

# Lecture 15

## Prejudice, Stereotyping and Discrimination

# Rate your feelings about Irishmen:

Dislike 1 2 3 4 5 6 7 Like

List three things you think about Irishmen.

Would you discourage your sister from marrying an Irishman?

# Outline

Goals of Prejudice, Stereotyping, and  
Discrimination

Supporting and Protecting One's Group

Gaining Social Approval

Managing Self-Image

Seeking Mental Efficiency

Reducing Prejudice, Stereotyping, &  
Discrimination

# Planet Prejudice

Have you ever been the object of negative feelings based simply on your membership in a group?

Positive feelings?

*Prejudice* –

a generalized attitude toward members of a social group

# Planet Prejudice

What are the characteristics of:

A typical New Yorker?

A typical Californian?

A typical white male?

A typical sorority woman?

*Stereotype* -

a generalized *belief* about members of a group

# Planet Prejudice

If you were asked your opinions about Irishmen, Californians, or fraternity men, that would tap:

*Explicit prejudice* –  
positive or negative feelings of which you are aware

But not *implicit prejudice* –  
feelings of which you are not aware



# The Subtle Expression of Bigoted Views

Participants in one study were asked to judge White and Black applicants for university admission.

Participants did not discriminate when the applicant's test scores, grades, etc. were consistently strong or weak.

The following slide shows how discrimination emerged when the applicant's credentials were ambiguous.

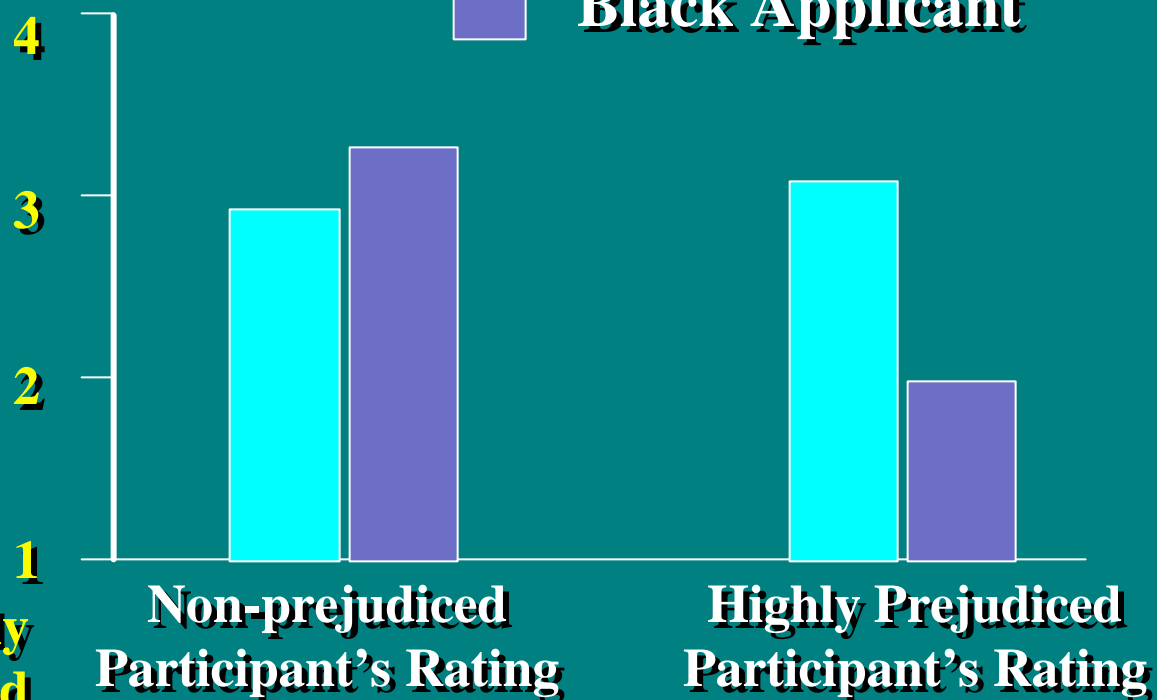


**Highly  
recommend**

**White Applicant**  
**Black Applicant**

**Strength of  
recommendation  
for admission**

**1  
Barely  
recommend**



Participants who had scored highly on scales of prejudice gave the black applicants much weaker recommendations than they gave the white applicants.

*G. Hodson, J.F. Dovidio, S.L. Gaertner (2002)*



# Planet Prejudice



*Discrimination* –

behaviors directed toward others

because of their group membership

# Sexual Harassment as Gender Discrimination

As many as 80% of high school students report having been sexually harassed (Hostile Hallways, 2001).

The U.S. Army spent \$250 million in one year to deal with problems related to sexual harassment (Faley et al., 1999).

# Sexual Harassment as Gender Discrimination

Behavior is seen as

More harassing when performed by someone  
in power (Pryor & Day, 1988)

Less harassing when performed by an  
attractive single individual (Sheets &  
Braver, 1993)

More harassing when directed at women  
then at men (e.g., U.S. M.S.P.B. 1988).

# Institutionalized Discrimination

Institutionalized discrimination is built into the legal, political, social and economic institutions of a culture.

It may be direct

Example: military rules requiring expulsion of openly homosexual soldiers.

Or more indirect and subtle

Example: hiring those with better educations excludes some minorities, favors others.

# Material Costs of Prejudice, Stereotyping, and Discrimination

Physicians were only 60% as likely to suggest a top-rated diagnostic test for black “heart patients” as for whites.

Even when blacks presented same symptoms, and gave identical information about themselves (Schulman et al., 1999).

# Material Costs of Prejudice, Stereotyping, and Discrimination

One study found white men were  
offered better deals on cars:

\$109 less than White women

\$318 less than Black women

\$935 less than Black men

(Ayres & Siegelman, 1995).

# Psychological Costs of Prejudice, Stereotyping, and Discrimination

*A token* minority in a group tends to become self-conscious

perform less well on tasks that require concentration (Lord & Saenz, 1985; Saenz, 1994).



# Stereotype Threat

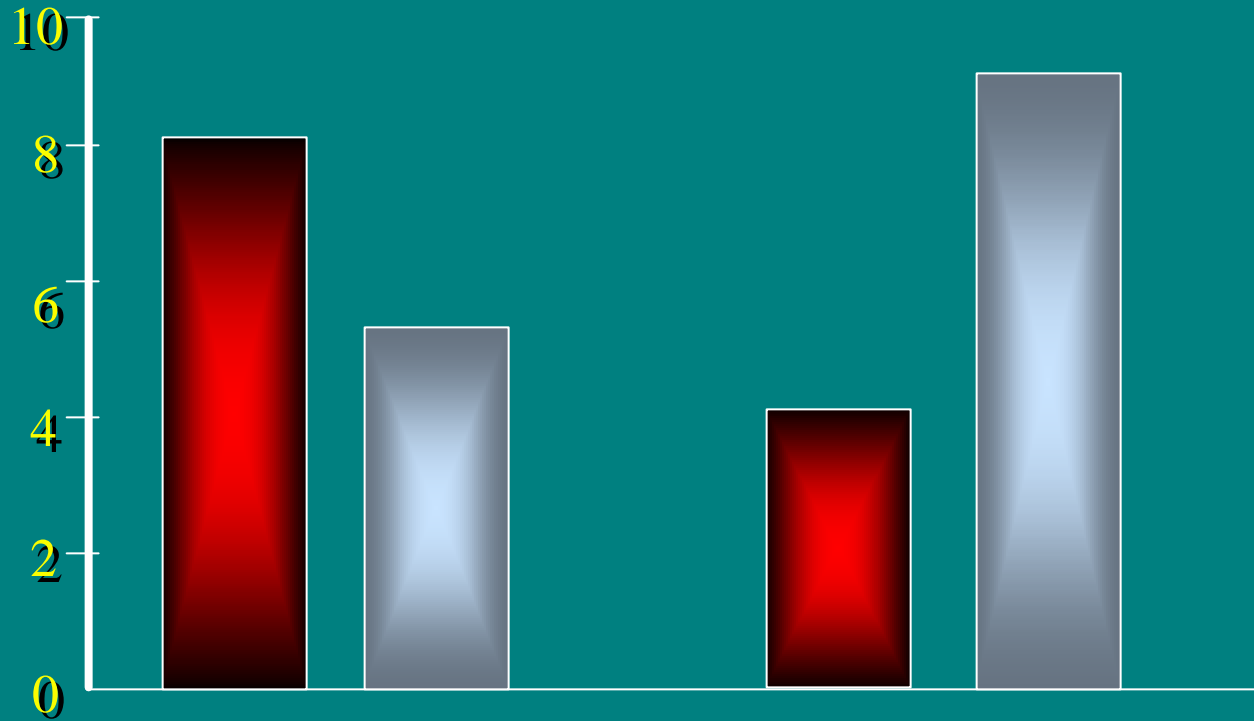
In one study, black and white students were asked to take a difficult exam taken from the verbal portion of the GRE (Graduate Record Exam).

For some students, race was made salient by asking them to report it at the beginning of the test.





Number of  
Items  
Answered  
Correctly  
(adjusted by  
SAT score)



Not Salient

Salient

Salience of Race

**Black**



**White**



# Stereotype Threat

*Stereotype threat* –

the fear that one might confirm the negative stereotypes held by others about one's group

# Stereotype Threat

White men did worse on athletic tasks they thought tapped “natural ability.”

But black men did worse if they thought it tapped “athletic intelligence” (Stone et al, 1999).

White men did worse in math when they thought they were being compared to an Asian (Aronson et al, 1999).

# Stereotype Threat

Stereotype threat sometimes leads people to *disidentify* with those arenas where society expects them to fail.

*Disidentify* –  
to decide that the arena is no longer relevant to their self esteem

# Goals of Prejudice, Stereotyping, and Prejudice

Supporting and Protecting One's  
Group

Gaining Social Approval

Managing Self-Image

Seeking Mental Efficiency

# Supporting and Protecting One's Group

# Creating and Maintaining Ingroup Advantage

*Minimal intergroup paradigm* –  
an experimental procedure in which short-term, arbitrary, artificial groups are created to explore foundations of prejudice, stereotyping, and discrimination

# Minimal Intergroup Paradigm

Example: students give preferential treatment to others who they believe share otherwise irrelevant traits:

A tendency to “overestimate” dots

A preference for the artist Kandinsky

A random assignment to a group with the same color t-shirt



# Creating and Maintaining Ingroup Advantage

*Ingroup bias* –

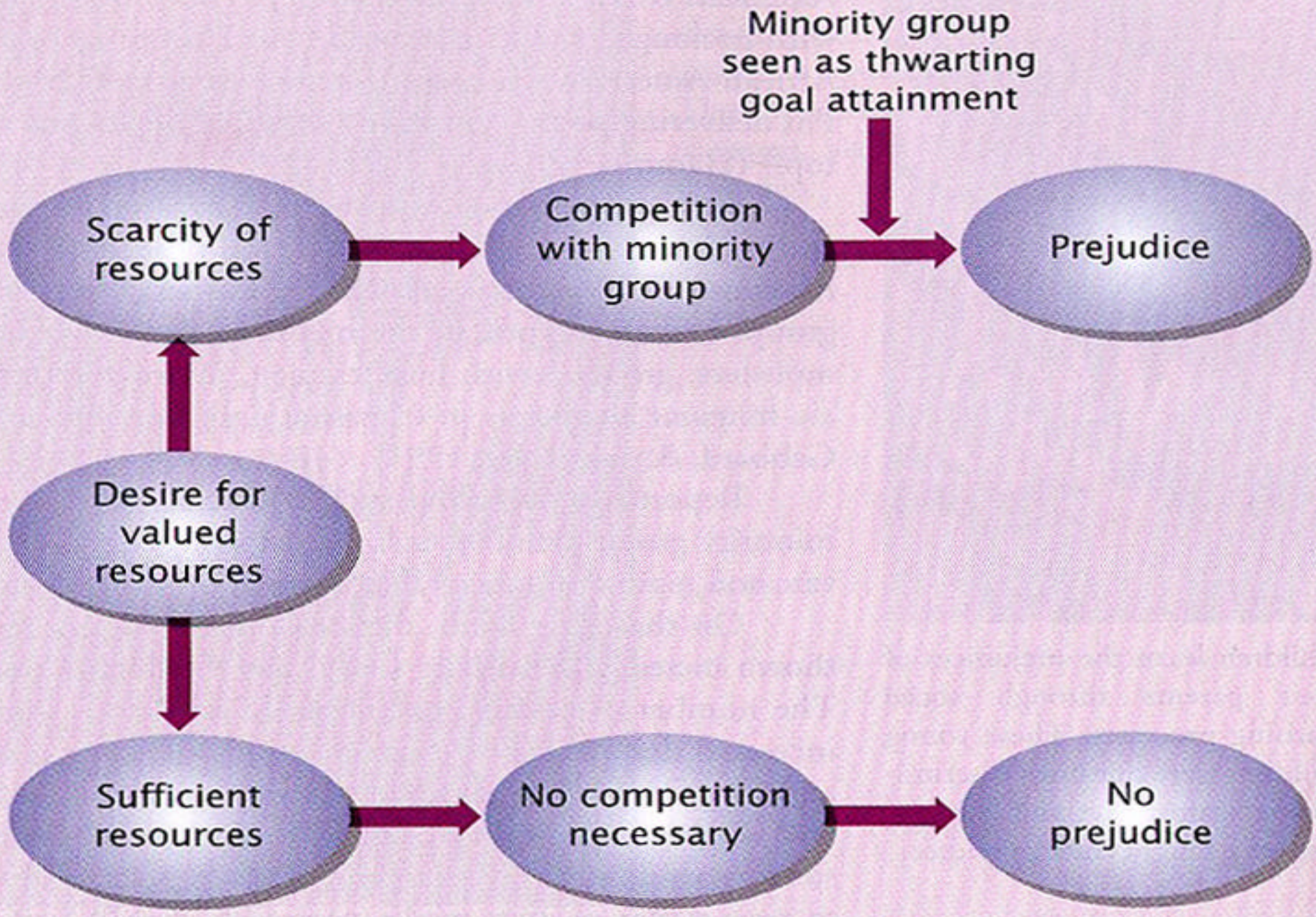
tendency to benefit members of one's own groups over members of other groups

# Creating and Maintaining Ingroup Advantage

*Realistic group conflict theory* –

proposal that intergroup conflict, and negative prejudices and stereotypes, emerge out of actual competition between groups for desired resources

Example: Members of different ethnic groups may compete for the same jobs, or the same farmland.



# Realistic Group Conflict Theory

## Central Assumptions

1. People are selfish and out for own gain
2. Incompatible group interests cause intergroup conflict
3. Incompatible group interests cause social psychological processes (e.g., in-group favoritism; stereotyping)

## Summary

Competition between groups for scarce resources produces inter-group conflict. Without such competition, inter-group conflict would fade.

# Sherif and Colleagues: The Robbers Cave Experiments

Purpose: understand conflict between groups to identify how intergroup relations can be more positive.

Created three situations to foster 1.) group identity, 2.) inter-group conflict, and 3.) group harmony

# Sherif and Colleagues

## Participants

11-12 year old boys who signed up for a camp in Oklahoma

Camp lasted 3 weeks

Boys had similar backgrounds, no behavioral/psychological problems

Boys were brought to camp in two separate groups, and kept separate for the first few days at camp.

# Stage 1: Group Formation

Boys developed strong in-group identity

interacted with own group exclusively

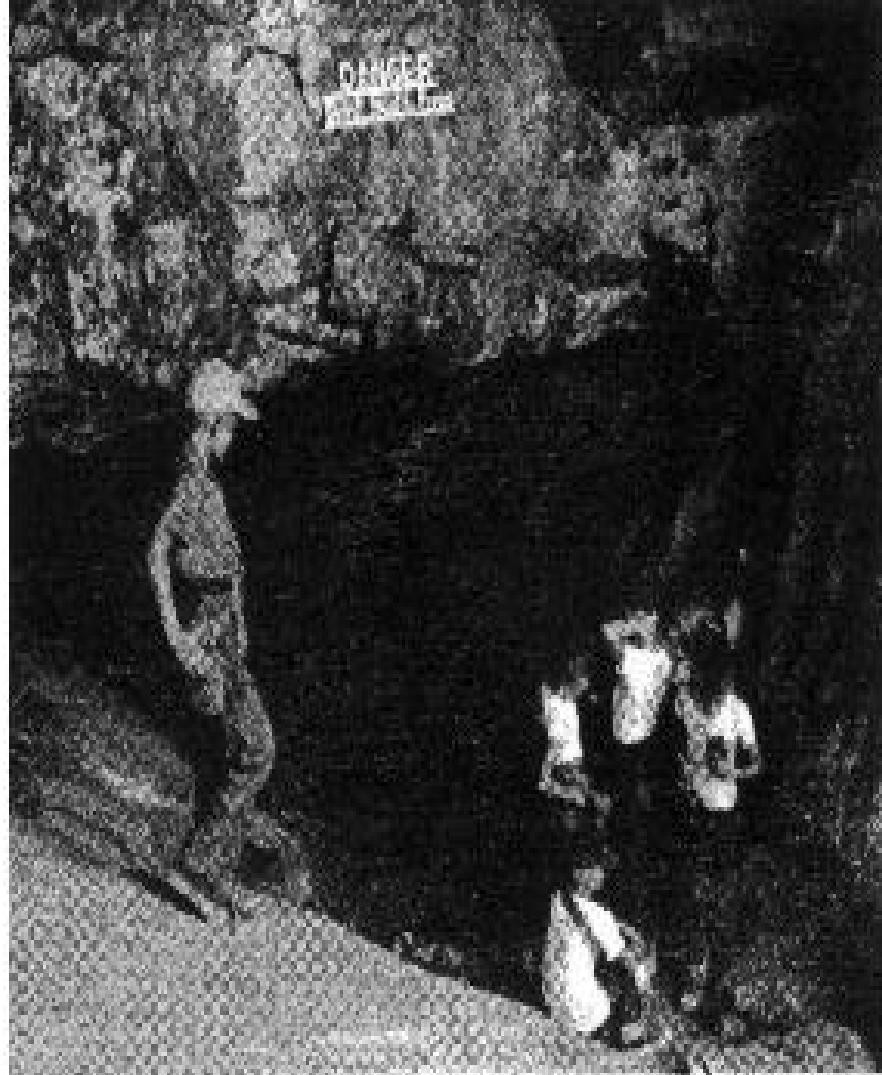
activities fostered liking

95% of listed friends from in-group

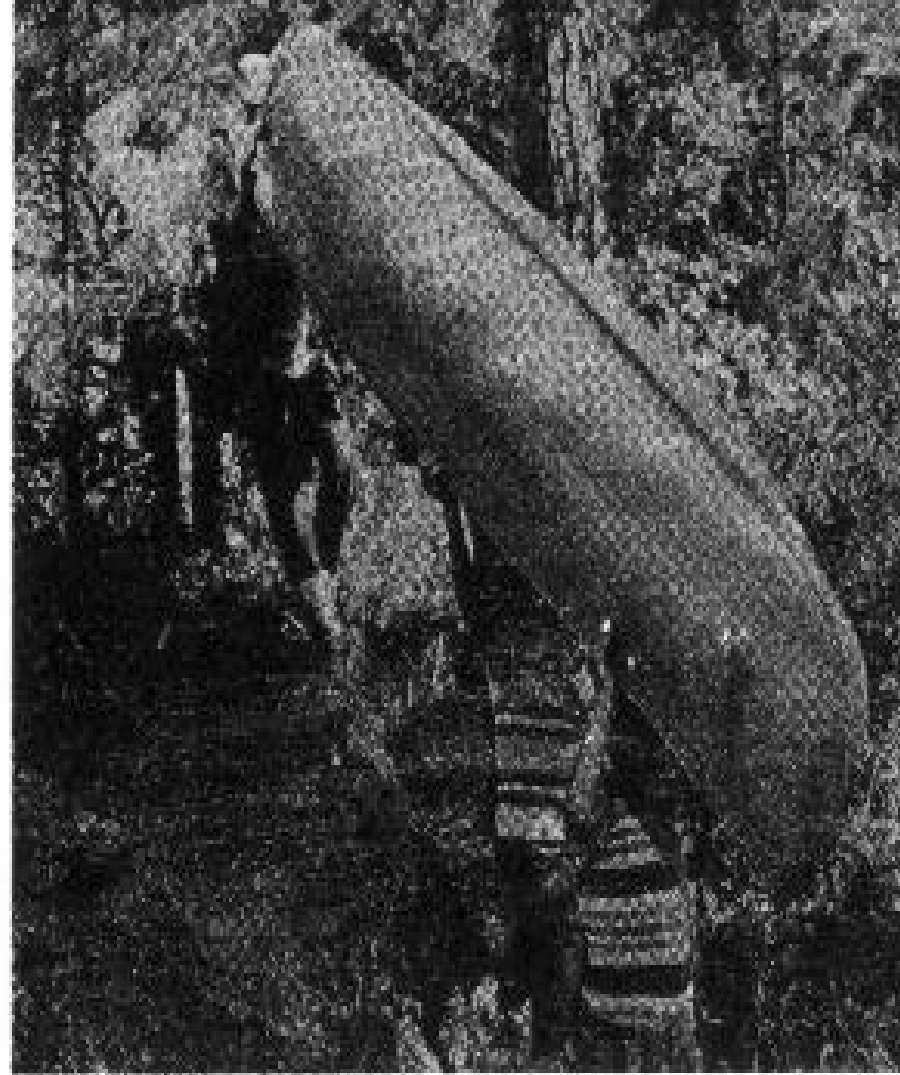
Each group, later to be called the *Eagles* and the *Rattlers*, conducted their own separate activities. The groups developed within-group identities.

Upon, learning about the other group, both groups became insistent that competitive sports be organized between them.





**Rattlers first exploration of Robbers Cave.**

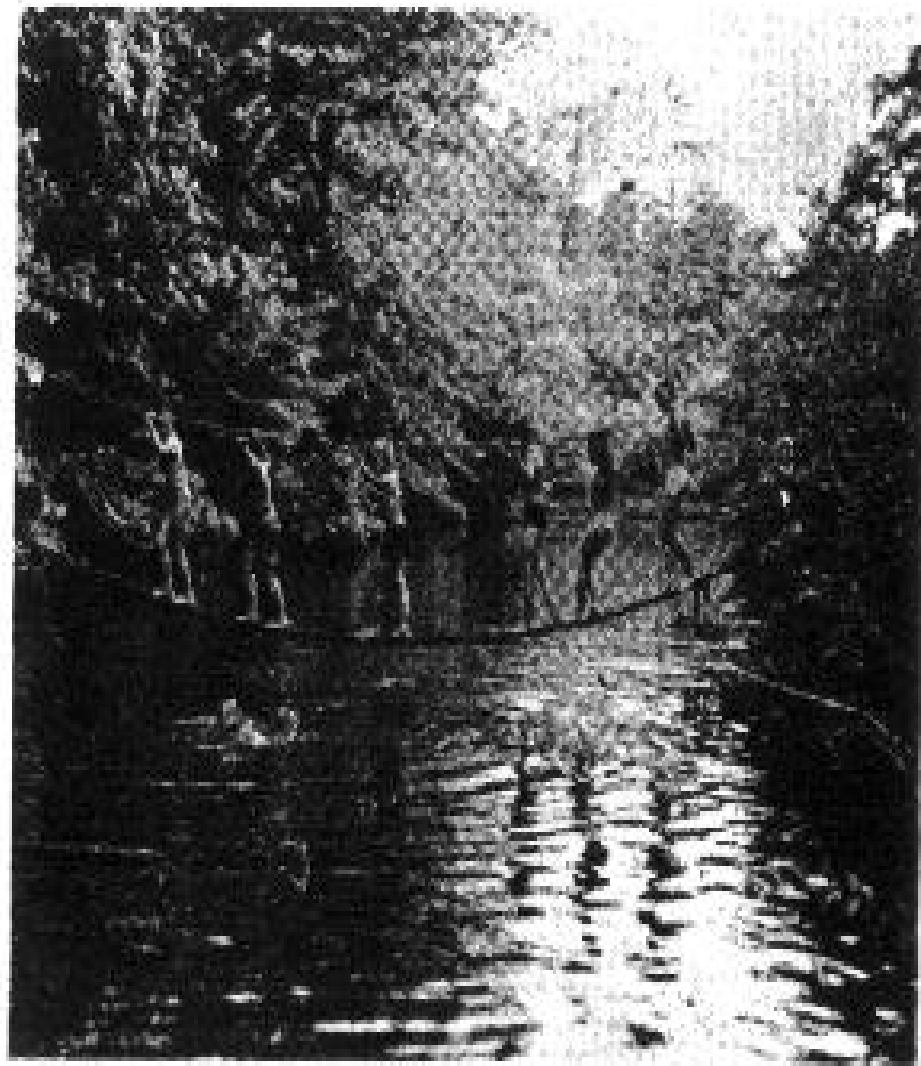


**Carrying their canoe to swimming hole at their hideout.**





**Putting up a sign at their swimming hole  
labelled: "Moccasin Creek".**



**Eagles on their rope bridge  
over "Moccasin Creek".**

# Stage 2: Intergroup Conflict

The two in-groups set the stage for the friction phase of inter-group relations.

“Councilors” announced their would be a Tournament of Games:

5\$ prize

baseball

touch football

tug of war

treasure hunt

(STAGE 2)



**Eagles' strategy in 2nd Tug-of-war: Sitting down to dig in while rattlers (standing)**

**Rattlers adopt the Eagle strategy: Both sides dig in sitting down.**

# Stage 2: Intergroup Conflict

The tournament led to increasing competition and animosity between the groups.

Intergroup conflict:

name calling

stealing flags

fights

CONFLICT:

**“You can tell those guys I did it if they say anything. I’ll fight ‘em!”**



Ongoing conflict led to the Eagles finally stealing the Rattlers flag and burning it.

**Rattlers with banner proclaiming "The Last of the Eagles".**

# RATTLERS AND EAGLES: INTERGROUP RELATIONS

## (STAGE 2)



One of the tournament contests: Tent pitching.

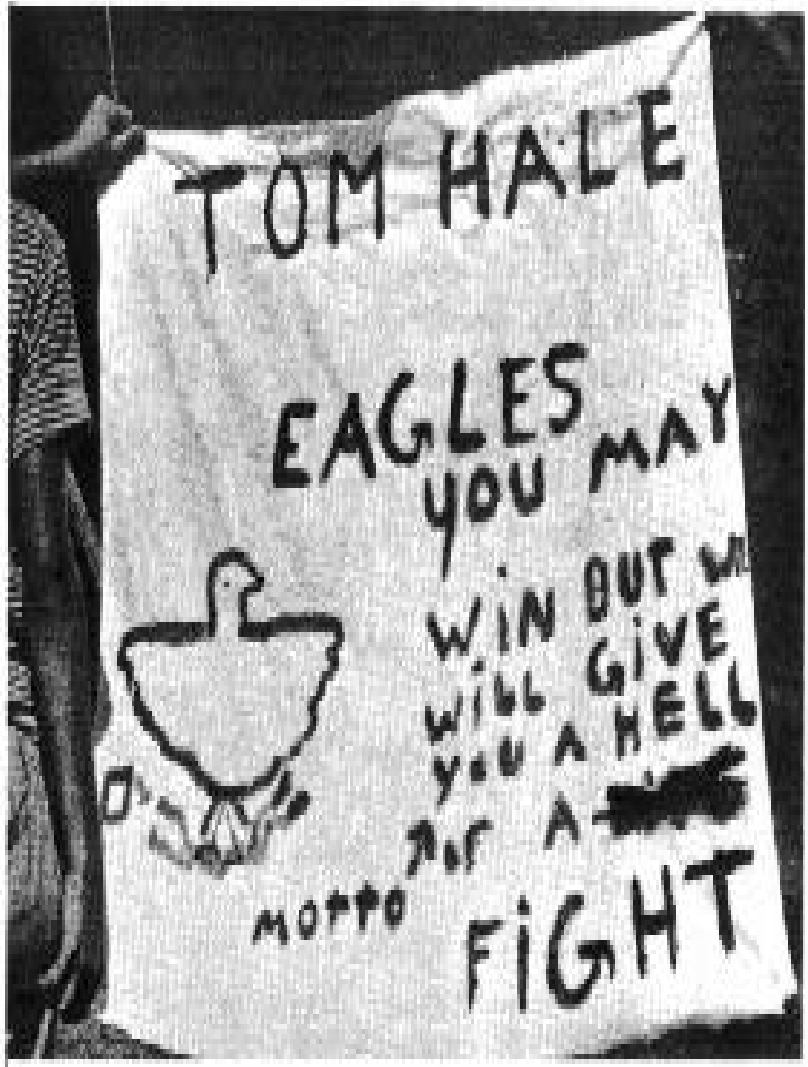


Raiding Eagles entering Rattler cabin.

(STAGE 2)



Eagles messing-up Rattler cabin during



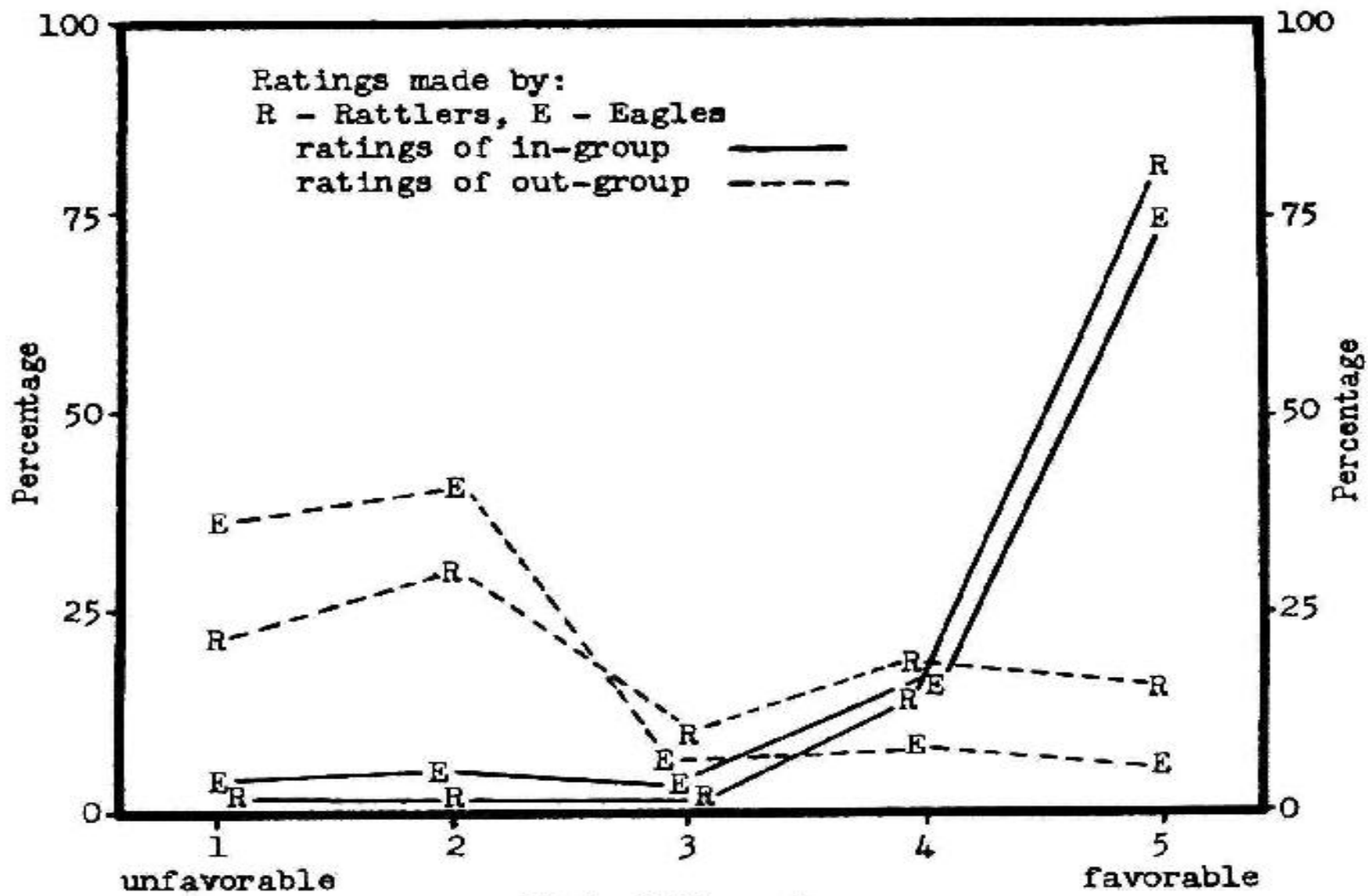
One of the Eagle banners during the tournament.

# Stage 2: Intergroup Conflict

Other data illustrated how prejudice and stereotypes developed among the two groups.

1.) Boys developed stereotypes favorable towards in-groups and unfavorable towards out-groups.





End of Stage 2.  
 Stereotype Ratings of In-Group and Out-Group Members on Six Characteristics (Combined)

# Stage 3: Intergroup Harmony

Experimenters tried to reduce intergroup conflict and in-group bias

Goals that could only be achieved if boys from both groups  
**cooperated**

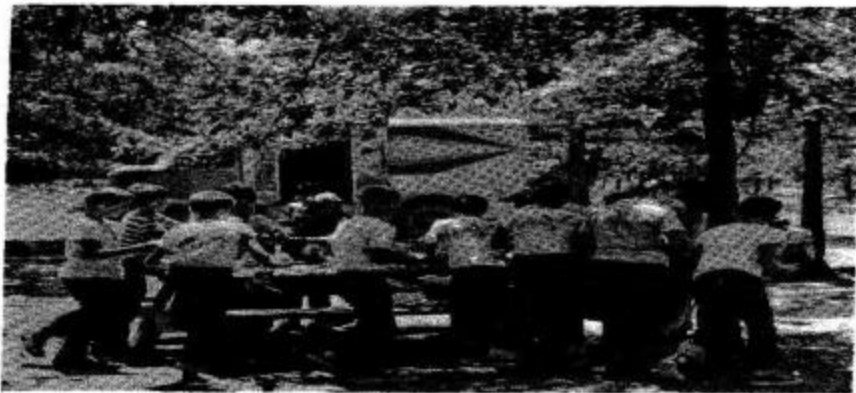
water supply malfunctioned

bus broke down

Joint meals and cooking

# INTERGROUP RELATIONS: REDUCTION OF FRICTION

## STAGE 3

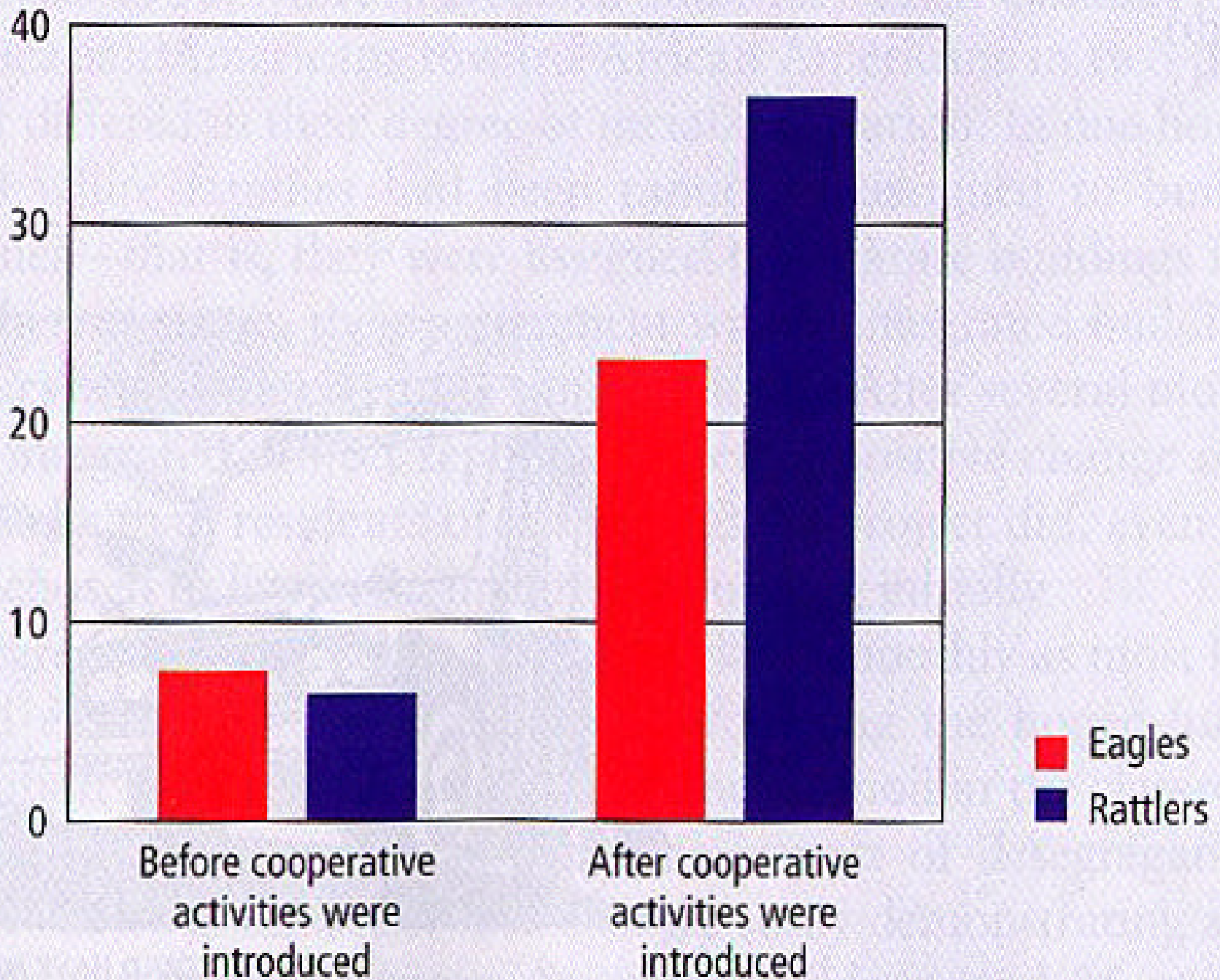


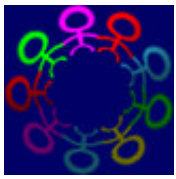
Joint meals on the overnight camp-out show intergroup mingling in preparation and ser



Members from both groups asked to be photographed on attaining the Arkansas

Percentage of boys who had a best friend in the out-group



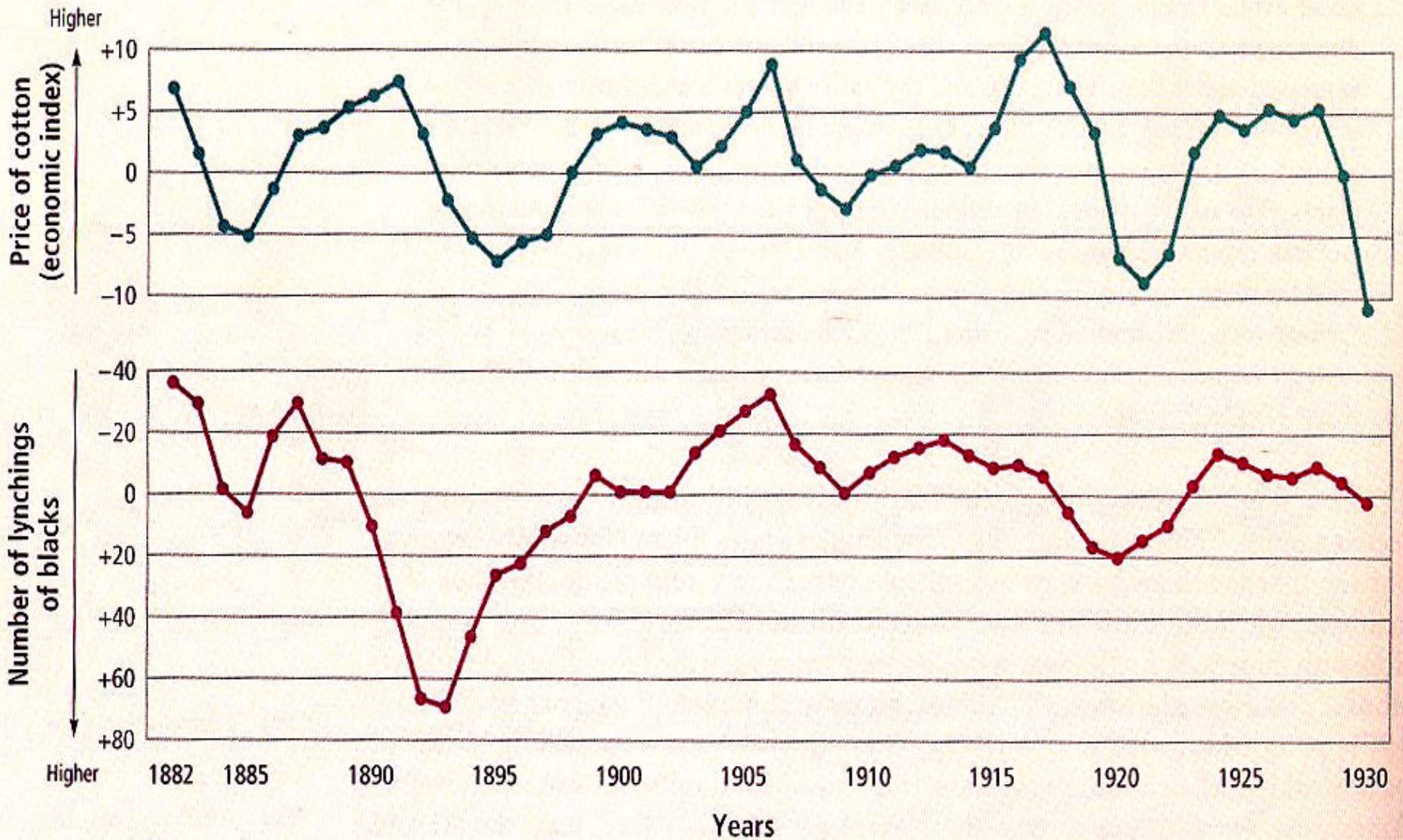


# Intergroup Competition

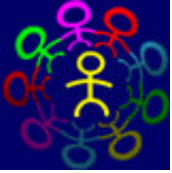
When economic times were tough in the Southern U.S. during the 20th century, lynchings of Blacks increased (Hovland & Sears, 1940; Hepworth & West, 1988).

Economic downturns in Northern U.S. increased violence against Blacks and immigrants (Olzak, 1992).





■ FIGURE 13.7 Relation of total lynchings to the price of cotton. Note that the lynching scale shows greatest frequency at the bottom of the graph. (Adapted from Hovland & Sears, 1940)



# Self-fulfilling Spiral of Intergroup Competition

Competition and hostility breed more competition and hostility.

When other groups are viewed as competitors, this becomes a self-fulfilling prophecy.



**Limited Economic, Social,  
or Political Resources**

Group B acts in a  
competitive and  
hostile manner

Group A sees  
Group B as a  
threat

Group B sees  
Group A as a  
threat

Group A acts in a  
competitive and  
hostile manner





# Social Dominance Orientation

*Social dominance orientation* –  
the extent to which a person wants  
his or her own group to dominate  
and be superior to other groups



Circle the number corresponding to how you feel about each statement

1 = very negative    9 = very positive

1. Winning is more important than how the game is played.
2. It is alright to use any means necessary to get ahead.
3. Sometimes war is necessary to put other countries in their place.



1 = very negative 9 = very positive

4. Inferior groups should stay in their place.

5. Some people are just better cut out than others for important positions in society.

6. Some people are better at running things and should be allowed to do so.



People scoring high in social dominance orientation are prejudiced against weaker groups:

Blacks and homosexuals (in the U.S.)

Natives and Asian immigrants (in Canada)

Native Taiwanese (in Taiwan)

Sephardic Jews and Palestinians (in Israel)

# Gaining Social Approval

# Gaining Social Approval

To win approval from members of our group, we may conform to their negative views of other groups.

A prejudiced social environment may also provide permission for people to express bigoted opinions they already hold.



# Conformity Seeking

Racist students in S. Africa agree with statements such as:

“A good group member should agree with the other members.”

“To become a success these days, a person has to act in the way that others expect him to act”  
(Pettigrew, 1958).



# Self-monitoring

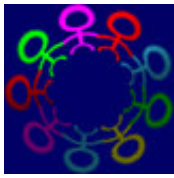
*High self-monitors* –

people who use the beliefs about what others expect to guide their own actions

High self-monitors are more likely to express stereotypical views if they think it socially appropriate

(Fiske & VonHendy, 1992; Sheets & Bushardt, 1994)





# The Times

Over the past forty years, white people report increasingly favorable views toward issues such as

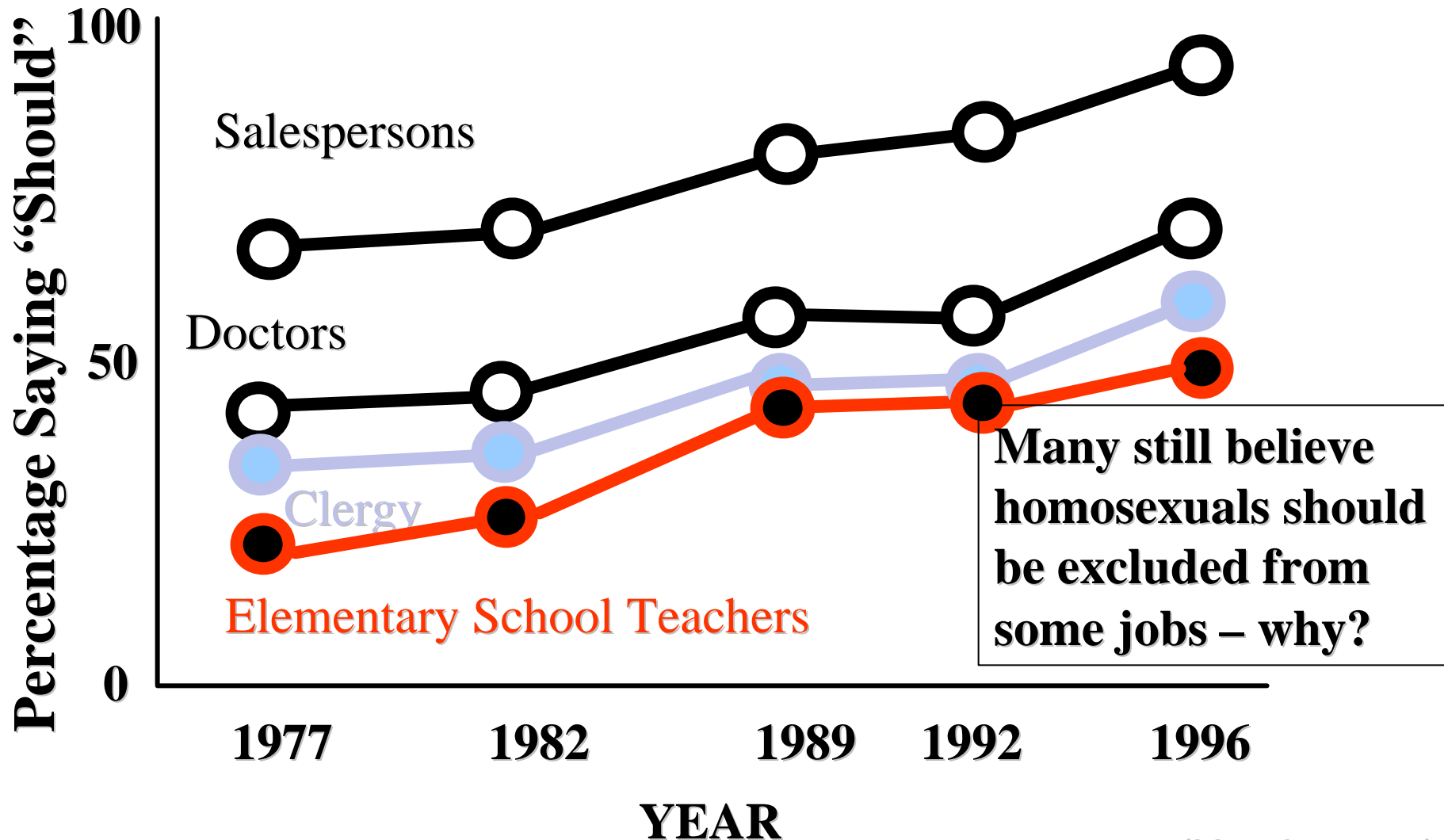
Racial integration

Interracial marriage

Black presidential candidates.

**Do findings like these reflect actual changes in people's prejudices and stereotypes?**

# Do you think homosexuals should or should not be hired for the following occupations?



**Percentage of White Participants Who Report Being Willing to Admit Blacks into Various Relationships with Them**

	<b>1949</b>	<b>1968</b>	<b>1992</b>
<b>Willing to Admit Blacks to:</b>			
Employment in my occupation	78%	98%	99%
My club as personal friends	51	97	96
My street as neighbors	41	95	95
Close kinship by marriage	0	66	74

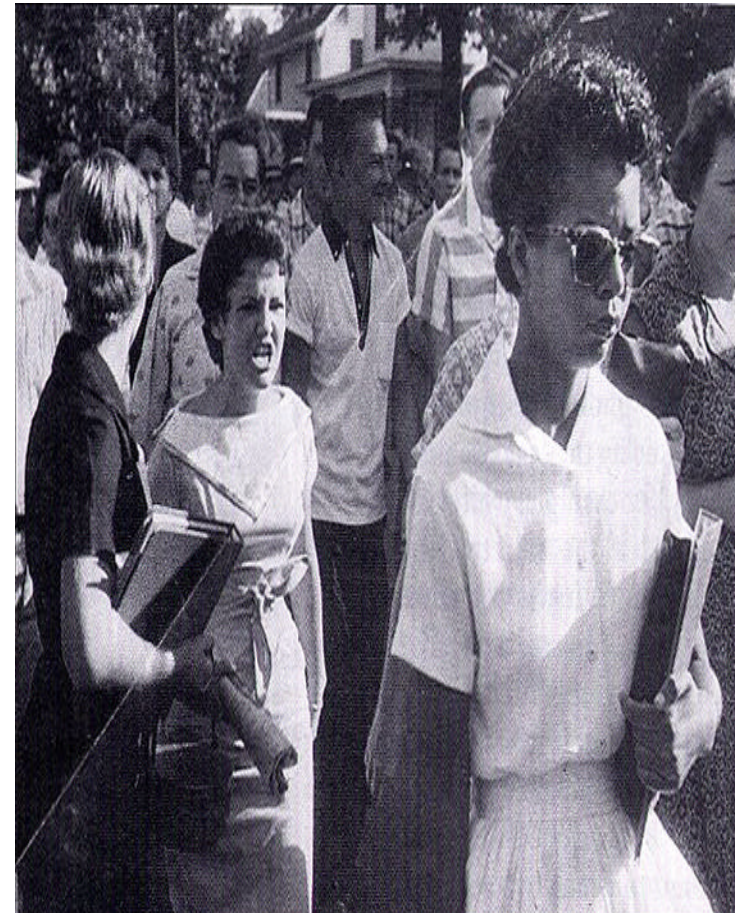
**Percentage of Adult Participants Who Agree with the Statement, "It's All Right for Blacks and Whites to Date Each Other."**

<b>1987</b>	<b>1997</b>
48%	69%

# Can we trust self-reports?

There are strong social norms against expressing prejudice overtly. This may lead to *socially desirable* responding on surveys that underestimates the levels of contemporary prejudice.

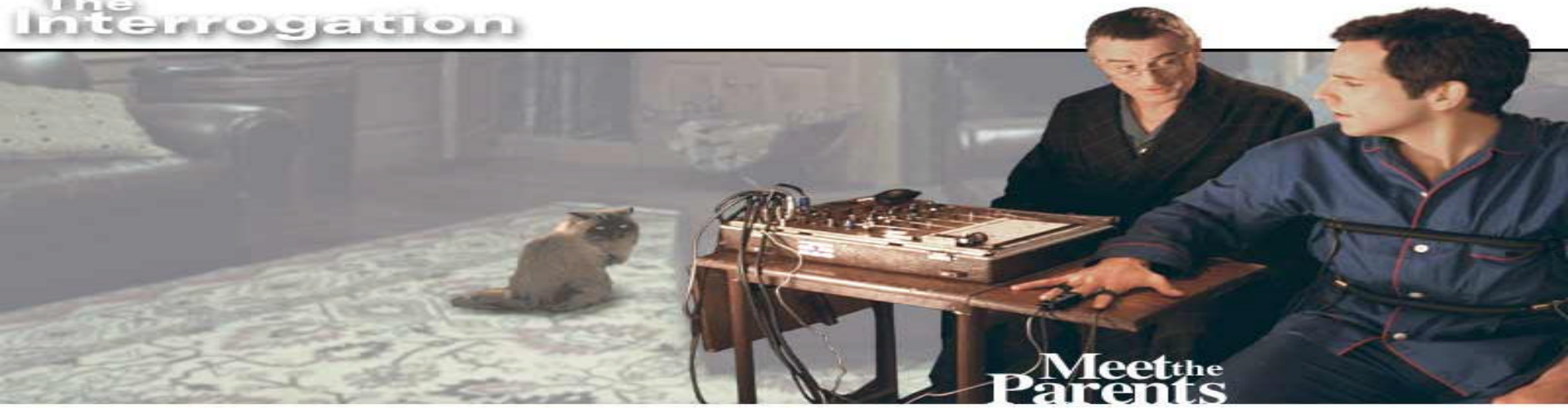
In sum, people may lie because they do not want to appear prejudiced to other people.



# Bogus Pipeline

An experimental method in which an experimenter claims to have access (a pipeline) to participants' true attitudes (like a lie detector).

The Interrogation



Meet the Parents

# Demonstration of bogus pipeline

Subjects first complete short inventory about some characteristics of themselves on paper.

Students are told to “trick” machine by answering differently from inventory responses

Experimenter (who knew actual responses) made machine beep each time they answered differently from inventory.

In sum, the researcher tricks the participant into thinking they have a “pipeline” to measure their REAL attitudes.

# Bogus Pipeline

Subjects then seated in front of a wheel attached to a machine. Here they rated African Americans on 22 traits by turning wheel.

-3 (very uncharacteristic)

+3 (very characteristic)





# Do People Hide their True Attitudes?

Two treatment groups are formed to address this question. Both groups complete questionnaire about their attitudes concerning African Americans.

## **Bogus pipeline group:**

hooked up to machine via electrodes

told machine could “read minds” through physiological arousal

## **Control group:**

not hooked up to machine

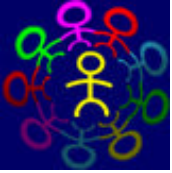


# Negative attributes judged more characteristic of African Americans under bogus pipeline condition

<u>Negative Attributes</u>	<u>Bogus Pipeline</u>	<u>Control</u>
Happy-go-lucky	.93	-.13
Ignorant	.60	.20
Stupid	.13	-1.00
Physically dirty	.20	-1.33
Unreliable	.27	-.67
Lazy	.60	-.73
Aggressive	1.20	.67

Positive attributes judged less characteristic of African Americans under bogus pipeline condition

<u>Positive Attributes</u>	<u>Bogus Pipeline</u>	
<u>Control</u>		
Intelligent	.00	.47
Ambitious	.07	.33
Sensitive	.87	1.60

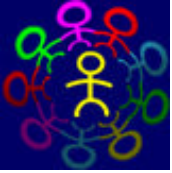


# Intrinsic Religiosity and Prejudice

*Extrinsic Religiosity* –

an orientation that sees religion as a means of gaining friendship, status, comfort, or other valuable ends

Extrinsically religious people express more prejudice than non-religious people.

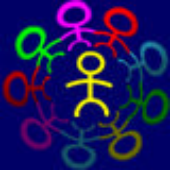


# Intrinsic Religiosity and Prejudice

*Intrinsic Religiosity* –

an orientation in which people attempt to internalize religious teachings, seeing religion as an end in itself

Intrinsically oriented people present themselves as unprejudiced, but their behavior may be discriminating if they don't think others are watching.



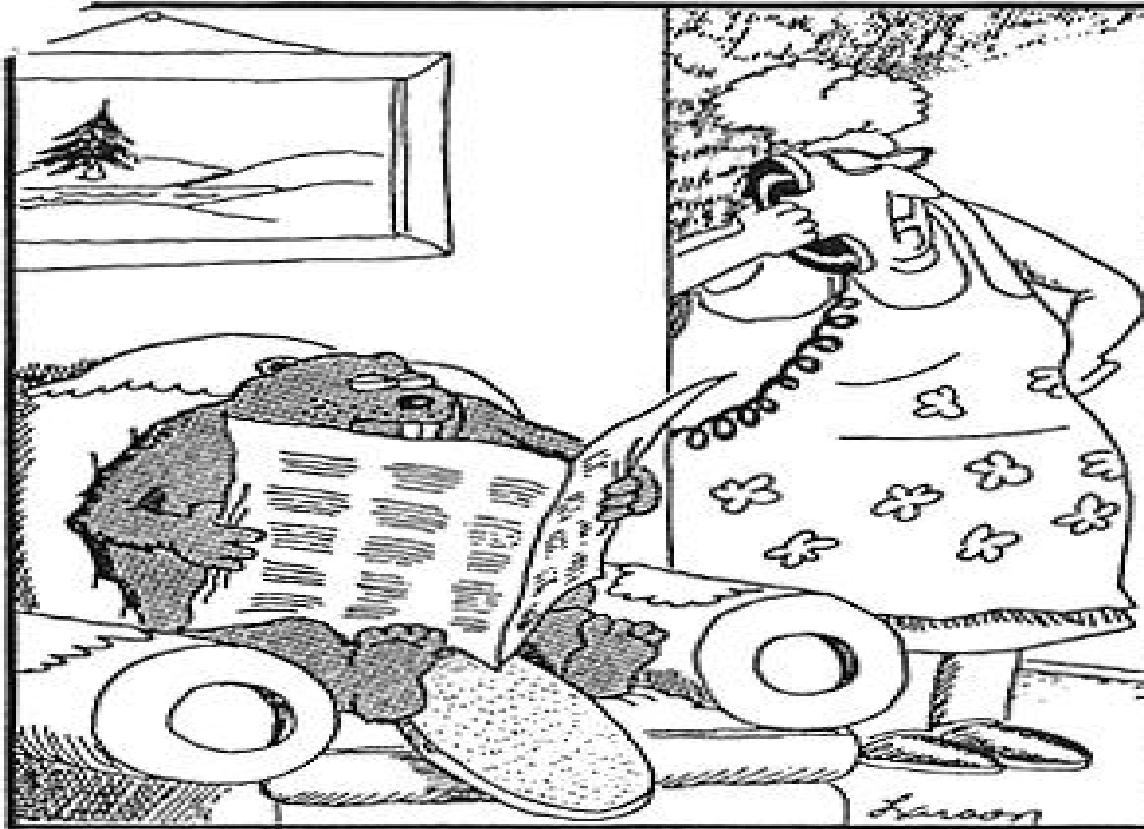
# Intrinsic Religiosity and Prejudice

*Quest religiosity* –

An orientation that sees religion as a journey taken to understand complex spiritual and moral issues (vs. quick, simple answers)

Those who adopt this orientation are unprejudiced in word and in deed.

# Seeking Mental Efficiency



"No, he's not busy. . . . In fact, that whole thing is just a myth."

# Seeking Mental Efficiency

*Stereotyping* –

process of categorizing an individual as a member of a particular group and then inferring that he or she possesses the characteristics generally held by members of that group

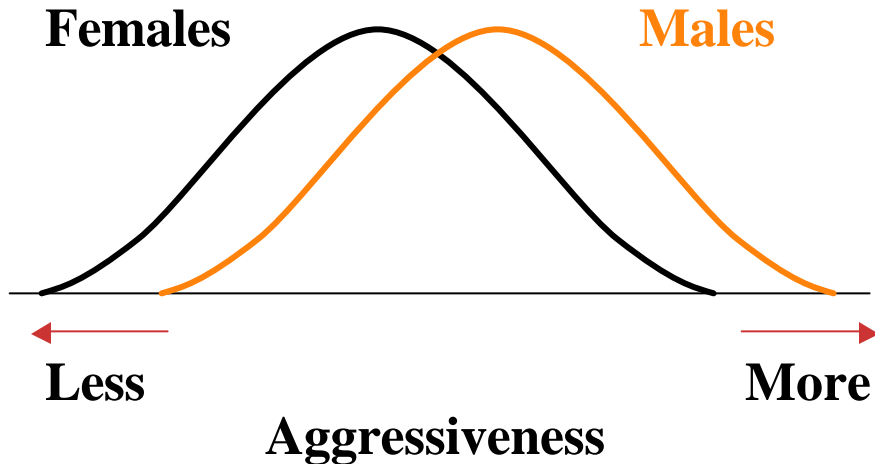
# The Characteristics of Efficient Stereotypes

People may use stereotypes because, although some are badly inaccurate, many contain a “kernel of truth.”

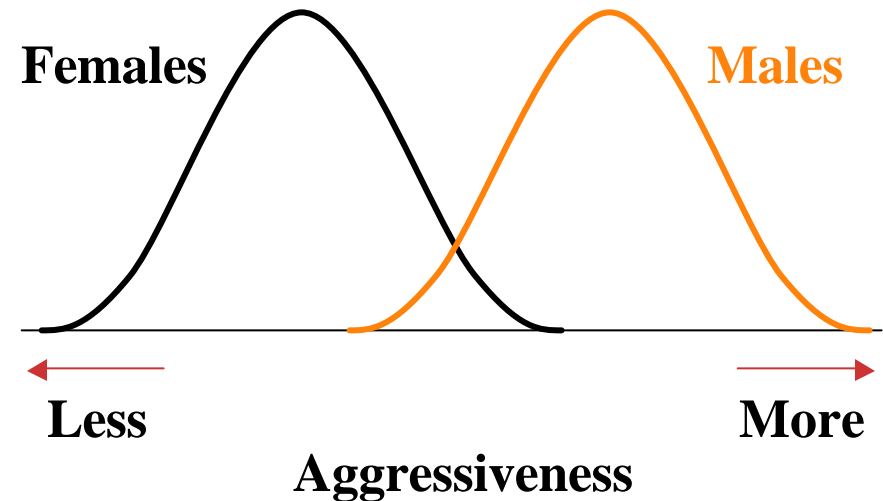
Students rarely get the direction of actual sex differences wrong, though they sometimes overestimate them (Swim, 1994).



***The Reality***



***The Stereotype***



To save us time and cognitive effort, we often *sharpen* the distinctions between groups and *soften* the differences within groups.

# Seeking Mental Efficiency

*Perceived outgroup homogeneity* –  
phenomenon of overestimating the  
extent to which members within  
other groups are similar to each  
other

Example: “All men are sports fans.”

# Focus on Method: Exploring The Automatic Activation of Stereotypes

Hearing the word “bread” primes people to think about the word “butter.”

Similarly, even non-prejudiced people have automatic associations linked to racial stereotypes.

These can be activated without conscious awareness.

# Automatic Activation of Stereotypes

Students in one experiment made rapid decisions about words stereotypically associated with Blacks (e.g. “musical”).

They recognized these words more rapidly if subliminally primed with the word “BLACK.”

They recognized words such as “educated” more rapidly if subliminally primed with “WHITE.”