Bryant University

HONORS THESIS

Challenging the Stereotype – Greek Life in the Media

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ABSTRACT

Stereotypes are an undeniable aspect of today's society. As demonstrated through a variety of

mass communication theories, stereotypes are often formed as a result of exposure to mass

media images. This concept is especially important today, as media messages permeate daily

life in a variety of ways. From the news, to social media, to movies and television – media

messaging is everywhere and impacts people on a daily basis. The purpose of this study is to

produce a documentary video which demonstrates how negative media portrayals of Greek

life lead to the formulation of stereotypes about college students affiliated with fraternities

and sororities nationwide. This study incorporates interviews from a cross section of Greek

and non-Greek students who attend Bryant University. By contrasting these interviews with

examples taken from popular movies and television shows, the aim of the study is to

demonstrate that negative images contribute to negative stereotypes of Greek-affiliated men

and women nationwide.

INTRODUCTION

Today, society is constantly inundated with a myriad of media messages. From social media at the touch of a button, to the 24 hour news cycle – the media somehow permeates our daily lives, whether we notice it, or not. Because of this phenomenon, it is essential that society is able to decipher and understand the role of media messaging and how it impacts the ways in which we see the world. The media plays an inevitable role in the construction of our beliefs, values, and the stereotypes that we have regarding the world around us. The purpose of this study is to analyze how the media portrays Greek life, and how this portrayal ultimately leads to the construction of stereotypes today.

While there is not necessarily a wealth of information regarding the impact of media depictions of fraternity life, there is a great deal of research about mass communication effects. Additionally, fraternity life is more prevalent than sorority life, both in the research and in the mass media; however, this investigation will assess both the similarities and differences in their portrayal. Through this Capstone, my intention is to add to this knowledge by using real-world examples of how negative images of Greek life as depicted in the media establish and perpetuate negative perceptions in society as a whole. This is incredibly important for a variety of reasons.

It has been established that mass media both directly and indirectly influence a major portion of how society thinks and behaves. It is important to be able to acknowledge, if not harness this power. By becoming aware of how the images we consume can ultimately alter our perceptions of the world around us, we will, in turn, become much more media-conscious. I hope to shed light on the realities of Greek organizations across America. Franchises such as

Animal House and American Pie have propagated negative stigmas surrounding fraternities and sororities years ago. Today, there are numerous examples of movies and television shows that continue to mock and shame Greek-affiliated students, such as Fox's *Scream Queens* and the newly released feature film *GOAT*. Following the completion of this qualitative study, a documentary film was created in an effort to dispel the stereotypes that all sororities and fraternities are the same, and demonstrate that they transcend people's cultural perceptions.

LITERATURE REVIEW

Introduction

To date, very little research has been conducted regarding the impact that popular media has had on the development of Greek stereotypes. However, this research is immensely relevant for a variety of reasons. Roughly nine million college students belong to a Greek organization, which demonstrates the scope of effect that Greek life has across the country (Glass, 2012). Additionally, it is important to understand the extent in which the media impacts public perception. This sort of research is important in the realm of cultural effects, as the media plays an integral role in how people think. This phenomenon has been researched extensively throughout history, and is explained through theories such as Cultivation and Agenda Setting.

The basis of Cultivation Theory argues that television constructs a version of the world which then becomes the accepted reality by viewers. Ultimately, this theory provides the basis of the present study's argument. Furthermore, the hypothesis for the study argues that as people view negative media portrayals of Greek students as reckless and irresponsible party animals, these images subsequently become their perceived reality. As shown by the research, Cultivation Theory is a much-validated and incredibly powerful explanation of media effects.

One example of a study that supports this claim is Morgan and Shanahan's "The State of Cultivation." In essence, the article contends that many have experienced heightened levels of fear and anxiety as a result of watching local news (Morgan and Shanahan, 2010). These researchers explain that after watching local news segments, people tend to view the world as more violent and dangerous. This portrays Cultivation Theory at work – viewers apply the images they see on television to their own reality. Understanding Cultivation Theory is key to understanding the impact mass media has on the development of public opinion.

Because so few people truly understand how greatly the media impact how we think, act, and behave, I was inspired to construct my senior capstone project around a media effects investigation. Additionally, the news, major motion pictures, and prime time television are often littered with examples of defamation and derogation directed towards students who are affiliated with Greek organizations. Ultimately, I believe these negative and often gruesome portrayals of the narcissistic "sorority girl" and the violently aggressive "frat boy" ultimately develop dangerous constructs of how people perceive students in fraternities and sororities. For this reason I decided to focus my efforts on the media's influence on stereotyping. Today, with the internet at our fingertips, media messages are at the push of a button. This being said, it is essential that impressionable young adults are able to accurately read and understand media messages and understand what purpose they serve.

Background & History

The basis of research for this particular project centers largely on the impact media have on public perceptions as explained through Cultivation Theory. Cultivation theory was originally developed by George Gerbner in 1976 when he published one of the first pieces regarding the theory, entitled *Living with Television: The Violence Profile.* Published in the *Journal of*

Communication, it studied the impact of media effects and the perception of everyday life. As

Gerbner describes in the article, the role of media underwent a seismic shift after 1950, as it

"shifted from handicraft to mass production and from traditional religion and formal

education to the mass media of communications-particularly television" (Gerbner and Gross,

1976). Gerbner's study focused primarily on the impact that violence had on television

viewers. His study pioneered future research on Cultivation Theory, and still resonates today.

In his writing, Gerbner focused the majority of his attention on real versus make believe. He

writes, that "the world of television drama is a mixture of truth and falsehood, of accuracy and

distortion. It is not the true world but an extension of the standardized images which we have

been taught since childhood" (Gerbner and Gross, 1976). As evidence, Gerbner explains how

the effects of Cultivation Theory begin rooting themselves in media viewers from childhood,

and then further propagate themselves into attitudes and opinions. This perspective provides

the foundation for my own research.

While Gerbner was the primary pioneer of Cultivation Theory, numerous studies have since

been conducted to test and retest his logic. Media and video game violence, for example, is an

incredibly popular area of interest for researchers looking to test media effects. Over the last

50 years, different forms of media and their impact on public perception have been researched

extensively. Since Gerbner's work in the 1970s, Cultivation Theory has become a dominant

framework for research in the communication discipline. A content analysis conducted in

2004 by Jennings Bryant and Dorina Miron analyzed roughly 2,000 articles published in top

mass communication journals since 1956 and found that Cultivation Theory was among the

top three most cited communication theories (Bryant and Miron, 2006). This exemplifies the

scope of Cultivation Theory and its well established relevance in the communication

discipline.

In order to appreciate the importance of my investigation, it is essential to acknowledge that

mass media have significant control over how we think, act, and feel. Cultivation theory helps

explain this phenomenon, and it is important to be aware of how much society reacts to the

messages constructed by popular movies, television shows, and news broadcasts.

Introduction to Concepts

As previously described, the existing body of research regarding my particular topic is fairly

scarce. The majority of the present study's research stems from previous research studies that

were conducted in the realm of cultivation theory and analyzing how media messages impact

thinking. In addition to cultivation theory, a variety of interview methods and techniques were

surveyed in order to select the appropriate one for this study. Similarly, the components and

requirements for the creation of a documentary, as well as techniques to eliminate bias, were

also incorporated into the review of the existing literature. Finally, a selection of studies that

detailed the construction of stereotypes in modern America were analyzed. The following

sections are divided into the key concepts that compromise the majority of my research.

Greek Life in the Literature

As outlined, fairly little research has been done on the topic of fraternities and sororities in the

media. However, there are various examples of research studies that have been conducted

utilizing Greek affiliated students. One example of this is Woodward et al's 1996 study, *Sex

Differences in Social Support in Fraternities and Sororities*. While focusing on the support

system within Greek organizations, this study focused primarily on the interpersonal

communication aspects among members (Woodward et a., 1996). This study argued that the

elevated presence of same sex peers should lead to a more supportive environment for students belonging to a Greek organization. The article stressed the importance of supportive communication in Greek environments. This provides one example regarding the existing literature pertaining to Greek life.

This study represents the large majority of the pre-existing research regarding Greek Life. Specifically, the literature primarily focuses on communication patterns, homophobia, and relationships fostered within these organizations. Further, studies have been conducted regarding the ways in which Greek students talk to one another as opposed to non-Greek students. The 1998 study, *Men's Identities and Sociolinguistic Variation: The Case of Fraternity Men,* focuses on the linguistics and vernaculars employed by fraternity men in their weekly meetings (Kiesling 1998). This particular study also analyzed various fraternity events and functions and scrutinized the ways in which fraternity brothers communicated.

This exemplifies two varying examples of the existing research regarding Greek life. As demonstrated, while there is some pre-existing research, very little pertains to my particular topic. This further demonstrates why my Senior Capstone Project can be incredibly impactful – there is evidently a lack of research regarding how the media impacts perceptions of fraternity and sorority life.

Cultivation Theory

One particular pattern that reoccurs throughout the research is the phenomenon that mass mediated messages perpetuate some form of stereotyping. One example of this can be seen in O'Guinn and Shrum's study *The Role of Television in the Construction of Consumer Reality.* This article discusses how television has evolved over time and established itself as an integral aspect of society. Additionally, it discusses the implications that television has had on

social reality as well as media consumption patterns. Also citing cultivation theory, this study

provides a richer background for my work, as it describes how television is able to shape

societal perceptions. Finally, one important take away from O'Guinn's work is "if

unchallenged, these perceptions can become part of enduring mental and social

representation" (O'Guinn and Shrum, 1997). This concept appears again and again throughout

the existing research. As previously described, many researchers have studied how exactly the

perpetuation of media messages ultimately influence how people think about the world

around them.

In addition to O'Guinn's research, Shrum's study *Magnitude of Effects of Television Viewing

on Social Perceptions Vary as a Function of Data Collection Method: Implications for

Psychological Processes* describes the psychological role that television plays in cognitive

development and decision making. Drawing on aspects of cultivation theory, this article

argues that "analyses of television have shown that a number of constructs are consistently

overrepresented on television relative to their real-world incidence" (Shrum, 2004). This

argument is instrumental for the basis of this study. By focusing on cognitive patterns,

heuristic and cultivation theory, this study provides some helpful background information in

order to better understand the role that cultivation theory may play in the construction of

stereotypes. In addition, this article relates to the previous research as it addresses the ways in

which television viewing contribute to the formation of social perceptions.

These are merely two examples of the existing research that demonstrate patterns regarding

cultivation theory and existing studies regarding media effects and their impacts. As

discussed, the crux of this research is directly related to cultivation theory and the role that it

plays in the perpetuation of stereotypes. In addition to the aforementioned articles, included in

this review of the literature are other examples of research studies that analyze the role and

practicality of cultivation theory. This can be seen particularly in the three studies conducted

by Shrum that analyze the cognitive impacts of media viewing. By presenting television

viewing as a social experience, these articles outline the social dimensions and implications

that media viewing have.

Finally, many scholars know that like most theories, communication theories are dynamic.

This said, they are constantly changing, being updated, and refined. There are two changes

that a theory may undergo. These processes are known as extension and intension. Extension

occurs when more concepts are added to a theory, or new viewpoints are built on findings that

were previously established. Conversely, extension occurs when scholars seek to gain a

deeper understanding of the originally presented concepts (Dainton and Zelley, 2015). The

goal of this particular study is to add to the existing body of research regarding Greek Life in

the media. Ultimately, it is my goal to utilize the existing literature to construct a well-

developed argument regarding the impact that media messages have on the construction of

stereotypes and articulate it visually in the form of a documentary film.

How Others Succeeded

As discussed, the majority of the existing literature centers largely on how cultivation theory

works and the micro and macro level effects it has on media viewers. As shown in the

research, many of these studies utilize qualitative research such as interviews and textual

analyses, similar to my own work, and much research took the form of experiments.

One example is Shrum and O'Guinn's *The Role of Television in the Construction of*

Consumer Reality. In this example, the authors compiled a list of six separate hypotheses that

they wanted to test using an experiment. Their primary hypothesis was that the expected

"amount of television viewing [would] correlate positively with estimates of the prevalence of particular products and behaviors associated with affluence (affluence estimates), which indicates a cultivation effect" (O'Guinn and Shrum, 1997). To test their hypotheses, the study centered on a total of 51 respondents, divided into sub-segments of high and low viewing conditions. Further, the study included a content analysis of what exactly the respondents were viewing and what sort of messages were incorporated. In summary, the study found that "what people watch on television appears to influence their perceptions of what the material world is like" (O'Guinn and Shrum, 1997).

Shrum and O'Guinn's study exemplifies research that successfully supported the authors' initial hypothesis. While this research approach differs somewhat from mine, it provides a solid background in how research has been successfully conducted regarding this specific topic.

<u>Making Connections</u>

As previously discussed, there is a great deal of agreement in the existing research, regardless of specific method. Many studies focus largely on the psychological effects that television and media viewing have on the public. This phenomenon is exemplified largely in Nele Simons' study, *TV Drama as a Social Experience: An Empirical Investigation of the Social Dimensions of Watching TV Drama in the Age of Non-Linear Television.* This article describes the social implication of television viewing and how it relates to the construction of public perceptions. This provides a general argument for the idea that television viewing is a social experience. Relating to interpersonal   communication, this article exemplifies "the social dimensions of engaging with TV drama" (Simons, 2015). Simons' study supplied the basis of how television viewing can be considered a social experience, therefore changing the

way people perceive media viewing. These findings directly relate to O'Guinn and Shrum's study *The Role of Television in the Construction of Consumer Reality,* which was previously discussed.

In summary, the existing literature all possess key similarities. Most prior research was conducted utilizing qualitative and quantitative research methods, either through experimentation, conducting interviews, and so on. Additionally, many researchers viewed television viewing through a social lens, meaning that they analyzed media messages as social interactions. Another key similarity posed in the literature is the effect of media viewing on cognitive development. As exemplified, primarily in the Shrum studies, media viewers utilized the images on the screens in order to construct how they viewed the reality around them.

Interview Techniques

As demonstrated, qualitative research tends to be the primary form of data collection among the existing research. One of the most utilized and most reliable means of data collection for qualitative data is obtained from interviews. For this reason, different interview techniques and methods were analyzed in order to select the most effective interview style.

As evidenced in the research, interviewing provides qualitative data and it allows the best insight into how someone thinks or feels regarding a particular subject (Dainton and Zelley, 2015). Simply put, as defined by McNamara (1999), interviews may be referred to as conversations between two or more people where the interviewer asks questions to the interviewee to obtain information. Furthermore, they provide helpful insight into the respondent's own personal opinions and experiences.

While there a variety of interviewing styles and strategies, for my particular research project I utilized the McNamara Guidelines. Created in 1999, these guidelines provide step by step insight into how to get the most meaningful information from an interview. The guidelines entail steps for proper preparation, how to address certain topics, and so on (McNamara, 1999).

Documentaries

Before discussing my rationale for producing a documentary for my Honors Capstone Project, it is essential to discuss the different forms of documentary film making. As described in Pol Capdevila's *The Objectifying Documentary: Realism, Aesthetics and Temporality,* "documentary images play an important role in our conception of reality" (Capdevila, 2015). By producing a documentary film, I was able to juxtapose the harsh images of how the media portrays Greek Life on a constant basis against how Greek affiliated men and women view themselves and their peers.

Another key aspect of the literature surrounding the impact of documentary film making is Amber Day's book, *Satire and Dissent*. In Chapter Four, "Heroes and Villains: Satiric Documentarians Spearhead the Debate," Day outlines the crux of what compromises a documentary. One particularly interesting aspect of Day's analysis was her explanation regarding objectivity. In the text, she asserts that "if we look to documentaries to uphold standards of objectivity, neutrality, and fairness, or to produce a nuanced, even-handed political analysis, it is going to fall short." She goes on further to argue that documentary film is designed to be "opinionated, satiric, and intimate and, as such, [it] has its own resonance, strengths, and appeal" (Day, 2011). While I strive to provide a balanced cross-section of both Greek and non-Greek students and faculty in my production, it is important to note that the

goal of this documentary is to paint a picture of how media representations have ultimately

morphed into real world stereotypes.

Stereotyping

Currently, there are few studies regarding stereotyping of Greek-affiliated students in the

existing literature. However, stereotyping and its effects are well-researched issues in the

mass communication field. Therefore, while the targets of stereotyping that are analyzed may

differ, the basis of understanding where stereotypes come from can be very useful.

One study in particular analyzed how media portrayals of Chinese students impacted how

their American peers viewed them. In Lingling Zhang's *Stereotypes of Chinese by American*

College Students: Media Use and Perceived Realism, the author actually draws on the

findings of Gerbner, signifying another major connection in the literature. Zhang explains

how "theories and previous studies have shown that audiences can learn beliefs, values, and

behaviors from media vicariously, particularly when direct learning experience is lacking"

(Zhang, 2015). This article is particularly useful in its discussion regarding the creation of

stereotypes. While this specific research centers on how American students formulate

stereotypes regarding Chinese students based upon depictions in mass media, it is still

relatable to the context of my own work. This article goes into great detail regarding how

stereotypes are created and how they can be explained by different mass communication

theories. By addressing the different ways that media shapes societal perceptions, this article

provides a basic understanding of stigmatization and its causes.

Another example detailing the effects of stereotyping is Christian Burgers' (2016) article,

Stereotype Transmission and Maintenance through Interpersonal Communication: The Irony

Bias. While this study analyzes how stereotypes develop through interpersonal

communication, it still has proven to be a helpful source for my investigation. While

stereotypes may be created as a result of mass media images, they transform through

interpersonal communication. This article includes experiments regarding how linguistic

biases and language impact the transmission of stereotypes. As shown by the article, as a

result of interpersonal communication, stereotypes ingrain themselves into societal norms.

Understanding how stereotypes permeate society is an integral aspect of this project. Without

understanding how stereotypes are formed and cultivated, there is no point in analyzing the

role they play in society. Finally, it appears that the literature regarding these topics seems to

build off itself, adding in ideas and concepts where previous studies left off. This exemplifies

how the research field is always growing and changing, alongside the growths and changes in

our media and society.

Bias

Due to the unique nature of my project, it was essential that I was mindful to my own personal

biases. Fortunately, there is a wealth of literature regarding different forms of research bias as

well as ways in which to avoid them. As shown in the literature, one form of bias that may

result through the creation of a documentary is referred to as confirmation bias. As described,

confirmation bias normally results when "people tend to seek out information that confirms

their existing beliefs, hunches, or expectations and to exclude or discount contradictory

evidence" (Kuhn, 2007). This is often referred to as selective exposure. This form of bias

could prove to be detrimental in my project for a variety of reasons. While a documentary is

not required to be objective, my goal in producing this piece is to provide the most balanced

perspectives as possible. As described, this will be achieved through selecting participants

who are affiliated in Greek life as well as un-affiliated. Through this, I will not be assessing merely one set of expectations.

Additionally, as discussed, there is an extensive amount of literature surrounding how biases may impede successful interviews. The 2016 article *Why Your Stigma Isn't Hired: A Dual-process Framework of Interview Bias* outlines different forms of heuristics and biases that impact interview processes and cognitive judgements. The article asserts that "humans can be rational information processors, but are also fallible human beings whose decision-making processes are influenced by heuristics and biases" (Derous et al, 2016).

Additionally, this article outlines various strategies one may use in order to reduce the presence of bias throughout the interview process. Derous et. Al (2016) outline that in order to "facilitate unbiased decision making, the use of structure throughout the interview is recommended. For instance, perceived similarity is an important factor in interviewers' evaluation of applicants." In order to accomplish this, one defined set of interview questions was utilized throughout the interview process. By providing a set of neutral, unbiased, and open ended questions that allow the participant to divulge their own personal opinions, there remained very little room for any extraneous biases. I was able to accomplish this by modeling my interview process of those that were well established in the literature.

Ultimately, as shown in the research, bias can often be unavoidable. However, by seeking out alternative points of view as well as setting aside potential prior judgements, I was able to produce a balanced narrative regarding the effect of the media on public perceptions. In conclusion, as shown in the literature, while bias may be difficult to master, there are a variety of techniques in order to obtain unbiased responses.

Summary

As demonstrated, there is not a great deal of existing research regarding my specific topic of how the media has impacted public perceptions of certain subgroups of the population. This was largely part of my rationale to pursue this area of investigation, as I firmly believe that it is important to understand how strongly media messages permeate our views of the world around us. Media messages ultimately have a great influence in society, and it is important to understand the extent to which they control our thoughts, actions, and beliefs.

While my particular area of interest may not be well researched thus far, I am able to draw on the conclusions of other research studies that have been conducted. For example, cultivation of media-based reality is a well-researched phenomenon in the communication discipline, and the theory supporting it provides a solid foundation for how I plan to construct my work. While there are a wide variety of other mass communication theories that may be pertinent to this topic, cultivation theory provides a comprehensive basis of understanding regarding how impactful media messages are to the viewer.

By mirroring previous research studies and utilizing qualitative data obtained through interviews as the basis for writing and producing my documentary, it is my goal to be able to add to our understanding of this particular area of interest. It is so important to recognize and understand how media messaging influences the world around us. By understanding how popular television shows, movies, and the news media may propagate harmful stereotypes, we can take necessary actions to become more media literate and better comprehend the media around us.

<u>METHODS</u>

<u>Content Analysis</u>

Prior to the interview process, the primary stage of this study was to conduct a content analysis of a subsection of films and television shows that portrayed fraternity and sorority life. In total, 10 films and episodes from television shows were selected for analysis. All 10 examples were released in the last 20 years in order to provide relevant and recent examples of how Greek Life has been portrayed in the media. Patterns that were prevalent among all 10 examples were identified and provided the basis for the questions that were asked throughout the interview process.

Participants

For this particular study, 27 students were selected and then subsequently interviewed as part of the final documentary process. Among the 27 respondents, 26 were students at Bryant University and 1 was a professor. 11 respondents were not affiliated with Greek life, with the remaining 16 respondents belonging to a fraternity or sorority at Bryant. 17 of the interview participants were female and 10 were male.

Procedures

These respondents were selected through a snowball sampling method. While snowball sampling is arguably not the most valid or reliable form of sampling, it provided the most representative cross section of students who were willing to share their unbiased opinions on film. At the start of the interview process, the same number of students were contacted and asked to participate in the present study. Following this initial request for respondents, students were then referred to the study by their peers, advisors, or professors to be interviewed.

After the participants were selected, each were interviewed for the documentary. This interview process was comprised of a series of 10 questions. Students who were not

associated with Greek Life were administered a different set of questions than those who were

affiliated with a sorority or fraternity. All respondents were asked the same set of questions

for reliability and validity purposes.

FINDINGS

The findings of this study can be found in the completed documentary, *Challenging the*

Stereotype: Greek Life at Bryant University vs Greek Life in Movies and Television. Briefly, it

is evident that the media plays a sizeable role in the construction of stereotypes against Greek

affiliated students. The majority of non-Greek respondents often reported that they chose not

to join a sorority or a fraternity throughout their time in college because they either (a)

believed that how the media portrays Greek Life was accurate, and was afraid of it; (b) did not

want to be seen as the stereotypical "sorority girl" or "frat boy" or (c) their parents

discouraged them because of what they had seen demonstrated in the media. These findings

supported my hypothesis that negative stereotypes are often created as a result of how the

media constantly portrays fraternity and sorority life.

DISCUSSION

This study, and studies like it, are so important – particularly in today's society. With media

messages permeating our daily lives, it is imperative that as a society we are able to

understand the messages all around us and the purpose they serve. This phenomenon is

especially important in regards to how we view one another. As demonstrated in this study,

the media plays such an important role in not only the construction of stereotypes; it also

plays an integral role in the construction of one's values and beliefs. Because of this, it is

imperative that individuals are able to think critically and effectively analyze the messages

that they are consuming on a constant basis.

CONCLUSION

As shown in the study as well as the existing literature, it is evident that the media plays an

integral role in how people see not only themselves, but the world around them. This project

was designed in order to look critically at the messages that permeate our news feeds, our

airwaves, and our television screens on a daily basis. Further, it aimed to deconstruct the

image that society has created of the "frat boy" and "sorority girl" and decipher where that

stereotype has originated from, and what efforts – if any – can be taken in order to diminish

these negative portrayals. Finally, a project of this magnitude has never been facilitated at

Bryant University. While documentaries have undoubtedly been created, the present study's

use of personal anecdotes from members of the Bryant community juxtaposed with popular

portrayals of Greek life in the media demonstrated that there is a deep divide between

entertainment and reality. In conclusion, this study exemplifies the ways in which the media

has the potential to ultimately construct societal realities, particularly demonstrated through

its depiction of fraternities and sororities.

APPENDICES

Challenging the Stereotype – Greek Life in the Media
Senior Capstone Project for Briana Trifiro

<u>Appendix A – Interview Questions</u>

Greek-Affiliated Student
1. Please state what organization you are a part of
2. What made you decide to join a Greek organization?
3. What were your opinions of fraternities and sororities before joining?
4. In your opinion, how are fraternities and sororities portrayed in the media (ie: in the news, on television, in movies)? Why do you think they are shown these ways?
5. Have you ever encountered any stereotypes as a result of being a part of a Greek organization (ie: dumb sorority girl, frat boy, etc)?
6. What efforts, if any, does your organization make in order to combat negative stereotypes?
7. From the following list of movies and TV shows – which have you seen:
   - Animal House
   - American Pie franchise
   - Scream Queens
   - Total Frat Movie
   - GOAT
   - New Girl
8. How much television do you watch per week (answer in hours)?
9. Using your honest opinion, complete the following sentence:
   "When I see a student wearing a shirt with Greek letters on it, I think they must be _____"
10. What is one thing you would say in response to people who believe that Greek organizations are negative influences on college campuses (ie: party animals, hazing, irresponsible, etc)

Non-Greek Student
1. Do you belong to any university sponsored organizations?
2. In your own experience, why did you decide not to join a Greek organization?
3. Using your honest opinion, complete the following sentence:
   "When I see a student wearing a shirt with Greek letters on it, I think they must be _____"
4. What is your opinion of students who are a part of fraternities and sororities?
5. How did you form these opinions?
6. From the following list of movies and TV shows – which have you seen:
   - Animal House
   - American Pie franchise
   - Scream Queens
   - Total Frat Movie
   - GOAT
   - New Girl
7. Overall, would you say that the portrayal of Greek-affiliated students on television, film, and the news is generally positive or negative? Why?

8. Do you believe that the way that the media portrays fraternities and sororities has had any impact on your opinions? Explain.
9. How much television do you watch per week (answer in hours)?

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