

Table 1: Field Experiments of Prejudice Reduction

Author	Setting / Population	N ^{a,b,c,d,e,f}	Intervention	Outcome Measures	Findings*
Preschool Children					
Hohn (1973)	US University kindergarten; White children	42 ^b	Cognitive: Role-taking vs. Piagetan conservation & spatial training for 45-mins over 6 wks	Pre-post: Choice of White or Black photo for good or bad stories, ¹ of White or Black adult to play a game, of Black or White doll	Positive: Both training groups more likely to choose Black adult & Black doll
Gorn et al. (1976)	CA 2 schools; White Anglophone	205 ^b	Media: Four 2-3 min Canadian Sesame Street inserts featuring nonwhite children viewed at once vs. no viewing	Immediate post: Choice of pictures of White & English speaking children vs. nonWhite & French speaking video characters	Positive: Treatment group chose nonwhite characters more than controls; mixed finding for French characters
Backa (1997)	US 9 schools; White & Black children	56 ^e	Reading: Teachers read 10 anti-bias books for 20 school days vs. regular class books	Pre-post: Choice of Black or White doll; identify Black or White child in photo as "kind," "hard worker," etc. ²	Null: No effect of reading
Bernstein et al. (2000)	US University preschool; maj. White	19 ^b	Reading: 8 wks of 15-min stories about families from diff cultures & 50 minutes of guided play	Pre-post: Sort 16 photos of people differing in sex/race/age/ facial expression into piles that "go together" ³	Positive: Treatment more likely to classify photos by gender & age; controls more likely to classify by race
Thorman (2003)	US 12 Head Start Preschools; maj White	123 ^e	Multicultural ed: 20 wks of anti-bias activities & multicultural class materials vs. no curricular change	Pre-post: Racial attitudes scale ³	Positive: Children scored as less biased, higher in 'counter bias'
Elementary Age Children					
Fisher (1968)	US 18 5th grade classes; mixed raceð	437 ^e	Reading & discussion: 3 wks of 1) reading & discussing positive portrayals of American Indians 2) reading-only 3) nothing	Pre-post: "Attitude Toward American Indians" Likert scale ¹	Positive: Attitude improvement in reading-discussion, less in reading-only; negative pre-attitudes changed most
Litcher et al. (1969)	US 2 schools; White	68 ^{b,e}	Multicultural ed: 4 mo of reader with multiethnic pictures & names vs. European-American pictures & names	Pre-post: Choice of Black or White pictured children & dolls; categorize pictures varying on race/sex/age; rate traits of Blacks & Whites ³	Positive: Fewer choices of White doll, more equal selection of White & Black pictures, less racial categorization, less negative Black traits
Yawkey (1973)	US 2 schools, rural-urban, White low SES	104 ^b	Reading & discussion: 140 min/week read & discuss positive portrayals of Black Americans vs. nothing	Pre-post: 12 item attitudes toward Black Americans scale ¹	Mixed: Increase in positive attitudes for treatment in rural but not urban school
Litcher (1973)	US 5 2nd gr classes; White middle class	128 ^e	Multicultural ed: 1 mo of materials w/ pictures of mixed race children: suburbs vs. in inner city vs. no mixed race pics	Pre-post: Choice of Black or White pictured children & dolls; categorize pictures varying on race/sex/age; rate traits of Blacks & Whites ³	Null: No differences among treatment & control groups
Mays et al. (1975)	US Schools across US; 6-10 yrs, mixed ethnicity	400 ^b	Media: 20 hrs of TV show Vegetable Soup: animation, puppets & humans highlight cultures & ethnic groups vs. no show	Post: Attitudes, stereotypes, behavioral intent toward race & ethnic outgroup children. Choose jobs that pictured children might have in future ^{1,2}	Positive: More likely choose pictures of racial & ethnic outgroup children as partners & friends
Graves (1975)	US Integrated schools; Black & White	80	Media: 1 of 8 30-min cartoon shows w/ positive & negative Black characters vs. wildlife program	Pre-post: Trait ratings of photos of Black & White adults, teens, & children, ² program attention & liking	Mixed: White children's attitudes reflected Black characters' portrayal; Black children's attitudes more positive if Black characters present
Koeller (1977)	US 8 6th gr classes; Mex-American & non M-A	220 ^c	Reading: 6 wks of 30-min stories about Mexican-Americans & survey about interest in story vs. non-ethnic story	Post: Rated Mexican-Americans & Anglos, Spanish & English languages on 7 positive & negative adjectives ¹	Null: No effect for treatment

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Houser (1978)	US 5-9 yrs, maj White, high SES	153 ^b	Media: Individual student watched 1 or 2 15-min anti-bias children's film w/ experimenter vs. no film	Post: Trait ratings of drawings of White, Black, Mexican-American, & Asian children ²	Positive: More positive ratings of Black, Mexican American, & Asian pictures in treat vs. control
Katz et al. (1978)	US 2 schools; 2 & 5 gr, urban-rural, Black & White	160 ^b	Cognitive / reading / contact: 4 15-min interventions: 1) interracial contact, 2) interracial story, 3) positive conditioning for black, 4) perceptual training	Pre & 2 Post: Stories about Black/White children; race-sex classification; name class friends; distance from/choice of Black or White adult ³	Mixed: Change on stories, classification, how man Black friends, distance from Black adult (grps 2 & 3); Only stories were sig at delayed post
Kehoe et al. (1978)	CA 5-7 grade; mixed ethnicity, middle class	104 ^b	Cognitive: Photos of East Indians or Japanese paired w/ positive words read aloud vs. geography photos	Pre-post: Trait ratings of East Indian & Japanese Canadians ²	Mixed: More positive attitudes toward East Indian but not Japanese
Clunies-Ross & O'Meara (1989)	AUS 4th grade; Melbourne suburbs	60 ^b	Media & reading: 4 lessons of films, book about disabled children & wheelchair experience vs. nothing	Pre-Post 1 & Post 3 mo later of Attitudes Toward Handicapped Scale (PATHS) ³	Positive: Lowered stigma toward physical & learning disability, not for behavioral disability
Whetstone (1991)	US Homogeneous & mixed schools; 3, 7, 11 gr	545 ^d	Multicultural ed: Anti-Defamation League anti-bias teacher training & classroom materials vs. nothing	Pre-post: School climate, attitude & stereotypes re: immigrants, outgroup socializing, knowledge; teacher report of student behavior	Mixed: More knowledge of curriculum among 7th graders at homogeneous schools & 11th graders at mixed schools
Wham et al. (1996)	US 6 classes of kindergarten, 2nd & 4th graders	128 ^e	Reading: 4 wks of Multicultural storybooks in class & homework vs. unrelated stories	Pre-post: Attitudes toward diversity survey/interview	Positive: Grades 2 & 4 more positive toward diversity, mixed for kindergarten, negative shift for all controls
Gwinn (1998)	US 2 classes of White suburban 2nd graders	41 ^c	Reading & discussion: 15 days 45-min multicultural vs. non-multicultural literature stories & discussion	Pre-post: Social distance scale w/ photos of cross-culture children ¹ ; written responses to stories ¹	Mixed: Open written responses demonstrated engagement with & enjoyment of multicultural reading
Liebkind & McAlister (1999)	FIN 3 schools; 13-15 yrs	1480 ^{d,f}	Peer influence & discussion & reading: 2 30-min reading ab. students' positive exp's w/ foreigners & discuss tolerance w/ older students vs. not	Pre-post: Tolerance toward foreigners survey: attitudes, opinions, behavioral intent, esp toward Russians & Africans	Positive: Increased tolerance scores
Slone et al. (2000)	ISR 2 schools; 5th gr, Jewish, middle class	209 ^c	Media & reading & discussion: 6 45-min sessions: stories vs. films about contact between Arab & Jewish children w/ discuss vs. nature topic	Pre-post: Trait ratings of pictures of Arab & Jewish children ²	Positive: Story & film conditions had more positive ratings of Jewish & Arab pictures, esp Arabs; control increased in negative Arab ratings
Katz (2000)	US 4 schools, K-3; White & Black	142 ^b	Cognitive vs. perceptual training: Increase classification complexity/cross-race empathy vs. increase attention to within-race diff's	Pre-post: Attitudes toward/desire to interact w/ same/other races, playmate preferences, understanding of racial difference ³	Mixed: Perceptual: lower attitude bias, changed playmate choice & racial constancy (Whites); Cognitive: lower same-race, higher other-race bias
Houlette et al. (2004)	US 61 1st & 2nd gr classes; maj White	830 ^c	Common ingroup: 4-wk program: discuss circle of community, unfair exclusions vs. enhanced program vs. nothing	Pre-post: Choice of pictured children varying in race/sex/weight for playing/sharing; self-esteem; rate class as a team; teachers report student behavior ²	Mixed: Small decrease same-race choice of playmate in regular prog. Increase in choice of self similar pictures in control
Cameron & Rutland (2006a)	UK 1 school; 5-10 yrs	67 ^c	Reading: 6 wks of 20-min stories about friendships with disabled children re: individual vs. group & individual qualities vs. neutral	Pre-post: Ratings of traits of disabled & non-disabled children; rated desire to interact with both groups ²	Positive: Intergroup story group more positive ratings of & greater desired contact with disabled v interpersonal & neutral story groups

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Cameron et al. (2006b)	UK 1 school; 5-11 yrs	253 ^c	Reading: 6 wks of 20-min stories about refugee children re: individuality vs. common identity vs. common & subgroup identity vs. nothing	Pre-post: Ratings of traits of refugee & White children ² ; rated desire to interact with both groups, ² inclusion of outgroup into self ^d	Positive: Dual identity stories improved attitudes toward refugee children mediated by inclusion of outgroup into self
Cameron et al. (2007)	UK 1 school; 6-11 yrs	269 ^c (2 studies)	Reading / cognitive: 6 wks of 1) 20-min stories about friendships w/disabled & refugee children 2) multiple classification training 3) both 4) nothing	Pre-post: Ratings of traits & rated desire to interact w/ disabled & non-disabled or refugee & White children ²	Mixed: Stories had positive effect on attitudes toward outgroup children; multiple classification no effect
Hughes et al. (2007)	US 6-11 yrs; White & Black	48; 69 ^c (2 studies)	Reading: 20 mins for 6 days biographies of Af-Am. figures, emphasizing racial discrimination vs. not in Black or White class	Post: Attitudes toward Blacks/Whites (BETS) ³ ; cognitive & affective response to reading	Mixed: Whites positive & less negative att's toward Af-Am's; value of fairness; no change percep of gr variability; more guilt. No change Black p's
Junior High and High School Students					
Mitnick & McGinnies (1958)	US 2 schools; hi, low & median E** scorers	162 ^{b,f}	Media & discussion: Film about prejudice; groups w/ mixed E** scores: 1) film-discuss 2) film-only 3) nothing	Pre-post & 1-mo delay post: Ethnocentrism scale; ³ factual learning tested in film groups, documented discussions	Positive: Lowered E** in grps 1 & 2 (1 mo later in grp 2); hi-E students change more in grp 2
Myers & Bishop (1970)	US 3 schools; psychology students	250 ^b	Discussion: High, med, & low prejudice students in groups discuss racial prejudice scale items vs. dilemma unrelated to race	Pre-post: Racial prejudice scale discussed in the treatment group	Mixed: High & medium prejudice students more prejudiced in discussion, low prejudice students less prejudiced
Sheare (1974)	US 3 suburban junior high schls	400 ^b	Contact: Nonretarded children & MR students integrated in nonacademic classes, clubs, social & athletic activities for 1 semester vs. not	Post: Attitudes toward "special-class" teens ¹	Positive: More positive attitudes toward special class teens w/ contact; females more positive than males
Newman (1973)	US White, suburban	466 ^e	Instruction / role-play: Four wks of regular ethnic studies vs. simulation game of ethnic/racial community conflict (Sunshine)	Post: Knowledge ¹ & attitudes ³ toward ethnic studies; sympathy w/ underdog scale ³ , racial attitudes ³ , willingness to interact with race/ethnic grps ³	Null: No main effects; more liking for simulation game
Haring et al. (1987)	US Nonhandicapped student volunteers	59 ^b	Contact: 1) tutoring 2) socializing 3) no contact w/ autistic students, 3.5 hrs/wk for 16 wks	Pre-post: Willingness to interact with handicapped students ¹ , behavioral observation w/ handicapped & non-handicapped confederates	Mixed: unchanged willingness to interact; contact grps longer interactions w/ handicapped; longest interactions after social contact
Short & Carrington (1991)	UK 1 junior school; White, working class	24 ^b	Instruction: 3 1-hr principles of discrimination teaching w/ no reference to specific groups vs. regular curriculum	Responses to cases of gender & race discrimination ¹	Mixed: More objections to racial stereotyping; comparison weak based on combination of non-random group data
Rich et al. (1995)	ISR Religious & secular gifted students	108 ^a	Contact: 10 wks of 3-hr interpersonal vs. task-oriented activity clubs w/ convergent vs. cross cutting identity boundaries	Pre-post: Social distance scale ³ of friendship with religious and secular students	Null: No significant differences for friendships choices of outgroups based on religion
Green & Wong (2001)	US Camping; White mid-class, Black lower class	54 ^a	Contact: 2-3 wk Outward Bound trip w/ contact hypothesis optimal conditions: all-White vs. mixed White & Black group	Post 3 wks: Phone survey of outgroup (Black, gay) tolerance & social distance; ² trait ratings, including "prejudiced"	Positive: Mixed group campers more tolerant of/willing to interact w/ outgroups
Lustig (2003)	ISR National Jewish school; 12th graders	68 ^b	Instruction & narrative: "Permanent peace" curriculum: study conflict reduction in ancient Greece & Northern Ireland vs. no curriculum	Post: Views of Northern Ireland & Israeli/Palestinian (I-P) conflict in 2 essays: from Israeli viewpoint, and from Palestinian viewpoint ¹	Mixed: Palestinian viewpoint essays more likely to use "I," mention reconciliation, poverty & injustice Israeli viewpoint more balanced, contextualized

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Krahe et al. (2006)	DE	9th gr non-disabled students	70 ^c	Instruction & contact: 90 min of 1) discussion & learning ab disabled 2) + paralympic sports w/disabled 3) nothing	Pre, 2 posts: attitudes toward disabled (EKB) ³	Mixed: Instruction & contact condition more positive attitudes at 1st & 2nd post; no change instruction only
Paluck (2006b)	US	10 public and private high schools	539 ^{df}	Peer influence & instruction: Student opinion leaders given anti-bias and peer influence training 1 semester vs. wait list	Post: Knowledge, attitudes, perceived norms, & anti-bias behaviors via phone survey of trained students, their friends & classmates	Positive: more knowledge among opinion leaders & friends; friends & classmates report anti-bias behaviors in trained opinion leaders
College Students						
Sayler (1969)	US	U. Washington students in Education	41 ^c	Contact: Tutor White vs. Black students in lieu of paper requirement	Pre-post: Multifactor Racial Attitude Inventory & Rokeach Dogmatism scale	Null: no differences between conditions with exception of improvement on some subscales of Multifactor RAI
Rokeach (1971)	US	White freshmen	564 ^c (3 studies)	Value confrontation: presentation of inconsistencies in students' value-attitude system, wrt Black American civil rights	Pre, 3, 12-20-wk post (Study 1&2), 1-yr post (Study 3): Survey of Black rights, values; ¹ academic course choices, NAACP solicitation response	Positive: Study 1-3: equality, freedom valued more 2&3: more choice of "ethnic" courses; donated to NAACP in 1st post
Gray & Ashmore (1975)	US	County college; White	222 ^e	Instruction & values: Booklet on 1) roots of Black urban poverty 2) essay prompt on jobs for poor 3) Rokeach value confrontation, vs. post test only	Post: Immediate & 8 week delay: racial attitude scale ²	Mixed: Improved racial attitudes in all 3 treatment grps in 1st post; no lasting impact by 2nd post
Sedlacek (1976)	US	Freshmen	1900 ^b	Media / discussion / role-play: 2-hr racism/sexism workshops: 1) educational-discussion 2) role-playing (Starpower) 3) film & discussion	Post: Reaction to workshop; interest in studying, changing racism/sexism; list consequences of racism/sexism for minorities/women ¹	Mixed: Game & film grps valued workshop more than education-discussion; ed-discuss grp generate more examples of racism
Furuto & Furuto (1983)	US	White, Mormon undergraduates	94 ^b	Contact / instruction: 4 mo. Asian/Polynesian cultural program 1) contact w/ groups 2) instruction 3) nothing	Pre-post: Willingness to interact with outgroups, prejudice & rationality scales ²	Mixed: After contact more willing to interact w/ Blacks & Polynesians, improved attitude toward minority groups (vs. control)
Pagtolun-an & Clair (1986)	US	Volunteers at Mid-Atlantic university	92 ^a	Contact & instruction: Gay male gives guest lecture in "deviant behavior" class	Pre-post Solomon 4 grp design: homophobia scale ²	Positive: lecture decreases homophobia scores, but grp design shows that pretest creates reactivity
Blanchard et al. (1991)	US	White university females	216 ^b (2 studies)	Peer influence: Poll about racist event, varying peer presence, information, personal stake, peer response (Study 1), response delivery (Study 2)	5 possible reactions (from anti-racist to racist reaction) to racist event ¹	Mixed: Response to event influenced by response to peer
Blanchard et al. (1994)	US	3 universities; White females	277 ^b	Peer influence: Poll about racist event, varied by race of peers, peer response, public vs. private response	Post: 5 possible reactions (from anti-racist to racist reaction) to racist event ¹	Mixed: More anti-racist reactions with antiracist peer views & public response format (smaller effect)
Neville & Furlong (1994)	US	Freshmen	148, ^a attrition to 78	Discussion: 6 2-hr workshops: 1) discuss, strategize race/ethnic issues 2) self development (no race/ethnic issues) 3) nothing	Post: racial attitudes, willingness to interact w/ outgroups; self-reported behavior w/ outgroups ²	Null: no effects for cultural awareness group; very high attrition
Gannon & Poon (1997)	US	MBA school; White & foreign national	128 ^a attrition to: 105	Instruction / media-discuss / role-play: 3 3-hr cross-cultural trainings: 1) instruct 2) video-discuss 3) BaFa BaFa simulation game	Pre-post: 10-item measure of cross-cultural awareness & attitudes toward cultural difference ¹	Mixed: Increase in self-rated cultural competence (grp 1 & 2) & in self-rated cultural interest & awareness (grp 2 & 3)

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Carrell (1997)	US White communications students	237 ^e	Instruction: Communication classes: 1) 3 "infused" w/ diversity 2) 1 w/ diversity "added" 2) nothing	Pre-post: "Intercultural empathy" as trait, attitude, & self-reported behavior ²	Mixed: Increased empathy as trait, attitude, self-report behavior in grp 1; some empathy increase in grp 2
Barise (2000)	CA Social work school; diverse	78 ^c	Multicultural ed / instruction & discussion: 8 wks multicult. class: case-based vs. lecture & discussion	Pre-post cross-cultural counseling inventory, ³ self reports of multicultural social work competence ³	Mixed: Case-based increased multicultural awareness, knowledge, & skills in free response
Arizaga (2000)	US White & Hispanic psych. students	55 ^a	Instruction: 8-hr Multicultural Relationship Enhancement Workshop; wait list control	Pre-post: Quick Discrimination Index, ¹ written responses to 4 vignettes involving prejudice ¹	Mixed: More empathic listening in responses to vignettes, more speaking in conflictual/prejudice-related situations
Jackson (2000)	US PhD student counselors; maj White	40 ^a	Perspective-taking: 6-hr p.t. training 1) stereotype reversal 2) confrontive 3). control	Pre-post: multicultural competence self report; ³ white racial attitudes; ³ causal attributions for minority client's problem ³	Mixed: More perspective taking of clients in stereotype reversal training
Adams et al. (2003)	US Latino & White student teachers	48 ^a after attrition	Media & instruction & role-play: 8 hrs of multicultural communication skills training: videos, lecture, r-p vs. waiting list control	Pre-post: written responses to cross-cultural situation vignettes ³	Positive: Increase in expressive communication and empathic response
Duncan et al. (2003)	US White students	682 ^a	Contact: Random freshman roommate assignment	Pre-post: attitudes toward affirmative action & interracial understanding, contact/comfort with outgroups, roommate friendship, volunteerism	Mixed: More affirmative action endorsement w/ Black roommates. More comfort & contact w/ minorities from minority roommates (except Hispanic)
Callo (2003)	US White counseling trainees	17 ^a	Instruction: 2 day 10-hr experiential multicultural counseling training vs. none	Pre-post: Role play responses to cross-cultural counseling situation; ¹ post: Multicultural Counseling Competencies scale ²	Positive: Higher scores on role play responses and competency scale
Stewart et al. (2003)	US 1 University; majority White;	34 ^a attrition to: 24	Role-play: Blue Eyes/Brown Eyes experiential exercise taught by Jane Elliot	2-wk delay post: Desire for outgroup contact, Modern Racism, Motivation to Control Prejudice ³ . Elliot debriefed p's before measurement	Mixed: More positive toward Asian Americans & Latinos, more anger about personal prejudiced thoughts & actions
Adult or General Population					
Baty (1979)	US Teachers paying for course	98 ^a	Instruction: 30-hr teaching minorities course led by Mex-Am community leaders & Anglo educators vs. waiting list	Pre-post: Tolerance, optimism for ethnic minority pupils scales; ² open-ended interviews for 48 teachers ¹	Mixed: Less tolerant; more liberal, optimistic about M-A students; greater understanding of roots of student behaviors & alternative pedagogies
Cook et al. (1973)	US Parenting class; Black & White moms, low SES	21 ^{a,f}	Contact: 2 racially integrated egalitarian parenting classes w/Black & White staff; Interdependent vs. independent instruction	Pre-post: Ostensibly unrelated racial attitude poll; observation of cross-race class interaction, post attraction ratings of classmates	Mixed: Positive cross-race relations at start; high absolute attraction in interdependent class.
O'Brien & Plooj (1977)	AUS Welfare workers & Nurses	14 ^a & 74 ^a (2 studies)	Instruction / writing: 3 hrs of 1) cultural training manual 2) essays 3) no treatment (Study 2 only)	Post (Study 1); pre-post Solomon design (Study 2): Recall & generalization of knowledge, ¹ attitudes toward Aboriginals, ² Ethnocentrism ³	Mixed: Slightly more knowledge from manual (Study 1&2), motivated to work w/ Aboriginals from essay / least motivated with manual (Study 2)
Sorcher & Spence (1982)	ZAF Factory; White bosses/Black workers	131 ^a emp's, 12 ^a sup's	Media / Role-play: 10 wk 3-hr behavior modeling: videos & practice of appropriate behaviors vs. nothing	Pre-post: Racial attitudes, behavior predictions; interviews & observation of work groups ¹	Mixed: More positive comments about supervisor or employees 20 wks after training

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Earley (1987)	US US factory in Korea; managers	80 ^a	Media & role-play: 3-day cross-cultural seminar: 1) documentary 2) interpersonal 3) both 4) nothing	Post: Ethnic activities; managers & Korean colleagues rate performance in Korea, interaction w/ Koreans ¹	Positive: More ethnic activities, better adjustment & performance in Korea w/any training; managers gr 3 fared best
Wikfors (1998)	US (Volunteered) employees of amusement park	40 ^a	Instruction: 1 day disability awareness workshop vs. wait list	Pre-post: Knowledge of disabling conditions, ³ attitudes toward interaction w/ disabled; behavior w/ a disabled person	Mixed: Increase in positive attitudes toward disabled similar behavior w/ disabled but treatment asked more questions
Nier et al. (2001)	US College football spectators; White	183 ^a	Common ingroup identity: Solicit football fans for food survey: interviewers White vs. Black, wearing same or opposing team hat	Post: Compliance filling out a survey	Positive: More compliance with Black interviewer when they wore same team hat
Smith (2001)	US Nurses	94 ^a	Instruction: 8.5 hours of cultural instruction vs. informatics class	Pre-post, 3wk post: Culture self-efficacy scale; ³ cultural knowledge scale ³	Positive: Culture instr. participants greater self-efficacy & cultural knowledge immediately & 3wk later
Paluck (2008)	RW Rural Rwandan peasants	520 ^f	Media: Reconciliation radio program vs. health radio program (Education-entertainment")	Post: Beliefs, perceived social norms, behavior in community discussion & negotiation	Mixed: perceived social norms & behaviors reflected more open dissent, cooperation; no belief change

*Results described as positive or mixed are statistically significant at the .05 level

a = Random assignment individual

b = Random assignment within each school

c = Random assignment within each class

d = Random assignment by school

e = Random assignment by class

f = Matched random assignment

1 = Measure constructed by investigator

2 = Measure based on established measure and modified by investigator

3 = Established measure