SPSSI 2019 CONFERENCE
June 21-23, 2019 • San Diego, CA

FIGHTING INJUSTICE
The Power of Research, Policy, and Activism in Challenging Times
Wyndham San Diego Bayside
Meeting Room Floor Plan

G  General Session
B  Breakouts
F  Food & Beverage
P  Poster Presentations
AWARD ANNOUNCEMENTS

FIGHTING INJUSTICE: The Power of Research, Policy, and Activism in Challenging Times

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SPSSI Honors

2019 KURT LEWIN AWARD
Ervin Staub, University of Massachusetts at Amherst

2019 DISTINGUISHED SERVICE TO SPSSI AWARDS
Shana Levin, Claremont McKenna College
Janet Swim, The Pennsylvania State University

2019 SPSSI FELLOWS
Adrienne Carter-Sowell, Texas A&M University
Douglas A. Gentile, Iowa State University
Marci Lobel, Stony Brook University
Louis Medvene, Wichita State University
Adam R. Pearson, Pomona College
Alyssa Zucker, University of Florida

2019 INNOVATIVE TEACHING AWARD
Leah Warner, Ramapo College of New Jersey
Honorable Mention - June Gruber, University of Colorado Boulder
Honorable Mention - Ryan Pickering, Allegheny College

2019 OUTSTANDING TEACHING AND MENTORING AWARDS
Asia A. Eaton, Florida International University

2020 SPSSI SPEAKER AT THE NATIONAL INSTITUTE FOR TEACHING OF PSYCHOLOGY (NITOP)
Leslie Berntsen, Occidental College

2018 LOUISE KIDDER EARLY CAREER AWARD
Hayley Cleary, Virginia Commonwealth University

2018 MICHELE ALEXANDER EARLY CAREER AWARD
Patrick Grzanka, University of Tennessee

2018 GORDON ALLPORT INTERGROUP RELATIONS PRIZES
David Amodio, Kerry Kawakami, and Kurt Hugenberg
Intergroup Perception and Cognition: An Integrative Framework for Understanding the Causes and Consequences of Social Categorization

2018 OTTO KLINEBERG AWARD
Ervin Staub
Preventing Violence and Promoting Active Bystandership and Peace: My Life in Research and Applications
Honorable Mention - John F. Dovidio and James M. Jones
Change, challenge, and prospects for a diversity paradigm in social psychology
Honorable Mention - Daniel Rovenpor, Thomas O’Brien, Antoine Roblain, Laura De Guissme, Peggy Chekroun, and Bernhard Leidner
Intergroup Conflict Self-Perpetuates via Meaning: Exposure to Intergroup Conflict Increases Meaning and Fuels a Desire for Further Conflict

2018-2019 JAMES MARSHALL POSTDOCTORAL PUBLIC POLICY FELLOW
Deborah Ojeda-Leitner, Wichita State University

2019-2020 JAMES MARSHALL POSTDOCTORAL PUBLIC POLICY FELLOW
Kevin Carriere, Georgetown University

2018 DALMAS A. TAYLOR SUMMER MINORITY PUBLIC POLICY FELLOW
Chelsea Crittle, Tufts University

2019 DALMAS A. TAYLOR SUMMER MINORITY PUBLIC POLICY FELLOW
Jaboa Lake, Portland State University

2018 SPRING CLARA MAYO GRANTS PROGRAM
Mona El-Hour, University of South Florida
Here to help or hurt? How Framing Muslim Immigrant Willingness to Self-Police Affects Support for Immigration Policies
Lizbeth M. Kim, The Pennsylvania State University
Facebook LGBTQ Pictivism: The Effects of Rainbow Filters on Prejudice and Belonging
Effua Sosoo, The University of North Carolina at Chapel Hill
Psychophysiological Reactivity to Vicarious Discrimination
Rachael J. Waldrop, Western Washington University
American Ideal: Emotions and Behaviors Associated with Ideal Self-Discrepancies in the Context of Prejudice
2018 FALL CLARA MAYO GRANTS PROGRAM
Stephany Betances, John Jay College of Criminal Justice
The Impact of Gender and Culture on Service Providers’ Strategies for Success in Diversion Programs for Juveniles
Laura Hildebrand, Purdue University
“The Female Threat”: The Effect of Increased Representation on Evaluations of Women in Traditionally Male-Dominated Domains
Kyneshawu Hurd, University of California, Berkeley
Checking multiple identity boxes when no one is checking for you: How multiculturalism impacts commodification of intersectional identities
Maitland Waddell, Simon Fraser University
Making Ends Meet: Investigating the psychological and behavioural consequences of participation in a poverty simulator intervention

2018 SPRING GRANTS-IN-AID PROGRAM
Alvin Akibar, University of North Texas
Exploring Impacts of Discrimination and Intersectional Identity Resiliencies among Sexual Minority Emerging Adults
Shirin Bakshay, University of California, Santa Cruz
Satisfying the urge to punish: Investigating alternatives to incarceration in service of criminal justice system and penal reform
Diana Betz, Loyola University Maryland
Defensiveness and self-affirmation in reactions to information about sexual assault
Blair Burnette, Virginia Commonwealth University
An Intuitive Eating Intervention for College Women with Disordered Eating: Evaluating Two Affordable, Accessible Approaches
Jinhao Chi, The University of Southern Mississippi
Sources of Continued Influence Effect: The Roles of Attention Control, Intolerance of Ambiguity and Conservatism
Eddie Chong, University of Maryland College Park
Daily Heterosexism Experiences and Well-Being among LGB People: The Mitigating Role of Mindfulness and Identity-Specific Support
Jorida Cila, York University
The Role of Religious Identification on Well-Being among Religious Minority Groups
Marisa, Franco, Georgia State University
Is Therapy for Black People? Using Identity-Based Motivation Theory to Examine the Effects of Race on Help-Seeking Propensities for Black People
Abbie Goldberg, Clark University
The Transition to Puberty Among Adopted Children in Lesbian, Gay, and Heterosexual Parent Families
Seçil Gonultas, North Carolina State University
Correlates of Bystander Responses to Bias-based and Interpersonal Bullying in Adolescence
Taylor Hazelbaker, University of California, Los Angeles
“It’s part of who I am”: Elementary school children’s ethnic, racial, national, and religious identification
Maryam Jahanshahi, TapRecruit
The Impact of Job Language on Workforce of Underrepresented Minorities
Steven J. Jones, Rutgers University, New Brunswick
Justifying Cronyism Among Black and White Americans
Traci Kennedy, The University of Pittsburgh Medical Center
Developing a Real-Time Mobile-health Intervention to Prevent ADHD-Related Problems in Young Adulthood: Testing and Refining Digital Assessment
Kodai Kusano, University of Nevada, Reno
Investigating the Effects of Emotions on Social Categorization in the Who-Said-What? Paradigm
Brian Lee, University of Nevada, Reno
Recidivism risk measurement and social psychological relationships
Elizabeth Moschella, University of New Hampshire
Understanding the Role of Mattering in the Context of Sexual and Dating Violence
Katelin Neufeld, University of Manitoba
Reconciliation with Indigenous Peoples in Canada: Increasing Non-Indigenous Canadians’ Solidarity by Instilling a Sense of Community
Mukadder Okuyan, Clark University
Perceived Discrimination among High-Status Majority Groups: Predictors and Consequences for Attitudes towards Social Justice-Oriented Policies
Matthew Quesnel, University of Manitoba
The Content, Valence and Outcomes of Ethnic Minority Group Members’ Interminority Meta-stereotypes
Sara Suzuki, Boston College
The Critical Meaning of Doing Research: Voices of McNair Scholars
Xiafei Wang, The Ohio State University
Break the cycle of inter-generational trauma: A mixed methods study
Asli Yalim, University of Buffalo
Mental Health and Psychosocial Wellbeing of Displaced Syrians: An Exploratory Mixed-Methods Study
2018 FALL GRANTS-IN-AID PROGRAM

Roberto L. Abreu, Ph.D., Tennessee State University
Kirsten A. Gonzalez, Tennessee State University
Experiences of Latinx Transgender Women within the United States Healthcare System

Nihan Albayrak, London School of Economics and Political Science
Improving Humanitarian Response to Refugee Emergencies: An Integrated Approach

David Arena, University of Memphis
A Longitudinal Approach to Understanding the Identity Management Experiences of Bisexual Employees

Joseph Avery, Princeton University
The Impact of Defendants’ Race on Defense Attorneys’ Legal Decision Making

Arita Balaram, The Graduate Center, CUNY
Reconstructing memory, conjuring place: Cultivating a femme-centered, intergenerational oral history project

Andrea Belgrade, University of Michigan
Through the Eyes of Young Refugees: Adolescent Refugees’ Path to Living a Good Life

Katharina Block, The University of British Columbia
Change my Stereotypes, Change Me; How to Foster Men’s Communal Orientation

Nathan Q. Brewer, Simmons University
Queering the Paradigm: Experience of Nonconsensual and Consensual Intimate Partner Harm among Gender and Sexual Minority Youth

Mason Burns, University of Indianapolis
“How far we’ve come,” versus “How far we have left to go” The Role of Temporal Construal Level Framing and Reactions to Antiprejudice Curricula

Nicola Carone, Sapienza University of Rome
Gay father families created through surrogacy: A longitudinal study of children's psychological adjustment and parent-child relationships in middle childhood

Tara C. Dennehy, Ph.D., University of British Columbia
Audrey Aday, University of British Columbia
The Power of Allies: Using Simulated Social Networks to Inspire Majority-Group Allyship

Lindsey Eikenburg, Princeton University
Biased Micro-Climates: Associations Between Racial Bias on Campus and Outcomes for Minority Students and Faculty

Abigail M. Folberg, University of Nebraska Omaha
“You can’t tell other people what to believe even if they’re sexist”: The role of tolerance of sexism in legitimizing gender inequality

Lindsay Hinzman, Tufts University
Social perception from where we stand: Considering the role of race-confferred social status in face recognition

Poppy James, University of Sheffield
Minority stress and general health among asylum seekers and refugees

Samantha LaMartine, University of La Verne
“We are Humans too”: Experiences of Violence, Victimization, and Coping among Transwomen of Color

Caitlin McLean, University of Nevada, Reno
The Effects of Protection and Retaliation Motivations on Rape Disclosure in Honor Culture Women

Kameelah Mu’Min Rashad, Chestnut Hill College
Identity & Psychological Well-Being Among Black Muslim Emerging Adults

Harrison Oakes, University of Waterloo
“Have you heard?!” The Serial Reproduction of Men’s Sexual Identity as a Function of Social Environments

Emma O’Connor, Portland State University
Men’s Power Dynamics and Their Relationship to Masculinity Ideologies and IPV Perpetration

Miriam Sarwana, Stony Brook University
The Daily Impact of Anticipating Sexism with Anger on Women’s Well-Being: An Intersectional Approach

Jaclyn A. Siegel, Western University
Ambivalent Feminism: Toward an Understanding of Women’s Resistance to Gender Equality

Rebecca Totton, Ohio University
Perceived Distrust, Deception, and Identity-Confusion as Reported by Transgender Individuals

Kathy Vu, University of Maryland Baltimore County
The Mediating and Moderating Associations between Asian American Mothers’ Discrimination-Related Negative Emotions and Children’s Emotional Expressivity

Anna W. Wright, Virginia Commonwealth University
Profiles of Adjustment among Institutionalized Children in Ghana: Predictors of Positive Functioning
Thank You!
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Dr. Elizabeth Cole
Dear SPSSI 2019 Conference Attendees:

Welcome to San Diego; we’re so glad you’re here. We are hopeful that this year’s conference will provide multiple opportunities to engage with cutting-edge scholarship, renew and develop professional networks, and enjoy southern California.

As we noted in the call for proposals, many social issues of long-standing interest to SPSSI have increased in relevance and urgency in the last several years. These include climate change, authoritarian regimes, polarizing political narratives that inflame in-group/out-group tensions, and assaults on the civil rights of minority groups. We developed the conference theme, Fighting Injustice: The Power of Research, Policy, and Activism in Challenging Times, so that we could highlight the work SPSSI members and friends are doing on these issues. Many of the wonderful posters and presentations awaiting you at the SPSSI 2019 conference acknowledge these challenges and offer social science research to inform policy and activism that can meet the demands of the current moment.

We are pleased to feature a feminist track in this year’s program, with relevant sessions identified in the agenda-at-a-glance with a special symbol, 🌌. Each session period includes at least one presentation with this designation, on diverse topics including sexual violence, queer science, and intersections of gender, race, and class in higher education and the workplace. We invite all conference goers to attend these sessions to deepen our engagement with critical feminist interdisciplinary scholarship and activism.

We are proud to bring you inspired presentations from leaders based in the U.S and around the globe. Our symposia and keynote speakers cover a range of important and compelling social issues. Keynote presentations include:

- Reflections on Power, Voice, and Free Speech by SPSSI President Dr. Elizabeth Cole
- Witnesses/Bystanders: The Tragic Fruits of Passivity and Generating Active Bystandership in Children, Adults and Groups by Kurt Lewin Award Winner Dr. Ervin Staub
- The Role of the Scholar-Activist in a Shifting Political Landscape by invited speaker Dr. Kimala Price

The program includes many other exciting and groundbreaking research symposia, interactive discussions, 15-minute presentations, and poster presentations. Look for special programming by the Early Career Scholars, Diversity, Teaching and Mentoring, Internationalization, and Graduate Student Committees. The agenda-at-a-glance has a special symbol to mark sessions that may be of interest to graduate students and early career scholars, 🏛️, and another symbol for sessions with an international focus, 🌍.

Best wishes and enjoy the convention!

Eileen Zurbriggen, University of California, Santa Cruz
Alyssa Zucker, University of Florida
Conference Program Chairs
SPSSI would like to express special thanks to the following people, organizations, and committees for their invaluable help in making this year’s conference a reality.

Their generosity, dedication, and expertise helped to ensure its success!

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Alyssa Zucker & Eileen Zurbriggen

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FIGHTING INJUSTICE: The Power of Research, Policy, and Activism in Challenging Times

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CONFERENCE PROGRAM

THURSDAY, JUNE 20

9:00 AM – 4:00 PM

The 2019 SPSSI Policy Workshop “Make Your Voice Heard: Learn the Craft of Op-ed Writing” (Pacific C)
Separate Registration Required

Graduate Student & Diversity Preconference “Paradigm Shift: Recalibrating Diversity and Inclusivity” (Pacific B)
Separate Registration Required

FRIDAY, JUNE 21

8:15 AM – 9:15 AM
SPSSI Diversity Committee Welcome Breakfast (Harborside)

8:15 AM – 9:15 AM
Poster Presentations (Harborside) . . . . . . . . 1
Continental breakfast provided.

1. Anti-Christian Interaction Effects on Anxiety, Physiology, and Executive Functioning
Jaclyn Doherty, Purchase College, SUNY, Krystal Perkins, Purchase College, SUNY

2. Anticipating Interracial Interactions with Biracial People: Expectations, Perceptions, and Metaperceptions
Shahana Ansari, University of Hawaii, Dorainne Green, Indiana University, Mary C. Murphy, Indiana University

3. Are Black Introverts Stuck up or Shy? Misattributing Behaviors
Elinam Ladzekpo, Indiana University, Bloomington, Kathryn Kroeper, Indiana University, Bloomington, Elise Ozier, Indiana University, Bloomington, Mary Murphy, Indiana University, Bloomington

4. Children’s Intergroup Attitudes at the Intersections
Negin Ghavami, LMU, Manpreet Dhillon Brar, UCLA, Taylor Hazlebaker, UCLA, Sandra Graham, UCLA

Marbella Uriostegui, University of Illinois at Chicago

Robert Murphy, Purdue University, Margo Monteith, Purdue University, Laura Hildebrand, Purdue University

7. Does Group Value Affirmation Influence Observers’ Willingness to Challenge Injustice?
Heather Smith, Sonoma State University, Diana Grant, Sonoma State University, Alexandria Jaurique, Humboldt University, Desiree Ryan, University of California, Santa Cruz

8. Does Survival Related Information Influence Memory for Social Information?
Manal Aboargob, The University of Texas at El Paso, Amber Lupo, Texas State University, Angel Armenta, The University of Texas at El Paso, Michael Zárate, The University of Texas at El Paso

9. El Pueblo Unido: The Effect of Social Facilitation on Activism
Adrian Martinez, University of Texas at El Paso, Corin Ramos, University of Texas at El Paso, Michael Zárate, University of Texas at El Paso

10. Fighting Religious Intolerance in Indonesia: Islamism and Ambiguity Tolerance
Yunita Faela Nisa, UIN Syarif Hidayatullah Jakarta, Erita Narhetali, Universitas Indonesia

11. Individual Preferences for Democratic Organizational Decision-Making
Matthew Grabowski, Indiana University Purdue University Indianapolis, Leslie Ashburn-Nardo, Indiana University Purdue University Indianapolis

12. Lasting Black-Latinx Friendships – The Most Potent to Change Intergroup Attitudes?
Ritika Rastogi, University of California, Los Angeles, Jaana Juvonen, University of California, Los Angeles

13. LGB Voters’ Political Attitudes, Party Identification, and Political Affiliation
Madison Danton, University of Nevada, Reno, Emily Berthelot, University of Nevada, Reno

14. Open-Minded Cognition
Chad Osteen, Loyola University Chicago, Victor Ottati, Loyola University Chicago, Chase Wilson, Loyola University Chicago, Muhammad Nouman, Loyola University Chicago

15. Perceptions of Environmental Risk and Desire for Public Apologies
Michael Perez, Texas A&M University, Phia Salter, Texas A&M University
16. Shifts in Power: Examining Racial Attitudes after Power is Changed  
Jericka Battle, Texas A&M University, Phia Salter, Texas A&M University

17. Political Views and Support for Religious Freedom Laws  
Olivia Harmon, College of Saint Rose, Katherine Miller, College of Saint Rose, Emilee Wagner, College of Saint Rose, Mason Tailman, College of Saint Rose

18. Politics in the Classroom: Exploring Faculty Self-disclosure of Political Ideology  
Kira Beck, Reed College, Eden Daniel, Reed College, Marshall DeFor, Reed College, Kyla Hayworth, Reed College, Manamaya Peterson, Reed College, Kathryn Oleson, Reed College

Sharla Biefeld, University of Kentucky, Jazmin Brown-Iannuzzi, University of Kentucky

20. Reducing Prejudice Towards Atheists  
Joshua Higgins, University of Kansas, Anna Pope, University of Kansas, Elizabeth Jones, University of Kansas, Natalie Cacchillo, University of Kansas

21. Relationships between Prototypicality, Integrated Threat, and Outgroup Evaluations  
David Peabody, Humboldt State University, Bryan Sherburne, Humboldt State University, Justin Hackett, California University of Pennsylvania, Amber Gaffney, Humboldt State University

22. School Racial Climate, Educational Expectations and Social Justice Orientation: A Longitudinal Study in a National Sample of Latinx Students  
Leyla Pérez-Gualdrón, University of San Francisco

23. SDO and RWA Link to Colorblind Beliefs and Symbolic Racism  
Jason Lawrence, University of Massachusetts Lowell, Kelly Sutherland, University of Massachusetts Lowell, Rianna Grissom, University of Massachusetts Lowell, Joseph Gonzales, University of Massachusetts Lowell

24. The Dynamics of Marginalization and Social Justice  
Purnima Singh, Department of Humanities and Social Sciences, IIT Delhi

25. Tweeting Amidst a Post-Trump Era  
Garland Dyer, California State Polytechnic University, Pomona, Andrew Yi, California State Polytechnic University, Pomona, Cintia Alaniz, California State Polytechnic University, Pomona, Lauren Harris, California State Polytechnic University, Pomona

26. Understanding African Americans’ Engagement in Heritage Communities  
Kristen Black, University of Louisiana at Lafayette, Donaka Autry, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette

27. Understanding Discrimination and Belief in An Unjust World Through Stigma Consciousness  
Nuha Alshabani, The University of Akron, Suzette Speight, The University of Akron

9:30 AM – 10:45 AM  

Symposium (East Coast) .................. 9  
Growing Extremism and Prejudice in Societies, Groups, and Individuals Worldwide  
Chair: Winnifred Louis, University of Queensland  
Talk 1: Inequality Enhances the Wish for a Strong Leader  
Jolanda Jetten, University of Queensland, Stefanie Sprong, University of Utrecht, Zhechen Wang, University of Queensland, Kim Peters, University of Queensland, Frank Mols, University of Queensland, Maykel Verkuyten, University of Utrecht  
Talk 2: Working to Keep Social Contexts Friendly to Prejudice  
Christian Crandall, University of Kansas, Mark White II, University of Kansas, Jason Miller, University of Kansas  
Talk 3: Law-breaking, Radical Intentions, and Support for Democracy After Failed Activism  
Winnifred Louis, University of Queensland, Emma Thomas, Flinders University, Fathali Moghaddam, Georgetown University, Catherine Amiot, Universite du Quebec a Montreal

Symposium (Pacific CD) .................. 10  
Making an Impact: Research and Advocacy in Grad School  
Chair: Nuha Alshabani, The University of Akron  
Talk 1: Conducting Social Justice Research with Community Agencies  
Renee Mikorski, University of Tennessee, Knoxville, Keri Frantell, University of Tennessee, Knoxville  
Talk 2: Doing Feminism in the Community, Lab, and on Stage  
Jaclyn Siegel, Western University  
Talk 3: Resources and Procedures for Facilitating YPAR  
Katya Morgan, Vanderbilt University, Hanna Naum-Stoian, Vanderbilt University  
Talk 4: Filling the Science and Practice Gap: Refugee Integration in Germany  
Nadine Knab, University of Koblenz-Landau

Symposium (Bay) ...................... 11  
Mechanisms Underlying Stigmatization and Coping with Social Identity Threat  
Chair: Miriam Sarwana, Stony Brook University  
Talk 1: Criminal Stigma, Rejection Sensitivity, and Resilience During Reentry from Incarceration  
Geraldine Downey, Columbia University, Michael J. Naft, Columbia University, Jay Holder, Columbia University  
Talk 2: The Mechanisms of Anticipatory Anger in Women’s Response to Sexism  
Miriam Sarwana, Stony Brook University, Bonita London, Stony Brook University, Christina Dyar, Northwestern University  
Talk 3: Making Mindsets Matter: Reducing Stereotype Threat and Increasing Student Engagement  
Catherine Good, Baruch College - City University of New York (CUNY)
Interactive Discussion (Pacific A) ..........12
Navigating Backlash towards Feminist and Anti-Racist Psychological Science and Pedagogy
Leah Warner, Ramapo College of New Jersey, Asia Eaton, Florida International University, Jioni Lewis, University of Tennessee, Laura Ramsey, Bridgewater State University

Interactive Discussion (Pacific A) ..........13
Teaching Everyday Activism in Intro Psych
Leslie Berntsen, University of Southern California

Interactive Discussion (Pacific A) ..........13
Workplace Harassment and Organizational Denial: Is Time Really Up?
Vernita Perkins, Omnigi.com, Shannia Coley, Boston University

15-Minute Presentations (West Coast) ..........14
Pathways to Activism
Examining Key Moments of Psychological Change in Becoming an Activist
Laura Nesbitt, University of Exeter, Andrew Livingstone, University of Exeter
Intersectional Consciousness as a Tool for Social Change
Sahana Mukherjee, Gettysburg College, Adrian Villicana, University of Puget Sound
Rage Donations: Advocacy That Angers Can Promote Ally Collective Action
Cassandra Chapman, University of Queensland, Zahra Mirnajafi, University of Queensland, Winnifred Louis, University of Queensland, Barbara Masser, University of Queensland
Rebel with a Cause: Personal Significance from Political Activism Predicts Willingness to Self-Sacrifice
Katarzyna Jasko, Jagiellonian University, Marta Szastok, Jagiellonian University, Joanna Grzymala-Moszczynska, Jagiellonian University, Marta Maj, Jagiellonian University

15-Minute Presentations (Porthole) ..........17
Sexual Harassment and Violence in Context
Group Dynamics in Rape Victim-Blaming
Andrea Miller, University of Illinois Urbana-Champaign
Not Man Enough: Sexual Harassment of Active Duty Members
Allura Casanova, University of Michigan, Lilia Cortina, University of Michigan
Personal Safety Anxiety and the Threat of Sexual Objectification
Jaclyn Siegel, Western University, Rachel Calogero, Western University

11:00 AM - 12:15 PM
Symposium (Pacific CD) .....................19
Application of Intersectionality to Social Change
Chairs: Harmony Reppond, University of Michigan-Dearborn, Angela Bahns, Wellesley College, Amy E. Heberle, Clark University Sponsored by the Early Career Scholars Committee
Talk 1: Intersectionality in the Workplace: “Code Switching” as a Coping Strategy
Danielle D. Dickens, Spelman College, Veronica Womack, Northwestern University, Treshae Dimes, Adler University
Talk 2: Structural Intersectionality and LGBTQ Youth: A Person-Centered Approach
Patrick R. Grzanka, The University of Tennessee, Ryan Watson, University of Connecticut, Elliot Spengler, The University of Tennessee
Talk 3: Multiply Belonging: Biracial Identity Flexibility and Denial Experiences
Sarah E. Gaither, Duke University
Talk 4: Children’s and Adolescents’ Intergroup Attitudes at the Intersections
Negin Ghavami, Loyola Marymount University
Symposium (West Coast) .................. 20

New Perspectives on the Study of Collective Action

Chair: Léïla Eisner, University of Lausanne, Stephen Wright, Simon Fraser University

Talk 1: Acting in Solidarity: Social Psychological Challenges for Advantaged Group “Allies”
Stephen Wright, Simon Fraser University, Lisa Droogendyk, Sheridan College, Micah Lubensky, University of California, San Francisco, Winnifred Louis, University of Queensland

Talk 2: Own- and Cross-Group Collective Action
Addressing Police Use of Force
Jaboa Lake, Portland State University, Kimberly Barsamian Kahn, Portland State University

Talk 3: (Mis-)Perceptions of Societal Norms: How Do They Affect Collective Action?
Léïla Eisner, University of Lausanne, Tabea Hässler, University of Zurich, Felicity Turner-Zwinkels, Tisbury University, Richard Settersten, Oregon State University

Talk 4: Multinational Study on Intergroup Contact and Support for Social Change
Tabea Hässler, University of Zurich, Johannes Ullrich, University of Zurich, Michelle Bernardino, Daniel Valdenegro, Nurit Shnabel, Colette Van Laar, Roberto González, Emilio Paolo Visintin, Ruth Ditlmann, Linda R. Tropp, Simone Sebben, Dominic Abrams, Adrienne Pereira, Jorina von Zimmermann, Stephen Wright, Anna Lisa Aydin, Andreas Glenz, Hana Oberpfalzerova, Nóra Anna Lantos, Michal Bilewicz, Olga Kuzawinska, Sabine Otten, Mario Sainz, Hema Selvanathan, Marija Brankovic, Pelin Gul, Anna Kende, Edona Maloku, Masi Noor, Michael Pasek, Iris Žeželj, Roberto Baiocco, Orly Bareket, Dinka Corkalo Biruski, Jonathan Cook, Maneeva Dawood, Lisa Droogendyk, Angélica Herrera Loyo, Margareta Jelic, Kaltirina Kelmendi, Luiza Mugnol Ugarte, Evgeny Osin, Jessica Pistella

Symposium (East Coast) .................. 22

Social Psychology in the Service of Therapeutic Jurisprudence: Fighting Injustice
Chair: Richard Wiener, University of Nebraska/Lincoln

Talk 1: Public Perception of Sex Trafficked Women: Victims or Prostitutes?
Richard Wiener, University of Nebraska/Lincoln, Megan Berry, University of Nebraska/Lincoln, Julie Wertheimer, University of Nebraska/Lincoln, Jasmine Martinez, University of Nebraska/Lincoln, Taylor Petty, University of Nebraska/Lincoln

Talk 2: Public Perceptions of Sex-offenders: Disgust, Anger, and Emotion Regulation
Samantha Wiener, University of Nebraska/Lincoln

Talk 3: Tempering the Punitive Impulse: Emotion Regulation and Criminal Punishment Decisions
Trace Vardsveen, University of Nebraska/Lincoln

Talk 4: Arbitration Clauses: Comprehension, Informed Consent and Equity
Ryan Thompson, University of Nebraska/Lincoln

Symposium (Porthole) .................. 23

Toward a Class Inclusive Psychology
Chair: Heather Bullock, University of California, Santa Cruz

Talk 1: Illuminating the Role of Economic Abuse in Women’s Experiences of Poverty and Homelessness
Shirley Truong, University of California, Santa Cruz, Melina Singh, University of California, Santa Cruz Heather Bullock, University of California, Santa Cruz, Harmony Reppond, University of Michigan, Dearborn

Talk 2: Practical APPlications: Designing mHealth Research and Products for Greater Inclusion
Beth Jaworski, California Department of Public Health - Office of AIDS, Jason Owen, National Center for PTSD - Dissemination & Training Division, Katherine Taylor, Kaiser Permanente

Talk 3: Service-Learning Experiences as Catalysts for Critical Class Consciousness
Emily Hentschke, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz

Interactive Discussion (Harborside) .............. 24

Leveraging Psychology to Address Sexual Harassment in Academic Settings
Sarah Mancoll, SPSSI, Abigail Stewart, University of Michigan, Ann Arbor, Stephanie Goodwin, Wright State University, Lilia Cortina, University of Michigan, Ann Arbor

Interactive Discussion (Harborside) .............. 25

Positioning Psychologists to Promote Inclusion and Structural Change in Higher-Education
Carolyn Weisz, University of Puget Sound, Kathryn Oleson, Reed College, Michelle Nario-Redmond, Hiram College, Deila Saenz, Bennington College, Brooke Vick, Muhlenberg College

Interactive Discussion (Harborside) .............. 25

Promoting Positive Ethnic-Racial Socialization in Schools and Families: Key Considerations
Jon Watford, New York University, Myles Durkee, University of Michigan, Leonandra Onnie Rogers, Northwestern University, Christy Byrd, North Carolina State University, Diane Hughes, New York University, Velma McBride Murry, Vanderbilt University

Interactive Discussion (Harborside) .............. 26

Redefining Disorder: Giving Strong-Minded People a Seat at the Table
Raul Munoz, Independent

Interactive Discussion (Harborside) .............. 26

Using Trauma-Informed Strategies to Best Serve Marginalized Populations in Healthcare, Research, and Educational Contexts
Claire Burgess, VA Boston Healthcare System; Harvard Medical School, Abigail Batchelder, Massachusetts General Hospital; Harvard Medical School; Fenway Health, Amber Garcia, The College of Wooster
15-Minute Presentations (Bay) ............ 26

Exploring Rejection Identification Theory
Anti-White Bias, White Identity, and Well-being – The Rejection Identification Model and White-Americans
Zahra Mirnajafi, The University of Queensland; Psychology, Winnifred Louis, The University of Queensland, Jolanda Jetten, The University of Queensland

Detriment or Solidarity? Examining the Impacts of Perceived Discrimination on Racial/Ethnic Identity Between Ethnic Groups
Gary Kwok, Adelphi University

Links Between Anti-Immigration Efforts and the Psychological Well-Being of Latino Young Adults
Daisy Jauregui, Pepperdine University, Nataria Joseph, Pepperdine University, Elizabeth Mancuso, Pepperdine University

Racially-Based Harassment, Personality, and Multiple Group Identities in Immigrant-Origin Youth
M. Alejandra Arce, Georgia State University, Robert Latzman, Georgia State University, Wing Yi Chan, RAND Corporation

15-Minute Presentations (Embarcadero) .................. 28

International Perspectives on Political Conflict
Challenges to Traditional Narratives of Intractable Conflict Decrease Ingroup Glorification
Quinnehtukqut McLamore, University of Massachusetts, Amherst, Levi Adelman, Utrecht University, Bernhard Leidner, University of Massachusetts, Amherst

Intersectionality as a Floating Term: Investigating Intersectionality Discourses Among Pro-Israel and Pro-Palestine Activists’ Groups
Ella Ben Hagai, Bennington College

Righting Injustice with Procedural Justice: Peace Negotiations and Durable Peace
Lynn Wagner, Johns Hopkins University SAIS, Daniel Druckman, Schar School of Policy and Government, George Mason University

 Victim Beliefs in Structural Conflict: The Case of South Africa
Silvia Mari, University of Milan - Bicocca, Denise Bentrovato, University of Pretoria, Johan Wassermann, University of Pretoria

15-Minute Presentations (Pacific B) .................. 29

Masculinity: Stereotypes and Change
Bystander Approach to Violence Prevention Against Women: Challenges and Limitations
Anastasija Kovalenko, University of Exeter, UK, Charles Abraham, University of Melbourne, Rachel Fenton, University of Exeter, Nathan Eisenstadt, University of Exeter

Gamers Stereotypes: Their Gendered Nature and Malleability
Thekla Morgenroth, University of Exeter, Michelle Stratemeyer, University of Melbourne, Benjamin Paaßen, University of Bielefeld

Toxic Masculinity Faces Gender Equity and Kindness
Vernita Perkins, Omnigift.com, Shanna Coley, Boston University

You Have the Right to Remain Manly: Acceptance of Men’s Sexual Aggression
Cleopatre Thelus, Claremont Graduate University, Allen Omoto, Claremont Graduate University

12:15 PM – 1:40 PM
Graduate Student Committee Mentoring Lunch (East Coast, West Coast, Porthole, Embarcadero)
Co-sponsored by the Membership Committee
Separate Registration Required
** If you pre-ordered lunch, please pick that up at the registration desk.**

SPSSI’s mentor lunch event provides an opportunity for mentors who already have their PhDs to connect informally with 1-3 student mentees to discuss research, policy, and social issues; shared career goals; or common interests in issues related to diversity. Mentors and mentees are matched based on their own interests and preferences.

1:45 PM - 3:00 PM
Symposium (West Coast) .................. 31

Community Activism: Issues, Knowledge, Motives, and Context
Chair: Nicky Newton, Wilfrid Laurier University

Talk 1: Homeless on Main Street: Using Photovoice to Highlight the Hidden Homeless
Shellae Versey, Wesleyan University

Talk 2: Strategic Positioning: Capitalizing on Personal Skills to Enhance Community Activism
Nicky Newton, Wilfrid Laurier University

Talk 3: Motives Underpinning Older Chinese and American Women Activists’ Generativity
Hongyuan Qi, Wilfrid Laurier University, Huo Hua, Wilfrid Laurier University, Andrew Tkatchyk, Wilfrid Laurier University

Symposium (East Coast) .................. 32

Minding the Gap: Perceiver and Target Perspectives on Discrimination
Chair: Ryan Lei, New York University

Talk 1: Race and Gender Intersect to Shape Perception of Children’s Faces
Ryan Lei, New York University, Marjorie Rhodes, New York University

Talk 2: The Palliative Effects of Distancing on Collective Action
Dorainne Green, Indiana University, Jennifer Richeson, Yale University, Galen V. Bodenhausen, Northwestern University, Maureen Craig, New York University

Talk 3: Inside the Looking Glass: Appropriated Racial Oppression as Race-Related Stress
Shellae Versey, Wesleyan University, Courtney Cogburn, Columbia University, Clara Wilkins, Washington University in St. Louis, Nakita Joseph, Columbia University

Talk 4: How Does Experiencing Racism in Virtual Reality Affect Whites?
Courtney Cogburn, Columbia University, Jeremy Bailenson, Stanford University
Neoliberalism and Its Discontents: Measurement and Correlates of Neoliberal Ideology
Co-chairs: Alyssa Zucker, University of Florida; Laina Bay-Cheng, University at Buffalo
Talk 1: Sexual Liberty without Social Progress: Neoliberal Ideology, Sexuality, and Gender
Alyssa Zucker, University of Florida, Laina Bay-Cheng, University at Buffalo
Talk 2: Correlates of Neoliberal Logic in Turkey and the United States
Elia Ben Hagai, Bennington College, Melodi Var Ongel, Bennington College
Talk 3: Measuring Neoliberalism: Development and Validation of the Anti-Neoliberal Attitudes Scale
Patrick Grzanka, University of Tennessee, Knoxville, Joseph Miles, University of Tennessee, Knoxville, Elliot S. Spengler, and James Arnett, The University of Tennessee, Knoxville, Jessica Pruett, University of California-Irvine

Interactive Discussion (Pacific A)-----------------36

Fighting Homelessness: Research, Policy, and Activism
Marybeth Shinn, Vanderbilt University, Suzanne Wenzel, University of Southern California, Benjamin Henwood, University of Southern California, Heather Bullock, UC Santa Cruz

Interactive Discussion (Harborside)..................37

Intersectional Consciousness as a Tool to Teach Privilege: Insights from Instructors of Color
Adrian Villicana, University of Puget Sound, Sahana Mukherjee, Gettysburg College, Pegah Naemi, University of Kansas

Interactive Discussion (Harborside)..................37

LGBTQ Justice: Social Science Strategies for Advocacy
Nicholas Grant, Salient CRGT, Michèle Schlehofer, Salisbury University

15-Minute Presentations (Pacific CD)...............37

Feminist Approaches to Weight and Appearance
Femininity Threat: Challenging Physical Gender Typicality Produces Anxiety in Women
Natalie Wittlin, Yale University, Marianne LaFrance, Yale University, John Dovidio, Yale University, Jennifer Richeson, Yale University
More than “Baby Weight”: Postpartum Weight-Bias and Maternal Well-Being
Leslie Johnson, Northern Vermont University-Johnson, Erin Shoulberg, The University of Vermont, Samuel McDowell, Northern Vermont University-Johnson
Resisting Weight Stigma: Development and Validation of a Novel Measure
Angela Meadows, University of Exeter, UK, Manuela Barreto, University of Exeter, UK, David Doyle, University of Exeter, UK, Suzanne Higgs, University of Birmingham, UK
Weight Change and Body Image Messages in Girls’ Puberty Books
Janelle Blazek, University of Michigan, Rona Carter, University of Michigan

15-Minute Presentations
(Embarcadero)..................................................39

Investigating and Counteracting Oppression in Schools
Informed Activism: Reflections on Powerful Pedagogy
Jaclyn Rodriguez, Occidental College, Liliana Vasquez, Occidental College
Mitigating Racial Bias in School Discipline: A District-Wide Intervention
Kaitiin McCormick-Huhn, University of Nevada, Las Vegas, Patrice Leverett, University of Nevada, Las Vegas, Sylvia Lazos, University of Nevada, Las Vegas
Teacher-Student Interactions and the Role of Biases in Classrooms
Patricia Cabral, University of California, Los Angeles, Stephanie Nguyen, University of California, Los Angeles, Juliana Karras-Jean Gilles, University of California, Los Angeles, Carola Suárez-Orozco, University of California, Los Angeles
15-Minute Presentations (Bay) .............. 40
Justifications for Stereotypes and Prejudice
Challenging Institutional Racism: System Justification
Theory and Perceptions of Change
Jessica Clevering, Trinity Christian College, Kara Wolff, Trinity Christian College
Stereotypes: Cause of Disgust-based Prejudice or Justification of (General) Prejudice?
Antigla Bahns, Wellesley College, Christian Crandall, University of Kansas, Kate Helmstetter, University of Kansas
The Political Effect of Prejudice is Ideological, not Prejudicial: A System Justification Theory Account of Prejudice
Max Bai and Hui Bai, University of Minnesota-Twin Cities
Understanding Support for Religious Right to Discriminate Laws
Katyln Farnum, College of Saint Rose, Abigail Koller, Farleigh Dickinson University, Madison Taylor, McMaster University, Olivia Harmon, College of Saint Rose

3:15 PM - 4:30 PM
Symposium (Porthole) ....................... 41
Self-Exploration or Broad Maintenance: Relationality in the Context of Neoliberal Modernity
Chair: Darlingtina Atakere, University of Kansas
Talk 1: Go Along to Get Along: Neoliberalism as a Strategy of Accommodation
Melanie Langer, New York University
Talk 2: Neoliberal Transformation of Play: The Case of ‘Children’s Cities’ in Istanbul
Bengi Sullu, City University of New York
Talk 3: The ’Materiality of Care’: Experience of Relational Obligation in Ghanaian Settings
Darlingtina Atakere, University of Kansas, Aroog Khaliq, University of Kansas, Taylor Allen, University of Kansas, Courtney Alexander, University of Kansas

Symposium (Pacific B) ...................... 42
Sexism and Sexual Assault Research in the Era of #MeToo
Chairs: Abigail Folberg, University of Nebraska Omaha, Margaret Stockdale, Indiana University Purdue University Indianapolis
Talk 1: When the Marginalized Harass: Power and Sex Harassment Among LGBQs
Tuyen Dinh, Indiana University, Margaret Stockdale, Indiana University Purdue University Indianapolis
Talk 2: Contact with Counter-Stereotypical Women May Reduce Rape-Intentions and Rape-Acceptance
Keon West, Goldsmiths, University of London
Talk 3: Identifying Men Allies to Combat Sexism in the Workplace
Edward Sullivan, Florida International University, Asia Eaton, Florida International University
Talk 4: Tolerance of Sexism and Justifying Ideologies Among Men and Women
Abigail Folberg, University of Nebraska Omaha, Jennifer Hunt, University of Kentucky, Carey S. Ryan, University of Nebraska Omaha

Interactive Discussion (Pacific A) ........ 45
Research to Policy: Seeking Out Opportunities and Overcoming Barriers
Linda Silka, University of Maine, Chelsea Crittle, Tufts University, Emily Leskinen, Ramapo College, Katya Migacheva, RAND Corporation

Symposium (East Coast) .................... 44
Stigma In-between: Unique Forms of Discrimination for Multiracial People
Chair: Marisa Franco, Georgia State University
Talk 1: Dimensions of Discrimination and Mental Health for Multiracial People
Marisa Franco, Georgia State University
Talk 2: Identity Denial and Psychological Health Among Dual-Minority Biracial People
Analia Albuja, Rutgers University, Diana Sanchez, Rutgers University, Sarah Gaither, Duke University
Talk 3: The Role of Race Discrepancy on Multiracial Employees Professional Image
Felicia Swafford, Concordia University Chicago
Talk 4: Pole Position: Whites’ Hierarchal Perceptions of Monoracial and Multiracial Targets
Darren Agboh, The Graduate Center, City University of New York, Darryl Wout, John Jay College of Criminal Justice, Katlyn Milless, The Graduate Center, City University of New York, Mari Noelle Malvar, The Graduate Center, City University of New York, Jonathan Vides The Graduate Center, City University of New York

Interactive Discussion (Harborside) ...... 46
TABLE 2
Sustainable Sister Circle: A Mentoring program for Black Women Across the Academic Pipeline
Dionne Stephens, Florida International University, Danielle Dickens, Spelman College, Mona Quarless, Virginia Commonwealth University

15-Minute Presentations (Pacific CD) .... 46
TABLE 2
Feminism and Sexuality: Identities and Motives
A New Measure of Feminist Consciousness
Lauren Duncan, Smith College, Randi Garcia, Smith College
Decentering Outness: How Concealing One’s Sexual Identity Manifests Individual Agency
Jianmin Shao, University of California, Irvine
Motivation for Dominance Affects Men’s Tendency to Sexually Objectify Women
Orly Bareket, Tel Aviv University, Nurit Shnabel, Tel Aviv University
Out but Not Proud? Gender Beliefs Explain Gay Identity Differences
Brandon Balzer Carr, University of California, Santa Cruz, Eileen Zurbriggen, University of California, Santa Cruz
15-Minute Presentations (Embarcadero) .................................. 48

From Hours to Eras: Living with and Learning about Racism
A Growing Awareness of Societal Inequality among Racially Diverse Youth
Laura Wray-Lake, University of California, Los Angeles, Lauren Alvis, West Virginia University, Jason Plummer, University of California, Los Angeles

Historicizing Inequality: Racial Differences in Perceptions of Historical Injustice
Aerielle Allen, University of Connecticut, Felicia Pratto, University of Connecticut

New Viewpoints: The Effect of Perspective-Taking on Perceptions of Protest
Kimberly Martin, University of California, Los Angeles, Tiffany Brannon, University of California, Los Angeles

The Double Burden of Racial Discrimination in Lived Moments
Laurel Peterson, Bryn Mawr College, Nataria Tennille Joseph, Pepperdine University, Heather Gordon, Pepperdine University, Thomas Kamarck, University of Pittsburgh

15-Minute Presentations (West Coast) .................................. 49

Promoting Racial and Economic Justice in High Schools and Colleges

Examining the Consequences of Racial Bias in the Categorization of Students vs. Athletes in College Contexts
Gerald Higginbotham, University of California, Los Angeles, Jessica Shropshire, University of California, Los Angeles, Kerri Johnson, University of California, Los Angeles

Leveraging a Researcher-Practitioner Collaboration to Improve First-generation College Students’ Experiences
Ibette Valle, University of California, Santa Cruz, Rebecca Covarrubias, University of California, Santa Cruz, Edgar Chavez, Downtown College Prep, Fabiana De Lima, University of California, Santa Cruz

Role Model Intervention Improves First-Generation College Student Commitment and Performance
Sarah Herrmann, Weber State University, Giselle Laiduc, University of California, Santa Cruz, Rebecca Covarrubias, University of California, Santa Cruz

15-Minute Presentations (Bay) .................................. 50

Violence, Criminal Justice, and Mental Health
Mass Shooting Motives: Public Perception When Motive is Unclear
Ashley Votruba and Casey Tisdale, University of Nebraska - Lincoln

PTSD and Solitary Confinement: Understanding Trauma in Isolation
Pasha Dashtgard and Dallas Augustine, UC Irvine

Suspect Race and Mental Health on Perceptions of Police Force
Melissa Thompson, Kimberly Kahn, Jaboa Lake, Emma Money, Jean McMahon. Affiliation: Portland State University

4:45 PM - 6:00 PM

Symposium (East Coast) .................................. 51

Post-Migration Factors that Impact Adjustment and Wellbeing Among West African Immigrants
Chair: Sagal Ahmed, Fordham University
Talk 1: Parental Transmission of Trauma in Forced and Voluntary West African Migrants
Obianujunwa Anakwenze, Fordham University
Aïcha Cissé, Fordham University
Talk 3: Subjective Social Status and Unmet Post-Migration Expectations Among West African Immigrants
Sagal Ahmed, Fordham University

Symposium (Pacific B) .................................. 52

Queer Science! Transforming Research on Gender/Sex and Sexuality
Chair: Sari van Anders, Queen’s University
Talk 1: Queer Challenges to Normative Gender/Sex Categories via Sexual Configurations Theory
Will Beischel, University of Michigan, Sari van Anders, Queen’s University
Talk 2: Queering Notions of Orgasm during Consensual Sex as a Unilaterally Positive Experience
Sara Chadwick, University of Michigan, Sari van Anders, Queen’s University
Talk 3: Centering Queer Perspectives on Gender/Sex: Implications for Intergroup Attitudes
Zach Schudson, University of Michigan, Sari van Anders, Queen’s University

Symposium (West Coast) .................................. 53

Understanding Diversity Through Critical Multiculturalism: Implications for Research and Training
Chair: Adrian Villicana, University of Puget Sound
Talk 1: Extending Multiculturalism: Exploring Critical Multiculturalism as a Distinct Predictor of Social Justice Policy Endorsement
Pegah Naemi, University of Kansas
Talk 2: (Critical) Multiculturalism and Collective Action: The Mediating Role of Interrupting Oppression
Adrian Villicana, University of Puget Sound
Talk 3: Critical Multiculturalism as a Lens to Enhance Cultural Competence Training
Kevin Delucio, Western Washington University
15-Minute Presentations (Pacific CD)  54

**Gender Roles, Identities, and Stereotypes**
Contemporary Manifestations of Caregiver-Breadwinner Stereotypes within Future-Self Narratives
Andrea Fink-Armold, University of Nevada, Las Vegas
**Extreme Gender Roles in Popular Culture: Implications for Sexual Health**
Sarah Murmen, Kenyon College
**Gendered Racial Identity in Black Women**
Martinique Jones, University of Michigan
**Leadership Reform Through Effective Leadership and Gender Diversity**
Vernita Perkins, Omnigi.com

Race Trumps Political Ideology when Teachers Advocate for Social Responsibility
Phia Salter, Texas A&M University, Grace Rivera, Texas A&M University, Rebecca Schlegel, Texas A&M University, Matthew Friedman, Texas A&M University
**The Role of Various Social/Cultural Factors in Equality/Equity**
Selena Kohel, Cottey College

6:15 PM - 7:15 PM

Lewin Keynote Address
(Pacific CD)  59

Witnesses/bystanders: The Tragic Fruits of Passivity, the Power of Bystanders, and Generating Active Bystandership in Children, Adults and Groups
Dr. Ervin Staub, University of Massachusetts at Amherst
Introduction by Dr. Katya Migacheva

15-Minute Presentations (Bay)  56

**New Directions in Intergroup Research**
Building Solidarity Among Victimized Groups: Social Psychological Insights from India for Activists
Rashmi Nair, Ashoka University
**How do Liberals Contribute to Group Inequality? Liberals’ Personal Decisions and the Principle-Implementation Gap Contribute to Group Inequality**
Demis Glasford, John Jay College, The City University of New York (CUNY)
**How Intergroup Contact in VR Reduces Prejudice: A Mediation Analysis**
Mollie M. Downs, San Francisco State University, Medea Petronis-Branch, San Francisco State University, Amy Smith (J.D., PhD), San Francisco State University, Diana Sanchez, San Francisco State University

7:30 PM - 8:30 PM
Poster Session and Welcome Reception
(Harborside)
SPSSI will provide appetizers, cash bar available

7:30 PM - 8:30 PM

Poster Presentations: Feminist and LGBT Psychology (Harborside)  60

**#MeToo and Its Role in the Perception of Street Harassment**
Fatema Progga, University of Louisiana at Lafayette, Haven Evans, University of Louisiana at Lafayette, Kelsey Mayes, University of Louisiana at Lafayette, Emily Alleman, University of Louisiana at Lafayette
**A Community Intervention on Reproductive Decision-making and Educational Aspirations**
Daniel Rodriguez Ramirez, University of California Santa Cruz, Shelly Grabe, University of California Santa Cruz, Anjali Dutt, University of Cincinnati
**Are Ageism and Sexism Jointly Associated with Women’s Well-Being?**
Natalie Sabik, University of Rhode Island-Kingston

15-Minute Presentations (Embarcadero)  57

**Stereotypes, Identity, and Stigma**
Egosystem and Ecosystem Motivation: Implications for Concealable Stigma Disclosure
Anthony Foster, Texas Tech University, Amelia Talley
**Media, Ethnic-Racial Identity, and Adjustment Among Asian American Youth**
Mercy Tran-Dubongco, University of Michigan, L. Monique Ward, University of Michigan, Deborah Rivas-Drake, University of Michigan
**The Misperception of the Asian-White Wealth Gap**
Enya Entung Kuo, University of California, Los Angeles, Yale University, School of Management, Michael Kraus, Yale University, School of Management, Jennifer Richeson, Yale University, Department of Psychology; Yale University, Institute for Social and Policy Studies

7:30 PM - 8:30 PM

Poster Presentations: Feminist and LGBT Psychology (Harborside)  60

28. **#MeToo and Its Role in the Perception of Street Harassment**
Fatema Progga, University of Louisiana at Lafayette, Haven Evans, University of Louisiana at Lafayette, Kelsey Mayes, University of Louisiana at Lafayette, Emily Alleman, University of Louisiana at Lafayette
**29. A Community Intervention on Reproductive Decision-making and Educational Aspirations**
Daniel Rodriguez Ramirez, University of California Santa Cruz, Shelly Grabe, University of California Santa Cruz, Anjali Dutt, University of Cincinnati
**30. Are Ageism and Sexism Jointly Associated with Women’s Well-Being?**
Natalie Sabik, University of Rhode Island-Kingston

15-Minute Presentations (Porthole)  58

**Unlevel Playing Fields: Neoliberalism, Meritocracy, and the American Dream**
Go Along to Get Along: Neoliberalism as a Strategy of Accommodation
Melanie Langer, New York University
**Origins of Inequality Perpetuation: Wealthy Parents’ Status Attributions Predict Their Children’s**
Antonya Gonzalez, Western Washington University, Ashley Whillans, Harvard Business School

32. **Critical Action as a Buffer of the Psychological Impact of Minority Stress in LGBT Individuals**
Randolph Chun Ho Chan, The Education University of Hong Kong, Winnie Mak, The Chinese University of Hong Kong
**33. Differences in African-American Women and Men in Storytelling**
Jennifer Andrews, Morehouse College
**34. Does Feminism Address the Needs of African-American Girls? A Psychological Developmental Perspective**
Rebecca Miller, Howard University, Darnell Smith, Howard University
35. Factors Influencing Parental Disclosure of Children’s Trans* Identity to Family
Jessica Harbaugh, Salisbury University, Michele Schlehofer, Salisbury University, Lori Cortez-Regan, Humboldt State University

36. Implications of Trans* Youth Identity on Extended Family Relationships
Jessica Harbaugh, Salisbury University, Michele Schlehofer, Salisbury University, Lori Cortez-Regan, Humboldt State University

38. Gender Related Combat Stress on Adult Learning in the Military
Paul Berg, Army University, Jane Fishback, Kansas State University

39. Identity and Generativity-A Case Study of a Chinese Woman Activist
Hua Huo, Wilfrid Laurier University, Hongyuan Qi, Wilfrid Laurier University

40. Intersectional Responses to Women’s Leadership Program
Edwina Wong, University of Groningen, Floor Rink, University of Groningen, Teri Kirby, University of Exeter, Michelle Ryan, University of Exeter

41. Likeable but Not Capable: The effects of Pregnancy-related Stereotype Threat on Perception and Performance
Madeleine Pownall, University of Leeds, Institute of Psychological Sciences, Russell Hutter, University of Leeds, Institute of Psychological Sciences, Mark Conner, University of Leeds, Institute of Psychological Sciences

42. Lived Challenges of Black Females in STEM Doctoral Programs at Predominately White Institutions
Sharlane Cleare, Purdue University

43. Men at the Intersection: Identity, Centrality, and Privilege Awareness
Bailey Haas, Macalester College

44. Mixed Feelings: Ambivalent Sexism to Ambivalent Relationships
Brenda Gutierrez, UC Santa Cruz, Campbell Leaper, UC Santa Cruz, Timea Farkas, UC Santa Cruz

45. Nationalism, Religiosity and SDO Undermine Support for Women’s Sexual Autonomy
Mateja Perovic, Leiden University, Jasna Milosevic-Djordjevic, Singidunum University, Jovana Timotijevic, IPAK, Jelisaveta Blagojevic, Singidunum University

46. Overt and Covert Discrimination: The Relationship to Black Women’s Activism
Maha Baalbaki, Marquette University, Debra Oswald, Marquette University

47. Protecting My Boys: Construct Validation of the Code of Protection
Julian Mendez, Westminster College, Amy Olson, Duquesne University, Bobbi Deal, Westminster College

48. Reassessing Transgender Stereotypes and Modern Transphobia
Carrie Sutherland, University of Kansas, Anna Pope, University of Kansas, Ashley Worley, University of Kansas, Kirstie Camp, University of Kansas

49. Reproductive Anxiety at the Intersections: Emerging Adults Negotiate Long-Acting Reversible Contraception
Elena Schuch, University of Tennessee, Patrick Grzanka, University of Tennessee

50. Standing up to Sexism: Motivation to Confront Prejudice in a Real-world Scenario
Jesus Saavedra, Weber State University, Samantha Tibbets, Weber State University, Khahna Tanabe, Weber State University, Allison Bergold, Weber State University, Clarissa Marston, Weber State University, Shannon McGillivray, Weber State University, Sarah Herrmann, Weber State University

51. Stereotype Content of Younger and Older Heterosexual and Gay/Lesbian Adults
Kinsey Bryant-Lees, Wright State University, Mary Kite, Ball State University

52. Transcending Cis-Heteronormativity and Monogamy: Narratives of Queer and Trans* People of Color
Taymy Caso, New York University, Rodney Lin, New York University, Jesse Bradford-Rogers, New York University, Jessamin Cipollina, New York University

53. Modeling Predictors of Legal Professionals’ Motivations for Undertaking Pro Bono Work
Rafael Aguillera, University of Minnesota, Lauren Clatch, University of Minnesota, Mark Snyder, University of Minnesota

54. Using Volunteerism Framework for Predicting Legal Professionals’ Pro Bono Behavior
Lauren Clatch, University of Minnesota, Rafael Aguillera, University of Minnesota, Mark Snyder, University of Minnesota

SATURDAY, JUNE 22

8:00 AM – 9:00 AM
Poster Session and Continental Breakfast (Harborside)

8:00 AM - 9:00 AM
Poster Presentations (Harborside)
59. Contexts’ Influence on Hispanic College Women’s Perceptions of Sexual Coercion
Dionne Stephens, Florida International University, Alexa Barton, Florida International University, Claire Helpingstine, Florida International University, Yandra Mariano, Florida International University

60. Differentially Deserving of Protection: Race and Pregnancy in Police Interactions
Emma Money, Portland State University, Kimberly Kahn, Portland State University

61. Domestic Violence Among Recently Immigrated Hispanic Women in Miami
Ana Lucia Rodríguez de la Rosa, Florida International University, Dionne Stephens, Florida International University

62. Ethnic and National Belonging amongst Ethnic Minorities and White Caucasian Canadians
Vivien So, University of Victoria, Zheng Wu, Simon Fraser University

63. Examination of Jury Decision Making, Gender, and Right-Wing Authoritarianism
Mason Tallman, The College of Saint Rose, Katlyn Farnum, The College of Saint Rose

64. Individual Factors in Justification in Police Fatal Use of Force
Mason Tallman, The College of Saint Rose, Katlyn Farnum, The College of Saint Rose

66. Learning About Economic Hardship: Discussions Between Parents and Their Children
Katherine Griffin, University of California, Los Angeles, Alyson Young, Dartmouth College, Rashmita Miistry, University of California, Los Angeles, Janice Chen, Dartmouth College, Amy T. Irvine, Dartmouth College, Zoe Montague, no affiliation

67. Let’s Leave the City: The Case for Increased Interpersonal Safety
Stylianos Syropoulos, University of Massachusetts Amherst, Bernhard Leidner, University of Massachusetts Amherst, Joshua Rottman, Franklin & Marshall College

68. Mattering Matters: Does Mattering Influence Well-being Outcomes Among Trauma Survivors?
Elizabeth Moschella, University of New Hampshire

69. Police Contacts and Political Participation: How Police Contact Affects Voting Behavior
Jason Anthony Plummer, University of California, Los Angeles

70. Policing the Police: The Impact of Body Cameras on Shooter Bias
Saaid Mendoza, Providence College, Jaylee Gendreau, Providence College, Natalie Phelps, Providence College

71. Pre-professional Attitudes Towards Models of Substance Abuse: Deterrence or ...
Tre Hart, Fairmont State University, Nina Slota, Fairmont State University

73. Relationship Dynamics in Same Sex Couples
Mariene Weinrich, California State University Fullerton, Sharon Kim, California State University Fullerton, Alejandra Sanchez, California State University Fullerton, Hailey Jacobsen, California State University Fullerton, Carolyn Quintana, California State University Fullerton, Kristin Beals, California State University Fullerton, Jessica Tessier, California State University Fullerton

74. Resolving Cultural Identity Conflicts through Social and Community Support
Nia Jackson, University of Louisiana at Lafayette, Donaka Autry, University of Louisiana at Lafayette, Zachary Boudreaux, Nicholls State University, Joshua Dupuis, University of Louisiana at Lafayette, Andre Rodríguez, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette

75. Social Status Beliefs Predict Children’s Preferences for Native-accented Speakers
Christine Tai, University of Hawaii at Manoa, Kristin Pauker, University of Hawaii at Manoa

76. Technological Intimate Partner Violence: Exploring Technology-Related Perpetration Factors
Kari Duerkosen, University of Victoria, Erica Woodin, University of Victoria

77. The Impact of Gentrification on Officers Use of Coercive Action in Brooklyn
Da’Quallon Smith, M.S. Urban Planning

78. The Impact of Social Class on Power-Seeking Intentions
Yongyu Guo, Nanjing Normal University, Huai Zhao, Central China Normal University

79. The Mental Health Outcomes of Female Rape Survivors of a Single Rapist
Dakota Conway, Delta State University

80. Third Person Perspectives: Minority and Non-Minority Encounters with Police
Nicole Oliveri Pagán, St. Joseph University, Clare Conry-Murray, St. Joseph University

9:15 AM - 10:45 AM

Symposium (Porthole) .......................... 77

No One Said it Would be Easy: Building Intersectional Alliances
Chair: Kim Case, University of Houston-Clear Lake

Talk 1: Ambivalent White Racial Consciousness: Moving Toward Intersectional Anti-Racism
Nkiru Nnawulezi, University of Maryland, Baltimore County, Isis Settles, University of Michigan, Kim Case, University of Houston-Clear Lake

Talk 2: Ally Development Through Authentic Relationships Valuing Justice Over Comfort
Karen L. Suyemoto, University of Hawaii at Manoa, Alissa L. Hochman, University of Massachusetts Boston, Roxanne A. Donovan, Kennesaw State University, Lizabeth Roemer, University of Massachusetts Boston

Talk 3: Intersectional Working-Class Alliances from East Tennessee to East L.A.
Kim Case, University of Houston-Clear Lake, Desdamona Rios, University of Houston-Clear Lake
Symposium (East Coast) .......................... 78
Opposing Racism: Parents’ and Youths’ Critical Racial Consciousness Development
Chairs: Josefina Bañales, University of Michigan, Jozet Channey, University of Michigan
Talk 1: Critical Reflection and Academic Socialization among Black Parents
Stephanie Rowley, University of Michigan, Josefina Bañales, University of Michigan, Jozet Channey, University of Michigan, Amani Rush, University of Michigan
Talk 2: Parenting Black Children: Working to Eliminate the Racial Achievement Gap
Jozet Channey, University of Michigan, Josefina Bañales, University of Michigan, Stephanie Rowley, University of Michigan
Talk 3: Youths’ Anti-Racism Social Action Development
Josefina Bañales, University of Michigan, Adriana Aldana, California State University Dominguez Hills, Katie Richards-Schuster, University of Michigan, Constance A. Flanagan, University of Wisconsin – Madison, Matthew A. Diemer, University of Michigan, Stephanie Rowley, University of Michigan

Symposium (Pacific B) .............................. 79
Sex Harassment Research in the Era of #MeToo
Chairs: Brittney Amber, Indiana University - Purdue University Indianapolis, Margaret Stockdale, Indiana University - Purdue University Indianapolis
Talk 1: The Trump Effect: Media Triggers Recall and Reinterpretation of Personal Experiences
Brittney Amber, Indiana University - Purdue University Indianapolis, Tuyen Dinh, Indiana University - Purdue University Indianapolis, Arielle Lewis, Indiana University - Purdue University Indianapolis, Leidy Trujillo, Indiana University - Purdue University Indianapolis, Margaret Stockdale, Indiana University - Purdue University Indianapolis
Talk 2: “Your Body is a Battleground”: Media Analysis of #MeToo/#HeToo
Jamie Franco-Zumudio, Spring Hill College, Chandra Brown, Lifelines Counseling Services, Samantha Thomas, Spring Hill College, Laine Wendel, Spring Hill College, Sidnea Sharp, Spring Hill College, Jeremy Sapia, Spring Hill College
Talk 3: Objectifying Men: Do They See What Women See?
Richard Wiener, University of Nebraska - Lincoln, Trace Vardsveen, University of Nebraska - Lincoln, Taylor Petty, University of Nebraska - Lincoln

Interactive Discussion (Pacific D) .............. 80
An Open Discussion on Extremist Violence in the U.S. and Globally
Linda Silka, University of Maine, Katya Migacheva, RAND Corporation, Sarah Mancoll, SPSSI

Interactive Discussion (Harborside) ............. 81
(TABLE 1)
Decolonizing Academia: Feminist Pedagogies & Bodymindspiritheart Approaches to (Re)Energize Graduate School Students
Alexandra-Grissell Gomez, San Diego State University, Rogelia Mata, San Diego State University, Bertha Rodriguez, San Diego State University, Fernanda Vega, San Diego State University

Interactive Discussion (Harborside) ............. 81
(TABLE 2)
Doing Research, Policy, Activism in/for/from the Majority World
Ozge Savas, University of Michigan, Anjali Dutt, University of Cincinnati, Phila Saiter, Texas A&M University

Interactive Discussion (Harborside) ............. 82
(TABLE 3)
The Difference between Advocacy and Activism, and Why it Matters
Matthew Knierim, Troy University, Jozet Channey, Troy University

Interactive Discussion (Harborside) ............. 82
(TABLE 4)
Undoing Oppression & Racism in the First-Year ‘Experience, Reflection & Action’ Program
Jula Devoy, Boston College, Justin Feng, Boston College, Eva Wilson, Boston College

15-Minute Presentations (West Coast) ......... 83
International Perspectives on the Other: Immigration, Religion, and Race
American Attitudes Toward the Zero-Tolerance Immigration Policy
Eyad Naseralla, Saint Louis University, Falak Saaff, Saint Louis University, Diana Nevarez Ramirez, Saint Louis University, Jacob Fussell, Saint Louis University
Christian Americans Display Negative Affect to Muslim Population Growth
Hui Bai, Department of Psychology-University of Minnesota
Ostalgie: Manifestations of the East-West Divide in Semantic Memory
Anil Menon, University of Michigan, Ann Arbor, Pedro Rodriguez, New York University, David Halpern, New York University
Preferences for Committed Versus Casual Interethnic Sexual Relationships
Keon West, Goldsmiths, University of London

15-Minute Presentations (Embarcadero) ........ 84
Interpersonal and Political Violence
Influence of Psychosocial Protective Factors on Reductions in Violent Attitudes
Zina McGee, Hampton University, Candice Wallace, Hampton University, Linda Malone-Colon, Hampton University
Media Consumption and Perceptions of Violent Crime
Stephanie Doran, University of Alabama, Lauren Meaux, University of Alabama, Jennifer Cox, University of Alabama
Shiites’ Protests and Nigerian Army’s use of Excessive Force
Aderemi Alarape, University of Ibadan
Themes of Intimate Partner Violence in Cases of Nonconsensual Pornography
Sofia Noori, Florida International University, Yale University, Asia Eaton, Florida International University, Amy Bonomi, Michigan State University, Dionne Stephen, Florida International University, Tamika Gillum, The Sage Colleges
15-Minute Presentations
(Pacific C)..........................85

**LGBTQ Identities: Boundaries and Peripheries**
Achieving Identity: Challenges of Ingroup Acceptance for Lesbian Women’s Well-being
Ellen Newell, Wilkes University, Shannon McCoy, University of Maine
Contingent Visibility: Perceived Gender Expression in Antigay Discrimination
Steph Anderson, Santa Monica College, Myles Lowrie-Otter, Sarah Lawrence College
LGBTQ+ Peripheral Members’ Experiences Within the Community
Madison Gray, University of Limerick, Aisling O’Donnell, University of Limerick, Ronni Greenwood, University of Limerick
Mental Health Disparities between Lesbian, Gay, and Bisexual Individuals
Randolph Chun Ho Chan, The Education University of Hong Kong, Winnie Mak, The Chinese University of Hong Kong

11:00 AM - 12:15 PM

**Symposium (East Coast)**..........................87

**Attitudes and Alliances: Perspectives on Eliminating Ableism**
Chair: Joan Ostrove, Macalester College
Talk 1: Intervening Against Ableism: The Use of Disability Model
Kathleen Bogart, Oregon State University, Samuel Logan, Oregon State University, Christina Hospodar, Oregon State University, Erica Woekel, Oregon State University
Talk 2: Cultivating Allies: Lessons from Deaf-hearing Friendships
Joan Ostrove, Macalester College, Linda Lytle, Gallaudet University, Alex Barba-Cook, Aditi Dalela, Bailey Haas, Macalester College
Talk 3: Changing the Normative Landscape Through Confrontation: Allies Fighting for Change
Michelle Nario-Redmond, Hiram College

**Symposium (Bay)**..........................88

**Dominant Groups’ Reactions to a Changing Society: Maintenance and Confrontation**
Chairs: Mukadder Okuyan, Clark University, Ozge Savas, University of Michigan
Talk 1: Turning the Tables: Maintaining Hierarchies by Claiming Discrimination
Mukadder Okuyan, Clark University
Talk 2: Demarcating Social and Legal Boundaries: Who Is “Worthy” of Belonging?
Ozge Savas, University of Michigan
Talk 3: Perceptions of Researcher Bias
Jennifer L. Piemonte, University of Michigan, Terri D. Conley, University of Michigan
Talk 4: Critical Awareness of Masculinity and Protesting Sexual Assault among Men
Andrew L. Stewart, Clark University, Michael Addis, Clark University

**Symposium (Pacific C)**..........................89

**Existing at the Nexus of Race, Gender, and Sexual Orientation**
Chairs: Sa-kiera Hudson, Harvard University, Morgan Jerald, Macalester College
Talk 1: Race and Sexual Orientation’s Influence on Gender Prescriptive Stereotypes
Sa-kiera Hudson, Harvard University
Talk 2: Associations between Black Women’s Enjoyment of Sexualization and Sexual Agency
Morgan Jerald, Macalester College
Talk 3: Heterosexist Discrimination, Ethnic Identity, and Self-Esteem Across Identity Intersections
Alvin Akibar, University of North Texas, Yolanda Flores Niemann, University of North Texas
Talk 4: Mitigating the Double Bind: A Sociocultural Narrative Intervention for Girls of Color in STEM
Kyneshawu Hurd, University of California, Berkeley, Celina Romano, University of California, Berkeley, Lyndsey Wallace, Edinburgh University, Victoria Plaut, University of California, Berkeley

11:00 AM - 12:15 PM

**Interactive Discussion (Pacific D)**.................91

**SPSSI Publications: Meet the Editors**
Daniel Perlman, University of North Carolina at Greensboro, Carey Ryan, University of Nebraska Omaha, Christopher Aberson, Humboldt State University, Jolanda Jetten, University of Queensland, Naomi Ellemers, TBC Utrecht University

**Interactive Discussion (Harborside)**.................92

**Technology for Truly Effective Large-Scale Engagement: Future Directions**
Lisa Pytlik Zillig, University of Nebraska-Lincoln, Scott Barclay, Arizona State University
Interactive Discussion (Harborside) .............. 93

The Pedagogy of Activism
Melissa Marcotte, Rhode Island College/Rhode Island School of Design, Jennifer Prewitt-Freilino, Rhode Island School of Design

15-Minute Presentations (Pacific B) ............. 93

#MeToo: Responses to Sexual Aggression
Examining Perceptions of Male Feminist Allies Following Sexual Harassment Allegations
Morgana Lizzio-Wilson, University of Queensland, Annamaria Klas, Deakin University, Edward J. R. Clarke, Federation University
Finding Solitude (Together) in the Wake of the #MeToo Movement
Brenda Phillips, Boston University
Perceptions of Gender-Based Mistreatment: An Intersectional Analysis
Jessica Kiebler, University of Michigan, Abigail Stewart, University of Michigan

15-Minute Presentations (West Coast) .......... 94

Immigration, Acculturation, and Mental Health
Acculturative Stress and Depressive Symptoms: Mediating Role of Emotion Dysregulation
Rebecca Y. M. Cheung, The Education University of Hong Kong, Miron Kumar Bhowmik, The Education University of Hong Kong, Ming Tak Hue, The Education University of Hong Kong
Emotional Intelligence, Acculturation and Acculturative Stress Among First Generation Immigrants
Adriana Espinosa, The City College of New York, Yumiko Yamaguchi, The City College of New York
Emotional Self-Efficacy, Ethnic Identity, Discrimination and Psychotic-like Experiences Among Immigrants
Deidre M. Anglin, The City College of New York, Adriana Espinosa, The City College of New York
Understanding the Role of Acculturation Orientation on Community Engagement
Annie Hanh Vu, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette

15-Minute Presentations (Embarcadero) .......... 96

Toward Trans Liberation: Understanding Attitudes and Removing Barriers
Barriers to Employment by Transgender-identified People
Gina Rosich, University of Saint Joseph
How Threats to Masculinity Impact Derogation Toward Transgender Women
Alexandria Jaunique, Humboldt State University, Amber Gaffney, Humboldt State University
Legislation and the Perception of Transgender Threats
Linas Mitchell, Loyola University Chicago, Robyn Mallett, Loyola University Chicago, Megan Armstrong, Loyola University Chicago, Payton Neufelder, Loyola University Chicago
Validation of the Gender Expression in Childhood Implicit Association Test
Lisa Persinger, Northern Arizona University, Sara Abercrombie, Northern Arizona University, Joey Persinger, Northern Arizona University

12:15 PM - 1:40 PM INTERNATIONAL LUNCH
Claim Jumper Restaurant (inside the Wyndham San Diego Bayside)
Co-sponsored by the Graduate Student and Internationalization Committees
This networking event is targeted to international members at any career stage, but all are welcome to attend. SPSSI will provide appetizers, and additional food and drink will be available for purchase.

1:45 PM - 3:00 PM

Symposium (East Coast) ..................... 97

Children’s Ideas and Attitudes About Nationality
Chair: Taylor Hazelbaker, University of California, Los Angeles
Talk 1: Liberal Inclusion: How Schools Reproduce American Whiteness
Cristina Lash, University of Nevada, Reno
Talk 2: Elementary-Aged Children’s National and Ethnic Identity and their Beliefs about US Citizenship
Sharla Biefeld, University of Kentucky, Christia Spears Brown, University of Kentucky
Talk 3: Rural Elementary School Children’s Reasoning about National Group Membership
Taylor Hazelbaker, University of California, Los Angeles, Bethany Bruhl, University of California, Los Angeles, Jennifer Duque, University of California, Los Angeles, Rashmita Mistry, University of California, Los Angeles
Talk 4: Developing Conceptions of Nationality in India
Radhika Santhanagopalan, Cornell University, Katherine Kinzler, Cornell University

Symposium (West Coast) .................... 98

Cultivating Researcher-practitioner Collaborations to Promote Equity in Higher Education
Chairs: Rebecca Covarrubias, UC Santa Cruz, Samara Foster, UC Santa Cruz
Talk 1: Collaborating with Program Directors to Serve Overlooked Undergraduate Student Populations
Ruby Hernandez, UC Santa Cruz
Talk 2: Learning from Student Partners to Uncover the University’s Hidden Curriculum
Giselle Laiduc, UC Santa Cruz
Talk 3: Working Together to Build a More Diverse School of Engineering
Brandon Balzer Carr, UC Santa Cruz
Talk 4: Cultivating a Hispanic Serving Institution through Inclusive Tutoring Services
Uriel Serrano, UC Santa Cruz
Symposium (Porthole) .................................. 100
Everyday Notions of Radical Resistance: Individual, Dyadic, and Community Perseverance
Chair: Kayla Fike, University of Michigan, Gordon Palmer, University of Michigan
Talk 1: Resources within Black Married Couples’ Advice for Marital Well-Being
Haley Sparks, University of Michigan, Sara McClelland, University of Michigan, Jacqueline S. Mattis, University of Michigan
Talk 2: Activism, Leadership, and Acts of Resistance among Young Women of Color: Findings from the Baker Project
Gordon J.M. Palmer, University of Michigan, Jacqueline S. Mattis, University of Michigan, Josephine Graham, University of Michigan
Talk 3: Black Adolescent Altruism: The Roles of Racial Discrimination and Ideology
Kayla J. Fike, University of Michigan, Casta Guillaume, University of Michigan, Jacqueline S. Mattis, University of Michigan
Talk 4: Stigma, Help-Seeking, Depression and Suicide Ideation Among Black Men
Janelle R. Goodwill, University of Michigan, Jacqueline S. Mattis, University of Michigan

Symposium (Pacific B) .............................. 101
Exploring Media Contributions to Violence Against Women
Chair: L. Monique Ward, University of Michigan, Psychology Dept.
Talk 1: Accepting Aggression: Roles of Media Use and Heterosexual Script Endorsement
Leanna Papp, University of Michigan
Talk 2: Connections Between Men’s Media Use, Gender Beliefs, and IPV Attitudes
L. Monique Ward, University of Michigan, Psychology Dept.
Talk 3: Connecting Black Americans’ Media Use and Attitudes about Dating Violence
Lolita Moss, University of Michigan

Symposium (Pacific C) .............................. 102
Multi-Level Effects of Multiple Stigmas on Well-being in Appalachia
Chair: Abbey Mann, East Tennessee State University
Talk 1: Intersectional Stigmatizing Conditions Experienced by University Students and Their Correlates
Sharon Stringer, Youngstown State University, Ying Tang, Youngstown State University, Tomi Ovaska, Youngstown State University
Talk 2: Doubly Stigmatized? The Convergence of Sexual and Gender Minority Identities
Stacey Williams, East Tennessee State University, Sarah Job, East Tennessee State University, Emerson Todd, East Tennessee State University
Talk 3: Barriers to Accessing Healthcare for Transgender Populations in Appalachia
Abbey Mann, East Tennessee State University, Ivy Click, East Tennessee State University

Interactive Discussion (Harborside) ............ 103
Avoiding “Ethics Dumping” in Resource-Limited Community Research
Dionne Stephens, Florida International University, Ana Rodríguez, Florida International University, Yanet Ruvalcaba, Florida International University

Interactive Discussion (Harborside) ............ 104
The Black Woman and Higher Education Institutions
Jalonta Jackson, Troy University, Dawn Ellis-Murray, National Association of Social Workers-Alabama

Interactive Discussion (Pacific D) ................ 104
Teaching for Social Justice: Networking and Sharing Resources
Jamie Franco-Zamudio

15-Minute Presentations (Embarcadero) ........ 104
New Perspectives on Diversity and Inclusion
A Changing ‘America’: Ethnic Diversity and Implicit National Identity
Melody Sadler, San Diego State University, Thierry Devos, San Diego State University, Kumar Yogeeswaran, University of Canterbury, Angela Somo, San Diego State University
Cultural Appropriation or Appreciation? The Role of Status and Cultural Awareness on Reactions to Cultural Appropriation
Teri Kirby, University of Exeter, Eileen Schwanold, University of Exeter
How Diversity Becomes Belonging Within Mainstream Settings
Tiffany Brannon, University of California, Los Angeles, Aaron Kinsfather, University of California, Los Angeles
MOOCocracy IDEAs for Harnessing and Enhancing “Peopleful Power”
Lisa PytlikZillig, University of Nebraska Public Policy Center, Jamie Loizzo, University of Florida, Department of Agricultural Education and Communication, Leen-Kiat Soh, University of Nebraska-Lincoln, Department of Computer Science and Engineering, Jamie Morrissey, University of Nebraska-Lincoln

15-Minute Presentations (Bay) ..................... 106
Volunteering
Demographic, Religious, and Motivational Predictors of Volunteer Behavior
Tess Yanisch, New York University
Understanding and Reducing the Negative Effects of “Mandatory Volunteerism”
Arthur Stukas, La Trobe University, Madison Astbury, La Trobe University, Katja Petrovic, La Trobe University
### 3:15 PM – 4:30 PM

#### Symposium (East Coast) ........................................ 106

**Challenging or Reinforcing the Status Quo? Media, Power, and Justice**

Chair: Heather Bullock, University of California, Santa Cruz

**Talk 1: The Sociopolitical Construction of Minimum Wage Workers**

Veronica Hamilton, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz

**Talk 2: Media Framing of Fast-Food Workers’ “Fight for 15” Strike**

Elizabeth Cobb, University of Michigan, Dearborn, Harmony Reppond, University of Michigan, Dearborn

**Talk 3: Reinforcing Classism: Portrayals of Trump Supporters in Memes**

Desiree Ryan, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz

**Talk 4: Masculinity, Anti-Feminism, and Ideologies of The Red Pill and Incel**

Michael Vallerga, University of California, Santa Cruz, Eileen Zurbriggen, University of California, Santa Cruz

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#### Symposium (Pacific B) ................................. 108

**Latina Feminists: Writings from the Borderlands of Academia, Music, Sexuality, & Translocalities**

Chairs: Alexandra-Grissell Gomez, San Diego State University, Rogelia Mata, San Diego State University

**Talk 1: Latinx Mothering in Academia: Testimonios from the Borderlands**

Alexandra-Grissell Gomez, San Diego State University

**Talk 2: Navigating and Healing from the Virginity Complex**

Rogelia Mata, San Diego State University

**Talk 3: El Ritmo de Mi Pueblo: Creating Revolutions through Latinx Music**

Bertha Rodriguez, San Diego State University

**Talk 4: Revolving Translocalities**

Fernanda Vega, San Diego State University

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#### Symposium (Bay) ................................. 109

**Layers of Inequality in Education: Interpersonal, Institutional, and Ambient Factors**

Chairs: Nathan Cheek, Princeton University, J. Nicole Shelton, Princeton University

**Talk 1: All in the Hall?: Minorities' Experiences with Whites in Dormitories**

Lindsey Eikenburg, Princeton University, Randi Garcia, Smith College, Stacey Sinclair, Princeton University, J. Nicole Shelton, Princeton University

**Talk 2: The “Thick Skin Heuristic” in Interpersonal Interactions**

Nathan Cheek, Princeton University, Bryn Bandt-Law, University of Washington, Stacey Sinclair, Princeton University, Eldar Shafir, Princeton University

**Talk 3: Making the Case for Diversity: Value vs. Values**

Jordan Starck, Princeton University, Stacey Sinclair, Princeton University

**Talk 4: Regional Racial Biases and Racial Disparities in School Discipline**

Travis Riddle, Princeton University, Stacey Sinclair, Princeton University

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#### Symposium (Pacific CD) .......................... 110

**Learning Race at School: From Middle Childhood to Emerging Adulthood**

Chairs: Diane Hughes, New York University, Jon Watford, New York University

**Talk 1: Classroom Injustice: Racial Discrepancies in Teacher-student Closeness Predict Engagement**

Olga Pagan, New York University, Diane Hughes, New York University, Scott Guest, Curry School of Education, University of Virginia, Abigail Keim, Pennsylvania State University

**Talk 2: Overcoming African-American Youths’ Socioecopolitical Challenges with a Strength-based Family Intervention**

Velma Murry, Vanderbilt University

**Talk 3: Navigating Everyday Racial Spaces: African American Adolescents in School**

Diane Hughes, New York University, Trenel Francis, New York University

**Talk 4: “Acting White” Insults and Ethnic-Racial Identity Development: Longitudinal Implications Among Diverse College Students”**

Myles Durkee, University of Michigan

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#### Symposium (West Coast) ........................ 112

**Strangers in a New Land: Perceptions and Treatment of Immigrants**

Chair: Negin Toosi, California State University East Bay

**Talk 1: Being Not from Here Elicits Different Moral Standards**

Mostafa Salari Rad, Princeton

**Talk 2: Helping Depends on Why and How Migrants Crossed the Border**

Negin Toosi, CSU East Bay, Cesar Contreras, CSU East Bay, Lynn Reed, CSU East Bay

**Talk 3: Criminality Racializes, Achievement Homogenizes: Narratives Shape Representations of Immigrant Groups**

Joel Martinez, Princeton University, Lauren Feldman, Princeton University, Mallory Feldman, Northeastern University, Mina Cikara, Harvard University

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#### Symposium (Porthole) .................. 113

**Using Research to Influence Policy at State and Local Levels**

Chair: Emily Leskinen, Ramapo College of New Jersey

**Talk 1: A Research Project with an Advocacy Goal**

Laura Ramsey, Bridgewater State University

**Talk 2: Judicial Decision-Making Research and Reforms**

Andrea Miller, University of Illinois Urbana-Champaign

**Talk 3: Influencing Policy Outside Your Research Comfort Zone**

Emily Leskinen, Ramapo College of New Jersey

**Talk 4: Bridging Research and Policy in Nevada**

Jessica Saunders, University of Nevada, Las Vegas
15-Minute Presentations
(Embarcadero) ..................... 114

Identities and Electoral Politics
Identities and Ideologies of White Low-Income Men After Economic Mobility
Anna Kallschmidt, Florida International University, Wendy Williams, Berea College, Asia Eaton, Florida International University

Ideological Uncertainty and Investment of the Self in Politics
Joseph Vitriol, Harvard University, Michal Reifen Tagar, IDC Herzliya, Israel, Christopher Federico, University of Minnesota, Twin Cities, Vanessa Sawicki, The Ohio State University

Retrospective National Economic Appraisal Shapes Vote Choice Over Time
Hui Bai, Department of Psychology-University of Minnesota

4:45 PM – 5:45 PM

SPSSI Town Hall Meeting
(Pacific CD) .......................... 115

All are welcome.
Join us to honor recipients of SPSSI’s Distinguished Service Awards and get updates from SPSSI’s officers and Executive Director on SPSSI’s past year, including progress on SPSSI’s strategic plan. General open mic Q&A session to follow.

6:00 PM - 7:15 PM

Symposium (East Coast) ................. 115

Action Research: Addressing Students’ Needs in a Changing Political Climate
Chair: Amanda Rodriguez-Newhall, University of Michigan School of Social Work & Department of Psychology

Talk 1: Assessing Latinx Campus Climate Through Mixed-Methods Action Research
Andrea Mora, University of Michigan Departments of Psychology & Women’s Studies

Talk 2: Utilizing Action Research to Promote Student-Oriented Policy
Andrea Rodriguez-Newhall, University of Michigan School of Social Work & Department of Psychology

Talk 3: Can Political and Sociohistorical Events Influence Perceived Discrimination?
Maira Areguin, University of Michigan School of Social Work & Department of Psychology

Symposium (Bay) ........................... 116

Gender and Race Matter in Promoting STEM Inclusivity
Chairs: Leidy Trujillo, Indiana University-Purdue University, Indianapolis Margaret Stockdale, Indiana University-Purdue University, Indianapolis

Talk 1: Stereotypes of Male and Female Scientists, Where is the Gap?
Margaret Stockdale, Indiana University-Purdue University, Indianapolis, Leidy Trujillo, Indiana University-Purdue University, Indianapolis, Ellen F. Smith, University of Alabama-Birmingham, Kerby Beiltes, Indiana University-Purdue University, Indianapolis

Talk 2: A Bifactor Analysis of Agentic and Communal Goal Orientations
Abigail Folberg, University of Nebraska, Omaha, Kyle Kercher, University of Nebraska, Omaha, Carey S. Ryan, University of Nebraska, Omaha

Talk 3: “Who Will Do?”: Predicting Effective Identity Safety-Cues for Latinas
Evava Pietri, Indiana University-Purdue University, Indianapolis, Arielle Lewis, Indiana University-Purdue University, Indianapolis

Talk 4: A Case Study of Modeling, Mentoring, and Retaining Women Faculty of Color
Adrienne Carter-Sowell, Texas A&M University, Jyotsna Vaid, Texas A&M University, Christine A. Stanley, Texas A&M University

Symposium (Pacific CD) .................. 118

SPSSI Teaching Award Winners
Chairs: Jamie L. Franco-Zamudio, Spring Hill College, Salena Brody, The University of Texas at Dallas, Patrick Grzanka, University of Tennessee, Knoxville
Sponsored by the Teaching and Mentoring Committee

Talk 1: Human Trafficking: Lessons Learned from Teaching Psychology Students
Laura Dryjanska, 2019 Speaker at the National Institute for the Teaching of Psychology Award Recipient

Talk 2: Walking with Students through Crisis: The First and Most Important Task of Mentorship
Asia Eaton, 2019 Outstanding Teaching and Mentoring Award Recipient

Talk 3: Subjectivity in Science: Why Culturally Relevant Approaches to Studying People Matter
Desdamona Rios, 2017 Speaker at NITOP Award Recipient

Talk 4: Brief Presentation: Day of Silence Activity
Leslie Berntsen, 2018 Teaching Resources Prize Recipient

15-Minute Presentations (West Coast) . 119

Alternative Visions of Criminal Justice for Adults and Children
Agents of Change: Virginia’s New Therapeutic Model for Juvenile Corrections
Hayley Cleary, Virginia Commonwealth University, Sarah Jane Brubaker, Virginia Commonwealth University

Breaking the School to Prison Pipeline: Rethinking Juvenile Justice in Nebraska
Alisha Jimenez, University of Nebraska Lincoln

Satisfying the Urge to Punish: Investigating Attitudes Towards Restorative Justice
Shirin Bakhshay, UC Santa Cruz

The Impact of Goal Attainment Scaling in Adult Probation
R. Hazel Delgado, University of Nebraska-Lincoln, Richard Wiener, University of Nebraska-Lincoln
15-Minute Presentations (Pacific B) . . . .120

Gender Bias and Discrimination
Derogatory Labels of Women: The Case of the “Princess Syndrome”
Jessica Cundiff, Missouri University of Science & Technology
Independent Observers’ Assessments of Microaggressions Predict Women’s Engineering Outcomes
Nadia Vossoughi, University of Michigan, Denise Sekaquaptewa, University of Michigan, Lorelle Meadows, Michigan Technological University
Reduced Accountability for “Implicit” Gender Discrimination
Natalie Daumeyer, Yale University, Ivuoma Onyeador, Yale University, Jennifer Richeson, Yale University

15-Minute Presentations (Embarcadero) . . . . . . . .121

Power, Politics, and Revolution
Social Identity as Effect or Grounding of Contradicting Socio-Political Structures
Cristina Herencia, KONTISUYO C.E.A.C.P.I.
Sophisticated but Scared: The Effects of Political Sophistication, Right-wing Authoritarianism, and Threat on Civil Liberty Restrictions
Kevin Carriere, Georgetown University, Margaret Hendricks, Georgetown University, Fathali Moghaddam, Georgetown University
The Changing Nature of Influence Processes in the US Today
Geoffrey Maruyama, University of Minnesota, Yu-Chi Wang, University of Minnesota, Anthony Schulzetzenberg, University of Minnesota, Tai Do, University of Minnesota, Hao Jia, University of Minnesota
What if a Popular Revolution is no Longer Popular: Can Democracy Survive Disillusionment? The Case of Tunisia and Tunisian Youth
Katya Migacheva, Rand Corporation

15-Minute Presentations (Porthole). . . . .123

Trauma, Oppression, and Mental Health . . . .123
Paris Adkins-Jackson, DataStories by Seshat, LLC, Josephine Akingbuku, Charles R. Drew University, Sharon Cobb, Charles R. Drew University, Keosha Partlow, Charles R. Drew University
Measuring Black Behavior: The Validity of Resilience, Stress, & Mindfulness Scales
Paris Adkins-Jackson, DataStories by Seshat, LLC
Online Racial Discrimination, Ethnic-Racial Centrality, and Mental Health in Minoritized Youth
Ashley Stewart, University of Southern California, Joshua Schuschke, University of Southern California, Brendesha Tynes, University of Southern California

Teaching About Refugee Trauma: A Curriculum for Healing Professionals
Leah Khaghani, California School of Professional Psychology, San Francisco/Alliant International University

7:30 PM – 8:30 PM

Presidential Address (Pacific CD). . . . .124
Reflections on Power, Voice, and Free Speech
Dr. Elizabeth Cole, University of Michigan
Introduction by Dr. Wendy Williams

8:30 PM – 9:30 PM

Social/Networking Event
(Loma Vista Terrace)
Co-Hosted by the Early Career Scholars, Graduate Student, Diversity, and Internationalization Committees
All are welcome to attend this open gathering for socialization and networking. Come meet your friends, old and new. SPSSI will provide appetizers; a cash bar will be available.

SUNDAY, JUNE 23

8:00 AM - 9:00 AM

Poster Session and Breakfast
(Harborside)

8:00 AM - 9:00 AM

Poster Presentations (Harborside) . . . .125

81. Aspirations for Occupations Requiring a College Education During Adolescence
Yannan Gao, University of California, Irvine, Jacquelynne Eccles, University of California, Irvine

82. Assessing the Relationship Between Discrimination, Critical Consciousness and Friendship Networks among Marginalized College Students
Andres Pinedo, University of Michigan, Matthew Diemer, University of Michigan, Myles Durkee, University of Michigan

83. Black PhD Student’s Retention and Academic Success: A Qualitative Analysis
Yanet Ruvalcaba, Florida International University, Dionne Stephens, Florida International University, Ana Lucia Rodriguez, Florida International University

84. Chronic Pain from the Inside Out: Self-stigma, Acceptance, and Empowerment
Nina Slota, Fairmont State University, Stephanie Jenkins, Oregon State University, Kelsey Criss, Fairmont State University, Carolyn Furbee, Fairmont State University, Patricia Holland, Fairmont State University, Tre Hart, Fairmont State University, Dawn Lipscomb, Fairmont State University, Sara Quigley, Fairmont State University

85. Coming Out with Class: Social Class Disclosure Concerns and Consequences
Ryan Pickering, Allegheny College, Arissa Spitalny, Allegheny College
86. Cross-Cultural Perspective on the Mental Health of Sexual Minorities in South-Asia  
Priyadharshey Sandanapichai, Rutgers University, Maya Godbole, CUNY Graduate Center  

87. Demystifying the Transcendent Effects of Awe by Using a New VR-method  
Massimo Koester, KU Leuven, Agnes Moors, KU Leuven  

88. Differences in Adverse Childhood Experiences among Sexual Minorities and Heterosexuals  
Dylan John, University of Louisiana at Lafayette, Eva Lieberman, University of Louisiana at Lafayette, Megan Fowler, University of Louisiana at Lafayette Paula Zeanah, University of Louisiana at Lafayette, Hung-Chu Lin, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette, Amy Brown, University of Louisiana at Lafayette  

89. Impact of Aversive Childhood Experiences (ACEs) on Sexual Self-Esteem  
Raven Douglas, University of Louisiana at Lafayette, Mia Comeaux, University of Louisiana at Lafayette, Kelsey Mayes, University of Louisiana at Lafayette, Amy Brown, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette, Hung-Chu Lin University of Louisiana at Lafayette, Paula Zeanah, University of Louisiana at Lafayette  

90. Do Millennials Give the Professional Development They Wish to Receive?  
Chantal Martinez, Florida International University, Asia Eaton, Florida International University  

91. Effective Empowering Homeless Interventions: A Systematic Review and Narrative Synthesis  
Branagh O'Shaughnessy, University of Limerick, Ronni Greenwood, University of Limerick  

92. Filipino American Intergenerational Research (FAIR) Project: Reflections on Research Methodology  
Angela Ebreo, Diversity Research & Policy Program/University of Michigan, Angela Mascarenas, CIRCA-Pintig, Crissel Marie Arban, College of Pharmacy/University of Illinois at Chicago  

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Rebecca Y. M. Cheung, The Education University of Hong Kong, Sandy See Wai Leung, The Chinese University of Hong Kong, Winnie W. S. Mak, The Chinese University of Hong Kong  

95. Pre-service Teachers' Self-efficacy in Implementing Inclusive Education Practices  
Rebecca Y. M. Cheung, The Education University of Hong Kong, Ka Man Alka Li  

96. Parenting Practices and Academic Engagement in Black Adolescents  
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97. Please Just Listen Without Judgment!: Latino/a/x Students’ Perception of Elements Hinderling Psychotherapy Process  
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98. Racial Discrimination, Peer Pressure, and African American Adolescent Substance Use  
Elizabeth Jelsma, University of Texas at Austin, Fatima Varner, University of Texas at Austin  

99. Religiosity Diversity in Science: Social Identities and Stereotypes  
Carola Leicht, University of Kent, Fern Elsdon-Baker, Birmingham University, Kimberley Rios, Ohio University  

100. Seeing Yourself as Others Want You to Be: Mindfulness-Based-Interventions Increase Self-Infiltration  
Martina Kaufmann, University of Trier, Nicola Baumann, University of Trier  

101. The Beneficial Effects of Temporal Distancing on Emotions in Daily Life  
Dylan Benkley, University of California, Berkeley, Emily Willroth, University of California, Berkeley, Iris Mauss, University of California, Berkeley  

102. The Effect of Ethnic-based Racism on Stress and Executive Function  
Rebeca Fierro-Pérez, The University of Texas at El Paso, Miriam Alvarez, The University of Texas at El Paso, Michael Zarate, The University of Texas at El Paso  

103. Transgenerational Effects of Holocaust Trauma: The Third Generation Experience  
Giuliette Recht, Illinois School of Professional Psychology  

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Identity and Institutions: Examining Issues of Diversity in College Sexual Assault  
Chairs: Kathryn Holland, University of Nebraska, Allison Cipriano, University of Nebraska  

Talk 1: Service Barriers for LGBQ and Heterosexual College Sexual Assault Survivors  
Allison Cipriano, University of Nebraska, Kathryn Holland, University of Nebraska  

Talk 2: Campus Sexual Violence and Cultural Betrayal in Ethnic Minority Students  
Jennifer Gomez, Wayne State University  

Talk 3: Reporting Campus Sexual Assault and Students’ Trust in the System  
Leanna Papp, University of Michigan, Sara McClelland, University of Michigan, Kathryn Holland, University of Nebraska, Lilia Cortina, University of Michigan  

Symposium (Bay)  

Political Engagement: The Role of Status, Perceived Representation and Identity  
Chair: Stephanie McKee, University of Kentucky  

Talk 1: The Effect of Subjective Socioeconomic Status on Voting Behavior  
Stephanie McKee, University of Kentucky, Jazmine BrownOlannuzzi, University of Kentucky, Kristen Lundberg, University of Richmond  

Talk 2: Seeing Inequality: Correlates of Perceived Political Underrepresentation of Women & Minorities  
Angela Robinson, UC Irvine, Paul Piff, UC Irvine
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Evan Auguste, Fordham University, John Samuels, Fordham University, Emily Weinberger, Fordham University, Zoe Feingold, Fordham University, Maria Jimenez-Salazar, Fordham University, Keith Cruise, Fordham University
Talk 2: Discrimination, Adolescent Well-Being, and American and Ethnic-Racial Identity
Candace Mootoo, Fordham University, Tiffany Yip, Fordham University, Andrew Rasmussen, Fordham University
Talk 3: Susto, PTSD, and Cultural Identity in Mexico and the U.S.
Michelle Leon, Fordham University, Leah Feuerstahler, Fordham University, Andrew Rasmussen, Fordham University, Sara Romero, Fordham University
Talk 4: Symposium Discussant
Tiffany Brannon, UCLA

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Diane Hall, Bay Path University
Talk 2: Building Community Relationships and Sustainable Collaborations
Vernon Percy, Bay Path University
Talk 3: Developing Service Learning in the Classroom: A Step-by-Step Approach
Vernon Percy, Bay Path University, Diane Hall, Bay Path University

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Sponsored by the Early Career Scholars Committee

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Race-status Associations Predict Whites’ Job Candidate Preferences
Brittany Torrez, Yale University, Cydnee Dupree, Yale University
Third-Party Prejudice Accommodation Increases Gender Discrimination
Andrea Vial, New York University, John Dowidio, Yale University, Victoria Brescoll, Yale University
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Carlisa Simon, UCLA, Sandra Graham, UCLA
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Regine Debrosse, Northwestern University, Donald Taylor, McGill University, Mesmin Destin, Northwestern University
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Emma Cardeli, Boston Children’s Hospital/Harvard Medical School, Sarah Gillespie, Boston Children’s Hospital/Harvard Medical School, Salida Abdi, Boston Children’s Hospital/Harvard Medical School, Heidi Ellis, Boston Children’s Hospital/Harvard Medical School
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Richard Wiener, University of Nebraska, Lincoln
Talk 2: Program Operations, Student Development, and Longitudinal Outcome Data
Leah Georges, Creighton University
Talk 3: Activist, Scholar, and Organizer: The Trajectory of a Program Alumna
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Rashmita Mistry, University of California-Los Angeles, Aprile O. Benner, University of Texas-Austin, Farin Bakhtiar, University of Texas at Austin
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Desdamona Rios, University of Houston-Clear Lake, Erin Gutierrez, Homeboy Industries
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Nicole T. Buchanan, Michigan State University, Lauren Wiklund, Michigan State University

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Talk 2: Living and Working Toward Social Change: Identity and Occupational/Life Priorities
Ben T. Blankenship, University of Michigan
Talk 3: Stigma, Peer Norms, and Drinking Among Sexual Minority Women
Sarah C. Boyle, Claremont Graduate University
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Megan E. Mansfield, Claremont Graduate University, Allen M. Omoto, Claremont Graduate University

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Tina Reifsteck, Rutgers, The State University of New Jersey, Luis Rivera, Rutgers, The State University of New Jersey
Talk 2: The Influence of Youth Volunteers in Informal Science Learning Sites
Fideli Law, Goldsmiths, University of London, Luke McGuire, Goldsmiths, University of London, Eric Goff, University of South Carolina, Tina Monzavi, North Carolina State University, Adam Hartstone-Rose, North Carolina State University, Kelly Lynn Mulvey, North Carolina State University, Matt Irvin, University of South Carolina, Adam Rutland, Goldsmiths
Talk 3: Can I Contribute? Respectful Interactions With Men Boost Women’s Belonging in Tech
Gregg Muragishi, Stanford University, Gregory Walton, Stanford University
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Brittany White, University of Tennessee, Knoxville, Keri Franteil, University of Tennessee, Knoxville, Joseph Miles, University of Tennessee, Knoxville
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Talk 2: How Our Research Process Leads to System Change
Chris Hulleman, University of Virginia, Dustin Thoman, San Diego State University, Stephanie Wormington, University of Virginia, Yoi Tibbetts, University of Virginia

Talk 3: Research in Action: Empathizing, Learning, Synthesizing and Planning
Stephanie Wormington, University of Virginia, Dustin Thoman, San Diego State University, Chris Hulleman, University of Virginia, Yoi Tibbetts, University of Virginia

Talk 4: Research in Action: Prototyping, Testing, Adopting, and Infusing
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Brian Petrie, Public Health Institute, Celeste Doerr, Public Health Institute, Amy DeLisio, Public Health Institute

The 2018 California Family Health Study: Using a Large-Scale Quasi-Experiment to Evaluate Services for Low-Income Women
Celeste Doerr, Public Health Institute, Fred Molitor, California State University Sacramento, Samantha Trammell, California Department of Social Services

Using Member Check Sessions to Promote Survivor Engagement in Community Change
Selima Jumarli, University of Maryland, Baltimore County, Nkiru Nnawulezi, University of Maryland, Baltimore County, Samantha Roysen, University of Maryland, Baltimore County

12:15 PM - 1:15 PM
CONFERENCE CLOSURE

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The Role of the Scholar-Activist in a Shifting Political Landscape
Dr. Kimala Price, San Diego State University
Introduction by Dr. Alyssa Zucker and Dr. Eileen Zurbriggen
FIGHTING INJUSTICE: The Power of Research, Policy, and Activism in Challenging Times

SPSSI 2019 CONFERENCE
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PRESENTATION ABSTRACTS

8:15 AM – 9:15 AM

Poster Presentations . . . . . . . . . . . . . . . . Harborside

1. Anti-Christian Interaction Effects on Anxiety, Physiology, and Executive Functioning
Jaclyn Doherty, Purchase College, SUNY, Krystal Perkins, Purchase College, SUNY

Research indicates that interactions can be stressful, resulting in intergroup anxiety, increases in physiological arousal, and deficits in executive functioning. Considering the growth of secular populations, the present study explored whether similar consequences are present in Christian/secular interactions. It was hypothesized that Christians facing anti-Christian interactions would experience higher anxiety levels, increased Galvanic Skin Response (GSR), and lower Stroop Task performance as compared to those facing neutral interactions. Christian participants interacted with a confederate who either facilitated the anti-Christian interaction or the neutral interaction while GSR was measured. Participants then completed the Stroop Task and State-Trait anxiety measures. Results indicated that there were no significant differences to confirm the proposed hypotheses, and that the means tended opposite to the hypotheses. However, a significant interaction was found between the conditions and past experiences with discrimination on the GSR measure. Participants in the anti-Christian condition reporting higher frequencies of past discrimination showed a greater decrease in physiological arousal than those reporting fewer instances of past discrimination. The relationship was reversed in the neutral condition. The results imply that Christianity may serve as a protective factor in typically stressful interactions, and previous experiences with religious discrimination may further lessen these consequences.

2. Anticipating Interracial Interactions with Biracial People: Expectations, Perceptions, and Metaperceptions
Shahana Ansari, University of Hawaii, Dorainne Green, Indiana University, Mary C. Murphy, Indiana University

Past research demonstrates that Americans are anxious during interracial interactions and tend to try to avoid them. Although America’s multiracial population growth continues to outpace almost all monoracial groups, little is known about how monoracial people anticipate interaction with multiracial people. The current study examines Whites’ anticipation of interactions with White, Black, and Biracial (White/Black or Black/White) partners. White participants were more concerned that Black partners, and marginally more concerned that Black/White partners, would not want to engage in an interaction compared to White partners. There was no difference in concern between White partners and White/Black partners, indicating that the way Biracial partners self-identify may have an effect on Whites’ anxiety. After collapsing the two Biracial conditions, results show that White participants anticipated Biracial partners would perceive them more positively, and be more likely to want to form a friendship, than either Black or White partners. Conversely, White participants rated their perceptions of both Black and Biracial partners’ more positively than those of White partners, suggesting that Whites’ conceptions of Biracial people may be unique in some ways, but White participants were similarly concerned about appearing biased toward both Black and Biracial partners. These results have implications for Whites’ interactions with Biracial partners.
3. Are Black Introverts Stuck up or Shy? Misattributing Behaviors
Elinam Ladzekpo, Indiana University, Bloomington, Kathryn Kroeper, Indiana University, Bloomington, Elise Ozier, Indiana University, Bloomington, Mary Murphy, Indiana University, Bloomington

Stereotypically introverted traits (e.g., quiet, timid, shy) are often the exact opposite of traits stereotypically associated with Black people (e.g., loud, rowdy, sassy). Given that counter-stereotypical targets tend to elicit negative reactions from others (Phelan & Rudman, 2010), two studies examined perceptions of Black and White targets engaged in introverted or extroverted behaviors. Study 1 confirmed that extroverted traits are more strongly associated with Blacks than are introverted traits; both introverted and extroverted traits are equally associated with Whites. Overall, negatively valenced traits were more associated with Blacks than Whites. Study 2 will compare attributions for introverted and extroverted behaviors when performed by Black and White targets. Consistent with Study 1, we predict more negative attributions of the introverted behaviors of Black (vs. White) targets.

4. Children’s Intergroup Attitudes at the Intersections
Negin Ghavami, LMU, Manpreet Dhillon Brar, UCLA, Taylor Hazelbaker, UCLA, Sandra Graham, UCLA

Do children's intergroup attitudes vary as a function of the peers' race/ethnicity, gender, gender typicality, and social class? This study draws on social-developmental research and adopts an intersectionality framework (Crenshaw, 1991) to investigate racially/ethnically diverse elementary school children's intersectional intergroup attitudes. Children (146 2nd, 4th-5th grade) were presented with a hypothetical classroom along with pictures of 32 students depicted by bitmojis that varied by race/ethnicity (African American, White, Latinx, and Asian), gender (boy, girl), gender typicality (conforming, non-conforming), and social class (rich, poor). Children were first instructed to select 10 students they would want in their ideal classroom. From the remaining 22, each child then selected the five students they would least likely want in their ideal classroom. Analysis revealed that children's choices of the top 10 students to include and the bottom 5 to exclude from their ideal classroom were driven by the targets' gender typicality. Children most preferred gender conforming peers and least preferred gender non-conforming peers. This pattern was especially prominent for boy participants. Furthermore, overall, rich targets were preferred unless that wealthy target was African American. This work underscores the value of an intersectional approach for the study of developmental intergroup attitudes and identifies directions for future research.

Marbella Uriostegui, University of Illinois at Chicago

Ethnic Racial Socialization (ERS) refers to the process by which caregivers convey messages about the significance of ethnicity-race, teach children about what it means to be a member of an ethnic-racial minority group, and assist them in navigating experiences of discrimination. Prominent inconsistencies in the conceptualization and measurement of ERS. For example, some studies include additional individual and contextual factors, (i.e., community violence), while others have incorporated additional dimensions to account for Latinx family processes such as familism, family cohesion, and respeto. These studies indicate a need to re-conceptualize ERS models that move beyond a unilateral parent-to-youth relationship and that incorporate the contextual realities of Latinx youth and families. To address the discrepancies and limitations in ERS literature, the proposed project consists of conducting a critical review on ERS studies on Latinx youth to provide (1) a synthesized definition of ERS, (2) summary of ERS measurements, and (3) analysis through a Latino Critical Race Theory lens via a direct content analysis approach. Results are forthcoming. The goal of this critical review is to provide recommendations to improve and strengthen the theoretical framework underlying ERS and ERS measurement strategies to promote research that accurately reflects the lived realities of Latinx families.

Robert Murphy, Purdue University, Margo Monteith, Purdue University, Laura Hildebrand, Purdue University

People who are confronted about their use of stereotypes subsequently reduce their stereotypic expressions (Chaney & Sanchez, 2018). Nonetheless, would-be confronters often decide not to confront due to “social costs” (e.g., negative evaluations) confronters experience (Czopp et al., 2006). However, perhaps social costs that arise immediately after a confrontation dissipate over time. This program of research investigates how to reduce bias by confronting it while minimizing interpersonal costs. We expect confrontations will lead to guilt, which will engender ruminative thoughts about the confrontation, which should finally lead to decreased stereotyping over time. Moreover, we are investigating whether the same
confrontation-guilt-rumination pathway predicts increased liking of confronters over time, particularly among people who are internally motivated to respond without prejudice. In multiple studies, participants will believe they are interacting with a partner via online-chat, complete a task designed to elicit racial stereotypes (Monteith et al., 2002), either be confronted about biased responding by their “partner” or not, and complete partner evaluation and affect measures. One week later, participants will complete another task that can elicit stereotyping, and rumination and partner evaluation measures. Findings from an experimental pilot study reveal some preliminary evidence for our hypotheses.

7. Does Group Value Affirmation Influence Observers’ Willingness to Challenge Injustice?
Heather Smith, Sonoma State University, Diana Grant, Sonoma State University, Alexandria Jaurique, Humboldt University, Desiree Ryan, University of California, Santa Cruz

When we see others mistreated, it creates “inequity distress.” However, our reactions will reflect our connections to either the victim or perpetrator. Observers who feel connected to the victim should feel vulnerable and avoid being a target. Observers who feel connected to the perpetrator should feel guilt and avoid being associated with the perpetrator. To cope with this distress, we can either 1) challenge the injustice, 2) distort/deny what happened, or 3) affirm our self-worth in another domain. Group value affirmation could enable observers to accept challenging information, leading them to challenge an injustice, but it also could enable people to resolve any distress and defuse their motivation to act. A first experiment found that group affiliation shaped observers’ perceptions of the same event. Group value affirmation led those associated with the victim to acknowledge their distress, but it did not influence reactions of those associated with the perpetrator. A second experiment extends these findings to include observers’ willingness to sign petitions designed to support victims or punish perpetrators. These results indicate why those who share a group membership with a perpetrator of sexual harassment may not acknowledge it – even if they are first reminded of their group’s morality.

8. Does Survival Related Information Influence Memory for Social Information?
Manal Aboargob, The University of Texas at El Paso, Amber Lupo, Texas State University, Angel Armenta, The University of Texas at El Paso, Michael Zárate, The University of Texas at El Paso

Social memory is derived from information we learn about individuals and groups. These memories facilitate the formation of impressions, especially with out-group members. New information is organized with existing memory structures in a process called memory consolidation. Memory consolidation occurs during sleep. In general, negative information is more readily recalled in comparison to neutral information. The present study aims to determine if an evolutionary mechanism drives prejudice formation by having participants learn survival (i.e. threatening) and non-survival (i.e. non-threatening by extreme) information about in and out-group members. It is hypothesized that in-group participants will have better implicit memory for learned survival related negative information about out-group members than for in-group members. We also propose that content matters, thus participants will show differences in responses and consolidation effects for negative information when it is survival related compared to survival unrelated information.

9. El Pueblo Unido: The Effect of Social Facilitation on Activism
Adrian Martinez, University of Texas at El Paso, Corin Ramos, University of Texas at El Paso, Michael Zárate, University of Texas at El Paso

The United States is known as The Land of the Free. This title, in large part, is reflective of our first constitutional amendment, guaranteeing freedom of speech, assembly, and the right to petition the government. Throughout history, social activist groups of all backgrounds have exercised their right to speak, protest, and gather in the interest of their group. The current research investigated how social facilitation, or the behavior change brought on by the mere presence of others predicts support for collective action. Of interest was the extent that one’s identity politicized or came to incorporate group motivations for a power struggle. Latino individuals were primed with the threat of an outgroup, thereby politicizing Latino group identity. We predicted that the mere presence of another person, either ingroup or outgroup member, coupled with politicized identity would heighten Latinos’ support for collective action. Results showed politicized identity predicted collective action following the threatening message. In post-hoc analyses social facilitation predicted collective action for those who identified as more liberal on social issues. This research comes at a time when people are actively protesting white supremacy, police violence, immigration reform plans, and political officials. This research reveals unique predictors of collective action.
10. Fighting Religious Intolerance in Indonesia: Islamism and Ambiguity Tolerance
Yunita Faela Nisa, UIN Syarif Hidayatullah Jakarta, Erita Narhetali, Universitas Indonesia

Indonesia is the country with the largest Muslim population in the world. Unfortunately, religious social problems lately showed increased symptoms of religious conservatism and religious intolerance. On 13-14 May 2018, spawned a series of bombings at three Christian houses of worship in Surabaya, East Java. The doctrine of exclusive Islam, intolerant, was infiltrated in educational settings. The study aims to prove the mediating role of extreme Islamism between tolerance of ambiguity and teacher's religious intolerance in Indonesia. A non-experimental method was used in this research. We measured extreme Islamism by using the Indonesian version of Islamic extremism scale. While religious intolerance was measured by religious tolerance scale, and we also measure tolerance of ambiguity. The samples are 2237 Muslim teachers in Indonesia (mean age=40 year) from 34 province. The results indicated that extreme Islamism of Muslim teachers in Indonesia played a significant mediating role between tolerance of ambiguity and religious intolerance in Indonesia. Women teachers tend to be more intolerant than men. For further intervention, we could write a module about Islam and Indonesia for teachers. The goal is toward strengthening the understanding about the relationship between the concepts of interreligious interaction and cooperation, the modern nation state and democracy in Indonesia.

11. Individual Preferences for Democratic Organizational Decision-Making
Matthew Grabowski, Indiana University Purdue University Indianapolis, Leslie Ashburn-Nardo, Indiana University Purdue University Indianapolis

Democracy is the cornerstone of any free Western society. Despite its popularity in government structures, it is rarely utilized in organizational structures. However, there are organizations that operate under the tenants of democracy, referred to as organizational democracy, where all employees participate in high level decisions and/or collectively own the company (Wegge et al. 2011). Organizational democracy has been found to have positive relationships with positive societally oriented outcomes of prosocial behavioral orientations and humanitarian-egalitarian ethic (Verdorfer et al., 2012). However, it is questioned what individual level characteristics may influence attraction to these types of organizations. To test this, we recruited 185 participants and asked them to what extent would they be interested in being involved in the decision-making process for organizational decisions at the high, medium, and low levels. We found that participants who desired to be more involved in the decision-making process were higher in Humanitarian-Egalitarian ethic and Self-Determination. In fact, self-determination predicted participation desire above and beyond humanitarian-egalitarian ethic. Given the high endorsement of self-determination as a value in the country and in our sample, from these results we gather that this type of organizational governance should be well received by many in the United States.

12. Lasting Black-Latinx Friendships – The Most Potent to Change Intergroup Attitudes?
Ritika Rastogi, University of California, Los Angeles, Jaana Juvonen, University of California, Los Angeles

Past research demonstrates that the links between cross-ethnic friendships and prejudice reduction are weaker for ethnic minorities than for dominant group members. However, minimal research has examined the association between friendships and attitudes among ethnic minority youth. In the current study, we examined how friendships between Black and Latinx middle school students may shape intergroup attitudes, focusing particularly on the presence of stable friendships (i.e., a friendship lasting at least two years) across middle school. We found that forty-five percent of youth reported at least one friendship with a peer of the target out-group over the three years of middle school. Of these youth, 22.5% had at least one stable friendship. Controlling for participant sex, baseline attitudes from sixth grade, and in- and target out-group size at school, having at least one stable Black-Latinx friendship positively predicted eighth grade attitudes, over and above the effects of the number of distinct cross-ethnic friendships youth reported. In a political climate marked by rises in racism, these findings are timely given their implications for facilitating coalition building among marginalized youth, which may provide them with a sense of power, agency, and purpose in the face of ongoing discrimination.

13. LGB Voters’ Political Attitudes, Party Identification, and Political Affiliation
Madison Danton, University of Nevada, Reno, Emily Berthelot, University of Nevada, Reno

A great deal of research has examined political attitudes toward the lesbian, gay, and bisexual (LGB) population. Extant research has found that LGB voters are more likely to have liberal social views, yet few analyses have been conducted regarding the political views of the LGB population. It is widely assumed that the LGB population is more often liberal in its political
ideology, but this has not been explicitly investigated. It is uncertain whether this widespread liberal belief system amongst LGB individuals is because they agree with liberal policies or because they identify with the Democratic Party, as Democrats are more likely to support their cause. The purpose of this research is to examine variation in political attitudes within the LGB population. Specifically, using data from 2016 American National Election Study, this research seeks to determine whether LGB voters’ political attitudes are consistent with those most often considered to be representative of their self-identified party identification.

14. Open-Minded Cognition
Chad Osteen, Loyola University Chicago, Victor Ottati, Loyola University Chicago, Chase Wilson, Loyola University Chicago, Muhammad Nouman, Loyola University Chicago

The partisan divide is the worst it has been in American politics. Part of this issue is due to dogmatic cognition of citizens. That is, American citizens that are unwilling to listen to or attend to arguments that may contradict with their own ideological and/or party position. To address this issue of dogmatic politics, varying manipulations of open-minded cognition were applied over three studies in a scenario of policy endorsement along with comparison manipulations (e.g. amount of thinking). During the first study, participants were prompted to be more open-minded while reading a ideologically-neutral policy proposals. Study two measured rather than manipulated open-minded cognition. Study three added an additional factor of cognitive load to determine how this may also be influencing open-mindedness towards an opposing parties policy proposal. The findings of these three studies and optimal manipulations of open-minded cognition will be discussed.

15. Perceptions of Environmental Risk and Desire for Public Apologies
Michael Perez, Texas A&M University, Phia Salter, Texas A&M University

Hurricane Harvey created contaminated floodwaters, chemical explosions, and toxic releases from nearby facilities which led to hazardous living conditions for communities of color in Houston. With this in mind, the purpose of this study was to analyze how community members might respond in the event that industrial and city officials acknowledged and apologized for the elevated risk that residents bear when living in these areas. We examined residents’ desire for apologies from industrial, state, and city officials for environmental contamination from two communities of color (N = 102). Results showed that overall whether participants found a public apology to be meaningful or desirable was related to the level of environmental risk they felt was present in their community. Furthermore, the amount of risk they felt for their own health was positively related to the perception of a public apology as a meaningful gesture. Specifically, concern for chemical contamination in their community was positively related to a desire for a public apology from a representative and the extent to which that apology was perceived as meaningful. Implications of these findings for public policy and the validity of public apologies as a strategy for building community trust are discussed.

16. Shifts in Power: Examining Racial Attitudes after Power is Changed
Jericka Battle, Texas A&M University, Phia Salter, Texas A&M University

Power can affect racial attitudes and perceptions of inequality, perhaps due to the fact that power is inherently attached to resources that one has in comparison to individuals or groups (Anderson et al., 2006). As power varies in different situations and relationships, people must identify their power quickly and accurately (Galinsky et al., 2015). Some attitudes may not be a reaction to overall personal power but may be a response to perceived change in personal power. We tested how shifts in power affect racial attitudes using a 2 (personal power: high vs. low) x 3 (power manipulation: high vs. low vs. control) design. Participants (n = 354) were pre-tested for personal power and sorted into high or low power groups. Personal power was then manipulated, and we assessed a variety of individual difference and racial attitude measures. We hypothesized that, regardless of direction, shifting power dynamics would increase racism denial and negative racial attitudes. Contrary to our hypothesis, results suggest a three-way interaction between personal power, social dominance orientation (SDO), and power manipulation in which low power participants who shifted to high power showed relatively higher perceptions of racism compared to those who did not, specifically when SDO was high.
17. Political Views and Support for Religious Freedom Laws
Olivia Harmon, College of Saint Rose, Katherine Miller, College of Saint Rose, Emilee Wagner, College of Saint Rose, Mason Tallman, College of Saint Rose

The right of a business owner to refuse services based on their religion is an increasingly politicized debate. A 3 (service: wedding cake, ceremony, marriage certificate) x 3 (business owner religion: Christian, Jewish, Muslim) x 2 (population: students v. community) between participants study investigated support for religious freedom to discriminate laws. A between participants ANOVA predicting support by religion, service, and political orientation revealed a significant three-way interaction. There were no effects for the Christian business owner. For the Jewish business owner, Republicans had higher support as compared to Democrats and Independents. In the Muslim condition, a significant population by political affiliation interaction showed that students did not differentiate in support for the law based on politics, but Republican and Independent community members were more supportive of the law than Democrats. Economic political stance was also used in a separate 3 x 3 x 2 ANOVA. Economic stance moderated the relationship between population and religion, but only for the wedding cake provided by the Jewish business. Community participants who are very conservative on economic issues were significantly more supportive of the law than students who are very conservative.

18. Politics in the Classroom: Exploring Faculty Self-disclosure of Political Ideology
Kira Beck, Reed College, Eden Daniel, Reed College, Marshall DeFor, Reed College, Kyla Hayworth, Reed College, Manamaya Peterson, Reed College, Kathryn Oleson, Reed College

The nation is in political upheaval and conversations about justice and equality are heated. Through political self-disclosure, university faculty are in a unique place to influence both classroom political discussion and their students’ opinions of the faculty members. Faculty in the United States (N=251) answered an online survey including questions about demographics, tenure status, academic discipline, perceived political affiliation of themselves and their institution, and factors that may influence their likelihood of self-disclosing political ideologies in the classroom. Regardless of tenure status or academic discipline, most faculty reported they rarely self-disclose about political affiliation in the classroom. Motives that positively influenced the likelihood to self-disclose were a desire for honesty with students and personal commitment to social justice and equity. Motives that predicted not wanting to self-disclose included a desire for an apolitical classroom environment, fear of derailing conversation, fear of alienating students, and concern about student evaluations. Professors indicated being more likely to self-disclose if their general course material was more relevant to politics. Additional research examining the reasons why faculty choose to self-disclose (or not) about their personal political beliefs may further understanding for ways to have difficult but necessary conversations about politics within the university classroom.

Sharla Biefeld, University of Kentucky, Jazmin Brown-Iannuzzi, University of Kentucky

In Brazil, there’s a common saying: “Money Whiten” – meaning class dictates race (Schwartzman, 2007). Although this saying is not present in the U.S., due to a history of slavery and continued discrimination there exist average differences in wealth by race/ethnic group that persist today (e.g., Wilson & Rogers, 2016). These differences have contributed to the psychological entanglement between race and class, such that people often think poor people are Black people (e.g., Brown-Iannuzzi et al., 2017; Lei & Bodenhausen, 2018). This current research investigates whether this pattern of effects is linear, such that as people get “Whiter” they are perceived to be richer. Participants rated photos of Black, Black/White Biracial, and White individuals on perceived wealth (0 = extremely poor, 100 = extremely wealthy). The findings (N = 289) suggest there is a linear pattern between race and class, F (2, 288) = 21.86, p < .001, ηp² = .07. And, this pattern persists when controlling for symbolic racism, political ideology, and participant’s race/ethnicity. Together, this suggests that the psychological entanglement between race and class is linear. These findings may have implications regarding racial bias present in preferences regarding policies aimed at reducing economic inequalities.
20. Reducing Prejudice Towards Atheists
Joshua Higgins, University of Kansas, Anna Pope, University of Kansas, Elizabeth Jones, University of Kansas, Natalie Cacchillo, University of Kansas

The purpose of this study is to determine if the priming of secular authority, such as the idea of law enforcement, will increase trust towards atheists. Current research suggests that atheists are subject to prejudice rooted in the basis of mistrust, due to the perception that atheists lack belief in a higher authority that encourages moral behavior. This research seeks to determine if reminders of secular authority will increase trust towards atheists by appealing to study subject’s awareness that forces in the world such as law enforcement exist to enforce moral standards outside of an individual beliefs system regarding the existence of a higher power. This study uses varying levels of religious to secular authority conditions by using primes through audio clips, followed by a resource allocation task to various groups, one being an atheist group, to determine if trust is increased after participants listen to the secular authority audio clip. We suspect the results will show that participants who listen to the secular authority audio clip will give higher allocations to the atheist group than the participants who listen to the religious sermon alone.

21. Relationships between Prototypicality, Integrated Threat, and Outgroup Evaluations
David Peabody, Humboldt State University, Bryan Sherburne, Humboldt State University, Justin Hackett, California University of Pennsylvania, Amber Gaffney, Humboldt State University

Partisanship is a source of intergroup conflict and motivates partisans to defend their party by derogating political rivals. During an election, political groups view the opposing party as a threat to their party’s platform, which is associated with negative emotional responses toward the opposition (Stephan & Renfro, 2002). Outgroups represent symbolic threats to the ingroup (i.e., threat to ingroup values) and realistic threats to the ingroup (i.e., threat to ingroup resources). Conversely, prototypicality threat is an intragroup threat, characterized by members feeling that they are not full group members. Unthreatened (prototypical) members behave consistently with group norms. This work examines a sample of American Democrats (N = 211) and Republicans (N = 205) two weeks prior to the 2016 presidential election and explores how threats to the ingroup and threats to one’s own position with their group motivates partisan attitudes. Results suggest that those who view themselves as prototypical of their party evaluate the opposing party more negatively even when they are not experiencing threat from the opposing party. These findings suggest implications for political polarization and the drive to represent the ideal characteristics of one’s political party.

22. School Racial Climate, Educational Expectations and Social Justice Orientation: A Longitudinal Study in a National Sample of Latinx Students
Leyla Pérez-Gualdrón, University of San Francisco

Schools are spaces for racial socialization for Latinx students. In addition, schools are places for social justice. For instance, Latinx students have led social justice movements for societal change in schools (e.g., the 1968 East L.A. student walkout). Having a social justice orientation may be associated with these movements, and also with positive educational outcomes. In the present study, a sample of Latinx students (N = 2,217) from the Educational Longitudinal Study of 2002 (National Center for Education Statistics, 2002) will be used to assess the association between school racial climate (e.g., cross-racial student relationships), social justice orientation (e.g., desire to help in one’s community and work to correct inequalities) and educational expectations/attainment (e.g., postsecondary goals) will be assessed. Structural equation modeling techniques will be used to assess the longitudinal association among the variables. Results indicate the importance of better understanding how social justice orientation may develop in youths. For instance, the importance of civic engagement (i.e., being an active/informed citizen) was associated with higher expectations of post-secondary attainment (p < .0001). In addition, helping others in community, but not working to correct inequalities, was significantly associated with higher expectations of post-secondary achievement (p < .0001, and p = .135, respectively).
23. SDO and RWA Link to Colorblind Beliefs and Symbolic Racism
Jason Lawrence, University of Massachusetts Lowell, Kelly Sutherland, University of Massachusetts Lowell, Rianna Grissom, University of Massachusetts Lowell, Joseph Gonzales, University of Massachusetts Lowell

Those high in social dominance orientation (SDO) and right-wing authoritarianism (RWA) tend to hold prejudicial attitudes toward Black people. There is evidence that this occurs because people high in these individual differences hold colorblind beliefs that minimize and deny the existence of discrimination (Poteat & Spanierman, 2012). We had data that enabled us to further test this model and compare it to two alternative models. In this study, college students completed measures of SDO and RWA during mass testing. Two months later they completed measures of colorblindness (with three subscales that assess denial of racial privilege, institutional discrimination, and racial prejudice) and symbolic racism. We tested three competing structural models: 1. SDO and RWA predicting symbolic racism indirectly via the three types of colorblindness; 2. SDO and RWA directly predicting each of the four prejudice scales; 3. SDO and RWA predicting a prejudice factor using all four measures. Although all three models fit the data well, the model with a single prejudice factor had the best fit and was the most parsimonious. These results not only provide further evidence that SDO and RWA predict both prejudice and discrimination denial, but also that distinguishing prejudice from discrimination denial may be difficult.

24. The Dynamics of Marginalization and Social Justice
Purnima Singh, Department of Humanities and Social Sciences, IIT Delhi

Marginalization happens when a group of people are/feel relatively deprived of equal and adequate opportunity to determine their relationships with the members of the broader society. Today we find two forces – one the need to have more inclusive policies focusing on the disadvantaged and marginalized groups but also evident are various forms of injustices and inequalities which have created a situation where people start with very disparate endowments in life. They differ in schooling they get, education, health status, economic and social mobility, and capacity to influence social and political institutions affecting them. These various disadvantages have a multiplicative effect. This paper examines the dynamics of marginalization with reference to some major social groups in India. It is argued that in social contexts groups include some groups as well as create boundaries that exclude other groups and consciously manage inclusion and exclusion. This will be discussed with the help of data from several studies. Inclusion and exclusion have functionality and therefore both processes can be seen influencing social justice concerns.

25. Tweeting Amidst a Post-Trump Era
Garland Dyer, California State Polytechnic University, Pomona, Andrew Yi, California State Polytechnic University, Pomona, Cintia Alaniz, California State Polytechnic University, Pomona, Lauren Harris, California State Polytechnic University, Pomona

Data collected from 2014 - 2018 suggested culturally diverse students have different tweeting preferences. These studies investigated a variety of participants’ demographics and their influence on technology usage. The current project (2018-2019) investigated whether tweeting differences occurs amongst a post-Trump era where tweeting has gain political popularity.

26. Understanding African Americans’ Engagement in Heritage Communities
Kristen Black, University of Louisiana at Lafayette, Donaka Autry, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette

The purpose of this study is to understand how cultural heritage, particularly, racial identity influences students’ engagement in the community. Research in the past suggested that minorities tended to participate more in the community than the majority because they often feel that their heritage community needs them (Katz, 2014). Therefore, in this study, we ask two research questions, (1) do African American students and Caucasian students differ in their interests in community engagement, and if so, (2) does African American students’ community engagement relate to their perceived need to help people from their heritage? Participants were recruited through psychology participant pool. The final sample consisted of 426 participants. Among them, 110 were African Americans and 316 were Caucasians. There were 307 females and 105 males. Average age was 19.29. Results showed that the two racial groups (African Americans vs. Caucasians) were only different in their community engagement intention in cultural heritage groups. The two groups were not different in general community...
engagement. The results also indicated a positive correlation between African Americans’ general community engagement intention and their perceived need to help their culture. Implication on community engagement in heritage communities will be discussed.

27. Understanding Discrimination and Belief in An Unjust World Through Stigma Consciousness  
Nuha Alshabani, The University of Akron, Suzette Speight, The University of Akron

Justice beliefs, such as belief in a just world or belief in an unjust world, have been hypothesized to be related to psychological experiences (Liang & Borders, 2012). The role of these belief systems in the relationship between racial/ethnic discrimination and well-being is still unclear. This relationship was investigated among 107 Middle Eastern North African Americans (MENA). The role of stigma conscious on the relationship between justice beliefs and well-being was also assessed. Results revealed that stigma consciousness mediates a relationship between discrimination and positive affect. This mediation was conditional, such that at extremely high levels of belief in an unjust world experiences of discrimination do not increase stigma conscious which in turn no longer increases positive affect. Indicating the relationship between justice beliefs, racial/ethnic discrimination and well-being is more complicated than previously assessed. Implications for research and practice are presented.

9:30 AM – 10:45 AM

Symposium..........................East Coast

Growing Extremism and Prejudice in Societies, Groups, and Individuals Worldwide  
Chair: Winnifred Louis, University of Queensland

Talk 1: Inequality Enhances the Wish for a Strong Leader  
Jolanda Jetten, University of Queensland, Stefanie Sprong, University of Utrecht, Zhechen Wang, University of Queensland, Kim Peters, University of Queensland, Frank Mols, University of Queensland, Maykel Verkuyten, University of Utrecht

Societal inequality has been found to harm the mental and physical health of its members and undermine overall social cohesion. Here, we examine whether inequality also has socio-political consequences by examining whether inequality is associated with a wish for a strong leader. We examine this hypothesis in a cross-national study involving 28 countries from 5 continents (Study 1, N=6112), an Australian community sample (Study 2, N=515) and an experiment (Study 3, N=102). We find correlational (Studies 1 and 2) and experimental (Study 3) evidence for our prediction that higher inequality enhances the wish for a strong leader. We also find that this relationship is mediated by perceptions of anomie. This suggests that societal inequality enhances the perception that one's society is breaking down (anomie), and that a strong leader is needed to restore order (even when this leader is willing to challenge democratic values).

Talk 2: Working to Keep Social Contexts Friendly to Prejudice  
Christian Crandall, University of Kansas, Mark White II, University of Kansas, Jason Miller, University of Kansas

Despite the social consequences for publicly endorsing prejudiced speech, people who share prejudiced attitudes will come to the public defense of deeply objectionable speech. We will review two related research projects, one on the uses of the “free speech defense” to online racist speech, and one on the perception of “authenticity” as a characterization of racist/prejudiced speech of many kinds. These defenses can appear “principled,” but their effect is to preserve a social environment that allows the expression of prejudice speech. In the case of authenticity, the more positive spin preserves a world where prejudiced speech can be valued as a marker of honesty and integrity. For both research projects, we have highly replicated, large samples which make a strong case that people are not protecting their sense of self, but rather maintaining a social context in which it is difficult to suppress prejudice—these defenses make the world safe for racist speech.
Talk 3: Law-Breaking, Radical Intentions, and Support for Democracy After Failed Activism
Winnifred Louis, University of Queensland, Emma Thomas, Flinders University, Fathali Moghaddam, Georgetown University, Catherine Amiot, Université du Québec a Montreal

This talk describes the DIME model of collective action outcomes (disidentification, innovation, moralisation, and energisation). It reviews a program of research which in eight studies (N>1600) has manipulated or measured the success and failure of past conventional and radical political actions, and examined the impact upon subsequent intentions, support for democracy, law-breaking, and well-being. Across contexts (e.g., immigration, gun control, abortion, vegan, marriage equality) the data highlight both variable and consistent trajectories of radicalisation and de-radicalisation. The studies are discussed in relation to meta-analytic findings, and moderators (e.g., individual differences in self-esteem, dispositional optimism and BAS-Drive; opinion group identification as a supporter of the cause and political orientation).

Symposium

Making an Impact: Research and Advocacy In Grad School
Chair: Nuha Alshabani, The University of Akron

Talk 1: Conducting Social Justice Research with Community Agencies
Renee Mikorski, University of Tennessee, Knoxville, Keri Frantell, University of Tennessee, Knoxville

This panel presentation will discuss social justice-oriented research in collaboration with community agencies. Renee Mikorski is a 5th year doctoral candidate in Counseling Psychology at the University of Tennessee-Knoxville and is currently pairing with Planned Parenthood of Tennessee and North Mississippi in using research to advocate for comprehensive sex education in the state of Tennessee. Keri Frantell is also a 5th year doctoral candidate in Counseling Psychology at the University of Tennessee-Knoxville and is currently collaborating with the Tennessee Suicide Prevention Network, using research to improve access to mental health services in rural Appalachia. Using their own research as examples, the presenters will discuss successes and setbacks in working with the community as well as how to use research for advocacy work.

Talk 2: Doing Feminism in the Community, Lab, and on Stage
Jaclyn Siegel, Western University

In this session, Jaclyn Siegel, a 2nd year Ph.D. student in Social Psychology at Western University, draws from her own experiences of creating groups, events, and collaborations for feminist activism and advocacy by coordinating V-Day Western 2019, a two-week campaign featuring events hosted by various feminist organizations on her university’s campus and within the greater community. The proceeds from these events supported a local organization in Ontario that provides support services to survivors of gender-based violence. She discusses her motivations behind organizing V-Day Western, along with the rewards and challenges of coordinating the campaign. In particular, she discusses her own personal contribution to V-Day, directing and producing Eve Ensler’s iconic theatrical event and artistic uprising, The Vagina Monologues, with a cast of young feminist women at her university and within the community. Despite the effort and energy required to launch these groups and activities, ultimately, she stresses that doing so provides critical, affirming spaces for leadership, mentorship, advocacy, activism… and happiness!

Talk 3: Resources and Procedures for Facilitating YPAR
Katy Morgan, Vanderbilt University, Hanna Naum-Stoian, Vanderbilt University

Youth-led participatory action research (YPAR) is a research modality through which young people engage in critical inquiry, undertake collective action, and disrupt social inequity (Cammarota & Fine, 2008). This process provides opportunities for youth to be at the forefront of investigating and taking action against issues that directly impact their lives, which both empowers the youth involved and adds to the research literature by centering those with lived experience in relation to the research topic. This presentation offers resources to graduate students interested in facilitating youth-led participatory action research (YPAR) projects and similar applied, youth-focused methodologies. This includes making initial connections with youth development organizations, finding funding for projects, structuring a YPAR curriculum that prioritizes the autonomy
of youth-researchers, and teaching youth with no previous research experience to design, conduct, and analyze their own research. Throughout, this session asks participants to consider questions of power, praxis, and epistemology that are crucial to YPAR. Session attendees will leave with access a resource bank managed by and for graduate students researchers to help them imagine new opportunities to engage youth in addressing inequity.

**Talk 4: Filling the Science and Practice Gap: Refugee Integration in Germany**
Nadine Knab, University of Koblenz-Landau

The increase of worldwide forced migration lead to strongly polarized discussions across societies and presents new challenges not only for refugees themselves, but also for many members and institutions of the host countries’ society in general. While strategies to treat the newly arriving people in the most humanitarian way possible have to be developed, distrust and rejection from some host country members, ranging up to forms of blatant hostility, racism and violent attacks, needs to be addressed as well. In response to these issues, a group of German social psychologists established a Scientific Network for Social Psychology on Displacement and Integration. We see an urgent necessity that scholars and members of the general public alike bring forward and accumulate existing knowledge from psychology regarding issues surrounding refugees to inform and support practitioners in politics, members of the civil society, people actively working in the field of refugee integration and if necessary conduct additional research to use this work to assist policy makers in making decisions. In order to review and accumulate existing research, we already published a website featuring a range of materials (http://www.fachnetzflucht.de), including short articles giving answers to pressing practical questions relevant to refugee displacement and integration.

**Symposium..................................Bay**

**Mechanisms Underlying Stigmatization and Coping with Social Identity Threat**
Chair: Miriam Sarwana, Stony Brook University

**Talk 1: Criminal Stigma, Rejection Sensitivity, and Resilience During Reentry from Incarceration**
Geraldine Downey, Columbia University, Michael J. Naft, Columbia University, Jay Holder, Columbia University

The stigma attached to criminal status is a chronic source of discrimination and exclusion for millions of people in the United States who have criminal records. Criminal stigma poses a particularly severe threat to well-being during reentry, when people making the transition from prison to free society are often burdened by vulnerabilities associated with their incarceration. In this presentation, we describe a theoretical model and preliminary supportive evidence for key processes at multiple levels of the ecological system through which criminal stigma can impact people's lives during reentry. We argue that criminal stigma is principally animated during reentry as the recurring experience and pervasive threat of rejection in multiple valued domains, constructing stigmatized social conditions that are uniquely experienced by people who have been incarcerated. For this reason, we propose a specific rejection-expectation pathway to illuminate how people's defensively-motivated reactions to cues of interpersonal rejection-threat can have devastating consequences during reentry. In closing, drawing on insights from experiences of other marginalized social groups and preliminary evidence of sources of resilience in normatively valued identities, such as college student, we discuss potential pathways to changing these stigmatizing conditions in ways that enable social belonging in the world beyond the bars.

**Talk 2: The Mechanisms of Anticipatory Anger in Women’s Response to Sexism**
Miriam Sarwana, Stony Brook University, Bonita London, Stony Brook University, Christina Dyar, Northwestern University

While studies often focus on women’s reactions and coping following an experience of sexism, theories building on research in emotion and stress suggest that the consequences of sexism may be exacerbated by anticipatory affect activated in the presence of sexism cues. The Gender Rejection Sensitivity model posits that anticipatory anxiety in the presence of cues of sexism can activate a defensive motivational system in which anxious affect predicts avoidance-related coping to protect the self from threat. Findings demonstrate that women who experience anticipatory anxiety in response to sexism are more likely to feel alienated in and withdraw from domains where they are numerically underrepresented, doubt their abilities, and experience gender threat. Building on research in emotion, stress, and coping, we theorize that another critical anticipatory pathway in response to cues of sexism is through anticipatory anger. In the context of goal-directed behaviors, anger is associated with
approach-related coping through confrontation, engagement, and justice sensitivity. In three studies we test the predictive validity of anticipatory anxiety versus anger in response to cues of gender threat and demonstrate the consequences of each anticipatory affect for avoidance and approach related coping behaviors, academic engagement outcomes, mental health correlates, and gender-related social justice intentions.

**Talk 3: Making Mindsets Matter: Reducing Stereotype Threat and Increasing Student Engagement**
Catherine Good, Baruch College - City University of New York (CUNY)

I’m just not a math person! How many times have you heard this statement as an excuse for students’ low performance in math? But it conveys more than just an excuse...it also belies an underlying mindset about the nature of one’s math abilities and one’s feelings of the degree to which they feel like they fit in and belong to the domain. And as research has shown, how students think about themselves as learners...their mindsets...have important implications for their motivation, learning, engagement and performance, especially for groups who face negative stereotypes about their mathematics abilities. In this session, Dr. Good will share research on a variety of mindsets that shape students’ identities as learners and that can combat the negative impact of stereotype threat, not just on achievement, but also on learning. These mindsets include beliefs about the nature of math intelligence and feelings of academic belonging. Implications for educational interventions will also be discussed.

**Interactive Discussion . . . . . . . . . . . . . . Pacific A**

**Navigating Backlash towards Feminist and Anti-Racist Psychological Science and Pedagogy**
Leah Warner, Ramapo College of New Jersey, Asia Eaton, Florida International University, Jioni Lewis, University of Tennessee, Laura Ramsey, Bridgewater State University

Scholars who engage in feminist and anti-racist social science research have observed a growing backlash against our scholarship, particularly in the current U.S. national political context. Recently, this backlash has occurred within the field of psychology and has taken several forms, from hostile emails and social media smear campaigns to the recent widely publicized “hoax” in which fabricated journal articles were submitted to feminist and anti-racist academic journals in an attempt to discredit them. This panel will feature scholars who are active contributors to feminist and anti-racist science, including some who have navigated experiences with backlash. The panel will share experiences with being targeted and will focus on moderating a discussion on emergent and prearranged topics, including: 1) concerns about threats to scholars’ credibility, particularly as it affects career evaluation and advancement; 2) how to support each other as reviewers/editors, authors, and colleagues; 3) unique challenges for researchers from marginalized groups (people of color, women, LGBTQ); 4) how to transform this backlash into teachable moments in the classroom; and 5) actions that institutions should take to protect faculty. Throughout the discussion, panelists will contextualize this current trend within a history of challenging sociopolitical contexts for feminist and anti-racist science.
Interactive Discussion . . . . . . . . Pacific A

Table 2

Teaching Everyday Activism in Intro Psych
Leslie Berntsen, University of Southern California

As the field’s flagship course, Introduction to Psychology presents a number of unique opportunities and challenges. As instructors, we are faced with many competing demands: negotiating the breadth and depth of the curriculum, effectively teaching to students with diverse backgrounds, interests, and motivations, and serving as an ambassador for the discipline, among many others. As a result of these demands, it may appear daunting (if not impossible) to also address social issues, especially when attempting to adapt strategies or specific assignments from upper-level courses that allow more depth of coverage. In this interactive discussion, I will share tips and tricks for integrating social justice themes and concrete tips for everyday activism into introductory psychology without sacrificing (and perhaps even enhancing) the course’s original learning objectives and outcomes. Participants will be invited to share any strategies that have (or haven’t) worked for them and, as a group, we will collectively work together to brainstorm potential solutions. By integrating social justice content, instructors can bolster students’ topical knowledge while also empowering them to use what they learn inside the classroom to affect positive social change in their everyday lives—even if Intro Psych serves as their only exposure to the field.

Interactive Discussion . . . . . . . . Pacific A

Table 3

Workplace Harassment and Organizational Denial: Is Time Really Up?
Vernita Perkins, Omnigi.com, Shannia Coley, Boston University

Although Professor Anita Hill’s sexual harassment case exposed the politics around workplace harassment conditions almost 30 years prior to this newest sexual harassment movement, is time really up? The toxic structures of masculine dominance, white privilege, bullying, harassment, and profit over people still prevail in society, in business, and in family life. Despite the recent career terminations of many notable men, has enough been done to firmly declare time really is up? Or has the system of identifying sexual harassers merely exacerbated harassment and workplace bullying, by further challenging the reputations and psychological wellbeing of the women and men who have experienced and reported harassment? Organizations spend up to $7 million per sexual harassment case, which has redirected organizational leaders to focus on monetary displacement instead of focusing on improving organizational cultures with the implementation of zero tolerance policies and increasing organizational efforts to develop collaborative, meritocratic and servant-oriented cultures. Digital feminism identified the severity of these social injustices, and now application of quantitative and qualitative research is necessary to evidence solutions. Psychological research can take a greater role in helping business organizations and global government leadership assess, identify, educate, and develop improved organizational systems where prosocial behaviors are applied and rewarded.
15-Minute Presentations . . . . . . . West Coast

Pathways to Activism

Examining Key Moments of Psychological Change in Becoming an Activist
Laura Nesbitt, University of Exeter, Andrew Livingstone, University of Exeter

The present research addresses an important blindspot in the social psychology of collective activism: the extent to which the process of becoming involved in social movement activism is characterized by key, transformative moments of psychological change. The study involved narrative interviews with social activists who were asked to describe their lives and how they came to be involved in collective action. Thematic analysis produced three main themes: (1) the importance of specific, key moments in participants’ lives which were described as transforming the way in which they viewed a social issue; (2) the psychological impact of these key moments, including the need to re-evaluate their own beliefs and their understanding of their beliefs; and (3) the emergence of an action-orientated identity following the key moment(s), whereby participants described incorporating collective action and activism into their identity. The findings highlight that the path to activism may not always, or even typically, be a linear or gradual process. Rather, activists highlight transformative moments of change as being critical for understanding their own path to activism. This suggests the value of incorporating sharp, transformative moments or events into quantitative models of collective action which otherwise characterize collective action involvement as a linear process.

Intersectional Consciousness as a Tool for Social Change
Sahana Mukherjee, Gettysburg College, Adrian Villicana, University of Puget Sound

Psychological research suggests that viewing social inequity as in-group privilege (vs. out-group disadvantage) enhances dominant-group members’ support for social change. However, because perceiving in-group privilege can be threatening to self-image, this is frequently resisted. Across three studies (N = 495), we investigate how intersectional consciousness—recognition of low status in one dimension and high status in another—promote racism perceptions, White privilege, and support for anti-racist collective action. Results indicate that when White women reflect on their subordinate (gender) identity and the systemic inequity therein (vs. a control condition) they detect more racism and White privilege, and intend to engage in greater collective action. Reflecting on gender inequity does not impact outcomes for White men. Additionally, perceptions of systemic (but not isolated) racism, and acknowledgement of in-group privilege mediate effects on action. Overall, results indicate that consideration of systemic inequity in marginalized domain promotes perceptions of oppression, in-group privilege, and willingness to engage in action in another domain. Ongoing work (Study 4) considers intersectional (vs. singular) consciousness as a mediating mechanism and makes distinctions from other threat-alleviating factors (self-affirmation). We discuss the implications of an intersectional approach for reducing threat in acknowledgment of in-group privilege and support for collective action.

Rage Donations: Advocacy That Angers Can Promote Ally Collective Action
Cassandra Chapman, University of Queensland, Zahra Mirnajafi, University of Queensland, Winnifred Louis, University of Queensland, Barbara Masser, University of Queensland

As documented by the media, ‘rage donations’ seem to be made in response to public statements or policy directions that provoke outrage. Anger has rarely been tested as a motive for giving but is a known driver of collective action. I will present two experiments—in the contexts of debates about racial discrimination (N = 219) and abortion (N = 221)—that examine rage donations empirically for the first time. Applying the Social Identity Model of Collective Action (van Zomeren, Postmes, & Spears, 2008), we tested anger, efficacy, and identification as possible underlying mechanisms of the phenomenon. When exposed to advocacy that opposed their own views, participants experienced more anger. This, in turn, predicted their willingness to make cause-congruent donations, but not their giving behavior. Effects of efficacy were inconsistent, while
identification with perceived victim groups was consistently associated with giving responses but not consistently influenced by advocacy. Results suggest rage donations are an emerging form of ally collective action that can be provoked by opponent advocacy, at least under certain conditions. Implications for advocacy campaigns and social change movements will be discussed.

**Rebel with a Cause: Personal Significance from Political Activism Predicts Willingness to Self-Sacrifice**

Katarzyna Jasko, Jagiellonian University, Marta Szastok, Jagiellonian University, Joanna Grzymala-Mosczynska, Jagiellonian University, Marta Maj, Jagiellonian University

Given the social importance of social activism, it is critical to understand what motivates individuals to engage in actions for a political cause. Drawing on quest for significance theory (Kruglanski et al., 2017), we tested the hypothesis that the more important the goals and values of the cause are for the individuals, the more personally significant they will feel due to engagement in actions for a cause, and as a result, the greater their willingness to self-sacrifice in the future. We tested that hypothesis in six studies, which included activism for a radical left-wing party (n = 84), a pro-democratic social movement (n = 1409), feminist activists (n = 158, n = 258), environmental activists (n = 396), and activists for labor and healthcare rights (n = 156). The obtained results were in line with the hypothesized model. We discuss the implications of our findings for individuals who want to mobilize support for political movements.

**15-Minute Presentations . . . . . . . . . . . . . . . . . . . . . . . . . Embarcadero**

**Resisting Racism**

**Exploring the Content of Student-Recommended Anti-racism Resources**

Peter Leavitt, Dickinson College

Education is a vital part of efforts to reduce racism. While the utility of anti-racist education has considerable empirical support, research also highlights many obstacles to effective anti-racist education. For example, people are often reluctant to participate and people often respond to anti-racist efforts with defensiveness and anger. Another potential obstacle to effective anti-racist education that merits additional study is that educational resources are often mismatched with the cultural and intellectual preparation of the target audience. This mismatch may be especially apparent when non-experts attempt to educate others. To explore this mismatch, the present research asked college students (n=63) to recommend various anti-racism resources and these recommendations were analyzed qualitatively. Participants showed a tendency to recommend activities, materials, and internet search terms that return resources that are effortful to retrieve and consume (e.g., books that require purchase, academic resources), that may be difficult to comprehend (e.g., high word count, advanced reading level, assumption of background knowledge), and that demonstrate a potentially alienating left-leaning bias, any of which could limit the resources’ effectiveness. These findings are considered in light of social psychological research on prejudice reduction and persuasion with the goal of making non-expert anti-racist educational efforts more effective and far-reaching.

**Moving beyond Hashtag Activism: Teaching Racial Literacy through Social Media**

Vandna Bindra, North Carolina State University

This qualitative study used Critical Race Theory (CRT) as the framework for analyzing responses of social justice-oriented emerging adults to interview and focus group questions regarding their engagement with racial issues on social media as well as social media posts incorporating the hashtags #BlackLivesMatter and/or #AllLivesMatter. Components of racial literacy (Twine, 2010) and rhetorical strategies used to downplay racial views (Bonilla-Silva, 2002) were also used in data analysis. The goals of the study were: (1) to use the experiences of these emerging adults on social media to provide educators with tools to guide students in combating racism, particularly in terms of challenging colorblind perspectives; and (2) to present social media as a means of promoting racial literacy. Data analysis revealed the following themes: (1) the importance of providing students with a systemic framework for understanding how race operates in a white-dominated society; (2) guiding students in identifying when and how colorblindness is being used in social media posts and giving them tools to challenge it effectively; (3) incorporating racial literacy as well as discussions about race and racism in the curriculum; (4) students’ experiences with race-related incidents on social media affected their interactions with students of other races on campus.
Pro-White Implicit Bias Declined during the Black Lives Matter Movement
Jeremy Sawyer, CUNY Kingsborough Community College, Anup Gampa, University of Virginia

Lab-based interventions have been ineffective in changing individuals’ implicit racial attitudes for more than brief durations, and exposure to high-status Black exemplars like Obama has proven ineffective in shifting societal-level racial attitudes. Anti-racist social movements, however, offer a potential societal-level alternative for reducing racial bias. The Black Lives Matter (BLM) movement, for example, has collectively asserted that Black lives should have equal value to those of non-Blacks. To investigate potential effects of this movement on racial attitudes in the U.S., implicit and explicit attitudes were examined before and during BLM and its high points of struggle among 1,369,204 participants from 2009 to 2016. After controlling for shifts in participant demographics, overall implicit attitudes were less pro-White during BLM than pre-BLM, became increasingly less pro-White across BLM, and were less pro-White during most periods of high BLM struggle. Reductions in pro-White bias occurred across the political spectrum but were larger among liberal participants than conservatives. Considering changes in implicit attitudes by participant race, Whites became less implicitly pro-White during BLM, whereas Blacks showed little change. As for explicit attitudes, Whites became less pro-White and Blacks became less pro-Black during BLM, each moving toward an egalitarian “no preference” position.

The Beat of the Streets: Liberatory Practices in Rap Culture
Isaiah Noreiga, Point Park University

The state of rap in these current times are often perceived as negative and harmful to our youth. Due to the rise of rap as a popular and culturally resonate form of expression, rap is paradoxically both a site of pathology and eudaemonia. Herein lies the line, the division between race and culture, blackness and whiteness. This presentation will map out the ways in which rap embodies liberating practices to fend off the oppression and subjugation that they face in their communities. This presentation will end by hopefully reimagining the state of rap and its contributions, as well as, how its function as a liberatory practice can help us Rediscover a new humanism.

15-Minute Presentations . . . . . . . . . . . . . . . . . . . . . . . . . . . Pacific B

Sexual Harassment and Violence in Context

Group Dynamics in Rape Victim-Blaming
Andrea Miller, University of Illinois Urbana-Champaign

Rape victim blaming has serious consequences for survivors and for society, as it interferes with recovery, reduces the reporting of rape to officials, and reduces the likelihood of investigation and conviction. Virtually all of the existing psychological research on rape victim blaming examines individual decision-making processes, such as the roles of rape myth acceptance, just world beliefs, and varying case facts. However, decision-making in response to rape often occurs in group contexts,
including university investigatory committees, police departments, prosecutors’ offices, and juries. This project represents one of the first psychological studies to systematically examine the group dynamics underlying rape victim blaming, examining how patterns of persuasion and influence within these decision-making groups affect outcomes. Participants in this study watched edited video footage of a real rape trial and then participated in mock jury deliberations. I examined the effects of group-level factors such as ideological diversity, gender diversity, racial diversity, diversity in moral attributions, group size, and persuasion effects between group members. Using a combination of survey measures and rich video data of the deliberations, I find that victim blaming, decision outcomes, and discussion quality are influenced by these group-level characteristics.

**Not Man Enough: Sexual Harassment of Active Duty Members**  
Allura Casanova, University of Michigan, Lilia Cortina, University of Michigan

The current study investigates men’s experiences of sexual harassment and how two specific factors (military masculinity and barriers to help seeking) central to men’s gender socialization impact psychological outcomes of depression. I examine these two factors to explore how a crucial part of military masculinity (coworker cohesion) can create a hostile environment that increases barriers to seeking help after experiencing sexual harassment. This study explored the relationship between men’s experience of sexual harassment and perceived coworker cohesion using the Workplace and Gender Relations Survey of Active Duty Members 2010 data on sexual assault prevention. Data from 13,629 active duty men were analyzed to investigate whether coworker cohesion mediated the relationship between sexual harassment and depression, and if barriers to help seeking further moderated this relationship. Results show that when men experienced gender harassment, coworker cohesion partially mediated the relationship, leading to higher depression rates. Additionally, barriers to help seeking positively moderated the relationship between sexual harassment and depression. These results suggest that the masculine nature of the military, combined with the stigma men face when seeking help can lead to higher levels of detrimental psychological outcomes for men who experience sexual harassment.

**Personal Safety Anxiety and the Threat of Sexual Objectification**  
Jaclyn Siegel, Western University, Rachel Calogero, Western University

Given the pervasive and uncontrollable nature of sexually objectifying experiences, Objectification Theory (OT) posits that women experience a hyperawareness and anxiety about personal safety alongside concerns about appearance, a proposition that has yet to be directly assessed (Fredrickson & Roberts, 1997). We tested the idea that personal safety anxiety is a subjective experience that occurs for women in relation to sexual objectification and operates as a mediating mechanism between sexual objectification and mental health outcomes. Across five studies and 1280 participants, we validated a new measure of personal safety anxiety and vigilance, demonstrating its factor structure, internal consistency, and validity (construct, criterion-related, and incremental). In a comprehensive test of the OT model, we found a direct positive effect of sexual objectification on personal safety anxiety, which connected sexual objectification to self-objectification and the subjective and mental health outcomes proposed in OT. We also observed a robust pattern for women, but not men, whereby personal safety anxiety was manifest alongside experiences of sexual and self-objectification, and it predicted more fear of rape, perceived likelihood of rape, and restrictions on voluntary movement. Collectively, these findings support the idea that sexual objectification constitutes an environmental threat that disrupts multiple facets of women’s lives.

**15-Minute Presentations**  
Porthole

**Working for Social Justice: Allies and Bystanders**  
Kevin Goodman, University of Massachusetts Amherst, Michael Woodford, Wilfred Laurier University

Little is known about sexual minority student bystanders in LGBT harassment. While bias-based bystander research almost exclusively focuses on outgroups supporting targeted minorities, sexual minorities are diverse and more likely to witness harassment. Research suggests that peer familiarity context in schools is crucial; a meta-analysis of general bystander research found that presence of strangers contributes to inaction. A previous study found heterosexuals’ intentions only increased when they knew the victim. Here, data were extracted from a study investigating campus climate at a large public university. Using hypothetical vignettes, this study examined the influence of demographics, self-esteem LGBT attitudes and friendships,
social justice and LGBT coursework, LGBT campus climate perceptions, and victimization experiences on sexual minorities’ likelihood to intervene in four peer-familiarity contexts. Across all contexts, LGBT connectiveness (LGBT friendships, affirmative attitudes, sexual orientation “outness”) positively predicted intention to intervene. Social justice education was positively associated with intentions to intervene where there was familiarity. In contrast to heterosexuals’ reduced intentions (Dessel, Goodman, Woodford, 2016), when knowing everyone present positive perceptions of LGBT climate campus was associated with intentions to intervene. These findings provide further support for the need for welcoming campus climate and campus resources that support community-building for LGBT students.

Creating Community Social Change: Examining College Sexual Assault Prevention Efforts
Mercedes Anderson, Arizona State University

Epidemiological statistics indicate 1 in 5 women, 1 in 16 men, and 1 in 4 TGQN students will experience a form of sexual assault on during their time in college. In recent years, there has been increased attention on campus sexual assault prevention efforts to address the multifaceted issues around this social problem, mirroring activism movements like #metoo and #TimesUp. This presentation will take a social ecological approach to address the public health issue of sexual violence on college campuses, through a focus on innovative community engagement strategies. The purpose of this presentation is to quickly review the effectiveness of an eight-hour peer support training program (The Sun Devil Support Network (SDSN) and a six-week multi-session education training (Sexual Violence Leadership Program) at a large southwestern university – in increasing sexual violence prevention knowledge, decreasing rape-supportive beliefs, and increasing bystander behavioral intent. A review of results will highlight the benefits of debunking sexual assault myths, addressing the effects of victim blaming attitudes, and engaging students in community action planning. Future directions of this research will inform audience members on how utilize these approaches within their campus communities and key mistakes to avoid during program implementation.

From Awareness to Action: A Model for Meaningful Allyship
Laura Ruth Parker, University of Houston-Downtown, Evelyn R. Carter, University of California, Los Angeles

Allies are necessary partners in the fight against interpersonal and institutional bias. Allies are advantaged group members who join disadvantaged group members in solidarity to fight for social equality (Drury & Kaiser, 2014). Allies can effectively combat bias. For example, confrontations of prejudice from advantaged group members are more persuasive than those from targets (Rasinski & Czopp, 2010). However, not all ally behaviors are equally effective at addressing inequality (e.g., virtue signaling actions). Integrating prior social psychological research, we outline five pillars of effective allyship. First, people must value equality before they can become effective allies. Second, effective allyship is an unending process of education and growth that can sometimes be uncomfortable. Allies should become comfortable with potential discomfort. Third, allies must recognize and combat both subtle bias as well as their own privilege. Fourth, allies must take action against bias, including risky actions that harness their privilege for the benefit of others. Finally, allies must be willing to receive feedback on their actions in order to grow. This framework may then serve as a foundation for the study of effective allyship and ally development across different domains.

Perceptions of Allies in Identity-Based Movements
Jun Won Park, Yale University, Michael Kraus, Yale University

The presence of allies in identity-based social movements is ubiquitous, but the impression that these allies have on beneficiary activists is unclear. To document how allies are viewed in these movements, we surveyed 143 activists and measured their perceptions of allies on dimensions of dependability (e.g., commitment) and influence (e.g., status). On average, activists rated allies as being significantly less dependable and influential than beneficiary activists, and they wanted allies to be significantly more dependable but not any more influential. Regression analyses complemented this pair of findings: Higher dependability ratings and lower influence ratings significantly predicted positive attitudes toward allies. In a follow-up experiment with an online sample of liberal women and non-binary individuals, we found evidence for the causal effects of dependability and influence on participants’ attitudes toward male allies in the feminist movement. Unexpectedly, the effects were moderated by the participant’s race: for White participants, male allies with high influence were liked less than male allies with low influence regardless of their dependability; however, for participants of color, male allies were not penalized for having high influence if they were also highly dependable. These results provide insight into some of the interpersonal dynamics that underlie contemporary social activism.
11:00 AM - 12:15 PM

Symposium.......................Pacific CD

Application of Intersectionality to Social Change

Chairs: Harmony Reppond, University of Michigan-Dearborn, Angela Bahns, Wellesley College, Amy E. Heberle, Clark University
Sponsored by the Early Career Scholars Committee

Talk 1: Intersectionality in the Workplace: “Code Switching” as a Coping Strategy
Danielle D. Dickens, Spelman College, Veronica Womack, Northwestern University, Treshae Dimes, Adler University

Black women who are tokenized in the workplace experience race and gender-based discrimination and thus, may shift their identities to mitigate the negative outcomes associated with discrimination. Identity shifting, an anticipatory coping strategy, is the conscious or unconscious process of shifting one’s language (code switching), and/or cultural behaviors to fit in or to accommodate others. Adopting an intersectional framework, our research examines three identity shifting theories – identity negotiation theory, cultural contract paradigm, and phenomenological variant of ecological systems theory, summarizing the tenets of these models and highlighting the ways in which intersecting identities can shape Black women's experiences in the workplace. Building upon previous research, we offer recommendations for the development of identity shifting theories that integrate how the intersection of multiple identities, respectability politics, tokenism, and racialized gendered socialization can influence motivations and pressures to engage in identity shifting in the workplace. Finally, we will share recommendations for how managers and co-workers can foster an inclusive workplace environment for individuals with multiple stigmatized identities. This research sheds light on the importance of developing an intersectional framework for understanding how tokenized Black women navigate the workplace.

Talk 2: Structural Intersectionality and LGBTQ Youth: A Person-Centered Approach
Patrick R. Grzanka, The University of Tennessee, Ryan Watson, University of Connecticut, Elliot Spengler, The University of Tennessee

Despite intersectionality’s popularity as a framework for conceptualizing multiple social identities, less attention has been paid in psychological research to the structural dimensions of intersectionality that were central to the original formulation of the concept (Grzanka, 2018). Crenshaw (1991) defined “structural intersectionality” as the infrastructure of systemic inequalities that makes members of multiply marginalized groups particularly vulnerable to discrimination and violence. In contrast to a focus on multiple identities that risks reducing intersectional dynamics to interaction terms (Goff & Kahn, 2013), the present study attempts to operationalize and assess structural intersectionality among LGBTQ youth. Through a partnership with the Human Rights Campaign, a large (N=17,112), diverse sample of LGBTQ youth was collected in 2017. Using a “person-centered” statistical approach (latent profile analysis) (Grzanka, 2016), we explore how LGBTQ youth experience diverse forms of rejection, violence, and discrimination that vary across dimensions of difference, including race, gender, and sexuality. Our project seeks to contribute to how scholars, activists, and policy makers conceptualize harm at the intersections of systems of inequality, such as racism and heterosexism, where marginalized individuals may experience exclusion in groups (e.g., racial ingroup, family) and spaces (e.g., school, church) that might otherwise serve as protective resources.

Talk 3: Multiply Belonging: Biracial Identity Flexibility and Denial Experiences
Sarah E. Gaither, Duke University

To date, research has primarily used singular-identity frameworks in addition to either/or thinking about race, which has largely excluded the rising biracial demographic from research findings to date. Although research regarding biracial individuals is still limited, we know that biracial people face unique experiences navigating social situations since they have multiple racial groups with which to identify. Some work suggests that because of their ability to maneuver among their multiple racial identities, biracial individuals adopt flexible cognitive strategies in dealing with their social environments—a
benefit to having multiple racial identities. However, other research shows that biracial individuals report higher levels of social exclusion and experiences of identity denial than any other racial group resulting in increased levels of various negative mental health outcomes. Here, I will briefly review current research which includes biracial participants to examine the behavioral, psychological, and societal-level outcomes linked to having a flexible racial identity. Needed considerations for making psychological and health research inclusive and representative will be discussed.

Talk 4: Children’s and Adolescents’ Intergroup Attitudes at the Intersections
Negin Ghavami, Loyola Marymount University

Never have America’s young people been more culturally diverse (Johnson, et al., 2014). This shift in the demographics is reflected in our nation's schools, especially those in urban contexts, where the student body is diverse not only based on race/ethnicity but also based on the relative representation of each group. In my work, I draw on an intersectional framework to challenge the existing social-developmental psychological paradigms originally developed to understand a single identity such as race/ethnicity to move us toward accounting for not only multiple identities but also the systems of power, privilege and oppression that give meaning and significance to them and shape intergroup dynamics. To illustrate, I focus on ethnically diverse elementary school children and show that irrespective of peers’ race/ethnicity, peers’ gender and gender typicality drive children’s intersectional bias. In a different line work, I demonstrate that racial/ethnic diversity of the school affects middle school students’ intersectional stereotypes, prejudice and discrimination based on race/ethnicity, gender and sexual orientation and changes the meaning of minority and majority statuses for these youth. My work offers novel insights into intergroup dynamics at the intersections of development, context and identities and sheds new light on theories and research of intergroup relations.

Symposium: New Perspectives on the Study of Collective Action
West Coast

Talk 1: Acting in Solidarity: Social Psychological Challenges for Advantaged Group “Allies”
Stephen Wright, Simon Fraser University, Lisa Droogendyk, Sheridan College, Micah Lubensky, University of California, San Francisco, Winnifred Louis, University of Queensland

There is little doubt that the involvement of advantaged group activists (sometimes called “allies”) in efforts for positive social change is laudable, and their involvement is likely to increases the chances that a movement will meet at least some of its goals. However, we propose that it is also important to consider critically potential challenges and downsides of their participation. In this talk, we focus first on concerns that cross-group contact can reduce the collective action intentions of disadvantaged group members, and summarize some of our work on supportive contact. These studies show that advantaged group allies need to be consistent in condemning intergroup inequality and communicating support for social change. Next, based broadly on theorizing on intergroup helping and opinion-based groups, we suggest that in order to avoid potential pitfalls associated with their efforts to support social change, advantaged group activists must recognize and be mindful of their own privilege, offer autonomy-oriented support, and resist the urge to enhance their own feelings of inclusion by co-opting relevant activist social identities.

Talk 2: Own- and Cross-Group Collective Action Addressing Police Use of Force
Jaboa Lake, Portland State University, Kimberly Barsamian Kahn, Portland State University

Increases in awareness of racial discrimination in policing have spurred collective action responses, both within and across groups. Two studies examine support for and engagement with own- and cross-group social movements in response to police use-of-force. Students at an urban university completed a survey (Study 1; N=539) assessing attitudes towards the armament of campus police officers, attitudes towards police, and support for and participation in racial justice efforts. Results demonstrate racial group differences in 1) overall support for and participation in protests, 2) predictive social psychological factors, and 3) the relationships between predictive factors and levels of engagement. Community members in a city in the
US Pacific Northwest completed an experimental survey (Study 2; N=405) on police use-of-force at the intersections of race (Black, Latino, White) and mental illness (history, no history). Results show how race and mental illness status of a receiver of police use-of-force differently influence attitudes towards perceived racial common fate and intraminority collective action. Implications from these studies highlight factors that contribute to support for intraminority support for collective action and coalition building both similarly and differently for various racial minority groups.

Talk 3: (Mis-)Perceptions of Societal Norms: How Do They Affect Collective Action?
Leïla Eisner, University of Lausanne, Tabea Hässler, University of Zurich, Felicity Turner-Zwinkels, Tilburg University, Richard Settersten, Oregon State University

In many Western countries sexual minorities have achieved greater acceptance during the last years. However, it remains unclear whether these opinion changes are reflected in changes in people’s perceptions of societal norms (i.e., what most people approve/disapprove of). Indeed, in times of rapid social change, people’s perceptions of societal norms often lag behind opinions resulting in a mismatch between perceptions actual opinions. Hence, we expected that perceptions towards same-sex issues would be more negative than actual opinions. In addition, it remains unclear whether these misperceptions encourage or discourage LGBTIQ* supporters’ engagement in collective action. Study 1 investigates perceived societal norms towards same-sex marriage/parenting using a representative sample of Swiss citizen (N=830). While the majority of participants perceived societal norms to be of disapproval of same-sex marriage/parenting, only a minority of people actually disapproved of them. Using a university sample, Study 2 (N=332) explored the impact of (negative) norm perceptions on collective action intentions. We found that negative perceptions of societal norms have mixed impacts on collective action intentions. While negative societal norms encouraged collective action, we also found a negative indirect effect: negative societal norms decreased anger about the current legal situation, which, in turn, reduced collective action intention.

Talk 4: Multinational Study on Intergroup Contact and Support for Social Change
Tabea Hässler, University of Zurich, Johannes Ullrich, University of Zurich, Michelle Bernardino, Daniel Valdenegro, Nurit Shnabel, Colette Van Laar, Roberto González, Emilio Paolo Visintin, Ruth Dittrmann, Linda R. Tropp, Simone Sebben, Dominic Abrams, Adrienne Pereira, Jorina von Zimmermann, Stephen Wright, Anna Lisa Aydin, Andreas Glenz, Hana Oberpfalzerova, Nóra Anna Lantos, Michal Bilewicz, Olga Kузawinska, Sabine Otten, Mario Sainz, Hema Selvanathan, Marija Brankovic, Pelin Gul, Anna Kende, Edona Maloku, Masi Noor, Michael Pasek, Iris Žeželj, Roberto Baiocco, Orly Bareket, Dinka Corkalo Birusi, Jonathan Cook, Maneena Dawood, Lisa Droogendyk, Angélica Herrera Loyo, Margareta Jelic, Kaltrina Kelmendi, Luiza Mugnol Ugarte, Evgeny Osin, Jessica Pistella

Affiliations: 1 University of Zurich, Switzerland; 2 Pontificia Universidad Católica de Chile; 3 Tel-Aviv University, Israel; 4 University of Leuven, Belgium; 5 University of Lausanne, Switzerland; 6 Berlin Social Science Center, Germany; 7 University of Massachusetts Amherst, USA; 8 University of Kent, United Kingdom; 9 University College London, United Kingdom; 10 Simon Fraser University, Canada; 11 Goethe University, Frankfurt, Germany; 12 Charles University, Prague, Czech; 13 Eötvös Loránd University, Budapest, Hungary; 14 University of Warsaw, Poland; 15 University of Groningen, Netherlands; 16 University of Granada, Spain; 17 Singidunum University, Serbia; 18 Rochester Institute of Technology in Kosovo, Kosovo; 19 Keele University, United Kingdom; 20 The New York School for Social Research; 21 ARTIS International Scottsdale; 22 University of Belgrade, Serbia; 23 Sapienza University of Rome, Italy; 24 University of Zagreb, Croatia; 25 The Pennsylvania State University, USA; 26 Columbia University in the City of New York, USA; 27 Sheridan College, Canada; 28 ETH Zurich, Switzerland; 29 D’OR Institute for Research and Education, Brazil; 30 National Research University Higher School of Economics, Russia.

Using a wide net of measures and applying specification curve analysis, this study surveyed participants from 23 countries (N = 10,977) in the context of ethnicity and sexual orientation/gender identity. We found support for the preregistered hypotheses that intergroup contact is associated with more support for social change among advantaged group, but with less support for social change among disadvantaged groups. However, we found that the size and even the direction of the effect varied substantially depending on the measures of contact and support for social change. In addition, satisfaction of need for empowerment was positively associated with support for social change among disadvantaged groups. Thus, this study supports the balanced view that despite its demobilizing effects, contact might facilitate social change through increasing willingness to work in solidarity among both groups. However, if the aim is to encourage a wider range of behaviors to promote and support social change among disadvantaged groups, it seems essential that the contact is not just pleasant but addresses structural
inequalities and group-specific needs. Moreover, application of specification curve analysis in this large and heterogenous sample allowed us to detect systematic patterns which establish a more complete understanding of societal phenomena.

Symposium..................East Coast

Social Psychology in the Service of Therapeutic Jurisprudence: Fighting Injustice
Chair: Richard Wiener, University of Nebraska/Lincoln

Talk 1: Public Perception of Sex Trafficked Women: Victims or Prostitutes?
Richard Wiener, University of Nebraska/Lincoln, Megan Berry, University of Nebraska/Lincoln, Julie Wertheimer, University of Nebraska/Lincoln, Jasmine Martinez, University of Nebraska/Lincoln, Taylor Petty, University of Nebraska/Lincoln

Sex trafficking is difficult to uncover and even more difficult to prosecute in part because the law often views sufferers as prostitutes rather than victims. Without victim testimony, it is difficult, if not impossible, to prosecute the panderers who perpetuate the coerced commercial sex trade. A victim centered approach, which offers services to women to reclaim their broken lives makes them allies of law enforcement to bring the traffickers to justice. The current research presented a vignette based on a sex trafficking case, United States v. Bell (2014), to a national sample and measured judgements of trafficker guilt, victim coercion, and whether law enforcement should charge the woman for prostitution. Even though people assigned high culpability to the trafficker, those who viewed sex workers as low in competence and warmth, following Cuddy and Fiske’s stereotype content model were more likely to recommend that police arrest the women for prostitution, as were those who read about a woman who came from a unstable, working class background, especially if she had engaged in prostitution after the incident. The presentation ends with a discussion of the importance of these findings for the trafficking law, police discretion and the ability to successfully prosecute traffickers.

Talk 2: Public Perceptions of Sex-offenders: Disgust, Anger, and Emotion Regulation
Samantha Wiener, University of Nebraska/Lincoln

While some argue that the proliferation of sex offender registries protects the public, others maintain that they prevent successful rehabilitation. In either case it is the public’s fear of sex offenders that fuels the legislative momentum behind these registries. Prior research shows that sex-offenders are less likely to recidivate compared to other criminal offenders, but other studies have shown that individuals overestimate the recidivism risk of registered sex-offenders (RSOs) (Levenson et al., 2007). The current research assessed the roles that disgust and anger play in the public’s overestimation of RSO risk. Participants viewed one of three vignettes that manipulated emotion (anger, disgust, or a control), and then estimated the probability that an offender would reoffend. All participants reviewed the same five sexual crimes and five nonsexual crimes. Those in the disgust and anger conditions predicted larger gaps between RSO and nonsexual offender risk rates and gave overall higher estimates of RSO recidivism than those in the control condition. Furthermore, participants who reported the use of cognitive reappraisal assigned lower risk than those who relied upon expressive suppression techniques. The paper ends with a discussion of the importance of understanding public attitudes towards RSOs and widespread support for community notification policies.

Talk 3: Tempering the Punitive Impulse: Emotion Regulation and Criminal Punishment Decisions
Trace Vardsveen, University of Nebraska/Lincoln

Many argue that the criminal justice system in the United States is overly punitive especially toward people of color. Contributing to this problem is the fact that retributive rather than consequentialist concerns (e.g., the magnitude of a crime’s harm vs. the likelihood of detecting that crime) drive punishment decisions. Past research has shown that condemning emotions (e.g., anger, disgust, and contempt) and judgments of moral outrage mediate the effect of retributive factors on punishment decisions. Furthermore, emotion regulation research has demonstrated that reappraisal strategies can effectively down-regulate the impact of condemning emotions. The current project combined these research areas to answer the question
of whether reappraisal strategies could dampen condemning affect and temper people's punitive impulses. We randomly assigned participants to read an excerpt from an ostensible academic article describing how condemning affect is either harmful or helpful to decision-making, or to a control excerpt (emotion regulation conditions). Then, participants were randomly assigned to read a scenario about a clerk who stole either a small or large amount of money from his employer (retributive factor), whom was either likely or unlikely to detect the theft (deterrence factor). Results are discussed in terms of potential injustices in assigning criminal penalties.

**Talk 4: Arbitration Clauses: Comprehension, Informed Consent and Equity**
Ryan Thompson, University of Nebraska/Lincoln

Binding arbitration is a form of alternative dispute resolution that seeks to simplify litigation by substituting an independent arbitrator in place of a judge or jury. Generally, the arbitrator's decisions are final with no avenue for appeal. Proponents of binding arbitration argue it is a fast and efficient, while opponents opine it privatizes legal relief in a way that unfairly burdens plaintiffs. Arbitration is subject to little judicial oversight following the United States Supreme Court decisions in AT&T Mobility LLC v. Concepcion 131 S. Ct. 1740 (2011) and American Express v. Italian Colors Restaurant, 133 S. Ct. 2304 (2013). Binding arbitration is most likely to adversely impact people without adequate resources, who are nonetheless obligated to responsibilities that they agree to in incomprehensible contracts in which they are forced to waive their basic rights. The present research examined comprehension of arbitration clauses by having undergraduate student participants read one of twelve randomly assigned arbitration clauses and then answer a series of multiple-choice questions identical across conditions. Results showed that the vast majority of the participants performed very poorly on basic comprehension questions and generally misunderstood the ramifications of arbitration clauses. Future avenues of research and policy implications will be discussed.

**Symposium**

**Toward a Class Inclusive Psychology**
Chair: Heather Bullock, University of California, Santa Cruz

**Talk 1: Illuminating the Role of Economic Abuse in Women's Experiences of Poverty and Homelessness**
Shirley Truong, University of California, Santa Cruz, Melina Singh, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz, Harmony Reppond, University of Michigan, Dearborn

Although domestic violence is recognized as a key correlate of women's poverty and homelessness, economic abuse, a distinct facet of abusive relationships, is frequently overlooked (Browne, Salomon, & Bassuk, 1997; Family and Youth Services Bureau, 2016). Economic abuse takes many forms including coerced debt, evasion of shared expenses, and interference with employment. Common consequences include lost wages, terminated benefits, bankruptcy, and eviction (McLean & Gonzalez, 2017; Moe & Bell, 2004). In this presentation, we draw on interviews from two studies with mothers who were currently or recently unhoused to illuminate the significant impact of economic abuse on women's homelessness. Economic abuse emerged as a common pathway to homelessness, with women describing partners who failed to pay their share of rent or utilities, withheld child support payments, damaged property, and neglected children's medical care. In assuming sole financial responsibility for their families, mothers accrued unpayable debt, further damaged their credit, and experienced heightened housing insecurity. Ultimately, economic abuse exacerbated financial precarity and made leaving abusive partners more difficult. We discuss the need for increased research and advocacy related to women's economic marginalization, calling for greater attention to economic abuse in conceptualizations of violence.
Talk 2: Practical Applications: Designing mHealth Research and Products for Greater Inclusion
Beth Jaworski, California Department of Public Health - Office of AIDS, Jason Owen, National Center for PTSD - Dissemination & Training Division, Katherine Taylor, Kaiser Permanente

PTSD is a serious public health concern and also a matter of social justice, as women, veterans, first responders and people living in urban communities with high levels of violence are disproportionately impacted. mHealth shows promise as a scalable, feasible, and efficacious way to reach individuals experiencing PTSD (Miner et al., 2016). In the current study, we explored mood and PTSD by combining research design with mobile device capabilities. Participants used the Aware Study app for eligibility, consent, and study task completion. During Phase I (n = 407), we found that the majority of participants were between the ages of 18 and 34 (75.4%), had household incomes of less than $49,999 (n = 51.1%), and had not obtained a higher education degree (56.5%). Participants reported experiencing traumatic events such as car accidents, natural disasters, and sexual assaults, and nearly half of the sample (n = 180, 46%) reported symptoms of posttraumatic stress that exceeded the clinical cut-point on the PCL-5. Engagement levels were also high, with participants averaging nearly five minutes in the app on days it was used. mHealth as a tool for democratizing research participation and the need for social justice-informed mHealth tools are discussed.

Talk 3: Service-Learning Experiences as Catalysts for Critical Class Consciousness
Emily Hentschke, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz

In our highly segregated society, service learning and volunteer experiences stand out as sites that encourage cross-class interaction and critical reflection. When effective, cross-class interactions in volunteer settings can promote structural understandings of poverty, reduce classist stereotypes, and decrease prejudice (Dass-Brailsford, Thomley, & de Mendoza, 2011; Nenga, 2011; Ridge & Montoya, 2013). Gaining a deeper understanding of the experiences and interactions that volunteers, themselves, identify as integral to their perceptions of social class is essential. We present findings from interviews with 16 service-learning students about their post-volunteer reflections regarding poverty, homelessness, and class privilege. Our socioeconomically diverse participants had completed at least 30 hours working with people experiencing homelessness and had received some education about class-based disparities via service learning or other university courses. Three primary factors emerged as fostering class consciousness and critical reflection: (1) counter-stereotypic interactions with people experiencing homelessness; (2) realizations that brought material and lived experiences of homelessness to the forefront; and (3) participants’ recognition of their own positionality and the relativity of privilege. Implications for interclass and intraclass relations are discussed.

Interactive Discussion .................. Harborside

(Table 1)

Leveraging Psychology to Address Sexual Harassment in Academic Settings
Sarah Mancoll, SPSSI, Abigail Stewart, University of Michigan, Ann Arbor, Stephanie Goodwin, Wright State University, Lilía Cortina, University of Michigan, Ann Arbor

In June of 2018, the National Academies released a report entitled “Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine.” The report concluded that current approaches have not led to a decline in sexual harassment (including gender harassment, unwanted sexual attention, and sexual coercion), and that in order to truly prevent sexual harassment, academic institutions need to go beyond legal compliance and promote a change in culture. In this interactive discussion, we will: 1) Recognize the role that psychology (like all other fields) has played in producing some of the perpetrators; 2) Explore the intellectual resources produced by psychology that may help in addressing the problem of sexual harassment; and 3) Consider how psychology can leverage those intellectual resources (e.g., social psychological, organizational, and related theories/research) to promote individuals’ awareness of strategies (including bystander intervention strategies) that can effectively address biased/uncivil/harassing behaviors, promote norm change, and create more inclusive workplace climates. The discussion will also include an examination of the challenges to addressing sexual harassment in academic and research settings, where power is highly concentrated and people who report sexual harassment may be putting themselves at particular risk professionally.
Interactive Discussion . . . . . . . . . . . . Harborside

(Table 2)

Positioning Psychologists to Promote Inclusion and Structural Change in Higher-Ed
Carolyn Weisz, University of Puget Sound, Kathryn Oleson, Reed College, Michelle Nario-Redmond, Hiram College, Delia Saenz, Bennington College, Brooke Vick, Muhlenberg College

In times of significant change within colleges and universities, psychologists positioned among those engaged in teaching, scholarship, administration, and institutional strategic planning can share expertise, promote inclusive practices, monitor group dynamics, and reduce the influence of implicit biases in our institutions. This interactive discussion will be facilitated by five psychologists whose careers have included traditional faculty roles as well as administrative positions and co-curricular efforts to create institutional change. Facilitators will share examples and challenges that, collectively, involve pedagogy research, curriculum development, faculty recruitment and hiring, cross-disciplinary and community-based projects, institutional assessment, and strategic planning. We will discuss re-envisioning the content and delivery of curricula to equip students with skills needed to address injustice; critically evaluating and shaping policies to further equity and inclusion; using extra-departmental spaces such as teaching and learning centers and national conferences to share expertise and promote action; and overcoming resistance through intergroup dialogue and activism. We envision a dynamic conversation with participants about opportunities and strategies for using our social scientific expertise to shift the landscape of higher education to better educate a multicultural student body and equip ourselves and our students with tools to fight injustice in our institutions and society.

Interactive Discussion . . . . . . . . . . . . Harborside

(Table 3)

Promoting Positive Ethnic-Racial Socialization in Schools and Families: Key Considerations
Jon Watford, New York University, Myles Durkee, University of Michigan, Leoandra Onnie Rogers, Northwestern University, Christy Byrd, North Carolina State University, Diane Hughes, New York University, Velma McBride Murry, Vanderbilt University

Ethnic-racial socialization (ERS) is the process of communicating messages to youth about the meaning of race and racism (Hughes, Watford, & Del Toro, 2016). ERS has been consistently linked to multiple dimensions of youths’ positive development (Hughes et al., 2006; Priest et al., 2014). In families, parents’ messages to their children about the meaning of race and how to navigate racism have been shown to influence children’s psychosocial and academic outcomes (Hughes et al., 2006; Umaña-Taylor et al., 2014). In schools, students’ perceptions of the communicated ERS messages and the race-relevant interpersonal interactions affect students’ engagement, sense of belongingness, and more (Aldana & Byrd, 2015; Byrd, 2017; Byrd & Chavous, 2011). As such, several social scientists have designed school- and family-based interventions to encourage the communication of positive messages about ethnicity and race to youth (e.g. Umaña-Taylor & Douglass, 2017). This interactive discussion brings together expert scholars to identify the key features of programs, policies, and practices that promote positive ERS and ethnic-racial identity development among youth living in a diverse society. These scholars will also discuss the unique challenges of designing programs and interventions that are appropriate for youth at understudied intersections of ethnicity-race, gender, and class.
Interactive Discussion Harborside

(Redefining Disorder: Giving Strong-Minded People a Seat at the Table)

Raul Munoz, Independent

For far too long, people with a known developmental or psychological “disorder”, including those who have reached tremendous success, get marginalized by the very systems meant to help them. In his role as a self-advocate and educator, the author believes that a societal shift needs to happen in how this population is viewed. In this proposal, the author highlights two specific cases of people who are born different yet emerge as strong leaders with strong minds. Such examples serve as a combat tool to fight back against prejudices on this amazing population and see their differences as strengths, paving the way for new and vibrant leadership. Along the way, the author also aims to lead a respectful discussion on how professionals in the psychology field can work to provide this population a seat at the table of important decision-making, as opposed to having their lives be dictated by labels with disempowering and ableist descriptions. In a time of political distress and uncertainty, especially for this historically marginalized population, this is needed now more than ever. The author is confident that the psychology field can be the top pioneer of leading that change.

Interactive Discussion . . . . . . . . . . . . . . . Harborside

(Using Trauma-Informed Strategies to Best Serve Marginalized Populations in Healthcare, Research, and Educational Contexts)

Claire Burgess, VA Boston Healthcare System; Harvard Medical School; Abigail Batchelder, Massachusetts General Hospital; Harvard Medical School; Fenway Health, Amber Garcia, The College of Wooster

This interactive discussion features three speakers who will discuss using trauma-informed strategies to meet the needs of populations with intersecting marginalized identities in three settings: healthcare, clinical-research, and higher education. We will discuss how individuals with multiple marginalized identities navigate these settings, have actively informed our work, and the benefits and challenges of using affirmative, trauma-informed approaches. We will open by introducing the background of the speakers, their roles in institutional frameworks in the three domains, followed by definitions of trauma, minority stress, stigma, and discrimination. We seek to identify and solicit strategies on engaging of sexual and gender minority youth and adults in clinical interventions, collaborating with adults of color with and at risk for HIV in research, and resources available to queer students of color on college campuses, with particular focus on how stigma and mistrust contribute to participation and engagement. Stakeholder informed relevant trauma-informed care initiatives and affirmative practices will be introduced and discussed. Together, we seek to identify strategies that target the needs of specific populations with intersecting marginalized identities by better understanding stakeholder perspectives, including historical trauma and stigma, in order to better address unmet needs among specific populations served in healthcare, clinical-research, and educational settings.

15-Minute Presentations . . . . . . . . . . . . . . . Bay

Exploring Rejection Identification Theory

Anti-White Bias, White Identity, and Well-being – The Rejection Identification Model and White-Americans

Zahra Mirnajafi, The University of Queensland- Psychology, Winnifred Louis, The University of Queensland, Jolanda Jetten, The University of Queensland

Fifty seven percent of White Americans agree that discrimination against Whites is as big of a problem today as discrimination against Blacks and other minorities (Public Religion Research Institute, 2016). This highlights a growing sentiment that White-Americans are facing discrimination akin to historically disadvantaged groups. In the face of ant-White discrimination,
do White-Americans show similar patterns of identification and well-being outcomes as has been previously shown for minority group members (Branscombe, Schmitt, and Harvey, 1999)? Across two studies, both correlationally (N = 274) and experimentally (N = 198), we find that perceptions of anti-White bias lead to increased White identification, which predicts higher well-being outcomes for White-Americans. Contrary to predictions and findings of previous research with historically disadvantaged groups, we do not find a direct effect between higher perceived discrimination and lower well-being for White Americans. To our knowledge, this is the first time that The Rejection Identification Model has been tested with a majority group, showing well-being and identification patterns for White Americans similar to that of historically disadvantaged groups. Implications for majority-minority relations and contributions to the identification and discrimination literature will be discussed.

Detriment or Solidarity? Examining the Impacts of Perceived Discrimination on Racial/Ethnic Identity Between Ethnic Groups
Gary Kwok, Adelphi University

Although Racial/Ethnic Identity (REI) and Perceived Discrimination (PD; e.g., everyday and racial discrimination) are often examine together, REI is routinely tested as either a protective or an exacerbating factor between PD and negative psychological outcomes. While theories such as the Rejection-Identification model suggest more PD leads to higher REI (i.e., solidarity after rejection), others believe discrimination is detrimental to one’s identity development including REI. This study seeks to understand how different types of PE impact REI. Using the National Latino and Asian American Study (NLAAS), the present study examines the impacts of PD on REI. Stepwise multiple linear regressions show that racial discrimination predicts solidarity in one’s REI while everyday discrimination/daily harassment may hinder their identity development. When introducing interaction term between racial and everyday discrimination, everyday discrimination becomes the sole significant predictor. When subset Asian sample, all predictors are significant including the interaction. Results suggest that only racial discrimination solidifies REI. The patterns diverge when introducing interaction and ethnic subsamples suggest the direction varies by population. Future research may include focusing analyses on specific ethnic subgroups and using better statistical models to account for measurement errors (e.g., structural equation modeling).

Links Between Anti-Immigration Efforts and the Psychological Well-Being of Latino Young Adults
Daisy Jauregui, Pepperdine University, Nataria Joseph, Pepperdine University, Elizabeth Mancuso, Pepperdine University

Given the increased use of media outlets to portray biased or unbalanced views of minority groups, the current study analyzed the immediate impact of exposure to anti-immigration sentiments to the psychological well-being of Latino young adults. We used a mixed experimental design. Participants completed an online survey that randomly assigned them to either an experimental condition involving viewing a veridical anti-immigration video or a control condition of viewing a video about multivitamins. Participants completed an ethnic identification scale prior to and after viewing their assigned video, and completed measures of positive and negative affect, stress, and motivation to take action after viewing their assigned video. As hypothesized, those who viewed the anti-immigration video exhibited significantly higher levels of negative affect and motivation to take action than those who viewed the multi-vitamin video, with first-generation Latino Americans scoring highest, followed by second generation and higher Latino Americans. Ultimately, our results indicate that, across immigration generation statuses, Latino young adults are impacted by anti-immigration messages in the media. Further, despite literature on the Rejection-Identification theory, our results indicated that European White participants, in addition to Latino participants, identified with their ethnic group significantly less after viewing the anti-immigration video.

Racially-Based Harassment, Personality, and Multiple Group Identities in Immigrant-Origin Youth
M. Alejandro Arce, Georgia State University, Robert Latzman, Georgia State University, Wing Yi Chan, RAND Corporation

The Rejection-Identification Model posits that, in the face of racially-based harassment, conceptualized as a psychosocial/interpersonal stressor, immigrant-origin youth will seek to protect their self-concept by detaching from the national group, and identifying more with the native group. Although a large body of work has linked personality traits to variation in responses to interpersonal stressors, their contributions to native and American identity independently and in the context of racially-based harassment have not been carefully examined. This study examined main and interactive effects of racially-based harassment and the traits of neuroticism, extraversion, and agreeableness on American and native identity in a sample of 163 immigrant-origin adolescents and emerging adults. Findings revealed significant positive effects of extraversion and agreeableness on native identity. Further, agreeableness significantly interacted with racially-based harassment to predict
American identity, such that more experiences of racially based harassment was associated with lower levels of American identity for those high on agreeableness. Results seem to indicate that agreeableness exacerbates the negative effects of racially-based harassment on American identity, because these experiences conflict with the interpersonal motives/expectations that characterize individuals high on agreeableness. Findings shed light on the ways individual-level factors may interact with contextual-level factors to influence identity development in this population.

**15-Minute Presentations**

**Embarcadero**

**International Perspectives on Political Conflict**

**Challenges to Traditional Narratives of Intractable Conflict Decrease Ingroup Glorification**
Quinnehtukqut McLamore, University of Massachusetts, Amherst, Levi Adelman, Utrecht University, Bernhard Leidner, University of Massachusetts, Amherst

Conflict narratives are cornerstones of group identity, but often facilitate violence by framing the group’s actions in ways that foster defensive forms of group identification (i.e., glorification). Three experiments tested whether alternative narratives inclusive of the ingroup’s and the adversarial group’s suffering can reduce glorification. Israeli Jews (Study 1) and Americans (Study 2) reported less glorification after reading inclusive narratives rather than narratives that dismiss the outgroup’s suffering. Study 3 found that through reducing glorification, inclusive narratives indirectly weakened support for retributive justice and militaristic policies and strengthened support for reconciliation. These effects were specific to people high in both (pre-existing) glorification and attachment—people identified by prior research as the strongest supporters of violent approaches to conflict. These findings suggest that alternative narratives can reduce glorification by challenging the myopic focus of traditional conflict narratives on ingroup victimization, helping societies move beyond intractable conflict towards lasting peace.

**Intersectionality as a Floating Term: Investigating Intersectionality Discourses Among Pro-Israel and Pro-Palestine Activists’ Groups**
Ella Ben Hagai, Bennington College

In this research, we examine how Palestinian and Israeli advocacy groups use intersectionality as a discourse to draw people to their cause. A yearlong comparative participant observation and in-depth interview study (n=40) among different Israeli and Palestine solidarity organizations suggest that intersectionality was used as a floating term (a term with diverging meanings). Palestinian solidarity organizations used an intersectionality discourse to garner support for their cause across ethnic and religious groups. Palestinian solidarity organizations became effective by developing a shared identity based on a narrative of dispossession. Like Palestinian organizations, Israeli solidarity organizations claimed a discourse of intersectionality. An in-depth interview study with Jewish Americans who had gone on the LGBTQ Birthright trip (a free 10-day trip to Israel especially focused on LGBT-identified young adults) suggests that participants explained their growing attachment to Israel by using the term “intersectionality” in which both their Jewish and gay identity intersect to connect them to the Israeli state. The juxtaposition of different forms of advocacy related to Israel/Palestine shows how intersectionality has become a floating term used with different meanings and intentions. For BDS activists from different minority groups it serves as an effective method of organizing for Palestine. LGBT Birthright trips use “intersectionality” to help constitute a sense of attachment between gay identity, Jewish identity, and the state of Israel. We conclude with a critique of the uses and misuses of “intersectionality” discourses in and among different activist groups.

**Righting Injustice with Procedural Justice: Peace Negotiations and Durable Peace**
Lynn Wagner, Johns Hopkins University SAIS, Daniel Druckman, Schar School of Policy and Government, George Mason University

Injustices, whether real or perceived, are major contributors to the start of civil wars; injustice during the peace process and in the resulting agreement could undermine efforts to end the conflict and implement the peace agreement. Efforts to resolve civil wars must therefore incorporate attention to justice issues from the start if they are to result in outcomes that lead to a cessation of violence and durable peace. We evaluate two types of justice – procedural and distributive – to assess the role of
justice in civil war negotiation processes themselves as well as in the provisions that are incorporated into peace agreements during these negotiations. Our 50-case analysis shows a path from procedural justice during negotiations, to distributive justice elements in the peace agreement, to a stable agreement and, ultimately, to durable peace. We consider a variety of other contextual and case-related factors but find these justice variables had a stronger impact on durable peace. We suggest that the empirical link between justice and peace, identified in this study, has implications for the success of negotiations to end civil wars and for enduring societal peace.

**Victim Beliefs in Structural Conflict: The Case of South Africa**
Silvia Mari, University of Milan - Bicocca, Denise Bentrovato, University of Pretoria, Johan Wassermann, University of Pretoria

After twenty years on a path of democracy, post-apartheid South Africa offers a complex socio-political situation; it is an unequal country, and racial conflict is still a relevant issue, which is amplified by other conditions of the individual (e.g., ethnicity, gender). In this context, people may be victimized by the structural conflict, i.e., indirect rather than direct violence – and consequently may experience collective victimhood, which refers to the beliefs that the ingroup has been deliberately harmed by an outgroup, unjustly. People narratives include the struggle for recognition of an acute need to reduce inequality and deprivation.

In this study, we aim at considering the strategic use of different victim beliefs in the quest for acknowledging the ingroup suffering and in dealing with intergroup relationships, in a sample of South African students. Thus, the role of general exclusive and inclusive victim beliefs, along with situated competing beliefs related to the awareness of structural conflict within the society are considered. Dependent variables include the quest for ingroup empowerment and acceptance, reconciliation attitudes, and political intentions to ask for a societal change. Results are discussed considering recent research on the consequences of structural inequalities based on historical silenced violent conflict.

**15-Minute Presentations . . . . . . . . . . . . Pacific B**

**Masculinity: Stereotypes and Change**

**Bystander Approach to Violence Prevention Against Women: Challenges and Limitations**

Anastasiia Kovalenko, University of Exeter, UK, Charles Abraham, University of Melbourne, Rachel Fenton, University of Exeter, Nathan Eisenstadt, University of Exeter

Social campaigns and high profile cases have been bringing attention to sexual harassment and violence against women in the recent years. Sports, and football in particular, have been predominantly played by men and have developed a culture of masculinity, including tolerance of sexist, aggressive and domineering language during games. Engaging boys and men in violence prevention is critical so they can offer alternative role models to their peers, thereby, shaping their attitudes and behaviours, including expressing masculinity in non-violent ways. In our research we addressed the problem by empowering footballers and coaches to intervene to reduce violence through a bystander violence prevention programme. We conducted a review of reviews of violence prevention programmes and undertook two empirical studies in the UK – qualitative and quantitative - as part of the programme evaluation, to assess knowledge, attitudes and beliefs of football players toward rape and violence against women as well as their bystander confidence and prior experience, and evaluated the effectiveness of the programme. We identified what is or is not effective in violence prevention and provide guidance on optimal intervention design to better empower people to avoid, pre-empt and reduce aggression and violence.
Gamer Stereotypes: Their Gendered Nature and Malleability
Thekla Morgenroth, University of Exeter, Michelle Stratemeyer, University of Melbourne, Benjamin Paasen, University of Bielefeld

Video gaming is seen as a male space and female gamers often face harassment and marginalization. This is problematic, as gaming is not only linked to motivation to pursue, and improved performance in, science, technology, engineering, and mathematics, but also developing into its own, stand-alone career. We argue that one of the factors keeping women out of gaming are gamer stereotypes. In Study 1 (N = 287), we therefore investigate the gendered nature of gamer stereotypes. We demonstrate that gamer stereotypes are indeed similar to stereotypes of men and boys and incompatible with stereotypes of women and girls. We argue that the over-representation of men in highly visible gaming roles, for example as hosts of popular gaming channels on platforms such as YouTube and twitch, is one reason why gamer stereotypes are masculine. In Study 2 (N = 176) we therefore test whether exposure to a female gamer can change the negative association between female stereotypes and gamer stereotypes and find mixed support for this prediction. We conclude that gamer stereotypes are highly gendered but may be malleable: increasing the visibility of female gamers could potentially reduce the incompatibility between femininity and gaming.

Toxic Masculinity Faces Gender Equity and Kindness
Vernita Perkins, Omnigi.com, Shannia Coley, Boston University

Centuries of denial have evolved into a modern national dialogue and associated advocacy, as documented evidence of toxic masculine behaviors, including verbal and physical representations reported in the daily news media by high profile individuals, reveal ongoing sexual harassment, antisocial conduct, and escalated violence. Specifically, how a toxic masculine mindset possessed and exhibited by any gender and resulting behaviors may impact global wellbeing. New national conversations are emerging through the awareness of gender fluidity, gender equity, and the intersection of social identity that are beginning to explore the consequences of toxic masculine behavior. We propose through the prosocial constructs of empathy, self-awareness, integrity, accountability, mindfulness, meditation in daily practice, and a new definition of Kindness, that these prosocial behaviors may be leveraged to reduce the toxic masculine mindset and induce a conscious awareness of the advocacy and activism necessary to decrease the impact of toxic masculinity on global well-being.

You Have the Right to Remain Manly: Acceptance of Men’s Sexual Aggression
Cleopatre Thelus, Claremont Graduate University, Allen Omoto, Claremont Graduate University

The current research project is guided by Precarious Manhood Theory and uses experimental survey research to explore factors that may influence the way that people respond to men’s sexual aggression. Findings include no significant difference between participants assigned to different gender threat or empathy level conditions and their acceptability of a man’s sexual aggression or perceptions of him, save for the ratings of those who were primed with empathy on the moderate consequences for the perpetrator sub-scale. There was an interaction, such that male participants viewed the perpetrator more favorably than female participants. Implications of this research include expansion of Precarious Manhood Theory literature, and increased understanding of how masculinity norms may frame judgment-making processes. This research also provides a basis for continued study of people’s response to sexual aggression after witnessing a gender threat and contemplates extending precariousness to other domains.
1:45 PM - 3:00 PM

Symposium
Community Activism: Issues, Knowledge, Motives, and Context
Chair: Nicky Newton, Wilfrid Laurier University

Talk 1: Homeless on Main Street: Using Photovoice to Highlight the Hidden Homeless
Shellae Versey, Wesleyan University

Homelessness is a reality for a growing number of Americans living in small towns and rural areas. However, unlike in cities, homeless or unstably housed individuals may be hidden and harder to reach. Using a photo elicitation method (i.e., Photovoice), this study explores the meaning of place and obscured visibility to currently and formerly homeless residents living in a small town in central Connecticut. Participants (N = 13) were recruited from a local service agency, given cameras and asked to photograph areas around town that were meaningful to them, as well as spaces that felt welcoming or unwelcoming. Photographs were developed and followed by in-person, semi-structured interviews with participants in which photos and experiences with homelessness were discussed. Primary themes included challenges associated with housing instability, feeling shunned by town residents, and a desire to raise awareness about the issue of homelessness to the greater community. Participants also expressed interest in partnering with the university on projects to bring attention to housing and food insecurity. The study culminated in a community photography exhibition in which photographs from the project were displayed in public spaces around town. Implications for community-based interventions to reach homeless groups in rural areas are discussed.

Talk 2: Strategic Positioning: Capitalizing on Personal Skills to Enhance Community Activism
Nicky Newton, Wilfrid Laurier University

Organizing collective action in response to social problems can take many forms within changing personal and social contexts. This qualitative case study examines the life of Jane Barney, who, during her 104 years, engaged in various forms of community involvement. In midlife, Jane – Minister’s wife, mother of four – first became publicly active in the Detroit area during the mid-1960s, championing social change. Jane believed that to have an impact, achieving positions of power in community organizations was critical. Gaining recognized credentials was also key: she received her MSW at the age of 56. She used her wealth of experience, skill, and professional networks to increase community presence in nursing homes, as well as access to affordable housing and health services for African Americans. Jane loved working with community members to effect social change. She felt that an unexamined and uninvolved life was not worth living, continuing her community involvement well after leaving a project director position at age 75; age was no barrier. In summarizing her post-paid work life, she abhorred words such as “retired” and “volunteer,” preferring instead “engaged citizen”: someone with skills and connections to make decisions and influence social action within the community.

Talk 3: Motives Underpinning Older Chinese and American Women Activists’ Generativity
Hongyuan Qi, Wilfrid Laurier University, Huo Hua, Wilfrid Laurier University, Andrew Tkatchyk, Wilfrid Laurier University

Generativity refers to establishing, guiding, and enriching current and future generations and the world they inherit (Erikson, 1974, p.123). McAdams (2018) posits that agency (self-enhancement) and communion (social commitment) are dual motivations that facilitate generativity. Given cultural differences in values (e.g., collectivism vs. individualism), Asians may express more communion than agency motives compared to North Americans. We examine whether the salience of agency and communion themes varies with culture, comparing a Chinese and an American woman activist’s life narratives. Agency and communion were initially coded using McAdams’s (2001) scheme, and subsequently re-coded using a more granular scheme to capture associations between the two themes (Frimer & Walker, 2009). Preliminary analyses of the initial coding reveal that both women reported more agency than communion motives (Chinese: 67% vs. 33%; American: 77% vs. 23%), suggesting that agency is an essential motive that drives generativity. However, findings from the subsequent coding demonstrate that the Chinese activist reported more statements integrating both agency and communion themes (44%) compared to her American counterpart (26%). These results suggest that agency and communion are more highly intertwined.
in shaping generativity for those from a collectivist society and highlight the importance of understanding generativity from a cross-cultural perspective.

Symposium: Minding the Gap: Perceiver and Target Perspectives on Discrimination

Chair: Ryan Lei, New York University

Talk 1: Race and Gender Intersect to Shape Perception of Children's Faces
Ryan Lei, New York University, Marjorie Rhodes, New York University

Race and gender can be psychologically entangled in people's minds, such that the category of Black is associated with masculinity and Asian is associated with femininity. How these associations arise remains unclear. The current work (N = 357) investigated the possibility that people perceive overlap between a target's race and gender even when low-level physical cues are mostly absent, using the important test case of children's faces. Study 1 found that White perceivers viewed Black boys' faces as more masculine than White and Asian boys' faces, even when rating children's faces that were controlled for low-level physiognomic cues. Subsequent studies replicated these findings in samples of White (Study 2A) and Black (Study 2B) perceivers. Although Black-masculine associations emerged both implicitly (Study 1) and explicitly (Study 2A and 2B), neither stereotype knowledge nor endorsement moderated the effects. Implications for face perception and for biases in adults' perception and treatment of children are discussed.

Talk 2: The Palliative Effects of Distancing on Collective Action
Dorainne Green, Indiana University, Jennifer Richeson, Yale University, Galen V. Bodenhausen, Northwestern University, Maureen Craig, New York University

Although exposure to discrimination is associated with a cascade of negative psychological and physiological health outcomes, the feelings of anger it engenders can also motivate collective action. Recent research on emotion regulation suggests, however, that reflecting on negative experiences from a distanced, rather than immersed, perspective results in less negative affective outcomes, including diminished anger. Building on this work, three studies investigated the implications of contending with sexism (Studies 1 and 2) and racism (Study 3) from a distanced compared with an immersed perspective for negative affect and intentions to engage in collective action. Results revealed that participants who processed a discriminatory event from a distanced perspective experienced less negative affect compared with participants who did so from an immersed perspective. In addition, participants who processed a discriminatory event from a distanced perspective indicated less interest in engaging in collective action, compared with immersed participants, especially if they were relatively high in group identification.

Talk 3: Inside the Looking Glass: Appropriated Racial Oppression as Race-Related Stress
Shellae Versey, Wesleyan University, Courtney Cogburn, Columbia University, Clara Wilkins, Washington University in St. Louis, Nakita Joseph, Columbia University

Racism takes many forms as a stressor. Yet scholarship regarding how individuals personally experience, cope with, and manage, racial oppression is still developing. The term “appropriated racial oppression” reframes the construct “internalized racism” as a process whereby members of a target group appropriate a dominant group's ideology, adapt their behavior, and perceive a subordinate status as deserved, natural, and inevitable. In the current commentary, we examine features of appropriated racial oppression in two examples demonstrating how appropriating racial oppression may confer both negative and adaptive outcomes. The expression and use of appropriated racial oppression is based on a variety of complex and interacting processes, such as incentivized societal norms, critical consciousness, and racial socialization. Rather than limiting to an internal process, we conceptualize appropriated racial oppression as a mediated process, that yields both direct and indirect mental and physical health outcomes for both non-dominant and dominant groups. The latter is important since research about how racism is taken in by dominant groups is scarce. We highlight examples rooted in Black racial experiences, and consider implications for other marginalized groups, intersectional, multiple marginalized identities as well. Implications for psychology, public health and interdisciplinary research are discussed.
Talk 4: How Does Experiencing Racism in Virtual Reality Affect Whites?
Courtney Cogburn, Columbia University, Jeremy Bailenson, Stanford University

Virtual reality has been touted as the “ultimate empathy machine” – a technological tool that will reshape our interpersonal relationships. Previous research has shown a reduction in implicit racial bias when Whites embody a Black avatar in fully immersive VR but findings are mixed. The current project, which places users in the “virtual shoes” of a Black male experiencing racism as a child, adolescent and young adult, explores the utility of an immersive virtual reality experience (VR/E) in influencing racial empathy, implicit racial bias and structural competence among Whites. The presentation will discuss the transdisciplinary design process as well as preliminary results of a laboratory-based study using the VRE. The between subject design study targets a community sample of White participants (age 18 – 70) who embody either the Black male avatar or do not complete a VR experience.

Symposium
Neoliberalism and Its Discontents: Measurement and Correlates of Neoliberal Ideology
Co-chairs: Alyssa Zucker, University of Florida; Laina Bay-Cheng, University at Buffalo

Talk 1: Sexual Liberty without Social Progress: Neoliberal Ideology, Sexuality, and Gender
Alyssa Zucker, University of Florida, Laina Bay-Cheng, University at Buffalo

Neoliberalism is increasingly recognized not only as a set of economic and social policies, but also as an ideology favoring self-interest over collective welfare. To expand our understanding of the ramifications of neoliberal ideology, we administered the Neoliberal Beliefs Inventory (NBI; Bay-Cheng et al., 2015) in three U.S.-based surveys focused on gender norms and sexual behavior: Study 1, 249 young adults ages 18-22; Study 2, 182 low-income undergraduate women ages 18-22; and Study 3, 416 racially diverse adults aged 18-40. Neoliberal beliefs were associated with a stronger sexual self-concept (Study 1), greater personal openness to sexual experience (Study 3), men’s hook-up experiences (Study 1), and were negatively related to the importance of modesty among women (Studies 1, 2). Alongside these seemingly progressive positions however, neoliberal beliefs were also associated with traditionally gendered sexual norms, including the endorsement of a sexual double standard and aspects of masculinity such as dominance over women and homonegativity (Study 1). Taken together, this body of findings indicate that even as neoliberal ideology promotes individuals’ sense of personal liberty and license, it allows them to maintain gendered roles and biases to the detriment of others.

Talk 2: Correlates of Neoliberal Logic in Turkey and the United States
Ella Ben Hagai, Bennington College, Melodi Var Ongel, Bennington College

Neoliberal logic postulates, “there is no society, only individuals.” Neoliberal policies seek to privatize and bring market-based solutions to every sphere of public life. In this study, we use tools from social psychology to understand individuals’ support for neoliberal policies across political regimes. Using survey methodology, we examine variables such as economic and cultural capital, personality traits, system justification, and social dominance ideologies in explaining support for policies that privatize public goods in the United States (N = 200) and in Turkey (N = 150). Our findings indicate that endorsement of system justification and authoritarian ideology served as strong predictors for support for neoliberal beliefs in the US. In Turkey, the relationship was reversed; agreement with authoritarian ideology and system justification was negatively correlated with neoliberal beliefs. Our results suggest that authoritarian regimes shape support for neoliberal policies differently compared to (more) democratic regimes. This research contributes to a better understanding of the rise of neoliberal logic across the world.

Talk 3: Measuring Neoliberalism: Development and Validation of the Anti-Neoliberal Attitudes Scale
Patrick Grzanka, University of Tennessee, Knoxville, Joseph Miles, University of Tennessee, Knoxville, Elliot S. Spengler, and James Arnett, The University of Tennessee, Knoxville, Jessica Pruett, University of California-Irvine

Critics of neoliberalism argue that so-called meritocratic and identity-neutral social policies and political positions actually reinforce and exacerbate intersecting inequalities, namely racism, sexism, heterosexism, classism, and ethnocentrism/xenophobia. The purpose of these studies was to develop and initially validate a scale of neoliberal attitudes from a wide range
of existing instruments that reflect anti-neoliberal theory. A series of three studies resulted in a 25-item instrument—the Anti-Neoliberal Attitudes Scale (ANAS)—that exhibits initial evidence of construct validity, internal consistency, and test-retest reliability. Exploratory factor analysis with students from two universities revealed a four-factor structure of racism and sexism awareness, communitarian values, multicultural ideology, and inequality consciousness. However, a confirmatory factor analysis with an independent sample of undergraduate students suggests a bifactor model in which the general factor explains most of the variance and that the instrument should be treated as a single scale, rather than independent subscales. Significant correlations with measures of right-wing authoritarianism and social dominance orientation suggest convergent validity. Temporal stability was established via a test-retest analysis in an independent sample of undergraduate students. Finally, responses from a sample of MTurk workers provided evidence of the ANAS’s incremental validity when compared to an existing measure of neoliberal beliefs.

Symposium

Power, (In)visibility, and Hypervisibility in the Context of Work

Chairs: Nicole Buchanan, Michigan State University, Isis Settles, University of Michigan

Talk 1: Managing (In)visibility and Hypervisibility at Work
Nicole Buchanan, University of Michigan, Isis Settles, University of Michigan

Visibility at work, being seen fully and accurately by others, is important for individual self-determination and authenticity, and for organizational outcomes such as commitment and sense of belonging. Although there has been increasing attention in the organizational literature on marginalized groups’ workplace experiences of harassment, discrimination, and identity-based microaggressions, little attention has been given to issues of invisibility and hypervisibility. We conceptualize invisibility and hypervisibility as additional forms of identity-based mistreatment that are in opposition to visibility for marginalized groups. We offer a framework for understanding visibility, invisibility, and hypervisibility through definitions and key features of these constructs. We highlight the contributions of (in)visibility and hypervisibility constructs to organizational research generally and how our expanded conceptualization augments research on visibility in the workplace specifically. We end with suggestions future research related to visibility and organizational psychology and related fields.

Talk 2: Invisible Threats: Contending with Systemic Stereotype Threat in STEM
Mateo Cruz, Bentley University, Caryn Block, Teachers College, Columbia University

We investigate how individuals navigate careers in professional contexts that are infused with systemic stereotype threat. Systemic stereotype threat occurs in systems characterized by gender or racial disparities and where people hold implicit beliefs that these disparities are the results of deficits on the part of women or people of color, rather than systemic inequalities. Stereotype threatening systems create conditions where women scientists experience heightened visibility due to their gender and invisibility of the characteristics that make them successful scientists. We conducted 26 in-depth interviews with women scientists in a top-tier research institution, a context that is steeped in negative stereotypes about women’s ability and commitment to the research. Three response patterns emerged: Fending Off the Threat; Confronting the Threat; and Sustaining Self in the Presence of the Threat. The strategies women used to navigate stereotype-threatening systems were based on their goals for managing their (in)visibility and these goals were based on their understanding of why they were underrepresentation in STEM fields. The importance of understanding the variety of strategies that individuals use to manage (in)visibility while working in stereotype-threatening systems is discussed.
Talk 3: Are Lower Social Class Origins Stigmatized at Work?
Anna Kallschmidt, Florida International University, Asia Eaton, Florida International University

Minimal research in psychology has explored social class as a stigmatized and potentially manageable identity in the workplace. Compared to women and people of color, White men who moved up from low-income backgrounds may be especially likely to experience their previous class status as a concealable stigma at work. Using a sample of 20 White men who self-identified as having moved up in social class, we used qualitative methods to investigate whether having a lower social class background might be experienced as a stigmatized identity. Interviews assessed the nature of participants’ social class concealment and disclosure at work. Thematic analysis revealed five reasons for concealment: Judgment, Nobody understands, It’s personal, Pity, and Don’t want to feel embarrassed or vulnerable. Analysis also revealed five reasons why participants disclosed their previous class identity at work: Forced to, To relate, To motivate/help somebody, Noticing class cues, and Becoming close. Having a lower social class background can be experienced as stigmatizing at work and while disclosure was more common than concealment for men in this group, that disclosure was often unintentional and unwanted. Finally, like other potentially concealable identities, social class disclosure was an ongoing process that happens unevenly across time and across people.

Talk 4: “They Really Don’t Want to See Us”: How Cleaners Experience Invisible ‘Dirty’ Work“
Verónica Rabelo, San Francisco State University, Ramaswami Mahalingam, University of Michigan

Being invisible may undermine one’s sense of belonging and meaningful engagement. Some employees face chronic invisibility due to job stigma (e.g., ‘dirty’ work), overnight shifts, and/or spatial separation from coworkers/customers. We sought to understand when workers feel invisible, how they make sense of invisibility, and consequences for their work and well-being. We conducted an inductive phenomenological analysis, including open-ended questions from a survey of 199 university building cleaners and in-depth conversations with a subset of 12 cleaners. Three major themes emerged: how cleaners experienced invisibility, what invisibility feels like, and why they were rendered invisible. Cleaners experienced both invisibility at work (not being recognized or acknowledged) and invisibility of work (work was ignored or unappreciated). They experienced anger, resignation, ambivalence, and relief in response to invisibility. Cleaners also identified several mechanisms to explain why they were rendered invisible (class injury, customer absentmindedness, spatial and temporal structure of work). We summarize these findings by conceptualizing invisibility as an intersubjective phenomenon that creates and sustains various critical boundaries at work—between worker/client, dirty/clean, undignified/worthy. We conclude with a call for greater research on work that is invisible and ‘dirty’ and the people rendered invisible in the process.

Interactive Discussion . . . . . . . . Pacific A

(Table 1)

Crimmigration at the U.S./Mexico Border: A Transformative Community Counseling Initiative
Nola Butler-Byrd, San Diego State University, Juan Camarena, San Diego State University, Arianne Miller, San Diego State University, Jesus Mendez Carbajal, San Diego State University, Cheri Morgan, San Diego State University, Shindana Perryman-Ingle, San Diego State University, Melissa Quiroz, San Diego State University, Luis Roberto Ortiz Melo, San Diego State University, Frida Katrina Gomez, San Diego State University, Esther Antho, San Diego State University

The establishment of the Department of Homeland Security in 2002 shifted the U.S. deeper into crimmigration: the detention and prosecution of immigrants through detention centers and the criminal justice system. Crimmigration criminalizes undocumented and unauthorized immigrants, DACA students, and immigrant communities as a whole. It is a modern manifestation of racist thought and action that is subordinating the largest “minority” group in the U.S.: Latinx; as well as immigrants from other countries. Recent crimmigration actions at the U.S./Mexico border include: Separation of families, tear gassing of asylum seekers, and militarization of the U.S. border intensify the critical need for culturally responsive, trauma-informed multicultural community counseling, along with social justice advocacy to reform laws and policies. This interactive discussion will be facilitated by graduate students and faculty from the SDSU Community-Based Block Multicultural Counseling and Social Justice Education Program. The transborder crimmigration project was developed in collaboration with human rights organizations in Tijuana and San Diego and includes: Vicarious trauma healing circles.
for human rights activists, DACA student support, and a crimmigration symposium to educate, strategize and mobilize for political action. Presenters will share the project’s critical theoretical orientation, project development, implementation and outcomes, and a facilitated discussion.

Interactive Discussion . . . . . . . . . . . . . . Pacific A
(Table 2)

Engaging with Sexual Violence and Sexual Harassment
Sona Kaur, University of California, Santa Cruz, Sarah Harsey, University of California, Santa Cruz

Sexual violence and sexual harassment (SVSH) have long been issues plaguing our society. However, recent years have seen a resurgence in critical dialogue about sexual assault, consent, and women's rights overall. The #MeToo and Time's Up movements, along with Dr. Christine Blasey Ford's brave testimony, reflect the continued need to focus on SVSH in our research, teaching, and activism. Unfortunately, those who undertake this work are met with several challenges. As researchers, we may struggle with the best way to measure SVSH to avoid reactance from participants. As instructors, we face the challenges of creating a safe space for students when discussing sexual trauma and must be prepared to act in the role of mandated reporter. As activists, we face opposition from institutions and individuals who resist actions and policies intended to reduce SVSH. In these roles, we must also manage the emotional stress of engaging with an extremely difficult and charged topic. This discussion is meant to offer a space for attendees to share their experiences and challenges with working on SVSH-related issues. Along with finding support amongst other scholars, we hope that this will be a generative space where we can share strategies to continue this important work.

Interactive Discussion . . . . . . . . . . . . . . Pacific A
(Table 3)

Fighting Homelessness: Research, Policy, and Activism
Marybeth Shinn, Vanderbilt University, Suzanne Wenzel, University of Southern California, Benjamin Henwood, University of Southern California, Heather Bullock, UC Santa Cruz

Arguably, people who experience homelessness are the most stigmatized group in society, rated lowest of all groups on both warmth and competence, and subject to pity and contempt (Fiske et al., 2002). Often, they share intersectional identities with other groups facing social exclusion: youth and young adults are disproportionately LGBTQ; adults have disproportionate levels of mental disabilities, and African Americans are overrepresented among all groups. Stigma is enacted at structural as well as interpersonal levels with discrimination in housing, employment, criminal justice, and disability. Yet recent research in the U.S. and Canada has shown how to end homelessness, if we have the political will to do so. Supported housing works for individuals with serious mental illnesses; simple housing subsidies work for families. Less costly prevention programs make a (more modest) difference. This interactive conversation will examine the challenges in bringing research to bear on social policy to end homelessness. Presenters will pose questions for group discussion. It is fitting that this discussion take place in San Diego. With a housing-adjusted poverty rate of approximately 20%, and cities with some of the least affordable housing in the nation, California demands the attention of researchers, policy makers and activists in addressing homelessness.
Interactive Discussion . . . . . . . . . . . . . Harborside

(Table 1)

**Intersectional Consciousness as a Tool to Teach Privilege: Insights from Instructors of Color**
Adrian Villicana, University of Puget Sound, Sahana Mukherjee, Gettysburg College, Pegah Naemi, University of Kansas

Viewing social inequity as dominant-group privilege (versus subordinate-group disadvantage) enhances dominant-group members’ support for social change. Yet, this perspective is often resisted because viewing inequity as dominant-group privilege can be threatening to dominant-group members’ self-images. In our research, we explore how intersectional consciousness—recognition of low status in one dimension and high status in another—can promote perceptions of privilege and support for collective action. We draw upon this work in our classroom spaces through discussing privilege and disadvantage; considering an intersectional approach towards increasing students’ awareness of structural roots of inequality. During this interactive discussion, we would like to stimulate reflections on the challenges of teaching privilege, with a focus on not further alienating marginalized students. We plan to showcase some classroom strategies for discussions on privilege, oppression, and intersectionality, especially as instructors of color. Finally, we will consider the interplay between teaching and research; discussing strategies to integrate one’s teaching and research on topics of privilege.

Interactive Discussion . . . . . . . . . . . . . Harborside

(Table 2)

**LGBTQ Justice: Social Science Strategies for Advocacy**
Nicholas Grant, Salient CRGT, Michèle Schlehofer, Salisbury University

LGBTQ rights are core components of the social justice movement aimed at fostering justice and equity for all people. With the ongoing political initiatives aimed at erasing the basic rights of LGBTQ folks, it is imperative that community members and allies work to protect the advancements achieved in recent years as well as keep the momentum moving forward. Often times as social scientists it can be difficult to know how to engage in activism, interact with public policy and utilize research to contribute to these efforts. This interactive discussion will focus on helping participants clarify areas in which they can engage around LGBTQ justice at the local, state and federal levels. The facilitators will provide a) firsthand accounts of their extensive experience working towards improving LGBTQ rights across these areas, b) opportunities for participates to discuss their own experiences engaging in activism, and c) focused attention on the intersections of social science and ways to use professional skills to engage in LGBTQ justice. A major goal of the session will be to help SPSSI members think beyond traditional advocacy engagement and consider how their skills and identities as social scientists can be utilized in LGBTQ-focused activism.

15-Minute Presentations . . . . . . . . . . . . . Pacific CD

**Feminist Approaches to Weight and Appearance**

**Femininity Threat: Challenging Physical Gender Typicality Produces Anxiety in Women**
Natalie Wittlin, Yale University, Marianne LaFrance, Yale University, John Dovidio, Yale University, Jennifer Richeson, Yale University

Research has suggested that whereas men are threatened by challenges to their masculinity, women have no analogous response to challenges to their femininity. However, this research has focused largely on personality, rather than physical appearance, which is also a key domain of gender stereotypes. In the current study, 216 female participants submitted photographs of themselves and received feedback on the femininity and attractiveness of their appearance. They were randomly assigned to receive challenging, affirming, or no feedback on their femininity and affirming or no feedback on their attractiveness. They then completed a measure of state anxiety. An analysis of variance revealed an effect of femininity
feedback on state anxiety. Participants whose femininity was threatened reported more anxiety than participants whose femininity was affirmed. Attractiveness feedback did not moderate this effect, and the effect held when controlling for self-perceived physical attractiveness. In other words, the effect of femininity feedback on state anxiety was not simply the result of a challenge to attractiveness that a challenge to femininity could represent. Results from this study indicate that like men, women experience threat in response to challenges to their gender typicality – albeit in a distinct domain. Future research will examine mechanisms underlying this phenomenon.

More than “Baby Weight”: Postpartum Weight-Bias and Maternal Well-Being
Leslie Johnson, Northern Vermont University-Johnson, Erin Shoulberg, The University of Vermont, Samuel McDowell, Northern Vermont University-Johnson

Postpartum women in the U.S. experience overt pressure to lose weight retained from pregnancy. Despite the extensive body of literature examining weight-based stigma, bias related to women’s “baby weight” remains largely unexplored. In two 30-minute online survey research studies, we examined the relation between postpartum weight-bias, maternal well-being, and comfort in the motherhood role. 148 primiparous (i.e., first-time) postpartum mothers participated in study 1; 298 primiparous and multiparous postpartum mothers participated in study 2. Mothers self-reported their perceived postpartum weight-bias, internalized postpartum weight-bias, psychological well-being (i.e., self-esteem, life satisfaction, affect, and happiness), and comfort as mothers. In study 2, participants also reported postnatal depressed mood. Across both studies, findings supported hypotheses and revealed negative relations between perceived and internalized postpartum weight-bias and well-being. Further, these negative relations extended to maternal comfort. Importantly, in study 2, women's partum-status did not moderate these effects suggesting that previous experience with baby weight does not attenuate these relations. Findings suggest that postpartum weight-bias may place women at risk for lowered personal and maternal well-being. Given the pervasiveness of childbearing, these findings possess implications not only for women and their children but also pose larger public health concerns.

Resisting Weight Stigma: Development and Validation of a Novel Measure
Angela Meadows, University of Exeter, UK, Manuela Barreto, University of Exeter, UK, David Doyle, University of Exeter, UK, Suzanne Higgs, University of Birmingham, UK

High-weight individuals experience prejudice and discrimination in nearly every domain of daily life, including relationships, healthcare, and employment, and weight stigma has been linked with a wide range of health and socioeconomic inequalities in both cross-sectional and longitudinal studies. Across the stigma literature, rejecting and challenging societal devaluation is generally associated with superior outcomes compared with internalisation or inaction; however, stigma resistance has not yet been studied in high-weight individuals. This work describes the development and validation of a novel measure of weight stigma resistance. Studies 1 and 2 demonstrate convergent, discriminant, and incremental validity and test-retest reliability in non-treatment-seeking samples of higher-weight individuals. Study 3 uses an experimental workplace wellness paradigm to test the moderating effects of higher levels of WSR on changes in affect, self-esteem, and employment-related variables following exposure to weight-related identity threat in an organisational setting. Study 4 uses a pre/post design to test a mediation model whereby a one-semester Fat Studies module increases WSR via changes in fat activism identity development in a weight-diverse sample. The WSR scale will facilitate future research on processes involved in development and implementation of resistance to weight stigma. Note, Studies 2–4 are in progress at time of submission.

Weight Change and Body Image Messages in Girls’ Puberty Books
Janelle Blazek, University of Michigan, Rona Carter, University of Michigan

Puberty is an uncomfortable subject for parents and teachers to broach with adolescents. To reduce this stress, some parents and educators rely on books as a tool for pubertal education, but little work has been done to understand the messages included in these books. To address this issue, I analyzed 13 best-selling books on girls’ pubertal development (from 2014), using a critical ethnographic frame. I sought to document the themes these books contained regarding weight and body change and body image, analyze how these messages relate to cultural values regarding weight and body image, and explore the implications concerning developing an adult body. The weight spurt/change and body image sections of the books were analyzed using thematic analysis. Data from the books was organized into 5 themes: messages about health (77%), messages about body ideals (77%), messages promoting positive body image (62%), messages about pubertal weight and shape changes (100%), and messages about the difficulties of being out of sync physically with one’s peers (100%). Although many of the
books provided concrete advice to help girls understand their development, many still fell into negative, stereotypical messages equating weight with health, and focusing on biological rather than psychosocial messages about development.

15-Minute Presentations

Investigating and Counteracting Oppression in Schools

Informed Activism: Reflections on Powerful Pedagogy
Jaclyn Rodriguez, Occidental College, Liliana Vasquez, Occidental College

Research has demonstrated the power of critical dialogic pedagogy to deepen participants’ understanding of structural inequalities as well as their commitments to social action. For example, Intergroup Dialogue courses that explore the impact of social identities on people’s life experiences, including how power and privilege shape these experiences, demonstrate favorable intergroup outcomes (Rodriguez, Nagda, Sorensen, Gurin, 2018). The relationship between pedagogy and specific action-based outcomes of dialogic courses, however, is less well understood. What readings and learning activities do students deem significant and why? How does course content impact students’ sense of identity and participation in a course that focuses on an ethnic minority group? And finally, in what ways, if any, do critical dialogic courses prepare participants for informed, allied, social activism? Our research addresses these questions. It focuses on a diversely enrolled undergraduate seminar on Chicano people in the United States. The course utilized dialogic pedagogy to link historical knowledge about Chicano people in the United States to contemporary research on Chicano identity, education, health, and political action. Thematic analyses of Chicano and White participants’ final papers highlight similarities and differences among a) the pedagogical experiences deemed significant, b) the political vulnerability and efficacy in an intergroup setting, and c) demonstrated understanding of and action proposed concerning an oppressive contemporary policy impacting Chicano people today.

Mitigating Racial Bias in School Discipline: A District-Wide Intervention
Kaitlin McCormick-Huhn, University of Nevada, Las Vegas, Patrice Leverett, University of Nevada, Las Vegas, Sylvia Lazos, University of Nevada, Las Vegas

In school settings, Black girls and boys face adverse, persistent, and disproportionate disciplinary actions. School professionals’ racial bias has been identified as a contributor to this inequity. We developed an intervention designed to mitigate bias in school professionals’ discipline decision-making. The intervention was examined with administrators of a large, Southwestern school district (N = 400). Participants listened to facilitated presentations detailing research evidence of implicit bias and of racial disproportionality in school discipline. Participants then practiced research-derived strategies to mitigate bias in discipline decision-making. Strategies included: a) identifying disproportionality in one’s own school-level discipline data, b) reflecting on the role of bias in one’s own decision-making, c) learning and practicing how to respond to an ambiguous discipline situation using in-the-moment research-based action steps, and d) role-playing to engage perspective-taking and to practice employing suggested action steps. We predicted an increase in participants’ knowledge of implicit bias and in participants’ self-efficacy to mitigate bias in discipline decision-making from pre to post. We also predicted a decrease in rates of racial disproportionality in disciplinary actions from pre-session to six months post-session. Findings will suggest feasibility of bias intervention for affecting knowledge, behavioral intentions, and disproportionality in discipline.

Teacher-Student Interactions and the Role of Biases in Classrooms
Patricia Cabral, University of California, Los Angeles, Stephanie Nguyen, University of California, Los Angeles, Juliana Karras-Jean Gilles, University of California, Los Angeles, Carola Suárez-Orozco, University of California, Los Angeles

Positive teacher-student interactions are associated with motivation, student engagement, and performance, whereas negative interactions are linked with resistance, disengagement, and poor academic performance. Although these interactions serve as academic socialization experiences by signaling to students what teachers expect of them (e.g. “model student” vs. “troublemaker”), our understanding of how teacher bias manifests itself via differential patterns in teacher-student interactions remain under-examined. We address this dearth by identifying distinct typologies of classroom contexts that consider multiple domains of behavioral interactions. Through a larger study examining practices in 4th-9th grade public school classrooms using videos recorded through the Measures of Effective Teaching (MET) project, we qualitatively analyzed a subset of 10 classroom videos with majority students of color (SoC) or majority White students. We employed the grounded theory
technique of constant-comparative analysis to explore within- and between-classroom patterns to identify emerging typologies on three domains: teacher-student relationships, classroom management, and cognitive stimulation. Our findings suggest that moderate-high teacher sensitivity and positive climate in majority-SoC classrooms co-occurred with low productivity but high behavior management, whereas majority-White classrooms displayed high productivity with low behavior management. Such patterns underscore the importance of examining teacher expectations to improve practice. Implications and future directions are provided.

15-Minute Presentations

Bay

Justifications for Stereotypes and Prejudice

Challenging Institutional Racism: System Justification Theory and Perceptions of Change
Jessica Clevering, Trinity Christian College, Kara Wolff, Trinity Christian College

System justification theory (SJT) contends that people will justify the system to which they belong, even if that system is unjust, in order to maintain a sense of order and control (Jost & Banaji, 1994). Increased perception that the system is inescapable leads to greater justification (Kay & Friesen, 2011). Applying this theory to systemic racism, we hypothesized that those who were primed to perceive the current racial system in the United States as static would justify the system more compared to those who were primed to perceive the system as malleable. Four hundred eleven participants, recruited through Amazon's Mechanical Turk, encountered a prompt that described institutional racism as either static or malleable. Participants then completed an immutability scale adapted from Kray and colleagues (2017) and a modified, race-specific System Justification Scale (Jost & Kay, 2005). Preliminary results indicate a significant difference between the two prompts in the direction opposite that which was hypothesized. Those prompted with a malleable system justified the system more (M = 5.19) than in the static condition (M = 4.72, t (202) = -2.15, p < .05). This suggests that a malleable system led to the endorsement of that system and its potential for equity.

Stereotypes: Cause of Disgust-based Prejudice or Justification of (General) Prejudice?
Angela Bahns, Wellesley College, Christian Crandall, University of Kansas, Kate Helmstetter, University of Kansas

We consider how the stereotypes-as-justifications process (Crandall & Eshleman, 2003) compares to theories of multiple prejudices. We propose that stereotypes and associated emotions help perceivers understand the experience of prejudice, but do not form the basis of the prejudice itself. An experiment used affective conditioning to create new prejudices toward unfamiliar groups. Contagion stereotypes were provided (or not, depending on condition), and specific emotions and behavioral rejection were measured. Participants evaluated the groups a second time 3-7 days later. We hypothesized that responses would be disgust-specific at Time 1 and become more generalized at Time 2. Preliminary findings show consolidation and loss of distinctiveness in emotions over time. Consistent with our hypothesis, contagion stereotypes increased ratings of disgust more at Time 1 than at Time 2. Behavioral rejection was specific to contact avoidance at Time 1 but at Time 2 also included more general forms of rejection. Without prompting, participants’ memory for stereotype content was poor at Time 2. Memory for stereotype content was better by comparison when participants were prompted with possible stereotypes the group may pose. We will discuss how conceptualizing stereotypes as justifications of prejudice could help activists and policymakers in designing more effective prejudice reduction strategies.
The Political Effect of Prejudice is Ideological, not Prejudicial: A System Justification Theory Account of Prejudice
Max Bai and Hui Bai, University of Minnesota-Twin Cities

Past studies show that racial and gender attitude can shape citizens’ political attitudes and behaviors. Whereas racism undermines the support for Barack Obama, sexism undermines the support for Hillary Clinton. The traditional interpretation attributes the effect of prejudice to Obama’s race and Clinton’s gender. This paper argues that the way racism and sexism affect evaluation of politicians depends on politicians’ ideology with three sets of consistent findings from four large datasets (combined N>10,000): 1. Whereas racism and sexism negatively predict evaluation of Black and female liberal politicians, they positively predict evaluation of Black and female conservative politicians. 2. The effect of racism and sexism on politicians, regardless of their race, gender, and party affiliation is moderated by perceived ideology of the politicians such that racism and sexism undermine a politician stronger for those who think the politician is more liberal. 3. Experimental evidence show that the effect of racism and sexism on ostensible politicians depends on the politicians’ ideology, not their race, gender, or party identification. Hence, current studies highlight the often overlooked role of politician’s ideology in the effect of racism and sexism, espousing a system justification account of prejudice.

Understanding Support for Religious Right to Discriminate Laws
Katlyn Farnum, College of Saint Rose, Abigail Koller, Farleigh Dickinson University, Madison Taylor, McMaster University, Olivia Harmon, College of Saint Rose

Twenty-one states have Religious Freedom Acts and cases like Burwell v. Hobby Lobby (2014) and Masterpiece Cakeshop v. Colorado (2017) often pit business owners’ religious freedom against the equal protection of their customers. To examine support for this legislation, a 3 (service: wedding cake, ceremony, marriage certificate) x 3 (business owner religion: Christian, Jewish, Muslim) x 2 (population: students v. community) between participants study was conducted. Participants read a vignette of a gay couple seeking a wedding related service who were denied based on the business owner’s religion. Participants then rated their support for the proposed legislation and completed several psychological and demographic factors. A 3 x 3 x 3 x 2 ANOVA predicting support for these laws revealed significant main effects for population and service type. Community members were significantly more supportive of these laws than students. Across both groups, participants were less supportive of these laws when considering a marriage certificate as compared to both a wedding cake and ceremony. Support for these laws was driven by different attitudes. For students, higher religiosity and higher levels of system justification theory predicted greater support while for community members’ support was predicted more strongly by negative attitudes towards gay men.

3:15 PM - 4:30 PM

Symposium
Self-Exploration or Broad Maintenance: Relationality in the Context of Neoliberal Modernity
Chair: Darlingtina Atakere, University of Kansas

Talk 1: Go Along to Get Along: Neoliberalism as a Strategy of Accommodation
Melanie Langer, New York University

Neoliberalism is commonly understood either as an economic ideology that fails to be responsive to the members of society it disadvantages, and to take into account the role of structural constraints, or as an ideology used to justify the pursuit of one’s own self-interest and the maintenance of a hierarchical social structure. I propose an alternative perspective in which neoliberalism is conceived of as a coherent regulatory strategy based on an understanding of the contingencies that constitute the status quo as fixed rather than conditional and flexible, and a belief that the best way to cope with these strategies is to accept rather than to try to force these contingencies to change. I describe how the ideology, or strategy, resulting from these perceptions involves valuing control achieved through dominance and freedom, and viewing the self as causally responsible and thus accountable for the consequences of one’s actions – rather than viewing individuals as impacting and accountable
to one another, and how neoliberalism thus runs counter to a morality of interdependence. I review evidence supporting this perspective across a variety of domains, and finally suggest three avenues of empirical research on how to counteract the effect of neoliberalism on morally relevant outcomes.

**Talk 2: Neoliberal Transformation of Play: The Case of ‘Children’s Cities’ in Istanbul**
Bengi Sullu, City University of New York

Play is the quintessential activity of childhood that is understood and theorized in ways that are reflective of certain beliefs, ideologies and dominant practices of certain social contexts (Sutton-Smith 2001). Drawing on the example of “children’s cities”, which are the private play centers inside shopping malls in Istanbul, the research tries to illustrate the infiltration of play with expert knowledge that draws on educational and child psychology, which instrumentalize play as a goal for cognitive development, skill acquisition and an investment for a future that is embedded in capitalistic notions of self-exploration and recognition, rational choice and production. It also underlines the spatial manifestations of this particular notion of play as privatized and securitized, as well as designed and implemented by experts and adults as opposed to child-created and led formation or activity. Following observational data and document analysis, it asks: what kind of psychological expert knowledge constructs the ideas around play as well as new play spaces? Who are called to visit these play spaces with what kind of generated expectations? The implications are discussed when children’s play ceases to be relational and cooperative and is confined to a commercial, technologized and individualized pursuit of goals.

**Talk 3: The ‘Materiality of Care’: Experience of Relational Obligation in Ghanaian Settings**
Darlingtina Atakere, University of Kansas, Aroog Khaliq, University of Kansas, Taylor Allen, University of Kansas, Courtney Alexander, University of Kansas

Cultural ecologies that support standard conceptions promote constructions of relationality that emphasize independence and freedom from constraint. They afford an experience of relationship as a site for personal fulfillment via mutual exploration and expansion. Critics have noted that such conceptions are predicated on neoliberal individualist models of self and society prominent in North American and some European contexts. Neoliberal tendencies influence the ways in which people construct their relationships, as well as their ideas about interpersonal obligation. In particular, neoliberalism is compatible with a greater emphasis on personal interests and needs for growth over maintenance of interpersonal networks through obligation. Our work draws upon understandings of everyday life in Ghanaian settings as a foundation for examining the study of relational obligation in hegemonic psychological science. Relationships in most African settings, including Ghana, are characterized by attention to enduring connections and preference for material expressions of care. Against this background, we draw upon empirical research conducted across US and Ghanaian settings to illuminate cultural-psychological foundations for the experience of obligation in Ghana and contrast them with those in hegemonic psychological science. We discuss implications of results for conceptions of obligations and care within close interpersonal networks as cultures become increasingly neoliberal.

**Symposium. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Pacific B**

**Sexism and Sexual Assault Research in the Era of #MeToo**
Chairs: Abigail Folberg, University of Nebraska Omaha, Margaret Stockdale, Indiana University Purdue University Indianapolis

**Talk 1: When the Marginalized Harass: Power and Sex Harassment Among LGBQs**
Tuyen Dinh, Indiana University, Margaret Stockdale, Indiana University Purdue University Indianapolis

Recently, Stockdale, Gilmer and Dinh (2018) found that priming heterosexual adults to feel self-focused or other-focused powerful (vs. control) increased sex harassment intentions (SH) through increasing sexy-powerful feelings and, surprisingly, communal feelings. Dispositional characteristics (i.e., Dark Triad Traits and Communal Goal Orientation) moderated the mediated paths between power priming and harassment proclivities. The current study examined whether these effects replicate in a sample of lesbian, bisexual, gay, and queer adults (N=102), in an online experiment. Power was primed through scenarios where participants imagined a day when they felt particularly powerful in a self- or other-focused manner.
(i.e., showing care for team members), or non-powerful (i.e., doing routine activities). Before priming, Ps completed dispositional measures. After priming, Ps completed measures of current feelings and measures of SH intentions toward same-gender targets. Consistent with Stockdale et al. (2018), self-focused power priming indirectly increased SH intentions through sexy-powerful feelings, and other-focused priming did so through communal feelings. Trait dominance and communal goal orientations, respectively, exacerbated these indirect effects. This study broadens the generalizability of the effects of both self and other-focused power on SH intentions to the LGBQ population and replicates the unexpected finding that “good” power may also lead to bad outcomes.

Talk 2: Contact with Counter-Stereotypical Women May Reduce Rape-Intentions and Rape-Acceptance
Keon West, Goldsmiths, University of London

Intergroup contact—(positive) interactions with people from different social groups—is a widely researched and strongly supported prejudice-reducing mechanism shown to reduce prejudice against a wide variety of outgroups. However, no known previous research has investigated whether intergroup contact can also reduce sexism against women. Sexism has an array of negative outcomes. One of the most detrimental and violent ones is rape, which is both justified and downplayed by rape myth acceptance. We hypothesized that more frequent, higher quality contact with counter-stereotypical women would predict lower levels of sexism and thus less rape myth acceptance (in men) and less sexualized responses to rape (in women). Two cross-sectional studies with community samples supported these hypotheses. In Study 1, 170 male participants who experienced more positive contact with counter-stereotypical women reported less intention to rape. Similarly, in Study 2, 280 female participants who experienced more positive contact with counter-stereotypical women reported less projected sexual arousal at the thought of being raped. The present research is the first known to show that contact could be a potential tool to combat sexism, rape myth acceptance, intentions to rape in men, and sexualization of rape by women.

Talk 3: Identifying Men Allies to Combat Sexism in the Workplace
Edward Sullivan, Florida International University, Asia Eaton, Florida International University

A number of validated and reliable scales assess men’s attitudes towards and beliefs about women and gender. However, no measure has sought to assess men’s allyship towards women at work. Grounded in work on LGBT and racial allyship and allyship theories (Brodio, 2000; Reason, Millar, & Scales, 2005), we developed and tested the Measure to Identify Men who are Allies of Women in the Workplace (M.A.W.W.). We hypothesized six factors of men’s allyhood towards women at work: distal awareness, proximal awareness, knowledge, social support, instrumental support and action. After creating an item pool of 62 items using feedback from six subject matter experts, we conducted an exploratory factor analysis with employed MTurk participants. Three factors emerged as the optimal solution (KMO = .93, p < .001, r2 = 52.25) and were relabeled: “knowledge and awareness” (α = .95, eight items), “skills and capacity” (α = .81, five items), and “action” (α = .73, four items). With the M.A.W.W, practitioners will be able to develop and evaluate evidence-based educational programs and practices to improve workplace climate and culture for women. The M.A.W.W. will also enable researchers to better understand the antecedents, correlates, and consequences of allyhood for individuals, groups, and organizations.

Talk 4: Tolerance of Sexism and Justifying Ideologies Among Men and Women
Abigail Folberg, University of Nebraska Omaha, Jennifer Hunt, University of Kentucky, Carey S. Ryan, University of Nebraska Omaha

In the wake of the #metoo movement, several prominent men lost their jobs due to workplace sexual impropriety. Reports indicated that others knew of their behavior but failed to intervene, suggesting that tolerance of sexism played a role. We present research that validates a measure of tolerance of sexism (TOS), that is, a willingness to accept sexist views and actions in others and examine its relationship to justifying motives in women and dominance-preserving motives in men, consistent with predictions from system justification theory. Participants (N=300) completed measures of tolerance of sexism, hostile (HS) and benevolent (BS) sexism, gender-specific system-justification (SJ), zero-sum beliefs (ZSB), precarious manhood beliefs (PMB), and evaluations of target groups. Exploratory structural equation modeling indicated that TOS was distinct from HS and BS. Correlations indicated that among women, TOS was more strongly associated with positive evaluations of men, whereas among men, TOS was more strongly associated with negative evaluations of women. Further, when HS, BS were controlled, TOS was more strongly associated with SJ among women and more strongly associated with ZSB and PMB among men. Thus, TOS may facilitate gender inequality by allowing women to justify gender inequality and men to preserve their dominant position.
Symposium: Stigma In-between: Unique Forms of Discrimination for Multiracial People

Chair: Marisa Franco, Georgia State University

Talk 1: Dimensions of Discrimination and Mental Health for Multiracial People
Marisa Franco, Georgia State University

Multiracial people experience various types of discrimination including general racial discrimination, discrimination perpetrated by family, and racial identity invalidation. The current study examines the relative impact of each form of discrimination on Multiracial people's mental health. Multiracial participants (N = 464) took online surveys that assessed their experiences of various dimensions of discrimination and their mental health. Results of hierarchical regression analyses with discrimination dimensions entered simultaneously as predictors indicated that discrimination from family uniquely predicted depressive symptoms, whereas identity invalidation uniquely predicted anxiety and also stress. Based on discrimination dimensions, latent classes were constructed to represent profiles of discriminatory experiences. Low discrimination (n = 212), high discrimination (n = 49), invalidation (n = 154) and general racial discrimination (n = 58) classes arose. The low discrimination class had the best mental health outcomes, whereas the high discrimination class had the worst, and the invalidation and general discrimination classes had mental health outcomes that were generally equal and fell in between these two. Overall, findings highlight the importance of attending to not just to general forms of discrimination in Multiracial people's lives, but also the unique forms of discrimination that Multiracial people experience.

Talk 2: Identity Denial and Psychological Health Among Dual-Minority Biracial People
Analia Albuja, Rutgers University, Diana Sanchez, Rutgers University, Sarah Gaither, Duke University

Biracial people often experience identity denial and identity questioning, wherein they are questioned about their ancestry or told that they should identify differently. More frequent experiences of identity denial and questioning are associated with lower feelings of autonomy, seeing one's racial identities as more conflicting, and feeling a lower sense of belonging, yet the process through which this occurs remains untested. Additionally, it is unknown whether these outcomes vary for dual-minority biracials (with two different racial minority parents) who do not have White racial ancestry. The present studies tested whether identity denial and questioning are associated with a greater concern about the value of having a multiracial identity in society (i.e., multiracial public regard). Across two studies (N = 186), we tested multiracial public regard as the mediator between identity denial and autonomy (Studies 1 & 2), integration conflict (Studies 1 & 2), and social belonging (Study 2). More frequent identity denial experiences were associated with lower multiracial public regard, which was then associated with lower identity autonomy, greater integration conflict, and lower social belonging. For biracials, being denied or questioned about their racial identities may communicate that society holds negative views challenging multiracial identity overall, particularly for dual-minority biracials.

Talk 3: The Role of Race Discrepancy on Multiracial Employees Professional Image
Felicia Swafford, Concordia University Chicago

Race discrepancy occurs when Multiracial people are perceived in a way that misaligns with their racial identity. Discrepancy can provoke negative stereotyping which may cause the individual to use certain frame switching strategies to show their most advantageous racial identity characteristics. Thus, the purpose of the research was to explore race discrepancy and the frame switching strategies that are provoked in order to maintain a desired professional image. A grounded theory qualitative approach was used to analyze interview data from 35 Multiracial participants. Findings were used to develop a race discrepancy framework, which indicates that when Multiracial people are perceived in a way that misaligns with their identity, their reaction may depend on the degree to which misperceptions are advantageous. Specifically, when Multiracial people were perceived professionally in a way that misaligned with their identity but was advantageous, they would use frame switching techniques to maintain this false identity. However, when Multiracial people were perceived incongruently but disadvantageously, they highlighted an alternative racial identity to achieve a more desired professional image. Due to racial identity being primarily socially constructed, frame switching can happen in different social settings and can have psychological and organizational costs.
Talk 4: Pole Position: Whites’ Hierarchal Perceptions of Monoracial and Multiracial Targets
Darren Agboh, The Graduate Center, City University of New York, Darryl Wout, John Jay College of Criminal Justice, Katlyn Milless, The Graduate Center, City University of New York, Mari Noelle Malvar, The Graduate Center, City University of New York, Jonathan Vides, The Graduate Center, City University of New York

The present research utilizes the racial position model (RPM; Zou & Cheryan, 2017) to provide an understanding of Whites’ status and foreignness perceptions towards monoracial minorities and minority-White Biracial targets. The RPM proposes that the minority experience in the United States is centered on two perceived dimensions: status (inferior/superior) and foreignness/Americanness. The two axes together provide a hierarchical framework for different racial groups in society: Whites are superior and American; Blacks are inferior and American; Asians are superior and foreign; and Latinx are both inferior and foreign. This research extends the RPM to perceptions of minority-White Biracials. A within-subjects study using White participants recruited from Prolific.ac (N = 101) replicated the monoracial minority RPM results from Zou & Cheryan (2017). Also, results indicated that Whites grant Black-White and Latinx-White Biracials status compared to their monoracial minority Black and Latinx counterparts, but do not grant Asian-White Biracials additional status compared to Asians. Additionally, Whites perceive Asian-White and Hispanic-White Biracials as more American than their monoracial counterparts but perceive Black-White Biracials as less American than Blacks. Future directions and implications of these findings will be discussed.

Interactive Discussion

Research to Policy: Seeking Out Opportunities and Overcoming Barriers
Linda Silka, University of Maine, Chelsea Crittle, Tufts University, Emily Leskinen, Ramapo College, Katya Migacheva, RAND Corporation

Moving research to policy is central to SPSSI’s commitment to making a difference on important social issues. Much as many of us want to succeed at doing this, we often encounter unexpected challenges and barriers. Policy makers may not seek out research. They may not know about our cutting-edge research or the research may not align with their concerns. They may need to make decisions before the research is complete or the research is presented to them in ways that are not attuned to the kinds of policy levers at their disposal. All of these problems can be addressed but to do so we need to share our experiences with each other and learn how SPSSI members are successfully moving ahead. Many SPSSI members are making progress on these important fronts and this facilitated discussion session will offer the opportunity for participants and attendees to share the challenges they have encountered and the strategies they have developed. Our intent is to start a conversation that will provide opportunities for enhancing SPSSI leadership in research impacting policy. At the session we will provide a set of discussion questions and materials that give examples of the issues, concerns, strategies, and successes.
Interactive Discussion .......................... Harborside

(Table 2)

Sustainable Sister Circle: A Mentoring program for Black Women Across the Academic Pipeline

Dionne Stephens, Florida International University, Danielle Dickens, Spelman College, Mona Quarless, Virginia Commonwealth University

With the increasing populations of people of color (POC) in higher education across the United States, higher educational institutions have begun to administer mentoring programs to improve cross-cultural understanding and to promote professional development, career success, and retention for under-represented minority groups (Irby, 2017). Often these programs target specific phases of the academic pipeline and focus on group/macro level concerns. However, it has been concerning that few initiatives center POC’s own professional development concerns or challenge deeper seeded concerns that have contributed their legacy of exclusion and marginalization (Chan, 2016; Lewis et al., 2017). This presentation will focus on three Black women’s experiences in the Society for Women in Psychology’s (Division 35) mentoring program over the past 18 months. Positioned in different stages of the academic pipeline (Associate Professor, Assistant Professor and Doctoral Student), and three institutions located in different states, the participants will critically discuss how feminist values and critical race theoretical frameworks inform their monthly meetings. The centrality of open communication, self-disclosure, engagement in dialogues about race and gender, and behaving with integrity will be highlighted. Appropriate instrumental, systematic, and social tools needed for replicating this support system will be shared.

15-Minute Presentations .......................... Pacific CD

Feminism and Sexuality: Identities and Motives

A New Measure of Feminist Consciousness
Lauren Duncan, Smith College, Randi Garcia, Smith College

We introduce a new measure of politicized gender identity, the Feminist Consciousness Scale (FCS). This measure is based on dominant social psychological theories of politicized collective identity and assesses the identity, injustice, and centrality components of feminist consciousness. In three studies, the three-factor FCS demonstrated excellent model fit and validity for college women and more age- and ideologically-heterogeneous men and women. FCS scores are related to other measures of feminist attitudes and women’s rights activism. The FCS possesses several advantages over current measures of feminist identity based on developmental models: it is short and easy to use, can be used with both men and women, and is tied to the extensive literature on group consciousness and politicized collective identities.

Decentering Outness: How Concealing One’s Sexual Identity Manifests Individual Agency
Jianmin Shao, University of California, Irvine

Psychologists of gender and sexuality have long been interested in the association between LGBT people’s “outness” and their mental health outcomes. Whereas a presumably positive sexual identity resulting from low level of concealment has been shown to be associated with higher psychological adjustment, we have paid very little attention to the ways in which decisions of non-disclosure might exhibit agency among sexual minority individuals, and how such agentic decisions might affect well-
being. Drawing on feminist theories, anthropological inquiries, and psychological studies of gender and sexual minorities, I analyze in-depth interview data with 47 LGBQ young adults in China to show the ways in which concealment of one’s sexual orientation can indeed be an agentic choice, rather than a passive default position. I argue that one’s decision of whether or not to come out should be viewed within one’s socio-cultural and political context and thus that concealment should not be assumed to have a negative value universally. This paper calls for psychologists of gender and sexuality to center an analysis of concealment and non-disclosure practices in an effort to advance our current understanding of the relation between outness and well-being. Future directions and new scholarly practices are also discussed.

**Motivation for Dominance Affects Men’s Tendency to Sexually Objectify Women**
Orly Bareket, Tel Aviv University, Nurit Shnabel, Tel Aviv University

Sexual objectification is the perception of the human body merely as an object of sexual use. The targets of sexual objectification are represented and judged by the sexual parts or functions of their body, while their subjectivity is ignored. According to classical feminist theorizing, women’s sexual objectification is a subtle means through which men can reassert their dominance in the gender hierarchy. The present research, consisting of three studies, empirically tested this theorizing by examining the association between men’s motivation for dominance and their sexual objectification of women. Study 1 revealed that men’s dispositional motivation for dominance (i.e., Social Dominance Orientation; SDO) correlated with a greater tendency to sexually objectify women. The corresponding correlation among women was non-significant. Situationally inducing the need for dominance among men participants by making them work under the supervision of women bosses — vs. jointly with women partners (Study 2a) or under the supervision of men bosses (Study 3) — led, among those high on SDO, to increased sexual objectification of women. Mood was ruled out as an alternative explanation. Working under men bosses did not affect women participants’ sexual objectification of men (Study 2b). These findings support feminist theorizing that men reassert dominance by objectifying women.

**Out but Not Proud? Gender Beliefs Explain Gay Identity Differences**
Brandon Balzer Carr, University of California, Santa Cruz, Eileen Zurbriggen, University of California, Santa Cruz

Research on gay, bisexual, and queer (GBQ) men’s identity development often conflates being out about one’s identity with being proud of one’s identity, and poor identity development is typically attributed to religiosity or family acceptance. We investigated a multi-component GBQ identity development model and how this relates to gender ideology. We surveyed 109 GBQ men attending San Francisco Pride on measures of identity development (internalized homonegativity, concealment motivation, identity affirmation, identity centrality, and difficult process) and gender ideology (hostile sexism, conformity to masculinity, belief in binary gender, and feminism). We conducted a cluster analysis of identity development measures and found a four-cluster solution: out and proud (low-concealment, low-homonegativity), out not proud (low-concealment, high-homonegativity), proud not out (high-concealment, low-homonegativity), and not out nor proud (high-concealment, high-homonegativity). Difficult process, identity affirmation, and identity centrality did not differentiate between clusters. Next, we compared clusters across gender measures and found that both proud clusters have significantly higher levels of feminism and lower levels of hostile sexism and conformity to masculinity (but not belief in binary gender). Results suggest that being out about being GBQ does not necessarily mean being proud of being GBQ and that progressive gender ideology may support a better self-concept.
From Hours to Eras: Living with and Learning about Racism

A Growing Awareness of Societal Inequality among Racially Diverse Youth
Laura Wray-Lake, University of California, Los Angeles, Lauren Alvis, West Virginia University, Jason Plummer, University of California, Los Angeles

Awareness of societal inequalities is foundational for civic action against social injustices. More knowledge is needed about how youth become aware of inequality, a process that likely differs by race/ethnicity. Using five longitudinal waves spanning 4th through 12th grades among Latinx (n = 1937), Black (n = 753), Asian/Pacific Islander (API, n = 489), and White (n = 2207) youth, we examined multigroup longitudinal measurement and latent growth models to assess racial/ethnic differences in structure and age-related change in a 3-item awareness of societal inequality scale. Partial factor and intercept invariance suggested that inequality beliefs were similarly understood across groups, with modest differences among Latinx, Black, and White youth for certain items in middle school. Growth models demonstrated that awareness of inequality increased steadily across 4th-12th grades for all groups. Black youth started and remained higher in inequality beliefs, and API youth demonstrated rapid growth in high school. Analyses will further examine contextual experiences as predictors of inequality beliefs; yet current results suggest that all youth become increasingly aware of inequality with age and ethnic minority groups have heightened awareness, likely due to experiences with injustices. Findings have implications for understanding diverse precursors to civic action across adolescence.

Historicizing Inequality: Racial Differences in Perceptions of Historical Injustice
Aerielle Allen, University of Connecticut, Felicia Pratto, University of Connecticut

Movements such as Black Lives Matter have drawn attention to the connection between present racial inequality and past racial inequality, which is colloquially referred to as being “woke” or critically conscious. In this study, we assessed racial differences in familiarity with historical and contemporary events surrounding racial inequality and recognition of historical parallels between past and present racial inequality. Four hundred and twenty-eight Black and four hundred and thirty-five White individuals completed a cross-sectional survey about social justice. Black participants’ familiarity with historical and contemporary inequality events (M = 0.64, SD = 0.19) was not significantly different from Whites (M = 0.63, SD = 0.17). However, additional analyses revealed a significant main effect of participant race on historical parallels of racial inequality. Consistent with predictions, Blacks recognized historical parallels (M = 0.42, SD = 0.41) to a greater degree than Whites (M = 0.32, SD = 0.41). Taken together, these results provide initial evidence that differences between Blacks and Whites in perceptions of racism and inequality is not a matter of historical knowledge, but a lack of ability to make connections regarding similarities of inequality in the past and the present.

New Viewpoints: The Effect of Perspective-Taking on Perceptions of Protest
Kimberly Martin, University of California, Los Angeles, Tiffany Brannon, University of California, Los Angeles

This study investigated how cultural and historical knowledge could promote better perspective-taking. Specifically, non-Black participants were asked to take the perspective of a Black NFL player currently kneeling in protest against police brutality during the national anthem. Before participants were prompted to take the perspective of the out-group protestor, they were exposed to one of three experimental conditions, where they either received (a) a picture of the out-group protestor (a standard perspective-taking method) (b) a picture and personal information about the out-group protestor, or (c) a picture, personal information, and a history lesson of Black American protests and social movements (key condition). We found, as predicted, that participants in the key condition demonstrated more positive perceptions of NFL protests when compared to other perspective-taking conditions. This result was mediated by higher levels of perspective-taking task engagement. These results suggest that perceptions of highly polarizing current events might be shifted if out-group members understand the in-group cultural meaning behind the actions and thus can take a more engaged perspective.
The Double Burden of Racial Discrimination in Lived Moments
Laurel Peterson, Bryn Mawr College, Nataria Tennille Joseph, Pepperdine University, Heather Gordon, Pepperdine University, Thomas Kamarck, University of Pittsburgh

Racial discrimination is a common experience for African Americans, but no research has examined how discrimination experienced and reported in daily-life moments influences momentary negative emotions and psychosocial resources. Using ecological momentary assessment, African Americans (N = 54; 18-30yo) reported hourly on their current experience of racial discrimination, negative emotions, and psychosocial resources (e.g., self-esteem, connectedness, control, racial-identity) across waking hours of two days. Controlling for past discrimination and trait emotions, episodes of perceived discrimination were associated with greater negative emotions, b = 1.81, F(1,1060) = 16.70, p < .0001, and lower psychosocial resources, b = -.59, F(1,1041) = 3.92, p < .05. The relation between momentary discrimination and lower momentary psychosocial resources was stronger among individuals who reported greater past discrimination, simple slope: t(1632) = -6.13, p < .0001, than those who reported lower past discrimination, simple slope: t(1632) = -.10, p = .92. These results are some of the first examining the momentary correlates of racial discrimination, demonstrating that episodes of discrimination are associated with negative emotions and appraisals of reduced coping resources. Triangulating methods should lead to a refined understanding of the immediate sequelae of discrimination, providing insight into discrimination's immediate impacts when experienced in daily life.

15-Minute Presentations . . . . . . . . . . . . . . West Coast

Promoting Racial and Economic Justice in High Schools and Colleges

Examining the Consequences of Racial Bias in the Categorization of Students vs. Athletes in College Contexts
Gerald Higginbotham, University of California, Los Angeles, Jessica Shropshire, University of California, Los Angeles, Kerri Johnson, University of California, Los Angeles

Black male students on college campuses report being frequently misperceived as athletes (Harper, 2015). Across two studies, we tested the role of perceiver’s racial biases in categorization of Black and White students and student-athletes and the consequences of these biases. Participants viewed faces of actual Black and White male undergraduates who were either non-athlete students or student-athletes, and made binary judgments about whether the undergraduate was a student or an athlete. We find that Black male students are misperceived as athletes at more than 2.5 times the rate of White male students (Studies 1 and 2), and that this early perceptual bias is associated with negative judgments about Black male students’ academic intelligence (Study 2). Furthermore, our results suggest that this bias functions as an intergroup phenomenon, as Black perceivers show an attenuated racial bias in categorization of students. These findings further illustrate that categorizing Black students as athletes is not a compliment (Czopp, 2008), as it indeed is negatively associated with perceiver perceptions of academic ability. Implications for how perceiver bias plays a dual-role in adversely affecting academic climates for underrepresented groups and the role of cultural exposure to be discussed.
Leveraging a Researcher-Practitioner Collaboration to Improve First-generation College Students’ Experiences
Ibette Valle, University of California, Santa Cruz, Rebecca Covarrubias, University of California, Santa Cruz, Edgar Chavez, Downtown College Prep, Fabiana De Lima, University of California, Santa Cruz

Universities are now prioritizing the unique needs and strengths of first-generation college (FGC) students (i.e., parents do not have a four-year degree). As FGC student enrollment rapidly grows, universities can learn from educational partners with strong histories of serving FGC students. We provide findings from a researcher-practitioner collaboration where we administered surveys with closed- and open-ended items to 168 FGC alumni from a local charter school, Downtown College Prep (DCP). For nearly 20 years, DCP has supported the holistic success of low-income, FGC students of color. First, findings from thematic analysis revealed that FGC students experienced challenges in college related to academic preparation, financial support and sociocultural factors. Additionally, alumni recommended increased high school preparation for academic rigor and increased support for holistic skill-building (e.g., coping in college, time management). Second, quantitative analyses of closed-ended survey responses revealed that, as expected, high engagement in family roles (e.g., sibling caretaking) predicted feelings of guilt for leaving family to attend college, which then predicted university grades. Findings were shared with school practitioners; outcomes included a newly-formed task force of multiple stakeholders to address student support. This work provides insights on how diverse researcher-practitioner collaborations can co-create solutions for supporting FGC students.

Role Model Intervention Improves First-Generation College Student Commitment and Performance
Sarah Herrmann, Weber State University, Giselle Laiduc, University of California, Santa Cruz, Rebecca Covarrubias, University of California, Santa Cruz

Today, more first-generation college (FGC) students, for whom neither parent has a bachelor’s degree, are enrolling in college than ever before. However, FGC students report more difficulty adjusting to college, perform more poorly, and are less likely to graduate compared to continuing-generation college (CGC) students. Underrepresented students like FGCs can cope with the cultural transition through exposure to role models, such as faculty from similar backgrounds. This is especially important for concealable identities such as college generation status or social class which is not apparent unless someone “outs” themselves. Exposure to similar others has been shown to improve performance and persistence for FGC students. Exposure to role models is especially effective if role models communicate that they have experienced challenges and how they overcame them. The present research compares the impact of exposure to FGC faculty on institutional commitment and evaluative task performance for first-generation students across three studies. Namely, we find that FGC students exposed to a webpage with mock profiles of FGC faculty have higher institutional commitment and higher task performance and persistence than students exposed to a page with faculty profiles that do not mention FGC identity.

15-Minute Presentations

Violence, Criminal Justice, and Mental Health

Mass Shooting Motives: Public Perception When Motive is Unclear
Ashley Votruba, University of Nebraska - Lincoln, Casey Tisdale, University of Nebraska - Lincoln

In an age of mass shootings nearly all media and public interests circles around a common theme: the shooter’s motive. Why are humans obsessed with understanding the motive behind horrendous crimes like mass shootings? To provide insight into this phenomenon, we conducted an exploratory study following the Las Vegas mass shooting by Stephen Paddock and Texas shooting by Devin Patrick Kelley (both in 2017). In both cases, the shooters’ motives were unclear. In this study, we explored participants’ perceptions of the importance of understanding the shooting and their theories of the shooter’s motivation. The results suggest that participants care deeply about understanding the motives of mass shooters. Further, coding of open-ended responses indicates that: (1) 86% of participants will provide a reason for the shooting (even though the motive is unknown) and (2) 44.2% of participants believe it is important to understand the shooters motives in order to prevent future harm. Further analyses catalog and compare lay perceptions of motive between the two mass shootings. Additional analyses
comparing perceptions of the mass shootings to a natural disaster (Hurricane Harvey) indicated that participants believe it is more important to understand the shooters’ motives than the occurrence of natural disasters.

PTSD and Solitary Confinement: Understanding Trauma in Isolation
Pasha Dashtgard, UC Irvine, Dallas Augustine, UC Irvine

The dramatic rise of mentally ill, justice-involved individuals, and the use of prolonged solitary confinement with this population, only exacerbates our current mental health crisis. Prisoners who have experienced prolonged solitary confinement display symptoms of mental illness well above the rates of the general population, including symptoms of post-traumatic stress disorder (PTSD). In the present study, 94 prisoners in long-term solitary confinement across five prisons in the Washington State Department of Corrections (WA DOC) were interviewed using a mixed-methods interview protocol. The study utilizes a variety of data sources to capture the complexity of trauma in a solitary confinement setting: qualitative interviews, descriptive statistical analysis, records produced by the WA DOC, and statistical analyses using results from the retroactive application of the Primary Care PTSD-5 (PC-PTSD-5) screening instrument. Results indicate that 65 of the 94 prisoners interviewed (69%) expressed symptoms sufficient to screen positive for probable PTSD. The qualitative interview data reveals how prison life generally, and solitary confinement specifically, demands a set of (logical, if not adaptive) behavioral responses to confinement conditions that reflects PTSD symptomology. The difficulties in obtaining accurate diagnoses of mental disorders in prison settings further complicates the issue of understanding PTSD in solitary confinement.

Suspect Race and Mental Health on Perceptions of Police Force
Melissa Thompson, Portland State University, Kimberly Kahn, Portland State University, Jaboa Lake, Portland State University, Emma Money, Portland State University, Jean McMahon, Portland State University

Two studies experimentally examined the joint influence of suspect race and mental health status on the perceived appropriateness of police use of force. Two diverse samples of community member participants read a case file describing a police officer using excessive force against a suspect who varied in race (Study 1: Black vs. White; Study 2: Black vs. White vs. Latino) and mental health history (history of illness vs. not), and indicated support for the officer’s actions. Results confirmed a significant interaction between suspect mental health status and race, such that mental illness was seen as a protective and mitigating factor against police use of force, but only for White suspects. For racial minority suspects, mental illness status instead increased perceptions of the appropriateness of use of force. This study finds that mental illness status provides different protections based on suspect race and exacerbates racial bias in policing outcomes. Results further suggest that it may be harder to enact change against police force when it is directed against mentally ill racial minorities, as it is perceived as more appropriate and justified.

4:45 PM - 6:00 PM

Symposium................. East Coast

Post-Migration Factors that Impact Adjustment and Wellbeing Among West African Immigrants
Chair: Sagal Ahmed, Fordham University

Talk 1: Parental Transmission of Trauma in Forced and Voluntary West African Migrants
Obianujunwa Anakwenze, Fordham University

The association between parental mental health difficulties and poor child outcomes is well documented. Few studies have investigated the intergenerational effects of trauma in immigrant populations. This study examined the association between parental trauma on child behavioral health in an archival dataset of West African voluntary and forced migrants in New York City. A sample of 93 parents provided self-reported mental health information using the Harvard Trauma Questionnaire to assess PTSD symptoms and the Beck Symptom Inventory to assess depression, anxiety, and somatization symptoms. Parents reported on the behavioral health of one child between the ages of 5 and 12 years using the externalizing items of the Child Behavior Checklist. A 4-item self-report scale assessed difficulty parenting in the last month. We hypothesized that parental
trauma exposure and mental health would predict child externalizing behavior and that parenting difficulty would mediate this relationship. A stronger association between parental trauma and child behavior was expected for forced migrants, mothers, and parent-child dyads that had undergone separation during migration. The findings of this study will shed light on a potential intervention target for improving child outcomes in immigrant families and aid in the identification of families in greatest need of parenting support.

Aïcha Cissé, Fordham University

The present study examined parent-child acculturation dissonance among West African Fulani immigrant families, using a sample of eleven participants consisting of five parent-child dyads and one adolescent whose parent was not interviewed. Individual qualitative interviews were conducted to explore acculturative processes and their impact on family relations and youth adjustment. Using a grounded theory approach for data analysis, the principal investigator identified the presence of parent-child acculturation in specific domains relating to religion, norms, values, behavior, and identity. Domain-specific parent-child acculturation dissonance was not found to be related to family conflict or youth maladjustment. On the contrary, results highlighted the presence of positive and stable parent-child relations and healthy psychosocial development in adolescents. Based on these findings, it was proposed that, among Muslim African immigrant families, maintenance of traditional African family values, adaptive and flexible parenting, and biculturalism in youths promote family cohesion and youth adjustment, while also buffering against the potential negative impact of parent-child acculturation dissonance.

Talk 3: Subjective Social Status and Unmet Post-Migration Expectations Among West African Immigrants
Sagal Ahmed, Fordham University

Research with immigrant groups has shown a consistent relationship between subjective social status (SSS) and health outcomes. One possible explanation for this lies in the relationship between SSS and perceived lack of control over one’s life circumstances. Given that SSS takes into account losses in the investments made in home countries, this association can be explained through unmet expectations, as well as a lack of agency, regarding achievements post-migration. This study proposes that the relationship between SSS and health outcomes is mediated by agency and expectations.

The current study used a data set drawn from a community-based participatory research project (CBPR) that was undertaken with a community-based organization (CBO) serving Fulani immigrants in New York City. SSS was assessed using the MacArthur Subjective Social Status Scale. Agency and expectations were assessed using an original scale generated from cognitive interview data related to achievement of goals and current personal agency. Physical health outcomes were assessed with systolic and diastolic blood pressure, and BMI. Mental health outcome measures were the Perceived Stress Scale, 14 item version (PSS-14) and the Center for Epidemiologic Studies Depression Scale (CES-D). Results of the proposed mediation model will be presented.

Symposium

Queer Science! Transforming Research on Gender/Sex and Sexuality
Chair: Sari van Anders, Queen’s University

Talk 1: Queer Challenges to Normative Gender/Sex Categories via Sexual Configurations Theory
Will Beischel, University of Michigan, Sari van Anders, Queen’s University

Psychological research often considers normative gender/sex categories, like woman and man or transgender and cisgender, to be self-evident, mutually exclusive, and exhaustive. However, queer perspectives highlight how these categorical assumptions do not map onto (all) people’s identities and lived experiences. In this talk, we discuss queering gender/sex categories in ways that still are legible within psychology. Participants with diverse gender/sex identities (N = 240) completed diagrams from sexual configurations theory (SCT; van Anders, 2015), which provides models for locating one’s own gender/sex in ways that coincide and branch from normative frameworks. SCT’s visualization of diversity highlighted the richness of
individuals’ gender/sex as well as the commonalities across and heterogeneities within groups. And, participants were able to articulate experiences outside of normative gender/sex categories. We discuss how these findings and methods provide queer interventions into categorization processes for gender/sex and recognize the ways normative power plays a role in people’s identities and lived experiences as it plays out in naming and measurement.

**Talk 2: Queering Notions of Orgasm during Consensual Sex as a Unilaterally Positive Experience**
Sara Chadwick, University of Michigan, Sari van Anders, Queen's University

In psychology and public discourse, orgasm during consensual sex is assumed to be always and necessarily positive. However, queer perspectives ask us to reconsider normative assumptions about sexuality, calling to question whether orgasms during consensual sex are in fact unilaterally positive experiences. To investigate this, our research study asked: Do individuals experience orgasm during consensual sex in non-positive ways? In an online survey (N = 726), 44-55% of participants within each gender and sexual identity group (heterosexual/non-heterosexual, women/men, cisgender/transgender) reported that they have had a non-positive orgasm experience during consensual sex. Thematic analysis on participants’ descriptions (n = 289) showed that the experiences were characterized by coerced or compliant sex and/or feeling internally or externally pressured to orgasm; and, these experiences negatively impacted participants’ relationships, sexuality, and/or psychological health. Additionally, most participants (66%) described orgasms in these situations as less pleasurable than orgasms during positive, wanted situations. For example, participants reported that their orgasms felt like physical reactions only, weak, not emotionally satisfying, painful, unnatural, or “not real”. Together, these findings challenge the assumption that orgasms are always positive and unitary, highlighting how research that queers cultural norms can create ways to name and make sense of otherwise unrecognized experiences.

**Talk 3: Centering Queer Perspectives on Gender/Sex: Implications for Intergroup Attitudes**
Zach Schudson, University of Michigan, Sari van Anders, Queen's University

What is valuable and queer about centering gender and sexual minority perspectives in research on intergroup beliefs and attitudes? In this research, we explore how focusing on minority perspectives produces fuller accounts of how individuals think and feel about gender/sex diversity. Nonessentialist perspectives about the nature of gender/sex emerging from queer, transgender, and/or non-binary communities have increasingly become part of broader public discourse about gender/sex. How has this increased accessibility of nonessentialist understandings of gender/sex affected gender majorities’ beliefs and attitudes? We describe the construction and validation of the Gender/Sex Diversity Beliefs scale, which addresses beliefs about gender/sex diversity, both nonessentialist and essentialist. And, we discuss how studying nonessentialist beliefs offers unique insights into gender majorities’ attitudes toward gender minorities. Finally, we explore how asking gender majorities to self-reflect on their own gender/sexes using sexual configurations theory (SCT; van Anders, 2015), a theory of gender and sexual diversity that centers the perspectives of gender and sexual minority communities, is promising as a prejudice reduction intervention. We argue that doing queer psychology can mean inviting gender and sexual majorities to seriously engage with gender and sexual minorities’ rich perspectives on gender/sex and sexuality.

**Symposium West Coast**

**Understanding Diversity Through Critical Multiculturalism: Implications for Research and Training**
Chair: Adrian Villicana, University of Puget Sound

**Talk 1: Extending Multiculturalism: Exploring Critical Multiculturalism as a Distinct Predictor of Social Justice Policy Endorsement**
Pegah Naemi, University of Kansas

The first presentation details two quantitative studies that explored the distinct effect of MC and CMC on social justice policy support. The first study (N = 248) revealed that endorsing both MC and CMC predicted support for general social justice policies (e.g., “allocating public funds and space to accommodate all cultural groups”); though, CMC was a stronger predictor. The second study (N = 267) revealed that both MC and CMC predicted MC-specific policies (e.g., “expand immigration to people from all world regions to increase the vibrant diversity of U.S. society”); with CMC, again, being a stronger predictor.
Additionally, results indicated that CMC uniquely predicted CMC-specific policies (e.g., “expand government investment in communities of color as a form of reparation for past and present injustice”). The implications of CMC (over MC) on social justice and policy will be discussed.

**Talk 2: (Critical) Multiculturalism and Collective Action: The Mediating Role of Interrupting Oppression**  
Adrian Villicana, University of Puget Sound

The second presentation examined the tendency to interrupt oppressive behaviors as mediating the relationship between CMC, but not MC, and collective action. Participants (N = 223) completed measures that assessed MC, CMC, the tendency to interrupt oppressive behaviors (e.g., challenge others on racially derogatory comments), and collective action (e.g., distributing information on issues surrounding race). Results demonstrated that both MC and CMC were directly related to collective action (although CMC was a stronger predictor). However, the meditational model only emerged when using CMC as the predictor; increased endorsement of CMC led to an increased tendency to interrupt oppressive behaviors, which in turn led to increased collection action. The mediational model did not emerge when using MC as the predictor. These findings provide further support for the distinction between CMC and MC.

**Talk 3: Critical Multiculturalism as a Lens to Enhance Cultural Competence Training**  
Kevin Delucio, Western Washington University

The third presentation focuses on incorporating CMC into applied psychology graduate training (e.g., clinical, counseling, & school psychology). While multicultural training is required for applied psychology graduate programs, this is typically only one course and it may not address the depth nor complexity necessary to effectively work with an increasingly diverse population. Additionally, instructors may not feel they have enough strategies to approach and/or fully engage multicultural issues throughout their courses. Exploratory qualitative data revealed that early career practitioners felt their graduate training did not adequately prepare them for practice with clients of differing cultural backgrounds. CMC may provide a guiding framework to develop clinical tools that can cultivate and emphasize a client's voice and lived experience as primary vehicles for treatment, change, and growth.

**15-Minute Presentations**

**Gender Roles, Identities, and Stereotypes**  
Contemporary Manifestations of Caregiver-Breadwinner Stereotypes within Future-Self Narratives  
Andrea Fink-Arnold, University of Nevada, Las Vegas

Workplace and household inequality remain prevalent in the United States and breadwinner and caregiver stereotypes affect the roles that individuals seek out. This research used a mixed-methods approach to investigate the effects of sex role stereotypes and expected work-family conflict on the aspirations of emerging adults. A racially diverse sample wrote freely about their future selves for ten minutes then completed measures to evaluate their sex-role stereotype endorsement, expected work-family conflict, and preferences for career and family roles. The narratives produced demonstrate how caregiver and breadwinner stereotypes are conceptualized by individuals and integrated into their descriptions of their future lives. The narratives suggest that women who reject sex role stereotypes may also reject traditional family compositions and may not feel that assuming traditional roles and behaving in nurturing, “feminine” ways are mutually exclusive. Quantitative analyses indicate that endorsement of stereotypes predicts higher importance placed on family for women and career for men, consistent with the prescribed roles of caregiver and breadwinner, and predicts expectation of higher work-family conflict, possibly because sex-role stereotypes do not allow for a harmonious unification of both roles. Additionally, expectation of conflict partially mediates the effects of stereotype endorsement on familial and occupational aspirations.
Extreme Gender Roles in Popular Culture: Implications for Sexual Health
Sarah Murnen, Kenyon College

A sexually healthy adult is able to appreciate their own body, make informed choices about relationships, and communicate effectively. While American popular culture is saturated with sexual content, there is little evidence this matter promotes sexual health. Women are increasingly being portrayed as appearance-concerned sexual objects; and men as dominant, sometimes aggressive, sexual actors. These representations reinforce a patriarchal sexual script that encourages adversarial heterosexual relationships and marginalize those who are LGBTQ. I will present evidence from content analysis studies that the promotion of extreme gender roles in popular culture starts in childhood with an encouragement of appearance focus in girls, and dominance in boys. I propose that societal change - and lack of change - has led to this focus. While women's work roles have changed since the 1960's, men's roles have not changed to a sufficient degree. The social force of American militarism (increased since 9/11) encourages an emphasis on extreme masculinity. A backlash against women's changed roles is also evident, and when combined with an increasingly individualistic and consumer-oriented culture, there has been a coopting and dilution of feminist messages. Increased representation of sexual minority individuals and creative uses of new media represent hope for change.

Gendered Racial Identity in Black Women
Martinque Jones, University of Michigan

The current study explored the potential for an empirically supported taxonomy of gendered racial identity among Black women sampled in the United States. Drawing from Black racial identity theory (Sellers et al. 1998a), gendered racial identity was defined as the significance and qualitative meaning women attribute to their membership within Black and woman social identity groups. To assess this construct, Black women (n = 240; Mage = 35.83, SD = 11.88, range = 19–79) completed measures of racial and gender centrality as well as an open-ended question assessing the meaning assigned to one's intersected identity. Four profiles of gendered racial identity emerged through a cluster analysis of racial and gender centrality, which were further explicated through women's qualitative descriptions of identity. The profiles included Intersectional Engaged, Race Progressive, Intersectional Aware, and Gender Expressive. We explain each profile in detail and conclude by discussing the implications of study findings in terms of theory development, future research, and practice related to Black women.

Leadership Reform Through Effective Leadership and Gender Diversity
Vernita Perkins, Omnigi.com

The prosocial behaviors of effective leadership and leadership development continue to be ignored by global government leaders and competitive organizational business leaders. Profit building and power attainment still rank as the primary focus. Even as these leaders have learned to offer verbal agreement of their intention to be effective leaders, they continue to focus on self-service, profit building and power. More research has surfaced, identifying the value-add of self-awareness, concern for others, empathy, servant leadership, authentic leadership, and other prosocial constructs, often associated with feminine leadership, providing viable options for implementation of a global effective leadership model. We seek a call for leadership reform, in which global and organizational leaders are evaluated and assessed for their leadership effectiveness prior to entering leadership roles. Social science research can provide the impetus for global leadership reform. Additionally, the necessity for the global public to be adequately educated by psychological research and real-world application is essential. Social awareness of the detrimental outcomes of ineffective leadership, and public education and advocacy for leadership assessment and leadership development may serve to advance necessary leadership reform with a new global standard of effective leadership.
New Directions in Intergroup Research

Building Solidarity Among Victimized Groups: Social Psychological Insights from India for Activists
Rashmi Nair, Ashoka University

Although social psychology has made great strides in understanding harmony and hostility in majority-minority relations, research on minority-minority relations remains scarce. Moreover, this scarce research has taken a singular approach – meaning analysis has focused on factors linked with single-identity groups and while those intersecting identities have remained unexamined. Furthermore, this research has predominantly focused on western contexts using quantitative approaches that prioritize deductive over inductive analysis. Addressing these gaps and drawing on the feminist framework of intersectionality, this presentation brings findings from two qualitative studies - Study 1 included 33 individual interviews; Study 2 involved 12 focus groups – conducted among two under-researched minorities, namely Dalits (lower-caste Hindus) and Muslims in India. These studies investigated how Dalits and Muslims perceive experiences linked with their intersecting identities. Using a combination of inductive and deductive thematic analysis, analysis revealed three beliefs linked with intersecting identities that can shape minority-minority relations: intersectional privilege, intersectional qualitative difference, and intersectional competitive victimhood. These beliefs associated with intersecting identities can serve as additional sources of tensions and solidarity between minorities along with beliefs linked with single-identity groups. Bridging the gap between psychological research and activism, I will discuss the implication of these findings for activists.

How do Liberals Contribute to Group Inequality? Liberals’ Personal Decisions and the Principle-Implementation Gap Contribute to Group Inequality
Demis Glasford, John Jay College, The City University of New York (CUNY)

A number of theories have explored the maintenance of group inequality and much of this work has often focused on majority groups or those that tend to be high on social dominance orientation (e.g., males; political conservatives). However, there are a variety of places/spaces defined as “liberal” (e.g., New York City; non-profit organizations; Academia) that have profound levels of group inequality (e.g., New York City is one of the most racially and economically segregated school systems in the country). The present work explores how the principle implementation gap among liberals may help to contribute to group inequality. More specifically, it was hypothesized that although liberals may report higher principles to reduce inequality compared to conservatives, there would be no difference between the two groups in personal behavior to reduce inequality under contexts in which the respondent would personally be affected by the behavior. Three studies focused on issues directly relevant to the production of group inequality: employment, housing, and schooling. In all studies, participants first reported their principles relevant to the social issue (e.g., support for affirmative action; attitudes toward gentrification; racial/ethnic diversity in schooling) among a variety of filler items. Later in the study, they were given a specific scenario to enact the principle for the respective context. That is, participants were asked to make a decision with an opportunity to practice affirmative action (Study 1), select an apartment in a gentrifying neighborhood (Study 2), or choose where they would want to send their child to school (Study 3). Importantly, in all studies, the study materials stressed that the participant would personally be affected or impacted by the decision. Across all three studies, whereas liberals reported significantly higher support to uphold the respective principles compared to conservatives, there was no difference between liberals and conservatives in behaviors to uphold group equality. Implications for understanding the maintenance of the status quo, as well as the reduction of group inequality are discussed.

How Intergroup Contact in VR Reduces Prejudice: A Mediational Analysis
Mollie M. Downs, San Francisco State University, Medea Petronis-Branch, San Francisco State University, Amy Smith (J.D., PhD), San Francisco State University, Diana Sanchez, San Francisco State University

Intergroup contact has been identified as an effective method for improving attitudes toward stigmatized groups (Boag & Wilson, 2014; Pettigrew & Tropp, 2006). Additionally, physical contact is not required for effects to occur (Prati & Loughnan, 2016). This experiment will assess the use of Virtual Reality (VR) to facilitate intergroup contact. To our knowledge, this will be the first experiment to do so. Participants will be assigned to one of four conditions: an experimental VR condition that takes participants inside a prison to witness incarcerated individuals graduating from an MBA program,
the same 360-degree film viewed on a flat computer screen, a written synopsis of the same documentary, and an alternative/unrelated control VR experience. Participants will then complete measures assessing prejudice, willingness to associate, and altruism. Additional survey items will assess increased knowledge, empathy, and humanization, for use in a mediational analysis. These three factors have been found to mediate the relationship between intergroup contact and improved attitudes (Boag & Wilson, 2014; Pettigrew & Tropp, 2008; Viki et al., 2012). This mediational analysis will be the primary focus of this particular submission. Findings related to the direct link between intergroup contact in VR and prejudice/altruism will be presented separately.

15-Minute Presentations . . . . . . . . Embarcadero

Stereotypes, Identity, and Stigma

Egosystem and Ecosystem Motivation: Implications for Concealable Stigma Disclosure
Anthony Foster, Texas Tech University, Amelia Talley, Texas Tech University

Individuals living with concealable stigmatized identities (CSIs; e.g., sexual minority identity) must make difficult decisions concerning how, when, and to whom to disclose their identity. Previous research investigating interpersonal disclosures of CSIs has shown that antecedent goals, representing egosystem (i.e., self-image) and ecosystem (i.e., compassionate) motivation have the potential to affect a wide range of psychological and behavioral outcomes. The primary aim of this research was to examine how experimentally manipulated egosystem and ecosystem goals influence individuals’ affective states and willingness to disclose their CSI in the near future. Furthermore, this project examined the role of individual differences in autonomous functioning in producing psychosocial benefits following disclosure across these two motivational systems. Preliminary analyses (N = 170) suggest that experimentally activating compassionate goals, as opposed to self-image goals, may result in greater intentions to disclose a CSI for individuals who report trait-level differences in autonomous functioning, F(1, 148) = 3.58, p = .06, η² = .024. Although previous research has investigated the impact of self-initiated ego-ecosystem goals on psychological well-being, this study provides evidence to suggest that these motivational systems are indeed “malleable.” Implications of this research to inform best-case approaches to disclosure experiences will be discussed.

Media, Ethnic-Racial Identity, and Adjustment Among Asian American Youth
Mercy Tran-Dubongco, University of Michigan, L. Monique Ward, University of Michigan, Deborah Rivas-Drake, University of Michigan

Findings indicate that ethnic-racial identity (ERI) among Asian American (AA) youth is shaped by multiple contributors, such as socialization messages from parents (Supple et al., 2018) and peer experiences (Rivas-Drake et al., 2017). Although youth spend over nine hours per day consuming media, less is known about how it shapes their ERI. Drawing on cultivation and social identity theories, we examined how AA youths’ media use is related to their ERI and adjustment. We surveyed N=479 AA adolescents concerning mainstream media consumption, exposure to media stereotypes of AAs, ERI, internalization of the Model Minority Myth (IMM), and their academic and psychological adjustment. The structural model was a good fit for the data, χ²(12)=19.82, p=.07; RMSEA=.04, CFI=.97, TLI=.92, SRMR=.04. Controlling for gender and immigrant status, path analyses indicated that greater exposure to media stereotypes about AAs was linked to poorer academic efficacy via IMM, b=-.02, SE=.01, p=.039. Greater exposure to media stereotypes was directly linked to lower self-esteem (b=-.16, SE=.04, p<.001), and greater exposure to people of color in mainstream media was directly linked to greater anxiety (b=.24, SE=.07, p<.001). Together, the results suggest that exposure to stereotypes about AAs may be harmful to youths’ sense of academic efficacy and self-esteem.
The Misperception of the Asian-White Wealth Gap
Enya Entung Kuo, University of California, Los Angeles, Yale University, School of Management, Michael Kraus, Yale University, School of Management, Jennifer Richeson, Yale University, Department of Psychology; Yale University, Institute for Social and Policy Studies

In this research, we test the central hypothesis that perceptions of Asian Americans as a homogeneous high-status, “model minority” group leads to overestimates of the extent of wealth equality between Asian and White Americans. We test this general hypothesis across three studies that manipulate the salience of high or low status Asian American exemplars prior to soliciting estimates of Asian-White wealth equality. A meta-analysis of the results of three independent studies revealed that participants significantly overestimated Asian-White wealth equality, and that making low versus high status Asian American exemplars salient decreased this tendency. Results suggest that perceptions of Asian Americans as uniformly high-status obscure the existing wealth inequality relative to White Americans and significantly undermine acknowledgement of the economic inequality that burden a subset of Asian Americans from less-prototypical ethnic backgrounds. These findings echo recent calls by sociologists and political scientists for a more nuanced understanding and appreciation of the diversity among the Asian American category in general and the wealth inequality that exists within Asian American communities.

15-Minute Presentations

Unlevel Playing Fields: Neoliberalism, Meritocracy, and the American Dream
Go Along to Get Along: Neoliberalism as a Strategy of Accommodation
Melanie Langer, New York University

Neoliberalism is commonly understood either as an economic ideology that fails to be responsive to the members of society it disadvantages, and to take into account the role of structural constraints, or as an ideology used to justify the pursuit of one's own self-interest and the maintenance of a hierarchical social structure. I propose an alternative perspective in which neoliberalism is conceived of as a coherent regulatory strategy based on an understanding of the contingencies that constitute the status quo as fixed rather than conditional and flexible, and a belief that the best way to cope with these strategies is to accept rather than to try to force these contingencies to change. I describe how the ideology, or strategy, resulting from these perceptions involves valuing control achieved through dominance and freedom, and viewing the self as causally responsible and thus accountable for the consequences of one's actions – rather than viewing individuals as impacting and accountable to one another, and how neoliberalism thus runs counter to a morality of interdependence. I review evidence supporting this perspective across a variety of domains, and finally suggest three avenues of empirical research on how to counteract the effect of neoliberalism on morally relevant outcomes.

Origins of Inequality Perpetuation: Wealthy Parents’ Status Attributions Predict Their Children’s
Antonya Gonzalez, Western Washington University, Ashley Whillans, Harvard Business School

As a result of the structural and historical barriers that limit economic mobility, an individual’s socioeconomic position is often affected by their social group membership. However, rather than considering the role of external determinants, many people attribute low socioeconomic status to a lack of hard work. The current study investigated the developmental origins of these effort-based status attributions in 186 wealthy parent-child dyads. Children ages 11-14 and their parents were presented with status disparities between two novel social groups and asked to choose explanations for the disparities. We found that children and parents attributed group status to effort more often than ability or external causes, and that children’s status attributions were predicted by their parents’ (ps < .001). These results suggest that wealthy individuals tend to explain inequality by attributing status to effort. Furthermore, parents may transmit these beliefs to their children. As the use of effort-based status attributions is linked to less generosity toward members of lower status groups, generational transmission of these beliefs has important implications for the perpetuation of inequality.
Race Trumps Political Ideology when Teachers Advocate for Social Responsibility
Phia Salter, Texas A&M University, Grace Rivera, Texas A&M University, Rebecca Schlegel, Texas A&M University, Matthew Friedman, Texas A&M University

Personal responsibility is a prominent narrative embedded in the United States’ educational system: work hard enough and anyone can achieve success. Yet, there are clear racial disparities in education that suggest this narrative does not tell the full story. In thinking about such disparities, people often appeal to one of two lay explanations for why racial inequalities persist. One set of lay explanations blames individuals and calls for increased personal responsibility; the other calls for more social responsibility. Three studies (N=939), examined evaluations of educators when they espouse personal versus social responsibility narratives. We hypothesized evaluations would differ depending on message (personal/social), teachers’ race (Black/White) and participant political orientation (liberal/conservative). After viewing two teaching portfolios, participants evaluated each teacher and made a hiring decision. Results revealed conservatives evaluated personal responsibility applicants more favorably than social responsibility applicants, regardless of teacher race. By contrast, liberals preferred social responsibility applicants, but only if they were White. Our findings suggest responsibility message preferences are both politicized and racialized in ways that disproportionately impact Black applicants. We explored (using qualitative and quantitative methods) possible mechanisms, including differential perceptions of applicant abilities and motivations. Discussion focuses on personal responsibility as racialized rhetoric in the US.

The Role of Various Social/Cultural Factors in Equality/Equity
Selena Kohel, Cottey College

This study was intended to better understand factors that may impact inequality and inequity in the United States. One hundred and fifty-one participants completed an online survey through Amazon Mechanical Turk. Participants completed a series of adapted and standardized instruments that measured the following: racial/ethnic, sex/gender, socio-economic, and national identity salience; attitudes toward various racial/ethnic, sex/gender, and socio-economic groups; perceived similarities between/among various racial/ethnic, sex/gender, and socio-economic groups; cognitive, intrapersonal, and interpersonal global perspectives; and perceived equality, equity and justness in the United States. Each participant received $5.50 upon completion. Kruskal-Wallis and Mann-Whitney U tests revealed some statistically significant differences. Male participants indicated they believe equal opportunity exists in the United States more than female participants. Female participants indicated they feel more emotionally confident within complex cultural situations and feel a greater sense of social responsibility than male participants. Participants of Asian descent indicated they believe in the importance of taking cultural context into account more than participants who identified as Black, White, or Latinx. Participants who identified as lower class or middle class indicated they feel more emotionally confident within complex cultural situations than participants who identified as upper class. Implications of these and other findings will be discussed.

6:15 PM - 7:15 PM

Lewin Keynote Address ...............Pacific CD

Witnesses/bystanders: The Tragic Fruits of Passivity, the Power of Bystanders, and Generating Active Bystandership in Children, Adults and Groups
Dr. Ervin Staub, University of Massachusetts at Amherst
Introduction by Dr. Katya Migacheva

Ervin Staub will show how passivity by witnesses/bystanders allows the evolution of increasing violence, including genocide. He will discuss reasons for bystander passivity and describe both life examples and research which show the power of bystanders, even single individuals, to influence events and generate helping. He will talk about the positive socialization of children, classroom experiences, as well as an alternative avenue to caring, helping and active bystandership, altruism born of suffering. He will describe work he and his associates have done in Rwanda and elsewhere to help reconciliation, promote active bystandership and prevent future violence, and training of both students in schools and police in active bystandership to prevent harmful behavior by fellow students and fellow officers. He will note the role of constructive (versus blind) patriots, and the special importance of constructive patriotism today, and briefly discuss applications to Trump’s America.
7:30 PM - 8:30 PM

Poster Presentations ⚛️ Feminist and LGBT Psychology

28. #MeToo and Its Role in the Perception of Street Harassment
Fatema Progga, University of Louisiana at Lafayette, Haven Evans, University of Louisiana at Lafayette, Kelsey Mayes, University of Louisiana at Lafayette, Emily Alleman, University of Louisiana at Lafayette

The #MeToo Movement was founded in 2006 by Tamara Burke to bring together women affected by sexual violence. This movement truly took off in 2017 when many celebrities were called out on their sexually aggressive behaviors. #MeToo became a controversial topic as many victims were not believed because they had waited so long. Students at a university (N=309; M age= 19.1) were recruited online. Participants were given one of two blog posts, one of which spoke positively about the #MeToo movement, whereas the other criticized the movement. Students were also asked to watch a video of a woman being sexually harassed in public. Then, the students were assessed on their perceptions of the woman being harassed on the video, sexual harassment myth acceptance, and whether or not they were aware of the #MeToo movement. Initial results showed that most were aware of the #MeToo Movement, many agreed with the movement, and the negative blog post regarding the movement was seen as more biased when compared to the positive post. However, no significance was found between those who read negative or positive blog posts and their perceptions of sexual harassment.

29. A Community Intervention on Reproductive Decision-making and Educational Aspirations
Daniel Rodriguez Ramirez, University of California Santa Cruz, Shelly Grabe, University of California Santa Cruz, Anjali Dutt, University of Cincinnati

Women's reproductive health and access to education are recognized as issues of women's human rights (United Nations, 1979). Nonetheless, worldwide, women continue to experience violations to their reproductive rights and educational aspirations. For example, in restricted access to birth control or abortion, and in discriminatory stereotypes that threaten women's educational aspirations (Center for Reproductive Rights, 2015; Singh et al., 2018; Eskola & Gasperini, 2010; United Nations, 2011). The current study centers women of color from the majority-world by investigating outcomes related to reproductive justice (i.e., reproductive decision making and educational aspirations) among women within an organized community challenging structural oppression. Survey research was conducted in partnership with a local grassroots women's organization in rural Nicaragua that was working to transform women's social contexts. Participants in the current study were 298 women ranging in age from 18 to 77 years old living in rural Nicaragua. Findings from structural equation modeling suggest that community-level interventions interrupt standard levels of self-esteem and powerlessness, resulting in greater levels of reproductive decision-making and higher educational aspiration among women. The findings illustrate the importance of assessing psychological processes involved in transformative spaces that facilitate women's meaningful engagement, having important implications for women's rights worldwide.

30. Are Ageism and Sexism Jointly Associated with Women’s Well-Being?
Natalie Sabik, University of Rhode Island-Kingston

Ageism and sexism may be faced by women as they age, yet little is known about how prevalently these are experienced by women at midlife and if these are experienced concurrently and in an intersecting nature. Experiences of ageism and sexism are examined in a midlife sample of women and are investigated as predictors of stress and depressive symptoms. In this study, data were collected from 290 midlife women (ages 40-65, M = 49.27, SD = 7.14) in the UK and US who participated in an online study. Self-reported data on personal experiences of ageism, sexism, stress, and depressive symptoms were assessed as part of a larger study on women's attitudes about aging and health. Both ageism and sexism were associated with perceived stress and depressive symptoms. Regression analyses indicated that when accounting for stress in the model, there was a significant interaction between ageism and sexism in predicting depressive symptoms (B=.05, SEB=.09, p=.005, 95% CI [.016, .089]). The interaction revealed that for women who report less ageism, there is not a significant association between sexism and depressive symptoms; however, for women who report experiencing moderate to high ageism, the association between sexism and depressive symptoms is stronger.
32. **Critical Action as a Buffer of the Psychological Impact of Minority Stress in LGBT Individuals**  
Randolph Chun Ho Chan, The Education University of Hong Kong, Winnie Mak, The Chinese University of Hong Kong

Critical action is the action undertaken by an individual or a group to react against oppressive experiences and structures. While critical action is influential in driving policy change and rectifying intergroup inequities, less is known about the psychological benefits of collective action on the lesbian, gay, bisexual, and transgender (LGBT) individuals participating in collective action. The present study developed a critical action scale in a sample of 1050 LGBT individuals. Results identified two dimensions of critical action, i.e., individual action and collective action. Moderation analysis showed that both individual and collective action can buffer the effect of perceived discrimination on depressive symptoms. For individuals with more active participation in critical action, the negative effect of perceived discrimination on depressive symptoms was smaller. Although collective action is more powerful in structural changes, not individuals of all societies have access to collective action due to the absence of opportunity structures. Individual action, that is able to be initiated and undertaken individually, can be directed to transform heterosexist biases in interpersonal context and is a more manageable way to reclaim personal empowerment and protect mental health in the face of stigmatization.

33. **Differences in African-American Women and Men in Storytelling**  
Jennifer Andrews, Morehouse College

Gender differences in narrative storytelling styles have been frequently documented in the literature. However, the majority of the populations sampled lack diversity. The current study seeks to address this gap by examining narrative gender differences in an exclusively African-American sample of participants, who were solicited to tell open-ended stories about their families and who completed a number of outcome measures indexing their familial and individual social well-being. Data indicate marked differences in storytelling styles between the men and women in this sample, including more elaborated, emotional, and relationship-oriented narratives from women. Data show modest support for the relation between narrative variables and social well-being in the sample. Implications and future directions are discussed.

34. **Does Feminism Address the Needs of African-American Girls? A Psychological Developmental Perspective**  
Rebecca Miller, Howard University, Darnell Smith, Howard University

Intersectional feminist theory aims to provide a comprehensive approach to understanding and studying women who have diverse identities; however, the primary focus tends to remain on conceptualizing the experiences of adults. As a result of this and paired with society’s continued focus on African-American (AA) males and White females, historical oppression in the development of AA girls has failed to be examined in a comprehensive manner. In order for intersectional feminism to remain relevant and fully encompass the experience of the AA woman, the implications of the development of girls must be incorporated into modern feminist theory. Using Erik Erikson’s theory of psychosocial development and a review of current literature, this paper serves to illustrate the ways in which AA girls struggle to resolve typical developmental conflicts as a result of gender and racial discrimination. Recommendations for intersectional feminist activism and future research are provided.
35. Factors Influencing Parental Disclosure of Children’s Trans* Identity to Family
Jessica Harbaugh, Salisbury University, Michele Schlehofer, Salisbury University, Lori Cortez-Regan, Humboldt State University

Parents are often core decision-makers and advocates for their transgender and gender non-conforming (TGNC) children, yet there is a dearth of research on their experiences (Gregor, Hingley-Jones, & Davidson, 2015; Riggs & Due, 2015). This study explored how parents make decisions of whether or not to disclose their children’s TGNC identity to extended family members. Parents of TGNC youth under the age of 13 (N = 36) were recruited via professional listservs and online parent communities. Parents completed semi-structured phone interviews on their early parenting experiences. All parents interviewed disclosed their child’s TGNC status to at least one extended family member. Select family members were often identified for explicit, intentional disclosure. The method of disclosure varied by relationship; disclosure to grandparents occurred via phone, but disclosure to other family members was most likely to occur via postal mail or email. Thirteen parents chose to not disclose their child’s TGNC status to some family members. The most common reason for choosing non-disclosure was because the family member was seen as conservative (n = 9), too old (n = 5), religious (n = 4), or a combination of. Disclosure in these instances were seen as “more trouble than it’s worth.”

36. Implications of Trans* Youth Identity on Extended Family Relationships
Jessica Harbaugh, Salisbury University, Michele Schlehofer, Salisbury University, Lori Cortez-Regan, Humboldt State University

Despite the important role parents play, there is a dearth of research on the experiences of parents of transgender and gender non-conforming (TGNC) youth (Gregor, Hingley-Jones, & Davidson, 2015; Riggs & Due, 2015). This study explored the impact having a TGNC youth had on the relationships between parents and extended family members. Parents of TGNC youth under the age of 13 (N = 36) were recruited via professional listservs and online parent communities. Parents completed semi-structured phone interviews on their early parenting experiences. All parents had disclosed their child’s TGNC status to at least one extended family member. Only 18 parents (50%) stated that they had at least one supportive family member; three parents reported that a relationship with an extended family member got closer or improved as a result of having a TGNC child. Many parents described tense or unsupportive relationships with extended family members. Fifteen parents (41.7%) stated that at least one family member was passive aggressive towards them or their child due to their child’s TGNC identity, and/or gave unsolicited parenting advice. Seven parents (19%) indicated that they emotionally pulled away from one or more unsupportive relatives, primarily grandparents and great-grandparents (n = 5).
38. Gender Related Combat Stress on Adult Learning in the Military
Paul Berg, Army University, Jane Fishback, Kansas State University

This study describes how combat experiences affected female Army officers who attended the Command and General Staff College (CGSC) in Fort Leavenworth, Kansas. The female Army officers' combat experiences were found to affect their academic learning, classroom experience, and coping mechanisms in a graduate-level professional military education. The themes identified included combat-related gender-specific experiences and additional gender themes related to learning in a male-dominated military education environment. Nine female active duty Army officers who were attending CGSC participated in this research with each having a minimum of two combat tours. In addition, two active duty Army CGSC military instructors with multiple combat tours and two behavioral counselors specializing in military patients were also interviewed. The findings of this case study indicated that combat experiences affect female students who served in the Army in Iraq and Afghanistan. The level of perceived academic stress was contingent upon the impact of the CGSC classroom environment, personal combat experiences, prior education, gender-related combat stress, and other factors. Also, the learning experience of female students at CGSC was influenced due to marginalization in the classroom, instructor biases, and two-female limitations. This study contributes the continued research on effects of combat on adult learning, specifically adding to the limited works on being a female serving in the Army.

39. Identity and Generativity-A Case Study of a Chinese Woman Activist
Hua Huo, Wilfrid Laurier University, Hongyuan Qi, Wilfrid Laurier University

According to Erikson (1968), identity (who am I? and where do I fit?) and generativity (concern for the future generations) are predominant personality developmental tasks in adolescence/young adulthood and midlife, respectively. However, identity - a lifelong process - can continue to develop in late adulthood, particularly for women (Zucker, Ostrove, & Stewart, 2002). In addition, identity and generativity are often inter-related (Kroger, 1997). The current study examines the narratives provided by a Chinese woman activist (Wang Cuiyu) regarding her personal experiences in late life. Identity and generativity themes were coded using a revised version of Stewart, Franz, and Layton's (1988) coding scheme, developed based on Erikson's psychosocial development theory. Preliminary findings show that identity is an important theme in Wang's narratives, which contained a higher proportion of identity (69%) compared to generativity (31%) themes. However, while Wang reported significantly more statements regarding personal values, many statements also refer to helping others (e.g., “women were often buried under the dust and we want to unearth them”). These findings support previous research concerning identity's continued salience in older women's lives. Further, the results underscore that generativity appears to be an outward expression of individuals' inner identity; these two constructs are dynamically intertwined.

40. Intersectional Responses to Women's Leadership Program
Edwina Wong, University of Groningen, Floor Rink, University of Groningen, Teri Kirby, University of Exeter, Michelle Ryan, University of Exeter

Gender diversity interventions are widespread in organizational settings, but they often fail to consider the heterogeneity of women. This renders certain non-prototypical women, such as women holding intersectional minority identities, unconsidered and undetected (i.e. intersectional invisibility). To address these shortcomings, we examined if different subgroups of women desired different approaches to gender diversity interventions. Single minority status women (i.e. white women, n=177) and double minority status women (i.e. women of color, n=123) viewed a (fictitious) women's leadership intervention modeled after those commonly used in real organizations. They then responded to measures assessing the perceived personal relevance of the intervention, anticipated feelings of authenticity, and perceptions of how successful the intervention would be for them. No significant differences were found in these measures. Participants also responded to open-ended questions about what they needed from leadership interventions. Compared to white women, preliminary analyses suggest more women of color appealed for greater intersectional considerations in the brochure—namely, through representing women of color in the organization, and including more diverse concerns in the program content. This study potentially helps clarify gender interventions’ mixed findings of effectiveness by connecting the phenomenon of intersectional invisibility in the workplace to the design of gender diversity interventions.
41. Likeable but Not Capable: The effects of Pregnancy-related Stereotype Threat on Perception and Performance
Madeleine Pownall, University of Leeds, Institute of Psychological Sciences, Russell Hutter, University of Leeds, Institute of Psychological Sciences, Mark Conner, University of Leeds, Institute of Psychological Sciences

Gender stereotypes pervade most aspects of Western society. Generally speaking, these stereotypes are mostly ‘ambivalent’ or even hostile towards women (Glick & Fiske, 2001). Pregnant women, according to social convention, represent the ultimate embodiment of femininity (Nash, 2012). Therefore, in theory, pregnant women are especially susceptible to the harmful effects of gender stereotypes and face unique psychological challenges. Pregnant women must actively disprove the stereotype of being ‘incapable, helpless, and dependent’ which, according to stereotype threat theory (Steele & Aronson, 1995), interferes with performance on certain stereotyped tasks. This paper will present ongoing empirical work into the widely held stereotype that pregnant women are warm but cognitively less capable (colloquially known as “baby brain” stereotype). This will be situated in the context of the Stereotype Content Model (Fiske, Cuddy, Glick, & Xu, 2002) and stereotype threat theory. The findings of an initial study will be discussed in relation to i) how pregnancy stereotypes are conceptualized and understood in a large (N>500) sample ii) how ‘benevolent’ sexism may lie at the core of these stereotypes, and iii) how stereotypes may directly affect observable behavior. Related concepts such as protective paternalism and the motivational mechanisms underpinning stereotype threat will inform much of this discussion.

42. Lived Challenges of Black Females in STEM Doctoral Programs at Predominately White Institutions
Sharlane Cleare, Purdue University

Despite many explicit efforts, national reports still acknowledge that Black women remain grossly underrepresented in STEM fields at both the undergraduate and graduate levels at Historically White Institutions in the United States. This study explores the lived challenges experienced by Black female STEM doctoral programs at a Predominately White Institution. It examines how, and to what extent does the Predominantly White Institution’s STEM environment influence such challenges. The qualitative phenomenological approach to this investigation utilized the lenses of Black Feminist Thought and Critical Race Feminism Theoretical Frameworks as interconnected lenses by which to conceptualize this phenomenon. Purposeful and Snowball sampling were employed to recruit participants for this investigation. Both sampling methods were selected because of their wide use in qualitative investigations, as well as their proven ability to precisely source quality participants. Observations, in-depth semi-structured interviews, and focus groups were conducted with eleven (11) Black females STEM doctoral students currently studying at a large Predominantly White Institution in the Midwest. The findings from this study suggest that this is a phenomenon worthy of considerable attention. This study will contribute and supplement existing literature on the discourse of Black females in STEM doctoral programs at Majority White Institutions. More importantly, the results obtained from this study may assist large research institutions in their efforts to broaden participation in STEM among underrepresented groups.

43. Men at the Intersection: Identity, Centrality, and Privilege Awareness
Bailey Haas, Macalester College

While previous research has determined that people who have subordinated identities in one domain are more likely to view their dominant identity in another domain as a privilege (Rosette & Tost, 2013), the effect of class identity on privilege awareness at the intersection of race, class, and gender, has not been investigated. Additionally, the centrality of these identities has not been considered as a possible moderator, despite the fact that identity centrality has been shown to moderate the relationship between stereotype appraisals and disidentification with an ethnic or racial identity such that people whose racial or ethnic identities were more central were more likely to disidentify with their identities on days that they were affected by stereotypes related to their identity (Yip, 2016). Using a quasi-experimental design and survey about race, class, gender, identity centrality, and male privilege awareness, I found no main effect of race or class on male privilege awareness. There was a main effect of gender centrality as well as a significant interaction between racial centrality and class identification. Future research should continue to explore the relationship between identity, centrality, and privilege awareness beyond cis men.
44. Mixed Feelings: Ambivalent Sexism to Ambivalent Relationships
Brenda Gutierrez, UC Santa Cruz, Campbell Leaper, UC Santa Cruz, Timea Farkas, UC Santa Cruz

Ambivalent sexism posits that individuals simultaneously hold mixed attitudes towards women characterized as hostile (outwardly negative and antagonistic) and benevolent (paternalistic and patronizing) (Glick & Fiske, 1996). Endorsement of these individual constructs has previously been associated with evaluations of relationship satisfaction and conflict (e.g., Hammond & Overall, 2013). However, little research has explored different dimensions of relationships. We built upon prior work by examining the association of ambivalent sexism to a different evaluation: ambivalence (mixed, unsure feelings) towards a partner, proposed by Davis & Todd (1982). To explore this association, we surveyed 94 heterosexual romantic partner dyads about their ambivalent sexism and relationship evaluations of satisfaction, ambivalence, and conflict. Interestingly, both women and men reported greater feelings of ambivalence towards their partner when women reported increased ambivalent sexism. Further individual examinations of constructs revealed men reported greater ambivalence towards their partner when they reported low benevolent sexism and their partner reported greater benevolent sexism. Additional results for satisfaction and conflict lent support to prior findings (e.g., Hammond & Overall, 2013). These findings reveal that ambivalent sexism might be associated with similar mixed attitudes towards a romantic partner and suggests further research should examine a wider variety of relationship outcomes.

45. Nationalism, Religiosity and SDO Undermine Support for Women’s Sexual Autonomy
Mateja Perovic, Leiden University, Jasna Milosevic-Djordjevic, Singidunum University, Jovana Timotijevic, IPAK, Jelisaveta Blagojevic, Singidunum University

Conducted on a representative sample of Serbian youth (age 18 - 30), the current study (N = 504) provides evidence of the association between nationalism, religiosity and social dominance orientation (SDO) with traditionalist attitudes about women’s sexuality. Participants who strongly identified with their national and ethnic identity, expressed fundamental importance of religion in their lives and scored highly on SDO showed a higher tendency of endorsing norms that limit women’s sexual autonomy in personal relationships. Such norms are highly contradictory (i.e., that men should make the decision on whether a condom is used during intercourse, but that women bear the most responsibility if intercourse results in unwanted pregnancy) and their endorsement leaves women in a double bind of subservience and victim-blaming. While women were overall significantly more supportive of women’s sexual autonomy than men, the effects of SDO, nationalism and religiosity still held true regardless of gender. Conducted in a country experiencing a sharp rise in nationalist and religious extremism, the current study comes from an ideal context to highlight the danger of such ideologies for women’s bodily autonomy.

46. Overt and Covert Discrimination: The Relationship to Black Women’s Activism
Maha Baalbaki, Marquette University, Debra Oswald, Marquette University

Black women face a unique intersectional form of discrimination that targets their gender and ethnicity, termed gendered racism (Essed, 1991). Therefore, when considering Black women’s perceptions and experiences, an intersectional approach is necessary (Thomas et al., 2008). Furthermore, theory suggests that different forms of discrimination may be more likely to lead to activism, such that experiences with overt discrimination are more strongly related to activism than experiences with covert discrimination (Harrell, 2000). The purpose of this study was (1) to take an intersectional approach to determine whether experiences with overt and covert gendered racism predicted activism among Black women and (2) to explore the role of gendered racial identity in these relationships. An online, U.S. sample of 112 Black women provided self-reports of experiences with overt and covert forms of gendered racism, gendered racial identity centrality, and activism. Results revealed that experiences with covert gendered racism directly predicted activism. Gendered racial identity was found to mediate the relationship between overt gendered racism and activism. Results suggest that specific forms of gendered racism may directly motivate Black women to take action, while other forms indirectly motivate action. Additionally, gendered racial identity is an important factor to consider when examining activism.
47. Protecting My Boys: Construct Validation of the Code of Protection
Julian Mendez, Westminster College, Amy Olson, Duquesne University, Bobbi Deal, Westminster College

Kimmel (2008) describes the code of protection as the act of looking the other way, dismissing, or downplaying violent acts committed by boys and men. Along with a commitment to remain silent, the code of protection requires that male bystanders protect, support, or advocate for their male friends. However, while the primary source of protection rests within peer groups, research has also shown that parents, coaches, teachers, and school administrators also downplay or attempt to dismiss acts of cruelty committed by males (especially for males from the most affluent or privileged backgrounds). This is largely due to the notion that “boys will be boys” or the belief that “my boys” would not engage in violent acts. Various studies have acknowledged the pervasive presence of a code of protection and have sought to understand its underlying mechanisms and subsequent outcomes. However, past research on this code has been primarily qualitative in nature. Therefore, there remains no ability to provide statistical conclusions, explore statistical comparisons with other constructs (e.g., sexual assault), or show statistical variation in the endorsement of this code. The purpose of our study is to create and validate the Code of Protection Scale for future quantitative work.

48. Reassessing Transgender Stereotypes and Modern Transphobia
Carrie Sutherland, University of Kansas, Anna Pope, University of Kansas, Ashley Worley, University of Kansas, Kirstie Camp, University of Kansas

This study aims to define transgender stereotypes and metastereotypes which will allow for the assessment of attitudes, prejudice, and discrimination toward transgender persons and offers empirical data informing the creation of a modern transgender prejudice scale. Participants completed a web-based survey, providing stereotype content for 5 gender groups (i.e. cis-wo/men, trans-wo/men, non-binary individuals). Participants were presented with 20 blank boxes (10 positive, 10 negative) for open responses. In addition, Transphobia, Gender Essentialism, and Attitudes Toward Lesbians and Gay Men scales were completed, following our proxy Modern Transphobia scale. Results from the pilot study indicate positive stereotypes for transgender individuals more closely resembled same gender persons (i.e. trans-women and cis-women), while negative stereotypes of transgender men and women mainly targeted deviance, social distance, and authenticity. Such negative beliefs can affect self- and group-perceptions, leading to real issues such as bullying, low self-esteem, and social identity threat. The researchers posit that further research will yield similar results and, in the process, will identify metastereotypes held by transgender individuals. A full content analysis will be presented as well as utilized to inform modern transphobia scale.

49. Reproductive Anxiety at the Intersections: Emerging Adults Negotiate Long-Acting Reversible Contraception
Elena Schuch, University of Tennessee, Patrick Grzanka, University of Tennessee

The reproductive justice (RJ) framework, in contrast to single-axis approaches of mainstream reproductive rights activism, foregrounds how reproductive freedom is differentially affected by intersections of power and oppression (Luna & Luker, 2013). For instance, while women of color and low-income women have historically experienced various forms of reproductive coercion and attempts to limit their childbearing, affluent White women’s fertility has historically been prioritized (Stern, 2005). Reducing unintended pregnancy rates is often cited as public health imperative in order to decrease poverty and taxpayer burdens (Peipert, Madden, Allsworth, & Secura, 2012) that, according to some, could be addressed through increased uptake of long-acting reversible contraception (LARC; Gubrium et al., 2016). However, critical, intersectional examination of how the intended users actually perceive and experience LARC is needed. Accordingly, the present study takes an RJ approach to examine how 30 emerging adult undergraduate women (18-24) participating in one of six audio-recorded focus groups negotiate their experiences as imagined LARC users and targets. Data were analyzed using a modified grounded theory (GT; Corbin & Strauss, 2008) and situational analysis (Clarke, 2005). Our findings introduce “reproductive anxiety” as an intersectional construct that influences how actors negotiate contraceptive choice-making in an era of pervasive LARC promotion.
50. Standing up to Sexism: Motivation to Confront Prejudice in a Real-world Scenario  
Jesus Saavedra, Weber State University, Samantha Tibbets, Weber State University, Kiahna Tanabe, Weber State University, Allison Bergold, Weber State University, Clarissa Marston, Weber State University, Shannon McGillivray, Weber State University, Sarah Herrmann, Weber State University

Confronting prejudice often has negative consequences for confronters depending on their perceived involvement with targeted groups. We see differential concerns for men and women; namely, gender identity salience may influence women who would confront sexism, often working against intentions to explicitly confront sexist statements. However, confronting males are often viewed more favorably compared to their female counterparts. High motivation to confront prejudice has been shown to predict explicit confrontation by women against sexism from males. The present research seeks to understand the relationship between this motivation to confront prejudice and gender in the explicit confrontation of sexism. Participants are assessed in their motivation to confront prejudice through the Motivation to Confront Prejudice Scale (MCPS) two weeks before interaction with a sexist male or female confederate. Degrees of confrontation are assessed, and participants are administered the MCPS once more two weeks post interaction. Hypothesized are an effect of gender in which female participants will be more willing to confront female confederates, that those with high motivation to confront prejudice will exhibit more explicit confronting behavior, and that failure to confront prejudice by participants scoring higher in the MCPS prior to confederate interaction will result in depressed MCPS scores post interaction.

51. Stereotype Content of Younger and Older Heterosexual and Gay/Lesbian Adults  
Kinsey Bryant-Lees, Wright State University, Mary Kite, Ball State University

Research shows that heterosexual men are expected to have masculine traits, whereas heterosexual women are expected to have feminine traits (i.e., warmth). However, people's gender-associated beliefs about gay men and lesbians reflect an implicit belief in inversion theory, or cross-gendered pattern of stereotype expectations (Kite & Deaux, 1987). Gender stereotypic beliefs have also been examined across the lifespan. While patterns are generally stable, there is also evidence of a double standard (i.e., women age faster, and reach prime of life earlier). Importantly, there appears to have been no research on stereotypes based on the intersection of age, gender, and sexual orientation. Our study employed a unique methodology to address this gap; rather than using category labels/photos, we asked participants to create avatars representing the “pictures in their heads” of group members. New participants then evaluated the avatars in terms of their perceived age, attractiveness, competence, likability, warmth, masculinity, femininity, and prime of life. Avatars with intersecting identities were nested within albums, therefore we used Multilevel Modeling to analyze our data. We found that people’s stereotypes of both younger and older gay/lesbian adults reflected a belief in implicit inversion theory, but that this belief was more evident for younger targets.

52. Transcending Cis-Heteronormativity and Monogamy: Narratives of Queer and Trans* People of Color  
Taymy Caso, New York University, Rodney Lin, New York University, Jesse Bradford-Rogers, New York University, Jessamin Cipollina, New York University

The present constructivist grounded theory study examined narratives of 31 adults between the ages of 18 and 55 living in NYC who identify transgender, gender nonconforming, and non-binary and some work as service providers for the TGNC community. Their narratives discuss navigating the coming out process in different social contexts, sexual fluidity and identity negotiation, non-traditional partner preferences, relationship styles (i.e. polyamory, consensual non-monogamy), sources of social support, housing contexts, and access to mental health services among other themes. The present thematic and phenomenological analysis focuses on examining these themes and how they shape identity development. Our findings highlight how the process of trans awakening, including the evolution of one’s perception of self, the labeling of their gender, and expression of trans identity is facilitated through exposure to non-cis-heteronormative life trajectories. Our analysis highlights how the evolution of trans discourses has shaped experiences of embodiment differently for individuals intergenerationally across a range of diverse cultures. Presenting these finding will allow for mental health providers, researchers, and broader community to gain exposure to empowering narratives of transgender and gender expansive people, as well as helping them explore atypical relationship styles and partner preferences to provide competent practices and community-based interventions.
53. Modeling Predictors of Legal Professionals’ Motivations for Undertaking Pro Bono Work
Rafael Aguilera, University of Minnesota, Lauren Clatch, University of Minnesota, Mark Snyder, University of Minnesota

Although much research has investigated the motivational underpinnings of volunteerism, little work has investigated predictors (including motivations) of legal professionals’ pro bono work. Drawing from an existing volunteer process model (Omoto & Snyder, 1995), the present research uses an archival dataset of new legal professionals in Minnesota (N = 442) to investigate various motivational pathways that lead to increases legal professionals’ intentions of undertaking future pro bono work. Specifically, we employ Structural Equation Modeling (SEM) to model antecedents of future pro bono work, including past pro bono work and individual difference variables, along with experiences with pro bono work, including both emotions toward and satisfaction with past pro bono and employer support of pro bono, to measure legal professionals’ future intentions of undertaking pro bono work. Results from our SEM suggest that certain personal and situational features (e.g., emotions experienced during past pro bono and employer’s support of pro bono) play an integral role in legal professionals’ future intentions of performing different forms of pro bono work (e.g., services to people with limited means vs. charitable and religious organizations). The implications of these findings and future directions will be further discussed.

54. Using Volunteerism Framework for Predicting Legal Professionals’ Pro Bono Behavior
Lauren Clatch, University of Minnesota, Rafael Aguilera, University of Minnesota, Mark Snyder, University of Minnesota

Pro bono legal services are a means of ensuring that legal advocacy is available to everyone regardless of ability to pay. This project combines law and psychology by studying the psychological underpinnings of legal pro bono services. Law schools, legal professional associations, and legal employers are interested in increasing pro bono, but research has yet to identify the motivational underpinnings of pro bono. The most widely known research on volunteering in psychology describes volunteering as satisfying different needs such as acquiring knowledge and expressing values (Clary & Snyder, 1991; Clary et al., 1998). Using an archival dataset of new legal professionals in Minnesota (N=442), this presentation explores whether key individual differences are associated with past pro bono behavior and future intentions to perform pro bono. Overall, volunteer motivations were found to be significantly related to past pro bono behavior as well as future intentions to perform pro bono. Additional findings will be discussed. Implications of these findings include the potential for using volunteerism theory and research to better understand and ultimately increase the amount of pro bono performed by lawyers. Increasing pro bono services offered would enable integral legal activism in challenging times.
Statistics suggest that one in three Black boys born today in the United States will be incarcerated at some point in their lifetime, compared to one in 17 for White boys. In addition, Black males are more likely to be arrested, convicted, and given unfair sentences. Black youth comprise 16% of the Nation’s public schools, but account for 32% of students who are suspended. Consistent research demonstrates that students who are suspended or expelled are more likely to drop out of school and/or become incarcerated in a juvenile detention center. This presentation will describe the Black Youth M.A.T.T.E.R initiative, a psychoeducational and positive youth development discussion-based group that infuses trauma-informed principles, workshops, and an advocacy project for youth at-risk of entering the criminal justice system. Based on a comprehensive literature review of interventions to promote mental health and resilience in Black youth, as well as perspectives from community members and stakeholders, 9 Black Youth M.A.T.T.E.R modules were developed. Workshop topics include: debunking mental health stigma in the Black community, school-to-prison pipeline, achievement gap, cultural barriers between Black students and teachers, trauma and adverse childhood experiences, neurobiological effects of trauma, youth organizing strategies, and a 2-session advocacy project.

56. #HumanizeTheBadge, Dehumanize the Public? Content Analysis of Police #LipSyncChallenge Videos
Elizabeth Dimits, San Francisco State University, Jake Gibson, San Francisco State University, Paula Rodriguez Leon, San Francisco State University, Lubys Conception, San Francisco State University

Since Michael Brown’s wrongful death in August 2014, more than 200 unarmed black and brown people have been shot by law enforcement in the United States; as a consequence police have experienced significant backlash from the public. In June 2018, Alexander Mena of the Bexar County, Texas Sheriff’s Office created the #LipSyncChallenge as a way to humanize law enforcement and soften their public image, and the resulting videos of officers lip syncing to popular songs have gone viral on social media. The present study is a content analysis investigating the degree to which the videos do, in fact, meet their goal. More than 200 U.S. law enforcement “Lip Sync Challenge” videos were coded for the presence of dehumanization (Opotow, 1990; e.g., whether officers are in uniform or not), cognitive distancing (Lott, 2002; e.g., the number of seconds filmed within a police department versus in the community), and in-group/ out-group dynamics (Tajfel, 1982; e.g., whether officers are represented as part of a group or separate from community members), among other variables. Preliminary analyses suggest that these videos may not serve their desired purpose, and indeed, in some cases may exacerbate the divide between police and community.
57. Using Virtual Reality to Reduce Stigma for Incarcerated Populations
Medea Petronis-Branch, San Francisco State University, Mollie M. Downs, San Francisco State University, Elizabeth Dimits, San Francisco State University, Paula Rodriguez Leon, San Francisco State University

There are more than 2.3 million individuals in correctional facilities in the United States (Prison Policy Initiative, 2018). Incarcerated individuals are highly stigmatized and frequently dehumanized. Stigma impacts these individuals and their families during incarceration and creates barriers to successful reintegration post-release. Intergroup Contact Theory suggests that interpersonal contact can decrease prejudice against stigmatized groups (Allport, 1954); however, the nature of prison makes direct interpersonal contact difficult. Virtual reality experiences (VR), however, embody qualities similar to intergroup contact, and may be an effective tool for reducing stigma. The present study examines whether a VR prison experience - depicting a graduation from an in-prison rehabilitation program- can reduce prejudice. Students in a western university will be assigned to one of four conditions (VR experience, 2D video with 360-degree rotation of the experience, written description of the experience, and an unrelated control VR experience); after watching or reading, participants will complete measures including willingness to associate, attitudes toward incarcerated individuals, and altruism. If VR experience can shift attitudes and increase altruistic behavior, it may provide an effective and important social justice intervention in the criminal justice system to decrease stigmatization and antipathy toward incarcerated individuals.

58. “She Scared Me”: Black Mothers and Daughters Inter-generational IPV Discussions
Claire Helpingstine, Florida International University, Dionne Stephens, Florida International University, Alexa Barton, Florida International University, Ayesha Jean Baptiste, Florida International University

Black mothers have been identified as primary sources of information that can buffer adolescent daughters from intimate partner violence (IPV) victimization (Wilson et al., 2010). However, mothers’ own experiences with general sexual health communications can directly inform their own ability to have effective conversations (Donenberg, Emerson, & Mackesy-Amiti, 2011). This qualitative study explored 21 Black mothers’ perceptions of their own experiences with mother-daughter communications about TDV during adolescence. Few mothers had experienced mother-daughters TDV conversations during their own adolescence; only 4 had mothers who even addressed issues related to violence in intimate relationships. They recognized that reasons mothers may have avoided the topic included lack of knowledge and fears of having to address negative consequences of violence victimization. Over two thirds of participants believed this lack of communication directly affected their ability and actual decision to discuss TDV. However, mothers overwhelming desired to engage in comprehensive discussions about IPV with their daughters; lack of comfort and skills were seen as barriers. These findings highlight the importance of understanding mothers’ level of knowledge, comfort and skill around discussion TDV and related sexual health issues.

59. Contexts’ Influence on Hispanic College Women’s Perceptions of Sexual Coercion
Dionne Stephens, Florida International University, Alexa Barton, Florida International University, Claire Helpingstine, Florida International University, Yandra Mariano, Florida International University

The prevalence of sexual coercion on college campuses has led to the prioritization of policy development and intervention implementation across universities nationwide (Mellins, 2017). However, few studies examining college students’ sexual experiences have focused on racial/ethnic minority populations, even though their incident rates of sexual coercion across all groups of college aged women remains high (Eaton & Stephens, 2018). Further, exploring this phenomenon is critical as Hispanic women are members of the largest racial/ethnic minority population on campuses nationwide (Fry, 2011). Interviews were conducted with 36 Hispanic college women to identify their verbal and physical sexual coercion beliefs. These participants reported that the context in which the coercion occurs, or the depth of the relationship between the perpetrator and victim would be important factors in determining one’s ability to resist. Women reported that physical sexual coercion was viewed as the most difficult form of sexual coercion to resist (n= 22). In contrast, verbal sexual coercion would be easiest to resist (n= 29); ignoring, challenging, or redirecting these coercive discussions were the most reported appropriate responses. We discuss the results contribute to the development of effective efforts addressing sexual coercion for this population.
60. Differentially Deserving of Protection: Race and Pregnancy in Police Interactions
Emma Money, Portland State University, Kimberly Kahn, Portland State University

Cases of police brutality against people of color are widely known through ever growing lists of names, mostly names of men. While previous research demonstrates anti-minority racial bias in use of force, as well as support for force, by police officers against men, little is known about how this research extends to women. Gendered racial stereotypes and theories of ambivalent sexism and dehumanization are applied to explore the justification of force and attitudes towards women, specifically pregnant and non-pregnant Black and White women, in police interactions. Inspired by true stories of brutality against pregnant women, this study begins to address the invisibility of mothers-to-be in social psychological research in a context where unique physical risks are present for both a mother and unborn child. Results indicate differential deservingness of protection against harm for these women, as well as interactions between participants’ racial attitudes and targets’ racial identity and pregnancy status. Findings and future directions are discussed in relation to stereotype endorsement, gender roles, and hostile and benevolent sexism.

61. Domestic Violence Among Recently Immigrated Hispanic Women in Miami
Ana Lucia Rodriguez de la Rosa, Florida International University, Dionne Stephens, Florida International University

Among Hispanic women who are victims of domestic violence (DV), 48% had reported increased episodes of abuse since they immigrated to the United States (Dutton, et.al., 2000). Furthermore, self-identifying as Latina is associated with more pronounced mental and physical harm for the victim, when compared to non-Hispanic white women (Bonomi, et.al, 2009). Acculturation, social support, language restrictions, immigration status, cultural values and adjustment, have shown to affect both the risk and experience of DV among this ethnic group (Denham et.al., 2007; Caetano. Et.al., 2016). Miami makes a unique context in which these realities interplay: Non-US born residents are the majority and it has been the largest Latin American immigrant gateway for the past half-century (Stepick et.al., 2010). Using Bronfenbrenner's model (Bronfenbrenner, 1986), we analyze the systemic interactions between their: 1) Values and attitudes, both in the countries of origin and reception site 2) Hispanic gender and marital beliefs 3) legal benefits and constraints of the recent-immigrant condition 4) diverse experiences depending on the nationality 5) neighborhoods and religion/spirituality 6) family-social ties. This ecological perspective grounds in the need of understanding Latinas within their intersecting realities (Denham, 2009). Policy and research implications for these finds are highlighted in the presentation.

62. Ethnic and National Belonging amongst Ethnic Minorities and White Caucasian Canadians
Vivien So, University of Victoria, Zheng Wu, Simon Fraser University

There has been long-standing debate among Western nations regarding the best approaches for the integration of immigrants into host societies. The core of this debate is between proponents of assimilation and multiculturalism. The current study investigates whether multiculturalism policies work to strengthen or weaken citizens' loyalty to the nation in a large nationally representative sample of Canadians (n = 26,899). Using data from the 2013 General Social Survey, we investigated the link between Canadians' sense of belonging to their ethnocultural heritage (ethnic belonging) and to Canada (national belonging). We chose to focus on belonging because national belonging is an indicator of the functioning of a nation. Our regression analyses showed that increases in ethnic belonging significantly predicted increases in national belonging for both ethno-racial minorities and Whites after controlling for demographic variables (e.g., ethno-racial group, generational status, socioeconomic status, gender, age, marital status). These findings provide empirical support for multiculturalism approaches and suggest that active government efforts to support immigrant and non-immigrant individuals to maintain connections to their ethnocultural heritage not only does not deter but actually increases individuals’ loyalty to the nation. Potential mechanisms behind this link and implications of our findings are discussed.

63. Examination of Jury Decision Making, Gender, and Right-Wing Authoritarianism
Mason Tallman, The College of Saint Rose, Katlyn Farnum, The College of Saint Rose

Past research has shown that jurors consider background information regarding an offender when recommending sentencing for a crime (Kellermeyer, 2008). The current study experimentally investigated the influence of internal and external mitigating factors, participant gender, and right wing authoritarianism (RWA). Background information about the offender was manipulated through randomly assigning participants to one of three conditions: no condition (control), a brain tumor, and a history of being sexually abused as a child. Participants rated defendant guilt, responsibility, and severity of the crime.
There was a significant effect of background information on guilt, $F(2, 54) = 7.51, p = .001$, partial $\eta^2 = .22$, responsibility, $F (2, 54) = 5.58, p = .006$, partial $\eta^2 = .171$, in that participants actually used the background information as an aggravating factor and found the tumor and sexual abuse conditions as more guilty and more responsible than the control condition. Hayes’ mediation analyses were conducted to see if perceptions of responsibility explain the difference in perceptions of guilt. Responsibility was found to mediate guilt ratings but only when comparing the control condition with the sexual abuse condition, CI [.34, 1.42]. There were no effects of gender or RWA.

64. Individual Factors in Justification in Police Fatal Use of Force
Mason Tallman, The College of Saint Rose, Katlyn Farnum, The College of Saint Rose

The nature of policing requires that sometimes police use force. Police are more likely to use force when justified than unjustified; however, occurrences of unjustified force are of growing concern (Boivin, et al., 2017). The current study examines perceptions of police fatal use of force through a 2 (officer gender) x 3 (victim mental health: control, label of schizophrenia, description of schizophrenia symptoms) between participants design. Participants read a vignette then rated how justified the officer was in their actions. Participant political affiliation and religion was also collected An ANOVA examining officer gender, mental health, and participant political affiliation on justification showed a significant interaction between political affiliation and mental health for the description and label conditions. In the description condition, Democrats and Independents are less likely to find the officer justified compared with Republicans. In the Label condition, Republicans are more likely to view the officer as justified as compared to Democrats, but not Independents. A separate ANOVA testing gender, mental health, and participant religion found a significant gender x religion interaction. For female officers, religion did not influence perceptions of justification. But for male officers, Protestants and Catholics viewed his actions as more justified than Atheists and Agnostics.

66. Learning About Economic Hardship: Discussions Between Parents and Their Children
Katherine Griffin, University of California, Los Angeles, Alyson Young, Dartmouth College, Rashmita Mistry, University of California, Los Angeles, Janice Chen, Dartmouth College, Amy T. Irvine, Dartmouth College, Zoe Montague, no affiliation

Research suggests that as early as preschool, children evaluate the rich more positively than the poor (Shutts, et al., 2016) and that throughout elementary school children develop increasingly nuanced and stereotypical beliefs about rich and poor individuals (Mistry, et al, 2015). However, little is known about what informs these beliefs, a gap the current study aims to address. Participants were 26 parents with children in kindergarten, 2nd, or 4th grade. Each parent-child dyad participated in a shared viewing and discussion of video clips on economic hardship. Following the discussion, parents were interviewed separately about how they discuss family finances, economic inequality, and civic responsibility with their child. Data from the parent-child discussions are being analyzed. Preliminary analyses suggest dyads did not shy away from discussions of poverty, discussing issues faced by individuals living in poverty, how to avoid or escape poverty, and their own personal experiences of economic hardship. Discussions also focused on empathy development. Parent interview data are being coded, though preliminary coding suggests that empathy development is also an important component of conversations at home. Following the completion of coding, data will be analyzed for differences by child age, family socioeconomic status, and parent political and religious beliefs.
Let’s Leave the City: The Case for Increased Interpersonal Safety
Stylianos Syropoulos, University of Massachusetts Amherst, Bernhard Leidner, University of Massachusetts Amherst, Joshua Rottman, Franklin & Marshall College

Metropolitan areas are characterized by an urban neighborhood setting, increased economic flow and increased diversity. Further, they also have higher population density compared to non-metropolitan areas. While these factors make such areas appealing to many individuals, according to official crime reports (FBI, 2017; NCVRW, 2016) metropolitan areas are also prone to higher crime rates and have higher violent crime trends. Does this objective measure of safety match how safe individuals feel in metropolitan areas? Further, does living in such areas affect people’s trust in and perceived legitimacy of the police? To answer the questions, we compared individuals in a correlational design, with a combined sample (N = 1300, k = 4) from different neighborhood environments (urban, suburban and rural) in terms of: interpersonal safety, operationally defined as fear of crime (fear of victimization), safety confidence (trust in one’s ability to remain safe) and subjective feelings of safety (underlying sense of safety); and perceived legitimacy and effectiveness of the police. Individuals residing further away from cities (rural areas) scored higher in safety (lower fear of crime, higher safety confidence, higher feeling of safety) and perceived police legitimacy and effectiveness thus, showing overlap between objective measures and subjective experiences of safety.

Mattering Matters: Does Mattering Influence Well-being Outcomes Among Trauma Survivors?
Elizabeth Moschella, University of New Hampshire

Interpersonal violence, specifically sexual and dating violence, occurs at alarming rates in the United States and disproportionately impacts college students. Prior research has documented a series of negative consequences of interpersonal violence, such as mental health and academic problems. In response to these consequences, research has examined factors that minimize negative outcomes and promote well-being. One construct that may be of interest is mattering. Mattering is our subjective perception that others acknowledge our presence, are invested in us, and rely on us. To date, there is minimal work on mattering in the aftermath of sexual and dating violence. Thus, the present study explored the relationship between mattering, well-being, and academic persistence over the course of the Fall semester at college or university. Preliminary results revealed that students who feel they matter to specific others and their university report better well-being and academic outcomes. Implications for research and practice are discussed.

Police Contacts and Political Participation: How Police Contact Affects Voting Behavior
Jason Anthony Plummer, University of California, Los Angeles

Since the shooting death of Michael Brown, there has been increased media attention on police deviance and activism in communities. Few studies have investigated how perceptions of police, involuntary police contact, and being arrested affects the voting behavior of the American electorate. This study attempts to address this lacuna. Using data from the 2016 American National Election Survey (ANES), a representative sample of U.S. eligible voters, this study assessed the effect of attitudes toward the police and police contact on voting during the 2016 election.

Hierarchical linear regression models were used to test hypothesis that negative perceptions of police and involuntary police contact reduces voting behavior. The models included measures of police contact and police attitudes as predictors of electoral participation, with trust in government, political efficacy, education, and financial stress as controls. The results indicate that negative feelings toward the police and involuntary contact reduces voting, even when measures of political efficacy and trust in government are included in the models. When race is included as an interaction term with the police contact measures, Latinos were the only group who reported reduced voting behavior. The implication is that positive police-community relationships are important to creating a thriving democracy.

Policing the Police: The Impact of Body Cameras on Shooter Bias
Saaid Mendoza, Providence College, Jaylee Gendreau, Providence College, Natalie Phelps, Providence College

Following a recent string of high-profile shootings involving unarmed Black civilians, police departments have begun adopting body cameras in order to increase officer accountability. Yet, little experimental research has examined whether they actually impact the expression of racial bias. To this end, we randomly assigned undergraduates to put on a police uniform while wearing or not wearing a Go-Pro chest camera that was recording their performance on the Shooter Task. This reaction-time measure of stereotyping requires participants to quickly decide whether to shoot or not shoot Black and White male
targets holding guns or objects (Correll et al., 2002). On the basis of prior self-regulation research (Monteith et al., 2002), we predicted that the presence of a body camera would serve as a cue for control, which would inhibit automatic responses to Black targets and help reduce bias. Results were consistent with our theorizing, such that uniformed participants who wore the body camera showed slower reaction times, but fewer shooting errors against Black targets. Importantly, these condition effects remained significant after controlling for the overall slowing of responses and were marginally more pronounced within unarmed trials. We discuss the implications of these findings as they pertain to police training.

71. Pre-professional Attitudes Towards Models of Substance Abuse: Deterrence or ...
Tre Hart, Fairmont State University, Nina Slota, Fairmont State University

In this political climate, opioid addiction seems about as common as a cold. In fact, heroin has killed 1,086 West Virginia residents between 2010 and 2017; with a 687% increase in heroin overdoses throughout these years (Larimore, 2018). Individuals in the Criminal Justice and Psychology fields typically spend a lot of time focusing and dealing with individuals and their substance abuse. There are many ideologies on how to deal with addicts; two of the most popular being deterrence or rehabilitative. This brings out the question “How do our future law enforcers view addicts and their addictions, with a rehabilitative ideology or a deterrence one”? In this study, students from medium-sized public university in West Virginia who are majoring in criminal justice will be compared to not only students majoring in psychology, but also students majoring in engineering. These individuals will be asked both open-ended questions and the Substance Abuse Attitude Survey created by Chappel, Veach, and Krug (1985).

72. Public Perceptions of Trauma and Memory
Shannia Coley, Boston University, Brenda Phillips, Boston University, Vernita Perkins, Omnigi.com

While it seems that public awareness of post-traumatic stress disorder (PTSD) has increased in recent years, the average person’s understanding of trauma may be incomplete. This may lead individuals to denigrate victims of sexual assault by endorsing rape myths, which have been shown to lead individuals to be less open about gender equality (Kunst, Bailey, Prendergast, & Gundersen, 2018). A misunderstanding of trauma and memory can lead to societal and psychological damage to victims. In addition, overrepresentation of combat-related trauma by media outlets affects elements of society as important as legislative proposals (Purtle et al., 2016). This is also said to be true in the average person’s understanding of memory; prior research has found that there is a vast disconnect between what “experts” believe about memory and what the public believes (Simons & Chabris, 2011). In the current study, we surveyed a group of “experts” and a group of “non-experts” to determine if there is a fundamental difference in how the two groups reason about memory processes associated with trauma. Our analysis will include an examination of whether individuals who endorse misconceptions are more likely to denigrate female victims and/or are less open to providing support.

73. Relationship Dynamics in Same Sex Couples
Marlene Weirich, California State University Fullerton, Sharon Kim, California State University Fullerton, Alejandra Sanchez, California State University Fullerton, Hailey Jacobsen, California State University Fullerton, Carolyn Quintana, California State University Fullerton, Kristin Beals, California State University Fullerton, Jessica Tessler, California State University Fullerton

The study examined the relationship of adult attachment styles and minority stress on intimate partner violence (IPV) in the queer population. Employing Hazan and Shaver (1987) adult attachment theoretical framework, an individual’s insecure attachment style can elucidate anxiety or avoidant-related aggressive strategies in intimate relationship dynamics. IPV encompasses physical, sexual, economic, and psychological forms of control and aggression in dyadic romantic relationships. Johnson (2006) identified four dynamics of IPV. The current research focuses on his dynamic of mutual partner violence which demonstrates partner symmetry in violent and controlling performances. Utilizing snowball sampling strategies, self-identified queer individuals in same-sex relationships (N = 65) were recruited via social media networks and on campus flyers. Participants completed measures of internalized homophobia, adult attachment style, psychological aggression, and mutual violence via online Qualtrics questionnaire. The questionnaire took participants about 35 minutes to complete. For the results we are seeking to find if internalized homophobia and adult attachment style correlate with engagement in mutual psychological violence. We are also exploring links between minority stress and attachment styles on the experience of psychological aggression. The goal is for the results to illustrate the importance of studying patterns of mutual IPV and stigma-related stressors in queer populations.
74. Resolving Cultural Identity Conflicts through Social and Community Support
Nia Jackson, University of Louisiana at Lafayette, Donaka Autry, University of Louisiana at Lafayette, Zachary Boudreaux, Nicholls State University, Joshua Dupuis, University of Louisiana at Lafayette, Andre Rodriguez, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette

Immigrants and their children often report difficulties in sociocultural adaptation, partly due to the cultural distance they experienced between their cultures of origin and the host country cultures (e.g., Bierwiczonek & Waldzus, 2016). This qualitative study aimed at understanding first and second-generation immigrants’ cultural conflicts and how they resolve it, especially through social and community support. Method: Fifteen participants were recruited through a psychology participant pool. Only participants who identified themselves as immigrants were invited. A deductive content analysis approach was used to analyze the interview transcriptions. Participants’ experiences of their presence or absence of cultural conflicts, and their barriers to heritage or host cultures were summarized. Although most participants, especially first-generation immigrants, expressed that they experienced cultural conflicts and how they sometimes disliked local cultures, some participants did not experience any cultural conflicts. Reasons such as light skin tone or strong appreciation of the host culture were cited by immigrants who did not experience cultural conflicts. For social and community support, participants reported that they received social support from their family members and peers, along with extended social support from affiliating organizations in the area and strangers that may come from a similar background as the participants.

75. Social Status Beliefs Predict Children’s Preferences for Native-accented Speakers
Christine Tai, University of Hawaii at Manoa, Kristin Pauker, University of Hawaii at Manoa

Despite the increase of immigration within the United States, immigrants are still targets of discrimination. A possible reason may be due to their foreign accent, a salient characteristic of an immigrant. Though previous work with children have indicated that children show a preference for native-accented speakers, studies have not looked into what may predict these attitudes. A possible mechanism could be social status beliefs. Children around 4-5 years old show preferences for individuals associated with high-status belongings (Shutts et al., 2016). As foreign-accented individuals are generally associated with negative stereotypes (e.g., less component, lower social class), children who are aware of status differences between native and foreign-accented speakers may come to prefer the higher status native speakers. The present study looks at whether children’s status beliefs are associated with their preferences for native-accented speakers. 4-5-year-old children participated in a social preference task and a status awareness task. Results indicate that at 5 years of age, children showed greater preferences for native-accented speakers than foreign-accented speakers. In addition, those who viewed native-accented speakers as higher in status showed greater preferences toward native-accented individuals. Thus, status awareness may be a contributing factor to children's attitudes toward foreign accented speakers.

76. Technological Intimate Partner Violence: Exploring Technology-Related Perpetration Factors
Kari Duerksen, University of Victoria, Erica Woodin, University of Victoria

Technology can create new opportunities for intimate partner violence (IPV). There are common risk factors for in-person and technological IPV (tIPV), however less is known about technology-specific risk factors. We examined the importance of technology use, technological disinhibition (e.g., the extent to which people feel technology allows for freer communication), and in-person IPV perpetration in predicting tIPV perpetration. 278 university undergraduates (204 female; 74 male) completed an online survey about IPV perpetration and technology-related risk factors, technological disinhibition, and technology use. A multiple regression analysis demonstrated that various forms of in-person IPV perpetration predicted tIPV perpetration (psychological, beta = .29, p < .001; sexual, beta = .13, p = .03; stalking, beta = .23, p < .001). Technological disinhibition, but not technology use, also uniquely predicted tIPV perpetration (beta = .14, p = .008). Thus, technological disinhibition may be a unique target for preventing tIPV; however in-person IPV also remains an important risk factor for tIPV. It will be necessary for future research to establish how multiple forms of IPV interact and exacerbate each other. Further, future prevention efforts for tIPV should focus not just on education about healthy technology use, but also about healthy relationships overall.
77. The Impact of Gentrification on Officers Use of Coercive Action in Brooklyn
Da’Quallon Smith, M.S. Urban Planning

Community police and community planners share the common goal of increasing the quality of life in neighborhoods through engaging the community and community-based organizations (Rohe, Adams, & Arcury, 2001). Considering this, the purpose of this research is to investigate the extent to which gentrification can potentially influence a police officer’s decision to employ coercive acts when detaining a civilian in a previously marginalized neighborhood. Scholars have frequently examined the effects of neighborhood characteristics on crime rates with the results remaining inconsistent. While a body of literature exists on police decision-making in severely disadvantaged neighborhoods, whether stable or deteriorating, there has been little consideration given to gentrifying neighborhoods within the same cities. This paper examines if gentrification can influence the use of coercive action by police officers and how neighborhood disadvantage can impact the use of coercive action by officers when detaining a civilian in gentrifying neighborhoods. More specifically, the primary objectives of this study are to determine whether gentrification influences police officers’ use of coercive action in neighborhoods and to provide an explanation for the structural conditions that can influence the level of force used in areas undergoing gentrification relative to others. The data analyzed in this study derives from the U.S. Census Bureau and data records from the 2011 NYPD Stop, Question and Frisk Database. Both datasets were merged into one using geographic information system (GIS) software and proceeded by a negative binomial regression performed in SPSS for the analysis. The results revealed that there is a positive relationship between neighborhoods with high rates of demographic or structural changes and the level of coercion used by officers.

78. The Impact of Social Class on Power-Seeking Intentions
Yongyu Guo, Nanjing Normal University, Huali Zhao, Central China Normal University

Social class has always been considered a critical factor that influences power-seeking intentions within hierarchical societies. However, the findings of previous studies on this relationship remain inconclusive. Inspired by the idea that the belief associated with the prevailing hierarchical social order influences psychological consequences for individuals (e.g., system justification theory), we explored the moderating role of belief in social mobility in relation to the impacts of social class on power-seeking intentions. Study 1 explored the relationship between social class and the intentions of power-seeking. We measured all variables using a questionnaire-based correlational design. In Study 2, social class and belief in class mobility were manipulated using false feedback paradigms, and power-seeking intention was measured. Study 3 further examined the moderating role of belief in class mobility. All variables were measured with a questionnaire-based correlational design. The results of all three studies demonstrated that belief in class mobility could moderate the influence of social class on intentions of power-seeking. Specifically, social class was negatively associated with power-seeking intention when belief in class mobility was weak, whereas the association was not significant when belief in class mobility was strong.

79. The Mental Health Outcomes of Female Rape Survivors of a Single Rapist
Dakota Conway, Delta State University

Previous literature on rape has discussed the mental health of rape survivors and the criminal punishment of rapists, but little to no research has been conducted on the effect of a rapist’s being criminally punished on the rape survivor. The purpose of the research was to investigate whether rapists’ being criminally punished betters or worsens the mental health of the survivors. Participants were given a link to an online survey that asked them questions regarding the general nature of the rape committed against them, the criminal aspect of the rape committed against them, and the severity at which they suffered from select mental health symptoms on the DSM-5 Self-Rated Level 1 Cross-Cutting Symptom Measure—Adult. The results showed that a rapist’s being criminally punished had a positive and significant correlation with feeling that someone could hear one’s thoughts, or that one could hear what another person was thinking (r(57)=.305, p<.05) and a positive correlation with drinking more than four alcoholic drinks in a single day(r(57)=.322, p<.01). These results could have mixed interpretations. The biggest indicator of more mental health problems, however, was the age at which participants were raped and also their current age. Those who were raped more recently and at a younger age were more likely to suffer select mental health problems. These results suggest that much should be done to help younger women that have been raped.
80. Third Person Perspectives: Minority and Non-Minority Encounters with Police
Nicole Olivieri Pagán, St. Joseph University, Clare Conry-Murray, St. Joseph University

Statistics show that Black and Latino individuals are more likely to be exposed to police violence than White individuals (mappingpoliceviolence.org, 2017). Previous research shows that negative stereotypes associated with race can cause police to view minority individuals as threatening, even when they have not expressed threatening behavior (Correll, Park, Judd & Wittenbrink, 2007, Sagar & Ward-Schofield, 1980). One cause for this is media portrayals of incidents (Smiley & Fakunle, 2016). Ingroup preference may play a role in negative stereotypes (Ashburn-Nardo & Johnson, 2008), which may contribute to justifying police aggression toward minority individuals. The current study evaluates third person perspectives of police aggression toward minority (Black and Ambiguous) and non-minority (Caucasian) individuals, using White, Black and Hispanic participants. Participants are presented with 2 police aggression responses (taser or yelling) and 3 driver behaviors (angry, nervous or cooperative). It is hypothesized that subjects will be more likely to rate police aggression as okay toward the Black driver, especially in the angry scenario, that the White driver will be rated as the least dangerous in all scenarios, and that the Ambiguous character will be rated as more or less dangerous, based on their perceived race.

9:15 AM - 10:45 AM

Symposium: No One Said it Would be Easy: Building Intersectional Alliances
Chair: Kim Case, University of Houston-Clear Lake

Talk 1: Ambivalent White Racial Consciousness: Moving Toward Intersectional Anti-Racism
Nkiru Nnawulezi, University of Maryland, Baltimore County, Isis Settles, University of Michigan, Kim Case, University of Houston-Clear Lake

People who lack intersectional anti-racist consciousness intentionally and inadvertently contribute to the perpetration of racial discrimination and the maintenance of structural racism. White people tend to generally have lower levels of racial consciousness compared to other racial groups and are the power-holding group within a racist social structure. Therefore, efforts to assess and increase their anti-racist consciousness are critical when building a more inclusive and socially just society. The purpose of this paper is to define and explore how white people exhibit ambivalence in their racial consciousness. Specifically, this consciousness as characterized by a push towards awareness about racial privilege (moving towards) and simultaneous pull back from this knowledge into a more comfortable stance of denial (moving away). In this inductive, qualitative study, a diverse group of 29 White community members and undergraduate college students participated in focus group discussions about racism. Results indicated that participants expressed ambivalent racial consciousness when they talked about what it means to be white, in how they thought about their non-racial identities, in their discussion of oppression, in their attributions for racial inequality, and in their approach to interracial interactions. Deconstructing ambivalent white racial consciousness can help trainers identify clear points of intervention between white racial identity and systematic oppression.

Talk 2: Ally Development Through Authentic Relationships Valuing Justice Over Comfort
Karen L. Suyemoto, University of Massachusetts Boston, Alissa L. Hochman, University of Massachusetts Boston, Roxanne A. Donovan, Kennesaw State University, Lizabeth Roemer, University of Massachusetts Boston

Prior scholarship on ally meaning and development (Asta & Vacha-Haase, 2012; Case, 2012; Clark, 2010; DiStefano et al., 2000; Mio & Roades, 2003; Reynolds, 2010; Russell, 2011; Smith & Redington, 2010), including our own grounded theory model of ally development (Hochman & Suyemoto, 2018) indicates that relationships with those who are oppressed or less relatively privileged are central to ally development. These relationships foster foundational understandings, expand empathy and perspective taking, and encourage the cycle of taking and evaluating action that is central to effectively enacting ally intentionality. However, there is relatively little scholarship about the often messy and painful process of developing authentic relationships across privilege within oppressive systems; and the motivation and rewards that are possible when individuals bridge privilege differences to work together towards social justice. This presentation will highlight central conceptual, relational, and emotional processes involved in ally development, using examples from the authors’ long-standing
relationships to illustrate key concepts and identify strategies for enacting ally intentions. In this presentation, we have a relative focus on the often unexamined or un-voiced perspectives of those with less privileged or oppressed positionalities. We will explore the challenges and benefits of fostering allies with those in privileged positions and the challenges and benefits of developing ally intentions within the complexities of relative and ascribed privilege in inter-minority race relationship. Within this, we will highlight the essential roles of self-reflection, cultural humility, self-compassion, and re-engagement and repair after failure. Finally, we will reflect on the impacts of having in vivo models authentic ally relationships for trainees/early career psychologists, offer developmentally contextualized suggestions for fostering and deepening authentic relationships, and consider the ways that psychologists at different developmental stages may work across difference to contribute to dismantling systems of oppression.

**Talk 3: Intersectional Working-Class Alliances from East Tennessee to East L.A.**  
Kim Case, University of Houston-Clear Lake, Desdamona Rios, University of Houston-Clear Lake

As seemingly unlikely allies, our working-class backgrounds inform intersectional analyses of our connections between the cultures of East Los Angeles and Appalachian East Tennessee. Patricia Hill Collins (1986) labeled herself an “outsider within” due to her intersectional standpoint as a Black woman sociology professor in the ivory tower. Using counter-storytelling, we explore Desi’s outsider within status as a working-class Chicana academic from East Los Angeles and Kim’s insider without location as a White working-class academic from Appalachian East Tennessee. Expanding on Kim’s theorized 3-phase “working-class academic arc” (Case, 2017), we apply intersectional theory (Anzaldúa, 1987; Collins 1990; Cortera, 1977; Crenshaw 1989; Gutiérrez y Muhs, Flores Niemann, González, & Harris, 2012) to our personal experiences in the academy. Working-class studies scholars (e.g., Jensen, 2012) argue class extends beyond income as “a way of being, relating, and thinking that culminates in a shared cultural experience often invisible to the privileged and the marginalized” (Case, 2017a, p. 17). In a professional context, fitting in is often measured by shared speech and expression, food, hobbies, clothing, work ethic, and values (Attfield 2016; Jensen 2012; Warnock 2016). Violation of hegemonic standards based on social-class, as well as race and gender, often results in tangible consequences. From a counter-storytelling strengths perspective, we harness our working-class and racialized subjectivities to reject respectability and openly critique white patriarchal middle-class culture performance in the academy. Development of critical intersectional class consciousness leads to (re)claiming identity, endorsing a strengths-perspective of working-class culture, and resisting classism in higher education. We call for coalition building among unlikely allies to raise awareness of invisible and intersecting academic cultures that invalidate women of color and working-class ways of being and knowing.

**Symposium: .....................East Coast**

**Opposing Racism: Parents’ and Youths’ Critical Racial Consciousness Development**  
Chairs: Josefina Bañales, University of Michigan, Jozet Channey, University of Michigan

**Talk 1: Critical Reflection and Academic Socialization among Black Parents**  
Stephanie Rowley, University of Michigan, Josefina Bañales, University of Michigan, Jozet Channey, University of Michigan, Amani Rush, University of Michigan

Discussions of racial/ethnic achievement gaps are everywhere and researchers know little about how these messages impact Black students and parents. Half of our sample of 79 Black parents were primed to think about racial/ethnic achievement gaps just before helping their middle school child solve a difficult homework-like math puzzle. Dyads reported positive and negative affect, interaction quality, and perceived performance after the task. Parents also reported individual (effort, ability) and systemic (racism, biased teachers) attributions for racial/ethnic achievement gaps and confidence that gaps could be “closed” (i.e., gap close belief) in surveys before the task. Preliminary analyses were partial correlations, controlling for parent education. Results showed:

1. **No prime**: Systemic attributions were associated with child negative affect; gap close belief was positively related to parent positive affect during the task.
2. **Prime**: System blame attributions were negatively associated with parent rating of child performance. Individual attributions were negatively related to parent support and positively related to parent intrusive behavior. Parent gap close belief was positively related to child negativity.
Talk 2: Parenting Black Children: Working to Eliminate the Racial Achievement Gap
Jozet Channey, University of Michigan, Josefina Bañales, University of Michigan, Stephanie Rowley, University of Michigan

Public beliefs about the causes of the Black-White achievement gap have been associated with the endorsement of educational reform strategies that aim to “fix” either schooling systems or the students and families associated with those schools (Sperling & Vaughan, 2009). Still, little is known about how parents’ beliefs about the Black-White achievement gap influence their interactions with their children and their children’s schools. This study investigated the extent to which the causal attributions made by parents (N = 218) of 8th grade Black children for the Black-White achievement gap predicted parental home and school involvement and preparation for bias socialization. As anticipated, parents who believed the achievement gap was a result of systemic issues that disadvantaged Black students (i.e. racist/biased teachers) reported sending their children more racial barrier messages and were more educationally involved with their children at home. Furthermore, parents who believed the gap resulted from the shortcomings of Black students (i.e. ability/motivation) reported being more involved in their children’s schools. This relationship was moderated by parents’ reports of school trust. Findings suggest that these parents’ critical reflection of achievement differences are a motivating factor in how they socialize their children and involve themselves in their children’s education.

Talk 3: Youths’ Anti-Racism Social Action Development
Josefina Bañales, University of Michigan, Adriana Aldana, California State University Dominguez Hills, Katie Richards-Schuster, University of Michigan, Constance A. Flanagan, University of Wisconsin–Madison, Matthew A. Diemer, University of Michigan, Stephanie Rowley, University of Michigan

Racism continues to pervade interpersonal relations, communities, and sociopolitical institutions. Despite this reality, it is unclear how youth counteract racism on interpersonal, community and political levels (Aldana, Bañales, & Richards-Schuster, 2018). Schools may promote youths’ beliefs, feelings and actions against racism through the transmission of racial messages from teachers’ lessons, textbooks, for example (Byrd, 2017). These messages might emphasize the reality of racism in society (i.e., Critical Consciousness messages) or deny the presence of contemporary racism (i.e., Color-Blind messages). With a national sample of racially/ethnically diverse adolescents (N = 384; Mage = 17.00, SD = 1.29; 50% women) this paper used structural equation modeling to reveal that: Youth who were exposed to Critical Consciousness messages were likely to engage in interpersonal anti-racism social action (e.g., “Checked” a friend for saying a racial slur), political change anti-racism social action (e.g., Organize an action project on an issue related to racism), and were likely to be angry towards social injustice. There were no associations between youths’ exposure to Color-Blind racial messages and their anti-racism social action and anger towards social injustice. Informed by this work, schools might encourage youth to reflect on racism to facilitate youths’ anti-racism social action.

Symposium................................. Pacific B

Sex Harassment Research in the Era of #MeToo
Chairs: Brittney Amber, Indiana University - Purdue University Indianapolis, Margaret Stockdale, Indiana University - Purdue University Indianapolis

Talk 1: The Trump Effect: Media Triggers Recall and Reinterpretation of Personal Experiences
Brittney Amber, Indiana University - Purdue University Indianapolis, Tuyen Dinh, Indiana University - Purdue University Indianapolis, Arielle Lewis, Indiana University - Purdue University Indianapolis, Leidy Trujillo, Indiana University - Purdue University Indianapolis, Margaret Stockdale, Indiana University - Purdue University Indianapolis

We explore how #MeToo-related media affects personal recall and reinterpretations of sex harassment experiences. We experimentally examined how exposure to high-profile stories of sexual misconduct triggers memories and reinterpretation of one’s own past sex harassment experiences. A sample of 393 US adults participants (54% women) were randomly assigned to read one of four media passages, two of which were news stories or transcripts of high-profile cases of sexual harassment or misconduct (the Trump Access Hollywood transcript or Larry Nassar story), and two were control stories (9/11 or non-traumatic control) then completed the Sexual Experiences Questionnaire and follow-up questions about how the media impacted their memory of their prior sex harassment experiences. Sexual misconduct media stories, compared to control
conditions, indirectly predicted self-report of past sex harassment (SEQ) through both remembering and reinterpreting one's past experiences. The #MeToo movement may be acting as a driver of social change because it is facilitating changes in social norms, as can be seen by the higher rates of SH reported in our sample. Additionally, the profuse amount of media surrounding #MeToo may be triggering memory recall and facilitating reinterpretation of prior SH experiences, for which organizations should be prepared to address.

**Talk 2: Your Body Is a Battleground”: Media Analysis of #Metoo/#Hetoo**

Jamie Franco-Zamudio, Spring Hill College, Chandra Brown, Lifelines Counseling Services, Samantha Thomas, Spring Hill College, Laine Wendel, Spring Hill College, Sidnea Sharp, Spring Hill College, Jeremy Sapia, Spring Hill College

Inspired by the title of Barbara Kruger’s protest art, this media analysis examines the political themes in national and local news articles discussing the #MeToo movement and subsequent backlash-driven #HeToo movement. The analysis reveals themes related to perceptions of culpability and body as property. In addition, depictions of perceived gender-appropriate behaviors and power differentials are examined in articles published during the time of the Kavanaugh hearings. The findings are discussed in terms of psychological theories, including attribution theory and implicit bias. Applications to sexual assault and harassment policies are explored.

**Talk 3: Objectifying Men: Do They See What Women See?**

Richard Wiener, University of Nebraska - Lincoln, Trace Vardsveen, University of Nebraska - Lincoln, Taylor Petty, University of Nebraska - Lincoln

Federal law requires that sexual harassment be “sufficiently severe or pervasive to alter the conditions of employment” and to create an abusive environment (Meritor Savings Bank v. Vinson, 1986, p.64). In previous research in which male confederates administered sexually objectifying gazes to female experiencers women showed stronger perceptions of harassment with severe (longer stares) or pervasive (more frequent stares) objectification, but those who read or watched the interactions perceived them as even more harassing than did the experiencers (Wiener, Gervais, Allen, & Marquez, 2013; Gervais, Wiener, et al., 2016). Applying affective forecasting theory, the researchers argued that the predictors failed to account for the experiencers’ coping mechanisms activated to deal with any unwelcomed sexual attention. In the current research, male research assistants administered objectifying gazes and comments to males in the objectification condition and maintained eye contact in the control condition. Additionally, male and female participants randomly assigned to the role of predictors (i.e., read about the incident) were more sensitive to objectification than experiencers or observers (i.e., watched a videotape of the interaction). This suggests that male experiencers may not have considered that conduct harassing. We compare these findings to the earlier studies when women were targets of objectification.

**Interactive Discussion . . . . . . . . . . . . . . . . . . . . Pacific D**

**An Open Discussion on Extremist Violence in the U.S. and Globally**

Linda Silka, University of Maine, Katya Migacheva, RAND Corporation, Sarah Mancoll, SPSSI

SPSSI Policy Committee Co-Chairs and Council Members Linda Silka and Katya Migacheva, together with the SPSSI Policy Director Sarah Mancoll, invite all conference attendees for an open discussion on violent extremism in the United States and globally. This session will aim to address how and whether psychological sciences can contribute to the ongoing policy and practice discussions on this issue. What should we do as a disciplinary domain to become a more authoritative voice on this issue? Do we need more research or better ways to communicate and contextualize the existing findings? The discussion will follow an open format, in which all participants will be invited to contribute.
Interactive Discussion . . . . . . . . . . Harborside

(Table 1)

Decolonizing Academia: Feminist Pedagogies & Bodymindspiritheart Approaches to (Re)Energize Graduate School Students

Alexandra-Grissell Gomez, San Diego State University, Rogelia Mata, San Diego State University, Bertha Rodriguez, San Diego State University, Fernanda Vega, San Diego State University

A harmful consequence of academia is the emotional and physical toll on graduate student’s body, mind, spirits, and hearts. Graduate Students of Color are particularly affected by these negative health outcomes, in part because of the daily microaggressions and Western mind/body split. Through this discussion, we aim to disrupt this dominant narrative that leads us to believe that mind (rational thought) is more important than emotions, body, spirit or heart. Instead, we reach back to ancestral ways of knowing that value sentipensante pedagogy, or “complementary relationship between the sentir of intuition and the inner life and the pensar of intellectualism and the pursuit of scholarship” (Rendon, 2009), and work to integrate all parts and energies of who we are in our struggles (Lorde, 1984). As scholar-activists who are committed to research, femtorship, teaching, and working in collaboration with community for social change, this discussion is designed to co-create strategies in which we can maintain our momentum. We firmly believe that we must tend to our bodymindspiritshearts (Lara, 2008) so together we can in turn (re)energize to continue turning our scholarship into praxis.

Interactive Discussion . . . . . . . . . . Harborside

(Table 2)

Doing Research, Policy, Activism in/for/from the Majority World

Ozge Savas, University of Michigan, Anjali Dutt, University of Cincinnati, Phia Salter, Texas A&M University

The purpose of this interactive discussion is to generate conversation about the United Nations Sustainable Development goals (UNSDG) among conference attendees who are interested in justice-oriented psychological research in the majority world (i.e., regions with less economic wealth and political power). Members of SPSSI’s Internationalization committee will provide a brief introduction to the UNSDG, discussing both the utility and critiques of the goals. The UNSDG are a set of 17 specific goals that were adopted by the UN with the intention of providing a “blueprint for peace and prosperity for people and the planet” (UN, 2015). They are widely used among global justice and development organizations, activists, and academics. Critiques of the goals include allowing governments divest from focusing on the wellbeing of the poor and marginalized by having NGOs take up the responsibility; the lack of accountability structures, especially when the goals are neglected by wealthy nations; and the inattention to wealth disparity both within and between the Global South and North. Participants in the interactive discussion will discuss their perspectives on the goals, if/how/when they may be utilized in psychological research, and what the implications are for people in (and from) the majority world.
Interactive Discussion . . . . . . . . . . . . . Harborside

(Table 3)

The Difference between Advocacy and Activism, and Why it Matters
Matthew Knierim, Troy University, Jalonta Jackson, Troy University

For those interested in addressing social inequity, shaping public policy, and improving outcomes for specific populations, it is imperative that we critically examine how we’re going about reaching our respective ends and continually explore opportunities to enhance our efforts. Policy change necessitates that we pair passion with strategy. In order to maximize our impact in the policymaking process, we must first address a fundamental question, “Does the issue require advocacy or activism?”

In this interactive discussion, individuals will be asked to thoughtfully discuss the subtle, yet potentially significant, differences that exist between advocacy and activism by examining their respective roles, their tactics, and their objectives. By doing so, attendees will determine whether, and/or when, one approach is more effective in changing the policy landscape than the other.

Individuals who attend this session will be provided the opportunity to reflect on their own advocacy experiences, share their thoughts about the social issues in need of attention, discuss best practices related to shaping public policy, and identify the wide-ranging implications of how we elicit social change. This session will have value to practitioners, educators and students alike.

Interactive Discussion . . . . . . . . . . . . . Harborside

(Table 4)

Undoing Oppression & Racism in the First-Year ‘Experience, Reflection & Action’ Program
Jula DeVoy, Boston College, Justin Feng, Boston College, Eva Wilson, Boston College

Experience, Reflection & Action (ERA) is an undergraduate, full-year, Boston College First-Year Program designed to facilitate Undoing Oppression and Racism. ERA consistently asks students to think critically and consider the most difficult questions - the questions which provoke the most thought and the ones that require us to reflect deeply upon inequities in society. ERA is designed to utilize interdisciplinary perspectives to help teach and train first-year students to engage in positive activism, grapple with serious challenges and topics, recognize intersectionality, and conduct developmentally appropriate research to help inform policy and improve the lives of all persons by making the world more just. Social and restorative justice theories are introduced, taught, and then applied in team based real-world projects. Striving to promote positive welfare for the planet and all its inhabitants, ERA seeks to educate first-year students to play greater, more active and responsible roles concerning the impact of actions on others, communities, the environment, and the world. ERA students engage with their cohort and external communities on multiple levels, considering different social groups, identities, levels of privilege, and perspectives through their course readings, conversations, topics, and work which involves field interactions, reflections and an action-based team project.
15-Minute Presentations ....... West Coast

International Perspectives on the Other: Immigration, Religion, and Race

American Attitudes Toward the Zero-Tolerance Immigration Policy
Eyad Naseralla, Saint Louis University, Falak Saffaf, Saint Louis University, Diana Nevarez Ramirez, Saint Louis University, Jacob Fussell, Saint Louis University

In 2018, there was public outcry over the United States government’s “Zero Tolerance Policy” in regards to prosecuting offenses listed under 8 U.S.C. § 1325 (Improper entry by alien; The United States Department of Justice, 2018). Consequences of the policy include the separation of children from their parents and the indefinite detention of those caught attempting to cross the southwestern United States border. The present study sought to determine the specific factors associated with greater support for the Zero tolerance policy. Participants (N = 172) collected via Amazon mTurk completed measures of Social Dominance Orientation (SDO), Belief in a Just World (BJW), Dehumanization, prejudice toward Mexican and Central American immigrants and immigrant contact. Multiple regression analyses determined that SDO, BJW, animalistic dehumanization, and prejudice toward Mexican and Central American immigrants predicted greater support for the policy. Additionally, binary logistic regression analyses indicated that greater reported BJW and animalistic dehumanization was associated with a higher likelihood of voting in support of the policy. These results are consistent with previous findings related to SDO, BJW, and Dehumanization. Additionally, the present study provides insight into the real-world ramifications of these variables in the context of a highly controversial immigration policy.

Christian Americans Display Negative Affect to Muslim Population Growth
Hui Bai, Department of Psychology-University of Minnesota

Muslims are the fastest growing religious group in the world, with its population projected to surpass that of Christianity by the end of the century. Yet, Muslims are one of the least liked social groups in the United States. Evidence from two experiments are presented to show that this demographic shift can negative affective responses from Christian Americans. In both experiments, Christian Americans’ perception of Muslim population growth was manipulated with published real information. Study 1 shows that Christian Americans who learned that Muslim population growth is fast believe this growth is a threat to Christians, and they also believe it to be a threat to U.S. society. Furthermore, Study 2 shows that they respond to the manipulation with greater negative emotions and less positive emotions. Additionally, results from Study 2 suggest that the negative emotions can mediate the effects of experimental manipulation on Christian Americans’ preferences on policies related to Muslims. Therefore, evidence suggests that the growing population of Muslims has psychological implications for Christian Americans, and the inevitable shift in the religious demographic landscape is likely to trigger a religious backlash among Christian American.

Ostalgie: Manifestations of the East-West Divide in Semantic Memory
Anil Menon, University of Michigan, Ann Arbor, Pedro Rodriguez, New York University, David Halpern, New York University

Explanations abound for the observed variation in political attitudes and behaviors both within and across societies. Popular accounts include institutions, culture, and experience. However, scholars have yet to investigate how these higher-order causal contenders operate at the individual cognitive level. We argue that one mechanism by which these causal factors influence political attitudes and behavior is through engendering differences in the organization of memory. To test this proposition we focus on Germany, where recent political cleavages appear to emulate historical fault lines and build on methods developed by Halpern and Rodriguez (2018) to model memory representations using natural language data. Specifically, we explore whether the representations of the “European Union” and “Alternative for Germany” differ among respondents who grew up in regions previously belonging to East and West Germany respectively. We hypothesize that there exist meaningful differences in the representation of these concepts between the two regions, despite the unification of political regimes nearly three decades back. Furthermore, we hypothesize that observed differences are predictive of contemporary political attitudes toward European integration and immigration policy. Our work helps flesh out the cognitive mechanisms of the effect of historical legacies on political behavior.
Preferences for Committed Versus Casual Interethnic Sexual Relationships
Keon West, Goldsmiths, University of London

Interethnic romantic relationships are on the rise in many countries and are widely seen as a strong indicator of a low-prejudice society. However, racial bias may still be evidenced in the tendency to engage in casual sex versus committed relationships. Using a large, age-diverse sample of 3,453 White British participants, this study found a general preference for White partners over racial minority partners. Furthermore, in line with social structural theory, participants reported a relative preference for marriage (versus casual sex) with White partners, but a relative preference for casual sex (versus marriage) with racial minorities. This pattern was not modified by sexual orientation, though it was further modified by sex: men reported a general preference for casual sex (versus marriage) with all racial groups except White partners. Women, however, reported a general preference for marriage (versus casual sex) with all groups, but this preference was strongest for White partners. Findings indicate that mixed relationships, though interpreted positively, may not indicate as steep a decline in prejudice as previously suggested.

15-Minute Presentations

Interpersonal and Political Violence

Influence of Psychosocial Protective Factors on Reductions in Violent Attitudes
Zina McGee, Hampton University, Candice Wallace, Hampton University, Linda Malone-Colon, Hampton University

This research explores the influence of positive psychosocial protective factors, assessed by survey measures from a cultural strength-based violence prevention and intervention program, on the reduction of violent attitudes among African American adolescent and young adult males across two sites: one urban and one suburban. While studies have shown a linkage between culturally based influences that mitigate against the impact of violent behaviors among minority males, less is known about the effect of these protective elements on the elimination of violent attitudes that often serve as precursors to violence-related activity. The results from a pre- and post-test design using intervention strategies advance support for the hypothesis that protective factors, including increased perceived social support and increased sense of purpose, buffer the risk of holding violent attitudes that often relate to offending and reoffending. More specifically, scores on the violent attitude scale were significantly lower when protective factors were absent, compared to when protective factors were present. Findings further suggest that culture plays a significant role in the promotion of positive psychosocial factors that reduce violent attitudes. The results are discussed in terms of the suggestions for reducing violence in the lives of African American adolescent and young adult males.

Media Consumption and Perceptions of Violent Crime
Stephanie Doran, University of Alabama, Lauren Meaux, University of Alabama, Jennifer Cox, University of Alabama

Unconscious biases can influence explicit beliefs and behavior. Evidence suggests the United States media may promulgate these biases, through focusing on rare but memorable situations (e.g., mass violence) and linking these acts with a specific group (e.g., Muslims). However, the relationship between marginalized group association, assumptions regarding violent crimes, and individual media consumption has never been directly examined. In this study, individuals read a vignette of a violent incident in which act type (i.e., mass shooting or vehicular homicide) and perpetrator implied religion (i.e., Muslim or Christian) were manipulated. Participants then indicated their assumptions regarding motive (i.e., terrorism, mental illness, influence of substances). Further, we examined the effect of media consumption (type and quantity) on perceptions of the perpetrator's motive. Data was collected on 400 undergraduate students (77.8% female, 88.5% Caucasian, mean age of 18.54). Further analyses are underway. We hypothesize participants will associate a Muslim perpetrator with a terroristic motive and a Christian perpetrator as mentally ill or under the influence of drugs/alcohol. Further, we expect these associations to depend on participant media consumption. These data may improve our understanding of the perpetuation of biases against marginalized social groups (i.e., Muslims and the mentally ill), particularly via media portrayal.
Shiites’ Protests and Nigerian Army’s use of Excessive Force
Aderemi Alarape, University of Ibadan

The handling of the protests by members of the Islamic Movement of Nigeria (IMN), otherwise known as the Shiites, by the Nigerian Army personnel who violently dispersed the group in Nigeria’s capital city of Abuja in October 2018 was examined in this study. Potential factors that might have contributed to the military use of excessive force such as preexisting tendencies to aggressive behavior, military training and culture, and exposure to threatening and violent operational environment were investigated. The usefulness of these indicators in increasing our understanding of violence against civilians was determined. Use of excessive force was examined using aggressiveness, a personal factor that influence how individuals behave and their likelihood to perpetuate violence. Military training and culture prepare personnel with a common way of interpreting events. This shared institutional ethos is pivotal to the expectations regarding the behavior of military personnel. Also, the Shiites use of violent means to express their grievance and their non recognition as a legitimate group fighting for the release of their leader reduces the likelihood of military personnel using nonviolent means to quell their protests. The use of these factors as a pathway to understand military violence against civilians was discussed.

Themes of Intimate Partner Violence in Cases of Nonconsensual Pornography
Sofia Noori, Florida International University, Yale University, Asia Eaton, Florida International University, Amy Bonomi, Michigan State University, Dionne Stephen, Florida International University, Tameka Gillum, The Sage Colleges

Nonconsensual pornography (NCP) is defined as the distribution of sexually graphic images of individuals without their consent (Citron & Franks, 2014), and is a growing form of gendered image-based sexual abuse (Bates, 2017). In 2017, the first ever nationwide study of NCP found that 8% of respondents reported having an intimate photo shared without their consent, and nearly two-thirds (70%) of those respondents reported that the image was shared by an intimate partner (Eaton, Jacobs & Ruvacalba, 2017). Although NCP has been linked to intimate partner violence (IPV) in past qualitative studies (Reed, Tolman & Ward, 2016), no work to date has systematically examined how NCP relates to intimate partner violence. Our study examines the presence of themes from the Duluth Power and Control wheel (Pence & Paymar, 1993), a well-known and empirically validated framework for IPV, in cases of NCP in the popular media. We examined almost 3000 articles involving cases of NCP reported in the press from 1/1/2012 – 10/15/2017, and coded each article for themes from the Duluth Power and Control wheel. The results indicate that a startling percentage of NCP cases feature abuse and violence that qualify as IPV. Our work highlights the emergence of NCP committed by an intimate partner as a form of intimate partner violence in the digital era.

15-Minute Presentations . . . . . . . . . . . . . . Pacific C

LGBTQ Identities: Boundaries and Peripheries

Achieving Identity: Challenges of Ingroup Acceptance for Lesbian Women’s Well-being
Ellen Newell, Wilkes University, Shannon McCoy, University of Maine

Bisexual individuals sometimes feel their sexual identification is not accepted by others, including by members of queer communities (Matsick & Rubin, 2018). Many report feeling others believe they will ultimately have relationships exclusively with men or women. Our work examines whether members of other sexual identity groups have similar experiences and corresponding consequences for well-being. Lesbian women, in particular, can be extremely protective of their ingroup boundaries (Brown, 1995), likely stemming from the stereotype that many young women “experiment” with their sexuality (Whisman, 1996). As a result, lesbian women may be especially likely to feel rejected by ingroup members. Through a series of three studies, we show some lesbian women feel they have to earn (i.e., achieve) acceptance as a “real lesbian” to both ingroup and outgroup members. Only feeling like group membership needs to be achieved specifically to ingroup members, however, negatively impacts wellbeing. Further, feeling excluded from the lesbian ingroup mediates this relationship. Notably, these effects are not replicated among gay men. Findings suggest that feeling included by ingroup members is crucial for well-being among lesbians who feel ingroup identity needs to be achieved. Implications for understanding unique aspects of social identity and intersectionality for lesbians are discussed.
Contingent Visibility: Perceived Gender Expression in Antigay Discrimination
Steph Anderson, Santa Monica College, Myles Lowrie-Otter, Sarah Lawrence College

Although transgression of gender norms has been discussed as a fundamental component of and underlying foundation for antigay discrimination, less research has directly attended to the role of gender expression in discrimination against lesbian, gay, bisexual, and queer (LGBQ) individuals. Based upon a sample of 148 cisgender and transgender LGBQ individuals, we examined the role of gender expression in overt experiences of discrimination (i.e., instances in which LGBQ individuals are certain antigay discrimination occurred), as well as covert or ambiguous experiences of discrimination. Findings reveal qualitative differences at the intersection of gender expression and gender identity: being perceived as conforming to societal expectations based upon one’s birth-assigned gender functioned to conceal their sexual orientation among LGBQ participants while transgressing hegemonic expectations often worked to reveal their sexual orientation. Perceived gender nonconformity, however, carried differential interpretations among binary trans compared to genderqueer and cisgender participants. Findings from this study challenge the conceptualization of sexual orientation as an “invisible” identity, as the extent to which one’s sexual orientation is perceivable is context-dependent and informed by gender stereotypes and point to the need for greater attention to the intersectional nature of LGBQ experience.

LGBTQ+ Peripheral Members’ Experiences Within the Community
Madison Gray, University of Limerick, Aisling O’Donnell, University of Limerick, Ronni Greenwood, University of Limerick

Though people with LGBTQ+ identities are generally considered part of a community, people with ‘peripheral’ identities, such as transgender and bisexual, may face exclusion and prejudice from those with more ‘typical’ identities, such as lesbian and gay. There is little psychological research that explores peripheral members’ experiences as a part of the LGBTQ+ community. In an ongoing study, we interviewed people with peripheral identities, ranging from nonbinary to bisexual to polyamorous, about their experiences with acceptance/exclusion, visibility/invisibility, and comfort being ‘out’ around other LGBTQ+ people and ‘community’ spaces. Preliminary impressions based on interviews with our first participants center on descriptions of no clear sense of community but rather several fragmented groups of identities. These participants also described being comfortable with others in the community, however they highlighted times where theirs or others’ identities were excluded or invisible. Our preliminary results highlight how peripheral members can feel ambiguous support or outright exclusion from many ‘community’ spaces; we call into question the usage of ‘community’ to describe LGBTQ+ members fully. Further research should examine LGBTQ+ community spaces, such as parades, to identify people’s experiences of belonging and mutual support in a collective context.

Mental Health Disparities Between Lesbian, Gay, and Bisexual Individuals
Randolph Chun Ho Chan, The Education University of Hong Kong, Winnie Mak, The Chinese University of Hong Kong

While earlier studies have indicated that lesbian, gay, and bisexual (LGB) individuals are at greater risk of developing psychopathology than heterosexual individuals, limited attention has been paid to the mental health disparities within LGB populations. The present study examined and compared the prevalence of depression, anxiety, and flourishing among 931 cisgender LGB individuals. Results showed that bisexual individuals had greater odds of depression and anxiety, and lower odds of flourishing than lesbian and gay individuals, after adjusting for demographic characteristics. Compared with lesbian and gay individuals, bisexual individuals were more likely to report identity struggles, conceal their sexual orientation, and have weaker sense of connection to the LGBT community, which were in turn associated with greater psychiatric symptomatology and poor well-being. Given the higher vulnerability of bisexual individuals to mental health problems, there is a strong need to develop and implement evidence-based mental health practices for bisexual individuals, which strategically target their identity stress at multiple levels. Social and psychoeducational interventions are also necessary to transform monosexist culture and eradicate bi-negativity in the LGBT and wider community.
Disability models, or beliefs about whether disability is a problem inherent in individual biology (medical model) or a social construction (social model), may contribute to ableism in higher education and beyond. This notion was examined in Study 1. Undergraduates with and without disabilities completed validated survey measures of disability models and attitudes. Students with disabilities held significantly more favorable attitudes toward people with disabilities, lower medical model beliefs, and higher social model beliefs than students without disabilities. Disability model beliefs completely mediated differences in attitudes toward disability between students with and without disability. In Study 2, we tested whether education about the social model through a psychology of disability undergraduate course could change beliefs in models and attitudes. Pre-post surveys of disability models and attitudes were collected from students in the intervention course and control psychology courses which did not cover the social model. Controlling for baseline models and attitudes, students in the intervention course showed greater increases in social model beliefs and favorable attitudes and greater decreases in medical model beliefs compared to those in the control classes. Thus, increasing disability representation from a social model perspective in higher education may improve cultural fit and reduce ableism.

Talk 2: Cultivating Allies: Lessons from Deaf-hearing Friendships
Joan Ostrove, Macalester College, Linda Lytle, Gallaudet University, Alex Barba-Cook, Aditi Dalela, Bailey Haas, Macalester College

Efforts to encourage and sustain intergroup friendships and alliances can benefit tremendously from the insights and experiences of non-dominant group members who engage with dominant group friends and allies. Our study focuses on deaf-hearing friendships in an effort to dismantle audism (stereotypes, prejudice, and discrimination of deaf people) and promote more effective intergroup relations in this domain. Informed by existing literature on intergroup friendships (e.g., Cappella et al., 2016) and alliances across differences of identity (e.g., Brown & Ostrove, 2014), as well as on work focused specifically on the K-12 experiences of mainstreamed deaf and hard-of-hearing students (e.g., Oliva & Lytle, 2014), we will report on a qualitative study of Deaf-hearing friendships. Content analysis of ten interviews with Deaf students at Gallaudet University about their friendships with hearing people reveal that their hearing friends were adept at communication, were willing to advocate and intervene, were knowledgeable about Deaf culture, and demonstrated personal qualities such as curiosity and initiative. The Deaf interviewees played a role in facilitating the success of these friendships by being both accommodating (to their hearing friends) and assertive (of their own needs).

Talk 3: Changing the Normative Landscape Through Confrontation: Allies Fighting for Change
Michelle Nario-Redmond, Hiram College

As minority groups improve their status, they enter a “normative window” marked by changing expectations, and disagreement about what qualifies as prejudicial. This presents a unique opportunity to sway public opinion by actively confronting bias. Confrontation is the voluntary act of disapproval toward expressions of prejudice, and, like peer pressure, can encourage conformity to more egalitarian standards. Research suggests that confronting prejudice reduces stereotyping among both perpetrators and bystanders. When others remain silent in response to overt prejudice, the acceptability of such actions is reinforced. Often people are more persuaded by confronters who are not members of the disadvantaged group. This has important implications for recruiting dominant group allies. While less accusatory confrontations can be persuasive, more assertive confrontations can arouse self-criticism, resulting in less future bias. Strong, supportive allies can also increase collective guilt and moral outrage, stimulating a desire to rectify inequalities. Assertive confrontations may also incite anger and backlash from those who resent appearing “politically correct,” and are less common when people fear retaliation.
Opportunities to practice effective confrontation offer a promising avenue for those who want to rebuke prejudice but need guidance on how to challenge ableism, and how allies can best support disability rights.

**Symposium**

**Dominant Groups' Reactions to a Changing Society: Maintenance and Confrontation**

Chairs: Mukadder Okuyan, Clark University, Ozge Savas, University of Michigan

**Talk 1: Turning the Tables: Maintaining Hierarchies by Claiming Discrimination**

Mukadder Okuyan, Clark University

Researchers who examine discrimination have focused on disadvantaged groups’ or minorities’ experiences of physical, structural, and symbolic violence. As the meaning of victimhood has become symbolically and morally more powerful (Moscovici & Perez, 2009), dominant groups in society have also started to claim discrimination despite the implications of power loss inherent in such claims (Shnabel & Nadler, 2015). While a growing number of empirical studies examine predictors of discrimination claims among dominant groups, particularly among White Americans, there is a need for a conceptual framework that brings together these findings into a testable model. I argue that discrimination claims raised by members of dominant groups such as White-Americans and men are ways to maintain systems of oppression and would therefore be related to endorsement of dominance ideologies and system-legitimizing ideas. I base this conceptualization on social dominance theory (Sidanius & Pratto, 1993) and Jackman’s (1994) idea of creative maintenance of group-based hierarchies, as well an integrative account of the existing literature. I will also discuss alternative paths to discrimination claims such as identity processes, relative deprivation as well as the role of socio-political context. Implications for today’s national and gender politics will be discussed.

**Talk 2: Demarcating Social and Legal Boundaries: Who Is “Worthy” of Belonging?**

Ozge Savas, University of Michigan

Members of dominant majorities in economically advanced societies view religious, ethnic, linguistic and racial “others” as threatening to the social fabric of everyday life (Ceobanu and Escandell, 2010). In an online survey, we examined which immigrants are viewed as “worthy” of social and legal belonging. While social belonging is defined as inclusive everyday behaviors, such as welcoming new immigrants into one’s neighborhood; legal belonging is defined as agreeing on immigrants’ eligibility for legal rights and privileges, such as citizenship. Those who believe immigrants should be able to maintain their heritage culture and had lower assimilation expectations from them were more likely to agree on granting them legal rights; however, were not engaging in behaviors to increase their social belonging. Furthermore, the links between approval of culture maintenance and legal belonging and between lower assimilation expectations and legal belonging were mediated by being viewed as an “asset” (e.g. educated) rather than as a “drain” (e.g. welfare-seekers). Findings will be discussed in the context of contemporary immigration discourse and policy rendering certain groups as “problematic” or “not ideal for membership” through a perception of cultural mismatch.

**Talk 3: Perceptions of Researcher Bias**

Jennifer L. Piemonte, University of Michigan, Terri D. Conley, University of Michigan

People increasingly accuse academics of unfair bias and of pushing personal agendas through their teaching or research. In a series of anonymous, online surveys we examined how people perceive scientific researchers based on their topics of study. In Study 1, we examined how people perceive scientists based on what they study. Participants considered scientists who research perceptions of racial/ethnic identities as less accurate and worse scientists than researchers who study psychological effects of disease. Results demonstrate that people continue to perceive the physical sciences as more objective than the social sciences, and physical scientists as more capable than social scientists. In Study 2, participants read that a group of researchers found more positive outcomes among either a dominant group (e.g., Whites) or a subordinate group (e.g., African Americans) and evaluated the researchers on measures of bias, research quality, and identity. People perceived researchers whose findings challenge the status quo as more biased and more likely to be a member of the subordinate group that is being studied. Taken together, these findings evidence that research challenging traditional structures or beliefs are held to different standards, face more external doubt and are stereotyped as belonging to subordinate groups.
Talk 4: Critical Awareness of Masculinity and Protesting Sexual Assault among Men
Andrew L. Stewart, Clark University, Michael Addis, Clark University

As activists raise awareness of men's abuse of power and perpetration of violence against women, some men's critical awareness of hegemonic masculinity has increased, while many men are aware of hegemonic masculinity, but are not critical of it. Integrating scholarship on masculine norms (e.g., anti-femininity, striving for power) and the transtheoretical model (a stage model of behavior change), we developed a measure of men's critical awareness of masculinity. In a sample of 301 self-identified men, we measured men's awareness of masculine norms, believing that those norms are problematic, and men's action to change those norms. Confirmatory factor analyses revealed support for three independent factors of men's critical awareness of masculinity, and we found divergent validity evidence with other common measures of masculinity and gender role adherence. Structural equation modeling demonstrates the predictive validity of the new measure, where men who were (vs. weren't) actively challenging masculine norms had higher bystander efficacy and protest willingness to reduce sexual assault. Awareness of masculine norms may not be enough to promote ally activism among men. As the reality of violence against women becomes more visible, men who are critically aware (and not just aware) of masculine norms may respond with increased activism.

Symposium: Existing at the Nexus of Race, Gender, and Sexual Orientation
Pacific C

Existing at the Nexus of Race, Gender, and Sexual Orientation
Chairs: Sa-kiera Hudson, Harvard University, Morgan Jerald, Macalester College

Talk 1: Race and Sexual Orientation’s Influence on Gender Prescriptive Stereotypes
Sa-kiera Hudson, Harvard University

Gender stereotypes persist in society. Many of these stereotypes are prescriptive, indicating how men and women should behave in social situations. However, an outstanding question is whether these normative gender beliefs apply equally to men and women of additional social categories. This work explores this question using an intersectional approach by asking participants to indicate the desirability of men, women, and people of different sexual orientations (Study 1) and races (Study 2) displaying a series of masculine and feminine traits. The results clearly show that although the category “man” and “woman” have different prescriptive stereotypes that haven't changed since 2002, race and sexual orientation substantively alter the landscape of these gendered stereotypes. In both studies, participants’ ratings for men and women most closely matched ratings for straight and White men and women, with other gender x sexual orientation or gender x race combinations less clear. These findings have implications for norm violation accounts of discrimination and negative affect towards male and female targets. Furthermore, these findings suggest that research on prototypical groups do not necessarily generalize to other subcategories, making intersectional research even more important to conduct.

Talk 2: Associations between Black Women’s Enjoyment of Sexualization and Sexual Agency
Morgan Jerald, Macalester College

The sexualization of girls and women is rampant in American culture, reflected in the portrayals of women in the mass media that emphasize physical appearance and sexual appeal. Many young women report that they enjoy receiving sexualized attention from others, despite its negative consequences. Since its introduction to the literature, the construct of enjoyment of sexualization (Liss, Erchull, & Ramsey, 2011) has been debated as challenging or reifying sexual inequality for women. This past research has not included the experiences of Black women, who have been historically stereotyped simultaneously as hypersexual, seductive, and promiscuous (i.e., the Jezebel stereotype) and also as unattractive, masculine, and unfeminine. The current study used structural equation modeling to test the link between enjoyment of sexualization and sexual agency in Black women, examining the mediating roles of body surveillance and body shame. Young Black women (N= 569) completed survey measures of enjoyment of sexualization, body surveillance, body shame, sexual assertiveness, and sexual self-efficacy. As hypothesized, enjoyment of sexualization was indirectly associated with less sexual agency via body shame. However, it was directly associated with more sexual agency. The findings indicate that enjoyment of sexualization may have both positive and negative consequences for Black women's sexual agency.
Talk 3: Heterosexist Discrimination, Ethnic Identity, and Self-Esteem Across Identity Intersections
Alvin Akibar, University of North Texas, Yolanda Flores Niemann, University of North Texas

Beyond the immediate harm caused by experiences of heterosexist harassment and assault, fear of harassment can damage self-image, further victimizing those already vulnerable to societal marginalization. Though the body of work surrounding sexual minority stress and its implications for mental health is growing, much of this work is limited in its ability to address intersections of racial/ethnic and sexual identities. Sexual minorities of color often face the same difficulties as whites in addition to stigma related to their racial/ethnic identities, while remaining underrepresented in research. While some findings indicate that those who feel a stronger sense of commitment to their racial/ethnic groups tend to experience higher self-esteem, little has examined this pattern among sexual minorities, particularly those of marginalized racial/ethnic groups. This study examined the extent to which experiences of heterosexist harassment and discrimination, ethnic identity, and their interaction relate to self-esteem in young sexual minorities of color (n = 446). Findings differed noticeably across groups, with ethnic identity moderating the between harassment/discrimination and self-esteem among Black and Multiracial, but not Latinx participants. Results highlight the significance of examining groups across identity intersections, and the need for further examination of risk and protective factors among groups who may be multiply marginalized.

Talk 4: Mitigating the Double Bind: A Sociocultural Narrative Intervention for Girls of Color in STEM
Kyneshawau Hurd, University of California, Berkeley, Celina Romano, University of California, Berkeley, Lyndsey Wallace, Edinburgh University, Victoria Plaut, University of California, Berkeley

Narratives have power. They can calm children, elect presidents, and shape imaginations. The dominant narrative in computer science defines computer scientists as white, male, self-promotional, and individualistic. Girls of color do not figure as protagonists within this narrative and face a double bind; experiencing racism and sexism simultaneously. Interventions designed to mitigate this double bind should be sociocultural in that they address not only individual psychology, but cultural norms and practices. We designed and implemented our Sociocultural Narrative Intervention for girls of color at a summer math and science program. The intervention sought to disrupt the dominant narrative of STEM/computer science by encouraging girls to voice their own narratives celebrating how their communities/cultures engage in STEM/computer science. Our intervention combined aspects of affirmation and storytelling as part of a facilitated discussion. Participants included forty-nine participants across three California program sites. Participants received either our Sociocultural Narrative Intervention or a control intervention. Participants in each condition then drew posters reflecting on the discussion. Analysis of posters revealed that participants who received the Sociocultural Narrative Intervention were less likely to depict the dominant-narrative in computer science compared to those in the control condition.

Symposium

Race Talk: Insights, Drawbacks, and Benefits
Chairs: Kiara Sanchez, Stanford University, Camilla Griffiths, Stanford University

Talk 1: Who Gets to Talk about Race? Parent Trust in and Perceptions of Colorblind vs. Multicultural Teachers
Camilla Griffiths, Stanford University, Kiara Sanchez, Stanford University, Greg Walton, Stanford University, Jennifer Eberhardt, Stanford University

Past research shows that trust between parents and teachers is an important factor in children’s academic success. Does a teacher’s approach to race in the classroom impact this relationship for Black parents? Although past research shows that explicitly engaging with topics of race and identity at school promotes identity safety for students of color, our work shows that Black parents do not automatically trust White teachers to do this. We asked 150 Black parents to imagine meeting their middle school child’s White English teacher at Back to School Night. The teacher introduced herself and her class curriculum, which either included race-related topics or not. Parents trusted the teacher who discussed race in the classroom less than the teacher who did not mention race at all. They also expected their child to experience lower identity safety at school with the teacher who engaged with race-related topics. Ongoing work examines Black parents’ perceptions of teachers who explicitly endorse colorblindness or multiculturalism in their classrooms, and whether parents differentially trust Black and White
teachers who endorse these ideologies. Results should inform parent-teacher relationship interventions and teacher identity-safety training, and highlight the need for diversifying the K-12 teaching force.

**Talk 2: From Contact to Content: Cross-Group Friends Talking About Racial Experiences**
Kiara Sanchez, Stanford University, David Kalkstein, Stanford University, Greg Walton, Stanford University

Do cross-race friends talk about race-related experiences? How might these conversations unfold, and what consequences might they have? We hypothesized that while conversations about racial experiences may be rare and uncomfortable for both parties, they may offer relational and intergroup benefits. Two studies found that Black adults (Ns=77 and 97) anticipated less comfort and were less likely to share racial experiences with White friends, compared to both Black friends and non-White/non-Black friends, even friends of equal closeness. Next, 145 women age 18-30 imagined a Black friend disclosing a race-related or a non-race-related experience. Those in the race-related condition reported feeling less comfortable in the interaction but more socially connected to the friend. One stream of ongoing research examines whether conversations about racial experiences facilitate important intergroup learning for Whites; such learning may arise in part because in committed friendships people are highly motivated to take one another's perspective, a quality often lacking in intergroup settings. Other ongoing research examines Blacks' perceptions of White friends' responses in such conversations, and the factors that can help Whites respond in ways that are positive to Blacks. This work surfaces communication barriers between Black and White friends and has implications for intervention to improve intergroup understanding.

**Talk 3: The Effect of Implicit Bias Match on Relational Outcomes**
Drew Jacoby-Senghor, University of California, Berkeley

We investigate a heretofore under-explored question: How does the degree of implicit bias match between two individuals influence their relational outcomes? Across field and laboratory studies, we find that talking about race has different relational effects within dyads that have high versus low similarity in their implicit racial bias. We also find that even egalitarian verbal expressions belie unspoken racial attitudes in ways that shape social outcomes. Findings hold implications for literatures on similarity, implicit vs explicit attitudes, and homophily.

**11:00 AM - 12:15 PM**

**Interactive Discussion**

**SPSSI Publications: Meet the Editors**
Daniel Perlman, University of North Carolina at Greensboro, Carey S. Ryan, University of Nebraska Omaha, Christopher Aberson, Humboldt State University, Jolanda Jetten, University of Queensland, Naomi Ellemers, TBC Utrecht University

This interactive session will be a discussion of SPSSI's four scholarly publications: Journal of Social Issues, Analyses of Social Issues and Public Policy, Social Issues and Policy Review, and the SPSSI Contemporary Social Issues Book Series. The Editor(s) of each publication will briefly speak (3-5 minutes) about their publication commenting on such things as a description of what they publish, the submission and review process (including tips on authors maximizing their chances of success), and what submissions they find most exciting and/or would most like to see. The floor will then be open initially for a flexible and responsive discussion as a whole. Perhaps starting with questions about the editors' remarks about submitting to each publication, etc., the general discussion could then range further afield to topics such as: other publication roles such as reviewers (getting involved, responsibilities, etc.), the life of the editors (joys and challenges), whether SPSSI's publications—what's good that should be preserved? What new opportunities are there in terms of substantive directions, ways of capitalizing on the affordances of the digital age, trends in readers' habits, etc. Time permitting the session could end with breaking into subgroups for discussions with specific editors.
Interactive Discussion . . . . . . . . . . . . . . Haborside

(Table 1)

Technology for Truly Effective Large-Scale Engagement: Future Directions
Lisa Pytlik Zillig, University of Nebraska-Lincoln, Scott Barclay, Arizona State University

Existing technologies and platforms designed for public and social engagement are numerous, but have yet to realize their potential for advancing democratic decision-making and addressing key social issues. In this interactive discussion session, participants will be encouraged to envision what truly effective engagement technologies and platforms would look like. For example, one might imagine future technologies that could facilitate social movements or political mobilization by helping publics to frame problems and consider alternative frames, make accurate and relevant information available in a “just in time” manner, identify and tag trustworthy versus distrustworthy information, identify expertise and harness the wisdom of crowds, foster civil discussion, and enable groups of people to organize effective action to solve problems. Presenters in this interactive discussion session will offer brief remarks regarding the following question: What research and technology is required to enable and achieve truly effective large-scale engagement? Interactive discussion topics will include what defines truly effective large-scale public engagement, current barriers to effective engagement, strengths and weaknesses of current technologies used for public engagement, and future directions for both research and technological development to foster truly effective large-scale public engagement.

Interactive Discussion . . . . . . . . . . . . . . Haborside

(Table 2)

The Missing Discourse of Power: Identity Intersectionality Research in Psychology
Connie Rogers, Northwestern University, Dalal Katsiaficas, University of Illinois at Chicago, Negin Ghavami, Loyola Marymount University

Intersectionality (Crenshaw, 1991) describes how systems of power and privilege interlock to give meaning and significance to social identities (race, class, gender) as well as how individuals construct and experience them. Psychology researchers’ attempts to integrate this framework into the study of identity have been conceptually and methodologically diverse. In an effort to synthesize and interpret the state of empirical research in this area, we conducted a systematic review of psychological studies that empirically examine intersectional identities. This Interactive Discussion will outline the scope of the empirical (versus conceptual) literature on intersectional identity (which is scarce) and highlight the ways in which intersectional identity research has been conducted in psychology. Specifically, we will discuss “who” (sample demographics) is most often included in this research, “what” identities are examined, and “how” (methodology) such data are gathered and analyzed. Presenters will draw on this empirical knowledge base to discuss the progress and challenges of incorporating an intersectional framework in psychological research in the domain of identity and to identify what is missing from this conversation, namely the themes of power and marginalization. The session will leverage and engage the rich knowledge of SPSSI members to imagine the future directions for the field.
Interactive Discussion . . . . . . . . Harborside

(The Table 3)

The Pedagogy of Activism
Melissa Marcotte, Rhode Island College/Rhode Island School of Design, Jennifer Prewitt-Freilino, Rhode Island School of Design

The past few years have been called “the most forceful surge of youth activism since the 1960s” (Jason, 2018), but in this age of “fake news” and anti-science rhetoric, it is increasingly important to be prepared intellectually for activism in addition to having the unwavering dedication to a cause. The goal of this interactive discussion is to exchange ideas about how we as educators can help students prepare themselves to be knowledgeable activists by investigating issues of social, political, and economic importance through a scholarly lens. We will discuss the strategies and methods that we have used to bridge the gap between theory and practice across a variety of courses (e.g., The Psychology of Social Injustice, Multicultural Psychology, Stereotypes and Prejudice, and Gender in the Media) with a focus on contemporary and historical social justice issues. We will supply examples of curriculum design, in-class activities, and final projects wherein we have students apply scholarly theory and research to help them develop and refine the skills and methodologies of the practice of activism and civil disobedience. Finally, we will facilitate a discussion in which participants can share further ideas and resources on engaging students in activism in the classroom and beyond.

15-Minute Presentations . . . . . . . . Pacific B

#MeToo: Responses to Sexual Aggression

Examining Perceptions of Male Feminist Allies Following Sexual Harassment Allegations
Morgana Lizzio-Wilson, University of Queensland, Annamaria Klas, Deakin University, Edward J. R. Clarke, Federation University

The #MeToo movement saw numerous high-profile sexual misconduct allegations, including several against prominent feminist men (e.g., Louis C.K., Al Franken). This raises an important question: are allegations against male feminist allies perceived as less legitimate by virtue of their espoused progressive beliefs about women? To test this, 370 male and female participants read a scenario describing a sexual harassment allegation made against a feminist or sexist male manager by a female colleague. Compared to the sexist manager, participants evaluated the allegation against the feminist manager as less accurate, thought that the alleged behaviors less closely resembled sexual harassment, were less likely to believe the victim, were more likely to believe the perpetrator, and were less likely to recommend that the allegation be investigated. These effects were not moderated by the severity of the alleged behaviors or participants’ feminist identification. Thus, instead of being punished for their incongruent behavior, male allies’ ‘feminist credentials’ appear to protect them from suspicion and scrutiny, possibly because they do not fit the stereotype of a ‘typical’ perpetrator. These findings highlight a new challenge facing the women’s movement: how to involve male feminist allies without privileging their voices and perspectives over women’s, thus perpetuating gender inequality.
Finding Solitude (Together) in the Wake of the #MeToo Movement
Brenda Phillips, Boston University

Women in the United States continue to experience high rates of sexual assault despite the globalization of the #MeToo movement. Recent studies indicate that in the United States, and even in a highly egalitarian nation such as Norway, negative attitudes of the #MeToo movement persist among those who endorse hostile sexist attitudes and rape myths (Kunst, Bailey, Prendergast, & Gundersen, 2018). Prejudices such as these force women to navigate elaborate and confusing political and professional labyrinths (Eagly & Carli, 2007; Bos, Schneider, & Utz, 2017). The current paper provides a critical analysis of how women cope with the current political and social climate by taking refuge. Building upon the work of Dana Jack (1991), this paper addresses the psychological factors that lead women to fall silent as well as the relational factors that promote women's resiliency. Using a mixed methods approach, we explore perceptions of solitude experiences before and after the hashtag #MeToo went viral in a sample of 100 women. We address the social barriers women of different ethnicities face in seeking solitude, whether solitude experiences increase women's perceptions of control and power, and the extent to which women experience belongingness as a result of having sought solitude together.

Perceptions of Gender-Based Mistreatment: An Intersectional Analysis
Jessica Kiebler, University of Michigan, Abigail Stewart, University of Michigan

The focus of our research was to analyze perceptions toward women from intersecting backgrounds in the context of gender-based mistreatment. Participants read 1 of 12 vignettes in which a woman was presented as racially black or white, working or middle-class, and had experienced sexual assault, sexual harassment, or incivility. We asked participants to report on what surprised them the most from the scenario through open-ended, qualitative responses. Participants’ responses focused on the survivor's education (e.g. “she doesn't have a high school diploma. It's really not difficult to get a GED, I can't understand why she wouldn't make the effort given how bad her life seems to be”), living conditions (e.g. ”No children are mentioned in the scenario. Usually when someone didn't finish high school and can barely support themselves they have at least three kids.”), and her actions or lack of actions in the situation described (e.g. “That she didn't object harder considering her position and accomplishments”). These themes reflected class and racial stereotypes and assumptions that reflect how participants viewed the woman's way of living and her ability to make appropriate decisions in these particular scenarios; this also leads to victim blaming as a result of these stereotypes.

15-Minute Presentations . . . . . . . . . . West Coast

Immigration, Acculturation, and Mental Health

Acculturative Stress and Depressive Symptoms: Mediating Role of Emotion Dysregulation
Rebecca Y. M. Cheung, The Education University of Hong Kong, Miron Kumar Bhowmik, The Education University of Hong Kong, Ming Tak Hue, The Education University of Hong Kong

Acculturative stress is associated with a myriad of mental health outcomes including greater feelings of loss, anxiety, and depression. Although past research had repeatedly demonstrated the relation between acculturative stress and mental health, our understanding of why and how acculturation contributes to minorities’ mental health remains limited. In this longitudinal study, we examined emotion dysregulation as a mediator between acculturative stress and depressive symptoms in a sample of Mainland Chinese female university students residing in Hong Kong. A total of 154 students participated for three times in a year, with each time point spanning 4 months apart. At each time point, participants completed a questionnaire concerning their acculturative stress, emotion regulation difficulties, and depressive symptoms. After controlling for age, findings based on path analysis and bootstrapping in an autoregressive model revealed that emotion dysregulation mediated between acculturative stress and depressive symptoms. Through a process-oriented approach, we established the directionality of effects from acculturative stress to depressive symptoms. The present study advanced the literature through a
rigorous test of longitudinal process. These findings inform clinicians and practitioners the importance of strengthening female university students' emotion regulation skills, such that the impact of acculturative stress on depression can be alleviated.

**Emotional Intelligence, Acculturation and Acculturative Stress Among First Generation Immigrants**

Adriana Espinosa, The City College of New York, Yumiko Yamaguchi, The City College of New York

Previous research has indicated that individuals with high emotional intelligence (EI) have more adaptive acculturation attitudes and behaviors than their low EI counterparts. As the literature has indicated that high EI individuals are more resistant to general stress, a potential pathway explaining the aforementioned relation is through reductions in acculturative stress. Yet, to date no research has tested this claim. The purpose of this study was to assess 7 types of acculturative stress as mediators of the relations between EI and U.S. acculturation (i.e., cultural competence, cultural identity, and English language competence) using a sample of 247 first generation immigrant college students (age range 18 - 42). The majority identified as non-White (92.7%), with annual household incomes below the median household income of the city (59.9%). Regression analyses indicated EI was a positive predictor of U.S. acculturation and a negative predictor of all dimensions of acculturative stress, with the highest impact on stress due to fear of safety, and to culture shock. Mediation analyses indicated homesickness, perceived hatred or rejection as the mechanisms explaining the relation between EI and acculturation. The findings suggest interventions seeking to increase EI may positively influence the acculturation of first generation immigrants in the U.S.

**Emotional Self-Efficacy, Ethnic Identity, Discrimination and Psychotic-like Experiences Among Immigrants**

Deidre M. Anglin, The City College of New York, Adriana Espinosa, The City College of New York

Studies have identified racial discrimination as a salient risk factor for psychotic-like experiences (PLEs) in racial ethnic minority immigrant samples. According to the literature, a strong ethnic identity can mitigate the impact of racial discrimination on mental health. Yet, empirical support for such assertion is mixed. We hypothesize that mixed results are in part due to the omission of individual differences in emotional self-efficacies, which positively influence the psychosocial adjustment of immigrants in new environments. In this study we gauged the interaction of emotional self-efficacy, ethnic identity and racial discrimination in predicting PLEs using a sample of racial ethnic minority immigrant emerging adults (N = 456). Hierarchical regression, followed by slope difference tests for probing interactions indicated that racial discrimination was associated with higher PLEs, but only among immigrants with low emotional self-efficacies, who irrespective of racial discrimination experiences or strength of their ethnic identity, were at higher risk of PLEs than those with high emotional self-efficacies. Among individuals with low emotional self-efficacies, a high ethnic identity was related to small decreases in PLEs in the presence of racial discrimination. The findings highlight the importance of further understanding the link between emotional self-efficacies and ethnic identity among this population.

**Understanding the Role of Acculturation Orientation on Community Engagement**

Annie Hanh Vu, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette

Background: Research in the past found that second-generation immigrants (SGIs) in the US were more engaged in the community than people who were born in the US (Lopez & Marcelo, 2008; Li & Lin, 2017), probably due to the need to be an “ambassador” or a “broker” for their first-generation immigrant parents (Katz, 2014). Thus, this study aimed at studying the predictors and mediators of second-generation immigrants’ community engagement while controlling for various demographic information. This study extended previous studies to look at SGIs’ engagement in heritage culture and engagement in host culture separately. Method: Participants were recruited through Qualtrics Panel. Three-hundred participants who self-identified as second-generation immigrants answered the online survey. Results: A bootstrapped (r = 2000) structural equation model analysis was performed. Results supported our hypotheses that 1) host orientation positively predicted higher host-national community engagement, 2) home orientation positively predicted higher co-national community engagement, and 3) second-generation immigrants who perceived a higher need to help family, friends and strangers from heritage culture had higher co-national community engagement. Discussion: Our study calls for more research looking at second-generation immigrants’ community network and how the network structure may benefit local communities.
15-Minute Presentations

Toward Trans Liberation: Understanding Attitudes and Removing Barriers

Barriers to Employment by Transgender-identified People
Gina Rosich, University of Saint Joseph

This presentation explores the qualitative responses only from respondents in the State of Transgender California survey. Findings provide insight into the intersubjective perspectives, experiences, needs, fears, and prescriptive answers for problems faced when seeking employment. Psychologists, social workers, policy makers, Human Resource professionals, activists and legal advocates can benefit from this insight in efforts to make workplaces more trans-inclusive and assist trans-identified clients with their internal and practical struggles seeking and maintaining employment.

How Threats to Masculinity Impact Derogation Toward Transgender Women
Alexandria Jaurique, Humboldt State University, Amber Gaffney, Humboldt State University

Transgender women (transwomen) experience catastrophic levels of discrimination (i.e., experiencing three or more major life-disrupting events due to bias and discrimination; Grant et al., 2011). Transwomen experience more discrimination than lesbian, gay, and bisexual people. To examine antecedents to the discrimination transwomen face, we apply classic social psychological theories. Specifically, social identity theory research posits when a person’s prototypicality is threatened they are more likely to engage in policing of the group boundaries in order to maintain the positive social identity of the group. Additionally, subjective group dynamics theory goes further to lay out how non-prototypical group members will be more likely to derogate deviant ingroup members because of the threat they pose to the group’s positive social value. Research shows cisgender men perceive transwomen to be men (their sex assigned at birth) and more specifically gay men (Norton & Herek, 2013), therefore, placing transwomen as deviant ingroup members. We hypothesized that cisgender men will perceive transwomen as ingroup deviants and therefore non-prototypical men will be more likely to derogate transwomen (compared to transmen and cisgender men) than prototypical men. A two-way analysis of variance was conducted to examine 250 cisgender men’s evaluations of transwomen. Implications are discussed.

Legislation and the Perception of Transgender Threats
Linas Mitchell, Loyola University Chicago, Robyn Mallett, Loyola University Chicago, Megan Armstrong, Loyola University Chicago, Payton Neufelder, Loyola University Chicago

Despite widespread evidence of anti-transgender prejudice and discrimination, little research has investigated the nature of this prejudice using a theoretical framework. This study addressed this gap using the sociofunctional threat approach (Cottrell & Neuberg, 2005) to examine differences in threat perceptions between transgender and cisgender targets, as well as how these perceptions relate to transgender-relevant policy attitudes. On MTurk, 393 cisgender participants (257 women) were randomly assigned to report their threat perceptions of and emotional reactions to one transgender or cisgender group. Transgender targets elicited greater general threat as well as greater values, coordination, and trust threats than cisgender targets. Transgender targets also elicited more negativity overall as well as more disgust, fear, and pity than cisgender targets. Furthermore, perceiving values, freedom, and trust threats from transgender groups, and experiencing greater disgust toward these groups, predicted greater support of anti-transgender policies. These findings provide direction for future work aimed at reducing anti-transgender prejudice and intervening in harmful legislation, and also situate anti-transgender prejudice within a larger framework of prejudice theory. Future research will seek to examine the causal role of threat perceptions and further parse differences in perception between transgender subgroups.

Validation of the Gender Expression in Childhood Implicit Association Test
Lisa Persinger, Northern Arizona University, Sara Abercrombie, Northern Arizona University, Joey Persinger, Northern Arizona University

This study focused on developing the Gender Expression in Childhood Implicit Association Test (GEC-IAT), to measure implicit biases regarding transgender and gender diverse children (TGD) as well as cisgender children. While many IATs exist...
(Greenwald & Banaji, 1995), none have been developed to target adult beliefs about TGD children, likely due to historic taboo in addressing gender diversity, sexuality in childhood. It is unclear how adults in general and educators in particular think about TGD, though there is some indication that adults may experience fear, anxiety and confusion regarding what to do when working with these youth, such as in school settings (Payne & Smith, 2014). The GEC-IAT was administered to a nationally representative U.S. sample, along with a demographics measure, explicit attitudes measure, and a social desirability scale. Results indicate that the GEC-IAT is related but distinct from the explicit measure; and known groups analysis demonstrates the relationship between religious group and sexual orientation and implicit attitudes, where some religious groups with known unsupportive positions on LGBTQ populations exhibited greater bias. These results provide validity inference support for the GEC-IAT; and suggest that the GEC-IAT can be used as a tool in research on bias related to TGD children.

1:45 PM - 3:00 PM

Symposium

East Coast

Children’s Ideas and Attitudes About Nationality
Chair: Taylor Hazelbaker, University of California, Los Angeles

Talk 1: Liberal Inclusion: How Schools Reproduce American Whiteness
Cristina Lash, University of Nevada, Reno

Liberalism—the political ideology that views all humans as having equal, individual rights—is commonly viewed as a core value of the American Creed. Indeed, this ideology informs how many educators teach children about the American nation and the values of “true Americans.” This paper explores how liberalism is practiced in schools as liberal inclusion. Liberal inclusion has three core components: a focus on the equal, individual rights of citizens; limited attention to group cultural differences; and positioning racism as the rare actions of individual wrongdoers. Based on an ethnographic study of liberal inclusion at Kennedy Junior High, located in a rural, predominately white, working-class town, I show how this model of national incorporation ultimately reproduces whiteness as the normative model of Americanness among students. For white students at Kennedy, Americanness was taken for granted as a normal part of their everyday experience and identity. Yet students of color often faced a difficult negotiation of their racial, linguistic, and national identities vis-à-vis American whiteness. I conclude that, despite the promise of liberalism to produce individual equality for all, in practice, liberal inclusion positions assimilation into a white national norm as the only viable avenue of national inclusion.

Talk 2: Elementary-Aged Children’s National and Ethnic Identity and their Beliefs about US Citizenship
Sharla Biefeld, University of Kentucky, Christia Spears Brown, University of Kentucky

Anti-immigration sentiments are ubiquitous in the US, with persistent controversies about who is and is not allowed to become an “American,” often voiced as dissent about the DREAM act and birthright citizenship. We examined immigrant and non-immigrant elementary-aged children’s beliefs about who can be an American (N=136) and how these beliefs are related to their own national and ethnic identity. Results indicated that children held liberal view of citizenship, most strongly endorsing the belief that, to be American, one must love America and live by its rules, followed by the belief that one could pass a test and become a legal citizen (compared to beliefs based on birthright citizenship). Their beliefs about who can be an American were related to their own national and ethnic identity. Children who identified with an ethnic minority label (in an open-ended question) and White children who identified with minority group or country of origin label (e.g., Jewish, Swedish) more strongly endorsed liberal beliefs about who can be American compared to children who labeled their ethnicity as American or White. Although first- and second-generation immigrant children felt less American than third-generation and non-immigrant children, they also more strongly endorsed legal pathways to citizenship.
Talk 3: Rural Elementary School Children’s Reasoning about National Group Membership
Taylor Hazelbaker, University of California, Los Angeles, Bethany Bruhl, University of California, Los Angeles, Jennifer Duque, University of California, Los Angeles, Rashmita Mistry, University of California, Los Angeles

National group membership is often associated with shared birthplace, language, and customs (Rodriguez et al., 2017; Stokes, 2017). However, given the increasing patterns of immigration in the United States, it is important to examine children’s developing notions of nationality including their own national identification. The current study explored the salience of elementary school-aged children’s (N=83) national American identification, their rating of how American they feel, and their open-ended reasoning about why they feel American. The study was conducted at a rural, midwestern elementary school where the student population is ethnically and racially diverse (i.e. 55% White, 29% Latinx, 13% Somali, and 3% other). Results revealed that, when asked about social group membership, students identified with an ethnic-racial (e.g., Irish, Mexican; 49%), national American (39%) and religious group (e.g., Muslim, Lutheran; 12%) Moreover, when asked how American they feel, most of the sample (i.e. 92%) indicated that they felt sort of or very American. Emerging themes from their open-ended responses about why they feel American included statements about being born in America, living in America, and speaking English. However, children also indicated that they are “not fully American” because they also identify with other social groups (i.e. ethnic-racial, religious, language).

Talk 4: Developing Conceptions of Nationality in India
Radhika Santhanagopalan, Cornell University, Katherine Kinzler, Cornell University

Although citizenship often has objectively determined parameters, research suggests that people associate nationality with social group information like race or language. How do children develop a conceptualization of national group, including expectations about who is, or who should be, considered a legitimate member? The present research assessed Indian children’s conceptualizations of national group membership and people’s personality traits based on information about their social identities. In Study 1, ninety-six 5-10-year-old children tested near Chennai, India, judged the nationality of individuals who varied in caste, religion, or language. Children reliably picked the light-skinned, Hindu, and Tamil (local state language) speakers as most “Indian”. Notably, they picked English speakers with British accents as more Indian than English speakers with Indian accents. In Study 2, we assessed children’s trait-based assessments of individuals who spoke different languages (Tamil, Hindi, British-English, or Indian-accented English). Across ages, 5-10-year-old children (N=96) exhibited a local Tamil bias in deciding who was ‘more nice’ and ‘more Indian’. Yet, they viewed the British-English speaker as being just as intelligent as the Tamil speaker, and the British-English speaker as being the best leader. These results suggest that social category membership plays an important role in considerations of nationality early in life.

Symposium.................. West Coast

Cultivating Researcher-practitioner Collaborations to Promote Equity in Higher Education
Chairs: Rebecca Covarrubias, UC Santa Cruz, Samara Foster, UC Santa Cruz

Talk 1: Collaborating with Program Directors to Serve Overlooked Undergraduate Student Populations
Ruby Hernandez, UC Santa Cruz

The Renaissance Scholars Program (RSP) supports student communities on campus who have experienced homelessness; neglect in their homes; guardians with severe mental illness or substance abuse; pushout from their homes due to their LGBTQ identity; and incarceration or forcible separation from family due to deportation. Using a Participatory Action Research (PAR) approach, RSP partnered with the SSERC to broaden the program’s understanding of who they serve, the types of services different groups of students value and need, and the effects of the program on students’ psychological and academic outcomes. We are currently collecting data from RSP students, including responses to an online survey (n=100) and semi-structured interviews (n=10). We predict the type and frequency of services used will vary by RSP community (e.g., formerly homeless may use services differently than formerly incarcerated members due to differential needs). Interview data will shed insights on the experiences and barriers of RSP members on campus. Our goal is to share findings with RSP to inform their program re-envisioning process and with broader campus stakeholders to expand institutional supports for these often invisible and overlooked student populations.
Talk 2: Learning from Student Partners to Uncover the University’s Hidden Curriculum
Giselle Laiduc, UC Santa Cruz

Learning the hidden curriculum – the unspoken academic, social, and cultural messages (Anyon, 1980) – enables students to successfully navigate the complex cultural system of the university. Yet, for underrepresented students (e.g., first-generation, low-income, students of color) the hidden curriculum may be more difficult to access because of differences in cultural capital. That is, they may not possess the same knowledge about the culture of academic institutions as their more privileged peers (Bourdieu, 1986). To better understand how students maneuver and adapt to the hidden curriculum, we partnered with undergraduates from diverse backgrounds to highlight their stories and experiences as they navigate college. Using online surveys, 300 students described unanticipated challenges in college, skills they had to learn on their own in navigating the university, and advice to incoming students. We also assessed students’ experiences with campus resources, including identifying the most critical resources for students’ academic and social challenges, barriers students face, and ways the university can improve its support. Data analysis is underway. Data will be shared with campus leadership and will inform a campus-wide intervention for incoming first-year students that aims to help students successfully navigate the university environment.

Talk 3: Working Together to Build a More Diverse School of Engineering
Brandon Balzer Carr, UC Santa Cruz

Despite improvements in the retention of women, people of color, and first-generation college students in some STEM majors (e.g., biology), these groups are still more likely to leave engineering. At UC Santa Cruz, the School of Engineering has partnered with the SSERC to conduct a mixed-methods study of engineering major attrition that will inform campus practices. First, we are currently analyzing 10 years of university-maintained academic records (about 150,000 students) to assess how often underrepresented students migrate out of engineering majors, which courses serve as roadblocks, and other correlates with attrition (e.g., GPA). Second, we are conducting 10 focus groups with underrepresented students in engineering to learn why their peers leave the division. Preliminary academic record analyses suggest that women leave engineering at greater rates than men despite earning better grades. Preliminary focus group analyses indicate a culture of STEM elitism that sanctions indifference to student learning and glorifies failure as evidence of course rigor. In this context, only students with the most pre-college academic preparation can succeed. Research questions, methodological choices, and planned analyses have been developed in collaboration with engineering administrators who have committed to institutionalize recommendations that come from this empirical report.

Talk 4: Cultivating a Hispanic Serving Institution through Inclusive Tutoring Services
Uriel Serrano, UC Santa Cruz

This study presents findings from a partnership between Learning Support Services (LSS), a university tutoring service that provides course-specific academic support services for undergraduate students, and the SSERC. In 2012, UC Santa Cruz was designated a Hispanic Serving Institution (HSI), currently serving a 31% percent Latinx undergraduate student population. As such, LSS staff and the SSERC team developed a qualitative project to examine how LSS can better support the increasing number of Latinx students at UC Santa Cruz and other students from underserved communities. We examined the experiences of students in LSS; past and current challenges around help-seeking and program belonging; and effectiveness of practices implemented to foster inclusion as the university builds its HSI identity. We draw from 12 interviews and 8 focus groups with student staff and with undergraduate students who utilize one of three LSS programs: Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. Focus group interviews and data analyses are still underway. The findings will inform a discussion on improving support services at universities as the presence of Latinx students, and other underserved students, continues to increase in higher education.
Symposium.................................Porthole

Everyday Notions of Radical Resistance: Individual, Dyadic, and Community Perseverance
Chair: Kayla Fike, University of Michigan, Gordon Palmer, University of Michigan

Talk 1: Resources within Black Married Couples' Advice for Marital Well-Being
Haley Sparks, University of Michigan, Sara McClelland, University of Michigan, Jacqueline S. Mattis, University of Michigan

Extant social science research generally frames Black/African American marriage in a problematized and pathologized manner. However, considerably less research has focused on the resources and advice Black/African American couples have in support of marital well-being. The present study utilizes qualitative data from 12 interviews with Black/African American inra-racial couples in their third year of marriage in an effort to investigate the advice these couples offer for marital success. A grounded theory approach (Glaser & Strauss, 1967) was used to conduct an iterative open-coding process to code and analyze the data from the couples. This process yielded 13 primary codes that were organized into two overarching themes. Themes revealed that spouses and couples tended to advise undergoing a process of self-definition (as individuals and couples) and striving to remain connected with one another in pursuit of marital success. My findings suggest that Black/African American married couples have and prioritize important resources on individual, interpersonal, and social and economic levels that contribute to successful marriages. This study highlights the need to expand the common narrative in social science literature surrounding Black/African American marriage to include the resources couples possess and advice they give to support marital well-being.

Talk 2: Activism, Leadership, and Acts of Resistance among Young Women of Color: Findings from the Baker Project
Gordon J.M. Palmer, University of Michigan, Jacqueline S. Mattis, University of Michigan, Josephine Graham, University of Michigan

Despite an increase in research on a emerging adults, little research has considered how their sociopolitical development and marginalized identities intersect (Syed & Mitchell, 2013). This is more dire when considering gendered analyses of emerging adults. In this exploratory content analysis, we investigate how the Baker Fellowship affected participants' sociopolitical development, spirituality, and activism and the relationships between these topics in pursuit of justice. Through interviewing past Baker fellows (n=9), we seek to understand their experiences, both inside and outside Baker, and how the program might be improved. In understanding the rich experiences of these young women, we hope to shed more light on the sociopolitical development of emerging adults and how programmatic interventions can shape participants reflection, efficacy, and action in their pursuits of justice. Furthermore, by understanding how the Baker Fellowship shaped Baker fellows, we offer recommendations to aid in the development of similar community programs and initiatives that promote activism, other forms of political participation, and social justice.

Talk 3: Black Adolescent Altruism: The Roles of Racial Discrimination and Ideology
Kayla J. Fike, University of Michigan, Casta Guillaume, University of Michigan, Jacqueline S. Mattis, University of Michigan

The deleterious effects of living in a discriminatory society have been well-documented for young people of color. However, few studies have explored what influences young people of color's decisions to enact social good despite living in an oppressive society (Mattis, Palmer, Guillaume, in press). The altruism born of suffering framework provides a guide for exploring how experiences of suffering can lead to prosocial behavior, but has not been applied to the experiences of Black young people. The current investigation (n=1300) uses the altruism born of suffering theory as a framework to explore how young Black people's (ages 11-19) daily experiences of suffering, (e.g., school-based and everyday discrimination), motivational processes (e.g., empathy), and dimensions of their racial identity (e.g., racial ideology) contribute to altruism. Using linear regression models, we found that everyday and school-based experiences with racism positively predicted altruism. Additionally, within the context of discrimination, minority ideology and empathy positively predicted altruism. These findings suggest that although young Black people operate within daily experiences of suffering, perceiving a common fate with other racial minority groups and endorsing empathic concern might be motivating young Black people to enact social good in their daily lives.
Talk 4: Stigma, Help-Seeking, Depression and Suicide Ideation Among Black Men
Janelle R. Goodwill, University of Michigan, Jacqueline S. Mattis, University of Michigan

Suicide has been the 3rd leading cause of death among Black men in the U.S. ages 15-24 since 1995 (CDC, 2016). However, investigations that assess factors that contribute to adverse mental health outcomes specifically among Black men remain scant. Previous research shows that stigma prevents men from seeking help when faced with mental health concerns—though it is unclear how far reaching the effects of stigma may be. The current study aims to redress this gap by drawing from Corrigan and Watson’s (2002) concepts of public and self-stigma and the Framework Integrating Normative Influences on Stigma (Pescosolido et al., 2008) to uncover whether stigma and help-seeking behaviors are directly and indirectly associated with depressive symptoms and suicide ideation. Survey responses from 929 Black college men who participated in the Healthy Minds Study were analyzed using structural equation modeling procedures; results from the structural model indicate good overall fit [χ² 1025.58, df=327, p<.001; RMSEA=.035; CFI/TLI=.953/.950; WRMR=2.11]. These findings suggest that men who adhere to stigmatized ideas about mental health are less likely to seek help when faced with a mental health concern, and in turn are likely to report higher rates of depressive symptoms and suicide ideation.

Symposium................ Pacific B

Exploring Media Contributions to Violence Against Women
Chair: L. Monique Ward, University of Michigan, Psychology Dept.

Talk 1: Accepting Aggression: Roles of Media Use and Heterosexual Script Endorsement
Leanna Papp, University of Michigan

Sexualized aggression (SA) refers to testing, disregarding, or manipulating bodily boundaries to achieve sexual interaction. College women experience SA at parties and bars, which may influence the way they think about assault. SA reflects facets of the heterosexual script, which outlines women’s and men’s roles in sexual and romantic relationships with one another. In particular, it designates women as passive gatekeepers to sexual activity while men are active pursuants of sexual interaction. This script is commonly reflected in media marketed toward young adults, which may set expectations for women entering college. As part of a longitudinal study of university social life experiences, we developed a scale assessing attitudes toward SA and administered it to women (N = 459) at the beginning of their first year in college. Preliminary mediation analyses indicate that reality television and women’s magazine consumption each predict endorsement of the heterosexual script. Script endorsement, in turn, predicts acceptance of SA. Analyses also identified a significant indirect path between both forms of media use and acceptance of SA. Longitudinal analyses are underway to examine these relations over time. Findings suggest that while media use is not a direct predictor of accepting SA, it may have detrimental indirect effects.

Talk 2: Connections Between Men’s Media Use, Gender Beliefs, and IPV Attitudes
L. Monique Ward, University of Michigan, Psychology Dept.

Although media offer abundant examples of modern courtship, relying on media models may be problematic and has been linked to greater acceptance of violence against women. These connections occur even for media genres (e.g., sports programming) that do not heavily feature violence against women. Why do these connections persist? We argue that media often follow rigid gender roles that highlight passivity and sexual objectification for women and dominance for men, and that adhering to these roles may increase men’s acceptance of violence against women (VAW). To investigate this notion, we surveyed 615 undergraduates men, testing their consumption of 5 media (magazines, music videos, movies, TV programs, pornography), their support of traditional gender roles via 4 scales, and their acceptance both of rape myths and of physical aggression towards a dating partner. As expected, heavier media use was associated with stronger support of traditional gender roles, with music videos making the strongest contribution. In turn, endorsing these roles was a strong and consistent predictor of men’s acceptance of rape myths and dating violence. Few direct connections from media use to VAW attitudes occurred. Analyses underway will use SEM to test direct and mediated pathways.
Talk 3: Connecting Black Americans’ Media Use and Attitudes about Dating Violence
Lolita Moss, University of Michigan

Although scholars have found a connection between mainstream media consumption and acceptance of intimate partner violence (IPV), little is known about the specific mechanisms that connect media use to endorsement of such violence. Understanding this connection is particularly relevant for Black Americans because Black women report higher rates of intimate partner violence than do White women, and Black Americans consume more media than the general population. Accordingly, this study tested these connections among Black adults, investigating contributions of their consumption of movies, music videos, and 52 popular television programs to their acceptance of dating violence. Our survey of 369 Black young adults also tested three potential mediators using SEM: sexual objectification, heterosexual script, and two stereotypes about Black women, the Sapphire and the Jezebel. Results from parallel mediation analyses indicated that heavier exposure to all three media predicted higher levels of the three mediators, which in turn predicted greater acceptance of IPV. We discuss the implications of our findings concerning popular media’s role relative to transmission of the mediators.

Symposium.............................. Pacific C

Multi-Level Effects of Multiple Stigmas on Well-being in Appalachia
Chair: Abbey Mann, East Tennessee State University

Talk 1: Intersectional Stigmatizing Conditions Experienced by University Students and Their Correlates
Sharon Stringer, Youngstown State University, Ying Tang, Youngstown State University, Tomi Ovaska, Youngstown State University

Much recent research has shed light on economic challenges faced by university students especially in economically distressed areas of the U.S. However, such stressors may not be singular but rather co-occurring with other stigmatizing conditions. In the study, 514 participants from a public university in the Rust Belt identified their experienced stigmatizing conditions (Pachankis et al., 2017) and financial standing, and completed measures of self-compassion (Neff, 2003) and shift-and-persist resilience (Chen et al., 2015). Participants also provided narrative responses to open-ended questions. Analyses revealed that participants experienced an average of 3.95 stigmatizing conditions, with poverty, obesity, and depression being the most frequently co-occurring stigmas. Shame regarding financial status was significantly positively related to summary scores on stigmatizing conditions. Meantime, resilience and self-compassion are possible mitigating factors between experiencing stigmatizing life conditions and negative affect. Moreover, reappraisal of life events, social support, and self-determination emerged as central themes in coping with stigmatizing conditions. The study also points out the high socioeconomic cost of stigma. Discussions address the need to contextualize poverty issues on university campuses, with research and policy implications to help better understand and provide support for the university student population that may be experiencing intersectional stigmatizing conditions.

Talk 2: Doubly Stigmatized? The Convergence of Sexual and Gender Minority Identities
Stacey Williams, East Tennessee State University, Sarah Job, East Tennessee State University, Emerson Todd, East Tennessee State University

Individuals who identify themselves as sexual or gender minorities report experienced and anticipated stigma known as minority stress. This stigma or stress has been consistently linked with worse mental health outcomes (e.g., depression, anxiety) compared with non-stigmatized (heterosexual, cisgender) individuals. However, little is understood about sexual minorities who also identify as gender minorities. This “doubly stigmatized” subgroup of the population may be transgender or gender-nonconforming or non-binary while simultaneously holding a non-heterosexual identity. This study sought to explore whether stigma and minority stress processes were different between individuals who identified as sexual minority/gender majority (n=148) versus sexual and gender minority (n=167). Results revealed that individuals who were both sexual and gender minorities reported significantly more depressive and anxiety symptoms, greater minority stress, and fewer support resources. Moreover, increased minority stress (anticipated discrimination) and fewer support resources explained the disparity in mental health (bootstrapped indirect effects = -.4111 se=.1720 95%CI=-.8675, -.1634) between sexual and gender...
minority versus sexual minority/gender majority participants. Community connection was further examined as a potential moderating resource. Findings are discussed in relation to multiple stigmatized identities, the intersections of sexuality and gender identity, and the need for both future research and support resources for this population.

Talk 3: Barriers to Accessing Healthcare for Transgender Populations in Appalachia
Abbey Mann, East Tennessee State University, Ivy Click, East Tennessee State University

Transgender individuals experience a number of barriers to access to care including lack of availability of competent healthcare providers and stigma in healthcare settings. This is especially true in rural South Central Appalachia, where access to care for the general population is already limited. However, to date, little research has been done assessing the extent to which and reasons for lack of physical and mental healthcare access for transgender and other gender minority populations in this region. In this mixed-methods study we surveyed 155 healthcare providers and conducted focus groups and interviews with 18 patients in order to gain a better understanding of the obstacles to care that local gender minority patients experience. Results indicate that providers have a lack of training and a general lack of knowledge about these populations and their health needs and that many patients have difficulty identifying friendly and competent providers, have experienced stigma in healthcare settings, and often find themselves educating their own providers about their basic health needs. There is a clear need for training of currently-practicing primary care providers in South Central Appalachia on basic gender minority health needs and a need to train providers-in-training about the needs of LGBT patients.

Interactive Discussion . . . . . . . . . . . . . . Harborside

(Table 1)

Avoiding “Ethics Dumping” in Resource-Limited Community Research
Dionne Stephens, Florida International University, Ana Rodriguez, Florida International University, Yanet Ruvalcaba, Florida International University

Research partnerships between high-income and lower-income settings can be highly advantageous for both parties. Or they can lead to ethics dumping, the practice of exporting unethical research practices to lower-income settings (Pilowsky et al., 2016; Schroeder et al., 2017). Beyond obvious willful exploitations, more commonly lack of knowledge and insensitive behaviors occur within these complex research dynamics. While often discussed in terms of cultural competency and respect of the “other”, few studies focus on individual level components that should be considered in the development of long-term, mutually beneficial research relationships (Macklin, 2004; Schroeder et al., 2017).

This presentation will provide insights the researchers gained while working in three distinctive resource limited communities in Colombia, India, and United States. The systematic contextualization of knowledge construction guiding their engagement throughout the research processes, both at individual and group levels, will be discussed. Further, attendees will learn how to 1) identify ways to address the considerable imbalances of power, resources and knowledge, 2) integrate the values of fairness, respect, care and honesty, and 3) develop sustainable and appropriate learning materials and affiliated information to support both the community and future researchers working in those communities.
Interactive Discussion .................. Harborside

The Black Woman and Higher Education Institutions
Jalonta Jackson, Troy University, Dawn Ellis-Murray, National Association of Social Workers-Alabama

Utilizing matrix of domination as a theoretical approach, the proposed interactive discussion provides a small scale, introductory, empowering look into the black female experience teaching at predominantly white institutions. Collins’ (1991) theory of matrix of domination will be used as an alternative to traditional theories to capture the true essence of the black female experience. Doing identity (Bernard, 2012) will be defined and investigated to explain how marginalized women deal with dominant power structures and oppressions while navigating academic institutions. A small number of real-life stories will be presented to illustrate doing identity. A summation of the matrices of domination and doing identity being an important aspect of feminist thought will be concluded.

Interactive Discussion .................. Pacific D

Teaching for Social Justice: Networking and Sharing Resources
Jamie Franco-Zamudio

In addition to theoretical discussions, interactive and experiential-learning assignments aid students in becoming more aware of their own unique standpoint while simultaneously developing perspective-taking skills. The inclusion of social justice-based activities and assignments enables students to actively engage with the theoretical concepts and gain practical experience working toward interrupting the cycle of oppression (Russo, 2004). Over the past few years, the SPSSI Teaching and Mentoring Committee has been collecting and publishing teaching materials and resources focused on social issues. The SPSSI Teaching webpages contain many innovative courses, assignments, and activities designed to enhance student understanding of social and policy issues. The main goal of this interactive discussion is to provide attendees with a space to share resources, assignments, and pedagogical tools. A second goal is to develop a network of social justice educators interested in continuing the dialogue and sharing resources. Interested attendees are encouraged to bring sample syllabi and assignments to the session.

15-Minute Presentations ............... Embarcadero

New Perspectives on Diversity and Inclusion

A Changing ‘America’: Ethnic Diversity and Implicit National Identity
Melody Sadler, San Diego State University, Thierry Devos, San Diego State University, Kumar Yogeeswaran, University of Canterbury, Angela Somo, San Diego State University

The extent to which temporal fluctuations in ethnic diversity account for shifts in implicit conceptions of national identity over time was examined. Project Implicit data from 2011 to 2017 assessing the extent to which Asian Americans are implicitly included or excluded from the national identity compared to European Americans were utilized. The sample included 128,127 participants from 79 Metropolitan Statistical Areas (MSAs) that spanned 34 states. Three indicators of ethnic diversity (minority representation, variety, and integration) per MSA were derived from American Community Survey data from 2009 to 2015. To assess change in implicit national identity and context diversity over time, linear and quadratic effects for each ethnic diversity indicator were included in a multilevel analysis controlling for participant demographics. Implicit conceptions of national identity became significantly more inclusive over time, following a linear pattern. Unexpectedly, there was not sufficient error variation in the linear effect of time between MSAs to analyze potential associations to temporal changes in ethnic diversity. Findings suggest that although implicit conceptions of national identity are becoming more inclusive over a relatively short period (8 years), this shift does not parallel temporal fluctuations in ethnic diversity at the level of metropolitan areas.
Cultural Appropriation or Appreciation? The Role of Status and Cultural Awareness on Reactions to Cultural Appropriation
Teri Kirby, University of Exeter, Eileen Schwanold, University of Exeter

Numerous public controversies have raised questions about the acceptability of adopting the customs of other cultures (i.e., cultural appropriation). This research examined the circumstances under which people have negative reactions to cultural appropriation. In one correlational study and one experiment, both Whites and participants of color found cultural appropriation less acceptable when the appropriator demonstrated less knowledge of the origins of the cultural practice. However, the racial background (e.g., White, Asian, Latinx) and status of the appropriator was less clearly related to judgments of how acceptable the behavior was, and there was no interaction between the two factors. This suggests that cultural appropriation is more problematic when the appropriator demonstrates less cultural awareness, but that it creates a similar negative reaction whether perpetrated by the majority group or by a person of color not affiliated with the cultural practice (as compared to a control group). Furthermore, it shows that cultural appropriation can elicit negative reactions even when the appropriator shows respect for the practice by acknowledging the origin culture.

How Diversity Becomes Belonging Within Mainstream Settings
Tiffany Brannon, University of California, Los Angeles, Aaron Kinsfather, University of California, Los Angeles

Society is increasingly diverse yet within mainstream institutions (e.g., colleges, workplaces) inclusion across social group lines remains fraught with challenges. Given the intergroup dynamics of mainstream institutions including science, technology, engineering, and mathematics (STEM) fields which underscore the importance of belonging across social groups, the present research addresses a question of paramount importance to science and society. It examines whether mainstream settings which signal a valuing of diversity (e.g., visibility, support, culturally inclusive curriculum practices) can facilitate inclusive and multicultural benefits across social group lines. Across studies, using survey and experimental methods (N=5,176), it finds that mainstream institutions which value diversity can positively impact (a) the psychological self, affording greater self-complexity through the integration of multiple identities within the setting, (b) feelings of inclusion and authenticity, and (c) explicit and implicit attitudes towards social groups. These findings were observed among historically underrepresented (Latino/a/x and African Americans) and non-underrepresented (Asian and White Americans) groups. Moreover, the present research illuminates one process that can allow diversity efforts to afford these inclusive and multicultural benefits. Theory and applied implications for leveraging diversity efforts to promote institutional belonging, authenticity, and bicultural/multicultural identity advantages are discussed.

MOOCocracy IDEAs for Harnessing and Enhancing “Peopleful Power”
Lisa PytlíkZillig, University of Nebraska Public Policy Center, Jamie Loizzo, University of Florida, Department of Agricultural Education and Communication, Leen-Kiat Soh, University of Nebraska-Lincoln, Department of Computer Science and Engineering, Jamie Morrissey, University of Nebraska-Lincoln

Public engagement is both an answer to a problem and a problem needing an answer. “Powerful people” and organizations dominate contemporary media and politics in the manner in which they exert influence pressing social issues. At the core of democracy, however, is the principle of “peopleful power”: Giving influence of the expertise, experiences, views, and interests of the many rather than the few. Public engagement is one means to increase peopleful power by giving voice to those who are engaged. Yet, the promise of public engagement also faces numerous problems: e.g., public apathy, distrust between publics and institutions, lack of adequate information for making decisions, polarization of different publics, and uncertain impacts of public engagement on policy. We propose there already exist many constructs, concepts, and technologies that could begin to address these problems. This presentation will describe our team’s efforts to develop and evaluate Informed Dialogue for Effective Actions (IDEAs) around specific issues in a newly designed and piloted online MOOCocracy that includes three new learning technology integrations (LTIs) for increasing dialogue and engagement in MOOCs (in this case: Massive Open Online Communities) to begin to explore and employ solutions to common problems associated with public engagement.
Volunteering

Demographic, Religious, and Motivational Predictors of Volunteer Behavior
Tess Yanisch, New York University

The need for volunteers in the United States outstrips the supply. This presentation uses data from a large sample of people who expressed interest in volunteering through New York Cares, a nonprofit in New York City that connects volunteers with organizations that need them. This presentation explores the effects of gender, age, ethnicity, different motivations for volunteering, perceived injunctive norms around volunteering, and religious reasons for volunteering on whether, how much, and in what ways those people volunteered from their time expressing interest through May 30th, 2018. Both theory and prior research indicate that people volunteer for a variety of reasons and that volunteering is affected by acquaintance with other volunteers, religious factors, and demographic characteristics, but prior research has not examined these influences simultaneously. Nor have studies typically used the type of volunteer work or an objective measure of amount of volunteering as an outcome. Here, I use administrative data to examine the actual number of hours volunteered and projects undertaken, providing a more accurate estimate of both how much time volunteers contribute and how this varies with volunteers' demographic and social characteristics. Implications of these findings for volunteer motivation theories and practical applications are discussed.

Understanding and Reducing the Negative Effects of “Mandatory Volunteerism”
Arthur Stukas, La Trobe University, Madison Astbury, La Trobe University, Katja Petrovic, La Trobe University

Requirements to engage in community service may encourage volunteering in some individuals (Hart et al., 2007), but reduce intentions to volunteer in others (Stukas et al., 1999). The negative impact of requirements may be ameliorated by matching tasks to participants' motivations for service. To test this, we randomly assigned 235 Australian community participants recruited through Facebook to be required (vs. encouraged) to write letters to socially isolated elderly people. Participants were randomly assigned to hear this task described as fulfilling their most or least important motivation (as assessed by the Volunteer Functions Inventory; Clary et al., 1998). They then wrote letters and completed measures of reactance, satisfaction, and future intentions to volunteer. Results demonstrated that the requirement had indirect negative effects on satisfaction (95%CI: -0.07 to -0.01), future intentions (95%CI: -0.04 to -0.005) and number of letters written (95%CI: -0.02 to -0.0001) through reactance. Although aligning the task to participants' motivations did not moderate these effects, describing the task as offering benefits to others (vs. self) reduced reactance and indirect effects (95%CI includes zero). We link this result to research showing benefits of other-focused motivations to volunteer (Stukas et al., 2016) and suggest practical implications for designing mandatory programs.

3:15 PM – 4:30 PM

Symposium

Challenging or Reinforcing the Status Quo? Media, Power, and Justice
Chair: Heather Bullock, University of California, Santa Cruz

Talk 1: The Sociopolitical Construction of Minimum Wage Workers
Veronica Hamilton, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz

Despite the continued erosion of its value and the success of “fight for $15” initiatives, the federal minimum wage remains “stuck” at $7.25 per hour. To gain a more nuanced understanding of the sociopolitical construction of low-wage workers, partisanship, and the arguments used to justify the minimum wage, we conducted a critical discourse analysis of 2007 and 2014 U.S. Congressional floor debates. While legislation was passed in 2007 to raise the federal minimum wage to $7.25, proposals in 2014 to increase the minimum wage to $10.10 were unsuccessful, providing the opportunity to assess similarities
and differences in the arguments that were advanced. Trained coders analyzed Congressional floor statements for legitimizing ideology (e.g., individualistic attributions, meritocratic beliefs, Protestant work ethic) and stereotypes about minimum wage workers (e.g., minimum wage workers are teenagers). Not surprisingly, our analysis revealed partisan differences, with Republican policymakers more likely than Democrats to characterize minimum wage workers as unskilled, minimize the degree to which these workers use their earnings to support a family, portray minimum wage work as relatively undemanding, and describe it as a route to upward mobility and more lucrative employment. Implications for future efforts to increase the minimum wage are discussed.

**Talk 2: Media Framing of Fast-Food Workers’ “Fight for 15” Strike**
Elizabeth Cobb, University of Michigan, Dearborn, Harmony Reppond, University of Michigan, Dearborn

Fast-food and other minimum wage-earning workers face a difficult dilemma as their work is both economically undervalued and yet essential. There is a long history of portraying low-status and minimum wage workers in stereotyped and dehumanized ways (Volpato, Andrighetto, & Baldissarri, 2017). Of interest is how low-status, minimum wage workers are framed in newspapers when they are demanding to earn a living wage. Fast-food workers in the United States engaged in nation-wide, non-unionized strikes called “Fight for 15.” To examine how fast-food workers, the minimum wage, and related labor strikes were framed in mainstream newspapers, we examined articles (N = 63) published between 2012 and 2016 in national and local newspapers (N = 8). Two research assistants independently coded each article. Overall, workers were portrayed as sympathetic (N = 30) and low wages as harmful to workers’ well-being (N = 46), yet the majority of articles also framed workers, the minimum wage, and the strikes as episodic (N = 54). These episodic frames focused on individual workers and their personal experiences of not being able to make ends meet rather than providing a broader structural analysis. We discuss the social psychological and policy implications of our findings.

**Talk 3: Reinforcing Classism: Portrayals of Trump Supporters in Memes**
Desiree Ryan, University of California, Santa Cruz, Heather Bullock, University of California, Santa Cruz

The highly partisan 2016 U.S. presidential election was marked by derogatory characterizations of both the candidates and their supporters. Although they are not Trump’s only supporters, “Trumpists” are almost exclusively portrayed in the mainstream media as white, working class men without college degrees (Cohn & Parlapiano, 2018). To gain a more in-depth understanding of portrayals of Trump supporters, we conducted a content analysis of 663 internet memes, an increasingly common and powerful form of social and political communication. We were particularly interested in the application of classist stereotypes (e.g., unintelligent, lacking discipline, ignorant, unattractive, and subhuman) to Trump supporters. In our sample, Trump supporters were portrayed exclusively as white and low-income and/or working class, rendering his more educated, wealthy supporters invisible. Overall, both images and text equated Trump supporters with “white trash,” stereotyping Trumpists as living in run-down trailer homes surrounded by garbage, physically unattractive (e.g., decaying and/or missing teeth, “weathered” skin), violent (e.g., fighting, armed), stupid, and racist. We regard the messages communicated by these memes as a powerful form of “othering” that deepens political polarization. Implications for interclass relations and political animosity are discussed.

**Talk 4: Masculinity, Anti-Feminism, and Ideologies of The Red Pill and Incel**
Michael Vallerga, University of California, Santa Cruz, Eileen Zurbriggen, University of California, Santa Cruz

The “manosphere” represents a set of websites, blogs and message boards dedicated to a worldview that celebrates hegemonic masculinity and decries feminism as a source of male weakness or subordination. These sites often draw on evolutionary and biological psychology to essentialize gender. In a content analysis of posts from two manosphere message boards (The Red Pill and Incel), we analyze how posters viewed women, other men, other board members, and the larger world. Following Braun & Clarke’s (2006) framework for thematic analysis, we found that beliefs about women, men, each other and the larger world fits into a coherent ideology comprised of anti-feminist beliefs and a worldview centered around objectification of the self, other men, and women. This ideology influenced views of their own interpersonal interactions and romantic prospects. Red Pill members regarded this worldview an opportunity to improve themselves (usually by becoming more physically fit) and take an oppositional view in dating. Incel members identified the source of their problems as perceived genetic ugliness, resulting in the sense that there is nothing that they can do to improve their situation and escape the identity of an Incel. This was often paired with feelings of hopelessness, isolation, desperation, and anger.
Symposium............................ Pacific B

Latina Feminists: Writings from the Borderlands of Academia, Music, Sexuality, & Translocalities
Chairs: Alexandra-Grissell Gomez, San Diego State University, Rogelia Mata, San Diego State University

Talk 1: Latinx Mothering in Academia: Testimonios from the Borderlands
Alexandra-Grissell Gomez, San Diego State University

This interdisciplinary research paper will document and amplify the lived experiences of Latina/x Mothers in Academia (LMA). Previous scholarship has framed student-mother experiences from a middle-class white women standpoint (Souto-Manning & Ray, 2010), or used a deficit-framework about mothers of color in academia (Conway-Jones, 2006). Centering LMA is in line with emerging scholarship that aims to center the experiences of mothers of color in academia (Anaya, 2018). This research will be grounded in Chicana feminist methodologies, using testimonios (Delgado-Bernal, 2008) to understand how the intersecting identities of Latinas/xs, mothers, and scholars have shaped their experiences. Using a deductive thematic analysis, I will examine testimonios from LMA through the anthology “Revolutionary Mothering: Love on the Front Lines” and a collective called “Chicana M(other)work” who publish testimonios through their online platform. The goals of this research are twofold: 1) highlight the social, cultural, political, and spiritual assets that come from being a LMA, and 2) demonstrate how creating solidarity with other LMA cultivates a space of empowerment and healing from the marginalization in academia.

Talk 2: Navigating and Healing from the Virginity Complex
Rogelia Mata, San Diego State University

The socially constructed idea of “virginity” plays a major role in Latinas/xs’ lives and decisions in regard to their sexuality. The cultural messages Latinas/xs receive are those of the “feminine” ideals associated with modesty, faithfulness, and virginity (Faulkner, 2018). Moreover, machismo and marianismo emphasize men’s sexuality, while de-emphasizing and discouraging women’s. Marianismo focuses on modesty, faithfulness, and virginity, thus playing into heteronormativity and labeling women who talk about sex or the enjoyment of sex as promiscuous. In essence, “virginity” becomes a form of intergenerational trauma. Because sexual pleasure is not often discussed in the Latinx community, this paper will demonstrate how platicas (Delgado-Bernal, 2008) among friends and family should be incorporated as a way for Latina/xs to become acquainted with their own bodies and destigmatize womxn’s pleasure. Utilizing strategies from “The Historian as Curandera” (Levins Morales, 1998), this paper seeks to disrupt the passed down narrative of “virginity” by centering Latinas/xs’ untold stories. The goals of this research are to 1) reveal the traumas of “virginity” 2) destigmatize women’s pleasure and 3) heal from the wounds we may have from the “virginity” complex.

Talk 3: El Ritmo de Mi Pueblo: Creating Revolutions through Latinx Music
Bertha Rodriguez, San Diego State University

The cross-analysis of popular culture and social justice highlights the transformative and revolutionary work in how musicians narrate stories through an analysis of gender performances, identity, and resistance within Latinx music. My research of Las Cafeteras, Flor de Toloache, and Chicano Batman in a feminist lens to deconstruct social views of sex, race, citizenship, gender, and sexuality. By looking at the three Latinx bands, I will discuss how popular culture is a place, “where this struggle for and against a culture of the powerful is engaged” (Hall 239). Alternative bands create a space where Latinx can negotiate with their intersecting identities. The critical analysis of the bands narratives illustrates the impact of translocation and the transnational body a in historical, social, and individual context. A queer-feminist research on music will highlight the potential music has to renegotiate identities and send messages of love, solidarity, friendships, and social justice. The bands also mix Spanish and English lyrics to provide the public with Spanglish songs to better illustrate the torments of borderlands identity. The translocation of Latinxs illustrates the tactic of code switching. Latinx have to translate their languages, knowledge and cultures, “we have to translate ourselves across our differing scales of attachments and commitments” (Alvarez 5). The bands code switch throughout their songs, singing in Spanglish performing borderlands, the in betweenness of cultures, languages, narratives, and identities. For individuals who immigrate to a new country music like this may help bridge...
the gap between their intersecting identities. Therefore, circulating songs like “Freedom is Free” and “This Land is your Land” through mass media signals how Latinxs face intersecting oppressions such as, police violence, machismo, immigration and the constant struggle of los atravesados, stuck in between clashing identities (Anzaldúa 25)

**Talk 4: Revolving Translocalities**
Fernanda Vega, San Diego State University

Due to the literal location of Tijuana on the borderland of the México-US geoborder and the transborder nature of many of its inhabitants much of its social dynamics possess a distinctive level of continuous confutation. Tijuanan feminists praxis continues and contradicts US women of color feminism theorization by means of constructing and developing a local borderlands differential consciousness whose practical purposes plunge out of transnational and antiglobalization movements. This ethnographic research of El Enclave, a community center located in downtown Tijuana founded in 2012, inspects how Food not Bombs, clothes distribution, writing for women workshops, cultural activities and a zine bistro —mainly under a Zapatista grassroots framework— support deportées, indigents and the larger community. Furthermore, it explores how Tijuanan activists purposely weave and aggregate layers of positionality to their foci in response to three tensions: geopolitical border policies, the social relation of gender and the translation and translocation of feminisms to their specific context. My analysis departs from Chela Sandoval's differential consciousness as a tool for guerrilla ideological warfare and arrives to Homi Bhabha's hybrid agencies in order to scaffold El Enclave neplanteran (interstitial) strategies —code switching and its translocation of knowledge and power— to construe a revolving specificity necessary and unique for the-ever-changing Tijuanan social fabric. Moreover, the community-lead and community-based praxis shape El Enclave activist women agencies while rooting their visions of community also historicizing their marginal borderland narratives.

**Symposium.........................Bay**

**Layers of Inequality in Education: Interpersonal, Institutional, and Ambient Factors**
Chairs: Nathan Cheek, Princeton University, J. Nicole Shelton, Princeton University

**Talk 1: All in the Hall?: Minorities’ Experiences with Whites in Dormitories**
Lindsey Eikenburg, Princeton University, Randi Garcia, Smith College, Stacey Sinclair, Princeton University, J. Nicole Shelton, Princeton University

Despite substantial gains in the enrollment of racial and ethnic minority students at colleges and universities, widespread disparities in academic and well-being outcomes between Whites and minorities persist. One potential driver of these disparities are the attitudes of minorities’ peers, as well as their interactions with Whites in their everyday social networks. Dormitory halls are a prime example of academic spaces in which minorities have sustained interactions with the same individuals, some of whom are racial ingroup members and many of whom are racial outgroup members, and these interactions may play a powerful role in shaping the academic and well-being outcomes for minority students. In the present research (N = 569), we surveyed Black, Latinx, Asian, and White undergraduate students who were randomly assigned to live on the same hall to investigate how the characteristics of the members of minorities’ residential social networks relate to their academic and health outcomes. Participants completed surveys regarding their physical health, mental health and well-being, racial attitudes, academic outcomes, and their relationships with each of their hallmates. We examine how the composition of halls in terms of racial identities and racial attitudes predicts minority students’ well-being and academic performance.

**Talk 2: The “Thick Skin Heuristic” in Interpersonal Interactions**
Nathan Cheek, Princeton University, Bryn Bandt-Law, University of Washington, Stacey Sinclair, Princeton University, Eldar Shafir, Princeton University

Students from low socioeconomic status (SES) backgrounds experience worse educational outcomes and receive harsher disciplinary outcomes in schools than students from higher SES backgrounds. We present a series of studies (total N = 1653) suggesting that these disparities arise in part from a “thick skin heuristic,” such that people believe that low-SES individuals are less negatively impacted by both mild and severe negative events. Initial studies show that laypeople believe that low-SES individuals are “toughened” by poverty, making them less affected by negative life events, including even a traumatic school shooting. These biased perceptions extend to judgments about the experiences of children, and even teachers with substantial
professional experience believe that low-SES students are less upset in negative situations. Importantly, people think that low-SES individuals react more positively than higher-SES individuals in positive situations, suggesting that our effects are not explained by dehumanization. If teachers think that low-SES students are less negatively impacted by bad situations and more positively impacted by good situations, they may be less likely to attend to low-SES students’ needs, and more likely to believe that low-SES students require harsher punishments to experience the same level of discipline as higher-SES students.

Talk 3: Making the Case for Diversity: Value vs. Values
Jordan Starck, Princeton University, Stacey Sinclair, Princeton University

This talk investigates how current trends in diversity discourse among universities privileges the preferences and outcomes of Whites over those of Blacks. Analyses of 189 university websites show that universities talk about diversity and inclusion in instrumental (i.e., how diversity is a beneficial means to an end) rather than moral terms. Across several studies we show that White participants expect to benefit more, belong more, and be threatened less at instrumentally motivated universities and thus prefer them over morally motivated ones. Black participants, conversely, show no such preference, and actually expect to fare worse at instrumentally motivated universities. Indeed, analyses of student outcomes at the university level indicate that, among universities who are low in their moral motivations for diversity and inclusion, Black students’ graduation rates decline as a university increasingly values diversity for instrumental reasons. As White students’ graduation rates are not affected, instrumental diversity rationales are effectively associated with White-Black graduation disparities at the university level.

Talk 4: Regional Racial Biases and Racial Disparities in School Discipline
Travis Riddle, Princeton University, Stacey Sinclair, Princeton University

There are substantial gaps in educational outcomes between Black and White students in the United States. Recently, increased attention has focused on differences in the rates at which Black and White students are disciplined, finding that Black students are more likely to be seen as problematic and more likely to be punished than white students are for the same offense. Although these disparities suggest that racial biases are a contributor, no previous research has shown associations with psychological measurements of bias and disciplinary outcomes. We show that county-level estimates of racial bias, as measured using data from approximately 1.3 million visitors to the Project Implicit website, are associated with racial disciplinary disparities across approximately 93 thousand schools in the United States, covering around 32 million White and Black students. These associations do not extend to sexuality biases, showing the specificity of the effect. These findings suggest that acknowledging that racial biases and racial disparities in education go hand-in-hand may be an important step in resolving both of these social ills.

Symposium: Learning Race at School: From Middle Childhood to Emerging Adulthood
Chairs: Diane Hughes, New York University, Jon Watford, New York University

Talk 1: Classroom Injustice: Racial Discrepancies in Teacher-student Closeness Predict Engagement
Olga Pagan, New York University, Diane Hughes, New York University, Scott Guest, Curry School of Education, University of Virginia, Abigail Keim, Pennsylvania State University

This study investigates racial discrepancies in students’ feelings of closeness with their teachers, estimating the association with student bonding/motivation. Data come from the Classroom Peer Ecologies Project, a study of students and teachers in first, third, and fifth grade classrooms (see Gest & Rodkin, 2011). Three waves of data in one year were collected from 3,051 students (48.9% female) and their teachers in 136 ethnically diverse classrooms. At each wave, school bonding/motivation was measured with a composite score of intrinsic motivation for learning (Ryan, 2001) and school bonding (Murray & Greenberg, 2000; see Gest et al., 2014). Teacher-student closeness was measured with items adapted from the STRS Closeness sub-scale (Madill, et al., 2014). The classroom-level racial discrepancy score was calculated by subtracting the average closeness score for Black students from the average score for White students. Preliminary results using mixed models indicated an interaction in closeness discrepancy and student race, such that students in classrooms where Black students feel less close to their teachers also report lower engagement. Results are consistent with the hypothesis that between-classroom differences in racial group discrepancies in the quality of student-teacher relationships may contribute to racial/ethnic differences in bonding/motivation.
Talk 2: Overcoming African-American Youths’ Socioecopolitical Challenges with a Strength-based Family Intervention
Velma Murry, Vanderbilt University

African American youth grow up in a society in which their development is greatly influenced by socioecopolitical challenges, often experienced through structural policies, explicit and implicit racial bias, social and economic inequities. These socioecopolitical challenges impact the everyday life experiences of African American families, with cascading effects on developmental trajectories of youth. That most African American youth fare well, despite these challenges suggest the need to identify key protective factors and processes in African American families that buffer youth from succumbing to the potential long-lasting consequences of growing up in an oppressive, toxic environment. This presentation will illustrate ways in which exposure to the Pathways for African American Success (PAAS ©) program, a 3-arm RCT involving 414 middle schoolers and their primary caregivers, enhanced intervention targeted processes in African American families to successfully navigate macro-level socioecopolitical risks and in turn foster positive youth developmental outcomes through the promotion of positive racial identity and character strengths.

Talk 3: Navigating Everyday Racial Spaces: African American Adolescents in School
Diane Hughes, New York University, Trenel Francis, New York University

A large literature has examined racial socialization among ethnic-racial minority youth, with emphasis on parents more so than peers/friends and school contexts as agents of socialization. Due to the fact that adolescents spend substantial time in school, much of their self-knowledge, growth, and exploration takes place there. Learning about race is no exception, as schools – like other settings – can be highly racialized spaces. This presentation explores the multitude of ways in which such learning happens. It is based on a sub-sample of African American youth (n = 53) who participated in a larger mixed-methods study of ethnically diverse adolescents. Three times over the course of middle and high school (6th, 8th, and 11th grade), we conducted in-depth interviews with adolescents and a primary caregiver regarding multiple domains of experience. The protocol contained saturated assessment of youth's experience of ethnicity, race, particularly school. In coding, analyzing, and interpreting interviews, we identified “stories” as a useful narrative structure for investigating the various ways in which youth learn race in school. In the presentation, we highlight themes of racial learning that emerged in interviews with the African American youth including differential access to resources, academic placement, representation in the curriculum, and ethnic/racial teasing.

Talk 4: “Acting White” Insults and Ethnic-Racial Identity Development: Longitudinal Implications Among Diverse College Students
Myles Durkee, University of Michigan

“Acting White” (AW) insults are a major source of stress among youth of color and these messages function as a type of racial socialization that informs ethnic-racial identity beliefs (Durkee & Williams, 2015; Neal-Barnett et al., 2010; Spencer & Harpalani, 2008). The present study utilizes autoregressive cross-lagged structural equation modeling to determine longitudinal implications and causal inferences between AW insults and ethnic-racial identity development at three critical time points during emerging adulthood: college entry, college year 1 completion, and college year 2 completion. This study focuses on three dimensions of ethnic-racial identity development: centrality (significance of race/ethnicity), private regard (positive feelings toward one’s race/ethnicity), and public regard (societal views of one’s race/ethnicity). Findings from 461 emerging adults (Black = 45%; Latinx = 55%; Female = 66%; Mean Age Wave1 = 18.2) reveal that AW insults are consistently inversely related to ethnic-racial identity development, such that AW insults impair later ethnic-racial identity development and in some instances ethnic-racial identity protected individuals from later exposure to AW insults. Findings also reveal unique developmental patterns that were distinguished by the participants’ ethnicity-race and gender. Implications regarding the risks and protective factors associated with AW insults and ethnic-racial identity development will be further discussed.
Symposium....................... West Coast

Strangers in a New Land: Perceptions and Treatment of Immigrants
Chair: Negin Toosi, California State University East Bay

Talk 1: Being Not from Here Elicits Different Moral Standards
Mostafa Salari Rad, Princeton

Nationalities divide us arbitrarily, akin to the minimal group paradigm, yet they profoundly impact our lives. Immigrants arguably face the brunt of this classification system, as they have to leave one nationality and enter another. They are thus ‘in between’ which renders them apt targets of antipathy and discrimination. Here we investigate whether immigrants and ingroup nationals are treated with different moral standards. We had American participants play multiple rounds of 2-player random allocation task. The task offers an opportunity to gain a personal advantage by simply not telling the true outcome of a roll of die. Participants played against three opponent’s profiles: ingroup nationals, outgroup nationals, and immigrants. We find that people are as likely to cheat on the task when they are playing against immigrants, as they are when they are playing against outgroup nationals. When the counterpart is an ingroup national, people are significantly more likely to be honest compared to the other two conditions. We evaluate essentialism and dehumanization as possible explanations.

Talk 2: Helping Depends on Why and How Migrants Crossed the Border
Negin Toosi, CSU East Bay, Cesar Contreras, CSU East Bay, Lynn Reed, CSU East Bay

How do the conditions under which people migrate from one country to another affect how they are perceived and received by the people in the destination country? In two studies, college students (N = 118) and MTurkers (N = 313) responded to a vignette about a migrant named Maria who left her home during a period of escalating conflict. Half of the participants read a version of the vignette describing Maria as having chosen to leave, whereas the other half read a version where her migration was described as being forced. The vignettes also differed in whether Maria crossed the border legally or illegally. The role of choice in leaving and the manner of her crossing affected how much participants endorsed different types of helping (direct assistance, empowerment, or group change; Study 1). Furthermore, type of helping was predicted by perceptions of Maria’s warmth and competence across the different conditions, and the related emotional responses she evoked (Study 2). The results and their implications are discussed, with reference to how media descriptions of migration affect support for newly arrived immigrants in the destination country.

Talk 3: Criminality Racializes, Achievement Homogenizes: Narratives Shape Representations of Immigrant Groups
Joel Martinez, Princeton University, Lauren Feldman, Princeton University, Mallory Feldman, Northeastern University, Mina Cikara, Harvard University

The U.S. and other western countries are seeing massive backlash in response to a perceived influx of immigrants, particularly those who are non-white. One driving force of this backlash is the rhetoric surrounding the character of immigrants and their impact on residents’ lives. We find that criminal, achievement, and struggle-oriented narratives about different immigrant groups shape the way people think about these groups and their members. Participants rated narratives gathered from one of three sources: our social media hashtag #immigrantexcellence, the Trump administration’s weekly criminal lists, and common struggles immigrants face coming to the United States. The narratives were paired with individuals from four nations that were politically salient in 2017: Germany, Russia, Mexico, and Syria. We constructed a “trait space” to examine psychological distance between individual immigrants and their nationality groups. Pre-narrative representations of nationality groups were differentiated by race: Germany clustered with Russia, Syria with Mexico. Achievement narratives homogenized individual immigrants and their groups’ representations making all targets more alike, which promoted pro-immigrant policy preferences. Criminal and struggle narratives instead maintained differentiated and racialized representations – alarmingly, even among our most egalitarian respondents. These results advance our understanding of the psychological consequences of different media narratives.
Using Research to Influence Policy at State and Local Levels
Chair: Emily Leskinen, Ramapo College of New Jersey

Talk 1: A Research Project with an Advocacy Goal
Laura Ramsey, Bridgewater State University

In the context of an ADVANCE-Catalyst grant, an interdisciplinary team investigated how workplace flexibility influences the experiences of and advancement opportunities for women in STEM fields at Bridgewater State University (BSU), a teaching-intensive, primarily undergraduate institution in southeastern Massachusetts. In addition to researching university policies at peer institutions, a multi-method study was conducted using both surveys and interviews with full- and part-time faculty at BSU. These data were then successfully used to advocate for an improved parental leave policy in the faculty contract for the nine institutions in the state university system in Massachusetts. This presentation will share how the project was developed and executed in order to effect change, including how the data were collected, multiple methods of sharing the data to advocate for change, the impact of the funding, and the importance of the composition of the research team. Challenges associated with this work will also be discussed in each of these areas, along with broader observations about conducting research with advocacy goals in mind.

Talk 2: Judicial Decision-Making Research and Reforms
Andrea Miller, University of Illinois Urbana-Champaign

Although the biasing influence of gender, race, and other social categories on lay decision-making has been well documented, it is unclear whether expertise may reduce the extent to which these social categories inappropriately influence decision-making. Recent research suggests that in the judicial context, expertise may not only fail to buffer decision-makers against biased decision outcomes but may actually exacerbate racial and gendered disparities. These findings have important implications for legal decision-making, as well as professional decision-making in any domain in which decision-makers acquire expertise over time. This research, conducted in collaboration with a state court jurisdiction in the U.S., has led to an ambitious program of educational and procedural reforms within the state, as well as a new longitudinal follow-up study of potential bias interventions. I will discuss the research findings generated so far and their implications for decision-making policies, how I have capitalized on the momentum of these findings to push for educational and procedural reforms, the benefits of working closely with a non-academic population to design research studies that are directly relevant for policy, and the drawbacks of conducting policy-relevant research in a field that prioritizes and narrowly defines basic science.

Talk 3: Influencing Policy Outside Your Research Comfort Zone
Emily Leskinen, Ramapo College of New Jersey

As psychological scientists, sometimes policy issues arise that align with our content expertise and we can provide guidance to policy makers based on our expertise. When considering how to advocate for meaningful social change, this is generally how we think about making an impact. However, using a situation that arose in Bloomfield, NJ during Spring 2018 as a case study, in this talk I reflect on the tools psychological scientists have that enable us to quickly respond to policy issues as they arise—even when they fall outside of our traditional areas of scholarship. In Spring 2018, the Board of Education in Bloomfield approved a budget that included funding armed guards in the public elementary schools and the public preschool. As constituents learned of the new budget, public opposition to armed guards grew. In this presentation, I describe how this policy issue unfolded and how, despite being outside of our areas expertise, we used our skills as psychology researchers to influence the Board. I consider factors that led to our eventual success and the challenges that arose throughout the process.
Talk 4: Bridging Research and Policy in Nevada
Jessica Saunders, University of Nevada, Las Vegas

Integrating research into policy has the potential to create lasting, positive change. However, the process can pose several challenges. This talk will focus on the learning opportunities and trials of interfacing with local and state politicians in Nevada. The Status of Women in Nevada project, underway at the Women’s Research Institute of Nevada, is a multi-year project spanning both the rural and urban areas of Nevada. The purpose of the project is to better understand the psychological, political, safety, health, and employment issues faced by women living in Nevada today, and to compare these experiences and perceptions to those of men living in Nevada. The survey was developed in conjunction with local and state policymakers, and data collection is currently underway. We will discuss the unique aspects of conducting social science research with direct policy implications.

15-Minute Presentations . . . . . . . Embarcadero

Identities and Electoral Politics

Identities and Ideologies of White Low-Income Men After Economic Mobility
Anna Kallschmidt, Florida International University, Wendy Williams, Berea College, Asia Eaton, Florida International University

Donald Trump’s election to the presidency in 2016 was primarily a result of support from White male voters without a college education. These men also reported higher feelings of rage than non-White groups, as well as encroaching perceptions of being a persecuted minority (Esquire/NBC, 2016). In the wake of this historic election, it remains important to understand not only the role of social class in shaping identities, but the intersections between race, class, and gender. Specifically, because White men hold multiple privileged identities, understanding how they make sense of their (stigmatized) former social class identity may provide insights into their cognition, behavior, and interpretations of other marginalized groups. Utilizing intersectionality theory (Collins 1990; Crenshaw 1989), twenty white men who had experienced class mobility were interviewed to examine perceptions of social mobility. Preliminary analyses indicate that these men struggled with understanding the mobility of other groups, and that these beliefs reflected the intersection of their former low-income status with beliefs about traditional masculinity and racial dominance. Moreover, these insights varied between men whose origin was low-income or working class and those who had lower-middle or middle class origins. Limitations to the current sampling and implications for future research will be discussed.

Ideological Uncertainty and Investment of the Self in Politics
Joseph Vitriol, Harvard University, Michal Reifen Tagar, IDC Herzliya, Israel, Christopher Federico, University of Minnesota, Twin Cities, Vanessa Sawicki, The Ohio State University

Ideological orientation may provide some citizens with an efficient heuristic for guiding their political judgment. Accordingly, one might expect that ideological uncertainty would lead individuals to engage more deeply with the political domain in order to acquire a sufficient level of subjective certainty that the ideological orientation they have adopted is the “right” one. Given the inherent complexity and ambiguity of the political realm, however, we propose that ideological uncertainty should instead undermine political interest, thereby motivating individuals to disengage and withdrawal from participating in electoral politics. Using both correlational and experimental methods, we conduct four studies on both convenience and representative samples in the context of two electoral contexts to test this hypothesis. Study 1 (N =343) and Study 2 (N=1,054) demonstrate that ideological uncertainty covaries with reduced levels of political engagement and participation in the 2012 and 2016 U.S. Presidential Election, respectively. Study 3 (N=170) and Study 4 (N=798) replicates and extends these results by experimentally manipulating ideological uncertainty. We demonstrate the causal effect of ideological uncertainty on political engagement (independent of demographic variables, political knowledge, and ideological extremity/conviction), and find that it is particularly pronounced among individuals who reflect on the meaning of their political judgment and behaviors for their political orientation.
Retrospective National Economic Appraisal Shapes Vote Choice Over Time
Hui Bai, Department of Psychology-University of Minnesota

Voters vote based on the economic conditions in their country. When it is doing well, they reward the incumbent party by voting for its candidates, and when it is not, they punish it by voting for the alternative. Past research primarily focuses on the static aspect of this relationship without the consideration of change over time. This paper presents evidence that voters' evaluation of economic conditions not only shape the contemporaneous vote choice, but also dynamically shape the vote choice over time. Findings from two longitudinal datasets (total N=29,187) show that voters who are disappointed by the economy are not only more likely to decide to vote for the non-incumbent party's candidate, but those who state that they decided to vote for the incumbent party's candidate also tend to change their mind by voting for the non-incumbent party subsequently within a window as short as two months. The pattern reverses for those who are satisfied with the economy.

Therefore, the current studies show that the effect of economic appraisal is more dynamic and profound than past literature show.

4:45 PM – 5:45 PM
SPSSI Town Hall Meeting . . . . . . . . . . . . . . . . Pacific CD
All are welcome.

Join us to honor recipients of SPSSI's Distinguished Service Awards and get updates from SPSSI's officers and Executive Director on SPSSI'S past year, including progress on SPSSI's strategic plan. General open mic Q&A session to follow.

6:00 PM - 7:15 PM
Symposium . . . . . . . . . . . . . . . . . . . . . . . . . East Coast
Action Research: Addressing Students' Needs in a Changing Political Climate
Chair: Amanda Rodriguez-Newhall, University of Michigan School of Social Work & Department of Psychology

Talk 1: Assessing Latinx Campus Climate Through Mixed-Methods Action Research
Andrea Mora, University of Michigan Departments of Psychology & Women's Studies

Following a campus hate crime targeting the Latinx community in the fall of 2017, Latinx students at a predominantly white midwestern university organized to discuss and document their most pressing issues of campus climate. Inspired by this activism, and in conversation with a student organization leading the Latinx campus activism, we developed a survey to better assess the landscape of these campus issues. We felt that the best way to address these issues was through a combination of both quantitative and qualitative methods given that students’ nuanced experiences could not be fully captured through existing quantitative measures. As such, our study documented Latinx university students’ experiences of campus climate at a predominantly white institution through mixed methods action research. Our qualitative approach consisted of asking open ended responses that ranged from questions about positive and negative experiences to naming socio-historical political events that had an impact on their life. Our quantitative approach included asking questions from already validated measures like the Racial Ethnic Microaggressions Scale (REMS). The data collected were the basis of a report that supported student-led initiatives and more equitable policy recommendations.
Talk 2: Utilizing Action Research to Promote Student-Oriented Policy
Andrea Rodriguez-Newhall, University of Michigan School of Social Work & Department of Psychology

As part of our survey, students indicated whether they had experienced any of the following related to their racial or ethnic identity: discrimination, racism, oppression, segregation, exclusion, or microaggressions. Based on these responses, students were asked to elaborate on these experiences through several open-ended questions. With regards to discriminatory experiences, students reported that there were “too many to count.” Others highlighted the need for increased representation of Latinx students and faculty, asserting that “Michigan cares about diversity in name only.” Others described the difficulty of accessing information about existing resources that may enhance their student experience, suggesting the need for “better advertisement of resources for students.” In this talk we will elaborate on overarching themes that surfaced in student responses to questions about their discrimination experiences, as well as student recommendations for how to improve campus climate. We will also describe the process of translating research data into policy recommendations. Responses were explicitly utilized to develop a report to the University that promoted more equitable policies to achieve the following: create an inclusive and equitable campus climate; recruit, retain, and develop a diverse community; and streamline information about and access to campus resources.

Talk 3: Can Political and Sociohistorical Events Influence Perceived Discrimination?
Maira Areguin, University of Michigan School of Social Work & Department of Psychology

Previous research suggests that early politicization can have long-term impacts on individuals’ attitudes and beliefs. Exposure to political events in the public sphere, for example, can increase awareness of and interest in social issues throughout the lifespan (Stewart, et al., 2015). While much of existing research explores political events from the past and the long-term impacts that these events may have on individuals, there is also much to consider about how more recent political events impact how individuals perceive and interpret their social world. As one component of our survey, we asked students to identify social events or movements that have been particularly meaningful to them and describe why these events were meaningful. Later in the survey, we asked students to rate the impact of a set series of 15 political events, all of which occurred since the year 2000. Students indicated both how personally meaningful (0 = not meaningful, 5 = meaningful) these events were to them, as well as what type of impact these events had on them (0 = negative, 5 = positive). This talk explores how the salience and impact of sociohistorical and political events influence Latinx students’ experiences with discrimination and campus climate, as well as how researchers can consider sociohistorical and political context when developing and proposing research.

Symposium: Gender and Race Matter in Promoting STEM Inclusivity

Chairs: Leidy Trujillo, Indiana University-Purdue University, Indianapolis, Margaret Stockdale, Indiana University-Purdue University, Indianapolis

Talk 1: Stereotypes of Male and Female Scientists, Where Is the Gap?
Margaret Stockdale, Indiana University-Purdue University, Indianapolis, Leidy Trujillo, Indiana University-Purdue University, Indianapolis, Ellen F. Smith, University of Alabama-Birmingham, Kerby Beliles, Indiana University-Purdue University, Indianapolis

Carli et al (2016) found that perceptions of women, compared to men, were more weakly associated with perceptions of scientists. Our extension examined whether this lack of fit pertains to women who are scientists in either male-dominated (computer science - CS) or gender-balanced (biology) professions. Undergraduate students in Psychology, Biology and Computer Science (CS) courses (n=594, 48.9% female) were randomly assigned to rate one of eight categories of people on a series of traits. The pattern of intraclass correlations (ICC) showed no differences between men/women and either Biologist/CS which failed to replicate Carli et al (2016). We found no differences in the ICCs comparing Female/Male Biologist with generic Biologists. However, ICCs for Female CS with generic CS were significantly weaker than Male CS with generic CS. Subscale analysis showed that Female CS were generally more agentic, more communal, less passive, less dissociative, as wise as, and less nerdy than Male/generic CS. Measures of implicit and explicit bias moderated some of these findings but in inconsistent ways. We conclude that women computer scientists’ weaker fit may be driven by more positive beliefs about their traits.
Talk 2: A Bifactor Analysis of Agentic and Communal Goal Orientations
Abigail Folberg, University of Nebraska, Omaha, Kyle Kercher, University of Nebraska, Omaha, Carey S. Ryan, University of Nebraska, Omaha

Agentic and communal goal orientations are widely used to predict career interests, particularly for science, technology, engineering, and mathematics (STEM) careers. However, the number of dimensions that underlie measures of goal orientations remains unclear. Across two studies (N=1107), we examined the factor structure of agentic and communal goal orientations, using exploratory structural equation modeling (ESEM) and bifactor confirmatory factor analysis. We found that communal goal orientation was unidimensional. However, agentic goal orientations comprised a single global agentic factor that represents competence orientation, plus two domain-specific factors: dominance and self-direction. Structural equation modeling indicated that gender differences in goal orientations, and the indirect effects of gender on career interest via goal orientations were small. However, goal orientations exhibited sizeable direct effects on career interests, with agentic dominance and communal goals emerging as the strongest predictors. Recent literature on goal congruity considers goal orientations less central to career interests than goal affordances. However, the present research indicates that when correctly specified, goal orientations are strong predictors of career interest, particularly interest in STEM. Future studies should consider the multidimensional structure of agentic goals and the influence of agentic dominance goals, in particular, on career interests.

Talk 3: “Who Will Do?”: Predicting Effective Identity Safety-Cues for Latinas
Evava Pietri, Indiana University-Purdue University, Indianapolis, Arielle Lewis, Indiana University-Purdue University, Indianapolis

The disparity of women in STEM grows greater when considering race/ethnic identities along with gender. Identity safety cues, such as the presence of a shared identity, may signal that Latinas and Black women’s identities are valued in a STEM organization. The ethnic-prominence perspective suggests a scientist with a shared race/ethnic identity would be a more effective identity-safe cues for women of color than scientists with only a shared gender identity. The first study examined this possibility for Latina women, by presenting them with a fictional STEM company and scientist who worked at the company and was either a Latino or Latina or White man or women. Results revealed the Latina participants identified more with the Latino scientists than the White scientists and feeling similar to the scientist related to higher anticipated belonging in the STEM organization. The second study examined the effects of a STEM career panel with Latina STEM professionals on Latina high school students’ belonging and interest in STEM. Latina high school students reported increased belonging and interest in STEM occupations following the panel. These studies provide support for the ethnic-prominence hypothesis, suggesting that a scientist with a matching ethnic identity will act as identity-safe for Latinas.

Talk 4: A Case Study of Modeling, Mentoring, and Retaining Women Faculty of Color
Adrienne Carter-Sowell, Texas A&M University, Jyotsna Vaid, Texas A&M University, Christine A. Stanley, Texas A&M University

Perceptions of workplace ostracism experiences detrimentally impact employees’ job satisfaction, and turnover intentions. While the frequency of social ostracism (being ignored and excluded) is higher for women than for men, this outcome also depends on the salience of ethnicity for the individual. National assessments and campus reports confirm that faculty of color at Tier One research universities are underserved by institutional resources directed at confronting the “realities” of their professional advancement. Furthermore, scholars of color, who perceive their collegiate experiences to be marginalized, suffer distinct consequences that influence rates of retention, compared to general targets of social exclusion (Carter-Sowell, Dickens, Miller, & Zimmerman, 2016). To address these challenges, we constructed The ADVANCE Program Model to Retain Minoritized Faculty Scholars. Based on six-years of data collection and theoretically guided research, we present a case study of a professional development program – designed to retain underrepresented scholars of color at Texas A&M University. We offer a description of the program’s structure, operation, and survey findings that suggest such a program can change the pervasive campus culture. Results confirm that inclusive environments provide a feeling of recognition and empowerment for most individuals. Implications for institutional support of diverse academic communities will be discussed.
Talk 1: Human Trafficking: Lessons Learned from Teaching Psychology Students
Laura Dryjanska, 2019 Speaker at the National Institute for the Teaching of Psychology Award Recipient

This talk will demonstrate that raising awareness and engaging in teaching about human trafficking and modern slavery can and should go hand in hand. It will cover some ideas on how to talk about modern slavery to psychology students in undergraduate and graduate programs, as well as in an online lifelong learning course (https://learnapp.biola.edu/courses/18). It will concentrate on how to disseminate knowledge and critical approach that go beyond the stereotypical views often offered by the media, emphasizing intersectionality and multi-disciplinary aspects, as addressed at the National Institute for Teaching of Psychology in January 2019. The presenter will also speak on the transfer of information to the students during a number of scientific and advocacy-oriented events, featuring the SPSSI-sponsored human trafficking advocacy round table organized in March 2018 at the Rosemead School of Psychology. The local and international activists, faculty members and graduate students were able to learn from one another, concentrating on the current social issue of human trafficking. Understanding psychological aspects related to human trafficking is a vital part of addressing the issue and developing both therapeutic and policy responses to it. However, it varies with the context and has to do not only with the victim, but also with those who interact with him or her. It is decisive to understand the issues from various viewpoints, also because there are many stereotypes of both victims and traffickers. The participants were prompted to delineate such stereotypes, diffused in their cultural milieu, by researching local media and providing their points of view. In the light of effective prevention strategies in Italy and California, there was a special focus on understanding both the risk factors of potential trafficking victims and the characteristics of perpetrators. Emphasizing the importance of collaboration for tackling issues such as modern slavery, SPSSI was presented as an arena that welcomes diverse members and offers ample opportunities for them to interact and collaborate, stressing SPSSI's involvement in advocacy, such as co-sponsoring a congregational briefing on the topic of human trafficking with the National Prevention Science Coalition in November 2017. The presenter will show short video and audio clips from the event, featuring student active involvement in advocacy and their reflection on the practitioner-scientist-advocate model. Finally, some helpful tips will be shared on developing undergraduate and graduate courses in human trafficking for psychology students.

Talk 2: Walking with Students through Crisis: The First and Most Important Task of Mentorship
Asia Eaton, 2019 Outstanding Teaching and Mentoring Award Recipient

Many new mentees and mentors envision scientific apprenticeship as an instructional, cerebral, and top-down process. In this talk, I argue that “successful” mentorship (as defined by the mentee) first and foremost requires developing (a) a trusting and warm relationship between junior and senior collaborators and (b) growing a broad and deep community of support for students’ diverse needs. Students’ professional aptitudes, energy, and goals are embedded in a cooperative network with their social, emotional, health, and financial lives. For this reason, a mentor’s success in helping a student master disciplinary content and methods depends in no small part on walking with them through non-academic challenges and opportunities. For those who choose to be a mentor to their students, rather than a faculty advisor/PI, I offer suggestions for creating long-term, versatile partnerships with, between, and for students in one’s lab community.

Talk 3: Subjectivity in Science: Why Culturally Relevant Approaches to Studying People Matter
Desdamona Rios, 2017 Speaker at NITOP Award Recipient

Honoring our students’ subjectivity involves providing space for them to incorporate their diverse experiences and knowledge bases into their learning. An intersectional approach to teaching is an efficient way for students to apply psychological theory and increase their awareness of how social issues affect groups of people differently, and how these differences influence group psychology and behavior. Through the practice of applying psychological theory to various groups’ experiences in the same situation/context (e.g. income inequality, climate change, mass incarceration), students learn to trust their own subjectivity,
as well as value the subjectivity of research participants and clients. In doing so, students begin to understand how culture – including the culture of science – influences approaches to science and how reliance on objectivity may include blindspots in scientific inquiry and interpretation of outcomes.

Talk 4: Brief Presentation: Day of Silence Activity
Leslie Berntsen, 2018 Teaching Resources Prize Recipient

15-Minute Presentations ............. West Coast

Alternative Visions of Criminal Justice for Adults and Children

Agents of Change: Virginia’s New Therapeutic Model for Juvenile Corrections
Hayley Cleary, Virginia Commonwealth University, Sarah Jane Brubaker, Virginia Commonwealth University

The Virginia Department of Juvenile Justice recently implemented a different approach toward managing youth in state custody. Compared to the prior security-focused approach, the new therapeutic model emphasizes relationship building, communication, and conflict resolution. This sequential mixed-method study examined resident and staff perceptions of program engagement and feelings of safety under the new model. We convened 18 focus groups and administered 248 individual surveys to both residents and staff. Data were collected from residents across demographic groups and sentencing types and from staff in all direct care roles (i.e., security officers, therapists, teachers). Our analysis compares resident and staff experiences and insights; we identify both structural and cultural dimensions of the perceived benefits and challenges of the new correctional model.

Residents and staff identified structural and cultural challenges to program implementation (e.g., insufficient staff-to-resident ratios, inadequate staff training, inconsistent implementation across housing units, “buy in” among both groups). However, both groups also felt resident-staff relationships had improved and that behavioral problems were declining. The program’s overarching emphasis on treatment and rehabilitation reflects a major culture shift in Virginia juvenile corrections, and when viewed alongside additional judicial and community-based reforms, suggests movement toward a more equitable, strengths-based approach to juvenile justice.

Breaking the School to Prison Pipeline: Rethinking Juvenile Justice in Nebraska
Alisha Jimenez, University of Nebraska Lincoln

Traditional juvenile justice views criminal acts as lawbreaking and responds with punishment, whereas restorative justice treats criminal acts as an injury or harm and shifts the focus to reparation of the harm. In the state of Nebraska, restorative justice practices provide alternative interventions for youth at every stage of the juvenile justice process, from schools to post-adjudicated youth on probation. This session will describe the steps taken by the state to develop, implement and sustain an adaptation of victim offender mediation, termed Victim Youth Conferencing (VYC). Results of a pilot study demonstrated low rates of recidivism (14%) compared to the state’s juvenile probation (22%) and juvenile participants demonstrated an 85% reparation completion rate. Additionally, 81% of juveniles and 89% of victims reported feeling the criminal justice system was more responsive to their needs with VYC. Data collection is ongoing with the larger state population. As of June 2018, pre-court cases (e.g. youth who commit offense on school grounds) and diversion cases made up 84.2% of all referrals. Preliminary analyses reflect an increase in program referrals at early stages to prevent court involvement altogether and subsequently increase graduation rates. Updated findings and implications for juvenile justice alternatives will be discussed.

Satisfying the Urge to Punish: Investigating Attitudes Towards Restorative Justice
Shirin Bakhshay, UC Santa Cruz

Most laypeople view punishment as a necessary response to crime and equate punishment with incarceration. This study unpacks this association and asks if restorative justice can satisfy the urge to punish. Research has documented the social contextual causes of crime and established that empathy impacts attitudes and behaviors. Building on this work, two experiments tests whether having social historical information about a criminal defendant impacts sentencing decisions and makes participants more receptive to and satisfied with restorative justice outcomes by fostering empathy towards the criminal
defendant. Additionally, qualitative analysis of focus group discussions provides insight into overarching themes regarding resistance to criminal justice reform, avenues for change and whether restorative justice can be seen as fair punishment. This research will further our understanding of public attitudes concerning punishment, broadly conceived, and establish whether the public is willing to endorse less punitive means of responding to crime. Public support is key to criminal justice reform, both because legislators are unwilling to enact unpopular policies and because community buy-in is critical to the success of restorative justice approaches. This study will contribute to theoretical discussions about the meaning of punishment and inform policy concerns regarding how to successfully advance penal reforms.

The Impact of Goal Attainment Scaling in Adult Probation
R. Hazel Delgado, University of Nebraska-Lincoln, Richard Wiener, University of Nebraska-Lincoln

This research examined the utility of Goal Attainment Scaling (GAS; Kiresuk & Lund, 1982) as motivation and measurement for probation supervision of high-risk offenders. The Risk-Need-Responsivity (RNR) model is often used to assist offenders through probation by targeting criminogenic need rather than enhancing human goods (Andrews, Bonta, Wormith, 2011). Contrary to the RNR, the Good Lives Model (GLM) is a strength-based approach which focuses on 11 primary goods to reduce recidivism. This project proposed and tested a rehabilitation model that integrated leading correctional models (i.e. RNR and GLM) with social psychological theories of motivation to reduce offender recidivism, while also reducing officer racial/ethnic bias. The first study examined archival data from the Nebraska Office of Probation Administration as a field study. Following the archival evaluation, the second study was an online experiment to ascertain how probation officers can use GAS data to make treatment decisions and at the same time reduce their discriminatory bias. It employed a 3 (ethnicity: White, Latino, Black) by 2 (GAS, no GAS) experimental design with follow up implicit and motivational measures. The paper ends with a discussion of the role of objective measures in reducing injustices in the criminal justice system.

15-Minute Presentations . . . . . . . . . . . . Pacific B

Gender Bias and Discrimination

Derogatory Labels of Women: The Case of the “Princess Syndrome”
Jessica Cundiff, Missouri University of Science & Technology

Negative stereotypes about women are prevalent in male-dominated contexts; social labels provide an easy way to communicate those stereotypes. The current research investigated the prevalence and impact of one such label: the “Princess Syndrome” targeted toward women students at a male-dominated university. Results from Study 1 (N=153) indicated that the label was widespread, negative, and stereotyped women as egoistic, manipulative, and attention-seeking. Using an experimental design, Study 1 (N=153) and Study 2 (N=214) demonstrated that, consistent with predictions, the label negatively impacted how a woman target was perceived and evaluated. Participants were less likely to attribute a woman student’s success in an engineering course to internal factors (e.g., natural ability) and more likely to attribute her success to external factors (e.g., luck) when she was labeled with the “Princess Syndrome” than when she was not (Studies 1 and 2). Participants also rated the woman student as less dependable, less competent, and were less willing to work with her on a team project when she was labeled compared to not labeled (Study 2). Results suggest that derogatory labels matter and may serve as an important yet previously overlooked source of discrimination for women in male-dominated contexts.

Independent Observers’ Assessments of Microaggressions Predict Women’s Engineering Outcomes
Nadia Vossoughi, University of Michigan, Denise Sekaquaptewa, University of Michigan, Lorelle Meadows, Michigan Technological University

Women remain greatly under-represented in engineering and are more likely to leave engineering compared to men (Xu, 2017). Microaggressions reflecting negative stereotypes about women’s aptitude may contribute to the attrition of women students (Sue et al., 2008). We proposed that microaggressions in an engineering context can be documented through independent observation (as compared to relying on self-report) and that these observations can predict significant outcomes. We analyzed video footage of engineering students assigned to generate and present a design solution in a mixed gender group. A behavioral coding rubric was developed to document microaggressions occurring in the interaction as judged by trained independent observers. Microaggression coding showed satisfactory interrater reliability between independent
observers (1 male, 1 female), Cohen's kappa = .81. The most frequently observed microaggression type was “assumptions of inferiority”. Analyses revealed that more women were seen to be targeted by assumptions of inferiority than men (X²=13.21, p< .001). Students who were seen to be targeted by assumptions of inferiority—compared to those who were not—felt a significantly lower sense of belonging in their group and felt they did more poorly on their assigned project (ps< .05).

**Reduced Accountability for “Implicit” Gender Discrimination**
Natalie Daumeyer, Yale University, Ivuoma Onyeador, Yale University, Jennifer Richeson, Yale University

Previous research suggests that attributing discriminatory behaviors to implicit compared to explicit bias results in reduced accountability and punishment for perpetrators (Cameron et al., 2010; Redford & Ratliff, 2016; Daumeyer et al., under review). The present work explores if shared group membership with either the perpetrator or victim of gender discrimination moderates the extent to which implicit bias attributions reduce accountability. Across three studies, we explored if shared group membership with perpetrators (men) compared to victims (women) influenced how people perceive gender discrimination in the workplace. We found consistent main effects for both condition and gender. People in the implicit condition held perpetrators less accountable and punish-worthy than people in the explicit condition. Also, women, who shared a group membership with the victim, perceived perpetrators as more accountable and more punish-worthy than men. Somewhat surprisingly, participant gender did not moderate these results. Further, we found these effects even when the perpetrator made an explicitly sexist remark (Studies 2 & 3). These results demonstrate that despite sharing a group membership with a victim and the presence of explicit bias, if his behaviors are attributed to unconscious bias, the perpetrator is seen as less accountable for his behaviors.

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**15-Minute Presentations . . . . . . . . . . . . . Embarcadero**

**Power, Politics, and Revolution**

**Social Identity as Effect or Grounding of Contradicting Socio-Political Structures**
Cristina Herencia, KONTISUYO C.E.A.C.P.

Peru is a key centre of native cultures in the continent, south and north. My talk observes and reports massive socio-psychological changes in Peru’s native population resulting from long imposed socio-economic structure, worldview and value system. It chronicles the last forty years of social identity changes in Andean natives and how these, if market immersion is inescapable, may become foundation of a socio-cultural system conceived as universal and incontestable. The theory basis of observations and in situ activism since 2013 is my social identity work under class and culture domination in Peru (Vol. II, Political Psychology in Latin America, 1982, Venezuela). In the current political panorama, where white and white-assimilated mestizos keep Andean peoples and socio-cultural system marginalised and sequestered, resistance rests on unanticipated
character of a high, complex culture, developed on solid orality, and synthetic graphic transmission of knowledge. Social practices embed encrypted transmission of identity and socially relevant information during productive and reproductive activities. Neither military defeat (1780’s), severe repression, lack of native leadership, and detailed ethnocide program to erase all traces of historical and cultural identity, closely adhered up to now, secured the intended indigenous peoples political nonexistence in Peru, a social psychologist’s privileged plight to report.

**Sophisticated but Scared: The Effects of Political Sophistication, Right-wing Authoritarianism, and Threat on Civil Liberty Restrictions**

Kevin Carriere, Georgetown University, Margaret Hendricks, Georgetown University, Fathali Moghaddam, Georgetown University

Despite the widely ratified U.N. Declaration of Human Rights, support for civil liberties is easily eroded in times of threat. Understanding which factors moderate the relationship between threat and support for civil liberties is critical yet remains relatively unexplored. In this study, we test a double moderation model in which support for the restriction of civil liberties in the face of threat is moderated by both right-wing authoritarianism and political sophistication. In a national representative dataset (N=12,507), those low on right-wing authoritarianism became more like their high right-wing authoritarian peers in the face of threat. Also, those more sophisticated about political issues were less supportive of restrictions on civil liberties, but only when threat was low. We tested this model on both restrictions for the ingroup, in terms of being wiretapped, and for the outgroup, in terms of torturing suspected terrorists. Our results suggest that increasing political sophistication may have desirable consequences when considering the outcomes for ingroup members, and we argue for increased efforts to expand the ingroup we seek to protect.

**The Changing Nature of Influence Processes in the US Today**

Geoffrey Maruyama, University of Minnesota, Yu-Chi Wang, University of Minnesota, Anthony Schulzetenberg, University of Minnesota, Tai Do, University of Minnesota, Hao Jia, University of Minnesota

This research examined the influence of the French-Raven power bases in persuasion appeals/attitude articulations in the U.S. today. It focuses specifically on legitimate, expert, informational, and referent power, examining how different power bases shape people's agreement with political issues. Political content and sources of messages, alignment of messages with respondents' expectations about the sources, whether or not source of information is provided, and political attitudes of respondents are used to contrast the French and Raven power bases using a 5-factor ANOVA of 433 participants from Mechanical Turk. Having source information polarized responses of conservatives and liberals, increasing agreement with aligned statements and disagreement with opposing statements. When source information was not provided, conservative and liberal participants showed lesser agreement with statements from sources aligned with their political perspective and increased agreement with statements made by opposing sources. The findings suggest that in today's society, legitimate, expert, and informational power often are subordinate to referent power in shaping political attitudes. Unlike expert and informational power, and to some degree legitimate power, referent power is not based on understanding of facts or superior knowledge, which helps explain the increased acceptance of non-factual information.

**What if a Popular Revolution is no Longer Popular: Can Democracy Survive Disillusionment? The Case of Tunisia and Tunisian Youth**

Katya Migacheva, Rand Corporation

Several years after inspiring the world with its indignant call against injustice and dictatorship, the fruits of the “Jasmine Revolution” in Tunisia seem to begin to wither. Despite its impressive shift away from authoritarian governance, the Tunisian transition has faced tremendous challenges, including economic stagnation, unemployment, persistent corruption, outdated institutional practices, questionable parliamentary acts, and persistent security concerns. Disappointment with progress made since the uprising, particularly if associated with failures of democracy, may turn Tunisians sour toward the democratic processes, move them to disengage from civic participation, and stifle or reverse the country’s progress toward democratic future. The current research aims to better understand these processes through a survey of 400 Tunisian youth – those who were most likely to participate in the 2011 revolution. The study will examine the associations between the young Tunisians’ perceptions of the results achieved since the revolution and their views of Tunisia’s future and their role in it, their commitment to democracy and civic participation, and their willingness to tolerate uncertainty and current and future socio-
economic and political challenges. An empirical insight into how young Tunisians’ perceptions of today’s processes in their
country may shape their vision of its future will contribute to our general understanding of how challenges of socio-political
transitions may shape their ultimate outcomes.

15-Minute Presentations . . . . . . . . . . . . . . Porthole

Trauma, Oppression, and Mental Health

Paris Adkins-Jackson, DataStories by Seshat, LLC, Josephine Akingbulu, Charles R. Drew University, Sharon Cobb,
Charles R. Drew University, Keosha Partlow, Charles R. Drew University

Black people experience greater psychological distress and poorer mental health than other groups. While there is a shared
response to psychological distress, there may be differences throughout the African diaspora that can increase the utilization
of health behaviors such as self-care. Self-care is a set of self-administered activities performed to increase physical, psycho-
emotional, spiritual, interpersonal, and professional health. A mixed methods study examined the self-care practices of
223 Black women in the United States (US). Over 18 percent immigrated to the US or had parents that immigrated
predominately from Africa or the Caribbean Islands. Results showed a significant difference between US-born and non-US-
born Black women on self-care and awareness with equal group variances. US-born Black women practiced activities relating
to physical, professional, and interpersonal self-care more than non-US-born Black women. However, non-US-born Black
women practiced spiritual self-care more than US-born Black women. These findings suggest there are important cultural
differences in self-care within the US Black population that may lead to poorer self-care practices for non-US born Blacks.
These differences diminish when an individual is born in the US, which may be at the expense of spiritual health. Such
findings suggest greater implementation of culturally relevant health services for non-US-born Blacks.

Measuring Black Behavior: The Validity of Resilience, Stress, & Mindfulness Scales
Paris Adkins-Jackson, DataStories by Seshat, LLC

Our changing world demands better research that integrates cross-disciplinary approaches to understand human phenomena.
In order to achieve this purpose, there must be a re-examination of research that has both advanced and limited our ability
to measure the human experience. Factor analyses performed on popular resilience, stress, and mindfulness scales reflect
the complexity of measuring subpopulations using instruments normed on one group. This presentation will use analytical
processes from the fields of anthropology, public health, and psychometrics to discuss the limitations of current behavioral
scales in a sample of 223 Black women living in the US. Through a dialogue on the true meaning of data produced through
statistical approaches, this presentation seeks to advocate for better measures of behavior, better use of limited scales, and
greater incorporation of diverse disciplines in understanding human experiences and conditions.

Online Racial Discrimination, Ethnic-Racial Centrality, and Mental Health in Minoritized Youth
Ashley Stewart, University of Southern California, Joshua Schuschke, University of Southern California, Brendesha Tynes,
University of Southern California

The purpose of this study was to examine the association between online racial discrimination, ethnic-racial centrality and
depressive symptoms in a sample of Black and Latinx adolescents. Using the Phenomenological Variant of Ecological Systems
Theory (Spencer, 1996) as a framework for this inquiry, we assessed how racist interactions online predict mental health
outcomes and the role that ethnic-racial centrality plays in this relationship. The data for this study came from a subset of
a larger mixed-methods study and included 221 African American (30%), Latinx (62%), and Asian (8%) adolescents with
a mean age of 16.8 years. Students were asked if people had questioned their intelligence based on their race or ethnicity
online in the past year along with a number of items assessing their ethnic-racial centrality (Sellers et al., 1997) and depressive
symptoms (CDI; Kovacs, 1997). We estimated a linear regression to assess the relationship and found a positive association
between online racial discrimination and depressive symptoms, consistent with previous literature. Additionally, ethnic-racial
centrality was found to be a significant moderator, such that for youth with low racial centrality, having their intelligence
questioned online because of their race was associated with reporting more depressive symptoms.
Teaching About Refugee Trauma: A Curriculum for Healing Professionals
Leah Khaghani, California School of Professional Psychology, San Francisco/Alliant International University

This paper will discuss my research on and development of a curriculum for teaching healing professionals – across the fields of medicine, mental healthcare, education and social service organizations – how best to work with refugees. Through this project, I hope to build greater interest and capacity in serving refugees, and facilitate a greater comfort among refugees in accessing care and resources from healing professionals across a variety of sectors. My research consists of three parts: a survey of healing professionals, qualitative interviews of highly experienced healing professionals, and a review of my completed curriculum by select and highly experienced professionals. My curriculum consists of four parts, designed to address the greatest barriers providers face in effectively serving refugees. The areas of concentration include: an explanation of cultural/historical context, information on refugee trauma, vicarious trauma and post-traumatic growth. My presentation will highlight my research findings, introduce my curriculum and contextualize my work at the intersection of research, clinical practice and broader sociocultural and political issues. Throughout this presentation, I will discuss how socially conscious and internationally-minded psychologists can find ways to make our research applicable both on a broader community scale and across interdisciplinary boundaries.

7:30 PM – 8:30 PM

Presidential Address .................Pacific CD

Reflections on Power, Voice, and Free Speech
Dr. Elizabeth Cole, University of Michigan
Introduction by Dr. Wendy Williams

In this talk I consider how a psychological understanding of power and voice are missing from current national conversations on free speech. I argue this omission constitutes a “missing discourse” (Fine, 1988). I will discuss the ways that research on social norms, gendered self-silencing, stigma, and activism complicate questions of whether to speak, who gets the floor to speak, and whose speech is considered legitimate by listeners. Pedagogies of intergroup dialogue will be proposed as a remedy that holds promise, but also entails important caveats. I conclude with a discussion of the implications of power and voice for debates about diversity, inclusion, and free speech on college campuses.
81. Aspirations for Occupations Requiring a College Education During Adolescence
Yannan Gao, University of California, Irvine, Jacquelynne Eccles, University of California, Irvine

Education and occupation are closely related for attaining social status in the US. Particularly, aspiring to occupations requiring a bachelor’s degree have long-term implications for adolescents’ education and career attainment. However, few studies have focused on what occupations adolescents aspire to have in terms of the education requirement of the jobs. Given the risks for high occupational aspirations from middle to high school, in this study, we investigated the education requirement of adolescents’ occupational aspirations from 7th to 11th grade (N = 706, 54% girls; 60% Black, 29% White), the ways aspirations develop and factors predicting different types of change using longitudinal data. We found four types of change over this period: consistently high (N = 398), decrease (N = 136), increase (N = 102) and consistently low (N = 70). Students in four groups differed in their demographic characteristics, GPA and academic motivation in 7th grade. Being a girl and coming from families with higher parental education protected adolescents from lowering their aspirations in 11th grade, given the same performance and motivation. No factors predicted increases in aspirations. Findings suggest the different ways gender and family socioeconomic status play a role in the development of status-related aspirations.

82. Assessing the Relationship Between Discrimination, Critical Consciousness and Friendship Networks among Marginalized College Students
Andres Pinedo, University of Michigan, Matthew Diemer, University of Michigan, Myles Durkee, University of Michigan

Critical consciousness (CC) consists of critical reflection, critical motivation, and critical action upon social inequity, which are theorized to help marginalized students navigate structural constraints in and out of school (Watts, Diemer, & Voight, 2011). CC has been associated with positive outcomes for marginalized students, including school engagement and academic achievement (O’Connor, 1997; Luginbuhl, McWhirter, & McWhirter, 2016). Recent research posits that sociocultural factors, like experiences with discrimination, are integral for understanding CC development in minority students (Anyiwo et al., 2018). Further, students’ friendship networks have been associated with collective action (Carter et al., 2018). This study examines the role of discrimination in predicting Black and Latinx students’ CC, how friendship networks moderate this relationship, and the relationship between CC and academic engagement. These relationships will be assessed using the Minority College Cohort Study, a longitudinal survey of ~550 Black and Latinx students (in hand). We hypothesize that discrimination will positively predict CC, that having more racial-ethnic minority friends will strengthen this relationship, and that CC will positively predict students’ engagement in school. Results will inform CC scholarship in two ways: 1) it will empirically test the relationship between discrimination and CC, and 2) assess CC development among college students.
83. Black PhD Student’s Retention and Academic Success: A Qualitative Analysis
Yanet Ruvalcaba, Florida International University, Dionne Stephens, Florida International University, Ana Lucia Rodriguez, Florida International University

Students of color face differential socialization experiences that relates to their decision to remain in the program (Gardner, 2008). When specifically considering Black students in Doctor of Philosophy Degree (PhD) programs, research has found that these students perceive higher rates of discrimination when compared to their Asian, Hispanic and White counterparts from faculty advisers, general faculty and peers (Bertrand Jones, Wilder, & Osborne-Lampkin, 2013; Lovitts, 2011; Pope & Edwards, 2016). Most research examining Black graduate students’ attrition and performance in graduate school has centered on admissions or individual characteristics of the incoming students (Pope & Edwards, 2016; Rogers & Molina, 2006). The purpose of this study is to contextualize the experiences and perceptions of Black PhD students within STEM via qualitative analysis. A total of 28 self-identified Black students enrolled in a PhD program in STEM field completed open ended questions. Participants provided responses related to their experiences in higher education and personal motivations. Thematic analysis was used to identify the themes and sub-themes in the data. Results highlight the importance of inclusivity and institutional climate, which can inform interventions and university policies aimed at promoting diversity and student retention.

84. Chronic Pain from the Inside Out: Self-stigma, Acceptance, and Empowerment
Nina Slota, Fairmont State University, Stephanie Jenkins, Oregon State University, Kelsey Criss, Fairmont State University, Carolyn Furbee, Fairmont State University, Patricia Holland, Fairmont State University, Tre Hart, Fairmont State University, Dawn Lipscomb, Fairmont State University, Sara Quigley, Fairmont State University

The current political moment is an important one for all chronic pain patients. Media coverage of the “Public Health Emergency” tends to focus on individuals who are taking illegal opioids, contributing to stereotypes of chronic pain patients as “drug seekers.” Based on the 2016 CDC guidelines, federal and state laws have already inserted themselves into the doctor-patient decision-making process, whether the patient is already taking prescription opioids or is considering their future use. Research needs to address chronic pain patients’ experiences with managing these stereotypes and the medical system; otherwise, these individuals may be overlooked or marginalized in policy debates. This study asks: which chronic pain patients are empowered enough to seek policy input? Is it those who most strongly feel the stigma of being chronic pain patients during the “opioid epidemic?” Is it those who have accepted that pain will be part of their daily lives for the rest of their lives? Is it those who have regained their daily functioning as a result of currently using medically-supervised opioids? Is it those who are concerned for their futures, given the limited pain management treatments that are available? As part of a larger project, this study will sample individuals living with a chronic pain condition called Complex Regional Pain Syndrome, formerly known as Reflex Sympathetic Dystrophy. Participants will answer open-ended questions, created specifically for this project, about their treatment decisions, experiences with medically-supervised opioids, and pain-related stressors. Additionally, participants will complete the following questionnaires: Stigma Scale for Chronic Illness (Rao, et al., 2009), Patient-Doctor Relationship Questionnaire (Van der Feltz-Cornelis, et al., 2004), Chronic Pain Acceptance Questionnaire (CPAQ-8, Fish, McGuire, Hogan, Morrison, & Stewart, 2010), and Empowerment Scale-Mental Health (Walker, Thorne, Powers, & Gaonkar, 2010). Group differences between individuals currently taking opioids and those who are not will be explored.

85. Coming Out with Class: Social Class Disclosure Concerns and Consequences
Ryan Pickering, Allegheny College, Arissa Spitalny, Allegheny College

The consequences of concealing a stigmatized identity have been well documented (Pachankis, 2007). However, research less often considers socioeconomic status (SES) as a concealable stigmatized identity. Individuals lower in SES are stereotyped as lazy, criminal, and stupid (Cozzarelli, Wilkenson, & Tagler, 2001) whereas individuals higher in SES are stereotyped as arrogant, superficial, and entitled (Cashman & Twaiite, 2009). Therefore, these individuals may be more motivated to conceal SES compared to middle-status individuals. The current study investigates the relationship between SES and status concealment concerns (SCC) as well as the psychological consequences of SCC. Participants (N=126) completed a series of questionnaires through MTurk related to SCC, depression, stress and anxiety. As predicted, there were significant positive relationships between SCC and depression, stress and anxiety. An ANOVA of lower, middle, and higher-SES groups revealed a significant effect of SES on SCC. Post-hoc analysis revealed that middle-status participants had lower SCC concerns than
lower-status participants (p=.008) and higher-status participants (p=.08). There was no difference in SCC between lower and higher-status individuals (p = .29). These results suggest that both lower and higher-status individuals are more motivated to conceal their status than are middle-status individuals and that there are negative consequences for this concealment.

86. Cross-Cultural Perspective on the Mental Health of Sexual Minorities in South-Asia
Priyadharshany Sandanapitchai, Rutgers University, Maya Godbole, CUNY Graduate Center

Studies on sexual minorities emphasize the presence of extensive health disparities based on related discrimination. Yet, most of the empirical research within this population restrict their focus to HIV/STIs in a global context. Therefore, the present study reviews the literature on sexual minorities in South-Asia to identify socio-cultural factors that impact their mental well-being. While the criminalization of sexual minority behavior in South-Asia represents a unique socio-cultural factor, the lack of social acceptance and cultural stigma play pivotal roles in the assessment of mental health outcomes of sexual minorities in this specific context. Results revealed the significance of evaluating mental health from a cultural perspective and identified knowledge gaps in addressing major concerns.

87. Demystifying the Self-Transcendent Effects of Awe by Using a New VR-method
Massimo Koester, KU Leuven, Agnes Moors, KU Leuven

Research has found that awe-evoking environments compared to more mundane environments induce feelings of self-diminishment, leading to increased prosocial choices and reduced materialism. This is often explained as awe temporarily shifting attention away from the self; increasing the value of self-transcendent entities (e.g. nature, society), leading to more prosocial behavior. The current study tested an expectancy-value explanation to account for inconsistencies in the literature and to extend the literature by including pro-environmental behaviors (PEBs). Increased value of self-transcendent entities is accordingly not sufficient to produce self-transcendent behavior (e.g. PEB); an individual must also expect that such behavior will benefit the self-transcendent entity (e.g. nature conservation). To examine this, we introduced a new virtual-reality method in which we compared a mundane nature environment (e.g., a garden), with the same environment that induces awe by shrinking the observer’s perspective. Feeling small and insignificant might not only increase the value of self-transcendent entities but also reduce the expectancy that one’s behavior will be efficacious, resulting in less, rather than more self-transcendent behavior. We predicted that both environments would increase the value of self-transcendence through nature, but that the awe-evoking perspective would lower expectancy, resulting in less rather than more PEB. This has important implications with regard to awe-evoking nature-documentaries and their potential effects on PEBs.

88. Differences in Adverse Childhood Experiences among Sexual Minorities and Heterosexuals
Dylan John, University of Louisiana at Lafayette, Eva Lieberman, University of Louisiana at Lafayette, Megan Fowler, University of Louisiana at Lafayette Paula Zeanah, University of Louisiana at Lafayette, Hung-Chu Lin, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette, Amy Brown, University of Louisiana at Lafayette

Adverse childhood experiences (ACEs) have been shown to increase difficulties in emotional regulation (Messman-Moore & Bhuptani, 2017). When examining prevalence of exposure to ACEs in sexual minorities and heterosexuals, several studies have reported a greater proportion of sexual minorities being exposed to ACEs than their heterosexual peers (Andersen & Blosnich, 2013; Austin et al., 2016; Brown et al., 2015). The purpose of the current study is to examine which types of ACEs sexual minorities experience more than heterosexuals. In addition, researchers were interested in examining whether sexual orientation moderated the relationship between ACEs and subscales of the difficulties with emotional regulation scales (DERS; Gratz & Roemer, 2004). Results showed that individuals with sexual minority status experienced significantly more verbal and sexual abuse, parental divorce, familial substances abuse, and familial mental illness. Analyses indicated that sexual orientation significantly moderated the relationship between cumulative ACEs and two subscales on the DERS: limited access to emotional regulation strategies (p= 0.0100) and impulse control difficulties (p=0.0011). For these two subscales of the DERS there was a stronger relationship between cumulative ACEs and the respective subscales in sexual minorities than in heterosexuals.
89. Impact of Aversive Childhood Experiences (ACEs) on Sexual Self-Esteem
Raven Douglas, University of Louisiana at Lafayette, Mia Comeaux, University of Louisiana at Lafayette, Kelsey Mayes, University of Louisiana at Lafayette, Amy Brown, University of Louisiana at Lafayette, Manyu Li, University of Louisiana at Lafayette, Hung-Chu Lin, University of Louisiana at Lafayette, Paula Zeanah, University of Louisiana at Lafayette

Research suggests that various forms of childhood abuse or aversive experiences can lead to undesirable symptoms and/or dysfunctional behavior (Briere & Runz, 1989; Finzi-Dottan & Karu, 2006). In particular, ACEs have been associated with later problematic sexual functioning, such as aversions to sex, trouble with arousal/orgasms, and negative perceptions of sexuality (Finkelhor & Browne, 1985). The current analysis focused on how ACEs might impact sexual self-esteem, which can be conceptualized as someone's sense of self as a sexual being, encompassing one's value placed on sexual identity and sexual acceptability (Calogero & Thompson, 2009). Participants (n=420) completed an online survey consisting of a number of measures, including the Aversive Childhood Experiences (ACEs) survey and the Sexual Self-Esteem Inventory. There was a significant relationship between ACE scores and the attractiveness (R2 = .04, F(1, 387) = 15.9, b = -.13, t = -3.98, p < .0001) and control (R2 = .02, F(1, 352) = 5.85, b = .06, t = -2.42, p = .016) domains of sexual self-esteem. Those who reported higher ACE scores experienced lower senses of sexual control and sexual attractiveness. These findings are consistent with prior research, suggesting that ACEs can have negative impacts on later sexual function.

90. Do Millennials Give the Professional Development They Wish to Receive?
Chantal Martinez, Florida International University, Asia Eaton, Florida International University

Recently, there has been growing interest in the Millennial generation, which includes people born between 1981 to 1996 (Pew Research, 2018). Specifically, Millennials are stereotyped as being disloyal to their work, entitled, impatient, needy, and lacking work ethic (Thompson & Gregory, 2012; Twenge & Campbell, 2009; Perry, Hanvonsic, & Cosoinic, 2013; Myers & Sadaghiani, 2010). We conducted a between-subjects experimental study using 180 men and women from the Millennial, Gen X, and Baby Boomer generations to assess how the employee's generation (Millennial, Gen X, and Baby Boomer) might affect participants' support for their professional development. In the online study, participants assumed the role of a manager and completed an in-basket exercise that randomly assigned them to evaluate a professional development request from an employee belonging to one of the three target generations. The DV was participant's self-reported support for that target's professional development. We found a main effect in the amount of professional development granted by Millennial participants versus those from other generations, F(1, 164) = 5.303, p = 0.02. Millennial participants gave significantly more professional development to Baby Boomer targets than Gen X or Baby Boomer participants.

91. Effective Empowering Homeless Interventions: A Systematic Review and Narrative Synthesis
Branagh O’Shaughnessy, University of Limerick, Ronni Greenwood, University of Limerick

Empowering homeless interventions have the potential to help services users to gain control over their lives and achieve important recovery goals. However, traditional approaches for addressing homelessness often overlook the importance of empowerment, and little is known about the state of the evidence for empowering interventions. This systematic review integrates Zimmerman’s (1995) nomological framework of psychological empowerment with intervention research to identify empowering homeless interventions. We carried out a systematic searching, screening, and critical appraisal procedure, and this yielded 61 eligible intervention studies. Empowering interventions were case management, supported housing, mutual support, and skills and knowledge acquisition programs. These interventions were especially effective for increasing participants' interactional empowerment through the provision of housing, employment, income, and skills. A smaller body of evidence indicated that these interventions were also effective for intrapersonal and behavioral empowerment. Findings support Fitzsimons and Fuller’s (2006) theory that empowering service settings are flexible, collaborative, strengths-based, individualized and promote and develop mutual help. Adoption of empowerment-oriented practices can effectively reduce feelings of powerlessness among services users, increase their capacity to control their life situations, and facilitate their influential engagement with their communities. Thus, empowering practices are important for alleviating institutionalization and facilitating successful exits from homelessness.
92. Filipino American Intergenerational Research (FAIR) Project: Reflections on Research Methodology
Angela Ebreo, Diversity Research & Policy Program/University of Michigan, Angela Mascarenas, CIRCA-Pintig, Crissel Marie Arban, College of Pharmacy/University of Illinois at Chicago

Addressing the needs of an increasingly diverse aging population requires attention to group specific cultural factors that influence aging in context. Some research suggests that modernization has led to changes in traditional cultural values that benefit elders. The goal of the Filipino American Intergenerational Research (FAIR) Project is to design and conduct studies on Filipino/a/x elders living in the United States, with a particular focus on understanding intergenerational issues. To date, two FAIR studies have been conducted. The first study examined the effects of ageism and enculturation on young adult Filipino/a/x Americans’ preferences for elder care, while the second study used in-person interviews to obtain data on Filipino/a elders’ beliefs about, and preferences for, eldercare. We planned to use community-based participatory research principles in the design, collection, and interpretation of data from the respondents. However, in the course of conducting the studies the researchers experienced tension related to the use of “traditional” social science methods. In this poster presentation, we reflect on the process of conducting research on this topic by sharing the lessons learned from our efforts to resolve these tensions. We highlight the difficulties and benefits of conducting collaborative research with community members and include suggestions for future research.

93. Hispanic Women Persistiendo in STEM: A Systematic Review
Elsa Bravo, Florida International University, Dionne Stephens, Florida International University, Purnima Madhivanan, Florida International University, Claire Helpingstine, Florida International University

Minority representation across Science, Technology, Engineering, and Math (STEM) fields are disproportionate to that of minority populations in the United States (Pew Research, 2018). As of 2015, approximately 8% of the STEM workforce self-identified as Hispanic, and 3% of these are women (Rodriguez et al., 2017; Talley & Ortiz, 2017). Researchers are increasingly attempting to identify what factors and levels of development contribute to these outcomes. The objective of this review is to assess the effects of STEM intervention programs on increasing Hispanic women’s involvement as measured by recruitment and retention into STEM degrees across the academic pipeline. Two reviewers independently searched PubMed, EMBASE, and PsycINFO and screened for all quantitative studies published from January 1, 2009 to December 1, 2019 that met pre-selected search criteria. Reviewers independently conducted a second screen of full-text articles based on the inclusion and exclusion criteria. Of the studies included in the qualitative synthesis family influences, academic experiences, and mentorship emerged as key factors. The major limitation of this review is the limited amount of research within the specified population. Continued evaluation of interventions is critical to increasing the rates of Hispanic women’s persistence in STEM across the academic pipeline.
95. Parental Correlates of Adjustment in Children with Autism Spectrum Disorder
Rebecca Y. M. Cheung, The Education University of Hong Kong, Sandy See Wai Leung, The Chinese University of Hong Kong, Winnie W. S. Mak, The Chinese University of Hong Kong

Previous research indicated that parents of children with Autism Spectrum Disorder (ASD) are subjected to stigma by the public (Gray, 1993). Notably, parents' internalization of these stigmatized views may further increase their level of affiliate stigma to worsen their stress (Mak & Cheung, 2012). Extending the model of stress in parent-child interactions (Mash & Johnston, 1990), the present study investigated the mediating role of parenting stress between parental factors, namely parents' affiliate stigma and mental health, and the behavioral adjustment in a sample of children with ASD. Participants were 136 Chinese parents of children with ASD under 18 years old. Controlling for parents' and children's gender and age, path analysis suggested that parenting stress mediated between both parental factors, including affiliate stigma and mental health, and children's behavioral difficulties. Although no mediation effect was found for children's prosocial behaviors, prosocial behaviors were related to parents' mental health. These findings are crucial to our understanding about the underlying parental factors associated with child adjustment. In order to promote the behavioral adjustment of children with ASD, it is important to enhance parents' mental health and reduce their affiliate stigma associated with parenting stress.

96. Pre-service Teachers’ Self-efficacy in Implementing Inclusive Education Practices
Rebecca Y. M. Cheung, The Education University of Hong Kong, Ka Man Aika Li

Guided by the theory of planned behavior, the present study investigated the roles of Chinese pre-service teachers' attitudes, sentiments, and concerns in relation to their self-efficacy in implementing inclusive education in Hong Kong. A total of 94 pre-service teachers were recruited at a Hong Kong public university to complete an online questionnaire. Controlling for age, the number of special education courses taken, and teaching experience, significant associations were found between pre-service teachers' views and self-efficacy. Notably, teachers' positive attitudes toward inclusive education were associated with their greater self-efficacy in managing the behaviors of students with special education needs and in implementing inclusive instructions. Additionally, teachers' fewer sentiments about inclusive education were related to their greater self-efficacy in collaborating with professionals. Finally, teachers' fewer concerns about their workload, greater knowledge, and greater administrative feasibility were related to their greater self-efficacy in cross-sector collaborations and behavioral management in the classroom. The present findings shed light on the role of pre-service teachers' views in relation to their self-efficacy in inclusive education. This study also informs education stakeholders and policy makers the significance of facilitating teachers' positive views to strengthen their self-efficacy in working with children with special education needs.

97. Parenting Practices and Academic Engagement in Black Adolescents
Tremell Goins, Jr., University of Michigan

This study investigated whether aspects of racial socialization and inductive discipline had a significant effect on the development of academic engagement in an economically diverse sample of African American adolescents (N = 1,363; mean age = 14.189). Using data drawn from wave 1 of a 4-year longitudinal study in three school districts in a Midwestern metropolitan area, structural equation modeling revealed that inductive discipline practices and negative and racial pride messages had a significant effect on the development of academic engagement in Black adolescents. The analyses also revealed significant correlations between each variable combination besides academic preparation and behavioral race messages. Implications for adolescent engagement and research on interactions between racial socialization and inductive parenting practices are addressed.

98. Please Just Listen Without Judgment!!: Latino/a/x Students’ Perception of Elements Hindering Psychotherapy Process
Yesim Keskin, University of La Verne, Emily Romero, University of La Verne, Claire Craddick, University of La Verne, Kelly McCafferty, University of La Verne

Increasing research evidence has been showing that having a Latino/a/x identity is associated with various mental health related issues including underutilization of mental health services (Fripp, & Carlson, 2017), higher drop out rates from psychotherapy (Thomas, 2016), and an overall negative attitude towards psychotherapy (Mackenzie, Erickson, Deane, & Wright, 2014). There is an increasing need to have a better understanding of the psychotherapy expectations of the
Latino/a/x population. In this study, we aimed to explore the perceived elements hindering the psychotherapy process among the students identified as Latino/a/x. In-text responses drawn from a larger study given to the question of “What makes psychotherapy unhelpful?” were analyzed via consensual qualitative research-modified (CQR_M) methodology. The thematic results showed that the most commonly referred hindering element of psychotherapy were therapists not using active listening skills, imposing their agenda rather than listening to the clients, and making the clients feel judged or blamed. The most common hindering therapist characteristic was reported to be the therapist perceived as judgmental, critical. The findings are discussed in the light of cultural competence and psychotherapy training.

99. Racial Discrimination, Peer Pressure, and African American Adolescent Substance Use
Elizabeth Jelsma, University of Texas at Austin, Fatima Varner, University of Texas at Austin

The current study examined if 8th grade school-based racial discrimination experiences and peer pressure to use drugs and alcohol influenced 11th grade drug and alcohol use for 504 African American adolescents (49% female). Teacher- and peer-perpetrated racial discrimination experiences were related to higher alcohol use (p < .001). Additionally, there was a significant interaction of teacher-perpetrated discrimination and peer pressure on drug use ($\beta = -.18$, $p = .002$). For peer-perpetrated discrimination and drug use, there was a significant interaction with peer pressure and gender ($\beta = .21$, $p = .03$), such that boys with low peer pressure exhibited significantly more drug use as peer-perpetrated discrimination increased. Results suggest that racial discrimination from teachers and peers should be considered an important risk factor for substance use among African American youth in combination with more universal risk factors such as peer pressure.

100. Religious Diversity in Science: Social Identities and Stereotypes
Carola Leicht, University of Kent, Fern Elsdon-Baker, Birmingham University, Kimberley Rios, Ohio University

Research shows that scientists tend to be less religious than the general population, and scientists’ affiliation and religious participation has declined over time (Ecklund & Park, 2009; Ecklund, Park, & Veliz, 2008). Given these demographic differences between scientists and the general population, we would assume that everyone would view scientists who are religious as having a counter-stereotypical combination of social identities, regardless of their religious identification. However, across 3 studies (n = 192; n = 218; n = 134) and 2 methods (conjunction fallacy; emergent attribute analysis) we find that this is not the case. While atheists perceive religious scientists as being more counter-stereotypical than atheist scientists, the same is not true for either non-religious or religious participants. This begs the question of why there are not more religious individuals in science fields. The discrepancy between religious participants’ perceptions of religious scientists and their underrepresentation in STEM careers suggests that there may be other barriers to their engagement with science, and has implications for efforts to increase diversity in science.

101. Seeing Yourself as Others Want You to Be: Mindfulness-Based-Interventions Increase Self-Infiltration
Martina Kaufmann, University of Trier, Nicola Baumann, University of Trier

The social world confronts each of us with many different goals and expectations. The tendency to perceive others’ expectations and recommendations as self-selected goals (self-infiltration) has been negatively associated with well-being (Baumann & Kuhl, 2003; Kazén, Baumann, & Kuhl, 2003; Kuhl & Kazén, 1994; Quirin, Koole, Baumann, Kazén, & Kuhl, 2009). Previous research shows that mindfulness training promotes a shift away from self-referential processing toward a more basic awareness of the present moment (Farb, et al., 2007). In this study, we showed that practicing mindfulness also influences self-infiltration. Following completion of the self-access questionnaire (Quirin & Kuhl, 2018), participants were randomly assigned to either mindfulness training or a control group. Whereas the index of self-infiltration (i.e. FSA rate: rate of false self-ascriptions of externally assigned goals) of participants who evidenced a high score on the self-access questionnaire did not differ between conditions, participants with low self-access showed a higher FSA rate in the mindfulness condition compared with the control condition. These results demonstrate a potential adverse effect of mindfulness-training in which the ability to differentiate between others’ suggestions and self-selected goals become weakened.
102. The Beneficial Effects of Temporal Distancing on Emotions in Daily Life
Dylan Benkley, University of California, Berkeley, Emily Willroth, University of California, Berkeley, Iris Mauss, University of California, Berkeley

Past research has shown temporal distancing, psychologically distancing oneself from an event temporally, has many beneficial effects on well-being. People who use temporal distancing strategies spontaneously and participants who are instructed to do so in the lab regulate distress more effectively, experience less negative affect, and ruminate less. Despite evidence for the beneficial effects of temporal distancing, open questions remain. First, there has been little research on the effects of temporal distancing in daily life using methods like daily diaries. Second, there has been little research on the effects of temporal distancing on specific emotion categories. For this reason, we investigated the effects of temporal distancing on discrete positive and negative emotions during stressful events in daily life using daily diaries. Participants first answered various questionnaires, including the Temporal Distancing Scale. They then wrote about the most positive and stressful events of each day over 8 days, and answered questions about their emotional reactions, including items on temporal distancing. Mixed model analysis of results showed that for both between and within person daily use of temporal distancing decreases negative emotions, primarily for emotions related to anxiety and sadness, and increases positive emotions.

103. The Effect of Ethnic-based Racism on Stress and Executive Function
Rebeca Fierro-Pérez, The University of Texas at El Paso, Miriam Alvarez, The University of Texas at El Paso, Michael Zarate, The University of Texas at El Paso

The proposed research investigates the effects of manipulated racism on self-control, stress, and health choices. Ethnic identity was tested as a protective factor. One-hundred and forty-two Latinx and African American students participated in this study and were randomly assigned to a racism or no racism condition. We hypothesized that participants in the racism condition would exhibit higher stress responses, but that high ethnic identification would be associated with smaller stress upsurges (anxiety, heart rate, and cortisol) and lower loss of self-control. Furthermore, it was anticipated that participants in the racism condition would make more unhealthy food-choices. Four baseline measures were collected: ethnic identity and stress (anxiety, heart rate, and cortisol). The posttest measures included all stress measures, self-control, and a food-choice task. Results revealed that participants in the racism condition had significantly higher heart rate and anxiety, in comparison to the no racism condition. Ethnic identity did not moderate this effect. Additionally, results showed no effect of condition on self-control or food choices. Cortisol analysis are pending. This study aims to provide causal evidence for the effect of racism as a stress inducing factor and examine the extent to which ethnic identity serves as a protective or risk factor.

104. Transgenerational Effects of Holocaust Trauma: The Third Generation Experience
Giuliette Recht, Illinois School of Professional Psychology

Literature on the children and grandchildren of Holocaust survivors serves to illuminate the various ways in which trauma reverberates over time and across generations. Research has begun to emerge on the effects of the Holocaust on the third-generation (grandchildren) of Holocaust survivors as well. This research project set out to add to the emerging literature by investigating the existence of a common experience shared by the third-generation population. A sample size of six adult participants were selected based on a set of criteria utilized to increase homogeneity of the sample and reduce immigration effects. An in-depth semi-structured interview developed by the researcher was utilized to obtain data. The transcription and coding of interviews allowed the researcher to develop common themes, which offered a broad examination of values, strengths, vulnerabilities, and life experiences shared by participants. Further research is necessary in order to determine the extent to which results are unique to this population and reveal the nature of historical trauma for a variety of different populations.
9:15 AM - 10:30 AM

Symposium

Identities and Institutions: Examining Issues of Diversity in College Sexual Assault

Chairs: Kathryn Holland, University of Nebraska, Allison Cipriano, University of Nebraska

Talk 1: Service Barriers for LGBQ and Heterosexual College Sexual Assault Survivors

Allison Cipriano, University of Nebraska, Kathryn Holland, University of Nebraska

Young adults are at a high risk for experiencing college sexual assault (CSA) while attending institutions of higher education. Among those at the greatest risk are LGBQ students (lesbian, gay, bisexual, queer) and heterosexual women. This increased risk is particularly troubling, as internalizing disorders (e.g., depression) are already prevalent among college students. Disparities in mental health between LGBQ and heterosexual youth can be accounted for, in part, by greater rates of victimization experienced by LGBQ youth. Although formal supports provided by institutions of higher education are rarely used by CSA survivors, these services may protect against negative outcomes following an assault. Little research has examined barriers survivors face in using formal resources on college campuses, and the work that does exist has focused primarily on heterosexual students. To address this gap in research, the current study examines how experiencing institutional service barriers may prevent LGBQ and heterosexual CSA survivors from accessing formal services on campus. Survey data were collected from 93 (30% LGBQ) CSA survivors. Regression analyses examine the relationships between service barriers and negative mental health outcomes. Findings advance understanding of service barriers and whether certain barriers contribute to disparities in mental health between LGBQ and heterosexual CSA survivors.

Talk 2: Campus Sexual Violence and Cultural Betrayal in Ethnic Minority Students

Jennifer Gomez, Wayne State University

Campus sexual violence is linked with mental health outcomes (Smith & Freyd, 2013), with ethnic minorities at increased risk for victimization (Porter & Williams, 2011). University responses may be worse for some minorities (institutional betrayal; Smith et al., 2016). Cultural betrayal trauma theory identifies cultural betrayal within-minority group violence due to the violation of group solidarity, which impacts outcomes (Gómez, 2018). The purpose of the study is to assess the impact of cultural betrayal in campus sexual violence and institutional betrayal on mental health outcomes. At a large public university in the Pacific Northwest, a random sample of N = 142 ethnic minority students was obtained (44% Asian/Asian American; 30% Hispanic/Latina/o; 11% Black/African American; 7% Native American/Alaska Native; 8% Native Hawaiian/Pacific Islander). Participants completed self-report measures (e.g., Sexual Experiences Survey, Koss et al., 2007; Institutional Betrayal Questionnaire, Smith & Freyd, 2013; Trauma Symptoms Checklist, Elliot & Briere, 1992). Hierarchical linear regression analyses and tests of indirect effects will determine the additional role of cultural betrayal and institutional betrayal on mental health outcomes for victims of campus sexual violence. This study can inform culturally competent institutional responses for ethnic minority victims of campus sexual violence.

Talk 3: Reporting Campus Sexual Assault and Students’ Trust in the System

Leanna Papp, University of Michigan, Sara McClelland, University of Michigan, Kathryn Holland, University of Nebraska, Lilia Cortina, University of Michigan

Sexual assault is under-reported on college campuses; one important reason for this may be students’ perceptions that the university does not take such reports seriously. In order to better understand who does and does not report sexual assault in university contexts, we examined patterns amongst students’ intersecting identities (e.g., their sexual identity, race/ethnicity) as well as their campus life experiences (e.g., Greek life, sports team) to see whether these predicted their beliefs in the university reporting structure. We analyzed the 2015 Campus Climate Survey from a large Midwestern public university (N...
Overall, 222 (12%) students reported experiencing sexual assault in the past year; of these, 9 (8%) reported this assault using university reporting structures. A two-step cluster analysis was used to examine students’ demographics and university participation; clusters aided in further analysis of students’ trust in the university. We found that students’ trust in the reporting system differed by gender, sexual identity, and whether they belonged to one or more university group. These findings have implications for how universities can address gaps in trust and focus on changing systems that students have come to rely on, but do not trust.

Symposium

Intersections between Social Identity and Psychological Distress
Chair: Candace Mootoo, Fordham University

Talk 1: Microaggression’s Impact on Traumatic Stress: Influences of Identity
Evan Auguste, Fordham University, John Samuels, Fordham University, Emily Weinberger, Fordham University, Zoe Feingold, Fordham University, Maria Jimenez-Salazar, Fordham University, Keith Cruise, Fordham University

Microaggressions are a common way in which racism is experienced in the United States. Furthermore, racial microaggressions have been linked to a number of mental health outcomes, including symptoms of anxiety, depression, and PTSD. The degree to which ethnic-racial identity (ERI) influences this relationship remains an open empirical question. The purpose of the current study was to examine to what extent aspects of ERI impact the effects of microaggressions on trauma reactions and depression. Specifically, ERI centrality, or how core ERI is to one’s self-concept, and ERI regard, or the subjective evaluation of one’s ERI, were assessed. Additionally, the study examined self-reported stress ratings of microaggression exposures. The paucity of quantitative analysis on microaggressions has been central to many critiques of microaggression research. As such, the associations of microaggressions with ERI and trauma symptoms were quantitatively assessed. Participants were 140 mixed gender, young adults of color recruited online. The findings of this study have research and practice implications for how racial and ethnic identity should be understood clinically, as well as understanding how microaggressions impact mental health problems.

Talk 2: Discrimination, Adolescent Well-Being, and American and Ethnic-Racial Identity
Candace Mootoo, Fordham University, Tiffany Yip, Fordham University, Andrew Rasmussen, Fordham University

Research on ethnic-racial discrimination (ERD) has proliferated in the past twenty years, and much is known about its negative impacts on mental health. Despite extensive documentation of the consequences of ERD, less is known about the pathways through which discrimination exerts negative impacts on mental health over time. One gap in the literature relates to understanding the relationship between ERD and a significant yet understudied aspect of identity, American identity. Specifically, the feelings that youth have about being American and the significance of this identity to their self-concepts. For ethnic minority youth, experiences of discrimination may impact perceptions of their sense of belonging within American culture. This study investigates the roles of both American and ethnic-racial identity among adolescents (n = 305) in a multicultural, urban context. We examine whether and how these identities are impacted by discrimination, and further, whether changes in identity predict negative outcomes in terms of depressive symptoms, interpersonal conflict, and sleep difficulties. Research findings may inform interventions for ethnic-racial minority youth in multicultural contexts with regard to promoting healthy identity development.

Talk 3: Susto, PTSD, and Cultural Identity in Mexico and the U.S.
Michelle Leon, Fordham University, Leah Feuerstahler, Fordham University, Andrew Rasmussen, Fordham University, Sara Romero, Fordham University

Susto, a folk illness, and culture-bound syndrome, is observed in Latin Americans and Latinos living in the U.S. Research has linked susto and post-traumatic stress disorder (PTSD), as both are etiologically defined by distress due to a sudden intense fear or a traumatic event. While substantial susto research is linked to PTSD, there is a lack of research investigating symptom overlap between both illnesses and how this differs among specific ethnic groups. The purpose of this study is to
assess whether susto, reported in various Latin American groups, plays a role in the identification of distress. The aim is to investigate differences in the self-reported PTSD symptoms identified in susto literature in individuals from various cultural groups. We will report findings cross-nationally and cross-culturally from a sample (n = 1893) of Mexican (indigenous/non-indigenous groups) and U.S. (Latinos, Whites, and African Americans) participants. Susto is considered a culturally sanctioned attempt to call awareness to one’s social or medical needs and can serve as a predictor of mental health problems. Considering how mental health presents differently from one cultural group to another, discussion will revolve around susto serving as a point of intervention and prevention when treating individuals from specific cultural identities.

Talk 4: Symposium Discussant
Tiffany Brannon, UCLA

Symposium . . . . . . . . . . . . . . . . . . . . West Coast

Using Service Learning to Create Agents of Change
Chair: Diane Hall, Bay Path University

Talk 1: Service Learning as a Bridge to Community Awareness and Engagement
Diane Hall, Bay Path University

The focus of this talk will be how service-learning activities benefit the students, institution, and population served. Various models of service learning will be presented as a means to illustrate the ways students can simultaneously learn about themselves, develop an awareness of social injustices, and how to facilitate change in a diverse world. Strategies will also be shared on how to help foster student leadership and professional growth and development.

Talk 2: Building Community Relationships and Sustainable Collaborations
Vernon Percy, Bay Path University

This talk outlines a systematic approach to finding an appropriate service-learning site and establishing a mutually beneficial sustainable working relationship. Topics such as how to evaluate the needs of the students and potential site, identifying resources, and how to propose the project will be discussed. The presenter will help attendees consider options and resources to help navigate the landscape of higher education and community partners. An emphasis will be placed upon the creation of opportunities for students to experience personal and professional growth as they move through the stages of self-reflection, awareness, and action.

Talk 3: Developing Service Learning in the Classroom: A Step-by-Step Approach
Vernon Percy, Bay Path University, Diane Hall, Bay Path University

Attendees will have an opportunity to engage in a hands-on guided interactive activity designed to help them conceptualize how service learning may be structured and implemented within their own course. Participants are encouraged to bring syllabi if they have a particular course in mind. The presenters will help attendees brainstorm ideas for the creation of a service-learning component in their course, develop learning outcomes and methods of assessment, and troubleshoot potential challenges and barriers to implementation such as costs, transportation, and other logistics. This session is designed to give participants a solid foundation to build upon as they consider ways to utilize service learning as a vehicle for facilitating student prosocial behavior, advocacy, and engagement within the greater community.
Interactive Discussion . . . . . . . . Pacific A

Advocating for Social Justice Through Academic Leadership and Governance
Allen Omoto, Claremont Graduate University, Maureen O’Connor, Palo Alto University, Amy Marcus-Newhall, Scripps College

This interactive session will provide an opportunity for administrators, would-be administrators, and individuals involved in governance activities to share some of their experiences, both good and bad, in fighting injustice in their institutions and professional work. The facilitators have all served in SPSSI governance and also in academic administrative positions at different types of institutions (e.g., liberal arts college, graduate university, specialized university). They will share examples of “lessons learned” and note current and future social justice issues they see on the horizon as a result of the political landscape, demographic shifts, and ongoing changes in higher education. They will also explain how they attempt to bring social justice principles into their administrative work and provide ideas on some ways colleges and universities can foster social change and scholar activism. As such, the session is expected to include discussion of reward structures, multiple stakeholder groups, external and internal pressures and traditions, and viewpoints on shared governance. Discussion and sharing by session participants will be used to identify potential models of social justice-focused leadership as well as to offer recommendations for training and experience needed by SPSSI members who serve or seek to serve in administrative roles.

Interactive Discussion . . . . . . . . . . . . . . Harborside

Becoming More Marketable: Discussion on Work Balance, Visibility, and Branding
Adriana Espinosa, The City College of New York, Danielle Dickens, Spelman College
Sponsored by the Early Career Scholars Committee

The ECS committee is sponsoring this panel discussion on topics associated with the improvement of one’s marketability. The target audience for this session includes academic and non-academic early career attendees. The panel includes senior, mid-career and/or advanced junior scholars, in both academic and non-academic environments, and one facilitator. The facilitator will field a set of predetermined questions to the panel and ensure a structured discussion. After conducting a survey of SPSSI members, the ECS committee identified three main topics to include in the panel discussion. One topic centers on creating a balance between job-related duties (e.g., research, service and teaching/mentoring) to become a more effective professional, as well as the common pitfalls to avoid. In addition, the panel will cover tips for effective use of social media (or related outlets) to improve one’s branding, impact and visibility. Finally, the panel will provide guidance on how to write a Curriculum Vitae (CV) or Resume that stands out, thus improving one’s visibility. For each topic, panelists will also provide the audience with handouts and other resources. The 75-minute session will consist of 50 minutes of panel discussion, and 25 minutes of open discussion where audience members may ask additional questions.

15-Minute Presentations . . . . . . . . Embarcadero

Perceptions of the Other in a Criminal Justice Context
Sarah Camille Conrey, University of California, Santa Cruz, Craig Haney, University of California, Santa Cruz

This study examined changes in national newspaper coverage of crime and criminal justice from 2015 through 2017 - a period of significant political shifts. Three hundred articles from four national newspapers (selected on the basis of their wide distribution) were coded for the presence of punitive and progressive themes, and coded statements were analyzed quantitatively and qualitatively. This method was supplemented with keyword searches for relevant terms in national newspapers and broadcast news outlets. The quantitative results indicated that across all three years there were substantially more articles with at least one progressive theme than those with at least one punitive theme, but that there were significant changes in the presence of several punitive and progressive sub-themes. Qualitative analysis of the progressive statements suggested that there was a greater focus on value-based issues or arguments for reform, particularly racial bias, as opposed...
to more pragmatic arguments, such as the costs associated with punitive crime-control measures. Despite the overall higher presence of progressive themes, based on both the qualitative and quantitative findings there were indications of polarization, particularly across publications. Finally, keyword searches indicated the possibility of an overall decrease in news media coverage of criminal justice issues from 2015 to 2017.

Influence of Anxiety and Intergroup Contact on Other-Race Face Memory
Isabeau Tindall, Murdoch University, Guy Curtis, Murdoch University, Vance Locke, Murdoch University

It has long been established that anxiety at the time of viewing a face and viewing a face of another race can reduce face recognition accuracy. Whether these factors can interact with each other to further reduce face memory, however, has not been extensively examined. The present study (N=55, MAge: 26.38) sought to examine this through exposing participants to an anxiety stressor. The impact of intergroup contact, individuating experience with individuals of the other-race and intergroup anxiety were also examined. Results collected suggest that when anxious, participants are worse at recognizing faces belonging to their own-race and are slightly better at recognizing faces of another-race, when compared to non-anxious controls. Intergroup anxiety did not influence results. When intergroup contact and individuating experiencing with the other race were entered as covariates, this interaction was still significant. Interestingly however, the influence of race on face-memory when these factors were entered as covariates was no longer significant. Findings are discussed in relation to future research, such as the importance of intergroup contact with other-race individuals, how results observed implicate the criminal justice setting, and what is already known about how these factors affect face memory.

Mainstream versus Ethnic American English, Race and Perceptions of Risk
Jasmine Martinez, University of Nebraska-Lincoln, Richard Wiener, University of Nebraska-Lincoln

In Florida v. George Zimmerman (2012) a key witness spoke Ebonics and was perceived as less intelligent and less credible than individuals who speak Mainstream American English (MAE) (Winter & Scott-Bacon, 2016). The present study examined another area of the legal system in which speaking Ethnic American English (EAE) might influence evaluations. Specifically, we studied how probationer race and language affect judgments of risk and credibility. An online survey platform randomly assigned community participants to hear an interview, between an officer and offender (Black, Latino, or White) where the offender either spoke MAE or EAE. An image of the offender appeared along with a background description that included name, age, race/ethnicity, and birth location. After hearing the interview, the participants rated the offender on various scales, including measures of warmth and competence via the Stereotype Content Model (Fiske et al., 2001). Analyses explored the role of competence and warmth on judgments of risk, we also explored interactions shaping how participants perceived White offenders who spoke MAE on ratings of credibility and risk compared to Black and Latino offenders who spoke EAE. The paper discusses the role of language, race and ethnicity in the perception of risk for low level offenses.

Racial Bias Increases False Identification of Black Faces in Simultaneous Lineups
Joseph Vitriol, Harvard University, Jacob Appleby, Tulane University, Eugene Borgida, University of Minnesota, Twin Cities

People are better able to correctly identify the faces of individuals who belong to their own race. Research linking the cross-race effect in face recognition to racial attitudes has been limited to explicit measures and sequential presentation formats. Using a simultaneous lineup task, our results from two studies revealed a systematic relationship between explicit racial bias and increased false identification of Black faces. We observed inconsistent evidence to suggest that individual differences in implicit attitudes impact judgments of Black faces. Nevertheless, nonconscious activation of crime-related concepts prior to encoding facial targets impaired White perceivers’ accuracy for Black faces. Nonconscious priming of crime concepts did not affect White perceivers’ judgments of White faces. Thus, among Whites, racial bias, as a function of both individual differences and contextual cues, can increase the false identification of Black faces in simultaneous lineups. Theoretical and legal implications for face recognition and eyewitness memory are discussed.
Race and Gender in the Workplace

Antecedents to Feedback-Seeking: Does Race Matter?
Arielle Lewis, Indiana University-Purdue University Indianapolis, Brad Wolfred, Indiana University-Purdue University Indianapolis, Jane Williams, Indiana University-Purdue University Indianapolis

Utilizing a cost-value framework, the management literature has considered how individual characteristics and situational factors influence an employee’s decision to seek feedback; however, the extant literature has not systematically considered race in this way. The current study addresses this gap by examining whether a supervisor’s outgroup racial identity influences one’s willingness to seek feedback. This study also examines the mechanisms by which a supervisor’s race may suppress feedback-seeking and under what conditions. Black employees recruited via Amazon’s Mechanical Turk will review a fictitious company followed by a description of a current supervisor depicted as either White or Black. Participants will then indicate their likelihood of seeking feedback from that supervisor and complete measures of their overall feedback seeking orientation (FSO), racial identity centrality (RIC), and trust. It is hypothesized that participants will report lower likelihood of seeking from a White supervisor than a Black supervisor due to reduced trust; particularly, when an individual is high in RIC. It is also hypothesized that employees who report low FSO will report lower levels of feedback-seeking despite trust in the supervisor. Because direct feedback-seeking is associated with positive outcomes, minority employees choosing to forgo feedback-seeking may unintentionally disadvantage themselves.

Race-status Associations Predict Whites’ Job Candidate Preferences
Brittany Torrez, Yale University, Cydney Dupree, Yale University

Little research has examined the stereotypical association between race and occupational status, let alone their consequences for Whites’ hiring and selection decisions that can maintain the status quo. Despite the rise in prominent counter-stereotypical minority exemplars, race-status associations (RSAs) remain, linking Whites with high-status occupational positions and Blacks with low-status occupational positions. Using a novel measure of RSAs, this project explores the consequences of holding RSAs for Whites’ preferences for job candidates. Using a video interview paradigm, results reveal that RSAs predict a reduced preference for Black applicants and an increased preference for White applicants who are seeking a high-status position. Supplementary analyses suggest that White/high-status (rather than Black/low-status) RSAs may drive this effect. Although this novel measure of RSAs does not assess outgroup bias or endorsement of status hierarchies, it is uniquely predictive of status-relevant responses above and beyond pro-White/anti-Black bias and socio-political ideology. Finally, ongoing data collection seeks to replicate these effects amongst those with hiring experience and reverse the effect by manipulating RSAs. These findings highlight the organizational implications of RSAs and the role they may play in maintaining racial status hierarchies.

Third-Party Prejudice Accommodation Increases Gender Discrimination
Andrea Vial, New York University, John Dovidio, Yale University, Victoria Brescoll, Yale University

We examined how gatekeepers in charge of hiring discriminate against women based on the perceived biases of relevant third parties (i.e., someone who would work closely with the new hire), due to the formal demands of the hiring role. Participants in 4 experiments (i.e., Mturk workers, college students, and human resources professionals; N=1,731) read a vignette involving a hiring decision, which included a cue to third-party prejudice against women or not. Then, participants were asked to choose between identical male and female candidates for the job. When third-party prejudice cues were included (vs. not), participants reported a lower preference to hire a female job candidate. We further found that such prejudice accommodation was driven by the demands of the gatekeeper role, which focus on prioritizing fit between a new hire and existing organizational members. Across studies, both men and women accommodated third-party prejudice against women, and we report additional data suggesting that individuals accommodate gender-based prejudice regardless of their own gender bias. A focus on the roles that people occupy and on the demands of those roles can illuminate the indirect ways that bias is manifested in employment contexts, even in the absence of direct antipathy toward members of stigmatized groups.
Threatened Belonging: Interpersonal Consequences of Stereotype Threat and Subtle Sexism
Tara Dennehy, University of British Columbia

Do subtle stereotyped cues impact the interpersonal motivations and behaviors of women in male-dominated professions? Across three experiments, I examine the consequences of stereotype threat and subtle sexism for women's interpersonal motivations and behavior in simulated job interview settings. In Experiment 1, both stereotype threat and subtle sexism from a male interviewer led to women reporting greater feelings of threat and more negative evaluations of the interviewer. In Experiment 2, male and female naïve observers (N = 185) viewed videos of interviewees from Experiment 1 without sound. Naïve observers evaluated female interviewees under either form of threat as less competent, hireable, and likable. In Experiment 3 (N = 277), women imagined interacting with a subtly sexist versus neutral interviewer after being excluded (vs. included). Exposure to the subtly sexist interviewer led to greater expected threat in the interview, which in turn decreased the perceived identity safety of the work environment, but only for women whose belonging had previously been threatened. These experiments suggest that experiences of social identity threat from the environment and from social interactions not only impact women's self-concepts, motivations, and behavior, but can also lead outside observers to evaluate these women as less capable and less qualified.

15-Minute Presentations

Bay

Racial and Ethnic Identity Processes

Do Ethnic Identity Processes = Racial Identity Processes?
Tina Reifsteck, Rutgers University, Newark, Luis Rivera, Rutgers University, Newark

Social psychologists have tacitly assumed that ethnic and racial identity processes stem from the same mental representations, but this flies in the face of theoretical distinctions between ethnicity and race. Ethnicity essentially refers to cultural factors and race to phenotypical features, so groups should exhibit different racial versus ethnic identity strengths. Moreover, because ethnic and racial identities protect and maintain stigmatized individuals' self-worth, they should exhibit stronger racial and ethnic identities in general relative to non-stigmatized individuals. In a mixed-factorial experiment, Black, Latinx, and White participants (N=573) completed the Multicomponent Model of Ingroup Identification measure twice (before and after a battery of unrelated measures), but instructions primed either “ethnicity” or “race.” Regardless of identity manipulation, Black and Latinx participants had stronger racial and ethnic identities than White participants, suggesting that these identities are more functional for stigmatized groups. Moreover, the identity manipulation was significant – participants across all groups exhibited stronger identities when ethnicity was primed relative to race, suggesting that contextual cues activate unique racial versus ethnic mental representations of identity. Our data support the need for more social cognition research on nuanced racial and ethnic identity processes that reveal when and for which groups unique identity processes are functional.

Parental Racial Ethnic Socialization and Psychosocial Outcomes among Black Adolescents of Different Ethnic Subcategories
Carlisa Simon, UCLA, Sandra Graham, UCLA

Ethnic-racial socialization (ERS) is defined as the communication of parents’ worldviews regarding race and ethnicity to their children (Hughes et al., 2003). While studies have examined the psychosocial impact of racial discrimination and ERS in diverse groups, there are some ethnic subgroups about which less is known (Neblett et al, 2012). Therefore, this study assessed the differential effect of ERS on the psychosocial outcomes of Black adolescents from three subgroups: Black/African-American, Black/other country of origin, and Black/biracial. Participants were a sample of 824 adolescents who identified as either Black/African-American (n = 605), Black/other country of origin (n = 59), or Black/biracial (n = 160) from 26 urban schools in California. ERS was measured with seven items, while psychosocial outcomes included measures of depressive symptoms (7 items), loneliness (5 items), ethnic identity (6 items), and teacher racial climate (3 items). Hierarchical linear regression analyses revealed that frequent messages of cultural ERS were associated with stronger ethnic identity for all Black youth. However, the analysis also revealed that Black/biracial adolescents who received frequent messages of cultural ERS reported less favorable perceptions of teacher racial climate compared to Black/African-American adolescents.
Roots and Dreams: Does Perceiving Ethnic/ideal Fit Impact Engagement?
Regine Debrosse, Northwestern University, Donald Taylor, McGill University, Mesmin Destin, Northwestern University

Because of stigma and underrepresentation, many minority students find it difficult to align how they perceive their ethnic identity with how they perceive their aspirations; yet, many others find ways to align them. These mismatches, as well as strategies to reduce or prevent them, could undermine health and motivation outcomes. Building on Self-Discrepancy Theory and Social Identity Approach, we introduced ethnic/ideal fit and self-discrepancies (i.e. perceived fit or mismatches between who a person aspires to be and their ethnic identity) and ethnic/ought fit and self-discrepancies (i.e. perceived fit or mismatches between who a person feels obligated to be and their ethnic identity) – and questionnaires to assess them. In 5 studies, these notions were related but distinct from other self-discrepancies, collective self-esteem, and value fit. Stronger ethnic/ideal fit was associated with lower academic disengagement, in cross-sectional and longitudinal studies with college students, and with higher engagement with school in community studies with immigrant adolescents. In an experiment, college students led to perceive high ethnic/ideal fit (vs. self-discrepancies) through a dichotomous-anchor manipulation reported lower (vs. higher) academic disengagement.

Social Dominance Orientation Moderates the Effect of White Identity on Far-Right Extremism
Max Bai and Hui Bai, University of Minnesota-Twin Cities

Although White's racial identity has been traditionally regarded as irrelevant, recent evidence suggests that it is playing an increasingly prominent role in shaping Whites' social and political opinions. This paper presents evidence from two studies (total White N=1,898) that White Americans' racial identity predicts far-right extremism such as feelings toward extreme groups (Alt-right, KKK, and Nazi) and adoption of extreme attitudes (e.g., willingness to personally attack illegal immigrants). Furthermore, this paper shows that the effect of White identity is moderated by Social Dominance Orientation (SDO). The effect of White identity is stronger for someone with a high level of SDO, but its effect is muted for those who have a low level of SDO. Therefore, evidence from two studies show that in the contemporary political context, the effect of White identity is more relevant than previously thought, and SDO is an important moderator that can activate the effect of White identity.

15-Minute Presentations

Refugees and Immigration

A Paradoxical Intervention Improving Intergroup Relations in the Refugee Context
Nadine Knab, University Koblenz-Landau, Melanie Steffens, University Koblenz-Landau

More and more people agree with the statement that Germany cannot take any more refugees and the news is filled with reports of demonstrations against refugees. Although highly necessary, interventions to decrease perceptions of threat, increase openness to alternative information and willingness to compromise are still scarce especially for people holding negative attitudes towards refugees. In this case, a paradoxical intervention, in which attitude-consistent, but extreme information is provided, could prevent the tendency blocking inconsistent information to one’s own viewpoint and pave the way for peace promoting actions. In two studies (total N = 259) we adapted a paradoxical leading questions paradigm to the intergroup context of Germans and refugees. In Study 1, we provide evidence that paradoxical questions reduced the ethos of conflict (e.g. threat and diversity perceptions) and resulted in a higher openness to alternative information. In Study 2, we had a sample comprised of people with political affiliations and extended the effect to willingness to compromise even after a one-week delay. There was an indirect effect on contact intention and condemnation of violence. These results show an important opportunity to tackle pre-conditions that will increase the likelihood for peace-promoting factors like contact intention and condemnation of violence.
Cruzando Fronteras: Experiences of LGBTQ Latinx Undocumented Immigrants
Taymy Caso, New York University

According to the Center for American Progress, there are approximately 11 million undocumented immigrants in the United States, of which more than 75% are Latino/x (Flores, Brown & Herman, 2016). Approximately, 10 percent, or 1.1 million, probably identify as LGBTQ (Suarez-Orozco & Yoshikawa, 2011). LGBTQ undocumented immigrant families collectively experience discrimination, harassment, and bullying at the hands of their classmates and teachers due to their race, ethnicity, sexual orientation, and gender identity, in addition to factors most immigrant children endure (Tumma-Narra, 2014). Increased levels of psychological distress coupled with fragmented social support systems have also been associated with negative mental health outcomes in gender nonconforming adolescents and emerging adults, who often experience comorbid psychological disorders in relation to previous traumatic experiences (Coleman et al., 2012). Moreover, these stressors often contribute to substance use, risky sexual behaviors, negative mental health outcomes, and ultimately, high rates of self-injurious behavior and suicide (Coleman et al., 2012). Lack of access to culturally competent, affirmative service provision increases the mental health burden within these communities (APA, 2012, p. 7). Given the worsening conditions at the U.S.-Mexico border, this presentation will discuss the (a) experiences of detained undocumented immigrants and their children at ICE detention centers, particularly those that identify as LGBTQ; (b) conditions at the U.S.-Mexico border (i.e. water drops, border patrol, checkpoints); (c) the mental health burden they face; and (d) potential interventions for research and practice.

Violence as a Means to an End: Case Studies of Refugee Youth in Resettlement
Emma Cardeli, Boston Children's Hospital/Harvard Medical School, Sarah Gillespie, Boston Children's Hospital/Harvard Medical School, Saida Abdi, Boston Children's Hospital/Harvard Medical School, Heidi Ellis, Boston Children's Hospital/Harvard Medical School

Children's participation in violence is by no means a new phenomenon; it has many historical antecedents and continues to be a contemporary trend. Despite their young age, children who commit violent acts are often labeled as delinquent, or worse, dangerous and incorrigible. These labels are often unwarranted and can gravely impact children's receipt of the supportive psychosocial services they desperately need. The present study involves an analysis of data collected from the Somali Youth Longitudinal Study: an investigation of risk and resilience factors among Somali refugees (age 18-35) resettled in North America. Participants who had reported engaging in violence prior to migration (N=11) were compared to participants who matched them on key demographics (N=164), including gender, location of birth, and age at immigration. Mann-Whitney U-tests indicated significant differences between groups across many constructs of interest, including lifetime exposure to traumatic events, mental health symptoms, resettlement factors, and resilience. Findings illustrate the complexity of this phenomenon and the need for a more nuanced understanding of both risk factors for and consequences of children's participation in violence. Clinical and policy implications will be explored with attention to ecological factors, including the ways in which traumatic contexts might compel violent behavior.

10:45 AM - 12:00 PM

Symposium............................East Coast

Fighting Injustice with an Undergraduate Research Training Program in Psychology
Chairs: Leah Georges, Creighton University, Richard Wiener, University of Nebraska, Lincoln

Talk 1: Theory and Philosophy of a Research Experience for Undergraduates Program
Richard Wiener, University of Nebraska, Lincoln

The Psychology and Law Research Experience for Undergraduates (REU) at the University of Nebraska-Lincoln, offered research training to underrepresented, first generation college students. The REU students contributed to and participated in empirical research programs in psychology and law. The goals of the REU program were to 1) prepare students for advanced
graduate training in psychology or professional practice in related fields, 2) identify promising underrepresented students and prepare them for careers in psychology, and 3) develop a pipeline of talented and diverse students to become research scientists and practitioners. Upon acceptance into the program, each student joined an existing research team consisting of a faculty member, graduate students, and undergraduate research assistants. Each year the REU program enrolled students from colleges throughout the United States (especially from the Midwest) to study and participate in one of four areas of discourse: 1) Legal Decision Making, 2) Jurors, Witnesses, and Litigants, 3) Cultural and Social Group Influences in Law, and 4) Legal Competencies. A faculty member directed the REU program, while a doctoral student coordinated its multifaceted activities and served as an academic coach for the participants. This paper describes the theory, logic and rationale that formed the basis of the program.

**Talk 2: Program Operations, Student Development, and Longitudinal Outcome Data**
Leah Georges, Creighton University

The REU program hosted junior and senior undergraduates (N = 57), from colleges across the United States to participate in directed research and take psychology and law courses at the host institution. Across the six years of the program, students were 36.8% male and 63.2% female with a mean age of 21.65 years. They were 52.6% white, 31.6% Hispanic, 10.5% Black, and 3.5% American Indian. The vast majority of students were first generation college students (73%) and they reported a mean satisfaction score with their research training of 4.94 (SD = 1.51) on a 7-point Likert scale. In order to realize the program goals the graduate student coordinator met regularly with students to mentor them individually and to engage in group reflection. Forty-two percent of students completed or are currently enrolled in a social science doctoral or professional program, 28.9% completed a master's degree in a social science or related field, 23.7% completed a bachelor's degree, and one student did not complete a college degree. The former graduate student coordinator, now an assistant professor in interdisciplinary studies will discuss best practices about supporting students as well as qualitative and quantitative findings about the long-term impact of the program components.

**Talk 3: Activist, Scholar, and Organizer: The Trajectory of a Program Alumna**
Janaé Bonsu, University of Illinois at Chicago

As an undergraduate student at the University of South Carolina-Columbia, I was certain that I wanted to be a forensic psychologist. Familial experiences at the intersection of the criminal legal system and mental health led me to this interest, and I yearned for opportunities to gain knowledge and pertinent research experience that would position me as a strong candidate for PhD programs in psychology. The REU Program at the University of Nebraska-Lincoln provided such an opportunity. I left my home institution for an academic year to join a cohort of diverse and dynamic REU students. The experience shaped my analysis of social problems, and greatly expanded the breadth of my social science skills. The REU program also provided a space to develop lasting friendships and other invaluable relationships. These experiences shaped my work as an activist, social policy researcher, an active leader in Chicago’s Black Youth Project 100 (BYP 100), and an author for several public policy agendas and book chapters. Now, as a PhD candidate in social work and co-director of a national social justice organization (not a forensic psychologist), I will discuss the professional and personal benefits, limitations, and lasting impacts of participating in the REU program.

**Talk 4: Wait, Don’t You Study Water?**
Joseph Hamm, Michigan State University

During my time in REU Program at the University of Nebraska-Lincoln, I learned to think interdisciplinarily. What I did not realize at the time was how that skill of thinking about ideas from multiple lenses would impact my future career development. I came from a small state college in Colorado without many research opportunities but during my time in the REU program, I studied psychology and law in a lab that explored earwitness identification. This experience, along with working with like and not-like minded colleagues in graduate school helped me hone my ability to develop another side of my research portfolio that addresses the management of natural resources. Specifically, working at the intersection of psychology and law illustrated the importance of trust from various stakeholders in the legal system, as well as those directly impacted by the system. I have since applied these lessons to my current work as an Assistant Professor to understand how social psychology informs the fields of criminal justice and environmental science. In this presentation, I will reflect on my REU experiences and discuss the opportunities and challenges that programs like this provide for students who take unexpected paths through their graduate and early career development.
10:45 AM - 12:00 PM

Symposium

Harnessing Large-Scale Longitudinal, Community-Informed, and Subjective Social Status Perspectives to Redress Economic Inequality
Chair: Matthew Diemer, University of Michigan

Talk 1: Charting How Wealth Shapes Educational Pathways from Childhood to Early Adulthood: A Developmental Process Model
Matthew Diemer, University of Michigan, Aixa Marchand, University of Michigan, Rashmita S. Mistry, University of California-Los Angeles, Fabian P. Pfeffer, University of Michigan

Wealth plays a pervasive role in sustaining inequality and is more inequitably distributed than household income. Research has identified that wealth contributes to children's educational outcomes. However, the specific mechanisms accounting for these outcomes are unknown. Using the Panel Survey of Income Dynamics and its supplements, SEM tested a hypothesized longitudinal chain of mediating processes. Participants – and their parents – were followed over twenty-seven years, from pre-birth to early adulthood, to examine how wealth may foster the parental and youth processes (e.g., expectations, academic achievement) that lead to later educational attainment in early adulthood (approximately ages 23-27). Analyses controlled for parental income and addressed endogeneity threats. Results indicated that wealth (a) engenders parental and child processes that promote educational success, (b) plays a different role during early childhood versus the transition to adulthood, and (c) pre-birth wealth has a significant mediated relationship to educational attainment twenty-seven years later. This illuminates the developmental antecedents of inequality, and achievement gaps that are not fully accounted for by disparities in parental income. This model also indicates that through a series of cascading processes across childhood and adolescence, family wealth impacts the specific interlocking mechanisms that lead to educational success.

Talk 2: Adolescents’ Perceived Social Status, Educational Engagement, and Psychological Well-Being
Rashmita Mistry, University of California-Los Angeles, Aprile D. Benner, University of Texas-Austin, Farin Bakhtiari, University of Texas at Austin

Economic inequality in the U.S. touches adolescents’ lives in myriad ways, including how they construe their families’ socioeconomic position in society and how it influences their well-being and future orientations. Among adults, lower social positions – SES and perceived status – consistently negatively predict a host of outcomes. Yet, researchers are only just beginning to attend to the consequences of youths’ perceived social status, beyond SES. In the current study, we assessed (1) the extent to which adolescents’ perceived social status is related to their educational engagement and psychological well-being, and (2) whether a match/mismatch between adolescents’ perceived social status and peers’ perception of their social status moderates these associations. Data came from an ongoing study of 1,010 thirteen to fourteen-year-old diverse youth. Results of latent variable SEM analyses indicated that indicators of social position – parental education, subjective social status, and participants’ ratings of their family’s social class – consistently predicted psychological and social well-being, and psychological well-being, in turn, predicted a latent construct of academic adjustment. Moderation analyses will address research question #2. Taken together, findings suggest that adolescents are sensitive to social status and that their perceptions uniquely contribute to their well-being.

Talk 3: “Think Local First:” Leveraging Findings from Community-Engaged Scholarship for Change
Heather Bullock, University of California-Santa Cruz, Erin E. Toolis, University of California-Santa Cruz

Economic inequality is one of the greatest challenges of our time (World Economic Forum, 2015). Both income and wealth are highly concentrated at the top of the economic distribution. The top 1 percent now holds more wealth (39%) than the bottom 90 percent combined (23%; Stone et al., 2018). With slim prospects for progressive federal action, local and regional initiatives are increasingly important vehicles for reducing economic disparities. We draw on key findings from two
community-engaged projects to illustrate how locally-grounded research can be used to advance an economic justice agenda. We discuss how findings from a study of low-income Latinas’ financial service is being leveraged to spur county-wide action related to economic marginalization and predatory lending, and how an analysis of community needs and assets is being used to raise awareness of intersections of racism and classism. In doing so, we highlight strategies for maximizing impact (e.g., connecting findings across different local and regional projects). We also consider the unique contributions that psychologists and their partners can make to these efforts.

Symposium

Intersectional Applications: Centering Devalued Perspectives for Social Justice

Chair: Kim Case, University of Houston-Clear Lake

Talk 1: Evaluating Critiques and Extensions of Intersectionality
Leah R. Warner, Ramapo College of New Jersey, Tuğçe Kurtiş, University of Kansas, Akanksha Adya, University of West Georgia

As the use of intersectionality increases in psychology, so do the critiques and extensions of it (May, 2015). Scholars who want to integrate intersectionality need to navigate these critiques in order to maximize intersectionality’s effectiveness and minimize its potential pitfalls. Some critiques reveal flaws that need to be addressed for an effective application of the theory. However, critiques can also undermine intersectionality’s radical potential by reasserting dominant worldviews. In this talk, we distinguish between problematic critiques and facilitative critiques in terms of their capacity to extend the radical potential of intersectionality, particularly in terms of well-being and social justice. Problematic critiques can be categorized as those that validate the very notions that intersectionality seeks to challenge, such as when the critique devalues perspectives of women-of-color and others multiply marginalized groups. Drawing from Cole’s (2015) “responsible stewardship,” we argue that facilitative critiques broaden the scope of intersectionality and promote a more complex understanding of structures of inequality. They do so while also engaging with and giving credit to foundational intersectionality scholarship. We focus on two facilitative critiques, namely assemblage theory and decolonial intersectionality, in terms of how they reclaim intersectionality for a more inclusive approach to well-being and global social justice.

Talk 2: Female Gang Members Negotiating Intersectional Power
Desdamona Rios, University of Houston-Clear Lake, Erin Gutierrez, Homeboy Industries

Missing from most research on gangs is an intersectional analysis that attends to gender and social class in the context of social institutions such as families of origin, families by proxy (gangs), and the legal system. The National Gang Center (2012) estimates the existence of 30,700 gangs with 850,000 members in the United States, and although female members account for less than 10% of total membership, their numbers and violence among them are increasing yearly as of 2002 (National Gang Center, 2012; United States Department of Justice, 2001). Youth most likely to join gangs have histories of childhood trauma, poverty, and intergenerational family gang membership, and gang membership often involves revictimization in the forms of physical, sexual, and psychological violence. Historically, most interventions have been informed by research on boys and men, with research on girls and women being interpreted through a masculine lens. In this presentation, we use structural intersectionality (Crenshaw, 1991) to guide our analysis of interviews with six women who are former gang members, including two Latinas, two African American women, and one Arab/Muslim woman. The women described experiencing various forms of trauma to themselves or others such as sexual abuse, community violence, murder, and deportation. Reasons for joining a gang include an expected sense of belonging, love, and attention, as well as relief from stressors such as financial uncertainty and sexual predation. Although the women did perceive some forms of empowerment, they also described power, privilege, and oppression within social institutions as gendered between women and men, as well as hierarchical among groups of men. We will conclude with culturally appropriate recommendations for mental health practitioners that include an intersectional perspective for maintaining cultural humility when working with female gang members.
Talk 3: Intersectionality, Diversity and Social Justice in Clinical Psychological Science
NiCole T. Buchanan, Michigan State University, Lauren Wiklund, Michigan State University

Clinical psychological science is at a critical juncture. An increasingly diverse population demands research, interventions, and service providers that are responsive to their diverse needs, yet the field has been resistant to change. APA's Ethical Principles of Psychologists and Code of Conduct (2017) sets a standard for scientific, clinical, educational, and professional activities within the field and require attention to the core tenets of intersectionality theory, albeit implicitly. Understanding the influence and importance of multiple intersecting identities within systems of power and oppression is paramount to ensure one does no harm, provides culturally responsive, respectful interventions, and promotes social justice. As a precept to competence, factors associated with age, gender, gender identity, race, ethnicity, culture, language, or socioeconomic status are essential for effective service provision and research and as such, psychologists must have or obtain education, training, supervision, consultation, and experience to understand these factors (APA, 2017). Further, the APA Multicultural Guidelines (2017), specify the importance of considering contextual factors impacting our clinical work and research, including the intersection of multiple identities. Despite intersectionality being at the core of competence as psychologists, most programs fail to integrate requisite feminist, critical race, and social justice theories and practices into the required curriculum that are central to training intersectional competence. This presentation offers strategies for bridging critical race feminist psychology, intersectionality theory, diversity, social justice, and clinical psychological science, sharing some of the activities the first author and others have utilized to bring concepts of intersectionality to the center of clinical science education, training, and practice.

Symposium...Embarcadero

Stigma, Social Engagement, and Health Among LGB People
Chairs: Megan Mansfield, Claremont Graduate University, Ben T. Blankenship, University of Michigan

Talk 1: Healthcare Stereotype Threat and Health Outcomes in LGB Individuals
Adam W. Fingerhut, Loyola Marymount University, Soon Kyu Choi, The Williams Institute, Alexander J. Martos, Kaiser Permanente

Research suggests that stereotype threat may apply to the experiences that minority individuals have in healthcare contexts and may, in part, explain minority health disparities. Though healthcare stereotype threat, construed as the fear of being judged by healthcare providers through the lens of negative group stereotypes, was originally conceived to understand ethnic health disparities, Fingerhut and Abdou (2017) proposed that the theory is relevant to understanding LGB health disparities. The current research is the first to empirically examine links among healthcare stereotype threat and mental and physical health outcomes among LGB individuals. Data were collected as part of the Generations Study in which a national probability sample of LGB individuals was recruited to participate in a longitudinal examination of health and healthcare. As part of the study, LGB individuals completed a measure of healthcare stereotype threat along with measures of life satisfaction and personal distress, a checklist of medical diagnoses, and frequency of HIV/STI testing. In addition to examining direct links between stereotype threat and health outcomes, analyses will also examine potential moderators including cohort and LGB identity centrality. The research broadens the contexts to which stereotype threat can be applied and potentially establishes a distinct stressor affecting LGB health.

Talk 2: Living and Working Toward Social Change: Identity and Occupational/Life Priorities
Ben T. Blankenship, University of Michigan

Imagine a world where more people strive to focus their time and labor on achieving social equality and justice for their marginalized in-groups and others. Now imagine a world in which people prioritize achievements centered around status, money, or social image. How different would these worlds be? The goal of this study was to evaluate the ways in which identity, perceptions of stigma, and internalization of stigma influence occupational values and life aspirations, specifically those focused on improving the status of marginalized in-groups in society, drawing on theories of political engagement, broadly. Building off a previous study of 424 MTurkers, which showed that individuals with concealable marginalized identities had higher rates of internalization, we decided to focus on groups with concealable stigmas, including sexual minorities. Using a sample of 343 MTurkers from these populations, we hypothesized and ultimately found that perceptions
of stigma predicted internalization, which in turn predicted lower prioritization of occupational values and life goals aimed at bettering the status of these marginalized groups. Implications for occupational/educational counseling, political engagement, and future research are discussed.

**Talk 3: Stigma, Peer Norms, and Drinking Among Sexual Minority Women**

Sarah C. Boyle, Claremont Graduate University

Research investigating disproportionate alcohol use among women who identify as lesbian, bisexual, or queer (LBQ) have largely focused on either sexual minority stigma experiences (e.g., discrimination, harassment, internalization) or perceptions of drinking norms as predictors of alcohol consumption. Despite much social psychological theory on intergroup threat and intra-group dynamics, little research has assessed both antecedents to elucidate whether stigma and norms are unique predictors of alcohol use, examine how stigma may influence perceptions of norms, or investigate potential interactions between these variables. We address this gap in the literature by prospectively assessing recent stigma experiences, perceptions of LBQ peer drinking norms, and alcohol use among 300 LBQ women (ages 21 to 50) taking part in the control arm of an on-going gamified social norms alcohol intervention. Three research questions are examined: 1) Are stigma-related stress and perceptions of LBQ drinking norms unique predictors of alcohol consumption? 2) Does greater stigma-related stress increase one’s alcohol use, which in turn, increases perceptions of peers’ drinking over-time? (self-anchoring/false consensus hypothesis); 3) Does greater stigma-related stress increase the degree to which perceived LBQ drinking norms predict future drinking (i.e., depersonalization/self-stereotyping hypothesis). Implications for intervention development and directions for future research will be discussed.

**Talk 4: Stigma and Sense of Community Among LGB Military Personnel**

Megan E. Mansfield, Claremont Graduate University, Allen M. Omoto, Claremont Graduate University

Nearly a decade after the repeal of Don’t Ask, Don’t Tell, Don’t Pursue (DADT) there is still limited knowledge of the experiences of active duty lesbian, gay, and bisexual (LGB) service members. Previous research in the military and civilian sectors has established that a sense of connection to others and dedication to a goal or mission can buffer against the negative mental health effects of stress and increase retention. As part of an ongoing program of research, this explanatory mixed methods study examined experiences of stigma and the moderating effect of sense of community on mental health and military career intentions of LGB service members. All branches of the US military are represented in the sample and participants additionally were: active duty, joined the military after the repeal of DADT, and had been in the military for at least one year. Preliminary analyses of interview and questionnaire data suggest that despite broad policy changes LGB military personnel are still experiencing the negative effects of homophobia but that social support connections to both military and queer communities moderate the effects of stigma on health and career-related outcomes. Implications for military policies and procedures that will buffer against/prevent stigma-related stress are discussed.

**Symposium: West Coast**

**Underrepresentation in STEM: How Can We Increase the Diversity and Inclusivity of STEM Fields**

Chairs: Christina Lapytskaia, York University, Tina Reifsteck, Rutgers, The State University of New Jersey

**Talk 1: Intensive Exposure to Science Improves Underrepresented Minority Students’ Science-Related Cognition**

Tina Reifsteck, Rutgers, The State University of New Jersey, Luis Rivera, Rutgers, The State University of New Jersey

To increase the diversity and inclusivity of underrepresented minority individuals in STEM professions, promising interventions that attract these individuals to STEM at a relatively young age are necessary. The present research examined the STEM-related cognitive and psychological outcomes of a four-week intensive science summer program primarily for African American and Latinx high school students from an urban city. Throughout the program, high school students worked closely with university faculty, high school science teachers, and undergraduate STEM mentors from diverse ethnic-racial and gender backgrounds. Also, students were exposed to applied science and attended talks by professional scientists with similar ethnic-
racial backgrounds. In a repeated-measures design study, students completed science-related measures of implicit and explicit attitudes and identification, self-efficacy and confidence, threat and challenge, social belonging, and future intentions and aspirations, at the beginning, midpoint, and end of the program. Overall, students’ cognition (e.g., stronger identification with science) and psychology (e.g., stronger appraisals of their talent and confidence in science, i.e., self-efficacy) improved over time. Intensive science youth programs appear to have the potential to attract underrepresented minority individuals towards STEM education. In the long term, such interventions might help to increase diversity and inclusivity in STEM-related careers.

**Talk 2: The Influence of Youth Volunteers in Informal Science Learning Sites**

Fidelia Law, Goldsmiths, University of London, Luke McGuire, Goldsmiths, University of London, Eric Goff, University of South Carolina, Tina Monzavi, North Carolina State University, Adam Hartstone-Rose, North Carolina State University, Kelly Lynn Mulvey, North Carolina State University, Matt Irvin, University of South Carolina, Adam Rutland, Goldsmiths

Informal Science Learning Sites (ISLS; Museums, Aquariums, Science Centers) provide STEM learning opportunities for visitors of all ages. Given the deficit of students entering STEM higher education and careers (ACT, 2011; Peterson et al., 2015) it is crucial for ISLS to provide experiences that foster STEM engagement. Some ISLS offer volunteer opportunities for young people to share their knowledge with other young visitors. Such peer collaboration has been shown to facilitate conceptual understanding in science (Leman et al., 2016). Less is currently known about how interacting with a youth educator at an ISLS influences young visitor’s science engagement and learning. This study investigates how interactions with youth or adult educators in ISLS can play a role in influencing STEM learning and engagement. Participants (N = 370) from four ISLS in the US and UK completed a questionnaire including measures of self-reported learning and questions assessing knowledge takeaway. The results demonstrated that children reported greater learning and answered more questions correctly after interacting with a youth educator. Video and audio data will be presented that shed light on observable learning behaviors and conversations between educators and visitors that help us further understand why youth educators are efficient communicators of science concepts.

**Talk 3: Can I Contribute? Respectful Interactions With Men Boost Women’s Belonging in Tech**

Gregg Muragishi, Stanford University, Gregory Walton, Stanford University

When women enter STEM settings, they may wonder whether they can belong and succeed. Past research has emphasized how static cues—e.g., numerical representation, cultural artifacts—inform these inferences. Yet interpersonal interactions may also signal directly to women about their belonging and potential. Working in a large Silicon Valley tech company (N = 897; 52% women), we theorized that women would report lower levels of belonging and potential for success than men when there is an absence of interpersonal cues; however, we also theorized women’s belonging and potential would be responsive to positive or negative interaction cues. As predicted women, compared to men, reported lower belonging and less potential for success after a neutral description of a new work team. Furthermore, women reported especially lower belonging than men after a negative interaction where a man prevents them from contributing to a project. However, after a positive interaction where a man and woman equally contribute to a project, women reported higher belonging and potential than men. These results suggest that interactions about contribution are important for women’s belonging in tech companies.

**Talk 4: The Use of Intergroup Dialogue to Address Sexism and Increase Diversity in STEM**

Brittany White, University of Tennessee, Knoxville, Keri Frantell, University of Tennessee, Knoxville, Joseph Miles, University of Tennessee, Knoxville

Despite women showing an interest in and seeking STEM education, there is a progressive loss of women in STEM, a phenomenon known as the leaky pipeline (Dasgupta & Stout, 2014). This results in significant consequences for women and society (e.g., wage discrepancies between women and men, greater negative mental health outcomes [Szymanski et al., 2009]). Many efforts have been made to address the recruitment and retention of women in STEM fields (Handelsman & Carnival, 2015; NSF, 2017; Tsui, 2007), but few interventions exist to address systems of privilege and oppression specifically. We used a small group intervention, intergroup dialogue (IGD), to facilitate relationships among men and women in STEM, increase awareness of gender privilege and oppression specific to STEM, and create capacities for social change. Weekly journals and post-intervention interviews identified perspective-taking as a central theme for all participants. This was fostered through five specific categories: (a) Personal Barriers, (b) Work Inside and Outside the Group, (c) Change in Culture, (d) Ally Development, and (e) Critical Consciousness. Implications for increasing diversity within STEM will be discussed.
Symposium

Using Social Psychology to Facilitate System-Wide Change in Higher Education
Chairs: Yoi Tibbetts, University of Virginia, Dustin Thoman, San Diego State University

Talk 1: Building Momentum Year: Researching and Applying
Tristan Denley, University System of Georgia, Jonathan Hull, University System of Georgia, Heidi Leming, Tennessee Board of Regents, Randy Schulte, Tennessee Board of Regents, Dustin Thoman, San Diego State University, Stephanie Wormington, University of Virginia, Chris Hulleman, University of Virginia, Yoi Tibbetts, University of Virginia

To better support our students, the Tennessee Board of Regents (TBR) and the University System of Georgia (USG) have committed to taking a data-driven approach to helping all of our incoming first-year students begin their college tenure on the right foot. We have constructed a “Momentum Year” approach that starts by supporting students to make a purposeful focus area or program choice. This involves outlining a clearly sequenced program map that has students take at least one core English and math course, 9 credits in their academic focus area, and 30 credits overall during their first year. Paramount to the success of this approach is ensuring that students adopt and maintain adaptive learning mindsets. To accomplish this, TBR and USG have partnered with the Motivate Lab to better understand how students’ mindsets are currently operating and determine how we can better support them. Since 2017, we have collaborated on a number of initiatives (e.g., state-wide convenings, randomized controlled trials, grant procurements) to fully leverage our collective expertise and ensure we have a meaningful impact on the success of our students.

Talk 2: How Our Research Process Leads to System Change
Chris Hulleman, University of Virginia, Dustin Thoman, San Diego State University, Stephanie Wormington, University of Virginia, Yoi Tibbetts, University of Virginia

Our partnership utilizes design-based research, randomized control trials, mixed-methods approaches, and improvement science to address the challenge of increasing graduation rates, particularly for students traditionally underrepresented in higher education. Our process involves four steps: empathize and learn, synthesize and plan, prototype and test, and adopt and infuse. These four steps are designed to work across multiple levels of an education system. In addition to targeting students with motivationally-supportive interventions, we have identified four levels of the university system to work within: instructional and community support, curricular and program, institutional, and statewide. At the instructional and community support level we are creating protocols and professional development opportunities (e.g., instructor training modules) that will help practitioners interact with students in a way that is supportive of adaptive learning mindsets. At the curricular and program level we are creating resources for course and program design (e.g., course assignments, out-of-class learning opportunities) to effectively emphasize learning mindsets. At the institutional level, we implement practices and policies customized to address issues most salient at a given school. At the statewide level we encourage inter-institutional collaboration by hosting statewide convenings and structuring networked improvement communities intended to accelerate learnings across the university system.

Talk 3: Research in Action: Empathizing, Learning, Synthesizing and Planning
Stephanie Wormington, University of Virginia, Dustin Thoman, San Diego State University, Chris Hulleman, University of Virginia, Yoi Tibbetts, University of Virginia

To identify high-leverage areas for interventions, our collaboration began with understanding learning mindsets within individual institutional contexts. Our empathize and learn process involved two joint efforts: (1) a comprehensive Mindset Survey to measure incoming students’ learning mindsets, and (2) site visits to identify salient learning mindset issues. The Mindset Survey was completed by nearly 20,000 students across Georgia; findings indicated that incoming learning mindsets predicted first-semester GPA and DFW rates in math and English. Site visits were conducted at six campuses, involving focus groups or interviews with 173 students and 119 faculty/staff. Qualitative syntheses identified some common themes across schools (e.g., more than 90% of students at each campus rated value as a major driver of their motivation to attend college) and some campus-specific themes (e.g., students at state colleges consistently reported lower campus involvement and higher belonging uncertainty). Our synthesize and plan process involved researchers creating a comprehensive report for each campus. Reports presented school-specific Mindset Survey findings; synthesized student, faculty/staff, and institutional
site visit themes; suggested appropriate learning mindset interventions and identified high-leverage areas for interventions based on conversations and observations. These reports set the foundation for ongoing planning calls between researchers and practitioners to begin prototyping interventions.

**Talk 4: Research in Action: Prototyping, Testing, Adopting, and Infusing**
Yoi Tibbetts, University of Virginia, Dustin Thoman, San Diego State University, Stephanie Wormington, University of Virginia, Chris Hulleman, University of Virginia

Based on findings from the Mindset Survey and conversations with stakeholders, we spent the past year working to implement student-focused interventions at pilot institutions. This includes implementing evidence-demonstrated interventions in courses where they have previously been successful in addition to piloting newer adaptations of interventions customized for specific contexts (e.g., first-year experience courses). Learnings from the initial implementations will inform future iterations of interventions. To expedite efficiency, structures are being put into place that will facilitate discussions both within and across individual institutions so that effective practices can be quickly adopted. For example, faculty learning communities are being used to ensure that practitioners are learning with and from one another as new practices are piloted. Furthermore, for two consecutive years we have used a series of workshops throughout the state to disseminate learnings based on analyses and data collected in the empathize and learn phase of the research process. These workshops serve as a venue for disseminating the work more broadly and allow for practitioners who serve similar roles at their institution to share their learnings.

**15-Minute Presentations . . . . . . . . . . Pacific CD**

**New Frontiers in Social Justice Methodology**

**Open Science Values are SPSSI Values**
Christopher Aberson, Humboldt State University

The Open Science movement focuses on enhancing access to the research, data, tools, and products of science. In this talk, I argue that despite legitimate barriers, open science values are consistent with SPSSI values. Approaches such as open-access publishing allow anyone with an internet connection to access research without expensive subscriptions. Freely available tools allow for broader participation in research and the development of a new generation of citizen-scientists. Transparency through sharing of data, materials, and resources fosters opportunities for collaboration and helps ensure the accuracy of research products. SPSSI places great value on giving science away, research that goes beyond publications available only to academics, diverse perspectives, and social justice. These values dovetail with open science values. Open science practices help to even the playing field and allow broader access to the tools (e.g., R) and products of science (e.g., data and publications) as well as increasing collaboration opportunities across various boundaries. Although barriers such as access to data that cannot be shared (e.g., sensitive data) exist, these barriers do not preclude engagement with other aspects of open science. Open science values are social justice values that should be embraced by scientists and policy makers.

**Power Hungry: Using Power Analysis to Inform Evaluation of Government Programs**
Brian Petrie, Public Health Institute, Celeste Doerr, Public Health Institute, Amy DeLisio, Public Health Institute

PHI was contracted by a state agency to evaluate the effectiveness of nutrition- and physical-activity-education interventions provided to low-income individuals. Historically, there has been a strict adherence to the use of interventions, even though analyses of the interventions had low effect sizes or nonsignificant findings. A power analysis was conducted to illustrate that interventions were being analyzed with a power of up to 99% and some results still had small effect sizes or were nonsignificant. The addition of a power analysis, along with a detailed presentation to our client, helped illustrate the differential effectiveness of interventions. Having significant findings, or nonsignificant findings in this case, is only helpful if the agency can understand and interpret the findings. There is more to communicate than just the p-value when explaining the results and their implications for governmental programs. This presentation will discuss the benefits of taking a step back from making significance the focus and will emphasize the importance of communicating the other aspects and meanings of statistical analyses, using Federal Fiscal Year 2018 pre-post data to make recommendations that maximize government investments.
The 2018 California Family Health Study: Using a Large-Scale Quasi-Experiment to Evaluate Services for Low-Income Women
Celeste Doerr, Public Health Institute, Fred Molitor, California State University Sacramento, Samantha Trammell, California Department of Social Services

Social-scientific methods have potential to improve government program evaluations. Demonstrating population-level outcomes of public-health interventions is a challenge. Practical difficulties include assessing exposure to services, in conjunction with relevant outcomes, on a large scale, as well as adequate funding. Molitor and colleagues (2016), used a quasi-experimental approach to investigate the likely effectiveness of a USDA-funded nutrition-education program in California. The researchers implemented the California Family Health Study, a telephone survey of low-income women that included a 24-hour dietary recall interview. Using nutrition-education program reach at the Census-tract level as a predictor, they demonstrated that women living in high-reach areas consumed more produce and fewer high-fat foods than those in lower-reach areas. The current work replicates and extends Molitor and colleagues’ work, using data from the 2018 CFHS. Interviews with 6,660 women included the dietary interview and a series of questions about physical activity. We assessed the potential effect of traditional nutrition education and newer, environmental public-health approaches that make healthy choices more accessible in low income communities. Logistic regression and ANCOVA were used to examine dietary and physical-activity behaviors as outcomes, with nutrition-education and environmental-intervention reach as predictors. Results demonstrate the adaptation of social-scientific methods to inform governmental services.

Using Member Check Sessions to Promote Survivor Engagement in Community Change
Selima Jumarli, University of Maryland, Baltimore County, Nkiru Nnawulezi, University of Maryland, Baltimore County, Samantha Royson, University of Maryland, Baltimore County

In community-based, participatory research (CBPR) studies with sensitive populations, member check sessions are crucial to ensuring that data are valid, meet community needs, and lead to action. However, strategies recommended for traditional member check sessions often do not account for the dynamics of hard-to-reach participants (e.g., homeless or housing insecure) or those who are high risk for further violence (e.g., domestic violence survivors living with abusive partners). The goal of this session is to describe survivor-centered, trauma-informed member check sessions and discuss how these sessions can become gateways for participants to be co-researchers in future studies focused on community change. We employed these participatory strategies across three community-based, qualitative studies that engaged diverse groups of domestic violence survivors: survivors whose partners are in abuser intervention programs, survivors who were homeless or housing insecure, and survivors who were staying at a crisis housing organization. These sessions go beyond traditional member checking and provide a way to engage hard-to-reach, sensitive populations in the research process – helping participants to see how their contributions could move from discussion to interpretation to action. These sessions also inspired connection to others and promote the possibility to make a meaningful contribution to their community.

12:15 PM - 1:15 PM
CONFERENCE CLOSURE
Invited Keynote .................. Pacific CD

The Role of the Scholar-Activist in a Shifting Political Landscape
Dr. Kimala Price, San Diego State University
Introduction by Dr. Alyssa Zucker and Dr. Eileen Zurbriggen

A self-avowed accidental professor, Kimala Price discusses the benefits and challenges of being a scholar-activist on the academic tenure track. Drawing upon her experiences as a women's studies professor, political scientist, and long-time advocate for reproductive justice, she recalls the ways she has integrated her scholarly interests, research agenda, and teaching duties with her commitment to social justice. She argues that now more than ever it is important for us to bring our informed insights to bear on pressing social and political issues and to engage with local communities to address these issues. She also
argues that we should develop equitable partnerships and projects with local communities that places their concerns and needs at the forefront of analysis. Moreover, we need to model thoughtful, compassionate reflection, healthy skepticism, sharp analysis, and respectful critique, which have been noticeably absent in our public discourse during this era of “post-truth” and “alternative facts.”
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