

## Sources of prejudice

- **Stereotypes:** beliefs about the personal attributes of a group of people
  - French is the best lover
  - women is weak
  - men are strong in sports
- **Prejudice:** negative prejudgment of a group and its individual members
  - women are not allowed to vote
  - landlord does not rent homosexual person
- **Discrimination:** unjustifiable negative behaviour towards a group or its members
  - rent not over 20s
  - be fired when you are pregnant

## Explicit vs Implicit prejudice

- explicit attitudes – self report
  - explicit prejudice less common than before
- implicit Association Test (IAT)
  - implicit Attitudes may linger after explicit attitudes change (through education, new habits)

## Ingroup Bias

- people in the same group give more money to their group even though they never met their group member
- Tendency to favour one's own group
- Minimal group paradigm
  - evaluating abstract art

- estimating dots
- flipping a coin
- Ingroup member will attributes their own achievement of the group and the benefits of this aim and ethos
- Realistic group conflict theory
  - prejudice arises when groups compete for scarce resources
- the more strongly we attach to the group, the more our identity attached to the group identity, the more react prejudicially to out-group members
- Ethnocentric individuals

### **Sources of prejudice**

- ingroup bias with minimal groups paradigm
- rationalizing status quo
- illusory correlation
- Biased interpretation of information – same behaviour might be good or bad
- self-fulfilling prophecies and stereotype threat

### **Social sources of Prejudice**

- **social inequalities:**
  - system justification theory: rationalizing the status quo using stereotypes that endorse inequality
    - \* vitim derogation - believing in victim causing their own plight
      - e.g. stereotyping poor as lazy as unintelligent
    - \* vitim enhancement – beliving that benefits and burdens are fairly dispersed across social groups
      - e.g. stereotyping poor as happy and rich as miserable
      - trait need to be unrelated to the outcome

- more likely to occur under 'system threatened' conditions

- **System threat and stereotypes**

- lower in low threat and higher in high threat for both laziness and sociability
- high threat people who rate higher laziness in under victim derogation also rate higher in victim enhancement sociability

- **socialization**

- children's implicit racial attitudes reflect their parents explicit prejudice
- Authoritarian personality – excessive concern with power and status + inflexible thinking pattern(just yes or no) + no tolerance for ambiguity
  - \* submissive to those with power over them
  - \* aggressive or punitive to those of 'lower status'
- conformity – once established, people conform to prejudice thoughts/ideas

## **Cognitive sources of prejudice**

- Categorizing people into groups simplifies our environment
- can make quick decision if we know attributes of group members
- (believe what we want to believe) More likely to rely on stereotypes when
  - pressed for time
  - preoccupied
  - tired
  - emotionally aroused
- outgroup homogeneity
  - perception of out-group members as more similar to one another than are in-group members
    - \* "they are alike, we are divers"
    - \* results in in-group bias

- \* greater familiarity with our own social group, the more we see its diversity
  - own-race bias: more accurately recognize faces of own race
- illusory correlation
  - perception of a relationship where none exists, or perception of a stronger relationship than actually exists
  - joint occurrence of two distinctive events attracts more attention and causes faulty impressions
    - \* e.g. it always rains on the weekend/ librarians are quite/ professors are absent-minded
  - illusory correlation may be one reason individuals form stereotypes
    - \* white americans overestimate the arrest rate of african americans
      - african american = minority
      - arrest = distinctive event

## **Motivational sources of prejudice**

- need for self-regard/self-esteem
  - personal identity -> personal achievements -> high self-esteem
  - social identity -> favoritism toward ingroups/derogation of outgroups -> higher self-esteem
- just-world phenomenon
  - they get what they deserve
- the scapegoat theory
  - frustration(挫败) leads to aggression and hostility
  - but when cause of frustration is intimidating or vague, we redirect our hostility
  - competition as a source of frustration
    - \* causes win - or - lose environment
    - \* rattlers and eagles camping study

- \* realistic group conflict theory

## **Motivation to avoid appearing prejudiced**

- white ps interacted with a white or black confederate
- with black partner they were
  - less likely to mention race
  - performed more poorly
  - appeared more cold and distracted
- \* especially if they were motivated to avoid appearing prejudiced

## **Today's prejudice and discrimination**

- a significant drop for if the black and the white should be separated in the same school and if people would move when the black move into their next door.
- 46% of the black would say that there is a lot discrimination go against African American, 42% of the black say that there is some discrimination
- 16% of white say that there is a lot discrimination while 41% reports that there are some discrimination go against African American
- Explicit reports – suggest that people are less prejudice and discriminatory
- students sent to professor email to test their response
  - minority and women are 2.2 times likely to be ignored
- Racism
  - old-fashioned racism
    - \* negative traits, opposing equal right to certain groups of individuals
    - \* people tends to score low on skill measuring old-fashion racism
    - \* e.g. the black people are generally not as smart as whites -> gives really low score like 1
  - modern Racism

- \* tells denying the discrimination occurs, promote equality and tend to reject minority for other reasons
- \* score high in: discrimination against blacks is no longer a problem in NA
- aversive Racism
  - \* people who score low in explicit prejudice, but high in implicit prejudice
  - \* endorses egalitarian values but discriminate in subtle ways
  - \* study
    - review job application for 3 types of candidates(strong, weak, ambiguous qualification)
    - job candidates were portrayed to be either white or black
    - ps are individuals who are aversive to racism based on self-report measures
    - results: when both ps are strong and weak, they have same percentage hiring rate
    - when the measurement is ambiguous, then more white people are hired
- Sexism
  - Hostile sexism (view women as not likeable but competent individual)
    - \* most women fail to appreciate all that men do for them
    - \* women seek to gain power by getting control over men
    - \* most women interpret innocent remarks or acts as being sexist
    - \* hostile sexist beliefs predicted increased future gender inequality
    - \* trying to control man by using feminism and sexual
  - Benevolent Sexism (view women as likeable but not competent individual)
    - \* women should be cherished and protected by men
    - \* many women have a quality of purity that few men possess
    - \* Benevolent sexism, while sounding positive

## **Automatic prejudice and stereotype threat**

- Automatic prejudice

- shooter bias study
- computer game
  - \* press one button to "shoot"
  - \* press a different button to "not shoot"
  - \* reaction time is lower in armed target than unarmed target
  - \* ps shoot faster to black person compared with white person when they are armed
  - \* ps takes long time to choose not to choose to shot the black person when they are unarmed
  - \* ps makes more errors when the black is unarmed, while ps makes more error when the white is armed(i.e. they choose not to shoot to a white armed person)
  - \* no matter ps is black or white, including police officers they showed the same effect
  - \* when police officers prime a black man, they are more likely to look for a gun
- Biased interpretation of information
  - ps listened to a college basketball game
  - 1/2 thought ps players was black
  - 1/2 thought same player was white
  - DV: rate player's athletic ability and court smart
  - results: black is more ability and white is more court smarts
- differential achievement
  - lower standardized test scores and grade throughout k-12
  - higher drop out rates among Blacks and Hispanics in high school
  - Blacks and Hispanics half as likely to go to college, and twice as likely to drop out if they go
- Common Explanations

- groups differences in intelligences
- cultural differences in valuing academic achievement
- Poverty and under preparation for success
  - \* poor schools
  - \* poorly educated parents
- However, average achievement of minorities is less than average achievement of Caucasians even when
  - \* they attend the same school
  - \* they are matched on income level, valuing of education, parental education, etc

### **Stereotype Threat**

- fear of confirming a negative stereotype in a situation where the stereotype is relevant, and thus confirmable
  - e.g. women are bad at math
- May produce anxiety and negative feelings that interfere with performance
- Awareness of negative stereotype (women and math achievement) -> attention to situation -> yes -> stereotype threat -> anxiety, distraction, suppression -> decrease study
- experiment
  - there are gender differences: men did much much better than women in the test
  - there are no gender differences: they are doing equally well
  - similar in golf-study, psych majors being compared to science majors, women in engineering
- Important: this is not an internalization of stereotypes
  - group members do not believe the stereotype
- stereotype threat is situational induced



## Coping with stereotype threat

- disidentification: simple do not care
- role models
- interventions(介入, 调停)
  - values affirmation (different regions)
  - belonging in the university environment
  - reframing
    - \* challenge vs threat
    - \* reporting their race and do the challenging tasks and the improve their performance