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LOYOLA UNIVERSITY CHICAGO

A MULTI-MODEL ASSESSMENT OF STEREOTYPE CONTENT
OF THREE LATINO GROUPS

A THESIS SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

PROGRAM IN SOCIAL PSYCHOLOGY

BY

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ABSTRACT

The proposed research study deals with Latino groups' stereotypes, the content that makes up those stereotypes, and the effects the stereotypes have on Latinos' general well-being. This project investigates the origins of stereotype content using a general theory of stereotype content that is composed of two theories: social role theory (Eagly et al., 2000) and the stereotype content model (Fiske et al., 2003; Fiske et al., 1999). Short questionnaires on three different Latino groups in American society were completed by non-Latino respondents in the Chicago area, and an extended questionnaire on Latino groups was completed by Latino respondents in the Chicago area. This research is aimed to produce a better understanding of Latino stereotype content as perceived by the non-Latino and Latino public, stereotype change from before the highly-debated immigration issue to the present, and the impact of Latino stereotypes on Latino groups' self-esteem and future outlook.

Introduction

The study of stereotypes and their content has been ongoing for many decades. There are several theories and models that help explain group stereotypes and what exactly constitutes the content of the stereotypes. However, the study of Latino stereotypes and their content is a new area, and not much research can be found regarding the content of stereotypes pertaining to specific Latino groups. This can be attributed to the basis upon which stereotype content theories are founded and to the continuing application of stereotype content models to a general American population, which consists mostly of a white population. Currently, Hispanics are the largest and fastest growing minority group in the United States, comprising just over 13% of the population (Major et al., 2007). Hispanics are also the largest and fastest growing immigrant group, comprising of nearly 14% of legal U.S. residents (Schwartz, Zamboanga & Jarvis, 2007). Moreover, since 2002, one of every two individuals added to the U.S. population has been Hispanic (Huntington, 2004). Hispanics are also a young population, with nearly 40% under the age of 20 (Ramirez & de la Cruz, 2003). Thus, there is a need for more information regarding this increasingly diverse and complex population.

Understanding the origins of stereotype content is important for at least two major reasons. First, stereotype content shapes groups' typical behaviors because these beliefs about groups not only describe typical attributes but also often function as

prescriptive rules for appropriate behavior (e.g., Fiske & Stevens, 1993; Prentice & Carranza, 2002). Second, stereotype content is crucial for understanding and ameliorating prejudice and discrimination, which arises when group members' stereotypical attributes are mis-matched to the requirements of social roles (Eagly & Diekmann, 2005). Thus, it is important to understand the major theories of stereotype content, to be familiar with what they measure, and ultimately, to utilize them correctly, accurately and efficiently in order to investigate different groups' stereotype content.

There have been many shortcomings in the existing literature when it comes to addressing the topic of Latino stereotypes. Of the few existing research studies on stereotype content that have caught a glimpse of Latinos' stereotypes, only two subgroups of the Latino population have been identified, those being "Hispanics" and "Undocumented Workers". Given that the issue of immigration was a highly-debated topic in the last presidential election, it would be interesting to see if the stereotype held of another subgroup of Latinos, "Immigrants," differs from that of "Hispanics" and "Undocumented Workers." It would also be interesting to learn about the different effect that the immigration debate has had on the stereotype of these three Latino subgroups, especially in Chicago, where Latinos have experienced a history of segregation and discrimination. The fairly new Latino population of Chicago (the Latino population of Chicago surged in the 1970s) could experience changes in how others perceive them and how they perceive themselves. These perceptions might also affect their self esteem and outlook for the future. In fact, when President Reagan signed the Immigration Reform and Control Act (IRCA), Mexican women who did not qualify for amnesty reported more

hostility and anxiety than Mexican women who qualified for amnesty and Mexican-American legal residents (Rodriguez & DeWolfe, 1990). According to this study, “the sense of hostility may have been due to the women's feeling that American society, with the implementation of IRCA, wants them out of the country and that they are perceived as some kind of criminal” (p. 552). As this population keeps growing and immigration concerns persist, there continues to be a paucity of knowledge of these groups on these issues. This proposal offers increased understanding of this population.

It is important to make a distinction between Latinos, Hispanics, Undocumented Workers, and Immigrants for several reasons. First, Latinos and Hispanics are not the same group of people. The Latino ethnicity is comprised of many different races, such as Cubans, Puerto Ricans, Mexicans, Argentineans, Brazilians, and Peruvians. In addition, the Latino population is made up of different social subgroups (e.g., cultural, economical, political, legal, generational, etc.). Most of the previous research conducted on Latinos has targeted Hispanics, which is a subgroup of Latin Americans and can include other Latino subgroups such as Undocumented Workers and Immigrants. The difference between a Latino and a Hispanic, according to the American Heritage Dictionary, is the following:

“Though often used interchangeably in American English, *Hispanic* and *Latino* are not identical terms, and in certain contexts the choice between them can be significant. *Hispanic*, from the Latin word for “Spain,” has the broader reference, potentially encompassing all Spanish-speaking peoples in both hemispheres and emphasizing the common denominator of language among communities that sometimes have little else in common. *Latino*—which in Spanish means “Latin” but which as an English word is probably a shortening of the Spanish word

latinoamericano—refers more exclusively to persons or communities of Latin American origin. Of the two, only *Hispanic* can be used in referring to Spain and its history and culture; a native of Spain residing in the United States is a *Hispanic*, not a *Latino*, and one cannot substitute *Latino* in the phrase *the Hispanic influence on native Mexican cultures* without garbling the meaning.”

To further clarify the meanings, a Latino can represent a mixture of several ethnic backgrounds, including European, American Indian, and African. A Latino is someone who is native to or whose family or ancestors are native to countries in Latin America. Hispanics are a cultural subgroup of Latin Americans. Hispanics are mostly coined as persons belonging to a household where Spanish is spoken or as persons who self-identify with Spanish ancestry or descent. A person from Brazilian or Surinamese origin might be Latino because those countries are located in Latin America, but is not considered to be Hispanic because their culture, heritage, or language do not originate from or is influenced by Spain.

Second, in recent studies examining the content of groups’ stereotypes, a primitive distinction of two Latino subgroups was examined—Hispanics and Undocumented Workers. Given that the Latino population is immensely complex, further distinction of Latino groups is necessary. Lastly, it is imperative to further differentiate Hispanics and Undocumented Workers from yet another Latino group—Immigrants. Immigration and immigration reform has been an especially significant issue since the immigration marches across the U.S. in the years 2006 and 2007. An important and identifiable shift of the immigrant’s stereotype could be currently underway. However, there is limited research on the stereotype content of this group, and, as a consequence, there is little basis on which to make an observation of this shift. Nevertheless, this

group has become a more well-known and prominent one in our society. It is necessary to examine the content of their stereotype. And as described above, Hispanics make up the majority of the immigrant population, so it is especially important to examine the stereotype content of the Latino immigrant population in particular.

Also, most existing literature and research on Latinos has covered topics such as health care, acculturative stress, parenting styles, and depression. Because there is a serious shortage of research on the effects of stereotypes on Latino groups' self-esteem and positive future outlook, this research proposal draws upon the available literature to discuss ethnic identity, acculturation and acculturative stress, and stereotype content models. Most of the available research focuses on adolescents and describes the consequences and psychosocial adjustments associated with various stressors. Also, the vast majority of previous research has been conducted in areas of the country where the Latino population is large and long-established, such as in Texas and California.

Literature Review

Ethnic Identity

According to Roberts et al. (1999), ethnic identity refers to a “subjective experience of heritage cultural retention” (Schwartz et al., 2007) and also refers to the extent to which individuals have explored what their ethnicity means to them and the extent to which they positively view their ethnic group (p. 364). Different from *racial identity* (which is referred as a group that is characterized by a particular skin color), *ethnic identity* refers to a group that holds a specific heritage and set of beliefs, customs, and values (p. 364). A strong sense of ethnic identity has been found to correlate with a

few very important factors in life. Negy and colleagues (2003) found that higher levels of ethnic identity were associated with higher levels of self-esteem, purpose in life, and self-confidence. Other studies have revealed that ethnic identity is found to be the best predictor of overall quality of life (Utsey et al., 2002).

According to Erikson's (1968) theory of identity development, identity formation takes place through a process of exploration and commitment that typically occurs during adolescence. Many models have been proposed since Erikson's theory, and each of those models posits a process that begins when adolescents possess a lack of awareness or understanding of their ethnicity (Roberts et al., 1999). Adolescents subsequently engage in a period of exploration to learn more about the group to which they belong. Ethnic identity will vary with age; younger adolescents would generally have a less clear and committed sense of their ethnicity than older adolescents.

Ethnic identity is a critical component of the self-concept, and there is wide agreement that ethnic identity is crucial to the psychological well-being of members of an ethnic group. It involves concepts such as self-identification as a group member, attitudes and evaluations in relation to one's group, attitudes about oneself as a group member, the extent of ethnic knowledge and commitment, and the performing of ethnic behaviors and practices (Negy et al., 2003). Ethnic identity can best be thought of as encompassing two parts, ethnic identity search (a developmental and cognitive component) and affirmation, belonging, and commitment (an affective component). Previous studies have shown that ethnic identity is generally associated with certain psychological processes, mostly positive outcomes, such as self-esteem (Phinney et al., 1997) and academic success

(Fuligni, Witkow, & Garcia, 2005) among adolescents from minority groups. In addition, research studies have proposed a negative relationship between ethnic identity and behavior problems (Schwartz et al., 2007). Overall, ethnic identity relates to academic grades, pro-social behavior, and externalizing symptoms through self-esteem.

However, before Phinney's 1992 Multigroup Ethnic Identity Measure (MEIM), many of the measures of ethnic identity used by anthropologists and sociologists had focused mostly on non-Hispanic Caucasian groups or on unique aspects of specific groups such as Mexican Americans, Chinese Americans, or Cubans (Roberts et. al, 1999). Since then, Phinney (1990) has identified a number of components that are central constructs of ethnic identity, and those components make up Phinney's MEIM, which assesses ethnic identity across diverse samples.

One of those major components is affirmation and belonging. An indicator of affirmation and belonging can be observed by the type of label that a person chooses to describe their ethnicity. For example, Fuligni, Witkow, & Garcia (2005) found that the higher the ethnicity identification, the more likely participants were to elect a national label (Mexican, Cuban, Chinese, etc.) to describe themselves. More specifically, first-generation Mexican and Chinese adolescents were more likely than second- and third-generation adolescents to select a national label to describe themselves, whereas second- and third-generation adolescents were more likely to select hyphenated labels (Mexican-American). Also, second- and third-generation Mexican teenagers were more likely than first-generation Mexican teenagers to choose an American label (Latino/Hispanic). Furthermore, this research study found that adolescents who said that a national or

hyphenated label was their most important label reported higher levels of “ethnic centrality” than adolescents who chose an American label (p. 804). It is proposed that this could be due to immigrant parents using native identifications as a way to keep their children from adopting undesirable “American” attitudes and behaviors, such as laziness, materialism, and selfishness (Fuligni, Witkow, & Garcia, 2005).

Acculturation & Acculturative Stress

Acculturation has been defined as “the process of change that results from continuous contact between two different cultures” (Edwards & Lopez, 2006) or as “an individual’s process of learning about and adoption of White American cultural norms and the degree to which the person maintains his or her heritage culture and group norms (Castillo et al., 2008).

Differences in levels of acculturation can clearly be seen across the group’s generational levels. According to Schwartz, Zamboanga, & Jarvis (2007), third-generation Hispanics have reported as being more oriented towards U.S. culture than towards Hispanic culture, and as a result, experience less acculturative stress than first- and second-generation Hispanics. Although there is a negative relationship between level of acculturation and level of acculturative stress, lower levels of acculturation to the American culture do not necessarily mean lower levels of self-esteem.

Social identity theory (Brehm, Kassin, & Fein, 1999) purports that when a group experiences rejection, discrimination, prejudice, or racism from out-group members, a strategy used to maintain in-group self-esteem is to heighten connection and affiliation to the group’s identity (Utsey et al., 2002). Furthermore, African Americans report

experiencing greater stress and discomfort from racism and discrimination than the other minority groups (Asian and Latino Americans), yet score higher than the other minority groups on measures of psychological well-being (ethnic identity, self-esteem, and quality of life) (Utsey et al., 2002). The researchers of this study concluded that it is possible that in response to racial stressors, African Americans seek affirmation and belonging to their ethnic group, enhancing a collective self-esteem and overall well-being (Luhtanen & Crocker, 1990; Utsey et al., 2002).

However, affirmation and belonging to one's root ethnicity does not affect one's affirmation and belonging to another ethnicity or culture, like the American culture. Previous literature on acculturation has examined acculturation to two cultures or ethnicities as not necessarily bipolar or mutually exclusive (Verkuyten, 2005). That is, one's "affect" towards one ethnicity does not influence their "affect" towards the other ethnicity to which they identify.

Stereotype Content Models

Social Role Theory

According to social role theory, behaviors performed within the boundaries of a group's most common roles create stereotypes because a group's role behaviors are perceived as indicators of its underlying traits. Social roles determine how each individual behaves and acts in the environment in accordance to his/her culture and surroundings, and dictate how people see others acting. That is, as mentioned by Johannessen-Schmidt and Eagly (2002), social role theorists maintain that stereotypes of groups originate in people's inferences about those groups' personal qualities based on

their behavior in their typical roles. Thus, perceivers may believe that there are certain personal qualities that are needed for certain tasks and activities that the members of social groups carry out. For example, a lawyer or white male is perceived to have more agentic and competent qualities than a janitor, store clerk, or high school dropout. Additionally, a nurse or white female is perceived to have more warm and caring qualities than a CEO, politician, or persons with MBAs. Social role theory helps us to determine a group's stereotype content by examining which attributes perceivers assign to different groups.

Intergroup Relations Theory (Mixed Stereotype Content Model)

According to intergroup relations theory, stereotype content derives from perceptions of intergroup relations, especially status relations and cooperative versus competitive interdependence of groups, which create stereotypes of competence and warmth, respectively. According to Fiske, Cuddy, Glick, and Xu (2002), the mixed stereotype content model suggests that the content of stereotypes is determined by people's perceptions of out-groups' intergroup relations. This model posits that status predicts competence as a result of the group's perceived ability to be successful at tasks that are of high status (Ecke, 2002). It is believed that high status groups convey competence and low status groups do not. Specifically, because a group is high in status, perceivers believe that its members are competent. For example, welfare recipients are perceived to be low in status, and therefore are stereotyped as being low in competence. On the other hand, millionaires are perceived to be a high status group and are consequently viewed as being high in competence. Also, this model states that a group's

perceived warmth level (communal qualities) is determined by how it cooperates or competes with other social groups. That is, a cooperative relationship conveys warmth and a competitive relationship conveys lack of warmth. For example, the rich are viewed as a highly competitive group and are therefore stereotyped as being low in warmth. The intergroup relations theory helps us to determine a group's stereotype content by examining the levels of status and interdependence that perceivers assign to different groups.

General Theory of Stereotype Content

Both of these traditions capture important insights, but each provides only a partial theoretical account. Social role theory captures group stereotypes in terms of the attributes that members of the group are perceived to have; intergroup relations theory captures group stereotypes in terms of perceptions of the group's status and interdependence. In 2005, Eagly and Koenig conducted a study to investigate a more general, social structural theory of stereotype content which takes the view that a more comprehensive examination of stereotype's content can best be obtained through the use of both theories and constructs. The first construct, the "social role component of stereotype content," measures stereotype content through people's perceptions of group members' attributes that are associated with the group's typical roles. The second construct, the "intergroup relations component of stereotype content," measures stereotype content through people's perceptions of the group's relationships with other groups (Eagly & Koenig, pending publication). It was found that a more combined,

general theory of stereotype content seems to be a better predictor of stereotype content than each theory on its own.

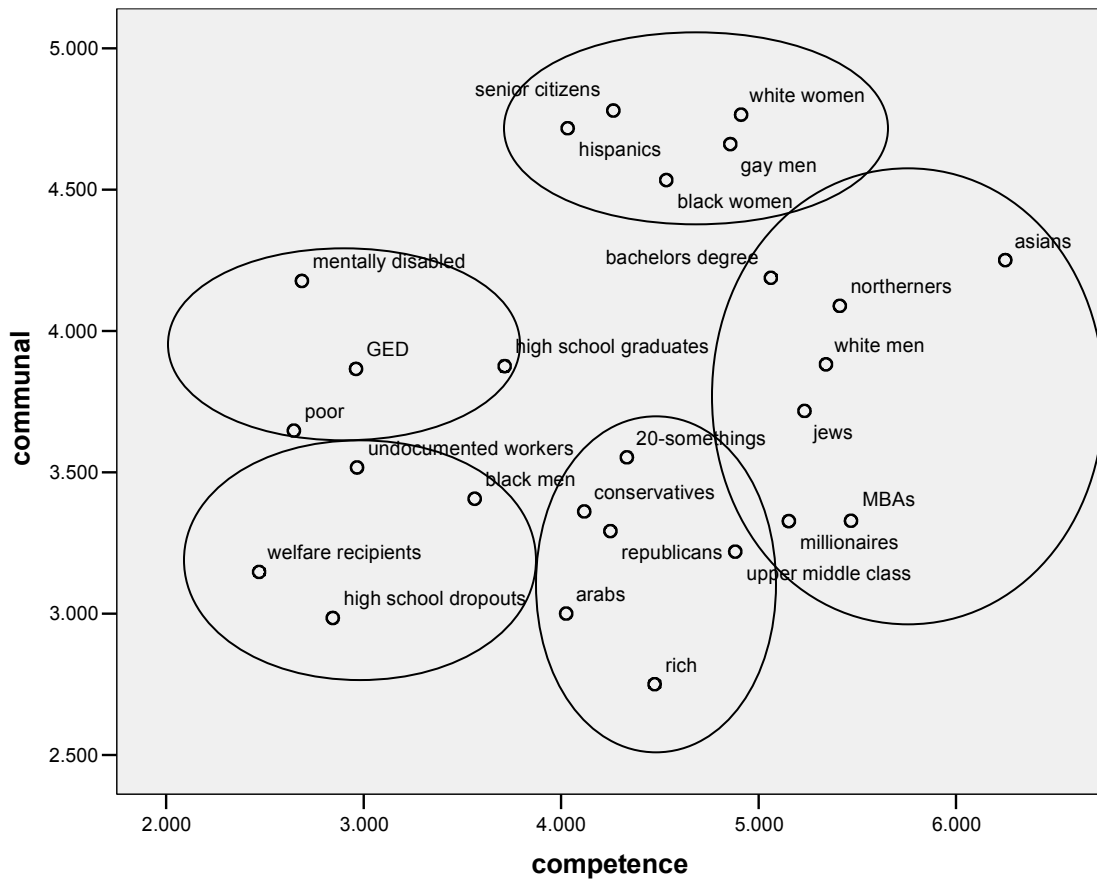
In fact, upon testing this general model of stereotype content to determine the stereotype content of various groups in American society, Eagly & Koenig found that certain items loaded together under more general attribute groups through the conduction of a factor analysis (Tables 1 & 2). (The most examined ones in this study are titled ‘communion’ and ‘competence.’)

Table 1. *Factor Analysis on Role Measures (2005)*

<u>Items</u>	<u>Factors</u>			
	<u>Agency</u>	<u>Communion</u>	<u>Competence</u>	<u>Neg. Comm</u>
egotistical	0.964	0.015	-0.09	-0.029
arrogant	0.913	-0.076	-0.033	-0.035
boastful	0.906	0.106	-0.072	0.017
competitive	0.609	-0.031	0.323	-0.005
aggressive	0.446	-0.147	0.26	0.205
warm	0.118	0.924	-0.133	-0.081
nurturing	-0.036	0.797	0.108	0.135
kind	-0.027	0.768	0.013	-0.108
sincere	-0.126	0.683	0.156	0.02
intelligent	0.032	0.118	0.792	0.043
competent	0.072	0.209	0.728	-0.077
complaining	0.027	-0.071	-0.072	0.747
nagging	0.143	-0.01	-0.011	0.671

Table 2. *Factor Analysis on Inter-Group Measures (2005)*

<u>Items</u>	<u>Factors</u>		
	<u>Status</u>	<u>Cooperation</u>	<u>Competition</u>
economical success	0.933	-0.075	-0.043
high status	0.918	-0.055	0.026
prestigious	0.906	-0.039	0.02
well-educated	0.74	0.196	-0.003
cooperate w/others	-0.136	0.871	0.047
get along	0.075	0.699	-0.109
fair give&take	0.179	0.494	-0.014
power take	0.17	-0.001	0.79
resources take	-0.017	-0.061	0.734

Figure 1. *Scatterplot (2005)*

Moreover, the groups' average ratings of communal attributes and competence attributes were plotted on a scatter plot (Figure 1). It is interesting to see where Hispanics and

Undocumented Workers are located on the scatter plot and in which cluster they were grouped. The groups measured in this study were many, but it does not include a Latino subgroup, Immigrants.

For the purposes of this research study, this general model will be used because it serves to combine and make a distinction between both of these components of stereotype content for a more comprehensive view on the inter-group differences of stereotype content. Both of these theories will be used to determine and examine auto-stereotypes, hetero-stereotypes, and meta-stereotypes. According to Klein & Azzi (2001), an auto-stereotype is a stereotype concerning your own in-group. Specifically, it is how members of an in-group stereotype their own group. A hetero-stereotype is a stereotype of the out-group. Specifically, it is how out-group members stereotype the in-group. Finally, a meta-stereotype is a stereotype that the in-group shares concerning the hetero-stereotype that members from the out-group share about members of the in-group. In other words, it is how members of the in-group perceive how the out-groups will perceive the in-group.

Purpose

The purpose of this proposed research study is to utilize the general theory of stereotype content to determine if the stereotype of Hispanics and Undocumented Workers has changed from data gathered in 2005 to the present, and to determine the stereotype content of Immigrants. Data collected in 2005 (Figure 1) suggested that Hispanics were viewed by the general public to be similar in communion and competence to other groups in our society, such as senior citizens, white women, black women, and

gay men. Also, Undocumented Workers were viewed to be similar in communion and competence to other groups in society, such as black men, welfare recipients, and high school dropouts. Through the use of this general model of stereotype content, my goal is to examine the following:

- Examine if there has been a hetero-stereotype change for Hispanics and Undocumented Workers since 2005. Specifically, I will examine how the general, non-Latino population perceives these two Latino groups and how it differs from Eagly & Koenig's data was collected in 2005, before the highly-publicized and highly-debated issue of immigration.
- Determine and examine the hetero-stereotype content of a third important Latino group, Immigrants. Specifically, I am interested in determining how the general, non-Latino population perceives this group. Also, I will examine how this hetero-stereotype's content of communion and competence compares to the hetero-stereotype content of Hispanics and Undocumented Workers.

Additionally, the purpose of this research study is to use the general theory of stereotype content model in combination with the use of previously-tested and widely-accepted questionnaires from various studies to do the following:

- Examine the effect that auto-stereotypes and meta-stereotypes have on Hispanics', 'Undocumented Workers', and Immigrants' self esteem and optimism for the future. Additionally, I will examine how other factors such as ethnic identity, generation status, and level of education influence that effect.

Hypotheses

1. Hetero-stereotype of Hispanics and Undocumented Workers: Using the general theory of stereotype content, the general, non-Latino public will presently view Hispanics as closer in communion and competence to Undocumented Workers when compared to the 2005 data (Figure 1). Thus, they will be plotted closer together on a scatter plot similar to the one compiled using the 2005 data. The fight for immigration reform in the past few years has been a battle for every ethnicity to fight for. However, since most of the protesters for immigration reform in today's America are predominantly of Hispanic origin, Hispanics and Undocumented Workers will be perceived by the general, non-Latino public as similar out-groups. When rating "Hispanics," the "Undocumented Workers" subtype will be more accessible today than it was in 2005. This is because enhanced media coverage of "Undocumented Workers" during the interim has increased the accessibility of this sub-group. According to intergroup relations theory, the content of the hetero-stereotype is determined by the viewer's perception of the target group's intergroup relations. Hispanics and Undocumented Workers will no longer have very different hetero-stereotypes (as in the 2005 data), but will have a less dissimilar stereotype content. In the new scatterplot, there will be a decrease in the gap between Hispanics and Undocumented Workers.
2. Hetero-stereotype content of Immigrants: Immigrants will be perceived by the general, non-Latino public to be low in communal attributes and low in competent attributes. Specifically, the Immigrant hetero-stereotype will have a lower average score of communion and competence compared with the hetero-stereotype of Hispanics. On the

other hand, Immigrants will not score significantly higher or lower on the communion and competence attributes when compared to Undocumented Workers. As mentioned above, the intergroup relations theory states that the content of the hetero-stereotype is determined by the viewer's perception of the target group's intergroup relations. "Hispanics" is a wider and more familiar term that is used as an ethnicity category in the census, as opposed to the more specific and less familiar terms, "Immigrants" and "Undocumented Workers." In the recent media, primarily due to the immigration debate, there has been a growing distinction between the more general term "Hispanics" and the more specific subgroups "Undocumented Workers" and "Immigrants." Moreover, the distinction has been fueled by whether or not the groups are law-abiding or law-breaking. Undocumented Workers and Immigrants may be seen as homogenous out-groups that are mostly law-breaking. The more general group Hispanics may not have such a strong negative stereotype as Undocumented Workers and Immigrants. Because of this, Hispanics will be perceived by the non-Latino public to be higher in communion and competence than Immigrants and Undocumented Workers.

3. Meta-stereotype of Hispanics: Hispanics will perceive the general, non-Latino public to view them as higher in Competence, Agency, Communion, Status, Cooperation, and Competitiveness than Immigrants' or Undocumented Workers' meta-stereotypes of those attributes. In other words, Hispanics will have a more positive meta-stereotype than the other two Latino subgroups. Immigrants and Undocumented Workers may experience higher levels of anxiety and hostility due to the current immigration issue, as indicated by Rodriguez & DeWolfe (1990). The immigration debate, strict border regulations, and

lack of response from the U.S. government for an amnesty could affect Immigrants and Undocumented Workers in such a way that they will believe that they are not welcome in this country.

4. There will be a main effect of Latino subgroup on well-being and ethnic identity: Immigrants and Undocumented Workers will score higher on the Self-esteem, Life Orientation Test, and Ethnic Identity questionnaires compared to Hispanics. Although Immigrants and Undocumented Workers are hypothesized to have a less-positive meta-stereotype as Hispanics, they will score higher than Hispanics on the self-esteem, outlook on life, and ethnic identity scales. The social identity theory suggests that when a group experiences rejection, discrimination, prejudice, or racism from out-group members, a coping mechanism is used to maintain in-group self-esteem, high group identity, and high quality of life (Utsey et al., 2002). I believe that Immigrants and Undocumented Workers experience higher levels of rejection from the general, non-Latino public than Hispanics. Thus, Immigrants and Undocumented Workers are more likely than Hispanics to activate a strategy used to maintain higher levels of social identity esteem. Group identity and in-group self-esteem are measured by the MEIM, and ethnic identity is a significant predictor of individual self-esteem and outlook on life (Luhtanen & Crocker, 1990; Utsey et al., 2002; Tajfel, 1982).

5. There will be a main effect of generation on ethnic identity: When looking across the three Latino subgroups (Hispanics, Undocumented Workers, and Immigrants), first generation Latinos will have a higher average ethnic identification score when compared to 2nd generation Latinos. Similarly, Second generation Latinos will have a higher

average ethnic identification score when compared to 3rd generation Latinos when looking across the three Latino subgroups. As described previously, differences in levels of acculturation can clearly be seen across the group's generational levels. Fuligni, Witkow, & Garcia (2005) provide that the higher the ethnicity identification, the more likely participants were to elect a national label (Mexican, Cuban, Chinese, etc.) to describe themselves. As the level of generation of Latino groups rise, the less likely it is that they will choose a national label for themselves and more likely that they will select hyphenated labels or an American label. First generation Latinos could experience higher levels of acculturative stress than second and third generations, which predict higher levels of ethnic identity.

6. There will be a main effect of education level on ethnic identity: Hispanics with a high education level (college degree or graduate degree) will have a higher average score on the ethnic identity questionnaire than Hispanics with a lower level of education (middle school or high school). Specifically, high-educated Hispanics will score similarly to low-educated Hispanics on the “affective” component of the MEIM, but will score higher than low-educated Hispanics on the “cognitive” component of the MEIM. Expecting most of the variation in education to come from Hispanics, Immigrants and Undocumented Workers will not be included in this analysis. Ethnic identity can best be thought of as encompassing two parts, ethnic identity search (a developmental and “cognitive” component) and affirmation, belonging, and commitment (an “affective” component). According to Erikson's theory of identity development, identity formation takes place through a process of exploration and commitment. Knowledge and exposure

tend to grow with age; older, more educated Hispanics are more likely to have been able to further explore, learn more about, and better understand the group to which they belong. Hispanics with lower education levels may not have had the opportunity to fully explore their heritage or culture to learn more about the history, traditions, and customs of their culture. Hispanics with a higher education level may not only have a similar sense of affirmation, belonging, and commitment (“affective” component) as Hispanics with a lower level of education, but may have further explored their ethnicity and may score higher on the “cognitive” component of the MEIM. The higher the education levels the greater chance of a “cognitive” exploration and commitment, which results in a higher ethnic identity score.

Methods

Participants

The 204 participants (96 males, 104 females) in this study were recruited from the Chicagoland area. All participants were 18 years of age or older, the mean age being 31.66 (range from 18 to 77). In order to perform the statistical analyses with sufficient statistical power, 102 participants were necessary for the Latino sample (Appendix A), thus 102 participants were recruited for the general, non-Latino sample so that equal numbers of each population was surveyed. For the general, non-Latino population survey that was administered, 102 participants were randomly recruited in public general areas throughout the city of Chicago. The general population was 51% male and was comprised of 56.4% Caucasian, 26.6% African American, 9.6% Asian American, 2.1%

Arab American, 1.1% Native American, and 4.3% were unreported. The non-Latino population was evenly distributed and randomly assigned into one of three groups:

*Group 1: (n=34) non-Latinos rated “Hispanics”

*Group 2: (n=34) non-Latinos rated “Undocumented Workers”

*Group 3: (n=34) non-Latinos rated “Immigrants”

For the Latino-specific survey, 102 participants were recruited in the same fashion as the general population. The Latino participant pool was mostly female (56%). The Latino population was recruited into one of the following three groups:

*Group 1: (n=34) Hispanics rated “Hispanics”

*Group 2: (n=34) Undocumented Workers rated “Undocumented Workers”

*Group 3: (n=34) Immigrants rated “Immigrants”

Procedures

A convenience sample was used for the purposes of this research study. Participants were selected at random and approached in public places throughout the city of Chicago, in places where participants would not be greatly disturbed such as on the streets or in parks. Participants were recruited in places where it is not congested and where there was a place for the participant to be seated. Participants were invited to participate in a study about the impressions of groups in American society. If they were interested in learning more about the study, they were then given a brief description of what their actual participation entailed and what was to be expected as a result of their voluntary participation (Appendix B). If the participant agreed to participate, the

researcher confirmed that the participant was 18 years of age or older and asked the participant if he/she was of Hispanic or Latino origin. The researcher proceeded to verbally consent the participant and review the consent form (Appendices C & D). I described the purpose of the study, the procedure of participation, the risks and benefits as a result of participation, guaranteed confidentiality and voluntary participation. Once the participant had consented, the participant was given time to ask questions. After this, if the participant agreed to continue participation in the study, the participant was recruited into one of the following two groups: “Non-Latino” or “Latino.” If the participant was “Non-Latino”, the researcher randomly gave the participant one of three general American public surveys (Appendices E, F or G). If the participant was “Latino”, the researcher gave the participant the Latino survey (Appendices H or I). Since the Latino survey asks the respondents to indicate to which Latino subgroup they belong, Latino participants were randomly recruited until there are $n=34$ for each Latino subgroup, sufficient for data analysis. Upon completion of the survey, the survey was placed in an unmarked manila envelope along with other surveys. The participant was thanked and orally debriefed and given a debriefing sheet (Appendices J or K).

Measures

The general, non-Latino population surveys (Appendices E, F, G) each consists of 42 questions, 22 of which ask participants to rate a group in society (Hispanic, Undocumented Workers, and Immigrants) on certain attributes (social role theory), and 20 of which asks the participants to rate a group in society on certain statements on the group’s relations with other groups (intergroup relations model). The survey also consists

of four demographics questions. Each participant was given one survey that asked the participant to rate one Latino subgroup on the scales mentioned above (Group 1, Group 2, or Group 3).

The Latino groups' survey (Appendix H) is comprised of several questionnaires. It includes questions on (in this order) Latino groups' attributes (social role theory), Latino groups' relations with other groups in American society (intergroup relations model), Phinney's Multigroup Ethnic Identity Measure (MEIM), Rosenberg's Self-esteem Scale (RSE), Scheier et al.'s revised Life Orientation Test (LOT-R), and several demographic questions that include questions on participants' gender, age, education level, and generation status. Since this population was expected to be a predominately Spanish-speaking population, a Spanish version of the Latino survey was compiled (Appendix I).

General Model of Stereotype Content

Role Approach. The social role theory predicts that the stereotype of a group is derived from the traits or attributes that is necessary to perform the role that the group carries out. The list of attributes that were used in Eagly & Koenig's 2005 study are the following: Kind, Competitive, Nagging, Boastful, Warm, Competent, Nurturing, Arrogant, Sincere, Gullible, Egotistical, Complaining, Aggressive, and Intelligent. Participants are asked to rate on a scale from 1-7 (1= Not at all, 7= Extremely) how typical each attribute was of a certain role or group in society. The attributes 'gullible,' 'complaining,' and 'nagging' did not load fully load into any of the three trait groups

(“Agency,” “Communion,” and Competence”), those attributes were dropped from the analysis. Those three attributes will not be measured in this study.

Intergroup Relations Theory. The intergroup relations theory predicts that the stereotype of a group is derived from that group’s relations with other groups in society. These items were based on Fiske et al.’s (2002) and Eckes (2002) previous research. The questions that Fiske has developed in order to measure the variables and constructs that make up the content of a stereotype are the following:

- How economically successful are members of this group?
- Does a fair “give and take” exist between this group and other groups?
- How much does this group compete with other groups for jobs?
- How prestigious are the jobs typically achieved by members of this group?
- How much does the power given to this group take away from the power of other groups?
- How much does this group cooperate with other groups?
- How well-educated are members of this group?
- How well does this group get along with other groups in society?
- How much does this group take away resources from other groups?
- How high-status is this group?

Participants are asked to rate on a scale from 1-7 (1= Not at all, 7= Extremely) how typical each statement was of a certain role or group in society. The Spanish version of the Latino survey has not yet been translated and tested for validity and internal consistency. However, being that I am fluent in reading, writing, and speaking Spanish, I used an online translation source to help translate the items found in the general model of stereotype content.

Ethnic Identity

Phinney’s 1992 Multigroup Ethnic Identity Measure (MEIM) is 14-item scale has a reported reliability, according to Cronbach’s alpha, of .81 with high school students and

.90 with college students (Phinney, 1992). It has also been extensively used in dozens of studies and has consistently shown good reliability, typically with alphas above .80, across a wide range of ethnic groups and ages (Roberts et al., 1999). The Spanish translation has been reported to have good reliability and internal consistency when tested with various Latino populations, with a Cronbach's alpha of .80 (Roberts et al., 1999; Umaña-Taylor & Fine, 2001).

This measure is designed to assess three components of ethnic identity: affirmation and belonging (five items) and ethnic identity achievement (seven items, including two negatively worded, four for ethnic identity exploration and three for commitment), and ethnic behaviors (two items). Items are rated on a four-point scale from 1 = *strongly disagree* to 4 = *strongly agree*, so that high scores indicate strong ethnic identity. Scores are derived by reverse coding negatively worded items, summing across items, and deriving a mean score. Low scores on the MEIM signify low ethnic identity, and high scores on the MEIM suggest high ethnic identification (Phinney, 1992).

Self-Esteem

The Rosenberg Self-esteem Scale (RSE) is a ten-item scale that is a global measure of self-esteem. It has been translated and tested, proven to have a high internal consistency. The Spanish version of the RSE has a Cronbach's alpha of .85 to .88 (Martín-Albo et al., 2007). The items are answered on a four-point Likert scale from strongly agree to strongly disagree. The scale ranges from a total score of zero to a total score of 30, with 30 indicating the highest score possible. To score the scale, item numbers 1, 3, 4, 7, and 10 will be scored according to the following point values: SA=3,

A=2, D=1, SD=0. Item numbers 2, 5, 6, 8, and 9 are reversed scored, and are scored according to the following point values: SA=0, A=1, D=2, SD=3. A sum is aggregated for the 10 items, and the higher the score, the higher the self-esteem level. In general, scores below a total of 15 suggest a low level of self-esteem.

Outlook for Future

Scheier, Carver, & Bridges' (1994) revised Life Orientation Test (LOT-R) is a scale have been used as a measure of the extent to which individuals have positive expectancies of life outcomes. The Spanish version of the LOT-R has been translated and tested, proven to have a good internal consistency and validity. The Spanish version of the LOT-R has a Cronbach's alpha of .79 (Perczek et al., 2000). The LOT-R consists of three negative items, three positive items, and four filler items. There are four 'filler' questions in this questionnaire that can be ignored when scoring (questions 2, 5, 6, and 8). Item numbers 1, 4, and 10 are positive items and should be summed according to the point values: SD=0, D=1, N=2, A=3, SA=4. It is necessary to reverse score the negatively worded items – these are 3, 7, and 9. The items should be summed according to the point values: SD=4, D=3, N=2, A=1, SA=0. A final score is achieved by summing the 6 non-filler questions. The potential range of total scores for this measure is 0-24. The higher the score, the more optimistic in outlook.

Demographics

The demographical questions serve as variables that are measured for purposes of the hypotheses. Measures of gender and age are necessary for the purpose of examining

the participant pool. Education level and generation status will be asked of participants in order to test Hypotheses 5 & 6.

Plans for Data Analyses

Hypothesis 1: To test this hypothesis, surveys from the general, non-Latino public were analyzed. More specifically, only data gathered from those surveys on the stereotype content of Hispanics and Undocumented Workers were analyzed. In order to determine where these Latino subgroups measured on a scatterplot of communion and competence, participants' answers to the social role measures were examined. A factor analysis was conducted to determine which social role attributes load together, as was performed by Eagly & Koenig (see Figure 1). For the items that loaded under "communal," an average of the scores given to those items by the participants was determined for Hispanics. Next, for the items that loaded under "competence," an average of the scores given to those items by the participants was determined for Hispanics. The same calculations were performed for the Undocumented Workers group. Finally, the two new averages of communion and competence for both Hispanics and Undocumented Workers were entered into the 2005 scatterplot. With the new data entered into the 2005 scatterplot, hypothesis 1 was determined to be true or false.

Hypothesis 2: To test this hypothesis, surveys from the general, non-Latino public were analyzed. More specifically, only data gathered from those surveys on the stereotype content of Immigrants were analyzed. In order to determine how this Latino subgroup measured on a scatterplot of communion and competence, participants' answers to the social role measures were examined. A factor analysis was conducted to determine

which social role attributes loaded together, as was performed by Eagly & Koenig (see Figure 1). For the items that loaded under “communal,” an average of the scores given to those items by the participants was determined for Immigrants. Next, for the items that loaded under “competence,” an average of the scores given to those items by the participants was determined. Finally, the average of communion and competence for Immigrants was entered into the 2005 scatterplot. A one-way ANOVA was conducted in order to determine if there was a significant difference in the three Latino groups’ communion and competence hetero-stereotypes. With the data analysis from hypothesis 1 and the data analysis from hypothesis 2 entered into the 2005 scatterplot, hypothesis 2 was determined to be true or false.

Hypothesis 3: To test this hypothesis, surveys from the Latino public were analyzed. More specifically, I analyzed the first part of all Latino surveys, which asked them to rate how they perceived *the general, non-Latino* public rates their group (Hispanic, Undocumented Worker, Immigrant) on certain attributes and statements derived from the general theory of stereotype content. To do so, I conducted a factor analysis to determine which social role attributes loaded together under “Agency,” “Communion,” and “Competence,” and another factor analysis was conducted for the intergroup attributes to determine which attributes loaded under “Status,” “Cooperation,” and “Competition.” Next, the mean of the items that loaded under each attribute group was calculated. A one-way ANOVA was conducted to test if there were any significant effect of group membership (IV) (Hispanic, Undocumented Worker, Immigrant) on average attribute group score (DV) (Agency, Communion, Competence, Status,

Cooperation, Competition). Specifically, I have tested to see if there were significant differences between Latino subgroups on average attribute group score. This analysis has helped to determine if Hispanics have a more positive meta-stereotype than Undocumented Workers and Immigrants.

Hypothesis 4: To test this hypothesis, surveys from the Latino public were analyzed. More specifically, I have analyzed their total scores on the Rosenberg Self-Esteem Scale, the Life Orientation Test, and the Multigroup Ethnic Identity Measure. To test the effects of Latino subgroup membership (IV) on self-esteem (DV), outlook on life (DV), and ethnic identity (DV), a one-way ANOVA was conducted. This analysis allowed me to examine the existence of a global difference between the Latino subgroups in terms of their mean RSES, LOT-R, and MEIM scores. Specifically, I was able to determine if Immigrants and Undocumented Workers scored significantly higher than Hispanics on the measures mentioned above.

Hypotheses 5: To test this hypothesis, surveys from the Latino public were analyzed. More specifically, I have analyzed their generation level and their total score on the Multigroup Ethnic Identity Measure. To test the main effects of generation (IV) (1st generation, 2nd generation, 3rd generation) on ethnic identification (DV), a one-way ANOVA was conducted. This analysis included mean ethnic identity scores for each level of the independent variable, which allowed me to examine exactly how each generation differed in ethnic identity.

Hypothesis 6: To test this hypothesis, surveys from the Hispanic sub-group population were analyzed. More specifically, I have analyzed their education level, their

total score on the Multigroup Ethnic Identity Measure, and their scores on the 2 components that comprise the MEIM (“affective” component and “cognitive” component). To test the main effects of education level (IV) (middle school, high school, college, graduate school) on total ethnic identification score (DV), “affective” MEIM score (DV), and “cognitive” MEIM score, a one-way ANOVA was conducted. This analysis included mean ethnic identity scores for each level of the independent variables, which allowed me to examine exactly how each education level differed in ethnic identity. This analysis also generated mean “affective” and “cognitive” scores, which allowed me to examine how each education level differed in the two ethnic identity components.

Results

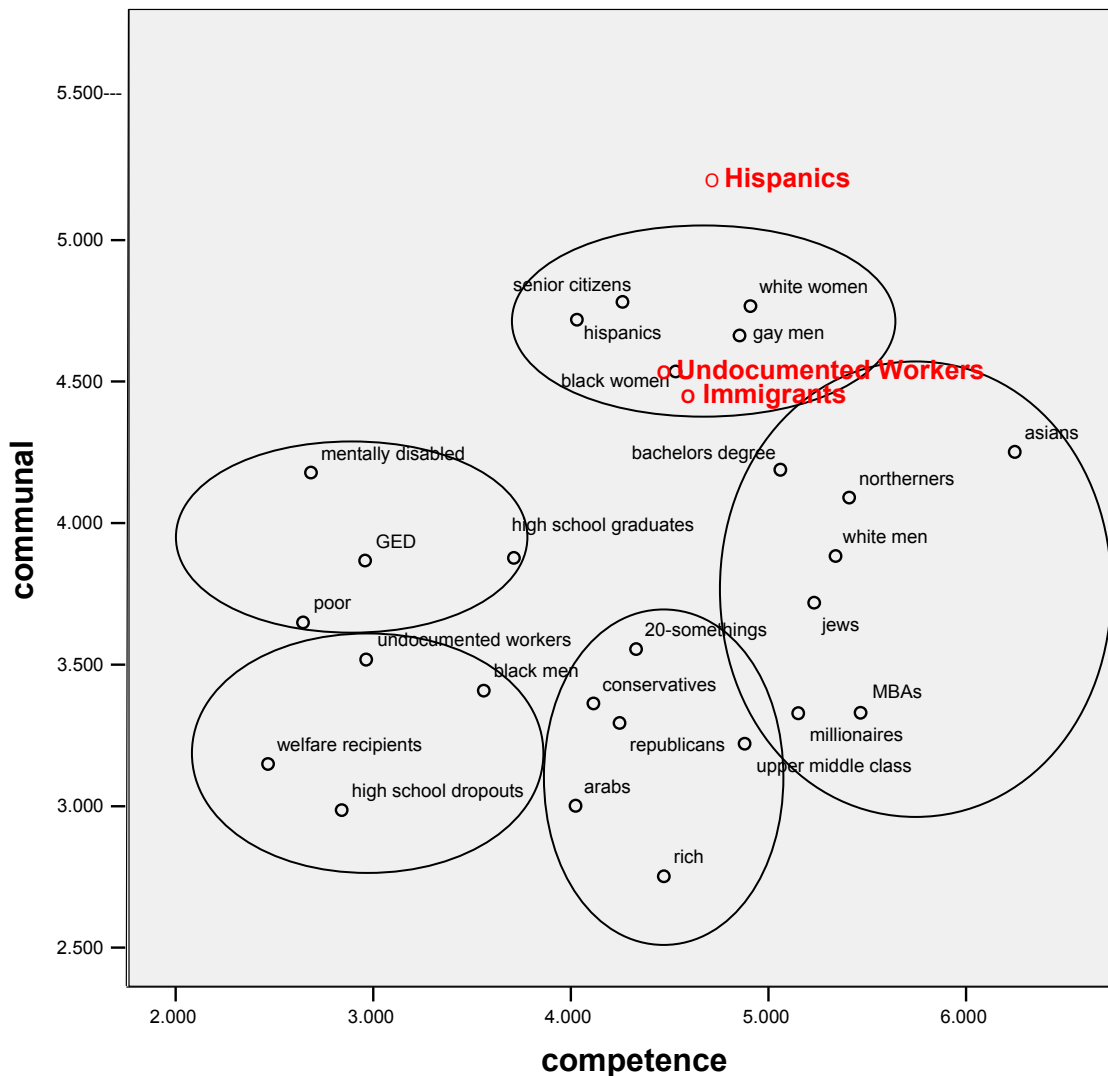
Hypothesis 1: Hetero-stereotype of Hispanics and Undocumented Workers.

It was hypothesized that the general, non-Latino public would view Hispanics as closer in communion and competence to Undocumented Workers when compared to the 2005 data and that they would be plotted closer together on the scatter plot. Surveys from the general, non-Latino population were examined (n=102). A Principal Component with Varimax rotation factor analysis was conducted using the social role measures from the general population surveys. The factor analysis derived three factors from the social role measures: “agency” (arrogant, egotistical, aggressive, boastful), “communion” (warm, kind, sincere, nurturing), and “competence” (intelligent, competitive, competent) (Table 3).

Table 3. *Factor Analysis on Role Measures (2009)*

<u>Items</u>	<u>Factors</u>		
	<u>Agency</u>	<u>Communion</u>	<u>Competence</u>
arrogant	0.898	-0.099	0.062
egotistical	0.892	-0.043	-0.001
aggressive	0.781	0.041	0.035
boastful	0.774	0.152	0.111
warm	0.070	0.882	-0.109
kind	-0.066	0.780	0.174
sincere	-0.132	0.653	0.401
nurturing	0.200	0.641	0.309
intelligent	-0.083	0.361	0.812
competitive	0.315	-0.071	0.736
competent	0.006	0.474	0.604

Mean “communion” and “competence” scores were calculated for each participant from the general, non-Latino population whom were assigned to evaluate the Hispanic or Undocumented Workers groups. Descriptive frequencies were run to obtain the overall mean “communion” score ($M = 5.22$, $N = 34$) and overall “competence” score ($M = 4.76$, $N = 34$) for Hispanics, and the overall mean “communion” score ($M = 4.67$, $N = 33$) and overall “competence” score ($M = 4.46$, $N = 33$) for Undocumented Workers. The two new “communion” and “competence” means for Hispanics and Undocumented Workers was entered into the scatterplot (Figure 2).

Figure 2. *Scatterplot (2009)*

This data supports hypothesis 1 because the gap between Hispanics' and Undocumented Workers' rating on communion and competence is not as great as it was in 2005.

Hypothesis 2: Hetero-stereotype of Immigrants

Hypothesis 2 suggested that Immigrants would be perceived by the general, non-Latino public to be low in communal and competent attributes, that they would have a lower hetero-stereotype compared to Hispanics, and would have a similar hetero-

stereotype as Undocumented Workers. The factor analysis from hypothesis 1 revealed that three factors were derived from the social role measures. Mean “communal” and “competence” scores were calculated for participants who were asked to rate Immigrants. Descriptive frequencies were run in order to populate the overall mean “communion” score ($M = 4.538$, $N = 33$) and overall “competence” score ($M = 4.63$, $N = 33$) for Immigrants. The “communion” and “competence” means for Immigrants was entered into the scatterplot (see Figure 2). In order to determine if the three Latino groups significantly differed on their hetero-stereotypes on communion and competence, a one-way ANOVA was conducted. There is a significant difference between the groups’ hetero-stereotype of communion, ($F(2,98) = 5.31$, $p = .006$), but there was no significant difference between the groups’ hetero-stereotype of competence, ($F(2,99) = .71$, $p = .492$). Specifically, Hispanics had a significantly higher communion hetero-stereotype ($M = 5.22$, $N = 34$) than Undocumented Workers ($M = 4.67$, $N = 33$) or Immigrants ($M = 4.54$, $N = 33$). Thus, the data suggests that Immigrants do have a significantly lower hetero-stereotype of communion when compared to Hispanics, but do not have a significantly lower hetero-stereotype of competence compared to Hispanics or Undocumented Workers.

Hypothesis 3: Meta-Stereotypes of Latinos

It was hypothesized that Hispanics would have a higher meta-stereotype than Undocumented Workers and Immigrants. To test this, a Principal Component with Varimax rotation factor analysis was conducted using the social role measures and the inter-group relations measures from the Latino surveys ($n = 96$). The factor analysis

derived two factors from the social role measures: “communion/competence” (kind, sincere, competent, warm, competitive, intelligent), and “agency” (arrogant, egotistical, aggressive, nurturing, boastful) (Table 4). A factor analysis was also conducted on the Latino groups’ inter-group relations measures (n= 100). The latter factor analysis also derived two factors from the inter-group relations measures: “status/cooperation” (well-educated, cooperates, economically successful, high status, get along with others, prestigious jobs), and “competition” (competes for jobs, takes power, takes resources) (Table 5). The attribute ‘fair give-and-take’ did not fully load into either one of the factors, thus, it is not included in the subsequent analysis. Mean “communion/competition,” “agency,” “status/cooperation,” and “competition” scores were calculated for each Latino participant.

Table 4. *Latino Factor Analysis on Role Measures (2009)*

<u>Items</u>	<u>Factors</u>	
	<u>Comm/Comp</u>	<u>Agency</u>
Kind	0.786	-0.134
Sincere	0.773	-0.125
Competent	0.757	0.255
Warm	0.754	0.033
Competitive	0.738	0.285
Intelligent	0.690	-0.040
Arrogant	-0.014	0.813
Egotistical	-0.085	0.788
Aggressive	-0.262	0.752
Nurturing	0.211	0.666
Boastful	0.336	0.648

Table 5. *Latino Factor Analysis on Intergroup Measures (2009)*

Items	Factors	
	Status/Coop	Competition
WellEducated	0.820	0.166
Cooperates	0.792	-0.062
Econ Success	0.750	0.232
HighStatus	0.741	0.089
GetAlong	0.729	-0.012
PrestigiousJobs	0.590	0.440
Compete4Jobs	-0.042	0.818
PowerTakes	0.462	0.618
TakeResources	-0.018	0.605
FairGiveTake	0.474	0.485

To determine if there are any significant differences between the three Latino groups (IV) on communion/competence (DV), agency (DV), status/cooperation (DV), or competition (DV), a one-way ANOVA was conducted. Results indicate that there is no significant difference in communion/competence meta-stereotypes between the groups, ($F(2,95) = 2.09, p = .129$). Specifically, Hispanics did not significantly differ in their communion/competence meta-stereotype ($M = 4.84, N = 33$) from Undocumented Workers ($M = 4.27, N = 32$) or Immigrants ($M = 4.61, N = 33$). The analysis also revealed that there were no significant differences in agency meta-stereotypes, ($F(2,93) = 1.11, p = .334$). Specifically, Hispanics did not significantly differ in their agency meta-stereotype ($M = 4.32, N = 32$) from Undocumented Workers ($M = 3.98, N = 32$) or Immigrants ($M = 3.90, N = 32$). Furthermore, there was no significant difference in Latinos' status/cooperation meta-stereotypes, ($F(2,98) = 1.72, p = .184$). That is, Hispanics did not significantly differ in their status/cooperation meta-stereotype ($M = 4.05, N = 33$) from Undocumented Workers ($M = 3.64, N = 34$) or Immigrants ($M = 4.02, N = 34$). Lastly, there was no significant difference in competition meta-stereotypes

among the three Latino groups, ($F(2,98) = 1.78, p = .174$). Specifically, Hispanics did not significantly differ in their competition meta-stereotype ($M = 4.10, N = 33$) from Undocumented Workers ($M = 3.63, N = 34$) or Immigrants ($M = 4.00, N = 34$). Given these data, hypothesis 3 is not supported and Hispanics do not have a more positive meta-stereotype than Undocumented Workers or Immigrants.

Hypothesis 4: Latino Group Differences in ROSN, MEIM, and LOT-R

Hypothesis 4 proposed that Undocumented Workers and Immigrants would score significantly higher than Hispanics on the ethnic identity, self-esteem, and outlook on life scales. A one-way ANOVA was conducted to test differences between the Latino groups on the MEIM, ROSN, and LOT-R tests. The results indicate that there were no significant differences between the Latino groups on their MEIM scores, ($F(2,97) = .393, p = .676$). Undocumented Workers ($M = 3.21, N = 34$) and Immigrants ($M = 3.29, N = 33$) did not score significantly higher than Hispanics ($M = 3.18, N = 33$) on the MEIM test. There was no significant difference between Latino groups on the LOT-R test, ($F(2,95) = .716, p = .491$). Undocumented Workers ($M = 16.03, N = 34$) and Immigrants ($M = 16.58, N = 31$) did not score significantly higher than Hispanics ($M = 17.06, N = 33$) on the LOT-R test. However, there was a significant difference on ROSN scores, ($F(2,95) = 4.43, p = .015$). Hispanics scored significantly higher ($M = 25.55, N = 33$) than Undocumented Workers ($M = 22.50, N = 34$), but not significantly higher than Immigrants ($M = 23.26, N = 31$). Although Hispanics scored significantly higher than Undocumented Workers and Immigrants, hypothesis 4 was not supported.

Hypothesis 5: Generational effect on Latino ethnic identity

It was hypothesized that first generation Latinos would have a higher average ethnic identification score when compared to 2nd and 3rd generation Latinos. A one-way ANOVA was conducted to test the differences between generational levels among the three Latino groups on their ethnic identity (MEIM) scores. The analysis revealed that there is no significant difference in generation levels on MEIM scores, ($F(2,97) = .879$, $p = .418$). First generation (foreign-born) Latinos did not score significantly higher ($M = 3.25$, $N = 67$) than second generation (U.S.-born, parent foreign-born) Latinos ($M = 3.24$, $N = 26$). Similarly, second generation Latinos did not score significantly higher on the MEIM than third generation (U.S.-born, parents U.S.-born) Latinos ($M = 2.99$, $N = 7$). Thus, hypothesis 5 was not supported by the data.

Hypothesis 6: Educational effect on Latino ethnic identity

Hypothesis 6 proposed that Hispanics with a high education level would score higher on the ethnic identity questionnaire than those with a lower level of education. Additionally, it was hypothesized that high-educated Hispanics would score similarly to low-educated Hispanics on the “affective” component of the MEIM, but would score higher than low-educated Hispanics on the “cognitive” component of the MEIM. A one-way ANOVA was conducted to test the differences between educational levels on the total MEIM score, the MEIM cognitive score, and the MEIM affective score among Hispanics. The analysis revealed that there was a marginally significant difference in generation levels on total MEIM scores, ($F(3,29) = 2.76$, $p = .060$). Specifically, Hispanics with a graduate degree had the highest total MEIM score ($M = 3.72$, $N = 3$)

when compared to Hispanics with a college degree ($M = 2.97$, $N = 13$), Hispanics with a high school diploma ($M = 3.26$, $N = 16$), and Hispanics with middle school education ($M = 3.08$, $N = 1$). There was no significant difference of education level on MEIM cognitive scores, ($F(3,29) = 2.25$, $p = .103$). That is, Hispanics with a graduate degree ($M = 3.72$, $N = 3$) and Hispanics with a college degree ($M = 2.65$, $N = 13$) did not have significantly higher MEIM cognitive scores compared to Hispanics with a high school diploma ($M = 2.91$, $N = 16$) and Hispanics with a middle school education ($M = 3.60$, $N = 1$). However, there was a significant difference of MEIM affective scores among the different levels of education in Hispanics, ($F(3,29) = 2.81$, $p = .050$). Hispanics with graduate degrees had the highest MEIM affective score ($M = 3.86$, $N = 3$), followed by Hispanics with a high school diploma ($M = 3.51$, $N = 16$). Hispanics with a college degree had the third-highest MEIM affect score average ($M = 3.21$, $N = 13$), and Hispanics with a middle school education had the lowest affective scores ($M = 2.71$, $N = 1$). Given this data, hypothesis 6 cannot be fully supported. Although highly-educated Hispanics did seem to score higher than non-highly-educated Hispanics on the overall MEIM test, they did not score significantly higher on the cognitive component of the MEIM.

Discussion

Participants

This study aimed at providing a better understanding of Latino's stereotype, from both the Latino and non-Latino perspective. Various results are promising for Latinos, while others are perplexing. In gathering data from the Latino public, I found that it was more difficult than expected to have participants identify themselves as only one of the

Latino group choices (Hispanic, Undocumented Worker, Immigrant). In fact, participants would discuss their membership to one group, but their identity with another. For example, one participant had discussed with me that he had migrated to the U.S. as a child, was raised in an urban Chicago setting, has legal permanent resident status, but identifies with the Hispanic Latino group more than with the Immigrant group. The notion of ethnic identity is a difficult one to master—it is subjective to the participant's own beliefs about one's identity. It is difficult to categorize such diverse peoples when asking them to identify themselves; it would seem less difficult to derive group membership by asking several yes/no questions, like, “Are you a Latino Immigrant? (Not born in the U.S. and migrated to the U.S)” and, “Are you a legal resident or a citizen of the U.S.?” However, such cookie-cutter categorization may not truly get at the participants' identity and could possibly yield hetero-stereotypes, rather than meta-stereotypes, when asked about their perceptions of the general public's views on “their” group. With all that said, I acknowledge that it is very possible for many of the Latino participants in my study to not have systematically categorized themselves; some participants could have identified with a certain group based on their subjective personal identity, while others could have identified with a group based on the “cookie-cutter” criteria of the groups.

Current Latino Groups' Stereotypes

The current data suggests that there has been a drastic change in Hispanics' and Undocumented Workers' stereotypes since 2005. Where Undocumented Workers were once placed in the same scatterplot cluster as high-school drop-outs, welfare recipients,

and black men, they are now in the cluster that once held Hispanics, along with white women, gay men, senior citizens, and black women. Hispanics, interestingly, are now viewed by the general public in 2009 to be significantly higher in communal and competent attributes than in 2005. As seen on the 2009 scatterplot, they are the highest-ranked group on communal attributes. As predicted in hypothesis 1, there was a decrease in the gap between Hispanics and Undocumented Workers in the 2009 scatterplot. The gap for the communal traits between Undocumented Workers and Hispanics went from being 3.50 for Undocumented Workers and 4.70 for Hispanics (a difference of 1.20 on communal points) to 4.67 for Undocumented Workers and 5.22 for Hispanics (a difference of 0.55 on communal points). Similarly, the gap has also decreased when examining the competence scores; in 2005, Undocumented Workers scored 3.00 on communion and Hispanics scored 4.20, and in 2009 Undocumented Workers scored 4.76 and Hispanics scored 4.46. The difference in competence points went from being 1.20 in 2005 to a difference of 0.30 competence points in 2009. Thus, the gap between Hispanics and Undocumented Workers has decreased since 2005. Interestingly, however, is the direction in which both of these Latino groups have shifted—both of these groups have been rated higher on both communal and competence attributes, with Undocumented Workers making a larger increase in their communion and competence scores than Hispanics.

A possible explanation for this drastic shift in Hispanic and Undocumented Worker's hetero-stereotypes is the change I had made to the 2005 version of the general

public's survey. In the current survey, I asked participants to rate these Latino groups based upon their own personal beliefs about that group, while Eagly & Koenig (2005) asked participants to rate the groups based upon their perceptions of the general public's views. This study was testing a more direct hetero-stereotype, while the 2005 study aimed at gathering information on the public's inferences of hetero-stereotypes. However, testing a more direct hetero-stereotype has allowed me to better compare what Latinos believe are the others' views of them and what others *actually* think of them.

When observing the current Immigrant group's stereotype, they are rated similarly to Undocumented Workers on communion and competence (see Figure 2). As stated in hypothesis 2, they are rated similarly to Undocumented Workers but significantly different from Hispanics. However, Immigrants were only found to be significantly different than Hispanics on communion but not on competence. These findings find hypothesis 2 to be partially true, for Immigrants were found to be significantly different from Hispanics on average communal scores, but were not found to be significantly different from Hispanics on average competence scores.

Interesting, again, is the location of the Immigrant group in the 2009 scatterplot. They, too, are now also located in the cluster which, in 2005, once held Hispanics. Although all general public participants received a consent form and were verbally consented to participate in a study about Latino stereotypes, I wonder if all participants had rated Immigrants as *Latino Immigrants* as compared to a broader notion of immigrants in general. In terms of the current stereotype of Immigrants, I believe that it is possible that Immigrants could have been viewed similarly to Undocumented Workers in

2005 and have also shifted in 2009, as observed with Hispanics and Undocumented Workers in the 2009 scatterplot. Or it is also possible that Immigrants' stereotype of communion and competence has not changed significantly since 2005. The shift in Immigrants' hetero-stereotype cannot be surmised due to the fact that there is no 2005 data for the Immigrant Latino group.

Latinos' Own Beliefs

Since Hispanics have been rated most favorably in communal and competent attributes by the general public in 2005 and again in 2009, it would not be surprising if they would have more positive beliefs of the general public's perceptions of their group than Undocumented Workers or Immigrants. However, Hispanics did not perceive the general public's beliefs about their group significantly different from how Undocumented Workers and Immigrants perceived the general public's beliefs about their group. Thus, contrary to what was stated in hypothesis 3, Hispanics do not have a more positive meta-stereotype than Undocumented Workers or Immigrants.

One possible explanation for this could be the current immigration debate and the media surrounding the topic. The recent immigration debate could be affecting the way Latinos view themselves. Particularly, could it be a possibility that Latinos are the ones (and not the general public) who believe that the general public views the different Latino groups as similar out-groups? Future research is necessary to investigate the lack of differences in Latino groups' meta-stereotypes, particularly in regards to group homogeneity.

For hypothesis 4, it was believed that Undocumented Workers and Immigrants

would have a significantly higher self-esteem, a stronger ethnic identity, and a more positive outlook on the future than Hispanics due to the higher levels of rejection by the general public. However, this was not the case with the findings in this study. In fact, Hispanics fared significantly better on self-esteem compared to Undocumented Workers but not compared to Immigrants. In terms of ethnic identity and outlook on the future, there were no significant differences among the three Latino groups. These results may be explained in a couple of ways.

The first is that Hispanics experience similar levels of rejection from the general public, thus activating a strategy that helps to maintain higher levels of social identity esteem (as measured by the MEIM). This can explain why they may have higher similar levels of ethnic identity as Undocumented Workers and Immigrants. Additionally, ethnic identity is a significant predictor of outlook on life, so this could explain the lack of differences between the Latino groups' LOT-R scores.

And the second is that self-esteem, ethnic identity, and outlook on life do not have much to do with the level of rejection that a group feels from the general public. Rather, the significantly higher levels of self-esteem in the Hispanic group may reflect a greater sense of *acceptance* from the general public. If it is true that rejection of a group may result in a defense strategy used to maintain higher levels of social identity esteem, then it is possible that Hispanics do not need to activate that strategy, thus resulting in lower/'normal' levels of social identity esteem, and furthermore, lower/'normal' levels of outlook on life.

Latino Group Memberships' Effect on Ethnic ID, Self-Esteem, and Outlook on Life

Results showed that there were no significant differences in ethnic identity scores among the different levels of generations in the Latino population and that hypothesis 5 is rejected. However, third generation Latinos scored lower on the MEIM than the first and second generation Latinos, although it was not a significant difference. The MEIM test is based on a 1-4 scale, so the difference between the generations could have been detected if only there were more participants in the third generation group. Working with such a small third generation group did not supply enough power to the analysis, and made it difficult to make any of the group differences significant.

If, in fact, a larger third generation participant pool would yield similar means and results, the analysis would have detected the difference to be a significant one. One could only surmise that first and second generation Latinos experience similar levels of acculturative stress and third generation Latinos experience less acculturative stress, and thus first and second generation Latinos keep a stronger sense of ethnic identity compared to third generation Latinos. A revised hypothesis and its validity would be necessary.

Educational and Generational Effects on Latino Ethnic ID

The analysis on hypothesis 6 produced some very interesting results. First, it was hypothesized that Hispanics with a higher level of education would have a significantly higher ethnic identity than those with lower levels of education. A marginally significant difference arose, indicating that Hispanics with a graduate degree had the highest level of ethnic identity, followed by Hispanics with high-school/GED degrees. Hispanics with a college degree had the lowest level of ethnic identity. It is possible that with a higher

number of participants in each education group, the analysis would have yielded significant results. However, although the analysis is only marginally significant, it is interesting to note the differences in ethnic identity between education levels.

When testing the ‘cognitive’ (information-seeking) items of the MEIM, there was no difference in Hispanics’ scores. It is worth noting that although the results were insignificant, Hispanics with a graduate degree scored the highest on the cognitive items of the MEIM. However, there were significant differences among education level when only examining the ‘affective’ (belonging and commitment) items of the MEIM. Hispanics with a graduate degree followed by Hispanics with a high-school diploma/GED had the highest level of belonging and commitment to their ethnic group.

These latter results are quite the opposite of my predictions. Hispanics with a graduate degree scored *higher* than the other groups on the affective component, and highly educated Hispanics did *not* score higher on the cognitive component of the MEIM. An interesting question could be, why do Hispanics with a graduate degree have a stronger sense of belonging and commitment than Hispanics with a college degree? Is there a college effect on ethnic identity? Additionally, are all Hispanics, regardless of education level, exploring their ethnic identity (‘cognitive’ component of the MEIM)? Could it be that exploration begins at a lower level of education, and commitment may occur at higher levels of education? Further exploration and analysis on this topic would be useful to draw any of these conclusions.

Conclusion

The Chicago Latino population is a fairly new one when compared to Texan or

Californian Latinos. Nonetheless, there were some changes in the three Latino groups' stereotypes over the last four years. Immigrants are viewed to be similar to Undocumented Workers, and Hispanics are viewed as more positively than 2005 and when compared to Undocumented Workers and Immigrants. If time is an important variable for stereotype change, then we will be able to continue to measure changes in Latino hetero-stereotypes, their meta-stereotypes, their self-esteem, outlook on life, and ethnic identity. What changes will occur in Latinos (especially Undocumented Workers and Immigrants) if an immigration reform is passed in this country?

APPENDIX A. POWER ANALYSIS

Hypothesis 3:

F tests – ANOVA: Fixed effects, omnibus, one-way

Analysis: A priori: Compute required sample size

Input:	Effect size f	=	0.40
	α err prob	=	0.05
	Power ($1-\beta$ err prob)	=	0.95
	Number of groups	=	3
Output:	Noncentrality parameter λ	=	16.320000
	Critical F	=	3.088240
	Numerator df	=	2
	Denominator df	=	99
	Total sample size	=	102
	Actual power	=	0.954730

Hypothesis 4:

F tests – MANOVA: Global effects

Options: Pillai V, O'Brien-Shieh Algorithm

Analysis: A priori: Compute required sample size

Input:	Effect size $f^2(V)$	=	0.25
	α err prob	=	0.05
	Power ($1-\beta$ err prob)	=	0.95
	Number of groups	=	3
	Response variables	=	3
Output:	Noncentrality parameter λ	=	24.000000
	Critical F	=	2.203439
	Numerator df	=	6.000000
	Denominator df	=	88.000000
	Total sample size	=	48
	Actual power	=	0.963614
	Pillai V	=	0.400000

Hypotheses 5:

F tests – ANOVA: Fixed effects, omnibus, one-way

Analysis: A priori: Compute required sample size

Input:	Effect size f	=	0.40
	α err prob	=	0.05
	Power ($1-\beta$ err prob)	=	0.95
	Number of groups	=	3
Output:	Noncentrality parameter λ	=	16.320000
	Critical F	=	3.088240
	Numerator df	=	2
	Denominator df	=	99
	Total sample size	=	102
	Actual power	=	0.954730

Hypothesis 6:

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F tests – MANOVA: Global effects

Options: Pillai V, O'Brien-Shieh Algorithm

Analysis: A priori: Compute required sample size

Input: Effect size $f^2(V)$ = 0.25

α err prob = 0.05

Power ($1-\beta$ err prob) = 0.95

Number of groups = 4

Response variables = 3

Output: Noncentrality parameter λ = 27.000000

Critical F = 1.978861

Numerator df = 9.000000

Denominator df = 96.000000

Total sample size = 36

Actual power = 0.960169

Pillai V = 0.600000

APPENDIX B. SCRIPT FOR RECRUITMENT AND VERBAL CONSENT

[Approach participant]

“Hello, my name is Sandra and I am a Master’s student at Loyola University. I am doing a research study on people’s opinions of different groups in American society. Would you be interested in participating?” (If person answers yes) *“Great!”*

Spanish: “Hola, me llamo Sandra y yo soy una estudiante en la Universidad de Loyola. Estoy haciendo un estudio de investigación sobre las opiniones de la gente sobre los grupos diferentes en la sociedad norteamericana. ¿Sería interesado usted en participar?” (If person answers yes) *“¡Que bueno!”*

Confirm that participant is 18 years of age or older

Ask participant if he/she is of Latino or Hispanic origin. If participant says “no,” then proceed with **Part I**. If participant says, “yes,” then skip to **Part II**.

PART I.

If participants want to know more about what the project is about, I will give a brief description of the research study. Saying something like:

“I am doing a study exploring how the public views different groups in our society, and I am specifically interested in how groups are rated on different attributes and traits. The short, 5 minute survey asks you questions regarding the perception of the general American public of a couple of groups. The entire process is completely confidential and anonymous. So if you’re interested, I’d like to tell you more about it. Want to do it? Ok, great!”

Brief verbal explanation of the content of the consent form (confidentiality)

“The university requires me to walk you through this consent form (show form), which is a formal description of what this is about so you understand what this is. You’ll complete a confidential survey about group stereotypes. You are not required to answer any question if you do not want to. And like I mentioned earlier, this survey is confidential and anonymous, so please do not write any identifying information on the survey. Would you like to do it?”

If participant declines, simply say, *“Okay, thank you.”*

If participant wants to proceed: *“Thank you for agreeing to participate. The entire survey should take you about 5 minutes. Please let me know if you have any questions. When you are finished, please place the survey back into the envelope and then hand it to me.”*

PART II.

If participants want to know more about what the project is about, I will give a brief description of the research study. Saying something like:

"I am doing a study exploring how the public views different groups in our society, and I am specifically interested in how groups are rated on different attributes and traits. The 10 minute survey asks you questions regarding the perception of the general American public of a couple of groups and it also asks you about how you view things in life. The entire process is completely confidential and anonymous. So if you're interested, I'd like to tell you more about it. Want to do it? Ok, great!"

Spanish: *"Estoy haciendo un estudio que explora cómo el público percibe unos grupos diferentes en nuestra sociedad, y estoy interesada específicamente en cómo son los grupos valorados en atributos y rasgos diferentes. El cuestionario toma 10 minutos y le hace preguntas con respecto a la percepción del público norteamericano general sobre un par de grupos y de también le pregunta acerca de cómo usted percibe las cosas de la vida. El proceso entero es completamente confidencial y anónimo. Si usted está interesado, querría decirle más acerca de ello. ¿Le gustaría hacerlo? ¡Que bien!"*

Brief verbal explanation of the content of the consent form (confidentiality)

"The university requires me to walk you through this consent form (show form), which is a formal description of what this is about so you understand what this is. You'll complete a survey about group stereotypes. You are not required to answer any question if you do not want to. And like I mentioned earlier, this survey is confidential and anonymous, so please do not write any identifying information on the survey. Your identity will not be matched with your survey answers. Would you like to do it?"

Spanish: *"La universidad me requiere que le hable sobre esta forma de consentimiento (show form), que es una descripción formal de lo que se trata para que usted comprenda lo que es esto. Usted completará un cuestionario acerca de estereotipos de grupos. Usted no es requerido a contestar ninguna pregunta si usted no quiere. Y como ya había mencionado, este cuestionario es confidencial y anónimo, así que por favor no escriba información que lo(a) pueda identificar en el cuestionario. Su identidad no será emparejada con sus respuestas. ¿Le gustaría hacerlo?"*

If participant declines, simply say, "Okay, thank you." (Spanish: "Bueno, muchas gracias.")

If participant wants to proceed: *"Thank you for agreeing to participate. The entire survey should take you about 10 minutes. Please let me know if you have any questions. When you are finished, please place the survey back into the envelope and then hand it to me."*

Spanish: *"Gracias por su participación. La inspección entera le debe tomar acerca de 10 minutos. Por favor llámeme si usted tiene cualquier pregunta. Cuando usted termine, por favor regrese el cuestionario al sobre y me regrésemelo".*

APPENDIX C. CONSENT FORM (ENGLISH)

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: A Multi-Model Assessment of Stereotype Content of Three Latino Groups
Researcher(s): Sandra Villalpando

Introduction:

You are being asked to take part in a study being conducted by Sandra Villalpando, a Master's student in the Social Psychology Department at Loyola University of Chicago. You are being asked to participate because you are 18 years of age or older.

Please read this form carefully and ask questions you may have before deciding whether to participate.

Purpose:

The purpose of this study is to utilize a general theory of stereotype content to determine the stereotype content of several Latino groups in our society and to see if there has been a change in Latino groups' stereotype content since before the highly-publicized immigration debate. Also, this study aims to use that information gathered to test for any effects on Latinos' well-being.

Procedures:

If you agree to be in the study, you will be asked to complete either:

- a 5-minute survey on your ratings of general America's perceptions of Latino groups in society
- or-
- a 10-minute survey on your ratings of general America's perceptions of a Latino group in society as well as your personal perceptions of a Latino group in society.

Risks/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life; however there may be some personal discomfort with the content of certain survey questions. There are no direct benefits to you from participation, but you may benefit from knowing that you contributed information to a research project.

Confidentiality:

Your responses on the survey are anonymous. The researcher will not be able to identify you given the information you provide. You will be instructed verbally and in writing not to put your name or other identifiers on the survey. Your survey will be placed in an envelope with other participants' surveys when you finish this activity. The surveys will be stored in a locked cabinet file and will be shredded after all survey data for this study have been manually entered into an SPSS file.

Voluntary Participation:

Participation in this project is voluntary. If at any time you wish to not answer any question on the survey or wish to withdraw from participation, you are free to do so. The refusal to participate in any part of the research will involve no penalty or decrease in benefits to which you are entitled.

Contacts and Questions:

If you have questions about this project, please feel free to contact Sandra Villalpando at 773-508-2676 or svillal@luc.edu. If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of Research Services at (773) 508-2689.

Statement of Consent:

Your participation in the survey and feedback activities indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this study. You will be given a copy of this form to keep for your records.

APPENDIX D. CONSENT FORM (SPANISH)

CONSENTIMIENTO PARA TOMAR PARTE EN LA INVESTIGACIÓN

Título del la Investigación: Una Evaluación Multi-Modelo Sobre el Contenido de Estereotipos de Tres Grupos Latinos

Investigadora: Sandra Villalpando

Introducción:

Usted ha sido pedido a tomar parte en un estudio realizado por Sandra Villalpando, una estudiante de maestría del departamento de psicología social de la Universidad de Loyola de Chicago. La han pedido a participar porque usted es de 18 años de edad o más.

Por favor lea esta forma con cuidado y haga preguntas antes de decidir si quiere participar.

Propósito:

El propósito de este estudio es de utilizar una teoría general de contenido de estereotipo para determinar el contenido de estereotipo de varios grupos latinos de nuestra sociedad y para ver si ha habido un cambio en el contenido de estereotipo en grupos latinos desde antes del debate de inmigración hasta hoy. También, este estudio se propone utilizar esa información para ver si hay algún efecto en el bienestar de los latinos por causa de los estereotipos.

Procedimientos:

Si usted esta de acuerdo en participar en el estudio, usted será pedido completar un cuestionario que tomará 10 minutos. Éste cuestionario pide que nos diga sus percepciones sobre lo que usted cree como el público general percibe a ese grupo latino, y tambien pide sus percepciones personales de un grupo latino de la sociedad.

Riesgos/Beneficios:

No hay riesgo de participar en esta investigación más allá de lo esperado en la vida cotidiana; sin embargo, es posible que haya alguna molestia personal con el contenido de ciertas preguntas de inspección. No hay beneficios directos para usted por su participación, pero usted puede beneficiar en saber que contribuyó información a un proyecto de investigación.

Confidencialidad:

Sus respuestas en en cuestionario son anónimas. El investigador no podrá identificarlo(a) dada la información que usted proporciona. Usted será instruido verbalmente y en la escritura que no ponga su nombre ni otras identificaciones en el cuestionario. Cuando usted termine la actividad, su cuestionario será colocada en un sobre con los cuestionarios de otros participantes. Los cuestionarios serán almacenadas en un gabinete de archivo cerrado con llave y serán destrozadas después de que todos los datos de esta investigación hayan sido insertados manualmente en un archivo de SPSS en la computadora.

Participación Voluntaria:

La participación en este proyecto es voluntaria. Si en cualquier tiempo usted desea no contestar alguna pregunta en el cuestionario o si tiene el deseo de retirar su participación, usted es libre en hacerlo. El no tomar parte en la investigación no implicará pena ni disminución en beneficios a que usted es permitido.

Contactos y Pregunta:

Si usted tiene preguntas acerca de este proyecto, por favor de contactar a Sandra Villalpando al 773-508-2676 o por correo electrónico a svillal@luc.edu. Si usted tiene preguntas acerca de sus derechos como un participante de investigación, usted puede contactar al Director de Conformidad en la Oficina de Servicios de Investigación de Loyola al (773) 508-2689.

Declaración del Consentimiento:

Su participación en las actividades de inspección indica que usted ha leído y comprendió la información proporcionada arriba, ha tenido una oportunidad de hacer preguntas, y concordar en tomar parte en este estudio. Se le dará una copia de esta forma para que la mantenga en sus registros.

APPENDIX E. GENERAL, NON-LATINO SURVEY (HISPANICS)

You indicate your voluntary agreement to participate by completing and returning this questionnaire.

Study on the Stereotypes of Groups

INSTRUCTIONS: We are interested in how society views common groups in American society. In this questionnaire you will be asked to rate two common categories of American society. We are interested in your own person beliefs about these categories.

First, please take a moment to think about the group “**Hispanics**” in American society. Please tell us how you view Hispanics. Answer the questions using this scale:

1	2	3	4	5	6	7
Not at all	Very Little	Somewhat	Moderately	Quite a bit	Very much	Extremely

How typical are the following attributes of Hispanics?

_____ Kind	_____ Competent	_____ Egotistical
_____ Competitive	_____ Nurturing	_____ Aggressive
_____ Boastful	_____ Arrogant	_____ Intelligent
_____ Warm	_____ Sincere	

_____ How economically successful are members of this group?

_____ Does a fair “give and take” exist between this group and other groups?

_____ How much does this group compete with other groups for jobs?

_____ How prestigious are the jobs typically achieved by members of this group?

_____ How much does the power given to this group take away from the power of other groups?

_____ How much does this group cooperate with other groups?

_____ How well-educated are members of this group?

_____ How well does this group get along with other groups in society?

_____ How much does this group take away resources from other groups?

_____ How high-status is this group?

Please continue on the back

Now please answer the following questions about yourself:

Gender (circle one): Male / Female

Age: _____

Race (circle one):

African American

Arab American

Asian American

Caucasian/White

Native American

Other: _____

Highest Level of Education:
(circle one)

Middle School

High School Diploma/GED

College Degree

Graduate Degree

APPENDIX F. GENERAL, NON-LATINO SURVEY (UNDOCUMENTED
WORKERS)

You indicate your voluntary agreement to participate by completing and returning this questionnaire.

Study on the Stereotypes of Groups

INSTRUCTIONS: We are interested in how society views common groups in American society. In this questionnaire you will be asked to rate two common categories of American society. We are interested in your own person beliefs about these categories.

First, please take a moment to think about the group “**Undocumented Workers**” in American society. Please tell us how you view Undocumented Workers. Answer the questions using this scale:

1	2	3	4	5	6	7
Not at all	Very Little	Somewhat	Moderately	Quite a bit	Very much	Extremely

How typical are the following attributes of Undocumented Workers?

_____ Kind	_____ Competent	_____ Egotistical
_____ Competitive	_____ Nurturing	_____ Aggressive
_____ Boastful	_____ Arrogant	_____ Intelligent
_____ Warm	_____ Sincere	

_____ How economically successful are members of this group?

_____ Does a fair “give and take” exist between this group and other groups?

_____ How much does this group compete with other groups for jobs?

_____ How prestigious are the jobs typically achieved by members of this group?

_____ How much does the power given to this group take away from the power of other groups?

_____ How much does this group cooperate with other groups?

_____ How well-educated are members of this group?

_____ How well does this group get along with other groups in society?

_____ How much does this group take away resources from other groups?

_____ How high-status is this group?

Please continue on the back

Now please answer the following questions about yourself:

Gender (circle one): Male / Female

Age: _____

Race (circle one):

African American

Arab American

Asian American

Caucasian/White

Native American

Other: _____

Highest Level of Education:
(circle one)

Middle School

High School Diploma/GED

College Degree

Graduate Degree

APPENDIX G. GENERAL, NON-LATINO SURVEY (IMMIGRANTS)

You indicate your voluntary agreement to participate by completing and returning this questionnaire.

Study on the Stereotypes of Groups

INSTRUCTIONS: We are interested in how society views common groups in American society. In this questionnaire you will be asked to rate two common categories of American society. We are interested in your own person beliefs about these categories.

First, please take a moment to think about the group “**Immigrants**” in American society. Please tell us how you view Immigrants. Answer the questions using this scale:

1	2	3	4	5	6	7
Not at all	Very Little	Somewhat	Moderately	Quite a bit	Very much	Extremely

How typical are the following attributes of Immigrants?

_____ Kind	_____ Competent	_____ Egotistical
_____ Competitive	_____ Nurturing	_____ Aggressive
_____ Boastful	_____ Arrogant	_____ Intelligent
_____ Warm	_____ Sincere	

_____ How economically successful are members of this group?

_____ Does a fair “give and take” exist between this group and other groups?

_____ How much does this group compete with other groups for jobs?

_____ How prestigious are the jobs typically achieved by members of this group?

_____ How much does the power given to this group take away from the power of other groups?

_____ How much does this group cooperate with other groups?

_____ How well-educated are members of this group?

_____ How well does this group get along with other groups in society?

_____ How much does this group take away resources from other groups?

_____ How high-status is this group?

Please continue on the back

Now please answer the following questions about yourself:

Gender (circle one): Male / Female

Age: _____

Race (circle one):

African American

Arab American

Asian American

Caucasian/White

Native American

Other: _____

Highest Level of Education:
(circle one)

Middle School

High School Diploma/GED

College Degree

Graduate Degree

APPENDIX H. LATINO SURVEY (ENGLISH)

You indicate your voluntary agreement to participate by completing and returning this questionnaire.

Study on the Stereotypes of Three Latino Groups

Introduction: Thank you for your participation in this study! This questionnaire will take approximately 10 minutes to complete.

INSTRUCTIONS: We are interested in how society views common groups in American society. In this questionnaire you will be asked to rate a common category of American society. We are interested in how you think the *general public* views these categories, and what your own personal beliefs about these groups are.

Please indicate the group to which you identify (circle one):

Hispanic

Undocumented Worker

Immigrant

First, please take a moment to think about the group you identified above. Please tell us how the *general, non-Latino public* views that group. Answer the questions using this scale:

1	2	3	4	5	6	7
Not at all	Very Little	Somewhat	Moderately	Quite a bit	Very much	Extremely

How typical are the following attributes of your group?

(Please write a number 1-7 on each line below)

_____ Kind	_____ Competent	_____ Egotistical
_____ Competitive	_____ Nurturing	_____ Aggressive
_____ Boastful	_____ Arrogant	_____ Intelligent
_____ Warm	_____ Sincere	

- _____ How economically successful are members of this group?
- _____ Does a fair “give and take” exist between this group and other groups?
- _____ How much does this group compete with other groups for jobs?
- _____ How prestigious are the jobs typically achieved by members of this group?
- _____ How much does the power given to this group take away from the power of other groups?
- _____ How much does this group cooperate with other groups?
- _____ How well-educated are members of this group?
- _____ How well does this group get along with other groups in society?
- _____ How much does this group take away resources from other groups?
- _____ How high-status is this group?

(Continue on back)

Next, please tell us ***your own personal beliefs*** about that group. Answer the questions using the same scale as above:

How typical are the following attributes of your group?

_____ Kind	_____ Competent	_____ Egotistical
_____ Competitive	_____ Nurturing	_____ Aggressive
_____ Boastful	_____ Arrogant	_____ Intelligent
_____ Warm	_____ Sincere	

_____ How economically successful are members of this group?
 _____ Does a fair “give and take” exist between this group and other groups?
 _____ How much does this group compete with other groups for jobs?
 _____ How prestigious are the jobs typically achieved by members of this group?
 _____ How much does the power given to this group take away from the power of other groups?
 _____ How much does this group cooperate with other groups?
 _____ How well-educated are members of this group?
 _____ How well does this group get along with other groups in society?
 _____ How much does this group take away resources from other groups?
 _____ How high-status is this group?

INSTRUCTIONS: Use the numbers below to indicate how much you agree or disagree with each statement.

(4) Strongly agree	(3) Agree	(2) Disagree	(1) Strongly disagree
--------------------	-----------	--------------	-----------------------

_____ I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.
 _____ I am active in organizations or social groups that include mostly members of my own ethnic group.
 _____ I have a clear sense of my ethnic background and what it means for me.
 _____ I think a lot about how my life will be affected by my ethnic group membership.
 _____ I am happy that I am a member of the group I belong to.
 _____ I have a strong sense of belonging to my own ethnic group.
 _____ I understand pretty well what my ethnic group membership means to me.
 _____ In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
 _____ I have a lot of pride in my ethnic group.
 _____ I participate in cultural practices of my own group, such as special food, music, or customs.
 _____ I feel a strong attachment towards my own ethnic group.
 _____ I feel good about my cultural or ethnic background.

My ethnicity is Mixed (Parents are from two different groups) : Yes / No

My father's ethnicity is: _____

My mother's ethnicity is: _____

(Continue on next page)

INSTRUCTIONS: Below is a list of statements dealing with **your general feelings about yourself**. If you Strongly Agree, circle SA. If you Agree, circle A. If you Disagree, circle D. If you Strongly Disagree, circle SD.

Questions	Strongly Disagree		Strongly Agree	
	Disagree	Disagree	Agree	Agree
I feel that I'm a person of worth, at least on an equal plane with others	SD	D	A	SA
I feel that I have a number of good qualities	SD	D	A	SA
All in all, I am inclined to feel that I am a failure	SD	D	A	SA
I am able to do things as well as most other people	SD	D	A	SA
I feel I do not have much to be proud of	SD	D	A	SA
I take a positive attitude toward myself	SD	D	A	SA
On the whole, I am satisfied with myself	SD	D	A	SA
I wish I could have more respect for myself	SD	D	A	SA
I certainly feel useless at times	SD	D	A	SA
At times I think I am no good at all	SD	D	A	SA

INSTRUCTIONS: Below is a list of statements dealing with **your general feelings about yourself**. If you Strongly Agree, circle SA. If you Agree, circle A. If you are Neutral, circle N. If you Disagree, circle D. If you Strongly Disagree, circle SD.

Questions	Strongly Disagree		Neutral	Strongly Agree	
	Disagree	Disagree		Agree	Agree
In uncertain times, I usually expect the best.	SD	D	N	A	SA
It's easy for me to relax.	SD	D	N	A	SA
If something can go wrong with me, it will.	SD	D	N	A	SA
I'm always optimistic about my future.	SD	D	N	A	SA
I enjoy my friends a lot.	SD	D	N	A	SA
It's important for me to keep busy.	SD	D	N	A	SA
I hardly ever expect things to go my way.	SD	D	N	A	SA
I don't get upset too easily.	SD	D	N	A	SA
I rarely count on good things happening to me.	SD	D	N	A	SA
Overall, I expect more good things to happen to me than bad.	SD	D	N	A	SA

(Continue on back)

Now please answer the following questions about yourself:

APPENDIX I. LATINO SURVEY (SPANISH)

Usted indica su acuerdo voluntario para participar con el completar y devolver este cuestionario.

Estudo sobre los Estereotipos de Tres Grupos Latinos

Introducción: ¡Gracias por su participación en este estudio! Éste cuestionario tomará aproximadamente 10 minutos para completar.

INSTRUCCIONES: Estamos interesados en cómo la sociedad percibe a los grupos comunes que se encuentran en la sociedad norteamericana. En este cuestionario usted será pedido valorar una categoría común de la sociedad norteamericana. Estamos interesados en cómo usted piensa que el *gran público* percibe a estas categorías, y también de sus propias creencias personales acerca de estos grupos.

Por favor indique el grupo a que usted se identifica (rodea uno) :

Hispano

Trabajador Indocumentado

Inmigrante

Primero, por favor tome un momento de pensar del grupo que usted identificó arriba. Díganos cómo el *público general* (no latino) percibe a ese grupo. Conteste las preguntas utilizando esta escala:

1	2	3	4	5	6	7
Nada	Muy Poco	Algo	Moderadamente	Bastante	Mucho	Extremamente

¿Qué tan típico son los siguientes atributos de su grupo?

(Por favor escriba un número del 1 al 7 en cada línea)

_____ Amables	_____ Competentes	_____ Egoistas
_____ Competitivos	_____ Crianzudos	_____ Agresivos
_____ Presuntuosos	_____ Arrogantes	_____ Inteligentes
_____ Afectuosos	_____ Sinceros	

- _____ ¿Cuán éxito tienen económicamente los miembros de este grupo?
- _____ ¿Existe una justa systema de "concesiones mutuas" entre este grupo y otros grupos?
- _____ ¿Cuánto compite este grupo con otros grupos para trabajos?
- _____ ¿Cuán prestigioso son los trabajos típicamente logrado por miembros de este grupo?
- _____ ¿Cuánto es el poder de este grupo que toma el poder de otros grupos?
- _____ ¿Cuánto coopera este grupo con otros grupos?
- _____ ¿Es éste grupo bien educado?
- _____ ¿Qué bien se lleva este grupo con otros grupos en la sociedad?
- _____ ¿Cuántos recursos toma este grupo de otros grupos?
- _____ ¿Cómo de alto-estatus es este grupo?

(Continúe en la siguiente página)

Ahora por favor díganos *sus propias creencias personales* acerca de ese grupo. Conteste las preguntas utilizando la misma escala como arriba:

¿Qué tan típico son los siguientes atributos de su grupo?

_____ Amables	_____ Competentes	_____ Egoistas
_____ Competitivos	_____ Crianzudos	_____ Agresivos
_____ Presuntuosos	_____ Arrogantes	_____ Inteligentes
_____ Afectuosos	_____ Sinceros	

_____ ¿Cuán éxito tienen económicamente los miembros de este grupo?
 _____ ¿Existe una justa systema de "concesiones mutuas" entre este grupo y otros grupos?
 _____ ¿Cuánto compite este grupo con otros grupos para trabajos?
 _____ ¿Cuán prestigioso son los trabajos típicamente logrado por miembros de este grupo?
 _____ ¿Cuánto es el poder de este grupo que toma el poder de otros grupos?
 _____ ¿Cuánto coopera este grupo con otros grupos?
 _____ ¿Es éste grupo bien educado?
 _____ ¿Qué bien se lleva este grupo con otros grupos en la sociedad?
 _____ ¿Cuántos recursos toma este grupo de otros grupos?
 _____ ¿Cómo de alto-estatus es este grupo?

INSTRUCCIONES: Use los números que se encuentran abajo para calificar cada frase de acuerdo con su opinión.

(4) Completamente de Acuerdo	(2) En Desacuerdo
(3) De Acuerdo	(1) Completamente en Desacuerdo

_____ He dedicado tiempo para averiguar más acerca de mi grupo étnico, como la historia, tradiciones y costumbres.
 _____ Estoy activo en organizaciones o grupos sociales en los cuales la mayoría de sus miembros son de mi propio grupo étnico
 _____ Tengo una idea clara de lo que es mi grupo étnico y lo que significa para mí.
 _____ He pensado bastante en como mi grupo étnico influye en mi vida.
 _____ Me siento contento de pertenecer a mi grupo étnico.
 _____ Me siento muy identificado con el grupo étnico al que pertenezco.
 _____ Entiendo claramente lo que significa pertenecer a mi propio grupo étnico.
 _____ Para aprender más acerca de mis raíces étnicas, he hablado con otros acerca de mi grupo étnico.
 _____ Estoy orgulloso/a de mi grupo étnico.
 _____ Participo en actividades culturales de mi propio grupo étnico como, por ejemplo, comidas especiales, música y costumbres.
 _____ Siento un gran afecto hacia mi grupo étnico.
 _____ Me siento a gusto con mi herencia cultural y étnica.

Mi etnicidad es Mixto/a (mis padres son de dos diferentes grupos étnicos): Sí / No

El grupo étnico de mi padre es: _____

El grupo étnico de mi madre es: _____

(Continúe en la siguiente página)

INSTRUCCIONES: A continuación hay una lista de frases relacionados con *sentimientos en general que tiene acerca de usted mismo(a)*. Se está **Completamente en Desacuerdo**, marque con un círculo las letras **CD**. Se está **En Desacuerdo**, marque con un círculo la letra **D**. Se está **De Acuerdo**, marque con un círculo la letra **A**. Se está **Completamente de Acuerdo**, marque con un círculo las letras **CA**.

Preguntas	Completamente	De		Completamente
	en Desacuerdo	En Desacuerdo	Acuerdo	de Acuerdo
Siento que soy una persona que tiene valor, por lo menos al mismo nivel que los demás.	CD	D	A	CA
Siento que tengo buenas cualidades.	CD	D	A	CA
A fin de cuentas, me inclino a pensar que soy un fracasado(a).	CD	D	A	CA
Soy capaz de hacer las cosas tan bien como las hace la mayoría de las personas.	CD	D	A	CA
Siento que no tengo mucho de que estar orgulloso.	CD	D	A	CA
Tomo una actitud positiva hacia mí mismo(a).	CD	D	A	CA
En general, estoy satisfecho(a) conmigo mismo(a).	CD	D	A	CA
Desearía tener más respeto por mí mismo(a).	CD	D	A	CA
Definitivamente, algunas veces me siento inútil.	CD	D	A	CA
Algunas veces pienso que definitivamente, no sirvo para nada.	CD	D	A	CA

INSTRUCCIONES: Las siguientes preguntas se refieren a *cómo usted ve la vida en general*. Después de cada pregunta, díganos, si usted está de acuerdo o en desacuerdo.

Preguntas	Completamente			Completamente	
	en Desacuerdo	En Desacuerdo	Neutral	De Acuerdo	de Acuerdo
En tiempos de incertidumbre, generalmente pienso que me va a ocurrir lo mejor.	CD	D	N	A	CA
Es facil relajarme.	CD	D	N	A	CA
Si algo malo me puede pasar, estoy segura(o) que me pasará.	CD	D	N	A	CA
Siempre soy optimista en cuanto al futuro.	CD	D	N	A	CA
Yo disfruto de mis amistades.	CD	D	N	A	CA
Para mi, es importante estar siempre ocupada(o).	CD	D	N	A	CA
Rara vez espero que las cosas salgan a mi manera.	CD	D	N	A	CA
Yo no me disgusto fácilmente.	CD	D	N	A	CA
No espero que cosas buenas me sucedan.	CD	D	N	A	CA
En general, yo pienso que mas cosas buenas que malas me van a suceder.	CD	D	N	A	CA

(Continue en la siguiente página)

Ahora por favor conteste las preguntas siguientes acerca de usted mismo:

Género (rodea uno): Hombre / Mujer

Edad: _____

Nivel más alto logrado en Educación:

(marque con una “X”)

- _____ Middle School (secundaria)
- _____ High School Diploma/GED (preparatoria)
- _____ College Degree (colegio, licenciatura o bachillerato)
- _____ Graduate Degree (posgraduado, maestría o doctorado)
- _____ Otro: _____

Generación:

(marque con una “X”)

- _____ 1^a (Nacido fuera de los EEUU)
- _____ 2nd (Nacido en los EEUU, padres nacidos fuera de los EEUU)
- _____ 3rd (Nacido en los EEUU, padres nacidos en los EEUU)
- _____ Otro: _____

Usted ha completado el cuestionario. Por favor de volver el paquete a la investigadora. Gracias por su tiempo. ¡Su contribución al estudio es muy apreciado!

APPENDIX J. DEBRIEFING SHEET (ENGLISH)

Thank you very much for participating in this research. We are investigating the processes of two theories of stereotype content. One theory, social role theory, hypothesizes that a group's stereotype comes from the roles and common activities they perform in everyday life, and suggests that the attributes that are necessary to carry on the role is what creates stereotypes of agency, competence, and communion. Another theory, intergroup relations theory, suggests that a group's status and interdependence with other groups creates stereotypes of competence and warmth. Therefore, you were assigned to one of two groups. The general, non-Latino group rated two groups that are common in our society. The Latino group rated their own group and also completed various questionnaires that measure different aspects of well-being. We will use the data you provided to see if the content of Latino groups' stereotypes has changed in the past 4 years and to investigate the effect that stereotypes have on well-being.

Thank you again for your participation. If you have any questions, please contact Sandra Villalpando (773) 508-2676 at Loyola University Social Psychology Department.

APPENDIX K. DEBRIEFING SHEET (SPANISH)

Muchas gracias por haber tomado parte en esta investigación. Estamos investigando los procesos de dos teorías sobre el contenido de los estereotipos. Una teoría, la teoría de los roles sociales, forma una hipótesis que dice que el estereotipo de un grupo es basada en los papeles y las actividades comunes que miembros del grupo realizan en la vida cotidiana, y sugieren que los atributos que son necesarios para continuar el papel es lo que crea estereotipos de agencia, competencia, y de la comunión. Otra teoría, la teoría de relaciones entre grupos, sugiere que el estatus de un grupo y la interdependencia con otros grupos crea estereotipos de competencia y calidez. Por lo tanto, usted fue asignado a uno de dos grupos. El grupo no-latina valoró dos grupos que son comunes en nuestra sociedad. El grupo latina valoró su propio grupo y también completó varios cuestionarios que miden aspectos diferentes del bienestar. Utilizaremos los datos que usted proporcionó para ver si el contenido de los estereotipos latinos han cambiado durante los últimos 4 años y también para investigar el efecto que los estereotipos tienen sobre el bienestar.

Gracias otra vez por su participación. Si usted tiene cualquier pregunta, por favor de contactar a Sandra Villalpando al (773) 508-2676 en la Universidad de Loyola en el Departamento de Psicología Social.

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VITA

SANDRA VILLALPANDO

EDUCATION

Master of Arts (in progress), Department of Psychology, Loyola University Chicago, Chicago, Illinois. Sandra's interest in Latino stereotypes has flourished since attending Loyola University Chicago beginning in the fall of 2006. Her thesis is entitled, "A Multi-Model Assessment of Stereotype Content of Three Latino Groups," which she completed under the mentorship of Dr. Victor Ottati. Chair: Dr. Victor Ottai, 2006-2008 and Dr. Scott Tindale, 2008-2009.

Bachelor of Arts, Department of Psychology, Northwestern University, Evanston, Illinois. Sandra majored in her two favorite subjects, psychology and Spanish. While at Northwestern, she developed an interest for stereotypes and their content. Her research interests grew during the last two years of her undergraduate studies, when she was enrolled in independent studies and conducted summer research under the mentorship of Dr. Alice Eagly. Chair: Dr. Alice Eagly. 2002- 2006.