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IN-GROUP/OUT-GROUP PHENOMENA IN CLIMATE CHANGE CONVERSATION

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## **ABSTRACT**

As climate change continues to be a pressing issue for people worldwide, the conversations about the topic are slim to none. Researchers have explored the idea of this lack of discussion being due to an overall lack of concern or if conversations are happening but only in homogenous groups. The present research examines whether intergroup dialogue can be a barrier to discussions about climate change, particularly among Blacks and Whites. An assessment of college students demonstrated that individuals perceive a difference in Blacks and Whites willingness to talk about climate change. While many participants held expectations about who is and isn't likely to talk about climate change, Whites did not apply those stereotypes when deciding whether to initiate a conversation about climate change a particular situation and neither Whites or Blacks applied their stereotypes when explaining others lack of interest to talk about climate change. .

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## **Introduction**

Climate change is one of the most pressing problems the world faces today. Climate change is the change in global climate patterns that have been most evident since the mid-20th century (United Nations, Jan 2014) Climate change is primarily attributed to the ever-increasing levels of atmospheric carbon dioxide that is produced by human use of fossil fuels, particularly by people living in post-industrialized societies. The effects include rising temperatures and sea levels, changing in precipitation patterns, shrinking glaciers, the distribution and range of plants and animals (United Nations, Jan 2014). Evidence of the impacts of climate change is already occurring, with droughts and extreme weather events. Because of human's interdependence on the planet these effects on the planet and all that live on it, also effect humans via our access to water and food, our health via changes in disease trajectories, and on our communities due to people immigrating to avoid climate change impacts and anticipated wars over diminishing resources.

Despite these wider ranging impacts and the importance of climate change, most people do not talk about climate change (Leiserowitz et al., 2011). Discussion is indicative of a lack of prioritization of climate change in our everyday lives. Yet, discussions are critical for creating attention to and plans for actions needed to begin now to facilitate our ability to make cultural shifts in order to reduce demand for fossil fuel based energy and to develop facilities and infrastructure that would allow us to move away from energy produced from fossil fuels to renewables sources. These discussions will require conversations across racial and ethnic groups. The ideas and projects that propel the world, as we know it, forward come from the minds of all kinds of people. Without intergroup discussions, we would never make such progress. Further, without discussions and input from all sectors of the population, solutions may not be viable for

all sectors and may not be readily accepted and adopted. The purpose of the present research is to better understand people's willingness to discuss climate change with members of different racial groups. Here the focus is on discussions between Blacks and Whites.

### **Intergroup Anxiety**

When one member of a group has or anticipates having an interaction with an out-group member, the result is often intergroup anxiety. Intergroup anxiety is a social phenomenon first examined by Walter and Cookie Stephan in 1985 (Stephan & Stephan, 1985). In their groundbreaking study, they looked closely at what causes intergroup anxiety and the implications of intergroup anxiety in intergroup interactions. The researchers claimed that intergroup anxiety depends on the following: prior experience with the groups, intergroup cognitions, the structure of the situation, and personal experience. Intergroup anxiety ultimately comes from fear of negative consequences. These negative consequences are either those that come from one or those that come from judgments from members of either the in-group or the out-group. Stephan & Stephan (1985) proposed that the consequences that were self-imposed could include embarrassment, loss of control or fear of exploitation. Those consequences include fear of rejection, fear of prejudice, or even disapproval from either their in-group or out-group peers.

Intergroup anxiety could pose more of an issue for Whites than racial minority groups due to differential contact opportunities. Whites often have much less experience with intergroup interactions and therefore are more adversely affected by it. On the other hand minorities have more opportunities and often more experiences for intergroup contact. Supporting this claim, Hyers and Swim (1998) found that while the anxiety levels of the Whites and Blacks in an intergroup interaction was not significantly different; the Whites were more self-conscious of their ethnic group during the interaction.

Despite these differences, both groups (White and Blacks) report concerns about intergroup interactions. Interestingly, both assume that they are more interested in interpersonal contact than out-group members and they both express concerns about intergroup interaction, with both citing fear of rejection by out-group members (Shelton & Richeson, 2005). The reasons for the fears appear to be different. Whites express fear that they will be viewed as prejudiced and Blacks express fear of being the target of such prejudice (Vorauer, 2006).

Intergroup interactions can be negative, particularly for Blacks, because members often default to negative stereotypes as the base of their information about another group (Branscombe, Schmitt, & Harvey, 1999; Pinel, 1999). Yet, individuals tend to anticipate intergroup discussion going worse than they actually go (Mallett & Willson, 2008). One reason is that individuals default is to think about differences between in-groups and out-groups rather than similarities. For instance, Mallett and Wilson (2008) found that when in group members focused on their similarities with out-group members rather than their differences, the intergroup interaction became a more positive experience.

Given general intergroup anxiety, individuals may be more willing to talk about climate change with in-group members than out-group members. This preference could be due to either prejudice against out-groups or to concerns about the out-groups and the fear of rejection rather than one's own prejudices. While past research has focused mostly on every day, interpersonal conversations, this preference could hold for conversations about climate change. People may anticipate that discussions about climate change will be difficult given political debates about climate change (Fisher, Waggle, Leifeld, 2013; Guber, 2013). They may even use their discomfort about talking about climate change as an excuse for preferring conversations with in-groups over out-groups. That is, attributional ambiguity would allow them to engage in discriminatory behavior. For instance, people are more likely to avoid contact with stigmatized individuals if they can attribute their lack of desire to alternative reasons (Shelton & Richeson,



2005). Thus, greater comfort with in-group than out-group contact experiences may lead people to prefer in-group conversations.

### **Race Specific Expectations**

Personal behavior is influenced by our perceptions of what is perceived to be normative. The tendency to follow other's behaviors has been demonstrated by early research on conformity (Asch, 1956). People also follow social norms, when we are not directly observing others behaviors. For example, believing that a majority of others are engage in pro-environmental behavior increases the likelihood of engaging in the same behavior (Schultz et al., 2007; Goldstein et al., 2008). This general principle also extends to willingness to talk about climate change. People may be concerned about the negative reactions they will receive from others due to pluralistic ignorance. Leviston, Walker, & Morwinski. (2012) suggested that we may be underestimated the extent to which others are concerned about climate change and that perceptions is governing willingness to engage in conversations. Expectations about negative reactions by others are one reason why individuals do not discuss climate change with others (Swim & Fraser, 2013; Geiger & Swim, 2014). For example, when students learn that other students are not concerned about climate change, they indicate less interest in talking about climate change relative to when they learn that others are interested (Geiger & Swim, 2014).

Expectations about others interest in talking about climate change may be influenced by the others' race. West and Pearson demonstrate that Whites and minorities associate pro-environmental behaviors more strongly with Whites than minority groups (Blacks and Hispanics) event though they found no difference in environmental concern among the racial groups. Further, when primed to think about racial categories, minority respondents indicate less interest in joining pro-environmental groups.

## Present Research

In the present research we assess Black and White Students desire to talk about climate change with another student. They are asked to imagine that they have they see an opportunity to talk with a fellow student, with half of the students considering a conversation with a Black student and half considering a conversation with a White student. After they indicate their interest and their expectations of their partners, interest, following research by Shelton and Richeson (2005), they are asked to contemplate reasons why they and their partner might not want to talk about climate change.

Based upon past research on intergroup anxiety, we predict that Blacks with Black partners and Whites with White partners (i.e., in-group interactions) will be more willing to participate in a conversation about environmental issues than Blacks with White partners and Whites with Blacks partners (out-group) (*Hypothesis 1*). Further, based upon Shelton and Richeson's (2005) findings anticipation that participants will report that they are as interested in initiating these conversations as their partners for in-group interactions but that they are more interested initiating them than their partners will be for out-group interactions (*Hypothesis 2*).

These predictions are based upon the assumption that people provide different reasons for their lack of conversations with out-group members than for out-group members' lack of engagement in conversations with oneself. Specifically, we predict that they will say that they fear rejection by an out-group member but an out-group member is not interested in the conversation. (*Hypothesis 3*). Thus, paralleling results reported by Shelton & Richeson (2005), White participants will indicate that when they and their White partner are not interested in talking about climate change, it is because of their lack of interest and not a fear of rejection but when they and their Black partner are not interested their lack of interest will be because of their fear of rejection but their Black partner's disinterest will be because the Black partner is not

interested. Similarly, Black participants will indicate that when they and their Black partner are not interested in talking about climate change, it is because of their lack of interest and not a fear of rejection but when they and their White partner are not interested their lack of interest will be because of fear of rejection but their White partner's disinterest will be because White partner is not interested.

Yet, there is also a counter set of hypotheses based upon research that indicates that pro-environmentalism is more closely associated with Whites than Blacks. These associations would suggest that both Black and White participants will state that they are more interested in talking with a White than a Black partner (*Alternative Hypothesis 1*) and that their interest level is similar to that of a White partner and stronger than that of a Black partner (*Alternative Hypothesis 2*).

This implies that their explanation for lack of discussion about climate change will follow a different pattern than previously noted. That is, explanations for both Blacks and Whites will be grounded in explanations that Blacks are less interested in climate change than Whites so there will be no race of participant effects on explanations. Instead expectations will be predicted by race of partner (*Alternative Hypothesis 3*). Both White and Black participants will indicate that their lack of interest would be more about fear of rejection with a Black partner than a White partner and they will expect that Black partners are less interested in talking about climate change than White partners .

## **Methods**

### **Participants**

The participants were 15 Black women, 4 Black men, 35 White women, and 11 White men. They were recruited from the department of psychology subject pool. There were 26 Black women, 11 Black men, 541 White women, 239 White men who completed a departmental pre-screening. Because there were far more Whites in the pre-screening, we matched the Black participants with White participants based on gender and recruited twice as many Whites.

The questionnaire included an attention-check question. This question asked participants to select a particular response to a question on the survey to ensure that the participant was reading the survey and not carelessly completing the survey for credit. As a result of this attention check we discarded one participant's responses. The sample noted above excludes this participant.

### **Design**

The experiment used a 2(race of participant) x 2(race of target) between subjects design. With this design we could also examine whether the target was in a racial in-group or out-group member. The dependent variables were the willingness of the participants to initiate a conversation about climate change with the target and the participants' perceptions about their own reason as well as their "virtual partner's" reason for not engaging in the discussion, if they decided to do so.

## **Procedure**

The participants were asked to complete a short survey online for course credit. They were told that the purpose of the study was “to understand thoughts, feelings and responses about how meta-beliefs influence your choices.” Participants were first provided with a consent form. Next, participants were prompted to provide demographic information including their major, year, and hometown. They then imagined themselves in three academic work scenarios. We asked gender first so that we could match them with an “imagined partner” of the same gender in the third scenario. The other demographic questions were asked so we could the participants to mask the salience of the gender question.

After the demographic questions we provided the same information for the first two “imagined partners.” All participants, regardless of race or gender, were to imagine themselves working with a White male partner and then a White female partner. These first two scenarios were filler conditions. We choose to use White partners for the filler scenarios because of the much larger proportion of Whites on campus making it more realistic that a virtual partner would be White. These conditions masked the salience of the experimental conditions that would follow. The participants were asked how they would respond in a situation where they contemplated initiating a conversation with their partner about a topic to work on for an academic group project.

In the third scenario, the experimental condition, if the participant was a male, he was randomly assigned either the White male partner or the Black male partner; If the participant was a female, she was randomly assigned either the White female partner or the Black female partner. The participant was asked to envision they were meeting with their partner in the library to talk about their group project and they were to contemplate their willingness and their partner’s willingness to talk about climate change and then reasons they and their partner would not want

to talk about climate change. After completing their responses to the dependent variables, the participants were asked more general questions about their view on climate change as well as their expectations for their Penn State peers' view on climate change. The participants were given a debriefing at the end of the survey indicating the full nature of the research.

### **Materials**

The participants were given a total of three scenarios during the course of the survey. The material for the study can be found in the Appendix A.

The third scenario was the critical experimental scenario. Matched by gender, participants randomly received a description of a Black Male, White Male, Black Female, or White Female. The pictures were taken from a well-known retail website's "junior" section. The pictures depicted people of similar age as the participants (late teens, early twenties). The models in the pictures were dressed and appeared in such a way as to be in the same peer group as the participants, see Appendix A. The pictures were chosen to be of similar attractiveness, all pictures were models for clothing for a retail store. They were told demographic information about their partner such as hometown, major, year and age. Next participants imagined that they and their partner met at the library to work on a class project and the topic of weather came up. They then completed the dependent measure about their and their partner's willingness to talk about climate change. Next they were asked to consider reasons why they and their partner would not want to talk about climate change.

## Measures

*Willingness to initiate conversation about climate change.* When contemplating talking about climate change, participants were asked about their and their partner's willingness to talk about climate change (“[I/I believe my partner] would be willing to talk about climate change with [my partner/me.]”) and desire to initiate the conversation regarding climate change (“[I/I believe my partner] would willing to initiate a conversation with me about climate change.”). Responses were 1 (“strongly disagree”) to 5 (“strongly agree”) scale.

Responses to the two questions about their own willingness and desire to talk about climate change,  $r(65) = .73, p < .001$ , and their partner's willingness and desire to talk about climate change,  $r(63) = .80, p < .001$ , were averaged to form one measure of their own and one measure of their partner's willingness to initiate a conversation about climate change.

*Reasons for not talking about climate change.* After assuming that they did not choose to talk about climate change, they indicated whether their behavior could be explained their lack of interest (“I am not interested in the topic of climate change.”) and their concern about rejection by their partner (“I am concerned my partner will react negatively to the topic.”). Then after assuming that their partner also did not choose to talk about climate change, they indicated whether their partner's behavior could be explained their lack of interest (“My partner is not interested in the topic of climate change.”) and their concern about rejection by themselves (“My partner is concerned I will react negatively to the topic.”) Responses were 1 (“strongly disagree”) to 5 (“strongly agree”) scale.

*General thoughts about climate change.* After these three scenarios, the participants were asked about the frequency with which they discuss climate change with their friends and with other Penn State students. The seven? response options ranged from never to daily-with increments within the year, month and week in between. We also asked more specifically about

the participants' perceptions of Black Penn State students and White Penn State students as it pertains to conversations about climate change. Participants did not differentiate between the extent to which they talked about climate change with their friends ( $M = 3.18$ ,  $S.d. = 2.37$ ) and with other PSU students ( $M = 3.09$ ,  $S.d. = 2.37$ ),  $t(64) = .652$ ,  $p = .52$ ,  $r(64) = .88$ ,  $p < .001$ ), so we averaged these two ratings together to indicate the extent to which they talked about climate change with others. Last, participants indicated their political ideology. We tested but did not find that political ideology moderated the findings reported below. So we will not discuss this variable further.

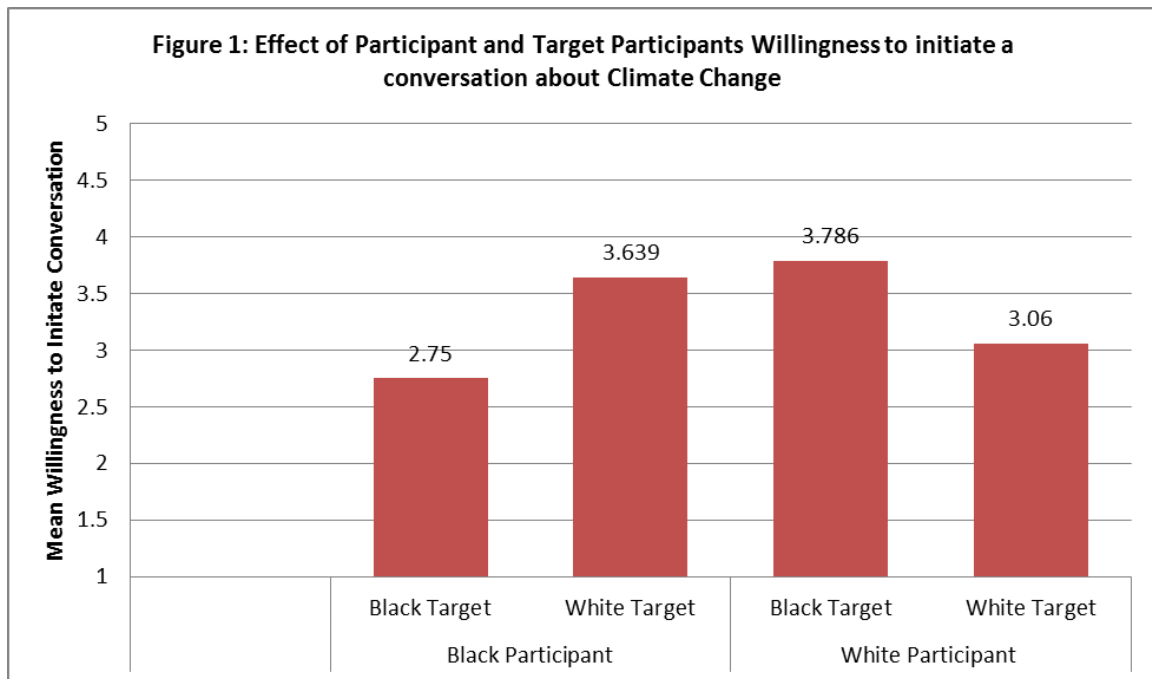


## Results

### Willingness to Initiate a conversation about climate change

We analyzed the willingness to discuss climate change and expectations about their partners interest with a 2 (participant race) x 2 (target race) x 2 (Self vs. other willingness ratings) mixed ANOVA with the last variable being within participant in order to test Hypothesis 1 and 2. Hypothesis 1 indicated that participants paired with in-group partners would be more willing to initiate a conversation about climate change than participants paired with out-group members. Hypothesis 2 indicated that participants would report that they were as interested in these conversations as their partners in in-group interactions but that they would be more interested than their partners will be for out-group interactions. The alternative, hypotheses, indicate that expectations will be based upon race of the partner rather than whether the partner is an in-group or out-group member. These alternative hypotheses indicate both black and white participants will state that they are more interested in talking with a White rather than a Black partner (*Alternative Hypothesis 1*) and that Black participants would state that their interest level is similar to that of a white partner and stronger than that of a black partner (*Alternative Hypothesis 2*).

Although we found the predicted interaction between participant race and target race,  $F(1,61) = 10.395, p = .002$  the pattern of results did not fit either prediction (see Figure 1). There were no other significant effects. The pattern of means indicate that Black participants were more interested in talking about climate change with White than Black participants *and* White participants were more interested in talking about climate change with Black than White participants. Thus, participants were more interested in initiating a conversation about climate change with out-group than in-group members.



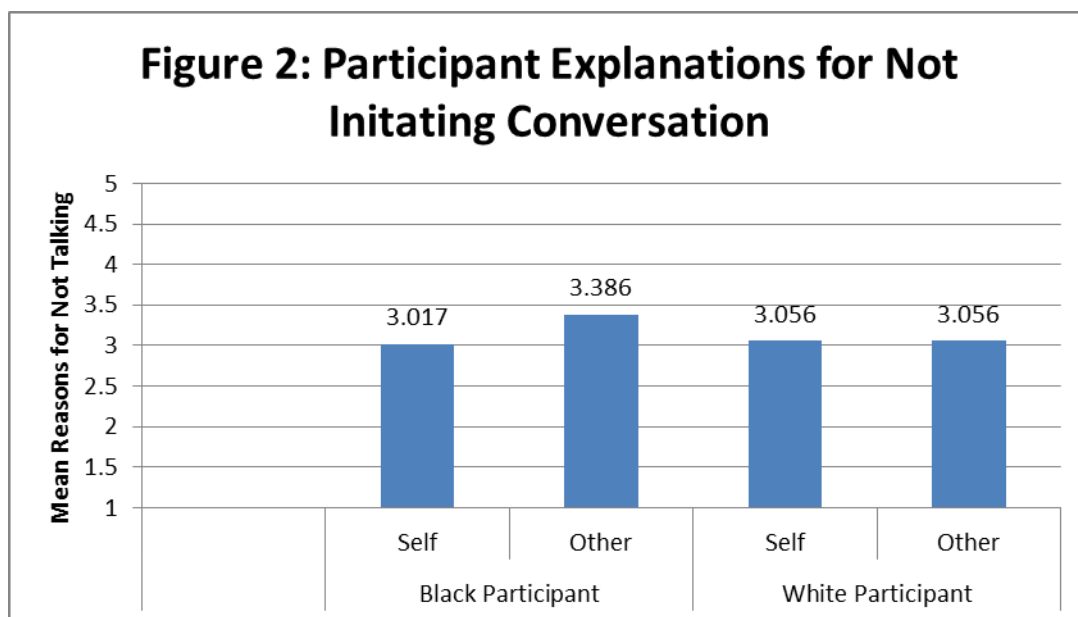
**Figure 1. Effect of Participant and Target Participants Willingness to initiate a conversation about Climate Change**

### Reasons for Disinterest

We analyzed explanations for disinterest in talking about climate change with a 2 (participant race) x 2 (target race) x 2 (Self vs. other reasons for disinterest) and 2 (Self vs. other ratings of disinterest) mixed ANOVA with the last two variables being within participant in order to test Hypothesis 3. *Hypothesis 3* indicated that when paired with an out-group member participants would state that their lack of interest is because they fear rejection from members of the out-group but their out-group partners' lack of interest is because they were not interested in the conversation. But when paired with an in-group member, they will all indicate that disinterested more than concern for rejection will explain their lack of willingness to initiate the conversation. *Alternative hypothesis 3* indicated that both Blacks and Whites lack of willingness

to initiate a conversation will be grounded in explanations that they fear rejection from Black partners. Thus, when paired with a Black partner both Blacks and Whites will say that that fear of rejection is a stronger reason for not wanting to talk about climate change than their lack of interest but when both Blacks and Whites are paired with a White partner, they will indicate that lack of interest explains their and their White partner's lack of willingness to discuss climate change.

Results indicated that participants believed lack of willingness to talk about climate change was more because both partners were disinterested in talking about climate change ( $M = 2.64$ ) than they were concerned about rejection ( $M = 2.64$ ),  $F(1,61) = 40.225$ ,  $p < 0.001$ . In addition both endorsed both reasons less for their own behavior ( $M = 3.04$ ) than their partner ( $M = 3.22$ ),  $F(1,61) = 4.142$ ,  $p = .046$ . This main effect was qualified by an interaction between their ratings of themselves and others and their own race,  $F(1,61) = 4.142$ ,  $p = .046$ . As shown in Figure 2, whites gave the same explanations for their own behaviors as for their partner's behavior but Blacks indicated more reasons for their partners' lack of willingness to talk about climate change than their own. However, these effects do not fit the predicted patterns because the reasons are not differentiated by whether they reflect lack of interest versus fear of rejection.



**Figure 2. Participant Explanations for Not Initiating Conversation**

### Additional Analyses

To confirm the assumption underlying the alternative hypotheses, we examined the expectations that Black and White students had about Blacks versus Whites interest in talking about climate change and how this compared to their own interest.

Confirming previous research, Whites expected Whites ( $M = 3.28$ ,  $S.d. = 1.734$ ) to talk more about climate change than Blacks would talk ( $M = 3.04$ ,  $S.d. = 1.712$ ) about climate change,  $t(18) = -2.300$ ,  $p = .026$ . However, the mean rating suggest that they expected both to talk about climate change several times a year but less than once a month. Blacks also expected Whites ( $M = 5.11$ ,  $S.d. = 2.558$ ) to talk more than Blacks ( $M = 3.84$ ,  $S.d. = 2.566$ ),  $t(18) = -2.554$ ,  $p = .020$ . The mean ratings suggest that they expected Blacks to talk about once a month about climate change and Whites to talk two to three times a month. Thus, it is notable that the means suggest that Blacks estimated that others talked more about climate change than Whites estimate and the difference between expectations about Blacks and Whites is stronger for Blacks than Whites. It is also notable that, in contrast to these expectations, Black participants ( $M = 4.210$ ,  $S.d. = 2.83$ ) self-

reported talking more about climate change with others than White participants indicated ( $M = 2.696$ ,  $S.d. = 1.737$ ),  $t(63) = 2.635$ ,  $p = .011$ . This may be a reason why it appears that Blacks estimated people more frequently talk about climate change than Whites.

## **Discussion**

The purpose of the present study was to better understand people's willingness to discuss climate change with members of different racial groups, with a particular focus on the discussion between Blacks and Whites. When there is meaningful discussion on topics that are as invasive as climate change, this is sure to spur lasting solutions.

Individuals do perceive a difference in their willingness to engage in conversation with in-group members and out-group members. Contrary to Richeson and Shelton (2005), however, they were more interested in talking about climate change with out-group than in-group members. This could suggest that White participants experienced some anxiety about others Whites viewing them in a more undesirable manner than Blacks would view them. Given that they expected Whites to talk more than Blacks and they were generally uninterested in talking about climate change, maybe they were uncertain about their ability to carry on a conversation about climate change with Whites. For Black participants, the greater preference to talk to Whites than Blacks could suggest they endorse the preconceived notion that Blacks do not talk about climate change.

We did not find that participants gave different reasons for their versus their partners lack of willingness to talk about climate change. Instead, participants assumed that both Black and White participants lack of willingness to talk about climate change was more because of their lack of interest than their fear of rejection.

### **Limitations and Suggestions**

The lack of support for our hypotheses could potentially be attributed to the limitations in the present research. First, our study used a scenario rather than an actual interaction. The lack of

realism may have made participants less sensitive to the role of race in the interactions. However, Shelton and Richardson (2005) research used scenarios and their findings did support for their hypotheses. A critical difference between this study and Richeson and Shelton's study is that their study was about social conversations where most people indicated an interest in the conversations but here, ours was about a potentially contentious topic where neither indicated an interest in talking about climate change in this situation. Future research could test whether our results are replicated with other contentious topics such as abortion or gun control.

A second limitation is that participants may have been reluctant to apply their stereotypes in a psychology study. It is possible that the filler scenarios designed to mask the emphasis of race in the study, heightened White participants sensitivity to the task and could explain their tendency to report a greater willingness to talk to Blacks than Whites.

It might be important to test the hypotheses for this study in a field study to eliminate the risk involved in using an imagined or staged situation. We were interested in imagined scenarios because they could reflect behavioral tendencies before going into a conversation which could suggest that participants would never get to a conversation about climate change. Yet, in an actual situation, participants may find that their expectations change or they might find it is either easier or harder than they anticipate to talk about climate change with in-group and out-group members.

It may also be important to extend this research to the non-student population. Even on a predominantly White campus, students may have more experience working with members of out-groups than members of a general community where there may be more racial segregation. This could potentially diminish their likelihood of stereotypes impacting their willingness to talk to others about climate change.

Future consideration should be given to research that goes beyond expectations about interactions with "Black" and "White" people. Examining more ethnicities would add depth to

our understanding of intergroup conversations. Another interesting dynamic would be to examine how gender plays a role in difficult discussions such as climate change. Traditionally, environmental issues have been seen as a woman's issue and this could play a role in willingness to talk about climate change discussions with women versus men,

## **Conclusion**

Climate change is a topic that has a wide range of impacts and its importance to all walks of life continues to expand. Despite these facts, the conversations are not taking place at the frequency one would believe. Researchers have made attempts in examining the reason behind the silence. Present researchers found that the expectations that Blacks are talking less about climate change despite our results indicating that Blacks were more likely to talk about climate change than Whites. Assuming that the results would replicate to actual scenarios, it could be potentially important to understand why people are more willing to talk about climate change with out-group rather than in-group members.



**Appendix A**  
**Survey Material**

Filler scenario 1

Imagine you are assigned Jason as a partner in your Psychology 100 class at Penn State. After the professor assigns the topic, you and Jason don't mention the project again. Its 2 weeks before the project is due and neither you nor Jason have spoken with each other.



After the professor assigns the topic, you and Jason don't mention the project again. Its 2 weeks before the project is due and neither you nor Jason have spoken with each other. To what extent do you agree with the following statements? (On a scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- I am willing to do the project alone and put my partner's name on it.
- I believe my partner is willing to do the project alone and put my name on it.
- I am willing to initiate conversation with my partner to start the project.
- I believe my partner is willing to initiate conversation with me to start the project.

You do not initiate conversation with your partner to start the project. To what extent do you agree with the following statement about your reasons for not initiating conversation? (On a scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- I would rather do the project alone and put my partner's name on it.
- I'm nervous my partner would be reluctant to do work and I will have to do it by myself anyways.

Your partner does not initiate conversation with you to start the project. To what extent do you agree with the following statement about your reasons for not initiating conversation? (On a scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- My partner would rather do the project alone and put my name on it.
- My partner is nervous I would be reluctant to do work and will have to do it by him/her anyways.

#### Filler scenario 2

Imagine you are assigned Jackie as a partner in your History 101 class at Penn State.



Your project involves working with another group from a different section of the class. You get to choose a topic to research. You are thinking of researching the history of how the

Vietnam War started and your partner would like to study the history of women in biology. To what extent do you agree with the following statements? (On a scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- I am willing to let my partner decide the topic.
- I believe my partner is willing to let me decide the topic.
- I am willing to initiate studying my topic to make it easier on my partner.
- I believe my partner is willing to initiate studying her topic to make it easier on me.

You do not initiate studying your topic. To what extent do you agree with the following statements about your reasons for not initiating the research? (On a scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- I'm not interested in initiating the research.
- I'm nervous my partner will not accept my input.

Your partner does not initiate conversation with you for your input on the project. To what extent do you agree with the following statement about your partner's reasons for not initiating the research? (On a scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- My partner not interested in initiating the research.
- My partner is nervous I will not want to give any input on the project.

#### Experimental scenario

Matched by gender, participants randomly received a Black Male, White Male, Black Female, or White Female and then posed the critical scenario.



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# ACADEMIC VITA

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## Education

- Pennsylvania State University
- Bachelor of Arts in Psychology
- Bachelor of Arts in Criminology
- Minor in Spanish

## Honors and Awards

- Gates Millennium Scholar
- NASA's Minority Undergraduate Research Experience Participant/Scholarship Recipient
- Phi Eta Sigma Honor Society

## Association Memberships/Activities

- Penn State IFC/PanHellenic Dance Marathon
- Association of Resident Hall Students
- Fresh START Day of Service
- State of State
- Iota Sweetheart Auxiliary Organization

## Professional Experience

- Outreach Intern-May 2013-August 2013-Norfolk Juvenile Detention Center Norfolk, VA
- Administrative Assistant-January 2011-Present; Penn State Housing-University Park, PA
- Shift Leader-November 2008-August 2011; Jimmy Johns-Chesapeake, VA
- Volunteer Office Support -July 2009-August 2011-Lee's Friends-Norfolk, VA