

Prejudice and Stereotypes

Definitions

- Prejudice - the tendency to negatively _____ people, based on their group membership (to “prejudge”)
- Stereotypes – the tendency to associate traits or qualities with people, based on their group membership (can be _____ or _____)
- Discrimination – _____ based on prejudice or negative stereotypes

True Colors

- Do people still discriminate against African Americans?
- One way to find out is to follow two men – right out of college, same SES, similar enough to be friends, the only difference is one is Black, one is White – as they move into a Midwestern city, to see how they fare
- “Prime Time Live” (1991) did exactly that

Post-video

- Although the two men were similar, were they treated the same?

By contrast

- Self-report ratings of prejudice have steadily decreased since 1941
- Some researchers have intimated that “prejudice is yesterday’s news”
- Yet when we look at actual behavior (as in the video), or implicit prejudice (next lecture), a different story emerges

Indirect (Behavioral) Measures

- The landlord insists “I am not prejudiced” even as he blatantly discriminates
- Researchers have found the same when they bypass asking questions and _____
- Watch as people answer a request by phone for help from either a Black or White man (dialect differs)
- Whites are more likely to help Whites; Blacks _____
- Motorist stranded by the side of the road
- Panhandling studies

- In the lab – a Black or White confederate drops a slew of pencils; the Black man is only helped if he is _____ the supervisor
 - The White man is helped no matter his role
- So “low _____” doesn’t explain why Blacks are helped less often than Whites

Discrimination Persists

- Although Blacks have made great strides since 1964 (Civil Rights Act), they have become increasingly disheartened by the persistence of prejudice and discrimination
- For example, Blacks today still make only _____ cents for every dollar a White person earns (which is “up” from 57 cents in 1991)

Harvard Survey of Racial Attitudes

- Harvard researchers conducted an opinion poll a few years ago
- Notice the differences in responses between Blacks and Whites
- “Almost as if they came from two different planets” one researcher observed

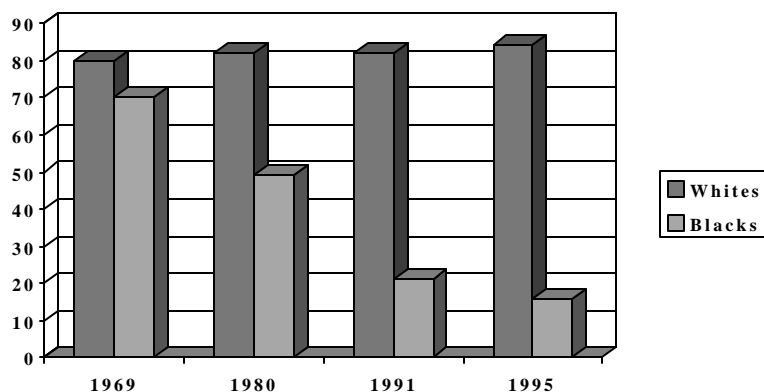
1995 Harvard University/Washington Post Poll

N = 1,970 (Whites = 802; African Americans = 474)

	<u>% Agreeing</u>	
	<u>Blacks</u>	<u>Whites</u>
“Racism is a big problem in the U.S. today?”	68%	38%
“Racism in the past is the cause of economic and social problems for Blacks today.”	71%	36%
“Blacks today, on average, hold jobs that are equal to those held by Whites.”	32%	58%
“The government has a responsibility to equalize opportunity for Blacks (e.g., through Affirmative Action programs).”	70%	36%

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Q. “Have Blacks’ situation improved over the last five years?”



% of Whites vs. Blacks who agree with the Q.

Summary

- Blacks’ perceptions about their gains distinctly contrasts with Whites’ attitude that “things are getting better and better”
- Blacks’ and Whites’ perceptions about the underlying causes of prejudice (and what to do about it) are very different
- Many Whites today simply deny that there is a problem with racism in America – Blacks’ perceptions are more _____

Stereotype threat

- African Americans still face barriers in the educational system that Whites do not share
- As a result, race differences _____ on standardized tests, even when you account for SES differences
- Claude Steele has shown that “stereotype threat” effects undermine _____

For example

- When Blacks taking the SAT are told explicitly that “no race differences have been shown on this test” they perform _____
- However, when nothing is said, or worse, when Blacks are explicitly told “race differences have been found on this test,” they routinely under-perform
- It’s the same test, but you get different results depending on whether people take it under “stereotype threat” or “no threat” conditions

Women and Math

- This same pattern shows up for women taking the SAT math test
- Women who take the test under “stereotype threat” conditions (i.e., told the test shows gender differences) score _____ than men
- But if you remove the threat, they score as well as men do

Whites, Asians, & Math

- Steele has even shown stereotype threat effects for White men!
- When told that Asians outperform Whites on the test, Whites score _____ than Asians do
- When nothing is said, Whites and Asians score _____

What causes it?

- Possible underlying causes include a drop in self-esteem, increased anxiety, distraction & evaluation apprehension
- Whatever the reason for stereotype threat effects, they resemble “_____” at the group level
- You believe your group will not do well, so you (as a group member) unwittingly “make that belief” come true

In General

- The effects of stereotyping and prejudice on _____ (e.g., minority members) is a relatively recent development in social psychology
- The bulk of the attention has been paid to people who engage in stereotyping and prejudice (often called _____)

Where does prejudice come from?

- Social psychology was “born” during WWII
- The first effort to understand prejudice was _____ (based on Freud’s defense mechanisms)
- Noticing that _____ were anti-Semitic and had harsh upbringings, researchers devised the concept of the “authoritarian personality” (1950)

Authoritarian Personality

- If punished harshly, you may come to hate your parents
- But children are powerless to lash out against mom and dad
- Instead, they _____ their hostility onto convenient scapegoats (e.g., Jews)
- Prejudice comes from _____ aggression

- Authoritarians are not ONLY prejudiced against Jews (they also score high on many other prejudice scales, including sexism & racism)
- As your text points out, authoritarians are likely to be “_____ bigots”
- The trouble with the original theory was that authoritarians don’t need to have had strict or cruel parents (you can find authoritarians who were raised by kind parents)

Authoritarian Personality Today

- Based on _____, not psychodynamic principles
- People can learn to be prejudiced directly (not necessarily b/c of displaced aggression)
- Parents, peers, and religious authorities all can directly teach children to fear and hate others who differ from themselves

Who are “Authoritarians”?

- The Right-Wing Authoritarian Scale (RWAS) is used today
- Made up of three parts
 - Conservatism
 - Obedience to _____
 - Desire to punish _____

Conservatism

- The desire to keep things “the way they are”
 - Fear of change
 - Authoritarians are afraid of the world (it’s a dangerous place)
- They agree with items like “The country today is changing too fast and going rapidly downhill”
- They also endorse traditional “family values” (e.g., about gender roles, sexuality, and religion)

Obedience to _____

- They also think we should blindly follow authority figures (our parents, the government, the church, the Bible)
- They agree with items like “People today think too much for themselves and don’t have enough respect for authority”

Desire to punish _____

- Authoritarians want to keep others on “a tight leash”
- They agree with items like “The government should crack down on people who criticize America”
- They favor capital punishment, stricter drug laws, harsh punishment for offenders of all ages

Authoritarian Personality

- This is a _____ theory of prejudice
- Certain types of people (authoritarians) are more likely to be prejudiced than are others
- You already know about two other explanations – one motivational, one cognitive – that don’t involve personality
- These are more popular explanations for social psychologists today

Reminder

- Motivational (Social Identity Theory)
- The desire for high self-esteem leads us to form ingroups and outgroups, and to favor the former over the other (ingroup bias, outgroup derogation)
- **Outgroup derogation** → _____
- Cognitive (Categorization Processes)
- Humans are hardwired to categorize things, including people, and this can lead to perceptual differences between groups (e.g., ingroup heterogeneity, outgroup homogeneity)
- **Outgroup homogeneity** → _____

Plato on Prejudice

- An old idea about _____ is that they are comprised of 3 components:
- Affect, Behavior, Cognition
- Let’s apply this to prejudice

The “ABC” Model

- Prejudice is the _____ component
 - negative feelings toward others based on their social group
- Discrimination is the _____ component
 - unjust actions toward others based on their social group
- Stereotypes form the _____ component
 - beliefs about the attributes or qualities of group members

Which comes first?

- Cognitive theorists argue that stereotypes come first, and the attitude follows
Stereotypes → Prejudice
- So...change the stereotype, and the attitude will follow
- One problem is, stereotypes _____

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The Princeton Trilogy

	1933	1951	1969
Whites	Industrious Intelligent Ambitious	Industrious Intelligent Ambitious	Industrious Intelligent Ambitious
Jews	Shrewd Mercenary Industrious	Shrewd Mercenary Industrious	Shrewd Materialistic Industrious
Japanese	Industrious Intelligent Progressive	Sly Traacherous Nationalistic	Industrious Intelligent Progressive
Blacks	Lazy Musical Ignorant	Lazy Musical Hedonistic	Lazy Musical Hostile

Why is that?

- Stereotypes persist for at least two reasons
- First, people interpret _____ in line with their pre-existing beliefs
- Example: when told that a woman had “hit someone” S’s thought they were moms punishing their kids, and did not rate her as very aggressive
- If it was a man, they thought about barroom brawls and rated him as very aggressive

Example (Age)

- People told that a 50 year old man “had a car accident” imagined him to have been driving too slowly or cautiously (and was likely hit from behind)
- If it was a 25 year old man, he was likely driving too fast (and drinking)
- In each case, the same information is interpreted differently, in line with _____

Subtyping

- Second, even when people we know blatantly _____ stereotypes, the stereotype itself is not affected
- Instead, we _____ that person out of the category
- They become “exceptional” to us – we separate them out of the group, the stereotype remains intact, and life goes on

Which comes first (cont'd)?

- Motivational theorists argue that prejudice comes first; negative stereotypes are then used to rationalize or explain bad feelings
Prejudice → Stereotypes
- In both cases, prejudice and/or stereotypes are thought to precede discrimination
Stereotypes → Prejudice → Discrimination
Prejudice → Stereotypes → Discrimination

System Justification Theory

- A more recent motivational theory argues that _____ comes first
- Every society has a “caste system” – based on status and wealth, if not birth
- To rationalize why some people are street sweepers and others CEO’s, we may justify group-based discrimination with negative attitudes and stereotypes

“system-justification”

- The “system” means the status quo (some groups are valued more than others)
- The “justification” means the acceptance of stereotypes and negative feelings toward minority groups
- The motivation for system-justification is to preserve our beliefs in a _____
- We have a strong need to believe the world is fair
- We want to believe that WE will be treated fairly, and also that the world is a good and just place to be (to think otherwise is too depressing)
- To avoid feeling depressed, we may justify the status quo
- Importantly, this may happen _____

A Test of Two Theories

- System-justification (SJT) and Social Identity (SJT) are both motivational, but the motives are very different
- How might we pit them against one another?

We have to figure out for which groups they make _____

The minority groups project

- In 3 experiments, we measured liking for
 - Christians vs. Jews
 - Whites vs. Asians
 - Whites vs. Blacks
- Both theories would predict _____ on the part of Whites & Christians (dominant group members)
- But what about minority members and people who don't belong to either group (e.g., Muslims, Latinos)?
- Now, SIT and SJT make very different predictions

SIT vs. SJT Predictions

- SIT predicts that minorities (Jews, Asians, Blacks) should show _____ ingroup bias, compared with majorities (Christians and Whites)

WHY? _____

- SJT predicts that minorities should show _____ ingroup bias, because the “system” _____

SIT Hypothesis

- Now consider the “outsiders” (e.g., Latinos)
- SIT predicts _____ because they don't belong to either group
 - You can't have “ingroup bias” if you don't belong to either group!
 - Moreover, both groups are “outgroups” to Latinos, so they should derogate both _____

SJT Hypothesis

- SJT argues that “outsiders” should favor dominants over other minorities (i.e., respond like _____)
 - Why? Because they have internalized society's attitudes and stereotypes, so that they “think” Whites (the majority group) really ARE better than lower-status groups
 - “Think” is in quotes b/c this argued to be a _____ process

So can we **ask** people what they think? Yes / No

Procedure

- In 3 experiments, we tested prejudice toward and stereotypes about Jews, Asians, or Blacks, compared with Christians or Whites
- To get at nonconscious attitudes and stereotypes, we used computerized measures (the IAT)
- In each study, we used diverse samples
- Let's compare the results for each Exp. by group (Whites, Outsiders, Minority)
- A high bar = greater liking for dominants over minorities

Results

Jewish-Christian IATs:

Did Christians and outsiders score the same? Yes No

Did Jews show ingroup bias that was as strong as Christians? Yes No

Note: for this to be true, the bars for Jews would have to be as tall, but in the opposite direction as they are for other groups

Asian-White IATs:

Did Whites and outsiders score the same? Yes No

Did Asians show ingroup bias that was as strong as Whites? Yes No

Black-White IATs:

Did Whites and outsiders score the same? Yes No

Did Blacks even show ingroup bias? Yes No

- Each experiment showed a preference for dominants over minorities (Jews, Asians, Blacks) on the part of both Whites and outsiders alike
- Which theory does this support? SIT or SJT?
- Each experiment showed _____ ingroup bias for minorities than dominants
- Which theory does this support? SIT or SJT?

Conclusion

- System justification theory might be _____ theory of prejudice, compared with social identity theory

Implications

- People tend to view other groups through the lens of their same _____
- SJT argues that the reason for this is because of the need to protect our “just world beliefs” – true for dominants, minorities, and outsiders alike
 - Why don’t minorities show as much ingroup bias as dominants do?
 - For dominants, societal opinions are in harmony with their own (group-serving) biases, so there is no conflict
 - For minorities, there is conflict – they personally think well of their group, but society doesn’t seem to agree
 - So minorities experience more _____ than dominants do, which inhibits their (nonconscious) ingroup bias

Societal “Victim Blaming”

- Broadly speaking, this means the tendency to blame people who are of lower status, for being, well, of lower status
- It isn’t fair, it isn’t just – but the alternative (not believing in a just world) may simply be too painful for most of us to live with

Escaping Social Identities

- If you belong to a lower status group (e.g., if you are female or not White) you have choices regarding how you will react
- There are ways of transmuting one’s social identity when it is not valued by society
- Next session, we’ll see a film about how gays and lesbians handled a direct attack on their social status (72 min, so don’t be late)
- The following session, we’ll discuss various ways of escaping devaluation
- We’ll also look more closely at implicit prejudice
- Thought to be automatic, spontaneous, and often inaccessible to our conscious minds
- You can test yourself on the web

The Implicit Association Test

- You should go to the web site before that lecture to try it out yourself in advance
- You can follow the link on my home page to the web site (the link is towards the top and reads Implicit Association Test)
- Or, the address is <http://buster.cs.yale.edu/implicit/>
- When you are finished, an interpretation of your score will come up, along with

consensus information

- I recommend this because it will help you understand the lecture on implicit prejudice (as well as this one)