Date received: _____

Protocol# _____

University of Massachusetts Boston
Application to the
Institutional Review Board (IRB)

Project Title Resisting racism: coping and empowerment to address negative effects on mental health

Grant Title __NA

Name Principal Investigator : Karen L Suyemoto, Ph.D_   Department : Psychology

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If Applicable, Please Provide:

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Department (and Institution if not UMass Boston)_____

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For Human Subjects Research, the <u>Guidelines for the Oversight of Individual and Institutional Financial Interests in Human Subjects Research</u> also apply.

All financial interests must be reported to the campus Institutional Review Board (IRB). Transparency of reporting of real or perceived financial conflicts of interest, whether they are individual or institutional shall be disclosed (a) within the written informed consent documents, (b) within all publications (print or electronic), and (c) within all presentations of the Clinical Research outside the University.

Disclosures and Certification

*A. **Principal Investigator** certifies that this form provides (1) a complete disclosure of all Investigators responsible for the design, conduct, or reporting of activities associated with this project, and (2) an accurate report of whether or not there are any Significant Financial Interests related to the Investigators' Institutional Responsibilities. Principal Investigator agrees to update this form periodically as needed during the project award period.*

Do you, your spouse/domestic partner or dependent children have any Significant Financial Interests related to the Investigator's Institutional Responsibilities? (Reference definitions on the reverse side of this form.)

☐ No   ☐ Yes, Investigator's Detailed Disclosure Form (form may be submitted in a closed envelope)
(Please type or print information)

_____
Signature of Principal Investigator   Date

_____
Name and Title of Principal Investigator (Please type or print information)

Investigator and Departmental Certifications

Principal Investigator Certification:
I acknowledge and accept my responsibility for protecting the rights and welfare of human research participants as discussed in the Belmont Report, the DHHS regulations (45 CFR 46) and the University of Massachusetts Boston Multiple Project Assurance.   I certify that I will comply with all applicable regulations and the directives of the Institutional Review Board.

_____   _____
Signature of Principal Investigator   Date

Co Investigator Certification:
I acknowledge and accept my responsibility for protecting the rights and welfare of human research participants as discussed in the Belmont Report, the DHHS regulations (45 CFR 46) and the University of Massachusetts Boston Multiple Project Assurance.   I certify that I will comply with all applicable regulations and the directives of the Institutional Review Board.

_____   _____
Signature of Principal Investigator   Date

Student Advisor/Mentor Certification:
I have reviewed this protocol with the student and it meets the standards for human participants protections as stipulated in the Belmont Report, the DHHS regulations (45 CFR 46) and the University of Massachusetts Boston Multiple Project Assurance. This protocol also meets relevant ethical standards within the student's discipline. The student has sufficient knowledge and skills to carry out the project proposed in this application. I will provide adequate supervision and support to the student in conducting the proposed project.

_____   _____
Signature Advisor (Students only)   Date

_____
Printed Name of Student Advisor

Department Head/Director Certification:
I certify that I have reviewed this application and it is compatible with the objectives of the Department/Center or Institute involved.

_____   _____
Signature Department Head or Center/Institute Director   Date

_____
Printed Name of Dept. Head or Center/Institute Director

Protocol Information

Project Start Date: March 1 2014

Human Participants Interactions Start Date: March 1 2014

Project End Date: July 30, 2014

New Project Review Category
Select one of the requested review categories below. (See the application instructions for descriptions of each category):

❑   Request for Full Board review.

❑   Request for Exemption   Category #_____

❑   Request for an Expedited review   Category #_____

Check below if the proposed project includes:

❑   Data that will be gathered from a hospital, medical facility, or health care provider(s). You will need to complete and attach the HIPAA Supplement Form to this application.

❑   Prisoners

❑   Data collected from Children

❑   Pregnant Women (as the primary participant population

Funding Information

Source of Funding:
1.   External   Agency : NA

2.   Internal   Source: NA

                PAD #:_____People Soft String ID

#:_____

        Grant title:

3.   Unfunded   X

Project Title: Resisting racism: coping and empowerment to address negative effects on mental health
Researcher: Karen L. Suyemoto, Ph.D. & Tahirah Abdullah, Ph.D.
Project Summary
Using layperson terms, write a protocol specifically for IRB review. Please be concise in writing your summary and be sure to fully explain all human participant interactions. **Be sure to address all of the following points in your summary.**

Background Information

This study aims to investigate the impact of racism on people of color by investigating relations between experiencing racism, mental health, and coping strategies. We will examine both direct effects as well as possible mediation effects and interactions between coping and mental health in the ways that these variables relate to racism. The study also pilots a measure of race related resistance and empowerment and examines the ways that racism related resistance and empowerment may affect the relation of experiencing racism to mental health and coping for people of color.

I.   **Rationale**

Racism results from the transformation of race prejudice and/or ethnocentrism through the exercise of power against a racial group defined as inferior, by individuals and institutions with the intentional and unintentional support of the entire culture (Jones, 1972; p. 172).

This definition captures racism both at an individual level as well as an institutional/cultural level. It also addresses how racism may occur even if unintentional, which is particularly important given that recent research has supported that more subtle, indirect and disguised forms of racism may be currently more prevalent than overt, direct and intentional racism (Dovidio, Gaertner, Kawakami & Hodson, 2002). People of color are subject to overt racism, discriminatory stereotyping (which is often the basis of overt racism), and more subtle racism or microaggressions. Most members of racial minority groups report experiencing racially derived mistreatment (i.e. racial discrimination) over the course of their lifetimes (e.g. Alvarez, Juang and Liang, 2006; Brondolo et al., 2009; Klonoff and Landrine, 1999) with prevalence rates ranging 95 to 99% depending on what kind of racism and whether one is measuring incidence in the last year or other the lifetime. Harrell (2000) reported that individual experiences of racism vary depending on a variety of demographic factors (e.g. gender, socioeconomic status, immigration background).

Understanding the experience of racism is important because a growing body of research has shown that racism has a negative impact on both psychological and physical health and well being for racialized minorities. As events that threaten an individuals' well-being, racial/ethnic discrimination is associated with race-related stress, lower life satisfaction and well-being (e.g., Deitch et al., 2003), increased distress (e.g., Broman, Mavaddat, & Hsu, 2000; Jackson et al., 1996), emotional reactions (Carter & Reynolds, 2011; Carter & Forsyth, 2009), psychological symptoms (e.g., Forsyth & Carter, 2012; Landrine & Klonoff, 1996; Kessler, Mickelson, & Williams, 1999; Klonoff, Landrine, & Ullman, 1999; Sanders Thompson, 1996), and a variety of other negative health outcomes (Bryant-Davis & Ocampo, 2005; Carter, 2007; Harrell, Hall, & Taliaferro, 2003; Loo, 1994; Lowe, Okubo & Reilly, 2012; Scurfield & Mackey, 2001). In general, Carter and Forsyth (2009) cited "significant relationships between perceived experiences with racism and… psychiatric and emotional reactions …[that ultimately] compromise well-being" (p. 28). Chou, Asnaani, and Hoffman (2012) also found that experiences with racism related to depressive symptoms and substance abuse for most minorities as well as anxiety and eating disorders for African Americans and Asian Americans, respectively. In Carter and Forsyth's (2009) aforementioned meta-analysis, they concluded that the body of research on racism and mental health and their own clinical experience supported that racism not only leads to

potentially negative impacts on mental, physical, and emotional health, but may even "rise to the level of trauma" (Carter & Forsyth, 2009, p. 38). Outlaw (1993) posited that racism can never be considered benign or irrelevant as it is always considered by the person experiencing it as a threat, harm, loss, or challenge regardless of intent.

Individuals experiencing racism enact a range of coping strategies to manage possible detrimental effects. Although much debate surrounds the definition of coping, an integrative definition is offered by Lazarus (1984): "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of a person" (p. 141). Coping can consist of active engagement in one or multiple individual and intersecting strategies such as problem-focused coping (e.g., planning, decision making), emotion-focused coping (e.g., venting feelings, humor), avoidance coping (e.g., denial, behavioral disengagement), and social support coping (e.g., seeking help, advice, or comfort from others) (Eisenbarth, 2012). The enactment of these strategies has been shown to be influenced by variables such as personality, behavioral patterns, demographic factors, sociodemographic factors (Holahan & Moos, 1987), and culture (Chun, Moos, & Cronkite, 2006). This is particularly important because different racialized minorities with different modal cultural affiliations may cope in different ways. Microaggression research has found "avoidance" coping (disengaging from dealing with or experiencing a stressor; Billings & Moos, 1981) to be endorsed by Asian Americans participants. For example, findings indicated increased substance abuse in response to subtle discriminations (Alvarez & Helms, 2001; Gee, Delva, & Takeuchi, 2007). These findings are in line with studies that propose that avoidance or forbearance coping is culturally congruent with the values of collectivistic cultures (Noh, Beiser, Kaspar, Hou, & Rummens, 1999; Yeh, Arora, & Wu, 2006). In contrast, Kuo (1995) found that Asian Americans tended to use emotion-focused (i.e., minimization, distraction, acceptance) coping strategies in response to racism (Alvarez & Helms, 2001). Findings from another study supports methods of cognitive restructuring and problem-solving coping as effective means of managing the psychological effects of racism, but only for Asian Americans who strongly identified with their heritage culture and perceived low levels of racism (Yoo and Lee, 2005). Other research has indicated that Black Americans primarily use social support coping strategies in response to racial discrimination (Brown, Phillips, Abdullah, Vinson, & Robertson, 2011; Kreiger & Sidney, 1996; Thompson Sanders, 2006). Two of these studies have suggested that Black Americans also engage in a more active approach to coping with racial discrimination. Krieger and Sidney (1996) found that "do something about it" and "talk to others" was the most endorsed coping strategy combination in their sample. Similarly, Brown et al. (2011) found their Black college student sample primarily endorsed active (problem-focused), emotional support (moral support, understanding, sympathy), and instrumental support (advice, assistance, information) coping strategies in response to racism-related stressors, while endorsing active, positive reframing, and acceptance in response to non-racism-related stressors (Brown, Phillips, Abdullah, Vinson, & Robertson, 2011).

Overall, although there has been a small amount of research on coping with racism, findings are inconsistent and within group correlates are rarely examined, particularly in interactions. This project aims to enable both within and across group exploration of variables such as generation, cultural affiliation, and gender that previous research suggests may affect experiences of and coping with racism (Gutierrez, 1990; Brondolo et al., 2009; Harrell, 2000; Molix & Bettencourt, 2010; Blume & Lovato, 2010; Peterson, Hamme, & Speer, 2002,Alvarez, Juang & Liang, 2006). Furthermore, the majority of the limited research that does exist has been done with Asian American and Black American samples; our study will also include Latino/a individuals and specific measures.

One approach of coping with racism that has been largely ignored in the research is empowerment and resistance. Wright, Perez, and Johnson (2010) argue that empowerment is a subset under the more general umbrella of coping. For example, Johnson, Worell and Chandler(2005) conceptualized empowerment as a "process enabling [those] to access skills and resources to cope more effectively with current as well as future stress and trauma" (p.111). While a definitive

conceptualization of empowerment has yet to be finalized in the field, researchers often agree that the word in its most basic etymological format suggests a process by which an individual may in some way gain power. Researchers on empowerment have primarily focused on intimate partner violence, disability status, and organization contexts. To date there has not been any published psychological research that has quantitatively measured empowerment and examined its use to resist racism. This is surprising given that there is long-standing and widespread recognition and discourse about empowerment and resistance as having positive effects in the context of being of an oppressed group (e.g. see Pinderhughes, 1989, or the large body of research in ethnic studies and history about civil rights movements as resistance and empowerment). Bolton and Brookings (1998) understood empowerment as "the capacity of disenfranchised people to understand and become active participants in matters that affect their lives." This definition is apropos when considering the empowerment of racial minorities to deal with discrimination. We clearly need racially and/or ethnically sensitive empowerment constructs that are tailored to measure racialized minorities' experiences of racism related empowerment. Given that there are no current measures that examine empowerment in the context of resisting racism, the current study aims to evaluate a measure focused on actions that people might take to resist racism.

<div align="center">Current Study</div>

The current project attempts to understand the impact of various forms of racial discrimination on racialized minorities' mental health. The project also aims to explore what types of coping are employed by participants to cope with racial discrimination and how this coping may ameliorate anticipated negative effects of racism. Finally, given the lack of research on empowerment and its relationship to coping with racism, a racism related empowerment and resistance scale is developed and evaluated here in order to incorporate a new dimension to coping with racism.

II. Methodology

Overview

      This is an on-line questionnaire study, recruiting participants from the UMass Boston community, local area communities, and nationally through email listservs and other online approaches. A maximum of 1000 participants will be recruited. The primary investigator (PI), co-investigator, as well as undergraduate and graduate research assistants (RAs) from the investigators' research teams will be working on this project.

Recruitment (see appendix B):

      Participants will be recruited from the UMass Boston community, local area communities, and nationally through email listservs and other online approaches. By using these multiple recruitment methods we hope to balance convenience and accessibility with diversity within the sample.

Methods of recruitment will include:
1. Recruitment of students on the UMass campus: For student recruitment at UMass Boston, the researchers will (a) send out emails to students in the general student community through the established mechanism for approved studies, (b) utilize the psychology subject pool, (c) post flyers on campus, (d) set up recruitment tabling at various times, (e) specifically request to post flyers and distribute emails through student groups like the Asian Student Center, the Black Student Center, etc., and (f) contact professors and request to make recruitment announcements in classes that tend to have larger concentrations of students of color (for example, Africana Studies, Asian American Studies, Latino Studies, Native American Studies, as well as major or colleges such as Finance or Computer Science where institutional research indicates that there are a large number of students of color).
2. Neighborhood flyering: The researchers will post flyers in areas around Boston that have a large population of people of color according to census data such as Dorchester, Quincy, or Jamaica Plain. We will also contact community based organizations serving people of color in the greater Boston area to request that they post and distribute our recruitment flyer and message. Such organizations may include Boston Chinatown Neighborhood Center, Asian Community Development Center, Bird Street Community Center, Mattapan United, Madison Park Development Corporation, North American Indian Center of Boston, and others. We expect this list to grow as we snowball recruitment through requesting input on additional organizations through participants and organizations.
3. National online recruitment: The researchers will also recruit through online approaches such as listservs, and social media focused on people of color. Examples might include angryasianman.com, bostonblackmba.com, alpfaboston.org, elmundoboston.com, mcnaa.org and others. We will also specifically focus on listservs and other social media focusing on professionals who are people of color (e.g. National Association for Black Journalists, National Association for Asian American Professionals, Native American Journalists Association, Association for Latino Professionals in Finance and Accounting) and psychologists who are people of color who may be more likely to complete such a survey (e.g. the listservs for the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association and the Society for Indian Psychologists). Again, we expect this list to grow as we snowball recruitment through requesting input on additional organizations through participants and organizations
   a. We would like to specify in the National online recruitment section that we are requesting input on additional people and organizations through the participants and

organizations that we have already connected with for recruitment purposes. We are proposing to e-mail invitations to potential participants referred by individuals who completed our study and include a one line addition to our standard email invitation for those individuals to say, "Your friend or acquaintance, *(email address of person providing the referral)*, gave us your email address and suggested you as a potential participant for our study." The reasoning behind this addition is to give context and protect the referred person from feeling that they had been targeted, which is particularly important for a study on racial discrimination (see Appendix B4 for sample e-mail).

Part I of Survey- Original Protocol

Procedures:
Participants will be directed in recruitment materials to the PsychData survey website where they will first be provided with an informed consent form outlining the anonymous nature of participation. Once participants indicate informed consent, they will begin the survey. Some parts of the survey will be common to all participants, while others will be given only to those who identify as of a particular race (e.g. the Asian American Race Related Stress Inventory).

In the beginning of the survey, after obtaining informed consent, participants will be asked to self-identify their minority race; this will determine the measures that will be administered to that particular participant. Participants who indicate that they are multiracial with multiple minority identities will be administered shared measures as well as race-specific measures for any of their identified races.

In order to establish test retest reliability for the Racism Empowerment and Resistance scale (REAR) which is being piloted through this study, up to 250 participants will be contacted 2 weeks after initial participation is completed to retake the REAR (see Part II of study- Test-Retest Protocol section).

At the end of the survey, participants who are not Psychology subject pool participants will be asked if they would be interested in being entered into a drawing for one of several $200 gift cards. If participants indicate that they would be interested in either of the above, they will be asked to provide an email address for the researcher to contact them should they be the person selected to receive a gift card. Alternatively, participants can elect to have the researchers make a $5 donation to the Southern Poverty Law Center, an organization dedicated to supporting social justice and racial equity through advocacy and education (up to a total of $2000 total). Those who retake the REAR to establish test retest reliability will be given $10 in exchange for participation. Participants who are eligible for course credit through the psychology subject pool will receive appropriate course credit according to the rules of the Psychology department for course credit in exchange for research participation.

Measures:
A complete packet of quantitative measures including instructions is included in Appendix B. Quantitative measures common to all groups include:

Measures of Racism
Multiple measures of racism are being given to participants in order to examine how the different aspects of racism experiences captured by each of these scales may relate to differences in mental health, coping, or empowerment. More traditional forms of overt racism are captured by the GED, subtle forms of everyday racism like microaggressions are captured by the RMAS, while the CoBRAS captures systemic indirect racism reflected in color blind ideology.

1. The Color Blind Racial Attitudes Scale (CoBRAS; Neville, Lilly, Duran, Lee, & Browne, 2000). The CoBRAS was designed to assess cognitive aspects of color-blind racial attitudes and provides a general measure of awareness of more structural and systemic aspects of race and racism. Chen et al. (2003) found that the CoBRAS contributed to clarifying interpretation of cluster analyses of the People of Color Racial Identity Attitude Scale (PoCRIAS) by clarifying participants' attitudes towards race as opposed to ethnicity. Initial construction of the CoBRAS included establishing construct, concurrent, discriminant, and criterion-related validity (Neville, Lilly, Duran, Lee, & Browne, 2000).The CoBRAS has shown good internal reliability for the three subscales and overall (Racial Privilege, .78, Institutional Discrimination, .76, Blatant Racial Issues, .72 and an overall reliability of .87) on a mixed sample of Whites, Blacks, Latinos, Asian Americans, and American Indians (Neville, Lilly, Duran, Lee, & Browne, 2000). The CoBRAS has also been slightly modified for this study to make a clearer distinction between race and ethnicity (e.g. ethnic terms and examples such as "Italian American" have been deleted or changed to clearly reference racialized groupings).
2. The Racial Microaggression Scale (RMAS; Torres-Harding, Andrade, & Diaz, 2012): The RMAS measures perceptions of racial microaggressions experienced by people of color. The authors use Sue et al.'s (2007) definition of racial microaggressions as "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group." There are six subscales: 1) foreigner/not belonging; 2) criminality/assumption of criminal status; 3) sexualization/exoticized; 4) low achieving/undesirable culture; 5) invisibility; 6) environmental. The RMAS illustrated very good internal consistency for the aforementioned subscales for a sample of African Americans, Latinos, multiracial people of color, Asian American, South Asian, and Middle Eastern (.78, .85, .83, .87, .89, .81 respectively, Torres-Harding, Andrade, & Diaz, 2012). The scale also showed good convergent and concurrent validity.
3. A short questionnaire constructed for this study inquiring about emotional response to experiences of racism
4. A single question from The General Ethnic Discrimination Scale (GEDS; Landrine, Klonoff, Corral, Fernandez, Roesch, 2006) about how much one's life would be different if the participant had not experienced racism. In order to minimize subject burden, we are only using this one question from the GED that examines the impact of racism on the participant's life, as the majority of other questions overlap with other measures. This one question is scored separately from the rest of the measure in its original construction:

Group specific racism and values measures
In addition to the racism measures above, group-specific racism measures are also included when they exist and are widely used, to examine aspects of racism previously shown to be unique to specific racialized groups (e.g. Asian Americans or African Americans; see group specific section at end of Measures). We are also including short measures of group-specific values or identity measures, to examine the ways that ethnicity and cultural affiliation may affect the relation of racism and mental health.

Asian American specific measures
- The Asian American Values Scale (AAVS; Kim, Li & Ng, 2005): The AAVS-M measures Asian American specific values enculturation (in juxtaposition to European Americans). It is a 42 item scale divided into five subscales: 1) collectivism; 2) conformity to norms; 3) emotional self-control; 4) family recognition through achievement; 5) humility. There was good test-retest reliability. Internal reliability for each of the subscales were .89, .80, .79, .80. .90, and .81,

respectively for a sample of Chinese, Koreans, Asian Indians, Filipinos, Taiwanese, Japanese, Vietnamese, Cambodian, Laotian, Pakistani, Indonesian, and multiracials (Kim, Li & Ng, 2005). Kim et al. reported evidence of AAVS total scores' internal consistency, test-retest reliability, concurrent validity, and discriminant validity." (Kim, Li & Ng, 2005)

- The Asian American Race Related Stress Inventory (AARRSI; Li, Liang, & Kim, 2001): The AARRSI is a measure of Asian-Americans' racism-related stress that was developed and psychometrically tested with Asian American adults. Consisting of 29 items, it is comprised of three subscales: 1) Socio-historical racism; 2) General racism; 3) Perpetual foreigner racism. All three scales have shown good construct validity as well as very good internal reliability for both the aforementioned subscales and the overall measure (.93, .86, .84, .95 respectively) for a sample of Koreans, Chinese, Asian Indians, Japanese, Laotians, Filipinos, Vietnamese, Hmong, Taiwanese, Thai, Indonesian, multiethnic Asians, and other unspecified Asian ethnicities (Liang, & Kim, 2001).

Black American specific Measures
- Index of Race-Related Stress - Brief Version (IRRS-B; Utsey, 1999): The IRRS-B is a short form of the Index of Race-Related Stress. It is a multidimensional scale designed to measure the stress experienced by Black Americans as a result of experiences of racism. The IRRS-B consists of 22 items, which measure stress in response to three dimensions of racism: cultural racism, institutional racism, and individual racism. Utsey (1999) reported that the internal consistencies for the three dimensions were $\alpha = .78$, $\alpha = .69$, and $\alpha = .78$, respectively.
- Three questions were constructed for this study to better understand how Black participants describe and experience ethnic culture:
  - Ethnicity or ethnic culture refers to patterns of ideas and practices associated with a group of people sharing a common history, geographic background, and/or language. It is different than race, but also related. There can be several ethnicities within a race: for example, recent immigrants from Haiti, Jamaica, and Sudan are racially "Black," as are African Americans who have been here for many generations and are descended from slaves. Alternatively, someone who is racially Black may be culturally American, Italian, English, etc. Ethnic culture includes things like values, patterns of interacting, gender roles, food, dress, holidays, or ways of seeing the world, yourself, or other people. **In your own words, what values, patterns of interacting, gender roles, food, dress, holidays, ways of seeing the world, yourself or other people, etc. are part of your ethnic culture?**
  - Some people feel that there are cultural aspects shared by all people within a racialized group, i.e. that all people with ancestors from Africa (people from the African diaspora) share some cultural aspects, regardless of whether they are recently from a specific African country, distantly from Africa and recently from the Caribbean, or distantly from Africa with many generations in the U.S. descended from slaves. Do you think this is true?
  - If so, what aspects of your cultural experience are common to all peoples from the African diaspora and what aspects may be unique to a more specific ethnic culture?

Latino Specific Measures
Latino/a Values Scale (Kim, Soliz, & Orellana, 2009): The Latino/a Values Scale measures the level of adherence to Latino/a cultural norms an individual possesses. It is a 35 item scale divided into four subscales: 1) cultural pride; 2) simpatía; 3) familismo; 4) espiritsmo. There

was good test-retest reliability. Internal reliability for each of the subscales were .85, .46, .68, and .50, respectively for a sample of Mexican/ Chicana/o, multiethnic, Guatemalan, Salvadoran, Bolivian, Cuban, and "other" (Kim, Soliz & Orellana, 2009).

Measures of Mental Health
Multiple measures of mental health are being given in this study to capture the relations of experiencing racism on various aspects of mental health, including depressive and anxious symptomatology (captured by the DASS-21), fear of negative evaluation—which is an anxiety related measure particularly related to social interactions, and one's self-esteem as a member of a particular racial group. We are also administering a PTSD measure, as racism has been conceptualized as, itself, a traumatic event relating to mental health challenges.

1. The Brief Fear of Negative Evaluation Scale-Revised (BFNE-Revised; Carleton, McCreary, Norton, & Asmundson, 2006). This is a shortened version of the Fear of Negative Evaluation Scale. Internal consistency yielded an alpha coefficient of .95 overall in a sample of White European Americans and Asian Americans (Carleton, McCreary, Norton, & Asmundson, 2006).
2. The Depression Anxiety Stress Scale—21 (DASS-21; Lovibond & Lovibond, 1995). This is an updated, abbreviated version of the original 42-item measure (now 21 items). The three subscales are 1) depression; 2) anxiety; 3) stress. Internal reliability for each of the subscales were .94, .87, .87, respectively on a mixed sample of White European Americans, Hispanic Americans, African Americans, Asian Americans, and "other ethnic racial groups" (Lovibond & Lovibond, 1995).
3. The Collective Self-Esteem Scale. The CSE measures individuals' evaluations of their collective esteem and sense of membership in particular groups (Luhtanen & Crocker, 1992). There are four subscales: membership esteem, private CSE, public CSE, and importance to identity. The CSE shows concurrent validity through correlations with a higher sense of collectivism and collective aspects of identity (Luhtanen & Crocker, 1992). Internal consistency coefficients range from .85 to .88 for the CSE in a mixed undergraduate sample (Luhtanen & Crocker, 1992) and .73 for the total CSE with an Asian American undergraduate sample (Alvarez & Helms, 2001) It has been modified so that the language specifically relates to racial groups (e.g. "my social group" has become "the Asian American group," "the Black American group," "the Latina/o group," or "the Native American group").
4. PTSD Checklist Civilian version (Norris & Hamblen, 2003). The PTSD Checklist, Civilian Version. The PCL is a 17-item self-report measure that corresponds to the DSM-IV symptoms of post-traumatic stress disorder (PTSD). The PCL-C, the version used in this study, is anchored to generic "stressful life experiences" and can be used with any population (Norris & Hamblen, 2003). Developed by the National Center for PTSD for the public domain, the PCL has shown good validity and reliability across all three versions.

Coping and Empowerment Measures
1. Brief Cope (Carver, 1997) is an abbreviated version of the Cope Scale which is designed to assess coping strategies. There are fourteen subscales: 1) self-distraction; 2) active coping; 3) denial; 4) substance use; 5) use of emotional support; 6) use of instrumental support; 7) behavioral disengagement; 8) venting; 9) positive reframing; 10) planning; 11) humor; 12) acceptance; 13) religion; 14) self-blame. Internal consistency for each of the subscales were .68, .73, .64, .57, .73, .82, .71, .64, .71, .54, .50, .90, .65, .69, respectively for a sample of non-Hispanic Whites, African Americans, Hispanics, and Asian Americans (Carver, 1997).
2. Racism Empowerment and Resistance (REAR): A series of 50 items developed for this study using a consensual qualitative research approach (Hill, 2012). This scale was developed by the PIs and

their associated research teams. Initial item generation involved extensive discussion of the meaning of "empowerment" and "resistance" as related to addressing racism, review of the one dissertation in psychology related to directly measuring race related empowerment (Stovall, 1999), and discussion of various aspects of empowerment. Following this discussion, 8 team members contributed at least 10 items on domains that they considered to be related to racism related resistance or empowerment. Items focused on different aspects of empowerment like internal and interpersonal empowerment, empowerment in thought, behavior and affect, direct action against discrimination versus indirect action. All items provided by team members were combined into a list. The initial list consisted of 119 items. Through an iterative process of discussion and consensus building, items were integrated, removed, reworded, changed or retained. The group also discussed nuances of differentiating aspects of empowerment and settled on the following domains of empowerment/resisting racism: Resisting through education, arts and media, organizing and protesting, acknowledging and resisting internalizing and social support and challenge.

Demographics Questionnaire
The UMass Boston comprehensive demographics questionnaire (Suyemoto, Roemer, Erisman, Holowka, Fuchs, & Barrett-Model, 2012) was developed with the goal of capturing the complexity within various identities that participants possess. This scale is useful to describe participants in terms of their identities and see how these descriptions may be related to their responses in research. It was also designed with an ethics of care (Haverkamp, 2005) for participants, aiming to support participants' experience of having their multiple identities and contexts acknowledged as part of the research process. The questionnaire offers both open ended and close ended questions which cover domains like age, educational qualifications, household income etc which are commonly found in most demographic questionnaires. In addition, this scale provides a chance to obtain more nuanced information about self identification of race and ethnicity as well as others' perception of the participants' race, acculturation and cultural affiliation, aspects of racial socialization like neighborhood racial composition, as well as educational qualifications and professions of primary and secondary caregiver for the participants when growing up, which are commonly used as measures of social class previously related to experiences of racism.

Part II of Survey- Test-Retest Protocol

Procedures:
Up to 250 participants who answered "yes" on the following question, "Would you be interested in completing a shorter related survey as a follow-up in two to three weeks? If so, you will be provided with a $10 gift card to amazon.com or the opportunity to donate your portion to a social justice organization following your completion" will receive an invitation to participate in Part II of the study (see Appendix D1 & D2 for sample e-mail). In order to match the answers from their initial survey, each participant will be sent a unique link to complete the follow-up survey that will allow the researchers the ability to connect responses from the initial survey with the follow-up survey to conduct test-retest reliability analyses.

Two to three weeks has been determined as the appropriate test-retest interval based on a literature review of similar scales (e.g., Liang, Li & Kim, 2004; Torres-Harding, Andrade & Romero Diaz, 2012; Wei, Alvarez, Ku, Russell & Bonett, 2010). We also aim to recruit an equal number of participants from each of the 5 major minority racial groups (Black, Asian, Native American, Latina/o, multiracial) in an effort to determine the reliability and validity of the measure for each racial group.

Participants will be asked to read the consent form (Appendix C) and indicate whether they agree and wish to proceed or do not agree or do not wish to proceed. Those who provide consent and wish to proceed will be given the scales listed below. The DASS-21, CSE, RMAS, and Brief COPE aim to recreate similar conditions to the first survey. The REAR is the scale for which we are trying to establish retest reliability. We have also added a few open ended questions in order to contribute to our understanding and the impact of the research study overall.

Measures:
- (1) Measure of mental health: Depression Anxiety Stress Scale (DASS-21)
- (2) Measures of experiences of racism: Collective Self Esteemed Scale (CSE), and Racial Microaggression Scale (RMAS)
- (3) Measures of Resistance/Empowerment: Brief COPE and Racism Empowerment and Resistance (REAR)
- (4) Open-ended questions: the purpose of these questions is to deepen our understanding of the lived experiences of our participants that may not be captured by our existing scales. We will ask the following:
    - People engage in a range of activities to reduce, resist, or interrupt racial discrimination. Within "racial discrimination" we include not only major actions like name calling or physical harassment, but also indirect or less extreme activities such as making stereotypical assumptions or exclusions based on race. Discrimination can be intentional or unintentional. With this in mind, have you ever responded to racial discrimination in a way that deliberately intended to reduce, resist, or interrupt racial discrimination against you or your own racial group? We are interested in whether you have actively tried to respond in a way that reduced, resisted, or interrupted, regardless of whether it was effective or not. Remember, there is no "right" answer.
    - If yes:
        - (1) Please tell us about a specific time when you experienced racial discrimination and reacted in a way that tried to reduce, resist, or interrupt the discrimination. What happened and what did you do?
        - (2) How did you hope to reduce, resist, or interrupt the discrimination through the response you described? Why did you anticipate that the reaction you described above would work to reduce/resist/interrupt racial discrimination?
        - (3) What barriers or supports do you encounter when trying to respond to discrimination in ways that reduce/resist/interrupt racial discrimination against you or your own racial group? How do these affect you?
    - If no:
        - (1) Please tell us how you define reducing/resisting/interrupting racial discrimination.
        - (2) How do you respond to racial discrimination?
        - (3) What influences your decision about how and/or when to respond?

Analysis

Through simple and partial correlations and multiple regression and path analyses we will examine both direct effects as well as possible mediation effects and interactions between coping and mental health in the ways that these variables relate to racism. The study also pilots a measure of race related resistance and empowerment and examines the ways that racism related resistance and empowerment may affect the relation of experiencing racism to mental health and coping for people of

color. We will evaluate that measure in relation to factor structure, internal reliability, test-retest reliability, convergent and divergent validity in relation to other measures administered.

III.   HIPPA Compliance Information. N/A

IV.   Participant Data
Participants will be:
- Over 18
- Self identify as a person of color
- Able to read English at a level sufficient to complete the measures presented in English.

V.   Procedures for Vulnerable Populations
This study will not involve children or prisoners. Pregnant women, disabled, or economically disadvantaged persons may choose to participate in the study, but these particular groups will not be the focus of the study and therefore specific safeguards will not be necessary.

VI.   Risks and Benefits
Minimal risk to participants is expected. It is possible that some of the questions in the questionnaire may make participants feel uncomfortable. It is explicitly stated in the Informed Consent that participants may discontinue participation if they feel uncomfortable.

VII.   Informed Consent Please see appendix A for informed consent form
   Waiver of documentation of informed consent
 As participants will complete the study online they will not sign and return a consent form to the researcher. No participants will not be seen in person and will complete the study online. All participants will indicate consent by clicking a checkbox at the end of the informed consent page.

VIII.   Confidentiality of research participants:

Participants who are not interested in participating in the raffle and are not participating for Psychology Subject Pool credit will complete the on-line questionnaires anonymously using the PsychData system, since they will not be asked to provide their names or other pieces of identifying information. If participants are interested in being entered in the raffle and/or being contacted for future studies, they will be asked to provide their name, email address, and telephone number. This information will be stored in a separate file within the PsychData on-line system. Participants' names, email addresses, and telephone numbers will only be connected to their data by the participant number in this separate file. All other data will be identified with a participant number. Only study personnel will have access to the file containing names and contact information for the raffle and this file will be erased once the study is completed. Name, email address and student ID numbers of UMB student participants taking the study in exchange for course credit will be recorded in a separate password protected excel file. At the end of the semester this information will be shared with the Psych 101 instructor so that these students may receive course credit for the same. Once this information has been received by the instructor, this excel file will be deleted.

PsychData uses a Secure Security Environment. All surveys hosted with PsychData are encrypted using 128-bit SSL Technology (Secure Socket Layer). This technology encrypts both the questions

displayed to the participants and their responses. All responses are instantly encrypted and remain so until they are received at the PsychData database. Once research data is stored on a PsychData server, it is held in an isolated database that can only be accessed by a researcher with the correct username and password. Each participant who completes this survey will be automatically assigned an internal number called the Respondent ID number.

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Supporting Materials

II. **Consent Documents and Interviews/Measures/Instruments.** A copy of all consent documents and all written recruitment materials (e.g., recruitment fliers, verbal scripts, etc.), interview or survey instruments must be attached to the application. If no versions of the instruments are available, please give a list of sample questions that encompass the scope of the activity. If you are using any other type of instrument to collect data, please describe its purpose and how it is used.

Appendix A. Informed Consent
Appendix B: Recruitment Materials
Appendix C: Informed Consent for test-retest
Appendix D: Recruitment Materials for test-retest
Appendix E: Survey packet

III. **Collateral Site Approval**. N/A

IV. **Funding Application.** N/A

Return the required number of copies (two copies for expedited applications; contact the IRB Administrator to inquire about requirements for full board review) of these materials to the IRB Administrator, A-2-080. See the application instructions for post submission procedures.

APPENDIX A: Informed Consent Form

Introduction and Description of the Project
You are asked to take part in a research project that aims to explore the experience and impact of racism on people of color. The researchers are Drs. Karen Suyemoto (Associate Professor, Department of Psychology) and Dr. Tahirah Abdullah (Assistant Professor, Department of Psychology). Please read this form and feel free to ask questions. If you have further questions later, Dr. Karen Suyemoto or Dr. Tahirah Abdullah will be available to discuss them with you. You may reach wither of them by email at karen.suyemoto@umb.edu or tahirah.abdullah @umb.edu

This study asks questions about experiences of racism, the impact of these experiences, and how you react. We will also ask for some information describing your background which will help us understand who is participating and how their other experiences may relate to their responses. Participation in this study will take about 30-45 minutes. Participation in this study is completely voluntary. You can stop at any time without risk of any negative consequences. If you do complete the survey, you have the chance to win one of several $200 gift cards. If you are interested in being entered in this raffle, we will ask you to provide an email address where you can be reached in case you win. Alternatively, you can give up your raffle chance and the researchers will make a $5 donation to the Southern Poverty Law Center, an organization dedicated to supporting social justice and racial equity through advocacy and education (up to a total of $2000 from the researchers). (This section for psych 101 students will say) If you complete the survey, you will receive course credit towards your Psych 101 course.

Risks or Discomforts:
The primary risk associated with this study may be feelings of discomfort or distress related to thinking about or remembering difficult experiences. You may speak with Dr. Karen Suyemoto (Karen.suyemoto@umb.edu) or Dr. Tahirah Abdullah (tahirah.abdullah@umb.edu) to discuss any distress or other issues related to study participation.

Confidentiality and Voluntary Participation:
Your participation in this research is **confidential**. That is, the information gathered for this project will not be published or presented in a way that would allow anyone to identify you. Information gathered for this project will be stored in a password protected file and only the research team will have access to the data. Any connection between your responses and any possibly identifying information will be destroyed within 6 months of your final participation in this research.

The decision whether or not to take part in this research study is voluntary. If you do decide to take part in this study, you may choose to stop participation at any time without consequence. If you wish to stop participation, you should simply exit your internet browser completely. Whatever you decide will in no way penalize you or, if you are a student, affect your grade.

Rights:

 You have the right to ask questions about this research before you sign this form and at any time during the study. If you are unhappy with the way this study is done or if you believe you have been hurt in any way by participating, you may express your concerns. For questions or concerns, you can reach Karen Suyemoto, Ph.D. or Tahirah Abdullah, Ph.D. by email (Karen.suyemoto@umb.edu) or Dr.Tahirah Abdullah (tahirah.abdullah@umb.edu), by phone (617-287-6370) or at the following address: University of Massachusetts Boston, Psychology Department, 100 Morrissey Blvd., Boston, MA 02125-3393. If you have questions of concerns about your rights as a research participant, you may also call or write a representative of the Institutional Review Board (IRB), at the University of Massachusetts, Boston, which oversees research involving human participants. The Institutional Review Board may be reached at the following address: IRB, Quinn Administration Building-2-080, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393. You can also contact the Board by telephone or e-mail at (617) 287-5374 or at human.subjects@umb.edu.

☐   *I HAVE READ THE CONSENT FORM AND ANY QUESTIONS HAVE BEEN ANSWERED. BY MARKING THE BOX BELOW, I AM INDICATING MY CONSENT TO PARTICIPATE IN THIS STUDY. I ALSO CERTIFY THAT I AM 18 YEARS OF AGE OR OLDER.*

APPENDIX B: Recruitment Materials

Appendix B1: Sample email request of professors from graduate research assistant:

Dear Dr. X,

My name is _____ and I am a research assistant working with Prof. Karen Suyemoto (Psychology and Asian American Studies) and Tahirah Abdullah (Psychology). We are currently conducting a much needed study that examines the impacts of racism and the act of resisting racism on mental health. We have created an online survey to gather such critical information and would greatly appreciate if you would either kindly agree to us making a short in class announcement or showing the attached powerpoint slide with links and information on how to access our study.

The survey takes about 30 to 45 minutes to complete. In order to participate, you must be 18 or older, and identify as a person of color or racial minority. As a "thank you" participants may choose to be entered into a drawing for one of several $200 gift cards or to have the researchers make a $5 donation to an organization advocating for social justice.

We would be very grateful for your assistance in helping us recruit participants.

We look forward to hearing from you about a time/date that would be convenient for us to come to your class and make a 5 minute announcement.

Thank you,
(researcher name)

Appendix B2: Sample email to student groups

Dear ____,

My name is _____ and I am a research assistant working with Drs. Karen Suyemoto (psychology and Asian studies professor) and Tahirah Abdullah (psychology professor). We are currently conducting a much needed study that examines the experiences of racism and the act of resisting racism.

We have created an online survey and would greatly appreciate any assistance your organization could provide us in recruiting participants.

The survey takes roughly 30-45 minutes to complete. In order to participate, you must be 18 or older, and identify as a person of color or racial minority. As a "thank you" participants may choose to be entered into a drawing for one of several $200 gift cards or to have the researchers make a $5 donation to an organization advocating for social justice.

Would you please post our flyers with links and information on how to access our study in your office space, your listserv, any social media presence your organization may have? We have attached a flyer and would be happy to drop some off if that would be more convenient. We have also pasted below a recruitment notice that you could put on your listserv or distribute through social media.

We also welcome any thoughts you might have of alternative ways of gathering interested participants.

Please feel free to contact us at aart@umb.edu.

Thank you,
(researcher name)

Appendix B3: Email to organizations for recruitment

Dear ____,

My name is _____ and I am a research assistant working with Drs. Karen Suyemoto and Tahirah Abdullah, professors in psychology and ethnic studies at the University of Massachusetts, Boston. We are currently conducting a much needed study that examines the impacts of both racism and the act of resisting racism on mental health.

We have created an online survey to gather such information and would greatly appreciate your assistance in helping us recruit participants.. The survey takes roughly 30-45 minutes to complete. In order to participate, you must be 18 or older, and identify as a person of color or racial minority. As a "thank you" participants may choose to be entered into a drawing for one of several $200 gift card or to have the researchers make a $10 donation to an organization advocating for social justice.

Would you please post our flyers with links and information on how to access our study in your office space, your listserv, any social media presence your organization may have? We have attached a flyer and would be happy to drop some off or send you more if that would be more convenient. We have also pasted below a recruitment notice that you could put on your listserv or distribute through social media.

We also welcome any thoughts you might have of alternative ways of gathering interested participants.

Please feel free to contact us at aart@umb.edu.

Thank you,
(researcher name)

Appendix B4: Sample e-mail per snowballing technique
Dear _____,

My name is _____ and I am a research assistant working with Drs. Karen Suyemoto and Tahirah Abdullah, psychology professors at the University of Massachusetts, Boston. Your friend or acquaintance, _____, gave us your email address and suggested you as a potential participant for our study. We are currently conducting a much needed study examining experiences of racism, and reactions to these experiences. This study is an online survey that will take about 30-45 minutes.

To participate in this study, (1) you must be over 18, (2) understand written English, and (3) identify as a person of color or racial minority. Participation is completely voluntary and you can stop at any time without risk of any negative consequences. As a "thank you" for completing the survey, you are eligible (1) to be entered into a raffle for one of several $200 gift cards, or (2) choose to have the researchers make a $5 donation to an organization advocating for social justice, or (3) to receive credit for your UMass Boston Psych 101 course.

If you are interested in participating in our study, please visit tinyurl.com/race-study. If you have any questions or concerns, please contact us at aart@umb.edu.

We want to thank you in advance for your time and consideration.

Appendix B5: Sample e-mail to participants about future studies of similar topics

Dear _____,

Thank you for your recent participation in our online study on experiences of racism. As indicated from your answers, you have expressed interest in participating in our follow-up study. Although you were not selected to participate in Part II of this specific study, we wanted to see if you would be interested in partaking in future studies on similar topics. Please keep in mind that saying "yes" will simply mean that you receive information and invitations about other similar studies. Your participation in any future studies is completely voluntary, and you are not required to participate if you are contacted.

If you are interested in being added to this list, please respond to this e-mail with your preferred e-mail address.

Thank you in advance for your time and consideration.

Appendix B6: Sample email for listservs, will be tailored to listserv with additional information to be taken from the other materials in this appendix

Dear ____,

My name is _____ and I am a research assistant working with Drs. Karen Suyemoto and Tahirah Abdullah, psychology professors at the University of Massachusetts, Boston. We are currently conducting a much needed study that examines the impacts of both racism and the act of resisting racism.

We have created an online survey to gather such information and would greatly appreciate your participation. The survey takes roughly 30 to 45 minutes to complete. In order to participate, you must be 18 or older, and identify as a person of color or racial minority. As a "thank you" participants may choose to be entered into a drawing for one of several $200 gift cards or to have the researchers make a $5 donation to an organization advocating for social justice.

To participate, follow this link: *insert link here.*

Feel free to contact us at aart@umb.edu .

Thank you,
Researcher name

Appendix B7: Sample announcement for class announcements

Hello,

My name is _____ and I am a research assistant working with Drs. Karen Suyemoto (psychology and Asian studies professor) and Tahirah Abdullah (psychology professor). We are currently conducting a much needed study that examines the impacts of racism and the act of resisting racism. We have created an online survey to gather such information and would greatly appreciate our participation.

The survey takes roughly 30-45 minutes to complete. In order to participate, you must be 18 or older, and identify as a person of color or racial minority. As a "thank you" participants may choose to be entered into a drawing for one of several $200 gift cards or to have the researchers make a $5 donation to an organization advocating for social justice.

For those of you who are interested, the link is _____.

Or please feel free to email the team at aart@umb.edu.

Thank you,
(Researcher name)

Appendix B8: Sample Text for flyer and powerpoint slide for classes

[*Note—This is sample text. We may vary the title to specify racial groups depending on recruitment needs, e.g. "Are you Asian American? Have you experienced racial discrimination?"]*

Are you a person of color who has experienced racial discrimination?

If you a person of color over 18, you may be eligible to participate in a research study looking at experiences of racial discrimination.

The study takes about 30-45 minutes to complete.

Participants will be entered into a drawing for one of several $200 gift cards or have the researchers donate to an organization to fight racism!

If interested: *study url goes here.*
For questions, please contact aart@umb.edu

Appendix C: Informed consent for test-retest:

INFORMED CONSENT FORM

UMASS BOSTON INSTITUTIONAL REVIEW BOARD
University of Massachusetts Boston
Department of Psychology
100 Morrissey Boulevard
Boston, MA. 02125-3393

Introduction and Description of the Project
You are asked to participated in Part II of a research project entitled "Resisting racism: coping and empowerment to address negative effects on mental health" that aims to explore the experience and impact of racism on people of color. The researchers are Dr. Karen Suyemoto (Associate Professor, Department of Psychology) and Dr. Tahirah Abdullah (Assistant Professor, Department of Psychology). Please read this form and feel free to ask questions. If you have further questions later, Dr. Karen Suyemoto or Dr. Tahirah Abdullah will be available to discuss them with you. You may reach either of them by email at karen.suyemoto@umb.edu or tahirah.abdullah@umb.edu.

Similar to your experiences in Part I of this study, this follow-up will ask questions about experiences of racism, the impact of these experiences, and how you react. Participation in this study will take about 20-30 minutes. Participation in this study is completely voluntary. You can stop at any time without risk of any negative consequences. If you do complete the survey, you will receive a $10 gift certificate to amazon.com via e-mail within 1-2 weeks of completion. Alternatively, you can give up your amazon.com gift certificate and the researchers will make a $10 donation to the Southern Poverty Law Center, an organization dedicated to supporting social justice and racial equity through advocacy and education.

Risks or Discomforts:
The primary risk associated with this study may be feelings of discomfort or distress related to thinking about or remembering difficult experiences. You may speak with Dr. Karen Suyemoto (Karen.suyemoto@umb.edu) or Dr. Tahirah Abdullah (tahirah.abdullah@umb.edu) to discuss any distress or other issues related to study participation.

Confidentiality and Voluntary Participation:
Your participation in this research is **confidential**. That is, the information gathered for this project will not be published or presented in a way that would allow anyone to identify you. Information gathered for this project will be stored in a password protected file and only the research team will have access to the data. Any connection between your responses and any possibly identifying information will be destroyed within 6 months of your final participation in this research.
The decision whether or not to take part in this research study is voluntary. If you do decide to take part in this study, you may choose to stop participation at any time without consequence. If you wish to stop participation, you should simply exit your internet browser completely. Whatever you decide will in no way penalize you or, if you are a student, affect your grade.

Rights:
You have the right to ask questions about this research before you sign this form and at any time during the study. If you are unhappy with the way this study is done or if you believe you have been hurt in any way by participating, you may express your concerns. For questions or concerns, you can reach Dr. Karen Suyemoto (karen.suyemoto@umb.edu) or Dr.Tahirah Abdullah (tahirah.abdullah@umb.edu) by phone (617-287-6370) or at the following address: University of Massachusetts Boston, Psychology Department, 100 Morrissey Blvd., Boston, MA 02125-3393. If you have questions of concerns about your rights as a research participant, you may also call or write a representative of the Institutional Review Board (IRB), at the University of Massachusetts,

Boston, which oversees research involving human participants. The Institutional Review Board may be reached at the following address: IRB, Quinn Administration Building-2-080, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393. You can also contact the Board by telephone at (617) 287-5374 or email at human.subjects@umb.edu.

Appendix D1: Sample e-mail for test-retest follow-up:
Dear _____,

Thank you for your participation in our online study on experiences of racism approximately one weeks ago. As indicated from your answers, you have expressed interest in participating in our follow-up study.

The online follow-up study will take about _____ minutes. As a gratitude, you will be provided with a $10 gift card to amazon.com or the opportunity to donate your portion to a social justice organization after completion.

If you are interested in assisting us with the second part, please complete the survey by using this unique link _____. This survey will close on _____ at _____, so it is important that you complete it before then.

We want to thank you in advance for your time and consideration.

Appendix D2: Sample e-mail reminders for test-retest follow-up:
Dear _____,

This is a friendly reminder that your invitation to participate in our follow-up study on experiences of racism will expire in two days.

Again, we would like thank you for participating in the first part of our study a few weeks ago. If you are still interested in assisting us with the second part, the online follow-up study will take about _____ minutes. As a gratitude, you will be provided with a $10 gift card to amazon.com or the opportunity to donate your portion to a social justice organization after completion.

Please complete the survey by using this unique link _____. This survey will close on _____ at _____, so it is important that you complete it before then.

Please disregard this e-mail if you do not wish to partake in the follow-up study. We want to thank you in advance for your time and consideration.

APPENDIX E: Survey Packet

COBRAS

Instructions: Below is a set of questions that deal with social issues in the United States (U.S.). Using the 6-point scale, please give your honest rating about the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

1	*2*	*3*	*4*	*5*	*6*
Strongly Disagree					Strongly Agree

1. Everyone who works hard, no matter what race they are, has an equal chance to become rich.
2. Race plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.
3. It is important that people begin to think of themselves as American and not Asian American/ Latino/a, Black/ African American/ Native American.
4. Due to racial discrimination, programs such as affirmative action are necessary to help create equality.
5. Racism is a major problem in the U.S.
6. Race is very important in determining who is successful and who is not.
7. Racism may have been a problem in the past, but it is not an important problem today.
8. Racial minorities do not have the same opportunities as White people in the U.S.
9. White people in the U.S. are discriminated against because of the color of their skin.
10. Talking about racial issues causes unnecessary tensions.
11. It is important for political leaders to talk about racism to help work through or solve society's problems.
12. White people in the U.S. have certain advantages because of the color of their skin.
13. Immigrants should try to fit into the culture and adopt the values of the U.S.
14. English should be the only official language in the U.S.
15. White people are more to blame for racial discrimination in the U.S. than racial minorities.
16. Social policies, such as affirmative action, discriminate unfairly against White people.
17. It is important for public schools to teach about the history and contributions of racial minorities.
18. Racial minorities in the U.S. have certain advantages because of the color of their skin.
19. Racial problems in the U.S. are rare, isolated situations.
20. Race plays an important role in who gets sent to prison.

BFNE-II

Read each of the following statements carefully and indicate how characteristic it is of you according to the following scale:

1	2	3	4	5
Not at all characteristic of me	Slightly characteristic of me	Moderately characteristic of me	Very characteristic of me	Extremely characteristic of me

___ 1.   I worry about what other people will think of me even when I know it doesn't make any difference.
___ 2.   It bothers me when people form an unfavorable impression of me.
___ 3.   I am frequently afraid of other people noticing my shortcomings.
___ 4.   I worry about what kind of impression I make on people.
___ 5.   I am afraid that others will not approve of me.
___ 6.   I am afraid that people will find fault with me.
___ 7.   I am concerned about other people's opinions of me.
___ 8.   When I am talking to someone, I worry about what they may be thinking about me.
___ 9.   I am usually worried about what kind of impression I make.
___ 10.   If I know someone is judging me, it tends to bother me .
___ 11.   Sometimes I think I am too concerned with what other people think of me.

___12.   I often worry that I will say or do the wrong things.

DAS S 21

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement. *The rating scale is as follows:*

0	1	2	3
Did not apply to me at all	Applied to me to some degree, or some of the time	Applied to me to a considerable degree, or a good part of time	Applied to me very much, or most of the time

1. I found it hard to wind down	0	1	2	3
2. I was aware of dryness of my mouth	0	1	2	3
3. I couldn't seem to experience any positive feeling at all	0	1	2	3
4. I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5. I found it difficult to work up the initiative to do things	0	1	2	3
6. I tended to over-react to situations	0	1	2	3
7. I experienced trembling (eg, in the hands)	0	1	2	3
8. I felt that I was using a lot of nervous energy	0	1	2	3
9. I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
10. I felt that I had nothing to look forward to	0	1	2	3
11. I found myself getting agitated	0	1	2	3
12. I found it difficult to relax	0	1	2	3
13. I felt down-hearted and blue	0	1	2	3
14. I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
15. I felt I was close to panic	0	1	2	3
16. I was unable to become enthusiastic about anything	0	1	2	3
17. I felt I wasn't worth much as a person	0	1	2	3
18. I felt that I was rather touchy	0	1	2	3
19. I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
20. I felt scared without any good reason	0	1	2	3
21. I felt that life was meaningless	0	1	2	3

Racial and Ethnic Background

Racial categories are based on visible attributes (for example, skin color or eye shape, other facial or bodily feature) and self-identification. These groupings have social meanings that affect how people see themselves and are seen and treated by others. Race is not the same as ethnicity or culture.

Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your **racial identification**? (please check on—you will have an opportunity later to tell us more fully about your identity)

☐ Alaskan Native/Native American/Indigenous   ☐ Pacific Islander/Native Hawaiian

☐ Asian   ☐ White

☐ Black   ☐ Multiracial

☐ Latino(a)/Hispanic (Non-White)   ☐ Other (please specify): _____

[If the participant indicates they are multiracial, they will be asked "With which race do you primarily identify?"]

CSE

[This scale will be tailored to participants' self-identification: Asian American, Latino/a, Black, and Native American. Those choosing "other" above will be given this scale as it is here]

Instructions: On the following page, you will find a list of statements about Asian Americans/ Latino/as, Black/ African Americans & Native Americans. Please respond to the statements on the basis of how you feel about your group and yourself as a member of the group. There are no right or wrong answers to any of these statements. We are simply interested in your honest reactions and opinions. Please read each statement carefully and circle the number that best describes how you feel. Please respond by using the following scale:

Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
1	2	3	4	5	6	7

1. I am a worthy member of my racial group.
2. I often regret that I belong to my racial group.
3. Overall, my racial group is considered good by others
4. Overall, being a member of my racial group has very little to do with how I feel about myself.
5. I feel I don't have much to offer my racial group.
6. In general, I'm glad to be a member of my racial group.
7. Most people consider my racial group, on the average, to be more ineffective than other groups.
8. Belonging to my racial group is an important reflection of who I am.
9. I am a cooperative participant in the activities of my racial group.
10. Overall, I often feel that my racial group is not worthwhile.
11. In general, others respect my racial group.
12. Being of my racial group is unimportant to my sense of what kind of a person I am.
13. I often feel I'm a useless member of my racial group.
14. I feel good about belonging to my racial group.
15. In general, others think that my racial group is unworthy.
16. In general, belonging to my racial group is an important part of my self-image.

[IF the participant indicates s/he is Asian, then the following group specific scale will be given next:]
AAVS-M

INSTRUCTIONS: Use the scale below to indicate the extent to which you agree with the value expressed in each statement.

1 = Strongly Disagree	**2 = Moderately Disagree**	**3 = Mildly Disagree**
4 = Neither Agree or Disagree	**5 = Mildly Agree**	**6 = Moderately Agree**
	7 = Strongly Agree	

1. One should recognize and adhere to the social expectations, norms and practices.
2. The welfare of the group should be put before that of the individual.
3. It is better to show emotions than to suffer quietly.
4. One should go as far as one can academically and professionally on behalf of one's family.
5. One should be able to boast about one's achievement.
6. One's personal needs should be second to the needs of the group.
7. One should not express strong emotions.
8. One's academic and occupational reputation reflects the family's reputation.
9. One should be able to draw attention to one's accomplishments.
10. The needs of the community should supersede those of the individual.
11. One should adhere to the values, beliefs and behaviors that one's society considers normal and acceptable.
12. Succeeding occupationally is an important way of making one's family proud.
13. Academic achievement should be highly valued among family members.
14. The group should be less important than the individual.
15. One's emotional needs are less important than fulfilling one's responsibilities.
16. Receiving awards for excellence need not reflect well on one's family.
17. One should achieve academically since it reflects on one's family.
18. One's educational success is a sign of personal and familial character.
19. One should not sing one's own praises.
20. One should not act based on emotions.
21. One should work hard so that one won't be a disappointment to one's family.
22. Making achievements is an important way to show one's appreciation for one's family.
23. One's efforts should be directed toward maintaining the well-being of the group first and the individual second.
24. It is better to hold one's emotions inside than to burden others by expressing them.
25. One need not blend in with society.
26. Being boastful should not be a sign of one's weakness and insecurity.
27. Conforming to norms provides order in the community.
28. Conforming to norms provides one with identity.
29. It is more important to behave appropriately than to act on what one is feeling.
30. One should not openly talk about one's accomplishments.
31. Failing academically brings shame to one's family.
32. One should be expressive with one's feelings.
33. Children's achievements need not bring honor to their parents.
34. One need not sacrifice oneself for the benefit of the group.
35. Openly expressing one's emotions is a sign of strength.
36. One's achievement and status reflect on the whole family.
37. One need not always consider the needs of the group first.
38. It is one's duty to bring praise through achievement to one's family.
39. One should not do something that is outside of the norm.
40. Getting into a good school reflects well on one's family.
41. One should be able to brag about one's achievements.
42. Conforming to norms is the safest path to travel.

[IF the participant indicates s/he is Latina/o, then the following group specific scale will be given:]
VS (Latino/a Values Scale)

Instructions: Using the scale below, please circle the number that represents the degree to which you follow the traditional cultural values of your ethnic background.

1= strongly disagree
2= disagree
3= agree
4= strongly agree

1. One does not need to be loyal to one's cultural origin.
2. One does not need to follow one's cultural customs.
3. One's bond with one's cultural group must be very strong.
4. One does not need to maintain one's cultural traditions.
5. One must preserve one's cultural heritage.
6. One does not need to preserve the customs of one's cultural background.
7. One does not need to practice one's cultural celebrations.
8. One should work to preserve the language of one's ethnic group.
9. One should never lose one's language of origin.
10. One must be proud of one's cultural group.
11. One does not need to always avoid conflict with others.
12. One does not need to always be cordial to others.
13. One must not offend others.
14. A woman does not need to successfully endure all adversity.
15. A woman should sacrifice everything for her family.
16. One should never offend one's elders.
17. One should never bring shame upon one's family.
18. A woman must be a source of strength for her family.
19. A mother must keep the family unified.
20. A woman is considered the backbone of the family.
21. A man must provide for his family financially.
22. One does not need to trust a higher being.
23. One does not need to have faith in premonitions.
24. A woman should be the spiritual leader in the family.
25. One should be able to question one's elders.
26. A man's strength comes from being a good father and husband.
27. One does not need to be emotionally affectionate to familiar individuals.
28. One's successes should be attributed to one's family.
29. One does not need to always present oneself as likeable to others.
30. One's family is the main source of one's identity.
31. One must defer to one's elders for advice.
32. One must maintain a sense of interdependence with one's group.
33. One does not need to always support one's group.
34. One must help one's group to achieve its goals.
35. One should be respectful to people who have a higher status.

[IF the participant indicates s/he is Black, then the following group specific scale will be given:]

- Ethnicity or ethnic culture refers to patterns of ideas and practices associated with a group of people sharing a common history, geographic background, and/or language. It is different than race, but also related. There can be several ethnicities within a race: for example, recent immigrants from Haiti, Jamaica, and Sudan are racially "Black," as are African Americans who have been here for many generations and are descended from slaves. Alternatively, someone who is racially Black may be culturally American, Italian, English, etc. Ethnic culture includes things like values, patterns of interacting, gender roles, food, dress, holidays, or ways of seeing the world, yourself, or other people. **In your own words, what values, patterns of interacting, gender roles, food, dress, holidays, ways of seeing the world, yourself or other people, etc. are part of your ethnic culture?**
- Some people feel that there are cultural aspects shared by all people within a racialized group, i.e. that all people with ancestors from Africa (people from the African diaspora) share some cultural aspects, regardless of whether they are recently from a specific African country, distantly from Africa and recently from the Caribbean, or distantly from Africa with many generations in the U.S. descended from slaves. Do you think this is true?
- If so, what aspects of your cultural experience are common to all peoples from the African diaspora and what aspects may be unique to a more specific ethnic culture?

RMAS

For each of the items below indicate how often you have experienced the event
How often: **0 - *never*, 1 - *a little/rarely*, 2 - *sometimes/a moderate amount*, 3 - *often/frequently*.**

And also indicate how stressful, upsetting, or bothersome the experience was for you
How stressful: 0 - *not at all*, 1 - *a little*, 2 - *moderate level*, 3 - *high level*

1. Other racial group members expect me to behave in a way that is not consistent with my own racial or cultural values.
2. I am mistaken for being a service worker or lower-status worker simply because of my race.
3. I am treated like a second-class citizen because of my race.
4. I receive poorer treatment in restaurants and stores because of my race.
5. Sometimes I feel as if people look past me or don't see me as a real person because of my race.
6. I feel invisible because of my race.
7. I am ignored in school or work environments because of my race.
8. My contributions are dismissed or devalued because of my racial background.
9. Other people make assumptions about my intelligence and abilities because of my race.
10. Other people treat me like a criminal because of my race.
11. People act like they are scared of me because of my race.
12. Others assume that I will behave aggressively because of my race.
13. I am singled out by police or security people because of my race.
14. Other people act as if they can fully understand my racial identity, even though they are not of my racial background.
15. Others act as if all of the people of my race are alike.
16. Others suggest that people of my racial background get unfair benefits.
17. Others assume that people of my racial background would succeed in life if they simply worked harder.
18. Other people deny that people of my race face extra obstacles when compared to Whites.
19. Other people assume that I am successful because of affirmative action, not because I earned my accomplishments.
20. Others hint that I should work hard to prove that I am not like other people of my race.
21. Others suggest that my racial heritage is dysfunctional or undesirable.
22. Others focus only on the negative aspects of my racial background.
23. People suggest that I am "exotic" in a sexual way because of my race.
24. Other people view me in an overly sexual way because of my race.
25. Other people hold sexual stereotypes about me because of my racial background.
26. Because of my race, other people assume that I am a foreigner.
27. Because of my race, people suggest that I am not a "true" American.
28. Other people ask me where I am from, suggesting that I don't belong.
29. Other people assume that I am knowledgeable about multicultural issues, simply because I am a member of a racial minority group.
30. Others ask me to serve as a "spokesperson" for people in my racial group.
31. When I interact with authority figures, they are usually of a different racial background.
32. I notice that there are few role models of my racial background in my chosen career.
33. Sometimes I am the only person of my racial background in my class or workplace.
34. Where I work or go to school, I see few people of my racial background.
35. I notice that there are few people of my racial background on the TV, books, and magazines.

[IF the participant indicates s/he is Asian, then the following group specific scale will be given:]

AARRSI

Please read each item and choose a response that best represents your reaction.

This has never happened to me	This event happened, but did not bother me	This event happened and I was slightly bothered	This event happened and I was upset	This event happened and I was extremely upset
0	1	2	3	4

1. You hear about a racially motivated murder of an Asian American man.
2. You hear that Asian Americans are not significantly represented in management positions.
3. You are told that Asians have assertiveness problems.
4. You notice that Asian characters in American TV shows either speak bad or heavily accented English.
5. You notice that in American movies male Asian leading characters never engage in physical contact (kissing, etc.) with leading female characters even when the plot would seem to call for it.
6. Someone tells you that the kitchens of Asian families smell and are dirty.
7. You notice that US history books offer no information of the contributions of Asian Americans.
8. You see a TV commercial in which an Asian character speaks bad English, and acts subservient to non-Asian characters.
9. You hear about an Asian American government scientist held in solitary confinement for mishandling government documents when his non-Asian co-workers were not punished for the same offense.
10. You learn that Asian Americans were historically targets of racist actions.
11. You learn that most non-Asian Americans are ignorant of the oppression and racial prejudice Asian Americans have endured in the U.S.
12. At a restaurant you notice that a White couple who came in after you is served before you.
13. You learn that, while immigration quotas on Asian peoples were severely restricted until the latter half of the 1900s, quotas for European immigrants were not.
14. Someone tells you that it's the Blacks that are the problem, not the Asians.
15. A student you don't know asks you for help in math.
16. Someone tells you that they heard that there is a gene that makes Asians smart.
17. Someone asks you if you know his or her Asian friend/coworker/classmate.
18. Someone assumes that they serve dog meat in Asian restaurants.
19. Someone tells you that your Asian American female friend looks just like Connie Chung.
20. Someone you don't know speaks slow and loud at you.
21. Someone asks you if all your friends are Asian Americans.
22. Someone asks you if you can teach him/her Karate.
23. Someone tells you that "you people are all the same".
24. Someone tells you that all Asian people look alike
25. Someone tells you that Asian Americans are not targets of racism.
26. Someone you do not know asks you to help him/her fix his/her computer.
27. You are told that "you speak English so well."
28. Someone asks you what your real name is.
29. You are asked where you are really from.

[IF the participant indicates s/he is Black, then the following group specific scale will be given:] IRRS-B

This survey questionnaire is intended to sample some of the experiences that Black people have in this country because of their "blackness." There are many experiences that a Black person can have in this country because of his/her race. Some events happen just once, some more often, while others may happen frequently. Below you will find listed some of these experiences, for which you are to indicate those that have happened to you or someone very close to you (i.e., a family member or loved one). It is important to note that a person can be affected by those events that happen to people close to them; this is why you are asked to consider such events as applying to your experiences when you complete this questionnaire. Please select the number on the scale (0 to 4) that indicates the reaction you had to the event at the time it happened. If an event has happened more than once, refer to the first time it happened. If an event did not happen, choose 0 and go on to the next item.

0 = This never happened to me.   1 = This event happened, but did not bother me.
2 = This event happened, and I was slightly upset.   3 = This event happened, and I was upset.
4 = This event happened, and I was *extremely* upset.

1. You notice that crimes committed by White people tend to be romanticized, whereas the same crime committed by a Black person is portrayed as savagery, and the Black person who committed it, as an animal.
2. Sales people/clerks did not say thank you or show other forms of courtesy and respect (e.g., put your things in a bag) when you shopped at some White/non-Black owned businesses.
3. You notice that when Black people are killed by the police, the media informs the public of the victim's criminal record or negative information in their background, suggesting they got what they deserved.
4. You have been threatened with physical violence by an individual or group of White/non-Blacks.
5. You have observed that White kids who commit violent crimes are portrayed as "boys being boys," while Black kids who commit similar crimes are wild animals.
6. You seldom hear or read anything positive about Black people on radio, TV, newspapers, or in history books.
7. While shopping at a store, the sales clerk assumed that you couldn't afford certain items (e.g., you were directed toward the items on sale).
8. You were the victim of a crime and the police treated you as if you should just accept it as part of being Black.
9. You were treated with less respect and courtesy than Whites and other non-Blacks while in a store, restaurant, or other business establishment.
10. You were passed over for an important project although you were more qualified and competent than the White/non-Black person given the task.
11. Whites/non-Blacks have stared at you as if you didn't belong in the same place with them; whether it was a restaurant, theater, or other place of business.
12. You have observed police treat White/non-Blacks with more respect and dignity than they do Blacks.
13. You have been subjected to racist jokes by Whites/non-Blacks in positions of authority and you did not protest for fear they might have held it against you.
14. While shopping at a store, or when attempting to make a purchase, you were ignored as if you were not a serious customer or didn't have any money.
15. You have observed situations where other Blacks were treated harshly or unfairly by Whites/non-Blacks due to their race.
16. You have heard reports of White people/non-Blacks who have committed crimes, and in an effort to cover up their deeds falsely reported that a Black man was responsible for the crime.
17. You notice that the media plays up those stories that cast Blacks in negative ways (child abusers, rapists, muggers, etc.), usually accompanied by a large picture of a Black person looking angry or disturbed.
18. You have heard racist remarks or comments about Black people spoken with impunity by White public officials or other influential White people.
19. You have been given more work, or the most undesirable jobs at your place of employment while the White/non-Black of equal or less seniority and credentials is given less work, and more desirable tasks.
20. You have heard or seen other Black people express a desire to be White or to have White physical characteristics because they disliked being Black or thought it was ugly.
21. White people or other non-Blacks have treated you as if you were unintelligent and needed things explained to you slowly or numerous times.
22. You were refused an apartment or other housing; you suspect it was because you're Black.

Emotional Response to Experiencing Racism

When you experience racial discrimination, to what extent do you feel each of the following:

1= not at all   2= a little bit   3= moderately   4= quite a bit   5= extremely

1. Anxious
2. Angry
3. Bitter
4. Empowered
5. Energized
6. Frustrated
7. Hopeless
8. Unaffected
9. Sad

PCL-C

Instructions: Below is a list of problems and complains that people sometimes have in response to racial discrimination experiences. Please read each one carefully, then indicate how much you have been bothered by that problem *in the past month*.

1= not at all   2= a little bit   3= moderately   4= quite a bit   5= extremely

1. Repeated, disturbing *memories*, *thoughts*, or *images* of a stressful experience from the past?
2. Repeated, disturbing *dreams* of a stressful experience from the past?
3. Suddenly *acting* or *feeling* as if a stressful experience *were happening again* (as if you were reliving it)?
4. Feeling *very upset* when something *reminded you* of a stressful experience from the past?
5. Having *physical reactions* (e.g. heart pounding, trouble breathing, sweating) when *something reminded you* of a stressful experience from the past?
6. Avoiding *thinking about* or *talking about* a stressful experience from the past or avoiding *having feelings* related to it?
7. Avoiding *activities* or *situations* because they *reminded you* of a stressful experience from the past?
8. Trouble *remembering important parts* of a stressful experience from the past?
9. *Loss of interest* in activities that you used to enjoy?
10. Feeling *distant* or *cut off* from other people?
11. Feeling *emotionally numb* or being unable to have loving feelings for those close to you?
12. Feeling as if your *future* will somehow be *cut short*?
13. Trouble *falling* or *staying asleep*?
14. Feeling *irritable* or having *angry outbursts*?
15. Having *difficulty concentrating*?
16. Being *"super-alert"* or watchful or on guard?
17. Feeling *jumpy* or easily startled?

<p style="text-align:center">Brief COPE</p>

These items deal with ways you've been coping with the stress in your life related to racism <u>recently</u>. There are many ways to try to deal with problems. These items ask what you've been doing to cope with this one. Obviously, different people deal with things in different ways, but I'm interested in how you've tried to deal with it. Each item says something about a particular way of coping. I want to know to what extent you've been doing what the item says. How much or how frequently. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can.

1 = I haven't been doing this at all
2 = I've been doing this a little bit
3 = I've been doing this a medium amount
4 = I've been doing this a lot

1. I've been turning to work or other activities to take my mind off things.
2. I've been concentrating my efforts on doing something about the situation I'm in.
3. I've been saying to myself "this isn't real.".
4. I've been using alcohol or other drugs to make myself feel better.
5. I've been getting emotional support from others.
6. I've been giving up trying to deal with it.
7. I've been taking action to try to make the situation better.
8. I've been refusing to believe that it has happened.
9. I've been saying things to let my unpleasant feelings escape.
10. I've been getting help and advice from other people.
11. I've been using alcohol or other drugs to help me get through it.
12. I've been trying to see it in a different light, to make it seem more positive.
13. I've been criticizing myself.
14. I've been trying to come up with a strategy about what to do.
15. I've been getting comfort and understanding from someone.
16. I've been giving up the attempt to cope.
17. I've been looking for something good in what is happening.
18. I've been making jokes about it.
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
20. I've been accepting the reality of the fact that it has happened.
21. I've been expressing my negative feelings.
22. I've been trying to find comfort in my religion or spiritual beliefs.
23. I've been trying to get advice or help from other people about what to do.
24. I've been learning to live with it.
25. I've been thinking hard about what steps to take.
26. I've been blaming myself for things that happened.
27. I've been praying or meditating.
28. I've been making fun of the situation

REAR (Racism empowerment and resistance)

[This scale will be tailored to participants' self-identification: Asian American, Latino/a, Black, and Native American. Those choosing "other" above will be given this scale as it is here]

INSTRUCTIONS: Please complete the items below to reflect your actual experiences and what you do, rather than your intentions or what you think you should or shouldn't do. Remember, there is no "right" answer.

1= rarely   2= occasionally   3= sometimes   4= usually   5= almost always

1. I actively notice experiences of stereotyping, or racial discrimination against my racial group.
2. When someone says something that stereotypes or racially discriminates against my racial group, I deliberately change the subject.
3. When someone says something that stereotypes or racially discriminates against my racial group, I disengage from the person or conversation (e.g. avert my eyes, turn my body away, physically move away).
4. I remember instances of racial discrimination about my racial group to have as examples of the existence of racism.
5. I choose not to laugh at jokes that stereotype or racially discriminate against my racial group.
6. I trust my feelings that something is racial discrimination against me or my racial group generally, even if I am not certain of the intent.
7. I know that it is not my fault when I experience racial discrimination.
8. I refuse to allow messages that racially discriminate against my racial group to diminish my self-worth.
9. I feel good about my skin color, hair, nose, eyes, and other facial features despite messages that my racial group features are unattractive.
10. I feel good about being my racial group despite messages that undermine that feeling.
11. I try to look White (eg. clothes, hair, makeup, etc.) to fit in.
12. I am not romantically attracted to other my racial group.
13. Racial discrimination against Asian Americans doesn't really impact me because most people treat me well.
14. There is nothing I can do about racial discrimination against my racial group, so I don't see a point in trying.
15. I educate myself about race and racial discrimination against my racial group.
16. I educate myself about how being my racial group interacts with experiences of privilege and oppression in other areas to affect my life (e.g. interactions of race with sexual orientation, gender or social class).
17. I recognize that I have to actively work to address racial discrimination against my racial group.
18. I believe that it is rewarding to stand up to racial discrimination against my racial group, even though it is hard.
19. I seek to reduce or resist racial discrimination against my racial group for the good of my community.
20. Thinking of future generations motivates me to address racial discrimination against my racial group.
21. I support and validate other my racial group when they experience racial discrimination.
22. I remind other my racial group that racism is real to help them clarify when something is or is not their fault.
23. I share my own experiences of racial discrimination as an Asian American/ Latino/a, Black/ African American/ Native American in order to validate others' experiences.
24. I participate in activities or organizations that contribute to racial equality and reducing racial discrimination against my racial group.
25. I create or lead activities or organizations that contribute to racial equality and reducing racial discrimination against my racial group.
26. I have educated others about race and racial discrimination against my racial group.
27. I engage in conversations with others about race and racial discrimination against my racial group directly in person or online.
28. I seek to develop closer relationships with people who support my active resistance to racial discrimination against my racial group.
29. I have distanced myself from people who are unwilling to address their racial biases or stereotyping of my racial group.

30. I use social media to educate others and share information about race and racial discrimination against my racial group.
31. I respond to other's online postings about racial equality or racial discrimination for my racial group.
32. I create art, music, or poetry that is about race or racial discrimination against my racial group.
33. I share or promote art, music, or poetry created by others that is about race or racial discrimination against my racial group.
34. When people say something that stereotypes or racially discriminates against my racial group, I point it out to them.
35. I confront my friends and family when they do or say something that stereotypes or racially discriminates against my racial group.
36. I confront my acquaintances when they do or say something that stereotypes or racially discriminates against my racial group.
37. I sign petitions, written letters, or made phone calls to support racial equality or protest racial discrimination against my racial group.
38. I participate in vigils or protests to support racial equality or protest racial discrimination against my racial group.
39. I organize petitions, letter writing, or phone drives to support racial equality or protest racial discrimination against my racial group.
40. I organize vigils or protests to support racial equality or protest racial discrimination against my racial group.
41. I boycott stores or businesses with practices that discriminate against my racial group (e.g. racist advertising, bias in hiring or serving, etc.)
42. I avoid watching movies, TV, videos, or reading media that perpetuates stereotypes or racial discrimination against my racial group.
43. I participate in activities or organizations that contribute to racial equality or reducing racial discrimination for all people of color, not only my racial group.
44. I create or lead activities or organizations that contribute to racial equality or reducing racial discrimination for all people of color, not only my racial group.
45. I seek out relationships with other racial minorities to take a stand together against racial discrimination.
46. I advocate for racial equality in spaces that are not focused on race or racial discrimination (e.g. feminist spaces, religious spaces, or queer spaces).
47. I participate in activities or organizations that contribute to resisting or reducing all forms of oppression, not only racism (e.g. sexism, classism, heterosexism, etc.).
48. I create or lead activities or organizations that contribute to resisting or reducing all forms of oppression, not only racism (e.g. sexism, classism, heterosexism, etc.).
49. I actively build coalitions across groups of marginalized identities (e.g.. race, gender, sexual orientation, religion, etc.) to resist oppression.
50. I take action to resist all forms of oppression not just racism,(e.g. sexism, classism, heterosexism, ableism).

Effect of general racism

We are interested in your experience with racism. As you answer the questions below, please think about your ENITRE LIFE, from when you were a child to the present. Please choose the number that best captures the things that have happened to you.

How *different* would your life be now if you *HAD NOT BEEN* treated in a racist and unfair way:
Circle 1 = If your life would be the same
Circle 2 = If your life would be a little different (less than 10% of the time)
Circle 3 = If your life would be different in a few ways (10-25% of the time)
Circle 4 = If your life would be different in a lot of ways (26% - 49% of the time)
Circle 5 = If your life would be different in most ways (50 – 70% of the time)
Circle 6 = If your life would be totally different (more than 70% of the time)

DEMOGRAPHICS QUESTIONNAIRE

The following questions are to help us get a better sense of who is responding to this survey. Some of the questions may be related to the other things we ask about in the survey, but many of them we don't expect to be related to the other questions. We just want to be able to describe the people who filled out these questionnaires so that we can clearly see how our findings might relate to people from different backgrounds. We know that these categories do not fully capture the complexities of each individual's experience, however they are an attempt to reflect the diversity of people's identities. Remember that you are free to choose not to respond to any questions that you are not comfortable answering.

1. What is your current age? *(please write in answer)*: _____

2. What is your biological sex?

☐ Male   ☐ Female   ☐ Intersex

3. What is your gender identity?

| ☐ Male | ☐ Female | ☐ Transgender | ☐ Other (Specify if you choose_____) |

4. What is your sexual orientation?

| ☐ Bisexual | ☐ Gay/Lesbian | ☐Heterosexual | ☐ Queer | ☐ Asexual | ☐ Pansexual |
| ☐ Other (e.g., Questioning) Specify if you choose _____ | | | | | |

5. What is your marital status: *(check one):*

| ☐ Single | ☐ Married | ☐ Civil Union | ☐ Cohabitating | ☐ Separated | ☐ Divorced | ☐ Widowed |

6. With what religion or spiritual practice (if any) do you identify? _____

7. What is the highest grade in school, year in college, or post-college degree work you have completed?
   ☐ Less than 7th grade
   ☐ Middle school or junior high (7th to 9th grade)
   ☐ Some high school (10th or 11th grade)
   ☐ High School diploma
   ☐ Some college
   ☐ Associates degree
   ☐ Trade school certification (post high school)
   ☐ College degree (B.A., or B.S.)
   ☐ Master's degree (e.g. M.A., M.B.A., or M.S.)
   ☐ Professional or doctoral degree (e.g. M.D., J.D., or Ph.D.)

8. Are you currently:

☐ Part time student
☐ Full time student
☐ Not a student

9. Are you currently involved in paid work:
☐ Not at all
☐ Working 1-20 hours per week
☐ Working 21-30 hours per week
☐ Working 31-40 hours per week
☐ Working over 40 hours per week

10. If you are currently involved in paid work, check the category for your occupation.

Occupation
Day laborer, janitor, house cleaner, farm worker, food counter sales, food preparation worker, busboy.
Garbage collector, short-order cook, cab driver, shoe sales, assembly line workers, masons, baggage porter.
Painter, skilled construction trade, sales clerk, truck driver, cook, sales counter or general office clerk.
Automobile mechanic, typist, locksmith, farmer, carpenter, receptionist, construction laborer, hairdresser.
Machinist, musician, bookkeeper, secretary, insurance sales, cabinet maker, personnel specialist, welder.
Supervisor, librarian, aircraft mechanic, artist and artisan, electrician, administrator, military enlisted personnel, buyer.
Nurse, skilled technician, medical technician, counselor, manager, police and fire personnel, financial manager, physical, occupational, speech therapist.
Mechanical, nuclear, and electrical engineer, educational administrator, veterinarian, military officer, elementary, high school and special education teacher,
Physician, attorney, professor, chemical and aerospace engineer, judge, CEO, senior manager, public official, psychologist, pharmacist, accountant.

11. Currently, your total *household* annual income (all earners) is:
☐ $0 - $15,000
☐ $15,001 – $25,000
☐ $25,001 – $35,000
☐ $35,001 - $50,000
☐ $50,001 - $75,000
☐ $75,001 - $100,000
☐ $100,001 - $200,000
☐ More than $200,000

12. Were you financially supported by someone else this past year? ☐ yes   ☐ no

13. What is the total number of people who rely on this income (including yourself)?:_____

14. Currently, how would you describe the financial situation of your family?
- ☐ Routinely unable to purchase sufficient food or other basic necessities
- ☐ Occasionally unable to purchase sufficient food or other basic necessities
- ☐ Never worried about having enough money for the necessities
- ☐ Have more than enough money for necessities and some luxuries

15. What languages do you currently speak:
- ☐ English
- ☐ Other (please specify) _____
- ☐ Other (please specify) _____

16. How fluent are you currently in English?

Not at all fluent		*Moderately fluent*		*Completely fluent*
1	2	3	4	5

17. What language is currently used in your home?

☐ English   ☐ Other (please specify) _____

18. How fluent are you in that language currently?

Not at all fluent		*Moderately fluent*		*Completely fluent*
1	2	3	4	5

Racial and Ethnic Background

We're interested in getting a complete picture of your racial and ethnic background. Because this information can be so complex, we are going to ask you several questions about your race and ethnicity in order to get as complete a picture as possible.

Racial categories are based on visible attributes (for example, skin color or eye shape, other facial or bodily feature) and self-identification. These groupings have social meanings that affect how people see themselves and are seen and treated by others. Race is not the same as ethnicity or culture.

19. **In your own words, what is your racial identification(s)?**

20. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your **racial identification**? (check all that apply)

☐   Alaskan Native/Native   ☐   Latino(a)/Hispanic (White)

American/Indigenous

☐ Asian   ☐ Pacific Islander/Native Hawaiian

☐ Black   ☐ White

☐ Latino(a)/Hispanic (Non-White)   ☐ Multiracial (*please specify*):_____

                                                  ☐ Other (*please specify*): _____

21. How important is your racial identity to you? *(Please circle one)*

not very important to who I am		*somewhat important to who I am*		*very important to who I am*
1	2	3	4	5

22. How often do people perceive you to be the race you are? *(Please circle one)*

hardly ever perceived correctly		*sometimes perceived correctly*		*always perceived correctly*
1	2	3	4	5

23. If you indicated that people sometimes or frequently do not perceive you correctly (1, 2, 3), please indicate the race that people most frequently perceive you to be:

☐ Alaskan Native/Native American/Indigenous   ☐ Latino(a)/Hispanic (White)

☐ Asian   ☐ Pacific Islander/Native Hawaiian

☐ Black   ☐ White

☐ Latino(a)/Hispanic (Non-White)   ☐ Multiracial (*please specify*):_____

                                                  ☐ Other (*please specify*): _____

24. Ethnicity or ethnic culture refers to patterns of ideas and practices associated with a group of people sharing a common history, geographic background, and/or language, rather than their racial background. It might include things like values, patterns of interacting, food, dress, holidays, or ways of seeing the world, yourself, or other people. There are hundreds of different ethnic culture backgrounds within the people in the United States. (such as Cuban, Haitian, Cambodian, African-American, Ukrainian, etc.). **In your own words, what is your ethnic identification(s)?**

_____

25. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your **ethnic culture identification**? Categories are listed in relation to the regions of the world from which they originate and not all ethnicities are listed—please write in your ethnicity if you do not see it listed.

We are interested in the ethnicity that *affects your daily experience*, which may be the heritage of your ancestors but may not be, because people and families change over time. Your ethnicity may be from your specific heritage if you continue to practice and be affected by that heritage, or your ethnicity may be a more pan-ethnic or pan-American ethnicity. You may check "American" if that is your primary cultural identity, or check a pan-ethnic identification (e.g. Asian American, Latino American).

United States/American
- o United States
  - o American (United States)
  - o African American
  - o Asian American (pan-ethnic)
  - o European American (pan-ethnic)
  - o Latino American (pan-ethnic)
  - o Native or Indigenous American (pan-ethnic)
- o

North American (not United States)
- o Canadian
- o Mexican

Asian
- o Afghan
- o Bangladeshi
- o Bhutanese
- o Burmese
- o Cambodian
- o Chinese
- o Filipino
- o Hmong
- o Indian
- o Indonesian
- o Japanese
- o Korean
- o Laotian
- o Malaysian
- o Mien
- o Nepalese
- o Pakistani
- o Sri Lankan
- o Taiwanese
- o Thai
- o Tibetan
- o Vietnamese
- o Other Asian _____

African
- o Cape Verdean
- o Kenyan
- o Nigerian
- o Rwandan
- o Somalian
- o South African
- o Sudanese

Caribbean

- o Bahamian
- o Cuban
- o Dominican Republic
- o Haitian
- o Jamaican
- o Puerto Rican

Australia and the Pacific Islands (including Hawaii)

- o Australian
- o Fijian
- o Guamanian
- o Native Hawaiian
- o Samoan
- o Tongan

South and Central America

- o Argentinian
- o Belizean
- o Bolivian
- o Brazilian
- o Chilean
- o Columbian
- o Costa Rican
- o El Savadorian
- o Guatamalan
- o Guyanese
- o Honduran
- o Panamanian
- o Peruvian
- o Surinamese
- o Venezuelan

Middle East

- o Iranian
- o Iraqi
- o Israeli
- o Palestinian
- o Saudi Arabian

Native or Indigenous North American

- o Cayuga
- o Maliseet
- o Mohawk
- o Mohegan
- o Narragansett
- o Nipmuc
- o Oneida
- o Onondaga
- o Passamaquoddy
- o Penobscot
- o Pequot

o Seneca
o Shinnecock
o Tuscarora
o Wampanoag
o Other Native or Indigenous North American (please specify) ___

Europe
o Albanian
o Austrian
o Dutch
o English
o French
o German
o Greek
o Hungarian
o Icelandic
o Irish
o Italian
o Latvian
o Polish
o Portuguese
o Spanish
o Swedish
o Swiss
o Ukranian

26. How much do you <u>embrace</u> the values in the *ethnic culture(s)* you identified above?

not at all		*somewhat*		*very much*
1	2	3	4	5

27. How much do you <u>participate in </u>the *ethnic culture(s)* you identified above?

not at all		*somewhat*		*very much*
1	2	3	4	5

28. How much do you <u>embrace </u>the values in the *American* culture?

not at all		*somewhat*		*very much*
1	2	3	4	5

29. How much do you <u>participate in </u>the *American* culture?

not at all		*somewhat*		*very much*
1	2	3	4	5

30. How important is your ethnic identity to you? *(Please circle one)*

not very important to who I am		*somewhat important to who I am*		*very important to who I am*
1	2	3	4	5

31. How often do people seem to expect or assume that you are familiar with the cultural practices of the ethnicity with which you most identify (your answer to question 22)?

Almost never expected to be familiar		*sometimes expected to be familiar*		*always expected to be familiar*
1	2	3	4	5

32. If you indicated that people sometimes or frequently do not expect you to be familiar with the cultural practices of your identified ethnicity, if you have an idea of what culture they assume you are affiliated with, please indicate this: _____

33. How often do people seem to expect or assume that you are familiar with American cultural practices?

Almost never expected to be familiar		*sometimes expected to be familiar*		*always expected to be familiar*
1	2	3	4	5

34. If you indicated that people sometimes or frequently do not expect you to be familiar with American cultural practices, what is your impression of what culture they assume you are most familiar with: _____

FAMILY AND BACKGROUND

35. Where were you born ?
  ☐ In the United States (one of the 50 states)
  ☐ In a United States territory such as Puerto Rico, Guam, American Samoa, Northern Mariana Islands, U.S. Virgin Islands, etc.
  ☐ Outside the U.S. or its territories. (Please specify what country: __)

36. If you were not born in the United States, how old were you when you came here? ___

37. What language(s) were primarily used in your home while you were growing up (check all that apply)?
  ☐ English
  ☐ Other (please specify) _____

38. If a language other than English was used in your home growing up, how fluent are you in that language currently?

Not at all fluent		*Moderately fluent*		*Completely fluent*
1	2	3	4	5

39. Was English the first language you learned?   ☐ Yes   ☐ No

40. Since living in the U.S. my neighborhoods have been:

☐ Mostly similar to both my race and ethnicity
☐ Mostly similar to my race but of a different ethnicity
☐ Mostly people of color but different from my race
☐ Mostly White European American
☐ Mixed White and people of color

41. Since living in the U.S., my friends have mostly been:
☐ Mostly similar to both my race and ethnicity
☐ Mostly similar to my race but of a different ethnicity
☐ Mostly people of color but different from my race
☐ Mostly White European American
☐ Mixed White and people of color

42. Who was your primary caregiver while you were growing up? (Choose one: if you had more than one primary caregiver you will be given a chance later to respond to these items for additional caregivers)
☐ Mother
☐ Father
☐ Grandmother
☐ Grandfather
☐ Aunt
☐ Uncle
☐ Other family member
☐ Legal guardian
☐ Other (Please specify) _____

43. Where was this person born?
☐ In the United States (one of the 50 states)
☐ In a United States territory such as Puerto Rico, Guam, American Samoa, Northern Mariana Islands, U.S. Virgin Islands, etc.
☐ Outside the U.S. or its territories. (Please specify what country: _____)

44. If he/she was not born in the U.S., has he/she ever lived in the U.S. with an intention of settling in the U.S.?
☐ Yes
☐ No

44a. If this person was not born in the U.S. but has lived in the U.S., how old was he/she when he/she first came to the U.S. with the intention to stay? _____

45. What is the highest grade in school, year in college, or post-college degree work that this person has completed?
☐ Less than 7th grade
☐ Middle school or junior high (7th to 9th grade)
☐ Some high school (10th or 11th grade)

☐ High School diploma
☐ Some college
☐ Associates degree
☐ Trade school certification (post high school)
☐ College degree (B.A., or B.S.)
☐ Master's degree (e.g. M.A., M.B.A., or M.S.)
☐ Professional or doctoral degree (e.g. M.D., J.D., or Ph.D.)

46. If this person worked outside the home, check the category for her or his occupation while you were growing up.

Occupation
Day laborer, janitor, house cleaner, farm worker, food counter sales, food preparation worker, busboy.
Garbage collector, short-order cook, cab driver, shoe sales, assembly line workers, masons, baggage porter.
Painter, skilled construction trade, sales clerk, truck driver, cook, sales counter or general office clerk.
Automobile mechanic, typist, locksmith, farmer, carpenter, receptionist, construction laborer, hairdresser.
Machinist, musician, bookkeeper, secretary, insurance sales, cabinet maker, personnel specialist, welder.
Supervisor, librarian, aircraft mechanic, artist and artisan, electrician, administrator, military enlisted personnel, buyer.
Nurse, skilled technician, medical technician, counselor, manager, police and fire personnel, financial manager, physical, occupational, speech therapist.
Mechanical, nuclear, and electrical engineer, educational administrator, veterinarian, military officer, elementary, high school and special education teacher,
Physician, attorney, professor, chemical and aerospace engineer, judge, CEO, senior manager, public official, psychologist, pharmacist, accountant.

47. Did you have another caregiver while you were growing up?
☐ Yes
☐ No (If no, please skip to question #).

48. If so, who was this person?
☐ Mother
☐ Father
☐ Grandmother
☐ Grandfather
☐ Aunt
☐ Uncle
☐ Other family member
☐ Legal guardian
☐ Other (Please specify) _____

49. Where was this person born?

☐ In the United States (one of the 50 states)

☐ In a United States territory such as Puerto Rico, Guam, American Samoa, Northern Mariana Islands, U.S. Virgin Islands, etc.

☐ Outside the U.S. or its territories. (Please specify what country: ____)

49a. If he/she was not born in the U.S., has he/she ever lived in the U.S. as an immigrant, permanent resident, or citizen?

☐ Yes

☐ No

49b. If this person was not born in the U.S. but has lived in the U.S., how old was he/she when he/she first came to the U.S.? _____

50. What is the highest grade in school, year in college, or post-college degree work that this person has completed?

☐ Less than 7th grade

☐ Middle school or junior high (7th to 9th grade)
☐ Some high school (10th or 11th grade)

☐ High School diploma
☐ Some college

☐ Associates degree

☐ Trade school certification (post high school)

☐ College degree (B.A., or B.S.)
☐ Master's degree (e.g. M.A., M.B.A., or M.S.)

☐ Professional or doctoral degree (e.g. M.D., J.D., or Ph.D.)

51. If this person worked outside the home, check the category for her or his occupation while you were growing up.

Occupation
Day laborer, janitor, house cleaner, farm worker, food counter sales, food preparation worker, busboy.
Garbage collector, short-order cook, cab driver, shoe sales, assembly line workers, masons, baggage porter.
Painter, skilled construction trade, sales clerk, truck driver, cook, sales counter or general office clerk.
Automobile mechanic, typist, locksmith, farmer, carpenter, receptionist, construction laborer, hairdresser.
Machinist, musician, bookkeeper, secretary, insurance sales, cabinet maker, personnel specialist, welder.
Supervisor, librarian, aircraft mechanic, artist and artisan, electrician, administrator, military enlisted personnel, buyer.
Nurse, skilled technician, medical technician, counselor, manager, police and fire personnel, financial manager, physical, occupational, speech therapist.

Mechanical, nuclear, and electrical engineer, educational administrator, veterinarian, military officer, elementary, high school and special education teacher,
Physician, attorney, professor, chemical and aerospace engineer, judge, CEO, senior manager, public official, psychologist, pharmacist, accountant.

52. Growing up, your family's average annual *household* income (all earners) was:

☐ $0 - $15,000
☐ $15,001 – $25,000
☐ $25,001 – $35,000
☐ $35,001 - $50,000
☐ $50,001 - $75,000
☐ $75,001 - $100,000
☐ $100,001 - $200,000
☐ More than $200,000
☐ I don't know

53. What is the total number of people who relied on this income (including yourself)?: ___

54. Have any of your primary caregivers personally experienced war or genocide or been refugees from war or genocide that happened in their own country?

☐ No ☐ Yes

54a. If yes, which war? _____

54b. Which of your primary caregivers had the experience of war/genocide or experienced becoming a refugee due to war/genocide? ___

55. Growing up, how would you describe the financial situation of your family?

☐ Routinely unable to purchase sufficient food or other basic necessities
☐ Occasionally unable to purchase sufficient food or other basic necessities
☐ Never worried about having enough money for the necessities
☐ Have more than enough money for necessities and some luxuries

56. In what sort of community were you primarily raised?

☐ Farm/rural
☐ Small town
☐ Medium-sized town/Suburb
☐ Small city/Large suburb
☐ Urban

57. Is there anyone you know who might want to participate in this study? If so, please provide their emails addresses here and we will send them an invitation to participate:

_____

58. Would you be interested in completing a shorter survey as a follow up at a later time in a few months? If so, you will be provided with a $10 gift card to amazon.com at the time of your completed follow-up participation.

☐ Yes   ☐ No

58a. If so, please provide your email address so we may contact you in the future:

_____

Upon IRB approval, this question will be added to the original protocol following the call for participants in the specific follow-up study. "Would you be interested in participating in future studies? If so, please provide an e-mail address for future contact."

> (Upon IRB approval for this modification, those who participated before the addition of this question to the survey, who indicated an interest in the follow-up study from the current survey protocol, and who are not selected for that specific follow-up survey will receive an e-mail asking if they would also like to be contacted to participate in future studies on similar topics (Appendix B5). Participants' consent to being contacted for future studies will in no way contribute to any expectation that they will choose to participate once contacted for such studies.)

59. [if the participant indicated that s/he was Black] Would you be interested in participating in an interview about ethnic culture among Black Americans? If so, you will be provided with a $15 gift card to amazon.upon completion of the interview.

☐ Yes   ☐ No

59a. If so, please provide your email address so we may contact you in the future:

_____

60. Are you participating in this study in connection with obtaining extra credit for research participation for a class at the University of Massachusetts?

60a. If so, please provide your name, student number, class, and professor:

_____

60b. If not: as a thank you for your participation, you may choose one of the following:

☐ Enter me into a raffle for a Visa gift card

☐ I want to give up my raffle chance and have the researcher donate $5 to the Southern Poverty Law
Center to support social justice and racial equity (up to a total of $2000 from the researchers).

61. If you have chosen to be entered into the raffle, please provide your email address so we may contact you if you are selected:_____