeles County and California overall. Although it has been well documented that preterm birth is the leading cause of perinatal morbidity and mortality, insufficient attention has been given to the interplay of biological, social, psychological and environmental factors in perinatal outcomes. In efforts to address disparities in maternal and child health and development in general, Cedars-Sinai Medical Center and University of California, Los Angeles partnered with Healthy African American Families II to formulate the Los Angeles site for the NIH-funded Community Child Health Network (CCHN). The primary focus of this multi-site network is to 1) examine the factors associated with maternal allostatic load (a possible factor in poor pregnancy outcomes such as recurrent preterm birth), and 2) to evaluate the usefulness of (community-partnered participatory research)* for conducting research on health care disparities. This presentation will highlight the utility of CPPR processes among the Los Angeles community-academic partners who have worked over the past five years to develop, implement, and sustain a large cohort study of mothers and fathers having a child (Latina, African American and White poor and non-poor families) to study stress, resilience and allostatic load as well as parental mental health and child outcomes. Findings from this research will be used to develop scientific and community derived maternal health and child development interventions.

Changing Face of Indian Women in Tough Industrial Sector
Debjani Mukherjee

The role and scope of Indian women in industrial sector has evolved gradually after India’s independence. In sixties and seventies, more Indian women started stepping out, but their work areas were limited to jobs of teachers, nurses or lowly positions in offices. In last two decades of 20th century, the floodgates opened up and women started entering fields hitherto unthinkable—engineering, computers, executive positions in corporate world, etc. Even then, physically and mentally tough jobs were still not in their purview. However, this last bastion is also falling and in this first decade of the 21st century. Women are now working in “tough” sectors like coal, oil, steel, mining, aviation etc. shoulder to shoulder with men. The present study has attempted to explore the performance of women in the steel, oil and coal sector including the tough departments like Coke Ovens, Blast Furnaces, mining, pipe lines, refractories etc. Enhancing job-involvement of the employees has emerged as one of the most important problems for researchers, as high job-involvement translates into quality and productive output. Earlier oriental stereotype regarding gender roles stopped the top-management from recruiting females in such industries with justification that working in hard shops is physically very strenuous as well as hazardous. The study was done in two phase pre-tests (2001) and the post-tests (2009). The changing pattern of the job-
involvement level of women in various hierarchical levels and how it compared with men was studied. The overhauling of the pre-test results within 8 years is phenomenal. The top-management women emerged far better than their male counterparts in the post-study as compared to the pre-tests. The breaking of the centuries old stereotypes and social and cultural boundaries by women showcased the Indian women as an emancipated being percolating into the upper echelons of industry.

**Partner Violence Types, Sexual Assault, and Psychosocial Outcomes Among Women**

*Destá A. Taylor, Stacey L. Williams*

In 2002, 28.9% of women reported experiencing some form of intimate partner violence (IPV) in their lifetime (Coker et al., 2002). Previous literature has linked IPV with negative mental health outcomes such as depression, anxiety, and low self esteem (Coker et al., 2002). Few studies have examined the relationship between different types of IPV (physical, psychological, sexual abuse and assault) and outcomes. The studies on IPV types to date have examined their links with mental illnesses and pathologies (i.e. Coker et al., 2002; Hazen et al., 2008; Hedtke et al., 2008), but less so to broader psychosocial variables such as perceived control. In a previous study of ours, we examined perceived control as a possible mediator between IPV in general and outcomes of anxiety and self-esteem (Taylor & Williams, 2009). The present study extends this prior work by assessing the relation between different types of IPV (i.e., physical, psychological, sexual abuse by a partner, and sexual assault including self-identification as rape victim) and perceived control and anxiety. Participants consisted of 424 female college students at a southeastern university who completed an online survey about various life events they may have experienced and their self-related beliefs. Multiple regression analysis was conducted with all IPV types examined simultaneously, to determine the type(s) the unique relations between each type of IPV and sexual assault and low perceived control and anxiety among women. Results revealed that psychological IPV was significantly related to lower perceived control (b =.250, p<.01) and greater anxiety (b =.386, p<.001). In addition, self identification as a rape victim was significantly related to greater anxiety (b =.252, p<.05). Thus, psychological abuse consistently emerged as uniquely predictive of psychosocial outcomes. Future research should further assess the relations between types of IPV and other psychosocial variables such as self-esteem, and self-efficacy.

**Children’s Deference to Expert Knowledge**

*Fan Yang*

Children depend on testimony of others to obtain information about things they cannot observe by themselves. Two questions regarding children’s deference to testimony from adults are examined: First, do older children (children who attend secondary school) equally defer to the testimony from adults like younger children (preschool children)? One hypothesis is older children are more aware of their cognitive limitations, so they might be more likely than younger children to defer to adults. Alternatively, because older children are more knowledgeable than younger children, it is possible that they are more autonomous. The second question is: do children defer to adults because they consider adults as experts in certain knowledge domains, or because they view adults in general as more knowledgeable than children? To examine the two questions, children aged 3- to 4- year-old and 7- to 11- year-old are randomly assigned in three conditions: expert/ relevant field (doctor), expert/irrelevant field (basketball player), and non-expert (ordinary adult). During pre-test, all children are asked to judge whether eating onion, watching TV, and kissing dogs will cause H1N1 or not. Then in the test trials, children in the three conditions are introduced to a doctor, a basketball player, and an ordinary adult respectively, who tell them that the three actions will make them contract the disease. All children take the pre-test again after they receive the testimony from the adults. The results show that the two age groups do not differ in trusting the doctor, but the older children are more reluctant than the younger children to trust the non-experts. The ability of trusting selectively would help the older children to better seek and evaluate the information they need.

**Gender Violence**

*Francisca Expósito, Miguel Moya, Inmaculada Valor-Segura*

The interdependence that characterizes intimate relationships can affects differently to men and women when managing interpersonal conflict. Also, emotions play an important role in intimate relationship conflicts. Some emotions, like anger, can serve to enhance the risk of couple violence. Other emotions like guilt can increase tolerance of partner’s abuse. Along three studies we investigated the role that two specific emotions, anger and guilt, have in intimate interpersonal relationships in men and women. In study 1 we investigated the way in which different intimate relationship situations can elicit anger and if this emotion could predict the aggression in men. The purpose of study 2 was to study the effect that dependency has on guilt in an inducted conflictive situation. In study 3 we moved further to see if these two emotions can influence specific conflict resolution styles. As predicted, we found that anger predicted the aggression in conflictive situations for men (study 1), that dependency had effect on guilt in the conflictive situations among women (study 2), and that dependency predicted different conflict management strategies in men and women being this effect mediated by emotions experienced (study 3).
Xenophobia as an Impediment to Caregiving Strategies for Immigrants
Gizelle V. Carr

Counseling psychology distinguishes itself by dint of its increasingly sophisticated articulation of the multiple oppressions that impact persons of divergent backgrounds. However, the prolificacy of the field relative to the effects of the manifold injustices on our clients has not translated into an awareness of xenophobia – the fear and hatred of foreigners- and its impact on the 25 million immigrants of color in the United States. To a large extent, the discriminatory experiences of immigrant populations of color have been incorrectly classified under subsumptions of ‘racism’ or ‘ethnic discrimination’. As such, the psychological struggles of immigrant clients are mis-named, minimized and misdiagnosed. Within the therapeutic context, this leads to increased mistrust of psychological services that is perhaps most stridently manifested in the significant underuse of mental health services by, and low retention rates of immigrant clients. This presentation will deconstruct the multiple meanings and implications of xenophobia as experienced by immigrants of color, and propose a social justice/feminist model for clinicians to use in their work with this population.

Maternal Appeals in the 2004 Election
Grace Deason

There is a history in politics of “maternal appeals” in which women activists appeal to popular ideas of motherhood in order to garner support for their political agendas (Hayden, 2003; Ruddick, 1989). Despite increases in candidates’ family rhetoric and much debate over the effects of family themes on women’s electoral chances and gender stereotypes (e.g., Dietz, 1985; Matto, 2006), to my knowledge, no empirical research has examined the characteristics or the prevalence of maternal appeals in political campaigns. Using a quantitative content analysis of television advertisements from the 2004 election, I addressed the following questions about maternal appeals in campaigns: Are women candidates more likely than men to make a maternal appeal? Are maternal appeals used more in campaigns that emphasize traditionally feminine issues (e.g., education, health care)? And, do maternal appeals help candidates win? I identified and coded four distinct types of maternal appeals: appearance of children and families in an ad, an emphasis on taking care of children, claims that experiences in the family qualify the candidate for political office, and portrayal of the candidate as helpful and empathic. In a sample of 467 candidates, men and women used maternal appeals at similar rates. Logistic regression analyses revealed that both men and women candidates were more likely to make a maternal appeal when their opponent was of the opposite gender, z = -2.22, p = .027. In addition, the proportion of a candidate’s ad airings that emphasized traditionally feminine issues significantly predicted the occurrence of a maternal appeal, z = 1.99, p = .047. Finally, candidates who used more maternal appeals were more likely to win the election, z = 2.11, p = .035. I also present an agenda for future research on the effect of maternal appeals on candidate evaluations, political persuasion, and gender stereotyping.

Predicting Support for Government-Sponsored Security Measures
J. Brian Pope, Thomas F. Harlow

Previous investigations in our lab (Pope & Harlow, 2008) have yielded a number of significant correlations between support for government-sponsored security measures (GSSM; e.g. warrantless wiretaps, bank record searches) and a number of personality/attitude measures including social dominance orientation (SDO; Pratto, Sidanius, Stallworth, & Malle, 1994), right-wing authoritarianism (RWA; Altemeyer, 1996), need for cognition (NFC; Cacioppo, Petty, Feinstein, & Jarvis, 1996), and the degree of threat one feels from acts of terrorism (TFT). RWA is sometimes referred to as a measure of “passive” authoritarianism. It involves submission to the rules or dictates of the established authorities, aggression toward out-groups disliked by those authorities, and adherence to social conventions endorsed by the same authorities. SDO can be thought of as “active” authoritarianism. This measure involves support for the social group with which one identifies being able to deny rights/privileges to those belonging to perceived out-groups. Our current study was a successful attempt to utilize measures of RWA, SDO, and TFT (along with a cognitive complexity measure) to produce a multiple regression model predicting support for GSSM. Attributional complexity (AC; Fletcher, Danilovics, Fernandez, Peterson, & Reeder, 1996) is a measure of cognitive complexity that assesses how deeply one thinks about assigning causes to the behavior of others. Students at a small, liberal arts college in the southeastern US were administered a questionnaire assessing their support for GSSM (criterion variable) as well as instruments measuring RWA, SDO, TFT, and AC as possible predictor variables. Multiple regression analysis yielded a model explaining (R square [4, 125] = .37) variance in support for GSSM scores. RWA, SDO, TFT, and AC emerged as significant predictors (β’s = .320, .208, .202, and -.200 respectively). This research and its implications will be discussed.

The Effect of Interracial Friendship on Metaperceptions in Intergroup Contexts
Jan Marie R. Alegre, J. Nicole Shelton

Past research suggests that people expect to be perceived as stereotypical group members during intergroup encounters, which can lead to negative interaction expectations and avoidance. The current research examined whether interracial
friendships attenuate these metastereotyping concerns and improve expectations regarding interracial interactions. In Study 1, White participants (N=98) answered questions regarding the quality of their friendships with people from each of four racial/ethnic groups. After imagining an interaction with a Black or White stranger, they completed a word fragment completion task that measured metastereotyping concerns. Results indicated that Whites who had higher quality friendships with Blacks exhibited fewer metastereotyping concerns when imagining new interactions with Black strangers, compared to those with lower quality friendships. In Study 2, White students (N=52) described a close Black friend or control topic in detail, then were led to believe that they would interact with a Black student that they had never met before. Compared to participants in the control condition, those who wrote about a Black friend had fewer metastereotyping concerns, and reported lower anxiety and more self-efficacy prior to the anticipated interracial interaction. In Study 3, White students (N=61) wrote about a Black friend, White friend, or control topic prior to an anticipated interaction with an unfamiliar Black student. Compared to the White friend and control conditions, participants who wrote about a Black friend expected to be perceived more as a unique individual and less as a stereotypical group member by the Black student. They also exhibited less anxiety, more self-efficacy, and less avoidant behavior, as indexed by chair distance. Metaperceptions mediated the relationship between interracial friendship and self-efficacy, as well as the relationship between interracial friendship and avoidance. Taken together, these studies suggest that interracial friendships can improve intergroup interactions by shifting how one expects to be perceived in intergroup contexts.

The Role of Public Transit Agencies in Fostering Servant Leadership Post-Katrina

Jessie Guildry Baginski

In the weeks immediately following Hurricane Katrina, a call was placed throughout our nation for assistance to help mitigate the pain and suffering of the Gulf Coast residents. Public transit agencies, typically bound by regional service boundaries, were granted permission by the Federal Transit Administration to respond as needed in employing equipment and labor. Laketran, a small system in northeast Ohio, responded through utilizing the social capital of its employees with ties in New Orleans. As the mission of the agency focuses on the needs of the elderly and disabled populations, so too did its relief mission. The agency’s employees conducted a supply drive; drove 1,200 miles to deliver two 40-foot busloads of supplies to elderly church congregations and young families; and provided labor as needed by one parish’s council on aging to remove debris and assist elderly citizens who had no other family. They further accepted the task of intergenerational leadership and mentoring to eight local high school volunteers who accompanied them to New Orleans. This reflective case study explores the journey of those adult transit volunteers and their reflections as servant leaders (Greenleaf, 1977) to the citizens of greater New Orleans and the young adults working alongside them. It explores the participants’ backgrounds for traditional volunteer indicators such as religious affiliation and education. Of particular interest to this study is how their daily employment roles as public servants affected their sense of agency in responding to the call for assistance and how the experience subsequently expanded the internalization of their role-identity as public servants through social validation (Levine & Thompson, 2004). The study explores the connection between cultures of service and collective self-efficacy. It pursues questions related to leadership, mentoring, and volunteerism within the specific context of one public transit agency’s response to the devastation of Hurricane Katrina.

Religious and Secular Ideologies as Bases of Ambivalence about Atheists

John D. Edwards, Nayantara Abraham

Research on prejudice toward stigmatized groups has recently focused on attitudinal ambivalence as an explanation for several phenomena such as variations in responses to surveys across different contexts. In his classic analysis of the origins of prejudice, Allport (1954) observed that religion is paradoxical; it both makes and unmakes prejudice and thus may contribute to ambivalence toward some groups. Among the most stigmatized and yet relatively understudied targets of prejudice in the United States are atheists. The present study examined whether greater religiousness was associated with greater ambivalence toward atheists, and whether an alternative worldview, secular humanism, would be negatively related to ambivalence. Participants were 210 college students at an urban, culturally diverse, Jesuit university who completed a 34-item atheist attitude measure, a 36-item measure of non-denominational religiosity, and a 39-item measure of support for principles of secular humanism. Responses to the attitude measure were scored two ways: once to indicate overall favorability toward atheists, and second to indicate ambivalence using a formula that accounts for agreement with both positive and negative statements scored separately. Overall atheist attitude was negatively related (r = -.67) with religiosity and positively related (r = +.73) with secular humanism. The attitude ambivalence index was positively related (r = +.58) with religiosity and negatively related (r = -.61) to secularism; attitude favorability and ambivalence were negatively related (r = -.76). Regression analysis revealed a significant interaction such that for respondents low in religiosity, those who were high in secularism were much less ambivalent that those low in secularism, but respondents high in religiosity were very high in ambivalence regardless of level of secularism. Future research may reveal specific aspects of religious and secular beliefs that account for both heightened negativity and ambivalence in attitudes toward atheists among highly religious people.
Effects of Race and NTB on Reports of White Privilege
Joshua D. Meadors, AnGelica Alsbrooks, Johanna Labadie, Laurie O'Brien

There are pervasive social inequalities between White and Black Americans across multiple life domains including income, education, health, and social/political power. This group inequality has traditionally been framed as Black disadvantage, but researchers have recently begun to examine the prejudice-reducing effects of framing inequality in terms of White privilege. However, framing inequality as White privilege threatens Whites' collective self-worth and increases collective guilt, leading to a tendency to deny privilege (Lowery et al., 2007; Powell et al., 2005; Unzueta & Lowery, 2008). Drawing upon past research (e.g., Carvallo and Pelham, 2004; Postmes et al., 1999), the goal of the present study is to examine factors that affect Whites' reports of privilege. We expected Whites' reports of personal privilege would be lower than group privilege—a personal/group discrepancy (PGD). We hypothesized that the PGD would be larger in the presence of a Black experimenter because Whites would attempt to differentiate themselves from the rest of their group. Furthermore, we hypothesized that with Black experimenters, the PGD would be largest when need to belong was high and participants wanted the acceptance of the experimenter. We hypothesized that the reverse would be true for White experimenters. Following a priming task that manipulated need to belong, participants reported personal and group privilege. Consistent with our hypothesis, participants reported more group than personal privilege. Furthermore, the PGD was larger in the presence of a Black experimenter. Regardless of experimenter race, reports of both personal and group privilege were larger when need to belong was high. Additional research is needed to understand why need to belong increases reports of both types White privilege, regardless of the audience. The current research suggests avenues for interventions to increase Whites' awareness of their privilege.

Attitudes toward Subtle and Blatant Sexism
Karen R. Dickson, Victoria M. Esses

As the acceptability of prejudice in society has decreased, newer forms of prejudice that are seen as more acceptable have emerged that are more subtle. This study examines attitudes toward different forms of sexism, as well as individual differences in these attitudes. Male and female university students were asked to complete a questionnaire examining their affective responses and behavioural intentions toward individuals expressing old-fashioned, modern, hostile and benevolent sexism, as well as their views on how these types of prejudice would be regarded in society generally. Participants reported more negative affective reactions to old-fashioned and hostile sexism, while they reported more positive affective reactions to benevolent and, particularly, modern sexism. Participants further reported that they had a greater expectation of disliking and would be more unwilling to collaborate with individuals who supported old-fashioned or hostile sexist beliefs than individuals who held modern or benevolent sexism beliefs. They further reported that they would want to speak to and attempt to change the opinions of individuals who endorsed old-fashioned or hostile sexist beliefs. These responses corresponded to participants' beliefs regarding how different forms of sexism are regarded in society. Modern and benevolent sexism were regarded as more appropriate, positive, acceptable, and encouraged in society than old-fashioned or hostile sexism. Individual differences in these responses were also observed such that individuals higher in Social Dominance Orientation (SDO) believed that old-fashioned, hostile and benevolent sexism were viewed as more appropriate, positive, and acceptable in society today than did individuals lower in SDO, whereas there was no difference between the views of high and low SDO individuals for modern prejudice. Overall, these results demonstrate that while blatant sexism is no longer generally acceptable in society, more subtle forms of sexism are still acceptable. Additionally, individuals higher in SDO are less likely to show this differentiation.

Does Social Dominance or Social Identity Best Explain Group-Based Inequality?
Kevin O. Cokley

Studies have consistently found that European Americans are higher in Social Dominance Orientation (SDO) than ethnic minorities. Social Dominance Theory (SDT) predicts that “hierarchy-enhancing legitimizing beliefs” (HELBs such as racism) explain racial differences in SDO. However, Social Identity Theory (SIT) suggests that European Americans are higher in SDO because there are racial differences in “....attitudes relevant to the particular forms of inequality affecting those groups” (Schmitt et al., p. 172). In the current study HELBs is conceptualized as prejudicial attitudes involving 1) racial diversity attitudes and 2) interracial interaction (personal contact) (Ponterotto et al., 1995). First, I hypothesized that racial group differences in SDO would be mediated by racial diversity attitudes and personal contact. Second, I hypothesized that racial group differences in both HELBs would be mediated by SDO. Method: The sample consisted of 417 college students at a large, southwestern university. There were 83 African Americans, 166 European Americans, 81 Asian Americans, and 82 Latino Americans. There were 195 males and 217 females. Participants completed the Social Dominance Orientation Scale (Pratto at al., 1994), the Quick Discrimination Index (Ponterotto et al., 1995), and a demographic form. Results: European Americans (M = 2.82, SD = .94) were higher in SDO than ethnic minorities (M = 2.57, SD = .81), F(1, 411) = 8.49, p = .004. Ethnic minorities were higher in racial diversity attitudes (M = 31.22, SD = 4.89) than European Americans (M = 27.67, SD = 5.73), F(1, 411) = 45.66, p < .001. Ethnic minorities were also higher in personal contact (M = 25.51,
Disclosure of CSA and Social Relationship Quality among College Students
Kevin D. Hyatt, Stacey L. Williams

Research on traumatic experiences has focused on disclosure to social networks. Among these findings, disclosure was lower for individuals at risk for PTSD than the general population, and the amount of disclosure depended on the person to whom the individual disclosed. Social support can be related to fewer psychological problems such as PTSD. In this way the understanding of disclosure, and its predictors and consequences become especially relevant. This current study examines disclosure of Childhood Sexual Assault (CSA) experiences among college students and perceived quality of their current relationships (i.e., whether there is someone they can confide in about personal problems or feelings without holding back). As disclosures occur primarily to create and maintain social bonds (Fivush, Bohanek, Robertson, & Duke; 2004), disclosure may lead to greater intimacy. Or, individuals may disclose because they already have quality relationships. Participants were identified from a sample of 654 college students attending a Southeastern university and who completed an online survey. From this sample 44 (6.73%) had experienced CSA (Finkelhor). Of these, 18 had disclosed their experiences, and 39 indicated having a confiding relationship with someone in their lives. Other findings indicated that although 75% of those without a confiding relationship were from the group that had not disclosed, disclosure may not directly relate to the level of quality of relationship (as defined by confiding). Specifically, of those who did not disclose, the large majority (88.5%) indicated having a confiding relationship. And, of those who had at least one confiding relationship, only 41 percent had disclosed their CSA. Future research may look at other indicators of quality in relationships and how they relate to disclosure. Moreover, future studies might explore how disclosure does or does not affect the relationship quality with specific social network members.

Neurocognitive Barriers to Help Seeking among the Chronically Mentally Ill
Kimberly Smith, Shelly P. Harrell

A significant amount of patients in the United States suffering from a chronic mental illness do not engage in help seeking behaviors. The author addresses the sociocultural barriers to help seeking that include access to mental healthcare, stigma, and lack of awareness of effective treatments, in addition to neurocognitive barriers such as poor memory, attention, concentration, processing speed, and executive functioning. The purpose of this critical review of the literature is to expand the knowledge of neurocognitive symptoms in chronic mental illness and integrate this information with methods to actively engage individuals and their families in relevant, culturally responsive, comprehensive services. Sociocultural considerations, policy implications and neuropsychiatric considerations for the engagement and promotion of help seeking behaviors among the chronically mentally ill are provided.

Identifying Key Themes in Cross-Race Friendship Formation
Kristin Davies, Arthur Aron

Intergroup friendships have recently been identified as an ideal means for improving intergroup attitudes (e.g. Pettigrew & Tropp, 2006; McLaughlin-Volpe et al., 2002; Turner at al., 2007), yet details concerning their development are unclear. Friendship formation processes, including perceived similarities, activity participation, self-disclosure, and closeness occur over time, and greatly impact the growth of the potential relationship (e.g. Fehr, 1996). The current research sought to identify unique themes among developing cross-group friendships (in comparison to same-race friendships) and investigate associations between friendship formation variables and intergroup attitudes. An online retrospective study with 343 participants in cross-race friendships, and 152 participants in same-race friendships surveyed the general adult population, while a 3-wave longitudinal study with 35 cross-race and 16 same-race participants was conducted among university students over the course of a semester. Results suggest that participants in cross-race friendships were introduced by mutual friends significantly less often than those in same-race friendships. However, many differences observed between cross-race and same-race friendships apparent at earlier stages of the relationship (e.g. greater trust and perceived similarity of values among same-race friends) vanished as the friendships progressed. In addition, differences between cross-race and same-race friendships were apparent in current “feelings” (e.g. greater warmth and closeness among same-race friends) but were not apparent among many current behaviorally-based relationship measures (e.g. trust, helping behavior). However, regarding self-disclosure over time, cross-race friends appeared to trail their same-race counterparts concerning depth of intimacy. Among those in cross-race friendships, more positive intergroup attitudes were related to current perceptions of friend’s warmth, respect, and concern, and increases in “knowing me,” time spent together, and closeness over time. Furthermore, outgroup friend’s understanding and respect

SD = 4.63) than European Americans (M = 24.05, SD = 5.13), F(1, 411) = 9.06, p = .003. As predicted, racial diversity attitudes and personal contact reduced the direct effect of race on SDO to non-significance, providing support for SIT. Also as predicted, SDO reduced the direct effect of race on racial diversity attitudes and personal contact, but not to non-significance. The results support Schmitt et al.’s assertion that SIT more parsimoniously explains group-based inequality than SDT.
for one’s ingroup related to more positive feelings for the outgroup, suggesting reciprocity. Implications and future directions are discussed.

Revisiting the Self-Relevance of Anti-fat Attitudes
Kristin Nicole Dukes

Previous research has revealed the pervasiveness of obesity stigma but a limited amount of this research has focused on how prejudice against overweight individuals may be related to body image. Contrary to conventional wisdom, Crandall (1994) suggests that prejudice against overweight individuals is not founded in self-relevant weight concerns. The current research investigated and extended this hypothesis by exploring the relationship between prejudice toward overweight individuals, self-relevant weight concerns, and body image. It was hypothesized that self-relevant weight concerns, and not prejudice, would be significantly related to measures of body image. Participants completed Crandall’s (1994) Antifat Attitudes Questionnaire (AFA) as well as questionnaires that assessed body image (body dissatisfaction and body shape concerns) and attitudes about weight gain and loss. The AFA is composed of three subscales that map onto evaluations of overweight people (Dislike), beliefs about the controllability of weight (Willpower), and self-relevant concerns about being overweight (Fear of Fat) Consistent with predictions, analyses revealed significant positive correlations between body dissatisfaction, body shape concerns, unfavorable attitudes toward weight gain, and self-relevant concerns about being overweight (Fear of Fat). Also consistent with predictions, no relationship existed between these factors evaluations of overweight individuals (Dislike) and beliefs about controllability of weight (Willpower). In line with Crandall’s previous research, these results suggest that prejudice against overweight individuals and beliefs about their ability to control weight are not based on self-relevant weight concerns.

Memories and Identities: Field Study of Japanese American Reparation Movement
Kumiko Tsuchida

Since the last half of the 20th century, we have seen the global trends about the movements seeking reparation for the past injustices. It stimulated the discussions around collective guilt and forgiveness in psychology and collective identity and memory in sociology. Interdisciplinary studies have focused on how the past is dealt and connected to the present situations, pointing out that the past could provide sources to build group identities on national and ethnic basis (ex. Torpey 2003; Olick 2007). This has been also the case for the Japanese Americans. In particular the practices to remember their past experiences culminated when they demanded from the U.S. government the reparations for the damages of the internment during WWII. Throughout the movement, which started in the 1970s and ended mostly in the late 1990s, one of their critical issues was the interpretation of the internment. This study analyzes the Japanese American Reparation Movement by focusing on the process of forming the collective identities. The movement leaders especially from the post-war generation added the different meanings to the wartime experiences and reframed the internment memories. This study hypothesizes those memories could contribute to build collective identities which facilitated mobilizing the different generations and even different ethnic groups toward the Japanese American reparation movement. With this hypothesis, this study analyzes the social contexts that affected activists and their discourses to justify their claims. The filed study is conducted towards one of the movement organization which focused on mobilization. The newspaper articles, governmental archives were also examined. The empirical report and analysis suggests how the memories of the past injustices are connected to the present issues and provided the basis for the collective identities that link the movement constituencies within and outside an ethnic group.

Environmental Inequality: Effects of Social Dominance Orientation on Environmental Decisions
Lisa M. Bitacola, Lynne M. Jackson, Victoria M. Esses, Leslie Janes

Environmental inequality – the disproportionate exposure of disadvantaged groups to environmental toxins – is typically attributed to sociological variables. Psychological factors may additionally play a role in shaping decisions of environmental consequence (e.g., locations of industrial or housing development). For example, prejudice may lead people to support environmentally damaging practices if other groups suffer the primary consequences, particularly if one’s own group serves to benefit. To test this possibility, one hundred twenty eight Canadian student participants read an article about an environmentally damaging gypsum mining project that was described as occurring either in Pakistan or Canada with the gypsum mined to be used in either Pakistan or Canada. Ratings were made of support for the mining, justifications of the project, perceptions of seriousness of the environmental costs, and zero-sum beliefs about group access to gypsum. People high in Social Dominance Orientation were more supportive of the mining, more inclined to justify it despite its environmental costs, and viewed the mining procedures as less environmentally damaging than did people lower in Social Dominance Orientation. Further, people high in Social Dominance Orientation were more reactive to competitive mining contexts: Their zero-sum beliefs were heightened when gypsum was said to be mined in one country (Canada or Pakistan) but used in the other. These findings suggest that ideological factors that shape attitudes toward groups also inform people’s thinking about environmental issues and may contribute to problems like environmental inequality. Further investigation of the links between prejudice and environmental decision making is suggested.
The Effectiveness of an HIV Prevention Program for Incarcerated Women
Lyn Gibson McArthur, Shannon M. Lynch

Human immunodeficiency virus (HIV) infection among women has increased dramatically in recent years (CDC, 2006), and recent estimates indicate that approximately 2% of female inmates nationwide are infected, which is well above the rate within the general population (BJS, 2010). Incarcerated women are more vulnerable to potential HIV infection than women in general, given their higher frequency of sexual and substance-related risk factors (Bloom, Owen, & Covington, 2003). Currently, there is little empirical research available examining the effectiveness of HIV prevention programs for incarcerated women. The current study examined the effectiveness of an HIV prevention and empowerment program, Women’s Issues and Sexual Empowerment (WISE, Hedt, 2003). A convenience sample of 110 incarcerated women was assigned to treatment or waitlist conditions. It was expected that women in the treatment groups would increase their HIV knowledge as compared to the waitlisted individuals. The findings indicated that the group was effective in increasing HIV knowledge. Specifically, there was a significant interaction between HIV knowledge and group type, F(1, 73) = 446.10, p = .000, partial \( \eta^2 = .859 \), indicating that women in the treatment group showed improved performance on the HIV knowledge questionnaire compared to the waitlist group. These findings suggest that WISE is a viable treatment option for incarcerated women.

Racial Differences in Response to Blackface Imagery
Mark A. Manning, David A. Butz

The current research extends prior research on racial differences in perceptions of prejudice by examining racial differences in the perception and judgment of blackface imagery. Participants were 64 (38 White and 26 Black) university students who participated in the study in exchange for experimental credit. In a 2 (Race: Black vs. White) by 2 (Image Type: Blackface vs. Non-blackface) between-participants design, participants judged as quickly as possible whether adjectives were “good” or “bad” after being presented with either a blackface minstrel or a non-blackface comparison image. Following this task, participants explicitly rated the images on a series of positive and negative dimensions. To examine implicit responses to the images, facilitation scores were computed to assess how quickly participants made judgments relative to a baseline for target adjectives following blackface and comparison images. The analysis of facilitation scores for the positive adjectives revealed a race by image type interaction. Black participants took longer to make judgments in the blackface condition than the non-blackface condition, whereas the opposite pattern was evident in the non-blackface condition. The analysis of negative adjectives revealed no difference between facilitation scores in the blackface condition; however, White participants took longer to respond to images than Black participants in the non-blackface condition. Interestingly, these effects were greater for participants higher in collective self esteem. The analysis of the explicit ratings of the images revealed a similar race by image type interaction. Black participants rated the target images more negatively than white participants in the blackface condition, whereas the opposite pattern was found in the non-blackface condition. Together, these findings indicate that black and white participants have differing implicit and explicit responses to historically racially offensive imagery and provide initial evidence on the role of collective self-esteem in responses to blackface imagery.

Sustainability Behavior Model: Knowledge, Desire, Intent, Behavior
Mary Hogue, Cathy L. Z. DuBois

We present a model to explain decisions to engage in sustainable behaviors. We define sustainable behaviors as those intended to meet present needs without compromising the ability of future generations to meet their own needs. This definition was derived from the definition of sustainable development coined by the 1987 World Commission on Environment and Development. Sustainable behavior offers benefits on multiple levels. It helps the earth and present society, and it also helps organizations as they compete for market share and individuals as they try to enhance their own well-being. Our model has four primary stages: Knowledge, Desire, Intent, and Behavior. Acting sustainably requires knowledge of the importance of the issue as well as knowledge of what can be done, but knowledge is not sufficient to create behavior change. Engaging in sustainable behaviors often means a shift from existing behaviors. This requires a desire to exert the effort necessary to make the change. In our model, the shift from Knowledge to Desire is mediated by three factors: Positive Affect Toward the Environment, Identity (social versus ego-focused), and Understanding of Norms and Expectations. Once Desire is created, the move to Intent is moderated by Analysis of Perceived Costs-Benefits, in which individuals weigh the pros and cons of action. Finally, the link between Intent and Behavior is moderated by Perceived Environmental Barriers, for intentions cannot be fulfilled when external barriers stand in the way. Sustainable behaviors comes in many forms, and the type of behavior considered will certainly impact the ease of behavior change. However, because refusal to engage in sustainable behaviors creates an existential threat, understanding how behavior change occurs is of paramount importance. Our model uses existing theory and research to explain how personal, social, and environmental factors all influence sustainable action.
The Commitment to Beliefs (CTB) framework (Maxwell-Smith & Esses, 2009) proposes that there are individual differences in the extent to which people feel obligated to follow their evaluative and prescriptive beliefs (e.g., “animal research is wrong,” “abortion is murder”). The CTB scale assesses the extent to which respondents consider their beliefs to be important for their identity, their behaviour, and important to follow irrespective of the consequences. Previous research has shown that people who scored highly on the CTB scale were more likely to pursue opportunities to act on their beliefs. In the current research, we expected that individuals who are highly committed to their beliefs (measured by their scores on the CTB scale) and have a strong personal connection with the environment (measured by scales of environmental ideology) would display the highest motivation to engage in pro-environmental behaviour. In Study 1 (N = 61), participants completed the CTB and Environmental Identity (EI; Clayton, 2003) scales, and a scale assessing their willingness to participate in various forms of pro-environmental behaviour (environmental motivation). As expected, CTB moderated the relation between EI and environmental motivation, such that participants who scored highly on the EI and CTB scales displayed the highest levels of environmental motivation. This finding was conceptually replicated in Study 2 (N = 111), such that an interaction between CTB and a different measure of environmental ideology (the New Ecological Paradigm scale; Dunlap, Van Liere, Mertig, & Jones, 2000) predicted the highest levels of environmental motivation. These findings suggest that individuals who believe in a connection between the environment and themselves, or humanity in general, may be especially motivated to perform pro-environmental behaviour if they are also highly committed to their beliefs.

Receptivity to Condom Distribution Campaigns Depends on Sexually Active Status
Michele M. Schlehofer, Aubrey M. Vincent

The elaboration likelihood model (Petty & Cacioppo, 1985) suggests people can be persuaded via either peripheral route processing cues, such as humor, or central route processing cues, such as factual information. This study explored whether an on-campus condom distribution program would be viewed more favorably if the condoms were labeled with humorous slogans or information about sexually transmitted diseases (STD). College students (N = 121; 67.2% female; 100% White) between the ages of 18 and 20 (M = 18.46; SD = .53) who resided on-campus were randomly assigned to either receive condoms labeled with humorous slogans (e.g., “No glove, no love”) delivered under their door weekly for one semester, condoms with STD facts (e.g., “STD rates decline when people use condoms”) delivered under their door weekly for one semester, condoms with STD facts (e.g., “STD rates decline when people use condoms”) delivered under their door, or no condoms (control). The last week of the semester, students reported their perceptions of the condom distribution program. Perceptions of the distribution methods varied by whether participants were sexually active. There was a significant condom distribution method x sexually active status interaction on perceptions of the program being offensive (F(2, 93) = 4.88, p = .01; η² = .10) and students’ willingness to obtain free condoms at the student health services (SHS) center (F(2, 93) = 3.98, p = .02; η² = .08). Non-sexually active students who received condoms with slogans found the distribution program significantly more offensive than sexually active participants in any of the distribution conditions. Further, although in both the STD facts and control conditions non-sexually active participants had higher intentions than sexually active participants to obtain free condoms at SHS, non-sexually active participants had lower intentions than those sexually active to obtain condoms from SHS in the slogan condition. These findings suggest that whether or not participants are currently sexually active influences how on-campus condom distribution programs are received.

Shelter Websites and their Inclusiveness/Exclusiveness of Lesbian Intimate Partner Violence
Melissa St. Pierre

Intimate partner violence (IPV) in lesbian partnerships occurs at significant rates. Based on her review of the literature, Rohrbaugh (2006) suggested that 11-12% of lesbians experience IPV. Unlike their heterosexual counterparts who do not contend with societal homophobia and heterosexism, lesbian victims of IPV encounter barriers to securing tailored resources related to their marginalized status as sexual minority women. Consequently, some of the formal mainstream services perceived as helpful by heterosexual women—for instance, women’s shelters, which were originally founded to meet the needs of heterosexual women—may not be perceived as useful by lesbian victims (Renzetti, 1992). In this qualitative study, a thematic analysis of women’s shelter websites for one large province in Canada was undertaken to gain insight into the ways shelters might appear to be as inclusive and/or exclusive to lesbian victims of IPV. Women’s shelter websites were chosen because the Internet is often used by lesbians as a private and anonymous tool to gather information on resources, particularly for women who have not widely disclosed their sexual identity (Garry et al., 1999). A total of 53 shelters had online websites; paper copies of the websites were procured for analysis. The analysis revealed four themes that capture the ways in which websites were inclusive or exclusive of lesbian IPV. The themes were conceptualized as inclusive/exclusive pairings: (a) gender neutral IPV talk (e.g., describing IPV as “partner” abuse) vs. (b) gender-based IPV talk (e.g., depicting IPV as occurring within the nuclear heterosexual family). Also: (c) talk about diversity (e.g., use of lesbian symbols) vs. (d) no talk about diversity (e.g., no acknowledgment of diversity). Implications for lesbian victims of IPV are discussed, and suggestions for improving inclusivity are offered.

The Moderating Role of Commitment to Beliefs on Environmental Motivation
Matthew Maxwell-Smith, Paul Conway, James Olson

The Commitment to Beliefs (CTB) framework (Maxwell-Smith & Esses, 2009) proposes that there are individual differences in the extent to which people feel obligated to follow their evaluative and prescriptive beliefs (e.g., “animal research is wrong,” “abortion is murder”). The CTB scale assesses the extent to which respondents consider their beliefs to be important for their identity, their behaviour, and important to follow irrespective of the consequences. Previous research has shown that people who scored highly on the CTB scale were more likely to pursue opportunities to act on their beliefs. In the current research, we expected that individuals who are highly committed to their beliefs (measured by their scores on the CTB scale) and have a strong personal connection with the environment (measured by scales of environmental ideology) would display the highest motivation to engage in pro-environmental behaviour. In Study 1 (N = 61), participants completed the CTB and Environmental Identity (EI; Clayton, 2003) scales, and a scale assessing their willingness to participate in various forms of pro-environmental behaviour (environmental motivation). As expected, CTB moderated the relation between EI and environmental motivation, such that participants who scored highly on the EI and CTB scales displayed the highest levels of environmental motivation. This finding was conceptually replicated in Study 2 (N = 111), such that an interaction between CTB and a different measure of environmental ideology (the New Ecological Paradigm scale; Dunlap, Van Liere, Mertig, & Jones, 2000) predicted the highest levels of environmental motivation. These findings suggest that individuals who believe in a connection between the environment and themselves, or humanity in general, may be especially motivated to perform pro-environmental behaviour if they are also highly committed to their beliefs.
Ableism: Enter My World
Michelle Tichy, Tynisha Meidl

This research project examines the impact of training students, pre-service teachers, and current teachers on Ableism and prejudice that impacts people of all ages who live with hidden and visible disabilities. This project examines the shifts in attitudes of this type of interactive training on those in various positions from peer to guidance counselor in public and private school settings as well as the broader community. The participants in the workshop were informed about disabilities being both physical and mental and how these disabilities can be hidden or visible. The workshop examined various forms of oppression experienced by individuals and perpetrated by both individuals and institutions. The workshop examined how hidden and mental disabilities often incite less sympathetic reactions and that many on our society believe that it is as not as severe as these mentally disabled are making it seem. Institutions like individuals can be helpful or not helpful. The examination of the training examines the attitudes that participants entered with, the level of engagement in the training, and the impact on their knowledge and attitudes following the session. The goal of the project was to engage a large spectrum of participants in training related to Ableism and examine how this training was able to sensitize the group of participants as a whole to social inequities faced by those people living with disabilities of all sorts. The outcomes of this project met the expectations and in some ways went farther then expected in terms of increased knowledge, sensitivity, and motivation to create social change on a personal and community level among a large percentage of participants. An additional valuable outcome of this study was the findings related to stereotypes and the depth of internalization that the majority of participants experienced related to creating a more just and equitable society.

Causal Explanation of Discrimination: Impact of Perceived Immutability of Belief
Nobuko Asai, Minoru Karasawa, Ken-Ichi Ohbuchi

Members of low-status groups are often discriminated for a reason of the group membership. Discriminatory beliefs against certain groups are socially shared. Attributing a negative outcome to discrimination may force perceivers to acknowledge that their group and themselves are excluded and prejudiced by biased people in the broader society, and their outcomes are under the control of powerful others. In other words, the perception of being a target of discrimination may pose serious threats to self-esteem and self-efficacy. In this study, we investigated the hypothesis that the perceived immutability of lay people’s beliefs would mediate the unwillingness of the discrimination attribution. In our experiment, female undergraduate students rated the extent to which they thought that the lay people’s general beliefs were immutable. Then, they were asked to imagine a specific scenario in which the participant herself failed in a job interview. After reading the vignette, the participants completed a measure of attribution about failure and state self-esteem scale. Only among the participants who believed that the lay people’s beliefs are highly immutable, making more attributions to discrimination was associated with lower level of self-esteem. Furthermore, the participants who perceived the higher level of immutability of beliefs were less likely to attribute their failure to gender discrimination than those who perceived that the beliefs are not so immutable. These results suggest that the negative impacts of discrimination attribution increased by the perceived immutability of beliefs. Therefore, when low-status group members perceived that the people’s beliefs (including prejudice) were stable and unchangeable, they try to avoid recognizing themselves as targets of discrimination to protect positive self-regards. Implications for the study of coping strategies used by victims of discrimination are discussed.

Gender Differences in Sexual Objectification and Dehumanization
Rabecca M. Harris, Sarah Gervais

Objectification Theory suggests that sexually objectified women are seen as less human; indeed researchers, theorists, and policy makers alike tend to conflate sexual objectification and dehumanization (Fredrickson & Roberts, 1997; Haslam, 2006; LeMoncheck, 1985). Although the detrimental effects of self-objectification are well documented (Moradi & Huang, 2008), only a few studies have investigated the sexual objectification of others and generally these studies do not separately measure objectification and dehumanization (e.g., Garung & Chrouser, 2007; Strelan & Hargreaves, 2005). To test our hypothesis that sexual objectification can be differently activated than dehumanization, we collected data from undergraduate participants engaged in a lexical decision task. Following Heflick and Goldenberg (2009) we first encouraged objectification or humanization of the target by instructing participants to focus on the “appearance of the person in the photo” (objectifying), the “person in the photo” (humanizing), or “the photo” (neutral). The brief presentation of a photo of a woman was followed by a letter string. Participants determined, via a key press, if the letter string was a word or a non-word. Reaction times to non-dehumanizing but sexually objectifying words (objectifying words; erotic, hottie), dehumanizing but non-sexually objectifying words (dehumanizing words; other, usable), combination words (conventionally objectifying words; whore, slut) and neutral words were recorded by the computer. Faster reaction times indicate greater activation. After outliers were removed, reaction times were log transformed and submitted to a 2 (participant gender; male, female) x 3 (instructions; objectifying, humanizing, neutral) x 4 (word; objectifying, dehumanizing, conventionally objectifying, neutral) mixed model Analysis of Variance. Our findings indicate that, as hypothesized, cognitive activation of
sexual objectification need not always coincide with cognitive activation of dehumanization. Rather, gender interacts with when objectification and dehumanization are activated in parallel and when they are differentially activated. Implications for law and social policy are discussed.

**Individual-Level Responses to Climate Change: The Impact of Conflicting Social Norms**
*Rachel I. McDonald, Kelly S. Fielding, Winnifred R. Louis*

The issue of climate change requires broad-scale policy change on a global scale. However, to reduce the problem and subsequent impacts on human society and natural ecosystems, the importance of individual-level behaviour cannot be ignored. The literature shows that for both public and private behaviour, people are not demonstrating behavioural changes in line with expressed levels of awareness and concern about environmental threats. We propose that one factor underlying this discrepancy is the experience of multiple, conflicting social norms regarding individual-level behaviours targeted at reducing carbon emissions and preventing climate change. To the extent that people experience normative conflict in this domain, they may also experience behavioural uncertainty and reduced perceptions of efficacy, which may reduce pro-environmental intentions and behaviours. Conversely, for highly committed people, the experience of normative conflict may act as a motivating force to encourage increased participation, or endorsement of more extreme political tactics. The results of studies examining the effects of normative conflict on personal carbon emission-reduction behaviours and political actions will be presented, and implications for behaviour change efforts will be discussed.

**Moral Foundations Theory and Perceptions of Those in Need**
*Rik Jeffery, Andrew Spock, Victor Cordova, Lisa Farwell*

Moral Foundations Theory (MFT; Haidt, 2008) proposes five, fundamental moral concerns: avoiding harm, fairness, group loyalty, respecting authority, and promoting purity. We explored whether endorsement of each of the five concerns sensitizes or desensitizes individuals to the various plights of others in need. Community and student participants completed a measure of moral concerns and responded to a single vignette describing an individual in need due to one of 12 causes. Causes were classified as either: Substance Use or Overuse (e.g., alcoholism), Disease or Disability (e.g., blindness), Social Category (e.g., disadvantaged youth), or External Circumstances (e.g., hurricane). Using 7-point Likert scales, participants indicated their perceptions of the needy individual and willingness to donate either to the target individually or to a relevant organization. Collapsing across individual vs. organization donation recipients and all 12 causes, only endorsement of the concerns of harm and fairness correlated significantly with feeling more financially generous toward the needy, feeling greater sympathy/pity, less irritation/annoyance, ascribing less responsibility to the needy for the problem, and perceiving the need situation as more serious. Within the Substance Use or Overuse group of causes, group loyalty and respecting authority were significantly correlated with feeling less generous toward the needy. Within the Social Category group, only concern with fairness significantly correlated with feeling more generous toward those in need. Within the Disease or Disability group, none of the moral concerns significantly correlated with feelings of generosity, although endorsement of harm did correlate with expecting to feel more positive/relieved after donating and feeling greater sympathy/pity. Finally, within the External Circumstances group, harm, fairness, group loyalty and respecting authority all correlated significantly with generosity. Results are discussed in terms the importance of helping situations for expressing and promoting moral concerns.

**Correlates of Volunteer Motivations: Challenging or Maintaining the Status Quo?**
*Sahana Mukherjee, Matt Robinson, Ludwin Molina*

The present study examines social psychological correlates of volunteering and asks a little studied question in the literature – are there shortcomings to volunteerism (Penner, 2004). Does volunteerism – at least certain individual motivations to volunteer – ironically maintain the status quo and prevent us from correcting the root of the social problem which leads certain individuals to need help in the first place? Previous research by Clary et al. (1998) supports six basic motivations for volunteering – values: related to humanistic and altruistic reasons; understanding: as a way of exercising knowledge and skills; social: concerns relationships with others; career: enhancing career relevant skills; protective: associated with protecting the ego; and enhancement: enhancement of the ego. The purpose of the present correlational study was to test how these motivations to volunteer map onto social psychological variables such as attitudes toward group hierarchy, prosocial personality, and dispositional vs. systematic explanations for poverty. The study was administered to 588 participants at a large midwestern university. Participants actively volunteering were asked to complete the Volunteer Functions Inventory (VFI) (Clary et al., 1998) along with a number of other social psychological scales. Our primary hypotheses were that volunteers with career, protective, and enhancement motivations will differ from those with values-based, understanding, and social motivations on their attitudes towards and understanding of poverty, group hierarchy, and other important social variables. We see the first three motivations as more self-interested while the last three as more altruistic or other-interested. A related hypothesis was that individuals who volunteer for self-interested reasons, have higher dispositional and lower systematic attributions of poverty and a higher social dominance orientation.
We hypothesized that those motivated by more altruistic reasons would show opposite attitudes and attributions. Our findings show a great deal of support for these predictions.

**Rejection Sensitivity and Direct and Indirect Support Seeking**  
*Sheri L. Chandler, Stacey L. Williams*

Those high in rejection sensitivity (RS) have expectations of being rejected by others, and often construe vague interpersonal cues as rejection, and react to rejection whether it is true or perceived (Downy & Feldman, 1996). Williams and Mickelson (2008) suggest fear of rejection may guide individuals to seek support through indirect (rather than direct) behaviors, which are associated with low social support. Indeed, Brookings, Zembar and Hochstetler explored personalities of high-RS individuals and found individuals with high-RS likely avoid situations where rejection is possible and remain detached from others rather than attempting close relationships (2001). This study examines RS and the choice to disclose or not to disclose personally negative (i.e., stigmatizing) information to a potentially close individual (friend, family). While previous research has explored this relation using a crude measure of fear of rejection, we expanded that prior work by assessing RS with a well established scale. In addition, the current study explores specific characteristics of a stigmatizing identity (saliency, visibility, secrecy, and thinking about) and their relation with both RS and help seeking. Our hypotheses are that as RS increases direct help seeking will decrease and indirect help seeking will increase. In addition, we believe that the characteristics of a stigmatizing identity would be related to high levels of RS, as well as increased indirect seeking and decreased direct seeking. We collected data from 659 (69% female) students at a southeastern university through participation in an online survey. We tested our hypothesis with bivariate correlations and found that direct help seeking behaviors were negatively correlated with RS (r = -.166; p = .01) and indirect help seeking behaviors were positively correlated with RS (r = .183; p = .01). Secrecy was positively correlated with RS and indirect help seeking (r = .190 and r = .199 respectively; p = .01) and negatively correlated with direct help seeking (r = -.191; p = .01).

**Adolescents’ Gender Attitudes and Social Reasoning about Parental Caretaking Responsibilities**  
*Stefanie M. Sinno*

Gender attitudes have been shown to affect how individuals interpret and respond to gender role issues (Deutsch, et al., 2001; Nomaguchi, Milkie, & Bianchi, 2005; Sinno & Killen, 2009; Tenenbaum & Leaper, 2002). This study furthered research by investigating how adolescents’ gender attitudes influenced their evaluation of mothers and fathers in the “second-shift” caretaker role, most often associated with mothers in the U.S. (Barnett & Rivers, 2004). Three hundred adolescents, evenly divided by age (11, 13, and 19) and gender, were surveyed. Two hypothetical scenarios were presented which varied the amount of caretaking tasks completed after work and parent gender. Adolescents evaluated the second-shift parent and provided justifications. Further, the Attitudes toward Gender Scale, modified from the UCSC Attitudes toward Gender Scale (Leaper, 1993), was administered. Questions focused on equality in the home (“In general, the mother should have greater responsibility than the father in taking care of children”) and agreement responses were rated on a 6 point Likert scale. Females were found more egalitarian in their attitudes toward gender roles, and participants’ attitudes became more egalitarian with age. Most important to the study, adolescents’ gender attitudes affected their social reasoning about parental roles. Adolescents with egalitarian attitudes reasoned that mothers and fathers could be good “second-shift” caretakers; whereas adolescents with traditional gender attitudes reasoned it was conventional for fathers to work longer days, so mothers were expected to take caretaking responsibility. Since many gender-based societal expectations are implicit, yet pervasive, it is important to understand when adolescents begin to apply gender attitudes to parental roles. Adolescents with egalitarian gender attitudes emphasize individuality and note that mothers and fathers can fulfill caretaking and working roles. This knowledge can be applied to adolescents’ expectations about their own future balance of work and family, an important consideration for changing workplace family policy.

**Investigating How Accusations of Bias Affect Whites’ Cognition, Affect, and Behavior, and the Role of Bias Awareness**  
*Sylvia P. Perry, Mary C. Murphy*

What are the psychological and behavioral implications of being accused of prejudice? Although people today are unlikely to be called “racist” unless they commit a blatant act of racism, to date millions of Americans have been told they hold racial bias against Blacks through an online implicit measure of prejudice—the Race-Implicit Associations Test (R-IAT). Nearly 70% of the people who complete the IAT receive feedback that they have some form of bias toward Blacks (Greenwald, Nosek, & Banaji, 2003). Previous research suggests that there are a number of different outcomes that could happen as a function of people receiving feedback that they are racially prejudiced from the R-IAT. That is, Whites “learning” about their biases could potentially lead to “positive” (i.e., increases in approach-related attitudes and behaviors; Iyer et al., 2003) or “negative” (a rebound of prejudiced attitudes and behaviors; Goff et al., 2008) outcomes in subsequent interracial contexts. Thus, the goal of the proposed work was to evaluate how Whites might respond to an accusation of prejudice, and the factors that might moderate these responses. In particular, we investigated
whether people’s intuitions that they may harbor subtle racial biases predicted their reactions to accusations that they were implicitly prejudiced. We randomly assigned participants to receive prejudice or no prejudice R-IAT feedback. We hypothesized that the prejudice feedback would significantly affect people’s subsequent emotions and behaviors toward Blacks. Consistent with this hypothesis, we found that participants who received prejudice (vs. no prejudice) feedback experienced more negative and less positive affect, and showed fewer compensatory behaviors toward Blacks. However, these results were qualified by participants’ prior awareness of their biases. That is, when accused of being prejudiced, participants who were high (vs. low) in bias awareness were more likely to experience negative affect and to commit their time to a compensatory activity. These results suggest that (for some) prejudice feedback may, unintentionally, lead to negative consequences for diversity efforts, but may facilitate interracial contact for others.

**Does Intragram Distibutive Justice Enhance Intergroup Retributive Justice?**

*Tomohiro Kumaçai*

It is sometimes observed that a third party intervenes aggressively into inter-group conflict. In this study, the relationship between the intragram distributive justice and intergroup retributive justice was examined. It is due to their motivation of retributive justice especially when they perceive that their fellow ingroup member is treated unfairly by other group. This happens, however, only when that the third party has strong ingroup identification, which is enhanced by distributive justice within a group (Blader & Tyler, 2003). Thus, it was predicted that the third party who has been fairly distributed has stronger motivation for retributive justice against unfair outgroups. In this study, lottery tickets were equally allocated to half of participants by a fellow ingroup member, while the others did not experience this distribution task. Then all the participants observed that a fellow ingroup member or an outgroup member are made unfair distribution. After that, they were given a chance to retaliate against the unfair allocator (outgroup member in every conditions) by giving unpleasant noises. An interaction between the intragram distributive justice and the victim’s membership was significant: among the participants who were fairly distributed, those who observed a fellow “ingroup” member being unfairly treated from an outgroup were more aggressive than those who observed “outgroup” member being unfairly treated. Among the participants who were unfairly allocated by fellow ingroup member, the effect of victim’s membership was not significant. And only among the high ingroup identifiers (fair ingroup condition), retaliatory motivation mediated between perceived unfairness to fellow ingroup member and aggressive behavior. Among the low ingroup identifiers, that mediating effect of retaliatory motivation was not significant. An ironical relationship between intragram justice and intergroup justice, and how to resolve inter-group conflict was discussed.

**Overcoming Us and Them: When Superordinate Categories Work Versus Backfire**

*W. Anthony Scroggins, Thomas J. Allen, Jeffrey W. Sherman*

The common ingroup identity model (Dovidio & Gaertner, 2000) proposes that activating a superordinate category leads to decreased bias toward subgroups within the superordinate group. On the other hand, the ingroup projection model suggests that subgroups within a superordinate group are not all seen as prototypical of the group. This leads to more negative evaluations of subgroups when a more inclusive identity is activated (Waldzus & Mummendey, 2003). Although these lines of research would seem contradictory, the differing results may be due to different manipulations of superordinate identity. For example, common ingroup identity research tends to make subordinate groups salient at the same time that superordinate identity is activated (Dovidio et al., 2010). Ingroup projection model research tends to make only the superordinate identity salient. In the present research, we sought to test this moderating hypothesis by manipulating both superordinate identity salience and subordinate identity salience. To manipulate superordinate identity, one-hundred fifty non-Black participants completed one of two sorting tasks. In the American identity condition, participants sorted 40 adjectives into the categories “American” or “Not American”. In the control condition, participants sorted these same 40 adjectives as “Positive” or “Negative”. To manipulate subordinate identity salience, participants were implicitly prejudiced. We randomly assigned participants to receive prejudice or no prejudice R-IAT feedback. We hypothesized that the prejudice feedback would significantly affect people’s subsequent emotions and behaviors toward Blacks. Consistent with this hypothesis, we found that participants who received prejudice (vs. no prejudice) feedback experienced more negative and less positive affect, and showed fewer compensatory behaviors toward Blacks. However, these results were qualified by participants’ prior awareness of their biases. That is, when accused of being prejudiced, participants who were high (vs. low) in bias awareness were more likely to experience negative affect and to commit their time to a compensatory activity. These results suggest that (for some) prejudice feedback may, unintentionally, lead to negative consequences for diversity efforts, but may facilitate interracial contact for others.

**Culture and Risk Judgment of Natural Disaster**

*Yanjun Cai*

This study identifies credibility biases and group think in natural disasters, and explores how cultural factors and self-reported risk experience affect human judgment and decision making in natural disasters. To conduct the project, I am going to interview various Chinese graduate students in Honolulu on their reactions to the tsunami sirens which took place on Feb 27th, 2010. A list of questions can be introduced: How did they perceive about the tsunami warning? How did they
respond to the sirens? How did they form their own judgment to react? How did they get the related information? How did they value the information? How did their own cultural/personal experience relate to their decision making? How did group think and collectivist culture play a role in their judgment of natural disaster? By individual interviews with a random sample of ten Chinese graduate students, I expect to use the qualitative research methods especially the grounded theory, to code and analyze the data. With the in-depth interviews analyzed, I hope to adopt existing paradigms and provide new perspectives to offer evidence of the tractable decision making studies through studying how such Chinese graduate students relate to specific decision making abilities and individual differences in mental model of risk.

**Negotiating Hybrid and Multiple Identities: U.S. Black Immigrants from Non-English Speaking Countries**

Yvanne Joseph

This presentation is based on a dissertation study that explores how individual Black immigrants to the U.S., originating from the non-English speaking regions of the Caribbean, Latin American and Africa, make meaning of and negotiation their cultural and linguistic differences across different social and national contexts. Using a narrative identity approach, the study aims to bring visibility to the diversity that exists within the general Black U.S. racial category. Additionally, the study highlights the distinct identity negotiation facing U.S. Black immigrants from non-English speaking countries as they negotiate their hybrid and multiple identities in the process of acculturation, and within the contemporary context of globalization. Through the use of qualitative methods, which include focus groups and life stories, the dissertation study seeks to answer two primary questions: They are: (1) How do Black immigrants articulate the impact their different categories of identification have on their view of themselves and how they perceive themselves to be viewed and treated by others as they reflect on their life course and the various social settings they occupy? (2) What social situations evoke identity conflicts and how are conflicts managed? The overall significance of this dissertation study is that it provides a contextualized and situated analysis of immigrant identity processes. Additionally, the study sheds much needed light on what can be gained in the study of persons and groups when we interrogate within group differences, rather than focus exclusively on between group differences.

**Gender Differences in Medical Care: Transgender and Transsexual Perceptions**

Brennan E. Peters, Barbara A. Hunter

Sex differences in medical care have been studied extensively in the past. The present study includes an underutilized population to shed light upon the issue of sex discrimination in medical treatment. Members of the transgender and transsexual community possess unique insight and understanding as to how the genders are treated in medical settings. These individuals have often had the experience of interacting with and being perceived by the medical community as both male and female. We solicited participation in our qualitative study via the internet. Of the participants who completed the medical care setting portion of the survey, several noted that chronic pain is treated more seriously when the sufferer is perceived to be a man, that women are more likely to have unnecessary tests run on them and questions asked of them, and that women are more likely to be accused of and perceived as malingering. When asked who has more privilege in medical care settings, none of the respondents indicated that women had more privilege in medical care settings. This study serves to support previous research regarding sex and gender differences in medical care settings but looks at these differences from the perspective of individuals who have a view from both sides. Additionally, the qualitative nature of this data in this survey highlights some very specific differences between how men and women are treated within the medical community, perhaps shedding some light on how to close the gender gap in medical care.
FROM INDIVIDUALS TO NATION STATES:
What Motivates, Sustains, and Discourages Caregiving and Care Receiving

The 8th Biennial Convention
Society for the Psychological Study of Social Issues
June 24 - 27, 2010 · New Orleans, LA
PRESENTATION ABSTRACTS

8:30 AM - 9:40 AM

Interactive Discussion

The Politics of Community-University Partnerships: Beyond Care, Toward Justice
Geoffrey Maruyama, Michelle Fine, Maria Elana Torre

Over the past several years, the SPSSI journal ASAP twice solicited articles examining psychological and other impacts of Katrina/Rita. Disappointingly, no submission employed a pretest-posttest design. Katrina researchers are probably not atypical from others doing engaged research; only infrequently have social scientists been in place and possessing baseline information to assess impacts of natural occurrences. We believe, however, that emerging community-university partnerships are creating such opportunities. This interactive session highlights importance of universities developing community partnerships, and discusses experiences in creating successful and sustainable partnerships with communities, their organizations, and residents. Harkavy & Puckett (1994) suggested that there are many arguments supporting university engagement, including self-interest (e.g., safety), costs of being withdrawn from the community, advancement of knowledge, teaching, and human welfare, as well as promoting civic consciousness and engagement. University presidents have noticed. In his inaugural address, University of Minnesota President Bruininks (2003) said, “Perhaps [our] greatest challenge—and...opportunity—is to strengthen the connection between our research and education missions and the needs of our society.” Syracuse President Cantor (2007) has discussed the importance of reasserting the public benefits of higher education, of reconnecting with the American people, and of leaving the “ivory tower” to engage in public scholarship with community partners. Given our history and purpose, SPSSI members should be leading efforts that lay groundwork for enduring partnerships and longitudinal research on social issues. This session addresses practical issues including: Who should be engaged in community partnerships? How are partners identified? How do politics of participation, ethics and action affect partnerships? What complex dialectics of power operate through these partnerships, and how do they relate to sustainability? What factors increase likelihood of success? Where are resources found? When is timing right to start partnerships? Presenters share experiences and lessons learned, and facilitate and guide discussion of the issues.

Symposia

Chair: Rob Foels

Gender, Race, and Cognitive Complexity

There is an abundance of research in social psychology showing that social cognition is linked to status or power. Those who have power (i.e., control over others) can engage in simple attributional processes, such as ignoring situational information, because their outcomes are less likely to be affected if they are incorrect about others. However, those who lack power need to have a better understanding of social situations and the people in them, and therefore develop a more cognitively complex representation of the other that results in more diagnostically accurate attributions (e.g., Berscheid, Graziano, Monson, & Dermer, 1976; Fiske & Dépret, 1996; Pittman & D’Agostino, 1989; Stevens & Fiske, 2000). In other words, there is a relationship between social power and cognitive complexity. By cognitive complexity we are referring to multidimensional mental representations of the social world (e.g., Bieri, 1955). In addition to the more accurate perceptions of others that would be expected from higher cognitive complexity, cognitively complex individuals also engage in less negative evaluations of outgroups than do less complex individuals (Ben-Ari, Kedem, & Levy-Weiner, 1992).
presentation in this symposium demonstrate how group membership is related to cognitive complexity, the outcomes of having higher cognitive complexity, and ways of increasing the cognitive complexity of social perceivers. Evidence is presented that women and African Americans are more cognitively complex than men and Caucasian Americans; that accurate social perception is a function of the type of cognitive processing, not just the amount; that relatively simple manipulations influence cognitive complexity, and that cognitive manipulations can reduce stereotyping and other forms of negative outgroup evaluations.

**Women’s Complex Cognitive Representations of Ingroups and Outgroups**

*Rob Foels*

Individuals and groups are cognitively represented more complexly by those who have less social control (Pittman & D’Agostino, 1989). In general, ingroups are represented as multiple exemplars and outgroups are represented as a prototype of the category as a whole (e.g., Park & Judd, 1990). However, those with lower social power are less likely to view outgroups in a stereotypic manner, and instead are motivated to seek out individuating information (Fiske & DePret, 1996). Because women have lower social power (control) than men, the present research predicted that women would have more complex representations of their ingroups and outgroups than would men. Study 1 primed participants with a relational (e.g., family) or collective (e.g., college) group then measured participants’ reaction time to target words that matched (e.g., college – several) or mismatched (e.g., college – dyad) the type of group. For relational groups there were no differences. For collective groups women’s responses were slower when the target word indicated category (e.g., several) rather than dyadic (e.g., couple) representations. Men’s responses were faster for category targets, suggesting that men more so than women represent their collective ingroups as fuzzy categories. Study 2 meta-analyzed studies on outgroup homogeneity, and coded the studies for the percentage of women participants. Outgroup homogeneity is the perception of outgroup members as more similar to one another than are ingroup members. Results indicated that outgroup homogeneity decreases as the percentage of women in the study increases. Taken in combination these studies suggest that women have a more complex exemplar based representation of collective groups, for both their ingroups and outgroups. Men however appear to have a more simple cognitive representation of ingroups and outgroups, relying on more prototype based representations. These cognitive differences may help us to understand women’s lower levels of prejudice and social dominance.

**Cognitive Complexities and the Perception of Subtle Racism**

*Landon D. Reid*

The aim of the present research is to examine the cognitive processes related to the perception of contemporary, subtle racism. Understanding the cognitive processes associated with the perception of racism is important because it allows direct insight into the underpinnings of group conflict. Prior to the inauguration of Barack Obama, only 26% of Americans believed that racism represents a major social problem and more than 77% of Americans perceive that race relations in their community are good (CBS News, New York Times, 2008). The perception that racism no longer matters is belied by the existence of implicit and explicit biases directed against racial minorities (Dovidio, 2001; Greenwald & Banaji, 1995). For example, more than 74% of Blacks reported having been personally discriminated against because of their race (Fletcher & Cohen, 2009). The present research describes two different pathways by which cognitive complexity facilitates the perception of subtle racism. The first pathway describes how structural cognitive complexity in the domain of racism is developed in response to being a target of prejudice. Greater structural cognitive complexity facilitates the perception of subtle racism. The results of Study 1 demonstrate that Black targets of prejudice have more structurally complex cognitive representations of the domain of racism relative to Whites and are correspondingly more likely to perceive subtle racism. Alternatively, individuals who do not have the structurally complex cognitive representations of racism (e.g., Whites who have not been targets of prejudice), may still benefit from cognitive complexity. The second pathway describes how greater cognitive complexity, operationalized by attributional complexity, is also associated with perceiving more subtle racism. The results of Studies 2 and 3 suggest that greater attributional complexity is related to making different normative assumptions about the existence of racism that are, in turn, related to perceiving more subtle racism.

**Reducing Automatic Stereotyping Through Increasing Cognitive Complexity During Outgroup Judgments**

*Tracie L. Stewart, Loana M. Latu, Kerry Kawakami*

Previous research (Stewart, Latu, Kawakami, & Myers, 2010) has demonstrated the effectiveness of a new technique for reducing automatic stereotyping: Situational Attribution Training. This training technique targets the fundamental attributional pillars underlying automatic stereotyping. The computerized task involves extensively (480 trials) training White participants to consider situational, versus dispositional, factors when making attributions concerning stereotypic-consistent behaviors performed by African Americans. The current study investigated for whom this training technique is most effective. In an initial session, White participants completed several questionnaires, including the target Need for Cognition Scale (NFC; Cacioppo & Petty, 1982). Three to four days later, participants returned to the lab and were randomly
assigned to complete either Situational Attribution Training or a control task. Degree of automatic stereotyping was then assessed via a probe recognition task. In this task, automatic stereotyping is indicated by greater likelihood of erroneously “remembering” having seen an African American stereotypic trait in a previously displayed sentence that implied (but did not state) that trait, when the sentence was paired with a photo of an African American versus White man. Multiple regression analyses replicated the previous finding that Situational Attribution Training is effective in reducing automatic stereotyping. However, the stereotype reduction benefits of training were found to be most pronounced for individuals higher in need for cognition. These findings are consistent with our hypothesis that high NFC individuals will exhibit greater facility in adopting and automatizing a more complex attributional strategy in judging outgroup members’ stereotype-consistent behaviors – one that incorporates situational, as well as trait, considerations during behavior evaluation. Strategies for enhancing the effectiveness of this technique for low NFC individuals and for effective implementation of this technique in educational settings are discussed.

Reducing The Tendency to Dehumanize By Increasing Cognitive Complexity
Kate Jassin, Rob Foels

Social psychological research suggests that cognitive representations of outgroups are characterized by low complexity and negative valence (Linville, Fischer, & Salovey, 1989; Sedikides, 1997). However, studies have shown that forming more complex representations of targets can lead to more positive perceptions of the outgroup (Katz & Zalk, 1978; Mullen, Pizzuto, & Foels, 2002). In the present study, we extend these findings to another form of prejudice, dehumanization. Dehumanization is the perception of outgroups as less human than one’s own group (Bandura, Underwood, & Fromson, 1975). One form of dehumanization, infrahumanization, is the attribution of uniquely human emotions to the ingroup, and the denial of these emotions to the outgroup (Leyens, Paladino, Rodrigues-Torres, Vael, Demoulin, Rodrigues-Perez, & Gaunt, 2000). This differential group perception has been linked to negative outcomes, such as justification for aggression against outgroup members (Castano & Giner-Sorolla, 2006). The present study examined whether training individuals to form complex representations will reduce the tendency to infrahumanize the outgroup. Participants received either prototype (simple) or exemplar (complex) cognitive training. Next, participants were shown photos of members of a modern society (ingroup) as well as photos of members of a traditional society (outgroup). Participants were subsequently asked to rate the targets on measures of primary emotions, which are simple and shared with animals, and secondary emotions, which are complex and uniquely human. In the prototype condition, the attribution of primary emotions was greater for the outgroup than the ingroup, whereas the attribution of secondary emotions was greater for the ingroup than the outgroup. However, in the exemplar condition there were no differences in the attribution of primary and secondary emotions between the groups. These findings suggest that dehumanization has a cognitive component, and that increasing levels of cognitive complexity can reduce the tendency to deny human emotions to outgroups.

Symposia
Chair: Eve M. Brank

Recent and Upcoming Supreme Court Cases: What You Should Know

SPSSI’s Court Watch Committee writes the Judicial Notebook column each month for the APA Monitor. Authors are generally trained in both law and psychology and write columns to address an upcoming Supreme Court case or important legal issue with relevance to psychologists. The purpose of the Judicial Notebook is to make Monitor readers aware of legal issues that may affect or be of interest to them, and to let psychologists know about pending cases in which they could become professionally involved. In the past year, the committee has examined jury size, effectiveness of counsel, corporate fraud, death penalty sentencing, employment discrimination, DNA evidence, and childhood vaccines. This proposed symposium will include panelists who have written recent columns. Panelists will present on updates for past columns, other Supreme Court rulings, and describe upcoming Supreme Court cases. Many of the columns are written as or soon after the cases are being heard by the Supreme Court. This symposium will provide panelists the opportunity to describe the Supreme Court’s rulings on those cases. In addition, the early summer months right before the Court starts its summer recess in July are notoriously the time when the Supreme Court releases a number of opinions. The SPSSI conference will take place at this very time and allow for panelists to describe any cases, in addition to those from the Monitor columns, which may be of particular importance to SPSSI members. The panelists will also briefly describe cases that are likely to be heard before the Supreme Court in the upcoming year.
Recent Supreme Court Cases
Lori A. Hoetger, Eve M. Brank

Lori Hoetger and Eve Brank will discuss recent and upcoming Supreme Court cases that are of relevance for psychologists. Specific cases are to be determined based on the Supreme Court docket.

Recent and Upcoming Supreme Court Cases
Jennifer A. Tallon
Dr. Jennifer Tallon will discuss recent and upcoming Supreme Court cases that are of relevance for psychologists. Specific cases are to be determined based on the Supreme Court docket.

Recent and Upcoming Supreme Court Cases
Michael Brown
Michael Brown will discuss recent and upcoming Supreme Court cases. Specific cases are to be determined based on the Supreme Court docket.

Recent and Upcoming Supreme Court Cases
Ryan Winter
Dr. Ryan Winter will discuss recent and upcoming Supreme Court Cases. Specific cases are to be determined based on the Supreme Court docket.

Symposia
Chair: Stephanie A. Shields

Promoting Women’s Advancement in STEM Fields through Targeted Interventions

Women entering fields that are non-traditional for women, including science, technology, engineering, and math (STEM fields), often encounter educational and work environments that are unwelcoming. Such environments can send the message that math and engineering fields are “not for women.” One outcome is that a disproportionate number of women leave STEM fields at the undergraduate, graduate, and postgraduate/faculty levels. Contributors to this symposium describe four intervention programs that are aimed at increasing women’s participation and advancement in STEM fields. Each involves strategies that address the subtle yet powerful ways that institutional climate, gender stereotypes, and “under the radar” biases hold can women back or discourage them from continuing in the field. Bayne and colleagues report the results of a large-scale survey of undergraduate and graduate STEM students on perceived sources of support and mentoring. They show how needs and sources of support differ for undergraduate and graduate STEM students. Sekaquaptewa describes an intervention based on factors that contribute to undergraduate STEM students’ positive perception of the STEM environment. Her results show that female STEM students who do not have the opportunity to participate in an on-campus STEM residence program benefit from the intervention by showing decreased stereotype threat concerns and increased identification with their STEM field. Crosby describes a peer mentoring program. She shares the results of a pilot project involving groups of undergraduate, graduate, and postdoctoral women, and identifies features of peer mentoring that suggest its usefulness at each level. Shields and Zawadzki shift the focus to interventions with STEM faculty. They describe the development and structure of an experiential-learning tool, WAGES-Academic, which is designed specifically for faculty in STEM fields. WAGES-Academic illustrates how work-relevant gender inequities accumulate over time and are reflected in salary disadvantage and achievement of leadership positions.

Sources of Mentoring Support for Students in STEM
Melissa L. Bayne, Lyndsey K. Williams, Carol B. Muller

Research in fields of Science Technology Math and Engineering (STEM) suggests that positive mentoring experiences may be integral to student retention and success. Having a positive mentoring experience can lead to students increased feelings of commitment to and satisfaction with their academic programs. Although the importance of mentoring has been established, little research has been conducted on the sources of mentoring support. Do some categories of students rely more than others on support from faculty, from peers, or from family? Do women and men differ? Students of color and white students? Undergraduate students and graduate students? Those who are assigned a faculty mentor and those who find one on their own? To answer these questions, we analyzed data from 1,354 participants in a survey conducted by MentorNet, an online community that supports diversity in the STEM by providing students with resources that may not be available at their home institutions. Analyses show that women and men do not generally differ in terms of the sources of their support. Women and men are equally likely to receive both instrumental and psychosocial help from eight of the
nine sources of support. Nor are ethnic differences pronounced. Nor do we find differences, generally, between those who were assigned a mentor and those who found one on their own. Strong differences did emerge between undergraduate students and graduate students. Undergraduate students received more help from five of the nine sources of help than did graduate students.

An Environment-based Intervention to Improve Outcomes for Female STEM Students
Denise Sekaquaptewa

Academic environments can be perceived as unwelcoming to women in science, technology, engineering, and math (STEM) fields. For example, STEM fields may be male dominated (providing few female peers and role models) and negative stereotypes about women’s lack of ability in these fields may be prevalent. In this research we identify factors that may cause academic environments to seem welcoming or unwelcoming to women, and test an intervention based on these factors. As a first step we surveyed women participating in a university living-learning program designed to support women in STEM, called the Women in Science and Engineering Residence Program (WISE RP). The survey revealed three general factors contributing to perceptions of a welcoming STEM environment among WISE RP women: 1) exposure to frequent messages about women presence in STEM; 2) owning visible STEM markers (such as apparel or pencils identifying one as a STEM major); and 3) having female peer role models in STEM. Our next step was to develop and test an experimental intervention based on these three factors as well as previous intervention studies designed to change implicit stereotypic beliefs about gender. Testing the intervention among female STEM majors showed that the intervention decreased stereotype threat concerns and increased implicit STEM identification among women in traditional (not WISE RP) STEM environments who had reflected on their own STEM experiences.

Structured Peer Mentoring Circles as a Way to Keep Women in STEM
Faye Crosby

My paper outlines methods the results of a pilot project that may eventually lead to an experimental intervention. The experimental intervention has two aims. At a practical level, it aims to help boost the retention, productivity, and satisfaction of ethnic minority and white women in science, technology, engineering and math (STEM) fields as they progress through graduate school. At a conceptual level, it aims to deepen our understanding of social support and resilience. One purpose of presenting pilot data is to invite helpful suggestions as my collaborators and I refine our plans for the intervention. The pilot project has included sessions in which students are brought together in a structured peer mentoring process. Four of the sessions have focused on undergraduate students and have been co-ed. Two of the sessions have included only women graduate students and post-doctoral scholars in STEM fields. In all sessions, the participants have come together for about a day to share their dilemmas with the group and gain support and ideas from the group. The paper details the procedures involved. Results of the pilot project to date have been gratifying. All participants have felt well served by the process. Many felt the experience was important. No participant was harmed by the process of exploring issues, some of which were painful and some of which were previously avoided. The sessions seem to have contributed to the resilience of women facing difficult circumstances. My paper concludes by discussing the features that make the procedures successful. In particular, the use of certain timing rules seems to encourage equality and respect among participants. The normalizing of problems seems important, as does the modeling of cooperative problem solving.

Interventions with STEM faculty: WAGES-Academic as Experience-Based Learning
Stephanie A. Shields, Matthew J. Zawadzki

One factor that contributes to the chronically low proportion of women faculty in STEM disciplines at colleges and universities is the cumulative effect of apparently minor instances of comparative disadvantage. Patterns of gender-related inequity and individual disadvantage develop as effects of these incidents go unacknowledged. Our paper describes the development of a portable, low-cost, experiential-learning tool, WAGES–Academic (Workshop Activity for Gender Equity Simulation) which is designed specifically for faculty in STEM fields. WAGES–Academic uses a game-like simulation to condense academic career events that occur over years in real life into a brief (90 minute) experiential learning activity. WAGES-Academic shows how inequity in women’s salary and opportunities for advancement accumulate through the differential impact of work/family obligations, evaluation of research efforts, and other issues that often have a gender-relevant component, such as access to mentoring. It reveals to participants how information processing limitations and stereotypes contribute to the persistence of these patterns, why it is difficult to recognize and correct the accumulation of disadvantage, and why it is important that sources of inequity be acknowledged and remedied. Our paper then summarizes preliminary data on post-participation behavioral intention to seek additional information about gender equity, as well as self-reported information-gathering and information-sharing behaviors. We conclude with a discussion of WAGES-Academic’s appropriateness for diverse academic settings.
The “Think Manager/Think Male” Stereotype and Familiar Managers
Margaret S. Stockdale, Joel T. Nadler

The “think manager/think male” stereotype was documented in the early 1970s by Virginia Schein (1973) and replicated often (e.g., Doehr & Bono, 2006). This and other research has been used to establish theories of implicit bias against women as managers. Landy (2008) and Copus (2005) questioned the validity of sex stereotyping research arguing that most of this research is based on college students’ ratings of fictitious “paper people.” Stereotype processing is optimal under these conditions, but not by experienced raters evaluating targets they know very well. We tested this “familiarity” hypothesis in the think manager/think male paradigm by having college students either rate the characteristics of abstract social categories (men in general, women in general or successful middle managers) or a specific male or female manager with whom they were familiar. A college student sample (n=264; 115 men and 142 women; 93.8% with working experience) rated men in general, women in general, a familiar female manager, a familiar male manager or a successful middle manager on a set of 124 traits, including the 92 items in the Schein Descriptive Index and additional items measuring communal, agentic, task-oriented, relationship-oriented and transformational leadership characteristics developed by Doehr and Bono (2006). Intraclass correlations showed that although participants rated successful middle managers and familiar male managers fairly consistently (ICC=.86) as well as successful middle managers and familiar female managers (ICC=.82), familiar male managers and familiar female managers were rated most consistently (ICC=.92). By contrast, familiar managers and men in general were rated somewhat less consistently (ICC=.80) as were familiar female managers and women in general (ICC=.72). These ICCs did not differ appreciably by participant gender. These data suggest that “real” male and female managers are perceived more similarly to each other than are comparisons between real managers and imagined categories of people (stereotypes).

The Power of Justification: Systematic Discrimination in Forced-Choice Employment Decisions
Paula M. Brochu, Victoria M. Esses, Gregory R. Maio

Employers often must choose between two or more qualified candidates when making hiring decisions. Under such forced-choice conditions, bias may be especially likely to operate. People often feel discomfort over appearing prejudiced, however, and thus may justify their biases in order to maintain an egalitarian image. The current research focuses on these forced-choice decisions, and the justifications provided for biased hiring decisions. In Study 1, 80 psychology students imagined that they were employers faced with a difficult decision: they would have to decide who to hire in a series of choices between two excellent candidates, equally competent in all respects but differing on one obvious characteristic. Over the series of forced choices, these characteristics included ethnicity (European vs. Middle Eastern), gender (Male vs. Female), religion (Christian vs. Muslim), age (Young vs. Old), height (Tall vs. Short), weight (Average Weight vs. Overweight), nationality (Canadian vs. Immigrant), and sexual orientation (Heterosexual vs. Homosexual). Results revealed a remarkably consistent pattern of bias against the stigmatized candidates. Participants’ open-ended explanations for their hiring decisions were content analyzed, revealing stereotypes to be the most frequent justification provided for this decision-making. In addition, desire to maintain the status quo, justify the current system, and follow social norms were also used to support such decisions. Perceived similarity to participants was also frequently cited as an explanation for biased decision-making. In Study 2, 160 psychology students completed the same procedure with the addition of a manipulation of instructions by the company president not to be biased or no instructions. Overall, a strong pattern of systematic bias against stigmatized individuals remained. This research demonstrates that systematic discrimination against stigmatized groups may be prevalent in forced-choice hiring situations, and that justifications for this discrimination are readily available.

Opting-Out or Pushed-Out? Pregnancy Stigma in the Workplace
Annie B. Fox

Research suggests that pregnant women are discriminated against in the workplace and that a significant percentage of women who have children leave the workforce. These findings are likely related, yet few researchers have made a direct connection between women’s discriminatory experiences and workforce attrition. Instead, researchers have focused their attention on either individual (e.g., income, attitudes) or workplace factors (e.g., family friendly climate) that predict women’s exit from the workforce, ignoring the simultaneous effects of these variables. Most importantly, researchers have not yet examined the process by which the workforce attrition of pregnant women occurs. Because pregnant women are devalued, stereotyped, and discriminated against at work—three important components of stigma—a stigma framework may provide a useful lens for understanding the process involved in women’s workforce attrition. I hypothesize that anticipated stigma mediates the relationships between individual and workplace factors and pregnant women’s workforce attrition. In this paper, I will discuss the results of the first wave of data collection of a longitudinal study designed to examined the mediating role of stigma in predicting women’s job satisfaction, turnover intentions, and psychological well-being. Participants (N=181) completed an online survey regarding their pregnancies, attitudes, workplace characteristics,
and their experiences in the workplace as pregnant employees. Results demonstrated that anticipated stigma was negatively related to job satisfaction, work-family balance culture, and psychological well-being, and was positively related to increased turnover intentions. Additionally, anticipated stigma partially mediated the relationship between work-family balance culture and job satisfaction and turnover intentions. The results of this study provide evidence for viewing pregnancy as a stigmatizing identity in the workplace, and suggest that stigma likely plays an important role in women’s decision making regarding returning to work after giving birth. Implications and future directions will also be discussed.

Political Orientation, Social Identity and Perceived Employability of Iraqi Immigrants
Todd Lucas, Christine Casper, Evone Barkho, Cort Rudolph, Ludmila Zhdanova, Monty Fakhouri, Lyke Thompson, Bengt Arnetz

Immigrants encounter numerous hardships as they resettle into new nations, and integrating immigrants into host nation labor markets is especially challenging. In recent times, social psychological research has increasingly emphasized that successful employment of immigrants may depend on whether they are perceived to be competent and employable by host nation employers. In turn, social psychological research has shown that prospective employers’ perceptions of immigrants may be affected both by their own individual difference characteristics, and also general social influence variables. In this study, we examined the unique and conjoint effects of individual political orientation and a specific social identity on host nation employers’ perceived employability of Iraqi immigrants. A sample of U.S. managers and human resource professionals completed a measure of political orientation, and were experimentally primed to elicit either a personal (individual) or U.S. (national) identity. Using a scenario-based measure, employers then rated the extent to which they perceived six different Iraqi individuals to be employable within the United States. Results suggested an interaction of political orientation and the identity prime -- conservatives who were primed with a U.S. identity rated Iraqi immigrants as less employable than conservatives who were primed with a personal identity. Conversely, liberals who were primed with a personal identity perceived Iraqi immigrants as moderately less employable than liberals who were primed with a U.S. identity. The effect of a personal identity on conservatives was comparable to that of a social identity on liberals, as no significant difference between these groups were observed for perceived employability ratings. In general, this study illustrates how individual differences may interact with social identities to affect perceived employability of immigrants, while also suggesting the specific conditions under which liberals and conservatives may view immigrants as most employable.

15 Minute Presentations

Experiences of Social Invisibility among a Diverse Sample: A Process Model
Judy Y. Tan, Felicia Pratto, Blair T. Johnson

The current study investigated what it may mean to be socially invisible. A review of the literature on intergroup relations and stigma suggested that particular members of society experience social invisibility. However, research approaches thus far have primarily employed a structural stance to what appears to also be a subjective experience based on one’s social interactions, thus requiring analysis at the interpersonal level as well. To explore social invisibility as an interpersonal phenomenon, over 400 online survey responses were solicited between March 2007 and December 2008, and 254 respondents were selected for inclusion in a content analysis. Using a grounded theory approach (Strauss & Corbin, 1998a), a theoretical model of social invisibility was derived, highlighting three main findings. First, social invisibility is a subjective experience based on the perception of being socially unacknowledged. Second, the model identified the range of inferences individuals make from the experience, inferences that vary reliably by contextual factors, partner behavior, and reported prior experiences with social invisibility. Lastly, the model pointed to the nature of social invisibility as a dynamic social, cognitive, and affective process that fits a model of stress and coping. Health implications of chronic experiences with social invisibility are discussed, and directions for future research are suggested.

Negative Consequences of Devaluing Ethnic Distinctions on Intergroup Relations
Natalia M. Flores, Yuen J. Huo

Our studies investigated Asians and Latinos’ experiences with ethnic distinction devaluation: a phenomenon which occurs when an interaction partner fails to acknowledge the differences of an individual’s national or cultural group (i.e. Chinese=Japanese, Columbian=Mexican). In our first study, participants (N=224) were exposed to one of two scenarios in which they: 1) encountered distinction devaluation or 2) encountered distinction recognition. Drawing from previous research on identity neglect (Hornsby & Hogg, 2002; Huo & Molina, 2006), we predicted that encountering distinction devaluation would result in increased negative emotions and more negative evaluations of the interaction partner. In contrast, encountering distinction recognition would result in increased positive emotions and more positive evaluations of the interaction partner. As hypothesized, we found that individuals who were exposed to distinction devaluation reported increased negative emotions and more negative evaluations of the interaction partner; participants exposed to recognition
experienced increased positive emotions and more positive evaluations of the interaction partner. Additionally, we found that group identification moderated the relationship between the identity manipulation and reactions such that the effect was stronger among those who more highly identified with their national or cultural group. To further understand how distinction devaluation affects not only interactions at the individual level but at the group level, we conducted a follow-up study in which participants (N=107) were asked how they felt about the interaction partner’s ethnic group. Based on previous research, we believed that participants exposed to distinction devaluation would be more likely to make more negative evaluations of the interaction partner’s ethnic group (Taylor & Jaggi, 1974). As hypothesized, we found that participants exposed to distinction devaluation reported more negative evaluations of the interaction partner’s ethnic group. These findings suggest the importance of a seemingly benign form of identity devaluation in shaping the outcome of cross-ethnic interactions.

The Psychological Costs of Painless But Recurring Experiences of Discrimination
Que-Lam Huynh, Cheyenne M. Dunbar, Thierry Devos

Racial discrimination experiences vary in frequency and can take many forms, from more (e.g., physical assault) to less (e.g., being called a racist name) severe. In understanding the perceived discrimination-adjustment relationship, it is important to examine both frequency and stress associated with these experiences, as well as the interaction of frequency and stress. To this end, we collected data from Latino participants (N = 168), who completed measures of racial discrimination experiences, stress associated with those experiences, and psychological adjustment (depression and anxiety). First, we found that targets’ explicitly reported stress from discrimination events (i.e., stated distress) was negatively related to the adjustment associated with the frequency of those events (i.e., derived distress). In other words, the frequency of discrimination events that were rated as less severe were actually correlated to poorer adjustment, suggesting that these events, which were deemed less harmful, may have negative consequences for the target. In comparison, the frequency of discrimination events that were rated as more stressful was related to better adjustment, suggesting that targets may have habituated or become desensitized to those events. Second, we found that there was an interaction effect of frequency of discrimination and the reported stressfulness of those events on both depression and anxiety. Specifically, for low-stress events, frequency predicted higher depression and anxiety. However, for high-stress events, frequency did not predict depression or anxiety; high-stress events were associated with depression and anxiety regardless of how frequent or infrequent they were. Both findings point to the need for a more nuanced understanding of the impact of discrimination on psychological adjustment that takes into account the specific role of frequency and stressfulness of these experiences. Discrimination events not experienced as stressful can nonetheless be detrimental to psychological adjustment, especially if they occur frequently.

15 Minute Presentations

The Impact of Existential Motivation on Healthcare Preferences
Kenneth E. Vail III, Jamie Arndt, J B. Pope

This presentation will describe a program of research designed to integrate the motivational perspectives of Terror management theory (TMT) and Self-determination theory (SDT), and in so doing, provide insights into psychological factors affecting healthcare decisions. Whereas previous work indicates that mortality awareness can influence (health) behavior through the defense of cultural worldviews and accruing self-esteem, an initial set of studies explored whether awareness of mortality might also be managed by the perceived satisfaction of the intrinsic needs for competency, relatedness, and autonomy. Thus, we measured perceived need-satisfaction, induced mortality salience (MS; vs. a control topic), and then assessed death-thought accessibility (DTA; Study 1) and worldview defense (Study 2). As predicted, increased need-satisfaction attenuated the typical increase in DTA and worldview defense when participants were reminded of mortality. Further, if basic need-satisfaction indeed serves as an existential buffer, then people should become especially motivated to seek out experiences that will enhance their sense of need-satisfaction when aware of their mortality. Indeed, Study 3 found that MS increased the desire to engage in need-satisfying behavior. With this empirical foundation, Study 4 investigated whether existential fear could influence the approach and avoidance of healthcare options perceived as either enhancing or undermining autonomy support. In the fall of 2009, during a widely publicized Congressional debate on healthcare reform, participants first rated whether healthcare reforms would enhance or undermine autonomy support. One week later, MS increased support for the reforms among those who felt the reform would be autonomy-supportive, yet decreased support among those who felt it would undermine autonomy support. Together, this evidence suggests that need-satisfaction functions as an existential buffer against the awareness of death. These basic insights also provide an avenue for understanding how motivational factors can impact support for healthcare reform. Theoretical and applied implications will be discussed.
Advance healthcare directives (ADs), such as living wills and durable powers of attorney for healthcare, allow individuals to stipulate the type and extent of medical treatment they would like to receive while unable to communicate their wishes. Clarifying those desires in a legal document can not only provide creators with a sense of control over their medical fate, but it also can relieve family members of the distress of having to guess what an incapacitated patient would choose. Free forms are easily available online and do not require an attorney in most states. It seems obvious that ADs' potential benefits far outweigh their costs in terms of time or expense, yet only about 20 percent of Americans currently have them. Since U.S. medical culture leans towards administering all treatment possible in the absence of stated limitations, this likely increases costs to the system as well as exposing patients to interventions they would not consent to. As part of a mixed-methods study exploring barriers to, and motivators for, AD completion, beliefs were compared between participants who do (n = 300) and do not (n = 129) have them. Those with ADs were significantly older and more educated. They were more likely to have been involved in major healthcare or end-of-life decisions for others, but there were no significant differences between groups in personal experience of illness or injury. This, in combination with other qualitative and quantitative findings, suggests that that personally experiencing serious illness is correlated less strongly with AD creation than observing it in others, perhaps due to denial of personal vulnerability, so eliciting memories of past health problems may be a less effective motivator than appealing to a desire to spare loved ones distress. Other implications for applying findings to educational or public service campaigns will be discussed.

Risks to Life: Perceived and Actuarial Risk and Revenue Allocation
Sheldon Grant Levy

The likelihood of dying from preventable non-military causes such as cigarette smoking and air pollution is far greater than the likelihood of death from armed conflict of all types such as terrorism, war, genocide, communal violence and government repression (labeled political mass killing and comparable to Rummel's democide). However, the allocation of resources by governments for the military overwhelms the allocation for preventable non-military death (PNMD). In the US the ratio of expenditures per death for the military is greater than 1000 times that allocated for each death from currently preventable non-military causes. The presentation will compare objective data on PNMD in both the United States and worldwide to military risks. Possible reasons for the discrepancy in allocations will be discussed and then examined through results obtained from both Turkish and US university students who assessed the likelihood that a member of their society would die during the next twelve months from each of several sources. These results will be compared with available actuarial data. In addition, data for the respondent’s evaluation of each source of risk on several factors will be presented. These include danger to the social-economic system, emotional impact of the event, media exposure, likelihood of future escalation of risk, and degree of personal self-control in avoiding the risk.

Health Care During the U.S. Primaries: Persuasion on YouTube
Lindsey Zimmerman, Lisa Armistead, Cynthia King, Aasha Anderson

The 2008 Election was the first presidential United States election to incorporate YouTube as a forum for international discourse about candidates’ issue stances among the diverse YouTube audience. To understand these possibly positive interactions, comments about policy issues posted to presidential candidates’ official YouTube videos were coded using a grounded theory mixed-methods design. Initial open coding of comments about education and energy during the pilot study revealed that comments were typically aimed at persuading other YouTube posters. Further, seven argument types were identified and theoretically refined according to dual process models of persuasion (Chaiken, 1980; Petty & Cacioppo, 1984): reason-based, candidate-based, emotion-based, endorsements, enthusiasm-heuristic, other-interest and self-interest. 5,962 comments in response to candidates’ videos about health care, Iraq, and the economy were randomly selected by date and time during the primary elections. Individuals’ comments posted to the top eight most trafficked Democrat and Republican candidates were coded. The parties’ videos were viewed equally, suggesting no partisan bias in the dataset (1,123,907 total video views). Across all three topics, YouTube participants most frequently used reason-based appeals. However, other-interested appeals were used significantly more frequently for discussing health care, relative to the economy and Iraq war ($\chi^2;r=22.20$). YouTube presents novel in-depth individual data to study group-level persuasion in response to candidate media about national issues. Due to at-home computing and the option to remain anonymous, the most critical advance is the systematic shift in the role of social desirability bias from a source of error to an influence on the type of appeal a motivated or involved individual posts to the unknown Internet audience. The group level findings suggest that individuals involved in seeking out candidate media and persuading others online during the presidential primaries may have perceived that reason-based and other-interested appeals were the most effective arguments about healthcare policy.
Empathy, Values, and Prosocial Behavior
Joseph Pastuszak, Gabriela Carrasco, Erin Froman

Empathy is defined as the ability to cognitively emulate thoughts and emotions in others and respond appropriately (Wakabashi, 2006). As such, empathy allows individuals to think and understand another person’s motivations, cognitions, and behaviors. It is the cornerstone of helping behavior in that it allows someone to tap into an individual’s incentive for providing or receiving help. The proposed discussion will examine how empathy can be influenced by psychological phenomenon, in particular the protestant work ethic (PWE) and egalitarianism values. According to Christopher, Zabel, Jones, and Marek (2008), PWE is a multidimensional concept that relates hard work with rewards; whereas, egalitarianism emphasizes equity, social justice, and concern for the well-being of all peoples (Katz & Hass, 1988). Consequently, the relationship between PWE, egalitarianism, and empathy seems clear: individuals high in egalitarianism will more likely help others than individuals high in PWE because of egalitarianisms emphasis on need versus effort. Nevertheless, preliminary findings suggest that this is not the case (Pastuszak, Froman, Butler, Howell, & Carrasco, 2010). Although these early results indicate that egalitarianism predicted attitudinal empathy, (β = .295, p = .023); neither PWE (β = .174, p = .512) nor egalitarianism (β = .380, p = .168) predicted empathetic behavior (Pastuszak et al., 2010). Therefore, the purpose of this proposed discussion is to dialogue with other professionals about the relationship between values and empathy. In particular we plan to discuss the relationship between egalitarianism and PWE in relation to empathy and altruistic behavior and the effects of these factors on attitudes and behavior related to providing and receiving help. We hope to also foster a discussion on potential mediating and moderating factors, such as similarity and perceived target traits, which might influence the relationship between these values and empathy.

Symposia
Chair: Theresa K. Vescio

Understanding and Reacting to Potential Threats to Masculinity

Because masculinity is associated with power and requires continual behavioral display, masculinity has been suggested to be a highly valued social identity that is precarious in nature and readily susceptible to threats. In other words, manhood can be easily lost if not continuously displayed and reaffirmed (Vandelio, Bosson, Cohen, & Burnaford, 2008). This symposium brings together four speakers who consider the causes, consequences, and ways in which people react to threats to masculinity. Caswell opens by elaborating the nature of the relationship between precarious manhood and aggression. His data show that acts of aggression may temper the anxiety men feel in response to masculinity threats. His findings also show that changes in cortisol and testosterone predict behavior in gender threatened, but not gender affirmed, men. Salvatore then considers how men respond hostile sexism (one form of aggression) in other men. Her data indicate that observations of hostile sexism in other men lead to a reduction in benevolent sexism, which is often considered to be relatively more positive, though paternalistic sexism. Schlenker extends theory and research to consider why and how women may self-sexualize in attempts to appease masculinity threats in others and avoid experiences as targets of aggression. While women in masculine domains may engage in self-sexualization as a way attempting to avoid punishment, this may not be an effective way to gain inclusion and power in traditionally masculine domains. The final talk turns attention to the question of how women may negotiate threat in masculine domains in more productive ways. Logel considers this issue, presenting findings that document the effectiveness of an intervention that appeases women’s concerns about belonging and ameliorates gender differences in performance over time. Together, the talks document the important causes and consequences of threats to masculinity.

Psychological, Physiological, and Behavioral Responses to Masculinity Threats
T. Andrew Caswell, Jennifer K. Bosson, Joseph A. Vandello, Rochelle M. Burnaford, Jonathan R. Weaver

The question of why men behave aggressively has been investigated within many disciplines and areas of psychology. Drawing on previous work suggesting that manhood is a precarious social status (Vandelio, Bosson, Cohen, Burnaford, & Weaver, 2008), we suggest that masculinity threats cause anxiety for most men. This anxiety then compels men to restore their masculinity by engaging in aggressive behavior, and such behavior may be influenced by neuroendocrinological mechanisms including changes in testosterone and cortisol. In Study 1, men were videotaped engaging in an emasculating task (braiding hair on a mannequin) or a gender irrelevant task (braiding rope). Following the activity, men who did the emasculating task punched a punching bag harder than men who braided rope, presumably to restore their threatened manhood. In Study 2, all men engaged in the hair braiding task, and half of them were then given the
A New Look at Men's Endorsement of Benevolent Sexism
Jessica Salvatore, Esra Kutlu

Benevolent sexism is a face-positive form of sexist ideology that nevertheless serves to maintain gender inequality. Because women's endorsement of this form of sexism against their own group constitutes a puzzle, it has attracted a fair amount of attention. Both correlational (Glick & Fiske, 2001) and experimental (Fischer, 2006) findings suggest that women's endorsement of benevolent sexism can serve as a response to threat. Men's endorsement of sexist ideologies, by contrast, are understood as "natural" outcomes of the benefits that men collectively derive from the maintenance of gender inequality. Yet researchers are increasingly recognizing that system-maintaining ideologies can be highly flexible outcomes of the intergroup context for members of both low-status and high-status groups. In parallel to women, men should also be sensitive to whether the social context features hostility targeted at women by their own group, and we argue that men's responsiveness to this information is equally deserving of attention and explanation. We assessed sexist ideologies in a diverse sample of men after providing them with bogus recent polling data that described other men as generally hostile or not hostile to women (following Fischer, 2006). Endorsement of benevolent sexism was reduced when men had been described as generally hostile to women — indeed, reduced to a point reliably lower than their endorsement of hostile sexism. We discuss these findings in relation to past work on sexism endorsement among women; the functions of sexism at the individual and collective levels; the dynamic relationships between hostile and benevolent sexism; and implications for social and political change. Ultimately, men "do gender" as much as women do, and it is impossible to understand the overall system of gender relations and gender politics without recognizing men's role in (co-constituting that system and their experiences living within it.

Responding to Masculinity Threats with Self-Sexualizing Appeasement Strategies
Kristine A. Schlenker, Theresa K. Vescio

Research indicates men often respond to masculinity threats with aggressive behavior towards women (Maass, Cadinu, Guarnieri, & Grasselli, 2003). We argue women are aware of this potential for punishment and motivated to avoid aggression. However, prior researchers have yet to examine the strategies women use to appease masculinity threats and preemptively avoid aggression. While there may be a variety of ways that women attempt to appease masculinity, self-sexualization may be a particularly pernicious strategy used by young women in masculine domains. We investigate how successful women in masculine domains respond to men who indicate they are experiencing masculinity threats. Specifically, we find that women respond to threatened men by engaging in more self-sexualization (e.g., more revealing clothing selections) than when interacting with men who do not express masculinity threats. Importantly, self-sexualization seems to occur regardless of whether a woman is in a high or low power position relative to the man she has outperformed and thus threatened. We will also present research addressing how other people view women who do (or do not) engage in self-sexualizing appeasement strategies. We find evidence to support the notion that women, but not men, believe that self-sexualizing appeasement strategies are an effective and competent way of addressing masculinity threats. However, third party observers view women who self-sexualize after masculinity threats as more manipulative than other women. Building upon these findings and prior research on how sexy women in high/low power positions are viewed (e.g., Glick, Larsen, Johnson, & Branstiter, 2005) we discuss the potential consequences of self-sexualizing appeasement strategies. Furthermore, we address whether self-sexualization has the potential to effectively (a) alleviate masculinity threats and (b) allow women to secure positions of power in masculine domains. Far from being an effective strategy for women in masculine domains, self-sexualizing behaviors may have numerous unintended consequences.

An Intervention to Improve Women's Grades in Masculine Engineering Domains
Christine Logel, Gregory M. Walton, Jennifer Peach, Steven J. Spencer

Women in engineering programs must contend with the psychological threat arising from their from the stereotype alleging that women lack ability in quantitative fields. As numerical minorities, they may feel uncertain about whether they belong, socially, in an engineering program. We designed an intervention to reduce this psychological threat, and thus to improve women's academic performance in engineering courses. Participants were elite engineering students entering a selective
university. They viewed a presentation in which a diverse group of upper-year engineering students reflected on their transition to engineering at that university. In a treatment designed to reduce women’s concerns about social belonging, the upper-year students described feeling as though they did not belong in engineering at first, but that these concerns dissipated with time (Walton & Cohen, 2007). In a treatment designed to help women cope with the stress of psychological threat, the upper-year students described learning to recognize when they were stressed, and to affirm important values outside of academics by incorporating values-consistent activities into their daily lives. As in prior research (Aronson et al., 2002; Walton & Cohen, 2007), the treatment message was reinforced using dissonance procedures. In a control condition, the same upper-year students described learning various study skills, or participants simply filled out the dependent measures. Among students enrolled in gender-non-diverse majors with fewer than 20% women, (e.g., computer engineering, electrical engineering), there was a large gender difference in the control condition in first-term GPA such that men outperformed women. This gender difference emerged despite the fact that women and men entered university with identical levels of prior achievement and preparation. Each treatment raised women’s grades and fully eliminated this gender difference.

Symposia
Chair: Richard L. Wiener

Social Stigma and Obstacles to Care Giving: Empiricism and Policy

The relationships between mental health problems and discrimination form a reciprocal model in which mental illness is both an antecedent and an outcome. As an outcome, mental illness can be the source of a multitude of chronic problems including homelessness, poverty, joblessness, and violence. Furthermore, discrimination against individuals because of disability can produce social and personal dysfunction. This symposium demonstrates how stigma can act as an obstacle against care giving and receiving and suggests some legal and policy interventions to lower these obstacles. The symposium starts by showing how the Americans with Disabilities Act simultaneously raises challenges to using the law to manage social stigma against the mentally ill and how Congress’s 2008 amendments opened the door to empirical arguments that could be influential in removing some of this discrimination. The second paper operationalizes this argument with a study in which people visualized individuals with mental illness either by focusing on common diagnostic labels or behavioral descriptions. Results showed complex relationships between labels, stereotype content, and willingness to approach people with mental disorders. The third paper reports data collected from lesbian, gay, and bisexual individuals in which worry about sexual orientation predicted increased negative affect, depressive symptoms, internalized homophobia and decreased quality of life in ways that were likely to create the need for services that were unlikely to be forthcoming because of the social stigma against sexual minorities. The last paper argues that inaccurate stereotypes about mental illness hamper the public system of service delivery and the paper analyzes mental health policy to suggest how changes could bring about increased service delivery to those in need of mental health interventions. In summary, this symposium combines law, social psychology, clinical psychology, and policy considerations to examine the reciprocal relationships between stigma, the outcomes of discrimination, and obstacles to care giving.

Discrimination Against People With Mental Illness: Law and Empiricism
Richard L. Wiener

The Americans with Disabilities Act 42 U.S.C. § 12101 et seq. prohibits covered agencies (including private employers, public entities, and government agencies) from denying accommodations for persons who suffer from disabilities. Unfortunately, the statute provides little definition of central concepts such as disability and reasonable accommodation so that the courts have had a great deal of leeway in defining those critical terms in their cases. Nonetheless, the ADA may be the best effort so far to prohibit bias against those with disability including mental illness. Such bias continues to be a significant barrier preventing the mentally from receiving adequate care and social accommodation. Still, the law requires the complainant to show the connection between specific mental impairments and limitations in substantial life activities. Perhaps because of the relative invisibility of the characteristics of the mentally disabled or because the courts and legislatures are uninformed about the connection between mental illness and limitations in life activities, successful claims of mental illness under the ADA are rare. However, in 2008, Congress passed ADA amendments (42 U.S.C. Sec. 12101-12213) that filled in some of the absences in definition and may have opened the door for psychologists to conduct empirical research that could help shape the application of the ADA to cases of mental disability. This paper discusses some of the empirical questions in the law focusing on the clause that triggers the ADA when a covered agency treats an individual in a way that shows that this complainant was “regarded as having such impairment.” Under these situations perceptions of stigma against the mentally ill could take on legal significance. The paper ends with some examples of relevant research and how results of that work could be useful in ADA litigation which ultimately may result in assuring better treatment for the stigmatized.
Mental Illness Stigma: Diagnostic Labels Influence Blame and Approach
Jordan A. Blenner, Kristin N. Anderson, Richard L. Wiener, Deborah A. Hope

Individuals diagnosed with mental illness are marginalized in society through a social construction process. Non-afflicted people separate themselves from disabled people using labels and stereotypes to maintain a psychological separation to assure that they are not treated similarly (Link & Phelan, 2001). This public stigma often prevents people with mental illnesses from seeking appropriate treatment and services (U.S. DHHS, 1999; 2001; Vogel et al., 2007). To examine the effect of labeling people as mentally ill, we had 162 undergraduates complete a survey about their attitudes toward people with 7 different types of mental illness. Participants recalled or imagined an individual simply labeled with mental illness and an individual with described symptoms of that mental illness but not labeled. Participants completed a social distance measure (Biernat and Crandall, 1999) and rated each individual on 17 dimensions that prior literature has shown to describe common conceptions about those with mental illness (Feldman & Crandall, 2007). While we hypothesized that participants would have more negative attitudes toward and be less likely to approach individuals labeled with a mental illness than individuals whose symptoms were described, we found a much more complex pattern of results. For example, an individual labeled with “bipolar” disorder, were more likely to perceived as dangerous, the cause of problems at work, and severely ill, than the individual with described symptoms of bipolar disorder. Yet, an individual labeled as “bipolar” was less likely to be considered at fault and more likely to have control over his/her mental illness. Bias triggered by other mental illnesses followed similar complex patterns. For post-traumatic stress disorder, obsessive-compulsive disorder, and depression, participants were more likely to approach a people labeled with each mental illness people with described symptoms. Ambivalent attitudes and behavioral tendencies toward the mentally ill are a barrier for adequate care and social accommodation.

Worry About Sexual Orientation Among Sexual Minorities: Impact of Stigma
Brandon J. Weiss, Timothy Emge, Milena Stoyanova, J. Suzanne Singh, Luis F. Morales Knight, Debra A. Hope

The minority stress hypothesis (Meyer, 2003) states that psychological distress is derived from perceived stigma, prejudice, and discrimination experienced as a result of being a member of a low-status minority group. Pachankis (2007) posits that the salience of stigma related to sexual minority status can lead to preoccupation and vigilance, which ultimately result in anxiety and depression. Epidemiological data suggest that generalized anxiety disorder is more prevalent among sexual minorities than others (e.g., Gilman et al., 2001). However, if worries experienced by sexual minorities are focused on content salient to their sexual orientation, then these worries may be considered reasonable given societal prejudice and discrimination. Still, the prevalence of such anxiety constitutes a missed opportunity to offer care to individuals in need. The purpose of this study was to investigate the nature of worry content in a sexual minority sample, including the relationship between worry related to sexual orientation and mental health. A community sample (n = 54) of lesbian, gay, and bisexual individuals completed a battery of questionnaires, including a measure of worry related to sexual orientation, and participated in a worry induction and verbalization task. The content of self-reported worries was consistent with those reported in prior investigations of worry content (26.09% Finances, 22.26% Other, 16.30% Work/School, 10.94% Interpersonal Relationships, 6.54% Future, 6.17% Family, 5.27% Health [Own/Others], 3.79% Routine Daily Activities, and 2.64% Sexual Orientation). While worry related to sexual orientation was not found to be elevated compared to other topics, sexual orientation worry was significantly related to increased negative affect (r = .47), depressive symptoms (r = .55), internalized homophobia (r = .70) and decreased quality of life (r = -.39), even after controlling for overall worry severity. Implications for the impact of stigma on mental health and a barrier to effective care given will be discussed.

Stigma and Mental Health Policy: One Size Doesn’t Fit All
William D. Spaulding, Mary E. Sullivan, Jeffrey S. Poland, A. Jocelyn Ritchie

The view of severe mental illness (SMI) as an episodic condition requiring brief periods of “stabilization” is an inversion of the older stereotype of continuous incurable madness, but a stereotype nonetheless. The evolution of the mental health system has isolated and disenfranchised those for whom the stereotype does not apply. There are people who are extremely dysfunctional, dangerous to themselves or others, for extended periods of time, unrelated to acute exacerbations of their illnesses. They do not “stabilize” in “community settings” because of extreme living skill deficits, impulsiveness, poor social judgment, substance abuse, and refusal to participate in treatment. At best, they live marginal lives on the periphery of the community. More often, they are stuck in a revolving door of crisis and inpatient services, put in prison, or are long-term residents of state hospitals that nominally employ quasi-medical “short term inpatient” treatment. If these individuals are provided appropriate treatment while restricted to secure settings, they experience a significant beneficial alteration of the course of their illness. Historically, state hospitals are a logical venue for treating this population, but appropriate treatment programs are rare. Instead, most state hospitals configure treatment according to quasi-medical acute care models. The reasons for this, include administrative inattention to clinical realities and endorsement of stereotypical views of mental illness, politicization of the administrative process, poor planning,
public apathy, and accommodation of vested interests in the institutional status quo. These factors which stem from viewing SMI as an episodic illness prevent the mentally ill from receiving care that would improve their life conditions. The solutions to this problem must address all the barriers noted in the national mental health policy discourse. In addition, the stereotype of homogeneity in the SMI population must be eliminated, so that the special needs of distinct subpopulations can be cost-effectively addressed.

Symposia

Chair: Christopher S. Lamb

Gender and Sexual Orientation in Relationship Functioning and Families

What are the prominent social issues regarding interpersonal relationships, families, gender, and sexuality? How can our social environment influence our close relationships and family functioning? We intend on addressing these questions and facilitating discussion concerning recent social issues related to relationships and families. Panelists will frame their research and report how their results address and inform prominent social issues concerning relationships and family functioning, social policy, service development, and providing services to lesbian, gay, bisexual, transgender, and queer (LGBTQ) people. The first two papers review research on relationship initiation, intimacy, stress, and well-being with specific focus on LGBTQ people and issues related to sexuality. Papers will collectively offer answers to a number of questions related to relationships and relationship dynamics. Conley addresses how previous studies have explored the roles of gender and sexual orientation in casual sex encounters and relationship initiation. Frost reports results of a survey speaking directly to questions about how stigma, relational well-being, and depression are related among lesbians, gay men, and bisexuals. In particular, Frost reports how minority stress influences meaning structures associated with intimacy. Two other papers present research results on diverse families, including exploring relationship maintenance and quality, adolescent behavior, and the experiences of LGBTQ adults of LGBTQ parents. By drawing on questionnaire data from mothers and fathers of adolescents in same- and cross-sex couples, Hawkins and Omoto attempt to answer questions about the type and magnitude of differences in family functioning. Finally, Kuvalanka and Goldberg conducted interviews with LGBTQ children of LGBTQ parents and seek to provide answers to questions about the unique challenges and benefits these adult children perceive of having a queer parent. Taken together, the papers address issues across relationship stages, utilize qualitative and quantitative methods, and focus on concerns related to relationship science, family relations, sexual orientation, and gender.

LGBQ People’s Reactions to the Clark and Hatfield Sexual Proposal

Terri D. Conley

In their famous experimental research, Clark and Hatfield (1989) demonstrated that, whereas about 70% of men accepted a casual sexual offer from a woman, no women in their research ever accepted a casual sex offer from a man. This has typically been interpreted as reflecting fundamental (and often evolutionarily-determined) gender differences. That is, the research has focused on differences in how women and men react to the offer. Researchers have paid little attention to the extent to which the gender of the proposer affects the outcome of the proposal. That is, people in general may be more likely to accept a casual sex offer from a woman than from a man. Because of the exclusively heterosexual focus of previous research, this dimension of proposer gender was not previously addressed. In this research, we a) examined bisexual women’s reaction to a paper-and-pencil version of the Clark and Hatfield proposal involving proposals from either a woman or a man (Study 1) and b) compared lesbian and gay men’s reactions to Clark and Hatfield-type proposals involving same-sex proposers (i.e., women approaching women, men approaching men; Study 2). In Study 1, bisexual women were significantly more likely to accept a proposal from a female than from a male. In Study 2, despite the fact that gay men as a group are much more accepting of casual sex than lesbians, there were no differences between lesbians and gay men in their acceptance of the offer from the same-sex proposer. Predictors of acceptance of these offers will be discussed. These findings demonstrate that the results of the Clark and Hatfield study may be due to the gender of the proposer instead of the gender of the participants and also that research focused exclusively on heterosexuals presents an incomplete picture of the gender dynamics of sexual behavior.

Minority Stress, Intimacy, and Relational Well-Being

David M. Frost

Background & Significance: There is widespread belief that intimacy and romantic relationships are not as meaningful for individuals in or pursuing same-sex relationships as they are for heterosexual individuals. These unfounded stereotypes and assumptions create social stressors in the form of macrosocial and interpersonal stigmatization in lesbian, gay, and bisexual (LGB) individuals’ lives. The aim of this study was to understand the mechanisms that link these experiences of minority stress to LGB individuals’ lived experiences of intimacy and the resulting implications for their relational
and psychological well-being. Method: Internet-based stratified sampling strategies targeted 100 men and women who had been in same-sex relationships for at least two years. The questionnaire was designed to elicit stories of five key relationship events in order to assess narrative meaning-making processes associated with the construction and experience of intimacy. Two independent raters reliably coded each story for the presence of intimacy-related themes. Participants completed additional measures that assessed stigma, relationship satisfaction, conflict, and psychological well-being. Results: Hierarchical regression models examined the association between stigma and relational well-being and depression, and the extent to which this relationship was mediated by participants’ incorporation of intimacy-related thematic content in their relationship stories. Stigma was significantly associated with relationship satisfaction, relationship conflict, and psychological well-being. These associations were partially mediated by the extent to which participants’ stories contained intimacy themes. Discussion: These findings demonstrate that minority stress is negatively associated with LGBs’ experiences of relationship quality and psychological well-being. However, the negative effects of minority stress seem to be operating primarily by interrupting the meaning structures LGBs associate with intimacy within their relationships, thereby impacting relational and psychological well-being. Implications for minority stress theory, clinical interventions, and social policy will be discussed.

Family Relationships Associated with Adolescent Behavior Problems in Diverse Families
Stacy Ann Hawkins, Allen M. Omoto

With the changing demographics of families today, there is heated debate concerning family and child functioning in families headed by lesbian or gay parents. Limited evidence exists, however, about family relationships in these diverse families. Previous research on families headed by same-sex couples has been limited almost exclusively to families with lesbian mothers, and those with young children. The present study aimed to understand family and adolescent functioning in families headed by heterosexual, lesbian, or gay couples. Using online self-report questionnaires from 70 heterosexual mothers, 57 lesbian mothers, 35 heterosexual fathers, and 25 gay fathers, this study examined the links between interparental relationships, parent-adolescent relationships, and adolescent behavior problems within each type of family. These correlations were also compared to assess whether the associations differed by family type. Regression analyses indicated that for heterosexual parents and gay fathers, interparental maintenance behaviors were not associated with parent-adolescent relationship quality or adolescent behavior problems. Parent-adolescent relationships, however, were strongly related to adolescent behavior problems; higher quality relationships predicted fewer behavior problems. For lesbian mothers, both interparental maintenance behaviors and parent-adolescent relationship quality were associated with adolescent behavior problems. The link between interparental relationships and adolescent behavior, though, was mediated by parent-adolescent relationship quality. Engaging in more interparental maintenance behaviors predicted better quality parent-adolescent relationships, which predicted fewer behavior problems. Additionally, analyses revealed no differences in the associations between interparental relationships, parent-adolescent relationships, and adolescent behavior problems across family types. These results suggest that programs and services should consider creating or enhancing curriculum that improves parent-adolescent relationship quality, as better relationships may reduce adolescent behavior problems. These findings also suggest that families headed by same-sex couples are functioning in ways largely similar to families headed by heterosexual couples, which may be evidence in favor of equal parenting and adoption rights for same-sex couples.

“Second Generation” Queer Youth with Queer Parents: Who Are They?
Katherine A. Kuvalanka, Abbie E. Goldberg

Lesbian and gay parents and their children have received increased attention in the social science literature over the past few decades, as the legitimacy of lesbian- and gay-parent families continues to be a hotly debated topic. Researchers have explored gender and sexual identity development among youth with lesbian and gay parents in response to the commonly held belief that lesbian and gay parents will raise children who are “confused” about their gender and sexual orientation. Although researchers have generally reported that a large majority of youth with lesbian and gay parents identifies as heterosexual and exhibits “normal” gender development, they acknowledge that some of these youth do report non-heterosexual and non-gender-conforming identities. This aspect of these individuals’ lives, however, is rarely explored in existing studies. Utilizing a queer theoretical perspective, the present qualitative study was the first to explicitly and purposefully explore the experiences of “second generation” lesbian, gay, bisexual, transgender, and queer (LGBTQ) young adults with LGBTQ parents. By listening to the perspectives of 24 “second generation” individuals (ages 18-35) through in-depth, one-on-one interviews, we begin to understand the diversity that exists among this population, in terms of personal and familial experiences, circumstances, and identities. Furthermore, participants shared what they wanted others to know about “second generation” youth: that they experience unique challenges and benefits, that they exist and deserve respect, and that their queer parents did not cause them to be queer. Findings will likely be of interest to researchers, practitioners, and policymakers looking to better understand all LGBTQ-parent families.
The Psychological Sequelae of Prison Rape: A Call for Research
Tess Neal, Carl B. Clements

The existence of prison rape in male prisons in the U.S is a serious problem. Criminologists have attended to the problem of prison rape; however, psychology has paid little attention to the issue and as a result, there exists a significant gap in psychological knowledge. This presentation briefly reviews the literature on prison rape prevalence, victimization risk factors, and the psychological and non-psychological sequelae of prison rape. We outline 10 areas that we believe are important for psychological research to address, especially given the context and intent of the Prison Rape Elimination Act (PREA) passed in 2003 by the U.S. Congress. Of major note, the National Prison Rape Elimination Commission (2009) recently recommended funding via the National Institute of Justice for research on sexual abuse in correctional facilities. Areas we identify as important for research include identifying the complex mental health correlates of surviving prison rape (which do not appear to be captured by current diagnostic nomenclature), treating the psychological impact of victimization, documenting the personal and situational risk and protective factors associated with prison rape, and in designing programs and policy to reduce prison rape. We believe prison rape may be a qualitatively different type of sexual assault than has been researched in the psychological literature to this point. Features of this phenomenon that set it apart from other sexual assaults include the gender of the victims, the social context within which it occurs, the motivation of the perpetrator, and the effects of victimization. Few empirical studies have been undertaken since the passing of PREA in 2003; however, the area is ripe for research. In addition to improving the knowledge base of prison rape victimization, study of prison rape might add to our understanding of sexual assault in general.

The Provision of Care to Overweight Sexual Assault Victims
Sandra Gotovac, Shelagh Towson

Stigmatization on the basis of weight is one of the few remaining socially acceptable prejudices in Western society, and research suggests that overweight women are more stigmatized than overweight men. When observers conduct an attributional analysis of an outcome, the perceived cause determines their response. Excess weight is perceived as volitional, an attribution that elicits disgust and anger and leads to avoidance, neglect, and discrimination. Prejudice against overweight individuals has been found in health care providers and mental health professionals. Weight stigma has been shown to affect the patient-practitioner relationship, clinical judgments and treatment planning, diagnoses, prognoses, and quality of care. Health care providers also believe that overweight women are less sexually attractive and less likely to have a current partner than normal weight women. Research indicates that unattractive women are seen as unlikely rape victims because they are sexually undesirable and are more likely to be blamed for a rape than attractive victims; body size may therefore be a primary cue in the perceptions of rape victims. In the current study, future health care professionals (nursing and kinesiology students) read a vignette describing a normal weight or overweight sexual assault victim with relatively limited or somewhat more extensive sexual experience who had sought help after the assault in a hospital emergency department. It was hypothesized that the study participants would have less positive feelings towards overweight victims. Further, while participants would judge less sexually experienced normal weight victims more positively than more sexually experienced victims, overweight victims would be blamed more than normal weight victims for the sexual assault regardless of their sexual history. The results of the study are discussed in terms of their implications for the influence of overweight on the quality of care provided by health care professionals to victims of sexual assault.

Framing and Public Attitudes toward Sex Offenders: An Application of Heuristic Models of Social Judgment
Robert P. Doyle, Craig Haney

This study seeks to accomplish two objectives: 1) evaluate the framing of thematic representations in newspaper articles about sex offenders, sex offense cases, and sex offender policy; and 2) measure the role of media exemplars and heuristics on individuals’ attitudes, beliefs, and social judgment. In 2006 California voters passed a sweeping measure known as Proposition 83, or “Jessica’s Law,” which increased dramatically the state’s punitive response to persons convicted of sex crimes and registered as sex offenders. A content analysis of a sample of articles from the Los Angeles Times, Sacramento Bee, and San Jose Mercury News during the 2006 election year demonstrates that articles tended to portray sex offenders as predatory and non-human, focusing primarily on the most extreme cases and prolific offenders, without regard for contextual determinants of behavior or the vast heterogeneity of individuals and behavior subsumed by the term “sex offender.” This manner of newspaper framing also over-emphasized child molestation in comparison to rape and other categories of sex offenses. Likewise, reference to the victimization of male children was also over-represented among articles. Moreover, even where newspaper articles sought to convince readers to vote against Proposition 83 using centrally persuasive techniques, sensational language and non-representative exemplars were still highly correlated with arguments against claims that Proposition 83 would achieve greater public safety. The themes that were found in the media analysis were then used to experimentally to test the role of the availability and representativeness heuristics on
social judgment for persons exposed to sensational and unrepresentative media framing. The relationship between these phenomena and concerns for social justice according to feminist critical theory are also discussed.

15 Minute Presentations

Helping Across Group Boundaries: Intercultural Dissimilarity, Interpersonal Attractiveness and Empathy
Katharina Lotz-Schmitt, Stefan Stürmer

Two laboratory experiments investigated the interplay of intergroup and interpersonal processes in dyadic out-group helping. Recent research shows that perception of intercultural dissimilarity between a potential helper and the “helpee” reduces the likelihood of empathy motivated helping (for a review see Stürmer & Snyder, 2009). Extending this perspective, two laboratory experiments tested the hypothesis that the role of empathy in helping intercultural dissimilar others is disinhibited through perceptions of attractive individual characteristics of the target person. In Experiment 1, 91 students of a German cultural background were presented a (fictitious) chat partner (a working immigrant in Germany) allegedly suffering from homesickness and loneliness. The dissimilarity of the target’s cultural background (Swedish vs. Nigerian) and his or her attractiveness (high vs. low) were manipulated as two two-level independent variables. In line with predictions, when intercultural dissimilarity was low (i.e. Swedish target) empathy was a significant predictor of participants’ helping intentions and this independent of the interpersonal attractiveness of the target person (β’s > .51, ps < .01). This was not the case, however, when intercultural dissimilarity was high (i.e. Nigerian target). Specifically, as expected, we observed that perceived attractive individual characteristics increased the potential for empathy to become an effective motivator of out-group helping, even when cultural dissimilarity was high (β = .38, p < .05). When perceived attractiveness was low and the target’s cultural background was perceived as dissimilar, however, empathy was completely inhibited as a motivator of helping (β = .04, n.s.). Experiment 2 replicates und extends these findings with regard to the assumed mediating process (change of cognitive representation of an out-group member through perception of interpersonal attractiveness). Theoretical and practical implications for intercultural helping are discussed.

We Are the World: An Intergroup Approach to Global Inequality
Gerhard Reese, Anne Berthold, Melanie C. Steffens

The solution to some of the most pressing problems humanity is facing (e.g., climate change, starvation) depends on coordinated action of developed and less-developed nations. Their relation, however, is characterized by deep and enduring inequalities that often impede such action. We argue that an intergroup approach can help to explain why these inequalities persist. With perceived legitimacy of intergroup inequality being a major determinant for the success or failure of intergroup relations, the current research focuses on legitimacy’s role for the relation between developed and less-developed countries. Precisely, we draw from predictions of the Ingroup Projection Model (Mummendey & Wenzel, 1999), which claims that intergroup comparisons are always made in the frame of a super-ordinate group. Higher typicality of one’s own group for such a super-ordinate group is then related to stronger legitimacy beliefs. We therefore conceptualized people of developed and less-developed countries as subgroups in the super-ordinate group “world population”. A pretest confirmed this distinction being important and relevant. In Study 1, German participants perceived their ingroup (people of developed countries) as more prototypical for the world population than people of less-developed countries. Moreover, the more prototypical participants believed their ingroup to be, the more were global inequalities seen as legitimate. In Study 2, we aimed to replicate this finding. We also assessed whether legitimacy of global inequality predicts negative attitudes and less positive treatment of people from less-developed countries, controlling for individual differences in political attitudes. Overall, results demonstrate that an intergroup process analysis enhances understanding why the world’s social and economic imbalance persists: The powerful minority feels they represent the typical world’s population, thus legitimizing inequalities. Clarifying this egocentric view both among individual citizens and decision-makers could prove fruitful to tackle the persisting asymmetry in global relations.

Coping with Everyday Classism in a Southeastern Rural Community
Susan F. Ritz

Despite numerous calls to attention, social psychology as a discipline has given the topic of social class little attention, and consequently, has contributed to making “invisible those who are not middle-class” (Lott, 2002, p.100). The present research is an effort to expand our knowledge about classism by contributing to studies about the target’s perspective. It explored the reported experiences of being a target of classism by low-income food assistance program clients in a mid-size southeastern rural community. This qualitative study consisted of semi-structured interviews and Grounded Theory Analysis. To capture the richness of the data without imposing theoretical constraints, no a priori categories were used. Themes in participants’ experiences were identified as they emerged from the data. Analysis included four strategies: coding, constant comparative analysis, theoretical sampling, and theoretical saturation. Trustworthiness of analysis was assessed by establishing credibility, transferability, dependability, and confirmability. Reflexivity was acknowledged. Of 50
participants interviewed, 40 described experiences with classism, each discussing two incidents, for a total of 80 incidents shared. Seven of the remaining 10 participants felt that they had not experienced classism, but at the same time, provided insight into one proactive coping strategy that they may use to avoid the recognition of classism. The classist incidents described occurred in 14 different environmental domains, entailed nine distinct types of classist behaviors, and involved 23 categories of alleged perpetrators. The majority of incidents were believed to be communicated in a blatant fashion and most participants reported experiencing classist events with high frequency. The bulk of incidents were believed to be strictly classist in nature, though some were thought to have also involved racism, some sexism, and some ableism. Participants also described their responses and how they did, and did not, cope with their classist incidents. They responded behaviorally, emotionally, spiritually, and cognitively.

15 Minute Presentations

Welcome to the High IQ Club: Whites Only
John Protzko, Joshua Aronson

The way students in gifted programs are treated regarding admission and retention presented an interesting occurrence worthy of study. Specifically, laws have been passed that prevents the reevaluation of student in such programs, as though the students had become members of a club from which they could not be removed; the question is why. An initial investigation discovered that the higher intellectual ability one had, the more they believed intelligence to be a fixed trait. Further analysis revealed this relationship to exist only for white participants. We argue this may be a way to keep social inequalities by the dominant class. There is no better way to prevent a different group from attaining what one has than by claiming it is genetic. Further examples of such behavior are also presented.

It Happens to Us, But Not Me: The Role of Self-Compassion in Moderating Perceived Discrimination
Jeannetta G. Williams, Kadie Rackley

The gap between perceived group-based and individual-based discrimination, called the personal/group discrimination discrepancy (PGDD), is key to understanding how perceived sexist events aimed at women, as a group, can detrimentally affect individuals (Taylor, Wright, Moghaddam, & Lalonde, 1990). Fischer and Bolton Holz (2007) contend that the impact of perceived sexism on an individual’s psychological functioning depends in part on her private and public attitudes of women as a group, her identification with her gender, and her personal self-esteem. We investigated whether self-compassionate attitudes may protect one’s self-esteem from group-based threats. The present study examined perceived sexist events and collective self-esteem as predictors of personal self-esteem in women with lower versus higher levels of self-compassion. A diverse sample of women participated in our online survey study in exchange for either course credit or a small monetary incentive. Participants provided demographic information before completing these measures: Self-Compassion Scale (Neff, 2003), Schedule of Sexist Events-Recent (Klonoff & Landrine, 1995), Collective Self-Esteem Scale (Luhtanen & Crocker, 1992), and Rosenberg Self-Esteem Scale (Rosenberg, 1965). Separate regression analyses were conducted for the low and high self-compassion groups. For both groups, the models which included all predictor variables were statistically significant. However, the predictive utility of each variable on personal self-esteem differed between the groups. For the low self-compassion group, perceived sexism in school/work, public collective self-esteem, and gender membership importance significantly predicted personal self-esteem. To contrast, for the high self-compassion group, perceived sexism in close/distant relationships predicted personal self-esteem. For the collective self-esteem measures, only gender membership importance significantly predicted personal self-esteem. These results suggest that self-compassion may offer a partial buffer against group-based threats. The self-esteem of women with higher self-compassion may be less influenced by public attitudes toward women and by sexist events outside of personal relationships.

The Effects of Content and Interactional Diversity in Multicultural Education
Daniela Martin, David Livert

Today, multicultural course requirements have become a mainstay of the college curriculum. Recent research has found that engagement in classroom conversations about diversity benefits minority students who feel less alienated in primarily white schools. Moreover, multicultural courses positively impact white students’ ability to think critically and in more complex ways about their worlds. Multicultural education, now simply recognized as “good education,” is still in need of theoretical modeling to explain precisely how multicultural educational practices, and in what forms, lead to positive academic and civic outcomes (Zirkel, 2008). Another avenue to multicultural education is study abroad. Education abroad experiences provide intensive and extended multicultural exposure. We report findings from an ongoing longitudinal study comparing cohorts of undergraduate students exposed to these two very different forms of multicultural education: studying abroad and attending a semester-long class with an explicit multicultural component. The education abroad students spent one semester in one of 28 host countries. Campus-based students attended at least one
class during the semester designated as “International Cultures”, a university multicultural requirement. Preliminary findings showed robust positive changes in student outcomes as a result of studying abroad. After one semester abroad, students showed significant increases in learning outcomes including intellectual engagement and active thinking. The benefits of the on-campus multicultural curriculum were less pronounced in comparison. Students taking multicultural courses reported decreases in the importance ascribed to their ethnic identity, contrary to studies suggesting that identity importance increases with multicultural exposure. In addition, students’ political orientation measured by Social Dominance Orientation (SDO) conditioned the observed effects: students initially high in SDO decreased their social dominance levels during both study abroad and (to a lesser degree) in a multicultural course. These findings will be discussed in terms of relative impact of content diversity and interactional diversity on student development.

11:20 AM – 12:30 PM

Invited Symposium

Chair: Lisa Molix
Presenters: Michael Cunningham, Nghana Lewis, Stacy L. Overstreet, Eboni Price-Haywood

Integrating Research and Service in Community Settings

Community-based research provides a unique opportunity for student learning, community partnership, and translational research. This symposium considers student engagement from high school and college as well as graduate and medical school, with research topics ranging from civic engagement, HIV/AIDS, school-based mental health, and patient-centered medical clinics. Cunningham will discuss ways to integrate research, teaching, and public service, and the challenges and successes in balancing the three components. He will illustrate with examples of this integration at Tulane, and discuss his current work with high school students on their ideas on civic engagement. Lewis will discuss the development of partnerships with local school district administrators, principals, and staff to conduct a baseline assessment of high school students’ understanding of HIV/AIDS as clinical and cultural phenomenon. She also will describe how these partnerships and baseline data are being used to launch an HIV/AIDS prevention/intervention program for local high school girls, using the principles of civic learning and community-based action as instructional foundations. Overstreet will discuss the processes for school-based mental health needs assessment following disasters and how results from those assessments inform the creation of school-based mental health services. Price-Haywood first will discuss the restructuring of the New Orleans’ health care system for underserved and uninsured residents via the patient-centered medical home (PCMH) model of care in neighborhood-based clinic. In addition she will describe the use of these PCMH safety-net clinics to develop and pilot a continuing medical education program in doctor-patient communication, health literacy and cancer screening.

Interactive Discussion

Navigating the Job Market: Advice from Three Graduates
Sara McClelland, David M. Frost, Shaun Wiley

While psychology graduate students are often given general advice on the academic job market, there is less information and advice on what it is like to navigate the job market when trying to secure an academic position with a social justice focus. This interactive discussion forum will offer the chance to discuss some of the unique opportunities and challenges that candidates encounter while navigating this unusual environment and looking for academic employment. The discussion will be lead by three recent graduates who secured positions in different types of academic institutions: a faculty position in an interdisciplinary department, a psychology position at a liberal arts college, and a post-doctoral position at a research university. Each of the speakers entered the job market with a desire to land a social justice-oriented academic position and was successful in doing so. Across the three different experiences, the speakers will offer advice on how to approach the academic job market, prepare applications, interview, and present research to diverse audiences; emphasizing a focus on social justice concerns at each stage of the process. In the spirit of caregiving that organizes this year’s conference and given the current hiring climate, it is more important than ever to pass along lessons learned.
Antecedents and Consequences of Anticipating Stigma in Healthcare
Valerie A. Earnshaw, Diane M. Quinn

Chronic illness represents a growing concern in the United States. Ten percent of Americans currently live with a chronic illness that significantly impacts their life and up to 50% will experience some degree of chronic illness during their lifetime. With the medical diagnosis of chronic illness often comes a mark of stigma, or social devaluation. The stigma of chronic illness may be experienced in a variety of situations, including healthcare settings. In the current study, we explored the antecedents and consequences of expectations of stigma from healthcare providers among people living with chronic illness. We hypothesized that experiencing stigma from healthcare providers (i.e., enacted stigma) and internalizing the stigma of chronic illness (i.e., internalized stigma) leads to expectations of future stigma from healthcare providers (i.e., anticipated stigma). We further hypothesized that anticipated stigma leads to decreased quality of life, and that this relationship is mediated by decreased healthcare access. 184 people living with chronic illness participated in the study by completing an online survey. Participants reported living with a variety of chronic illnesses, including diabetes (n = 12), inflammatory bowel disease (n = 22), asthma (n = 85), and others. A path analysis employing bootstrapping supported our hypotheses ($\chi^2 (2) = .501, p = .78; CFI = 1.00; RMSEA = .00$). These results highlight the role of anticipated stigma as a barrier to receiving care among people living with chronic illness. The results further highlight the deleterious impact of not receiving adequate care on quality of life. Importantly, this suggests that the impact of anticipated stigma within healthcare settings extends beyond physical health, affecting the overall sense of well-being of people living with chronic illness. The importance of considering stigma as a barrier to care receiving and well-being among people living with chronic illness will be discussed.

Hispanics’ Accessibility to Health Care Services in South Carolina Upstate
Arelis Moore de Peralta, Nizel Fernandez, James R. McDonell, Osnat Lavenda

This cross-sectional study examines the predictive effect of selected socio-economic variables, the presence of chronic diseases in the household, the concern on the amount of exercise done by and nutrition of the family, the availability of health insurance and how whether family lives nearby on Hispanic females’ indications that there was a problem in accessing health care services in Greenville County South Carolina. This study is based on the analysis of original data from the Survey on General Characterization of Latino Families in Fountain Inn and Simpsonville, South Carolina, which are two communities in Greenville County. The relative importance of the independent variables in predicting whether or not respondents viewed access to health care services as a problem was examined using binomial logistic regression. The most variables with significant power to predict whether or not a respondent thought accessing health care services was a problem were 1) three socio-economic factors (education, income, work status), 2) the respondent’s concern about family nutrition, 3) whether or not they were concerned about the amount of exercise their family members got 4) the availability of health insurance, and 5) whether or not extended family lived nearby. The language spoken at home lacked statistical power to predict whether or not respondents found it a problem to access to health care services. This finding is contrary to what other research studies have found. The paper concludes suggestions for future research and future interventions that may increase Hispanic’s access to health care services.

Motivating and Sustaining Care Giving: CRNAs on Duty during Katrina
Marjorie Geisz-Everson, Diane Dodd-McCue, Chuck Biddle, Martha Bennett, William Hartland Jr.

Hurricane Katrina offers opportunities to examine motivating and sustaining caregiving during natural disasters. One of the most devastating natural disasters in US history, Katrina damaged all eight New Orleans hospitals and closed several permanently. Certified Registered Nurse Anesthetists (CRNAs), considered essential personnel, were required to report for duty during the storm. Conditions in the hospitals deteriorated when electricity and potable water were lost, backup generators failed, and flood waters rose, leaving the patients and the hospital staff vulnerable. Rescue and evacuation efforts were hindered by sniper fire as well as street flooding. No previous research addresses the experiences of the CRNAs on duty during natural disasters and none examine their psychosocial impact on CRNAs. This qualitative study addresses these issues using a sample of CRNAs who were on duty during Katrina. The study is an ethnography using focus groups. Focus group interview questions examine the impact on CRNAs using validated interview questions corresponding to the theoretical concepts of cognitive appraisal and coping (Lazarus and Folkman, 1984) as well as questions from an impact event scale (Chen et al., 2007). Demographic information complements focus group data. Focus group data analysis uses NVivo8 software and expert review. Preliminary findings reveal that CRNAs initially underestimated the magnitude of Katrina. CRNAs point to prevalent problems in communications and hospital conditions and unpredictable rescues of both CRNAs and patients. They conclude that Hurricane Katrina sparked an appreciation for simplicity that may affect their subsequent coping. Although this study focuses on one profession, its results may be transferable to other health care providers. The findings suggest how these health care professionals appraise and cope.
with natural disasters and how health care organizations can more effectively manage crises to motivate and sustain care giving during and after natural disasters.

Healthcare, Perceived Discrimination, and Culture in Minority Breast Cancer Survivors
Delia Sonia Saenz, Maureen Campesino, Ester Ruiz

Laboratory studies have promoted understanding of discrimination and its negative consequences on targets. Field investigations have likewise shown that perceived discrimination is detrimental (e.g., poor health outcomes) in the general population. Further, among minority individuals, cultural markers are thought to moderate its deleterious consequences. The present study extends this work along numerous dimensions. It examines discrimination in the healthcare arena as reported by individuals with life-threatening illness—women breast cancer survivors. An interdisciplinary team (representing nursing, oncology, social psychology) examined experiences of understudied community populations: African Americans, English-speaking Mexican Americans, monolingual Spanish-speaking Mexican immigrants. The context was characterized by extreme outcome dependency, such that participants’ lives depended on health care providers who were the potential agents of discrimination. Cultural measures were included as possible factors affecting the link between perceived discrimination and healthcare treatment satisfaction. Utilizing a mixed-methods design, investigators recruited 39 minority women diagnosed with breast cancer (Stages 1-4) within the past 6 years, from community-based organizations: 38.5% were monolingual Spanish-speaking Mexican immigrants, 38.5% English-speaking Mexican Americans, 23% African Americans. All received treatment in the U.S. Semi-structured interviews conducted by racially and linguistically matched researchers, covered participants’ experiences with healthcare delivery and discrimination. Participants also completed demographics, a modified Multiethnic Identity Measure (alpha=.70), and a subscale of the Mexican American Cultural Values scale. Ethnic identity, found to be orthogonal to race/ethnicity, age, income level, education and spoken language, was strongly associated with perceived healthcare discrimination (p>.05). Among participants of Mexican descent, acculturation was also associated with perceived discrimination. Sample size precluded meditational tests, but findings indicate that cultural group identification influences cancer patients’ perceptions of discrimination in healthcare, which has implications for treatment and patient-provider relationships. This may be the first study to examine cultural identity and perceived discrimination among minority women in a life-dependent healthcare-giving/receiving context.

15 Minute Presentations

The Self-Fulfilling Nature of Telling People They are Selfish
Tom Farsides

People’s beliefs about the rigidity or malleability and the ‘essentialness’ of various human and individual difference characteristics have been demonstrated to have multiple important implications for those people’s attributions, motivations, actions, and interactions. This presentation describes a programme of research investigating the origins and consequences of people’s beliefs specifically about the rigidity or malleability and the ‘essentialness’ of people’s selfishness or altruism. Original correlational and experimental studies (> 279) will be reported to demonstrate that certain academic theories which have significantly penetrated popular culture (e.g., ‘selfish gene’ and ‘rational actor’ theories) influence such beliefs which in turn affect the extent to which people are concerned with the positive welfare of others in their thoughts and deeds. In brief, teaching that people are ‘essentially’ or ‘unchangeably’ selfish encourages audiences to interpret the actions of themselves and others in ways consistent with these ideas. In turn, this demotivates people to care about others’ positive welfare and encourages or allows them to be overwhelmingly egocentric and egoistic, with a whole host of antisocial and non-prosocial attitudes and behaviors being the result. (Behavioral dependent measures are included.) Some sorts of ‘essentialist’ beliefs will nevertheless be shown to be more influential in certain of these processes than others. The clear implications of these findings for social policy, media practices, and educational responsibility will be made explicit.

Creating Kinder Communities: A Field Experiment
Dominic Abrams, Joseph Pelletier, Tom Andrews

Can social psychological interventions motivate and sustain care and concern for others? Based on theories of social categorization, altruism and empathy, a major charity designed an intervention program to promote community kindness through arts-based activities in schools. Rather than relying on a single technique, the program deployed a variety of means for achieving its overall objectives. The impact of this program was subjected to a systematic evaluation using social and developmental psychological theory and methods. Three experimental and two control schools participated in the program, which required children to discover and share stories of kindness using a wide range of arts media. Participants in the program included the entire school communities and numerous artists, including poets, sculptors, musicians and others. The program also reached out into their wider local communities. The evaluation focused on
changes in children’s orientations to others within the control and experimental schools. As well as qualitative evidence, the impact of the intervention was tested quantitatively with over two hundred children over a period of a year and in comparison to a pre-intervention baseline. For example, the evaluation tested effects on children’s empathy and their evaluations of out-group members in novel situations and found that intergroup bias was significantly lower following the intervention. This research shows how a well designed powerful intervention can have long lasting social psychological impact. The program has subsequently been adopted on a county wide scale involving a large number of schools. Thus the program and the value of evaluating it systematically show the potential capacity for social psychological research to have a substantial impact on policy and practice.

**Vicarious Vested Interest: Expanding Vested Interest Theory**

*Ian M. Johnson, Ben Seifert, Jason Siegel, William Crano*

The idea that one’s attitudes fundamentally affect the actions they engage in is one of the cornerstones of social psychology. Vested interest theory (VIT) posits that attitude-behavior consistency will be maximized when the behaviors that are logically related to a certain attitude have self-relevance for the actor (Sivacek & Crano, 1982). This study attempts to expand VIT by adding attitude objects that are not hedonically relevant, but have self-relevance for a close other. This vested interest involving a close other was termed vicarious vested interest, while the original conceptualization was termed instrumental vested interest. The researchers conducted a field study measuring attitudes and behaviors towards proposed legislation intending to change treatment options for depression to investigate the possibility of extending VIT. In the study, participants’ attitudes towards a piece of legislation were assessed; after filler times, participants were given the opportunity to engage in behaviors logically related to their attitude(s) (e.g., volunteer their time to fight the legislation, offer their address or phone number to receive more information, or sign a petition). Preliminary (correlational) analyses not only replicated previous findings regarding (‘instrumental’) vested interest, but also supported the proposed extension. Vicariously vested individuals (or individuals who had a close other for which the proposal had high self-relevance) were significantly more likely to volunteer their time, give information in hopes of being contacted, and sign a petition against the proposal than non-vested individuals (r = .020 and .387 respectively, z = -1.65, p<.05). Regressions run on the link between attitudes and behaviors provided more support for the expansion of VIT; while vicariously vested individuals’ attitudes predicted their behavior (β = .304, p<.05), non-vested individuals’ attitudes did not (β = -.088, p>.05).

**Empathy, Attachment, and Authoritarianism: Implications for Political and Social Action**

*Marcus D. Patterson, Michael Milburn*

In keeping with the theme of the conference, we will be reviewing a series of studies that we have completed in which we have examined the role of parenting practices and attachment formation in the capacity for empathy and caring and the expression of authoritarianism in adulthood. In particular, we will be discussing the impact of childhood punishment experiences and affect displacement on political and social attitudes and attributions and the role of mortality salience in this connection. We will also be highlighting the critical role of attachment and empathy in this nexus. A number of Milburn’s initial studies in this context supported the hypothesis that affect displacement impacts empathic responding in adulthood, that emotion resulting from childhood punishment can influence opinions on the death penalty and the use of military force (e.g., Milburn, Conrad, Sala, and Carberry, 1995; Liss, 2007). Milburn and his colleagues also found evidence supporting a link between childhood punishment experiences and authoritarianism (e.g., Milburn et al., 1995). Weise et al. (2008) found that attachment mediated the relationship between mortality salience effects and authoritarianism. In our most recent research, we examined the connection between childhood punishment and attachment style in the context of mortality salience, and authoritarianism. We will discuss these findings as they explain the relationship between childhood experiences of punishment and attachment and how these mediate the relationship between mortality salience effects and authoritarianism. In a follow-up study, we replicated this attachment study and examined empathy in more detail. In particular, we will discuss impact of mortality salience on empathy and the role that attachment and childhood punishment play in fostering or inhibiting empathic responding, and the role that empathy plays in moderating levels of authoritarianism. We will discuss the implications of these findings for fostering political and social action.

**15 Minute Presentations**

**Self-Relevant Representations Impact School Belonging for Underrepresented Native American Students**

*Rebecca Covarrubias, Stephanie A. Fryberg*

Native American students encounter limited exposure to positive representations of their group in the academic domain. This underrepresentation may threaten students’ identities in the classroom, subsequently decreasing feelings of school belonging and negatively impacting academic performance (Walton & Cohen, 2007). Two studies examined the impact of positive self-relevant representations (i.e., role models) on school belonging for underrepresented Native American middle-
school students. In Study 1, 71 Native American and 46 European American students were randomly assigned to list many, a few, or no role models and then completed a belonging measure. Analyses revealed that Native American students who listed many role models reported higher belonging than those who listed a few or no role models and reported similarly high levels of belonging as European American students across conditions. Native American students who listed a few role models reported higher belonging than those who listed no role models. No differences in belonging were found for European American students across conditions. In Study 2, 90 Native American students read about a successful in-group (Native American), out-group (European American), ethnically ambiguous, or no role model, and then completed a belonging measure. Analyses revealed that Native American students in the in-group role model condition reported higher belonging relative to students in the out-group, ambiguous, or no role model (control) conditions. No differences were found between the out-group, ambiguous, and control conditions. These findings suggest that positive, self-relevant representations foster school belonging for underrepresented Native American students, but have no effect on European American students who seemingly encounter a plethora of positive representations in the classroom.

**Culture and Mimicry as Agents for Prejudice Reduction**

*Tiffany N. Brannon, Gregory M. Walton, Steven J. Spencer, Emiko Yoshida*

Three studies tested a novel process by which intergroup contact may reduce prejudice. The studies feature behavioral mimicry as a means to manipulate a perceived social connection to a member of another group (Lakin & Chartrand, 2003). Extending research on “mere belonging” (Walton & Cohen, 2009), we hypothesize that people develop culturally-specific interests on the basis of even minimal social connections to members of other groups. In turn, we propose that enacting these interests behaviorally reduces prejudice through cognitive dissonance. In Study 1 trained Chinese-Canadian confederates did or did not mimic European-Canadian participants in a “getting to know you” conversation. As predicted, mimicked participants subsequently reported greater interest in Chinese culture. They also completed more lottery tickets to win Chinese cultural products. Study 2 replicated these results correlationally. Study 3 included a manipulation of the opportunity to take part in a culturally-specific activity. Trained Mexican-American confederates did or did not mimic non-Hispanic participants. The two worked together to create a video for a pop song said to be by either a popular Mexican band or a popular Portuguese band. We predicted that mimicked participants in the Mexican band condition—who believed themselves to have taken part in creating a distinctive Mexican cultural product—would show greater interest in Mexican culture and reduced prejudice against Mexican-Americans. Results provide support for this hypothesis, such that participants who were mimicked and engaged in a relevant cultural activity demonstrated less bias towards Hispanics on a reaction time measure of prejudice, Implicit Association Test (IAT). Discussion addresses implications for intergroup contact, for socially-shared interests, and for prejudice reduction.

**A Social-Belonging Intervention Raises African-American Students’ College Grades Over 3-Years**

*Gregory M. Walton, Geoffrey L. Cohen*

A 3-year follow-up of a brief (1-hour) randomized intervention to buttress students’ sense of social belonging in college is reported (Walton & Cohen, 2007). The intervention was delivered to two samples of European and African American first-year students. Being underrepresented and negatively stereotyped in school, African Americans were expected to benefit most. The intervention raised African American students’ sophomore-through-senior year grade-point-average (GPA) relative to multiple control groups and reduced the racial achievement gap by 46%. This 3-year boost in GPA was mediated by reduced contingency on negative social events as assessed in daily diary data in the first week after the delivery of the intervention. Additionally, consistent with the hypothesis that social-belonging is a psychological hub that underlies diverse aspects of human functioning, an end-of-college survey showed that the intervention improved self-assessed health, reduced self-reported doctor visits, increased subjective happiness, and rendered negative racial stereotypes and self-doubt less accessible among African American students 3-years posttreatment. Discussion addresses psychological strategies to reduce social identity threat in education and, more broadly, how brief psychological interventions can affect important outcomes even over long periods of time.

**Do Places Have Races? Black Locations as Targets of Racism**

*Courtney Bonam, Jennifer Eberhardt, Hilary Bergsieker*

Race imbues a wide range of physical locations. Our first study shows, for example, that the strongest racial group and physical location association exists between Black Americans and inner city areas. We also find that the more Black a space is perceived to be, the less White it is perceived to be. Thus, our participants make a clear distinction between Black and White spaces. Furthermore, participants rate places with a Black association significantly more negatively than places with a White association. In addition to describing the nature of these race-space associations, we will present three studies addressing their effects. The first of these three studies shows that, when implicitly primed with Black Americans versus White Americans, participants describe an imagined school significantly more negatively. In study two, we show that a similar pattern holds for perceptions of a home being sold by a Black, as opposed to a White, family. Participants have
significantly more negative perceptions of the home being sold by the Black family. In study three, we show that not only are participants likely to devalue Black locations, as in studies one and two, they are also likely to treat them more poorly. Specifically, in this study we show that participants are likely to be more open to placing a noxious facility, such as a power plant, in a Black as opposed to a White location. Taken together, these studies show that, in addition to people, physical locations can be the targets of racism. This placed racism takes the form of housing discrimination, inequities within school systems, and environmental racism. It is important to recognize these forms of racism that have been minimally discussed within psychology. The implications, as well as public policy relevance, of this placed racism will be discussed.

15 Minute Presentations

Reminders of Historical Violence Against Ingroup Activate Group-Related Motives
Baljinder Sahdra, Alison Ledgerwood

Almost all nations memorialize historical violence against their citizens. If such memorials are construed as reminders of the suffering of comrades, they should activate the psychological motive to care for ingroup members. And if they are construed as threats to the group, they should activate the motive to defend the group. We hypothesized that for American participants, reminders of 9/11 would be (1) construed as ingroup suffering, activating the motive to be compassionate toward fellow Americans; and (2) also construed as threat to the ingroup, activating group-defensive motives, especially by those who consider American identity to be particularly important to their self-image. We measured importance of being an American to self-definition; then randomly assigned participants to either a control (no reminder) condition (n=99) or a 9/11 reminder condition (n=92); measured sympathy toward Americans; and assessed defensiveness, operationalized as anxiety about interacting with Muslims and anti-Arab discrimination. The reminder increased sympathy toward Americans regardless of identity importance, suggesting that it activated the compassionate motive among both high and low identifiers, presumably due to their construal of 9/11 as suffering of Americans. The reminder also increased anti-Arab discrimination, but only among high identifiers. Enhanced intergroup anxiety fully accounted for the interactive effect of reminder and identity importance on discrimination (showing fully mediated moderation), further supporting the defensiveness interpretation of high identifiers’ motives. Presumably, high identifiers were especially prone to construe 9/11 as a threat to America (in addition to construing it as ingroup suffering), and this threat construal activated defensive motives, thus making them feel anxious about members of the “enemy” group and prompting discrimination. The data support the claim that self-construal can influence the construal of historical violence against one’s group and activation of group-related motives.

Opening Floodgates: Historical Knowledge and Racism Perceptions in Hurricane Katrina
Phia S. Salter, Glenn Adams

Following Hurricane Katrina, the U.S. media reported stark racial differences in perceptions of racism among Americans of African and European descent. Mainstream accounts often explain these differences as the product of something about Black Americans that leads them to over-perceive racism. In contrast to mainstream accounts, this paper applies a cultural psychology analysis to the topic of racial group differences in perception of racism (Adams & Salter, 2007). First, by adopting the perspective of the oppressed, a cultural psychology analysis reveals a less pathologizing, culturally grounded account of racism perceptions. In study 1, we provide evidence that accurate knowledge of African American history facts (via scores on a true-false test in a signal detection paradigm), partially mediates the racial group differences in perception of racism. In contrast to the prevailing belief that perceptions of racism are grounded in unfounded concern, a cultural psychology perspective suggests that it is likely “careful consideration of the facts” that influences divergent racism perceptions in contemporary events like Hurricane Katrina. The second step of a cultural analysis—turning the analytical lens towards mainstream denial—reveals how apparently neutral constructions of reality, too, are culturally grounded. Specifically, this analysis suggests that denials of racism are tied to identity-relevant representations of the past. In study 2, we provide evidence that accounts of a historical disaster (the 1927 Mississippi floods) that fail to mention racism or utilize passive voice to obscure White perpetrators of past wrong-doing produce more positive experiences of American identity than do representations that confront historical racism by describing the events in active voice. This paper discusses the utility of a cultural psychology analysis and suggests that there are representations of American history that can reconcile racial differences in racism perception and allows all Americans, regardless of their identity positions, to find some common ground.

Support for Violence Mediated by Prototypicality in the West Bank
Janice R. Adelman, Michael A. Hogg, Shana Levin

Recent research involving the ingroup projection model suggests that superordinate identities may exacerbate intergroup bias between subgroups: If each subgroup feels more prototypical of the superordinate group, then group differences are further highlighted rather than diminished. Our own studies in Israel and the West Bank are grounded in social
identity theory to understand how the mix of social identities in this region may influence support for political violence under particular conditions (e.g., uncertainty). In prior research, we found that among Israeli residents who identified as Palestinian and Muslim, support for suicide bombings significantly increased as Palestinian identity importance increased. However, this occurred only when uncertainty was high (be it personal or social uncertainty). In the current study, we surveyed Jews, Muslims, and Christians in Israel and the West Bank (N = 560) regarding their social identities (i.e., importance and prototypicality). Then we manipulated feelings of uncertainty, and subsequently measured support for political action. Muslims reported significantly greater Palestinian prototypicality than Christians (t = 3.46, df = 513, p = .001). Among Israeli residents, Jews reported significantly greater Israeli prototypicality than Muslims and Christians; Muslims reported greater Israeli prototypicality that Christians (F(2, 221)=26.34, p < .001). Beyond this, path analyses revealed that Palestinian prototypicality fully mediated the relationship between Palestinian identity importance and support for political violence (Sobel Z = 4.80, p < .001). Neither uncertainty nor Muslim or Christian affiliation influenced this relationship. Notably, this mediational model was supported among West Bank residents (N=245) but not among Israeli-Arab residents (N=115). Finally, the mediational model assessing Israeli prototypicality was not supported among Jewish residents (N=108) nor Israeli-Arabs. These results will be discussed in light of previous findings and theory regarding potential avenues of conflict reduction.

**15 Minute Presentations**

**Straight Ally Responses to Heterosexist Comments in an Online Chat**

Kim A. Case, Briana Stewart, Shaprie Bambacigno Jackson, Ann-Marie Golasinski

In this study, researchers observed reactions when anti-gay remarks are encountered in a social interaction. Given that the majority of research in this area focuses on women’s reactions to sexism (Kaiser & Miller, 2004; Shelton & Stewart, 2004; Woodzicka & LaFrance, 2001), exploring responses to heterosexism would expand current understanding of prejudice confrontation. Heterosexual participants were asked to engage in an online conversation with a chat partner, who was actually a confederate. During the conversation, the chat partner includes two offensive comments about gay men and lesbians. Participant reactions, both verbal and nonverbal, were observed and recorded by the researchers. After the chat, participants completed a survey and were interviewed about their responses and factors that contributed to their decision to confront the biased comments. Data analysis of transcripts revealed overall higher rates of confrontation for the second biased comment as compared with the first, although this was not a significant increase. Women confronted the first offensive comment at a significantly higher rate than men; however, no significant sex differences were found for confrontation rates regarding the second biased statement. The majority of prejudice confrontation reflected subtle challenges such as “I have not seen that on campus.” Clear disagreement, such as “That is really offensive,” was less common. Participants who were committed to fighting homophobia felt obligated to confront anti-gay comments. White participants confronted the second comment at higher rates than people of color. Ultimately, this study contributes to our understanding of social reactions to bias and prejudice and what factors contribute to the decision to interrupt prejudice.

**Don’t Think Gay!: Straight Men Suppress Gay Stereotypes When Threatened**

Thomas J. Allen, Jeffrey W. Sherman, Gregory M. Herek

Previous research suggests that when their masculinity is threatened, straight men are more apt to derogate Gay men. Newman et al. (2005) proposed that defense-based prejudices like these may result from people suppressing unwanted characteristics (e.g. femininity) and projecting them on to groups perceived as having those characteristics (e.g. Gay men). This led us to hypothesize that when their masculinity is threatened, that straight men may attempt to suppress gay stereotypes (i.e. feminine characteristics). Furthermore, in accordance with Ironic Process Theory (Wegner, 1997), we expect that successful suppression will occur only when ample time is available and fail when time is minimal, with the later producing more intrusive thoughts about gay stereotypes (i.e. ironic effects). In the present study, we either threatened or did not threaten straight men’s masculinity. Then they performed a task where they categorized target words related to gay stereotypes (e.g. sin, fashion), not related to Gay stereotypes, or pseudowords as words or nonwords. In between trials a subliminal prime was presented (“Gay” versus letter string) for 10 ms. The SOA (stimulus onset synchrony) was long (2 s) or short (140 ms). Results demonstrated that when SOA was long, threatened males responded more slowly to Gay target words following the Gay prime relative to the control prime (i.e. successful suppression). When the SOA was short, threatened males responded faster to the gay targets following the Gay prime relative to the control prime (i.e. ironic effects). As predicted, threatened straight men attempted to suppress the Gay stereotype.

**Comparing Sexual and Ethnic Minority Perspectives on Same-Sex Marriage**

Negin Ghavami, Kerri Johnson

On November 4, 2008 California voters narrowly passed Proposition 8, a measure to amend the state constitution to define marriage as between a man and a woman. Not surprisingly, opponents of Prop 8 reacted with disappointment,
dismay and outrage. Why did Prop 8 pass? One popular explanation was to blame the outcome on the Black community after a much publicized CNN exit poll (November, 2008) reported that 70% of Black voters supported Prop 8. Even though the results of this exit poll was contested (e.g., Egan & Sherrill, 2009), many White gay men/lesbians adopted an antiblack stance. Why did so many opponents of Prop 8 react so negatively to the votes of Black Californians? We used naive realism (Robinson, et.al, 1995) as a theoretical foundation to address this question. We reasoned that outrage toward the black community was fueled not only by black voters’ support of the measure, but also by gay/lesbian voters’ mistaken assumptions of how the issue was construed by black voters. We surveyed a community sample of 254 gay/lesbian, 85 blacks, 90 Latinos, 67 Asians and 77 whites about the extent to which they viewed gay marriage as a civil rights issue, a moral issue, and analogous to the Civil Rights movement of the 1960s. Additionally, gay men/lesbians also predicted the average attitude judgments for each race category. We predicted and found that gay men/lesbians were more likely to view gay marriage as a civil rights issue. Importantly, gay men and lesbians expected black voters - themselves the beneficiaries of the Civil Rights campaign of the 1960s - to do the same. In reality, however, black respondents were more likely to view gay marriage as a moral issue, involving religious convictions. The results of this study highlight an important link between lay theories and overt discrimination.

Processes with Sexual Orientation Microaggressions: Experiences from the LGB Perspective
Kevin Nadal, Jayleen Leon, Vanessa Meterko, Michelle Wideman, Yinglee Wong

Lesbian, gay, bisexual, and transgender (LGBT) individuals are likely to experience sexual orientation discrimination that is both overt and covert. Previous researchers have purported that racial and gender discrimination is becoming less overt and more covert due to the changing nature of American society. This covert discrimination is also known as microaggressions. Sexual orientation microaggressions can be defined as brief and commonplace daily verbal, behavioral, and environmental indignities (whether intentional or unintentional) that communicate hostile, derogatory, or negative heterosexist and homophobic slights and insults toward LGBT individuals. Sexual orientation microaggressions are both conscious and unconscious and perpetrators may not realize the negative impacts that these messages have on LGBT individuals. Through examining the previous literature on hate crimes, sexual prejudice and anti-gay harassment, sexual stigma, modern heterosexism and homonegativity, racial microaggressions, and gender microaggressions, Nadal, Rivera, and Corpus (in press) proposed nine sexual orientation microaggression themes, including: 1) use of heterosexist terminology, 2) endorsement of heteronormative culture/ behaviors, 3) assumption of universal LGBT experience, 4) exoticization, 5) discomfort/ disapproval of LGBT experience, 6) denial of reality of heterosexism, 7) assumption of sexual pathology/ abnormality, 8) denial of individual heterosexism, and 9) environmental macroaggressions. The purpose of the current study is to understand how LGBT individuals process sexual minority microaggressions and the impact of these subtle discriminations on their well being, societal progress, and counseling relationships. A qualitative method of research was used to obtain information from the perspective of LGBT individuals. Focus groups of sexual minority participants were led by an interviewer who asked a list of standard, open-ended questions to gain descriptions of personal experiences with microaggressions. Follow-up questions were used to probe for more in-depth answers. Implications for sexual minority mental health and well being are discussed and recommendations for preventing sexual minority microaggressions in counseling and therapy are established.

1:40 PM – 2:50 PM

Invited Symposium

“Nothing As Useful As A Good Theory:” Lewinian Inspired Interventions To Improve Academic Achievement

The achievement gap for underrepresented minorities and women in educational contexts is arguably one of the most discussed and debated issues in education. In recent decades, systematic, theory-driven research on social identity threats (e.g., Steele & Aronson, 1995) has changed how society understands and approaches the achievement gap. In the four talks presented here, the researchers take theory-driven research to the next level. In true Lewinian style, they demonstrate that theory-driven interventions can be used to improve academic achievement and to ameliorate the achievement gap for underrepresented minorities and women. These talks achieve, what Kurt Lewin charged as the objectives of action research—systematic, theory driven research that leads to problem-solving. The research also suggests that, “there may be nothing as theoretical as a good intervention.” Each talk highlights how intervention research can sharpen and enrich psychological theory.
Improving Academic Achievement by Reducing Psychological Threat: A Theory-Driven Intervention
Geoffrey Cohen, Valerie Purdie-Vaughns, Julio Garcia

Apparently small but early interventions can have long-term positive effects when they interrupt a recursive cycle that would otherwise lead to worsening performance. An intervention was given to lessen minority students’ psychological threat over being negatively stereotyped, consisting of a series of brief structured writing assignments focusing students on a self-affirming value. The intervention improved minority students’ grades and closed the racial achievement gap over two years.

Identity-Based Motivation: When Small Interventions Can Have Big Effects
Daphna Oyserman

Children want to do well in school and attend college, but their actual attainment often lags behind. A number of studies suggest that social structural factors influence the aspiration-achievement gap, in part, by influencing children’s perceptions of what is possible for them and people like them. This presentation outlines the theory of identity-based motivation (IBM, Oyserman, 2007, 2009a, 2009b) which conceptualizes the processes underlying this macro-micro interface to help children successfully grapple with constraints imposed by social structural variables. To test the efficacy of the IBM model for intervention it was tested in experiments and randomized trials in public schools in Detroit, its environs, and Chicago. The IBM model assumes that identity is multifaceted and dynamically constructed in context. People interpret situations in ways that are congruent with their currently active identity and prefer identity-congruent actions over identity-incongruent ones. This further influences the interpretation of any difficulties they encounter: when the behavior is identity congruent, experienced difficulty highlights that it is important and meaningful; when the behavior is identity incongruent, the same difficulty suggests that it is pointless and “not for people like me.” These perceptions have important downstream effects on important behaviors including in-class disruptions vs. engagement, time spent on homework, standardized test scores and grades in school. As theoretically expected, feeling that school success is identity-congruent fosters behaviors that can reduce the aspiration-achievement gap. The presentation ends with implications for how interventions to improve the lives of at-risk children are conceptualized and discusses the promise of “small interventions.”

Stereotype Threat and the Growth Mindset
Joshua Aronson

Over 300 published experiments demonstrate that students targeted by negative ability stereotypes perform less well in testing situations that confront them with these stereotypes. Moreover, longitudinal studies show that students who measure higher in their self-reported vulnerability to negative stereotypes obtain lower grades. Thus the phenomenon of “stereotype threat” (Steele & Aronson, 1995) has been frequently cited as a factor in the ability gap between minority students and their white counterparts. In this talk I present data showing that the “growth mindset” –the expectation that scores and abilities can improve–is protective against the effects of stereotype threat. I will present evidence from laboratory experiments, field interventions, and developmental studies showing that stereotype vulnerable students perform better on tests, obtain higher grades, and seek more challenge, when they are led to adopt a growth mindset.

Creating Stereotype Safe Settings: Interventions that Provide Coping Strategies and Reconstrual of the Situation Improve Women’s Performance In Engineering
Steven J. Spencer, Christine R. Logel, Greg Walton, Jennifer Peach, Mark P. Zanna

We created an intervention for women entering their first year in an Engineering program. In the control condition women’s grades were lower than men’s grades in majors in which women were strongly under-represented (i.e., made up less than 20% of the students). In two different intervention conditions, however, women’s performance dramatically increased to a level at or above men’s performance. In one of these intervention conditions women were taught to use self-affirmation strategies when experiencing concerns about their performance in school. In the second intervention condition women were exposed to upper year students who described their early concerns about feeling that they belonged in engineering, but that over time they came to feel that they belonged. Although both the affirmation training and belonging intervention improved women’s grades, the psychological processes leading to their improved grades was not identical suggesting that the effect of social identity threat on women’s grades in engineering is multiply mediated and can be ameliorated in multiple ways.
Invited Symposium

Chair: Melissa L. Bayne

Graduate Student Committee Symposium

Finding Balance between Graduate School and Everything Else
Harmony A. Reppond

In a recent study by Mason, Goulend and Frasch (2009), graduate students reported wanting to have a balanced life but that the “unrelenting hours” of their academic work allowed little room for such balance (p. 11). This presentation will discuss the challenges students face in their attempts to find balance between graduate school and everything else. Results of a survey examining graduate students’ strategies for striking balance will be presented. The implications of these findings are discussed in terms of possible ways to make weighing the different responsibilities of academia and the rest of life more manageable.

Outside the Classroom: Getting Involved in Public Policy and Community Advocacy
Kristy L. Cahoon

Involvement in community organizations, whether volunteer or policy oriented, can strengthen a resume and provide graduate students with valuable experience. While perceptions are that it can be difficult to get involved with these organizations, this presentation intends to demystify community organizations and advocacy groups in the hopes of encouraging attendees to get involved in groups that interest them. The first portion of the presentation will discuss ways to find compelling organizations. The presentation will discuss networking tips, ways to find and establish connections in order to get involved with these groups, and different types of experiences that are available as a graduate student. Finally, the presentation will address conflicts that may arise during these interactions, and ways to resolve them without dissolving relationships with the organization.

Professional Development for a Challenging Economy
Melissa L. Bayne

With the national unemployment rate at an estimated 9.7% (United States Department of Labor Bureau of Labor Statistics, 2010), recent graduates and early career scholars face unique challenges when entering the workforce. Most academic departments continue to undergo budget cuts, and opportunities within non-profits and the private sector are limited. The goal of this presentation is to discuss opportunities both within and outside of academia and to help graduate students prepare themselves for today’s challenging job market. Specifically, we will focus our attention on finding open academic and non-academic positions and preparing professional application materials including cover letters, curriculum vitae and research statements.

Interactive Discussion

Teaching Action Research: An Applied Social Psychological Research Methods Course
Debra Masseh, Allen M. Omoto, Amy Marcus-Newhall

Our session provides an overview of, and sample materials developed for, an action research course titled Applied Social Psychological Research Methods. The class brought together undergraduate and graduate students, faculty members at various stages of professional development, and community collaborators to pursue theoretically and practically relevant research in applied settings. This session is intended to share insights into the process and products of this course. Having taught the course for three consecutive years, each time tweaking the rhythm and expectations of the course in response to student feedback and instructor reflections, we wish to share with colleagues both the course model and our “lessons learned.” In addition, we anticipate active post-presentation discussion with audience members. Our expectation is that many other ideas for teaching about social issues and research methods will emerge in this discussion and these ideas will inspire revision to our course and encourage others to consider offering similar courses at their institutions. Our class was divided into three phases and met over a full academic year (2 semesters). In Phase I (Project Development), the class read and discussed relevant research literatures related to student-identified interests and concerns. The goal of this phase was to develop research ideas and proposals, and to consult with appropriate community collaborators in developing research projects. Phase II (Project Implementation) focused on carrying out selected research projects in teams, including developing research protocols and measures, gaining IRB and other approvals for proposed studies, collecting original data, and coding and analyzing data. The final phase (Dissemination) involved preparing
written products and giving oral presentations for community collaborators, envisioned professional audiences, and, when possible, at appropriate professional conferences.

15 Minute Presentations

Prohibitions Paradoxically Increase “Immoral” Temptations—and Feelings of Shame
Sana Sheikh, Ronnie Janoff-Bulman

Traditionally, psychologists have explained immorality as a failure to internalize the appropriate moral norm. Attribution theory, for instance, argues that strong external controls such as parental punishment undermine moral internalization and increase inclinations to engage in “immoral” behaviors (e.g., Festinger and Freedman, 1964). However, developmental and clinical studies show that although punitive caregiving is related to adolescents’ failures to restrain from “antisocial” behaviors, it is also associated with high levels of distress and shame (e.g., Tangney & Dearing, 2002). Distress and shame indicate that children of punitive parents are evaluating themselves against some internalized norms, and given that shame is a strong moral emotion, these norms are likely to be moral. In my talk, I trace one route whereby morally socialized and motivated individuals nevertheless are more tempted to engage in what they themselves view as immoral conduct. Punitive caregiving socializes a focus on prohibitions (Study 1). This prescriptive orientation attends individuals to their immoral thoughts and, due to mental suppression, paradoxically increases the temptation of engaging in the very behavior they wanted to inhibit (Study 2). Given that these are individuals who are morally socialized, I also find a major emotional consequence of a prescriptive orientation is in fact increased shame—an emotion consistently linked to poor interpersonal and intrapsychic well-being. Overall, punitive caregiving successfully socializes moral prohibitions, but nonetheless promotes the very inclination to engage in immoral behavior that it is trying to inhibit.

The Influence of Others’ Prior Moral Actions on Moral Behavior
Maryam Kouchaki

I explore the role of others’ prior moral actions on subsequent moral behavior. We know that engaging in moral behaviors can liberate people to subsequently behave in immoral ways when their past behavior has established their credentials as moral persons. For example, recent work on the licensing effect has demonstrated that establishing self as non-prejudiced leads people to express attitudes that could be viewed as prejudiced. Here, the moral licensing effect is examined as a social phenomenon. I show that social moral credentials can be acquired through reliance on others’ prior moral actions and behaviors. That is, other people’s moral choices in a prior task can provide individuals with moral credentials and thus make them more willing to engage in morally questionable behavior in a subsequent task. Three experiments supported my hypothesis that people are more willing to express attitudes that could be viewed as prejudiced when other group members’ prior behavior have established a non-prejudiced credentials. In Study 1, given the information on other group members’ prior moral behavior (social moral credentials), participants who rated a Hispanic applicant produced more discriminatory ratings for the minority applicant (a Hispanic) for a position stereotypically suited for majority members (Whites). There was no relationship between the social moral credentials and the suitability ratings for a White applicant. In study 2, a three-way interaction was tested. Identification (with the group) moderated the interaction between social moral credentials and applicant’s ethnicity such that the interaction between social moral credentials and applicant’s ethnicity was present in higher level of identification. In study3, I found that moral self-concept mediates the interaction between social moral credentials and applicant’s ratings, meaning that moral self-concept drives the shift in preference for applicants in the credentials condition.

Children’s Reasoning about Moral Decisions and Emotions: Does Race Matter?
Drika Makariev, Kristin H. Lagattuta

Caucasian children, ages 5-12 years (n = 67), were presented with 8 narratives accompanied by pictures that involved characters experiencing prosocial (what one should do) or prohibitive (what one should not do) moral dilemmas. The focal story character and the secondary character matched in race (both white) for half of the story trials and mismatched by race (focal character was white, secondary character was African American) for the other half. All dilemmas required that the focal character sacrifice his or her immediate desires if he/she decided to help or to not harm the secondary character (e.g., missing out on something fun). Children were asked to predict and explain how focal characters would feel after deciding to either help or not help (prosocial scenarios) and after deciding either to harm or not harm (prohibitive scenarios). The pictorial emotion scale ranged from -3 (very bad) to +3 (very good). Analyses showed that children differentiated by group membership. A 4 (age group) x 2 (gender) x 2 (group membership) repeated measures ANOVA for emotions following helping decisions in the prosocial dilemmas resulted in main effects for group membership and for age, Fs > 2.77, ps < .05. Children attributed more intensely positive emotions for characters who decided to help ingroup versus outgroup members. 5- to 6-year-olds predicted less intensely positive emotions following helping behaviors compared to older age groups. The same analysis for emotion predictions following not-helping decisions also resulted
in main effects for group membership and for age, $F$s $> 3.88$, $p$s $< .05$. Children judged that characters would feel more intensely positive emotions for not helping outgroup versus ingroup members. Here, 5- to 6-year-olds predicted more intensely positive emotions for decisions to not help compared to 7- to 9-year-olds. Parallel analyses for the prohibitive scenarios only resulted in a main effect for group membership for harming decisions, $F(1, 58) = 6.08$, $p < .05$, $\eta^2 = .10$. Children predicted significantly more positive emotions following harming outgroup versus ingroup members. Further analysis will be conducted.

### 15 Minute Presentations

**The Price of Power: Power-Seeking and Backlash Against Female Politicians**  
*Victoria L. Brescoll, Tyler Okimoto*

In two experimental studies, we examined the effect of power-seeking intentions on backlash toward women in political office. We hypothesized that a female politician’s career progress may be hindered by the belief that she seeks power, as this desire may violate prescribed communal expectations for women and thereby elicit interpersonal penalties. Results suggested that voting preferences for female candidates were negatively influenced by her power-seeking intentions (actual or perceived), but that preferences for male candidates were unaffected by power-seeking intentions. These differential reactions were partly explained by the perceived lack of communality implied by women’s power-seeking intentions, resulting in lower perceived competence and feelings of moral outrage. The presence of moral outrage reactions suggests that backlash arises from the violation of communal prescriptions rather than normative deviations more generally. These findings illuminate one potential source of gender bias in politics and our discussion thus focuses on ways to mitigate this bias.

### Men’s Proclivity and Women’s Reactions to Sexual Violence in Intimate Relationships

*Miguel Moya, Jesús L. Megías, Mercedes Durán*

Results of two studies about the influence of perceivers’ and perpetrators’ ambivalent sexism on sexual violence are reported. The first study examined the influence of participants’ and perpetrators’ sexist ideology, and the type of victim-perpetrator intimate relationship on men’s self-reported rape proclivity. Sixty-four male university students were presented with vignettes representing either a marital or a date rape situation, in which the information about the perpetrator’s sexist attitudes (benevolent vs. hostile vs. control) was manipulated. Results replicated the previously-found relationship between participants’ hostile sexism levels and self-reported rape proclivity. Participants’ benevolent sexist attitudes also were related to self-reported rape proclivity. Finally, an interaction between perpetrator’s sexist attitudes and the type of victim-perpetrator intimate relationship (dating vs. married) was found. Rape situations where the perpetrator was described as holding benevolent sexist attitudes towards women produced higher self-reported rape proclivity ratings in the date (vs. marital) rape situation. In the second study we examined the effects of perceivers’ and perpetrators’ sexist ideology, and victim-perpetrator relationship on female responses to vignettes depicting a rape incident. Eighty-three female students read three vignettes describing a spousal rape or date rape situation. The sexist ideology of the perpetrator was manipulated (benevolent vs. hostile vs. control). We expected that benevolent sexism in the perceiver and/or in the perpetrator would lead the perceiver to believe she would react more passively in the face of aggression. Indeed, participants reported less anger, and lower intentions of reporting the incident to a friend, ending the relationship, or reporting the crime to the police, when the perpetrator was described as benevolently sexist. In addition, benevolent sexism in the perceiver predicted the desire to stay in the relationship, especially when the perpetrator was also described in benevolently sexist terms. Implications for the theory of Ambivalent Sexism and interventions to reduce sexual violence against women are discussed.

### Land-Ownership and Gender Equity: An Empirical Model for Social Justice

*Shelly Grabe*

Why, despite an international agenda for women’s empowerment and recognition of women’s rights as human rights, does violence against women persist as the most pervasive human rights violation in the world? Efforts to curb violence against women have been severely limited, in part, because existing research has not adequately investigated the structural inequities that may determine women’s status and ultimately perpetuate a system of gender-based violence and risk. Because violence represents a societal problem requiring changes in gender-role ideology and social structures that perpetuate gender hierarchy, social psychological investigation into structures by which violence against women is supported and sustained is necessary. However, psychologists have yet to reposition their research questions to examine how structural inequities lead to power imbalances and gender-based norms that perpetuate threats to women’s health and safety. In response to a great need, the current study provides a theoretical framework and empirical investigation into inequities that may legitimate and maintain power imbalances that subordinate women and threaten the health and safety of their bodies. Specifically, this study investigates hypotheses surrounding the role of land ownership in shifting
gender relations and women's receipt of violence that have been posed in the literature, but never empirically tested. Surveys conducted in rural Nicaragua revealed that land ownership is related to women's status, power, and control within the marital relationship which, in turn, were related to their receipt of physical, psychological, and sexual violence. The findings have important implications for the discussion of gender-based violence in the context of international development and for initiatives that can lead to more equitable policies for women. The study puts psychology at the crossroads of women's human rights, globalization, and social change by putting forth a novel model for understanding inequality and providing an empirical framework for social justice.

**Men's Negative Reaction to Loss of Power in Gender Relations**  
*Francisca Expósito, Miguel Moya, María del Carmen Herrera*

Relationships between men and women have been characterized by inequalities, which has led to discrimination. This situation of inferiority can produce, amongst other pernicious effects, gender violence. This study examines the reaction of men when they see they are losing power and authority over women, as well as the influence of gender ideology in these reactions. Eighty three male, who were led to believe they were interacting via computer with a woman, participated and answered a decision-making task about family relationships. All of them were assigned to the role of someone with authority and power. In half the cases, the woman accepted the man’s decisions, and in the other half, she did not accept or clearly showed her disagreement. Dependent variables included measures related to how male participants reacted to woman’s behaviour (feelings, evaluation of woman, etc.) as well as the threat perceived by men. The results showed that when women did not accept the decisions of the man (vs. when they did accept), she was perceived more negatively. In turn, the more hostile sexist the participants were, the more negative was their assessment of their female partner, especially when the woman did not accept their decisions. This finding indicates a clear tendency to perpetuate traditional gender roles and is of great interest in the field of gender violence, since it is one more step towards explaining why some men use violence to attempt to regain their threatened or lost power.

### 15 Minute Presentations

**Helping Refugees Depends on Targets' Gratitude, Especially for Prejudiced Participants**  
*Winnifred R. Louis, Brenda Martin*

There is an increasing interest in the literature in helping behaviour in intergroup contexts, and in the ways in which help towards outgroup members can be motivated and understood. Similarly, the literature on volunteering has recently started to grapple with the intergroup dynamics of the volunteer experience. The present studies extend these two research traditions. Undergraduate students (Experiment 1) and a convenience sample of community volunteers (Experiment 2) completed measures of prejudice towards refugees and then responded to scenarios in which a volunteer aided a refugee, and the refugee was described as grateful or ungrateful. Attitudes towards refugees as a group were then post-measured, along with intentions to continue volunteering. As expected, respondents who were more prejudiced against refugees were more hostile towards the group on the post-measures, and had lower intentions to volunteer. Also as expected, but with tragic implications for intergroup relations: reading about a single ungrateful aid recipient resulted in more negative overall attitudes towards refugees as a group, and lower intentions to volunteer to help that community. Importantly, these results were obtained not only in student samples, but also in ‘working’ samples of community volunteers. There was also a consistent interaction between participants’ pre-measured prejudice and reactions to the individual refugee in the scenario. Consistent with an aversive prejudice pattern, individuals with higher pre-measured prejudice were more reactive to an ungrateful aid recipient and more likely to overgeneralise to negative group attitudes and lower helping intentions. The results held after controlling for social dominance orientation, previous volunteering experience and key demographic variables. We argue that research on helping behaviour and volunteering with disadvantaged groups would benefit by considering the group and relational nature of the volunteer dynamic, particularly in terms of volunteer retention. The social and theoretical implications of the present findings are discussed.

**Healing Psychosocial Trauma in Post-Genocide Rwanda, a Model to Emulate**  
*Regine Uwibereyeho King*

Massive violence has devastating effects on mental well-being of individuals and communities. In situations of adversity, people of all backgrounds seek avenues to restore physical health, promote psychological and social well-being. In the case of recent wars and genocides in non-western societies, however, these capacities are weakened by ruling governments and humanitarian interventions that legitimate individual western trauma-based models at the expense of contextualized models. While such programs may be offered with good intentions, they are criticized for being inappropriate and inapplicable to non-western post-conflict conditions, and undermining local models. They are often criticized for lacking cultural sensitivity and being too simplistic (Summerfield, 1999). Many of the imported models tend to ignore contributory factors and contrast with non-western approaches that counter brokenness through shared observance.
of rituals in communities. Collective approaches to social suffering rely on social networks such as families and friends. However, such networks are often disrupted and overwhelmed by the multiple social issues that result from massive violence such as HIV/AIDS and interethnic tensions. There is need of models that help individuals and communities to transform traumatic memory into new narrative meanings and identities. The paper presents the results of a qualitative study aiming to evaluate a community-based mental health model applied in post-genocide Rwanda. This model combines western therapeutic techniques and Rwandan coping mechanisms to bring together groups in the conflict into a healing process for individuals and communities. Data from observation and in-depth interviews during before and after the intervention were analyzed utilizing thematic content and structural analysis methods (Riessman, 2008). The findings of this study will contribute to knowledge in mental health, to the development of appropriate interventions for survivors of massive violence and to future research in the field of mental health.

Normative Influences on Intergroup Attitudes in Northern Ireland and South Africa
Diaia R. Hawi, Linda R. Tropp, David A. Butz, Mirona A. Gheorghiu, Alexandria M. Zetes

This paper presents two cross-cultural studies that investigate the influence of ingroup norms (family/friends) on people’s attitudes towards intergroup conflict and members of outgroups. Participants were recruited from different communities in Northern Ireland and South Africa, in order to assess whether perceived ingroup support for contact would predict greater trust, interest in cross-group friendships, and willingness to work towards reconciliation; and how these might be mediated by intergroup trust and anxiety. We predicted that positive contact between groups in conflict would be achieved through perceived positive normative expectations (that cross-group contact is ostensibly supported by the ingroup), such that participants would be motivated to comply with ingroup expectations and rely on trusted ingroup members as sources of information. Data was collected from Protestant and Catholic participants in Northern Ireland, and Black, Coloured, and White participants in South Africa. Three dependent variables were measured: 1) interest in future contact, 2) willingness/active work towards reconciliation, and 3) optimism about future relations between the two groups. The data supports the hypothesis that intergroup trust and anxiety mediates the relationship between normative expectations and the three dependent variables. Specifically, for all groups but blacks, normative support predicted optimism and willingness for reconciliation, and both relations were fully mediated by intergroup trust. For all groups but Protestants, intergroup anxiety mediated the relationship between normative support and interest in future contact. Generally, normative support predicted intergroup anxiety for all groups but predicted outgroup trust among all participants except blacks. Furthermore, Protestant and Black/Coloured groups reported more active work towards reconciliation than their respective outgroups, and Blacks/Coloured also reported more optimism in peaceful relations than Whites in South Africa. Status and power differences appear to play a role in the relationship between ingroup norms and intergroup attitudes and perceptions. Additional similarities and differences between countries are examined.

15 Minute Presentations

The Importance of Contact Quality for Health in Diverse Societies
Elizabeth Page-Gould, Rodolfo Mendoza-Denton, Wendy Berry Mendes

There are well-documented ethnic health disparities in illnesses such as heart disease, Type II diabetes, and cancer (US Department of Minority Health, 2010). It has been proposed that these health discrepancies are concomitant with the chronic stress of social stigma (Trowel, Matthews, Bromberger, & Sutton-Tyrrell, 2003; Williams, Neighbors, & Jackson, 2003). This research tested the hypothesis that high contact quality mitigates the impact of stigma on health, and thus will reduce the prevalence of daily symptomatology among minority group members who are most vulnerable to acute stress in diverse contexts – those concerned about discrimination (Page-Gould, Mendoza-Denton, & Tropp, 2008). Two independent samples of Black participants from different coasts of the United States completed questionnaires assessing discrimination concerns and recent experiences of stress-related physical symptoms. Discrimination concerns predicted more psychosomatic physical symptoms among participants who had low quality intergroup contact, but participants with high quality contact had few health symptoms regardless of discrimination concerns. In study 3, we manipulated the quality of intergroup contact with a 3-week laboratory induction of friendship between same-group and cross-group pairs of Latino and White participants. Following the final friendship-building meeting, participants began reporting their experience of various psychosomatic symptoms each night for 10 consecutive days. Similar to the previous studies, Latinos in the same-group condition who were concerned about discrimination reported more health symptoms over the diary period than Latinos who were not concerned about discrimination. After high quality contact was induced by the cross-group friendship condition, however, participants who were concerned about discrimination reported similarly few health symptoms in daily life as participants who were not concerned about discrimination. The implications of this research for health policy and community building will be discussed.
Agency and Care Providers Deficiencies as Barriers to HIV Testing in Urban Philadelphia
Nashay M. Pendleton

In the thirty years since the arrival of HIV/AIDS, the disease has garnered the attention of the entire world as it rose to pandemic proportions. Initially the slow to respond, the United States amplified care and prevention efforts in the face of the rising AIDS epidemic. The prevention efforts focused on activities and campaigns to expand and make HIV testing habitual. Large segments of the population responded positively to prevention efforts, as illustrated by decreases in new infection rates. However for one segment these efforts of prevention have been largely ineffective. While every other major group has experienced declines, African American women continue to have the fastest rising rates of new HIV infections in the United States. Despite a flurry of social programming, prevention activities and messages there emerged incongruence between these actions and African American women. This study focused on the first step in prevention, HIV testing and an accurate assessment of status. A researcher participant model was used to evaluate the ease and availability of obtaining an anonymous and confidential HIV test in Philadelphia, Pennsylvania. An ethnographic type model was employed as the researcher set out to obtain HIV test at three local agencies. Results indicated that care providers and agency policy presented significant barriers to successfully obtaining an HIV test. Of the three agencies, only one agency was able to provide a successful HIV test result.

Physicians' Cultural Competence and Patient Satisfaction among Latino Seniors
Carlene Gonzalez, Marta Elliott, Jeanne Hilton

Latino seniors tend to be more dissatisfied with the quality of their health care than are seniors in general (U.S. Department of Health and Human Services, Administration of Aging, 2007). One key element of health care – the doctor-patient relationship – may account for Latino seniors’ dissatisfaction, especially when their doctors lack cultural competence. In contrast, when doctors and staff are more culturally competent, minority patients such as Latinos may be more satisfied with their health care experience (Betancourt, Green, Carrillo, Ananeh-Firempong, 2003; Brach & Fraser, 2000). The present study investigated doctor-patient satisfaction among a small group of Latino seniors residing in three western states. The primary objective was to determine whether Latino seniors’ perceptions of their physicians’ cultural competence, among other factors, predicted their satisfaction with their most recent patient-doctor interaction. Participants took part in face-to-face structured interviews in their preferred language (i.e., English or Spanish), answering questions about their physicians’ cultural competence, their satisfaction with their physician, and other aspects of their most recent appointment. A short 17-item version of the Consumer-Based Cultural Competency Inventory (Cornelius, Booker, Arthur, Reeves, & Morgan, 2004) was found to have high reliability and to demonstrate predictive validity in an analysis of patient satisfaction. Multivariate analysis demonstrated that perceptions of physicians’ cultural competence predicted Latino seniors’ satisfaction with their physician net of their overall health and the reason for their appointment. Cultural competence entails adequate communication, trust, understanding of cultural beliefs, and openness to alternative health remedies. Future research should extend the analysis of cultural competence beyond patient satisfaction to determine if it predicts improvements in health as well.

3:00 PM - 4:10 PM

Invited Session
Chair: Chris Woodside
Participants: Rebecca Covarrubias, Stephanie Fryberg

Arizona’s Controversial Immigration Legislation (S.B. 1070) – A SPSSI Town Hall

On April 23, Arizona Governor Jan Brewer signed into law the nation’s toughest immigration bill, which aims to identify, prosecute and deport illegal immigrants. Border safety has been stressed as the primary motivation for the enactment of this legislation, a goal which has not yet been achieved at the federal level. The bill sanctions controversial tactics that are designed to serve as a means to this end, such as the right of enforcement officers to demand proof of residency from those deemed “reasonably suspicious.” As a result, the bill has created a firestorm of backlash and debate from a variety of opponents and scholars, and President Obama has offered words of condemnation for the legislation. During this informal town hall discussion, we hope to: (1) review SPSSI’s response to the passage of the legislation thus far; (2) hear from Arizona SPSSI members who can share their observations on the political situation in Arizona that has led to this legislation; (3) brainstorm science-based responses to the situation in Arizona and other localities where anti-immigration legislation threatens undocumented residents (similar bills are currently being considered in 7 other states); (4) discuss the role that SPSSI might play in educating policy makers about these issues.
How Does Stigma Impact Health? Exploring Underlying Mechanisms

Stigma, or the experience of being a target of prejudice and discrimination, can play a major role in the health and well-being of stigmatized individuals. This symposium highlights different ways that stigma can affect health for individuals who are members of various stigmatized groups. In the first presentation, Frost and Meyer examine the social support networks of gay, lesbian, bisexual (GLB), and heterosexual individuals. They show that the amount and types of social support that GLB individuals receive is different from that received by heterosexual individuals. This is important given the fact that social support can protect stigmatized individuals from the negative health affects associated with minority stress. In the second presentation, using a stress-and-coping approach, Pitpitan and Quinn examine the process of how weight stigma negatively affects overweight and obese women’s health. Their results suggest that when overweight and obese women experience stigma, they engage in self-blame and escape avoidance, which in turn increases depression and anxiety. In the last two presentations, the authors will examine different reasons for why a health disparity exists between Blacks and Whites. Eccleston and Stock examine how perceived discrimination can affect African Americans’ health behaviors by increasing discounting of medical health information and decreasing perceived self-relevance. In the last presentation Penner and colleagues examine Black patients’ perceptions of discrimination and show how patient adherence mediates the negative association between perceived discrimination and patient health. Taken together, the research shows how stigma can negatively affect health through a variety of psychological mechanisms that can impose significant barriers to receiving, approaching, and/or benefitting from care.

Social Support Networks among Diverse Sexual Minority Populations
David M. Frost, Ilan H. Meyer

Theory and research on lesbian, gay, and bisexual (LGB) individuals’ experiences of stigma, prejudice, and discrimination highlight the potential role of social support as a buffer in the relationship between minority stress and negative health outcomes. However, few studies have systematically examined the social support networks (SSNs) of LGBs and how they differ from heterosexuals’ SSNs. Using data from a diverse sample of 524 LGBs and heterosexuals in New York City, we examined what types of individuals comprise people’s SSNs (e.g., family, relationship partners, and others) and what types of support people receive from these sources. LGB’s SSNs contained significantly fewer support providers than heterosexuals’ SSNs. Women’s SSNs contained more support providers than men’s. Heterosexuals received more of their major support from family members than LGBs. LGB men relied most often on LGB others for major support, while LGB women relied most often on family. In contrast, heterosexual men and women both relied on family as their primary source for major support. The majority of heterosexuals’ everyday support came from heterosexual others, while the majority of LGB individuals’ everyday support came from LGB others. However, lesbian and bisexual women’s SSNs were more heterogeneous in their provision of everyday support than gay and bisexual men’s SSNs. There were no ethnic/racial differences in SSNs. The finding that LGBs had fewer support providers than heterosexuals is troubling given LGB individuals must cope with added stress in the form of stigma and discrimination (Meyer, Schwartz, & Frost, 2007). Although gay and bisexual men’s reliance primarily on LGB others for support may indicate rejection from family members, it may also reflect an attempt on their part to create alternative and more accepting forms of family and support (Westin, 1991). Our findings have important implications for minority stress theory, as well as for social policymaking efforts.

Beyond BMI: How Weight Stigma Affects Obese Women’s Health
Eileen V. Pitpitan, Diane M. Quinn

Overweight and obese individuals encounter stigmatization in everyday life and across multiple domains. They face prejudice and discrimination from strangers, peers, children, doctors, and even their own family members. Socio-cultural ideals of beauty and thinness provide a context in which overweight and obese women are even more stigmatized than overweight and obese men. Given the obesity epidemic, it is important to understand not only the health effects of obesity itself, but also of weight stigma. This research examines whether and particularly how weight stigma affects health independent of weight. To understand the potential mechanisms underlying a link between weight stigma and poor health, we used a stress-and-coping approach. Drawing on previous work that has conceptualized stigma as a stressor (e.g., Meyer, 2003) and has theorized about the potential coping strategies with stigma (Miller and Kaiser, 2001), we examined coping strategies in response to weight stigma. In this study, overweight and obese women were surveyed on their experiences with weight stigma, coping, and current mental health and health behaviors. They were asked to write about and reflect on one particular stigmatizing situation, and also reported how they coped with this particular event. Results showed that the increased experiences of weight stigma were related to more current depression. This effect was completely mediated, however, by the use of maladaptive emotion-focused coping, particularly self-blame and escape-
avoidance. The same pattern was found examining current anxiety as the outcome. These results are disconcerting given that depression is related to negative health behaviors (e.g., smoking and lack of exercise), which was also confirmed with this study. This research demonstrates that among overweight and obese women, the coping strategies used to cope with instances of weight stigma are related to higher levels of depression and anxiety. Implications for stigma and current approaches to obesity are discussed.

**Coping with Discrimination: Consequences for Responsiveness to Health Information**

*Collette P. Eccleston, Michelle Stock*

The fact that African Americans are more likely to experience racial discrimination contributes to disparities in health between African Americans and European Americans. The possibility of being discriminated against, of being judged or treated unfairly, poses a potential threat to a person’s sense of self. One way that people can cope is to discount information and feedback in domains where they expect discrimination. This research examines the extent to which the threat posed by racial discrimination leads African Americans to respond defensively to information from the medical establishment. Because information from the medical establishment regarding weight management and the link between weight and disease is perceived as rather subjective, and therefore susceptible to bias, we focus primarily on responses to this type of information. African American and European American adults in Syracuse, NY and Washington, DC participated in a study in which they reported on frequency of experiences with discrimination, the extent to which they perceive medical information as valid, and their diet and exercise habits. Participants also indicated the extent to which they would be willing to follow a medical professional’s advice in a variety of scenarios. We hypothesized that experiences with discrimination would increase discounting of information from the medical establishment, and decrease willingness to act in accordance with recommendations from the health establishment. Further, more discounting would be related to lower likelihood of practicing health promoting behaviors. Results were consistent with our hypotheses. These findings suggest that discrimination can affect health by decreasing perceived self-relevance and responsiveness to medical information. Thus, in our attempt to understand the role of discrimination in health disparities, it is important to consider how attempts to cope with discrimination can influence health behavior and ultimately health.

**Experiencing Discrimination and Black Patients’ Reactions to Medical Care**

*Louis A. Penner, John F. Dovidio, Donald Edmondson, Rhonda K. Dailey, Tsveti Markova, Terrance L. Albrecht and Samuel L. Gaertner*

There are significant disparities in the health status of Blacks and Whites in the United States. There is also considerable evidence that among Blacks, the perception that one has been the victim of discrimination is negatively associated with physical and mental health. There are a number of presumed pathways between perceived discrimination and poor health among racial/ethnic minorities. Our research examines the possibility that perceived discrimination makes Black patients less satisfied with medical interactions and, thus, less willing to adhere to physician recommendations, which in turn affects their health. We used a longitudinal methodology to study how perceived past discrimination affects reactions to medical interactions and adherence to physician recommendations. In addition, we explored whether these reactions and/or adherence mediate the relationship between discrimination and patients’ health. The participants in this study were low SES 156 Black patients at a primary care clinic in a northern urban center. Patients completed questionnaires on their current health, past adherence, and perceived past discrimination; we also examined each patient’s medical records and recorded the presence absence of certain chronic diseases. Then, they saw a physician and rated their reactions to the visit. The interactions were video recorded for later analyses. Four and 16 weeks later the patients reported on their adherence to physician recommendations and overall health. Perceived discrimination was significantly and negatively associated with reactions to the physician, the amount of time physicians spoke during an interaction, adherence and patient health. Path analyses indicated that adherence mediated the relationship between discrimination and patient health, but patient reactions to the interaction did not.
revolves around the effectiveness of collective action in producing social change. The first presentation focuses on the role of moral conviction in the decision to engage in collective action. The authors show that moral convictions can form strong motives for engaging in collective action and integrate this new finding in their theoretical framework on motivation to engage in collective action. The second presentation centers on regulatory focus and the effects of moral conviction on non-normative collective action. The authors demonstrate that, because moral considerations are regulated by prevention focus, individuals engaged in collective action for moral reasons see non-normative forms of collective action as justified. The third presentation focuses on the role of group-based efficacy in the decision to engage in violent and non-violent collective action. The authors show that violent (vs. non-violent) collective action is typically associated with low levels of efficacy. The final presentation investigates how observers from both advantaged and disadvantaged groups perceive and respond to collective action taken on behalf of the disadvantaged group.

**On Conviction’s Collective Consequences**
*Martijn van Zomeren, Tom Postmes, Russell Spears*

In this talk I examine the role of moral convictions in collective action. The Social Identity model of Collective Action (SIMCA; Van Zomeren, Postmes, & Spears, 2008) suggests that social identity predicts collective action directly through the politicization of that identity, and indirectly through the experience of group-based anger and group efficacy. Upgrading SIMCA 1.0 to SIMCA 1.1, I propose that moral convictions can be important components of the normative content of a politicized identity and fuel group-based anger about collective disadvantage and increase perceptions of the group’s efficacy to bring about social change. Results from two studies employing different moral issues, contexts, and populations supported SIMCA 1.1: Moral conviction predicted collective action intentions (Study 1 - 2) and actual collective action (Study 2) through politicized identification, group-based anger, and group efficacy beliefs. I discuss the importance of moral conviction for understanding individuals’ participation in collective action, and as a novel and integrative variable in this literature.

**Overcoming Moral Objections to Non-Normative Action: The Role of Regulatory-Focus**
*Maarten Zaal, Colette van Laar, Tomas Stahl, Naomi Ellemers, Belle Derks*

Why do some members of low status groups respond to the disadvantaged position of their group with violent protest and riots, whereas others choose to do so by participating in peaceful marches? In the current research, we address this issue from the perspective of regulatory focus theory. We argue that it is the extent to which prevention oriented, but not promotion oriented individuals, respond to the disadvantaged position of their group out of a sense of moral conviction that determines their willingness to engage in non-normative collective action, a form of collective action that violates societal rules. In two studies, we show that this is indeed the case. Study 1 showed that individuals with a strong moral conviction about the fair treatment of their group are willing to engage in both normative and non-normative forms of collective action in response to the discrimination of their group, but only to the extent that they have a chronically active prevention focus. Study 2 replicated this effect and showed that for prevention oriented individuals, moral conviction about the fair treatment of their group overrides any moral objections to non-normative collective action in the willingness to engage in this form of action. Prevention oriented individuals who hold strong moral reasons for engaging in collective action are thus willing to engage in non-normative collective action even when they see this form of action as immoral. For them, the ends justify the means.

**Violent and Nonviolent Collective Action in Response to Low Means Efficacy**
*Rim Saab, Nicole Tausch, Russell Spears*

Although a considerable body of social-psychological research has examined how the perceived efficacy of achieving social change is linked to the endorsement of collective action, there have been few attempts to explore how people’s judgments of the efficacy of different collective action strategies, namely violent versus nonviolent strategies, can influence their tendencies toward both violent as well as non-violent forms of collective action. The present research attempts to help fill that gap. We look at how the endorsement of violent as well as nonviolent forms of collective action among groups directly involved in a struggle (first parties) varies in response to their perceptions of the efficacy of violence as well as that of nonviolence and, importantly, the interaction between these two. While much of the social-psychological literature would argue that less power to change a group’s situation should lead to less collective action or even inaction, our results indicate that there may be more action than most of the literature would have us believe. Importantly, we also examine how third parties’ support for violent and nonviolent collective action undertaken by first parties, can vary according to their perceptions of the efficacy of the different action strategies (violence and nonviolence) available to first parties. Our focus on third parties attempts to shed light on the role of bystander groups in intergroup conflicts and collective struggles, a role which social-psychological research has traditionally neglected. Importantly, this focus fits with a currently rising interest in social psychology in studying the dynamics operating between groups involved in a collective struggle and the wider social context in which this struggle takes place. Our results show similar effects in first parties as well as third parties.
Collective Action against Discrimination: Backlash Effects in Both Groups’ Bystanders
Winnifred R. Louis, Joanne R. Smith, Kathleen V. Vohs

A great deal of attention has been given to the antecedents of collective action, but relatively little research has addressed the outcomes. Does collective action “work”? In Experiment 1 (N=159), participants read an ambiguous description of discrimination with no action described, an individual action by a member of the disadvantaged group calling for policy change, or collective action calling for policy change. Any action, compared to the no-action condition, tended to lower disadvantaged group members’ perceptions of intergroup threat, and to lower endorsement of more radical forms of action, without increasing support for the policy initiative advocated. For advantaged group members, reading about action relative to passivity increased reported emotional alienation (guilt, depression, and anger and contempt towards members of the disadvantaged group factored together) without changing policy support or perceptions of the relationship. Compared to individual action, collective action resulted in even higher emotional alienation among advantaged group members, and marginally lower perceptions that steps needed to be taken to confront the discrimination among disadvantaged group members. A second experiment (N=98) compared disadvantaged group members’ reactions to an ambiguous discrimination scenario with no action versus collective action, and explored the moderating impact of ego-depletion (lowered self-regulation capacity, using an unrelated task). Collective action relative to inaction increased disadvantaged group members’ emotional alienation (anger and moral outrage about the situation, which factored together with guilt, depression and frustration). Interestingly, participants who were ego-depleted tended to support more radical policy changes. But among participants exposed to collective action, ego-depleted participants perceived the intergroup relationship as less threatening and reported lower identification with their group than non-depleted participants did. In addition, exposure to collective action lowered group identification compared to the control condition for depleted participants, but not non-depleted participants. Implications are discussed.

Severe Initiation into a Group
Caroline Kamau

People severely initiated into a group often have stronger group affiliation than those undergoing a mild or no initiation. There is controversy over the correct theoretical explanation for this. The traditional explanation is that new members exaggerate their liking of the group as a way of avoiding cognitive dissonance. An explanation that has emerged more recently (e.g. Lodewijkx & Syroit, 2001) has been that from the Severity-Affiliation-Attraction-Hypothesis (SAAH), suggesting that the evoked physiological arousal increases affiliation. These competing explanations were investigated. Experiments 1-2 suggested that the least amount of cognitive dissonance led to the highest amounts of group affiliation. Experiment 3 (ongoing) is testing SAAH by tracking physiological arousal whilst varying initiation of learner-drivers. Results, various rites-of-passage and cultural explanations will be discussed to extract conclusions on what severe initiations do to new group members and why.

Horizontal versus Vertical Citizenship: A Social Psychological Conceptualization
Liana M. Epstein, Phillip Atiba Goff

Citizenship is a vital part of our lived experience, and is becoming especially salient as immigration increases worldwide (Global Commission on International Migration, 2005) rendering citizenship a valued prize. Social psychology, however, has largely ignored the fundamentally social and dynamic nature of lived citizenship (Barnes, Auburn & Lea, 2004). Research has focused on identifying who is a citizen (e.g. Cattell, 1966; Tyler, Rasinski, & Griffin, 1986) rather than understanding what citizenship means to those who claim it or seek it. Using a mixed methods approach in two studies, we begin to work towards a social psychological conceptualization of citizenship. Our results demonstrate that people conceive of citizenship not just as “paying taxes” and “obeying the law” but as a social and dynamic concept. Using factor analysis, we demonstrate that there are two components of the layperson’s conceptualization of citizenship, a “horizontal” component and a “vertical” component. The horizontal component, which emphasizes equality, is more universally endorsed, whereas the vertical component, which emphasizes hierarchy, has more variance. The main distinguishing factor in the endorsement of horizontal versus vertical citizenship is not political ideology, as might be expected, but social dominance orientation. Implications for attitudes about immigration as well as political attitudes more generally are discussed.
Social Capital and Superordinate Identities: Favorable Attitudes in Trusting Communities

Emily Fisher

Social categorizations and quality of contact are well-documented influences on attitudes about racial outgroups (e.g. Gaertner & Dovidio, 2000; Tropp & Pettigrew, 2006). Less is known about the broader social factors that affect people’s perceptions of the qualities of their intergroup contact. Research in other social sciences indicates that social capital (e.g. Putnam, 2000; 2007) may be associated with attitudes about diversity. I propose that social capital may be an antecedent of contact quality; specifically, an individual’s perception of the level of social capital within a given community predicts the quality of contact with racial outgroup members in that community, which in turn affects the likelihood that one will use a superordinate social identity to categorize others. In short, perceiving a high degree of social capital in one’s community may improve attitudes about racial outgroup members via processes of social recategorization. I test this theory in a survey of 442 students at a large Midwestern university. Participants completed measures assessing their perceptions of social capital at two levels of community (to address the literature’s distinction between bridging and bonding dimensions of social capital): within the university overall, and among other students of their own ethnicity. They then completed measures assessing their experiences with interracial contact at their school (Green, Adams & Turner, 1988), their social categorizations of groups at the university (Gaertner et al., 1994) and their attitudes about various racial groups. Results support a partial mediation model in which perceptions of social capital at the overall university level predict the quality of interracial contact, which predict endorsement of a common ingroup categorization, which predicts favorability of attitudes about racial outgroups. Beliefs about social capital among students of one’s own ethnicity are related to attitudes about one’s racial ingroup. Implications for prejudice reduction and promoting equality in different types of communities are discussed.

Not Giving a Damn: The Ingroup-Outgroup Audience Effect in Embarrassment

Anja Eller, Miriam Koschate

Embarrassment arises when we reveal an apparent flaw of the self in front of others, for instance in a faux-pas situation. An audience is crucial for embarrassment, but the group membership of the audience has not yet been studied. According to the Social Identity Approach, we assign more importance to evaluations by ingroup than outgroup members, particularly when we identify highly and the outgroup is of lower status. Study 1 (N=30) showed that embarrassment correlated positively with group membership of the audience and with identification. Study 2 (N=135) presented participants with several faux-pas scenarios. Participants reported higher embarrassment when they imagined the audience to be other Scots (ingroup) than Americans or Poles (outgroups), particularly when they perceived the outgroup to be lower in status. In Study 3 (N=75) participants reported higher embarrassment in ingroup (Norwegian) and equal-status outgroup (Swedish) conditions than in a lower-status outgroup condition (Polish). In Study 4 (N=59) high identifiers but not low identifiers showed the expected ingroup-outgroup audience effect. Implications for intergroup relations are discussed.

Gay Men’s Social Supports, Psychosocial Stress and Mental Health Distress

Shawn D. King

Objective. This research study tested a social support model which examined the influence of support from family, friends, and perceived community supports on psychosocial stress factors, and the resulting influence on mental health distress. The Minority Stress theory for gay men proposes that effects of psychosocial stress, resulting from internalized homophobia, stigma based on sexual orientation, and discrimination based on sexual orientation, negatively affect health and well-being. Design. This cross sectional study investigated mental health distress using a quota sampling strategy of 307 midlife and older gay men ages 45 – 85 from fifteen states. Participants who identified as gay men provided responses through an online survey. Structural equation modeling tested the model fit for the overall sample. Results. The model fit for the overall sample was examined. Support from family had a significant influence on perceived stigma based on sexual orientation which in turn influenced the levels of perceived discrimination based on sexual orientation. Support from friends influenced the perceived amount of community supports available, which in turn significantly influenced internalized homophobia. Stigma based on sexual orientation and internalized homophobia influenced mental health distress. Conclusions. Overall, this study supported the Minority Stress theory for gay men revealing a significant influence of stigma and internalized homophobia on mental health distress, which was not found for discrimination based on sexual orientation. Additionally, support from family, friends, and perceived community supports had a distinct and significant influence on the three psychosocial stress factors. The results of this study have important implications for social workers, psychologists, counselors, gerontologists, other allied health scientists, and policy and program developers working with midlife and older gay men. The results inform policy and practice about the importance of assessing both informal and community supports and understanding their unique contribution to minority stress factors that influence mental health distress.
Mental Health Implications of Multiracial Microaggressions
Kevin Nadal, Michelle Wideman, Yinglee Wong, Jayleen Leon, Katie Griffin, Vivian Vargas

Previous researchers have found that discrimination is becoming less overt and more covert due to the changing nature of American society. This covert discrimination is also known as microaggressions. Microaggressions are brief statements or behaviors (subtle dismissive looks, gestures, and tones) that are made by perpetrators of majority/privileged groups (e.g., Whites, heterosexuals, and men) send hostile, derogatory, and harmful messages or insults, whether intentionally or unintentionally towards members of minority or oppressed groups (e.g., persons of color, LGBT individuals, and women) (Sue et al., 2007; Nadal et al., in press). Perpetrators may not realize the negative impacts these messages (either conscious or unconscious) have on people of oppressed groups. Through examining past literature on racial microaggressions three categories of microaggressions are proposed to exist: 1) microassaults, 2) microinsults, and 3) microinvalidations. Multiracial microaggressions can take a number of different forms including 1) Exclusion or Isolation, 2) Exoticization and Objectification, 3) Assumption of Monoracial Identity (or Mistaken Identity), 4) Denial of Multiracial Reality, and 5) Pathologizing of Identity and Experiences (Johnston & Nadal, in press). This study presents a qualitative exploration of the experiences of multiracial microaggressions and helps to understand the impact that these subtle discriminations have on their well being, societal progress, and counseling relationships. The current study involved focus group discussions and directed content analysis to systematically classify transcript data into relevant existing - and new – microaggression themes. Participants were recruited from John Jay College and from the surrounding community. Focus groups of multiracial minority participants were led by an interviewer who asked a list of standard, open-ended questions to gain descriptions of personal experiences with microaggressions. Follow-up questions were used to probe for more in-depth answers. Participants report that microaggressions exist on various levels, ranging from interpersonal interactions to environmental manifestations. Finally, implications for mental health and well being are discussed and recommendations for preventing racial microaggressions in counseling and will be established.

An Empowerment Intervention: Implications for Mental Health and Activism
Miriam Matthews, Allen M. Omoto, Mark Snyder

This paper presents results from a longitudinal field-based intervention study in which volunteers, clients, and staff in AIDS service organizations (N = 415) were randomly assigned to participate in a three-session workshop focused on learning about the AIDS service system or a no treatment control condition. Participants also completed a variety of multiple-item self-report measures at study enrollment, after the workshop series, and several months later. Of particular interest were changes in empowerment – conceptualized and assessed as the combination of optimism, perceived self-efficacy, and self-confidence regarding the AIDS service system – as a function of the intervention and as a predictor of mental health and behavioral outcomes. We used structural equation modeling techniques to test a model in which treatment conditions were linked to empowerment and then to psychological and behavioral outcomes. We found that participants educated regarding the funding, structure, and services of the AIDS service system had higher empowerment than those in a wait list control group. Moreover, post-workshop empowerment subsequently predicted less depression and suicidal ideation several months later. Post-workshop empowerment also predicted greater later involvement in both AIDS-related and other activism behaviors. These results provide evidence for the value of teaching potential consumers and providers about health services and delivery systems. Service system education led participants to feel more confident in facing challenges in their lives, but also had far-reaching, positive impact on mental health and community participation. Discussion will focus on implications of the results for psychological theorizing and the study of empowerment as well as the design and implementation of field-based interventions that target public health and social issue concerns.

Attitudes Towards Mental Health Professionals and Muslim American Help-Seeking Behavior
Anisah B. Bagasra

Research has shown underutilization of mental health services by minority populations within the United States. Muslims Americans are one minority group that fails to seek out mental health services. Possible reasons for this underutilization include mistrust, fear of discrimination, lack of knowledge of available services, and greater confidence in other methods of treatment. A pilot study and larger study was conducted exploring Muslim Americans’ views of mental illness, including attitudes toward treatment methods, Western mental health services, and help-seeking patterns. The focus of this specific research is to examine the relationship between attitudes towards mental health care professionals and the help-seeking patterns demonstrated by Muslim Americans. Perceptions of Western Mental Health providers understanding of Muslim Americans, comfort with counselors and psychologists, and who Muslims Americans turn to for help when experiencing psychological distress is the focus of the study. Initial data analysis suggests that though the majority of respondents feel comfortable using psychological services, they will turn toward their spouse or a close friend first before seeking help from an outside source such as a mental health professional. In addition, the majority of pilot study participants, did not feel that Western mental health professionals understand their problems. Open-ended responses from both studies demonstrate positive and negative experiences with Western Mental Health professionals, suggesting that help-seeking
behaviors may be influenced by negative experiences or knowledge of others negative experiences. Further research needs to be conducted to fully understand underutilization of mental health services by the Muslim population in America, and incorporate this knowledge into culturally-sensitive services.

15 Minute Presentations

Single Mothers’ Experience of Caring for a Child with Cancer: Preliminary Findings
Leeat Granek, Zahava Rosenberg, Robert Klaassen, Lillian Sung, Anne Klassen

Single parents of children with chronic disease have been described as an “understudied phenomenon.”[1] This qualitative study examining the caregiving experience of single mothers whose children have cancer aimed to: (1) understand how single mothers of children with cancer describe their experiences of the caregiving process; (2) explore problems or challenges that single mothers may experience due to issues associated with being a single parent (e.g., lower socioeconomic status, higher risk of mental health problems, lower social support); and (3) to explore single mother’s descriptions of the care received from healthcare professionals looking after their child and the family, and the extent to which care is perceived by parents as being family-centered. Method: We are using a grounded theory qualitative analysis that involves in-person, one-on-one, in-depth interviews with 20 single mothers of children with cancer (data collection and analysis are on-going). Families are being recruited from 4 hospitals that treat approximately 40% of all children diagnosed with cancer in Canada: Hospital for Sick Children (Toronto); McMaster Children’s Hospital (Hamilton); Children’s Hospital of Eastern Ontario (Ottawa); and BC Children’s Hospital (Vancouver). Preliminary Findings: Our initial findings reveal that some single mothers are socially isolated, physically and emotionally drained, and suffer from self-reported depression and anxiety. Moreover, a number of mothers are living at, or around the poverty line due to the long-term nature of caregiving associated with childhood cancers (sometimes lasting several years), and report living with a day-to-day fear of losing their homes, or not having enough food to eat. Significance: To our knowledge, no other study has examined single mothers’ perspectives on coping with their child’s cancer and their own psychological and emotional needs. This study fills a gap in the literature by producing much needed theoretical forms of knowledge, improving conceptual insight in the field of caregiving research as it relates to single mothers of children with cancer, and informing pediatric oncology services, programs, and policy.

Parental Investment in Caregiving Relationships: An Evolutionarily Informed Intervention
Randy Corpuz, Daphne Bugental

Utilizing a theoretical framework rooted in evolutionary psychology, we propose a new way of conceptualizing caregiving in parent-child relationships. In bio-economic terms, we consider the interactive effects of (1) children’s reproductive value (i.e., their likelihood of growing up to have offspring) and (2) parental access to resources. Parents are predicted to show either exceptionally low or exceptionally high investment in high-risk children (e.g. premature infants), based on their access to resources. We also describe how this contingent investment model can be applied in an early intervention that facilitates parental investment in “high risk” children. Although past work has demonstrated increases in parental neglect as a main effect of low parental resources or low offspring reproductive value, no previous empirical test has been made of the full contingent model. In the research described here, we tested the prediction that when resources are plentiful, mothers are more likely to invest in high risk offspring – an evolutionarily informed strategy observed in other species. In the presence of high resources, parents can “afford” to invest in high-risk offspring without endangering the welfare of other offspring. In testing predictions, we made use of both experimental and naturally occurring differences in maternal resources. To explore the effects of child risk, we compared parental investment in children who were preterm or full term at birth. We included measures of parental investment in terms of time, money, or attentional and emotional resources. Mothers with high resources displayed preferential investment in high risk children while mothers with low resources showed preferential investment in low risk children. Higher parental investment predicted greater levels of child health among high risk children—supporting the prediction that mothers with high resources can increase the likelihood that high risk children will survive to a healthy adulthood.

Linkages between Work-Family Conflict, Social Support and the Mother-Adolescent Relationship
Carolin Hagelskamp, Diane Leslie Hughes, Niobe Way

Most parents of school-aged children in the U.S. combine parenting responsibilities with paid work. Research has shown that psychological stress stemming from high job demands and high job role involvement impact workers’ emotional and temporal availability in family roles. Specifically, studies that investigated work-family conflicts among parents of early adolescents – a time during which parent-child relationships undergo significant transformations, while remaining important for youth’s wellbeing – have linked greater occupational stress to more parent-adolescent conflict, less parental knowledge of youths’ activities and worse developmental outcomes. However, these associations are commonly small and we know little about processes that exacerbate or buffer them. Moreover, most work-family studies have
focused on white, middle-class, and dual-income families. This is a limitation as ethnic minority families, single parents, and low-income parents are disproportionately exposed to work stressors. This paper aims to advance this literature by utilizing data from an ethnically and socio-economically diverse sample of 176 mother-adolescents dyads, investigating whether being embedded in a supportive social network attenuates relationships between psychological job stressors and qualities of the mother-adolescent relationship. The analysis employs structural equation modeling techniques. We link mothers’ reports of psychological job demands, job role involvement and work-to-family mood spillover to youth’s reports of intimacy and companionship with their mothers (i.e., relationship quality) and parental monitoring. We compare the strength of these associations across women who report strong vs weak social support. Results suggest that strong support networks can buffer the negative associations between psychological job stressors, negative mood spillover and mother-child relationship quality. However, job role involvement and negative mood spillover are associated with less parental monitoring regardless of women’s perceptions of social support. This work suggests that interventions that aim to strengthen women’s support structures may at least partially alleviate women’s work-family conflicts and their impact on adolescents’ family experiences.

Fatherhood Readiness among Low-Income Men: Constructing Fatherhood in Challenging Contexts

Damian M. Waters

Low-income parents have received significant focus in scholarly research due, in part, to the policy implications such studies may yield. An increasing number of studies have explored the role that employment plays in parent involvement since the enactment of the Personal Responsibility and Work Opportunity Act of 1996 (Crouter & Booth, 2004). In particular, researchers and policymakers have also demonstrated increased interest in father involvement. Studies have often focused on the barriers that fathers face to involvement (Dubowitz, 2004). Other studies have also sought to understand how low-income fathers enact the fatherhood role in the challenging contexts surrounding them (Coley & Hernandez, 2006). The present study seeks to understand how young-income men construct their ideas of readiness for fatherhood and draws a diverse sample (n = 53) of young men (ages 18-24) enrolled in fatherhood programs in Midwestern cities. Life history interviews were conducted with the participants and grounded theory was employed to identify common themes among the narratives. Several salient themes emerged among men’s narratives about fatherhood including the importance of being assured of the paternity of their children, having a vision for fatherhood, having an ability to provide financially and emotionally, and a perception that they have achieved some of the markers of adulthood. These factors contributed to the construction of narratives that describe fatherhood—decided and trial readiness. Decided readiness refers to a narrative in which men believed that they were capable of fulfilling the fatherhood role and made efforts to make lifestyle changes to accommodate their new role. However, when fathers perceived ambiguity in either the paternity of their children or uncertain about the stability of the contexts surrounding them, men expressed readiness narratives in which they made tentative efforts to make life changes to accommodate the fatherhood role.
FROM INDIVIDUALS TO NATION STATES:
What Motivates, Sustains, and Discourages Caregiving and Care Receiving

The 8th Biennial Convention
Society for the Psychological Study of Social Issues
June 24 - 27, 2010 · New Orleans, LA
From Individuals to Nation States: What Motivates, Sustains, and Discourages Caregiving and Care Receiving

Presentation Abstracts

9:00 AM - 10:00 AM

Poster Presentations

Perceived Discrimination, Characteristics of Stigmatizing Identities, and Anxiety Symptoms
Jamie A. Tedder, Stacey L. Williams

Prior research has linked discrimination based on specific attributions (e.g., race/ethnicity) to anxiety symptoms. Researchers also have stated the importance of characteristics (e.g., visibility) of stigmatized identities for the experience of those identities. The present study expands prior research by examining relations among perceived discrimination as well as characteristics of identities/stigmas (saliency, secrecy, visibility, cognitive time) — regardless of attribution or specific identity — and anxiety symptoms. This study explores these relations among a sample of students attending a Southeastern university (N=659) and who completed an online survey about identity (including stigmatizing identities). Mean age for participants was 20.8, with the majority being White (89.1%) and female (69.3%). Items pertaining to saliency, visibility, and secrecy of identity were assessed using individual items rated on a 6-point Likert scale (1=Not Very; 6=Very). An item pertaining to how often the individual thought about the particular identity in everyday life (cognitive time) was rated on a 4-point Likert scale (1=Strongly Disagree; 4=Strongly Agree). Everyday Discrimination (Williams, 1995) occurrences were rated on a 6-point Likert scale (1=Almost Everyday; 6=Never). Finally, anxiety symptoms (Derogatis, 1986) were measured on a 5-point Likert scale (0=Not at all; 4=Extremely). Reliability was assessed using Cronbach's index of internal consistency; anxiety (α=.90) and discrimination (α=.92). Bivariate correlations were conducted on main study variables. Results showed discrimination was positively correlated with anxiety symptoms (r=.29, p=.01). Identity characteristics of saliency (r=.088, p=.05), secrecy (r=.189, p=.01), and cognitive time (r=.119, p=.01) were significantly and positively correlated with anxiety. In addition, and consistently, trying to keep the identity a secret was linked with more symptoms of anxiety and perceived discrimination. Thus, specific attribution aside, discrimination is linked with anxiety, and the more one tries to hide stigma the more anxious and the more discrimination one perceives. Future research should test the temporal nature of these relations.

Homelessness: Public Perception of Causes and Solutions
Lindsay A. Phillips

This research investigated how a sample of working adult undergraduate students view individuals who are homeless, including a look at what they perceive to be the factors that cause homelessness and how they believe society and individuals should address this problem. Adult students were invited to participate via email and if they consented to participate, they were directed to the online study, which included questions regarding the perceived causes of homelessness, questions regarding stigma and social distancing (adapted from Bogardus Scale of Social Distance), questions on how participants believe society should address homelessness, and demographic questions. Participants gave consent and were debriefed. Results indicated that participants view poor economic conditions, limited availability of jobs, problems with illicit drugs, and mental illness as the leading causes of homelessness. In spite of believing that many factors play a role, 57% of participants still believe that “being lazy” is a source of homelessness, indicating possible continued stigma against this population. However, results indicated that very few participants would remain socially distant from formerly homeless individuals. Participants identified that various programs and resources could possibly decrease homelessness, with participants believing that residential programs that address housing and employment goals as most likely to help individuals overcome homelessness. Additionally, an overwhelming majority of participants indicated...
willingness to both volunteer and donate money to assist this population. Qualitative results from open-ended questions and a comparison of people who have and have not volunteered to help the homeless will also be addressed. This poster will include practical, applied discussion on the basis of these results. For example, since 86.8% of participants expressed willingness to volunteer to help this population (yet only 49.1% have volunteered), suggestions to increase volunteerism and decrease stigma will be addressed. Implications for community integration of formerly homeless individuals will be addressed.

Coping with Negative Stimuli: TRIOS and Affect Predict Attentional Resilience
Jordan B. Leitner, Lingling Wang, James M. Jones, Steven B. Most

Most, Chun, Widder, & Zald (2005) found that exposure to a negative visual stimulus impairs subsequent attentional acuity. Additionally, Most et al. found that, relative to low scorers, participants who scored high in the personality trait harm avoidance (HA) demonstrated greater attentional impairment following an emotionally negative stimulus. The current study extends Most et al.’s work by exploring how the individual difference variable TRIOS (an acronym that captures the way one conceives of Time, Rhythm, Improvisation, Orality, and Spirituality) and state affect (self-assurance, serenity, and fear) impact people’s emotion-based attentional biases as well as their ability to override these biases. Based on evidence that TRIOS is positively related to psychological well-being (Leitner & Jones, 2009), we hypothesized that high-TRIOS, but not low-TRIOS, participants would show attenuated attentional impairment following a negative stimulus. In the current study, undergraduate participants who were either high (n=27, M=5.51, SD=0.44) or low (n=29, M=3.13, SD=0.37) in TRIOS searched for a single target within a rapid serial visual presentation of pictures where an emotionally negative or neutral distractor preceded the target by either two (lag 2) or four (lag 4) images. Participants’ degree of self-assurance was negatively related to initial attentional impairment following a negative distractor. Harm avoidance and TRIOS interacted to predict recovery from initial emotion-induced attentional impairment; HA was negatively related to recovery for high-TRIOS, but not low-TRIOS, participants. Participants who were both low in HA and high in TRIOS demonstrated a unique ability to completely recover their attentional set following initial attentional impairment. And participants who were able to quickly recover from their initial attentional impairment were more serene immediately following the attention task. Together, our findings suggest that TRIOS, along with self-assurance, may help people cope with negative information by offering adaptive tools that can be implemented during basic attentional processes.

Black Americans’ In-Group Attitudes: Temporal, Geographical, and Social Factors
Angela C. White, Blair T. Johnson

Previous research has focused on in-group attitudes of Black Americans only at the individual level, without considering how these attitudes may change over time and place. To address these and other issues, we compared Blacks’ in-group attitudes to Blacks’ in-group bias and examined their correlations with respondents’ ages and geographical regions. Using the 1964 to 2004 American National Election Studies, we analyzed responses from 3,603 Blacks who completed these surveys. Black in-group attitudes were measured using responses to a Black group thermometer item; in-group bias variable was created by subtracting responses to a White group thermometer item from responses to a Black group thermometer item. Results showed that Blacks in the South reported more positive in-group attitudes than Blacks in other regions, possibly due to the fact that more Blacks live in the South than in other regions and therefore have more opportunities for positive intragroup interactions. Blacks’ in-group bias varied such that cohorts of Blacks in the Northcentral and the South reported more Black in-group bias than older cohorts in other regions and younger cohorts in all regions. Older Blacks in the Northcentral and the South may remember negative historical events in which Blacks were treated unfairly and consequently rate Whites less positively. Changes in socialization practices may account for the decrease in Black in-group bias for younger cohorts. Results from bivariate analyses show that more perceived social inequality was associated with more Black in-group bias and more positive in-group attitudes. More religious participation is associated with less Black in-group bias and more positive in-group attitudes. These and other patterns are discussed.

Improving Police Officer Response to Persons with Mental Illness
Victor C. Ottati, Amy C. Watson, Amy N. Kerr, Randall Renstrom, Justin Cheng, Erika Price

The U.S. prison population contains large numbers of people with mental illness, fueling concern in all domains of the criminal justice system. Among persons with mental illness, initial contact with the criminal justice system often involves encounters with the police. In many cases, police officers must make a decision to direct these persons into the criminal justice system or to divert them toward the mental health system. The Crisis Intervention Team model (CIT) is possibly the most well known and widely adopted model to improve police response to persons with mental illness. A primary goal of CIT programs is to divert individuals with mental illness from the criminal justice system to mental health services. Although evidence regarding the effectiveness of CIT training is promising, little work has examined situational moderators of the CIT Training effect. In this study, we examined the effectiveness of Officer CIT Training using data from patrol officers (n=112) in four Chicago Police districts. Results indicated that CIT trained police officers directed a greater proportion
of persons with mental illness to mental health services than their non-CIT peers. However, this effect was moderated by “district resource availability.” That is, Officer CIT Training produced this positive outcome primarily within police districts containing a high density of mental health resources. Interestingly, this effect actually increased as time elapsed subsequent to the actual training procedure. Results are discussed within the context of a multi-level conceptualization of CIT Training effects.

Cultural Perceptual Differences of Childhood Sexual Contact and Abuse

Brennan E. Peters, Barbara A. Hunter

The American Congress of Obstetricians and Gynecologists (2010) recommends that all physicians screen patients for possible sexual abuse, going so far as to provide guidelines for how to question teens and young adults; however, little research has been done to examine the implications of sexual abuse or even its definition from a multicultural perspective. Researchers surveyed students (N=422) at a Midwestern college about sexual contact that had occurred when they were under the age of twelve. Subjects provided detailed retrospective information including the ages when the contact occurred and their relationship to the individual with whom they had contact. Participants also provided reflections on how the experience made them feel and impacted their lives. There were significant differences between the experiences and perceptions of Caucasian and African-American respondents. African-American respondents were more likely to experience sexual contact as a minor at the hands of people outside their peer group, especially male neighbors and relatives. Additionally, this contact tended to be more acute in nature; a broader range of body parts were touched and/or kissed, and vaginal penetration was more common. When asked to assess their feelings about the sexual contact, African-American respondents, in comparison to Caucasian respondents, reported feeling more pressure but also reported the instance as being more loving. This data brings to light differences in how sexual abuse may be defined or perceived within different communities, a subject that clearly needs to be examined further in order to provide all children and adolescents with the individual screening and care they deserve.

Motivations for Caregiving among Professional Caregivers for the Elderly

Lucy Spencer, Thomas L. Farsides

Whilst some research has investigated caregiving among voluntary carers, very little has investigated the motivations of professional caregivers and other personality traits that may affect their caregiving. Therefore this study explored caregiving among care assistants (n = 108) for the elderly in nursing homes and residential homes in the UK. Care assistants were sampled specifically because they provide the bulk of day to day care and yet often face many obstacles to high quality care, such as understaffing and poor support. The first part of the study assessed motivations that care assistants have for helping elderly residents. A list of motivations for providing care to romantic partners was adapted and administered in a questionnaire. Motivations were analysed using principal axis factoring with a promax rotation. Four key motivations were found: self reward, self benefit, concern and being a capable caregiver. The second part of the study assessed these motivations and care assistants’ attachment style (avoidant or anxious) as predictors of caregiving style. Attachment style was chosen as a predictor as it has been shown to have causal effects on a wide range of prosocial behaviours, for example volunteering, and to predict differing levels of caregiving between romantic partners. Two positive caregiving styles were measured, sensitive and co-operative, and one negative style, compulsive. Of the four motivations found, self-reward negatively predicted, and being a capable caregiver positively predicted, sensitive and co-operative caregiving style, in line with previous research. Surprisingly, concern was found to positively predict compulsive caregiving. Avoidant attachment negatively predicted sensitive caregiving only, and anxious attachment negatively predicted co-operative caregiving but positively predicted compulsive caregiving, as hypothesised. Interestingly, the relationship between anxious attachment and co-operative caregiving was mediated by being motivated by self-reward. The limitations of this study as well as implications for professional practice and future research are discussed.

The Effect of GRE Scores, Social Dominance Orientation and Stereotype Threat Knowledge on Perceptions of Graduate School Applicants

Germaine H. Awad, Karen Jackson, Collette Chapman, Brittany Hall-Clark

The theory of stereotype threat has offered one explanation for test score discrepancies between African American and European American students. Specifically, Steele and Aronson (1998) argued that stereotype threat hinders the performance of highly able, strongly school-identified African Americans on standardized tests by making them self-conscious or overcautious (e.g., spending too much time on questions, checking and re-checking answers). Given that this theory has had wide appeal in psychology, it is not clear to what extent individuals who evaluate graduate applicants understand the implications of stereotype threat. The current study seeks to examine the role of stereotype threat knowledge, social dominance orientation, and GRE scores on the evaluation of psychology graduate school applicants. Method: Preliminarily, a sample three hundred and seventy-four students was obtained from a large Southwestern university. The sample consisted of all Euro-Americans with a mean age of 21.7 years and an age range from 19 to
39 years. Participants were given materials of an African American clinical psychology applicant. Materials included excerpts from recommendation letters, a resume, test scores (pending or GRE scores of 1000), and stereotype threat explanation paragraph (present or omitted). An applicant evaluation measure consisting of questions pertaining to competence and capability was included. Social Dominance Orientation (SDO) was measured using Pratto’s 1994 scale. Results & Discussion: A significant two-way interaction F(1, 320) = 5.33, p< .05 was found between stereotype threat paragraph (present v. omitted) and social dominance orientation (low v. high) where individuals low in SDO rated the applicant similarly regardless of the presence of the stereotype threat explanation and high SDO participants rated the applicant much lower when the stereotype threat paragraph was present. Therefore it appears that the stereotype threat explanation designed to help understand and explain lower GRE scores in otherwise very highly qualified candidates has differential effects based on the SDO level of the rater. Individuals high in SDO use the information to rate the applicant lower whereas individuals low in SDO did not significantly differ in their ratings based on whether or not the paragraph was present. Implications of study findings will be discussed.

**Psychosocial Predictors of Adolescent Gambling Behavior**

*Anthony J. Hill*

The minimum age, in most jurisdictions, is either 18 or 21 to gamble legally; however, under-aged adolescents are gambling in record numbers. Although most adolescents who gamble do so in moderation, for a significant number, gambling may result in severe negative consequences. These consequences include poor school performance, strained peer and familial relationships and a higher probability of developing problem or pathological gambling disorder in adulthood. The purposes of this study were to: (a) identify theoretical constructs that correlate with adolescent gambling behavior, and (b) test models for predicting adolescent gambling behavior using Problem Behavior Theory as a conceptual framework. The study postulates that psychosocial variables found in three theoretical domains, the personality system, the perceived environment system, and the behavior system, correlate with adolescent gambling behavior. Moreover, adolescent gambling behavior occurs across the three theoretical constructs. Data for this research comes from the Gambling Impact and Behavior Study, 1997-1999: [United States] Part 2 Youth Survey with a national sample of 534 adolescents. Chi-square tests for association examined the strength of the relationships between, school participation, religiosity, family/peer support, role model for gambling behavior, alcohol use, substance use, and criminal activity with gambling behavior. Logistic regression models were used to identify predictors of adolescent gambling behavior. The findings revealed that gender, religiosity, role model for gambling behavior, alcohol use, substance use, and criminal activity are significant correlates of adolescent gambling behavior. The logistic regression models demonstrated that gender, role model for gambling behavior, and alcohol use were significant predictors of adolescent gambling behavior. These findings have implications for research, practice, theory, policy and education.

**“Hey, I Got a Voice Too!” Narratives of Adversity and Empowerment**

*David J. Jefferson, Debra A. Harkins*

The term “empowerment” has become an interdisciplinary buzzword. Social science fields from clinical psychology and social work to economics rely on the concept of “empowerment” to underpin various theories and practices. Yet operational definitions vary. Furthermore, meanings are typically crafted from the perspectives of relatively privileged people (i.e., professionals and academics). Such “top-down” definitions signify that “empowerment”, as widely understood in the social sciences, may not be relevant to the very people that are supposed to be empowered via extant methodologies. The purpose of the present study seeks to define “empowerment” and explore the processes through which this phenomenon is realized. In contrast to an academic definition, the various meanings of “empowerment” elucidated by the present study come from “bottom-up” perspectives—that is, from the points of view of individuals facing social and economic adversity enrolled in a program designed to empower them. Participants are 17 homeless, formerly homeless, and otherwise economically disadvantaged individuals who work as self-employed vendors of the street newspaper that was founded by a group of people experiencing homelessness as a vehicle through which they could improve their own lives. The present study employed ethnographic research techniques in order to explore the newspaper vendors’ experiences, manifested through semi-structured narrative interviews. Analyses of the interview data will be conducted through methods subsumed under the Consensual Qualitative Research (CQR) framework. Salient themes that emerge across interviews will then be extracted and key domains of meaning identified. Ultimately, a definition or multiple definitions of “empowerment” will be explained from the points of view of individuals who are ostensibly experiencing its processes. It is expected that themes of independence, having “voice”, and interpersonal interaction will emerge to define “empowerment”. Such findings would inform social policies and nonprofit organizational programming concerned with combating social and economic inequality, and homelessness.
Reports of Stereotypical Gender Difference Influence Assumptions of Biological Essentialism  
*Kala J. Melchiori, Paige Muellerleile, Wendy R. Williams*

People get their ideas about what is normal, in part, from the media that they consume. When people come across information that seems to support stereotypical social norms, they tend to view that information as proof of group essentialism (Hegarty & Pratto, 2004). We examined people’s explanations of gender differences after reading an article about psychological gender difference. Participants (N = 121) read one of four nearly identical newspaper articles. One version was in line with stereotypical social norms and proposed that women were not good negotiators in comparison to men (female deficit). The other three versions did not align with stereotypical social norms. One proposed that men were not good negotiators in comparison to women (male deficit) and the two others versions completely took gender out of the article: one proposed that Northerners were not good negotiators in comparison to Southerners (Northerner deficit), and one proposed that Southerners were not good negotiators in comparison to Northerners (Southerner deficit). Participants were asked to recall and explain facts from the article they read. As expected, participants who read a stereotypical newspaper article about female deficits in negotiation skills were less likely to provide social explanations for the differences detailed in the article than were participants who read non-stereotypical accounts of gender- or regional-based deficits in negotiation skills. These findings support that the focus on gender difference within psychology, which trickles down to the mass media, may reinforce misunderstanding.
about gender and the mutability of human behavior. Psychologists should turn their focus to gender similarities and social explanations of gender difference in order to promote gender similarity as a social norm.

Using WAGES to Raise Awareness of and Reduce Sexism
Matthew J. Zawadzki, Stephanie A. Shields

While the effects of sexism in the workplace have long been established, few viable methods of reducing sexism exist. We present a game board-type activity titled WAGES (Workshop Activity for Gender Simulation) that builds on an experiential learning framework (Smith & Kolb, 1986) to increase people's knowledge of subtle forms of bias against women. WAGES creates a relatively safe space for acknowledging the accumulated effects of subtle gender bias and serves to open a dialog on how to address and prevent such inequities. We propose that playing WAGES will result in greater knowledge of and lower endorsement of sexism, effects that we propose will persist at least a week after playing WAGES. To test this hypothesis we assigned 144 participants (75 women) to either play WAGES or a control group. Participants were aged 18-27 (M=19.23) and self-identified primarily as White, Caucasian (145, 81.7%). We measured their knowledge of gender inequity using a 28-item questionnaire designed for this study (Zappe, 2005) at three points: approximately two months before playing WAGES, immediately after playing, and 7-11 days later. We also measured their endorsement of gender-specific system justification (Jost & Kay, 2005) and modern sexism (Swim et al., 1995) 7-11 days after playing WAGES. As predicted, playing WAGES resulted in increased knowledge after playing WAGES that was sustained 7-11 days later compared to the control group which had only modest increases in knowledge that returned back to baseline levels 7-11 days later. We also find that in the follow-up period, participants playing WAGES endorsed system justification and modern sexism less than the control group. Follow-up analyses reveal that this increase in knowledge after playing WAGES mediates the relationship between WAGES vs. control and lower endorsement of system justification and modern sexism.

Embracing the Mission: The Impact of Collective Identification on Retention
Alecia J. Castleberry, Jamie L. Franco-Zamudio, Luciana Gomez, Sha’Nae Wilson, Julie Boyette, Chalisse Peltier

The centrality and salience of specific collective identities can have an impact on behavioral involvement and commitment to the context relevant to those identities (Ashmore, Deaux, & McLaughlin-Volpe, 2004; Tajfel & Turner, 1979). For example, identification with context-relevant identities (e.g., academic), better predicts academic performance, motivation, and retention than identification with sociodemographic identities (Eccles & Barber, 1999; Franco-Zamudio, 2009; Osborne & Walker, 2006). The current study examines whether students draw upon specific aspects of their college identity, in this case a southern, Jesuit college’s mission, during the development of their academic identity. Of particular interest is whether the college’s mission “to take the time and make the effort to teach and act with justice, with care and in the service of others” is central to students’ academic identity. More specifically, we examine whether identification with the college’s mission contributes to feelings of solidarity with other students on campus and in turn facilitates academic retention. Undergraduate students (N=150) completed the Sources of Academic Identity Questionnaire (Franco-Zamudio, Ruiz, Spiteri, Aguado-Zuniga, Chemers, & Goza, 2009) and a commitment to persistence questionnaire created for this study. Students also responded to a series of open-ended questions related to their level of identification with the college, the college mission, and other students on campus. Results were analyzed for integration of the mission in academic identity and intention to persist to degree completion.

Depression and Quality of life in Nepalese Women
Usha Kiran Subba

Research in depression and quality of life has first time done in Nepal. It examines the relation between depression and quality of life and life satisfaction. In order to collect data both method Quantitative (survey) and Qualitative (focus group discussion) was applied. A scale was developed in order to measure QOL includes physical, psychological, environmental, independence, social relation, gender equity, education, political, spiritual, law and moral values. A sample of 333 Nepalese women (20-49 years) comprising 200 from general population and 133 outdoor-patient department of Psychiatry of different ecological zones completed a socio-economic-demographics questionnaire and measures assessing Quality of Life, Beck Depression Inventory (II) and Diener’s Satisfaction with Life. The data were analyzed by the SPSS program, which include descriptive statistics: t-test, ANOVA, Pearson correlation and Regression Analysis. The mean score of depression was 18.98 (range: 0-57), Quality of life was 140.92 (range: 89-191) and Satisfaction with life 19.85 (range: 5-35).In the socio-economic-demographic characteristics, there was a statistically significant difference in the degree of depression according to caste (F = 7.651, P = .0001), and social class (F = 15.736, P = .0001). Significantly, there was a negative relationship between depression and quality of life (t = -.641, P = 0.01) and Satisfaction with life (t = .575, P = 0.01). Linear Regression Analysis identified two significant predictors determined on the basis of ‘Beta-value’ as positive affect and satisfaction (.531) and ill health and poor relationship (-.178) for depression. In conclusion, the result of this study will contributing to the development of intervention program for decreasing depression, preventing depression and promoting quality of life providing culturally sensitive mental health care services to women in different geographical regions in Nepal.
Sex Education in Schools: Disconnect Between Policy and Public Opinion
Kristy L. Cahoon

Sexual education in public schools is a subject of debate among both policymakers and constituents. Whether providing adolescents with the education to make appropriate sexual decisions protects them or causes them to engage in those behaviors earlier is at the forefront, with research dedicated to determine the effectiveness and outcomes of both abstinence-only and comprehensive programs. Although the debate continues, research has demonstrated that a large majority of Americans actually support age-appropriate sex education for their children. Even the most controversial topics (homosexuality and abortion) received more than 60 percent of parents’ approval (Eisenberg, Bernat, Bearinger, & Resnick, 2008). At the same time that parents generally approved of comprehensive sexual education for their children, policymakers increased federal funding for abstinence-only education, requiring that schools comply with the “A-H” principles in order to receive financial assistance. After reviewing previous research that examines differences between supporters and opponents of abstinence-only education, the current paper intends to examine this issue over time, utilizing data from the General Social Survey (1972-2008) to determine whether and how levels of support have changed. These rates will be compared to the amount of federal funding allotted, to determine when the greatest discrepancies between public and federal support may have occurred. The paper will also utilize this data to determine markers of the different groups of individuals over time, investigating whether the demographics of the supporters have changed during the 36-year period. The paper will conclude with a discussion of the implications of the incongruity between policymakers and voters for adolescents, as well as a discussion of ways to improve agreement between the two groups.

An Analysis of the Sexualization of Girls in the Media
Megan L. Vokey, Bruce Tefft

North American girls (i.e., < 18) are growing up in a society in which they receive strong cultural messages that sexualize females (Choate & Curry, 2009). Sexualization occurs when (a) a person’s value comes only from their sexual appeal or behaviours to the exclusion of other characteristics; (b) a person is held to a standard that equates physical attractiveness (narrowly defined) with being sexy; (c) a person is sexually objectified; and/or (d) sexuality is inappropriately imposed (e.g., on children) (American Psychological Association, 2007). Regardless of media genre, women are routinely sexualized, but few studies have examined the prevalence of sexualization of girls in the media (Choate & Curry, 2009). Sexualization is linked to women’s health problems, such as depression, eating disorders, and low self-esteem, experienced disproportionately more by girls and women in comparison to boys and men (e.g., Twenge & Nolen-Hoeksema, 2002). Although research examining the influence of sexualization on girls has been rare, these results may well generalize to them. Developmentally, girls may be even more affected than women by sexualized portrayals in the media because their sense of self and identity are still being formed (Levin & Kilbourne, 2008). The results of a quantitative content analysis examining (a) the prevalence of sexualization of girls and (b) the degree to which it has been increasing over the past 15 years in music videos and girls’ magazine advertisements will be presented. Also presented will be differences in presentation of sexualization of girls by ethnicity. The content analysis data will be statistically analyzed using proportion, time-trend regression analyses, and chi-square analyses. This information is integral to understanding the level of risk...
media sexualization poses for girls by showing how intensely girls are being targeted. Implications of the results, including social policy regarding constraining media aimed at children, will be discussed.

**Perceptions of Gender-Motivated Bias Crimes**
*Kimberly L. Mason, H. Colleen Sinclair, Jordan Hertl*

The present research examines the variety of variables that affect the application of the label of “bias crime” and through manipulation of different aspects of a crime (e.g., victim-perpetrator demographics) we determined which factors had a larger impact on perceptions of these crimes. Specifically, we extended the work of two studies by Hertl & Sinclair (2008) which showed that gender-motivated crimes do not fit the conception of a typical hate crime. In Hertl & Sinclair’s research, scenarios that included a female victim of any race were significantly less likely to be labeled as a hate crime than scenarios about an African American male. Even after taking additional factors into account, victim demographics (non-prototypical: female vs. prototypical: African American male) still explained the majority of the variance in the application of the hate crime label. In addition to manipulating victim demographics, the present study explored additional variables that may impact the labeling of a hate crime. These include: Assault Severity, Victim-Perpetrator Relationship, and Crime Location. We also examined perceived motive in addition to crime label as DVs. Consistent with past research, we expected to find that crimes targeting the non-prototypic victim would be labeled less often as a hate crime than the same crime targeting a more prototypic person. However, we also thought that the presence of additional counter-prototypic variables (e.g., the attack being less serious, committed by an acquaintance) would reduce the application of the hate crime label. As predicted, participants did apply the hate crime label and perceive bias as a motive in the scenario if it featured an African American victim, a group-relevant location (e.g., an NAACP meeting), the victim and perpetrator were strangers, or the attack was more violent.

**Does Thinking about Our Privilege Lead Us to Compensate for It?**
*Colleen M. Carpinella, Jonathan Iuzzini*

This program of research examines the impact of priming thoughts about one’s privilege on one’s engagement in behaviors promoting equality. Participants were primed to think of racial inequality as either (a) the privilege of a high-status group, or (b) the disadvantage of a low-status group. One-third of participants were assigned to a control group that included a neutral prime unrelated to racial inequality. Participants then completed a series of tasks designed to allow for decisions that would either promote racial equality or enhance status hierarchies between groups. For example, participants were asked to: redraw school district boundaries in a fictional city with great diversity of race and class; select books for a literature course from a list containing white authors and authors of color; select speakers for a campus lecture series from a list containing white speakers and speakers of color; and hire teachers for an understaffed school using a list of candidates containing white teachers and teachers of color. Additionally, participants provided information about their prior contact with people of diverse backgrounds and completed measures of symbolic racism, motivation to control prejudice, need for closure, and need for cognition. Contrary to our predictions, the results demonstrate that priming thoughts of white privilege more frequently led participants to engage in behaviors that would enhance status hierarchies as opposed to behaviors that would promote racial equality. We suggest that this is a self-protective reaction, particularly given that this pattern is especially strong among individuals with stronger symbolic racist attitudes. It is important to note, however, that frequent engagement with people of diverse backgrounds (through extracurricular activities) was associated with greater promotion of racial equality on the tasks. These results have implications for the manner in which an examination of white privilege should be employed in addressing racial inequality.

**Keeping it Funky Fresh from West Philly to the West: Racial Authenticity and Black Masculinity in the Fresh Prince of Bel Air**
*Cori M. Tucker*

This paper examines the performance of black masculinity and racial authenticity through the visual and textual analysis of The Fresh Prince of Bel Air. The Fresh Prince of Bel Air is a popular 90’s sitcom, chronicling the life of the Banks, a prominent black family living in Bel Air, California. The show is structured around the family’s son, Carlton, and his interaction with their cousin from West Philadelphia, Will. The sitcom frames Carlton, the product of a traditional nuclear family, as a preppy self proclaimed geek, and Will as the product of a single family home from the tough streets of West Philly. When the characters interact, they signify their identity through several social markers like music choice, discourse in language, dress, mannerisms, and recreational activities. These signifiers are written into the show, placing the characters in opposition to each other. The opposition found in the Fresh Prince illuminates the intersection of working class and upper class lifestyles situated within blackness. This project seeks to understand how Will and Carlton are positioned within the sitcom to complicate definitions of black masculinity. More specifically, how does the show’s presentation of black masculinity inform discourses on racial authenticity? The framework guiding this study draws from performance theory, critical race theory, and communication theory. Collectively, these theories form a strong foundation...
that examines cultural production, black masculinity, racial authenticity, and linguistic equanimity found within the show. Although Will and Carlton reinforce and create their identity in relation to the “other,” Will is often interpreted as the authentic representation of blackness, reducing Carlton’s masculinity. This paper suggests that the show’s projection of these characters complicates societal definitions of black masculinity, and confronts the notion that all black men possess a homogenous way of acting.

STD Incidenta and Safe Sex among a Group of Swingers
Edward M. Fernandes, George Gaither

This study evaluates the prevalence and incidence of STDs among a population of swingers. There are about four-hundred swinging social clubs, on-premises and off-premises, in North America, and new ones are being set-up every month. Prior research on swinging has been sporadic at best and has demonstrated serious gaps in the information regarding swingers. The data was collected using a survey posted on fifteen (15) international swinger’s dating sites, and administered to a convenience sample (self-selected) of swingers. The study explored areas of sexual behavior, safe sex practices, and STD history. The results suggest that swingers are concerned with individual protection and get tested for venereal disease regularly. However, safe sex practices are not wide spread among certain swingers’ groups. Nevertheless, swingers show a lower incidence of STD than those of the general population.

Interpersonal Violence, Affect Regulation and PTSD in Incarcerated Women
Shannon M. Lynch, Kristine A. Morris, Norma Boyd, Galatia Cepeda

Although the number of incarcerated females has increased substantially in the last decade, the literature about this unique population remains limited. Nonetheless, existing research indicates that female offenders report high rates of interpersonal violence (IPV) (e.g., child abuse, rape, partner violence) and mental health problems. In the general literature, IPV has been linked to posttraumatic stress disorder (PTSD), problems with emotion regulation, maladaptive coping strategies, and interpersonal difficulties. Further, research findings suggest that certain aspects of IPV such as duration, frequency of the violence, and experiencing multiple types of IPV are risk factors for psychological distress. However, while several theories suggest that early and frequent IPV experiences would also increase the risk of affect regulation and interpersonal problems, there is little empirical research on how specific aspects of IPV are related to emotional regulation and interpersonal difficulties in adults. The National Institute of Corrections has indicated that PTSD is one of the most common disorders found among female offenders. Next, while female offenders’ aggression has been assessed empirically, general relationship difficulties are less well understood but appear to relate to adjustment in prison. There is similarly little research on affect regulation in female offenders. The purpose of this study is first, to describe incarcerated women’s experiences of IPV and general functioning, and then, to examine how characteristics of lifetime IPV (e.g., frequency, nature of the violence, and experiencing multiple types) are associated with posttraumatic stress disorder, affect regulation and interpersonal difficulties. Participants were 160 incarcerated women. Preliminary analyses utilizing one way ANOVA indicated frequency of violence as well as experiencing multiple forms of violence were associated with PTSD and emotion regulation in female offenders. These findings have implications for women’s adjustment in prison and departments of corrections policies towards incarcerated women.

Chronic Pain and Cardiovascular Disease: Spousal Interaction Moderates Psychological Distress
Danielle M. Garges, Celena Khatib, Michelle T. Leonard

Chronic pain is a debilitating condition that is associated with a number of negative outcomes including psychological distress (Crisson, & Keefe, 1988). Marital interactions (e.g., spouse responses to pain) have consistently been associated with psychological distress in patients with pain (Cano, Gillis, Heinz, Geisser, & Foran, 2004). Additionally, patients with chronic pain often experience other serious health issues, such as cardiovascular disease (Kerns, Rosenberg, & Jacob, 1994). However, a comprehensive understanding of how co-morbid conditions such as CVD affect psychological outcomes in patients with pain has yet to be established. Therefore, the current study examined psychological distress in patients with chronic pain in the context of marital interaction. Specifically, spousal responses to pain and their relationship to psychological distress were examined in patients with pain who had a self reported history of cardiovascular problems. It was hypothesized that the experience of chronic pain and cardiac problems coupled with negative spouse responses (NSR) would lead to more negative psychological effects than the experience of only chronic pain and NSR. The data were collected as part of a larger study investigating the connection between pain and CVD. Results showed that the majority of problems that were reported by patients were hypertension, diabetes, and high cholesterol. Patients with and without cardiovascular problems did not show any differences in psychological distress or spouse responses to pain. However, there was a significant positive relationship between NSR and anxious arousal for patients who only had pain; however this relationship was not significant for patients who had pain and CVD. These findings emphasize the need to further investigate the effect spousal response patterns/spousal relationships has on the psychological well-being of patients suffering from chronic pain and cardiovascular illnesses. Further examination of this relationship may reveal insight into beneficial treatment factors that aid coping with psychological distress.
**Latino Parents’ Beliefs and Behaviors Related to Children’s School Readiness**

*Jennifer M. Beasley*

Using qualitative and quantitative methods, this study examined parental beliefs and behaviors related to school readiness within a sample of 24 Latino families with a preschool-aged child. Half of the parents were participating in the Parents as Teachers program, an early childhood intervention designed to increase positive outcomes for children, including school readiness, through parent education. Parents were interviewed concerning their beliefs about school readiness skills, their involvement with their children, availability of educational materials in their home, and their perceptions on their children’s behavior. Additionally, parents were asked if they did anything special to prepare their children for school and what they thought was the most important thing children needed to begin school. Developmental screening scores of the preschool-aged children in this study were also collected. No significant differences on any of the variables being measured were found between the PAT group and the non-PAT group. Instead, the findings indicate that Latino parents, in general, believe a well-rounded child with skills in multiple domains (vs. one domain) will be more prepared for school. Moreover, in contrast to a deficit perspective, the Latino parents in this study were involved with their children, reporting they were doing something special to prepare their children for school. For example, parents reported that they “brought lots of books to her and explained the words to her” or that they “let her eat by herself, dress herself, and taught her to share things.” Although parents’ descriptions of preparation activities varied by domain, every response was developmentally appropriate given the age of the children in this study and was appropriate for preparing children for school. The current study suggests that policies and programs should not discount, but rather build upon Latino parents’ beliefs concerning school readiness and their willingness to be involved in their children’s education.

**Mental Health of Mexican Migrant Farmworkers**

*Rebecca M. Dodge, Jane M. Tram, Susan Tinsley Li*

The purpose of this literature review is to provide a comprehensive review on the topic of Mexican migrant farmworkers’ mental health. Specifically, this review focuses on the prevalence rates of anxiety and depression, as well as the role of sociocultural and demographic variables in the prevalence of symptomatology for this population. A critical review of the studies’ methodologies and conclusions is presented in order to provide valuable information for health practitioners, public policy makers, and researchers alike who work with this population. Overall, approximately 25% to 33% of all Mexican migrant farmworkers are likely struggling with mental health concerns. Specifically, workers in the Midwest and East Coast endorsed significantly high levels of depression and anxiety symptomatology. The lifetime prevalence rates of depression and anxiety amongst this population were lower than those of non-farmworker Mexican immigrants. Rates of depression and anxiety were increased by specific variables related to social support/social isolation, religion and religiosity, acculturation and acculturative stress, psychological ambivalence and perceived control about being a migrant farmworker, and living and working conditions. Mexican migrant farmworkers are a population in need. Attention to variables associated with migrant farmworkers’ living and working conditions can have a positive effect in reducing symptoms. This review highlights the needs of this community and signals a call to action for individuals who provide services to Mexican migrant farmworkers living in the United States.

**Beliefs About Breast Cancer among Black and Latina Women**

*Tina P. Brown, Michele M. Schlehofer, Amaris Watson, Oluwadamilola Ekundayo, Solange Francoic, Akira Brown, Anitha Kerst, Jeffrey Malcom, Raulina Simango*

Breast cancer is the most common cancer among women (American Cancer Society [ACS], 2003). Early detection presents the highest probability of long-term survival (Sadler et al., 2001), but many ethnic minority women do not regularly screen for breast cancer (ACS, 2004). There are many barriers to breast cancer detection, including embarrassment (Champion, 1991) and stress and anxiety (Smith & Saslow, 2002). Unfortunately, much of the existing work examining these and other barriers has not effectively teased apart which particular barriers are most important for particular populations. This poster presents exploratory findings from the Community Breast Health study. Five purposefully sampled focus groups were conducted with African American/Black (n = 44; 62%) and Latina women (n = 26; 36.6%) residing in Wicomico County, Maryland. Participants were between the ages of 18 and 83 (M = 47.27; SD = 20.08); 3 had a previous breast cancer diagnosis. Participants were asked what they thought caused breast cancer, and perceived barriers to breast self-exams and mammograms. Focus groups were tape recorded, transcribed, and content coded by trained research team members. The findings indicate that most women held inaccurate information about breast cancer risk factors; 47.8% of risk factors provided were inaccurate, including things such as “heavy lifting,” “having bigger breasts,” and “dark colored soda.” Women also seemed to confuse breast cancer detective and preventative behaviors; women in all five groups indicated that performing BSE and getting regular mammograms prevented breast cancer. Women listed many barriers to BSE, including lack of knowledge and fear of what one will find. The top barrier to mammography mentioned was discomfort. Latina women additionally mentioned that their culture is not supportive of touching one’s breasts or allowing others, particularly males, to touch one’s breasts. These findings have implications for encouraging breast health awareness in diverse community populations.
(Un)Told Stories: Lesbian, Gay, and Bisexual Representations in U.S. Media
Brian R. Davis

Despite decades of increasing visibility and public tolerance, lesbian, gay and bisexual (LGB) identity in the United States remains a basis for pervasive stigmatization and discrimination. Social psychological reviews of media coverage of this continuing predicament provide an empirical basis for analyzing how issues are represented, but also for understanding the role that the media play in facilitating a more morally inclusive, caring society for LGB persons. Whereas past research on news media coverage of LGB has been confined to isolated researcher-specified topics, the current study sought to provide a more comprehensive and contextually meaningful analysis through an examination of six broad emergent domains of policy, health, behavior, media, public attitudes, and same-sex relationships. Using a systems theoretical approach, 232 articles drawn from Time, Newsweek, and U.S. News & World Report over two six-month time periods between 1996-1997 and 2008-2009 were analyzed for both agenda-setting and framing strategies. Results indicated an overall increase in depth of coverage of LGB topics over time, with the majority of articles consistently focused on the policy and media domains. Of note, same-sex relationships, public attitudes and specific policies concerning military service received little coverage in either period of study, while coverage of specific health issues as HIV/AIDS failed to reflect relevant governmental efforts at prevention and treatment. Implications of these media coverage patterns for the effectiveness of LGB health and antidiscrimination policies are discussed, along with study limitations and suggestions for further research in light of changing media formats.

Antipathies and Attributions: Effects on Self-Esteem, Self-Efficacy, and Task Persistence
Caroline R. Saxon, Colleen Sinclair

Everyday we interact with those around us. These interactions develop into relationships, which can be either amiable or aversive. Research has started to focus on aversive relationships, particularly antipathies. This research has focused mainly on the negative effects that arise from being involved in an antipathic relationship. However, some people actually excel when confronted with adversity. Some past research has shown that involvement in enemyships can lead to an increase in self-esteem, self-efficacy, and task persistence. Therefore, the purpose of this study was to examine circumstances under which aversive relationships might hurt versus when they help. Specifically, we are interested in whether making external attributions to an enemy’s interference mediates the effects of having an antipathic relationship. Data is currently being collected on this study; so far 170 participants have been run. Participants will be 400 Mississippi State undergraduates. Participants were randomly assigned to 1 of 12 conditions. In each condition they read a scenario stating that they were attempting to obtain a job. This experiment is a 2 (relationships: antipathy, control) x 2 (outcome: job, not job) x 3 (attribution: external, internal, no attributions) experimental survey design. Based on a pilot study we ran we expect to find that participants who are asked to make external attributions onto an enemy following failure will have higher self-esteem, self-efficacy, and task persistence than those who do not have an enemy to blame. Thus, attribution patterns – and whether you have an enemy as a potential scapegoat – may explain, in part, how enemyships can be beneficial relationships in some cases.

The Privilege in Passing: Implications for Multiracial Identity and Experiences
Leigh S. Wilton, Diana T. Sanchez, Julie A. Garcia

Multiracial individuals comprise one of the fastest-growing populations in the United States yet they have received only slight empirical attention, especially regarding the differences among multiracial populations (Shih & Sanchez, 2005, 2009). Within the multiracial population, racial identification and attitudes may vary widely depending on phenotype. The current research explores how the experience of passing as White may shape racial experiences and attitudes of Minority/White biracial people. Based on the racial phenotype bias literature (see Maddox, 2004), we expected that passing may shield biracials from experiences of prejudice and discrimination, which may positively impact their intergroup experiences with Whites and affect the importance of their White identity. The daily life experiences of 84 White/Minority biracial individuals were explored in two parts. First, biracials completed a survey about their levels of stigma consciousness (Pinel, 1999), discrimination by Whites, identity shifting (Sanchez, Shih, & Garcia, 2009), and whether they were most often viewed by others as White or Minority. Then, an experience sampling technique was utilized wherein biracials were asked about the racial composition of their environment and the value of their multiple racial identities (see Sanchez & Garcia, 2009). Passers (n = 30) were significantly less likely to report discrimination from Whites, t(82) = -2.74, p < .05, stigma consciousness, t(82) = -2.37, identity shifting, t(82) = -2.28, p < .05, and more likely to report autonomy around Whites, t(82), 2.7, p < .05, than non-passers (n = 54). In addition, when compared to non-passers, passers were more identified with their White identity on a daily basis (b .39, p < .05), but equally likely to identify with their minority and multiracial identities regardless of the racial composition of the environment. Together these data suggest that passing may enhance White identification and stability of racial concept, but not at the cost of minority identification.
Organizational Implicit Theories of Intelligence as a Cue to Diversity
Katherine T. U. Emerson, Mary C. Murphy

The current research investigates how an organization's implicit theory of intelligence affects people's perceptions of its racial and ethnic diversity, values, and prestige. An organizational lay theory of intelligence refers to the shared beliefs of people within a setting about the nature of intelligence. Specifically, an organization may endorse an entity theory (i.e., believing intelligence is fixed and unchangeable) or an incremental theory (i.e., believing intelligence is malleable). In Study 1, participants read company mission statements suggesting an organizational entity or incremental theory. Afterward, they reported their perceptions of the company's diversity, prestige, and their anticipated sense of belonging, trust, and comfort in the company. Results revealed that the incremental company was perceived as more racially and ethnically diverse but less prestigious than the entity company, which was rated more prestigious but less diverse. Additionally, participants reported a greater sense of belonging, trust, and comfort when considering an incremental (vs. entity) company. These findings were mediated by participants' perceptions of the company's diversity. In Study 2, we explored how an organization's implicit theory and its racial and gender diversity interact to affect people's sense of belonging, trust, and comfort, and perceived prestige of the organization. Participants viewed a company website where the company's lay theory (incremental vs. entity) and racial diversity (diverse vs. non-diverse) were fully crossed in a factorial design. We explored how these cues affected underrepresented groups, such as women and people of color, by examining participants' expectations of being stereotyped as a mediator for their sense of belonging, trust, and comfort in the organization. We discuss implications of this work for future research examining additional cues to organizational theories of intelligence, their meanings, and their implications for people's outcomes, particularly for underrepresented groups such as women and racial minorities.

Changes in Academic Labor within the University of Puerto Rico
Angel W. Colon-Rivera

The literature on academic labor states how modifications in academic culture due to the implementation of neoliberal policies have affected faculty working conditions in universities across the world. Among the modifications made in the academic environment are reductions in tenured positions, increased dependency in contract and part-time labor, intensive search for external funding, the creation and elimination of academic units, among others. These changes have endangered the tenure system and academic freedom. The present study takes place within the University of Puerto Rico, Rio Pideras Campus, the country's most important academic center. The purpose of this study was to evaluate how the university has responded to the financial exigencies of the new millennium in relation to its faculty members, and how faculty are affected and define there working conditions because of these changes. 91 professors with contingent faculty appointments were surveyed throughout the Rio Piedras campus using the internal mail distribution system. Institutional data from faculty units and departments from 1999 through 2009 and printed material were analyzed that evidenced the university's transition towards a neoliberal model. Results demonstrate that since 1999 the University of Puerto Rico has increased part-time faculty in numbers while decreased in full-time tenured positions, especially in the Humanities and the Social Sciences departments. Independent sample t-test demonstrates a statistically significant difference (p = 0.027) in job satisfaction when comparing full-time non-tenured and part-time non-tenured faculty. Policy implications and recommendations will be discussed.

Understanding Motivations for AmeriCorps Service, Their Antecedents, and Their Consequences
Alexander Maki, Patrick Dwyer, Mark Snyder

AmeriCorps, a nation-wide service program, has had 370,000 people serve since 1994. Its members engage in activities from tutoring children to building homes for low-income families. Often regarded as a form of volunteerism because it involves sustained, voluntary helping, AmeriCorps also incorporates features of work, such as a modest monetary stipend for service. In this research, we examine AmeriCorps using volunteerism theory and research to assess the extent to which motivations for volunteerism can serve as a template for understanding AmeriCorps service. Previous research employing the Volunteer Functions Inventory (VFI; Clary et al., 1998) has revealed a common, six-factor motivational structure underlying volunteerism. We used the VFI to examine whether the structure of motivations found in individuals who choose to join AmeriCorps is similar to and/or different from that observed in volunteerism. Motivations for volunteering and joining AmeriCorps were assessed in AmeriCorps members (N=143). Principal axis factor analysis with six fixed-factors indicates a high degree of similarity between the structure of motivations for volunteering and joining AmeriCorps. The present study also examined antecedent variables hypothesized to predict motivations for volunteering and joining AmeriCorps. Involvement in past volunteer activities predicted other-oriented motivations to volunteer (p<.001) and join AmeriCorps (p<.001). Altruistic personality also predicted other-oriented motivations for volunteering (p<.001) and joining AmeriCorps (p<.001). Motivations to volunteer and to join AmeriCorps also predicted criterion variables relating to AmeriCorps service. Higher expectations concerning the impact of the AmeriCorps program were predicted by other-oriented motivations to volunteer (p<.001) and join AmeriCorps (p<.001). Identification with AmeriCorps was also predicted by other-oriented
motivations for volunteering (p<.001) and for joining AmeriCorps (p<.001). Results of this investigation suggest motivations to serve in AmeriCorps closely mirror the structure of motivations to volunteer. Therefore, theories about volunteer motivation and their antecedents and consequences may have relevance for understanding service in AmeriCorps.

Inept Condolences to Bereaved Individuals
Alyssa Boasso, Janet B. Ruscher, Dana McGarty

After a negative life event, support providers may give advice that, despite its intent, is presumptuous or demeaning, and therefore recognized as cruel or harsh. Two studies examined the types of comments addressed to a grieving individual and how independent observers would regard such comments. The first study observed the reactions of potential social-supporters to a fellow college-aged woman whose mother died four months prior. Through blog entries ostensibly about daily college life, the blog writer was portrayed as socially attractive or unattractive, and as perseverating about the death or coping well with the loss. After reading one of these four blogs, participants posted a comment in response, which condition-blind researchers later coded for the presence or absence of several features: whether the comments expressed sympathy, acknowledged the death, advised her to seek distractions, expressed platitudes, and advised her to maintain social ties with family. Two-way ANOVAs revealed a main effect of attractiveness on platitudes (F(1,73)=5.015, p<.05) with participants expressing more platitudes to the unattractive woman than to the attractive woman, and a significant attractiveness-by-perseveration interaction on advice to seek distraction (F(1,73)=5.322, p<.05, as participants especially told the unattractive perseverating woman to “get her mind off things” with distractions. Most participants, regardless of condition, acknowledged the death. A non-significant trend to express sympathy more often for the socially attractive woman was present. In the second study, one college-aged woman from a new sample was yoked to a posted comment and asked to rate its harshness, knowing only that the recipient’s mother had passed four months ago. Comments that advised distraction were considered harsher; comments that expressed sympathy were considered kinder. Thus, not only do comments given to grieving individuals vary according to their social attractiveness, but independent observers regard that these differential comments predictably with respect to their harshness.

Feedback Withholding Bias: When do Evaluators Deny Constructive Feedback to Stigmatized Students?
Alyssa Croft, Toni Schmader

One of the main ways people learn is through their mistakes. But how do people learn if they do not receive accurate, critical feedback on their work? In 1998, Harber found that Whites provided more praise when evaluating an essay written by a Black student than a White student. The present research sought to distinguish whether White evaluators over-represent positive feedback or under-represent negative feedback on minority writing and to identify what motivates these biases. We explored the possible role of implicit negative stereotypes, internal and external motivation to control prejudice, and a patronizing motivation to protect stigmatized students. White undergraduates evaluated five essays purportedly written by grade 12 students and were asked to highlight instances of good and bad writing in the essay to be communicated back to the author. Two target essays, pretested for equivalence, were identified as having been authored by a White or First Nations student (counterbalanced in order). Results showed that although participants provided equivalent gestalt evaluations and specific positive feedback to the First Nations and White essays, they provided less negative feedback to the First Nations author, particularly when it was one of the first essays they read. This feedback withholding bias tended reverse when the First Nation essay was evaluated later, suggesting that as participants became mentally fatigued, they were less able to control their use of stereotypes. Further analyses suggest that the feedback withholding bias was strongest among Whites who are externally but not internally motivated to control their biases. Together, this study reveals that stigmatized students sometimes fail to receive the necessary feedback to identify areas for improvement, particularly among White evaluators who are most concerned about appearing prejudiced. Implications for diverse learning environments will be discussed.

Trauma as a Predictor of Mental Illness among Homeless Men
Amanda Hue, Carolyn Weisz

Trauma experiences may contribute to mental health problems that create difficulties for homeless individuals or make people vulnerable to homelessness. This study looked at correlates of trauma experiences among men experiencing homelessness. Our primary hypothesis was that childhood betrayal trauma (i.e., physical, emotional, or sexual abuse by someone close) would predict negative outcomes including mental illness, addiction, felony history, longer time homeless, and lower emotional well-being. We also examined whether adult betrayal trauma and child and adult acquaintance trauma (i.e., abuse by someone not close) were related to these outcomes. Men (N = 81) experiencing homelessness (median = 3 years) were interviewed at a service fair. They completed the Betrayal Trauma Questionnaire (Goldberg & Freyd, 2006) which measures betrayal and acquaintance trauma in childhood and adulthood, and demographic and background questions. As measures of emotional well-being, participants rated eight emotions they experienced in the last month (e.g., happy, hopeful, depressed, lonely, alpha = .74) and completed the WHO well-being scale (World Health
Perceptions of Meat Consumption and Climate Change

Amy McGranahan, Camille Wheatley, Blake Berry, Lisa Farwell

Despite the beneficial environmental consequences of reducing meat consumption, research has shown that those who do so may risk social rejection (Farwell & Vetrova, 2009). Here we investigate relationships between participants’ endorsement of the five universal concerns identified by Moral Foundations Theory (MFT; Haidt, 2008), their Right Wing Authoritarianism (Stenner, 2005), and their perceptions of targets all described as changing their diets out of concern for climate change. Vignettes described five targets who stopped consuming meat and one who eliminated dairy. Four of the five who stopped consuming meat cited an additional concern: animal cruelty, disproportional climate change impact on poor nations, impact on future generations and health/beauty improvement. Participants read only one vignette. They rated how informed the target appeared and how likely they were to change their diet similarly (a combined “persuasiveness” score). As predicted, scores on MFT concerns for tradition and group loyalty (combined) correlated positively with persuasiveness ratings of targets citing future generations and negatively with persuasiveness of targets citing animal cruelty. Concern about harm and fairness (combined) did not correlate with rated persuasiveness of targets citing animal cruelty or poor nations. But both concern about harm and fairness (individually) correlated with higher ratings of targets across eight positive traits, with greater interest in learning about food animals and climate change and with accuracy in ranking the contribution of food animals to climate change. Finally, higher scores on Right Wing Authoritarianism correlated with more negative trait ratings of diet changers, less interest in learning about food animals and climate change, and stronger attributions of global greenhouse gas emissions to developing/poorer nations. Results are discussed in terms of the meshing of moral concerns with moral arguments, cognitive dissonance processes and the persuasiveness of climate change messages.

Causal Attributions and Perceptions of the Mentally Ill

Blake Berry, Victor Cordova, Amy McGranahan, Camille Wheatley, Rik Jeffery, Lisa Farwell

Attributions of mental illness to uncontrollable causes such as genetic predisposition may elicit greater sympathy, less anger and greater help-giving (Weiner et al., 1988) yet stigmatize the mentally ill as hopelessly impaired and different (Phelan, 2005). We explored college students’ perceptions of target persons (presented in vignettes) who were not labeled as ill but acknowledged experiencing psychological difficulties attributed to one of three causes: brain injury, a stressful childhood or genetic predisposition. Participants also completed tests of Right Wing Authoritarianism (Altemeyer, 2007) and Social Dominance Orientation (Pratto et al., 1994), both of which predict rejection of “deviants” (Duckitt, 2006), and a test assessing endorsement of the five universal moral concerns described by Moral Foundations Theory (MFT; Haidt, 2008). Consistent with perceptions of greater problem intractability, relative to targets with a brain injury, those with a genetic predisposition were expected to experience less improvement in their lives as a result of participants’ monetary assistance (p < .05), but participants did not rate them as relatively dissimilar to themselves. Overall, RWA and SDO scores were not significantly correlated with the amount of self-predicted assistance, but persons scoring higher on both measures reported being significantly more irritated/annoyed and offended by the targets and expected to feel less comfortable interacting directly with them. Only SDO correlated with rating targets as more responsible for their conditions; only RWA correlated with predicting feeling more anxious when interacting directly with the targets. Of the five MFT concerns, only the two concerns of harm prevention and fairness correlated with expecting to be more comfortable interacting with the targets; only harm prevention correlated with predicting greater assistance. Results are discussed in terms of the relationship between negative emotions and help-giving as well as the relevance of MFT concerns to help-giving in different contexts.
Effects of Prior Exposure on Sexual Abuse Prevention Education
Brenda Arsenault, Nayantara Abraham, Julia Fredrickson

The authors served as evaluators for a social service agency that provides sexual assault prevention in schools throughout suburban DuPage County in Illinois. The program staff facilitates educational presentations on topics ranging from appropriate and inappropriate touch, sexual harassment, date rape drugs, and acquaintance rape. The staff was looking to ascertain if knowledge was being gained from their Acquaintance Rape program and whether there was a significant difference between the high school audiences who had received related education previously at lower grade levels and those who had not. Students’ knowledge was measured through pre-tests administered one week before the presentation, post-tests were administered one week after, and an additional post-test was given again one month later. The results showed that students’ scores did increase significantly after the presentation \( F(1, 20) = 179.61; p<0.01 \). Additionally, those with prior exposure to prevention education at the junior high and elementary level had higher scores on both the pre-test as well as the post-test \( F(2, 20) = 8.01; p<0.01 \). The results suggest that all students benefit from the intervention but those with prior exposure have both a better knowledge base of the subject and receive and retain the material at a higher rate.

Self-Help Strategies for Alzheimer Caregivers in Puerto Rico
Carmelo Rodríguez-Perez, Sylvia Margarita Fernández-Colorado, Jaime Veray

In Puerto Rico the elderly population is increasing and with it the need for social justice to their caregivers. This research work is aimed at families / caregivers of patients diagnosed with Alzheimer’s dementia as it has been found that their mental health is significantly affected. Responding to this need we took on the task of interviewing experts in this sector to find areas that must be addressed urgently. This effort is aimed directly at helping caregivers to keep them motivated to establish and maintain a balance between self-care and patient care tasks. To carry out this work a needs assessment was conducted with various professionals who were active in their profession in the field of mental health with the elderly. The findings showed that 100% of the participants in the study agreed that it was necessary to develop a self-help manual to aid relatives / carers of these patients in Puerto Rico on their daily lives. The results obtained from these surveys to experts allowed us to identify the areas to be developed and those that needed strengthening. After the needs assessment was finished we took on the task of creating strategies to meet the needs to help this population. Through this work we offer a range of skills, strategies and practical tools necessary for healthy and efficient management of everyday life in these patients. Topics and areas served are: basic information about the condition, signs and symptoms, and changes in daily routine among other areas. Application exercises are an integral and necessary in this work in order to help this population.

Effects of Sexually Objectified Media on Explicit and Implicit Sexism
Deborah Schooler, Dianne Castillano, Judith Biesen

In North American culture, women are frequently treated as sexual objects. Feminists have called for media representations that depict women as powerful and competent. The current study examined the outcome when two such conflicting representations of women (as sexual object and as powerful subject) were paired. In 2009, the school newspaper at a small Northern California university ran, on its front page, a statement from the new, female University president and next to it an ad featuring a sexually objectified woman. An experimental design was used to examine the specific effects of pairing these two representations. Three-hundred and eight undergraduates participated in the study. Ninety-nine had seen or discussed the issue prior to the study and were excluded from analysis. Students were randomly assigned to one of four conditions, determining the content of a newspaper page they were given. Students saw either a) the statement from the president alongside the objectifying ad, b) the statement from the president alongside a neutral ad, c) an article about a dorm flood alongside the objectifying ad, or d) the article about the flood alongside the neutral ad. After reading the page, participants who read the statement from the president rated the president on nine different adjectives reflecting competence and warmth. Next, students completed several measures including an implicit measure of sexism, a short form of Social Dominance Orientation (SDO), and the Ambivalent Sexism Inventory. Regression analysis found a significant interaction between gender and ad on ratings of the president, such that men, but not women, rated the president as significantly less competent when they saw the objectifying ad alongside the president’s statement. Additionally, although neither the ad nor the statement alone affected men’s SDO, men who viewed the two portrayals together reported the highest levels of SDO.

Individuals and Social Networks Determine the Maintenance of Romantic Attachments
Jayne Kathryn Denson, Lauren W. Colvin, H. Colleen Sinclair

Past research has established that social networks have a powerful influence on one’s ability to maintain essential romantic relationships. If social network members, particularly friends, discourage an individual about their relationship, the more likely it is to end. In this study, we examined whether this influence is equal for all individuals. In particular, we examined the significance of attachment styles when determining the impact of friend/parent approval/disapproval on
the survival of a romantic relationship. Using the Relationship Questionnaire (Bartholomew & Horowitz, 1991), we divided participants (n = 388) into one of three attachment styles: secure, anxious, and avoidant. We then examined the degree of friend/parent approval for their romantic relationship and the level of passionate love, satisfaction, and commitment in that relationship. With past research indicating that people with anxious attachment are dependent on others acceptance of them and secure individuals showing high levels of interdependence with their social network (Bartholomew & Shaver, 1998), we anticipated that both friend and parent approval would matter for anxious and secure individuals. In contrast, we hypothesized that neither friend nor parent opinion would have an influence on their romantic relationships for those with dismissing-avoidant styles. This would be consistent with Bartholomew’s (1991) findings that those with dismissing attachment styles tend to downplay the importance their relationships with others, and thus devalue their opinions. The results indicated that for those with secure attachment styles, both friend and parental approval strengthened their romantic relationship, with parental opinion carrying slightly more weight. For dismissing-avoidant individuals social network opinion was relatively non-influential. However, for anxious individuals, only friend opinion mattered. Thus, although social networks affect the survival of the relationship, their impact is attenuated by individual differences.

**Attribution Facilitation: Social Network Influences on Attributions in Romantic Relationships**

*Jennifer Payne, Emily Pitman, H. Colleen Sinclair, J. Martin Giesen*

In this study, researchers explored the correlation between social network influences and attributions within a romantic relationship. Attributions for relationship outcomes are an essential factor in determining whether romantic relationships - which are key to our well-being – thrive or demise. This study included 215 participants who were currently in a romantic relationship, and examined 1) the quality of the romantic relationship (DV), 2) attributions made for problems in the relationship, and 3) level of friend and parent disapproval of relationship. According to attribution theory, couples who attribute their problems to external factors and who attribute their success to factors internal to the relationship are more satisfied than couples who identify the majority of their problems as characteristic of the relationship or due to individuals within the relationship. We wanted to examine whether social network members affected these attributions, and, in turn, the relationship quality. The study found that peer approval and disapproval had a significant influence on the external and internal attributions within the relationship. For instance, approving friends helped couple members make external attributions for relationship problems, whereas disapproving friends facilitated internal attributions for problems. However, the study also showed that the influence on external and internal attributions was much less pronounced when examining the impact of parental opinion. Overall, this study was able to identify more clearly some of underlying the factors highlighting how social networks contribute to the success or failure of their friend’s and family’s romantic relationships. Every romantic relationship is embedded in a network of other caregiving relationships.

**Reducing Power Differentials to Explore Social Issues in the Classroom**

*Johnny Nguyen, Michelle E. Ronayne*

Students arrive in our classrooms with a wide set of beliefs about the world around them. They have preconceived or stereotypical ideas about a wide range of social issues ranging from topics such as relationships to politics. With so much going on in a classroom, instructors can feel as though they are walking a tight rope trying to maintain boundaries while they simultaneously ask students to explore and discuss issues that would be sensitive to anyone. We encourage student to confront their fellow classmates as well as their self as they debate key ideas in the world of psychology and sociology. In process students are additionally trying to negotiate their own voice and space as they determine the degree to which they can push back against the authority of those leading their class. How can we get buy-in from our students if we maintain traditional top-down models? Is it possible to expect our students to share in the experience of examining their views of issues such as privilege and oppression? Yet, we wonder how much we should share from our personal lives and how much we should own our bias in the classroom so we can facilitate discussion. It could be argued that it is necessary to reduce power differentials and create an empowering space where conversations can occur. It is our intention to draw on anecdotal examples and classroom exercises that investigate the degree to which sharing our stories can assist in the open exploration of social issues. We would contend that a reduced power model may be necessary as we move forward in the 21st century and are aware that it is mired with potential difficulties. The purpose of this paper is to explore different views of power, a flat power perspective and the impact that the implementation of such a model can have in the classroom environment.

**Stalking in the Courts: An Archival Examination of Legal Outcomes**

*Melissa-Miles Dunn, Roshni T. Ladny, Hillary C. Sinclair, Amy E. Lyndon*

When it comes to prosecuting stalkers, victim self-report data indicates that few perpetrators are prosecuted, charged, or convicted. This trend might be attributed to the idea that stalking behaviors exhibited by an intimate acquaintance are commonly viewed as “romantic” by third party observers, perpetrators, and sometimes initially by the victims themselves. The purpose of the current study was to examine the relationship between the severity of the stalking incident, the victim-
perpetrator relationship, and the legal outcome. It was expected that: (H1) the majority of stalking incidents would qualify as intimate stalking, (H2) stalking charges would rarely be stand-alone, (H3) as the level of intimacy between the perpetrator and the victim rises that so would the severity of the stalking incident, (H4) there would be a correlation between overall impact of the stalking incident and sentence. We conducted an archival analysis of 216 stalking case opinions – largely appeals – from 10 different states. Opinions were coded for charge variables (i.e., type of charge, level of stalking charge, number of charges), victim-perpetrator relationship, impact variables (i.e., levels of severity, threat, fear), and legal outcome variables (i.e., verdict, sentence). Results confirmed that the majority of stalking incidents involved romantic acquaintances. Despite the fact that cases involving romantic acquaintances were the most severe, sentences for these cases were disproportionately light. Although, the majority of defendants were found guilty of stalking or harassing their romantic acquaintance, the punishment for these perpetrators was significantly less than the punishment for those convicted of stranger or non-romantic acquaintance stalking. Based on these findings, it appears that stalking behaviors that stem from romantic pursuit, like other types of intimate aggression, are taken less seriously by the courts.

Direct Causation Approach: Breakthrough in Research of War and Conflict

Olek Netzer

Research Question: “How exactly do normal people manage to justify in their own eyes even the most obviously erroneous ideas and the most inhuman acts mass-destruction, without running into an intolerable Cognitive Dissonance with their own highest values of Truth, Virtue, Sanity?” Method: Taking the Direct Causation approach; focusing on the agents of pathology that cause it directly (the direct-relevant cause for the 9/11 attack was obvious: they did it because they wanted to, believed they do the right thing). Analyzing conflict related texts in Israeli public media over 20 years; comparing with patterns of reasoning and moral justification in other war arenas past and present. Results: A major Discovery: The mental mechanism of conflict-orientation is Blind Areas on the person’s cognitive map. War-oriented persons are mentally blind to see realities that do not conform to their dehumanized orientation, like the facts that “We” and “Them” are human individuals, “We” liable to error and crimes as any human and “Them” individuals with varied human qualities, same as we. Blind Areas protect dehumanized individuals from Cognitive Dissonance, making it impossible to interpreted any event other than “We were right – They guilty”. Blind Areas and corresponding Patterned Beliefs comprise the Dehumanization Syndrome, the analytical and diagnosing tool for Dehumanized Orientation in texts and personalities. Proven method of prediction: Leaders diagnosed as dehumanized cannot make peace unless forced to; Evidence of spontaneous expression of awareness to what is covered in a Blind Area precludes dehumanized personality structure. Prognosis: Bringing Blind Areas to awareness effectively undermines the dehumanized self-justification system. As politically motivated behavior must be self-justified, bringing Blind Areas to individual and public awareness will have a healing effect on society, unlike other existing methods that touch indirect causes and could have only prevention or mental sanitation effect.

A Study to Find the Correlation of Personality, Resilience and Pain Tolerance in Healthy Adult Subjects

Ramakrishnan K S, Sujata Yardi

Introduction: Pain Tolerance Level:The greatest level of pain which a subject is prepared to tolerate. Pain tolerance level, Personality and Resilience are subjective variable individually. Resilience is defined as a dynamic process that individuals exhibit positive behavioural adaptation when they encounter significant adversity or trauma.[1] Purpose of the study: a)To assess Pain tolerance, Personality & Resilience using Galvanic Pain tolerance test, Personality & Resilience scale. b) To study the correlation of Pain tolerance test with Personality and resilience. MATERIAL & METHOD: Study design: 455 healthy adult subjects were selected using simple random sampling. Their pain tolerance was tested using Galvanic Current and administered with California Psychological Inventory 462 & Resilience scale 33, Diagnostic stimulator. Research Venue, Padmashree D Y Patil Hospital & Research Centre. CRITERIA: Inclusion: Adults>; 60 years; Medically & Psychologically stable subjects; Exclusion: Uncooperative Subjects; Contraindication for Galvanic Pain tolerance test. METHODS OF DATA COLLECTION: Care is taken about the safety measure during Galvanic stimulation with informed consent. Then the values were compared for positive correlation with The scoring sheet suggests high score means higher psychological tolerance and resilience including pain. RESULTS: There is a positive Correlation between Galvanic Pain tolerance test, Personality by California Psychological Inventory and Resilience scale. The multiple regression. Test shows very high level of significance. CONCLUSIONS: There is a Positive correlation between Pain, Personality and Resilience of a person. A subject with high coefficient of personality and resilience showed higher tolerance of physical pain.

Social Goals as Buffers to Perceived Threat in Intergroup Relations

Rekha Tiwari, Devin L. Wallace

Researchers have begun to examine social goals as influential to the process of intergroup relations (Ryan & Shim, 2006). To this end, people are motivated to adopt varying social goals which may meet needs to fare well relative to peers or to develop meaningful connections with those peers. In particular, social developmental goals motivate individuals to focus on the improvement and growth during their interactions with others. Intergroup relations benefit from this
goal which focuses on the growth of individual’s social competence. On the other hand, social demonstration-avoid goal reflects motivation to avoid appearing socially incompetent among peers. This relates to a maladaptive image of the world and oneself, namely for interactions with out group members (Ryan & Shim, 2006). An individual with this goal will perceive interactions with others as threatening. This perceived threat will be heightened during interactions with low-status (ie, minority) peers. The following study aimed to test these hypotheses. Data were collected from 70 undergraduates at a large, public university in the Mid-Atlantic. A pair of regression analyses (with social development and social demonstration-avoid goals) predicted perceived threat of interacting with ingroup and outgroup members. Results revealed that these two goal types significantly predicted threat of interacting with ingroup members, $F(2, 32) = 4.98$, $p < .05$. Demonstration-avoid goals were the significant predictor in this model, $\beta = .51$, $p < .01$. In the second regression analysis, the two goal types significantly predicted perceived threat of interacting with outgroup members, $F(2, 36) = 10.78$, $p < .01$. Demonstration-avoid goals were the significant predictor in this model, $\beta = .64$, $p < .01$. The social goal that one adopts is crucial in intergroup settings and therefore, future research will focus on what mechanisms mediate this relationship.

**Academic Turning Points: Examining the Effect of Peers on Retention**  
**Krystal Saberre, Jamie L. Franco-Zamudio, Jordan Biggers, Rachel Vidrine, Ashley Derenbecker, Robert Boudreaux, Clare Ryan, Simone Lampkin**

Undergraduates often experience significant highs, lows, and turning points throughout their time in college (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; McAdams, Reynolds, Lewis, Patten, & Bowman, 2001). The characteristics of these influential moments can have an impact on academic retention. Academic peers play a part in the construal of highs, lows, and turning points and the subsequent actions taken in response to them (Callahan, 2008; Franco-Zamudio, 2009). This study examines the effect of peer support on undergraduate students commitment to persisting to degree completion. Of particular interest is whether students turn to peers during academic lows and turning points and whether peer support is instrumental or socioemotional in nature. During 8 focus groups (n=75), participants were asked to chart the high and low points throughout their time in college. Next, they were asked to describe and label the significant turning points related to these highs and lows. Participants were asked to indicate who was there to celebrate with them or support them during these turning points. Following the description of their turning points, participants were asked whether there was ever a moment when they considered leaving college. In addition, participants were asked questions related to their academic involvement, use of support services, and peer relationships. Results revealed that the majority of students had considered leaving college at some point in time, citing a variety of potential reasons for leaving (e.g., lack of classes, homesick). Peers were cited as offering both instrumental and socioemotional support during lows and turning points. Results confirmed the positive impact that academic involvement in peer-focused organizations (see Tinto, 1998) has on student retention.

10:00 AM - 11:10 AM

**Interactive Discussion**

**Exploring Contrasting Health Care Policy Possibilities: The Case of Depression**  
**Suzanne R. Goodney Lea, Adolf Gundersen**

Depression is among the most significant health problems in American society, not only in human terms, but in economic and social terms as well. Depression also serves as a useful lens for citizens in exploring the governance of health care more generally. The future of medical care in the United States has been a major concern for policymakers. While there have been numerous proposals for how medical care will be financed as it expands and continues to grow more expensive, there has been much less attention on health care support. In the past fifty years, health care has evolved from a family-focused delivery system for many routine illnesses and situations to one that relies almost completely on the formal health care system (doctors, hospitals). This discussion will focus on exploring and developing alternative public policy possibilities for health care and for the treatment of depression in particular. We will examine public policy possibilities developed by two groups of citizens participating in a two-year citizen discussion project. Our goal is not to build consensus but to instead consider a wide range of possibilities.
Advances in Research on Ideological Approaches to Improving Intergroup Relations

Intergroup conflict continues to have negative consequences for social, educational, and occupational outcomes in racially and ethnically diverse societies. Researchers, policy-makers, educators, and the public have long debated approaches to improving intergroup relations. The colorblind and multicultural approaches have dominated this discussion and have been widely implemented in numerous settings, yet their potential for creating more harmonious intergroup relations remains unclear. The four contributors to this symposium who are scholars in education, business, and psychology will describe their efforts to shed new light on the positive and negative consequences of the colorblind and multicultural approaches as well as new promising approaches through their cutting-edge experimental and applied research. The first presentation will describe results from an experimental study with elementary school students showing that the colorblind approach has the downside of leading to reduced awareness and attention to racial discrimination in the classroom. Drawing from results with racially and ethnically diverse Americans, the second presentation will describe the similarities and differences in the implications of the colorblind, assimilation, and multicultural ideologies for prejudice and stereotyping. The third presentation will describe the results from a study of reactions to decisions made by American school district leaders, calling attention to the promise of an alternative approach – Critical Race Theory – while also adding to our understanding of some limitations of the colorblind and multicultural approaches. With data from a series of studies with racially and ethnically diverse Americans, the fourth presentation will showcase positive intergroup consequences of a new approach – polyculturalism – while also conveying some positive and negative intergroup consequences of the colorblind and multicultural approaches. Together, these presentations highlight the critical issues involved in the continuation of the two long-standing approaches, while also highlighting two new and worthwhile alternative approaches to fostering more positive intergroup relations.

In Blind Pursuit of Racial Equality?

Evan P. Apfelbaum, Kristin Pauker, Samuel R. Sommers, Nalini Ambady

Despite an absence of empirical assessment, the colorblind approach to managing diversity has become a leading institutional strategy for promoting racial equality, across domains and scales of practice. One domain in which such an approach has become particularly prominent is education. Colorblindness manifests in many forms, cascading down various levels of the educational system. It is evident in national approaches to education reform, state regulations for managing district-wide diversity, standard school curricula, teachers’ strategies for promoting equality in classrooms, and even by behavioral changes among students themselves. But does colorblindness actually reduce racial inequity? We gauged the utility of colorblindness as a means to eliminating future racial inequity—its central objective—by assessing its impact on a sample of elementary school students, an age at which intuitions about how to approach diversity emerge. Our experiment mirrors the chain of events through which plans for managing diversity are actually implemented in schools and tested by the real world. We examined whether institutional endorsement of colorblindness can shape students’ capacity to (i) detect incidents of racial inequity and (ii) effectively relay such observations in a way that facilitates teacher intervention. Results demonstrated that students exposed to a colorblind mindset were actually less likely both to detect overt instances of racial discrimination and to relate such events in a manner that prompted intervention by certified teachers. Institutional messages of colorblindness may therefore artificially depress formal reporting of racial injustice, indicating that while they appear to function effectively on the surface, they allow even explicit forms of bias to persist.

Multicultural, Assimilation, and Colorblind Interethnic Ideologies: Conceptual and Empirical Distinctions

Carey S. Ryan, Rebecca Shively, Joel Butler

Multicultural, assimilation, and colorblind ideologies represent different approaches to the management of relations between ethnic groups. Multiculturalism refers to the belief that group differences should be recognized and that people should seek to understand, accept, and even celebrate ethnic and cultural group differences. Assimilation refers to the belief that it is best for society if immigrants shed their own cultural practices and adopt those of the mainstream society. Colorblind ideology has been described as the beliefs that race and ethnicity are superficial and unimportant and that perceivers can and thus should ignore race and ethnicity. That is, people should be judged as individuals without regard to race or ethnicity. However, critics of a colorblind ideology have argued that its use implicitly requires that minority group members adopt the cultural practices of the majority group; in other words, it requires that minority group members assimilate. Empirical research further indicates that assimilation and colorblind ideologies may be closely related ideologies that conflict with multiculturalism. For example, acculturation research indicates that majority group members more strongly endorse assimilation, whereas minority group members more strongly endorse multiculturalism. And intergroup relations research indicates that minority group members endorse multiculturalism more strongly, whereas
majority group members endorse a colorblind ideology more strongly. The purpose of this presentation is to more fully consider the conceptual and empirical bases of multicultural, assimilation, and colorblind interethnic ideologies, focusing on whether assimilation and colorblind ideologies are inherently negative, whether they differ from each other, and whether they necessarily conflict with multiculturalism. We plan to provide some preliminary empirical support for our analysis, using explicit measures of interethnic ideology, stereotypes, and prejudice that have been completed by African, Latino, and White Americans.

Critical Race Theory as an Intergroup Ideology for Educational Change
Sabrina Zirkel

As we think about how to create institutions that represent, respect, and value an ethnically diverse population, educational institutions are an effective lens through which to examine processes of social change. Educational settings are important because they are sites of access to resources, but this same feature makes them highly contested settings as well. In this paper, I illustrate the limitations of colorblind and multicultural ideologies concerning how to address issues of race and ethnicity in education, using qualitative data gathered for a study of the public discussion concerning decisions made by two urban school district leaders: (a) district leaders changed school boundaries and force some (white) students to move from an overwhelmingly white high-performing school to one of three racially diverse highly performing school, and (b) a high school principal decided to use “extra” taxpayer money to fund “equity grants” instead of extra science labs for AP students. Colorblind and multicultural perspectives offer us few tools to anticipate and effectively navigate the public outcry over such decisions. A Critical Race Theory (CRT) ideology, however, offers a lens that presents strong advantages over the other ideologies. Assumptions of CRT include the concepts that: (1) racism is routine and mundane, not an unusual, surprising, or historical event, (2) racism is a means of distributing resources unequally – this is an active rather than a passive process – and thus it serves white people’s interests very well, regardless of how conscious of this process (3) whiteness is property, and white people will not give up their property advantages easily, and (4) addressing racial inequities requires acknowledging and addressing these first three points. Effective change in educational institutions requires that educational leaders be conscious of CRT as a tool for understanding the context of their efforts to increase racial equity in schools.

Polyculturalism: A Promising New Approach to Improving Intergroup Relations
Lisa Rosenthal, Sheri R. Levy

At the centerpiece of a long-standing debate over how to foster more harmonious intergroup relations are the colorblind and multicultural approaches. Research findings comparing these two approaches have been mixed, and weaknesses of each have been identified. A promising alternative, yet thus far empirically untested approach is polyculturalism (emphasizing that different racial and ethnic groups have greatly influenced each other and continue to do so, and that focusing on such shared connections will improve intergroup attitudes and relations). The intergroup consequences of polyculturalism, multiculturalism and colorblindness were tested in three studies (sample of racially and ethnically diverse college students, sample of African and European American adults from NYC and Long Island communities, sample of African and European American adults across the U.S. contacted via telephone). Across all three samples and different racial and ethnic groups, regression analyses indicated that overall, greater endorsement of polyculturalism was associated with lower social dominance beliefs, and greater interest in, appreciation for, and comfort with racial/ethnic differences and diversity, over and above the contributions of multiculturalism and colorblindness. Additionally, in the third study, endorsement of polyculturalism related to more liberal attitudes toward immigration and affirmative action policies. However, the other two approaches were associated with both positive and negative intergroup attitudes. For example, while there was some evidence that multiculturalism related to greater interest in and appreciation for diversity, multiculturalism was also associated with opposing affirmative action and conservative views toward immigration policy. And, while there was some evidence that colorblindness related to lower social dominance beliefs, colorblindness was also associated with more negative attitudes toward diversity and opposing affirmative action. Findings from these three studies support polyculturalism as a viable, and potentially more ideal, new approach for improving intergroup attitudes and relations that deserves further study.

Symposia
Chair: Ian Grant Hansen

Attitudes Towards Torture: Social Psychological Investigations

Torture was at one time universally condemned in the United States and most nations worldwide as a grave violation of fundamental human rights. In recent years, however, torture has regained moral respectability in the eyes of a significant portion of the U.S. population. A Pew Research Center poll conducted in April, 2009 found that 49% of U.S. citizens
felt that “the use of torture against suspected terrorists” is often or sometimes justified—only 25% indicated that it was never justified. Social and personality psychologists have recently begun to investigate the contextual, ideological and moral psychological underpinnings of contemporary attitudes towards torture. This symposium presents three such investigations: Are supporters of torture guided more by pragmatic or punitive concerns? Do pragmatic or moral arguments work best to motivate outrage and support for restorative justice in the face of torture? What are the religious and ideological predictors of support for torture, and how is this prediction moderated by political engagement? These investigations offer insight into how support for torture has become a mainstream view with significant political capital, and how such support eventually might be returned to the margins of moral and political discourse.

The Fine Line Between Interrogation and Retribution
Avani Mehta Sood, Kevin Carlsmith

The use of harsh interrogation techniques on terrorism suspects is typically justified on utilitarian grounds. The present research suggests, however, that those who support such techniques are fuelled by retributive motives. An experimental study conducted with a broad national sample of U.S. residents found that the desire for harsh interrogation is largely isomorphic with the desire to punish, and that both effects are mediated by the perceived moral status of the target. Results are discussed with regard to retributive justice and the national policy on interrogation and torture.

The Effectiveness of Pragmatic vs. Moral Arguments Against Torture
Bernhard Leidner, Peter Kardos, Emanuele Castano

The arguments dominating the debate over torture range from pragmatic arguments (e.g., torture does not work) to arguments concerning morality (e.g., torture violates human rights). Two studies investigated how moral arguments against torture affect US citizens’ reactions to US-committed torture. In Study 1, participants expressed more compunction and stronger demands for justice when presented with moral arguments against torture as compared to pragmatic or no arguments against torture. Study 2 found that moral criticism of torture was even more accepted when coming from outgroup rather than ingroup members, demonstrating that moral arguments do not suffer from intergroup sensitivity effects. The reasons for the effectiveness of moral arguments against torture, such as moral outrage, are discussed.

Religiosity and Opposition to Torture: The Counteractive Role of Political Engagement
Ariel Malka

During the last decade Americans have debated the acceptability of torturing suspected terrorists in order to extract information that might be useful for preventing future attacks. The division in public opinion about torture has unfolded along partisan and ideological lines: with liberals and Democrats being less inclined to support the use of torture than are conservatives and Republicans. Less attention has been paid to the potential impact of religiosity on attitudes about torture. Religiosity is an important cultural characteristic within the United States, and it has become an increasingly strong correlate of political alignment. There are reasons to expect that the more religious would be more inclined to support torture; in particular, the more religious are nowadays more inclined to adopt preferences associated with conservatism and the Republican Party. However, there are reasons to expect that religiosity would be negatively associated with support of torture; in particular, religiosity is associated with the adoption of humanitarian values. Building on prior research demonstrating the role of political engagement in the organization of political attitudes, the present research tests that hypothesis that the relation between religiosity and support of tortures varies based on engagement with political discourse. In national surveys, the more religious were found to be less inclined, on average, to support the use of torture than were the less religious. However, this effect was moderated by political engagement. Among those low in political engagement, the more religious were less supportive of torture; however, among those high in political engagement, there was no such relation between religiosity and support of torture. Thus, engagement with political discourse appears to counteract the influence of religiosity on opposition to torture.

Symposia
Chair: Sara I. McClelland

Sexuality and Science: The Dilemmas and Politics of Caring Knowledges

While scientific research on adolescent sexuality is often generated in the name of concern for young people’s sexual well-being, researchers and youth advocates have argued that there are often hidden consequences to research in the name of “care” (Tuck, 2009). This pattern has been especially evident in the domain of adolescent sexuality where young people struggle to develop in the midst of public health panics and educational policies that limit the kinds of information that young people are permitted to receive. In the name of protection, U.S. public policies have consistently prioritized
Discourses and the Lust for Risk and Race in Research on Adolescent Girls’ Sexuality

Kendra Brewster

Critical researchers have magnified the real and imagined dangers lurking in social service programming and policies which link sexuality with victimization, contamination, personal responsibility, and morality – with attention to how race and class calibrate the meaning of each thematic concern and its appropriate response (Fine, 1988; McClelland & Fine, 2006; Roberts, 1997; Solinger, 2000; Nathanson, 1991). The present examination is a critical review of twenty recent empirical articles which seeks to understand how psychological research – in its research questions, subjects, and answers - is embedded in these themes. The article’s titles, first lines, theoretical orientations, methods, and results were analyzed using a purposive and emergent coding scheme. The results indicated that the twenty articles could be categorized according to five discursive groupings: 1) abstinence as sexual education, 2) relationships as the proper context for sexuality, 3) ideologies of femininity as anti-protective, 4) racial and cultural images as contraindications of femininity, and 5) agency and self-hood as protective. Across discursive categories, the samples were mostly comprised of girls of color and risk was also focal - even when not measured empirically. Implications about the costs of constraining the focus of research on bodies of color and narrow, yet ambient, constructions of risk will be discussed along with research findings that pave the path for discourses of desire, self, love, speech, vision, and connection to emerge.

Sex-Education and Teen Theatre as “Relational Justice”

Valerie Futch

By creating a safe environment where adolescents can shed the various masks they spend their days creating, The SOURCE teen theatre group in Sarasota, FL sits in stark contrast to the many restrictive, prohibitive and draining environments for youth. The SOURCE has existed for over 25 years and has produced plays for high school students that deal with many issues teens face, from peer-pressure and bullying to sexuality and sexual health. Historically, The SOURCE has taken up the "public conversation" about sexualities and sex-education as the public schools have moved toward a more restricted abstinence-based curriculum (Fine & McClelland, 2006). While their plays engage a variety of topics, the focus of this paper will be their history of using a theatre-driven peer-education approach to open and honest sex education. Interview, survey and ethnographic data will be presented to argue that understanding the broader cultural approach to adolescent sexuality and sex-education serves as a useful lens to understand how adolescents and young adults are viewed by society in general. The findings from the study support the creation of “free spaces” (Centrie, 2000) that privilege and listen to the voices of youth and build from their own experiences. Such spaces, like The SOURCE, are able to combat the ways in which the bodies of youth are silenced, imprisoned, and tested in what amounts to a systemic relational injustice.

Caring and the Pharmaceutization of Young Women’s “Excess”

Rachel Liebert

Sara McClelland and Michelle Fine (2008) argue that within medical, psychological, and cultural spheres, female excess – “a quantity that is much larger than needed,” “beyond sufficient or permitted limits,” “overindulgence,” “more than is required” – has been historically linked with pathologizing categories. Young women’s sexuality in particular continues to be seen as excessive, dangerous, and risky, such that these bodies are seen as marginal, dirty, and problematic. A simple glance over the criteria for a (Hypo)Manic Episode listed in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (APA, 1994, p. 332 & p. 336) loudly suggests that such discourses of excess are operating in contemporary enactments of Bipolar Disorder, and recent years have seen dramatic increases in these diagnoses and their associated pharmaceutical interventions for young women in New York City (NYC), and elsewhere. The proposed paper will draw upon a critical feminist analysis of scholarly, professional and/or corporate representations of bipolar, and interview transcripts with people working in roles relating to bipolar, to trace the ways in which bipolar is constructed.
through various forms of scientific discourse. Particular attention will be given to depictions of young women’s sexuality, and also those knowledges produced by the pharmaceutical industry. I will discuss the implications of these constructions for the ways in which bipolar is embodied by young women living with the diagnosis in NYC and thus consider how young women’s distresses and desires interact with contemporary assemblages of scientific knowledge production. This paper will therefore contribute to dialogue on the economics and politics circulating in the science of young women’s madness, and particularly how notions of care are shifting under the chemical gaze.

The Politics of Satisfaction: Measuring Expectations within Intimate Relationships
Sara I. McClelland

When evaluating sexual satisfaction, researchers have assumed that the cognitive patterns used to organize satisfaction appraisals are universal and shared across individuals. These two assumptions – of term equivalence and concept stability – were assessed using interview data. A sample of young adults (ages 18-28), diverse by gender and sexual minority status, (n=34) were interviewed about the criteria they used to determine their level of sexual satisfaction using a semi-structured interview protocol. Analysis revealed that participants used a variety of benchmarks to evaluate their sexual satisfaction: heterosexual men most frequently defined satisfaction according to their own orgasm, while women and LGBT men relied on other benchmarks, including feelings of safety and closeness and a partner’s satisfaction level. This study attends to how entitlement shapes satisfaction, and more precisely, shapes individuals’ expectations to be satisfied. While earlier studies have also found that physical satisfaction was prioritized by men and women consistently prioritized emotional closeness and intimacy when evaluating their sexual satisfaction (e.g., Laumann et al., 1994), the current study found that women and LGBT men often evaluated a partner’s satisfaction instead of their own. This process indicated that the evaluation was less inter-personal and more akin to substitution (i.e., using a partner’s satisfaction level as a proxy for one’s own). These findings raise concerns about how stigmatized sexual contexts shape expectations for sexual satisfaction and reveal how close-ended sexual satisfaction items may obscure individuals’ varying appraisal processes. This has important implications for the widespread use of sexual satisfaction as a clinically meaningful indicator for overall health and well-being. This research directs researchers to include additional methods and measures that can illustrate the process by which individuals are making evaluations concerning their own sexual health.

15 Minute Presentations

Is it Discrimination? Victim, Context, and Observer Influence Attributions
Zoe Kinias, Laurie T. O’Brien, Brenda Major, Cynthia S. Wang

This research investigated features of discrimination prototypes, or cognitive models of sexism and racism, that lead observers to attribute specific hiring decisions to discrimination (e.g., Inman & Baron, 1996). Our research adds two dimensions to this literature. First, we hypothesized that stereotypes for performance in the job domain in which a rejection occurs influence attributions to discrimination. Second, we hypothesized that cultural beliefs about what discrimination is influence attributions to discrimination. Study 1 explored the impact of job domain stereotypes on attributions to sexism and demonstrated that, when a female job applicant was rejected, observers attributed to discrimination more when the job required stereotypically masculine skills than when the job required feminine skills. When a male job applicant was rejected, however, observers attributed to discrimination more when the job required stereotypically feminine skills than when the job required masculine skills. Study 2 explored the impact of culture on how the status of victim and perpetrator impact attributions to sexism in masculine job domains. Across cultures, female observers differentiated more on the gender of the target than did male observers. Replicating previous research, both the gender of the victim and the perpetrator influenced male and female American observers’ attributions to discrimination (such that a male perpetrator against a female victim is attributed to sexism). This pattern did not emerge in Singapore. Studies 3 and 4 explored the hypothesis that due to different experiences regarding race and ethnicity, Whites and ethnic minorities would differentially weight cues when attributing events to discrimination. Specifically, we expected that White participants’ attributions to discrimination would be influenced more by the stereotypicality of the job domain in which rejection occurred, whereas ethnic minority participants’ attributions would be influenced more by the relative status of the perpetrator’s and victim’s ethnic groups. Results were consistent with predictions.

Employment Discrimination: The Role of Ideology, Gender, and Caregiving
Crystal L. Hoyt, Aleah Goldin, Kelsey Greenfield

With actual unemployment hitting an all-time high, the US recession has resulted in an increasing number of people concerned about explaining their employment gap. Many people become caregivers as they search for employment and this may impact future employers’ hiring decisions. As caregiving is highly gendered, female and male job candidates who have spent time caregiving are likely to be perceived differently. Moreover, these perceptions are likely to be influenced by political ideology as two core dimensions of ideology are the extent to which individuals advocate social change and reject...
inequality (liberal) or resist change and accept inequality (conservative). This research tests the predictions that liberals will be more likely to support bringing female caretakers into the workforce and conservatives will be more likely to support bringing male caretakers into the workforce (and thus out of the house). We experimentally tested these hypotheses using a 2 (applicant sex: female, male) x 2 (employment gap work: caregiver, temp worker) between-subjects design. Data from 88 self-identified Democrats and Republicans were analyzed. Participants imagined filling a middle management position and were given one of the four vignettes (manipulating sex and gap-time work) with background information, resume highlights, and interview excerpts and participants indicated the hireability of the candidate. Results indicated a significant three-way interaction (p = .01) between ideology, sex, and gap work. Democrats rated the female caregiver significantly higher than Republicans (p<.001) and Democrats rated her higher than the control (p = .03) and Republicans rated her marginally lower than the control (p = .07). There were no effects for ratings of the male caregiver. In sum, this research indicates that what women, and not men, do while they are looking for employment has a substantial impact on their perceived hireability. Liberals give preferential treatment to female caretakers whereas conservatives penalize them.

**Competence vs. Legacy: The Employer’s Decision**
Satia A. Miller, Dorainne J. Levy, Mikkal D. Williams, Enrica N. Ruggs, Jeanine L. Skorinko, Mikki Hebl

Research has shown that evaluators often shift the standards to which they critique others based on gender and race (Härtel, et al., 1999; Mohr & Henson, 1996; Phelan, et al., 2008). Based on these previous findings, this study investigated the extent to which perceived similarity, gender and the quality of the candidate impacted the way in which the candidate was perceived by evaluators. Current university faculty members were asked to evaluate a candidate for hire for a tenure-track, faculty position in a psychology department. Participants evaluated the curriculum vitae (CV) of one of eight candidates, which varied on quality, perceived similarity and gender. The quality of the candidate was manipulated such that “good” candidates had fewer publications, grants, and reviewed fewer journals than “very good” candidates. The gender of the candidate was manipulated via the candidate’s first name on the CV, either Brandon or Brenda, and perceived similarity was operationalized via an ostensible alma mater affiliation in which the candidate either shared an alma mater with the participant or had a different alma mater. Our results indicate that candidates that were perceptually similar to the participant were evaluated more stringently than those that were perceptually dissimilar. In fact, our results indicate that unless one is an excellent candidate, being perceptually similar to an evaluator can significantly hurt one’s chances of being hired. We suspect that this is due to a desire to preserve and improve an ingroup’s image, such that if two candidates are marginally qualified for a position the opportunity will likely be given to the outgroup member because if they fail, it does no harm to the ingroup’s image. Whereas if an ingroup member is given the opportunity and fails, it harms the ingroup’s image, similar to the outgroup favoritism effect (Lewis & Sherman, 2003).

**Employment Arbitration Decisions: Why are Parents More Likely to Prevail?**
Grace Deason, Erik J. Girvan, Eugene Borgida

The caregiving responsibilities associated with parenting are difficult to reconcile with the demands of the workplace, particularly for women. Previous research has shown that perceptions of mothers as less competent and more warm than childless women adversely affect their hireability and promotability. In contrast, fathers are perceived as equally competent and warmer than childless men (Cuddy, Fiske & Glick, 2004). We examined the role of gender and parental status in employment arbitration decisions. Participants read and decided two fictional cases in which an employee contested his or her termination from a job in a traditionally masculine, low-status domain. Based on past research, we hypothesized that participants would be more likely to decide in favor of childless women than mothers. However, across the two scenarios, both mothers and fathers were more likely to win the dispute (51.8%) than were childless employees (37.6%; B = .612, p = .004). Despite the unexpected boost that a woman grievant received if she was a mother, overall, women grievants fared worse than men – 36.5% of women won their case, while 53.5% of male grievants prevailed (B = -.714, p = .001). We conducted additional analyses to investigate whether perceptions of grievants’ competence and warmth could explain this pattern of decisions. Using staged regression analyses, we found that competence mediated the effect of gender (Sobel z = 2.08, p = .04), and that warmth marginally mediated the effect of parental status (Sobel z = 1.82, p = .07) on arbitration decisions. These findings constitute the first evidence that parenthood can 1) attenuate prejudice toward women employees who are seen as low in competence, and 2) provide a “communality buffer” that benefits both women and men. We discuss the need for additional research to better understand the complex role that parenthood plays in expressions of gender prejudice.
15 Minute Presentations

How Handicapping Impacts Performance for Negatively and Positively Stereotyped Targets
Patricia N. Gilbert, David M. Marx

Stereotype-relevant testing situations have different performance implications depending on one’s social self. For instance, targets of negative stereotypes (e.g., women in math) underperform in such situations due to concerns about confirming a group-relevant stereotype (Steele & Aronson, 1995). Given this, research has begun to explore methods to alleviate threat for negatively stereotyped targets. Prior research has shown that negatively stereotyped targets who have an opportunity to publicly handicap in an evaluative testing situation perform better than when they do not have such an opportunity (Brown & Josephs, 1999). Public handicaps (i.e., an excuse for underperformance) allow the audience and target to use the handicap, and not the stereotype, as an explanation for poor performance. However, it is unclear what effect handicapping has on positively stereotyped targets (e.g., men in math). Furthermore, it is also unclear if the type of handicap (public or private) has a differential effect for positively and negatively stereotyped targets’ performance. Accordingly we conducted an experiment in which men and women were randomly assigned to a Public (denied an opportunity to practice), Private (completed a handicapping questionnaire), or No Handicap (control) condition. After the handicap manipulation participants took a math exam that was described as being diagnostic of mathematical ability. The results showed that the public handicap helped women’s performance, but hurt men’s performance. Conversely, the private handicap hurt women’s performance and helped men’s performance. These findings suggest that the public handicap allowed women to deflect a poor performance away from the negative stereotype associated with their group, while the same handicap may have made men reflect on “living up” to the positive stereotype associated with their group.

Instant Gender Discrimination: Student Perceptions of Men and Women Professors
Joel T. Nadler, Seth A. Berry, Margaret S. Stockdale

Disproportionate pay and promotion rates between men and women are a workplace reality even in academia. Women comprise only 38% of faculty (Ma, 2004), only 48% of those women faculty are tenured, compared to 72% of men, and women earn 22% less than men (West, 1995). Field studies have found male professors are rated higher in competence than female professors (Winkler, 2007). Considering that 88% of universities use teaching evaluations in promotions, pay increase, and tenure decisions (Seldin, 1999) potential pro-male bias in student’s evaluations is concerning. Basow et al. (2006) found that the male student were more prone to a pro-male professor bias. We suggest that this discrimination is robust from initial impressions. Female faculty members are likely to be immediately perceived as less competent prior to any other information being made available. To test our hypothesis undergraduate psychology students rated a series of unknown male and female photographs on teaching competence and class desirability. Each participant rated 12 male and 12 female pictures balanced through pre-testing on attractiveness and age. There was a significant main effect of gender on ratings of competence (F (1,69) = 12.13, p < .001). Men were rated as more competent (M = 4.87) than women (M = 4.43). There was also a significant main effect of gender of the professor on class desirability (F (1,69) = 6.11, p = .003). Men were rated as more desirable to take a class with (M = 4.87) than women (M = 4.47). No differences were found between male and female student raters. This study found evidence of an initial disparity in competence evaluations between men and women based only on perceived gender. While not suggested as the only explanation for disparity in promotion, tenure, and pay these findings do suggest the role gender discrimination plays.

Gender Microaggressions: Perceptions, Processes, and Coping
Kevin Nadal, Sahran Hamit

Gender microaggressions can be defined as brief and commonplace daily verbal, behavioral, and environmental indignities (whether intentional or unintentional) that communicate hostile, derogatory, or negative sexist slights and insults toward women (Nadal, under review; Sue & Capodilupo, 2008). Gender microaggressions are often unconscious in that perpetrators may not realize their statements/behaviors and the negative impacts these messages have on women. Previous literature on everyday sexism and sexist experiences, sexual harassment, objectification theory, and racial microaggressions, have proposed eight categories of gender microaggressions including: Sexual Objectification, Invisibility, Assumptions of Inferiority, Denial of Reality of Sexism, Assumptions of Traditional Gender Roles, Denial of Individual Sexism, Dehumanizing and Belittling of Women through Language, and Environmental Invalidations. The purpose of the current study is to examine the impact that gender microaggressions have on women. There is a lack of previous research and a desire to obtain information from the perspectives of women in their own voices. Due to this, a qualitative method of research was used. Four focus groups of female participants were conducted by a female interviewer who asked open-ended questions to gain descriptions of personal experiences with microaggressions. The duration of the each group was about 1½ hours and each session was recorded and transcribed. Analysis of the data was completed using the Consensual Qualitative Research (CQR) method (Hill, Thompson & Williams, 1997; Hill, Knox, Thompson, Williams, Hess & Ladany, 2005). This method involved five research analysts and one auditor, and required that the research
team members reach a consensual agreement during the data analysis process. Domains, themes and examples were established, and results align closely with the conceptual framework of gender microaggressions. Finally, implications for women's mental health and well being will be discussed and recommendations for preventing gender microaggressions in counseling and therapy will be suggested.

11:20 AM - 12:30 PM

Interactive Discussion

Fostering Collaboration in Research with Community Based Organizations
Tina P. Brown, Michele M. Schlehofer

In recent years, national organizations, funding agencies, and researchers have called for a transformed focus on an approach to behavioral science research that recognizes the importance of social, political and economic systems on human behaviors and quality of life outcomes. This renewed focus is due to many congregate factors, including our increased understanding of the complex issues that affect human behavior, the recognized importance of both qualitative and quantitative research methods, and the need to translate the findings of basic, interventional, and applied research into changes in practice and policy. Often, research efforts begin with a research topic of importance to the community, and have the aim of combining knowledge with action and achieving social change to improve health outcomes. This interactive discussion will focus on fostering a collaborative approach to research that justifiably involves community based organizations in the research process and recognizes the unique strengths that various stakeholders in community-university research collaborations bring. This interacting discussion will focus on the barriers, challenges and critical elements for successful collaborations. Included in the discussion will be: what are/should be the foundations for community collaboration? How do we go about identifying community collaborators and fostering positive working relationships? How does collaborating with community organizations change the ways in which we conduct our research and disseminate our research findings? What impact do community-university collaborations have on the organizations we collaborate with, clientele served by collaborating organizations, and the larger community? How can we ensure that research collaborations with community organizations enhance the community, and what issues of sustainability arise when the collaborative process officially ends?

Symposia

De-objectifying the Self: Improving Self-Worth and Sexual Health

Identity development is a normative developmental task in adolescence. Girls growing up in North American culture must accomplish this task in the context of media and peer messages that regard girls and women as sexual objects. Sexual objectification positions women as objects to be looked at and used for male pleasure. As such, sexual objectification may interfere with a girl’s ability to view herself as a sexual subject- an individual with wants and needs and deserving of care. The three studies in this symposium present research on adolescents’ and emerging adults’ body image, with specific emphasis on strategies for improving girls’ health and well-being. The first study uses qualitative and quantitative methods to examine how body satisfaction can enhance girls’ abilities to have healthy intimate relationships. Specifically, findings suggest that body dissatisfaction may prevent girls from taking care of their own sexual needs and may interfere with establishing caring, intimate relationships. The second and third study explore mechanisms for improving adolescent and emerging adult’s feelings about their bodies and selves. The second study examines the effectiveness of using downward social comparison to promote body satisfaction and reduce attentiveness to body related stimuli. The third study examines media literacy training as a strategy for improving self-worth and body satisfaction among adolescents. Take together, the studies in the work towards two goals. First, the symposium examines how objectification can interfere with an adolescent girls’ ability to care for herself and receive care from intimate partners. Second, the symposium explores strategies for helping girls de-objectify and create a sense of self that is less based on physical appearance.

Sex, Agency and Self: Objectification and Adolescent Girls’ Intimate Relationships
Andres Nunez, Dianne Castillano, Angela Dunne, Deborah Schooler

The prevalence of body dissatisfaction soars across adolescence and is commonly decried as a health risk because of its implication for eating disorders and depression. Body dissatisfaction also poses a risk to sexual health, making it difficult for adolescent girls to take care of their own sexual needs. Research indicates that girls and women who feel negatively about their bodies are less comfortable negotiating condom use with a partner (Impett, Schooler, & Tolman,
The present study uses longitudinal, mixed-method data to examine in-depth the nature of associations between girls’ body satisfaction and sexual health. In a longitudinal study, 148 girls were surveyed and a subset were interviewed in 8th, 10th and 12th grade. In a regression analysis, 8th grade adolescent body satisfaction predicted consistent condom use at 12th grade. Eight girls were then selected and separated into four groups based on body satisfaction scores across adolescence (i.e. static high, static low, rising, and falling). The resulting 24 transcripts were coded for discussions of sexuality, agency and self. Conceptually clustered matrices were used to analyze coded responses across body image scores, looking for emergent patterns that distinguished between girls with different body satisfaction trajectories. For example, rejection & affirmation emerged as a salient theme among girls with decreasing body image scores. These girls described instances in which they felt evaluated by peers (e.g. “[My friends] just hate me for the stupidest reasons and they just stab me in the back”) while concurrently describing affirmation from boys focused on body and sexuality (e.g. “You look fine, I want to go out with you”). Additionally, other patterns (e.g. sexual boundaries, and equating sex and intimacy) and their implications for promoting healthy, caring relationships will be discussed.

**Extending Social Comparisons: Protecting the Self from Thin-Oriented Messages**

*Lynda Lowry*

Ideal media images often put forth the message of self-improvement and the need to achieve a thin physique (Hesse-Biber et al., 2006). For many women, striving to achieve an ideal body can lead to increased risk of developing an eating disorder (Brannan & Petrie, 2008), anxiety (Allen & Hollander, 2004), and depression (Groesz et al., 2002). The present study sought to determine if engaging in downward social comparisons can increase caring for oneself through identifying positive self-attributes (other than physical appearance). And more specifically, if the technique can negate the “fixation” or increased attention many give to thin-idealized images. Female participants from a university in northern California were randomly assigned to one of two experimental conditions: downward or upward social comparison. Participants were asked to view an advertisement of a model, and write for ten minutes based on a prompt developed to elicit a downward or upward social comparison. Selective attention toward body related stimuli was then assessed through use of a Stroop task (Stroop, 1935), which randomly displayed thin female silhouettes and abstract images. Error rates and reaction time were recorded, with more errors and slower reactions times reflecting increased attention to the female silhouette. Participants also completed the Body and Eating Behaviors subscale of the EDI, the Body Image Concern Inventory, and the Social Physique Anxiety Scale. Comparisons of downward and upward social comparison groups on Stroop reaction times, error rates, and body image measures will be presented along with illustrative quotes from the social comparison writing tasks. Inclusion of the downward social comparison techniques in media literacy programs will also be discussed.

**Media Literacy Training: Increasing Adolescent Girls’ Self-Worth**

*Angela Dunne, Lynda Lowry, Andres Nunez, Judith Biesen, Deborah Schooler*

Research has revealed the negative impact that the internalization of a body ideal can have on adolescent girls’ body satisfaction (Milkie, 1999). Internalized messages that promote thinness as the ideal body shape can be transmitted through various sources, including media messages (Jones & Crawford, 2006). Media literacy programs, aimed at teaching girls to critically analyze these messages, have been found to increase body satisfaction and decrease the likelihood of internalizing unattainable body ideals, in mainly Caucasian populations (Ridolfi & Vander Wal, 2008). The present study examines the effects of a one-time media literacy workshop for an ethnically diverse group of adolescent girls. The media workshop material was based on two empirically supported body image and self-esteem interventions for girls (Friedman, 2003; Stice, 2007) and addressed skills such as identifying a healthy body type and personal strengths. Twenty-nine girls, grades 6th through 12th, (28% Latina/Hispanic, 14% Black/African American, 14% Caucasian, 7% Pacific Islander, 7% Middle Eastern, 20% Other/Mixed), completed projective surveys either before or after attending the workshop. Girls were asked to complete the statements such as “I am,” and “It would be nice if,”. Statements were then coded into one of seven categories: Abilities, Body Image, Hobbies/Tangible Items, Physical Appearance, Relationships, States/Emotions, and Traits/Qualities; inter-observer agreement was 82%. Analyses will compare girls who completed the task post-workshop with girls who complete the task pre-workshop. The frequency of negative evaluative comments and enduring/stable comments will be discussed using illustrative examples. The benefits of extending this training program to community populations will be discussed, with descriptive examples from an ongoing participatory media literacy program.
Stalking Perpetration: Who Stalks and Why

Since the advent of the first stalking statutes in 1990, researchers have made significant advances in studying who is more likely to stalk and what triggers stalking incidents. The goal of this symposium is to showcase some new studies that have used a variety of methodologies to study factors that influence stalking perpetration. First, panel members will present the results of a content analysis of how the media portrays stalking behaviors and discuss how these portrayals may perpetuate stalking behavior. Next, two experiments will be presented that have examined who is more likely to stalk, under what circumstances, and in what types of situations. Lastly, results from a large international survey will be presented that highlights how social network members – e.g., friends and family of both the victim and perpetrator – can wittingly and unwittingly facilitate stalking incidents. To tie things together, a review of what we know about and possible future research directions on stalking perpetrators will conclude the symposium.

Scripting Stalking: Examining the Portrayal of Unwanted Pursuit Behaviors in the Media

John MacArthur, H. Colleen Sinclair

There has been considerable conjecture about the media’s portrayal of stalking; however, no one has empirically examined what message the media is actually providing. Examining media messages is important because past research has shown that the media conveys norms that affect our feelings, cognition, and behavior (e.g., Anderson, 1997). While much research focused on the media’s portrayal and effects on aggression in general, the present archival study sought to specifically examine media’s portrayal of stalking-related behavior. Consistent with the literature, we expected to find 1) depictions of unwanted pursuit should be fairly common 2) that stalking-related behavior would be portrayed positively (e.g., as normal, acceptable, & successful), on average, & 3) this would be even more evident in men’s pursuit of women, than vice versa due to gender norms that depict men as the romantic pursuers. We coded a random selection of 200 popular movies and found that pursuers employed an average of 9.15 different stalking-related behaviors and these behaviors were portrayed negatively just as often as positively. However, if the pursuer was male, the tactics were portrayed more positively than negatively, and male pursuers were more successful than female pursuers at using stalking to win their love interest. Implications are tied into Gentile et al.’s (in review) General Learning Model as the first step toward understanding what influence the media’s portrayal of stalking tactics have on the prevalence of stalking is to first chronicle how the media is, in fact, portraying stalking.

To Stalk or Not to Stalk: Effects of Rejection and Self-Regulation Depletion on Obsessive Relational Intrusion

Roshni Trehan Ladny, H. Colleen Sinclair

Stalking behavior within the context of intimate relationships is classified as a type of obsessive relational intrusion behavior (ORI). ORI can begin with acts such as hyperintimacy tactics and then lead to more aggressive acts such as coercion and physical violence. According to the I-3 Model of Intimate Partner Violence Perpetration (Finkel, 2008), aggressive acts such as stalking and physical violence occur when an individual has strong violence impelling forces, strong violence instigating forces, and weak violence inhibiting forces. This 2x3 factorial experiment focuses on the roles of different types of rejection (an instigating force) and lack of self regulation (weak inhibiting force) on the commission of ORI behaviors, particularly more aggressive behaviors. Rejection was manipulated through vignettes depicting no rejection (control) or one of two types of romantic rejection: an explicit rejection (one that makes an internal attribution to the rejected as the cause of the relationship’s end), or a passive rejection that “let’s the pursuer down easy” (makes an external attribution for relationship demise). Self regulation was manipulated through use of a thought suppression writing exercise (2 conditions: free writing/no suppression vs. restricted writing/thought suppression, e.g., Wegner, et al., 1987). After reading the scenario and completing the writing exercise, participants (n = 222) rated how likely they would be to think about or commit ORI behaviors. A main effect of rejection and an interaction of rejection and self regulation were observed. Participants explicitly rejected reported higher scores on likelihood of thinking and likelihood of engaging in aggressive acts as opposed to participants rejected passively. This difference was exacerbated when self-regulation was depleted.

The Likelihood to Stalk Scale: Development and Testing

Benjamin Fay, H. Colleen Sinclair

A Likelihood to Stalk Scale (LSS) was developed and empirically tested within the context of the Finkel (2008) I-3 model of intimate partner violence perpetration as applied to the phenomenon of stalking. In Study 1, the LSS showed good internal consistency as well as convergent validity by correlating with several published measures of attitudes about
interpersonal violence (e.g., the Illinois Rape Myth Acceptance Scale). In Study 2, the LSS’s predictive validity was tested experimentally. First, participants completed a screening survey assessing their LSS (Impelling factor). Participants were then randomly assigned to conditions that manipulated both level of self-regulation resources (Inhibiting factor: depleted v. control) and type of rejection (Instigating factor: hypothetical vignette featuring either explicit, passive, or no rejection). After reading each vignette, participants completed the Obsessive Relational Intrusion (ORI) scale. A median split was used to divide participants into high and low likelihood to stalk based on their LSS scores. As predicted, participants who scored high on LSS also scored higher on ORI measures – both pursuit and aggressive behaviors – than those who scored low on LSS. Individuals were especially high in aggressive behaviors when high in LSS and explicitly rejected. LSS was not attenuated by the presence or absence of self-regulation resources. These studies provide evidence for the utility of the new measure of the likelihood to stalk and have implications for the applicability of the I-3 model to a new area of behaviors within the range of stalking and ORI.

A Tangled Web: Social Network Involvement in Stalking Incidents
Katherine E. Collier, H. Colleen Sinclair

Drawing from Systems theory (Bowen, 1978), which argues that social networks are affected by what is happening to its members, the purpose of the current study was to describe the role of social networks in stalking incidents, and assess whether psychosocial costs were worse due to social network involvement. Participants include 1404 self-identified stalking victims (avg. age: 32.95; 85.6% female; 93.1% Caucasian; 50% U.K., 40% U.S. & 10% other) who partook in an international on-line survey of stalking victimization. We believed that victims would report that members of their social network were co-victims. Consistent with White et al.’s (2000) Model of stalking behavior that suggest stalkers’ behavior is reinforced, indirectly & directly, by social networks, we also predicted that the social network members –both the perpetrator’s and the victim’s– would aid the stalker in his/her attempts. Further, we expected that greater social network involvement –both as co-victims & co-perpetrators– would be related to worse psychosocial outcomes for the primary victims. We found that almost 70% of victims reported that their social networks had also been targeted. Also, contrary to the stereotype of the lone stalker, co-perpetration also occurred in 65% of cases (34% unwitting, 31% knowing). We entered number of co-victims and co-perpetrators (witting & unwitting) as predictors into multiple regressions predicting emotional (PTSD, depression), social, and physical costs. Results showed that the greater numbers of co-victims and co-perpetrators (especially the willing involvement of members of the stalker’s network) the worse the stalking incident (i.e., victims reported higher social, physical and emotional costs.

Symposia
Chair: Theresa K. Vescio

Cues of Inclusivity and their Effects on Members of Excluded Social Groups

Women and ethnic minorities traditionally have been, and continue to be, underrepresented in many valued achievement domains and among the ranks of the most powerful. Current work indicates the potent and broad effects of normative situational cues on the thoughts, feelings, and behaviors of members of excluded social groups. This symposium brings together four speakers who discuss the content and consequences of various situational cues on members of stigmatized and excluded social groups. Cundiff opens by noting the nature and magnitude of the underrepresentation of women and ethnic minorities at all levels of mainstream Western psychological research. Gaucher will then present data showing that gendered language used in job advertisements across varied occupations undermines women’s feelings of belonging and interest in those occupations. Murphy extends the effects of situational cues to interpersonal relations, noting that European American and African American people have different expectations (i.e., meta-stereotypes) about the difficulty of interracial interactions based on the diversity of their interaction partner’s friendship network. Murphy’s theory and research are central to attempts to understand cross-race friendships, which are important to ethnic diversity in higher education. Vescio notes that gender and power often are confounded, particularly in masculine domains. Her data examines the consequences of gender-power confounds on women’s performance. Together, the talks document the importance of cues about inclusivity and the varied effects that those cues have on the expectations, emotion, motivation, and cognitive performance of excluded social groups.

Cues of Inclusiveness in Western Mainstream Psychological Research
Jessica L. Cundiff

Over 18 years ago, mainstream Western psychological research was accused of being “womanless” (Crawford & Marecek, 1989) and “raceless” (Graham, 1992) by excluding women and ethnic minorities and by interpreting their experiences as deviant from White male norms. The present work investigated the current state of psychological research by examining these two critical cues of inclusiveness in research published in eight prominent research journals across four
subdisciplines. Specifically, 255 articles were coded for (a) the representation of women and ethnic minorities as editors, senior authors, and participants and (b) the extent to which Whites and men were assumed to be the default category representative of all humans. Results indicate that women and ethnic minorities continue to be underrepresented as editors and senior authors in some subdisciplines of psychology as compared to relevant baselines. Ethnic minorities, but not women, continue to be underrepresented as research participants. Furthermore, when samples were predominately White or male, participant ethnicity and gender tended to be ignored and results tended to be broadly generalized to all social groups. When samples were predominately ethnic minority or female, however, participant ethnicity and gender tended to be attended to and results tended to be restricted to the social group under investigation. Results suggest that the experiences of women and ethnic minorities continue to be marginalized in psychological research.

The Existence and Impact of Gendered Wording in Job Advertisements
Danielle Gaucher, Justin Friesen, Aaron Kay

This research demonstrates a novel institutional-level contributor—that is, gendered wording in job advertisements—that serves to perpetuate the status quo, keeping women underrepresented in traditionally male-dominated occupations. Across 4000+ randomly selected job advertisements, it was observed that advertisements for occupations in which women are traditionally under-represented employed a greater proportion of words related to the masculine stereotype (e.g., lead, challenge, analyze) than the feminine stereotype (e.g., support, cooperate, understand) (Studies 1 and 2). Follow-up experiments demonstrated that job advertisements manipulated to include a higher proportion of masculine words were perceived as lower in gender diversity and, importantly, led women to report lower feelings of anticipated belongingness and, as a result, less interest in the position. These effects held regardless of occupation type and despite the fact that participants reported no awareness of the wording differences (Studies 3, 4, and 5). The current research not only advances understanding of gender inequality in the workforce, but highlights the power of looking to features of the social structure to uncover the ways in which social inequality is created, reinforced, and ultimately maintained.

What Your Friends Mean to Me: How the Diversity of White Students’ Friendship Networks Shapes Expectations for Inter- and Intra-Racial Interactions
Mary C. Murphy, Daryl A. Wout

Although racial and ethnic diversity in higher education has dramatically increased (Bowen & Bok, 1998), and inter-racial friendships are known to reduce prejudice (Tropp & Pettigrew, 2005), close inter-racial friendships remain uncommon (Massey et al., 2003). This lack of cross-group friendships may significantly impact intergroup expectations and contact. In fact, prior research suggests that people expect to be perceived negatively in inter-racial interactions, but positively in intra-racial interactions (Frey & Tropp, 2006; Mallett, Wilson & Gilbert, 2008). The present research explores whether the racial composition of an interaction partner’s friendship network may moderate these expectations in inter-racial interactions, but not intra-racial interactions. This work focuses on the effects of White students’ friendships because—as the racial majority on most college campuses—the diversity of their friendships may shape the racial and social climate of a campus (Chavous, 2005; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Rankin & Reason, 2005). Across two experiments, Black and White college students anticipated an interaction with a White student on campus. The results revealed that Black students expected to be perceived more positively, and anticipated a less challenging conversation when their interaction partner had a racially diverse network of friends compared to a racially homogeneous network of friends. Interestingly, when the racial composition of the White partner’s friendships was not specified, Black students’ expectations mirrored those in the homogenous friendship condition. That is, when the White partner’s friendships were unknown, Black students expected to be perceived more negatively and expected a more difficult interaction compared to those in the diverse friendship condition. In contrast, White students expected to be perceived positively and anticipated few challenges in the conversation regardless of their interaction partner’s racial network of friends. The implications of racial friendship diversity and the meanings of this cue for majority and minority groups are discussed.

The Effects of Gender-Power Confounds on Women’s Performance
Theresa K. Vescio

Social psychological theorists and researchers long have acknowledged that power and stereotypes are linked in status quo maintaining ways. This idea has been cited widely, but relatively little prior attention has examined the effects of situational power-gender confounds on women’s affect, motivation, and performance. In this talk, I will present research that examines the consequences of the presence or absence of power-gender confounds on women’s performance in masculine domains, or situations where the attributes associated with success are stereotypically associated with men but not women. To consider this question, participants were assigned to work in groups and the gender composition of high power and low power people in those groups was manipulated. In the gender-confound condition women were underrepresented among those awarded positions of power and overrepresented among those assigned to low power positions. By contrast, in the no-confound condition, women and men were equally represented among high and low
power people in the group. In addition, to examine whether the effects of power-gender confounds vary as a function of one’s own power, the power of the participant was also manipulated (high or low power). Findings indicate women perform less well on cognitive tasks in situations characterized by power-gender confounds. In addition, this finding holds even among high power women (i.e., those sole powerful women). The implication of these findings will be discussed.

15 Minute Presentations

Seeking Help Reduces Negative Health Outcomes Associated with Sexual Harassment
Mary Hogue, Deborah Erdos Knapp

We investigate the relationship between help-seeking behaviors as a response to sexual harassment and the negative health outcomes associated with being harassed. Using the typology proposed by Knapp et al. (1997) and archival data from several military and federal workforce surveys, we explore whether targets’ strategies for addressing incidents of sexual harassment exacerbate or diminish the somatic and psychological outcomes often associated with harassment (e.g., insomnia, migraines, major depression, gastrointestinal complaints). The typology suggests four primary target responses to sexual harassment: (1) Avoidance/Denial – these responses may include altering the job situation (e.g., quitting or transferring), avoiding the perpetrator, ignoring the behavior, going along with the behavior, treating the incident(s) as a joke, or doing nothing; (2) Social Coping – these responses may include discussing experiences with sympathetic others (e.g., peers, coworkers, friends, or family members), bringing along a friend whenever they believe the perpetrator will be present, or the use of medical and/or emotional counseling; (3) Confrontation/Negotiation – these responses may include asking or telling the harasser to stop, threatening the harasser, or disciplining the harasser (if in a position to do so); and (4) Advocacy Seeking – these responses may include reporting the behavior to a supervisor, an internal official body, or an outside agency, such as the Equal Employment Opportunity Commission (EEOC). The results suggest that individuals that employ social coping strategies for addressing incidents of sexual harassment (e.g., seek help from friends, family members, and medical professionals) experience fewer negative health outcomes than those that do not. Implications and directions for future research are discussed.

Gender Nonconformity and Gender Harassment: A Pilot Study
Emily A. Leskinen, Lilia Cortina

Using survey methodology we use pilot data to investigate how conformity to dominant gendered norms affects women’s risk of being targeted with gender-based hostility. This project challenges the common legal and organizational practice of privileging sexualized forms of sex-based harassment while neglecting gender harassment. Gender harassment refers to “disparaging conduct not intended to elicit sexual cooperation; rather, these are verbal, physical, and symbolic behaviors that convey hostile and offensive attitudes about women” (Konik & Cortina, 2008, p. 314). We hope to provide empirical evidence relevant to legal claims of gender harassment, a form of sex-based harassment. Past research underscores the need to broaden legal and scientific conceptualizations of sexual harassment, so that gender harassment can be recognized as a harmful and objectionable condition of employment, even when not paired with unwanted sexual attention (Berdahl, 2007). Title VII of the Civil Rights Act of 1964 says nothing about sexual behavior. Definitions that limit sex-based harassment to unwanted advances emerged over time as the courts revised their interpretations of Title VII. We investigate how gender expression affects risk for gender harassment, focusing particularly on women’s conformity to gender ideals. Conformity to gender ideals is relevant to the discussion of sex-based harassment because women working in male domains who violate gender ideals by having more “masculine” personality traits report more experiences of sex-based harassment (Berdahl, 2007). Furthermore, women’s ability to conform to gender ideals varies based on other social identities. Dominant femininity mandates that women display particular traits, behaviors, and qualities of outward appearance (Mahalik et al., 2005). However, embedded in this femininity are assumptions of race, class, and sexual orientation (Cole & Zucker, 2007). Women who do not satisfy a White, upper-middle class, heterosexual femininity may face additional censuring.

Ignoring Gender-Based Harassment: Implications for Gender Non-Conforming Youth in California
Elisabeth Morgan Thompson, Stephen T. Russell

The California Student Safety and Violence Prevention Act of 2000 prohibits discrimination and harassment based on perceived/actual sexual orientation and also gender identity/expression. Since this time, the California Department of Education (DOE) has implemented questions on the California Healthy Kids Survey (CHKS) in order to assess state-wide experiences and correlates of sexual orientation-based harassment; however, there has been no such data on gender identity/expression-based harassment. Whereas the CHKS and other data have shown that youth are frequently harassed based on sexual orientation, it is clear that gender non-conformity (GNC) – based harassment is not a priority of policy and stakeholders due to its glaring absence. This presentation will focus on 1306 racially/ethnically diverse middle/high school students from the 2008 Preventing School Harassment (PSH) – a survey designed to study the experiences
of LGBTQ students (34%) and their heterosexual allies in California. Results from this study indicate that students in California report significant and frequent experiences of harassment at school when they do not conform to gender norms/expectations (even greater than sexual orientation), experiences which are more common among sexual-minority (44%) and transgender (30%) students. Furthermore, this data highlight that teachers and other school personnel rarely intervene in harassment based on GNC. Whereas 60% of students report they “sometimes” or “often” hear negative slurs based on GNC, only 37% have heard teachers/staff stop these negative comments when they occur. Results will be discussed in terms of the need to create and implement school policies around non-discrimination, anti-harassment and gender regulation. Specific strategies for making school climates safer for GNC youth will be addressed. Furthermore, we will describe our policy/advocacy efforts with GNC youth, including how we have used the results of the PSH survey to inform DOE how to attend more closely to mechanisms of gender regulation in California schools.

15 Minute Presentations

Racial Differences in the Experience of and Behavioral Responses to Being Rendered Socially Invisible

Judy Y. Tan, Felicia Pratto

Minority group members experience prejudice in often subtle ways. The term invisibility is used to refer to repeated experiences of being disregarded, overlooked, and/or bypassed by members of dominant groups in common interpersonal interactions (e.g., Franklin, 1999; Sue et al., 2007). However, no empirical work to date has directly examined the psychological and behavioral processes of being rendered “invisible.” Two studies were conducted to investigate the occurrence, nature, and effect of invisibility. Study 1 was an online survey of narrative accounts from 349 individuals (mean age = 32.2 years; 75% female; 60% White). Of these, 74% of respondents reported having been rendered invisible by someone else, yet less than a third (28%) attempted to confront the “renderer.” Study 2 was a laboratory experiment in which 60 African-, Asian-, and White American undergraduates were experimentally rendered invisible by study confederates, and their behaviors videotaped and coded. Coded behaviors included eye contact, body posture, and speech initiation; participants were also rated on assertiveness, dominance, and vigilance. There was a significant race difference on rejection sensitivity, and participants who were higher in rejection sensitivity exhibited more self-conscious and “passive-aggressive” attention-seeking behaviors, were less adept at managing being slighted, and were more vigilant. Although most participants indicated in debriefing that they noticed being slighted, only 1 spontaneously remonstrated on an anonymous “Comment Card” administered before debriefing. Attributions, affective and coping responses, and behavioral correlates of status-based rejection are discussed with respect to everyday experiences of interpersonal slights.

White Ally Behavior in a Racist Social Interaction

Kim A. Case, Angela R. Miller, Amber R. Anderson, Carrie Enriquez

This study examined social behavior during encounters with racially offensive remarks. Research in this area focuses on reactions when the participant is confronted for making a stereotypical comment (Czopp & Monteith, 2003; Czopp, Monteith, & Mark, 2006) or women’s reactions to sexist behaviors (Kaiser & Miller, 2004; Shelton & Stewart, 2004; Woodzicka & LaFrance, 2001). This experimental study examines whites’ reactions to derogatory comments about Mexican Americans. White participants engaged in an online discussion opposite a confederate posing as a chat partner. During the online conversation about campus life, the participant encountered two offensive comments about Mexican Americans. In order to analyze possible nonverbal reactions, sessions were covertly videotaped. Following the chat, participants completed a brief interview and survey regarding their prejudice confrontation decision-making. Data analysis of transcripts revealed higher rates of confrontation for the second biased comment as compared with the first. The majority of prejudice confrontation reflected subtle challenges rather than direct disagreement. Participants who felt responsible for challenging bias or believed they could make a difference by speaking up were more likely to confront the offensive comments. In addition, these beliefs and white guilt were positively correlated with the strength and directness of the confrontation response. There were no significant sex differences on confrontation or type of confrontation.

Differentiating Sympathizers and Activists in Support for Improving Minority Status

Lisa Hartley, Craig McGarty, Ngaire Donaghue

Understanding the factors that predict when majority group members take action in support of policies that improve minority groups’ status is a pressing concern. However, little research has explored whether the same processes underpin action for sympathizers of a cause compared to activists, and for policies with contrasting philosophical underpinnings. The present study compared the predictors of action intentions for general community members (N=295) and Indigenous rights activists (N=243) about two Australian government initiatives that aim to address inequality between Indigenous (minority) and non-Indigenous (majority) groups. The first initiative focuses on the economic development of Indigenous communities and has received wide-spread support at a public and political level. The second uses direct government intervention in Indigenous communities to address inequality and has been the site of considerable contention. Group-
based emotion, social identity and efficacy were all relevant to predicting action but not for both initiatives and not for both groups. For sympathizers and activists, social identification was a good predictor of action for economic development but not for action to stop or reform the intervention initiative. Anger about the treatment of Indigenous Australians contributed additional independent predictive power for economic development for both sympathizers and activists. For the intervention initiative, a blend of emotion, efficacy and attitudinal variables was sufficient to predict action. The crucial role of social context in mobilizing majority group members to take action is discussed.

**Framing Effects on Whites’ Evaluations of Racial Inequality**  
*Shantal R. Marshall, Brian Lowery, Tené T. Lewis*

Across two populations – one college sample and one national sample – we demonstrate that framing can affect Whites’ evaluations of an instance of racial inequality. Participants, all self-identified White Americans, read a summary of medical research highlighting the difference between Blacks’ and Whites’ chances of developing a disease and then rated the quality of the research itself. In order to vary the framing of the racial inequality participants either read that Blacks were disadvantaged (i.e., were more likely to get the disease), that Whites were advantaged (i.e., were less likely to get the disease), or a control frame (i.e., that racial differences were found). In addition, participants either read that the discrepancy was caused by differences in lifestyle choices such as diet and smoking or that it was due to bias in the healthcare system. Participants believed the research was of higher quality when the summary highlighted their advantage, as opposed to Blacks’ disadvantage, but only when this was due to lifestyle choices and not when it was due to bias. What should have been an objective evaluation of medical statistics seems to have been affected by the implications they had for Whites. In addition, participants exposed to the control frame responded similarly to participants exposed to the Black disadvantage frame, suggesting that White Americans assume racial inequalities to mean that Blacks are disadvantaged. This work highlights how Whites’ concern for their own ingroup biases their evaluations of objectively identical information on racial inequality when it involves their group. These biases could potentially affect what research gets conducted and whether any changes are implemented based on the research findings.