<div align="center">**Project and Learning Plan**</div>

Intellectual merit

   From the civil rights movement to the fight for marriage equality, history offers many examples of members of disadvantaged groups working together to protest injustice and achieve social change. As a social psychologist, my research examines what motivates people to engage in protest, focusing on the role of their psychological attachment to various groups. People are more likely to protest when they strongly identify with an aggrieved group, a contention that is supported by extensive research in my field.

   Protest is more likely to lead to social change, however, when members of advantaged groups on the sidelines take up the cause. White Americans played an important role in the civil rights movement, for example, just as straight allies participate in the movement for marriage equality today. Surprisingly little psychological research has examined advantaged group members' responses to protest. The objective of the proposed MUSE project is to fill in this gap in the literature by examining how protestors' identities influence advantaged observers' support for – or opposition to – their cause. This project will help clarify when protest will lead to social change, on the one hand, or backlash, on the other.

   Protest plays an especially important role in immigrants' political behavior, because many immigrants are not citizens and thus have limited access to electoral politics, such as voting. Over the last few years, my colleagues and I have studied the antecedents of protest among Latino immigrants in the United States. We have found that they are more likely to protest U.S. immigration policy if they feel a strong connection to their ethnic group *and* to the broader national community in the United States (Wiley, Deaux, & Hagelskamp, 2012; Wiley Figueroa, & Lauricella, 2014; Wiley, Lawrence, Figueroa, & Percontino, 2013).

   While strong ethnic identities motivate immigrants to participate in protest, expressing these identities may also alienate White Americans from their cause. Social psychological research on attitudes towards immigrants suggests that White Americans dislike immigrants who publicly display their ethnic identity because they perceive such displays as a threat to "American" culture. Some go so far as to support policies that restrict immigrants' rights. Our goal for this project, then, is to determine whether, ironically, the same ethnic identities that mobilize immigrants to protest also prompt backlash from White Americans who perceive them as a cultural threat. By understanding the roots of this backlash, we hope to discover effective strategies to reduce it and, ultimately, to promote solidarity and social change. Not only does this specific project have the potential to lead to a high-impact publication, it also has the potential to open a new line of inquiry for my discipline.

   I will conduct this research with my student collaborator, Nina Ventresco. We will recruit research participants from Amazon's Mechanical Turk, an online crowd-sourcing marketplace. Mechanical Turk is a valid and reliable method of data collection that allows for the recruitment of a large number of research participants in a very short amount of time. I have used it before in published research. White American participants will click on a link to our study, which will (randomly) direct them to read one of three articles from the *New York Times* about a protest by Mexican Americans in support of immigration reform. The articles are identical in every way, except for a photograph of the protesters at the top. We have edited the photograph so that the protestors hold U.S. flags in one condition, Mexican flags in another, and no flags in a control condition. After reading the article, participants will be asked to complete psychologically-validated scales assessing their perception of cultural threat from the protestors, their feelings of support or opposition for them, and their willingness to protest with or against

them. Finally, participants will be asked to complete relevant demographic and personality scales. It is our expectation that, compared to the other two conditions, participants who read the article in which the protestors hold Mexican flags will find the protestors more threatening, express more opposition to them, and be more willing to counter-protest against them.

Role of Student and Mentor

Nina is well-qualified for collaborative social psychological research, having participated in my research lab for two semesters and published a peer-reviewed research article with Dr. Crawford and me. This project will expose her to two new literatures, on the social psychology of protest and the social psychology of prejudice towards immigrants. We developed this project together last semester. She is excited to build on her existing research skills, gaining experience writing collaboratively for academic outlets and analyzing data using advanced multivariate statistical techniques (e.g., moderated mediation). Throughout the summer, we will meet face-to-face at least three times a week to discuss data collection, data analysis, and manuscript preparation. Given Nina's plans apply to PhD programs in psychology in the fall, we will also discuss graduate applications.

Our timeline is as follows:

- **Week 1**: We will collect the data online. Nina will organize the data file using SPSS software.
- **Weeks 2 and 3**: Nina will independently conduct basic data analyses with which she is already familiar. I will teach her the more sophisticated data analytic techniques during week 2, with the assumption that she will be able to conduct these analyses independently during week 3.
- **Week 4**: Assuming that our hypotheses are supported, we will begin drafting the manuscript. Nina will independently draft the Method section of the paper and the tables and figure while I draft the Results.
- **Week 5**: My writing mentorship model involves revising existing drafts with students present because I find that it helps them better understand the mechanics of scientific writing. We will therefore incorporate our Method and Results drafts through several writing meetings, and together draft an outline for the Introduction section.
- **Week 6**: Nina and I will each be assigned different sections of the Introduction to draft separately.
- **Week 7**: We will revise the Introduction together, outline the Discussion section together, and independently draft sections of the Discussion.
- **Week 8**: We will revise the Discussion together, review the entire paper together, and submit the paper for peer review to *the British Journal of Social Psychology*.

Broader Impacts

Nina intends to apply to PhD programs in psychology in the fall. The experience of conducting, drafting, and submitting an empirical research article for publication will strengthen her application and give her a strong foundation entering graduate school. Publishing in a high-impact outlet such as the *British Journal of Social Psychology* will increase my visibility in my field and open a new line of research that I can explore with other student collaborators in my lab.