

STEREOTYPING, PREJUDICE AND DISCRIMINATION

SPRING 2018

KEY TERMS

- **Prejudice:**
 - Affective
- **Discrimination:**
 - Behavioral
- **Stereotypes:**
 - Cognitive

CHANGES IN OVERT RACISM

TABLE 5.2**Changes in Overt Racism**

The results of many studies and surveys like these demonstrate that overt negative stereotyping and racism have declined dramatically over the years. Although these results are encouraging, research on more subtle modern racism reveals that the picture is more complex than these self-reports suggest.

Percentage of White Participants Who Selected a Trait to Describe Black Americans

| Trait | 1933 | 1967 | 1993 |
|----------------|------|------|------|
| Superstitious | 84% | 13% | 1% |
| Lazy | 75% | 26% | 5% |
| Happy-Go-Lucky | 38% | 27% | 2% |
| Ignorant | 38% | 11% | 5% |
| Musical | 26% | 47% | 12% |
| Very Religious | 24% | 8% | 17% |
| Stupid | 22% | 4% | 0% |

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

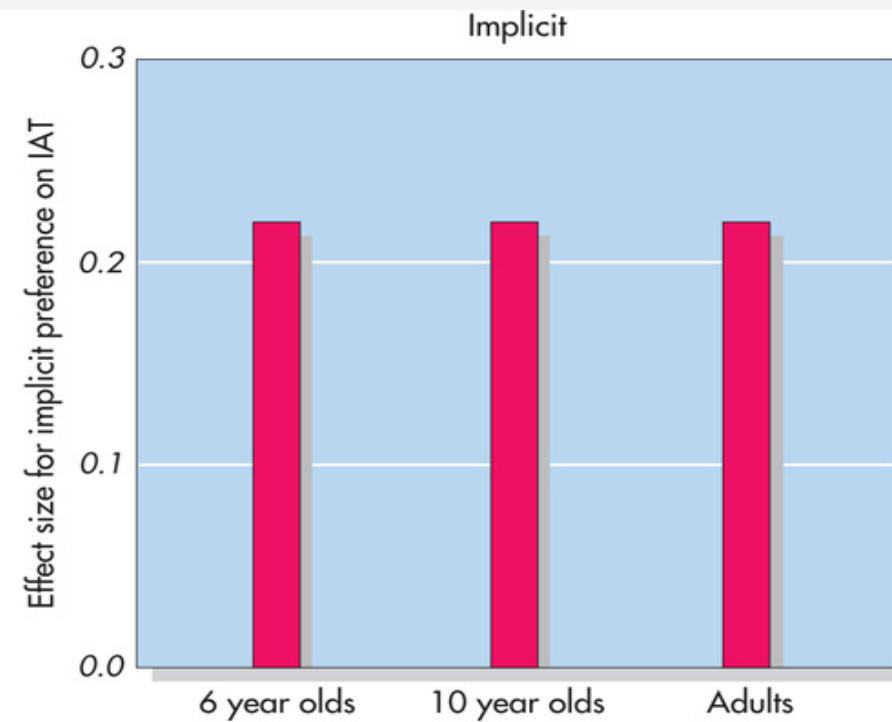
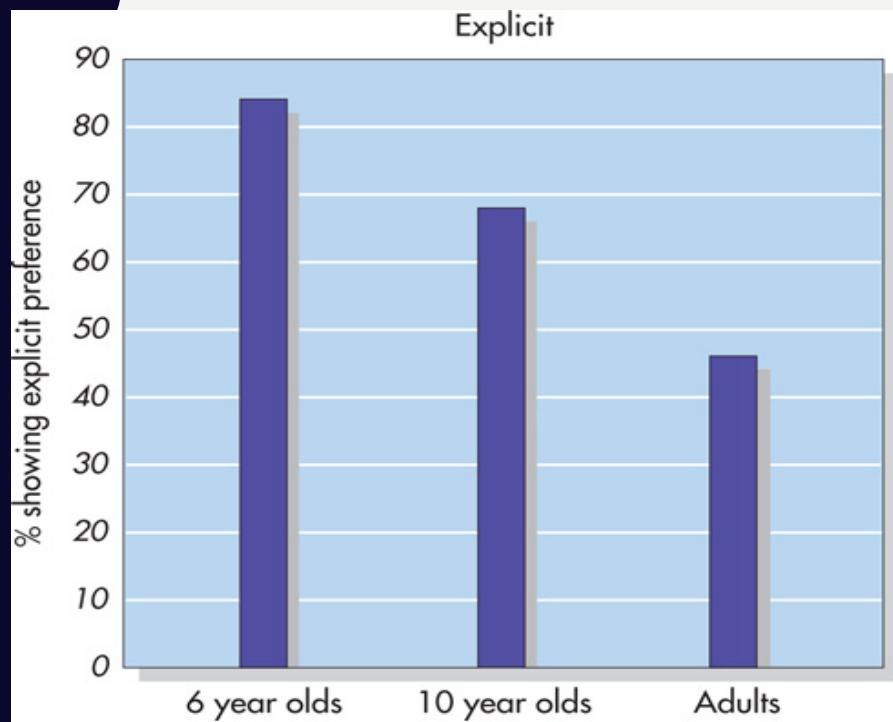
| | 1949 | 1968 | 1992 |
|-----------------------------|------|------|------|
| Willing to Admit Blacks to: | | | |
| Employment in my occupation | 78% | 98% | 99% |
| My club as personal friends | 51% | 97% | 96% |
| My street as neighbors | 41% | 95% | 95% |
| Close kinship by marriage | 0% | 66% |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

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

| | 1987 | 2012 |
|-------|------|------|
| Agree | 48% | 86% |

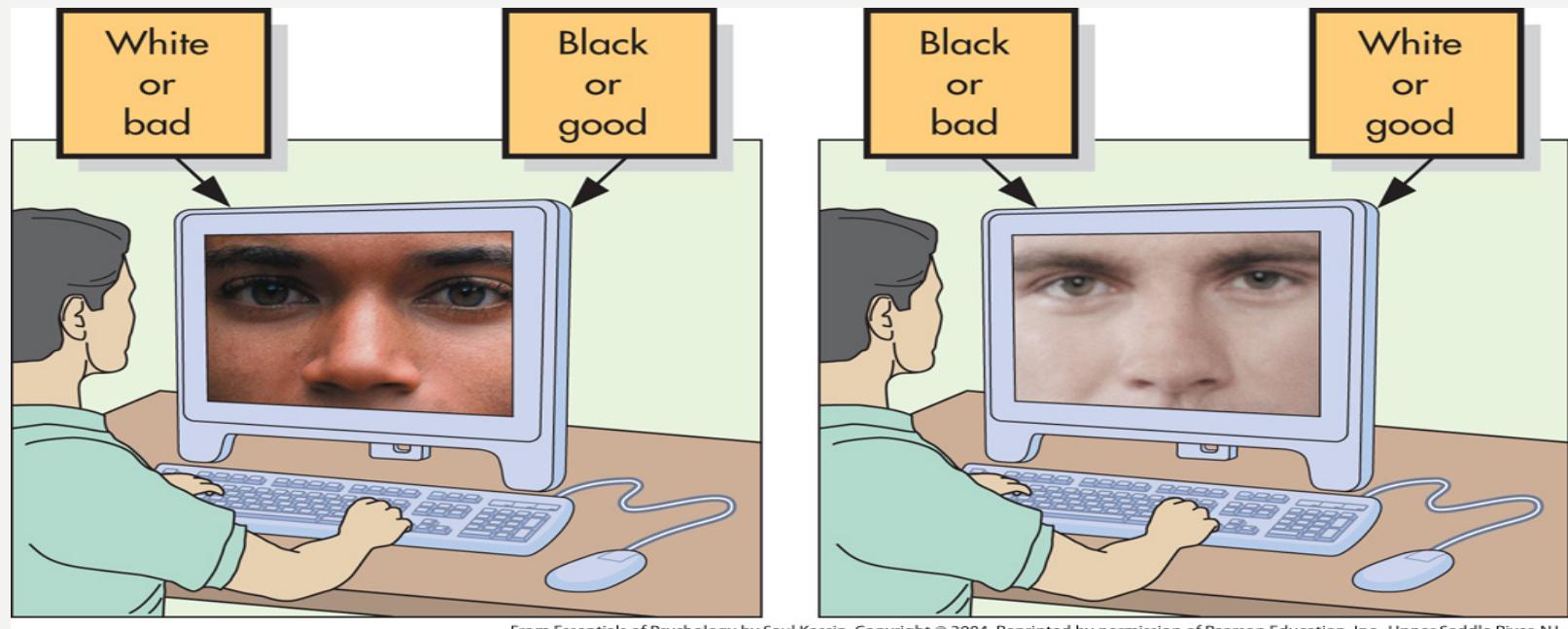
Sources: Dovidio et al., 1996; Peterson, 1997; Pew, 2012. © Cengage Learning

DEVELOPMENT OF EXPLICIT VS. IMPLICIT RACIAL PREFERENCES



Based on Baron & Banaji, 2006; Dunham et al., 2008.

MEASURING ATTITUDES – IMPLICIT ASSOCIATION TEST (IAT)

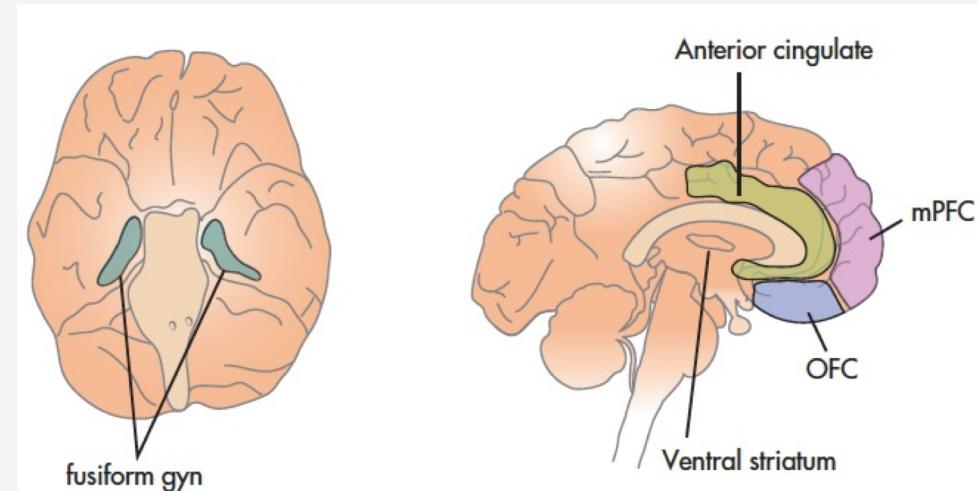


<https://implicit.harvard.edu/implicit/selectatest.html>

HOW STEREOTYPES FORM: CONSEQUENCES

Outgroup homogeneity effect –
underestimate the differences within
groups

Ingroup heterogeneity effect-overestimate
the differences between groups

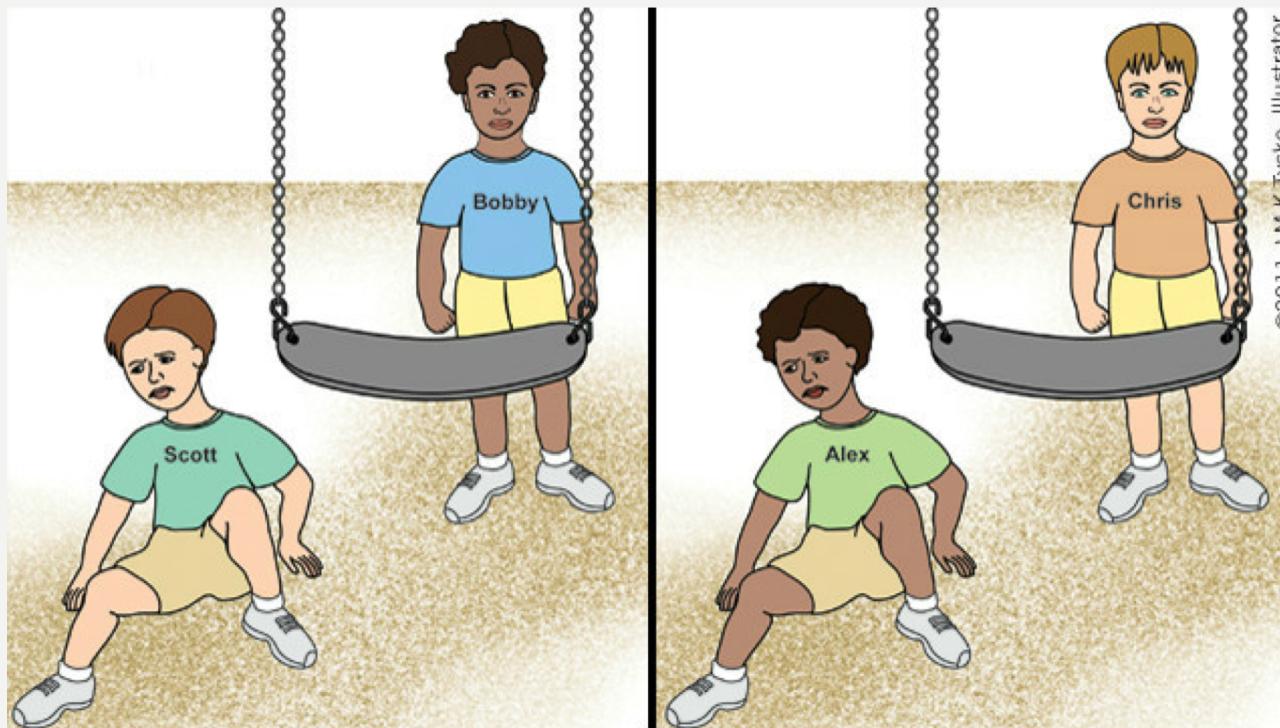


HOW BIAS MAY EFFECT STUDENT PERFORMANCE

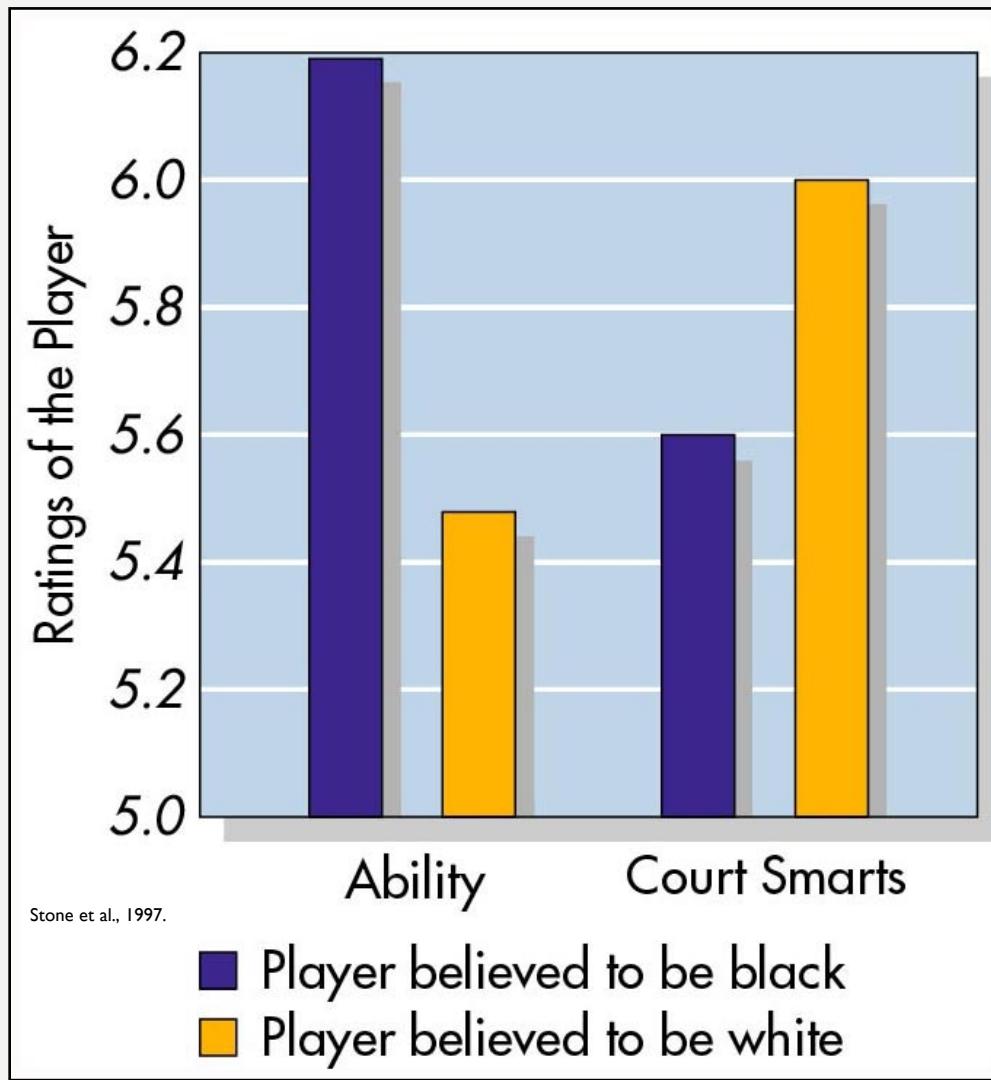
- IV – presented history lesson to a white or black student
- Measured implicit bias of teacher (participant)
- Results – when teachers (participants) had higher levels of implicit racial bias, black (but not white) students scored worse on the history test...
- But was it because of student aptitude or the lesson?
- If researchers played a recording of the lessons originally presented to black students to white students, they also did more poorly on the test, suggesting it was the lesson not the students that influenced performance

HOW STEREOTYPES SURVIVE: CONFIRMATION BIASES

- Confirmation bias - tendency to interpret, seek, and create information that confirms expectations.



HOW STEREOTYPES SURVIVE: CONFIRMATION BIASES



CONTROLLED VS. AUTOMATIC STEREOTYPING

–Subliminal priming of Black stereotype relevant words

Africa

Ghetto

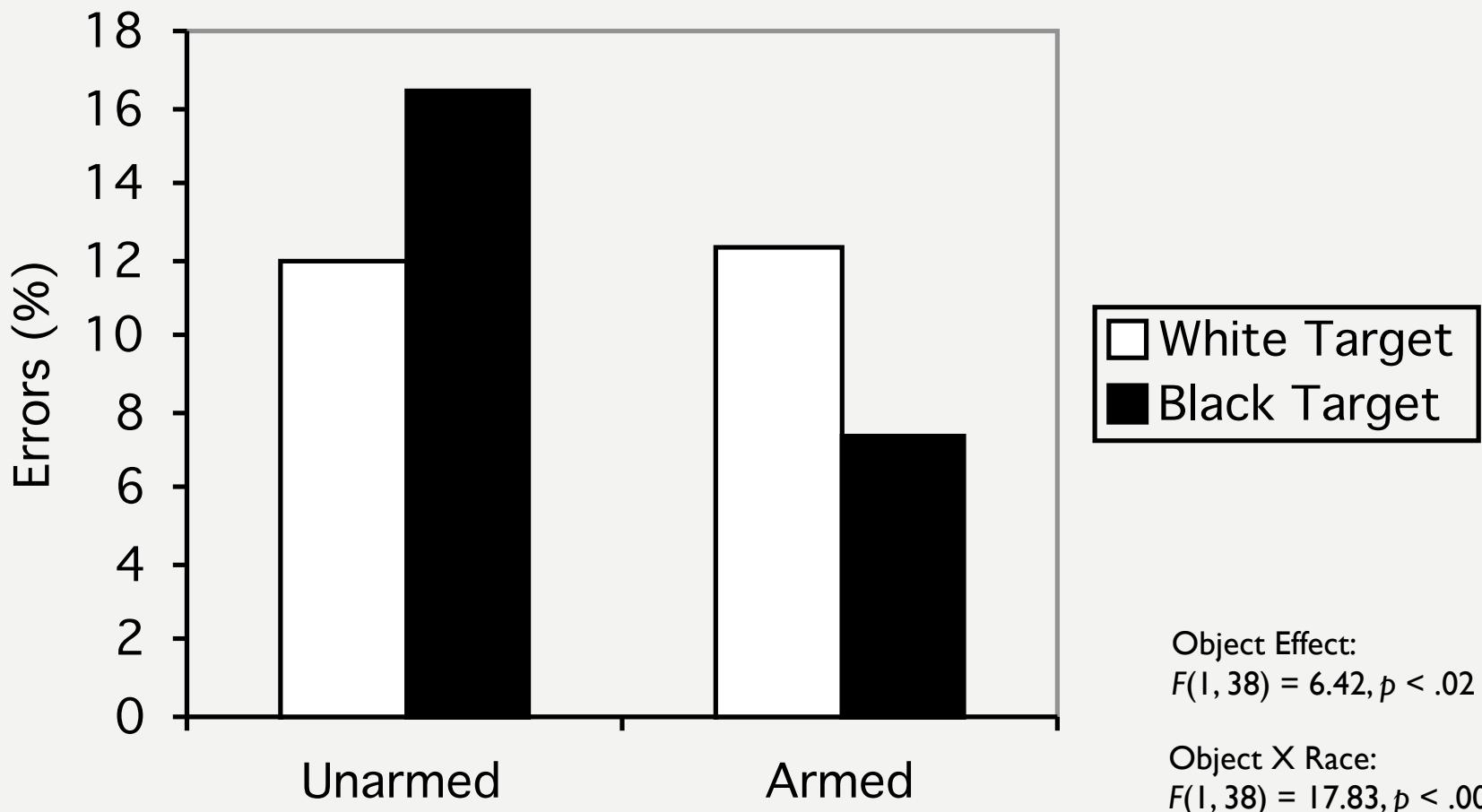
Basketball

- Following exposure, Black stereotype activated
- Participants perceived the ambiguous behavior of someone else as more aggressive and negative (stereotype consistent)

AUTOMATIC STEREOTYPE ACTIVATION

- Does automatic activation of racial stereotypes impact judgments made by police officers?
 - Shooter Bias (Correll et al, 2002)

SHOOTER BIAS



AUTOMATIC STEREOTYPE ACTIVATION

CORRELL, ET AL (2002; 2007; 2011; 2014)

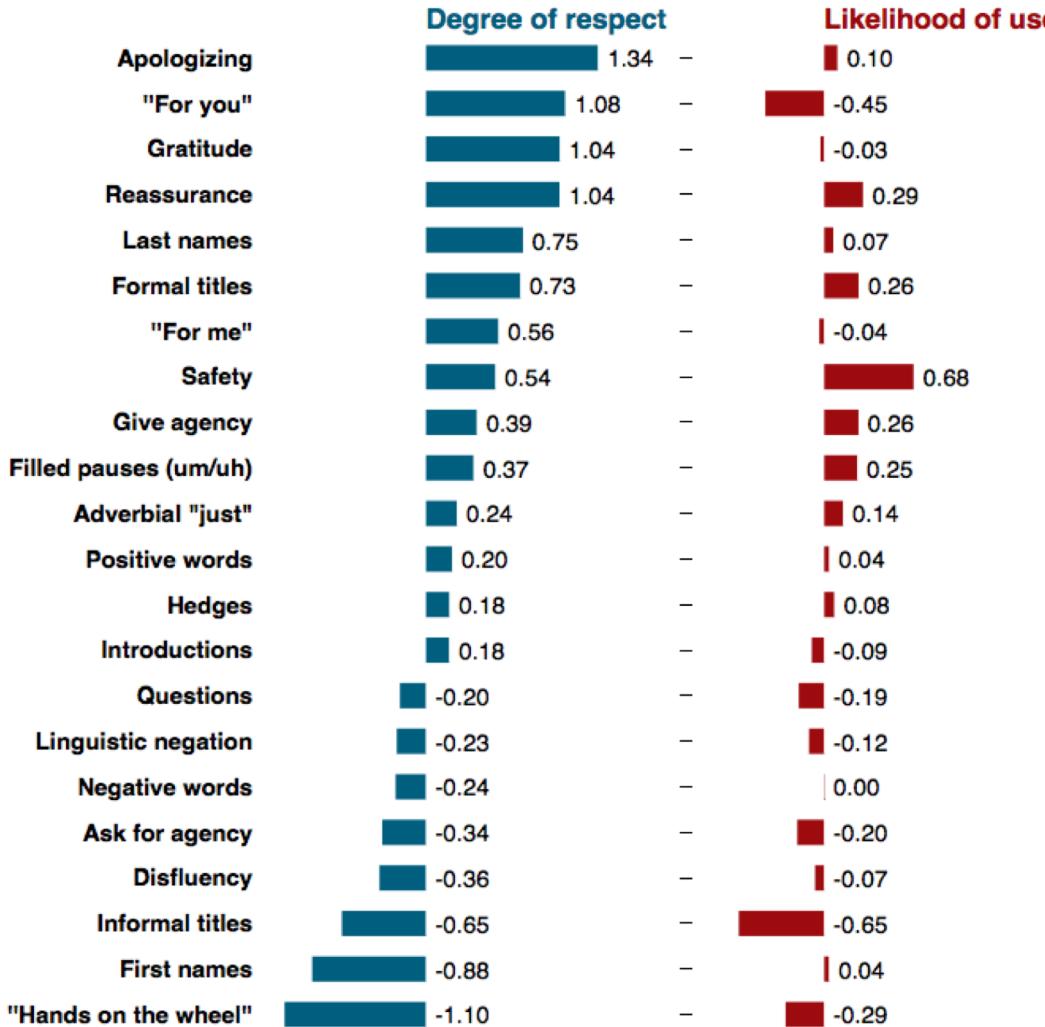
- Participants acted in accordance with negative bias
 - Faster to “shoot” = black target holding weapon than white target
 - Mistakenly “shoot” = unarmed black target than white target
 - Greater cultural knowledge of negative stereotype → shooter bias stronger

LANGUAGE DIFFERENCES (VOIGHT ET AL., 2017)

CANVAS

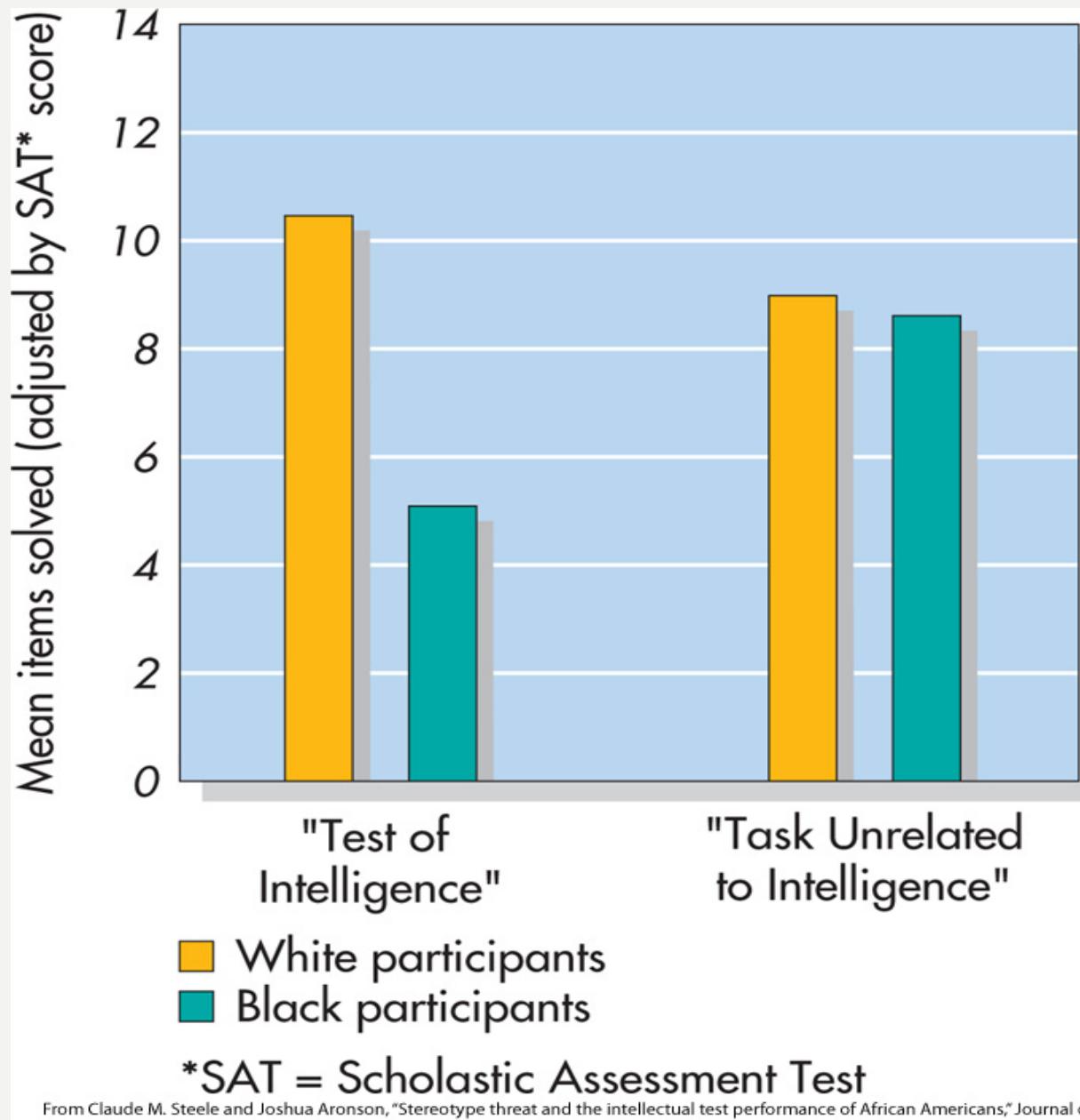
Discouraging words

More respectful terms (left) are commonly used (right) when drivers are white versus black.



CLARK DOLL EXPERIMENT





From Claude M. Steele and Joshua Aronson, "Stereotype threat and the intellectual test performance of African Americans," Journal of Personality and Social Psychology vol 69 (pp. 797-81). Copyright © 1995 American Psychological Association. Reprinted by permission

STEREOTYPE THREAT

- Perceived vulnerability to a stereotype causes apprehension and interferes with one's performance
 - Outcome of the self-fulfilling prophecy
- Targets of negative stereotypes can confirm these stereotypes by trying to disconfirm them

JOSH ARONSON (2002)

- “That such undeniably smart and accomplished students like our high-scoring math whizzes underperformed on a test when faced with a stereotype should make us think twice about casually assuming that the low performance of blacks and Latinos in certain circumstances reflects a lack of ability. Instead, we need to appreciate the power of those circumstances they face.”

HOW CAN STEREOTYPE THREAT HAMPER ACADEMIC ACHIEVEMENT?

- Reactions to the threat can directly interfere with performance
- Dismiss domain as no longer relevant to self-esteem and identity

THREAT EXPERIENCED:

1. When performing in a stereotyped domain
2. When performance is being measured/judged
3. Stereotyped identity is made salient
4. When success in domain is important

WHO DOES STEREOTYPE THREAT IMPACT?

- Women: math tasks
- African-American students: achievement tasks
- Latino students: achievement tasks
- Elderly: memory tasks
- Low SES students: achievement tasks
- Men: social sensitivity tasks (compared women)
- White males: math task (compared to Asian males)
- White athletes: sports ability
- White athletes: jumping height (sports)

WHO IS VULNERABLE TO STEREOTYPE THREAT?

- Domain identification - More invested in domain, more performance is undermined under stereotype threat
- Group identification - more identified with group, more performance is undermined under stereotype threat

DO MEN AND WOMEN ACT DIFFERENTLY AT WORK?

- Data collection
 - Tracked emails
 - Meeting schedules
 - Employees wore trackable badges that recorded:
 - Movement
 - Proximity to other badges
 - Speech

NO PERCEPTIBLE DIFFERENCES IN BEHAVIOR OF MEN AND WOMEN

- Women had the same number of contacts as men
- Spent as much time with senior leadership
- Allocated their time similarly to men in the same role.
- Men and women had indistinguishable work patterns in the amount of time they spent online, in concentrated work, and in face-to-face conversation.
- Performance evaluations men and women received statistically identical scores.

This held true for women at each level of seniority. **Yet women weren't advancing and men were.**

GENDER BIAS AMONG SCIENCE FACULTY (MOSS-RACUSIN ET AL., 2012)

- Results - rated the male applicant as significantly more competent and hireable than the (identical) female applicant.
 - also selected a higher starting salary and offered more career mentoring to the male applicant

CONSTRUCTED CRITERIA

UHLMANN & COHEN (2004)

- Results – participants tended to construct criteria to favor male applicant

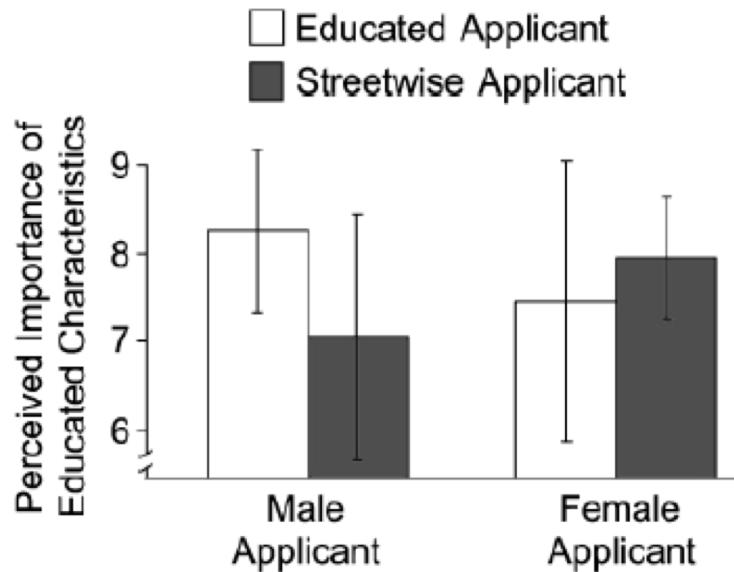


Fig. 1. Results from Experiment 1: perceived importance of “educated” characteristics for the job of police chief, as a function of the applicant’s gender and characteristics. Higher numbers indicate greater perceived importance of educated characteristics. Error bars represent ± 1 standard deviation.

CONSTRUCTED CRITERIA

UHLMANN & COHEN (2004)

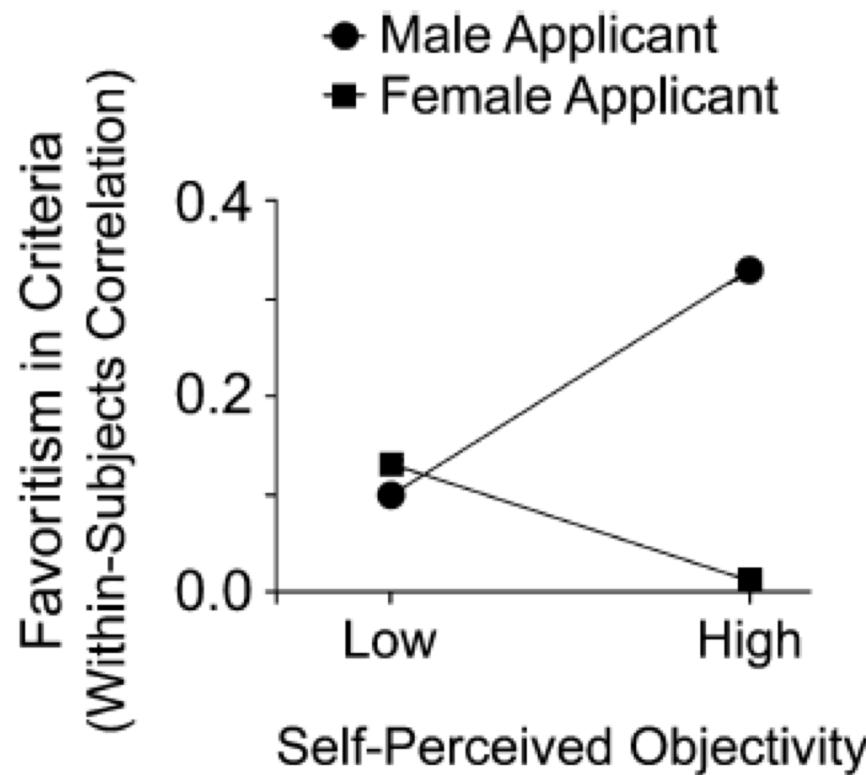


Fig. 2. Results from Experiment 1: the interaction of applicant's gender and self-perceived objectivity in predicting biased criteria. Low self-perceived objectivity is defined as one standard deviation below the mean; high self-perceived objectivity is defined as one standard deviation above the mean. Higher numbers indicate greater favoritism toward the applicant.