

345 Slides Prejudice 1.doc
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Slide 1
Q1

Prejudice

- A negative [B] toward a group and its members
- Prejudice has 3 components-
 - Cognitive (Stereotypes)
 - Behavioral (Discrimination)
 - Affective (Prejudiced Feelings)

Slide 2
Q2

General Points

- Prejudice must relate to the person's group membership
- Ingroup favoritism: In general, people favor their ingroup and devalue outgroups
- Stereotypes are easier to change than prejudiced feelings, but people do strive for consistency

___4 fabrications if false___

Slide 3
Q3

Modern Racism

- Prejudice, discrimination, and negative stereotypes of minority group members have improved
- People's attitudes toward prejudice itself have changed. But ...
- Modern racism surfaces when a person thinks it is safe to express racism or their behavior is easy to rationalize.

Slide 4

Implicit Measure of Prejudice

- Designed to measure attitudes people want to conceal from themselves and others.
- Implicit Association Test:
<https://implicit.harvard.edu/implicit/>

Slide 5
Q4

Fazio et al. (1995) [Priming Task]

- African American and European American Ss see faces of European Americans or African Americans at high speeds
- Then, they see a word and are asked to decide whether it's positive or negative
- Prediction: If people harbor implicit prejudice against members of another race, "Other race faces" ought to slow down the recognition of [B] words but speed up the recognition of negative words

Slide 6
Q5

Cognitive Model of Stereotypes

- Stereotypes arise from a normal, cognitive process: **Categorization**
- Stereotypes help people process information quickly and efficiently

_____ 1 fabrication if false

Slide 7

"Unobtrusive" Behavioral Measures

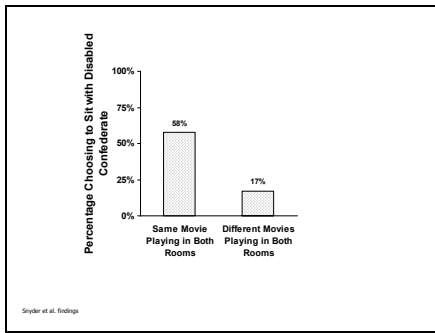
- Measuring *covert* discrimination

Slide 8

Snyder, Kleck, Strenta, and Mentzer (1979)

- Ss sign up for an experiment on aesthetic preferences
- They are asked to watch a movie in one of two rooms.
- A confederate is already seated. In one condition he's physically disabled; in another, he's not.
- In one condition the same movie is playing in both rooms; in another condition different movies are playing

Slide 9



Slide 10
Q6

Sources of Prejudice

- [B1] Group Conflict Theory
 - Prejudice arises when groups [B2] for scarce resources
 - If there were enough resources to go around, prejudice would disappear

Slide 11
Q7

Sherif's Robbers Cave Study

- Boys in a camp are split into groups
- They meet and compete for scarce resources
- Prejudice develops
- The removal of competition does *not* reduce prejudice
- Interdependent [B] *does* reduce prejudice

Slide 12
Q8

Conclusions

- Competition creates prejudice
- Its absence doesn't remove it
- Cooperative interdependence reduces it

___1 fabrication if false

Slide 13

Is Competition *Necessary*?

- Relative Deprivation
- Scapegoating
- Symbolic Racism
- Application to the Mideast
 - Is limited land really the issue?

Slide 14



Motivational Models

- Developed to explain prejudice in the absence of any realistic group conflict
- Prejudice makes people feel better about themselves

Slide 15
Q9

Prejudice 2: Stereotypes

- A stereotype is a cognitive generalization about a group of people applied to all group members.
- People hold stereotypes about
 - Ethnic and racial groups
 - Social Groups (jocks, fraternity men)
 - Occupations and Avocations (professors, computer *nerds*)

Slide 16

Tajfel's Minimal Group Procedure

- Key Features
 - Arbitrary division into groups
 - No interaction, either within groups or between groups
 - No chance for self-benefit

Slide 17
Q10

Key Finding:

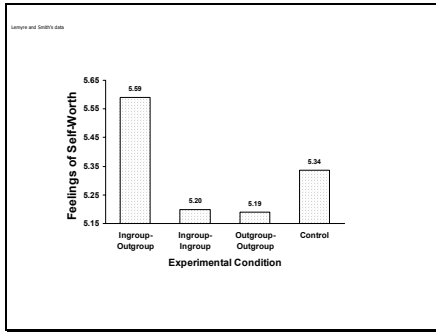
- People discriminate in favor of their [blank], even when group assignment is patently trivial and people are not competing for scarce resources.

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Lemyre & Smith (1985)

- Does Ingroup favoritism make people feel better about themselves?
 - Ss are arbitrarily divided into groups and are allowed to distribute rewards to various groups:
 - Ingroup/Outgroup
 - Ingroup/Ingroup
 - Outgroup/Outgroup
 - Control Condition
 - Feelings of Self-Worth are then Assessed

Slide 19
Q11



___ 1 fabrication if false

Slide 20
Q12

Tajfel's Social Identity Theory

- People naturally and spontaneously categorize the social world into ingroups (US) and outgroups (THEM).
- People strive for high self-esteem and a positive identity. Their self-esteem depends, in part, on their social identity.
- Self-esteem can be [B] by seeing one's own group (US) as better than another group (THEM).

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Slide 1
Q13

Prejudice 2: Stereotypes

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Slide 2
Q14

Cognitive Consequences

- Outgroup Homogeneity Bias
 - "They are all alike:" Outgroup members are seen as highly similar to one another
- Outgroup Extremity Bias
 - judgments of outgroups tend to be more extreme (either more positive OR more negative)

3 fabrications if false

Slide 3
Q15

Cognitive Model of Stereotypes

- Stereotypes arise from a [B1], cognitive process: [Blank2]
- Stereotypes help people process information quickly and efficiently

Slide 4
Q16

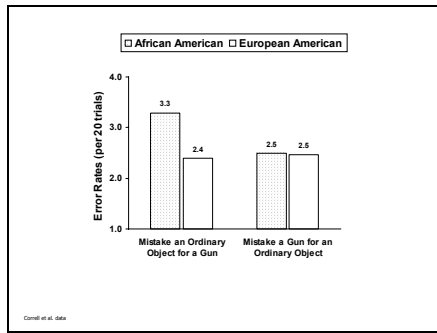
Social Structural Model of Stereotype Content

	Low Status		High Status	
	High Competition	Low Competition	High Competition	Low Competition
Common Stereotypes	Incompetent; cold	Incompetent; warm	Competent/cold	Competent/Warm
Prevalent Emotion	Anger, contempt	Pity, compassion, sympathy	Envy	(None)
Example	Unskilled foreign immigrants, working women	Elderly, disabled, traditional housewife	Jews, Germans, Japanese	Ingroup

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- Cognitive Consequences**
- Stereotypes Influence Interpretation
 - Weapon Identification Effect:
 - Amadou Diallo: Killed by NY City police because they believed he had a gun
 - Correll et al. (2002).
 - European American Ss play a video game that requires them to identify whether an object is a gun or some ordinary household object.
 - Person holding the object was a European American male or an African American male

Slide 6
Q17



__1 fabrication if false__

Slide 7
Q18

Stereotypes and Attributions

- [B1] attributions are made for stereotypically [B2] outcomes
 - When a boy succeeds at math, we attribute it to high ability;
- [B3] attributions are made for stereotypically [B4] outcomes
 - When a girl succeeds at math, we attribute it to effort, luck, preferential treatment, or an easy test.

Slide 8
Q19

Ultimate Attribution Error #1

- People make dispositional attributions when an [B] member does something positive and situational attributions when an [B] member does something negative.
- Just the opposite is true of outgroup members.

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Q20

Ultimate Attribution Error #2

	Ingroup Member	Outgroup Member
Positive	Situational	Dispositional
Negative	Dispositional	Situational

4 fabrications if false _____

Slide 10
Q21

Shifting Standards Model

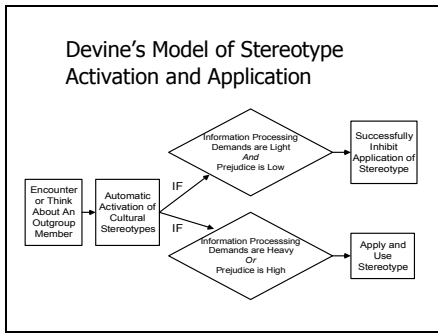
- It's [B1] for people to be viewed as possessing qualities that are [B2] of their group
 - You throw well – for a girl
 - You've done a great job fixing up your apartment – for a guy
 - Pretty fly for a white guy

Slide 11
Q22

Stereotype Activation and Control

- Can People Who Disavow the Accuracy of a Stereotype Avoid Using Them?
- Devine's Dual Process Model
 - Regardless of one's personal level of prejudice, stereotypes are automatically activated when we encounter an outgroup member
 - If we are motivated to be unbiased AND information processing demands are light, we can successfully [B] the stereotype

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Slide 13
Q23

Support for Devine's Model?

- Qualified
 - People who score high in prejudice are more aware of negative stereotypes
 - Negative stereotypes are always activated automatically in low prejudiced people.
 - Even highly prejudiced people can learn to suppress stereotypes

___ 3 fabrication if false

Slide 14
Q24

Sexism

- Two types of sexism:
 - Hostile sexism: Women are incompetent, overly emotional, and manipulative
 - Benevolent sexism: Women are pure creatures who should be pampered, protected, and adored.
 - Men score higher than women on hostile sexism, but the two sexes are equal on benevolent sexism

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Sexism and Gender

- Especially likely when a woman tries to do a man's job and displays masculine qualities
- Even women show this bias

Slide 1

Prejudice 3

- Review

Slide 2
Q25

Coping with Prejudice

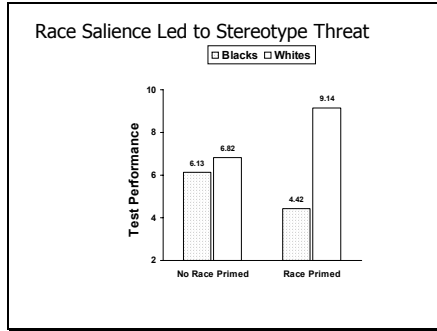
- African American Underachievement
 - At every level of scholastic aptitude (based on SAT scores), Blacks underachieve
- Stereotype Threat
 - The threat that arises when one fears being judged by a cultural stereotype.
 - Stereotype threat undermines task [blank]

Slide 3

Steele and Aronson (1995)

- European American and African American Ss take a test that measures their verbal ability
- Race Salience is experimentally manipulated
 - In one condition Ss are asked to indicate their race before taking the test
 - In another condition, no mention of race is made

Slide 4
Q26



__1 fabrication if false

Slide 5

Who's Susceptible to Stereotype Threat?

- Only students who care about success are susceptible to stereotype threat
- But, one needn't personally believe the stereotype in order to be affected

Slide 6

Women and Math

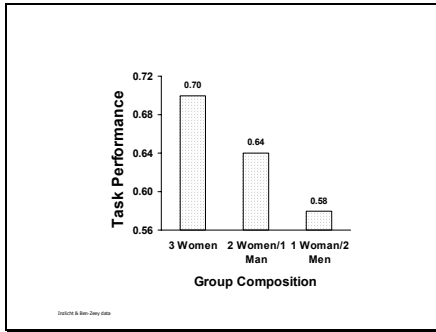
- Beginning in adolescence, women perform worse in math and science courses than do men.
- Single sex schools, which are becoming more common, may be beneficial

Slide 7

Inzlicht and Ben-Zeev (2000)

- Women take a math test in groups of three
 - Three women, no men
 - Two women, one man
 - One woman, two men

Slide 8
Q27



___ which piece of data is fabricated

Slide 9
Q28

Affirmative Action Programs

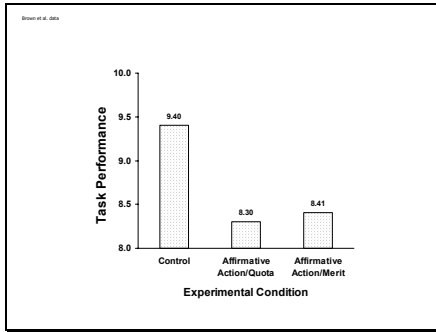
- [B] treatment given to underrepresented groups in employment, admission decisions, and the awarding of government contracts.
- Do affirmative action programs undermine performance?

Slide 10

Brown, Charnsangavej, Keough, Newman, & Rentfrow (2000)

- Women are assigned to lead a group under one of three conditions
 - Random (flip of a coin)
 - Affirmative action (quota)
 - Affirmative action (merit)
- Subjects then complete a problem-solving task, and their performance constitutes the dependent variable.

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Q29



 1 fabrication if false

Slide 12
Q30

Reducing Prejudice

- Cognitive Models
 - Change Beliefs, and Hearts and Feet will Follow
 - Example: Women are ineffective leaders:
 - Margaret Thatcher
 - Golda Meir
- Limitations:
 - People create "exceptional cases" categories and [B1] example's typicality
 - Better to use many "moderately [B2]" examples than one or two exceptional ones

Slide 13

Behavioral Models of Prejudice Reduction

- Change people's behavior, and their hearts and minds will follow

Slide 14

Segregation and Desegregation

- U.S. Schools in 1950's
 - Forced Segregation: Blacks were forced to attend all Black schools
 - In Brown vs. Board of Education (1954), Supreme Court rule that forced segregation was unconstitutional
 - Emphasis then shifted to forced integration (but this was never the intent of the court)

Slide 15

Busing to Achieve Racial Integration

- U.S. Schools in the 1960's and 1970's
 - African American children were bused into predominantly all white schools; and European American children were bused into predominantly black schools
- Program was highly controversial and rarely effective
 - Civil disobedience
 - White flight to suburbs
 - Little evidence of improvement

Slide 16
Q31

Contact Hypothesis

- Integration reduces prejudice only if 4 conditions are met:
 - Equal Status
 - Cooperative interdependence
 - Pleasant Interactions
 - Supporting social []s

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Jigsaw Classroom (Aronson)

- School children work on a cooperative, interdependent task
 - Each child has one piece of the puzzle
 - All must share their piece to succeed
 - Various benefits were reported

Slide 18
Q32

Conclusion

- Cooperative interdependence is the least effective way to reduce prejudice
- Nothing binds people closer together than a common enemy

__1 fabrication if false
