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Discrimination is not just Black and White in Romantic Relationships: A Consideration of Perspective Taking and Self-Expansion

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Abstract

Like all relationships, interracial relationships can satisfy our human need for interpersonal
bonds, but have additional challenges that same-race relationships do not face (e.g.,
discrimination). Interracial couples are more likely to break-up compared to same-race couples
(Zhang & Van Hook, 2009). However, many interracial couples prevail in the face of adversity.
To understand why some interracial relationships prevail despite their challenges, I will examine
processes that might buffer against the negativity of discrimination to lead to better relationship
quality post discrimination. Specifically, I predict that White individuals who are able to take
their partner's perspective when experiencing discrimination will experience greater self-
expansion and less self-adulteration in their relationship than those who fail to perspective take.
In turn, greater self-expansion and less self-adulteration will be associated with increased
relationship quality.

Keywords: Interracial Relationships, Self-Expansion, Perspective Taking

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by

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For all people, forming interpersonal bonds meets a fundamental human need

(Baumeister & Leary, 1995). In some cases, people achieve this need by entering an interracial

relationship (i.e., a relationship in which partners identify as different racial identities;

Steinbugler, 2014).[1] Interracial relationships offer unique challenges that same-race relationships

do not face, such as discrimination. While experiencing discrimination may cause some

interracial relationships to end, others improve in the face of adversity (Zhang & Van Hook,

2009; Doyle & Molix, 2014). Understanding how the challenge of discrimination affects

relationship processes must be a research priority, given interracial relationships are becoming

more common in the United States (Wang, 2012).

The proposed research will investigate how discrimination affects relationship processes,

specifically examining the role of perspective taking post discrimination (See Figure 1). I suggest

White partners in interracial relationships who consider the perspective of their Black or

Hispanic partner after experiencing discrimination will be more likely to self-expand (i.e., taking

on positive attributes from a romantic partner into one's own self-concept) and less likely to self-

adulterate (i.e., taking on negative attributes from a romantic partner into one's own self-

concept). Through self-expansion, the White partner will view their new perspective as a positive

outcome of their relationship, which will mitigate the negative impact of discrimination. On the

other hand, White partners who do not consider the perspective of their partner will be more

likely to self-adulterate and less likely to self-expand, leading to poorer relationship quality.

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[1] For the purpose of this research we will further define interracial relationship as a dyad in which one partner is
White and the other partner is Black or Hispanic.

Overall, this research will explore perspective taking, self-expansion, and self-adulteration using a sample of White individuals with Black or Hispanic romantic partners in order to further understand the impact of discrimination on relationship quality (e.g., commitment, satisfaction and cognitive closeness).

Discrimination

People in interracial relationships are discriminated against. Legally, in the United States, many of the states discriminated against those in interracial relationships by banning them from marrying, until the Supreme Court ruled such bans unconstitutional in 1967 (Loving v. Virginia, 1967). More proximally, partners in interracial relationships experience discrimination interpersonally, from those with whom they interact with in their daily life. In such cases, there is typically one partner who does not experience discrimination due to their own identity, but instead as a result of their partner's identity (e.g., the White partner) and one partner who experiences discrimination both for their identity and for their relationship (e.g., the Black or Hispanic partner; Yancey, 2007). Often, White partners report having not seen themselves being discriminated against as a reality until the experience occurred (Yancey, 2007). This lack of awareness is so common that Black partners in interracial relationships often report that they had been hesitant to engage in a relationship with their White partners because they questioned if their partners were aware of discrimination (Childs, 2005). Thus, being in an interracial relationship, at least for the partner who has not previously experienced discrimination due to their own identity, can be a novel experience.

In general, people facing discrimination suffer worse outcomes in various aspects of their lives. Specifically, people who experience discrimination, or even anticipate experiencing discrimination, suffer poor health outcomes, such as stress, anxiety, depression, hypertension and

lack of sleep (Pascoe & Smart Richman, 2009; Lewis, Cogburn, & Williams, 2015).

Relationships that are discriminated against fare negatively as well (Doyle & Molix, 2014;

Maisel & Fingerhut, 2011; Mays, Cochran, & Rhue, 1993). Some of this stems directly from

discrimination: in times of perceived discrimination, people report worse relationship quality

(Doyle & Molix, 2014), and qualitatively blame their poor relationship quality on discrimination

(Mays, Cochran, & Rhue, 1993). Partners in interracial relationships report receiving poorer

treatment at restaurants or at work by their managers or coworkers (Lewis, 1994; McNamara,

Tempenis, & Walton, 1999). Yet still, some of this is due to altered behavior as a result of

discrimination: some couples report asking their partner to stay home or refrain from going to

certain events as a way to avoid negative views from strangers (Childs, 2005). Thus,

discrimination is associated with poorer outcomes for both the individuals and the relationship

quality.

Undoubtedly, interracial couples face challenges that are unique to this particular

relationship type, and often those challenges thwart relationship persistence. Interracial couples

are more likely to break-up compared to individuals in same-race couples (Zhang & Van Hook,

2009). However, many interracial couples prevail in the face of discrimination. Indeed, partners

in longer relationships actually report better relationship quality after experiencing stigma (Doyle

& Molix, 2014). This latter point is important because it highlights that it may be possible to find

mechanisms or interventions to improve relationship quality among interracial relationship

partners who experience discrimination—or at least find mechanisms that can mitigate the

negative outcomes of discrimination. However, to the best of our knowledge, there is limited

understanding as to what relationship processes might underlie this seeming resilience. To

understand why some interracial relationships prevail despite their challenges, I will examine processes that might buffer against discrimination to lead to better relationship quality.

Perspective Taking

Perspective taking is a process in which a person considers another person's point of view by "placing themselves in their shoes." The process of taking on another's perspective helps to motivate people to consider the person's life, viewpoint and the overall situation (Galinsky & Ku, 2004). However, this process requires cognitive effort and resources; therefore, when people are cognitively depleted, or lack motivation or time, they might not engage in perspective taking (Eyal, Steffel, & Epley, 2018). Perspective taking is worth the effort, however, as it is associated with many social benefits. For example, people who engage in perspective taking are shown to be more altruistic, empathetic, and socially bonded (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997). In the context of outgroup membership, perspective taking has also been shown to reduce outgroup biases, and increase the closeness people feel for outgroup members (Batson et al., 1997; Galinsky & Ku, 2004; Galinsky & Moskowitz, 2000; Vescio, Sechrist, & Paolucci, 2003). Finally, people attribute more positive characteristics to others after they have taken their perspective (Davis, Conklin, Smith, & Luce, 1996).

Importantly for understanding how perspective taking facilitates positive interracial relationship outcomes, I argue that engaging in perspective taking creates an opportunity for an individual to better understand their partner's experience of the world during the otherwise negative experience of being discriminated against. When White partners in interracial relationships take the perspective of their partner during discrimination, they not only consider the world from their partner's perspective, but they also build social connection and empathy with their partner (Batson et al., 1997). Thus, when people use it as an opportunity to take their

partner's perspective, discrimination may lead to positive outcomes. Specifically, I propose that perspective taking after discrimination facilitates the process of self-expansion, and hinders self-adulteration.

Self-Expansion & Self-Adulteration

Self-expansion is a fundamental human motivation, in which people strive to expand their selves to take on more perspectives, experiences, and worldviews. People have several venues through which to self-expand, but perhaps the most potent is through romantic relationships (Aron et al., 2013). People can engage in new and challenging tasks with their romantic partners as a way to achieve self-expansion, and more relevant to the current study, people can self-expand by gaining new perspectives, such as learning more about their partner's experiences or worldview (Aron et al., 2013). Because of this latter mechanism, it is important to consider that self-adulteration, whereas not a motivation, is a common consequence of incorporating a romantic partner's sense of self into one's own; people tend to add not only the positive, but also the negative traits of their partner into their own self-concept (Mattingly et al., 2014; Slotter & Gardner, 2012).

In other words, both self-expansion and self-adulteration refer to when an individual expands their self-concept, either by taking on greater positive (i.e., self-expansion) or negative (i.e., self-adulteration) attributes (Aron et al., 2013; Aron & Aron, 1986; Aron & Aron, 1996; Aron, Aron, & Norman, 2001; Mattingly et al., 2014). After experiencing discrimination, White partners may engage in self-adulteration, due to feeling like they are adding stigmatized pieces of an identity to their senses of selves. This is especially likely to be true for those White partners who do not take their Black or Hispanic partners' perspectives. On the other hand, a White partner who takes their partner's perspective after experiencing discrimination will be likely to

engage in self-expansion, because the process of perspective taking provides the opportunity to consider a new world view or perspective that they may not have considered before. In doing so, the White partner will experience positive relationship outcomes by considering their partner's perspective post discrimination, in contrast to a White partner who fails to do.

Self-expansion offers several benefits for the relationships in which it occurs. Self-expansion is positively associated with both love and relationship quality (Mattingly et al., 2014). Experimentally, people report being more satisfied in their relationship after engaging in self-expanding activities (e.g., new and challenging activities) with their partner or with the support of their partner (Reissman, Aron, & Bergen, 1993; Carson, Carson, Gil, & Baucom, 2007). Naturalistically, when people engage in self-expanding activities outside of the laboratory setting, they report being satisfied in the relationship (Graham, 2008).

Self-adulteration, on the other hand, does not confer these same benefits. When people engage in self-adulteration, they incorporate negative traits from their partner into their own self-concept (Mattingly et al., 2004). In doing so, people distance themselves from their ideal self-concept (Mattingly et al., 2004), in that they now think of themselves as having traits that are positive, but also these new negative traits. For example, an individual who values being health-conscious and who begins to date someone who smokes may begin to reduce their belief that they are health-conscious as their partner's smoking status becomes part of how they think of themselves. This distancing from their ideal self will lead people to be dissatisfied in the current relationship (Mattingly et al., 2004), and subsequently less committed to the relationship (Le & Agnew, 2003).

Applying the ideas of self-expansion and self-adulteration to interracial relationships suggests one possible explanation for why some interracial relationships persist: whether

discrimination is perceived as self-expanding or self-adulterating could affect what outcomes it yields. For example, White partners might try to understand their partner's identity in times they experience discrimination, which would allow them to add to their own experience and understanding of the world (i.e., self-expansion). On the other hand, White partners might fail to consider their partner's identity during times of discrimination, and instead might simply be reminded that they have taken on negative aspects about their partner, such as their stigmatized identity (i.e. self-adulteration). Thus, the mechanism by which partners either engage in self-expansion or self-adulteration is likely to be the individual's willingness to engage in perspective taking during perceived discrimination.

Relationship Outcomes due to Self-Expansion and Self-Adulteration

The experience of discrimination can be more or less self-expanding or self-adulterating for White partners in interracial relationships with Black or Hispanic partners. For White partners who engage in perspective taking with their partner after they are discriminated against, theory predicts that they will be more likely to find the experience self-expanding, which is known to be associated with better relationship quality (e.g., being more satisfied, committed and cognitively close to their partner). However, the same theory predicts that White partners who fail to engage in perspective taking with their partner will experience self-adulteration, in which they are reminded of the negative traits they have obtained from their partner (i.e. partner's socially stigmatized Black or Hispanic identity). This process is likely to be associated with worse relationship quality and a higher likelihood of break-up. As such, perspective taking may be the process that explains why some interracial relationships succeed despite discrimination, whereas others fail (i.e., perspective taking causes a potentially self-adulterating process to

become self-expanding). In sum, this suggested process has implications for various relationship outcomes.

Perspective taking offers the opportunity to improve interracial relationships through self-expansion. For example, White partners in non-romantic interracial dyads report more positive interactions with a Black partner after considering their perspective (Todd, Bodenhausen, Richeson, & Galinsky, 2011). Additionally, people deny discrimination less after perspective taking, and are more aware of racial inequalities (Todd et al., 2011; Todd, Bodenhausen, & Galinsky, 2012). Thus, I predict that an increase in perspective taking from the White partner post discrimination will be associated with better relationship quality through self-expansion as compared to self-adulteration.

The Current Study

The current study is designed to test how having experienced discrimination affects interracial relationships. Interracial relationships, especially those between Black and White individuals, are potentially the targets of societal discrimination. However, not all relationships dissolve in the face of discrimination (Doyle & Molix, 2014). Theory predicts that perspective taking is a key aspect to whether self-expansion or self-adulteration occur, and as such, I expect it will predict how the White partner perceives discrimination. Specifically,

The indirect association between discrimination and relationship outcomes through self-expansion (vs. self-adulteration) will be moderated by perspective taking (see Figure 1).

Current Study

Procedure

To recruit our target sample, I posted a study on Mturk titled "Demographic & Interracial Relationship Information," in which consenting participants were asked about their race, sexual

orientation, their relationship status, interracial relationship status, relationship duration and their partner's race. All participants who completed this survey earned $0.05. Participants who reported that they were White, heterosexual, and had a romantic partner (for more than 6 months) who identified as Black or Hispanic in this first survey were given the opportunity to participate in an additional study for a bonus payment of $1.75. After consenting to the bonus, participants completed a measure of perceived discrimination. Then participants were randomly assigned to either: 1) write about an experience of discrimination based on their relationship or partner's race (discrimination condition), or 2) write about an experience of their car breaking down with their partner (control condition; see below for manipulation). Finally, participants completed a series of self-report measures, including measures of perspective taking, self-expansion, and various relationship quality measures (see below).

Participants

Participants were White individuals in interracial relationships ($N = 191$).[2] Because the desired sample is not well represented within a college subject pool, participants recruited using an online subject pool, Amazon's Mechanical Turk (Mturk). Participants had to be over the age of 18 ($M = 34.25$, $SD = 10.40$), live in the United States, be heterosexual, and have been in a self-defined romantic relationship for over six months. The participants' romantic partner had to identify as Black ($n = 120$) or Hispanic ($n = 71$). The majority of our sample was female ($n = 123$; men $n = 68$).

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[2] In the first survey, we identified 240 eligible participants for our bonus study (i.e., the study of interest). Participants were removed from the bonus study's final sample if they indicated they did not want their data to be used ($n = 4$), if they did not want to take the bonus study ($n = 3$), if they reported they took the survey before ($n = 2$) or if they stated they were not born in the United States ($n = 4$). Additionally, 36 participants were removed for not following the instructions of the manipulation. Specifically, participants in the control condition were removed if their experience of their car breaking down included a report of discrimination ($n = 32$). Participants were removed from the discrimination condition if they wrote about societal discrimination more broadly or wrote about other topics besides discrimination ($n = 8$).

Measures.

Discrimination. Prior to the discrimination salience manipulation (described below), participants self-reported their perceptions of being discriminated against due to their relationship using a modified Everyday Discrimination Scale (Kershaw et al., 2016). An example item includes, "You are treated with less courtesy than other people *because you are in an interracial relationship.*" Each of the nine items were rated by participants on a scale from 1 ("almost every day") to 6 ("never"). Our modified scale had a high reliability ($\alpha = .94$), which is consistent with previous research ($\alpha = .88$; Kershaw et al., 2016) and modifications of the measure (e.g., "because you are transgender"; $\alpha = .94$; Gamarel, Reisner, Laurenceau, Nemoto, & Operario, 2014).

Discrimination Salience Manipulation. Next, participants were randomly assigned to either write about an instance of discrimination (discrimination condition) or their car breaking down (control condition) in order to manipulate how salient discrimination was for them. Participants were asked to write about their assigned prompt for 5 minutes. Participants in the discrimination condition were given the following instructions:

> *Think of a time you were discriminated against because of your interracial relationship (or your partner's race). Re-experience the memory as vividly as possible by picturing the event as if it was happening to you all over again. Please write in detail about this memory for the next 5 minutes. If you and your partner have not experienced a case of discrimination due to your interracial relationship status then imagine you and your partner just experienced discrimination because of your relationship. Try to experience the scenario as vividly as possible by picturing the event as if it was happening to you now. Please write in detail about this memory for the next 5 minutes.*

Meanwhile, participants in the control condition were given the instructions:

> *Think of a time you and your partner were driving and the car broke down unexpectedly. Re-experience the memory as vividly as possible by picturing the event as if it was*

happening to you all over again. Please write in detail about this memory for the next 5 minutes. If you and your partner have not experienced a situation where your car broke down then imagine you and your partner just experienced the car breaking down. Try to experience the scenario as vividly as possible by picturing the event as if it was happening to you now. Please write in detail about this memory for the next 5 minutes.

Perspective taking. Participants completed two versions of a perspective taking measure: a post-manipulation version and a general version. To complete the post-manipulation version, they completed a single item of perspective taking immediately following the discrimination salience manipulation. The item stated, "Right now, how much do you think you try to take your partner's perspective on things." Participants responded on a scale from 1 ("not at all") to 7 ("completely"). To complete the general version, participants self-reported their general, stable ability to take their partner's perspective using the Interpersonal Reactivity Index for Couples (IRIC) (Pe ́loquin & Lafontaine, 2010). I took the mean of the subscale assessing perspective taking to use for a general perspective taking measure. An example item includes, "I sometimes try to understand my partner better by imagining how things look from his/her perspective." Each of the 13 items was rated by participants on a scale from 0 ("does not describe me well") to 4 ("describes me very well"). I found high reliability for this subscale ($\alpha = .86$), which is consistent with previous ($\alpha = .74$ (perspective taking); Pe ́loquin & Lafontaine, 2010).

Self-expansion and self-adulteration. As with perspective taking, again participants completed two versions of self-expansion and self-adulteration scales (the Relational Self-Change Scale; Mattingly et al., 2014): a post-manipulation version and a general version.[3] For the post-manipulation version, participants responded to a modified version of this measure immediately after the perspective taking item after the manipulation. To assess self-expansion

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[3] This scale also contains 6 additional items measuring self-contraction and pruning (removing of positive or negative traits, respectively) which were not used in the current study.

and self-adulteration in relation to specific events, I modified the instructions to state, "Right now, as a result of your relationship, please rate the following sentences from not very much (1) to very much (7)." The items remained the same. An example self-expansion item states, "I have learned many great new things," whereas a sample self-adulteration item states, "I have more negative qualities." Each of the 6 items were rated by participants on a scale from 1 ("not very much") to 7 ("very much").

For the general version, participants responded to this measure again at the end of the study with the following directions, "Since your relationship began, how much are these statements true, please rate the following sentences from not very much (1) to very much (7)." Each time point of assessment provided high reliability for each subscale ($\alpha = .86$ (specific expansion), $\alpha = .67$ (specific adulteration), $\alpha = .86$ (general expansion) and $\alpha = .71$ (general adulteration), which is consistent with previous research ($\alpha = .84$ (expansion) and $\alpha = .72$ (adulteration); Mattingly et al., 2014).

To use both of these measures (i.e., the post-manipulation and the general measures), I created composite self-expansion (vs. self-adulteration) measure by subtracting each participant's (post-manipulation or general) self-adulteration score from their (post-manipulation or general) self-expansion score. On these measures, higher values represent greater self-expansion than self-adulteration, whereas lower values represent self-adulteration rather than self-expansion. This difference score was created in order to measure how much good and bad aspects each participant took on from their partner.

Relationship Quality. Participants reported their perceptions of their relationship quality using three measures. They reported their levels of satisfaction and commitment by responding to two items from the Investment Model Scale (Rusbult et al., 1998). The item for satisfaction

stated, "I feel satisfied with our relationship," and the item for commitment stated, "I am committed to maintaining my relationship with my partner." The participants rated each item from the various subscales on a scale from 1 ("do not agree at all") to 9 ("agree completely"). Previous studies using this measure have found high reliability for this measure (satisfaction α = .94; commitment α = .95; Rusbult et al., 1998). Participants responded to a single item for each construct due to time constraints and the accurate accounts of using a single measure to assess the construct in previous research.

Finally, participants reported their cognitive closeness with their partner using the Inclusion of the Other in the Self Scale (IOS; Aron, Aron, & Smollan,1992). The IOS measures the "we-ness" between partners by having participants select the overlapping circles that best display their level of closeness with their partner. I tested our hypothesis three times, once using satisfaction level, once using commitment level, and once using IOS. I expect all scales to show consistent results.

Exploratory Measures and Control Variables*.* Additionally, I collected measures that are unrelated to our primary interest, and thus will not be described in analyses. The Relationship Superiority measure is one item that states, "When I compare my relationship with that of most other people, then I think my relationship is..." The participants rated the item on a scale from 1 ("much worse") to 5 ("much better"). A self-report measure of attachment, Experiences in Close Relationship Scale-Short Form, was used to assess attachment style (Wei, Russell, Mallinckrodt, & Vogel, 2007).

Finally, I collected demographics such as age, sex, and relationship duration.

Analysis and Results

Descriptive Statistics of the Study Measures. To begin, I explored bivariate

correlations between the variables of interest. See Table 1 for complete bivariate results and

Table 2 for means and standard deviations. Of note, the first variable of interest was the post-

manipulation difference score of self-expansion (vs. self-adulteration) where higher values

indicate more self-expansion. As expected, the post-manipulation difference score is positively

associated with the general reports of self-expansion ($r(189) = .79$, $p < .01$) and negatively

associated with general reports of self-adulteration ($r(189) = -.83$, $p < .01$). Furthermore, the

post-manipulation difference score was examined in association to the various relationship

outcomes. Consistent with previous research, there was a positive correlation between the

difference score and both satisfaction ($r(189) = .59$, $p < .01$) and commitment ($r(189) = .61$, $p <$

$.01$). Finally, there was a positive correlation between the difference score and closeness (IOS;

$r(189) = .37$, $p < .01$).

Additionally, I examined bivariate correlations with post-manipulation perspective

taking. Post-manipulation perspective taking was positively associated with the general

perspective taking scale ($r(189) = .41$, $p < .01$), with the post-manipulation difference score

($r(189) = .47$, $p < .01$), with general self-expansion ($r(189) = .49$, $p < .01$) and negatively with

general self-adulteration ($r(189) = -.29$, $p < .01$). Additionally, post-manipulation perspective

taking was positively associated with satisfaction ($r(189) = .40$, $p < .01$), commitment ($r(189) =$

$.53$, $p < .01$), and closeness ($r(189) = .36$, $p < .01$).

Hypothesis. The hypothesis holds that the indirect association between discrimination

and relationship outcomes through self-expansion (vs. self-adulteration) will be moderated by

perspective taking. To test the hypothesis, I used the "PROCESSR" package to test for the

moderated mediation (http://rpubs.com/markhw/processr). Support for this hypothesis entailed finding that the discrimination salience condition (salient vs not) interacts with post-manipulation perspective taking to predict post-manipulation difference score of self-expand (vs. self-adulterate), such that discrimination salience is positively associated with self-expansion (vs. self-adulteration) for those who engage in high levels of perspective taking, and negatively for those who engage in low levels of perspective taking.

First, to determine the mediator for the model, I examined the interaction between condition and post-manipulation perspective taking on the difference score (self-expansion vs. self-adulteration), self-expansion alone, and self-adulteration alone. The interaction between condition and perspective taking most strongly predicted the difference score.[4] [5] The interaction between discrimination salience condition and post-manipulation perspective taking significantly predicted the post-manipulation difference score ($F(3, 187) = 20.66$, $p < .001$, with an $R^2 = .25$; See Figure 2). The results indicate that those in the discrimination condition reported greater self-expansion relative to self-adulteration (i.e. higher scores on the difference score; $M = 3.23$, $SD = 1.93$) compared to those in the control condition ($M = 3.06$, $SD = 1.83$). Additionally, those in the discrimination salient condition reported significantly more post-manipulation perspective taking ($M = 5.70$, $SD = 1.35$) compared to those in the control condition ($M = 5.41$, $SD = 1.31$) Participants who reported high levels of post-manipulation perspective taking in the discrimination condition also reported greater levels of self-expansion relative to self-adulteration ($r(111) = .60$, $p < .001$), 95% CI [.46, .70]. For participants in the control condition

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[4] The interaction between condition and post-manipulation perspective taking on self-adulteration was also significant ($F(3, 187) = 7.36$, $p < .001$, with an $R^2 = .09$). However, the interaction between condition and post-manipulation perspective taking on self-expansion was not significant.

[5] The all material is available on OSF. This includes the predicted hypothesis and data analysis plans. https://osf.io/ufqgn/?view_only=546c62e4b5d4418b95ab8956ed5ef3ee)

post-manipulation perspective taking was also related to the difference score ($r(80) = .28$, $p = .01$), 95% CI [.07, .47]. Overall, participants in the discrimination salient condition reported greater self-expansion over self-adulteration when engaging in post-manipulation perspective taking compared to those in the control condition.

Next the full moderated mediation model was tested using Model 7 (Hayes, 2013). Condition (discrimination vs control) was entered as the independent variable (X), the post-manipulation difference score was entered as the mediator (M), post-manipulation perspective taking was entered as the moderator (W), and finally, commitment was entered as the outcome (Y; See Figure 3). Both the main effects of condition on the difference score (pathway a^1; $z = 2.37$, $p = .02$) and the main effect of perspective taking (W) on the difference score (M; pathway a^2; $z = 7.96$, $p < .00$) were significant. Most importantly, however, the interaction between perspective taking (W) and condition on the difference score (M; pathway a^3) was significant ($z = -2.46$, $p = .01$). Additionally, the difference score (M) predicted commitment (Y) when controlling for condition, perspective taking and their interaction (pathway b; $z = 7.30$, $p < .00$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.37, -0.05). There was no evidence that condition influenced commitment independent of its effect on self-expansion vs. self-adulteration (pathway c^1, $z = -0.23$, $p = .82$).

Additional relationship outcomes. The analyses examining moderated mediation were replicated with two additional relationship quality outcomes (e.g., satisfaction and cognitive closeness). Again, condition was entered as the independent variable (X), the difference score was entered as the mediator (M), and post-manipulation perspective taking was entered as the moderator (W). In this analysis the outcome of interest was satisfaction (Y; See Figure 4). The

interaction between post-manipulation perspective taking (W) and condition on the difference score (M; pathway a^3) remained significant ($z = -2.49$, $p = .01$). Unique to this analysis, the difference score (M) predicted satisfaction (Y) when controlling for condition, post-manipulation perspective taking and their interaction (pathway b; $z = 7.99$, $p < .00$). This model suggests that the process described above can also improve satisfaction within the relationship. An additional bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.43, -0.05). Finally, as in the previous model, there was no evidence that condition influenced satisfaction independent of its effect on the difference score (pathway c^1, $z = -0.80$, $p = .42$).

In addition, the model above was replicated using cognitive closeness as the outcome (Y; See Figure 5). The interaction between post-manipulation perspective taking (W) and condition on the difference score (M; pathway a^3) remained significant ($z = 2.47$, $p = .01$). Unique to this analysis, the difference score (M) predicted cognitive closeness (Y) when controlling for condition, perspective taking and their interaction (pathway b; $z = 4.70$, $p < .00$). This model suggests that the process described above can also improve cognitive closeness within the relationship. A last bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.28, -0.03). Again, there was no evidence that condition influenced closeness independent of its effect the difference score (pathway c^1, $z = -0.55$, $p = .58$).

Finally, I reran the analyses above using average post-manipulation self-expansion and self-adulteration as the mediator with various relationship quality outcomes (See Supplemental Materials).

Supplemental Analyses. A final moderated mediation model was conducted to examine the general process of self-expansion, self-adulteration and perspective taking (i.e., using the general measures, rather than the manipulation and its immediate follow-up questions). General discrimination was entered as the independent variable (X), the difference score of *general* self-expansion vs. self-adulteration was entered as the mediator (M), a composite of the perspective taking subscale was entered as the moderator (W), and finally, commitment was entered as the outcome (Y). Unlike the previous moderated mediation model that examined in the post-manipulation difference score, here I did not find significant moderated mediation. The main effect of condition on the general difference score (pathway a^1; $z = -0.93$, $p = .35$) was not significant. The main effect of perspective taking (W) on the general difference score (M; pathway a^2; $z = 1.82$, $p = .07$) became non-significant. The interaction between general perspective taking (W) and general discrimination on the general difference score (M; pathway a^3) was not significant ($z = 0.69$, $p = .49$). Additionally, the general difference score (M) predicted commitment (Y) when controlling for general discrimination, general perspective taking and their interaction (pathway b; $z = 6.58$, $p = .000$). There was no evidence that general discrimination influenced commitment independent of its effect on self-expansion vs. self-adulteration (pathway c^1, $z = -1.90$, $p = .06$).

Discussion

The experience of discrimination is aversive for both an individual and the relationship more broadly. At the individual level there is a clear association between poor health quality and discrimination. Specifically, people who experience discrimination report a decrease in sleep, an increase in anxiety and depression (Pascoe & Smart Richman, 2009; Lewis et al., 2015). Discrimination can also have an impact on the relationship. In regards to interracial relationships,

people have reported excluding their partner from social gatherings, receiving stares and poor restaurant service (Yancey, 2007). Nevertheless, some individuals enter into voluntary romantic relationships that are the target of societal discrimination (i.e., interracial relationships), and despite experiencing discrimination, are able to thrive (Doyle & Molix, 2014). This study is a first look at what processes may be occurring that facilitate interracial relationships' persistence despite societal discrimination.

To start, I considered that within relationships, partners come to adopt characteristics and experiences of each other as their own. Some of these adoptions are positive, expand the individual's world view and sense of self, and leave them feeling more positively about themselves and their relationship. However, some of these adoptions are negative and cause individuals to feel worse about themselves and their relationship. The former process, self-expansion, is associated with myriad positive relationship outcomes including satisfaction, commitment, and closeness (Mattingly et al., 2014). The latter process, self-adulteration, is associated with the inverse (Mattingly et al., 2014).

It is clear that some partners in interracial relationships view their relationship identity and the stigma attached to it as a negative attribute they have taken on. Support for this claim is illustrated in break-up rates of interracial couples. Some results suggest interracial relationships are more likely to dissolve (Zhang, & Van Hook, 2009). Nevertheless, many interracial relationships are characterized by growth and persistence. I considered that perhaps there is a process that differentiates whether an interracial relationship will be predominately self-expanding or self-adulterating. Specifically, I examined perspective taking. People who take each other's perspectives are given the opportunity to consider another person's world view (Galinsky & Ku, 2004). In doing so, perspective taking provides an opportunity to enhance

empathy, social bonds, psychological closeness and decrease bias (Batson et al., 1997; Galinsky & Ku, 2004; Galinsky & Moskowitz, 2000; Vescio et al., 2003). In short, taking the partner's perspective may be what differentiates relationships that are self-expanding (and thus satisfying, committed, and close), from those that are self-adulterating.

I found support for my hypothesis, which predicted the indirect association between discrimination and relationship outcomes through self-expansion (vs. self-adulteration) would be moderated by perspective taking. Participants who wrote about an experience of discrimination reported greater self-expansion when engaging in post-manipulation perspective taking with their partner. For participants that reported lower levels of perspective taking, they reported greater self-adulteration after writing about an experience of discrimination. In comparison, those in the control condition were unaffected by perspective taking. Furthermore, the post-manipulation self-expansion (vs. self-adulteration) mediated the association between discrimination and various relationship outcomes, suggesting that a process by which discrimination affects relationships is at least partially self-expansion. Support for our model of moderated mediation was found for several relationship outcomes (i.e., commitment, satisfaction and cognitive closeness), which speaks to the generalizability of the model in attempt to improve relationship quality more broadly. These findings are also is in line with previous research that has examined the association between self-expansion and relationship quality (Aron et al., 2013).

This research examined the proposed process at a specific instance when recalling discrimination (or a car breakdown), as well as the general process. Full support for our model was found when examining perspective taking and self-expansion (vs. self-adulteration) immediately following the manipulation. However, when looking at general perspective taking and general self-expansion (vs. self-adulteration) the model was not supported. This finding

provides insight to the specificity of this model and its association with discrimination salience. This finding regarding the different times in which a person can engage in perspective taking is especially relevant for interventions. Specifically, if in the moment perspective taking can buffer the aversive effects of discrimination on relationship quality, then perspective taking can be taught for in the moment use as a mechanism to mitigate negative relationship outcomes. In sum, this research has broad implications for both future research and real-world practice, since it is evident that perspective taking and self-expansion are two in the moment processes for this model.

It is also worth noting that the original hypothesis predicted self-expansion to play a large role in the proposed process. However, when looking at the results, while self-expansion does contribute to this finding, it is more probable that self-adulteration is driving the found effect. Specifically, when examining post-manipulation self-adulteration, I found full support for our model. When participants took their partners' perspective post discrimination manipulation then they were less likely to engage in self-adulteration compared to those in the control condition. In sum, perspective taking during an experience of discrimination does not lead to self-expansion, but it can result in less self-adulteration.

Strengths and Limitations

There are several strengths to this current study. First, the unique sample of participants in interracial relationships is under explored in the close relationship literature. While it is apparent from current census data that interracial relationships are on the rise (Wang, 2012), fairly little is known about the differences between interracial and same-race relationships. Specifically, there is little research in regards to discrimination and its impact on relationship quality among interracial couples. The broader discrimination literature has well established the

negative consequences of discrimination (e.g., poor health outcomes), but discrimination and its association to relationship quality is less established. With the number of interracial relationships on the rise, it should be a priority to further understand the consequences of discrimination and potential processes that can combat against its negative effects.

Additionally, the study examined self-expansion using a sample of members from interracial relationships, which to the authors' knowledge has not yet been assessed. More broadly, this research can aid in understanding the impact of self-adulteration in close relationships, which is an underexplored avenue. Both of these contributions are significant for increasing the generalizability of the constructs. Additionally, both constructs provide a useful contribution when examining romantic dyads that might face discrimination (e.g., interracial, same-sex), since it is unlikely that self-expansion would be the only process occurring during an experience of discrimination. With the growing diversity in romantic relationships (Wang, 2012), it is beneficial to have additional constructs that can be utilized to predict relationship quality. Furthermore, this study explored the role of relationship processes (e.g., self-expansion and perspective taking) as an influence in various relationship outcomes. Again, with the diversity in romantic relationship occurring, it is necessary to start examining different processes that can enhance relationship quality in the wake of discrimination.

However, this study is not without limitations. First, due to the logistics of collecting a sample of individuals in interracial relationships, I can only create claims based on one partner within the dyad. Specifically, data was collected only at the individual level, rather than dyadic. Additionally, the model was only tested using the White partner in the relationship. It is unclear if the model will hold for the Black or Hispanic partner. To reiterate, the chosen racial make-up of the dyad was selected since a White participant with Black or Hispanic partner is a very

explicit example of different racial identities between partners. It also provided the opportunity to examine a partner who typically would not experience stigma due to their racial identity (i.e. White), while the partner would experience stigma due to their racial identity (i.e. Black or Hispanic). Additionally, previous census information has shown that White-Black and White-Hispanic dyads are the most common interracial relationships in the United States (Wang, 2012). Thus, this sample was chosen due it the obvious visual differences between partners and the frequency of the dyad within the United States. Future research should reexamine the model using dyadic data, as well as different racial diverse interracial relationships (e.g., White and Asian).

Finally, an additional limitation to this current study was the limited ability to speak to causal claims. The current research focused on examining the instance of discrimination through experimental manipulation. However, neither moderator (perspective taking) nor mediator (self-expansion vs. discrimination) were manipulated. The model shows theoretical support for causality and provides insignificant direct effects between condition and relationship quality (e.g., commitment, satisfaction, cognitive closeness). Additional research should focus on manipulating the moderator or mediator in order to better establish causality.

Conclusion

This research found support for the influence of perspective taking and self-expansion on relationship quality in the wake of discrimination. Perspective taking and self-expansion's unique contribution to in the moment recall of discrimination can motivate future interventions to promote better relationship quality among partners who experience discrimination. In sum, this research takes a novel approach to examining discrimination as depicted by the unique sample and theoretical backing (e.g., self-expansion).

Table 1

Means, standard deviations, and correlations with confidence intervals

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Average Discrimination	2.55	1.20											
2. Commitment	8.07	1.50	-.19** [-.32, -.05]										
3. Satisfaction	7.80	1.59	-.12 [-.26, .02]	.70** [.62, .77]									
4. Closeness	8.30	1.56	-.01 [-.15, .13]	.48** [.36, .58]	.54** [.44, .64]								
5. Post-Manipulation Difference Score	3.16	1.89	-.15* [-.28, -.00]	.56** [.45, .65]	.61** [.51, .69]	.37** [.24, .48]							
6. Post-Manipulation Self-Expansion	5.84	1.10	-.10 [-.24, .04]	.61** [.51, .69]	.68** [.60, .75]	.43** [.31, .54]	.79** [.72, .83]						
7. Post-Manipulation Self-Adulteration	2.68	1.23	.13 [-.01, .27]	-.31** [-.44, -.18]	-.32** [-.45, -.19]	-.18* [-.31, -.03]	-.83** [-.87, -.78]	-.31** [-.43, -.18]					
8. General Difference Score	3.41	1.96	-.13 [-.27, .01]	.55** [.44, .64]	.63** [.54, .71]	.37** [.25, .49]	.84** [.79, .87]	.73** [.66, .79]	-.63** [-.71, -.53]				
9. General Self-Expansion	5.85	1.12	-.07 [-.21, .08]	.55** [.45, .64]	.67** [.58, .74]	.42** [.29, .53]	.64** [.54, .71]	.82** [.77, .86]	-.24** [-.37, -.11]	.78** [.72, .83]			
10. General Self-Adulteration	2.44	1.29	.14* [.00, .28]	-.35** [-.47, -.22]	-.38** [-.49, -.25]	-.21** [-.34, -.07]	-.72** [-.78, -.64]	-.40** [-.51, -.27]	.74** [.67, .80]	-.84** [-.88, -.79]	-.32** [-.44, -.18]		
11. General Perspective Taking	3.39	0.42	-.05 [-.19, .09]	.29** [.16, .42]	.40** [.27, .51]	.25** [.11, .38]	.33** [.20, .45]	.49** [.38, .59]	-.07 [-.21, .07]	.37** [.24, .49]	.46** [.34, .56]	-.17* [-.30, -.03]	
12. Post-Manipulation Perspective Taking	5.58	1.33	-.03 [-.17, .12]	.40** [.27, .51]	.53** [.43, .63]	.36** [.23, .48]	.47** [.36, .58]	.49** [.38, .59]	-.29** [-.41, -.15]	.50** [.38, .60]	.49** [.38, .59]	-.32** [-.45, -.19]	.41** [.29, .52]

Note. M and SD are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). * indicates *p* < .05. ** indicates *p* < .01.

Table 2

Means and Standard Deviations of Key Variables by Condition

|	Discrimination Condition		Control Condition	
	M	*SD*	*M*	*SD*
Average Discrimination	2.67	1.22	2.36	1.16
Commitment	8.12	1.44	8.00	1.58
Satisfaction	7.90	1.61	7.66	1.57
Closeness	8.37	1.54	8.20	1.58
Post-Manipulation Difference Score	3.23	1.93	3.06	1.83
Post-Manipulation Self-Expansion	5.85	1.14	5.83	1.04
Post-Manipulation Self-Adulteration	2.62	1.23	2.77	1.23
General Difference Score	3.47	1.92	3.33	2.01
General Self-Expansion	5.82	1.19	5.89	1.02
General Self-Adulteration	2.35	1.20	2.57	1.41
Post-Manipulation Perspective Taking	5.70	1.35	5.41	1.31
General Perspective Taking	3.41	0.43	3.36	0.41
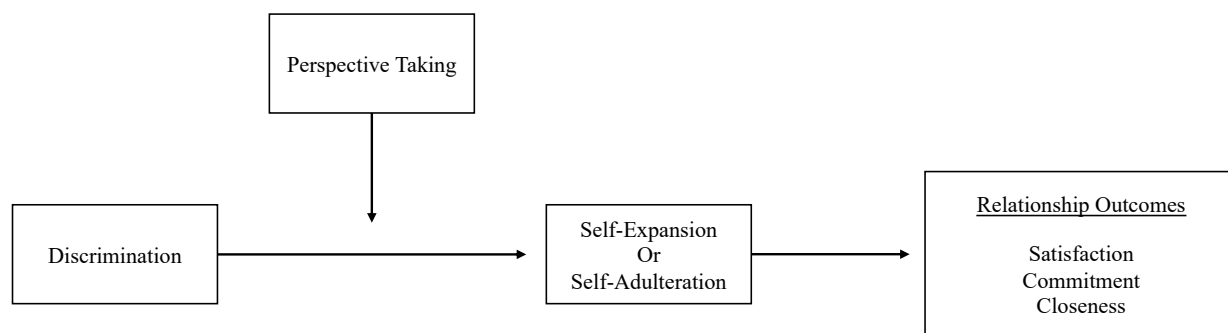
Figure 1. Conceptual Model.
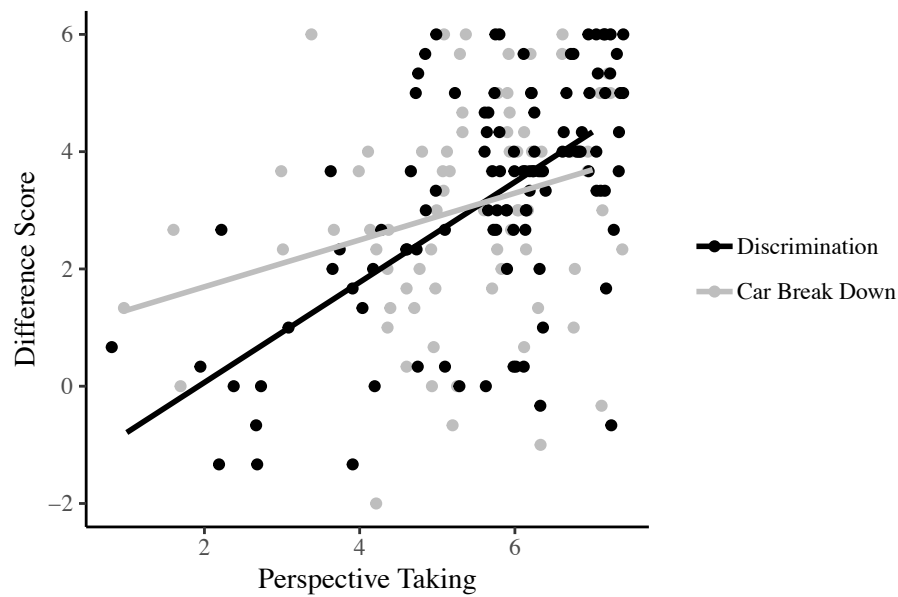
Figure 2. The results of the interaction between post-manipulation perspective taking and condition on the difference score of post-manipulation self-expansion and self-adulteration. The results indicate a significant interaction, such that people in the discrimination condition reported greater self-expansion (over self-adulteration) after engaging in perspective taking ($F(3, 187) = 20.66$, $p < .001$, with an $R^2 = .25$).
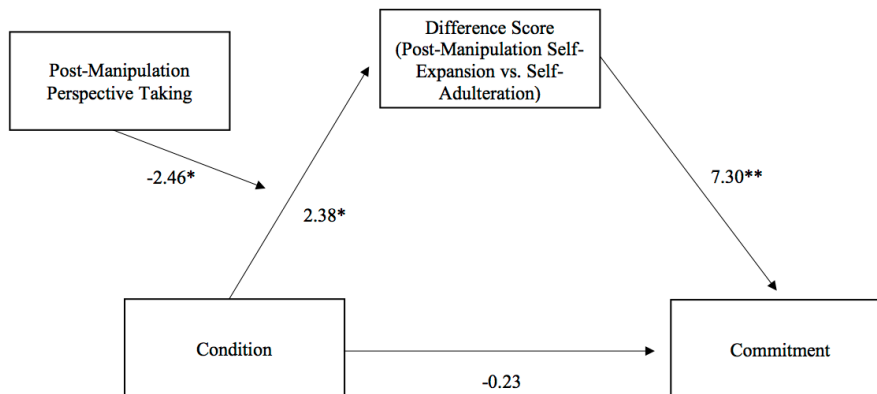
Figure 3. Moderated mediation model using the post-manipulation difference score as a mediator and commitment as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.37, -0.05).
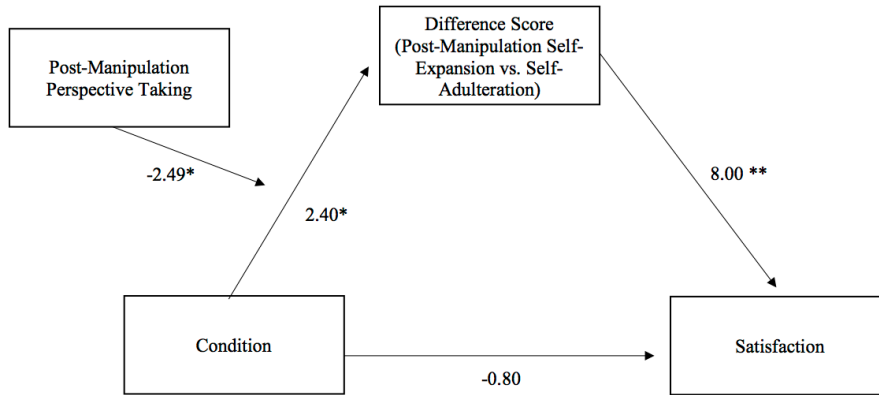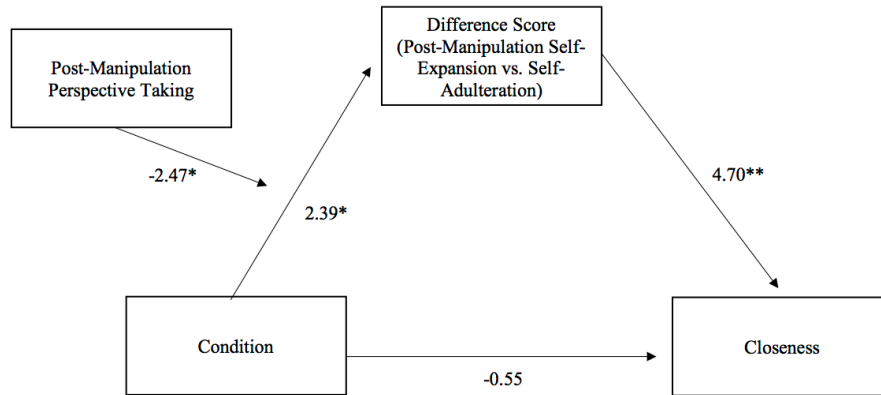
Figure 4. Moderated mediation model using the post-manipulation difference score as a mediator and satisfaction as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.43, -0.05).

Figure 5. Moderated mediation model using the post-manipulation difference score as a mediator and closeness as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.28, -0.03).

Supplemental Material

The supplemental material includes alternative moderated mediation models utilizing post-manipulation self-expansion and self-adulteration as the mediator of interest with various outcomes of relationship quality (Figures 6-11). Additionally, moderated mediation models utilizing the entire qualified sample of participants ($N = 227$) are displayed (Figures 12-14).
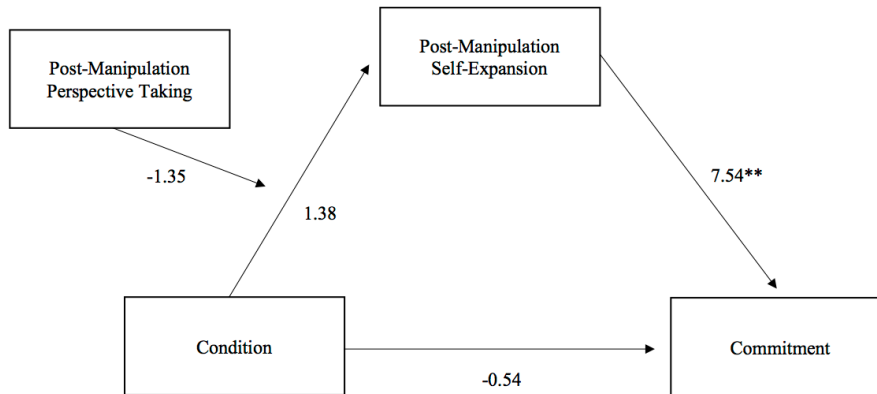

Figure 6. Moderated mediation model using post-manipulation self-expansion as a mediator and commitment as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was not entirely below zero (-0.45, 0.17).
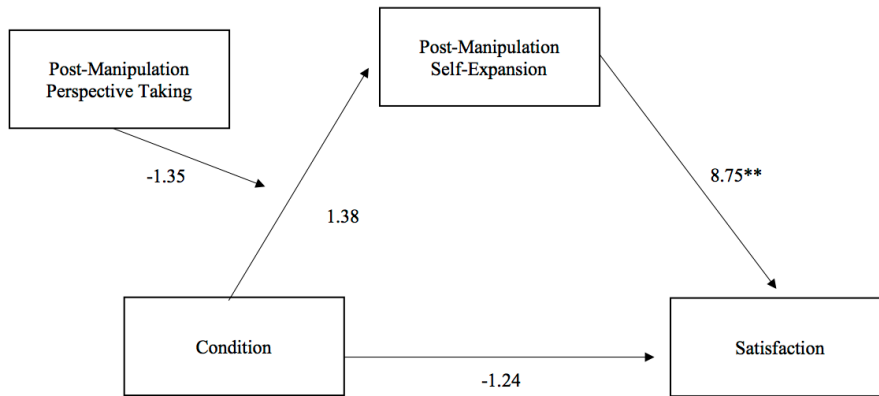
Figure 7. Moderated mediation model using post-manipulation self-expansion as a mediator and satisfaction as an outcome (* indicates p < .05, ** indicates p < .01). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was not entirely below zero (-0.54, 0.21).
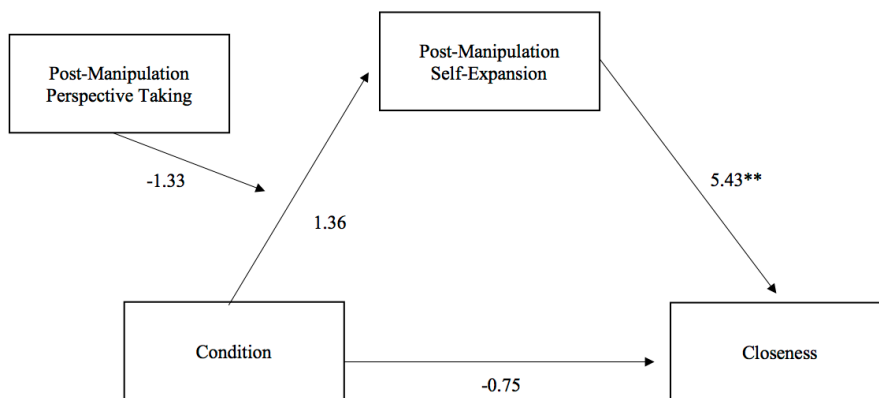

Figure 8. Moderated mediation model using post-manipulation self-expansion as a mediator and closeness as an outcome (* indicates p < .05, ** indicates p < .01). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was not entirely below zero (-0.37, 0.13).
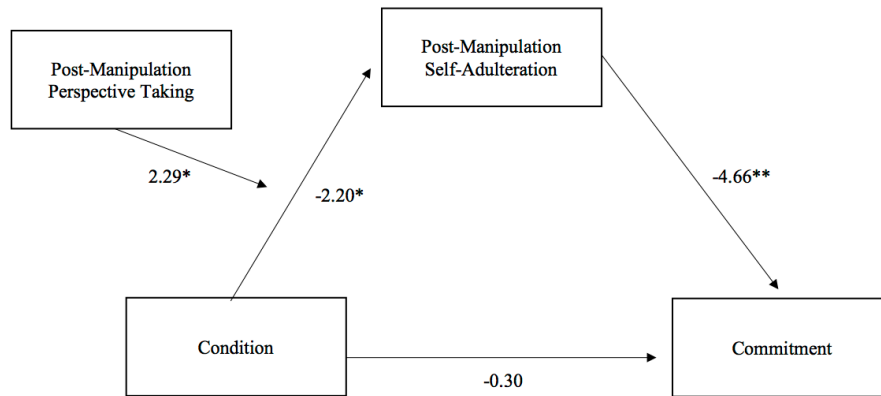
Figure 9. Moderated mediation model using post-manipulation self-adulteration as a mediator and commitment as an outcome (* indicates p < .05, ** indicates p < .01). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was below zero (-0.42, 0).

Figure 10. Moderated mediation model using post-manipulation self-adulteration as a mediator and satisfaction as an outcome (* indicates p < .05, ** indicates p < .01). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was below zero (-0.46, 0).
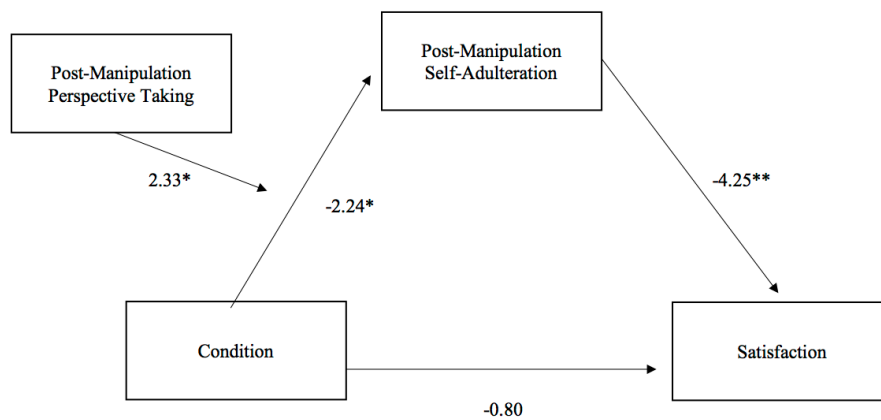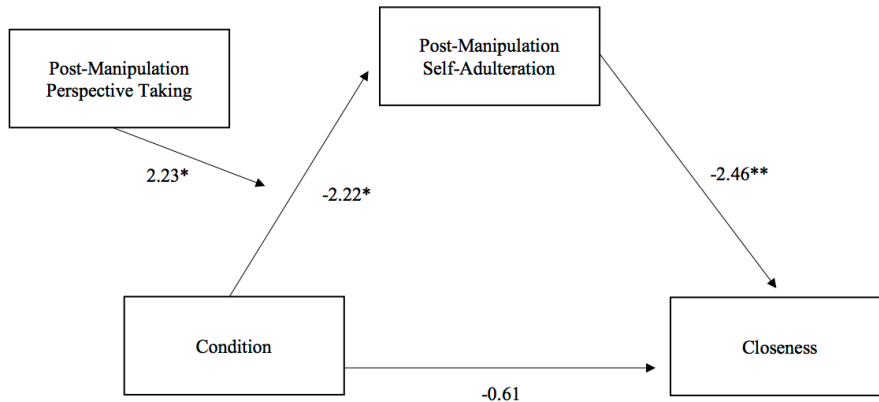
Figure 11. Moderated mediation model using post-manipulation self-adulteration as a mediator and closeness as an outcome (* indicates p < .05, ** indicates p < .01). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.29, -0.01).

Figure 12. The model above includes the entire qualified sample ($N = 227$), including participants who were originally removed for not following the manipulation instructions. Moderated mediation model using the post-manipulation difference score as a mediator and commitment as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.41, -0.05).
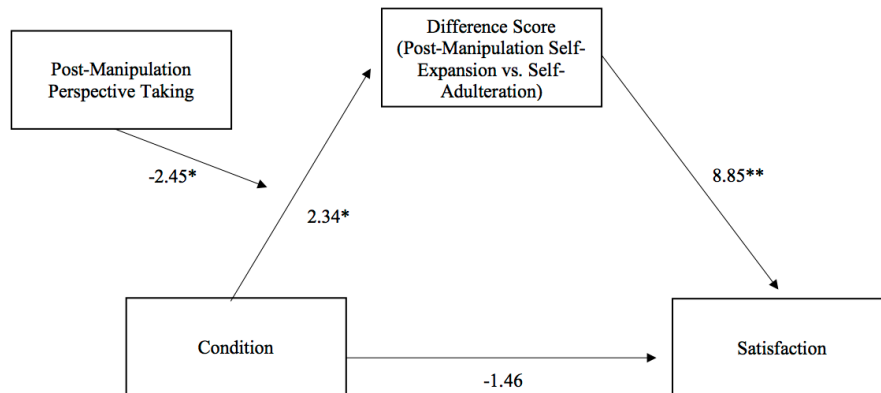
Figure 13. The model above includes the entire qualified sample ($N = 227$), including participants who were originally removed for not following the manipulation instructions. Moderated mediation model using the post-manipulation difference score as a mediator and satisfaction as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.47, -0.05).
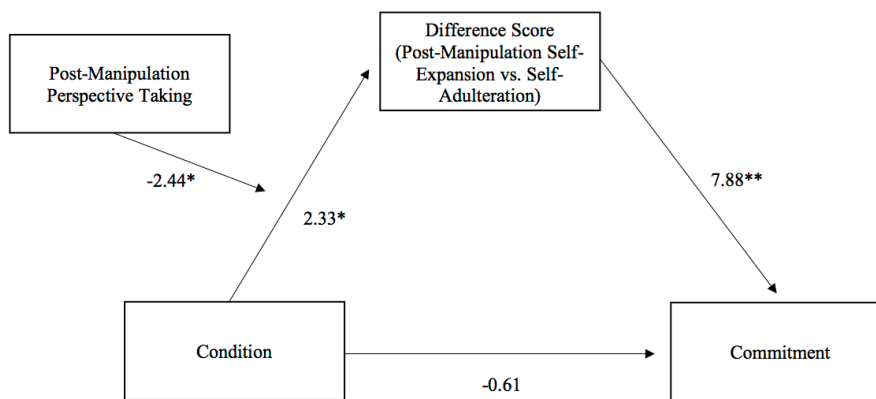

Figure 14. The model above includes the entire qualified sample ($N = 227$), including participants who were originally removed for not following the manipulation instructions. Moderated mediation model using the post-manipulation difference score as a mediator and

closeness as an outcome (* indicates $p < .05$, ** indicates $p < .01$). A bias-corrected bootstrap confidence interval for the index of moderated mediation based on 10,000 bootstrap samples was entirely below zero (-0.31, -0.04).
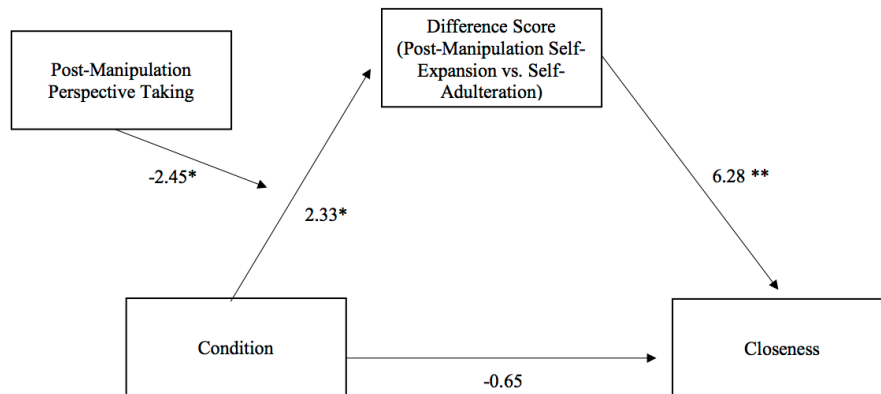
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Abigail J. Caselli

May 2019

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EDUCATION

Ph.D., 2022	Syracuse University, Social Psychology Advisor: Laura V. Machia Ph.D.
M.S., 2019	Syracuse University, Social Psychology
B.S., 2017	Eastern Connecticut State University, Psychology (with Honors) Summa Cum Laude GPA: 3.97, Psychology GPA: 4.0

RESEARCH INTERESTS

My research focuses on examining underrepresented romantic relationships (e.g., interracial relationships) and exploring social processes that mitigate the negative effects of discrimination on relationship quality.

HONORS & AWARDS

Recipient for the Outstanding Teaching Assistant Award   2019

Eastern Connecticut State University
    Dean's list first honors 8 of 8 semesters   2013- 2017
    Psychology Department Honors with High Distinction   2017
    Graduated Summa Cum Laude   2017

Honors Society Affiliation:
    Psi Chi, National Honor Society in Psychology   2016
    Omicron Delta Kappa Leadership Honor Society   2015

MEMBERSHIPS

National Science Teachers Association	2018
Society for Personality and Social Psychology	2018
American Psychological Association	2018
International Association for Relationship Research (IARR)	2018
Psi Chi, National Honor Society in Psychology	2016
Omicron Delta Kappa Leadership Honor Society	2015

MANUSCRIPTS UNDER REVIEW

Caselli, A. J., Janczuk C. C. & Machia, L. V. (under review) *Can we use a condom? Understanding the Impressions Attributed to a New Sexual Partner*

MANUSCRIPTS

Sargent, R. H., **Caselli, A. J.,** Machia, L. V., & Newman, L. S. *Changes in Anticipated Police Officer Behavior in the Presence of White or Black Civilians*

Caselli, A. J. & Machia, L. V. Discrimination is not just Black and White: A consideration of Self-Expansion and Perspective Taking

CONFERENCES

Presentations

Caselli, A. J. & Machia L. V. (2019, June). *Discrimination is not just Black and White in Romantic Relationships: A Consideration of Perspective Taking and Self-Expansion.* Oral presentation at International Association for Relationship Research, Ottawa, Canada.

Caselli, A. J. & Machia L. V. (2019, May). *Discrimination is not just Black and White in Romantic Relationships: A Consideration of Perspective Taking and Self-Expansion.* Oral presentation at Social Psychologists Around Western New York, Syracuse, NY.

Caselli, A. J., Escoto, C., & Salters-Pedneault, K. (2017, April). *Gender, Gender Role Beliefs, and Attitudes about Casual Sex in Relation to Condom Advocacy.* Oral presentation at National Conference for Undergraduate Research, Memphis, TN.

Caselli, A. J. & Escoto, C. (2016, October). *Preliminary Results: Gender, Gender Role Beliefs, and Attitudes about Casual Sex in Relation to Condom Advocacy.* Oral presentation at Northeast Regional Undergraduate Research, Scholarly, and Creative Activity Conference, North Adams, MA.

Posters

Janczuk C. C., **Caselli, A. J.,** & Machia, L. V. (2019, May). *Can we use a condom? Understanding the Impressions Attributed to a New Sexual Partner.* Poster presentation at Social Psychologists Around Western New York, Syracuse, NY.

Brown, O., **Caselli, A. J.,** & Machia, L. V. (2019, May). *Self-Presentation and Condom Advocacy: Exploring the Impressions of Condom Use.* Poster presentation at Syracuse Psychology Department's Undergraduate Poster Session, Syracuse, NY.

Caselli, A. J., Sargent, R. H., Newman, L. S., Machia, L. V., & Stanley-Murphy Brown, A. (2019, February). *Changes in Anticipated Police Officer Behavior in the Presence of White or Black Civilians.* Poster presentation at the annual conference for the Society for Personality and Social Psychology, Portland, OR.

Caselli, A. J. & Machia, L. V. (2018, July). *Self-Presentation and Sexual Interaction.* Poster presentation at International Association for Relationship Research, Fort Collins, CO.

RESEARCH EXPERIENCE

Aug 2017-Present: **Close Relationship Lab**, Syracuse University
Formulate and test hypotheses, edit materials for review board, train research assistants, complete tasks in timely manner with self-motivation, recruit participants, maintain accurate records of self-reported data, safeguarding the confidentiality of subjects
Supervisor: Laura V. Machia Ph.D.

Jan 2017-May 2017: **Research Assistant**, Eastern Connecticut State University
Aids in all aspects of study design and implementation, experimental design, running participants, and data analysis, meets regularly with supervisor to discuss research assignments, demonstrates respect toward and cooperation with the supervising instructor
Supervisor: Madeleine Fugère Ph.D.

Aug 2016-Dec 2016: **Independent Study**, Eastern Connecticut State University
Verify the accuracy and validity of data entered in databases; correct any errors, complete tasks in timely manner with self-motivation and make significant progress without direct supervision, present research at professional conference, writes, reviews and edits various materials for publication
Supervisor: Kristalyn Salters-Pedneault Ph.D.

Sept 2015-May 2017: **Honors Thesis**, Eastern Connecticut State University
Formulate hypotheses, administer surveys, conduct and analyze data using SPSS and PROCESS macro software, prepare and edit materials for review board, recruit participants, maintain accurate records of self-reported data, safeguarding the confidentiality of subjects
Supervisor: Carlos Escoto Ph.D.

June 2016: **Summer Research Institute**, Eastern Connecticut State University
Collect, organize, analyze, and interpret physiological data, prepare programs for data entry and statistical analysis, obtain consent forms
Supervisor: Carlos Escoto Ph.D. & James Diller Ph.D.

TEACHING EXPERIENCE

May 2019-June 2019 **Instructor of Record, Syracuse University**
Adolescent Psychology (PSY 336), Summer 2019
Independently administer lectures, activities and facilitate discussions, grade assignments and exams, keep an accurate account of earned grades, deliver tailored reviews on a one-on-one basis outside of classroom, maintain office hours, prepare exams and assignments

Aug 2018-May 2019 **Teaching Assistant Coordinator**, Syracuse University
Foundations of Human Behavior (PSY 205), Fall 2018
Provide support to 15 teaching assistants (including first-year teaching assistance), prepare and organize exams for 1,200 students, manage student emails, submit cases for violation of academic integrity

Jun 2018- Dec 2018   **Online Curriculum Writing**, Syracuse University
Foundations of Human Behavior (PSY 205) Online
*Organize current recitation material to be transferred into the online
version of the course, learn various online teaching methods, gain
proficiency in Blackboard*

Aug 2018-Dec 2018   **Teaching Assistant**, Syracuse University
Foundations of Human Behavior (PSY 205), Fall 2018
*Administer lectures, activities and facilitate discussions, grade
assignments and quizzes, keep an accurate account of earned grades,
deliver tailored reviews on a one-on-one basis outside of classroom*
Supervisor: Shannon Houck Ph.D.

Jan 2018-July 2018   **Instructor of Record**, Syracuse University
Foundations of Human Behavior (PSY 205), Spring 2018, Summer 2018
*Independently administer lectures, activities and facilitate discussions,
grade assignments and exams, keep an accurate account of earned
grades, deliver tailored reviews on a one-on-one basis outside of
classroom, maintain office hours, prepare exams and assignments*

Aug 2017-Dec 2017   **Teaching Assistant**, Syracuse University
Foundations of Human Behavior (PSY 205), Fall 2017
*Administer lectures, activities and facilitate discussions, grade
assignments and quizzes, keep an accurate account of earned grades,
deliver tailored reviews on a one-on-one basis outside of classroom,
proctor exams, attend lecture of supervisor*
Supervisor: Shannon Houck Ph.D.

Jan 2017-May 2017:   **Teaching Assistant**, Eastern Connecticut State University
Research Methods I (PSY 247), Spring 2017
*Assist professor and held office hours to discuss class material, tutor
students, establish and maintain effective, working relationships with
students and professor, plans with and assists the teacher in preparing
materials and supplies in advance for lessons*
Supervisor: Jenna Scisco Ph.D.

Jan 2016-April 2016:   **Teaching Assistant**, Eastern Connecticut State University
Psychology of Gender (PSY 315), Spring 2016
*Reinforce lessons presented by reviewing material with students one-on-
one or in small groups, help teachers prepare for lessons by getting
materials ready or setting up equipment, worked with students of
different abilities and backgrounds*
Supervisor: Jennifer Leszczynski Ph.D.

Jan 2016-April 2016:   **Teaching Assistant**, Eastern Connecticut State University
Psychology of Infancy & Childhood (PSY 206), Spring 2016
*Assist professor and held office hours to reinforce lessons presented,
help teacher prepare for lessons by getting materials ready or setting up
equipment, such as computers, worked with students of different abilities
and backgrounds,*
Supervisor: Jennifer Leszczynski Ph.D.

GUEST LECTURING

Guest lectured (March 2019): Social Psychology (PSY 274), *Love*

Guest lectured (November 2018): Social Psychology (PSY 274), *Group and Intergroup Relations*

COLLOQUIA & INVITED TALKS

Caselli, A. J. (2019, April). *Discrimination is Not Just Black and White: A Consideration of Perspective Taking and Self-Expansion.* Social Psychology Departmental Graduate Student Data Blitz, Syracuse, NY.

Caselli, A. J. (2019, April). *Self-Presentation & Sexual Interaction: Understanding the impressions attributed to a new sexual partner.* Social Psychology Departmental Brownbag, Syracuse, NY.

Caselli, A. J. (2018, April). *Influence of Cognitive Interdependence on Identity Threat within an Interracial Relationship.* Social Psychology Departmental Brownbag, Syracuse, NY.

CLINICAL & VOLUNTEER EXPERIENCE

Sept 2016-Dec. 2017: **Artworks Expressive Art Therapy Intern**, Norwich, CT
Respond in an unbiased and tolerant way to individual differences, facilitate phone intakes, observe group therapy sessions, work creatively with various client groups in a therapeutic setting, ensuring a safe and secure environment, constructively challenge the behavior and attitude of your clients, maintain art therapy space and materials, receive support and discuss ideas in individual supervision

Jan 2016-Sept 2016: **Women's Center Intern**, Eastern Connecticut State University, CT
Analyze empirical articles to better understand survey incentives, revise a campus climate survey to assist understand interpersonal violence

SERVICE & COMMITTEES

March 2019-Present: **Committee: Sesquicentennial Celebration Task Force**
Syracuse University, NY

Sept 2018-Present: **Future Professoriate Program**
Syracuse University, NY

Sept 2018-Present: **Graduate Student Organization (GSO): Social Area Senator**
Syracuse University, NY

Sept 2017-Present: **SURIG: Close Relationships Journal Club**
Syracuse University, NY

Oct 2018:	**Diversifying Psychology Weekend** Syracuse University, NY
Sept 2017-May 2018:	**Psychology Action Committee (PAC): Graduate Student Organization Representative** Syracuse University, NY
Sept 2017-Dec 2017:	**Graduate Student Organization (GSO): Clinical Area Senator** Syracuse University, NY
Sept 2016-Dec 2018:	**Senior President Representative of the Alumni Board** Eastern Connecticut State University, CT

MENTORSHIP

May 2019-Present:	**Teaching Mentor** Syracuse University, NY
Jan 2018-Present:	**Mentor Undergraduate Research Assistants** Syracuse University, NY
Aug 2018-May 2019:	**Mentor First Year Teaching Assistants** Syracuse University, NY

GRANT

Internal Grants-Funded

Graduate Travel Award (Graduate Student Organization at Syracuse University, $350)   2018

External Grants-Funded

Graduate Travel Award (Society for Personality and Social Psychology, $500)   2018

Graduate Travel Award (International Association for Relationship Research, $150)   2018

Internal Grants-Not Funded

Lerner Center Faculty Fellows Grant   2018

External Grants-Not Funded

American Psychological Foundation Graduate Research Scholarships in Psychology   2018

Early Graduate Student Researcher Award (American Psychological Foundation)   2018

NSF Graduate Research Fellowship Program   2018

PROFESSIONAL CONFERENCES

Social Psychologists Around Western New York (SPAWN)   2017, 2018, 2019

Future Professoriate Program Annual Conference   2018

REVIEWER

- SAGE Publishing, textbook reviewer

SPECIALIZED SKILLS

- General data analysis (*R*, Excel)
- Public Speaking
- Organize and lead groups, organizations, or committees
- Select, administer, score, and interpret psychological tests
- Safer People Safer Spaces Training
- Participated in weekly *R* training workshops (2018)