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"Drunk and hot chick": the effects of stereotype-consistent priming on stereotypes regarding social sorority and fraternity members

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“Drunk and Hot Chick:” The Effects of Stereotype-consistent Priming on
Stereotypes Regarding Social Sorority and Fraternity Members

A Thesis
Presented to
Eastern Washington University
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In Partial Fulfillment of the Requirements
for the Degree Masters of Science

By
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Thesis of Tasia Duske approved by:

Dr. Theresa Martin, Psychology Department

Date

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Date
Abstract

Although members in social sororities and fraternities have historically been praised for contributing to the development of leadership skills and striving for excellence, they have also been the target of negative stereotypes and prejudice (Barlow, 1996; Wells & Corts, 2008). The present study examined the effects of stereotype-consistent priming on stereotypes regarding sorority and fraternity members by using a 2 (experimenter gender: male, female) x 3 (t-shirt priming condition: Greek letter/stereotype-confirming, Greek letter only, or plain t-shirt) between subjects design. It was proposed that study participants would provide the most negative evaluation of sorority and fraternity members when an evaluation of stereotypes is preceded by the Greek letter/stereotype-confirming prime. There was no predicted effect of gender. Participants primed with the Greek letters t-shirt reported the strongest stereotypes regarding Greek members drinking alcohol and having job networking opportunities. Additionally, participants primed with a female experimenter expressed strongest stereotypes of Greek members to be overly concerned with being physical attractive. Priming has an effect on an individual’s evaluation of stereotypes towards sorority and fraternity members.

*Keywords*: fraternity, Greek life, priming, prejudice, sorority, stereotypes
“Drunk and Hot Chick:” The Effects of Stereotype Consistent Priming on Stereotypes Regarding Social Sorority and Fraternity Members

In March 2012, the local news station KXLY rushed to Eastern Washington University (EWU) to run a lead news story: “Guns, cocaine, cash seized at EWU frat brothers’ off-campus party house” (Humphrey, 2012). The incident created a large stir on the EWU campus as well as within the sorority and fraternity community. The sorority and fraternity community was in an especially large uproar because sorority and fraternity chapters have historically gathered members based on shared values and the promise of personal and professional development (Brown, Parks, & Phillips 2010; Syrett, 2009). Although sorority and fraternity chapters are still known to provide valuable leadership skills for members (Adam & Keim, 2000), service to the community (Hayek, Carini, O’Day, & Kuh, 2002), support for members academically (Schrager, 1986), and job networking opportunities (Barlow, 1996), new challenges to sorority and fraternity members consist of defending their reputation against negative images portrayed in the media that they are just “partying guys” and “drunk and hot chicks,” as well as, reasserting their historical purpose and leadership on college campuses (Desantis, 2007; Kuh, Pascarella, & Wechsler, 1996).

In response to the news event, the EWU newspaper, the Easterner, ran the opinion column: “Do you think the recent drug bust in Cheney tarnishes the reputation of fraternities and sororities?” Students commented, “I don’t think it makes them look any worse than they are. Who knows, maybe they’re worse than they look,” and “I have a pretty dismal outlook on them already because I’ve been around those people before and they’re not my crowd,” (Stafford, 2012; Holt, 2012). One sorority woman wrote in
response to the article, “I have been called derogatory names by people I don’t even know when walking at an EWU event in my [Greek] letters. I have even been negatively targeted by students and teachers in class if I happen to be wearing [Greek] letters,” (Morgan, 2012). While one might understand the negative attitudes and beliefs being directed towards the men involved, prejudiced attitudes and stereotypes were being directed at all members of the Greek community.

**Defining Prejudice and Stereotypes**

Prejudice has been defined as an emotionally rigid attitude towards a group of people (Simpson & Yinger, 1965); it is an unreasonable negative attitude towards someone because of their membership in a specific group (Fishbein, 1996). Negative attitudes towards groups, such as the derogatory comments to the woman in the newspaper because of her affiliation with Greek life, represent the affective component of prejudice. Prejudiced attitudes are often highly stereotyped and emotionally charged (Fishbein, 1996; Simpson & Yinger, 1965).

The set of beliefs individuals have regarding attributes of group members represent stereotypes, the cognitive component of prejudice (Allport, 1954; Jones, 2002). The belief that Greek members are just “partying guys” and “drunk and hot chicks” represents stereotypes or beliefs about members of the Greek community. While these stereotypes are negative, not all stereotypes are. In fact, Snyder and Meine (1994) argue that stereotypes facilitate specific functions for us and can be both positive and negative. Snyder and Meine (1994) propose there are three main functions of stereotyping: a cognitive function, an ego-defensive function, and a social function.
Cognitive Function of Stereotypes

The function of stereotyping and categorizing people can allow us to reduce the vast flow of information coming in from a complex world. Beyond sorority and fraternity members, imagine the following groups: lawyers, women, Harvard graduates, and criminals. What characteristics do you assume a person from each group will have? You might very easily think of a lawyer as ruthless, a woman as nurturing, a Harvard graduate as smart, and a criminal to be highly dangerous. Allport (1954) states, “The human mind must think with the aid of categories. We cannot possibly avoid the process. Orderly living depends on it. Once formed, categories are the basis for normal prejudgment” (Allport, 1954, pg 20). For example, we may talk differently with a male lawyer, assuming he will be quick and fierce because of his affiliation as a male and as a lawyer. We may search for a female for our babysitter because we are assuming she is caring and nurturing. We may favor a graduate from Harvard over one from a local state college because we prejudge her to have a more advanced education. On numerous accounts, we prejudge situations and events and place them in categories based on prior knowledge and experience. Within an individual’s cognitive system, the stereotype facilitates simplification and reduction of multifaceted information into a controllable size. Categorizing people into membership categories lays at the basis of stereotypes.

When large groups of people are categorized, we often utilize assimilation when interacting with a member of that group. Assimilation is the process where individual, personal attributes are disregarded and all affiliated members of a group are considered to be endowed with the same traits and characteristics (Allport, 1954). For example, because there is a stereotype of sorority and fraternity members to drink alcohol, upon
meeting a woman in a sorority (despite the fact that she chooses not to drink alcohol) one may assume she has the same behaviors as stereotypical Greeks. Group categorization can be risky and lead to prejudice when individuals have negative opinions towards groups and classify individuals with those negative characteristics without warrant.

**Ego-Defensive Function of Stereotypes**

Stereotypes may also serve as an ego-defensive function to help us regain and build our self-esteem. Fein and Spencer (1997) studied the effect of lowered self-esteem on stereotyping individuals. Fein and Spencer (1997) found that when given negative feedback around failure, participants were more likely to stereotype individuals. For example, imagine you had just been denied a large promotion you’ve been working towards for weeks. You are walking home from work feeling discouraged about your abilities when a group of sorority women ask you for direction to the local shopping center. Fein and Spencer’s research suggest that you are more likely to stereotype these women as being “materialistic” after just receiving this discouraging news about your promotion when compared to a neutral day when you had not received the feedback. You may think, "These girls only care about looking good in new clothes at the next frat party." It seems when one’s self-image is threatened, one will search for ways to regain positive self-image.

An explanation for stereotyping others may be downward social comparison, comparing oneself to others who are performing less effectively relative to oneself. For example, your thought process in regards to the sorority women asking for directions might go through the process, "While I’m feeling down about this promotion, these women only have the meaningless activities of shoe shopping to think about! At least I
have more important things in my life going on." As a way to make oneself feel better, one may inflict negative thoughts onto others (Fein & Spencer 1997). Therefore, stereotypes may serve a function of defending our ego against threats.

**Social Function of Stereotypes**

Throughout history, humans have shown a need to belong and connect with others, especially when one’s in-group is threatened. Rothgerber and Worchel (1997) propose that a way to increase in-group identification and loyalty can be to find a common enemy or threat. As a way to become more cohesive with the in-group, group members may align with one another while expressing negative beliefs about out-groups. Think back to September 11th when American’s pride and unity grew tremendously out of fear and anger towards terrorist (the out-group). A similar phenomenon can occur on a college campus where groups of classmates or club member's may strengthen their cohesion by stereotyping Greeks as well as vice versa. By stereotyping the negative qualities of the out-group, the in-group gains a sense of unity over the cause. Stereotyping can potentially serve as a social function for group members to feel a stronger sense of belonging.

**Measuring Stereotypes**

Over the past decade, researchers have used a number of techniques to measure stereotypes. Katz and Braly (1993) offered one of the first ways of measuring stereotypes with their adjective checklist approach. They asked 100 white males to provide their beliefs about ten ethnic groups. Participants were given a list of 84 adjectives (e.g., conservative, intelligent, quick-tempered, etc.) and were instructed to choose ten adjectives that they believed were the best descriptors of each target group.
The male participants demonstrated a high level of consistency in their reports of stereotypes. For example, white Americans were consistently reported as industrious, Jews as mercenary, Irish as quick tempered, and Chinese as superstitious (Katz & Braly, 1933).

Katz and Braly’s (1933) simple checklist assessment technique was replicated in many studies and consistently produced similar results (Karlin, Coffman, & Walters, 1969). However, Karlin et al. (1969) discovered that respondents often did not select specific traits to describe groups because they believed it would suggest an unwarranted generalization or seem prejudiced. In an attempt to improve current methods, Brigham (1971) introduced the "percentage" technique. His technique involved instructing participants to estimate the percentage of a group’s members that possess a certain trait. A limitation of this technique involved the ambiguity regarding what percentage constitutes a stereotype. For example, if a participant believes that 85% of the general population is happy-go-lucky and then reports that 85% of sorority women are happy-go-lucky, it does not particularly mean that they believe the happy-go-lucky characteristic is a stereotype of sorority women. Stereotypes only exist if they are a belief regarding a group that is specific to that group in particular.

In 1978, McCauley and Stitt redefined the percentage technique and introduced the diagnostic ratio method. The diagnostic ratio method adds a second step to the percentage method by asking participants to indicate the percentage of the general population that is likely to possess the same attribute. The percentage of the population of the group is divided by the percentage of the general population to determine if a perceived stereotype exists. For example, if you believe that 80% of fraternity men are
athletic and 55% of the general population is athletic you would divide 75 by 65 to get a diagnostic ratio of 1.45. Traits having a diagnostic ratio score significantly above 1.0 are considered stereotypes and traits scores significantly below 1.0 are considered counter stereotypes.

While current methods such as the diagnostic ratio method (McCauley & Stitt, 1978) measure explicit stereotypes, implicit measures using reaction times have been used with the assumption that some stereotypes may not be available at a person’s conscious level. Wells and Corts (2008) used both implicit and explicit techniques to measure attitudes towards sorority and fraternity members. Their research found a consistency between explicit and implicit measures of stereotypes. Wells and Corts (2008) believe that opinions towards sorority and fraternity members are less controversial than race or sex. Therefore, when studying the Greek population, explicit tests tend to replicate the same results as implicit tests.

**Stereotypes Regarding Sorority and Fraternity Members**

Stereotypes regarding sorority and fraternity members have been positive and negative. Research conducted at the University of Oregon by Amy Barlow (1996) aimed to measure attitudes about Greek life from incoming freshmen. They participated in a survey measuring their belief about Greeks prevalence of: alcohol and drugs use, ability to make friends, develop leadership skills, job networking opportunities, sexual activity, conservatism, and lack of personal safety (Barlow, 1996). From a sample of two-hundred and five students, researchers found 55% of respondents believed Greeks have more opportunity to form lasting friendships; more job networking opportunities (53%), more opportunities to develop leadership skills (48%), a better opportunity to meet members
of the opposite sex (52%), and believed Greek students were wealthier (55%) than non-Greek students. It is evident that positive stereotypes regarding sorority and fraternity members do exist. Furthermore, researchers found that 99% of respondents believed that Greeks drank more alcohol than non-Greeks (yet no difference in drug use), engaged in sexual activity more frequently (32%), considered women to be at greater risk of sexual assault while at fraternity parties (62%), believed that fraternities and sororities haze their new members (45%), and believed that Greek students were less serious about their studies than non-Greek students (24%). The strongest stereotypes regarding sorority and fraternity members were about drinking alcohol, followed by women being at greater risk of sexual assault while at fraternity parties.

Wells and Corts (2008) studied attitudes towards Greeks using the Situational Attitudes Scale (SAS). Participants were asked to rate their emotions (i.e., happiness, anger, frustration) on several situations (i.e., a student gets into a fight at the bar or a student is awarded a scholarship). Participants read about a set of 10 situations for both average students and Greek students. Wells and Corts (2008) compared the responses between average students and Greeks and found that independent (non-Greek) students harbored negative, rather than neutral, attitudes towards Greek groups.

**Fueling Stereotypes**

Media and trends in the sorority and fraternity culture may be adding fuel to negative stereotypes. Alan DeSantis (2007), author of *Inside Greek U*, describes popular culture as portraying college Greek organizations as “training grounds for malevolent young aristocrats.” Movies and TV shows such as *Animal House, Legally Blond, Gr···k*, and *Sorority Life* focus primarily on the negative stereotypes such as binge drinking,
hazing, and promiscuity (Ashmore, Del Boca, & Beebe, 2002; Stombler, 1994; Campo, Poulos, & Sipple, 2005; DeSantis, 2007; Robbins, 2000). Trends and traditions in sorority and fraternity chapters often include wearing their chapter's Greek letters proudly across their chest on a t-shirt (e.g. ΘΓΦ). While this tradition is still alive and well, a new adaptation to it has begun on many campuses. Beginning as seemingly humorous event t-shirts, some Greek chapters have begun adding "funny" double entendre or risqué messages to their Greek letter t-shirt such as “Meet Dick. See Dick Rush. Girls Like Dick. Rush Fraternity Recruitment!”,” “iDrink, iBlackout”, and “Drunk and Hot Chick.” While these t-shirt stereotype-confirming slogans may seem funny to the Greeks producing them, non-Greek individuals may see the t-shirts and take their message at face value. Greeks stereotype-consistent slogans are priming individuals with stereotype-confirming information. This stereotype-consistent priming which may lead to continued activation of negative stereotypes (Ashmore et al., 2002).

**Priming**

Priming can have a number of effects on individuals. Priming involves activating particular associations in our memory about categories. Fyock and Stangor (1994) state that stereotypes can be self-maintaining by priming people because they tend to remember expectancy-confirming information more easily. By publically wearing stereotype-confirming t-shirts, social sorority and fraternity members may be priming individuals to remember and strengthen stereotypes (Le Pelley, Reimers, Calvini, Spears, Beesley, & Murphy, 2010; Eagly & Steffen, 1984; Hamilton, 1981; Oakes, Haslam, & Turner, 1994).
The effects of priming can seriously influence individuals’ opinions and behaviors towards individuals and/or groups (Hooker, Tully, Verosky, Fisher, Holland, & Vinogradov 2011; Steinbeis & Koelsch 2011; Walker, Feild, Giles, Bernerth, & Short, 2011). Johnson, Olivo, Gibson, Reed, & Ashburn-Nardo (2009) studied the negative effects of stereotype priming on policy support. Participants were primed with the stereotype of a “promiscuous African American female” through sexually explicit rap music. When participants were asked to rate their support for a policy to help a pregnant woman-in-need, participants were less likely to support a policy helping an African American woman compared to a Caucasian woman after the stereotype prime (Johnson et al., 2009).

In a similar study by Yao, Mahood, & Linz (2009), half of the male participants were randomly assigned to play a video game with the theme of female “objectification” which primed the men to see women as sexual objects. The other half of male participants were used as a control and played a neutral video game. Next, the experimenters used lexical decision task to measure cognitive accessibility to sexual objectifying thoughts as well as a likelihood-to-sexually-harass scale. Participants primed with women as stereotypical sexual images in the video game had higher self-reports of urges to behave inappropriately towards women in social situations (likelihood-to-sexually-harass scale) than did participants in the control group (Yao et al., 2009). The gender stereotyping of sexual objectification is believed to have primed internal thoughts related to sex, encouraging men to view women as sexual objects. Priming individuals with negative stereotypes regarding a particular group can increase negative beliefs, attitudes, and actions towards that group.
Current Study

While priming research has been done examining varying target groups, the present study examined the effects of stereotype-confirming priming on stereotypes regarding sorority and fraternity members. With a current trend in sorority and fraternity life consisting of wearing stereotype-confirming t-shirts, the current study examines the effects of t-shirt priming on stereotypes regarding sorority and fraternity members. Using the diagnostic ratio method to measure stereotype traits (McCauley & Stitt, 1978), it is predicted that participants primed with an experimenter in a Greek letter/stereotype-confirming t-shirt will report stronger, more negative stereotypes towards sorority and fraternity members than participants primed with a Greek letter t-shirt and a plain t-shirt. Male and female experimenters were used to control for gender, yet a main effect of gender was not predicted. Research by Argentino, Kidd, & Bogart (1977) found that experimenter gender did not influence participants’ attitudes towards women; therefore, we did not expect experimenter sex to influence overall attitudes towards sorority and fraternity members.

Method

Participants

A total of 312 male and female undergraduate psychology students participated into the study in exchange for extra credit. Of those participants, 62 participant responses were excluded from analysis due to affiliation with a sorority or fraternity. An additional 43 were excluded due to invalid questionnaire responses since they did not complete the survey for either the general student population of sorority and fraternity members. A total of 207 participants responses were analyzed (68% female, 32% male). Participants
ranged from age 18 to 50+. Participants completing the online survey were randomly assigned to participate in one of six priming conditions based on experimenter gender and t-shirt message: male/Greek/stereotype, male/Greek, male/plain, female/Greek stereotype, female/Greek, and female/plain. The current study was a 2 (Experimenter Gender: Male, Female) X 3 (Priming condition: Greek letter/stereotype confirming, Greek letter, plain t-shirt) between-subjects design.

Procedure

Administration of measures was conducted using the online survey software, Qualtrics. Participants followed an online link which brought them to the survey website. Participants began by reviewing study and consent information. They were informed they were participating in a study measuring perceptions of students. Next, participants were welcomed to the study by one of the six pictures (t-shirt priming conditions) and a greeting. There was a picture of the experimenter on the computer screen with written dialog from the experimenter welcoming participants to the study. Following the priming image, participants were instructed to rate the percentage of general college student that have the ten selected traits. Following general college students, participants rated the student body government representatives, student athletes, and sorority/fraternity members, respectively. Participants concluded the study by completing the demographics questionnaire. They were provided with a printable extra credit sheet form which they could turn in to their course instructors for extra credit.

Materials

T-shirt primes. Pictures were taken of a male and a female experimenter in plain black, long sleeve t-shirts. The plain t-shirt served as the control condition (See Figure 1).
For the second condition, the experimenter photos were manipulated by photo editing software to display the Greek letters Theta Gamma Phi (ΘΓΦ) across the chest (See Figure 2). The final condition displayed Greek letters and stereotype-confirming information across the chest. As partying and emphasis on physical attraction are key stereotype in the media, the stereotype-consistent prime consisted of the words "Drunk and Hot" written underneath the Greek letter across the chest of the t-shirt (See Figure 3).

**Measure of stereotypes.** The McCauley & Stitt (1978) diagnostic ratio method was used to assess stereotypes regarding sorority and fraternity members by comparing evaluation of traits of sorority/fraternity members with those of the average student population. Trait stereotypes of groups were assessed by asking participants to report the percentage of members that possessed each of a list of ten traits. The ten traits that were asked were the percentage of members that: are serious about their studies, drink alcohol, build lasting friendships, have frequent sex, do community service/philanthropy, are overly concerned with being wealthy, have leadership opportunities, are aggressive (physically or socially), have job networking opportunities, and are overly concerned with being physically attractive. These traits were chosen to replicate Barlow’s (2006) study on stereotypes towards Greek members. Participants completed the same series of questions for the student body government representatives, college athletes, and sorority and fraternity members. The two former groups were included merely as distracters. (See Appendix A.)

**Demographic questionnaire.** The demographics questionnaire measured participant age, sex, academic standing as well group affiliation with sorority/fraternity, student body government, or college athletic team. (See Appendix B.)
Results

Analysis focused on the stereotyped traits of sorority and fraternity members. Again, a stereotype was determined by dividing the percentage of sorority/fraternity members that possessed the trait by the percentage of the general college population; this served as the dependent variable in all analyses. A 2 (experimenter gender: male, female) X 3 (t-shirt prime condition: (Greek/stereotype prime, Greek letter, plain) between-subjects analysis of variance (ANOVA) was performed for on each of the ten traits. In this section, effects not mentioned were not significant.

While no effect of gender was predicated, the analysis yielded a significant main effect of experimenter gender on the stereotyped trait of sorority and fraternity members being overly concerned with being physically attractive, $F(2, 203) = 4.14, p<.05$. Participants primed with a female experimenter reported a stronger stereotype of sorority and fraternities members being overly concerned with being physically attractive ($M=1.61, SD=1.42$) than participants primed with a male experimenter ($M=1.32, SD=.51$).

Table 1

<table>
<thead>
<tr>
<th>Prime Condition</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Experimenter</td>
<td>1.61</td>
<td>1.42</td>
</tr>
<tr>
<td>Male Experimenter</td>
<td>1.32</td>
<td>.51</td>
</tr>
</tbody>
</table>

Regarding the primary analyses, there was a marginally significant main effect of t-shirt prime condition on the stereotype of sorority and fraternity members having greater opportunities for job networking opportunities, $F(2, 206)=2.8, p=.06$. It was
demonstrated specifically that participants primed with the Greek letter condition reported stronger stereotypes of sorority and fraternity members having job networking opportunities ($M=1.61$, $SD = 1.18$) than participants primed with the plain t-shirt ($M=1.30$, $SD = .69$) and Greek/stereotype condition ($M=1.32$, $SD = .69$).

Table 2

*Reported Stereotype of Sorority/Fraternity Members Having Job Networking Opportunities*

<table>
<thead>
<tr>
<th>Prime Condition</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain</td>
<td>1.30</td>
<td>.69</td>
</tr>
<tr>
<td>Greek Letter</td>
<td>1.61</td>
<td>1.18</td>
</tr>
<tr>
<td>Stereotype</td>
<td>1.32</td>
<td>.69</td>
</tr>
</tbody>
</table>

Additionally, there was a marginally significant main effect of t-shirt prime on the stereotype of sorority and fraternity members drinking alcohol, $F (2, 206) = 2.72, p=.068$. Participants primed with the Greek letters t-shirt condition reported a stronger stereotype of sorority and fraternity members drinking alcohol ($M= 1.82$ $SD= 2.87$) than did participants in the plain t-shirt prime condition ($M=1.21$ $SD= .31$) or Greek/stereotype t-shirt prime condition ($M=1.23$ $SD= .27$).

Table 3

*Reported Stereotype of Sorority/Fraternity Members Drinking Alcohol*

<table>
<thead>
<tr>
<th>Prime Condition</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain</td>
<td>1.21</td>
<td>.31</td>
</tr>
<tr>
<td>Greek Letter</td>
<td>1.82</td>
<td>2.87</td>
</tr>
<tr>
<td>Stereotype</td>
<td>1.23</td>
<td>.27</td>
</tr>
</tbody>
</table>
The hypothesis that participants primed with Greek/stereotype t-shirt prime condition would have the strongest impact on negative stereotype was not supported.

**Discussion**

The primary goal of this study was to investigate the effects of stereotype confirming priming on stereotypes regarding social sorority and fraternity members. Specifically, it was predicted that participants primed with a stereotype-confirming prime would report the strongest, most negative stereotypes of sorority and fraternity members when compared to participants with a Greek letter prime and a control plain prime. There was no predicted effect of gender. The current study yielded no support for the predicted hypotheses.

Analysis of data yielded marginally significant main effects of t-shirt priming condition on stereotypes of sorority and fraternity members drinking alcohol and availability of job networking opportunities. While it was originally hypothesized that stereotype-consistent priming would produce the strongest reports of stereotypes, data showed that the Greek letter condition has the strongest and only influence on stereotypes. Participants primed with the Greek letter priming condition reported the strongest stereotype of sorority and fraternity members drinking alcohol and sorority and fraternity members having greater opportunities for job networking than did participants primed with either the Greek letters/stereotype-confirmation or control. The stereotype of Greek members drinking alcohol may be so strong that simply seeing Greek letters, individuals make a connection in their mind to drinking alcohol. Similar explanations can be predicted about job networking opportunities.
It must be stated this study is not without limitations. It is predicted that a limitation of the study may be related to boldness of the stereotype consistent prime. The prime "Drunk & Hot" may have been too pronounced on the t-shirt, drawing participant attention to the prime. Participants in the stereotype prime condition may have taken notice of the prime and made assumptions about the factors we were studying. This may have caused a reverse-effect, explaining why the stereotype condition participants reported similarly to the control group. In future studies, it is suggested to use more covert ways to prime participants about negative Greek stereotypes. For example, participants may be requested to read several newspaper articles one of which can be a story regarding sorority and fraternity members acting in a way that is consistent with stereotypes.

In addition, there was a large amount of variance among participant responses of Greek stereotypes within all t-shirt priming condition. More specifically, regardless of t-shirt prime or experimenter gender, participants’ beliefs regarding traits of sorority and fraternity members varied vastly from participant to participant. It seems the participants in the study had largely varying options about Greek members. This may be due to the culture at Eastern Washington University. Eastern Washington University has a rather small Greek community in comparison to other universities in the state. Participants in the study may largely vary from knowing little about sorority and fraternity members to having close relationship with members. The EWU campus size may have an effect on variance between participants.

The gender main effect of the current study indicated participants rate a stronger stereotype of sorority and fraternity members to be overly concerned with physical
attractiveness when primed with a female experimenter compared to a male experimenter. To further investigate this main effect of gender on the stereotype of attractiveness, the data collected on our distracter groups, student body government and student athletes, were also analyzed. Results showed that participants primed with a female experimenter reported a stronger stereotype to be overly concerned with physical attraction for both sorority/fraternity members and student athletes, yet not student body government representatives. It is predicted that with American gender roles placing a heavy emphasis on female attractiveness, the mere presence of a female experimenter might have primed participants to think of society’s importance of physical attractiveness. With sorority and fraternities being single-sex organizations with an emphasis on social relationships and student athletes having an emphasis on physical endurance and well-being, those groups may have been highly affected. Student body government is not single-sex organization with specific emphasis on social or physical wellbeing; therefore it was not affected by gender. It is recommended for future studies to conduct a pilot test of the experimenter photos. Participants in the pilot study can report beliefs about the experimenter in regards to traits being measured in the current study. If the experimenter is rated significantly high on stereotyped traits, the experimenter can be replaced with a photo of an experimenter that is neutral.

It is valuable to be aware that affiliation with a sorority or fraternity can activate both positive and negative stereotypes. While job networking opportunities may not produce negative attitudes or discrimination towards sorority and fraternity members, it is possible a high association with drinking may have negative repercussions. As a traditional and popular trend in sorority and fraternity life consists of proudly wearing
their Greek chapter letters, this finding is important to understand. This finding is valuable for sorority and fraternity members so they are aware of the high association of drinking with the display of Greek letters. Furthermore, it is valuable for non-Greek members to be mindful of this association as well. Community members, professors, and/or prospective employers may prejudge a sorority/fraternity member to drink alcohol more frequently after viewing them in their Greek letters. From research regarding stereotypes and prejudice, it is possible that individuals' beliefs regarding groups may lead to prejudiced opinions and even discrimination.
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http://darkwing.uoregon.edu/~osrl


Humphrey, Jeff (2012, March 05). *Cocaine, guns and money seized at EWU frat brothers’ off-campus party*. KXLY. Retrieved from


Figure 1: For the control plain t-shirt prime condition participants were primed with images of either a female or male experimenter in a plain black shirt.
Figure 2: For the Greek t-shirt prime condition participants were primed with images of either a female or male experimenter in t-shirt with the Greek letters Theta Gamma Phi across the chest of the black shirt.
Figure 3: For the stereotype-confirming t-shirt prime condition participants were primed with images of either a female or male experimenter with the Greek letters “Theta Gamma Phi” across the chest of a plain black shirt along with the stereotype prime "Drunk and Hot."
Appendix A: Measure of Stereotypes

What percentage of average college students...

- are serious about their studies.
- drink alcohol.
- build lasting friendships.
- have frequent sex.
- do community service/philanthropy.
- are overly concerned with being wealthy.
- have leadership opportunities.
- are aggressive (physically or sexually).
- have job networking opportunities.
- are overly concerned with being physically attractive.

Survey Completion

0% 100%
What percentage of ASEWU student government leaders...

- are serious about their studies.
- drink alcohol.
- build lasting friendships.
- have frequent sex.
- do community service/philanthropy.
- are overly concerned with being wealthy.
- have leadership opportunities.
- are aggressive (physically or socially).
- have job networking opportunities.
- are overly concerned with being physically attractive.

Survey Completion

0% 100%
Appendix A: Participants completed an evaluation of member’s traits for the group’s average student, ASEWU student government representative, student athlete, and sorority and fraternity members.
Appendix B: Participants were asked questions regarding their demographics.
Primary Therapist: Inpatient Drug Rehabilitation Center, Daybreak Youth Services | 2011-2012

- Worked as primary therapist at an adolescent inpatient rehabilitation facility for drugs and alcohol providing behavior interventions, individual therapy, family therapy, and case management.
- Treatment topics include: Drug and Alcohol awareness, suicide prevention, healthy relationships, peer conflict navigation, and self-esteem building

Graduate Assistant of Leadership Education: Office of Student Involvement & Leadership, Eastern Washington University | 2010-2012

- Developed the vision and direction of the leadership education program at EWU as a graduate student.
- Coordinated over 30 formal presentation on topics of personal and organizational development to diverse groups of all sizes over the period of one year
- Organized and conducted monthly leadership seminars; increasing maximum session attendance from eight to 29 within the first year
- Functioned as University Advisor for eight Fraternity and Sorority Chapter Presidents ranging from Inter-fraternity Council, Panhellenic Council, Diversified Greek Council, and National Pan-Hellenic Council

Collegiate Chapter Advisor: Zeta Alpha Chapter, Gamma Phi Beta International Women’s Organization | 2010-2012

- Recognized as the Volunteer Collegiate Chapter Advisor for Gamma Phi Beta International Women’s Organization advising a student organization of over 70 women gather by the shared values love, labor, learning, and loyalty
- Served as New Member Education Advisor for Gamma Phi Beta International Women’s Organization helping students structure education and values program for a new member class of 28 women
- Proficiently managed a $186,000 budget for Gamma Phi Beta International Women’s organization

Volunteer Program Leader: Children’s Camp in LaVallee, Haiti, Volunteers for Peace | Jun-Jul 2011

- Developed and initiated a children’s summer camp for over 1,000 Haitian children in La Valle Haiti

Volunteer Advocate: 24-hour Crisis Hotline, Alternative to Violence of the Palouse | 2009-2010

- Directly assisted survivors of general crime, domestic violence, and sexual assault through 24 hour crisis intervention, cognitive, behavior therapy, advocacy-based counseling and safely planning
- Completed 44.5 hour Advocate Training with Washington Coalition of Sexual Assault Programs & Alternative to Violence of the Palouse
Research Assistant: Psychology Department, Washington State University | 2008-2010
• Aided in data collection, data analysis, and organization within the research lab.
• Participated in developing experimental protocols and training other research assistants
• Conducted an average of three standardized student experiments per week

Collegiate Chapter President: Beta Sigma Chapter, Gamma Phi Beta International Women’s Organization | 2007-2008
• Lead chapter in a positive direction following international policies, procedures, and guiding values.
• Served as chairman of the executive board consisting of eight members.
• Instructed the officers in the performance of their duties and provides them with the supplies necessary to carry out their duties.
• Planned agenda for and presided at all chapter meetings.

Education

Masters of Science in Clinical Psychology, Cumulative GPA: 3.40
EASTERN WASHINGTON UNIVERSITY | 2013

Bachelor of Science in Psychology, Minor in Sociology, Cumulative GPA: 3.22, President’s Honor Roll
Ethical Leadership Series Award Recipient, 2009
WASHINGTON STATE UNIVERSITY | 2010

Affiliations