Implicit Prejudice
Ballot Measure 9 (BM9)

• Showed how Christian fundamentalists tried to legislate discrimination against Gays and Lesbians in Oregon

Many prejudice theories depicted
• Authoritarianism (social learning)
• The link between stereotypes and prejudice
• System-justification theory
• Realistic group conflict theory

Authoritarianism
• Recall that it is based on
  – Conservatism (fear of change)
  – Obedience to Authority
  – Desire to punish deviants
• Bob Altemeyer put these together to model how authoritarianism leads to prejudice

  A model of authoritarianism

  • Fear of a dangerous world → strict obedience to authority (e.g., the Bible)
  • The authority granted → __________ _____________
  • Moral superiority → willingness to punish those who disagree
  • “Fear causes people to grab the gun and cock the trigger; moral superiority releases the trigger” – Bob Altemeyer (1988)

  “Equal opportunity bigots”

• You noticed how the campaign spread to other groups as well
  – The Catholic church was vandalized
  – Swastikas started to appear
  – Racial slurs and epithets became common
• Hatred begat hatred so that the entire community suffered

Stereotypes & Prejudice
• Still, the campaign against gays and lesbians was especially violent
• It was __________ by gay and lesbian stereotypes (e.g., gays are promiscuous, are pedophiles)
• One activist points out a good example of “__________ correlation” (“If you pair the word homosexual with pedophilia often enough, people will start to believe it”)
System-justification

• In some respects, the young people in the film are the most frightening of all
• They justify their hatred by rendering gays as ________

Nevertheless

• The high school kids were quick to dismiss the OCA speaker (“I just want to know who is next”)
• And many people saw the parallels to the situation in Oregon and Nazi Germany – “I voted NO b/c my father escaped from Nazi Germany, and this is how it begins”

Realistic Group Conflict

• Realistic group conflict theory argues that prejudice stems from ________ for scarce resources (e.g., land, water, jobs)
• Palestinian-Israeli conflict is the classic example
• Prejudice is based on a ________ fear that if the other group wins, your group will lose

Realistic Group Conflict

• The argument that homosexuals were asking for “special rights” is an _______ example – civil rights are not “scarce”
  • Irrational conflicts arise from beliefs in what is called a mythical ______ pie
  • Stems from the illusion that a resource is scarce when in fact, it is not

• So heterosexuals feared they would somehow be discriminated against if gays and lesbians were treated equally
  – “Does this mean I won’t get a job?”
  – “It took women 20 years to get maternity leave – are gays now going to get special treatment, too?”

Escaping Devaluation

• The campaign led to a general devaluation of gays and lesbians in the community
• But as you saw, they banded together and overcame the efforts to legalize discrimination against them
• Group identity can be good – and can help people escape devaluation
Options for people whose ingroup is a “cultural outgroup”

• The first set pertains to what people can do in groups (social ________)
• The second set concerns when you are on your own (social ________)

Social Change (_______ Level)
_______________ = Work to redefine your group as part of the cultural ingroup
_______________ = Redefine what is valuable
_______________ = Compete with the cultural ingroup (e.g., resort to supremacism)

• Nazi propaganda portrayed Jews as vermin (“rat people”); banners at rallies blatantly read “Jews are the cause of all our problems”
• To ___________ themselves as humans, Jews organized protests, formed resistance groups with Gentiles, and tried to use the media
• Many refused to leave, hoping that their collective loyalty would cause them to be perceived as “true blue” Germans

Social ________

• Black Power Movement tried to redefine beauty (“Black is Beautiful”)
• ___________ feminists argue that female qualities are morally better than male ones
• Dan Savage (writes a sex advice column); jokingly refers to heterosexuals as “__________” (gays don’t contribute to overpopulation!)

Social ________

• ___________ resort to this
• Jews (foiled by recategorization efforts) resorted to Zionism, demanding their own country
• Malcolm X similarly argued for complete racial separation

Question

• Which of these did people in BM9 use?

Answer: ______________

• “Work to redefine the outgroup as part of the cultural ingroup”
• In this case, they strived to ___________ gays and lesbians as human (versus subhuman -- animals)
• They did this through protests, media attention, and by rallying other members of the community to their cause
Social ________ (Personal Level)

• When revolution is not an option (when you are on your own), there are other options to choose from

Dissociate (real distance) = _________________ and ________________

Disidentify (psychological distance) = ________________________________
and ____________________

Dissociate
• The distance between you and your ingroup is practically or physically ______
• “Passing” is used by many gays and lesbians
  – Jews who emigrated often changed their names
  – Blacks who can “pass” as Whites were considered lucky
• Escape simply means to leave the threatening situation (e.g., emigrate)

Disidentify
• If you can’t get real distance, you can aim for __________ distance
• Subtyping self out of the category
  – “Most women can’t do math, but not me!”
  – “Most Blacks don’t play country music, but not me” (Charlie Pride)
• Note: this is the same idea as subtyping others, but the process is applied to yourself

CORFing
• “Cutting off Reflected Failure” is another means of psychological distance
  – Colin Powell now fights against affirmative action (despite his own reliance on it)
  – Camille Paglia attacks women for being rape victims
• By engaging in ________ victim blaming, people can disidentify with their ingroup and regain a sense of personal __________

• All of these are ways minorities may try to avoid being devalued by society as a whole
• Some means are more costly than others; some are more feasible than others; some bring greater rewards
• Some can be done alone; others must be done in groups
Explicit Prejudice

• As we saw in BM9, prejudice toward homosexuals remains explicit (overt) in our society
• It is backed up by religious teachings and the government (e.g., their sexual practices remain outlawed in many states; only in Vermont may they legally marry; “Don’t ask don’t tell” military policy isn’t very effective)
• Employers also discriminate against them by not giving them the same rights (e.g., health care for partners)

Explicit Prejudice Measures

• Explicit measures of prejudice = _________________
• Consciously controlled, they involve deliberative responses, not automatic reactions
• Their great flaw is that they rely on people being both willing and able to report how they feel

Implicit Prejudice

• Many minorities today do not suffer explicit prejudice
  – It is now socially undesirable to be prejudiced toward many groups
• But does prejudice go away, really? Or do people remain (implicitly) biased?
• Implicit prejudice = hidden, covert, nonconscious

Implicit Prejudices

Formal definition:
• “The automatic associations that people have between ____________ and ____________”

• They are believed to be culturally transmitted, like a virus (“brainwashing”) – and based on long-term ____________________ between groups
• Even when we have consciously worked not to be biased, we have learned that some groups are better than others

Implicit Prejudice Measures

• Due to the willing and able problem, researchers have increasingly turned to implicit measures
• Responses are spontaneous, automatic (not controlled)
• The most popular are based on reaction time data
The Implicit Association Test

- One of the most popular is the IAT
- A clip from Discovery’s documentary, “How Biased Are You?” demonstrates it
- Although the method was changed for the video presentation, the basic principle is the same
- It measures the “automatic links” in our minds between (for example) White+good and Black+bad

Post-video

- It is interesting that even avowed non-racists often showed implicit prejudice
  - This was true even for some African Americans
- Hundreds of thousands of web site visitors
  - About _______% of Whites (and _____% of Blacks) show implicit prejudice
- The data for Blacks supports which theory of prejudice? SIT or SJT?

Does implicit prejudice matter?

- Greenwald stressed that it is likely to play a role in our behavior
- Especially under conditions in which we feel uncertain, or the situation is ambiguous, or somehow threatening – the times when “emotions” rule over “reason”

Examples

- Many people (Blacks and Whites alike) spontaneously cross the street when they see a group of young Black men approaching
- People of color are more likely to be accidentally __________________
- Replicated in laboratory research, using simulated video games (Black citizens holding harmless objects, such as beer bottles or flashlights, are “shot” by accident twice as often as Whites are)
  - When people take the time to think, they are ______ likely to be influenced by their implicit prejudices
  - The problem is, we don’t always take the time (people often behave mindlessly)
  - And we don’t always realize that our judgments might be tinged with bias

Implicit prejudice in the lab

- Researchers often find that implicit prejudice is a __________ correlate of discrimination, compared with self-reports
- Here’s a list of some of the things it predicts
A partial list
• Unfriendliness toward African Americans
• Rating a Black author’s essay negatively
• Rating a Black applicant for the Peace Corps negatively
• Willingness to cut the budget for Jewish or Asian student organizations
• Discrimination against female job applicants

“Unlearning” implicit prejudice
• Can you change implicit prejudice? If so, how?
• We have tried motivating people in different ways to see if they can change their scores on the IAT
  – Offering incentives ($) does not work
  – “Shaming” does not work
• Scores on the IAT are __________________

Is Implicit Prejudice Permanent?
• Researchers have likened implicit prejudice to a “____________”
• The automatic linkage in our minds between social groups and “good” things or “bad” things is certainly strong
• It is also beyond our control; but is it permanent?

Diversity Education
• If we “learn” implicit prejudices via cultural indoctrination, maybe we can unlearn them through diversity education, provided we volunteer for it
• If we are “ready and willing” to undergo an intense immersion in the topic, it might change us (even deeply); we set out to test this idea

Diversity Education Research
• Professor Mel Gary teaches a Prejudice and Conflict seminar at RU
• We tested whether the seminar would reduce students’ _________ (as well as self-reported) prejudice toward Blacks
• What is the class like?
  Prejudice & Conflict Seminar
• It’s a small class, led by an African American male professor
• Assignments and discussions
  – provide insight into students’ own biases
  – foster respect for diversity
  – students keep a journal documenting instances of prejudice in themselves and others
Method
• Subjects’ IAT (and self-report) prejudice scores were obtained at the beginning and end of the semester
  – High score = preference for Whites over Blacks
• We compared the P&C group to another group
  – large lecture course taught by __________ professor

Hypotheses
• At Time 1, our two groups should show __________ levels of prejudice
• But at Time 2, only P&C students should show __________ prejudice
  – Both explicit and implicit prejudice?
• Let’s look at explicit prejudice first – did the P&C class reduce this? Yes/No
• What about implicit prejudice – did the P&C class reduce this? Yes/No

Summary
• At Time 1, both groups showed __________ amounts of implicit and explicit prejudice
• At Time 2, the P&C group showed _______ amounts of _______ types of prejudice
• Although implicit prejudice is typically _______ as strong as explicit prejudice, this was not the case for P&C group at Time 2
  Diversity Education __________!
• This shows that implicit prejudice is not “permanent” – it can be altered by ______________
  • Including diversity education, at least when led by a Black professor
  • But the professor alone was ______________; the content of the course mattered, too

Implications
• Does this research suggest we should force people to take these courses?
  __________
• Our experimental students were __________
• Results could __________ on people who do not volunteer for diversity training
Summary

• The IAT measures the automatic associations we have in our minds between social groups and evaluation (__________ prejudice)
• The fact that so many people show evidence of it, despite dramatic social changes, suggests that this type of prejudice is ____________ to change
• But it _______________ – it can be changed when the conditions are ripe for changing it

Reminder

• Exam 2 next session
• Be sure to download the study guide from the web site