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Conceptualizing a Measurement Tool to Assess Intragroup Rejection Concerns

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Abstract of the Dissertation

Conceptualizing a Measurement Tool to Assess Intragroup Rejection Concerns

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Social scientists have long demonstrated that the experience of rejection hurts emotionally, socially, and even physiologically. Recent studies have shown that rejection from a highly essential ingroup has a stronger, negative impact on emotional well-being than rejection from a less essential ingroup or outgroup (Bernstein et al., 2010). While providing insight into the general process of rejection, much of this work has not accounted for the moderating role of the individual in determining the impact of rejection. In order to assess the impact of individual-level concerns regarding intragroup rejection, a psychometrically valid measurement tool to capture these individual-level concerns is required. In this research study, I present research data that detail the creation of a measure of intragroup rejection and explore its psychometric properties (Study 1). I then examine the construct and discriminant validity of the Intragroup Rejection Concerns (IRC) measure (Study 2). IRC was significantly higher for racial/ethnic minority group members than for majority group members and predicted intragroup anxiety. The findings of these studies extend the focus of the intragroup rejection literature to racial/ethnic minority groups.

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Conceptualizing a Measurement Tool to Assess Intragroup Rejection Concerns

As social creatures, humans are motivated to seek acceptance and avoid rejection (Baumeister & Leary, 1995; Fiske, 2002). This fundamental human motive influences social dynamics, by leading individuals to gravitate toward others similar to themselves, to form groups, and attain acceptance (Fiske, 2002). As early as infancy, acceptance and rejection from central figures in an individual's life (e.g., parents and primary caregivers) has been shown to impact developmental processes and later life adjustment, including self-esteem, relationship satisfaction, and general well-being (Ainsworth, Blehar, Waters, and Wall, 1978; Hazan & Shaver, 1987). While social acceptance satisfies important "need to belong" motives, it also provides benefits that extend beyond these basic needs. For example, the sense of belonging that comes from membership in a group can provide social support in times of stress, insight into ones identity roots (Baumeister & Leary, 1995; Phinney, 1992), and benefits to health and well-being (e.g., sense of belonging has been linked to enhanced immune system functioning; Baron, Cutrona, Hicklin, Russell, & Lubaroff, 1990; Kiecolt-Glaser, Glaser, Shuttleworth, Dyer, & Al, 1987).

Alternatively, perceiving or experiencing social rejection, i.e., in the form of marginalization, has been shown to compromise well-being. For example, social rejection can lead to greater perceived stress, physical illness, and higher mortality rates in individuals (Brondolo, Rieppi, Kelly, & Gerin, 2003; Clark, Anderson, Clark, & Williams, 1999; Kiecolt-Glaser et al., 1987; Mays & Cochran, 2001; Williams, Spencer, & Jackson, 1999; Williams & Williams-Morris, 2000). Relatedly, research suggests that the neural regions that become activated during the experience of physical pain also become activated during the experience of rejection (Kross, Berman, Mischel, Smith, & Wager, 2011), demonstrating that the brain

processes social rejection experiences in the same manner as it does physical pain, which may result in similar negative health consequences (Bockian, Meager, & Millon, 2000). Finally, social connections can serve to buffer individuals from the experience of social and physical pain (MacDonald & Leary, 2005). Taken together, the sociological and psychological literatures both demonstrate that acceptance and rejection from individuals and groups can serve important life functions by conveying belonging and connection versus alienation and threat.

Given the benefits of social acceptance and the detriments of social rejection, much psychological research has focused on uncovering the conditions under which acceptance and rejection occur, and for whom rejection has its greatest negative impact during social interactions. For example, research in social and developmental psychology has focused on varying forms and sources of rejection, including, rejection from primary caregivers in early development (Ainsworth et al., 1978; Hazan & Shaver, 1987), rejection in intimate or close relationships in adolescence and adulthood (Hershenberg, Davila, Yoneda, Starr, Miller, Stroud, & Feinstein, 2011; Mikulincer**,** Shaver, Bar-On**,** & Ein-Dor, 2010**;** Starr & Davila, 2008), and status-based or group-based rejection (Chan & Mendoza-Denton, 2008; Chow, Au, & Chiu, 2009; Kang & Chasteen, 2009; London, Downey, Romero-Canyas, Rattan, & Tyson, 2012; Mendoza-Denton, Downey, Purdie & Pietrzak, 2002; Pachankis, Goldfried & Ramrattan, 2008). The processes at work in each of these categories have some common underlying principles, but also some unique features. For the purpose of this paper, I focus on group status-based rejection.

Given the long history of group-based power dynamics and hierarchies across cultures, researchers in social psychology have been particularly interested in social acceptance and rejection between groups (Allport, 1954; Devine, 1989; Greenwald, McGhee, & Schwartz, 1998; Pettigrew, 1979). For example, in the domain of prejudice and discrimination, research has

focused on the extent to which members of groups of varying status and contrasting characteristics accept or reject each other on the basis of group membership alone (Pratto, Sidanius, Stallworth, & Bertram, 1994; Sidanius, Pratto, & Bobo, 1994; Whitley, 1999) and the resulting implications for members of rejected groups. For example, in the United States, the long history of intergroup prejudice and discrimination applied to African Americans by (among other groups) European Americans has been a historically salient and well-studied example of the potential for rejection solely on the basis of one's group membership. Both the past instances of overt discrimination, such as institutionally mandating separate public facilities for African Americans, and the current, more subtle forms of discrimination, such as negative portrayals of racial/ethnic minorities in the media, serve as reminders of intergroup rejection. These reminders can negatively impact the targets of intergroup rejection, including heightening negative affect (Inzlicht, Kaiser, & Major, 2008; Inzlicht, McKay, & Aronson, 2006; Jackson, Hodge, Gerard, Ingram, Ervin, & Sheppard, 1996) and the disruption of cognitive performance (Johns, Inzlicht, & Schmader, 2008; Steele & Aronson, 1995; Steele, Spencer, & Aronson, 2002). The negative effects of discrimination can also impact majority group members by negatively impacting future intergroup interactions (Butz & Plant, 2006; Plant & Butz, 2006; Plant & Devine, 2003) and increasing intergroup anxiety (Britt, Boniecki, Vescio, Biernat, & Brown, 1996).

The focus of much of the rejection and acceptance literature related to social identities (e.g., race, gender, sexual orientation) has been on intergroup interactions or between group relations, which mirrors the salience of these issues in our society. Yet, intragroup rejection can have just as much of an impact on an individual's well-being. In the same manner that individuals can face rejection from members of outgroups (i.e., intergroup rejection), they can also experience rejection from fellow ingroup members (i.e., intragroup rejection) (Jetten,

Branscombe, & Spears, 2006). The literature on intragroup dynamics suggests that groups can vary in their cohesiveness and therefore, members within a group can embody different roles and occupy varying positions of centrality, status, and acceptance within the hierarchy of the group (Jetten, Branscombe, & Spears, 2002; Jetten, Branscombe, et al., 2006). Given that individuals vary in their status within a group, the perceived status one occupies within an ingroup might be the basis for rejection from other members of that group. Further, research suggests that the impact of marginalization on an individual's affect and behavior may critically depend on sensitivity to rejection cues. For example, research on status-based rejection sensitivity suggests that individuals may differ in concerns related to intergroup interactions (Mendoza-Denton et al., 2002; London et al., 2012), and thus in how negatively impacted they are when they anticipate and perceive expected rejection. Just as individuals may vary in their level of concern about intergroup rejection, they may also vary in their concerns about intragroup rejection, given this literature. Yet, very little research has explored whether the outcomes associated with concerns about intragroup status vary individually, vary as a function of the type of group, and have different implications for well-being and intergroup relation outcomes.

While noteworthy, much of the work on intragroup rejection has been limited by a focus on the intragroup dynamics of groups for which group membership is voluntary, such as students at a university (Jetten et al., 2002), fraternities and sororities (Noel, Wann, & Branscombe, 1995), and members of sports teams (Jetten, Hornsey, Spears, Haslam, & Cowell, 2010). However, these groups are not predicated on characteristics that are perceived as immutable, such as racial and gender groups. The mutability of a group's characteristics may impact the consequences of rejection for a group member in a number of ways. For example, rejection from an ingroup in which the mutability of membership is rigid and unchangeable may be more

damaging to an individual given the constraints on being able to easily denounce their group membership. Alternatively, it is possible that rejection from an ingroup for which membership was chosen voluntarily may be more damaging because the individual selected the group rather than being "assigned" to the group and thus may have invested more psychological interest and commitment in the group than a group for which membership is not freely chosen but ascribed. The literature is unclear about these alternatives.

In the proposed work, I extend and expand on the intragroup dynamics literature by examining whether the consequences of intragroup rejection are impacted by the characteristics that define the group (i.e., stigmatized versus non-stigmatized) and whether individuals differ in their concerns and expectations of experiencing intragroup rejection, which may predict the manner in which rejection is perceived and coped with.

In the sections below, I review literature that relates to the aim of this work, which shows the importance of social identity, acceptance, and rejection for stigmatized groups; work demonstrating the importance of considering the perceived essentialism of groups; within group status; and work demonstrating individual variation in rejection concerns.

Social Identity: Rejection and Protection

Rejection by social identity groups. In order to better understand how intragroup rejection can differ from intergroup rejection, it may be useful to think of group membership in terms of social identity. Social identity theory suggests that being a member of a group can be a central component of an individual's identity, leading an individual to view other group members as similar to him/her and outgroup members as different from him/her (Tajfel & Turner, 1986; Taylor & Moghaddam, 1987). The behavior of an individual, in the context of group

membership, may be influenced by the tendency for members of groups to maintain a positive social identity (Tajfel & Turner, 1986; Taylor & Moghaddam, 1987). The motivation to maintain a positive group identity can promote ingroup bias (Brewer & Kramer, 1985; Tajfel, 1982; Tajfel & Turner, 1986), which is often expressed behaviorally, e.g., an individual being more likely to offer assistance to ingroup members than to outgroup members (Levine, Cassidy, Brazier, & Reicher, 2002), or being more likely to perceive members of an ingroup as individuals more so than outgroup members (Fiske & Neuberg, 1990). In contrast, those perceived as outgroup members are more likely to be shunned (Shah, Brazy, & Higgins, 2004) and are less likely to be perceived as individuals (Bernstein, Young, & Hugenberg, 2007). Together, this literature suggests that group membership, belonging, and identity is valued by group members and thus, perceiving rejection from one's ingroup may be more psychologically impactful than being rejected by a member of an outgroup to which an individual feels little belonging or connection to.

Consistent with this notion, Warner, Hornsey, and Jetten (2007) demonstrated that intragroup marginalization is indeed harmful to individuals who can be ostracized from their stigmatized ingroup (e.g., sexual orientation) for behaving in a manner that reflects poorly on the group. Individuals who are perceived to be in violation of group norms are derogated and seen as being damaging to the integrity of the group (Hornsey & Jetten, 2003; Warner et al., 2007). Further, research suggests that individuals tend to judge the negative actions of ingroup members more severely than negative actions of outgroup members, commonly referred to as the black sheep effect (Marques & Yzerbyt, 1988 Marques, Yzerbyt, & Leyens, 1988). The derogation of ingroup members may be an attempt to protect one's self-image and limit the possibility that others will associate the "black sheep" with the rest of the members of the highly valued group

(Eidelman & Biernat, 2003). It is likely that group members may be aware that violating group norms may result in social sanctions, which can also result in heightened concerns about intragroup rejection.

While social identity theory and research on intragroup marginalization suggests that intragroup rejection and acceptance may be valued over intergroup rejection and acceptance, other researchers theorize that the immediate experience of rejection can be so overwhelming that it can override the impact of individual difference factors, such as group identification (e.g., Williams, 2007). This work suggests that intragroup and intergroup rejection may be equally impactful on an individual. For example, Williams, Cheung, and Choi (2000) found that both Mac and PC owners experienced similar levels of rejection regardless of whether they were rejected by ingroup members (users of the same computer system that they used) or outgroup members (users of a different computer system than they used). Smith and Williams (2004) found similar patterns of results with rejection experienced by smokers and non-smokers. Relatedly, other research suggests that being rejected by a member of a negatively regarded political outgroup has an equivalent negative impact on affect as being rejected by a neutral political outgroup or ingroup (Gonsalkorale & Williams, 2007). Taken together, these findings suggest that the experience of social rejection may be so negative that the source of the rejection, an ingroup or outgroup, does not yield differential outcomes.

Much of this latter work (demonstrating similar effects of intergroup and intragroup rejection) does not take into account that the characteristics that define a group may lead to differences in the experience of rejection. The patterns of these findings may be attributable to the types of groups being examined. In the case of much of the reviewed research, the groups studied were non-stigmatized groups. It is possible that for some members of stigmatized groups,

there may be more value attached to the group membership that may make intragroup rejection particularly more distressing.

Protective qualities of marginalized group status. The importance of intragroup acceptance versus rejection may be underscored for members of traditionally stigmatized groups who experience intergroup rejection on the basis of their social identity in United States society. Given a long history of intergroup rejection, intragroup membership and acceptance may be particularly important and valuable as a protective buffer. Research has consistently and compellingly demonstrated the pervasiveness of intergroup prejudice against racial/ethnic minority group members (Allport, 1954; Clark et al., 1999; Jackson et al., 1996; Steele & Aronson, 1995). For example, research shows that members of traditionally stigmatized groups experience increased stress as a result of exposure to racism and discrimination, and this stress negatively impairs physical and mental health outcomes, e.g., by compromising the immune system response to illness (Clark et al., 1999) and cognitive resources, resulting in diminished academic performance (Steele & Aronson, 1995). When outgroup rejection is experienced, individuals may seek comfort and support (e.g., in the form of advice, emotional strength, solace) from members of their ingroup in order to cope with that threat. Research has demonstrated that increased identification with one's racial group can help minimize the negative consequences associated with discrimination (Branscombe, Schmitt, & Harvey, 1999). Thus, while stigmatized groups encounter negativity as a result of their group membership, their group can also be a source of positivity that acts as a buffer against intergroup threat.

Other research suggests that the pervasiveness of subtle forms of intergroup rejection may also impact the protective function of group membership (Crocker, Voelkl, Testa, & Major, 1991; Crocker, Cornwell, & Major, 1993; Major & Crocker, 1993; Major, Kaiser, & McCoy,

2003). Some research demonstrates that exposure to overt instances of discrimination are more likely to protect an individual's self-esteem, compared to ambiguous instances, because ambiguous bias leaves the individual uncertain about whether their social identity or their personal qualities resulted in their experience of rejection (Crocker et al., 1991; Crocker et al., 1993; Major et al., 2003). Yet, when faced with ambiguous intergroup rejection, members of traditionally stigmatized groups may benefit from seeking confirmation of the validity of the threat from members of their ingroup. For example, if questioning whether a university professor has acted in a biased way toward a stigmatized group member through subtle slights and innuendos, a stigmatized group member may feel a sense of comfort and clarity if members of their ingroup confirm/acknowledge that the university professor has indeed acted in biased ways to other members of their ingroup in the past. Thus, the knowledge and comfort gained through the validation of one's perceptions of bias in ambiguous situations is yet another benefit of ingroup dynamics.

In sum, membership in a stigmatized group can have protective benefits. The potential loss of this protection might lead members of these groups to experience heightened concerns related to intragroup rejection because the benefits of ingroup acceptance are so critical for well-being outcomes, making the possibility of intragroup rejection an important concern. Another element besides the protective qualities of stigmatized group membership that may influence intragroup rejection concerns is the characteristics that define the group. Rejection from racial and racial/ethnic groups, for which membership characteristics are perceived to be immutable, may be distinct from voluntary membership groups. Potential differences in the experience of intragroup rejection may be accounted for by the perceptions of how essential the group membership is to defining the individual.

Essentialism

A second issue that may relate to the impact of intragroup rejection may depend on the manner in which group membership is defined. Intragroup rejection may be more damaging if the rejecting group is considered to be a highly essential group. Essentialism refers to beliefs that the differences between individuals are due to a fixed "essence," which facilitates the categorization and identification of ingroup members and enhances the ability to make judgments about the group as a whole (Rothbart & Taylor, 1992). Research has typically shown that racial/ethnic groups are commonly perceived as highly essential groups (Haslam, Rothschild, & Ernst, 2000; Smedley & Smedley, 2005; Williams & Eberhardt, 2008), while groups that have typically been studied with regard to intragroup rejection could be considered less essential groups. The essentialist beliefs about a group can be used as a means to determine group membership and to make assessments of the permeability (how easily members can join or leave a group) of groups (Rothbart & Taylor, 1992), which is particularly relevant for the discussion of intragroup rejection. It is likely that the perceptions an individual has of how a group is defined may influence the consequences of being rejected from that group.

Recently, Bernstein et al. (2010) conducted a pair of studies suggesting that the perceptions an individual has regarding the essentialist characteristics of a rejecting group can impact how the rejection is perceived. In their first study Bernstein et al. (2010) found that when European American participants were rejected by racial/ethnic ingroup members, their psychological well-being (as assessed by the Basic Needs Questionnaire; Williams, Cheung, et al., 2000) was more negatively impacted than when they were rejected by ethnic outgroup members. They also found that participant psychological well-being was more positively impacted when experiencing acceptance from ingroup members than when experiencing

acceptance from outgroup members. Contrary to the work that suggests that intergroup and intragroup rejection are likely to result in similar consequences (Gonsalkorale & Williams, 2007; Smith & Williams, 2004; Williams, 2007; Williams et al., 2000), these findings suggest that intragroup rejection may differ from intergroup rejection, depending on the characteristics that define the group.

In a follow up study, Bernstein et al. (2010) manipulated participants' perceptions of the essential nature of the United States political party that they identified with. Participants read a passage that either described their political affiliation as highly essential and unchanging or not at all essential and mutable. The researchers' findings mirrored their previous study with participants in the essential political group condition having their basic social needs significantly more threatened or elevated by intragroup rejection or acceptance than by outgroup rejection or acceptance. Consistent with the work by Jetten, Branscombe, et al. (2006), these findings demonstrate that the nature of the group membership can impact whether intragroup rejection differs from intergroup rejection, where rejection from highly essential ingroups has a greater negative impact on individuals than rejection from a less highly essential group.

The consequences of acceptance versus rejection from highly essentialist groups may be further differentiated by the extent to which the group is widely stigmatized or non-stigmatized in society. Research has shown that stigmatized groups are perceived to be more essential than non-stigmatized groups. For example, Haslam et al. (2000) found that for women and African Americans, group membership is perceived to be more discrete, immutable, and stable than their non-stigmatized counterparts. Further, Bernstein et al. (2010) established that rejection from highly essential groups has greater consequences on well-being than rejection from groups that are not perceived to be as essential. This is apparently due to the salient nature of highly essential

ingroups, which makes rejection from these groups much more damaging to an individual's psychological well-being. However, researchers focused on non-stigmatized, highly essential groups (e.g., European Americans). If stigmatized groups are perceived to be more essential than non-stigmatized groups (Haslam et al., 2000), an examination of rejection from stigmatized, highly essential groups would be useful in revealing the outcomes associated with this type of rejection. My research aims to expand on this area of research by examining the concerns that members of minority racial/ethnic groups may have about being rejected by members of their ingroup by comparing members of stigmatized versus non-stigmatized racial groups. These types of concerns may impact an individual's psychological well-being and behavior towards ingroup members.

Individual Variations of Within Group Status

A third relevant issue of group dynamics that may impact group members' concerns about intragroup rejection may be the individual variations of status within the group. Some research related to intragroup rejection has focused on the status an individual may have within a group context. Individuals can be seen as either a central, or prototypical, member or a marginal, or peripheral, member (Jetten, Branscombe, et al., 2006). An individual's status as either a central or marginal group member can strongly impact their behavior in a social setting (Jetten, Branscombe, et al., 2006; Jetten, Hornsey, & Adarves-Yorno, 2006). For instance, research demonstrates that less senior members of a group often attempt to portray their behavior as being more in line with group norms (Jetten, Hornsey et al., 2006). Since these individuals may be on the social periphery of the group, they may have concerns related to rejection which may be manifested as a stronger motivation to represent themselves as more central members of the group.

Further, research also suggests that peripheral group members engage in greater ingroup bias than more central members, particularly around fellow ingroup members (Noel et al., 1995). Noel et al. (1995) found that peripheral group members are more likely to derogate outgroup members when they believe that their responses will be made public to other ingroup members, compared to when their responses remain private. This suggests that less central group members may be strongly influenced by the social context and may attempt to portray themselves as more central members to avoid rejection from other group members.

While this work has examined the variation of group status in an intragroup context, it has mainly focused on groups for which membership is voluntary and would not be considered highly essential (Jetten et al., 2002; Noel et al., 1995; Jetten et al., 2010). As Bernstein et al. (2010) found, rejection from a highly essential group has more severe negative consequences to an individual's psychological well-being than rejection from a less essential group. If the negative consequences associated with a peripheral status within a group are greater for groups perceived to be highly essential, then the members of these groups may be more sensitive to the potential for rejection than members of less essential groups.

Individual Differences in Intergroup Rejection Concerns

Members of highly essential groups may be more attuned to the threat of intragroup rejection, which may be influenced by how strongly an individual endorses essentialist beliefs. Since individuals vary on their endorsement of essentialist beliefs (Bastian & Haslam, 2005), they may also vary in the extent to which they anticipate and perceive rejection or marginalization from their own ingroup members. The extent to which a group is perceived to be essential and how likely an individual is likely to endorse essentialist beliefs may impact whether or not an individual experiences concerns related to intragroup rejection. A framework that can

be utilized to conceptualize individual differences in rejection concerns for members of highly essential groups is the Rejection Sensitivity social-cognitive model (RS; Downey & Feldman, 1996).

The RS model suggests that an individual's past rejection experiences may help to sensitize them to current or future rejection by heightening anxious expectations of, readying perceptions of, and overreacting to rejection in their current interpersonal interactions and relationships (Downey & Feldman, 1996). The literature on interpersonal rejection sensitivity has demonstrated that high anxious expectations of interpersonal rejection can predict increased distress and social avoidance (Downey, Feldman, & Ayduk, 2000), depression (Ayduk, Downey, & Kim, 2001), and loneliness (London, Downey, Bonica, & Paltin, 2007).

While the RS model was initially applied to general interpersonal rejection, it has been expanded to examine the rejection concerns of members of traditionally stigmatized groups, typically by outgroup members. Mendoza-Denton and colleagues (2002) utilized the RS model to examine status-based rejection concerns of African American college students, demonstrating that for some individuals within a group, having higher concerns and expectations of intergroup rejection can lead to greater anxiety when interacting with outgroup members, greater avoidance of activities in which rejection might occur, increased negative intergroup interactions, and increased feelings of rejection and alienation (Mendoza-Denton et al., 2002; London et al., 2012). Yet, other members of the same group that have lower concerns and expectations of intergroup rejection do not experience these types of negative outcomes (Mendoza-Denton et al., 2002; London et al., 2012).

As described, status-based RS has typically been used to assess intergroup rejection concerns. If the potential of being rejected by outgroup members can sensitize members of highly essential groups to anxiously expect, readily perceive, and overreact to rejection in intergroup interactions, it is possible that the potential of being rejected by ingroup members can similarly sensitize individuals to potential intragroup rejection. Taken together, exploring the individual differences in concerns about intragroup marginalization (as the RS literature has done within the context of intergroup marginalization) might provide insight into the individual level processes that make rejection more detrimental to some individuals than others.

The Present Study

The literature reviewed here suggests several key issues in predicting the psychological well-being consequences of social rejection from groups. First, ingroup memberships are generally regarded as more valuable than outgroup memberships (Tajfel & Turner, 1986; Taylor & Moghaddam, 1987). Second, intragroup rejection has been shown to have greater negative affective consequences on individuals than intergroup rejection (particularly when the group is seen as highly essential; Bernstein, et al., 2010). Third, within an intragroup context, individuals occupy varying levels of status (Jetten, Branscombe et al., 2006; Jetten, Hornsey et al., 2006). Fourth, individuals may vary in their level of concern and expectations of intergroup rejection, which predicts their affective, cognitive and behavioral responses to the social cues of intergroup rejection (Mendoza-Denton et al., 2002; London et al., 2012).

In the present research, I expand on the reviewed literature in two ways. First, I seek to demonstrate that the negative consequences previously noted in response to intragroup rejection within highly essential ingroups (e.g., groups formed on the basis of race/ethnicity) should vary

based on the history of marginalization associated with the essential group. I propose that, given the history of marginalization associated with traditional racial/ethnic minority group members in the United States (e.g., African American, Latino, Asian), intragroup acceptance may be particularly important to counter the history of intergroup marginalization experienced by members of racial/ethnic minority groups. Thus, intragroup rejection concerns should be greater for members of minority racial/ethnic groups than members of majority groups. Further, the potentially increased importance of intragroup acceptance for racial/ethnic group members may lead to greater negative psychological well-being and interpersonal interaction outcomes than for members of majority groups. While there may be a main effect of intragroup rejection concerns on outcomes for members of all groups, it may be particularly relevant in predicting perceptions of and responses to intragroup threat for members of racial/ethnic minority groups for the reasons outlined above.

Given the predictions outlined above, capturing the individual variations in concerns about intragroup rejection is of key importance. While there are established measures of intergroup rejection concerns (e.g., sensitivity to race-based rejection; Mendoza-Denton et al., 2002) and measures of ingroup pride and identity (e.g., Multigroup Ethnic Identity , Phinney, 1992), to my knowledge there are no existing measures used to assess intragroup rejection concerns. Such a focus on intragroup rejection concerns will provide important insight into why members of certain groups may avoid intragroup interactions. Therefore, to explore these predictions, the proposed research has two aims. The first aim is to develop and test the psychometric properties (i.e., internal reliability of the measure, the test-retest reliability, factor structure, and convergent and discriminant validity) of a measure of intragroup rejection concerns across different racial/ethnic groups. The second aim is to test the predictive validity of

the intragroup marginalization measure developed in a cross-sectional survey study. Intragroup marginalization concerns are expected to predict outcomes associated with intragroup contact and relations, above and beyond group identification and general rejection concerns, and more so for members of stigmatized (versus non-stigmatized) ethnic groups.

Based on reviews of the rejection and social identity literature, as well as the goals of the present research, I conceptualize intragroup rejection concerns as the *extent to which an individual is concerned that members of his/her ethnic group will reject them because they are not perceived as a typical group member due to one's appearance, behavior, or characteristics*. In order to create a measure of these concerns, I conducted a pilot study to identify specific situations to determine the content of intragroup rejection concerns and then generate items to tap into this content.

Preliminary Study: Development of Intragroup Rejection Concerns Measure

As a first step in assessing the kinds of experiences that reflect intragroup rejection concerns, I conducted a literature review of research articles published in psychology and sociology on studies conducted on the topics of intragroup acceptance and rejection, group prototypicallity, and belonging in groups. The purpose of the review was to identify other measures or conceptualizations of constructs that might relate to intragroup dynamics, and any reported examples of intragroup interaction experiences that might convey rejection to individuals. Based on my review, the literature seems to suggest that concerns of rejection from ingroups revolve around two main issues: being perceived as being a less prototypical group member (e.g., Jetten, Spears, & Manstead, 1997; Jetten et al., 2002; Jetten, Branscombe, Spears,

Russell, & McKimmie, 2003) and the violation of group norms (e.g., Jetten, Summerville, Hornsey, & Mewse, 2005; Warner et al., 2007).

After reviewing the general literature, I then focused on identifying studies that capture within group or individual difference measures related to group identity or intragroup rejection concerns. Particular attention was paid to constructs that were conceptually similar to intragroup rejection concerns with the goal of distinguishing the intragroup construct from the existing literature. One construct that has some conceptual overlap with intragroup rejection concerns is ethnic identity. While this construct is distinct from intragroup rejection concerns conceptually (based on the way that I have defined it in this work), it provides an important conceptual basis for generating a measure of intragroup rejection concerns. First, as described in the literature review, ingroup identification provides an account of how connected one might feel to their ingroup with an emphasis on within group variation in identification. For example, The Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992), a commonly used measure in the psychological literature, includes items that assess an individuals' behavioral connection to ingroup activities (e.g., participating in cultural practices of group, learning about ethnic background) and emotional connection to one's ingroup (e.g., sense of belonging to group, sense of cultural pride). The MEIM assesses an individual's self-perception of their belonging to their ethnic ingroup, but not how other ingroup members may perceive the individual. In my conceptualization of intragroup rejection concerns, I suggest that while someone who may have high concerns of intragroup rejection might perceive *themselves* as engaging in ingroup relevant behaviors or feel a sense of belonging and connection to their ingroup, their concern is that members of their ingroup might not perceive them as belonging or fitting in or engaging in appropriate behavior being low on ingroup behaviors and belonging and thus reject them.

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Therefore, while the content of some of the items used in the MEIM may be similar to those used in intragroup rejection, the source of concern may differ. Despite this distinction in the conceptualization of ethnic identity and intragroup rejection concerns, some of the items from this ethnic identity measure were adapted for use in this research to help capture the types of behaviors and feelings of belonging that individuals have related to their ingroup in general.

Pilot Study 1: Exploration of Intragroup Marginalization Experiences

After surveying the literature and identifying conceptually related constructs, I conducted a pilot study to identify the types of situations in which individuals' may be rejected by ethnic ingroup members. The pilot study consisted of open-ended questions administered to a diverse population of students. The open-ended questions allowed individuals to generate unrestricted ideas and responses to the general questions posed. Specifically, participants were asked to identify an experience when he/she felt rejected by members of his/her ethnic group. Participants were further asked about the characteristics of the situation, such as the gender of the rejecter, whether or not they knew the rejecter prior to the experience, and the setting of the situation (i.e., class or academic experience, experience with friends, experience with family members/relatives, etc.). Having participants' report incidents in which they experienced rejection from ingroup members helped confirm the general content related to intragroup rejection concerns, providing direction for the types of situations which may elicit intragroup rejection concerns.

Method

Participants

316 students from a northeast public university serving a diverse undergraduate and graduate student population were recruited to participate in exchange for course credit or monetary compensation ($10) in a larger survey study. The sample consisted of 65% female participants. 83 students (26% of entire sample) self-identified as East Asian, 47 students (15% of entire sample) self-identified as African American or Caribbean Black, 43 students (14% of entire sample) self-identified as Hispanic, Latino, or Chicano, 32 students (10% of entire sample) self-identified as South East Asian , and 111 students (35% of entire sample) self-identified as European American. The mean age of participants was 20.8 (*SD*=2.38). Qualitative data collected from participants were reviewed and coded by research assistants.

Procedure

Participants were asked to identify "a specific experience when [they] were rejected by members of [their] own ethnic group" and given half a page of space to write out their response. Participants were further asked about the characteristics of the situation, whether or not they knew the rejecter prior to the experience, and the setting of the situation (i.e., class or academic experience, experience with friends, experience with family members/relatives, etc.).

Results

Participants' responses were reviewed by 4 research assistants trained to read each statement and group them into broad categories that consisted of similar descriptions of events. The coding and grouping yielded 6 categories of ethnic intragroup rejection experiences: (1)

Non-prototypical appearance ("I was told I couldn't sit in the table with them because I looked Indian and not Spanish like they did."), (2) lack of cultural knowledge ("It was some other Asian kid who people viewed as a "cool" Asian because he knew karate and all of the crazy stuff. I on the other hand have the intelligent side of the Asian so this kid called me out on how I'm not Asian enough, and I told him 'I'd rather be smart rather than crazy, racist'"), (3) not in engaging in traditional customs/activities ("He said that I wasn't Spanish enough because I listen to 'white' music, dress unlike a Spanish person & talk 'white.'"), (4) increased outgroup friendships/interactions ("Some of the African American girls didn't like me or want to associate with me because all of my friends were either Latino or White and they didn't like that."), (5) lack of cultural/ethnic pride ("I was joking with my friends poking fun of Cape Verdeans because I am one and another Cape Verdean overheard and got quite upset."), and (6) broad non-prototypicality ("I was not really able to hang out with the Hispanics in my high school because I was "Puerto Rican" enough for them"). 55 responses were coded as "not applicable" for not reporting a rejection experience or reporting a general rejection experience not related to intragroup rejection (see Table 1 for number of responses by category).

Discussion

The findings from the open-ended pilot study support the idea that intragroup marginalization is a valid experience encountered by individuals, given that most of the participants surveyed generated an example of a personal experience of intragroup rejection. Further, the categories yielded from coding participants' self-report experiences (non-prototypical appearance, lack of cultural knowledge, not in engaging in traditional customs/activities, lack of cultural/ethnic pride, and broad non-prototypicality) parallel research in the existing literature on the types of concerns individuals may have about group acceptance

and rejection. The majority of the experiences generated reflects concerns about non-prototypicality (approximately 25% of the responses), and a lack of cultural knowledge (approximately 17% of the responses).

Individuals who do not physically appear to be a prototypical member of their group may be perceived as being an outgroup member, which, according to social identity theory, may increase the possibility that an individual would be rejected by ingroup members (Shah et al., 2004; Tajfel & Turner, 1986; Taylor & Moghaddam, 1987). A lack of cultural knowledge and participation in traditional group activities may be seen as the violation of group norms, which can lead to derogation by other group members (Eidelman & Biernat, 2003; Hornsey & Jetten, 2003; Marques & Yzerbyt, 1988; Marques et al., 1988; Warner et al., 2007). A lack of cultural/ethnic pride and increased interactions with outgroup members can be seen as decreased identification with one's group, which can leave an individual vulnerable to the negative consequences associated with discrimination (Branscombe et al., 1999). Finally, the broad non-typicality category reflects the often ambiguous parameters of group membership detailed in the essentialism literature (Haslam et al., 2000; Rothbart & Taylor, 1992; Smedley & Smedley, 2005; Williams & Eberhardt, 2008).

Study 1: Item Generation and Factor Structure of the Intragroup Rejection Concerns (IRC) Measure

The goal of creating an intragroup rejection concerns measure is to assess the level of distress individuals may experience due to members of their ingroup potentially marginalizing them because they do not appear to meet some criteria for inclusion in the ingroup. Both the literature review (including items from the MEIM), and the open-ended descriptions of

intragroup rejection events identified in the pilot study served as guides for item generation of the Intragroup Rejection Concerns measure. Using confirmatory evidence from the above sources, I then focused on creating a measure that assesses *extent to which an individual is concerned that members of his/her ethnic group will reject them because they are not perceived as a typical group member due to one's appearance, behavior, or characteristics*. I used a two-step process to generate items for the measure. First, I wrote items that reflected each of the categories identified by the open-ended responses in pilot study 1. Second, I modified and adapted items from the MEIM (Phinney, 1992) to capture the affective concerns individuals may have about belonging to their ingroup. The MEIM includes items that reflect cultural knowledge of one's group. Given that the second most frequent type of intragroup rejection experience reported by participants in the open-ended questionnaire (see preliminary study above) related to cultural knowledge, items from the MEIM were adapted to reflect that content. In the initial round of item generation, 20 items were created. Third, because the goal of the intragroup rejection concerns measure was to assess participants levels of concern that members of their ingroup might reject or marginalize them on the basis of varying criteria, I then generated instructions that directed participants to consider "how [they] may feel when interacting with other people from [their] own racial/ethnic group" (see Appendix A for IRC measure items).

In study 1, I administered the 20-item intragroup rejection concerns measure to a sample of diverse undergraduate students along with the MEIM (Phinney, 1992), a conceptually relevant measure of ingroup identification and belonging. The goal of study 1 was to conduct exploratory analyses (particularly factor analyses) to determine the factor structure of the measure for the entire sample and separately as a function of participant self-reported group identity prior to conducting validation tests in the research outlined later.

Method

Participants

711 students from a northeast public university serving a diverse undergraduate and graduate student population were recruited to participate in exchange for course credit or monetary compensation ($10). The sample consisted of 63% female participants. 159 students (22% of entire sample) self-identified as East Asian, 170 students (24% of entire sample) self-identified as African American or Caribbean Black, 154 students (22% of entire sample) self-identified as Hispanic, Latino, or Chicano, 80 students (11% of entire sample) self-identified as South East Asian , and 148 students (21% of entire sample) self-identified as European American. The mean age of participants was 20.2 (*SD*=3.18).

Measures

Intragroup Rejection Concerns measure (IRC). The IRC is a measure that was created for use in this research (See Appendix A for IRC measure). It is a measure of intragroup rejection concerns that individuals may experience. The IRC consists of 20 items which are scored on a 6-point likert scale ranging from 1 (not at all concerned) to 6 (very concerned). Respondents were asked to indicate their level of concern that other members of their ethnic group may perceive them to be peripheral group members by indicating their level of concern on items such as "You are not a typical member of your ethnic group." Scores range from 0 to 6, with a higher score indicating higher intragroup rejection concerns.

Multigroup Ethnic Identity Measure (MEIM). The MEIM (Phinney, 1992) assesses exploration of and commitment to one's ethnic group (See Appendix B for MEIM). The MEIM is comprised of a total of 12 items which are scored on a 4-point likert scale ranging from 1 (strongly

disagree) to 4 (strongly agree). The MEIM yields two sub-scales which measure ethnic identity search (5 corresponding items) and affirmation, belonging, and commitment (7 corresponding items). The ethnic identity search sub-scale consists of items such as "I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs." The affirmation, belonging, and commitment sub-scale consists of items such as "I have a clear sense of my ethnic background and what it means for me." Scores on the MEIM range from 1 to 4, with higher scores indicating higher levels of identification with ethnic ingroup. The MEIM has demonstrated high reliability ($\alpha = 0.91$; Phinney, Dennis, & Osorio, 2006).

Results and Discussion

Item Analysis of Intragroup Rejection Concerns (IRC) Measure

Factor analysis of full sample. In order to determine whether the Intragroup Rejection Concerns (IRC) measure demonstrates the properties of an internally consistent instrument, I conducted several analyses (i.e., factor analyses and alpha reliability tests), as well as subjectively explored whether the mean and standard deviation of each item had a consistent pattern across the items, and whether participants used the full range of the scale for each item (See Table 2 for the mean, SD, SE, and range of each item).

I conducted a Principal Components Factor Analysis with Varimax rotation of the 20 items included in the original IRC measure. In the initial Factor Analysis conducted, the factor structure was allowed to vary based on the data. The 20-items of the IRC measure loaded onto three factors with eigenvalues over 1.0. Factor 1 had an eigenvalue of 10.2 and accounted for 51% of the variance, factor 2 had an eigenvalue of 2.1 and accounted for 10.5% of the variance, and factor 3 had an eigenvalue of 1.1 and accounted for 5% of the variance. Items were judged to

be included on a factor if they loaded above 0.50 on that factor and below 0.50 on all of the other factors. Table 3 reports the factor loadings for each item. Following a review of the items that loaded onto each factor, the twelve items that loaded onto factor 1 related mainly to cultural knowledge and cultural/ethnic pride; the six items that loaded onto factor 2 related to outgroup friendships/interactions, cultural knowledge and broad prototypicality; and the two items that loaded onto factor 3 related to prototypical physical appearance.

The 20-items of the IRC demonstrated excellent internal reliability (α=0.95), according to the guidelines established by Ponterotto & Ruckdeschel (2007). All items equally contributed to the structure of the scale, with the Cronbach's alpha of the scale remaining above 0.94 when a given item was deleted from the measure, indicating that each item contributes equally to the overall reliability of the measure. Reliability analyses of the three factors identified by the exploratory factor analysis revealed a Cronbach's alpha of 0.95 for factor 1, 0.86 for factor 2, and 0.81 for factor 3. While the first factor demonstrated excellent internal reliability, the second and third factors demonstrated moderate reliability, according to guidelines proposed by Ponterotto & Ruckdeschel (2007).

Similar to existing measures of intergroup rejection concerns (e.g., Race-based Rejection Sensitivity) the IRC is conceptualized as a relatively stable disposition over time. Thus, it is expected that at least over a short duration (e.g., a few weeks) an individual's level of IRC should remain stable. In order to assess the stability of the IRC measure over time, the test-retest reliability of the measure was assessed. A sample of 30 participants took the IRC measure at Time 1 and then again approximately two-weeks after the initial administration. The measure demonstrated moderate test-retest reliability ($r = .71, p < .001$).

Given that (a) the items in the three factors identified by the factor analysis were not conceptually distinct (i.e., items judged to reflect cultural knowledge were split onto two separate factors, items that were judged to reflect prototypicality were split onto two factors, etc.), (b) the strong alpha reliability of the full 20-item measure, including the stability of the alpha when each item was deleted from the measure, and (c) the lower alpha's of factors 2 and 3 when items were separated into the three factor structure, I next conducted a factor analysis with all 20 of the original items for which a one factor solution was specified. The one factor solution produced one factor with an eigenvalue of 10.2 that accounted for 51% of the variance. All 20 original IRC items loaded onto the first factor with a factor loading above 0.4. Given the strength of focusing on a one-factor structure (i.e., the one factor structure demonstrated high internal reliability while the three-factor solution showed a conceptually inconsistent pattern of seemingly related items loading together), the one-factor solution was selected as the most parsimonious approach to conceptualizing the IRC measure. With the exception of the following section in which I report exploratory factor analysis results by race/ethnic group where the number of factors was again allowed to vary, I will focus on the IRC measure as a one-factor measure for all subsequent analyses.

Factor analysis of the IRC measure by race/ethnicity categories. In order to determine whether the factor structure of the IRC differs as a function of the self-reported race/ethnicity of the participant, I conducted a Principal Components Factor Analysis with a Varimax rotation of the 20 items of the measure separately for the five race/ethnic groups that comprised the subject population in this study: East Asian, African American or Caribbean Black, Hispanic, Latino, or Chicano, Southeast Asian, and European American. Table 4 presents the factor loadings and Cronbach's alpha reliability for East Asian participants, Table 5 presents the factor loadings and

Cronbach's alpha reliability for African American or Caribbean-Black participants, Table 6 presents the factor loadings and Cronbach's alpha reliability for Hispanic, Latino, or Chicano participants, Table 7 presents the factor loadings and Cronbach's alpha reliability for Southeast Asian participants, and Table 8 presents the factor loadings and Cronbach's alpha reliability for European American participants. As can be seen in the tables, the factor structure for each group varied from the exploratory factor structure identified in the entire sample described above. While each group's factor analysis yielded three factors, except for the European American sample which yielded four, the items that loaded onto each factor did not show a consistent pattern of loadings across groups. Similar to the factor structure of the full sample, items that were deemed to be conceptually similar had split loadings onto different factors and the items that loaded on a given factor in one group did not load on that same factor in another group.

Similar to the factor analysis results reported for the full sample, I next conducted a factor analysis for each race/ethnic group separately in which a one-factor solution was specified. Table 9 presents the factor loadings and Cronbach's alpha reliability for the one-factor solution by racial/ethnic group. All 20 original IRC items loaded onto the single factor with a factor loading above 0.4, except for an item related to outgroup friendships ("You have too many friends outside of your ethnic group") for East Asian and Hispanic, Latino, or Chicano participants. Since the item loaded on the single factor for the rest of the ethnic groups, I decided to include it in the remaining analyses.

I then conducted reliability analyses of the IRC measure separately by ethnic group for the entire measure. For the 20-item measure, reliability analyses revealed excellent reliability within each ethnic group for the measure, with a Cronbach's alpha of 0.94 for East Asian participants, 0.95 for African American or Caribbean Black participants, 0.93 for Hispanic,

Latino or Chicano participants, 0.96 for South East Asian participants, and 0.94 for European American participants. Taken together, the factor analytic results from the full sample and the group samples individually suggest that the IRC measure has a relatively consistent structure across the four race/ethnic groups studied.

Finally, I conducted a factor analysis with the items of the measure along with a measure of ethnic group identification (MEIM) to establish whether the items of the IRC measure and the MEIM load onto the same factors. This approach may help to determine whether the two measures, which may be viewed as conceptually similar, seem to be tapping into similar constructs or whether they are independent of each other. The IRC items once again loaded onto factors 1, 2, and 3, while the items from the MEIM loaded separately onto factor 4. All of the MEIM items loaded together onto the fourth factor, and none of the IRC items loaded on that fourth factor with the MEIM. Further, I ran a factor analysis with the items from the IRC and the MEIM measures for which a two-factor solution was specified. All the items of the IRC loaded onto factor 1, while all of the items from the MEIM loaded separately onto factor 2, further establishing the independence between the two constructs. Overall, these preliminary analyses helped to establish a few important issues related to the IRC measure. First, participants used the full range of scores (1-6), suggesting that individuals vary in their intragroup rejection concerns. Further, a one factor solution provided good internal reliability – Cronbach's alpha for the one factor solution was high. Finally, the measure demonstrated high internal reliability both within and across all ethnic groups, suggesting that the scale is consistently measuring the construct across ethnic groups. These findings help to set the stage for further validation of the Intragroup Rejection Concerns measure.

Study 2: Validation of Intragroup Rejection Concerns (IRC) measure

Having established its psychometric properties, further construct and discriminant validation of the IRC measure was required. Research has demonstrated negative affective and well-being consequences associated with anxious expectations of intergroup (outgroup) rejection for members of racial/ethnic minority groups (e.g., African Americans, Mendoza-Denton et al. 2002; Asian Americans, Chan & Mendoza, 2008; women, London et al., 2012). This literature has shown that to the extent an individual is concerned about intergroup marginalization, when intergroup rejection is a possibility (e.g., when in a college setting where members of outgroups have historically marginalized members of one's group), they are more likely to report greater intergroup anxiety (e.g., London et al., 2012; Pinel, 1999), more frequent negative experiences of intergroup interactions (e.g., Mendoza-Denton et al, 2002), and a lower sense of belonging within that context (e.g., London, et al., 2012; Mendoza-Denton et al, 2002). Thus, just as existing literature has shown that the level of an individual's intergroup rejection concerns has implications for their social relationships and psychological well-being (Chan & Mendoza, 2008; London et al., 2012; Mendoza-Denton et al. 2002), a general goal of Study 2 was to determine whether an individual's intragroup rejection concerns have a similar effect on social interactions and psychological well-being. Further, I sought to assess whether IRC predicts these social interactions and psychological well-being outcomes above and beyond established measures of chronic level of self-esteem as an indication of how positively they feel about themselves, general interpersonal rejection concerns (with no reference to whether rejection is perceived from outgroup or ingroup members), and intergroup rejection concerns. This latter goal will allow an assessment of whether intragroup marginalization concerns are simply similar to all other forms of rejection concerns or whether there is a distinct relationship between intragroup

rejection concerns that is not accounted for by the well-being or general sensitivity of the individual to all forms of rejection.

As reviewed previously, the literature on essentialism (Bernstein et al., 2010; Haslam et al., 2000; Smedley & Smedley, 2005; Williams & Eberhardt, 2008) suggests that there may be a qualitative difference in the experiences of members of highly essential and traditionally marginalized groups. Supporting research suggests that members of historically marginalized groups may incur greater benefits from having ingroup support in the face of persistent outgroup rejection and marginalization (Crocker et al., 1991; Crocker et al., 1993; Major & Crocker, 1993; Major et al., 2003). Thus, when ingroup support is jeopardized (e.g., through intragroup rejection), members of marginalized groups may experience greater psychological discomfort than their non-marginalized peers. Thus, one goal of Study 2 was to determine whether members of historically marginalized groups have higher levels of intragroup rejection concerns than members of historically dominant groups, and whether those higher rates are related to poorer social interaction dynamics and psychological well-being.

Below I describe the specific hypotheses tested in Study 2.

Cross-Race Differences in IRC Levels (Hypothesis 1)

Given a history of marginalization, stereotyping, and discrimination experienced by members of racial/ethnic minority groups (e.g., African American, Latino and Asian individuals), intragroup acceptance and support may be more highly valued, and thus intragroup rejection may be of greater concern and consequence to members of historically marginalized groups. Thus, I hypothesize that ethnic minority group members will have higher intragroup rejection concerns than members of ethnic majority group members, for whom group-based rejection experiences may be less historically relevant (Hypothesis 1).

Examination of Antecedents Related to IRC Antecedents of IRC (Hypothesis 2a-

b)Stigmatized groups are perceived to be more highly essential than non-stigmatized group

(Haslam et al., 2000) and rejection from highly essential groups is more impactful than rejection

from less essential groups (Bernstein et al., 2010). Further, while connection to one's group and

concerns about being rejected should be distinct, it is possible that those who are more strongly

connected to their ingroup may have a greater investment in gaining acceptance from that group

and may therefore express more concerns about being rejected from that group. It is possible that

level of connection to these groups and limited exposure to ingroup members may increase the

perceived essentialism of an ingroup, leading to increased rejection concerns. I expect that the

connection to one's ethnic group and amount of ingroup friends growing up may predict an

individual's intragroup rejection concerns. I hypothesize that an individual's reported level of

connection to their race/ethnic group, as measured by the MEIM (Phinney, 1992) (Hypothesis

2a) and reduced experience with and exposure to individuals from their race/ethnic group

growing up (Hypothesis 2b) will predict increased IRC.

Distinctive Predictive Utility of IRC

To further examine the distinct validity of the IRC measure in predicting ingroup relation

and sense of belonging outcomes, above and beyond measures of psychological well-being,

interpersonal rejection concerns, and intergroup rejection concerns, I conducted a three step

hierarchical regression analysis. Analyses were run separately for minority ethnic group and

majority group samples. I will describe each step of the analysis in detail below.

Predictive utility of IRC (Hypotheses 3a-d). In the first step of the hierarchical

analyses, IRC will be entered into the model alone, to predict a) greater anxiety interacting with

ethnic ingroup members, b) less positive interactions with ethnic ingroup members, c) lower sense of belonging at a diverse university, and d) lower sense of belonging with their university classmates and peers (Hypothesis 3a, 3b, 3c, and 3d respectively).

IRC predicting outcomes when controlling general rejection concerns (Hypotheses 4a-d). In the second step of the hierarchical regression model described above, I will enter Trait Self-Esteem (Rosenberg, 1965) Personal Rejection Sensitivity (Personal RS) (Downey & Feldman, 1996) as controls, along with IRC as the predictor in step one.

Intragroup rejection concerns are specifically related to an individual's feelings of acceptance and rejection by their ingroup and should not reflect diminished psychological well-being or general sensitivity to rejection concerns. Given the literature on the consequences of the need to belong (Baumeister & Leary, 1995), high levels of general rejection concerns should relate to psychological well-being (e.g., as assessed by trait self-esteem). However, to the extent that intragroup rejection concerns reflect a specific apprehension about being rejected by members of one's ingroup that occurs only related to ingroup relationships and may not reflect more global experiences of rejection and acceptance, intragroup marginalization concerns may be distinct from the low self-esteem that an individual may have and should uniquely predict outcomes such as intragroup anxiety and perceptions of the quality of intragroup interactions.

I hypothesize that IRC will predict the outcomes of interest, a) greater anxiety interacting with ethnic ingroup members, b) less positive interactions with ethnic ingroup members, c) lower sense of belonging at a diverse university, and d) lower sense of belonging with their university classmates and peers, above and beyond Trait Self-Esteem and Personal RS (Hypothesis 4a, 4b, 4c, and 4d respectively).

IRC predicting outcomes when controlling for intergroup rejection concerns

(Hypotheses 5a-d). In the last step of this hierarchical regression, I predict that controlling for intergroup rejection concern factors, such as Race-based Rejection Sensitivity (Race RS; Mendoza-Denton et al., 2002), Intergroup Anxiety (Britt et al., 1996), and the experience of discrimination as measured by the Schedule of Racist Events (Landrine & Klonoff, 1996), IRC will predict the outcomes of interest.

Since intragroup rejection concerns should operate independently of intergroup rejection concerns, in the third step of the hierarchical regression analysis, IRC should uniquely predict outcomes related to intragroup anxiety (Hypothesis 5a), less positive interactions with ethnic ingroup members (Hypothesis 5b), lower sense of belonging at a diverse university in which intragroup rejection concerns may be heightened due to exposure to ingroup members (Hypothesis 5c), and lower sense of connection to classmates and peers (Hypothesis 5d) above and beyond above and beyond Race RS, Intergroup Anxiety, and the experience of racism as measured by the Schedule of Racist Events.

IRC interacting with minority status to predict outcomes (Hypotheses 6a-d). Drawing on the literature and other work on experiencing general rejection (e.g., Baumeister & Leary, 1995; Fiske, 2002), it is likely that intragroup rejection may have consequences for well-being outcomes similar to those of intergroup rejection, given that that for specific non-stigmatized groups, ingroup rejection follows the same outcome patterns as outgroup rejection (Gonsalkorale & Williams, 2007; Williams et al., 2000) . I hypothesize that to the extent individuals are highly concerned about rejection from members of their ingroup (i.e., high intragroup marginalization concerns), they should also report greater anxiety when interacting with ethnic ingroup members (Hypothesis 6a), less positive interactions with ethnic ingroup

members (Hypothesis 6b), lower sense of belonging at a diverse university in which intragroup rejection concerns may be heightened due to exposure to ingroup members (Hypothesis 6c), and lower sense of connection to classmates and peers (Hypothesis 6d).

Taken together, intragroup marginalization concerns should uniquely predict outcomes related to intragroup relations above and beyond measures of general psychological well-being, and general and intergroup rejection concerns, and more so for members of historical minority (versus majority) groups.

Method

Participants

615 students from a northeast public university serving a diverse undergraduate and graduate student population were recruited to participate in exchange for course credit or monetary compensation ($10). The sample consisted of 63% female participants. 135 students self-identified as East Asian, 149 students self-identified as African American or Caribbean Black, 139 students self-identified as Hispanic, Latino, or Chicano, 72 as South East Asian , and 120 as European American. The mean age of participants was 20.2 (SD=3.17).

Procedure

Recruitment of participants. Participants were recruited from the psychology subject pool and via flyers posted around campus. In order to increase the diversity of the sample recruited to explore cross-group validity of the construct and to increase the generalizability of the data beyond individuals from one academic context, participants from other university and

community settings were eligible to participate in the study and students were recruited from area Universities via internet flyers and announcements posted at area colleges.

Survey presentation. The questionnaires were presented in an online survey using www.psychdata.com. Participants were instructed to login to the online website and complete the survey in one session (approximately 1 hour). A small subsample of students completed the IRC measure for a second time approximately 2-4 weeks after the first administration in order to assess the short-term test-retest reliability of the construct.

Measures

Intragroup marginalization measures.

Intragroup Rejection Concerns (IRC) measure. See Study 1 for full description (See Appendix A).

General psychological well-being measure.

Rosenberg Self-Esteem Scale (RSES). The RSES (Rosenberg, 1965) measures trait self-esteem (See Appendix C for Rosenberg Self-Esteem Scale). The RSES consists of 10 items which are scored on a 4-point likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Respondents are asked to indicate their level of agreement with items such as, "On the whole, I am satisfied with myself." Scores range from 0 to 30, with a higher score indicating higher self-esteem. The scale has demonstrated high reliability, with the Cronbach's alpha for various samples ranging from 0.77 to 0.88 (Rosenberg, 1986; Blascovich, Ernst, Tomaka, Kelsey, Salomon, & Fazio, 1993).

Social identification measure.

Multigroup Ethnic Identity Measure (MEIM). See Pilot Study 2 for full description (See Appendix B for MEIM).

Rejection sensitivity and intergroup marginalization measure.

Interpersonal Rejection Sensitivity (Personal RS). The 8-item Rejection Sensitivity Questionnaire (RSQ; Downey & Feldman, 1996) assesses concerns and expectations of being rejected by important others in one's life (See Appendix D for RSQ). Each item on the 8-item RSQ presents a scenario e.g., "You ask a friend to do you a big favor", and asks participants to rate both their levels of anxiety regarding the possibility of rejection on a scale from 1 (very unconcerned) to 6 (very concerned) and the likelihood that they will be accepted on a scale from 1 (very unlikely) to 6 (very likely). A Personal RS score is computed by multiplying the level of anxiety about the potential for rejection by its expected likelihood of occurring, resulting in a total score ranging from 1 (low Personal RS) to 36 (high Personal RS). The RSQ has demonstrated high reliability ($\alpha = 0.83$; Downey & Feldman, 1996).

Race-based Rejection Sensitivity (Race RS). The 6-item Race-Based Rejection Sensitivity Questionnaire (Mendoza-Denton et al., 2002) measures individual concerns regarding the likelihood of rejection based on ethnicity (See Appendix E for Race RS measure). Each item on the 6-item Race RS presents a scenario e.g., "Imagine that you are standing in line for the ATM machine, and you notice the woman at the machine glances back while she's getting her money," and asks participants to rate both their levels of anxiety regarding the possibility of race-based rejection on a scale from 1 (very unconcerned) to 6 (very concerned) and the likelihood that they will be rejected on the basis of their race on a scale from 1 (very unlikely) to 6 (very likely). A Race RS score is computed by multiplying the level of anxiety about the potential for rejection by its expected likelihood of occurring, resulting in a

total score ranging from 1 (low RS-Race) to 36 (high Race RS). The Race RS has demonstrated high reliability ($\alpha = 0.90$; Mendoza-Denton, Downey, Purdie, & Davis, 2002). The Race RS was designed and normed for African American and Latino populations and may not be an appropriate measure of intergroup rejection concerns for other groups.

Intergroup Anxiety toward African Americans Scale (IATAA). The IATAA (Britt et al., 1996) measures levels of intergroup anxiety. Items were modified to reflect general intergroup anxiety, not specific to particular ethnic group (See Appendix F for IATAA). Each item on the 11-item IATAA presents a statement e.g., "I would feel nervous if I had to sit alone in a room with a person from another ethnic group and start a conversation," and asks participants to rate their agreement with the statement on a scale from 1 (strongly disagree) to 7 (strongly agree). An IATAA score is computed by summing the score for each item and dividing it by the total number of items, resulting in a total score ranging from 1 (low intergroup anxiety) to 7 (high intergroup anxiety). The IATAA has demonstrated high reliability ($\alpha = 0.87$; Britt et al., 1996).

Schedule of Racist Events. The Schedule of Racist Events' (Landrine & Klonoff, 1996) Lifetime subscale (SRE-Lifetime) measures the frequency and impact of the racial discrimination an individual has experienced during their lifetime (See Appendix G for Schedule of Racist Events). The SRE-Lifetime consists of 18 items which are scored on a 6-point likert scale ranging from 1 (never happened to me) to 6 (almost all of the time). Items on the SRE-Recent include, "How many times have you been treated unfairly by *strangers* because of your race?" Scores range from 1 to 6, with a higher score indicating increased experience of racial discrimination. The scale has demonstrated high reliability ($\alpha = 0.95$; Klonoff & Landrine, 1996).

Outcome measures.

Intragroup Anxiety Measure (IAM). The IAM is a modified version of the IATAA (Britt et al., 1996) used to measure levels of intragroup anxiety (See Appendix H for IAM). Each item on the 11-item IAM presents a statement e.g., "Talking to other members of my ethnic group makes me nervous," and asks participants to rate their agreement with the statement on a scale from 1 (strongly disagree) to 7 (strongly agree). An IAM score is computed by summing the score for each item and dividing it by the total number of items, resulting in a total score ranging from 1 (low intergroup anxiety) to 7 (high intergroup anxiety).

Sense of belonging. Participants will be asked to rate their feelings of comfort and liking related to their university and classmates on a scale from 1 (highest liking/comfort) to 10 (lowest liking/comfort) (See Appendix I for Sense of belonging questionnaire).

Interactions with ingroup members. Participants will be asked to rate the amount of contact they have had with members of different ethnic groups and to rate the positivity of these interactions on a scale from 1 (not at all positive) to 5 (very positive) (See Appendix J for Interactions with ingroup members ratings).

Results

Cross-Race Differences in IRC Level (Hypothesis 1)

To test the hypothesis that members of racial/ethnic minority groups will demonstrate significantly higher IRC levels than majority group members (Hypothesis 1), I conducted an analysis of variance (ANOVA) to compare levels of IRC between (a) East Asian, (b) African American or Caribbean Black, (c) Hispanic, Latino, or Chicano, (d) South East Asian, and (e)

European American participants (See Table 10 for Means, Standard Deviations by group, and comparison statistics).

ANOVA results revealed significant differences in IRC between ethnic groups, F (4, 685) = 25.33, $p < 0.001$, with East Asian ($M = 2.39$, $SD = 0.97$), African American or Caribbean Black ($M = 2.10$, $SD = 1.06$), Hispanic, Latino, or Chicano ($M = 2.11$, $SD = 0.88$), South East Asian ($M = 2.36$, $SD = 1.12$) groups each reporting significantly higher scores on the IRC measure than European American students ($M = 1.39$, $SD = 0.63$) (see Figure 1 for mean levels of IRC by racial/ethnic group). The four minority groups did not differ significantly in their mean level of IRC from each other (see Table 10 for all Means, Standard Deviations, and comparison statistics).

As hypothesized, these results indicate that members of racial/ethnic minority groups report stronger concerns of intragroup rejection than members of the majority European American group.

Exploratory Bivariate Correlations among the constructs.

In order to determine the interrelationships among the constructs of interest included in this study, a bivariate correlation analysis was run on the full sample (see Table 11). Bivariate correlation analyses revealed that the IRC for the full sample was significantly, positively related to Personal RS (Downey & Feldman, 1996), Race RS (Mendoza-Denton et al., 2002), the experience of racism as measured by the Schedule of Racist Events (Landrine & Klonoff, 1996), and Intragroup Anxiety (Britt et al., 1996), and significantly negatively related to Trait Self-Esteem (Rosenberg, 1965). Bivariate correlation analyses were also conducted on the sample of minority group members combined (given that the individual minority groups did not differ significantly from each other on mean level IRC, but differed significantly from the European

Americans on mean level IRC). Among the minority groups included in this sample (East Asian, African American or Caribbean Black, Hispanic, Latino, or Chicano and South East Asian), IRC scores were significantly positively related to Personal RS and Intragroup Anxiety and negatively related to Trait Self-Esteem (see Table 12). Finally, for European American students only, the IRC measure was significantly related to Race RS, the experience of racism as measured by the Schedule of Racist Events, and Intragroup Anxiety (see Table 13). The relationship between IRC and Race RS and the experience of racism (as measured by the Schedule of Racist Events) should be considered with caution. First, it should be noted that the students in the European American group self-identified that way, and thus we grouped them together as members of the race majority group. Some students within that group may also have identified as Irish American, Italian American, etc. – i.e., groups that have had a significant history of marginalization in the U.S, though they may still be considered majority group members in contemporary U.S. culture. Participants may have experienced discrimination as a function of their specific European American or other embedded identity. Further, in regards to the Race RS finding, the measure is normed and intended for use with African American populations, so the significant effect for European American students may be an anomaly.

Examination of Antecedents Related to IRC Antecedents of IRC (Hypothesis 2a-b). Regression analyses were conducted to examine the relationship between two constructs hypothesized to contribute to the level of intragroup marginalization concerns that individuals may experience (1) reported level of connection to their race/ethnic group (assessed by the MEIM; Phinney, 1992; Hypothesis 2a), and (2) reduced experience with and exposure to individuals from their race/ethnic group growing up (assessed by self-reported percentage of ethnic ingroup friendships growing up; Hypothesis 2b).

Each construct hypothesized to predict IRC was entered into a separate regression model. In all regression models, the construct was entered as predictor, race was coded as a dichotomous variable (minority versus non-minority), and an interaction term was created to examine the relationship between race and the predictor of interest. Personal RS (Downey & Feldman, 1996) was entered as a control variable to partial out the effects of being generally sensitive to interpersonal rejection. However, the inclusion of this variable did not alter the patterns of findings, so I am reporting the models without Personal RS as a control variable.

Connection to one's race/ethnic group (i.e., scores on the total MEIM) and ethnicity together explained a significant proportion of variance in IRC scores, $R^2 = 0.12$, $F(3, 667) = 42.64$, $p < 0.001$. There was no main effect of the MEIM on IRC scores, $b = 0.08$, $t(667) = 1.03$, $p = 0.30$. There was a main effect of race/ethnicity on IRC scores. $b = 0.55$, $t(667) = 3.15$, $p < 0.01$. Finally, the interaction between the MEIM and participant self-reported race/ethnicity was non-significant, $b = -0.25$, $t(667) = -1.25$, $p = 0.21$.

Percentage of race/ethnic ingroup friendships growing up and ethnicity together explained a significant proportion of variance in IRC scores, $R^2 = 0.12$, $F(3, 678) = 30.44$, $p < 0.001$. There was no main effect for the percentage of race/ethnic ingroup friendships growing up on IRC scores, $b = -0.15$, $t(678) = -1.60$, $p = 0.11$. There was also no main effect of participant race/ethnicity on IRC scores $b = 0.18$, $t(678) = 1.72$, $p = 0.09$. The interaction between the percentage of race/ethnic ingroup friendships growing up and participant race/ethnicity was marginally significant, $b = 0.20$, $t(678) = 1.74$, $p = 0.08$, indicating that the percentage of race/ethnic ingroup friendships growing up was more likely to predict IRC scores for racial/ethnic minority group members than for racial/ethnic majority group members, with

racial/ethnic minority group members with a higher percentage of ingroup friends growing up reporting higher levels of IRC (See Figure 1).

Distinctive Predictive Utility of IRC

To test the validity of the IRC measure in predicting predict ingroup relation and sense of belonging outcomes, above and beyond measures of general psychological well-being and rejection concerns, a three step hierarchical regression analysis was conducted.

In step 1, IRC was entered as the only predictor to predict 1) greater anxiety interacting with ethnic ingroup members, 2) less positive interactions with ethnic ingroup members, 3) lower sense of belonging at a diverse university, and 4) lower sense of belonging with their university classmates and peers in separate regression models. In step 2, Trait Self-esteem (Rosenberg, 1965) and Personal RS Sensitivity (Downey & Feldman, 1996) were added. Step 3 included Race RS (Mendoza-Denton et al., 2002), Intergroup Anxiety (Britt et al., 1996), and the experience of racism as measured by the Schedule of Racist Events (Landrine & Klonoff, 1996). These analyses were run separately for the minority ethnic group sample and the majority group sample.

Ethnic Minority Sample

Predictive utility of IRC (Hypotheses 3a-d). For the ethnic minority sample, step 1 demonstrated that IRC predicted intragroup anxiety, $b = 0.35$, $t(493) = 8.15$, $p < 0.001$, and explained a significant proportion of variance in intragroup anxiety, $R^2 = 0.12$, $F(1, 493) = 66.48$, $p < 0.001$ (Hypothesis 3a). IRC predicted sense of belonging at their university, $b = 0.12$, $t(493) = 2.59$, $p < 0.05$, and explained a significant proportion of variance in sense of belonging at their university, $R^2 = 0.12$, $F(1, 493) = 6.70$, $p < 0.05$ (Hypothesis 3c). IRC significantly predicted

predict sense of connection to their peers and classmates, $b = 0.09$, $t(495) = 2.03$, p < 0.05 and

explained a significant proportion of variance in sense of connection to their peers and

classmates, $R^2 = 0.01$, $F(1, 495) = 4.14$, p < 0.05 (Hypothesis 3d). IRC did not significantly

predict positivity of current intragroup interactions, $b = -0.03$, $t(494) = -0.70$, p = 0.49

(Hypothesis 3b).

IRC predicting outcomes when controlling general rejection concerns (Hypotheses

4a-d). Step 2 results showed that IRC still predicted intragroup anxiety when State Self-esteem

(Rosenberg, 1965) and Personal RS (Downey & Feldman, 1996) were used as controls, $b = 0.26$,

$t(491) = 6.19$, p < 0.001, and explained a significant proportion of variance in intragroup anxiety,

$R^2 = 0.20$, $F(3, 491) = 41.43$, p < 0.001 (Hypothesis 4a). IRC did not significantly predict the

positivity of current intragroup interactions, $b = -0.03$, $t(494) = -0.70$, p = 0.49 (Hypothesis 4b),

sense of belonging at their university, $b = -0.00$, $t(491) = -0.06$, p = 0.95 (Hypothesis 4c), or

sense of connection to their peers and classmates, $b = -0.02$, $t(493) = -0.49$, p = 0.62 (Hypothesis

4d).

IRC predicting outcomes when controlling for intergroup rejection concerns

(Hypotheses 5a-d). Finally, step 3 revealed that when controlling for Race RS (Mendoza-

Denton et al., 2002), Intergroup Anxiety (Britt et al., 1996), and the experience of racism (as

measured by the Schedule of Racist Events; Landrine & Klonoff, 1996), as well as Trait Self-

esteem (Rosenberg, 1965) and Personal RS (Downey & Feldman, 1996), IRC predicted

intragroup anxiety, $b = 0.26$, $t(488) = 6.11$, p < 0.001, and explained a significant proportion of

variance in intragroup anxiety, $R^2 = 0.21$, $F(6, 488) = 21.05$, p < 0.001 (Hypothesis 5a). IRC did

not significantly predict the positivity of current intragroup interactions, $b = 0.01$, $t(489) = 0.22$,

p = 0.83 (Hypothesis 5b), sense of belonging at their university, $b = -0.02$, $t(488) = -0.50$, p =

0.62 (Hypothesis 5c), or sense of connection to their peers and classmates, $b = --0.03$, $t(490) = -0.71$, $p = 0.48$ (Hypothesis 5d). Table 14 gives zero-order correlations between each predictor and outcome variable.

Ethnic Majority Sample

Predictive utility of IRC (Hypotheses 3a-d). For the European American sample, step 1 demonstrated that IRC predicted intragroup anxiety, $b = 0.42$, $t(118) = 5.04$, $p < 0.001$, and explained a significant proportion of variance in intragroup anxiety, $R^2 = 0.18$, $F(1, 118) = 25.39$, $p < 0.001$ (Hypothesis 3a). IRC did not significantly predict positivity of current intragroup interactions, $b = 0.14$, $t(118) = 1.56$, $p = 0.12$ (Hypothesis 3b), sense of belonging at their university, $b = -0.00$, $t(117) = -0.45$, $p = 0.96$ (Hypothesis 3c), or sense of connection to their peers and classmates, $b = -0.01$, $t(118) = -0.09$, $p = 0.93$ (Hypothesis 3d).

IRC predicting outcomes when controlling general rejection concerns (Hypotheses 4a-d). Step 2 results showed that IRC still predicted intragroup anxiety when Trait Self-esteem (Rosenberg, 1965) and Personal RS (Downey & Feldman, 1996) were used as controls, $b = 0.36$, $t(118) = 4.87$, $p < 0.001$, and explained a significant proportion of variance in intragroup anxiety, $R^2 = 0.40$, $F(3, 118) = 25.51$, $p < 0.001$ (Hypothesis 4a). IRC marginally significantly predicted the positivity of current intragroup interactions, $b = 0.17$, $t(118) = 1.19$, $p = 0.06$ and explained a significant proportion of variance $R^2 = 0.10$, $F(3, 118) = 4.46$, $p < 0.01$ (Hypothesis 4b). IRC did not significantly predict sense of belonging at their university, $b = -0.03$, $t(115) = -0.32$, $p = 0.75$ (Hypothesis 4c) or sense of connection to their peers and classmates, $b = -0.02$, $t(116) = -0.20$, $p = 0.84$ (Hypothesis 4d).

IRC predicting outcomes when controlling for intergroup rejection concerns

(Hypotheses 5a-d). Finally, step 3 showed that when controlling for Race RS (Mendoza-Denton et al., 2002), Intergroup Anxiety (Britt et al., 1996), and the experience of racism (as measured by the Schedule of Racist Events; Landrine & Klonoff, 1996), as well as State Self-esteem (Rosenberg, 1965) and Personal RS (Downey & Feldman, 1996), IRC predicted intragroup anxiety, $b = 0.34$, $t(113) = 4.40$, p < 0.001, and explained a significant proportion of variance in intragroup anxiety, $R^2 = 0.40$, $F(6, 113) = 12.67$, p < 0.001 (Hypothesis 5a). IRC did not significantly predict the positivity of current intragroup interactions, $b = 0.13$, $t(113) = 1.37$, p = 0.18 (Hypothesis 5b), sense of belonging at their university, $b = -0.06$, $t(112) = -0.66$, p = 0.52 (Hypothesis 5c), or sense of connection to their peers and classmates, $b = -0.02$, $t(113) = -0.20$, p = 0.84 (Hypothesis 5d). Table 15 gives zero-order correlations between each predictor and outcome variable.

IRC interacting with minority status to predict outcomes (Hypotheses 6a-d).
Regression analyses were conducted to assess the validity of the IRC measure in predicting the outcomes of interest: 1) greater anxiety interacting with ethnic ingroup members (Hypothesis 6a), 2) less positive interactions with ethnic ingroup members (Hypothesis 6b), 3) lower sense of belonging at a diverse university (Hypothesis 6c), and 4) lower sense of belonging with their university classmates and peers (Hypothesis 6d). Each outcome hypothesized to be predicted by IRC was entered into a separate regression model. IRC was entered as predictor in the regression models, race was coded as a dichotomous variable (minority versus non-minority), and an interaction term was created to examine the relationship between race and IRC.

IRC and ethnicity together explained a significant proportion of variance in intragroup anxiety, $R^2 = 0.19$, $F(3, 680) = 53.30$, $p < 0.001$. There was a main effect of the IRC on

intragroup anxiety, $b = 0.62$, $t(680) = 5.17$, $p < 0.001$. There was also a main effect of race/ethnicity on intragroup anxiety scores. $b = 0.33$, $t(680) = 3.97$, $p < 0.001$. These main effects were qualified by a significant IRC and ethnicity interaction, $b = -0.37$, $t(680) = -2.34$, $p = 0.05$ (See Figure 2).

IRC and ethnicity together did not account for a significant proportion of variance in reported positivity of current intragroup interactions, $R^2 = 0.00$, $F(3, 678) = 0.57$, $p = 0.63$, and none of the main effects or interaction were significant. There was no significant main effect of the IRC on reported positivity of current intragroup interactions, $b = 0.08$, $t(678) = 0.63$, $p = 0.53$. Further, there was no significant main effect of race/ethnicity on reported positivity of current intragroup interactions,. $b = 0.03$, $t(678) = 0.32$, $p = 0.75$. Finally, the interaction between the IRC and participant self-reported race/ethnicity was also non-significant, $b = -0.14$, $t(678) = -0.77$, $p = 0.44$.

IRC and ethnicity together accounted for a significant proportion of variance in self-reported sense of belonging at their university of attendance, $R^2 = 0.01$, $F(3, 683) = 2.66$, $p < 0.05$, however none of the predictors were significant. There was no significant main effect of the IRC on self-reported sense of belonging at their university of attendance, $b = -0.02$, $t(683) = -0.12$, $p = 0.91$. Further, there was no significant main effect of race/ethnicity on self-reported sense of belonging at their university of attendance,. $b = -0.12$, $t(683) = -1.33$, $p = 0.19$. Finally, the interaction between the IRC and participant self-reported race/ethnicity was also non-significant, $b = 0.17$, $t(683) = 0.93$, $p = 0.33$.

IRC and ethnicity together did not account for a significant proportion of variance in self-reported sense of belonging with university classmates and peers, $R^2 = 0.01$, $F(3, 686) = 1.75$, p

= 0.16. There was no significant main effect of the IRC on self-reported sense of belonging with university classmates and peers, $b = -0.08$, $t(686) = -0.58$, $p = 0.56$. There was a marginally significant main effect of race/ethnicity on self-reported sense of belonging with university classmates and peers, $b = -0.16$, $t(686) = -1.72$, $p = 0.09$. However, the interaction between the IRC and participant self-reported race/ethnicity was also non-significant, $b = 0.20$, $t(686) = 1.14$, $p = 0.25$.

Study Discussion and General Discussion

The main goal of study 2 was to establish the construct and discriminant validity of the IRC measure. This goal was carried out by testing several hypotheses examining the antecedents of and the outcomes associated with IRC. I further tested differences in Intragroup Rejection Concerns between racial/ethnic minority groups and majority groups.

Cross-Race Differences in IRC Levels

I expected that members of racial/ethnic minority groups would experience higher levels of intragroup rejection concerns due to the experience of intergroup marginalization making ingroup membership move valuable. My first hypothesis was that racial/ethnic minority group members would report higher IRC levels than racial/ethnic majority group members. The results supported this hypothesis, with each of the racial/ethnic minority groups, East Asian, African American or Caribbean Black, Hispanic, Latino, or Chicano, and South East Asian, reporting significantly higher levels of IRC than European Americans. Further, none of the racial/ethnic minority groups differed significantly in IRC from each other.

These findings suggest that ethnic group membership may be more valuable to members of groups who have had a history (in U.S. culture) of marginalization on the basis of their race, heightening concerns about being marginalized by other individuals within their group. Being a

member of a stigmatized group can have negative psychological and physical well-being consequences due to the experience of intergroup prejudice (Allport, 1954; Clark et al., 1999; Jackson et al., 1996; Steele & Aronson, 1995). This experience of discrimination, related to stigmatized status may make group membership appear to be less beneficial. However, it is likely that group membership has protective functions that can help individuals cope with the ill effects of intergroup rejection. While these studies did not examine the relationship between the protective function of ingroup membership and intragroup rejection concerns, based on the literature that suggests that stigmatized group status can serve as a buffer against intergroup threat (Branscombe et al., 1999; Crocker et al., 1991; Crocker et al., 1993; Major & Crocker, 1993; Major et al., 2003), it is possible that the experience of intragroup rejection may compromise the utility of group membership as a buffer from the negative consequences associated with the experience of discrimination as well as decreasing perceived ingroup social support.

As theorized, differences between racial/ethnic minority and majority group members in intragroup rejection concerns may be attributable to the added protective value associated with stigmatized group status (Branscombe et al., 1999). Members of stigmatized groups psychological well-being can serve as a buffer from the negative consequences associated with intergroup rejection (Crocker et al., 1991; Crocker et al., 1993; Major & Crocker, 1993; Major et al., 2003). Ingroup acceptance may be critical in maintaining this buffer. The experience of intragroup rejection may lead an individual to question their group membership, potentially jeopardizing protection from discrimination that is critical for well-being outcomes. The potential loss of this protection may lead to increased intragroup rejection concerns.

Further, the social support that may be associated with group membership may also increase concerns about being rejected by ingroup members. The sense of belonging associated with group memberships can provide social support (Baumeister & Leary, 1995; Phinney, 1992), and benefits to health and psychological well-being (Baron et al., 1990; Kiecolt-Glaser et al., 1987). When confronted with outgroup rejection, stigmatized group members may seek comfort and support from members of their ingroup as a means of coping with that threat. However, if that sense of support is compromised through intragroup rejection, individuals may be more vulnerable to the effects of discrimination and stigma. Since members of stigmatized racial/ethnic minority groups have a long history of marginalization in the U.S. that members of the majority group do not, it makes sense that these groups would be more concerned about being rejected by ingroup members and losing their social support. Again, while this work did not examine perceptions of social support, it lends some preliminary support for the theory that intragroup rejection concerns may be linked to a history of marginalization.

Finally, these findings support recent work that intragroup rejection may be more damaging to psychological well-being of members of highly essential groups than members of less essential groups (Bernstein et al., 2010). Stigmatized groups, such as racial/ethnic minority groups, tend to be perceived as being more essential than non-stigmatized groups (Haslam et al., 2000). It is possible that rejection from racial/ethnic minority groups may be more painful than rejection from the majority group, making members of racial/ethnic minority groups significantly more concerned about being rejected.

Examination of Antecedents Related to IRC

Antecedents of IRC. I also expected that factors such as the level of connection to and past experience with one's racial/ethnic ingroup would predict how concerned individuals would

be about being rejected by members of their group. I hypothesized that one's connection to a racial/ethnic group, as measured by the MEIM (Phinney, 1992) and self-reported decreased experience with and exposure to racial/ethnic ingroup members would predict increased levels of IRC.

The results did not support my hypothesis that connection to one's racial/ethnic group would predict IRC. It was established in study 1 that the IRC and MEIM were measuring distinct constructs. However, I expected that individuals who had a stronger sense of connection to their racial/ethnic ingroup would be more concerned about being accepted by members of this group because they may value the acceptance of group members more so than individuals who had a weaker identification with their ingroup. However, the results did not support this prediction. The lack of a relationship between the MEIM and IRC suggests that intragroup rejection concerns may operate independently of sense of connection to racial/ethnic ingroup. Whether or not an individual experiences concerns about being rejected by ingroup members may not depend on how strongly they identify with the group. For example, individuals with high ethnic identification may experience high IRC because of the value that they place on group membership and it would be painful to have it compromised. On the other hand, individuals with low ethnic identification may have high IRC because they fear being perceived as less prototypical group members which may result in rejection by other group members (Hornsey & Jetten, 2003; Warner et al., 2007). While on the surface it may appear that low identifying group members should not be concerned with intragroup rejection, there is work that suggests that peripheral group members are more likely to portray themselves as more central members in public settings (Noel et al., 1995), but not in private settings. Thus, these individuals may be less

concerned about their connection to the group and may be primarily motivated to avoid public rejection.

Further, while the results did not support my hypothesis that experience with and exposure to racial/ethnic ingroup members would predict IRC overall, there was a marginally significant interaction between experience with and exposure to racial/ethnic ingroup members and the race/ethnic group of the individual. The marginally significant interaction between exposure to racial/ethnic ingroup members and race/ethnicity suggests that increased experience with ingroup members may result in elevated intragroup rejection concerns for racial/ethnic minority group members. While I expected this trend to be in the opposite direction, it is possible that increased contact with ingroup members may increase knowledge of group's social norms and that norm-violating members are judged severely and ostracized (Hornsey & Jetten, 2003; Marques & Yzerbyt, 1988 Marques et al., 1988; Warner et al., 2007). Alternatively, for European Americans, a greater amount ingroup friendships growing up was related to lower intragroup rejection concerns. The differences in the relationship between exposure to ingroup members growing up and IRC for each of these groups may be attributable to perceptions of essentialism associated with stigmatized group membership. Since stigmatized groups are perceived to be more highly essential than non-stigmatized groups (Haslam et al., 2000), and rejection from highly essential groups has a stronger, negative impact on psychological well-being than rejection less essential groups (Bernstein et al., 2010), increased exposure to ingroup norms, and the consequences for violating these norms may not have as severe consequences for European Americans as it may have for racial/ethnic minority group members.

The interaction between exposure to racial/ethnic ingroup members and race/ethnicity was only approaching significance, so this interpretation of the results may not be accurate. It is

possible that other factors related to exposure to ingroup members beyond number of ingroup friendships may provide more conclusive findings.

Distinctive Predictive Utility of IRC

Predictive utility of IRC. I also expected that intragroup rejection concerns would be able to predict outcomes associated with the quality of intragroup interactions and sense of belonging. I hypothesized that IRC would predict, a) increased Intragroup Anxiety, b) decreased positivity of racial/ethnic ingroup interactions, c) lower sense of belonging at a diverse university, and d) lower sense of belonging with their university classmates and peers, above and beyond measures of psychological well-being, interpersonal rejection concerns, and intergroup rejection concerns. To test this, I conducted a three step hierarchical regression analysis. In the first step of this hierarchical analysis, I looked at IRC alone as a predictor of each of these outcomes and found that for the racial/ethnic minority group, IRC predicted Intragroup Anxiety sense of belonging at their university, and sense of belonging with their university classmates and peers, but not positivity of current intragroup interactions. For the racial/ethnic majority group, the only outcome IRC predicted was Intergroup Anxiety.

As mentioned above, for both the racial/ethnic minority and majority groups, higher levels of IRC predicted higher levels of Intragroup Anxiety, suggesting that individuals with higher rejection concerns may experience increased discomfort when interacting with ingroup members. The relationship between IRC and Intragroup Anxiety may have negative consequences on an individual's psychological well-being. If intragroup rejection concerns lead to increased Intragroup Anxiety, individuals high in IRC may be motivated to avoid intragroup interactions. While this may help prevent the immediate experience of anxiety, it may have long term negative effects, particularly for members of racial/ethnic minority groups. If racial/ethnic

minority group members high in IRC avoid intragroup interactions, they may be relinquishing the social support that can come from group membership (Baumeister & Leary, 1995; Phinney, 1992) that can mitigate the effects of the stress associated with being the member of a stigmatized group (Baron et al., 1990; Kiecolt-Glaser et al., 1987). Conversely, if individuals high in IRC who cannot or choose not to avoid intragroup interactions experience increased Intragroup Anxiety, this may lead to lower quality interactions. Lower quality interactions may lead to actual rejection from ingroup members, which may reinforce intragroup rejection concerns.

Further, for racial/ethnic minority groups, higher levels of IRC predict lower sense of belonging to their university and to their classmates and peers. This suggests that higher rejection concerns may be associated with increased feelings of alienation. However, the relationship between IRC and sense of belonging in this study may be due to the diversity of the university from which participants were drawn. Students may be frequently exposed to a significant number of ingroup members. To the extent that high IRC is related to intragroup anxiety, individuals with high IRC may also feel a lower sense of belonging in an environment in which they may need to interact frequently with both ingroup and outgroup members. The relationship between IRC and sense of belonging may not exist in less diverse university environments in which there are less ingroup members to interact with.

As described above, IRC did not predict the level of positivity of intragroup interactions. It is unclear whether this lack of a relationship reflects a true indication of positive interactions with ingroup members by those individuals with high IRC, or whether individuals with high IRC engage in some self-presentational changes to their behavior to ensure ingroup acceptance (in which case the positivity of intragroup interactions may not be compromised by high IRC

levels). The literature suggests that peripheral group members attempt to portray themselves as more central group members (Jetten, Hornsey et al., 2006), possibly to avoid rejection. Thus, higher intragroup rejection concerns may lead to an increased sense of peripheral status within the group, motivating these individuals to either a) act more pleasant in intragroup interactions or b) report their everyday intragroup interactions as being more positive than they truly are in order to avoid rejection. Further investigation of the intragroup interaction dynamic for both ingroup members with high and low IRC is needed to clarify this relationship.

Finally, the lack of predictive utility of the IRC for European Americans beyond Intragroup Anxiety may be due to intragroup rejection concerns not having as severe consequences for majority group members. Since European Americans do not have a history of marginalization in the U.S., support from and connection to ingroup members may be less critical to psychological well-being and sense of belonging. However, it is possible that higher levels of IRC for majority group members may have other outcomes not related to the ones I examined.

IRC predicting outcomes when controlling general rejection concerns. In an effort to determine whether the IRC predicts the outcomes of interest above and beyond conceptually similar measures of rejection concerns that are not related to intragroup dynamics, I conducted hierarchical regression models. I expected that, when controlling for psychological well-being (as measured by Trait Self-Esteem; Rosenberg, 1965) and general rejection concerns (as measured by Personal RS; Downey & Feldman, 1996), IRC would predict , a) increased Intragroup Anxiety, b) decreased positivity of racial/ethnic ingroup interactions, c) lower sense of belonging at a diverse university, and d) lower sense of belonging with their university classmates and peers, above and beyond measures of psychological well-being. For both

racial/ethnic minority and majority groups, I found that when controlling for Trait Self-Esteem and Personal RS, IRC still predicted Intragroup Anxiety. However, IRC did not predict positivity of current intragroup interactions, sense of belonging at their university, nor sense of belonging with their university classmates and peers for the racial/ethnic minority or majority groups.

As with the previous step in these analyses, levels of IRC predicted levels of Intragroup Anxiety, implying a potential apprehension to interacting with ingroup members to avoid rejection, even when controlling for Trait Self-Esteem and Personal RS. This finding suggests that any anxiety individuals high in IRC may have about interacting with ingroup members is not related to self-esteem or general rejection concerns.

For the ethnic minority groups, while IRC predicted university, classmate, and peer sense of belonging in the previous step, it did not predict these outcomes when controlling for Trait Self-Esteem and Personal RS. The difference in outcomes between these two steps may be due to the sense of belonging outcomes being strongly linked to how good individuals feel about themselves and how sensitive they are to general interpersonal rejection. Therefore the relationship between and IRC and these outcomes become weaker when controlling for these variables. Sense of belonging may be accounted for by these constructs more so than intragroup rejection concerns.

As in the first step of these analyses, IRC did not predict positivity of intragroup interactions. As previously mentioned, it is possible that this may be due to self-presentation concerns related to being perceived as a peripheral group member. Also following the pattern of findings from the previous step, IRC did not predict positivity of intragroup interactions, sense of

belonging at a diverse university, nor sense of belonging with their university classmates and peers become for European Americans.

IRC predicting outcomes when controlling for intergroup rejection concerns. For the third and final step of the hierarchical regression analysis, I predicted that when controlling for intergroup rejection concern factors, such as Race-based Rejection Sensitivity (Race RS; Mendoza-Denton et al., 2002), Intergroup Anxiety (Britt et al., 1996), and the experience of discrimination as measured by the Schedule of Racist Events (Landrine & Klonoff, 1996), IRC would predict a) increased Intragroup Anxiety, b) decreased positivity of racial/ethnic ingroup interactions, c) lower sense of belonging at a diverse university, and d) lower sense of belonging with their university classmates and peers, as well as controlling for the measures of psychological well-being and general rejection concerns entered in the previous step of these analyses. As with the previous analyses, for racial/ethnic minority groups, when controlling for Race RS, Intergroup Anxiety, and the experience of discrimination as measured by the Schedule of Racist Events, IRC predicted Intragroup Anxiety, but not positivity of current intragroup interactions, sense of belonging at their university, or sense of belonging with their university classmates and peers. For European Americans, IRC predicted Intragroup Anxiety, but not any of the other outcome variables.

Reflecting the previous steps in these analyses, racial/ethnic minority group IRC predicted Intragroup Anxiety, when controlling for intergroup rejection concerns, demonstrating that IRC predicts Intragroup Anxiety above and beyond psychological well-being, general rejection concerns, and intergroup rejection concerns. IRC also predicted Intragroup Anxiety for European Americans as well. The predictive utility of the IRC for this outcome variable for racial/ethnic minority group members, even when not controlling for the psychological well-

being, general rejection concerns, and intergroup rejection concerns suggests that intragroup rejection concerns may be greater for members of minority groups than members of majority groups.

As in the previous step of these analyses, for racial/ethnic minority groups, IRC did not predict sense of belonging at a diverse university and sense of belonging with their university classmates and peers, when controlling for intergroup rejection concerns as well. This further supports the idea that the sense of belonging outcomes may be linked to an individual's self-esteem and their sensitivity to general interpersonal rejection.

Again, reflecting the previous steps in these analyses, IRC did not predict positivity of intragroup interactions. Again, this may be due to self-presentation concerns. Also following the pattern of findings from the previous step, IRC did not predict positivity of intragroup interactions, sense of belonging at a diverse university, or sense of belonging with their university classmates and peers become for European Americans.

IRC interacting with minority status to predict outcomes. To further establish the relationship between IRC and race/ethnicity, I conducted analyses to examine the outcomes observed in the hierarchical regression analyses. I hypothesized that to the extent individuals are highly concerned about rejection from members of their ingroup, they should also report greater anxiety when interacting with ethnic ingroup members, less positive interactions with ethnic ingroup members, lower sense of belonging at a diverse university in which intragroup rejection concerns may be heightened due to exposure to ingroup members, and lower sense of connection to classmates and peers, as a function of race/ethnicity. The results supported the hypothesis that IRC and race/ethnicity predicted Intragroup Anxiety as a function of race, with a significant

interaction between IRC and race/ethnicity. IRC and race/ethnicity did not predict positivity of current intragroup interactions, sense of belonging at their university of attendance, or sense of connection to classmates and peers.

For both racial/ethnic minority and majority groups, higher levels of IRC predicted higher Intragroup Anxiety, reflecting the results of the hierarchical regression analyses. Intragroup Anxiety was higher for minority group members than majority group members with lower levels of IRC, while Intragroup Anxiety levels were similar for minority and majority group members with higher levels of IRC, resulting in an interaction. These results reflect the predictive utility of the IRC for Intragroup Anxiety. For individuals with lower IRC, these findings suggest that intragroup rejection concerns are still a greater concern for minority group members than majority group members. While these individuals may not be actively concerned about being rejected by ingroup members, it is possible that racial/ethnic minority students with lower IRC at a diverse university, such as the university where these data were collected, may experience intragroup anxiety due to the potential to interact with both ingroup and outgroup students. They may still be aware of the social sanctions that can be suffered by norm violating group members (Hornsey et al., 2003; Marques & Yzerbyt, 1988 Marques et al., 1988; Warner et al., 2007), which may lead to the disparity between minority and majority group members low in IRC.

For individuals with higher IRC, levels of Intragroup Anxiety were similar for both minority and majority groups, with the majority group trending slightly higher than the minority group. This suggests that intragroup anxiety is a concern for any individual with high intragroup rejection concerns regardless of their race or ethnicity. While European Americans do not have the same history of marginalization in the U.S. that racial/ethnic minority groups do, it is

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possible that some individuals may identify with a specific European nationality that has had a history of marginalization in the U.S. These individuals may hold the group membership valuable and may have concerns about being rejected by other members of the group.

As in the previous analyses, IRC did not predict positivity of current intragroup interactions, sense of belonging at a diverse university, or sense of belonging with their university classmates and peers, as a function of race/ethnicity. It is likely that the IRC does not have any predictive utility in forecasting these outcomes. It is also possible that intragroup rejection may not be associated with these types of outcomes.

Conclusion

The findings of the studies presented in this paper provide some insight about the concerns that individuals may have about being rejected by racial/ethnic ingroup members. Much of the existing literature in the area of intragroup rejection has focused on voluntary groups, where the social status of groups lacks importance. Since stigmatized groups are defined by characteristics that are seen as immutable, perceiving and dealing with intragroup rejection can be a serious concern for members of these groups, particularly for members of minority ethnic groups.

Significant differences in IRC between minority and majority racial/ethnic groups lend support to the research that suggests that rejection from highly essential groups is more damaging to psychological well-being than rejection from less essential groups (Bernstein et al., 2010). Since stigmatized groups are perceived to be more essential than non-stigmatized groups (Haslam et al., 2000), it makes sense that members of these groups are more concerned about intragroup rejection. Establishing that members of racial/ethnic minority groups, with a history

of discrimination and stigma, display higher levels of intragroup rejection concerns than members of racial/ ethnic majority groups suggests that there may be an interplay between both intergroup and intragroup rejection. The experience of intergroup rejection may make it important for members of stigmatized groups to rely on their group membership to protect them from negative outcomes and provide social support. Being marginalized within the group may make an individual more vulnerable to outgroup threat.

Vulnerability to outgroup threat may motivate members of racial/ethnic minority groups to engage in behavior to avoid rejection. Some individuals may choose to forego ingroup contact to avoid rejection. However, by doing so, these individuals are relinquishing the protective qualities associated with the group membership. For these individuals, avoiding ingroup interactions to avoid ingroup rejection may become a type of self-fulfilling prophecy where they give up the protection and support willingly in order to prevent it being taken away from them.

Conversely, some individuals with high intragroup rejection concerns may be motivated to engage in strategic behaviors in order to portray themselves as more prototypical group members to prevent rejection. Individuals with a peripheral group status attempt to behave in a manner that suggests that they have a more central group status to avoid rejection (Jetten, Hornsey et al., 2006). This may manifest itself in rather benign self-presentation displays, such as an individual claiming that they engage in a specific cultural practice more often than they actually do. However, it is possible that for members of stigmatized racial/ethnic groups, attempts to portray themselves as more central group members may have negative consequences. There is research that suggests that members of traditionally stigmatized ethnic groups who excel academically may do so at the risk of being ostracized by other ethnic ingroup members due to perceptions that their ethnic identity is at odds with academic achievement (Fordham & Ogbu,

1986). Fordham and Ogbu (1986) suggest that this may partially account for the academic achievement gap between ethnic minority and majority groups. It is possible that individuals with high intragroup rejection concerns may be motivated to avoid ingroup rejection by disidentifying with academic success, which can have short-term negative consequences, such as poor performance in academic settings, and long-term negative consequences, such as lower quality of life due to inadequate education.

While neither of the hypothesized antecedents, connection to ingroup and ingroup friendships growing up, predicted IRC levels, it is possible that there are other factors that may predict IRC. There may be more nuances beyond an individual's level of connection to and exposure to his/her ingroup. For instance, the quality of ingroup interactions may determine whether individuals develop intragroup rejection concerns. In this study, participants were asked to report the percentage of ingroup friendships they had growing up, which suggests positive ingroup interactions. It may be more useful to ask about the negative ingroup interactions individuals growing up since these types of situations may have more of an impact on intragroup rejection concerns than positive ones or lack of exposure to ingroup members.

Future examinations of the underlying mechanisms of the intragroup rejection concerns of ethnic minority group members should focus on the perceptions of ingroup and outgroup essentialism to establish if the perceived permeability of group membership impacts intragroup rejection concerns. It is possible that perceptions of essentialism may have a bigger influence on intragroup rejection concerns than ingroup identification. Further, it is possible that ingroup bias may have a stronger impact on intragroup rejection concerns than number of ingroup friendships. While participants reported their percentage of ingroup friends, no information was collected about their perceived closeness to their friends or ethnic ingroup. It is possible that the regard an

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individual has towards their group may matter more to intragroup rejection concerns than merely being exposed to ingroup members.

In terms of the predictive utility of the IRC, intragroup anxiety was the only construct that was significantly predicted by IRC when controlling for psychological well-being, interpersonal rejection, and intergroup rejection variables. As previously discussed, the higher levels of intragroup anxiety associated with higher levels of IRC may lead individuals to avoid intragroup interactions all together or engage in maladaptive behavior to avoid rejection. However, since this was a survey study, it is difficult to say for certain how intragroup anxiety may manifest itself behaviorally. In order to truly establish the predictive validity of the IRC measure, future research should examine the measure and its potential outcomes experimentally. Future research should experimentally examine if differences in intragroup rejection concerns lead to different outcomes in intragroup interactions, where the potential for rejection exists, and if different types of situations elicit different types of strategic behavior to avoid rejection.

While this research focused on psychological well-being and behavioral outcomes, it is possible that heightened intragroup rejection concerns may impact other domains as well. In the same manner that intragroup rejection concerns may negatively impact on an individual's emotional well-being, it is possible that heightened intragroup rejection concerns may also impair cognitive functioning. Drawing upon research that suggests that subtle forms of racial discrimination can disrupt cognitive resources (Johns, Inzlicht, & Schmader, 2008; Steele & Aronson, 1995), the activation of intragroup rejection concerns may also impact an individual's cognitive performance in a similar manner. Future research should focus on experimentally investigating if differences in IRC and intragroup interaction situations can impair cognitive functioning.

Taken together, it was established that members of racial/ethnic minority group members have higher intragroup rejection concerns than majority members and that higher intragroup rejection concerns predict higher levels of intragroup anxiety. The results of this study have extended the focus of the intragroup rejection literature to racial/ethnic minority groups, which may be useful in determining the effects of between-group threat on within-group social dynamics. This work may be a useful first step to integrate a discussion of the dynamic interplay between both intergroup and intragroup rejection for members of traditionally stigmatized groups, which has been lacking in the current literature.

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Appendix A

Intragroup Marginalization Concerns Scale (revised)

What is your racial/ethnic group? _____

The following questions ask you to think about how you may feel when interacting with other people from **your own racial/ethnic** group. Please read each statement carefully, and respond by using the following scale from 1 to 6**.**

	When you're interacting with members of <u>your own ethnic group</u>, how concerned are you that THEY MAY THINK THAT…:	**Not at all concerned**					**Very concerned**
1	You are not a typical member of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
2	You have too many friends outside of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
3	You do not spend enough time learning about your ethnic background.						
4	You think that belonging to your ethnic group has very little to do with how you feel about yourself.	**1**	**2**	**3**	**4**	**5**	**6**
5	You would prefer not be affiliated with your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
6	You do not have a strong sense of belonging to your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
7	You should act more like them.	**1**	**2**	**3**	**4**	**5**	**6**
8	You do not act like a typical member of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
9	You do not talk to other people about your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
10	Your features are too different from the typical member of the group for you to be a member of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
11	You are not really a member of your ethnic group because you	**1**	**2**	**3**	**4**	**5**	**6**
12	You do not have much to offer to your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
13	You are not happy to be a member of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
14	You are a 'sell-out' to your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
15	You do not know about music associated with your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
16	You are ashamed of your own ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
17	You act like you are not proud of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
18	You do not have a strong understanding of what it means to be a member of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
19	You do not associate enough with members of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**
20	You do not share the same values as other members of your ethnic group.	**1**	**2**	**3**	**4**	**5**	**6**

Appendix B

Multigroup Ethnic Identity Measure

**In this country, people come from many different countries and cultures, and there are many different words
to describe the different backgrounds or <u>ethnic groups</u> that people come from. Some examples of the names
of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino,
American Indian, Mexican American, Caucasian or White, Italian American, and many others. These
questions are about your ethnicity or your ethnic group and how you feel about it or react to it.**

Please fill in: In terms of ethnic group, I consider myself to be _____

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

		Strongly disagree	Disagree	Agree	Strongly Agree
1	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	1	2	3	4
2	I am active in organizations or social groups that include mostly members of my own ethnic group.	1	2	3	4
3	I have a clear sense of my ethnic background and what it means for me.	1	2	3	4
4	I think a lot about how my life will be affected by my ethnic group membership.	1	2	3	4
5	I am happy that I am a member of the group I belong to.	1	2	3	4
6	I have a strong sense of belonging to my own ethnic group.	1	2	3	4
7	I understand pretty well what my ethnic group membership means to me.	1	2	3	4
8	In order to learn more about my ethnic background, I have talked to other people about my ethnic group.	1	2	3	4
9	I have a lot of pride in my ethnic group.	1	2	3	4
10	I participate in cultural practices of my own group, such as special food, music, or customs.	1	2	3	4
11	I feel a strong attachment towards my own ethnic group.	1	2	3	4
12	I feel good about my cultural or ethnic background.	1	2	3	4

13- My ethnicity is (circle one):
       (1) Asian or Asian American, including Chinese, Japanese, and others
       (2) Black or African American
       (3) Hispanic or Latino, including Mexican American, Central American, and others
       (4) White, Caucasian, Anglo, European American; not Hispanic
       (5) American Indian/Native American
       (6) Mixed; Parents are from two different groups
       (7) Other (write in): _____

14- My father's ethnicity is (use numbers above): _____
15- My mother's ethnicity is (use numbers above): _____

Appendix C

Rosenberg Self-Esteem Scale

Rosenberg, M. (1965). *Society and The Adolescent Self-Image.* Princeton, N.J.: Princeton
University Press.

Below is a list of statements dealing with your general feelings about yourself. Please read each
statement carefully. For each of the items, circle a number that corresponds to how much you
agree or disagree with the statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	On the whole, I am satisfied with myself.	1	2	3	4
2.	At times, I think I am no good at all.	1	2	3	4
3.	I feel that I have a number of good qualities.	1	2	3	4
4.	I am able to do things as well as most other people.	1	2	3	4
5.	I feel I do not have much to be proud of.	1	2	3	4
6.	I certainly feel useless at times.	1	2	3	4
7.	I feel that I'm a person of worth, at least on an equal basis with others.	1	2	3	4
8.	I wish I could have more respect for myself.	1	2	3	4
9.	All in all, I am inclined to feel that I am a failure.	1	2	3	4
10.	I take a positive attitude toward myself.	1	2	3	4

Appendix D

Interpersonal Rejection Sensitivity Questionnaire

Downey, G, & Feldman, S. I. (1996). Implications of rejection sensitivity for intimate relationships. *Journal of Personality and Social Psychology*, *70*(6), 1327-43. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/8667172

Each of the items below describes things college students sometimes ask of other people. Please imagine that you are in each situation.

---

1. You ask your parents for help in deciding what programs to apply to.

1) How **concerned/anxious** would you be over whether or not your parents would want to help you?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect that they would want to help me.

very unlikely 1 2 3 4 very likely 5 6

---

2. You approach a close friend to talk after doing or saying something that seriously upset him/her.

1) How **concerned /anxious** would you be over whether or not your friend would want to talk with you?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect that he/she would want to talk with me to try to work things out.

very unlikely 1 2 3 4 very likely 5 6

---

3. After graduation, you can't find a job and ask your parents if you can live at home for a while.

1) How **concerned/anxious** would you be over whether or not your parents would want you to come home?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect I would be welcome at home.

very unlikely 1 2 3 4 very likely 5 6

---

4. You call your boyfriend/girlfriend after a bitter argument and tell him/her you want to see him/her.

1) How **concerned/anxious** would you be over whether or not your boyfriend/girlfriend would want to see you?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect that he/she would want to see me.

very unlikely 1 2 3 4 very likely 5 6

---

5. You ask your parents to come to an occasion important to you.

1) How **concerned/anxious** would you be over whether or not your parents would want to come?

very unconcerned 1 2 3 4 very concerned 5 6

2) would expect that my parents would want to come.

very unlikely 1 2 3 4 very likely 5 6

---

6. You ask a friend to do you a big favor.

1) How **concerned/anxious** would you be over whether or not your friend would do this favor?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect that he/she would willingly do this favor for me.

very unlikely 1 2 3 4 very likely 5 6

---

7. You ask your boyfriend/girlfriend if he/she really loves you.

1) How **concerned/anxious** would you be over whether or not your boyfriend/girlfriend would say yes?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect that he/she would answer yes sincerely.

very unlikely 1 2 3 4 very likely 5 6

---

8. You go to a party and notice someone on the other side of the room and then you ask them to dance.

1) How **concerned/anxious** would you be over whether or not the person would want to dance with you?

very unconcerned 1 2 3 4 very concerned 5 6

2) I would expect that he/she would want to dance with me.

very unlikely 1 2 3 4 very likely 5 6

Appendix E

Race-based Rejection Sensitivity Scale (Anxious Expectations)

Please imagine yourself in each situation and circle the number that best indicates how you would feel.

---

1. Imagine that you are in class one day, and the professor asks a particularly difficult question. A few people, including yourself, raise their hands to answer the question.

1) How **concerned/anxious** would you be that the professor might not choose you because of your race/ethnicity?

very unconcerned   very concerned
1   2   3   4   5   6

2) I would expect that the professor might not choose me because of my race/ethnicity.

very unlikely   very likely
1   2   3   4   5   6

---

2. Imagine that you are in a pharmacy, trying to pick out a few items. While you're looking at the different brands, you notice one of the store clerks glancing your way.

1) How **concerned /anxious** would you be that the clerk might be looking at you because of your race/ethnicity?

very unconcerned   very concerned
1   2   3   4   5   6

2) I would expect that the clerk might continue to look at me because of my race/ethnicity.

very unlikely   very likely
1   2   3   4   5   6

---

3. Imagine you have just finished shopping, and you are leaving the store carrying several bags. It's closing time, and several people are filing out of the store at once. Suddenly, the alarm begins to sound, and a security guard comes over to investigate.

1) How **concerned/anxious** would you be that the guard might stop you because of your race/ethnicity?

very unconcerned   very concerned
1   2   3   4   5   6

2) I would expect that the guard might stop me because of my race/ethnicity.

very unlikely   very likely
1   2   3   4   5   6

---

4. Imagine that you are in a restaurant, trying to get the attention of your waitress. A lot of other people are trying to get her attention as well.

1) How **concerned/anxious** would you be that she might not attend you right away because of your race/ethnicity?

very unconcerned   very concerned
1   2   3   4   5   6

2) I would expect that she might not attend to me right away because of my race/ethnicity.

very unlikely   very likely
1   2   3   4   5   6

---

5. Imagine you're driving down the street, and there is a police barricade just ahead. The police officers are randomly pulling people over to check drivers' licenses and registrations.

1) How **concerned/anxious** would you be that an officer might pull you over because of your race/ethnicity?

very unconcerned   very concerned
1   2   3   4   5   6

2) I would expect that the officers might stop me because of my race/ethnicity.

very unlikely   very likely
1   2   3   4   5   6

---

6. Imagine that you are standing in line for the ATM machine, and you notice the woman at the machine glances back while she's getting her money.

1) How **concerned/anxious** would you be that she might be suspicious of you because of your race/ethnicity?

very unconcerned   very concerned
1   2   3   4   5   6

2) I would expect that she might be suspicious of me because of my race/ethnicity.

very unlikely   very likely
1   2   3   4   5   6

Appendix F

Intergroup Anxiety Scale

Britt, T. W., Bonieci, K. A., Vescio, T. K., Biernat, M., & Brown, L. M. (1996). Intergroup
Anxiety: A Person x Situation Approach. *Personality and Social Psychology Bulletin*,
22(11), 1177-1188. doi:10.1177/01461672962211008

Please read each statement carefully, and respond by using the following scale from 1 to 7:

	Strongly Disagree						Strongly Agree
I would feel nervous if I had to sit alone in a room with a person from a racial/ethnic background different from mine and start a conversation.	1	2	3	4	5	6	7
I just do not know what to expect from people who are from racial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7
Although I do not consider myself a racist, I do not know how to present myself around people from racial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7
My lack of knowledge about other cultures prevents me from feeling completely comfortable around people from racial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7
I can interact with people from racial/ethnic backgrounds different from mine without experiencing much anxiety.	1	2	3	4	5	6	7
If I were at a party, I would have no problem with starting a conversation with a person from a racial/ethnic background different from mine.	1	2	3	4	5	6	7
It makes me uncomfortable to bring up the topic of racism around people fromracial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7
I experience little anxiety when I talk to people from racial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7
The cultural differences between people from racial/ethnic backgrounds different from mine make interactions between people from different racial/ethnic backgrounds awkward.	1	2	3	4	5	6	7
I would experience some anxiety if I were the only person from my racial/ethnic background in a room full of people from racial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7
I worry about coming across as a racist when I talk with people from racial/ethnic backgrounds different from mine.	1	2	3	4	5	6	7

Appendix G

Schedule of Racist Events

We are interested in your experiences with racism over your entire lifetime. As you answer the questions below, please think about your experiences over your ENTIRE LIFE. For each question, please circle the number that best captures the things that have happened to you.

	NEVER happened to me					ALMOST ALL of the time
How many times have you been treated unfairly by *teachers and professors* because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by your *employers, bosses, and supervisors* because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by your *coworkers, fellow students, and colleagues* because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by *people in service jobs* (store clerks, waiters, bartenders, bank tellers, and others) because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by *strangers* because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by *people in helping jobs* (doctors, nurses, psychiatrists, case workers, dentists, school counselors, therapists, social workers and others) because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by *neighbors* because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by *institutions* (schools, universities, law firms, the police, the courts, the Department of Social Services, the Unemployment Office and others) because of your race?	1	2	3	4	5	6
How many times have you been treated unfairly by *people that you thought were your friends* because of your race?	1	2	3	4	5	6
How many times have you been *accused or suspected of doing something wrong* (such as stealing, cheating, not doing your share of the work, or breaking the law) because of your race?	1	2	3	4	5	6
How many times have people *misunderstood your intentions and motives* because of your race?	1	2	3	4	5	6
How many times did you *want to tell someone off for being racist but didn't say anything*?	1	2	3	4	5	6
How many times have you been *really angry about something racist that was done to you*?	1	2	3	4	5	6
How many times were you *forced to take drastic steps* (such as filing a grievance, filing a lawsuit, quitting your job, moving away, and other actions) to deal with some racist thing that was done to you?	1	2	3	4	5	6
How many times have you been *called a racist name*?	1	2	3	4	5	6
How many times have you gotten into an argument or a fight about something racist that was done to you or done to somebody else?	1	2	3	4	5	6
How many times have you been made fun of, picked on, pushed, shoved, hit, or threatened with harm because of your race?	1	2	3	4	5	6

	Same as now					Totally different
How *different* would your life be now if you *HAD NOT BEEN* treated in a racist and unfair way over your ENTIRE LIFE?	1	2	3	4	5	6

Appendix H

Intragroup Anxiety Scale

What is your racial/ethnic group? _____

The following questions ask you to think about how you may feel when interacting with other people from **your own racial/ethnic** group.

	Strongly Disagree					Strongly Agree
Talking to other members of my ethnic group makes me nervous.	1	2	3	4	5	6
I just do not know what to expect from members of my ethnic group.	1	2	3	4	5	6
I am not sure how I should present myself around members of my ethnic group.	1	2	3	4	5	6
My lack of knowledge about my culture prevents me from feeling completely comfortable around members of my ethnic group.	1	2	3	4	5	6
I can interact with members of my ethnic group without experiencing much anxiety.	1	2	3	4	5	6
If I were at a party, I would have no problem with starting a conversation with a member of my ethnic group.	1	2	3	4	5	6
It makes me uncomfortable to bring up the topic culture/ethnicity around members of my ethnic group.	1	2	3	4	5	6
I experience little anxiety when I talk to members of my own ethnic group.	1	2	3	4	5	6
The differences between me and typical members of my ethnic group make me feel awkward when I have interactions with members of my ethnic group.	1	2	3	4	5	6
I would experience some anxiety if I were in a room full of only members of my ethnic group.	1	2	3	4	5	6
I worry about coming across as a 'sell-out' when I talk with members of my ethnic group.	1	2	3	4	5	6

Appendix I

Sense of Belonging

Circle the number that best describes your feelings toward Stony Brook University today.

a) thrilled to be here   OK   miserable

  1   2   3   4   5   6   7   8   9   10

b) definitely fit in   sort of fit in   do NOT fit in

  1   2   3   4   5   6   7   8   9   10

c) very welcome   sort of welcome   NOT welcome

  1   2   3   4   5   6   7   8   9   10

d) feel very comfortable   so-so   very uncomfortable

  1   2   3   4   5   6   7   8   9   10

Circle the number that best describes your feelings toward your CLASSMATES/PEERS today.

a) like them   sort of like them   do NOT like them

  1   2   3   4   5   6   7   8   9   10

b) feel comfortable with them   sort of comfortable with them   do NOT feel comfortable with them

  1   2   3   4   5   6   7   8   9   10

Appendix J

Interactions with Ingroup Members

Please carefully read each statement on the right side and respond by using the following scale from 1 to 5. Then carefully read each statement on the left side and respond by using the following scale from 1 to 5.

	Not At All				Very Often		Not At All				Very Positive
How often in the past two weeks have you interacted with someone who is **American Indian or Alaska Native**?	1	2	3	4	5	On average, how positive was that interaction?	1	2	3	4	5
How often in the past two weeks have you interacted with someone who is **East Asian**?	1	2	3	4	5	On average, how positive was that interaction?	1	2	3	4	5
How often in the past two weeks have you interacted with someone who is **African American or Caribbean-Black or African**?	1	2	3	4	5	On average, how positive was that interaction?	1	2	3	4	5
How often in the past two weeks have you interacted with someone who is **Hispanic or Latino or Chicano**?	1	2	3	4	5	On average, how positive was that interaction?	1	2	3	4	5
How often in the past two weeks have you interacted with someone who is **South East Asian**?	1	2	3	4	5	On average, how positive was that interaction?	1	2	3	4	5
How often in the past two weeks have you interacted with someone who is **White**?	1	2	3	4	5	On average, how positive was that interaction?	1	2	3	4	5

Table 1

Number of Intragroup Rejection Experience Responses by Category

Category	Number of responses
Non-prototypical appearance	28
Lack of cultural knowledge	55
Not in engaging in traditional customs/activities	41
Increased outgroup friendships/interactions	34
Lack of cultural/ethnic pride	27
Broad non-prototypicallity	76
Not applicable responses	55
Total number of responses	316

Table 2

Mean, Standard Error, and Standard Deviation of Intragroup Rejection Concerns (IRC) Measure Items

IRC Item	Mean	SE	SD	Range
You are not a typical member of your ethnic group.				
You have too many friends outside of your ethnic group.	2.19	0.05	1.41	5.00
You do not spend enough time learning about your ethnic background.	1.75	0.05	1.19	5.00
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	2.18	0.05	1.39	5.00
You would prefer not be affiliated with your ethnic group.	2.20	0.05	1.30	5.00
You do not have a strong sense of belonging to your ethnic group.	2.21	0.06	1.54	5.00
You should act more like them.	2.28	0.06	1.47	5.00
You do not act like a typical member of your ethnic group.	1.88	0.05	1.26	5.00
You do not talk to other people about your ethnic group.	2.00	0.05	1.31	6.00
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	1.98	0.05	1.33	5.00
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	1.77	0.04	1.16	5.00
You do not have much to offer to your ethnic group.	1.65	0.04	1.10	5.00
You are not happy to be a member of your ethnic group.	2.12	0.05	1.41	5.00
You are a 'sell-out' to your ethnic group.	2.11	0.06	1.53	5.00
You do not know about music associated with your ethnic group.	2.10	0.06	1.58	5.00
You are ashamed of your own ethnic group.	1.90	0.05	1.33	5.00
You act like you are not proud of your ethnic group.	2.27	0.07	1.77	5.00
You do not have a strong understanding of what it means to be a member of your ethnic group.	2.32	0.07	1.73	5.00
You do not associate enough with members of your ethnic group.	2.27	0.06	1.53	5.00
You do not share the same values as other members of your ethnic group.	1.99	0.05	1.36	5.00
You are not a typical member of your ethnic group.	2.01	0.05	1.32	5.00

$N = 711$

Table 3

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items

IRC Items	Factor 1	Factor 2	Factor 3	One Factor Solution
You are ashamed of your own ethnic group.	**0.90**	0.02	0.13	**0.73**
You act like you are not proud of your ethnic group.	**0.90**	0.11	0.12	**0.78**
You are not happy to be a member of your ethnic group.	**0.86**	0.17	0.16	**0.79**
You are a 'sell-out' to your ethnic group.	**0.81**	0.22	0.21	**0.80**
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.79**	0.30	0.24	**0.85**
You would prefer not be affiliated with your ethnic group.	**0.70**	0.37	-0.02	**0.72**
You do not have much to offer to your ethnic group.	**0.66**	0.30	0.28	**0.76**
You do not have a strong sense of belonging to your ethnic group.	**0.63**	0.50	0.21	**0.82**
You do not associate enough with members of your ethnic group.	**0.56**	0.54	0.20	**0.79**
You do not share the same values as other members of your ethnic group.	**0.53**	0.41	0.33	**0.74**
You do not talk to other people about your ethnic group.	**0.53**	0.35	0.40	**0.73**
You do not know about music associated with your ethnic group.	**0.52**	0.33	0.39	**0.71**
You have too many friends outside of your ethnic group.	-0.03	**0.79**	0.11	**0.45**
You do not act like a typical member of your ethnic group.	0.22	**0.76**	0.23	**0.67**
You are not a typical member of your ethnic group.	0.18	**0.75**	0.17	**0.61**
You should act more like them.	0.27	**0.74**	0.19	**0.68**
You do not spend enough time learning about your ethnic background.	0.36	**0.62**	0.15	**0.67**
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	0.39	**0.57**	0.19	**0.67**
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	0.16	0.32	**0.81**	**0.59**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	0.24	0.19	**0.85**	**0.59**
Eigenvalue	10.2	2.1	1.1	
Percentage of variance explained	51%	10.5%	5%	
Cronbach's alpha	0.95	0.86	0.81	

N = 711, Cronbach's alpha for entire measure: 0.95

Table 4

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items for East Asian Participants

IRC Items			
You are ashamed of your own ethnic group.	**0.86**	-0.13	0.25
You act like you are not proud of your ethnic group.	**0.86**	0.02	0.27
You are not happy to be a member of your ethnic group.	**0.85**	0.08	0.24
You are a 'sell-out' to your ethnic group.	**0.86**	0.14	0.24
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.79**	0.16	0.32
You would prefer not be affiliated with your ethnic group.	**0.68**	0.37	0.09
You do not have much to offer to your ethnic group.	**0.53**	0.37	0.37
You do not have a strong sense of belonging to your ethnic group.	0.47	**0.51**	0.43
You do not associate enough with members of your ethnic group.	**0.65**	0.39	0.19
You do not share the same values as other members of your ethnic group.	**0.51**	0.12	0.53
You do not talk to other people about your ethnic group.	0.29	0.23	**0.67**
You do not know about music associated with your ethnic group.	0.19	0.19	**0.71**
You have too many friends outside of your ethnic group.	-0.05	**0.78**	0.06
You do not act like a typical member of your ethnic group.	0.10	**0.77**	0.31
You are not a typical member of your ethnic group.	0.03	**0.76**	0.13
You should act more like them.	0.32	**0.69**	0.18
You do not spend enough time learning about your ethnic background.	.27	**.46**	.40
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	.26	.39	**.47**
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	0.21	0.34	**0.62**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	0.21	0.03	**0.73**

Eigenvalue	9.0	2.5	1.2
Percentage of variance explained	45%	12%	6%
Cronbach's alpha	0.93	0.83	0.77

N = 159, Cronbach's alpha for entire measure: 0.94

Table 5

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items for African American Participants

IRC Items			
You are ashamed of your own ethnic group.	**0.88**	0.04	0.14
You act like you are not proud of your ethnic group.	**0.90**	0.15	0.11
You are not happy to be a member of your ethnic group.	**0.86**	0.09	0.27
You are a 'sell-out' to your ethnic group.	**0.85**	0.17	0.21
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.78**	0.25	0.38
You would prefer not be affiliated with your ethnic group.	**0.72**	0.32	0.10
You do not have much to offer to your ethnic group.	**0.66**	0.18	0.46
You do not have a strong sense of belonging to your ethnic group.	**0.65**	0.53	0.15
You do not associate enough with members of your ethnic group.	**0.48**	0.45	0.43
You do not share the same values as other members of your ethnic group.	0.43	0.32	**0.54**
You do not talk to other people about your ethnic group.	**0.48**	0.32	0.44
You do not know about music associated with your ethnic group.	0.50	0.26	**0.56**
You have too many friends outside of your ethnic group.	-0.01	**0.79**	0.09
You do not act like a typical member of your ethnic group.	0.05	**0.77**	0.30
You are not a typical member of your ethnic group.	0.30	**0.71**	0.09
You should act more like them.	0.18	**0.73**	0.37
You do not spend enough time learning about your ethnic background.	0.39	**0.49**	0.28
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	0.38	**0.57**	0.28
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	0.13	0.26	**0.84**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	0.20	0.21	**0.85**
You do not know about music associated with your ethnic group.	0.50	0.26	**0.56**
You do not share the same values as other members of your ethnic group.	0.43	0.32	**0.54**
Eigenvalue	10.2	2.2	1.2
Percentage of variance explained	51%	11.2%	6%
Cronbach's alpha	0.95	0.84	0.82

N = 170, Cronbach's alpha for entire measure: 0.95

Table 6

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items for Latino Participants

IRC Items			
You are ashamed of your own ethnic group.	**0.92**	-0.07	0.06
You act like you are not proud of your ethnic group.	**0.91**	-0.07	0.05
You are not happy to be a member of your ethnic group.	**0.84**	0.13	0.03
You are a 'sell-out' to your ethnic group.	**0.68**	0.24	0.27
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.70**	0.33	0.26
You would prefer not be affiliated with your ethnic group.	**0.68**	0.26	-0.17
You do not have much to offer to your ethnic group.	**0.76**	0.18	0.02
You do not have a strong sense of belonging to your ethnic group.	**0.68**	0.38	0.19
You do not associate enough with members of your ethnic group.	0.47	**0.64**	0.20
You do not share the same values as other members of your ethnic group.	0.40	**0.50**	0.36
You do not talk to other people about your ethnic group.	**0.61**	0.28	0.32
You do not know about music associated with your ethnic group.	**0.67**	0.33	0.21
You have too many friends outside of your ethnic group.	-0.11	**0.73**	0.17
You do not act like a typical member of your ethnic group.	0.21	**0.72**	0.13
You are not a typical member of your ethnic group.	0.12	**0.69**	0.28
You should act more like them.	0.13	**0.76**	0.06
You do not spend enough time learning about your ethnic background.	0.19	**0.73**	-0.01
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	0.39	**0.58**	0.10
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	0.05	0.25	**0.83**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	0.18	0.15	**0.88**
Eigenvalue	8.7	2.8	1.4
Percentage of variance explained	43%	14%	7%
Cronbach's alpha	0.93	0.86	0.80

N = 154, Cronbach's alpha for entire measure: 0.93

Table 7

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items for South East Asian Participants

IRC Items			
You are ashamed of your own ethnic group.	**0.90**	0.08	0.26
You act like you are not proud of your ethnic group.	**0.89**	0.14	0.27
You are not happy to be a member of your ethnic group.	**0.80**	0.19	0.36
You are a 'sell-out' to your ethnic group.	**0.65**	0.25	0.53
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.80**	0.36	0.34
You would prefer not be affiliated with your ethnic group.	**0.59**	0.47	0.04
You do not have much to offer to your ethnic group.	0.35	0.40	**0.57**
You do not have a strong sense of belonging to your ethnic group.	**0.61**	0.52	0.32
You do not associate enough with members of your ethnic group.	**0.61**	0.58	0.11
You do not share the same values as other members of your ethnic group.	**0.57**	0.53	0.19
You do not talk to other people about your ethnic group.	0.39	0.40	**0.54**
You do not know about music associated with your ethnic group.	0.33	0.16	**0.68**
You have too many friends outside of your ethnic group.	0.09	**0.88**	0.06
You do not act like a typical member of your ethnic group.	0.37	**0.69**	0.38
You are not a typical member of your ethnic group.	0.21	**0.78**	0.36
You should act more like them.	0.30	**0.68**	0.36
You do not spend enough time learning about your ethnic background.	0.42	**0.60**	0.37
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	0.09	**0.63**	0.46
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	0.17	0.34	**0.72**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	0.20	0.12	**0.77**
Eigenvalue	11.3	1.8	1.2
Percentage of variance explained	57%	9%	6%
Cronbach's alpha	0.94	0.90	0.84

N = 80, Cronbach's alpha for entire measure: 0.96

Table 8

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items for European American Participants

IRC Items				
You are ashamed of your own ethnic group.	**0.72**	0.42	-0.06	0.13
You act like you are not proud of your ethnic group.	**0.78**	0.40	0.10	0.16
You are not happy to be a member of your ethnic group.	**0.58**	0.52	0.31	0.18
You are a 'sell-out' to your ethnic group.	**0.62**	0.35	0.23	0.18
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.81**	0.21	-0.02	0.18
You would prefer not be affiliated with your ethnic group.	**0.52**	0.40	0.45	0.16
You do not have much to offer to your ethnic group.	0.44	0.39	0.00	**0.48**
You do not have a strong sense of belonging to your ethnic group.	0.46	**0.65**	0.19	0.18
You do not associate enough with members of your ethnic group.	0.21	**0.85**	0.25	-0.05
You do not share the same values as other members of your ethnic group.	0.44	**0.67**	0.15	0.23
You do not talk to other people about your ethnic group.	**0.67**	0.26	0.15	0.15
You do not know about music associated with your ethnic group.	0.26	**0.75**	0.14	0.15
You have too many friends outside of your ethnic group.	-0.05	0.21	**0.76**	0.25
You do not act like a typical member of your ethnic group.	0.45	**0.58**	0.32	0.32
You are not a typical member of your ethnic group.	0.09	0.33	**0.68**	0.32
You should act more like them.	0.16	0.56	**0.60**	0.11
You do not spend enough time learning about your ethnic background.	0.46	0.01	**0.65**	0.05
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	**0.68**	0.01	0.41	-0.06
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	0.14	0.11	0.22	**0.84**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	0.15	0.08	0.23	**0.82**
Eigenvalue	9.7	1.8	1.3	1.1
Percentage of variance explained	49%	9%	6%	5%
Cronbach's alpha	0.92	0.90	0.80	0.76

N = 148, Cronbach's alpha for entire measure: 0.94

Table 9

Factor Loadings of Intragroup Rejection Concerns (IRC) Measure Items

IRC Items	East Asian	African American or Caribbean-Black	Hispanic, Latino, or Chicano	Southeast Asian	European American
You are ashamed of your own ethnic group.	**0.69**	**0.72**	**0.70**	**0.76**	**0.72**
You act like you are not proud of your ethnic group.	**0.77**	**0.78**	**0.69**	**0.79**	**0.82**
You are not happy to be a member of your ethnic group.	**0.78**	**0.80**	**0.73**	**0.80**	**0.85**
You are a 'sell-out' to your ethnic group.	**0.81**	**0.80**	**0.74**	**0.82**	**0.75**
You do not have a strong understanding of what it means to be a member of your ethnic group.	**0.81**	**0.87**	**0.81**	**0.90**	**0.69**
You would prefer not be affiliated with your ethnic group.	**0.70**	**0.73**	**0.63**	**0.67**	**0.79**
You do not have much to offer to your ethnic group.	**0.74**	**0.79**	**0.70**	**0.75**	**0.66**
You do not have a strong sense of belonging to your ethnic group.	**0.79**	**0.81**	**0.80**	**0.85**	**0.80**
You do not associate enough with members of your ethnic group.	**0.74**	**0.78**	**0.78**	**0.78**	**0.71**
You do not share the same values as other members of your ethnic group.	**0.70**	**0.73**	**0.69**	**0.77**	**0.80**
You do not talk to other people about your ethnic group.	**0.67**	**0.71**	**0.73**	**0.75**	**0.68**
You do not know about music associated with your ethnic group.	**0.60**	**0.76**	**0.77**	**0.64**	**0.71**
You have too many friends outside of your ethnic group.	0.35	**0.43**	0.37	**0.60**	**0.46**
You do not act like a typical member of your ethnic group.	**0.59**	**0.57**	**0.60**	**0.82**	**0.85**
You are not a typical member of your ethnic group.	**0.44**	**0.62**	**0.56**	**0.77**	**0.62**
You should act more like them.	**0.64**	**0.67**	**0.54**	**0.77**	**0.70**
You do not spend enough time learning about your ethnic background.	**0.61**	**0.66**	**0.55**	**0.80**	**0.57**
You think that belonging to your ethnic group has very little to do with how you feel about yourself.	**0.61**	**0.69**	**0.66**	**0.66**	**0.59**
Your features are too different from the typical member of the group for you to be a member of your ethnic group.	**0.63**	**0.63**	**0.42**	**0.66**	**0.50**
You are not really a member of your ethnic group because you do not look like a member of your ethnic group.	**0.55**	**0.66**	**0.48**	**0.58**	**0.49**
Eigenvalue	9.0	10.2	8.7	11.3	9.8
Percentage of variance explained	45%	51%	43%	57%	49%

Table 10

Variable Mean Comparisons by Ethnic Group

| | Ethnic Group | | | | | | |
	East Asian	African American or Caribbean-Black	Hispanic, Latino or Chicano	South East Asian	European American	*F*	*p*
Intragroup Rejection Concerns	2.39$_a$ (.097)	2.10$_a$ (1.06)	2.11$_a$ (0.88)	2.36$_a$ (1.12)	1.39$_b$ (0.63)	25.33	.001
Self-Esteem	19.54$_a$ (4.55)	22.94$_{bc}$ (4.72)	21.69$_c$ (5.33)	20.39$_{ac}$ (4.79)	22.02$_c$ (4.93)	11.56	.001
Personal Rejection Sensitivity	8.37$_a$ (3.85)	7.25$_b$ (3.33)	7.30$_b$ (3.67)	8.27$_b$ (3.86)	7.21$_b$ (4.43)	3.14	.014
Multigroup Ethnic Identity Measure	2.92$_a$ (0.45)	3.16$_b$ (0.57)	2.99$_{ab}$ (0.60)	2.88$_{ac}$ (0.62)	2.69$_c$ (0.59)	13.92	.001
High School Ingroup Friendship Percentages	58.49$_a$ (31.66)	58.08$_a$ (28.60)	32.10$_b$ (26.17)	43.71$_c$ (28.42)	73.00$_d$ (26.41)	43.48	.001
Race-based Rejection Sensitivity	6.47$_a$ (5.07)	12.93$_b$ (8.07)	8.08$_a$ (6.78)	6.73$_a$ (5.80)	2.09$_c$ (2.08)	64.82	.001
Intergroup Anxiety	4.73$_a$ (1.73)	4.21$_b$ (1.52)	3.65$_c$ (1.58)	3.77$_{bc}$ (1.62)	3.89$_{bc}$ (1.60)	10.57	.001
Schedule of Racist Events	38.22$_a$ (14.26)	41.36$_a$ (14.97)	38.47$_a$ (15.25)	37.99$_a$ (15.27)	29.28$_b$ (10.20)	14.01	.001

Note. Standard deviations appear in parentheses below means. Means with differing subscripts within rows are significantly different at the p < .05 based on Games-Howell post hoc paired comparisons.

Table 11

Bivariate Correlation for Entire Sample

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Intragroup Rejection Concerns	-													
2. Trait Self-Esteem	-0.22**	-												
3. Personal Rejection Sensitivity	0.25**	-0.41**	-											
4. Race Based Rejection Sensitivity	0.25**	-0.03	0.13**	-										
5. Schedule of Racist Events	0.21**	-0.13**	0.17**	0.54**	-									
6. Ethnic Identity	0.07	0.18**	-0.11**	0.22**	0.17**	-								
7. Intergroup Anxiety	0.17**	-0.26**	0.22**	0.22**	0.22**	0.10*	-							
8. Intragroup Anxiety	0.40**	-0.32**	0.26**	0.13**	0.16**	-0.33**	0.16**	-						
9. Past Experience with Intragroup Members	-0.11**	0.03	-0.02	-0.03	-0.08*	0.10**	0.29**	-0.28**	-					
10. Positivity of Current Intragroup Interactions	-0.02	0.13**	-0.13**	0.04	-0.10*	0.16**	-0.03	-0.18**	0.12**	-				
11. Sense of Belonging at University	0.09*	-0.38**	0.21**	0.09*	0.16**	-0.20**	0.21**	0.28**	-0.02	-0.16**	-			
12. Connection to Peers/Classmates	0.05	-0.35**	0.18**	0.01	0.06	-0.21**	0.16**	0.18**	0.01	-0.13**	0.79**	-		
13. Connection to Univ Professors	0.03	-0.27**	0.16**	0.05	0.08*	-0.17**	0.20**	0.21**	0.03	-0.15**	0.72**	0.52**	-	
14. Connection to Univ Staff	0.12**	-0.27**	0.16**	0.12**	0.14**	-0.06	0.12**	0.23**	-0.06	-0.09*	0.65**	0.30**	0.30**	-
* $p < .05$. ** $p < .01$.														

Table 12

Bivariate Correlation for Ethnic Minority Participants

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Intragroup Rejection Concerns	-													
2. Trait Self-Esteem	-0.23**	-												
3. Personal Rejection Sensitivity	0.28**	-0.39**	-											
4. Race Based Rejection Sensitivity	0.12**	0.00	0.13**	-										
5. Schedule of Racist Events	0.11*	-0.12**	0.13**	0.50**	-									
6. Ethnic Identity	-0.03	0.22**	-0.12**	0.15**	0.10*	-								
7. Intergroup Anxiety	0.16**	-0.26**	0.24**	0.23**	0.25**	0.11*	-							
8. Intragroup Anxiety	0.33**	-0.32**	0.24**	0.01	0.07	-0.47**	0.16**	-						
9. Past Experience with Intragroup Members	0.03	0.00	0.04	0.13**	0.03	0.24**	0.37**	-0.20**	-					
10. Positivity of Current Intragroup Interactions	-0.02	0.11*	-0.12**	0.06	-.095*	0.16**	-0.01	-0.18**	0.17**	-				
11. Sense of Belonging at University	0.12**	-0.40**	0.23**	0.11*	0.18**	-0.18**	0.23**	0.31**	-0.01	-0.15**	-			
12. Connection to Peers/Classmates	.085*	-0.38**	0.22**	0.03	0.10*	-0.17**	0.21**	0.22**	-0.03	-0.12**	0.80**	-		
13. Connection to Univ Professors	0.08	-0.28**	0.17**	0.08	0.12**	-0.13**	0.21**	0.26**	0.00	-0.13**	0.73**	0.53**	-	
14. Connection to Univ Staff	0.10*	-0.28**	0.17**	0.10*	0.11*	-0.09*	0.13**	0.21**	-0.05	-0.09*	0.65**	0.30**	0.31**	-
* $p < .05.$ ** $p < .01.$														

Table 13

Bivariate Correlation for European American Participants

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Intragroup Rejection Concerns	-													
2. Trait Self-Esteem	-0.08	-												
3. Personal Rejection Sensitivity	0.12	-0.48**	-											
4. Race Based Rejection Sensitivity	0.35**	-0.08	0.09	-										
5. Schedule of Racist Events	0.33**	-0.09	0.29**	0.50**	-									
6. Ethnic Identity	0.13	0.12	-0.10	0.20*	0.24**	-								
7. Intergroup Anxiety	0.15	-0.23**	0.17*	0.13	0.02	0.02	-							
8. Intragroup Anxiety	0.47**	-0.27**	0.36**	0.26**	0.29**	-0.17	0.14	-						
9. Past Experience with Intragroup Members	-0.20*	0.06	-0.17*	-0.19*	-0.19*	-0.07	0.14	-0.27**	-					
10. Positivity of Current Intragroup Interactions	0.06	0.25**	-0.16	-0.02	-0.02	0.25**	-0.07	-0.15	-0.19*	-				
11. Sense of Belonging at University	-0.01	-0.31**	0.16	0.12	0.11	-0.30**	0.12	0.22**	-0.05	-0.17*	-			
12. Connection to Peers/Classmates	-0.04	-0.27**	0.08	0.04	-0.06	-0.34**	0.02	0.12	0.08	-0.17*	0.79**	-		
13. Connection to Univ Professors	-0.09	-0.25**	0.15	0.02	-0.02	-0.30**	0.21*	0.10	0.07	-0.24**	0.70**	0.51**	-	
14. Connection to Univ Staff	-0.04	-0.24**	0.13	0.12	0.12	-0.10	0.08	0.18*	0.07	-0.10	0.64**	0.33**	0.29**	-

$* p < .05. ** p < .01.$

Table 14

Unstandardized Hierarchical Regression Coefficients and Zero-Order Correlation Coefficients for Ethnic Minority Participants (N =497)

Step	Intragroup Anxiety		Quality of Intragroup Interactions		Belonging at Univ		Peer Connection			
	b	*r*	*b*	*r*	*b*	*r*	*b*	*r*	*M*	*(SD)*
Step 1 (dfs = 1, 496)										
IRC	0.45***		-0.03		0.15*		0.14			
Step 2 (dfs = 3, 494)										
IRC	0.35***		0.01		-0.03		-0.14			
Trait Self-Esteem	-0.07***		0.02**		-0.10***		-0.10***			
Personal RS	0.02		-0.02		0.03		0.04			
Step 3 (dfs = 6, 491)										
IRC	0.34***	0.35***	0.01	-0.03	-0.03	0.12**	-0.04	0.07*	2.22	(1.01)
Trait Self-Esteem	-0.07***	-0.36***	0.01	0.15***	-0.10***	-0.42***	-0.09***	-0.28***	21.35	(5.01)
Personal RS	0.02	0.24***	-0.02	-0.12**	0.02	0.25***	0.03	0.18***	7.85	(3.74)
Race RS Anxious	-0.01	0.30	0.02**	0.04	0.01	0.13**	0.01	0.10*	8.84	(7.16)
Intergroup Anxiety	0.31	0.18***	0.01	-0.02	0.07*	0.23***	0.13**	0.20***	4.15	(1.68)
Experience of Racism	0.00	0.07*	-0.01**	-0.09*	0.01	0.18***	0.00	0.12**	39.2	(14.87)
M (SD)	3.83 (1.33)		4.52 (0.86)		4.04 (1.34)		3.73 (1.89)			

*p < .05. **p < .01. ***p < .001

Table 15

Unstandardized Hierarchical Regression Coefficients and Zero-Order Correlation Coefficients for European American Participants (N = 120)

Step	Intragroup Anxiety		Quality of Intragroup Interactions		Belonging at Univ		Peer Connection			
	b	*r*	*b*	*r*	*b*	*r*	*b*	*r*	*M*	*(SD)*
Step 1 (dfs = 1, 119)										
IRC	0.71***		0.16		-0.01		-0.38			
Step 2 (dfs = 3, 117)										
IRC	0.60***		0.18		-0.06		-0.46			
Trait Self-Esteem	-0.04*		0.04**		-0.10**		-0.09*			
Personal RS	0.09 ***		-0.06		0.00		0.03			
Step 3 (dfs = 6, 114)										
IRC	0.58***	0.42***	0.14	0.14	-0.13	-0.00	-0.48	0.07*	1.38	(0.64)
Trait Self-Esteem	-0.04*	-0.38***	0.04**	0.28**	-0.10**	-0.31***	-0.09	-0.28***	21.88	(4.89)
Personal RS	0.08***	0.50***	-0.01	-0.14	-0.01	0.14	0.03	0.18***	7.33	(4.35)
Race RS Anxious	-0.02	0.16*	0.02	0.10	0.01	0.08	-0.03	0.10*	2.04	(1.98)
Intergroup Anxiety	0.03	0.17*	0.01	0.00	0.06	0.10	0.22	0.20***	4.02	(1.62)
Experience of Racism	0.01	0.26**	0.01	-0.10	0.01	0.10	-0.01	0.12**	29.3	(9.86)
M (SD)	2.97 (1.08)		4.63 (0.70)		4.05 (1.41)		3.90 (2.17)			

*p < .05. **p < .01. ***p < .001

Figure 1. Mean levels of Intragroup Rejection Concerns by racial/ethnic group.
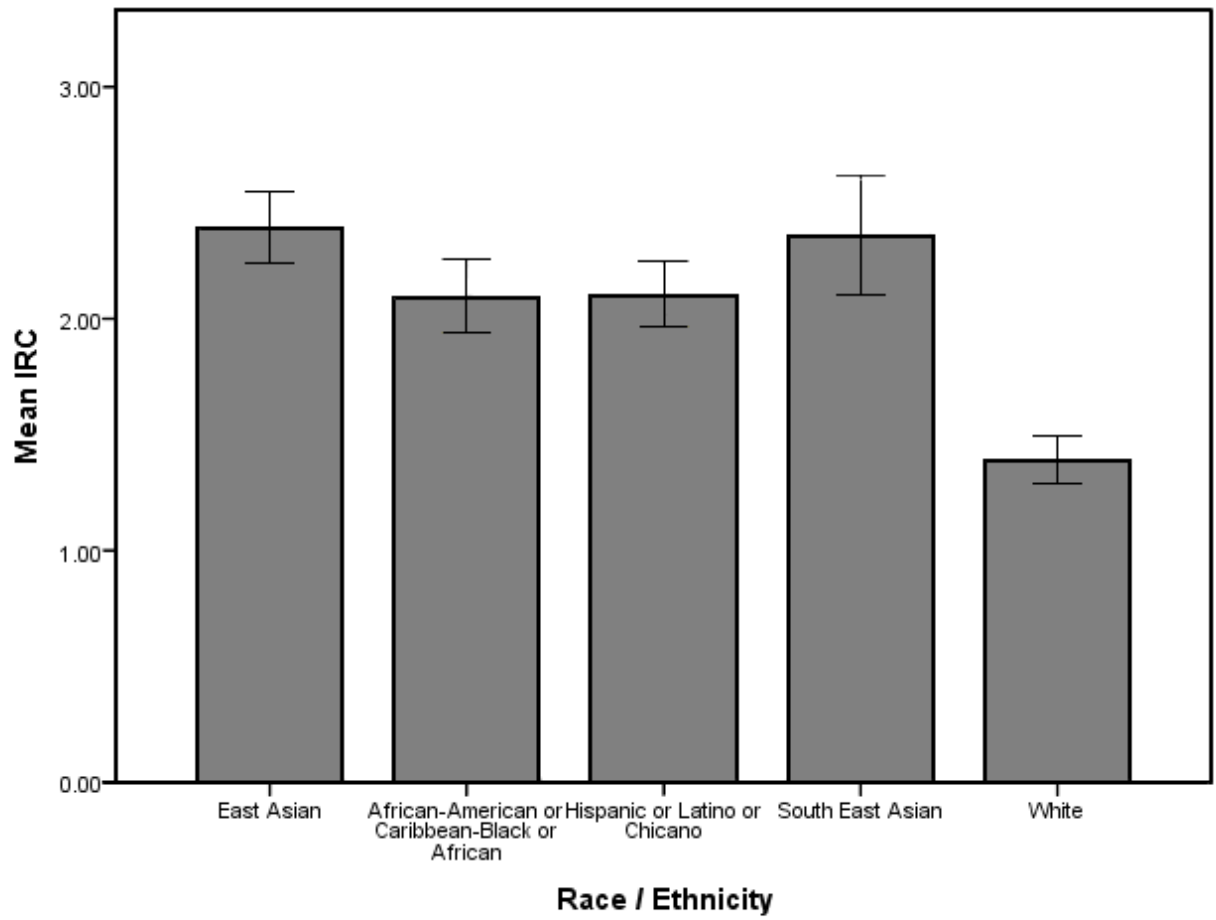
Figure 2. Interaction plot for ethnicity and reported percentage of intragroup friendships growing up on Intragroup Rejection Concerns.
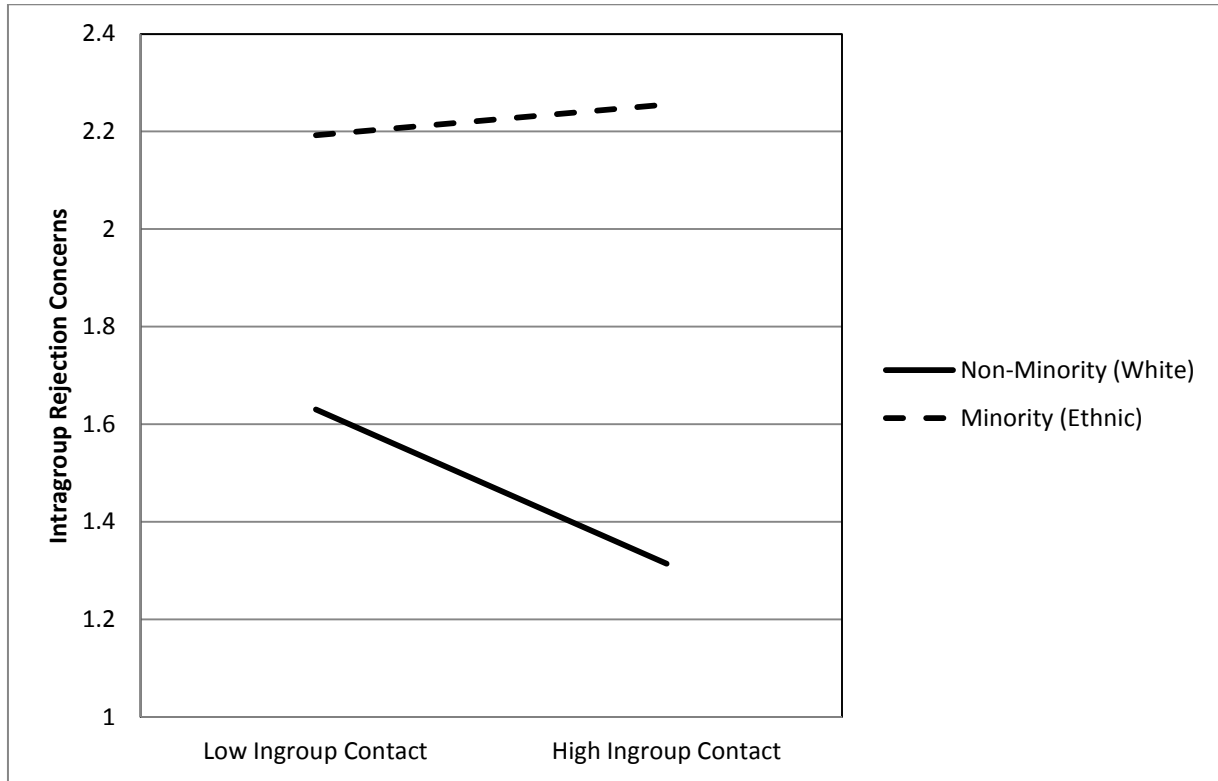
Figure 3. Interaction plot for ethnicity and Intragroup Rejection Concerns on reported Intragroup Anxiety.