SOCIAL COGNITION

Stereotypes

Byurakn Ishkhanyan
Email: byurakn@cc.au.dk

SCHOOL OF COMMUNICATION AND CULTURE

AARHUS UNIVERSITY

BYURAKN ISHKHANYAN
POSTDOC

LAST WEEK: SOCIAL SCHEMAS

- Categorical perception

- Top-down and bottom up processing

- Protoypes and exemplars

THIS WEEK: STEREOTYPES

Putting the pieces together: social schemas + social identity

1. Blatant stereotypes

2. Subtle stereotypes

3. Effects of bias

BIAS

—

Think of examples of bias and submit to menti.com
4817929

BYURAKN ISHKHANYAN
POSTDOC

STEREOTYPES

Blatant

Subtle

BLATANT STEREOTYPES

BLATANT STEREOTYPES

- Intentional
- Intergroup threat
- ~10% of Western population (but can be dangerous!)
- Legal responsibility

IDENTITY THEORIES

- **Social identity theory** (Tajfel, 1981)
  - in-group perceived as better than the outgroup
  - discrimination elevates state self-esteem (but not trait self-esteem)
  - low self-esteem doesn't directly motivate discrimination

- **Self-categorization theory** (Turner, 1985)
  - predicts actual behaviour (not related to self-esteem)
  - the self is categorized as belonging to a certain in-group depending on the context

- **Optimal distinctinveness theory** (Brewer, 1991)
  - Individual differentiation and in-group belonging
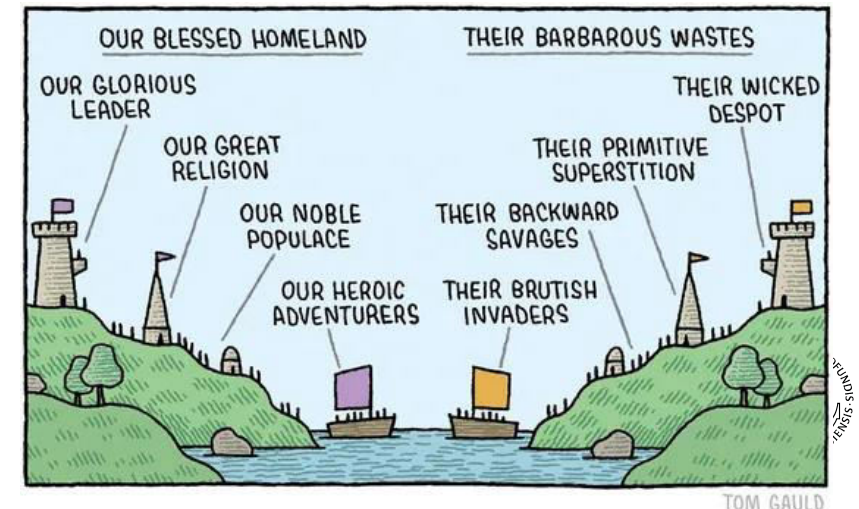
IN-GROUP FAVORITISM

Boy No. 1 (in-group)	7	8	9	10	11	12	13	14	15	16	17	18	19
Boy No. 2 (out-group)	1	3	5	7	9	11	13	15	17	19	21	23	25

Maximising the difference

Largest reward to in-group

Maximum joint profit

Tajfel's matrix
People prefer maximising the difference than going for a
fair distribution or the largest reward to in-group

INTERGROUP IDEOLOGIES

Approach	Core beliefs	Threat to ingroup	Sample outgroup
Social dominance theory	Inevitable group hierarchies	Zero-sum resources	Competitors
Right-wing authoritarianism	Dangerous world	Crumbling values	Deviants
Terror management theory	Own worldviews endure	Human mortality	Foreigners
System justification theory	Legitimate status quo	Unstable society	Resistors
Essentialism	Biology defines groups	Social construction	Race, gender

Fiske & Taylor

SOCIAL DOMINANCE THEORY

- Group hierarchies inevitable
- Legitimization of myths (stereotypes) that support the status quo
- Social dominance orientation: correlation with many blatant biases
- Men score higher, women lower on social dominance orientation (cause-effect issues?)
- In-group favoritism both among the powerful and the powerless

RIGHT-WING AUTHORITARIANISM

- Conform to traditional values
- Obedience to powerful leaders
- Sanction nonconformists
- Derogate ourgroups (prejudice)
- Non-negotiable beliefs
- Ingroup cohesion and conformity to fight the threat
- High RWA correlated with high bias against feminists, homosexuals, etc.

DEHUMANIZATION

Characteristics denied	Examples	Resulting stereotype	Sample outgroups
Uniquely human	Culture, morality, logic, maturity, refinement	Animalistic, primitive	Ethnicity, disability, immigration status, artists
Typically human nature	Warmth, emotion, agency, curiosity, depth	Mechanistic, robots	Medical patients, objectified women, business people

Fiske & Taylor

Ultimate essentialism

SUBTLE STEREOTYPES

AUTOMATIC STEREOTYPING

- Rapid categorization (remember from last week?)

- Category confusions
  - confusion of individuals within the same category (e.g. *which* Latino said what?)
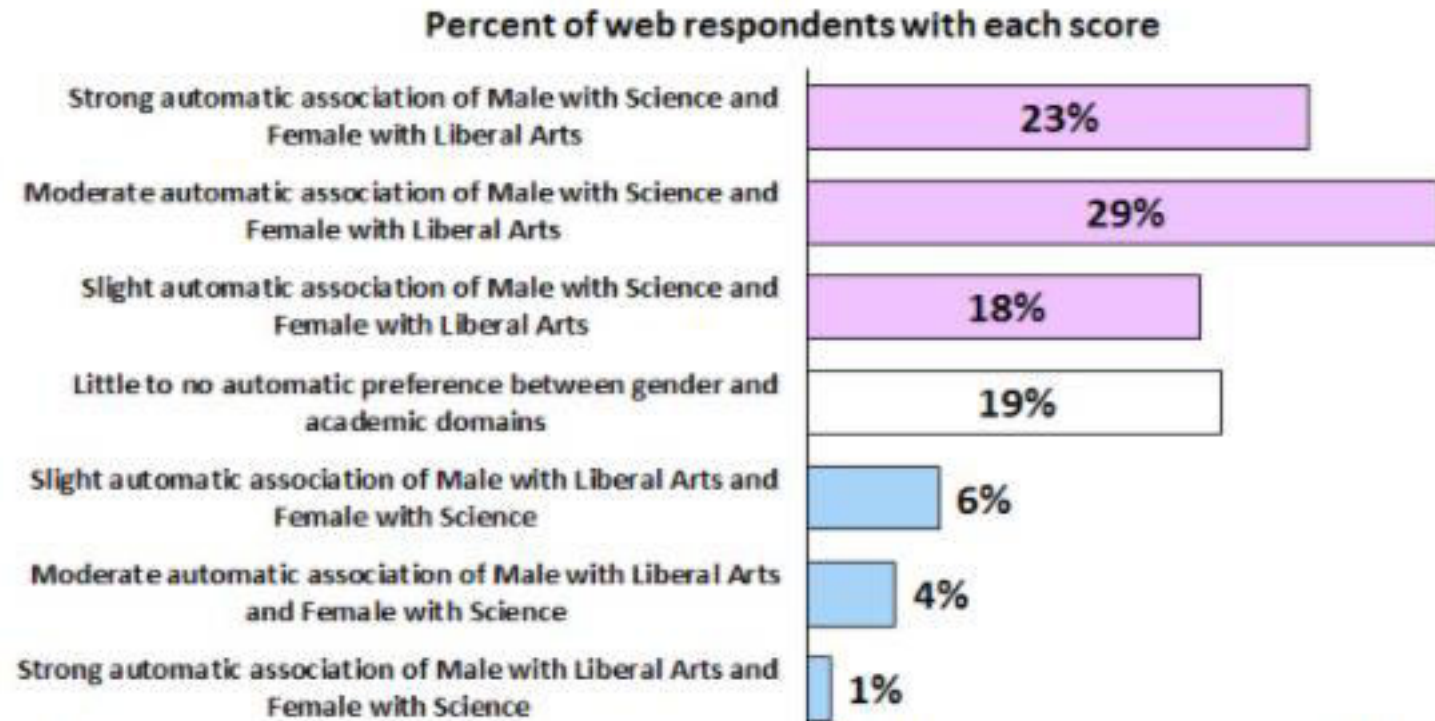 - unintentional, not effortful, not controlled

- Aversive racism

AVERSIVE RACISM

- Well-intentioned people, claim they don't have racist beliefs
- In-group favouring (often without realizing)
- Solution: expand the us-them model to common ingroup identity model

IMPLICIT ASSOCIATION TEST

Your responses suggested a moderate automatic association for Male with Science and Female with Liberal Arts.

Percent of web respondents with each score

Strong automatic association of Male with Science and Female with Liberal Arts	23%
Moderate automatic association of Male with Science and Female with Liberal Arts	29%
Slight automatic association of Male with Science and Female with Liberal Arts	18%
Little to no automatic preference between gender and academic domains	19%
Slight automatic association of Male with Liberal Arts and Female with Science	6%
Moderate automatic association of Male with Liberal Arts and Female with Science	4%
Strong automatic association of Male with Liberal Arts and Female with Science	1%

This distribution summarizes 628,295 IAT scores for the Gender-Science task completed between January 2003 and December 2015.

The test:
https://implicit.harvard.edu/implicit/takeatest.html

IMPLICIT ASSOCIATION TEST

- Go to the website: https://implicit.harvard.edu/implicit/takeatest.html

- Pick one of the tests and try it

- If it's too boring, you don't have to finish it ☺ (takes about 10 minutes to complete the entire thing)

- Discuss the test with your peer:
  - Is it really measuring what it claims it's measuring?
  - What are the advantages and the disadvantages of the test?
  - You don't have to discuss your score

COGNITIVE LOAD

Stage	Favors	Effect of cognitive load
Activation	Relevant, accessible category over individual identity	Category may not activate
Interpretation	Stereotype-inconsistent cues, to explain or assimilate	Ignores stereotype-consistent cues's initial application
Recall	Stereotype-inconsistent cues, because attended to them	May not alter stereotypes
Later judgment	Stored stereotypes	Stereotype more

Fiske & Taylor

- Category activation: conditionally automatic
- Stereotype-consistent processing cognitively less demanding

GETTING RID OF STEREOTYPES

- Motivation and time
- Practice
- Perspective-taking
- Guilt
- Self-focus
- Out-group-relevant parts activation

➢ Suppressed stereotypes -> rebound

AMBIGUOUS STEREOTYPING

- Stereotypical interpretation of ambiguous situations (e.g. women/black people judged more negatively in amviguously hostile situations)

- Same sad-angry facial expression judged as sad in women and angry in men (Plant et al., 2004)

- Ultimate attribution error: same behaviour positive in in-group and negative in out-group

- Shifting standards: e.g. "you're smart for a woman"

MODERN RACISM SCALE

Discrimination against blacks is no longer a problem in the United States.

It is easy to understand the anger of black people in America.*

Blacks have more influence upon school desegregation plans than they ought to have.

Blacks are getting too demanding in their push for equal rights.

Blacks should not push themselves where they are not wanted.

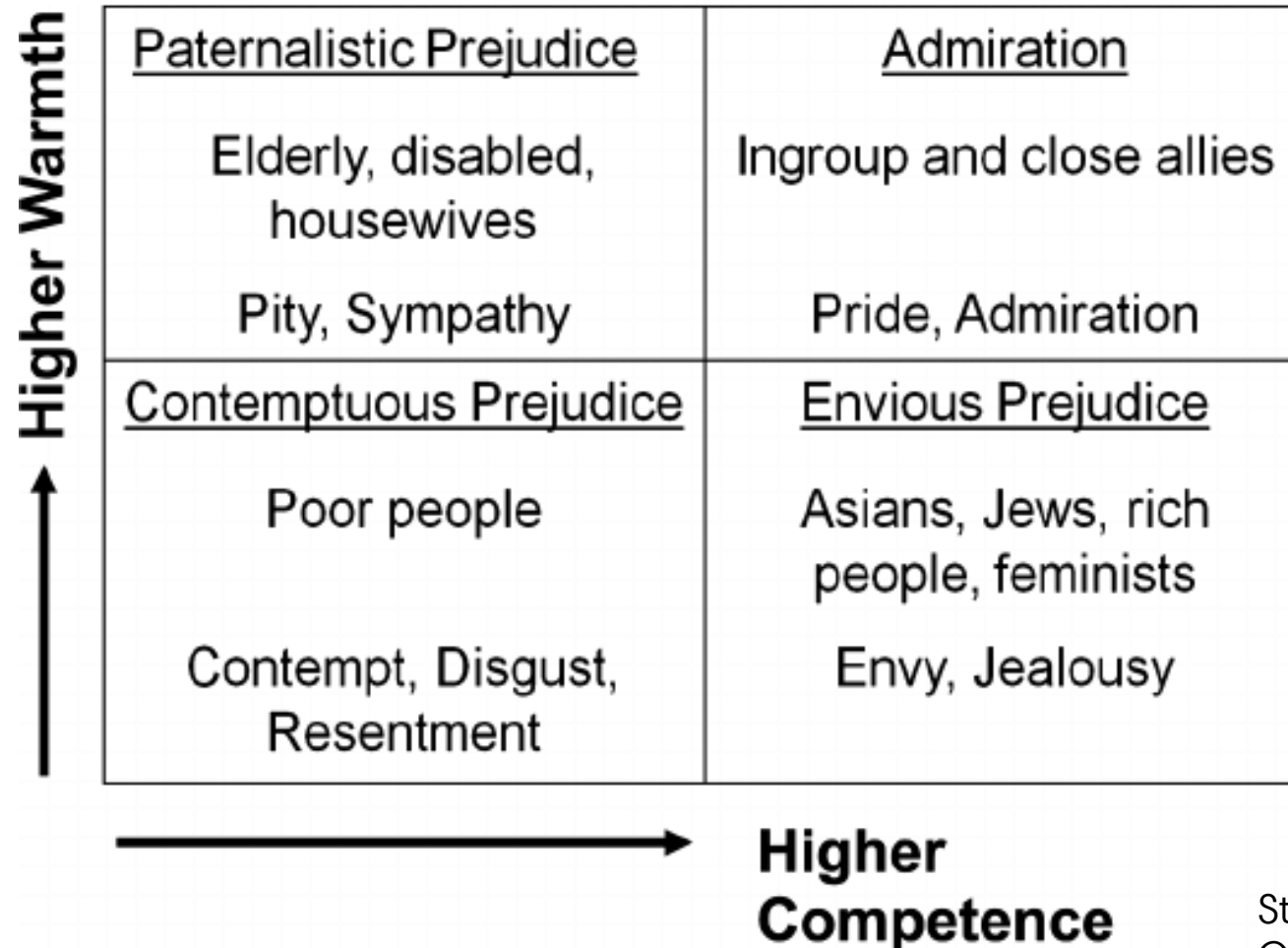Over the past few years, blacks have gotten more economically than they deserve.

Over the past few years, the government and news media have shown more respect to blacks than they deserve.

Response scale is 1, *strongly disagree,* to 5, *strongly agree.*

*Reverse scored item.

Corey et al.

AMBIVALENT STEREOTYPING

Higher Warmth →

Paternalistic Prejudice	Admiration
Elderly, disabled, housewives	Ingroup and close allies
Pity, Sympathy	Pride, Admiration
Contemptuous Prejudice	Envious Prejudice
Poor people	Asians, Jews, rich people, feminists
Contempt, Disgust, Resentment	Envy, Jealousy

Higher Competence →

"Friend or foe?"
"Able or unable?"

Stereotype content model
Cuddy et al., 2007

DISCUSSION IN GROUPS

- What are the advantages (if any) of blatant/subtle stereotyping?
- What are the dangers (if any) of blatant/subtle stereotyping?

EFFECTS OF BIAS

ATTRIBUTIONAL AMBIGUITY

- Blaming prejudice and not own behaviour to protect self-esteem

- Reluctant to blame prejudice because of the social and personal costs

- Negative discrimination can affect self-esteem

- Positive discrimination can also affect self-esteem (inability to take credit for success)

- Exaggerated stigma consciousness
  prejudice expectation -> negative behaviour -> increased prejudice

STEREOTYPE THREAT

- Self-fulfilling prophecies
  e.g. women are bad at mental rotation (reading maps)

Wraga et al., 2007

BYURAKN ISHKHANYAN
POSTDOC
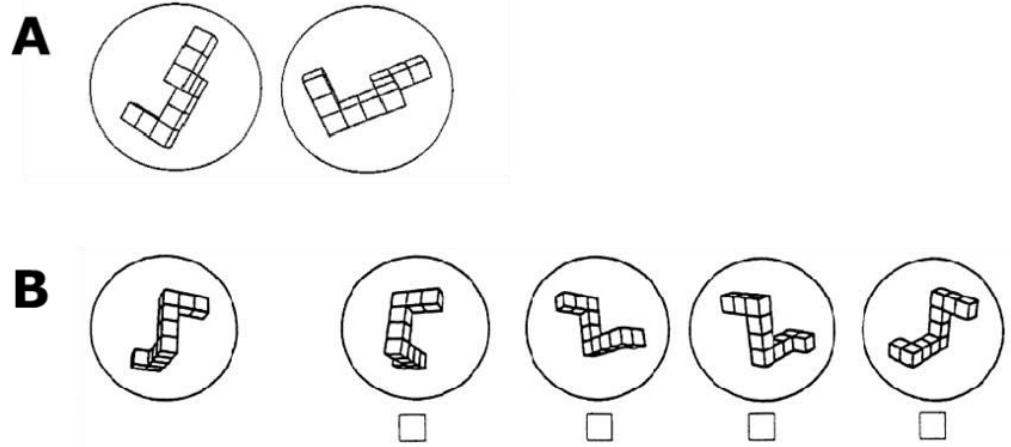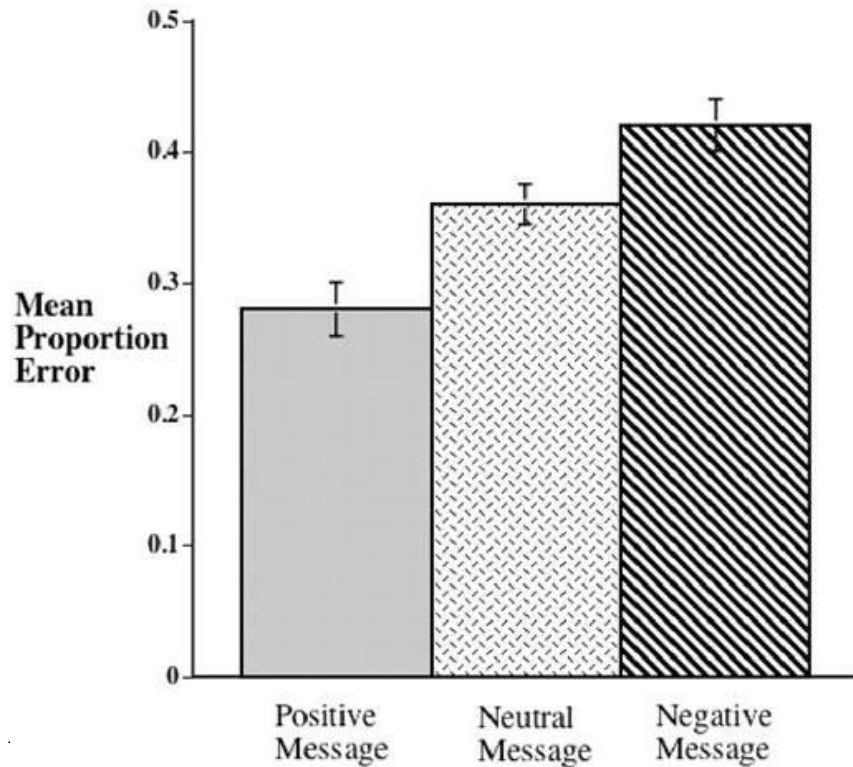
STEREOTYPE THREAT

Disidentification

1. avoid a domain altogether (e.g. women not choosing STEM)
- not underperfomance, but a not-performance

2. avoid meeting prejudiced people altogether (e.g. STEM is full of sexist men)

➤ Increases threat

➤ Sabotaged performance

➤ Decreased motivation

STRUCTURAL REMEDIES

- Anonymization

- Not requesting demographic information in advance

- Blurring group boundaries

- Emphasing commitment to diversity

DISCUSSION: WILLE ET AL. PAPER

- Which theoretical aspects of today's class fit the paper (i.e. which theories have been discussed in the paper or which theories have been used/can be used to explain the findings)?

- What are the main findings of the paper?

- What are the conclusions?

- How can we apply that knowledge?

EXAM PAPER EXERCISE

- Read your peer's submission and provide elaborate feedback
- Everyone should read at least one submission (but can read up to three ☺)