HOW STEREOTYPICALITY OF HISPANIC HERITAGE MONTH

REPRESENTATIONS AFFECT LATINO'S IMMIGRATION ATTITUDES

An Undergraduate Research Scholars Thesis

by

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TABLE OF CONTENTS

ABSTRACT

How Stereotypicality of Hispanic Heritage Month Representations Affect Latino's Immigration
Attitudes

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Based within the cultural psychological perspective, this study will analyze how racial/ethnic

identity and the degree of stereotypicality in Hispanic-themed cultural products affect Latino's

attitudes towards immigration policies. Participants will complete a questionnaire to measure

their racial/ethnic identity (how much one identifies with a racial/ethnic category). Then,

participants will engage with previously created posters from a recent Culture in Mind Research

Coallaboratory (CMRC) study where participants designed "Hispanic Heritage Month"-themed

posters, which have been collected and coded for stereotypicality ("High Stereotypicality" or

"Low Stereotypicality"). After exposure to the Hispanic Heritage Month cultural products,

participants' attitudes on immigration policies will be examined. Because we interact with

cultural products continuously in everyday life and immigration is a great debate within the

Latino community, the present study has important implications for intragroup relations. I

hypothesize that high racial/ethnic identity Latino participants will possess more pro-

immigration attitudes than low racial/ethnic identity Latino participants; and that highly

stereotypical Hispanic Heritage Month (HHM) poster exposure will negatively impact

immigration attitudes. If there is support for the latter hypothesis, it will demonstrate that

stereotypical cultural products can potentially shift or intensify Latino's attitudes on cultural-related issues.

ACKNOWLEDGMENTS

I owe a great amount of gratitude to Dr. Phia Salter, Andrea Haugen, and Stacey Rieck who

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collection. Certainly, the completion of this study was dependent on all of the aforementioned.

CHAPTER I

INTRODUCTION

According to cultural psychology, one's psychological operative, or *psyche*, is not only affected by conscious functioning, but also by the "automatic effect of environmental forces on action, goal pursuit, and subjective experience" (Schaller & Crandall, 2004, pp. 353-354; Bargh & Chartrand, 1999). Inclusive within a human's environment are "tangible, public representations of culture", or *cultural products* (Morling & Lamoreaux, 2012); and these cultural products are varying within their stereotypical representation, or in their *stereotypicality* (Haugen, Rieck, & Salter, in prep). Moreover, within the context of history and racial/ethnoracial discrimination, stereotypicality is often negative. Although there has been a general decrease in the highly explicit depictions of stereotypicality over the past few decades in response to social shifts away from unrestrained racism, the depictions of stereotypicality have only adjusted—cultural products are now designed in a discrete framework of stereotypicality that still continue to perpetuate negative public biases (Yang, 2015). Accordingly, humans are continuously being "automatically" influenced by cultural products and the potential effect of their various degrees of stereotypicality.

Immigration and its relevance to the Latino community

Subsequently in this study, the potential effect of high versus low stereotypical cultural product is applied to a prominent issue: immigration into the United States. Immigration is at the forefront of virtually every 2016 presidential platform and attitudes of immigration are

constantly forming and reforming in the minds of Latino citizens. Moreover, the issue of immigration has directly affected the Latino community with unfortunate consequences in aspects like education, health, jobs, etc. (Quiroga, Medina, & Glick, 2014; Ojeda, Patterson & Strathdee, 2008; Catalano, 2013). With both stereotypicality and prominent issues of immigration directly affecting the Latino community, the need for research to connect these two matters are essential. As such, the proposed study seeks to discover the potential effects that racial/ethnic identity (how much one identifies with one's racial/ethnic category) and stereotypical Hispanic-themed cultural products have on shaping Latino's attitudes on immigration policies.

The roles of ethnic identity and group perception

Previous research has shown that ethnic identity plays a primary role in predicting pro-immigration attitudes in the Latino community (Rouse, Wilkinson, & Garand, 2010). Further, there is research indicating that immigration attitudes on policy are significantly influenced by either 1) *group threat* or 2) threat to group values and identity (Ben-Nun Bloom, Arikan, & Lahav, 2015). Group threat occurs when a group perceives a threat to their own group's interest. Previous research has shown that groups who perceive a group threat will prefer immigrants who are from different ethnic backgrounds over their own. Conversely however, groups who perceive a threat to group values and identity will prefer immigrants who are more like themselves; and in the contexts of the current study, Latinos who perceived this threat can be predicted to prefer pro-immigration policies. Although, previous research has not explicitly tested within the Latino community, there are applications to the present study. The potential divide of how Latinos will

react to the stereotypical posters might be dependent upon perceived threat. Moreover, there is a

possibility of correlation between perceived threat and high or low ethnic identity.

CHAPTER II

OBJECTIVE

Based on the cultural psychological perspective, this study will analyze how the degree of stereotypicality of cultural products for Hispanic Heritage Month ("high" or "low") and racial/ethnic identity affects attitudes towards immigration policies. There are three primary hypotheses:

Hypothesis 1: Hispanic Heritage Month (HHM) poster exposure will impact immigration attitudes, depending on the stereotypicality of the posters.

Hypothesis 2: Participants who endorse high levels of racial/ethnic identity will possess more pro-immigration attitudes than those who do not.

Hypothesis 3: The relationship between HHM exposure and immigration attitudes will be moderated by racial/ethnic identity and the stereotypicality of the posters.

This study will seek to build upon the prior work performed within the CMRC lab where participants were instructed to create a poster based on the given theme of "Hispanic Heritage Month" (Haugen, Rieck, & Salter, in prep). Using these posters, the current study will seek to discover the potential effects that stereotypical Hispanic-themed cultural products and racial/ethnic identity have on Latino's attitudes on immigration policies.

CHAPTER III

METHODOLOGY

Participants

The sample of this experiment included 152 Latino undergraduate students from a large southwestern university comprised of 53% females and 46% males; the average age of the sample was 19.13 ($SD = .85$). Participants were recruited through the Psychology Department's subject pool system where each participant was given 1 credit for participating in the study.

Materials and procedures

The experiment utilized a between-subjects design where the poster condition was manipulated (high stereotypicality vs. low stereotypicality) and racial/ethnic identity was measured as a continuous variable. Furthermore, the study's primary dependent variable was the participant's attitudes on immigration. Participants were given a three-part questionnaire via an online survey tool (*Qualtrics*). The first section of the questionnaire tested for racial/ethnic identity, the second section tested for the reactions to the cultural product (the Hispanic Heritage posters), and the third section of the questionnaire tested for attitudes on immigration policies. Demographics questions were also included at the very end of the study. Participants completed the study within 30 minutes. Moreover, before commencing this study, an HSCL amendment for IRB approval was submitted and approved.

National and racial/ethnic identities

The National Identity assessment was designed to measure the participant's attachment to their (potential) American identity; whereas the Racial/Ethnic Identity assessment was designed to measure the participant's attachment to his/her race/ethnic group. Both National and Racial/Ethnic Identity were measured because of the role the two identities might play in this study—both together and as separate identities. Additionally, National and Racial/Ethnic Identity both were tested before the reactions to the cultural product in order to control for the possible influence of the cultural product on the attachment (or detachment) to the participant's national and racial/ethnic identity.

The first section of the questionnaire measured racial/ethnic identity. To assess level of racial/ethnic identification, I adapted the private regard and identity subscales of the Collective Self Esteem Scale (CSE; Luhtanen & Crocker, 1992) to create an 8-item composite score (e.g., "In general, I'm glad to be a member of my racial/ethnic group"). The participant was asked to give their answers on a 7-point rating scale (Strongly Disagree=1 and Strongly Agree=7) (see Appendix A).

To assess level of national identification, I adapted the same CSE subscales I used to measure racial/ethnic identification (e.g., "In general, I'm glad to be a citizen of my nation"). The participant was asked to give their answers on a 7-point rating scale (Strongly Disagree=1 and Strongly Agree=7). Other measures outside the scope of the hypotheses were included in the study.

Hispanic Heritage Month posters

The second section tested reactions to the cultural products (see Appendix B). As aforementioned, the cultural products were Hispanic Heritage Month posters collected from a prior study, where participants were instructed to create a poster based on the given theme of "Hispanic Heritage Month" (Haugen, Rieck, & Salter, in prep). These posters were coded for stereotypicality and divided into "high stereotypical" posters and "low stereotypical" posters (see Figure 1 & 2). Within the present study, participants were randomly assigned to either a high stereotypical condition or a low stereotypical condition. Each condition showed the participant three posters, each followed with the same set of questions (e.g., "How much do you like this image?"), and with the same 7-point rating scale for reaction measurement (e.g., Not At All=1 and Very Much=7). After the completion of poster observation and reaction, the participant was asked an open-ended question about the posters as a manipulation check (also see Appendix B).
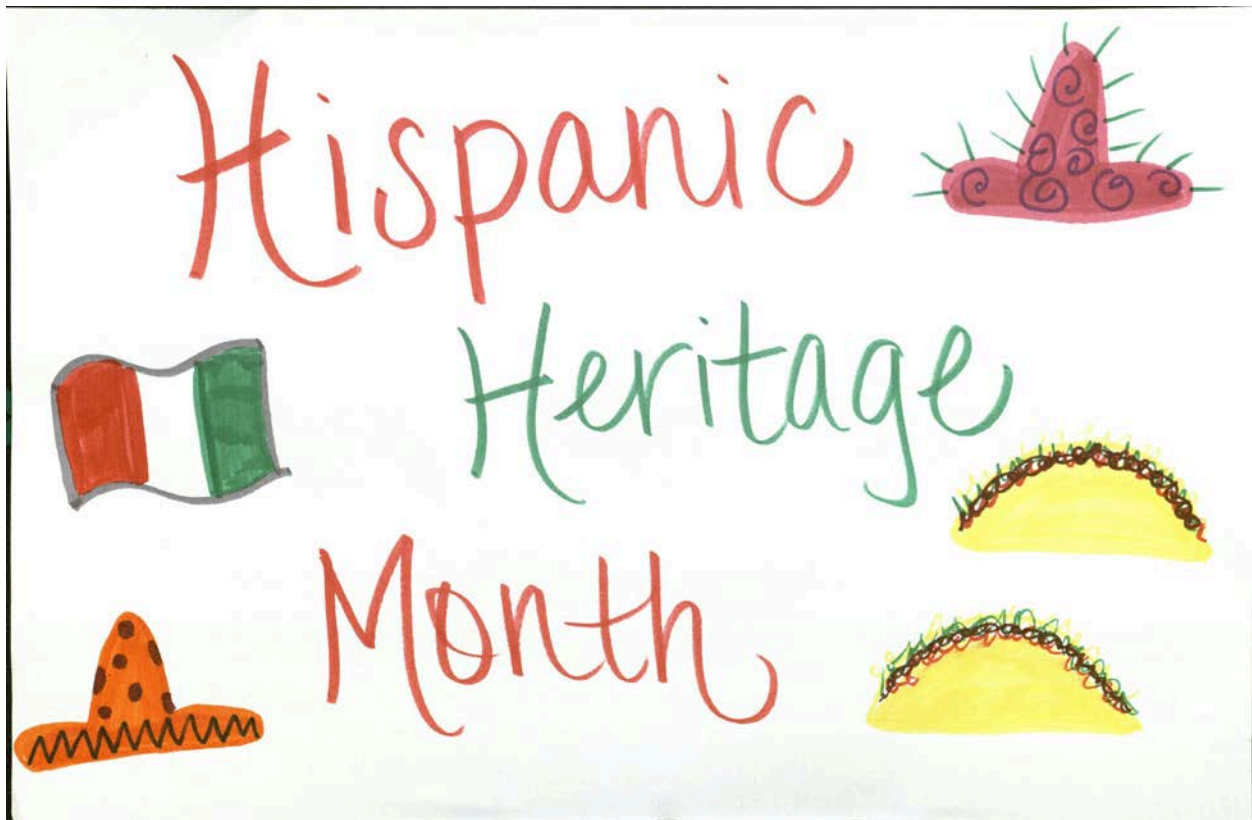
Figure 1. "High Stereotypical" Hispanic Heritage Month poster.

Figure 2. "Low Stereotypical" Hispanic Heritage Month poster.

Attitudes on immigration policy

The third section of the questionnaire tested for the study's primary dependent variable, the participant's attitudes on immigration (see Appendix C). The attitudes on immigration policies were measured through two different assessments. Both assessments asked participants about his/her opinions on immigration policies (e.g., "Immigrants should be eligible for the same health benefits as Americans") through a 7-point rating scale (e.g., Strongly Disagree=1 and Strongly Agree=7). However, the second test unlike the first, asked the participant about his/her opinions on undocumented immigrants specifically (e.g., "Immigration from undocumented immigrants is undermining American culture."). This specification allows for the measure of the potential discrepancies caused by differing attitudes towards legal immigrants and undocumented immigrants. Finally, demographics were measured to complete the study (Appendix D).

CHAPTER IV

RESULTS

First, an independent samples test was employed to analyze the effect of stereotypicality on immigration attitudes and the poster ratings themselves. Then, a regression analysis was utilized to test whether racial/ethnic identity moderated the relationship between poster condition and the dependent variables.

Hispanic Heritage Month poster evaluations

A t-test for independent samples revealed a significant difference in poster reaction in high stereotypicality posters versus low stereotypicality posters, $t(150) = 4.52$, $p < .001$. In other words, participants who received the low stereotypicality condition rated the posters ($M = 4.51$, $SD = 1.05$) significantly higher than the participants who received the high stereotypicality condition ($M = 3.80$, $SD = .88$), Figure 3.

Latino students' immigration attitudes

A t-test for independent samples did not reveal a significant difference in immigration attitudes in response to high stereotypicality posters versus low stereotypicality posters, $t(150)<1.00$, p=ns, Figure 3. In other words, participants who received the low stereotypicality condition reported attitudes toward immigration ($M = 4.91$, $SD = .93$) that were similar to those participants who received the high stereotypicality condition ($M = 4.90$, $SD = .76$), Figure 3.
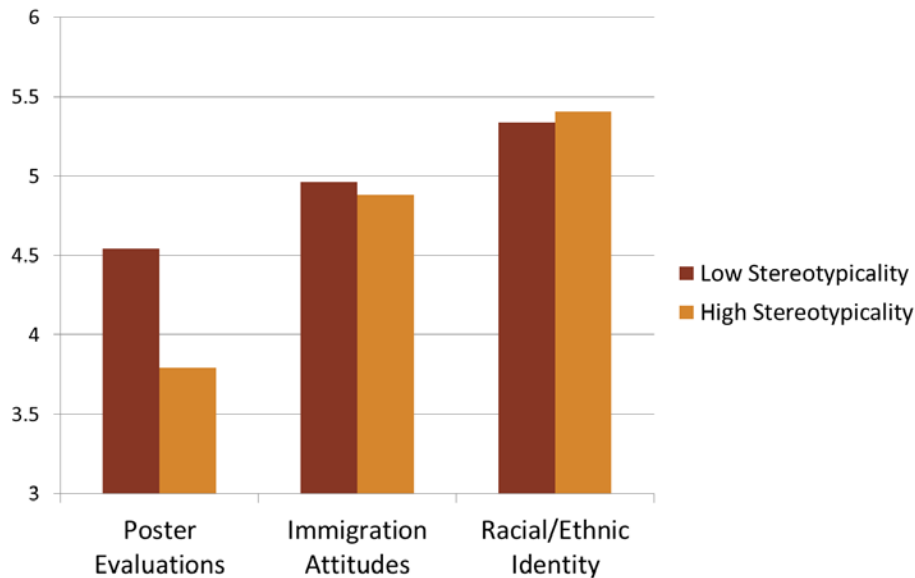
Figure 3. Main effects of poster condition on poster evaluations, immigration attitudes, and racial identity.

Racial/ethnic identity

To test whether racial/ethnic identity moderated the relationship between poster condition and the dependent variables, I examined the interaction between poster condition and racial/ethnic identity on the dependent variables. The regression analyses revealed that there was a main effect of poster condition on poster reactions, $F(1,95) = 18.30$, $p<.05$, reiterating that participants who were exposed to posters of low stereotypicality rated cultural products higher than the participants who were exposed to posters of low stereotypicality (see Table 1). Additionally, there was a significant main effect of racial/ethnic identity on poster reactions, $F(33,95) = 1.60$, $p<.05$, suggesting that participants who had a higher racial/ethnic identity reacted differently to the posters than participants who had a lower racial/ethnic identity. Furthermore, there was an

14

interaction between the two factors of poster condition and racial/ethnic identity, $F(22,95) =$
1.71, $p<.05$. Figure 4 shows this interaction between poster condition and racial/ethnic identity
on overall poster ratings.

Table 1

Multiple Regression	β	t	p
Poster Condition	-.356	-4.836	.001
Racial Identity	.271	3.687	.001
Condition*Racial Identity	-.227	-2.158	.033

Note: Table 1 demonstrates racial/ethnic identity as a moderator for poster evaluations.
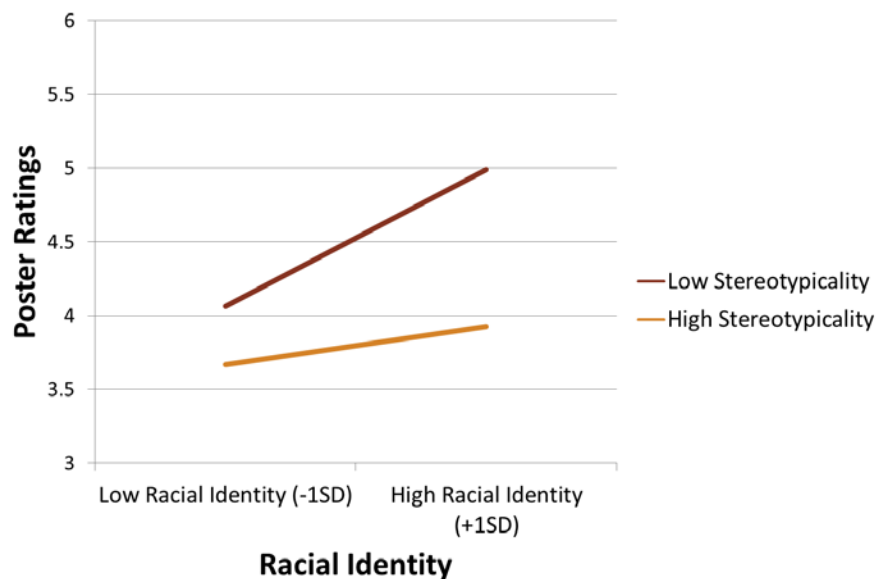

Figure 4. Poster Evaluations by poster condition and racial identity.

Similar to the results from the t-test, there was not a main effect of poster condition on
immigration attitudes, $F(1,95) = .18$, $p>.05$, see Table 2. Racial/ethnic identity however, did have

a main effect on immigration attitudes, $F_{(33,95)} = 2.29$, $p<.05$. As demonstrated in Figure 5, there was not a significant interaction between poster condition and racial/ethnic identity on immigration attitudes, $F_{(22,95)} = 1.12$, $p>.05$. Although the interaction between racial/ethnic identity and poster condition influenced poster ratings, the interaction between racial/ethnic identity and poster condition did not influence immigration attitudes.

Table 2

Multiple Regression	β	t	P
Poster Condition	-.019	-.253	.800
Racial Identity	.350	4.555	.001
Condition*Racial Identity	-.196	-1.780	.077

Note: Table 2 demonstrates racial identity as a moderator for immigration attitudes.
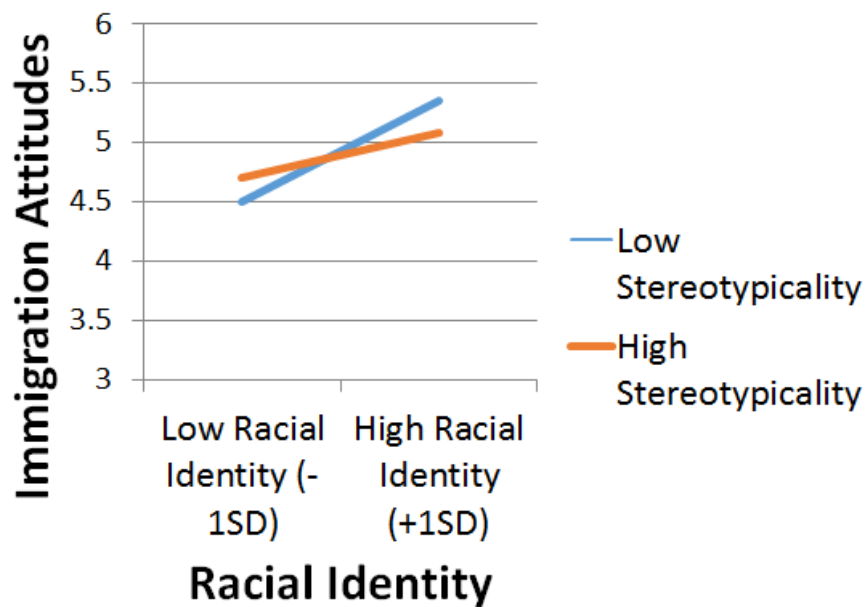
Figure 5. Immigration Attitudes by poster condition and racial identity.

Altogether, there was a main effect of poster condition on poster evaluations; participants preferred the low stereotypical poster condition over the high stereotypical poster condition. Conversely, there was not a main effect of poster condition on immigration attitudes or on racial/ethnic identity. A multiple regression was performed in order to evaluate racial/ethnic identity as a moderator for poster evaluations and for immigration attitudes, as detailed on Tables 1 and 2. The multiple regression analyses found that racial/ethnic identity moderated poster evaluations, but not immigration attitudes (although this was a marginal effect).

Additional Exploratory Analyses

There were 152 Latino undergraduate students, comprised of 53% women and 46% men. The potential confounds of gender, political party affiliation, nationality, political ideology (conservatism v. liberalism), country of origin, and family income were analyzed. Each factor was tested as a potential moderator for poster rating and immigration attitudes, and was tested for a significant interaction with poster ratings and immigration attitudes. None of the factors were significant with the exception of gender, which when considering gender as the only factor did significantly affect poster evaluations, $F(1,147) = 4.69$, $p<.05$. Males rated the posters generally higher than females, with male participants rating the posters 4.28 on average ($SD = .95$) and female participants rating the posters 4.07 on average ($SD = 1.09$). However, gender did not significantly influence immigration attitudes, nor did gender influence the interaction of poster ratings and immigration attitudes. Likewise, gender did not significantly impact the interaction between poster condition and racial identity on poster ratings.

CHAPTER V

CONCLUSION

Implications of results

Participants who received the low stereotypicality condition rated the posters significantly higher than the participants who received the high stereotypicality condition. Not only does this indicate that the manipulation was successful, but also suggests that Latino students who have at the very least a minimal attachment to their racial/ethnic identity prefer low stereotypical cultural products.

Participants who endorsed high levels of racial/ethnic identity possessed more pro-immigration attitudes than those who did not, which aligns with previous research (Rouse, Wilkinson, & Garand, 2010). However, inconsistent with the hypothesis, the relationship between HHM poster exposure and immigration attitudes was not moderated by racial/ethnic identity and the stereotypicality of the posters, but rather only by racial/ethnic identity. Moreover, even after controlling for other potential confounds like gender and political ideology, the only predictor for the interaction between poster reaction and immigration attitudes was racial/ethnic identity.

Limitations and future directions

A replication of this study is necessary in order to ensure the validity of the results. Moreover, the limitations of this study include a limited sample size from undergraduates from the same university and a potentially weak manipulation. The manipulation was successful in that participants did rate the posters differently according to condition, but the condition did not

18

affect immigration attitudes. A future direction could be exposure to a stronger cultural product, through increased exposure time and/or revealed demographic information about the designer of the poster.

Racial/ethnic identity played the main role for the entirety of the study. As such, there is a necessity to explore racial/ethnic identity further. Within the contexts of immigration attitudes, previous research on the mechanisms of the role of ethnic identity within the Latino community is grossly limited. Ben-Nun Bloom and her team (2015) explored the mechanisms of ethnic identity and immigration attitudes that are worth applying and testing within the Latino community. Knowing the mechanisms of racial/ethnic identity, or what makes a Latino more or less attached to his/her racial/ethnic identity can help to further understand the Latino community and predict behavior identity (Ben-Nun Bloom, Arikan, & Lahav, 2015).

Additionally, there is the question of whether other ethnic groups will or will not sympathize with immigration attitudes when exposed to these Hispanic Heritage Month posters. Replicating this study with another oppressed racial or ethnic group should be explored in order to see if racial/ethnic identity can predict low stereotypical poster preference and pro-immigration attitudes, regardless of which particular racial/ethnic identity a participant belongs. Likewise, the study should be replicated with white participants. The posters also could have the potential to help white participants or other non-identifying Latino participants become more immigration-friendly—an approach worth examining.

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National Identity and Racial/Ethnic Identity

Please indicate your nationality:

American   Other (please specify): [_____]

☐   ☐

If you were **NOT** born in the U.S., what country were you born in?

[_____]

If you were **NOT** born in the U.S., how many years have you lived in the U.S.?

[_____]

Please select the pair of circles that you feel best represents your own level of identification with your **nation.** Please select only one pair of circles. S= self, G = group
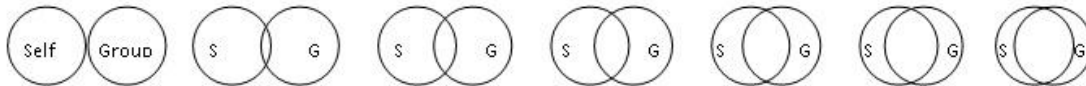
Consider your national identity in responding to the following statements. There are no right or wrong answers to any of these statements; we are interested in your honest reactions and opinions. Please read each statement carefully, and indicate the degree of your agreement/disagreement by selecting the appropriate response for each item.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Overall, I often feel that my nation is not worthwhile.	○	○	○	○	○	○	○
Overall, my national identity has very little to do with how I feel about myself.	○	○	○	○	○	○	○
The nation I belong to is an important reflection of who I am.	○	○	○	○	○	○	○
My national identity is unimportant to my sense of what kind of a person I am.	○	○	○	○	○	○	○
I often regret that I belong to my nation.	○	○	○	○	○	○	○
I feel good about the nation I belong to	○	○	○	○	○	○	○
In general, belonging to my nation is an important part of my self image.	○	○	○	○	○	○	○
In general, I'm glad to be a citizen of my nation.	○	○	○	○	○	○	○

Instructions: Read each of the following statements and decide how much you would agree with each. For each statement, please indicate the degree of your agreement/disagreement by selecting the appropriate response for each item.

To be truly American, it is important to...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Respect America's political institution and laws	○	○	○	○	○	○	○
Be a Christian	○	○	○	○	○	○	○
Have been born in America	○	○	○	○	○	○	○
Be able to speak English	○	○	○	○	○	○	○
Feel American	○	○	○	○	○	○	○
Have American citizenship	○	○	○	○	○	○	○

Please complete the sentence: In terms of my race/ethnicity, I prefer to identify as _____

[   ]

Please select the pair of circles that you feel best represents your own level of identification with your **racial/ethnic group.** Please select only one pair of circles.   S= self, G = group
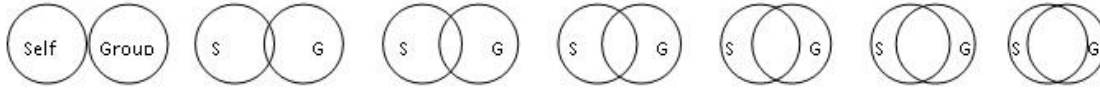
Consider your racial/ethnic identity in responding to the following statements. There are no right or wrong answers to any of these statements; we are interested in your honest reactions and opinions. Please read each statement carefully, and indicate the degree of your agreement/disagreement by selecting the appropriate response for each item.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I feel good about the race/ethnicity I belong to	○	○	○	○	○	○	○
The racial/ethnic group I belong to is an important reflection of who I am.	○	○	○	○	○	○	○
In general, I'm glad to be a member of my racial/ethnic group.	○	○	○	○	○	○	○
Overall, my racial/ethnic identity has very little to do with how I feel about myself.	○	○	○	○	○	○	○
Overall, I often feel that my racial/ethnic group is not worthwhile.	○	○	○	○	○	○	○
In general, belonging to my racial/ethnic group is an important part of my self image.	○	○	○	○	○	○	○
I often regret that I belong to my racial/ethnic group	○	○	○	○	○	○	○
My racial/ethnic identity is unimportant to my sense of what kind of a person I am.	○	○	○	○	○	○	○

Hispanic Heritage Month Posters

High Stereotypicality Poster 1 (HS.1)

High Stereotypicality Poster 2 (HS.2)

High Stereotypicality Poster 3 (HS.3)

Low Stereotypicality Poster 1 (LS.1)

Low Stereotypicality Poster 2 (LS.2)

Low Stereotypicality Poster 3 (LS.3)

Hispanic Heritage Month Poster Reaction Questions

Please respond to the statements below. There are no right or wrong answers to any of these statements; **we are interested in your honest reactions and opinions**. Please read each statement carefully, and respond by using the following scale from 1(not at all) to 7 (very much).

	Not at All 1	2	3	Somewhat 4	5	6	Very Much 7
How much do you like this poster?	○	○	○	○	○	○	○
Overall, how attractive is this poster?	○	○	○	○	○	○	○
How familiar are you with the content of this poster?	○	○	○	○	○	○	○
To what extent does the overall poster present the material accurately?	○	○	○	○	○	○	○
How motivating or energizing is this poster?	○	○	○	○	○	○	○
How aggressive or hostile is this poster?	○	○	○	○	○	○	○
How patriotic is this poster?	○	○	○	○	○	○	○
To what extent would you like to see this poster in your former high school?	○	○	○	○	○	○	○

How would you describe the posters you just saw? Was there a theme? Were there any common elements among the posters?

Attitudes on Immigration Policy

Please use the scale below to indicate the extent to which you support each policy statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
States should have the right to detain anyone without proper identification who is suspected of being in the U.S. illegally.	○	○	○	○	○	○	○
States should support bilingual education programs in schools (practice of teaching non English speaking students core subjects in their native language as they learn English).	○	○	○	○	○	○	○
Authorities should penalize, jail or otherwise punish American businesses that knowingly recruit and employ undocumented immigrants.	○	○	○	○	○	○	○
States should have the right to question people about their immigration status if they suspect they are in the U.S. illegally.	○	○	○	○	○	○	○

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Authorities should prosecute and punish Americans who exploit undocumented immigrants for their labor or other services.	○	○	○	○	○	○	○
State agencies should ban printing signs or documents in any language other than English.	○	○	○	○	○	○	○
Federal government agencies should adopt English as the official language of the U.S.	○	○	○	○	○	○	○
The government should deny citizenship to children of undocumented workers, even if these children are born in the United States.	○	○	○	○	○	○	○

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The government should provide a 'path of citizenship' for people who are in the U.S. illegally.	○	○	○	○	○	○	○
Immigrants should be eligible for the same health benefits as Americans.	○	○	○	○	○	○	○
The US government should enact stricter border security before contemplating any broader immigration reform.	○	○	○	○	○	○	○

Please respond to each statement by choosing the response from the scale below which you feel most accurately expresses your agreement with each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The values and beliefs of undocumented immigrants regarding work are basically quite similar to those of most Americans	○	○	○	○	○	○	○
Undocumented immigrants should not have to accept American ways.	○	○	○	○	○	○	○
The values and beliefs of undocumented immigrants regarding social relations are not compatible with the beliefs and values of most Americans	○	○	○	○	○	○	○
Immigration from undocumented immigrants is undermining American culture.	○	○	○	○	○	○	○
Undocumented immigrants should learn to conform to the rules and norms of American society as soon as possible after they arrive.	○	○	○	○	○	○	○
The values and beliefs of undocumented immigrants regarding family issues and socializing children are basically quite similar to those of most Americans	○	○	○	○	○	○	○

Please respond to each statement by choosing the response from the scale below which you feel most accurately expresses your agreement with each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Undocumented immigrants get more from this country than they contribute	○	○	○	○	○	○	○
Immigration has increased the tax burden on Americans	○	○	○	○	○	○	○
Undocumented immigrants are not displacing American workers from their jobs	○	○	○	○	○	○	○
Undocumented immigrants should be eligible for the same health care benefits received by Americans	○	○	○	○	○	○	○
The quality of social services available to Americans has remained the same despite immigration	○	○	○	○	○	○	○
The children of undocumented immigrants should have the same rights to attend public schools in the US as Americans do	○	○	○	○	○	○	○

Demographics

Additional Background Information

Please indicate your gender.

○ Male

○ Female

○ Not listed above:

[   ]

○ Do not wish to disclose

When were you born? (mm/dd/yyyy)

Birth date   [   ]

Please indicate which category or categories that best capture your racial/ethnic background (please select as many as apply):

☐ Asian

☐ Black or African American

☐ White or Caucasian

☐ Latino/a or Hispanic

☐ American Indian or Alaska Native

☐ Native Hawaiian or Pacific Islander

☐ Please specify if not mentioned above

[   ]

How would you describe your political party preference?

Strong Democrat	Weak Democrat	Independent Democrat	Independent	Independent Republican	Weak Republican	Strong Republican	Other [ ]
○	○	○	○	○	○	○	○

How would you describe your political outlook?

Extremely Liberal	Liberal	Slightly Liberal	Middle of the Road	Slightly Conservative	Conservative	Extremely Conservative	Do not know
○	○	○	○	○	○	○	○

What is your family's income level each year?

○ Less than $10,000

○ $10,001 to $15,000

○ $15,001 to $25,000

○ $25,001 to $50,000

○ $50,001 to $75,000

○ $75,001 to $100,000

○ more than $100,000

○ Do not know