

Lecture 9 and 10: Social Dominance Theory (SDT), (Jim Sidanius and Felicia Pratto)

- Part I: Basic Observations and Assumptions
- Part II: Schematic Overview of SDT
- Part III: Social Dominance Orientation
- Part III: The Power of Consensual Ideology

The Big Questions

Why do people from one social group oppress and discriminate against people from other groups?

Why is this oppression so difficult to eliminate?

We will focus on racial/ethnic groups and social dominance in the next two lectures.

History, Women and Power

- There are no known matriarchal societies in which females have more power and control over resources than men.
- Historical evidence of women being excluded from political and military power for the last 5,000 years.

Social Dominance Theory

- In the next two lectures, we will focus on the two important questions asked by Jim Sidanius and Felicia Pratto.
- A framework that integrates most (if not all) of the theoretical frameworks discussed so far.
- A complicated theory, but we will attempt to cover most of its attributes.

Overview

- Why such a detailed analysis of this theory?:
- 1.) An interesting integrated theory
- 2.) May motivate us to question how “fair” or “just” our institutions of social control are.
- 3.) Provides a sophisticated socio-political explanation for conflict and conflict resolution, and illustrates the **complexity** of the problem.

Part I: Basic Observations and Assumptions

Group-based Social Hierarchies

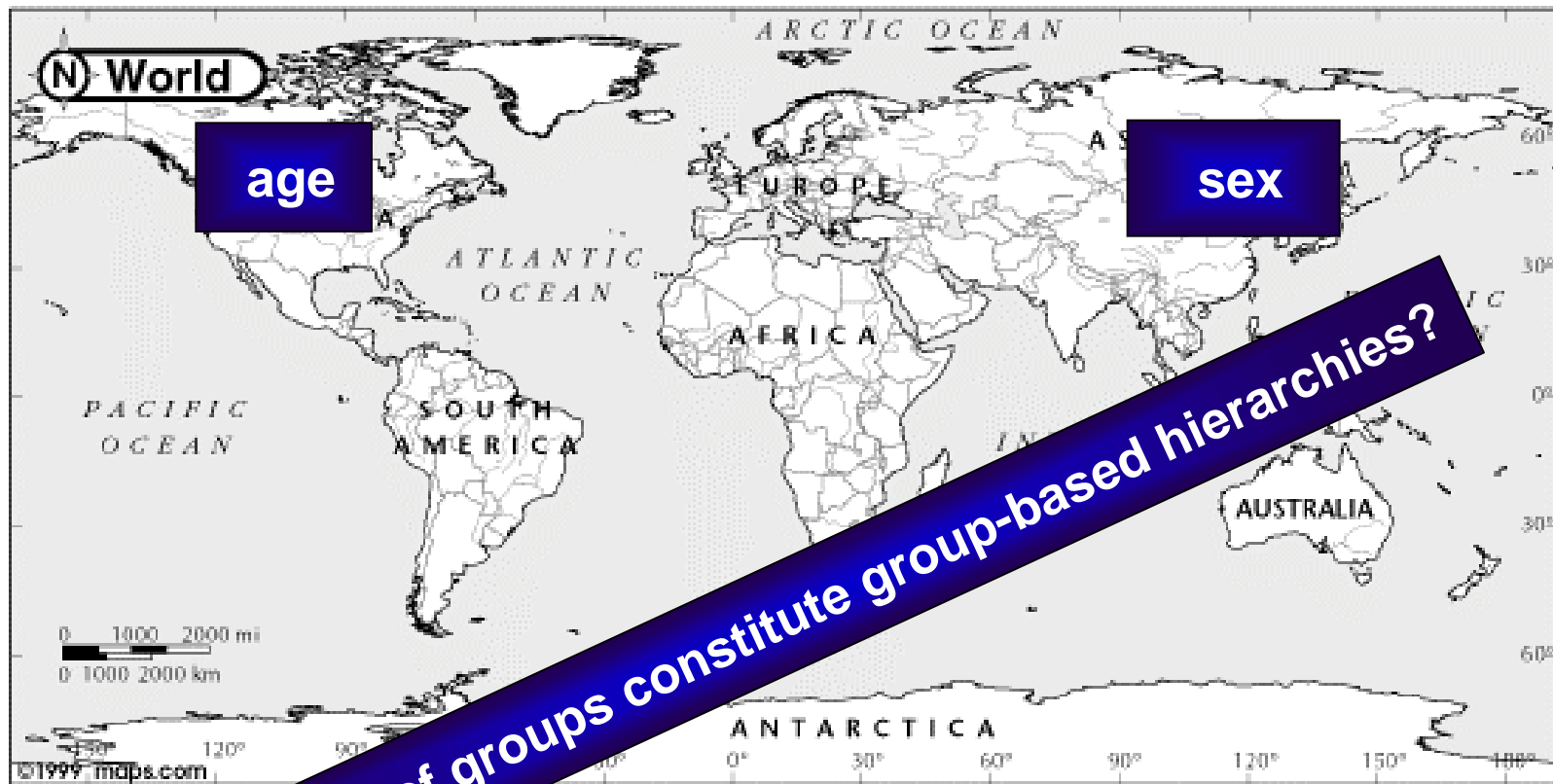
- All human societies tend to be structured as systems of group-based social hierarchies.
- Hierarchical structure consists of one or small number of **dominant** (hegemonic) groups at the top, and one or a number of **subordinate** groups at the bottom.
- Dominant groups enjoy the material and symbolic thing that people strive for: money, health, status, happiness, political power.

Contrast to “Individual-based Social Hierarchies”

- Individuals might enjoy power, prestige, and wealth based on some of their individual traits such as intelligence, luck, or family inheritance.
- Group-based Hierarchies refer to the positive things people have because of their membership to socially constructed groups (race, clan, tribe, religion, etc.).
- Individual-level “forces” matter, but simple group affiliations are also important. For example, being from a particular social group might give a person a greater advantage in getting a job.

Trimorphic Structure

- 1.) *Age system*: adults and middle-age people have disproportionate social power over children and younger adults.
- 2.) *Gender system*: Males have disproportionate social power over females (patriarchy)
- 3.) *Arbitrary-set*: socially constructed and highly salient groups based on characteristics such as religion, clan, ethnicity, nation, race, caste.



(N) World

age

sex

What type of groups constitute group-based hierarchies?

arbitrary set

Main Assumptions of SDT

- 1.) While age and gender-based hierarchies will tend to exist within all societies, arbitrary-set systems of social hierarchy will invariably emerge with social systems producing sustainable economic surplus.

Main Assumptions of SDT

- 2.) Most forms of group conflict and oppression (e.g., racism, ethnocentrism, sexism, nationalism, classism, regionalism) can be regarded as different manifestations of the same basic human predisposition to form group-based social hierarchies.

Main Assumptions of SDT

- 3.) Human social systems are subject to the counterbalancing influences of hierarchy-enhancing (HE) forces, producing and maintaining ever higher levels of group-based **social inequality**, and hierarchy-attenuating (HA) forces, producing greater levels of group-based **social equality**.

MAIN ASSUMPTIONS

- Group based social hierarchy is ubiquitous -

1. Gender- and age systems:

exist in all societies,

Arbitrary-set systems:

exist in societies producing economic surplus

2. Most forms of group conflict are based on basic human predisposition toward group-based social hierarchy

3. Societies are influenced by the counterbalance of HE and HA Legitimising Myths

Part II: Overview of SDT

- Given the assumptions, this section lays out the theoretical concepts used to identify and understand the “specific intrapersonal, interpersonal, intergroup, and institutional mechanisms that produce and maintain group-based hierarchies, and how, in turn, this hierarchy affects these contributing mechanisms.

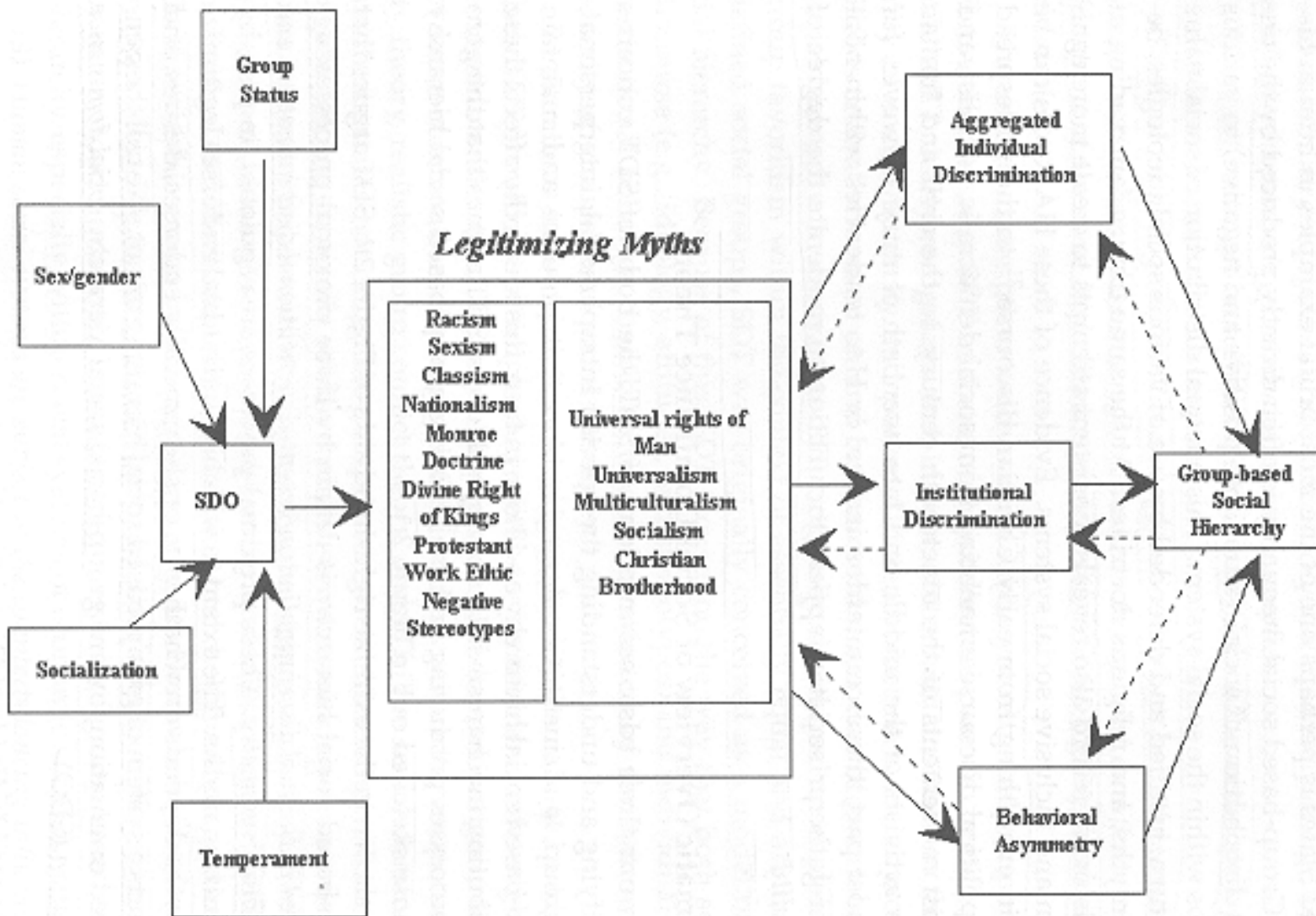


Figure 2.1. Schematic overview of social dominance theory.

Three proximal mechanisms that drive group-based hierarchies

- 1.) Aggregated individual discrimination
- 2.) Aggregated institutional discrimination
- 3.) Behavioral asymmetry

1.) Aggregated individual discrimination

- Simple, daily, and sometimes inconspicuous individual acts of discrimination by one individual against another.
- Examples: employer does not hire based on race, landlord does not give a room to a person based on their race.
- When thousands of such individual acts are added up, these can have substantial influence on power differences between groups. How?

2.) Aggregated Institutional Discrimination

- Recall our definition of institutions of social control. Also consider economic, education, and health institutions.
- In sum, various substantive and procedural rules can influence balance of power between groups.
- Institutions not only pattern who can obtain “social value”, but these also direct patterns of violence through systemic terror.

Systematic Terror

Use of violence or threats of violence disproportionately against subordinates to maintain dominant power.

- Official Terror: public and legally sanctioned
- Semiofficial Terror: State violence that is not public and overt.
- Unofficial Terror: violence perpetrated by private individuals (e.g., KKK).

3.) Behavioral Asymmetry

- On average, there are differences in the behavioral repertoires of people from different social groups.
- These differences both contribute to AND reinforce group based hierarchies.

3.) Behavioral Asymmetry

- Important difference in SDT from other macro-sociological theories; while other models emphasize how elites oppress and manipulate subordinate groups, SDT also points out that subordinates themselves **ACTIVELY** participate in and contribute to their own subordination.
- Subordinates **DO** actively resist dominants, but this may be a rare event as compared to other behaviors.
- **Four Varieties of Behavioral Asymmetry....**

a.) Asymmetrical ingroup bias

- Most cultures are ethnocentric, and favor their own in-groups in comparison to outgroups.
- However, social “dominants” tend to show more ingroup bias than individuals from subordinate groups.

b.) Deference, out-group favoritism

- In some cases, subordinates actually have a bias in favor of dominant groups.
- Example: “Uncle Tom-ing of some African Americans towards Euro-Americans”

c.) Self-debilitation

- Subordinates show higher level self-destruction than dominants do.
- Self-debilitating behaviors (e.g., violence, drugs) are often consistent, but not exclusive, to negative stereotypes of subordinates.
- Self-fulfilling prophecies

d.) Ideological Asymmetry

- All else held equal, dominants will have attitudes and policy preferences that are more strongly driven by social dominance values than subordinates.
- Example: dominants will be more likely to have strong preferences about affirmative action than subordinates.

Legitimizing Myths

- LMs consist of attitudes, values, beliefs, stereotypes and ideologies that provide a moral and intellectual justification for social practices that influence groups.
- LMs have been of focus by many other theorists; Marx and “ideology”; Durkheim’s notion of “collective representations”.

LMs can justify **inequality**

LMs that justify inequality **ENHANCE** social dominance.

Example: “white man’s burden”--In this view, non-European cultures are seen as child-like, with people of European descent having an obligation to dominate them until they can take their place in the world.

LMs can justify **equality**

- LMs can also attenuate, or reduce notions that some groups should, or can dominate other groups.
- Examples: communism, socialism, feminism, universal rights of man, U.S. declaration of independence, Gettysburg address.

Potency of LMs

- Refers to the degree to which it will help promote, maintain, or overthrow a given group-based hierarchy.
- Four important factors: consensuality, embeddedness, certainty, mediational strength.

LEGITIMIZING MYTHS

Hierarchy Enhancing LM

- Racism
- Sexism
- Nationalism
- Protestant Work Ethic
- Negative Stereotypes

Hierarchy Attenuating LM

- Universal Rights of Man
- Multiculturalism
- Socialism
- Christian Brotherhood

Social Dominance Orientation

- **The degree to which an individual wants his/her group to dominate other groups and to be socially and materially superior to them.**

People who score high in Social Dominance Orientation are prejudiced against weaker groups, including:

- **Arabs, blacks, and gays (in the U.S.)**
- **Natives and Asian immigrants (in Canada)**
- **Native Taiwanese (in Taiwan)**
- **Sephardic Jews and Palestinians (in Israel)**

Measuring Social Dominance Orientation

- Psychologists use “scales” (sets of questions) to measure peoples preferences regarding how other groups of people should be treated.
- There is a lot of variation in how people respond. What causes such variation?

SOCIAL DOMINANCE ORIENTATION

SDO₆ scale (examples)

1. Some groups of people are simply inferior to other groups.
2. If certain groups stayed in their place, we would have fewer problems.
3. Sometimes other groups must be kept in their place.
4. It would be good if groups could be equal.
5. Group equality should be our ideal.
6. All groups should be given an equal chance in life.

Table 3.2. Items on The SDO₅ and SDO₆ Scales

Social Dominance Orientation Scale (SDO₅)

1. Some groups of people are simply not the equals of others.
 2. Some people are just more worthy than others.
 3. This country would be better off if we cared less about how equal all people were.
 4. Some people are just more deserving than others.
 5. It is not a problem if some people have more of a chance in life than others.
 6. Some people are just inferior to others.
 7. To get ahead in life, it is sometimes necessary to step on others.
 8. Increased economic equality.^a
 9. Increased social equality.
 10. Equality.
 11. If people were treated more equally we would have fewer problems in this country.
 12. In an ideal world, all nations would be equal.
 13. We should try to treat one another as equals as much as possible. (All humans should be treated equally.)
 14. It is important that we treat other countries as equals.
-

Social Dominance Orientation Scale (SDO₆)

1. Some groups of people are simply inferior to other groups.
 2. In getting what you want, it is sometimes necessary to use force against other groups.
 3. It's OK if some groups have more of a chance in life than others.
 4. To get ahead in life, it is sometimes necessary to step on other groups.
 5. If certain groups stayed in their place, we would have fewer problems.
 6. It's probably a good thing that certain groups are at the top and other groups are at the bottom.
 7. Inferior groups should stay in their place.
 8. Sometimes other groups must be kept in their place.
 9. It would be good if groups could be equal.^b
 10. Group equality should be our ideal.
 11. All groups should be given an equal chance in life.
 12. We should do what we can to equalize conditions for different groups.
 13. Increased social equality.
 14. We would have fewer problems if we treated people more equally.
 15. We should strive to make incomes as equal as possible.
 16. No one group should dominate in society.
-

^a Items 8–14 should be reverse coded. The response scale was 1 = *very negative* to 7 = *very positive*.

^b Items 9–16 should be reverse coded. The response scale was 1 = *very negative* to 7 = *very positive*.

Causes of SDO variation

- 1.) SDO is driven by one's membership in different social groups. Expect dominants to have higher levels of SDO
- 2.) SDO is affected by background factors (socialization, family, war, natural disasters)
- 3.) Personality variation and temperaments
- 4.) Gender: males likely to have higher SDO than females

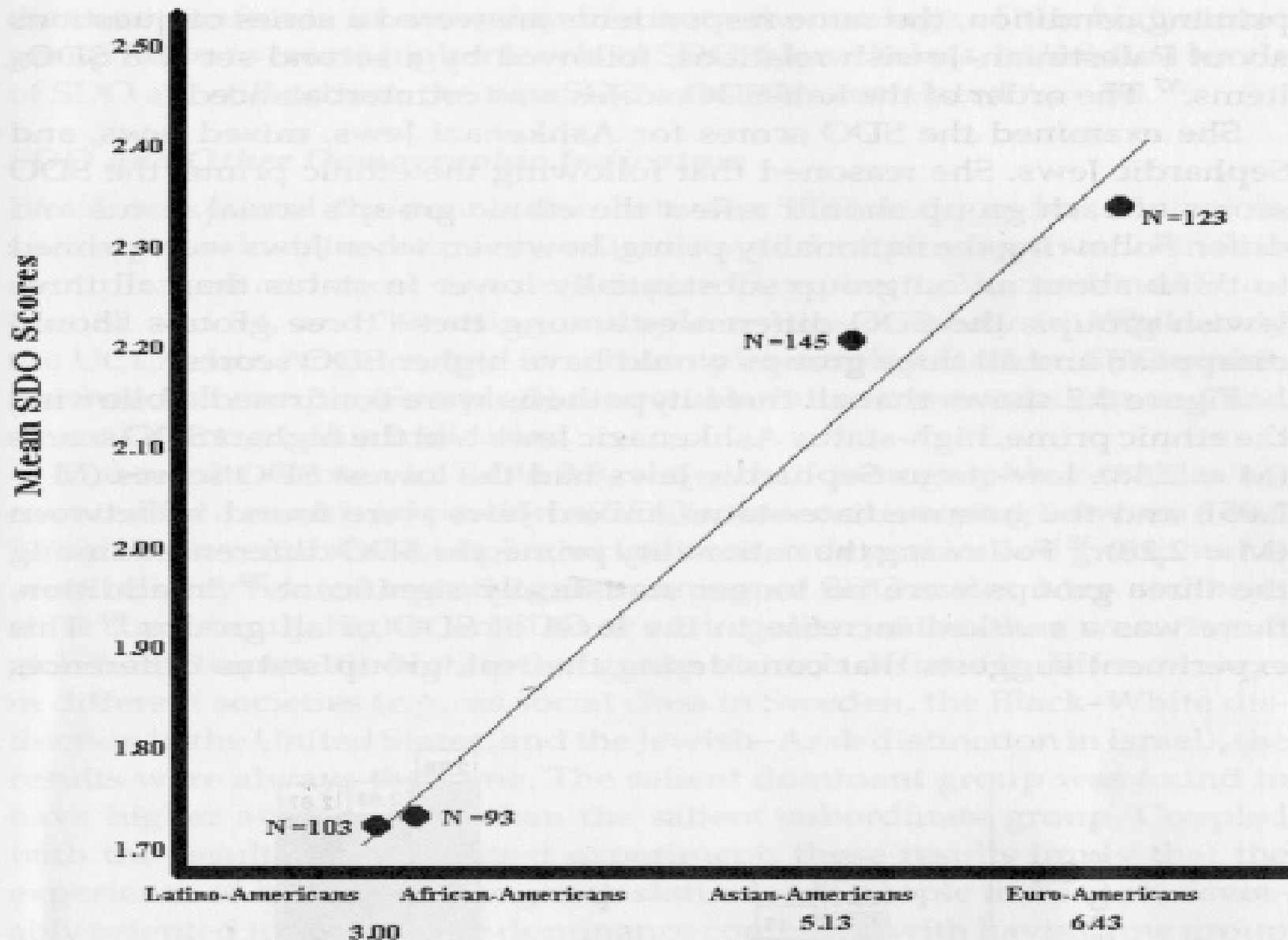


Figure 3.1. SDO as function of perceived ethnic status (UCLA Sample 31).

Table 3.9. Correlations Between Measure of Affect Toward Low- and High-Status Groups and SDO₄ and SDO₆ Scales

Group Affect and Group Identification	SDO ₄		SDO ₆	
	Median Correlation	Significance Ratio	Median Correlation	Significance Ratio
<i>Affect toward low-status groups and their supporters</i>				
Women	—	—	-.37	1:1
Poor people	—	—	-.39	1:1
Democrats	—	—	-.3	1:1
Blacks	-.13	1:1	-.41	2:2
Hispanics	-.16	1:1	-.38	2:2
Asians	-.1	1:1	-.38	—
Hispanic civil rights groups	-.2	1:1	—	—
Black civil rights groups	-.24	1:1	—	—
<i>Affect toward high-status groups and their supporters</i>				
Republicans	—	—	.24	1:1
Whites	.1	1:1	.09	—
Business executives	.16	1:1	—	—
Politicians	.15	1:1	—	—
<i>Identification</i>				
Ingroup identification	—	—	.18	2:2
Differential affect (Whites-Blacks)	.25	1:1	.39	1:1

Note: "—" means that data were unavailable.

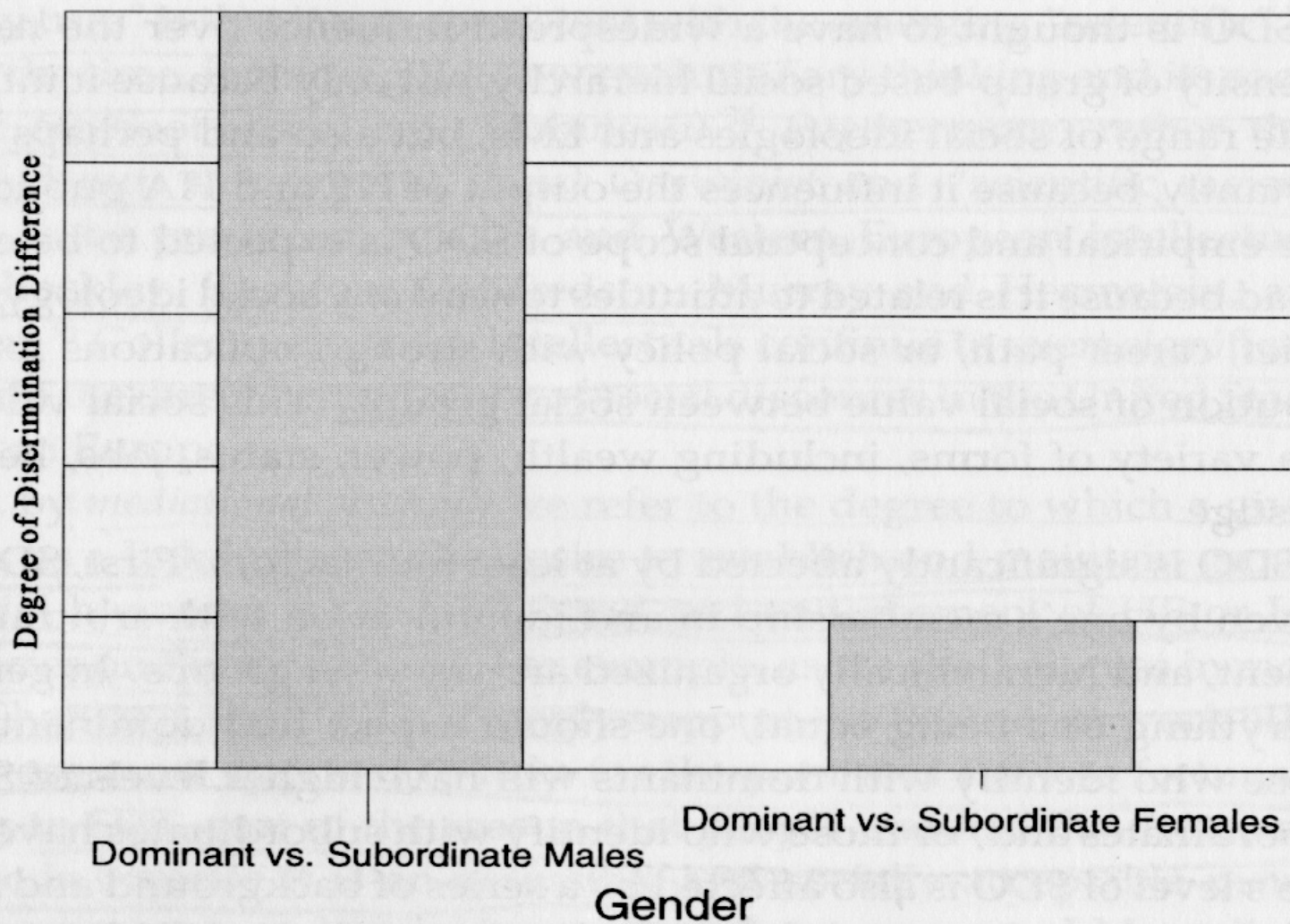


Figure 2.2. Difference in level of discrimination between dominant and subordinate males versus dominant and subordinate females.

Hierarchical Consensuality

- This means that there is a high degree of consensus within the social system as to which groups are dominant and which are subordinate.
- There is high degree of consensus by all groups.

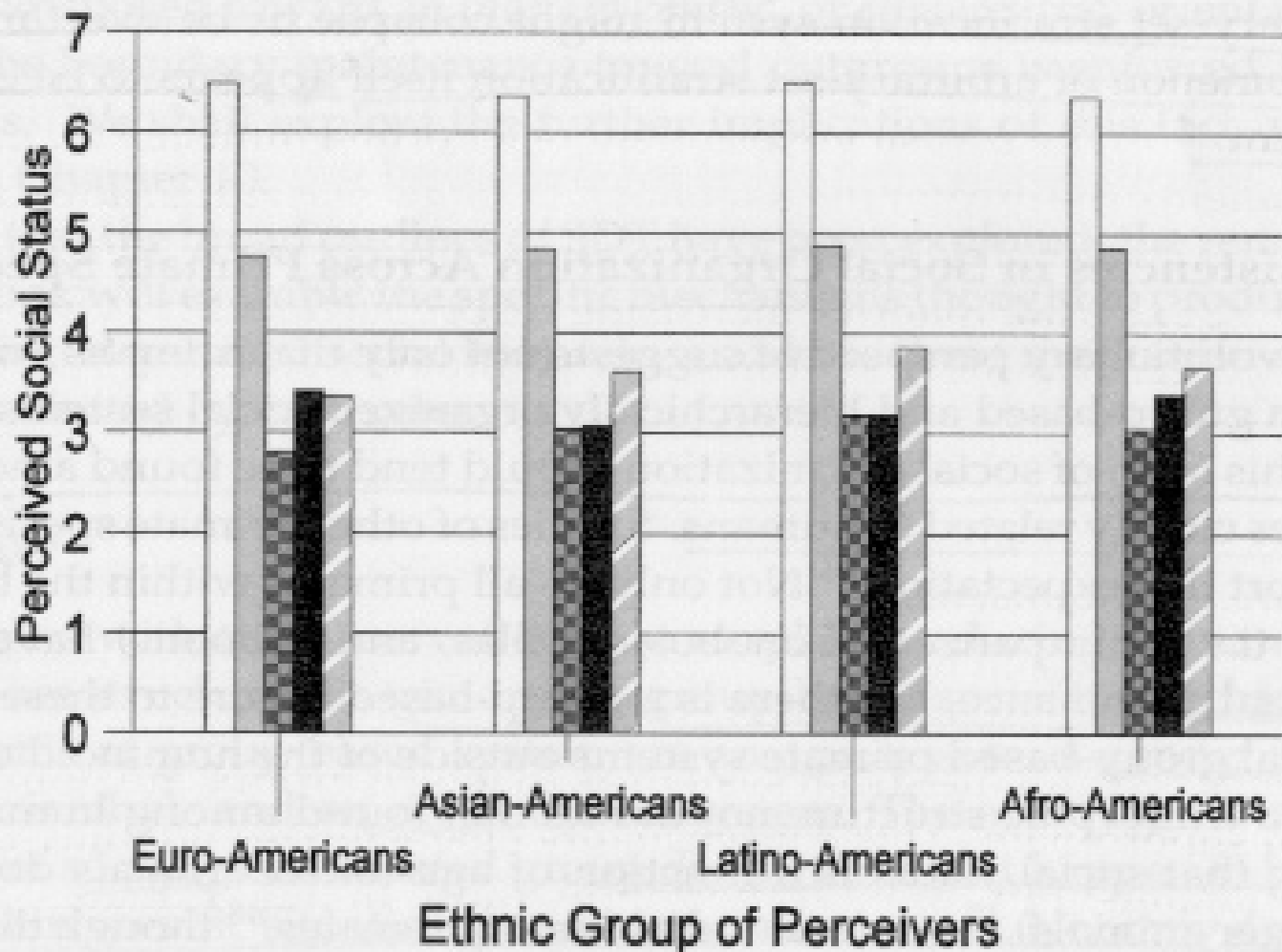


Figure 2.3. Perceived social status of U.S. ethnic groups as a function of ethnic group membership (UCLA Sample 31).

Part III: The Power of Consensual Ideology

- There are two primary means by which dominant groups maintain their hegemonic position over subordinates.
- 1.) the threat or actual exercise of force
- 2.) control over ideology and “legitimate” social discourse.

Maintaining control by violence is unstable and risky.

Ideology

- Ideologies and social attitudes are used to convince both dominants and subordinates of the righteousness, justice, and fairness of hierarchically organized social relations.
- These can function even if the ideology has no truth (e.g., “Jews are in alliance with the Devil”).

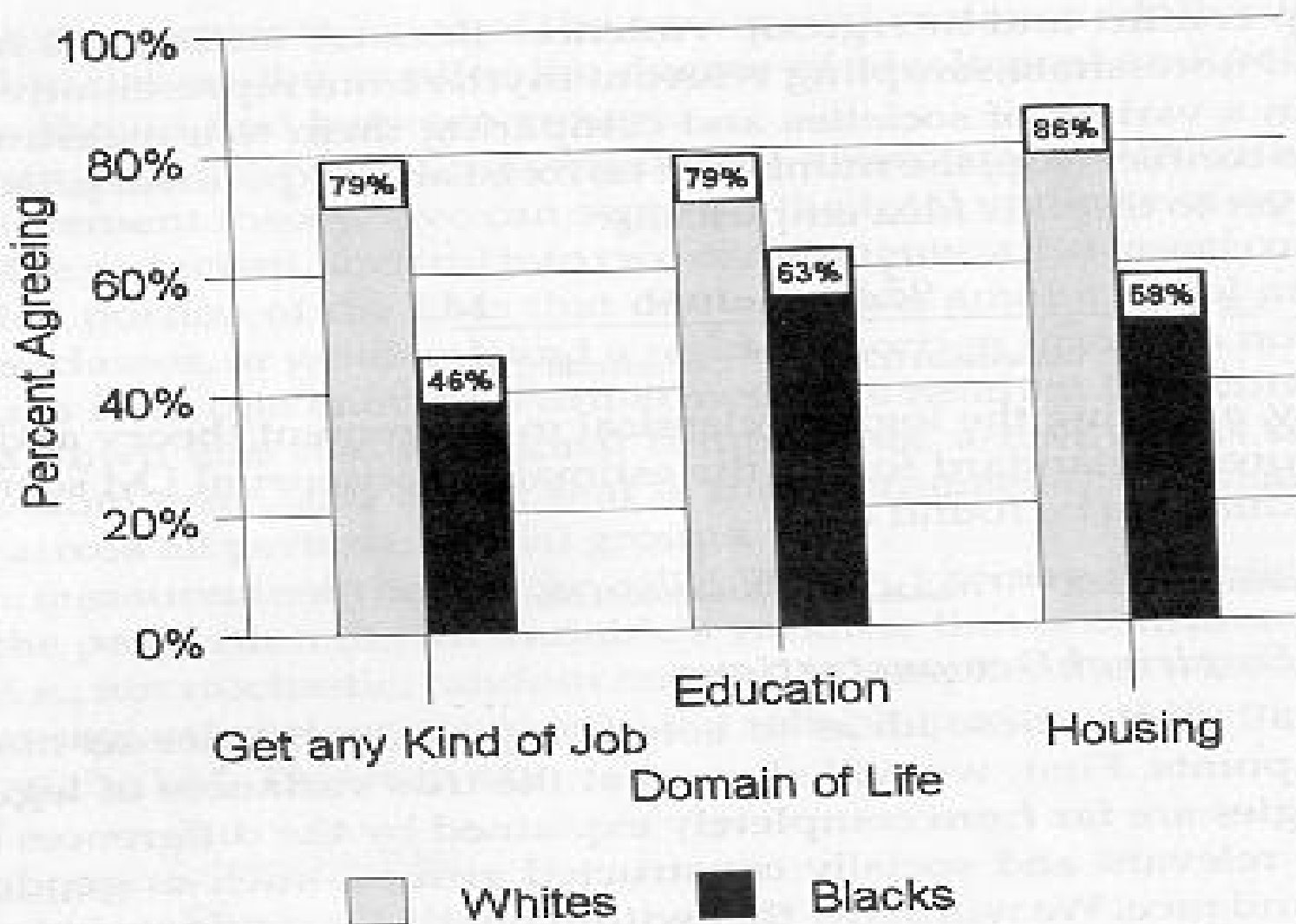


Figure 4.2. Percentage of Blacks and Whites who agree that blacks in their community have the same chance as Whites (Source: Gallup, 1997).

Why are these data surprising?

- 1.) Although there is overwhelming evidence of discrimination, most Whites believe that Blacks receive fair treatment.
- 2.) Most Blacks also believe the U.S. society is fair (56% on average)!!
- **3.) While the gap between White and Black perceptions is of interest, it may be MORE interesting that these two groups actually have somewhat SIMILAR perspectives.**

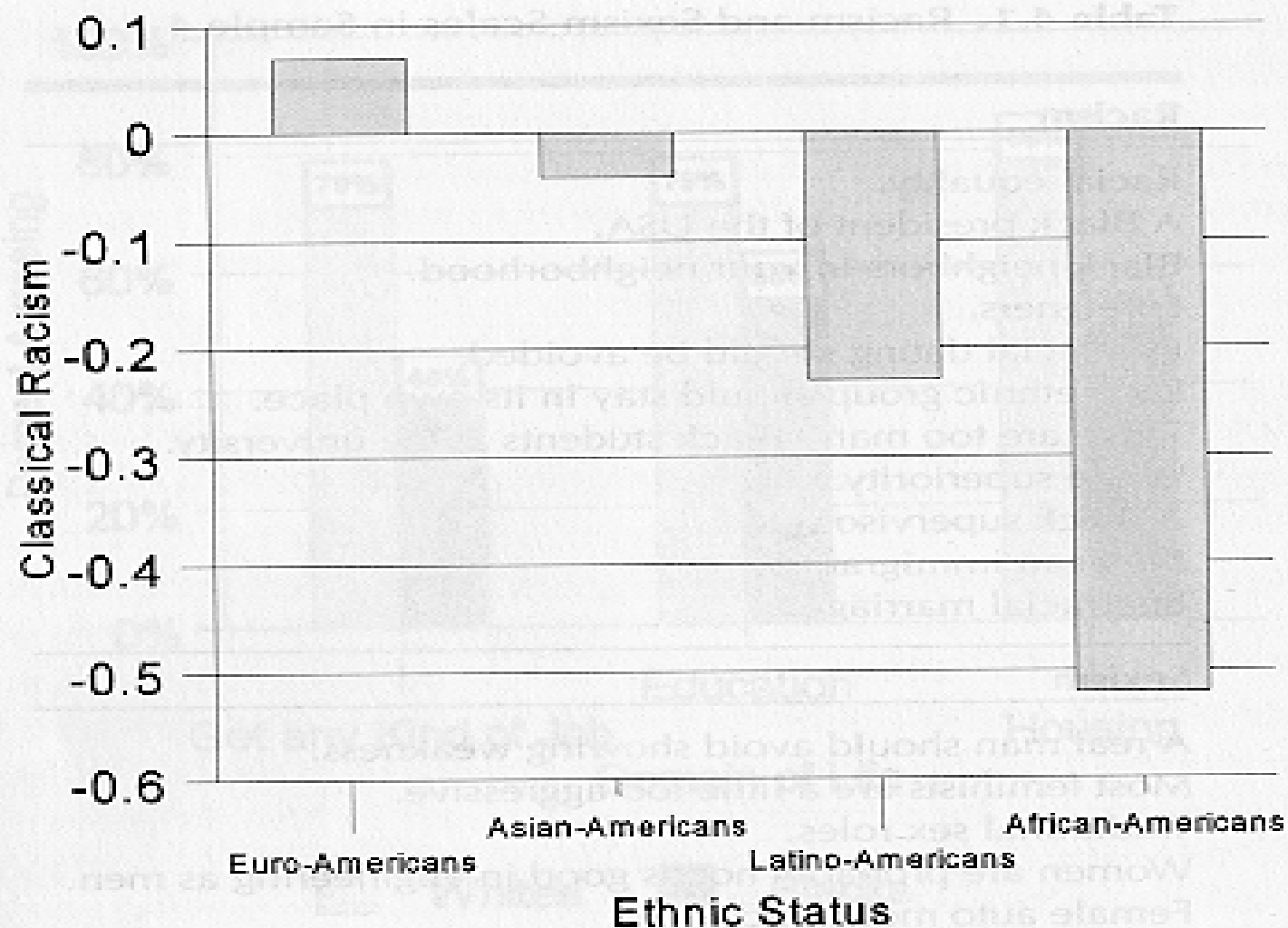


Figure 4.3. Classical racism scores (expressed as deviations from the grand mean) as a function of ethnic status (University of Texas Sample 4).

Social Dominance Theory cont.

Part I: Institutional Discrimination

Part II: Oppression as a Cooperative Game

Part III: Institutional Change



Part I: Institutional Discrimination



Institutionalized Discrimination

- **Discrimination is built into many legal, political, social, and economic institutions. It can be:**
- Direct/Overt (e.g., military rules requiring the expulsion of gay soldiers)
OR
- Indirect/Subtle (e.g., hiring people with better education, which systematically excludes certain minority groups).

Oppression in the Labor Market

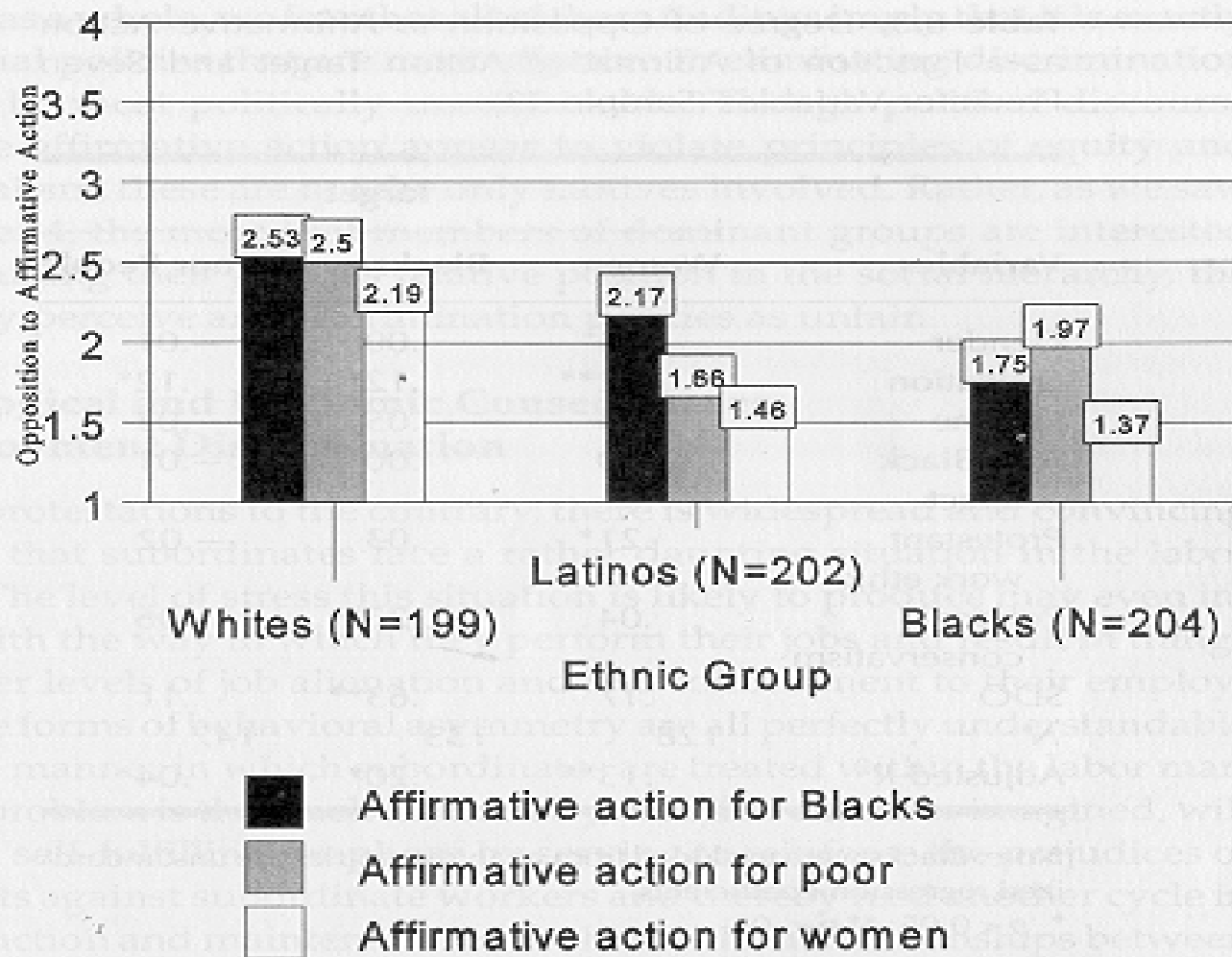


Figure 6.9. Opposition to affirmative action in hiring and promotion as a function of target and ethnicity of respondent among random sample of Los Angeles County residents (1 = strongly support; 4 = strongly oppose; Sample 39).

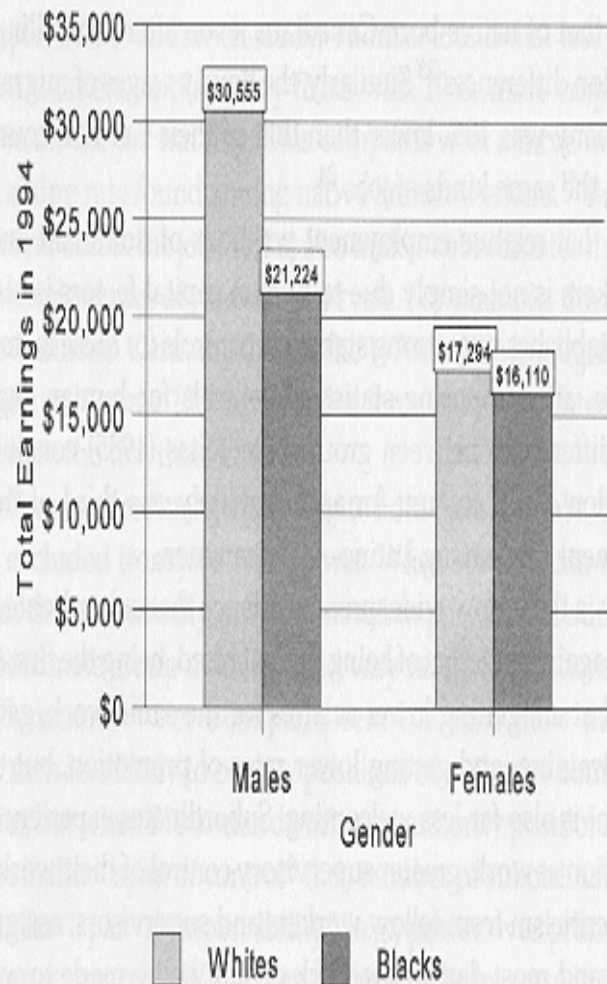


Figure 6.3. Total earnings in 1994 in the United States as a function of gender and ethnic status (Source: U.S. Bureau of the census, 1998a).

3% higher than subordinate women for full-time employment, dominant men earned a weekly wage 10% higher than subordinate men.²⁷ Similarly,

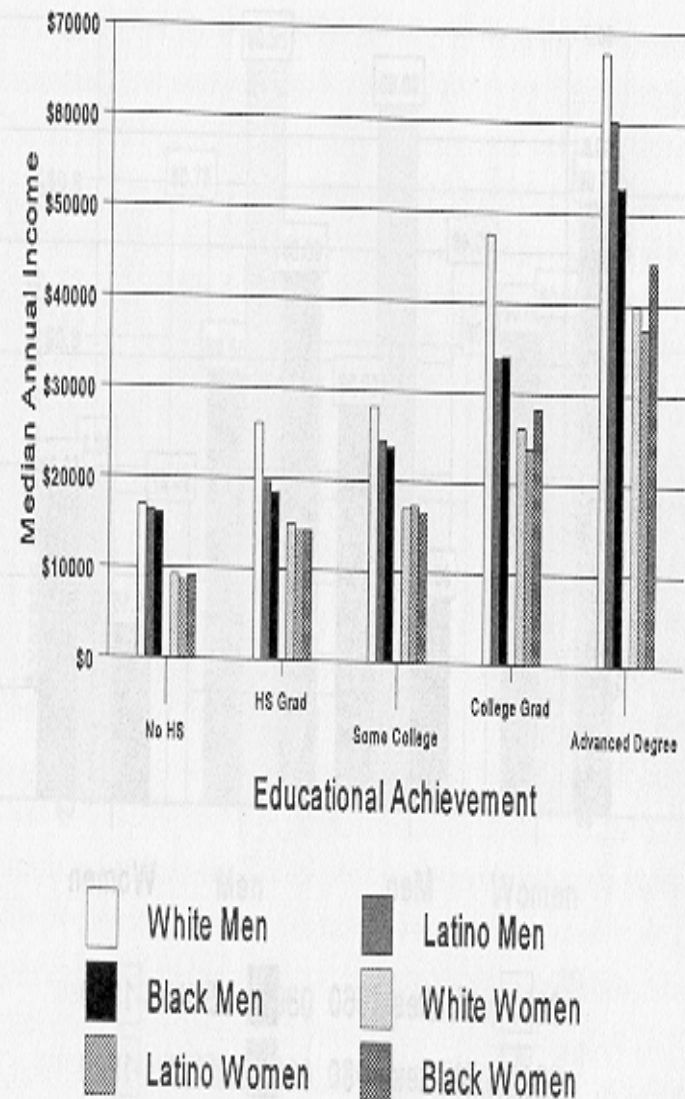


Figure 6.4. Mean earnings in 1994 for Americans 18 years and older as a function of educational achievement and race (Source: U.S. Bureau of the Census, 1998b).

Job Status: Weekly earnings of black men compared to white men

Census year	black men's average earnings as a percent of white men's earnings
1940	43%
1950	55
1960	58
1970	64
1980	73
1990	73

Housing and Discrimination

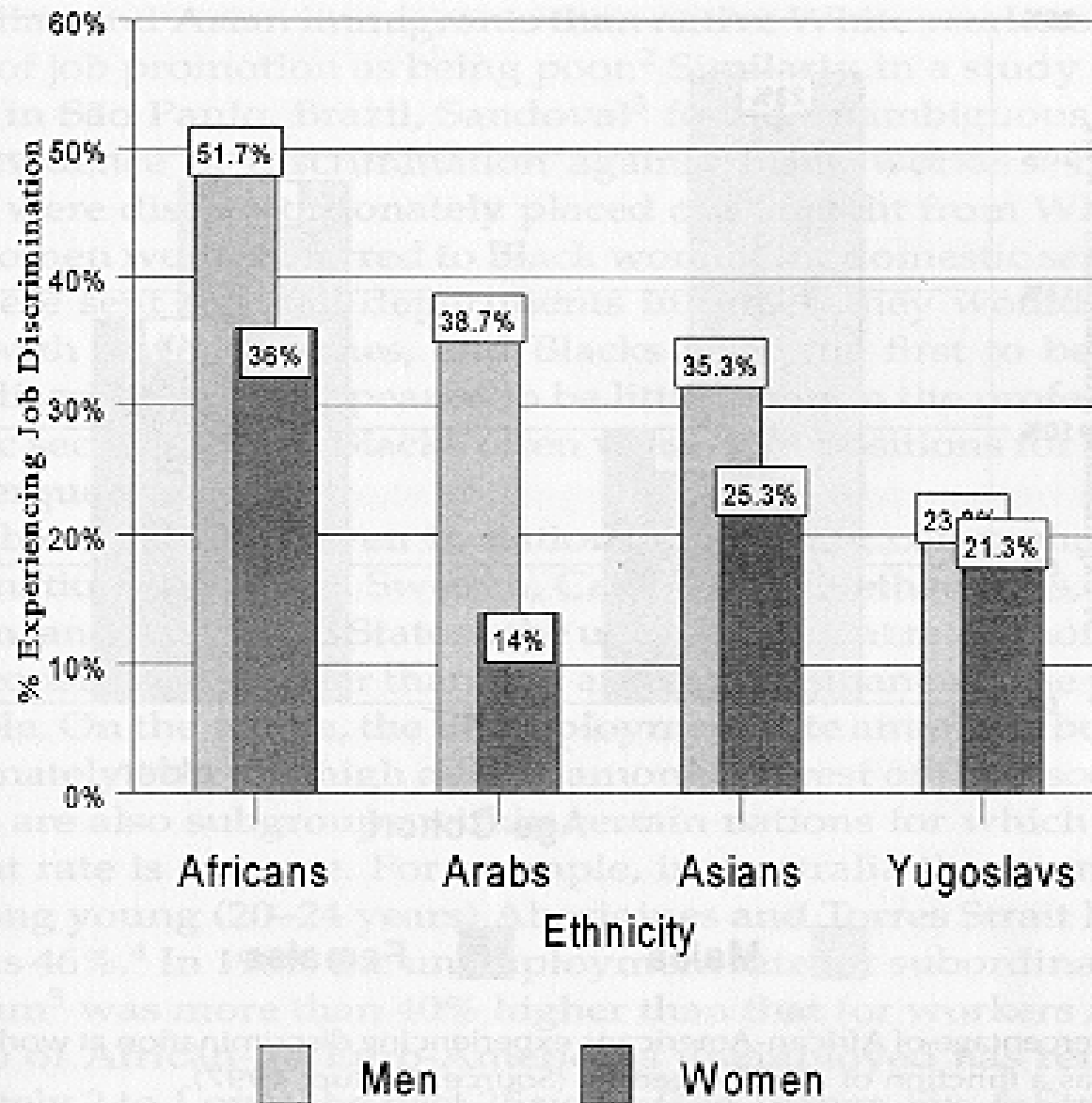


Figure 6.1. Mean percentage of immigrants experiencing discrimination in Sweden within the past two or three years as a function of ethnic group and gender (Source: Lange, 1996).

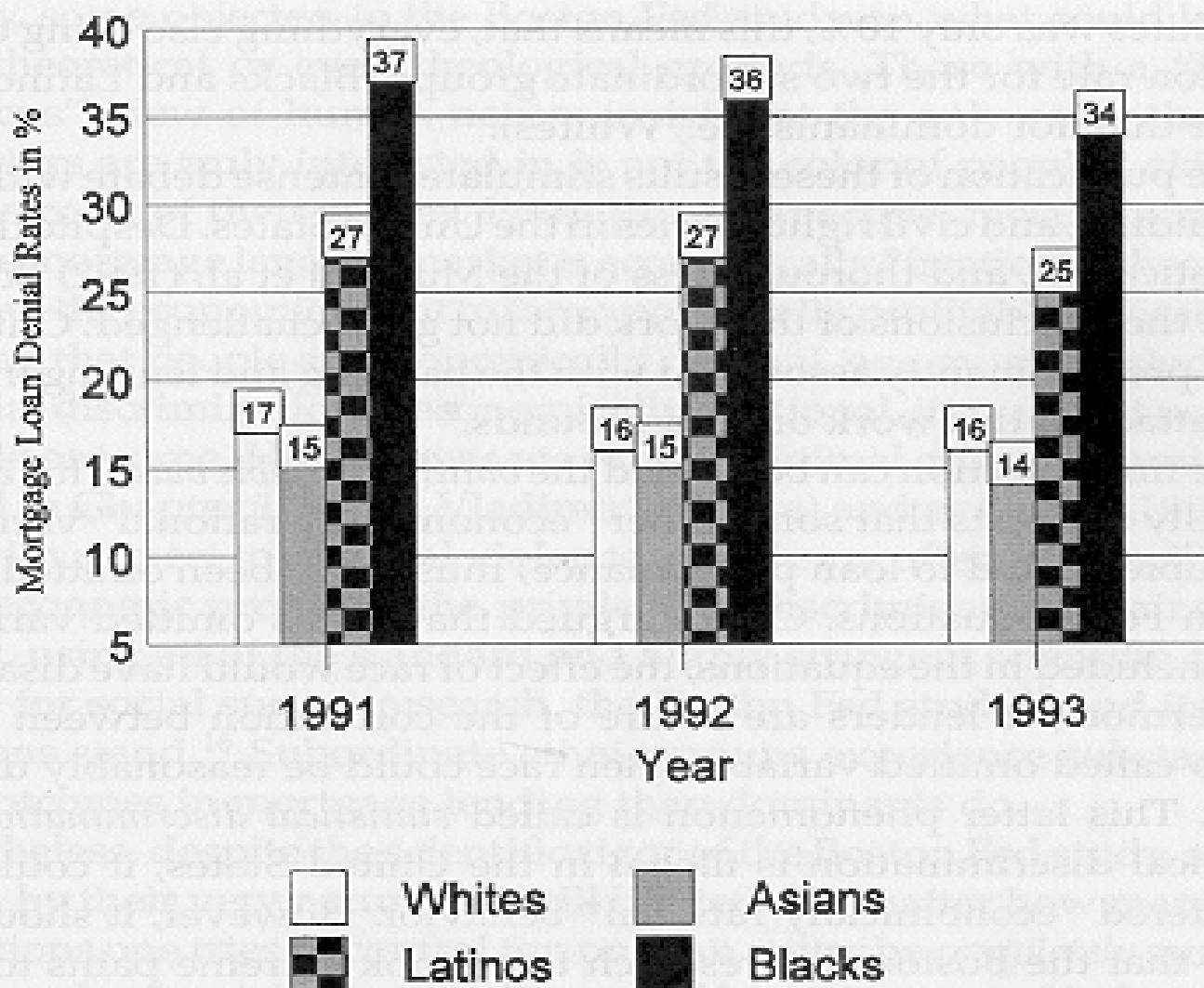


Figure 5.3. Mortgage denial rates as a function of ethnicity and year (Source: Duncan & Wachter, 1995).

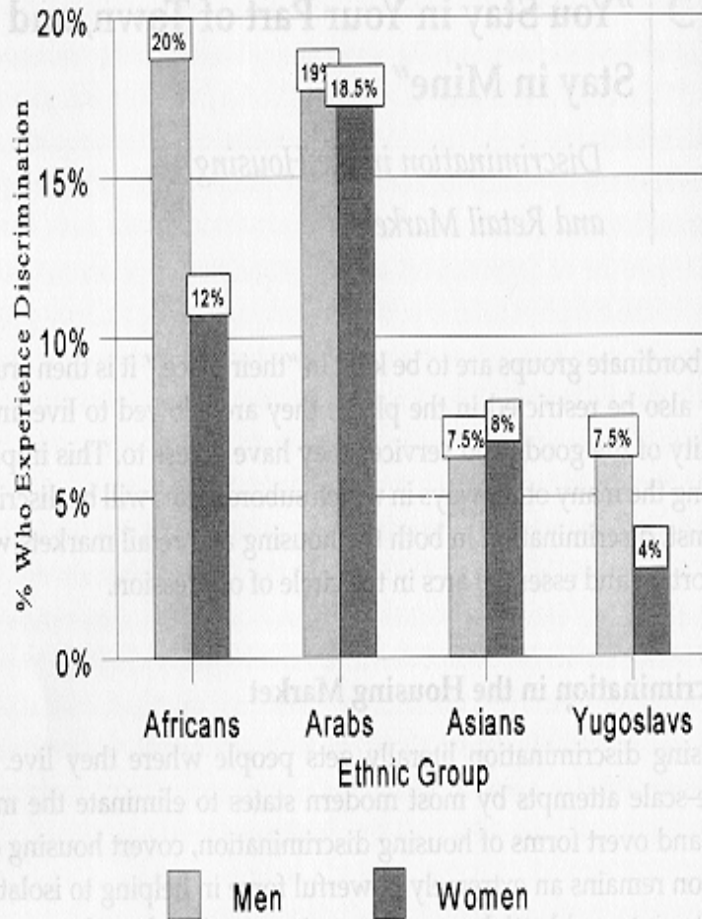


Figure 5.1. Percentage of immigrants to Sweden who experienced housing discrimination (Source: Lange, 1996).

minority groups. For example, while only some 15% of Yugoslavs and 23% of Asians were university educated, 28% of Arabs and approximately 30% of Africans were university educated. While 6.9% of Arabs, 2.8% of Yugoslavs, and 2.6% of Asian immigrants lacked primary school educa-

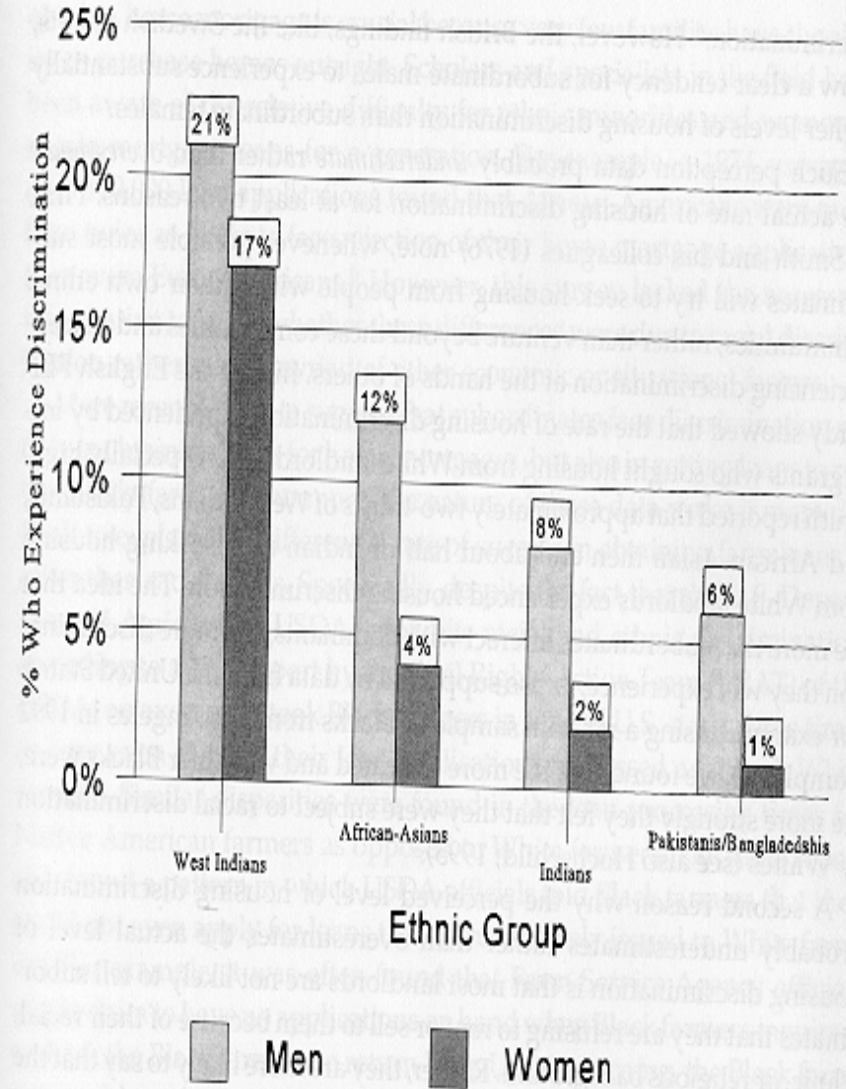


Figure 5.2. Percentage of immigrants who experienced discrimination at the hands of private landlords as a function of ethnicity and gender in Great Britain (Source: D. J. Smith, 1976).

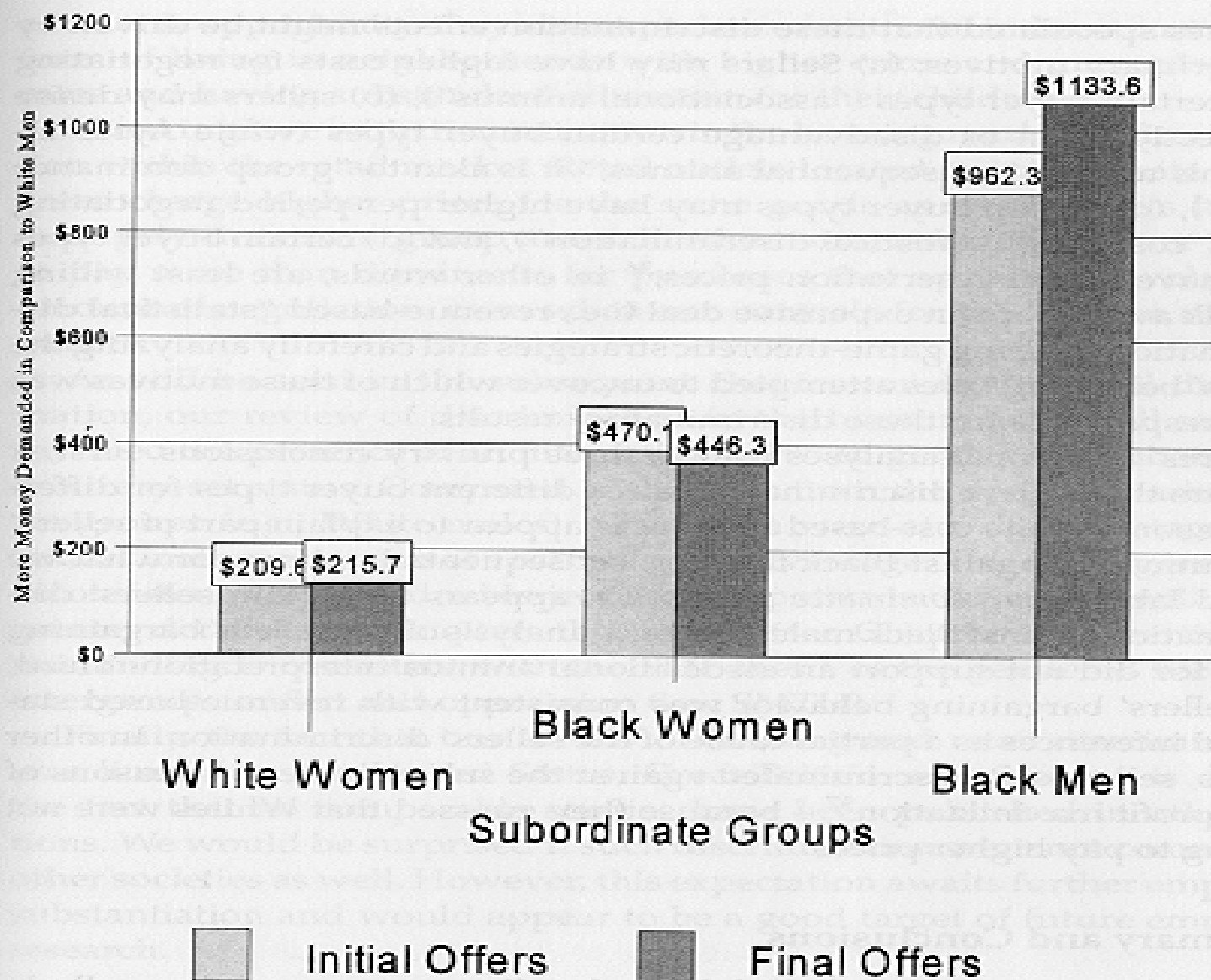


Figure 5.4. Net amount of additional money in car sales demanded of subordinates in comparison with dominant males (Source: Ayres, 1995).

Health and Discrimination

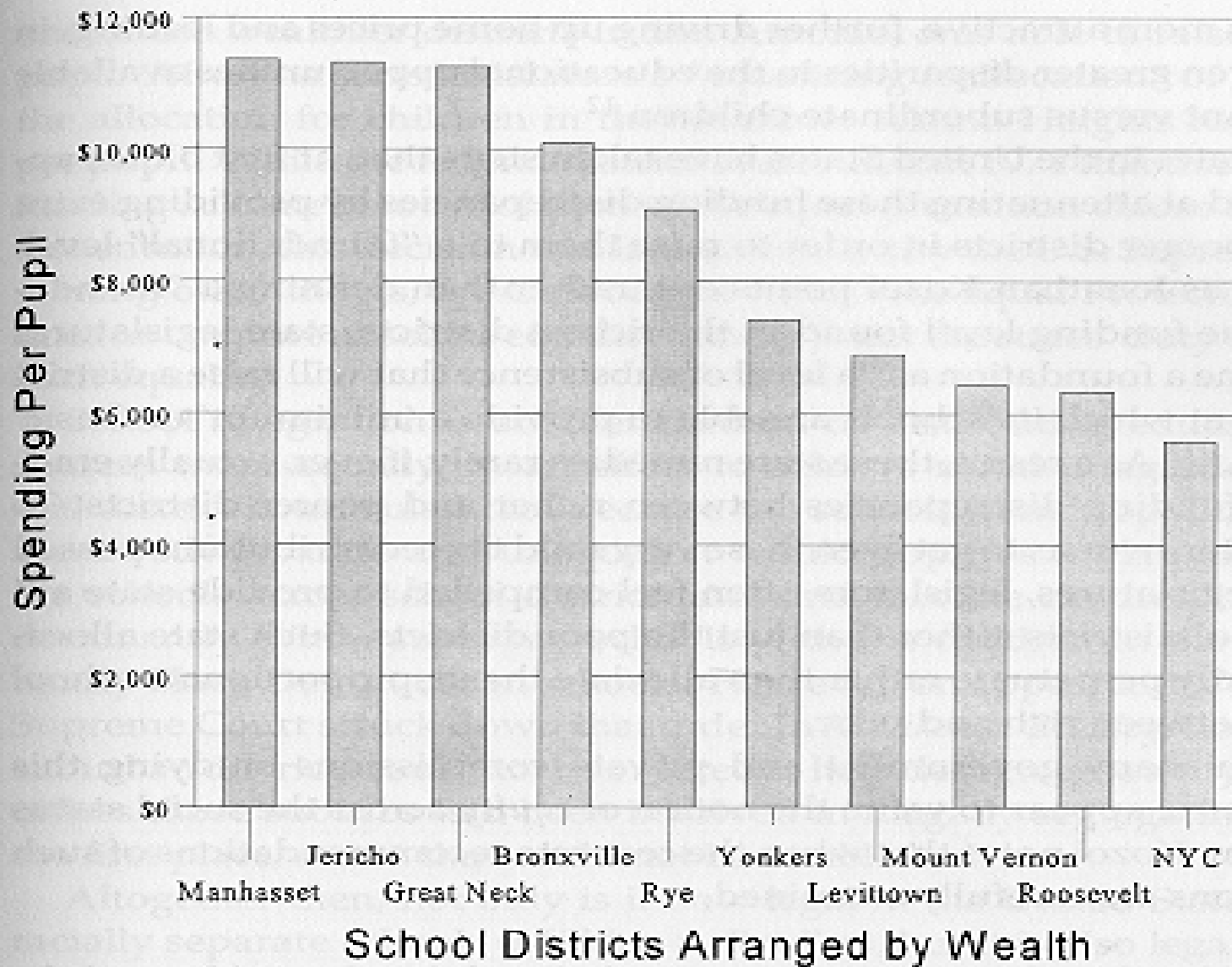


Figure 7.2. Per pupil public school funding in the New York City area for the years 1986–1987 (Source: Kozol, 1991, Table III, p. 237).

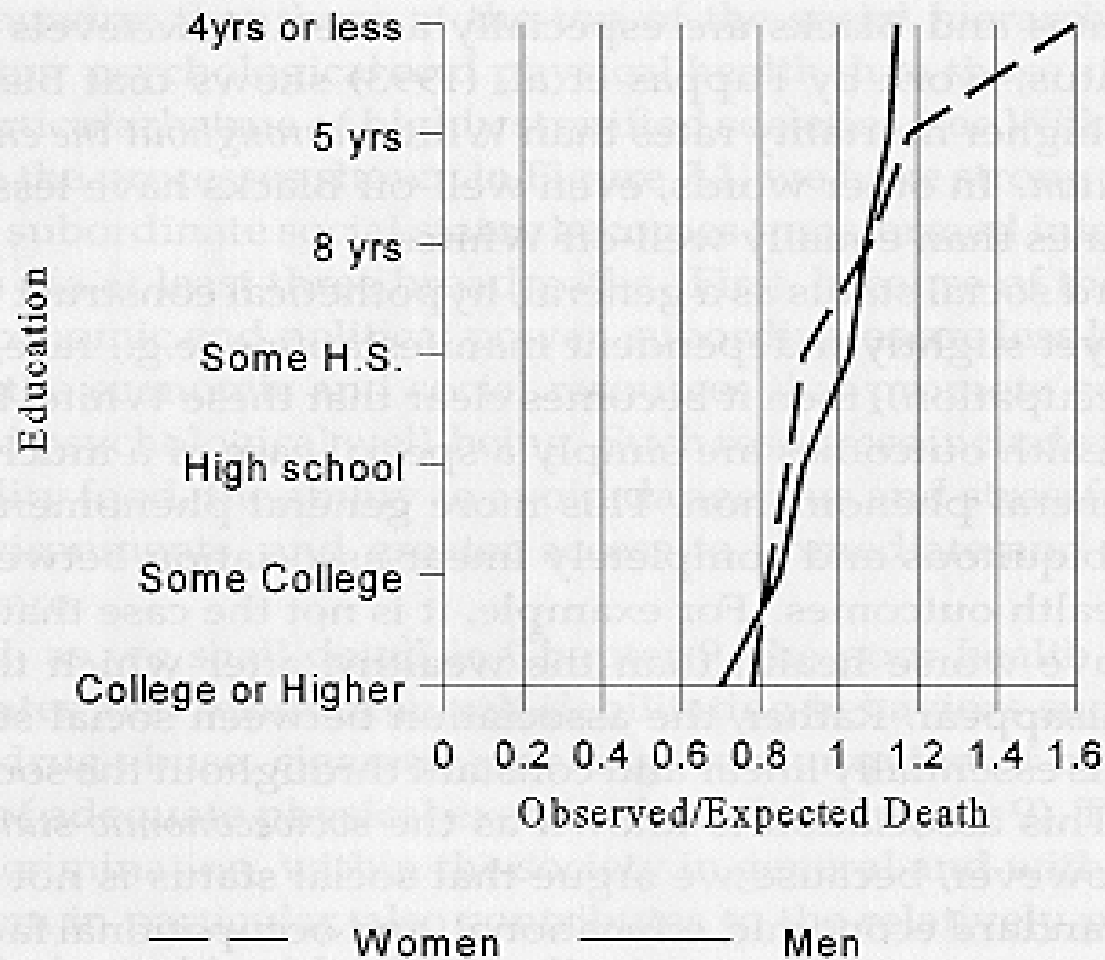


Figure 7.5. Ratio of observed to expected deaths as a function of educational status and gender (Source: Kitagawa & Hauser, 1973).

Mortality: White/nonwhite differences in life expectancy at birth

Population group	Life expectancy		
	<i>1940</i>	<i>1970</i>	<i>1995</i>
White men	62	68	73
Nonwhite men (black men after 1968)	52	60	64
White women	68	74	79
Nonwhite women (black women after 1968)	55	67	73

- Source US Census 1980 1990 2000

Criminal Justice and Discrimination

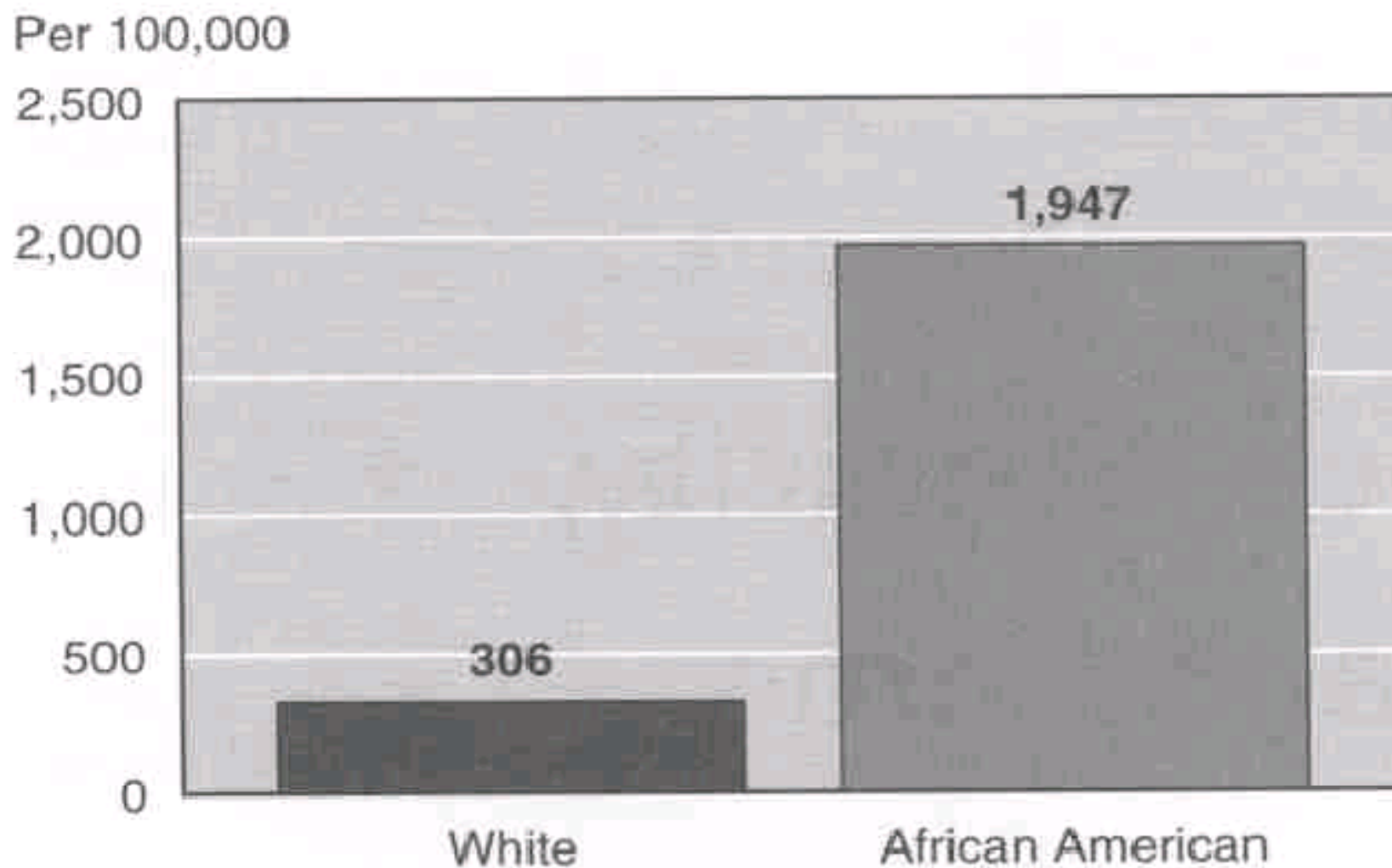


FIGURE 1.1 Incarceration Rates, 1993

Percentage
Africa
Americans
arrested divided
by percentage of
African
Americans in
population
(12%)

All Crime	2.5
Violent Crime	3.7
Property Crime	2.9
Robbery	5.1
Murder	4.6
Drug Abuse	3.3
Drunkenness	1.4
DUI	.8

$$12/12 = 1$$

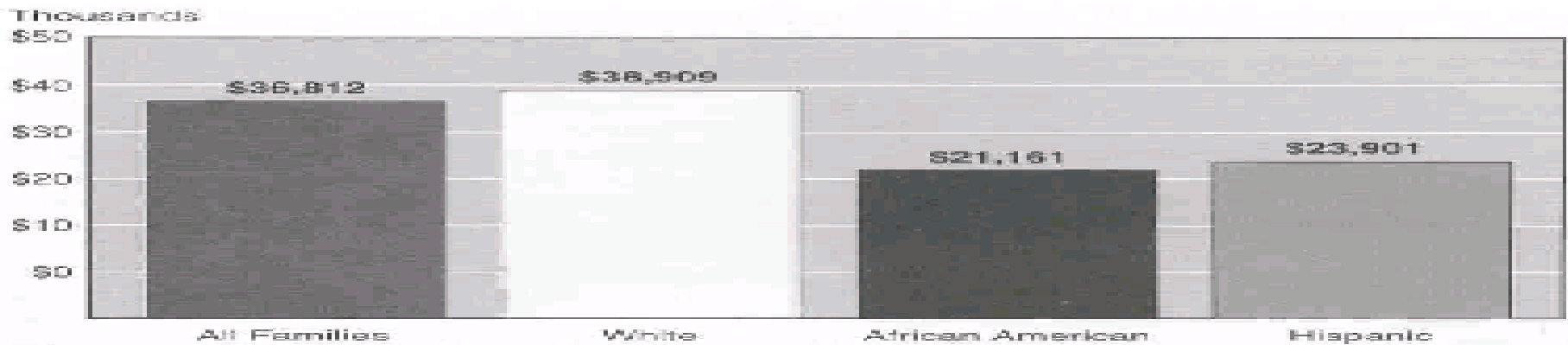
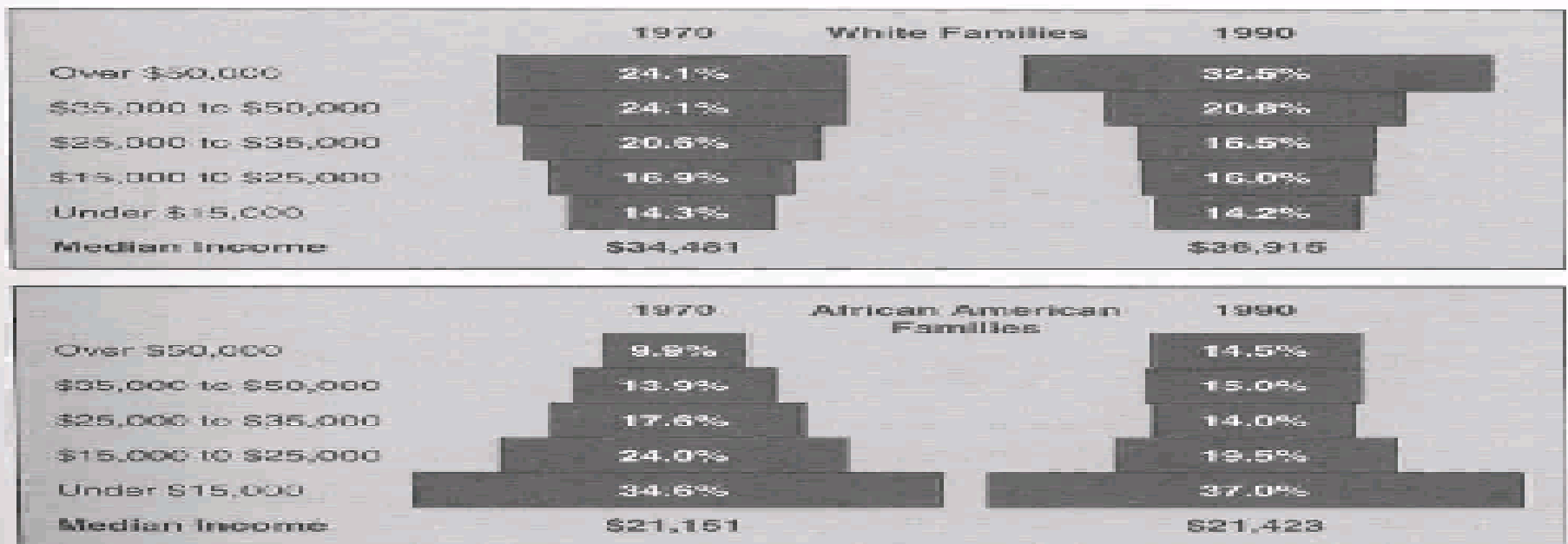


FIGURE 3.1 Median Family Income, 1992

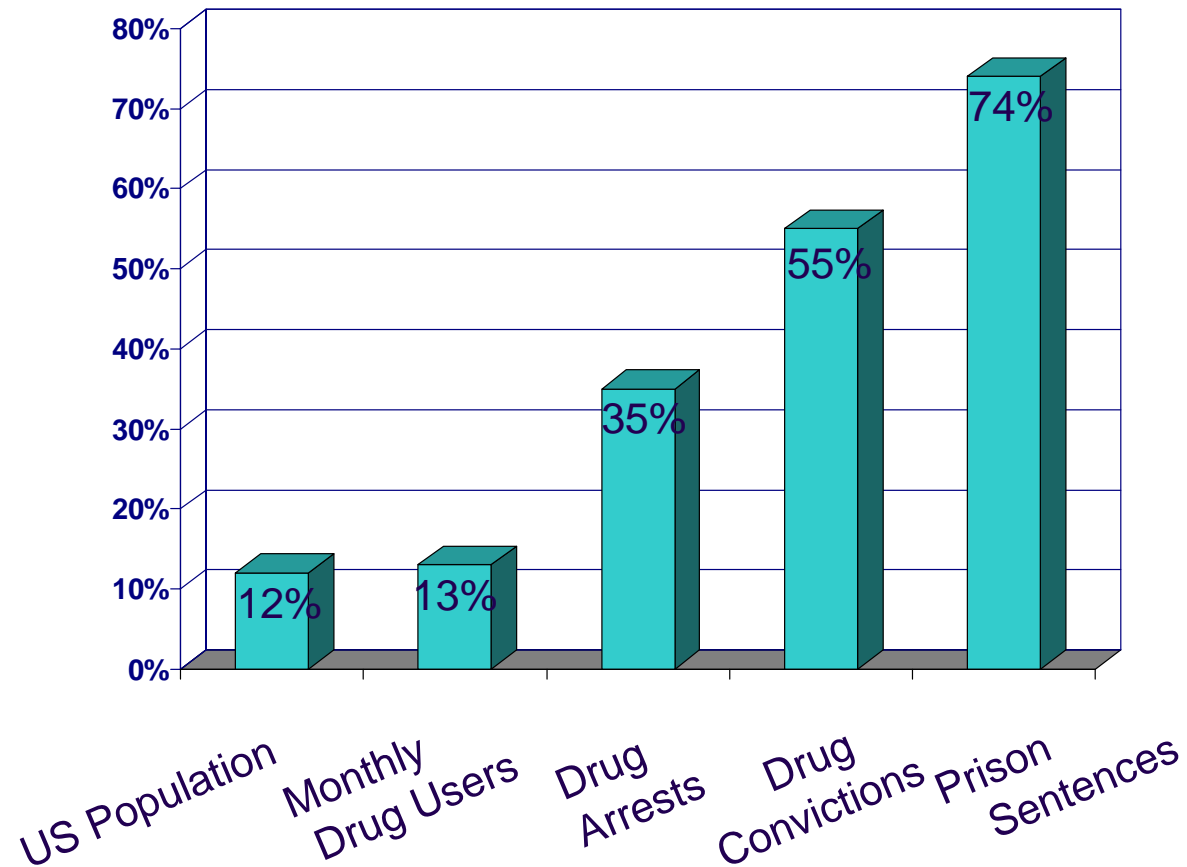
Income Distributions (1990 Dollars)



MORE strain and frustration among African Americans than other groups?

Examples of Discrimination – the (US) Justice System

1. When laws are violated negative sanctions against **subordinates** are greater than that against dominants



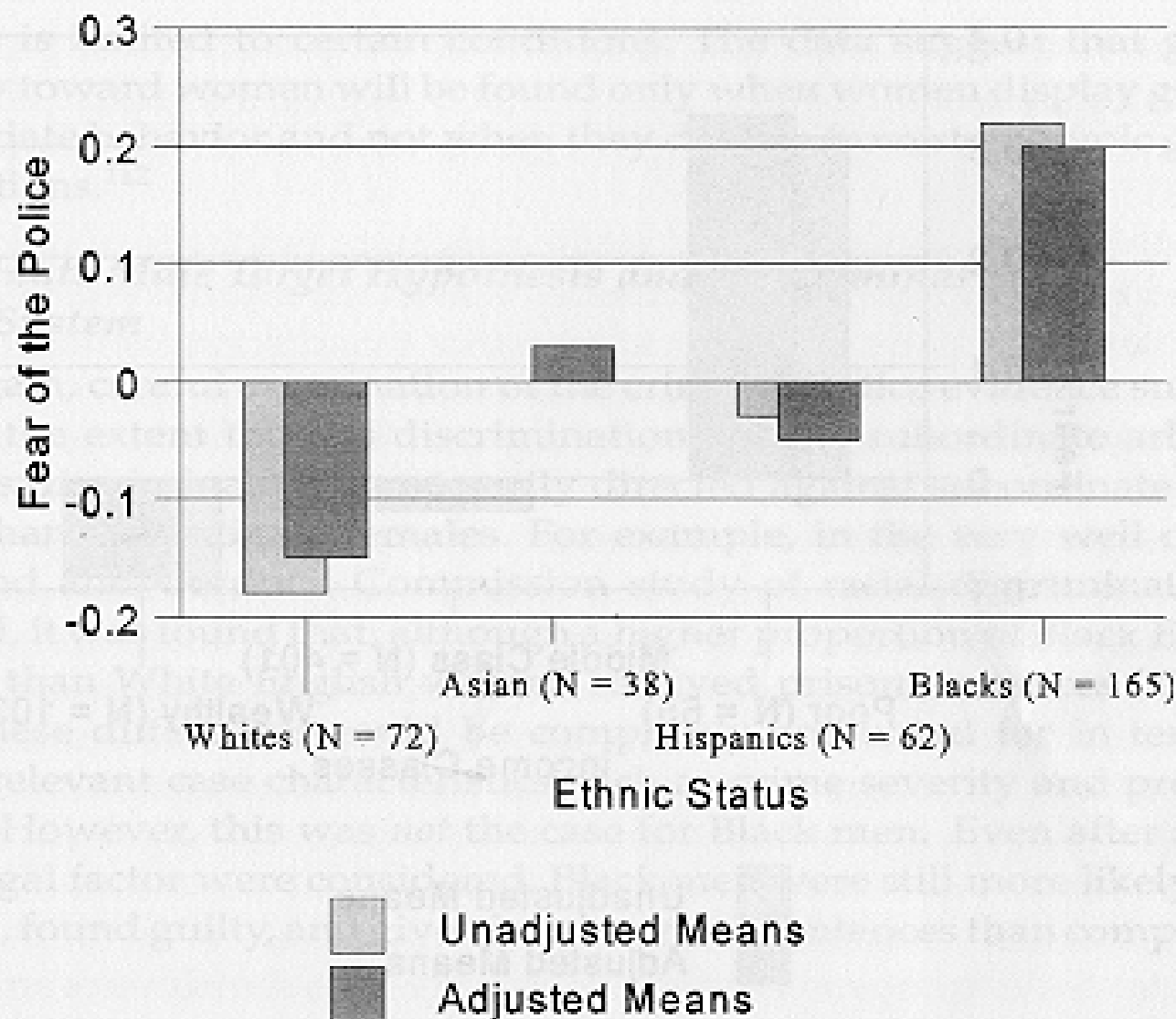


Figure 8.5. Fear of the police as a function of ethnic status, with and without adjustments for other demographic factors (Los Angeles County Sample 39).

African Americans and Discrimination

- Walker (1996) argues that today the criminal justice system falls in the middle of a continuum between pure discrimination and pure justice (at least since the post 1960s). Contextual discrimination.
- Evidence: Offense rates, police, courts, sentencing, and death penalty.

BOX 1.2 Discrimination-Disparity Continuum

**Systematic
Discrimination**

**Institutionalized
Discrimination**

**Contextual
Discrimination**

**Individual Acts
of Discrimination**

**Pure
Justice**

Definitions

Systematic discrimination—Discrimination at all stages of the criminal justice system, at all times, and all places.

Institutionalized discrimination—Racial and ethnic disparities in outcomes that are the result of the application of racially neutral factors such as prior criminal record, employment status, demeanor, etc.

Contextual discrimination—Discrimination found in particular contexts or circumstances (e.g., certain regions, particular crimes, special victim-offender relationships).

Individual acts of discrimination—Discrimination that results from the acts of particular individuals but is not characteristic of entire agencies or the criminal justice system as a whole.

Pure Justice—No racial or ethnic discrimination at all.

Disparity vs. Discrimination

- Statistical analyses of criminal justice cases indicate that race is an important factor, controlling for other situational or legal variables.
- In the U.S., one researcher estimates for crime overall, 24% of racial disparity in prisons involves discrimination (20% in UK). However, for drug crimes, this may be closer to 50%!

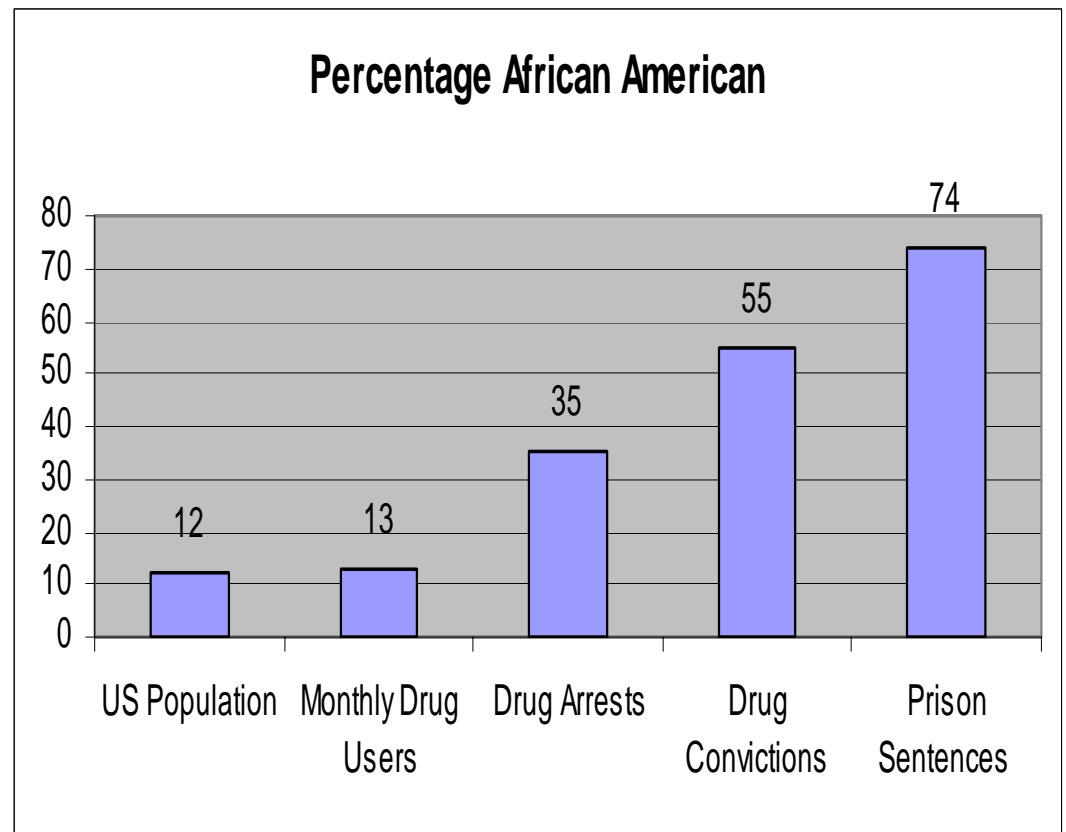
Racial Impact of Drug War

Discrimination in system.

Federal sentencing
guidelines:

Crack: (5 grams=mandatory
5 years

Powdered Cocaine (5 grams
= mandatory 1 year.



Biased Policing and DISCRIMINATION

Table 4.2 Citizens Shot And Killed, Memphis

	1969–1974		1985–1989	
	White	African American	White	African American
Armed & assaultive	5	7	6	7
Unarmed & assaultive	2	6	1	5
Unarmed & not assaultive	1	13	0	0
	8	26	7	12
Total	34		19	

SOURCE: Adapted from Jerry R. Sparger and David J. Giacopassi, "Memphis Revisited: A Reexamination of Police Shootings after the Garner Decision," *Justice Quarterly* 9 (June 1992): 211–225.

Part III: Oppression as a Cooperative Game

- Behavioral differences between dominant and subordinate groups result from the fact that people within these groups live in profoundly different circumstances.
- Group-hierarchies are set up to make life relatively easy for dominants and more difficult for subordinates.

Subtle forms of Oppression

- The institutional mechanisms of oppression discussed in Part I are fairly clear.
- However, numerous (yet less obvious) cultural and psychological processes make life more difficult for subordinates.

Asymmetrical Group Behavior

- In short SDT predicts that dominants behave in ways more beneficial to themselves than subordinates do.
- At least three forms behavioral asymmetry can express itself: 1) asymmetrical ingroup bias, 2) ideological asymmetry, 3) group debilitating behavior.

1.) Asymmetrical Ingroup Bias

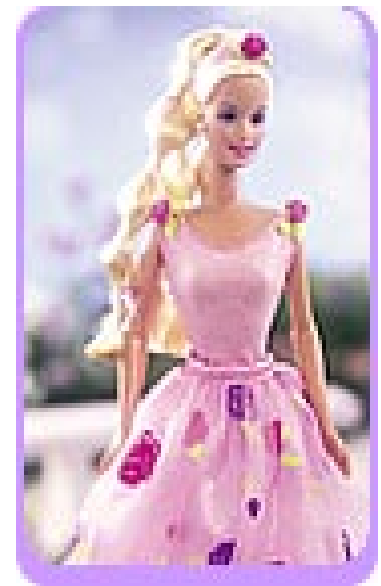
- Long known that people favor their cultural ingroups or ethnic ingroups (ethnocentrism)
- In extreme forms, asymmetrical ingroup bias can lead subordinates to *outgroup favoritism*, or preference for the outgroup over the ingroup.

The Doll Technique (Clark & Clark)

Interview children (3-7) using 2 white & 2 black dolls

- 9 Give me the doll that you want to play with
- 9 Give me the doll that is a nice doll
- 9 Give me the doll that looks bad
- 9 Give me the doll that is a nice colour
- 9 Give me the doll that looks like a white child
- 9 Give me the doll that looks like a coloured child
- 9 Give me the doll that like a negro child
- 9 Give me the doll that looks like you

Key: Qs 1-4 = racial preference, 5-7 = awareness & 8 = identity



Self-esteem of the Oppressed

- Kenneth and Mamie Clark (1947).
 - Demonstrated that black children, as young as 3, rejected black dolls. Felt that white dolls were prettier and generally superior
 - Key point in 1954 Brown vs. Board of Education desegregation decision
- Goldberg found similar results for gender
 - Women rated articles as superior if “written” by a man (John vs. Joan McKay)
- Swim and others have shown that these tendencies have diminished over the years



Asymmetrical Opposition to Intergroup Marriage

	White	Asian	Latino	Black
Whites and Asians	2.97	2.69		
Whites and Latinos	2.8		2.44	
Whites and Blacks	3.17			2.26
Asians and Latinos		2.91	2.79	
Asians and Blacks		3.18		2.48
Latinos and Blacks			2.94	2.39

Mean opposition to interracial marriage. Larger number = more opposition

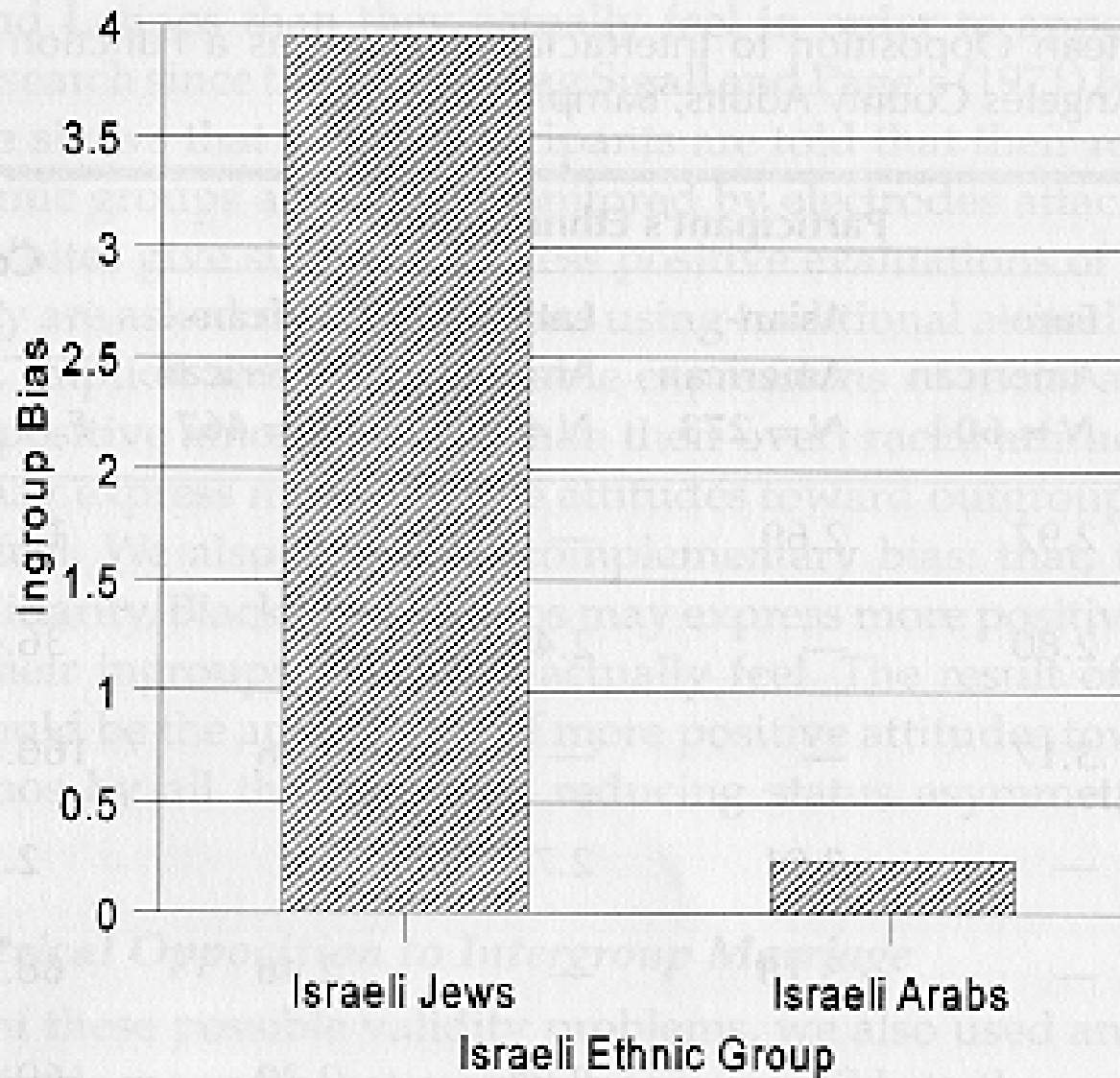


Figure 9.1. Degree of ingroup bias among Israeli Jews and Israeli Arabs.

2.) Ideological Asymmetry

- Prediction: the more legitimate individuals consider the group-based hierarchy to be, the *more* dominants will display ingroup favoritism, and the *less* subordinates will display ingroup favoritism.
- Using variation from different times and places, it is possible to test this hypothesis.

Legitimizing Myths have changed through U.S. history (but not enough)

- In the next few slides, lets remind ourselves of some political and cultural institution in the U.S.
- Although far from complete, Black Americans enjoy more equality than in the past, and many institutions reflect this.

Slavery, Abolition and Winning the Right to Vote (1800-1890)

- A National Crisis over Slavery
 - 1808 Congress banned slave trade
 - The South was heavily dependent on the cheap slave labor
 - The North was becoming industrial
 - 1820 Missouri applied for admission as a slave state.
 - Admission of Missouri as a slave state would have given the slave states a majority in the Senate and was strongly oppose in the North.

The Abolitionist Movement

- Founded by William Lloyd Garrison, the American Anti-Slavery Society (1833) reinvigorated the abolitionist movement.
- Northern interest in emancipation, pushed by abolitionists, eroded relations between the north and south.
- William Lloyd Garrison's *Liberator* was the voice of abolitionism, calling for immediate emancipation of the slaves.

Heightened Tensions (1850s)

- In 1852, Harriet Beecher Stowe published *Uncle Tom's Cabin*.
- In **Scott vs. Sanford (1857)** the Supreme Court ruled that slaves were not citizens of the United States.

Emancipation Proclamation (1863)

- Abraham Lincoln on January 1, 1863, during the American Civil War, declared all *"slaves within any State, or designated part of a State ... then ... in rebellion, ... shall be then, thenceforward, and forever free."*

The Civil War Amendments

- 13th Amendment – banned all forms of slavery and involuntary servitude
- 14th Amendment -- guarantees equal protection of the laws and due process to all citizens
- 15th Amendment -- specifically gives blacks the right to vote

Shortly after ratification the Southern states devised ways around these amendments by passing laws that restricted opportunities for Black Americans.

Black Codes

- Southern states passed laws (Black Codes) that prohibited Black Americans from
 - Voting
 - Sitting on juries
 - Or even appearing in public places

Jim Crow Laws

- During the years of Jim Crow, state laws mandated racial separation in
 - schools
 - parks
 - playgrounds
 - restaurants
 - hotels
 - public transportation
 - theatres
 - restrooms and so on.
- These laws remained in effect throughout the 1960's Civil Rights Movement.

Intent of the 15th Amendment

- To avoid the intent of the 15th Amendment Southerners moved to exclude the African American voter with
 - Poll taxes
 - Literacy Test
 - Whites only primaries
 - Grandfather clause

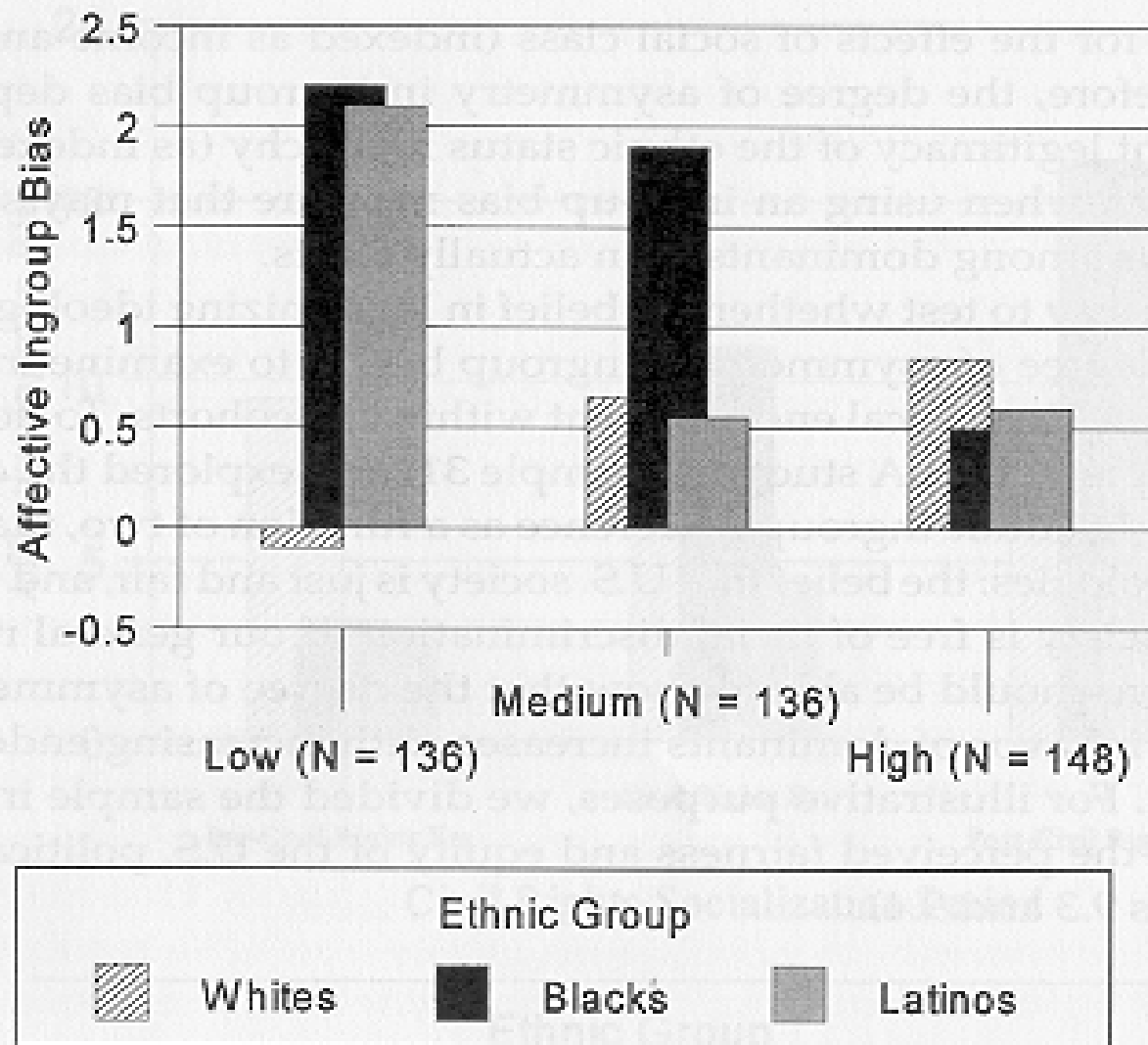


Figure 9.4. Affective ingroup bias as a function of ethnicity and belief that U.S. society is free of racial discrimination (Sample 31).

3.) Group Debilitating Behaviors

- SDT predicts that subordinates will engage in behaviors that are both directly and indirectly harmful to them.

Parenting Styles and Spouse Abuse

- Subordinate children less likely to receive mental stimulation by parents, watch more TV, are more likely to be abused and neglected.
- Subordinates have higher rates of spouse abuse.

Asymmetry in Educational Behavior

- Children from dominant groups enjoy higher academic performance.
- Two important causes are differences in intergenerational transfer of academic skills and better access to good schools and resources.
- Also self-debilitating behavior; subordinates have higher rates of truancy, drop-outs, more TV, and spend less time on homework.



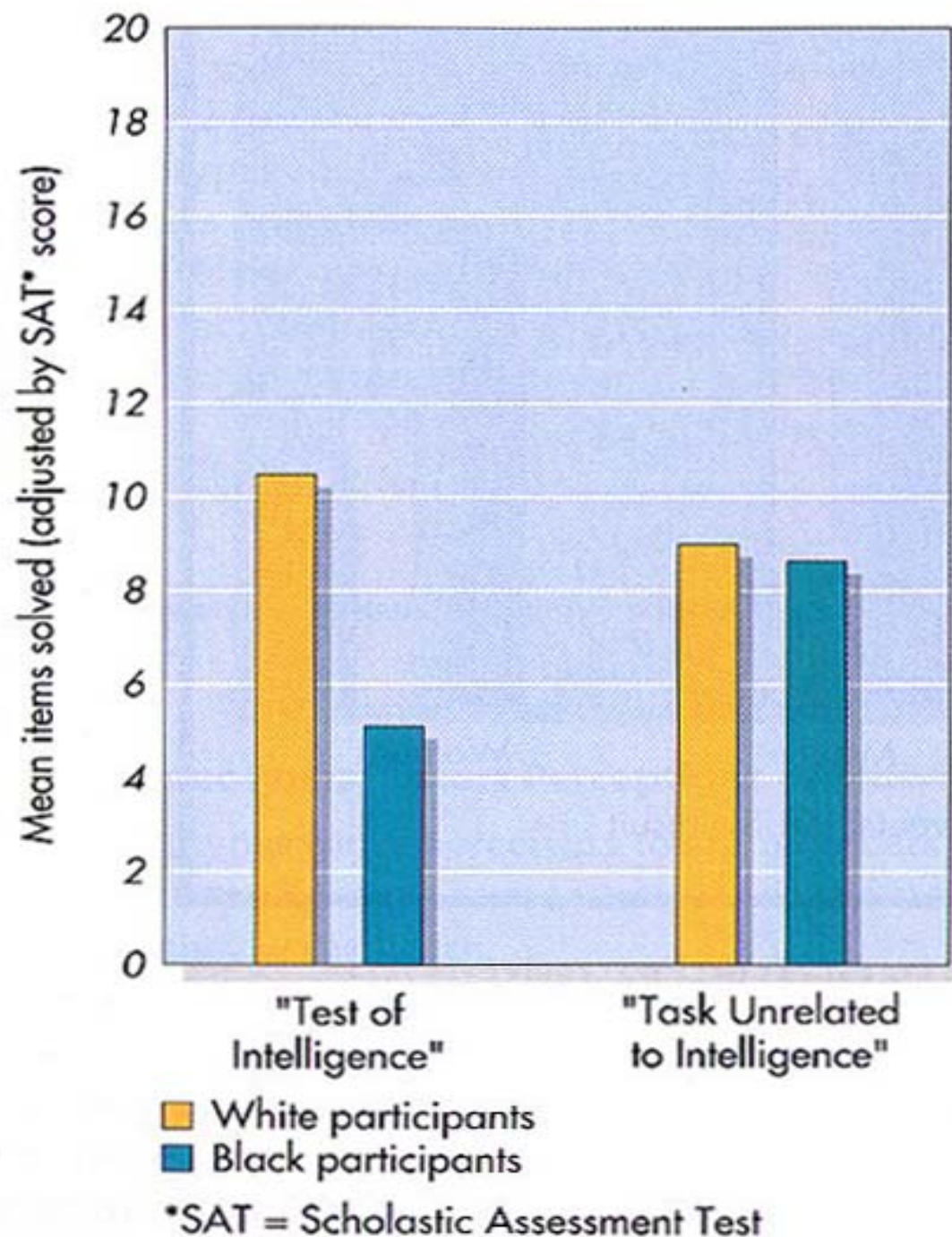
Stereotype Threat

- **Steele & Aronson (1995): black and white students took a difficult verbal section of the GRE (Graduate Record Exam).**
- **For some students, their race was made salient by asking them to report it at the *start* of the test.**

Stereotype Threat: More Findings

- 1. White men do worse in math when they believe they are being compared to Asian students.**
- 2. White men do worse on athletic tasks they believe assess their natural ability.**
- 3. Black men do worse if they believe tasks assess their athletic intelligence.**

Steele and Aronson (1992) showed that stereotypic beliefs about poor performance can create anxiety that produces poor performance . . .



Asymmetry in Criminal Activity

- Recall that about 25% of the racial disparity in crime rates can be attributed to discrimination. This leaves about 75% to be caused by other social forces among subordinate groups.
- Prison as “right of passage”; cultures of honor and respect; “not acting White”

Advantages and Disadvantages of SDT

Advantages

- Works on different levels of analysis
- Integrates different theories

Disadvantages

- Pessimistic view
- Inconsistencies
- Redundant

Review of SDT

- Concerning patterns of conflict, we have looked at data strongly suggesting that discrimination against subordinate groups (e.g., Blacks) leads to severe differences in ability to obtain “social value.”
- Although complex, SDT illustrates how group dominance *emerges* and is *maintained*.