Replication Report for ‘Confronting Perpetrators of Prejudice: Who Confronts Prejudice?: The Role of Implicit Theories in the Motivation to Confront Prejudice’ by Aneeta Rattan & Carol S. Dweck (2010, Psychological Science)

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## Introduction

I will be replicating a study to see if theories of personality predict anticipated confrontation of a prejudiced comment. Specifically, I am interested to see if participants who held more of an entity theory of prejudice would be more likely to anticipate confronting the prejudices commentator and if the participants’ theories of prejudice can predict the type of confrontations they anticipate to partake in.

### Justification for choice of study

I am replicating Rattan & Dweck (2010) to examine if people’s theories of prejudice can predict whether or not they confront prejudice. I hope to expand this work in my future research by exploring differences based on demographics of the perceiver and target of prejudice as well as interplay of power and perceived social costs. I plan to investigate which contexts allow for most effective confrontation of prejudice and how do responses to confrontation differ based on individual, interpersonal, and contextual factors.

### Anticipated challenges

As of right now, I do not anticipate running into any challenges in replicating the results from the original study.

### Links

Project repository (on Github): <https://github.com/psych251/saadatian2021.git>

Original paper (as hosted in your repo): <https://github.com/psych251/saadatian2021/blob/3e186b247fb8d8536c3deb701728267ee34d50dc/Rattan%20&%20Dweck%20(2010).pdf>

## Methods

I will be replicating Study 2 of Rattan and Dweck (2010) to examine the relationship between implicit theories of prejudice and motivation to confront prejudice. Procedures will be as follows:

### Sample

I will recruit adult participants on MTurk (I don’t support Prolific’s management) and ask for their consent to participate in a study of “online first impression formation.”

### Materials

Participants complete a demographics questionnaire and the six-item measure of implicit theories of personality (Dweck, 1999;e.g., “Someone’s personality is a part of them that they can’t change very much” and “People can always change their personality”).

Participants will also fill out the same filler questionnaire used in the original paper.

### Procedure

Participants read a vignette describing their first day of internship at a prestigious company. They are told that as they chatted with the other interns, a male intern said, “I’m really surprised at the types of people who are working here . . . with all of this ‘diversity’ hiring—women, minorities, foreigners, etc., I wonder how long this company will stay on top?” (In the pilot study, this statement was rated by female and ethnic-minority students as highly offensive).

#### Confronting Prejudice

Participants are asked various responses/reactions to the statement:

* “I would calmly but firmly communicate my point of view to try to educate him.”
* A noneducational, hostile response (e.g., trying to humiliate the speaker)
* Seven items represented different types of avoidant responses, such as, “I would do my best to pretend it didn’t happen,” “I would leave as soon as possible,” and “I wouldn’t dignify it with a response.”

#### Affective Reactions

‘Participants complete the adapted Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) including positive (e.g., determined, motivated, proud, strong) and negative (e.g., upset, angry, nervous, hostile) emotions.’

#### Perceptions of the situation

“Participants are asked how offended they were by the statement, how included they felt in the groups mentioned by the speaker, how personally they took the comment, how invested they were in the situation, and how risky they thought speaking up would be. Participants also rated how bad they thought the comment was on a 7-point scale.”

#### Future interactions

Participants will be asked about their likelihood of withdrawing from future interactions with the speaker: - “avoid socializing with him,” - “seek out people more like myself,” - “develop a relationship [with him],” - “collaborate with him on a project”

### Analysis Plan

I plan to follow the exact analyses that were conducted in the orginal study.

### Differences from original study

I do not anticipate any deviations from the original analysis plan at this stage.

## Project Progress Check 1

### Measure of success – TBD

Please describe the outcome measure for the success or failure of your reproduction and how this outcome will be computed.

### Pipeline progress – TBD

Earlier in this report, you described the steps necessary to reproduce the key result(s) of this study. Please describe your progress on each of these steps (e.g., data preprocessing, model fitting, model evaluation).

## Results – TBD

### Data preparation – TBD

Data preparation following the analysis plan.

### Key analysis

The analyses as specified in the analysis plan.

*Side-by-side graph with original graph is ideal here*

###Exploratory analyses – TBD

Any follow-up analyses desired (not required).

## Discussion – TBD

### Summary of Reproduction Attempt – TBD

Open the discussion section with a paragraph summarizing the primary result from the key analysis and assess whether you successfully reproduced it, partially reproduced it, or failed to reproduce it.

### Commentary – TBD

1. insights from follow-up exploratory analysis of the dataset
2. assessment of the meaning of the successful or unsuccessful reproducibility attempt

* e.g., for a failure to reproduce the original findings, are the differences between original and present analyses ones that definitely, plausibly, or are unlikely to have been moderators of the result

1. discussion of any objections or challenges raised by the current and original authors about the reproducibility attempt (if you contacted them).