



THE PSYCHOLOGY OF
**PREJUDICE AND
DISCRIMINATION**

SECOND EDITION

BERNARD E. WHITLEY JR. • MARY E. KITE



The Psychology of Prejudice and Discrimination

This page intentionally left blank



The Psychology of Prejudice and Discrimination

SECOND EDITION

BERNARD E. WHITLEY JR.

Ball State University

MARY E. KITE

Ball State University



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

**The Psychology of Prejudice and
Discrimination, Second Edition****Bernard E. Whitley Jr.
and Mary E. Kite**

Senior Sponsoring Editor: Jane Potter

Acquisitions Editor: Linda Schreiber

Development Editor: Trina Tom

Assistant Editor: Paige Leeds

Marketing Manager: Kim Russell

Marketing Assistant: Molly Felz

Project Manager: Katy Gabel

Print Buyer: Judy Inouye

Permissions Editor: Mardell Glinski-
Schultz

Cover Designer: Maria Ilardi

Cover Image: Jay Zimmerman

Compositor: PrePress PMG

© 2010 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product, submit all
requests online at **www.cengage.com/permissions**.

Further permissions questions can be e-mailed to
permissionrequest@cengage.com.

Library of Congress Control Number: 2009920070

ISBN-13: 978-0-495-81128-2

ISBN-10: 0-495-81128-9

Wadsworth10 Davis Drive
Belmont, CA 94002-3098
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/international**.

Cengage Learning products are represented in Canada by
Nelson Education, Ltd.

To learn more about Wadsworth, visit **www.cengage.com/Wadsworth**

Purchase any of our products at your local college store or at our
preferred online store **www.ichapters.com**.

Printed in the United States of America

1 2 3 4 5 6 7 12 11 10 09 08



Brief Contents

PREFACE xvii

ABOUT THE AUTHORS xxi

ACKNOWLEDGMENTS xxiii

Chapter 1 Introducing the Concepts of Stereotyping, Prejudice, and
Discrimination 1

Chapter 2 How Psychologists Study Prejudice and
Discrimination 39

Chapter 3 Social Categorization and Stereotypes 77

Chapter 4 Stereotype Activation and Application 121

Chapter 5 Emotions and Motivation 161

Chapter 6 Old-Fashioned and Contemporary Forms
of Prejudice 189

Chapter 7 Individual Differences and Prejudice 232

Chapter 8 The Development of Prejudice in Children 277

Chapter 9 The Social Context of Prejudice 324

Chapter 10 From Prejudice to Discrimination 369

Chapter 11 The Experience of Discrimination 418

Chapter 12 Gender and Sexual Orientation 459

Chapter 13 Age, Ability, and Appearance 497

Chapter 14 Reducing Prejudice and Discrimination 540

GLOSSARY 590

REFERENCES 598

NAME INDEX 665

SUBJECT INDEX 683



Contents

PREFACE xvii

ABOUT THE AUTHORS xxi

ACKNOWLEDGMENTS xxiii

Chapter 1 Introducing the Concepts of Stereotyping, Prejudice, and Discrimination 1

Race and Culture 2

Historical Views of Ethnic Groups 3

Cultural Influences on Perceptions of Race and Ethnicity 4

Group Privilege 6

Stereotypes, Prejudice, and Discrimination 8

Stereotypes 9

Prejudice 11

Discrimination 12

The Relationships among Stereotyping, Prejudice, and Discrimination 19

Targets of Prejudice 19

Racism 20

Religion 22

Classism 23

Gender and Sexual Orientation 24

Age, Ability, and Appearance 25

Theories of Prejudice and Discrimination 26

Scientific Racism 26

Psychodynamic Theory 27

| | |
|-------------------------------------|----|
| <i>Sociocultural Theory</i> | 28 |
| <i>Intergroup Relations Theory</i> | 29 |
| <i>Cognitive Theory</i> | 30 |
| <i>Evolutionary Theory</i> | 31 |
| Where Do We Go from Here? | 33 |
| Summary | 35 |
| Suggested Readings | 36 |
| Key Terms | 37 |
| Questions for Review and Discussion | 37 |

Chapter 2 How Psychologists Study Prejudice and Discrimination 39

| | |
|---|----|
| The Research Process | 40 |
| <i>Theories and Hypotheses</i> | 41 |
| <i>Hypotheses and Predictions</i> | 43 |
| <i>Data Collection</i> | 44 |
| <i>Drawing Conclusions</i> | 44 |
| <i>Verifying Results</i> | 45 |
| <i>Theory and Application</i> | 46 |
| Research Strategies | 46 |
| <i>Correlational Studies</i> | 47 |
| <i>Experiments</i> | 50 |
| <i>Ethnographic Studies</i> | 55 |
| <i>Content Analysis</i> | 56 |
| <i>Using Multiple Research Strategies</i> | 57 |
| Measuring Stereotypes, Prejudice, and Discrimination | 58 |
| <i>Reliability and Validity</i> | 58 |
| <i>Self-Report Measures</i> | 60 |
| <i>Unobtrusive Measures</i> | 63 |
| <i>Physiological Measures</i> | 64 |
| <i>Implicit Cognition Measures</i> | 66 |
| <i>Self-Report versus Physiological and Implicit Cognition Measures</i> | 68 |
| <i>Using Multiple Measures</i> | 69 |
| Summary | 71 |
| Suggested Readings | 73 |
| Key Terms | 75 |
| Questions for Review and Discussion | 75 |

Chapter 3 Social Categorization and Stereotypes 77

| | |
|---|-----|
| Social Categorization | 78 |
| <i>Why We Categorize</i> | 79 |
| <i>Types of Categorization</i> | 81 |
| <i>Ingroups and Outgroups</i> | 83 |
| Origins of Stereotypes | 84 |
| <i>The Outgroup Homogeneity Effect</i> | 84 |
| <i>Social Role Theory</i> | 89 |
| <i>Illusory Correlations</i> | 90 |
| Transmission of Stereotypic Beliefs | 91 |
| <i>Sources of Stereotypic Beliefs</i> | 92 |
| <i>Interpersonal Communication and Social Inference</i> | 96 |
| Stereotype Accuracy | 98 |
| <i>Defining Accuracy</i> | 99 |
| <i>The Risks of Assuming Accuracy</i> | 100 |
| <i>Shifting Standards</i> | 101 |
| Functions of Stereotypes | 103 |
| <i>Cognitive Function</i> | 103 |
| <i>Ego-Defensive Function</i> | 103 |
| <i>Social Adjustment Function</i> | 104 |
| Stereotype Maintenance | 105 |
| <i>Perception and Recall of Social Information</i> | 105 |
| <i>Linguistic Biases</i> | 108 |
| <i>Self-fulfilling Prophecies</i> | 110 |
| <i>Stereotype Change</i> | 113 |
| <i>Changing Stereotypic Beliefs</i> | 115 |
| Summary | 116 |
| Suggested Readings | 117 |
| Key Terms | 119 |
| Questions for Review and Discussion | 119 |

Chapter 4 Stereotype Activation and Application 121

| | |
|-------------------------------|-----|
| Categorization | 123 |
| <i>Prototypicality</i> | 124 |
| <i>Situational Influences</i> | 124 |
| <i>Prejudice</i> | 125 |

| | |
|---|-----|
| Stereotype Activation | 127 |
| <i>Automatic Activation</i> | 128 |
| <i>Motivated Activation</i> | 134 |
| The Activated Stereotype | 137 |
| Stereotype Application | 138 |
| <i>Motivation to Inhibit Stereotyping</i> | 140 |
| <i>Ability to Inhibit Stereotyping</i> | 146 |
| Consequences of Stereotype Use | 150 |
| <i>Biased Interpretation of Behavior</i> | 150 |
| <i>Biased Evaluation</i> | 153 |
| Summary | 156 |
| Suggested Readings | 157 |
| Key Terms | 158 |
| Questions for Review and Discussion | 158 |

Chapter 5 Emotions and Motivation 161

| | |
|---|-----|
| Emotions and Stereotyping | 162 |
| Emotions and Prejudice | 165 |
| <i>Intergroup Emotions</i> | 166 |
| <i>Intergroup Anxiety</i> | 174 |
| <i>Empathy</i> | 176 |
| Motivation to Control Prejudice | 178 |
| <i>Types of Motivation</i> | 178 |
| <i>Social Norms</i> | 181 |
| <i>The Development of Motivation to Control Prejudice</i> | 182 |
| Summary | 184 |
| Suggested Readings | 186 |
| Key Terms | 188 |
| Questions for Review and Discussion | 188 |

Chapter 6 Old-Fashioned and Contemporary Forms of Prejudice 189

| | |
|---|-----|
| The Transformation of Prejudice | 192 |
| <i>Prejudice Continues ...</i> | 192 |
| ... <i>But Only Bad People Are Prejudiced ...</i> | 194 |
| ... <i>So "They" Should Stop Complaining</i> | 195 |
| <i>Theories of Contemporary Prejudice</i> | 196 |

| | |
|---|------------|
| Modern-Symbolic Prejudice | 197 |
| <i>Characteristics of Modern-Symbolic Prejudice</i> | 199 |
| <i>Psychological Bases of Modern-Symbolic Prejudice</i> | 200 |
| <i>Historical Roots of Modern-Symbolic Prejudice</i> | 203 |
| <i>Modern-Symbolic Prejudice and Behavior</i> | 203 |
| <i>Concluding Comments</i> | 204 |
| Aversive Prejudice | 205 |
| <i>Characteristics of Aversive Prejudice</i> | 205 |
| <i>Psychological Bases of Aversive Prejudice</i> | 207 |
| <i>Research on Aversive Prejudice</i> | 208 |
| <i>Aversive Prejudice and Behavior</i> | 208 |
| Ambivalent Prejudice | 214 |
| <i>Ambivalent Attitudes</i> | 215 |
| <i>Psychological Conflict</i> | 217 |
| <i>Response Amplification</i> | 218 |
| Putting the Theories Together | 220 |
| Benevolent Prejudice | 223 |
| Summary | 227 |
| Suggested Readings | 228 |
| Key Terms | 229 |
| Questions for Review and Discussion | 229 |
| Chapter 7 Individual Differences and Prejudice | 232 |
| Authoritarianism and Social Dominance Orientation | 233 |
| <i>Authoritarianism</i> | 234 |
| <i>Social Dominance Orientation</i> | 238 |
| Self-Esteem | 242 |
| <i>Self-Enhancement</i> | 243 |
| <i>Self-Protection</i> | 244 |
| Personal Values | 246 |
| <i>Value Orientations</i> | 246 |
| <i>Perceived Value Differences</i> | 249 |
| Social Ideologies | 256 |
| <i>Religion</i> | 256 |
| <i>Political Orientation</i> | 263 |

| | |
|-------------------------------------|-----|
| Summary | 268 |
| Suggested Readings | 271 |
| Key Terms | 274 |
| Questions for Review and Discussion | 274 |

Chapter 8 The Development of Prejudice in Children 277

| | |
|--|-----|
| Awareness of Social Categories | 279 |
| <i>Implicit Awareness of Social Categories</i> | 280 |
| <i>Explicit Awareness of Social Categories</i> | 282 |
| The Development of Prejudice | 284 |
| <i>The Development of Racial Prejudice</i> | 285 |
| <i>The Development of Gender-Based Prejudice</i> | 293 |
| Theories of Prejudice Development | 298 |
| <i>Social Learning Theory</i> | 299 |
| <i>Inner State Theories</i> | 302 |
| <i>Cognitive Developmental Theories</i> | 305 |
| <i>Developmental Intergroup Theory</i> | 307 |
| <i>So Where Does Prejudice Come From?</i> | 311 |
| Reducing Children's Prejudice | 311 |
| <i>School Desegregation</i> | 311 |
| <i>Cooperative Learning</i> | 315 |
| <i>Multicultural and Anti-Bias Education</i> | 316 |
| Summary | 318 |
| Suggested Readings | 320 |
| Key Terms | 321 |
| Questions for Review and Discussion | 321 |

Chapter 9 The Social Context of Prejudice 324

| | |
|--|-----|
| Realistic Conflict Theory | 325 |
| <i>The Work of Muzaffer Sherif</i> | 326 |
| <i>John Duckitt's Extension of Realistic Conflict Theory</i> | 327 |
| Social Identity Theory | 330 |
| <i>Social Identity and Intergroup Bias</i> | 330 |
| <i>Factors that Influence Social Identity</i> | 332 |
| <i>Issues in Social Identity Theory</i> | 337 |
| <i>Looking Back at Social Identity Theory</i> | 340 |

| | |
|--|-----|
| Relative Deprivation Theory | 341 |
| <i>Relative Deprivation, Dissatisfaction, and Resentment</i> | 342 |
| <i>Relative Deprivation and Prejudice</i> | 344 |
| <i>Relative Gratification</i> | 346 |
| <i>Scapegoating</i> | 346 |
| Integrated Threat Theory | 349 |
| Hate Group Membership | 351 |
| <i>Why People Join Hate Groups</i> | 352 |
| <i>Recruiting Hate Group Members</i> | 358 |
| <i>Group Socialization</i> | 359 |
| <i>Leaving the Group</i> | 361 |
| Summary | 363 |
| Suggested Readings | 365 |
| Key Terms | 366 |
| Questions for Review and Discussion | 367 |

Chapter 10 From Prejudice to Discrimination 369

| | |
|--|-----|
| What Is Discrimination? | 370 |
| <i>Forms of Discrimination</i> | 371 |
| Interpersonal Discrimination | 375 |
| <i>The Relation between Prejudice and Discrimination</i> | 375 |
| <i>Regressive Prejudice</i> | 378 |
| <i>Reactions to Having Acted in a Prejudiced Manner</i> | 383 |
| Discrimination in Organizations | 385 |
| <i>Organizational Research</i> | 385 |
| <i>Individuals in Organizations</i> | 393 |
| Hate Crimes | 402 |
| <i>Hate Crime Offenders</i> | 404 |
| <i>Motivations for Hate Crimes</i> | 405 |
| <i>Effects on Victims</i> | 410 |
| Summary | 412 |
| Suggested Readings | 414 |
| Key Terms | 416 |
| Questions for Review and Discussion | 416 |

Chapter 11 The Experience of Discrimination 418

- Social Stigma 419
 - What Defines a Stigmatized Group?* 420
 - Stigma by Association* 423
 - Tokenism* 424
- Responses to Prejudice and Discrimination 428
 - Attributional Ambiguity* 428
 - Personal/Group Discrimination Discrepancy* 431
- Consequences of Prejudice to the Target 436
 - Stereotype Threat* 436
 - Vulnerability to Stress* 442
 - Threats to Self-Esteem* 446
- Coping with Discrimination 449
 - Psychological Disengagement and Disidentification* 450
 - Behavioral Compensation* 451
- Summary 453
- Suggested Readings 454
- Key Terms 457
- Questions for Review and Discussion 457

Chapter 12 Gender and Sexual Orientation 459

- Gender-Based Stereotypes, Prejudice, and Discrimination 460
 - Gender Stereotypes* 461
 - Attitudes Toward Women and Men* 466
 - Subtypes of Women and Men* 469
 - Women in the Workplace* 473
 - The Male Gender Role* 478
- Heterosexism and Sexual Prejudice 479
 - Stereotypes of Lesbians and Gay Men* 480
 - Attitudes Toward Sexual Minorities* 482
 - Coming Out* 487
 - Heterosexism in the Workplace* 489
- Summary 491
- Suggested Readings 493
- Key Terms 494
- Questions for Review and Discussion 495

Chapter 13 Age, Ability, and Appearance 497

- Ageism 498
 - When Does Old Age Begin?* 499
 - Beliefs about Older Adults* 501
 - Age-Based Discrimination* 509
- Ability 514
 - Who is Disabled?* 514
 - The Stigma of Disability* 515
 - Physical Disabilities* 517
 - Communication between PWDs and the Nondisabled* 519
 - Mental Illness* 521
- Appearance 525
 - Physical Attractiveness* 526
 - Height* 527
 - Obesity* 528
- Summary 534
- Suggested Readings 536
- Key Terms 537
- Questions for Review and Discussion 537

Chapter 14 Reducing Prejudice and Discrimination 540

- Individual Level Processes 541
 - Stereotype Suppression* 542
 - Self-Regulation* 546
- Intergroup Contact 551
 - Conditions for Success* 552
 - Effectiveness of Intergroup Contact* 556
 - Models of the Contact Process* 560
- Workplace Interventions 569
 - Affirmative Action* 569
 - Valuing Diversity* 571
 - Managing Diversity* 573
- What Should Be Our Goal? Color-Blindness versus Multiculturalism 575
- What You Can Do to Reduce Prejudice 579
 - Influencing Your Own Attitudes* 579
 - Influencing Other People's Attitudes* 581
- Envoi 582

Summary 582
Suggested Readings 586
Key Terms 588
Questions for Review and Discussion 588

GLOSSARY 590
REFERENCES 598
NAME INDEX 665
SUBJECT INDEX 683



Preface

Throughout our academic careers, we have had a keen interest in the study of stereotyping and prejudice. It seemed natural, then, that we should teach our department's course on prejudice and discrimination. When we set out to do so for the first time, however, we ran into a surprise: Although there is vast literature on the topic, there were very few textbooks. In addition, we found that none of the books struck the balance between empirical rigor and readability that we were looking for. Therefore, as so many before us have done, we decided to write our own book; the result is before you. Our goal in writing this book is to provide students with an overview of what psychological theory and research have to say about the nature, causes, and amelioration of prejudice and discrimination. As a result, the book includes somewhat more detailed discussions of theories and selected research studies than do most other textbooks on the topic. At the same time, we have tried to keep our presentation at a level that is accessible to students whose only previous exposure to psychological theory and research has been in an introductory-level course. Feedback from our reviewers and from students in our courses suggests that we have achieved that aim.

WHAT'S OUR BOOK LIKE?

Although our book covers the standard topics included in textbooks on prejudice, we also set the goal of covering what we thought were important topics that had been omitted from earlier textbooks. Thus, because of our emphasis on theory and research, we have included a chapter on the research methods psychologists use to study prejudice and discrimination and how research methodology influences the conclusions drawn about the issues studied. Similarly, with one exception, previous textbooks have overlooked the question of how prejudice develops in children; therefore, we have included a chapter on that

topic. Finally, although psychologists have long understood that attitudes are poor predictors of behavior, previous textbooks have not addressed discrimination as a topic in its own right. We have therefore included a chapter that discusses the nature of discrimination and its relation to prejudice. Other topics distinctive to our book include hate group membership, hate crime perpetrators, and prejudice and discrimination in organizations.

Although we have not formally divided the book into parts, the sequence of the chapters represents a progression across several themes. First, we introduce the nature of prejudice and discrimination (including a brief history of research on the topic), followed by our chapter on research methods. The next several chapters address the psychological underpinnings of prejudice: the nature of stereotypes; the conditions under which stereotypes influence responses to other people; the role of motivation and emotion in prejudice; contemporary theories of prejudice; individual difference variables related to prejudice; the development of prejudice in children; and the social context of prejudice. The next two chapters examine specific forms of prejudice, those based on gender and sexual orientation and prejudice based on age, ability, and appearance. The following two chapters focus on the nature of discrimination and its effects on those who experience it. We conclude with a discussion of prejudice reduction. We realize that every instructor has his or her own outline for how a course should be organized, so we have tried to make each chapter as independent of the others as possible to allow instructors to assign them in the order that best fits their personal goals for the course.

We have written the book for use by junior and senior college students who have had a course in introductory psychology. Although the book takes a psychological approach to the issues of prejudice and discrimination, we have intentionally written in a style that is accessible to students in other fields as well. We did so because we believe that an important educational goal for all students is the understanding of prejudice and discrimination and the processes by which they operate. Therefore, the book is appropriate for courses in psychology but also for courses in such areas as education, social work, business, communication studies, ethnic studies, and other disciplines. Also, in addition to courses on prejudice and discrimination, the book could be used in courses that cover topics such as racism and diversity.

WHAT'S NEW IN THE SECOND EDITION?

The research and theoretical literatures on prejudice and discrimination have advanced dramatically even in the few years that have passed since the first edition of this book was published. Those advances have led us to make revisions throughout the book, including some reorganization of material. These revisions include two new chapters, one on emotions and motivation and the other on prejudice based on age, ability, and appearance. We had commented in the first edition that researchers had in recent decades given relatively little attention to

the role emotional reactions to outgroups plays in prejudice. That situation has changed recently, with a number of theorists and researchers producing exciting new work on the topic. The second new chapter was based on feedback from users, who suggested that we include more information on ability and physical appearance as causes of prejudice. These chapters include both new material and information moved from other chapters. For example, the topics of empathy, intergroup anxiety, and motivation to control prejudice have been moved to the chapter on emotion and motivation, and the topic of ageism is now part of the new chapter on age, ability, and appearance. As a result the topics of gender and sexual orientation are now covered in a chapter to themselves. We have also made other minor adjustments in the placement of material, for example consolidating some of the information in the chapters on stereotyping to reduce redundancy and moving information on reducing prejudice in children to the chapter on children. We have also incorporated new research on all the topics covered in the book, adding about 10 new references per chapter. To keep the book a manageable size, we have also reorganized and trimmed material throughout. Therefore, although the current edition has two more chapters than the first edition, the number of pages remains about the same.

CONTINUING FEATURES

As in the first edition, each chapter begins with an outline to provide students with a cognitive map of its contents, and ends with a summary to provide closure. Within each chapter, key terms are shown in boldface; these terms are included in the glossary and the index entry for each term shows in boldface the page on which it is defined. Each chapter also includes boxes that provide supplemental information, additional examples, or other perspectives on issues. We have also continued to include research on international populations and research that addresses the cross-cultural implications of prejudice and discrimination. A set of questions concludes each chapter. Each set includes factual review questions, designed to integrate topics within the chapter; reflective questions, designed to encourage students to think about how the chapter's contents are relevant to their lives; and more philosophical questions, designed to highlight controversies and help students clarify their positions on those issues.

To assist instructors in course development, we have written an Instructor Manual (available in electronic form from the publisher) that provides a list of resources including key readings, Web sites and handbooks of course-related activities. We also provide a list of video clips, podcasts, television shows and films, including both domestic and international feature films specifically addressing psychological concepts, and a note for which chapter they are relevant. For each individual chapter, we provide suggested classroom activities, assignments, and readings for debate or discussion. We also have created a test bank that includes at least 50 multiple-choice questions for each chapter and have provided at least 20 short answer/essay questions for each chapter. We also have Power

Point slides for each chapter. Please contact your local Cengage Learning representative to obtain a copy of the electronic Instructor Manual and Test Bank. We also invite you to explore the Wadsworth Psychology Resource Center at <http://psychology.wadsworth.com> for material relevant to this course.

We welcome any suggestions you have for improving this book. Please send electronic mail to Bernard Whitley at bwhitley@bsu.edu or Mary Kite at mkite@bsu.edu.



About the Authors



Bernard E. Whitley is Professor and Chair of the Department of Psychological Science at Ball State University. His research focused the role of individual difference variables in prejudice. He is author, coauthor, or coeditor of four other books. He and Dr. Kite have collaborated together on numerous research projects.



Mary E. Kite is Professor of Psychological Science at Ball State University. Her research focuses on stereotyping and prejudice toward women, gays, and lesbians, and older adults and she has published widely in those areas. She is a past president of the Society for the Teaching of Psychology and currently serves as Secretary-Treasurer of the Midwestern Psychological Association.

This page intentionally left blank



Acknowledgments

We want to thank Michele Sordi, our former editor at Wadsworth, who guided us through the first edition of this book and our current editor, Jane Potter, who helped us through the revision process. We also thank Ball State University, which granted Mary Kite a semester's sabbatical leave to work on this book, and the staff of Bracken Library at Ball State University, whose expert assistance advanced our research immeasurably. A number of people were kind enough to read draft chapters and suggest improvements. The following people all provided invaluable comments and suggestions for improvement: Jonathan Amsbary, University of Alabama at Birmingham; Patricia Cutspec, East Tennessee State University; Michael Demson, Broome Community College, SUNY; Paula Haug, Folsom Lake College; Butch Owens, Navarro College; Gayle Pesavento, John A. Logan College; Diana Sims, Brown College; Michael Hulsizer, Webster University; Jonathan Iuzzini, Hobart & William Smith Colleges; Alisha Janowsky, University of Central Florida; Deana Julka, University of Portland; and Valerie Roberts, College of the Siskiyous. Finally, we must thank the production staff at Cengage Learning, both for putting the book into its final form and for their help and patience during the production process.

- [read Windows Server 2012 R2 Inside Out: Configuration, Storage, & Essentials](#)
- [download online *The Witches of the Blue Well: Thoughts on Writing The Winter Witch*](#)
- [download *The Zebra-Striped Hearse* \(Lew Archer Series, Book 10\)](#)
- [**download *Protected Land: Disturbance, Stress, and American Ecosystem Management* \(Springer Series on Environmental Management\)**](#)

- <http://drmurphreesnewsletters.com/library/Windows-Server-2012-R2-Inside-Out--Configuration--Storage----Essentials.pdf>
- <http://diy-chirol.com/lib/Queste--Septimus-Heap--Book-4-.pdf>
- <http://diy-chirol.com/lib/Tundra--Biomes-of-the-Earth-.pdf>
- <http://www.shreesaiexport.com/library/My-60-Memorable-Games.pdf>