

SOCIAL BIAS: AFFECT/COGNITIVE/BEHAVIOR:

- **Prejudice:** An affective attitude (usually negative) towards a social group.
- **Stereotyping:** A set of cognitive attitudes (beliefs), associating a social group with (usually negative) characteristics.
- **Discrimination:** a pattern of motivated behavior toward a group.
- **Interpersonal Bias:**
 - Cognitive attitudes of how individuals relate to other individuals.
- **Intergroup Bias:**
- **Implicit vs Explicit Bias:**
 - Traditionally stereotypes and prejudice were thought of as explicit phenomenon.
 - **Implicit Biases:**
 - They are pervasive.
 - Separate from explicit biases.
 - Malleable over time.
 - Acquired via cultural exposure.
 - Stereotypes and prejudices people don't even know they have.
 - Finding various kinds of empirical methodology allows us to study the way people implicitly stereotype.
 - Biases we might not even know we have.
 - They are activated without our awareness and control.
 - We have them because we exist in a society where you see pervasive biased behavior and we adopt those through socialization.
 - **Implicit Racist Case:**
 - Imagine a manager interviewing a white candidate and black candidates.
 - It might seem to them that white candidates are more qualified, confident, and a better fit.

- However, they are not reflecting on any sort of racial prejudice.
- There is nothing explicit about black people being less intelligent.
- They just have this feeling and have more comfortable with white candidates.
- These show the insidiousness of implicit bias.
- You get these snap judgments from seeing a person just from interacting with them and the way they talk.
- **Explicit Biases:**
 - Conscious.
 - Intentional.
 - Controllable.
 - Often directed at individuals or groups who are perceived as a threat to one's well-being.
- **Example of Anti-Semitism:**
 - The Nazis perceived Jewish people to be a threat.
 - They developed a whole ideology around Jewish people in an explicit bias.
 - It was not subtle and would explicitly tell people to hate Jews due to a perceived existential threat.
- **The Implicit Association Test (IAT):**
 - You'll either see white faces with bad words and black faces with good words or vice versa.
 - You hit the left button for white faces or bad words.
 - You hit the right button for black faces with good words and those could flip.
 - The idea is if we can see if people are faster at associating white with good and black with bad or white with bad and black with good.

- People are scored between 2.0 and -2.0 and anything over .65 and anything under -.65 is considered to be strong.
- It shows people have some implicit association between white and black people.
- Implicit bias is not the same as the IAT test.
- **Problems:**
 - There is an arbitrary cut-up.
 - It is marketed as getting into our unconscious belief, but people don't agree a reaction time test is not the best method.

SOCIAL COMPONENT:

- **Hostile Sexism:**
 - Women fail to appreciate all men do for them.
 - She is not occupying the social role that women are supposed to.
 - The dominant group then punishes women for not occupying that social role.
- **Benevolent Sexism:**
 - Women should be cherished and protected by men.
 - Really it's reinforcing women within this social rule and this is how you see the emergence of prejudicial behavior.

CONTENT OF STEREOTYPES (DOVIDO 2010):

- Stereotypes not only reflect beliefs about the traits characterizing typical group members.
- They also contain information about other qualities such as social roles.
- It is the degree to which members of the group share specific (i.e., within-group homogeneity or variability), and influence emotional reactions to group members.
- **Content of a stereotype:**
 - **Stored information about members of the stereotyped group, including:**
 - Social roles
 - Physical and psychological attributes and abilities.
 - Relationships to other social groups.

- Stereotyping is a broad category of all these different types.
- Stereotype information emerge really as early as 2 years old.
- Children acquire gender role stereotypes around 2.
- Between ages of 2 and 6, children apply patterns of stereotypical thinking.
- They start saying things like “He can’t be a nurse” or “She can’t like trucks.”
- Between 2 and 6 they apply stereotypes rigidly.
- **Stereotypes are automatically activated in this three-step process:**
 - **A person is recognized as a member of some social group or category.**
 - **Information about the traits associated with that social group or category is activated:**
 - Some people think women are less demanding for jobs or that black men are physically aggressive or threatening.
 - None of these things are true, but these are stories that people have on certain groups.
 - Judgments and interactions with the person are influenced by the stereotype’s content.
 - Stereotyping brings a wealth of information that is far beyond what is being observed just on their group/category.
 - The information in the stereotype is restricting the way people react with each other.
 - Stereotype consistent characteristics are attended to most quickly.
 - The filtering process occurs whereby stereotype incongruent information goes unnoticed or discarded.
 - **Once you identify the person as a member of some particular information and activate information being associated with that group:**
 - We become exposed to stereotypes when we are 2.
 - We start normatively and rigidly applying them between 2 and 6.

- Once you have this apparatus in place, you go about in the world organized by stereotypes.
- You looking around the world that's conforming to your stereotype information on certain groups/categories.
- It makes bias difficult to dislodge in the way people cognitively engage with one another.

UNDERDETERMINATION OF DISTAL STIMULUS:

- There has been a lot of data showing that stereotypes are for the most part false.
- They are not helping us get true beliefs of the world.
- There is always an underdetermination of the distal stimulus, the thing we see in the world, from the pattern of retinal stimulation.
- There is no one-to-one mapping.
- The distal stimulus is what thing is supposed to be in the world, but there is always an underdetermination of that from the thing you see in a vision.
- You are always having to do some interpretation.
- To deal with that we rely on **stored information**.
- When we see objects we recognize we use the stored information to instantly recognize them, so we don't really have to think about it.
- This allows us to free computational space to do other things.
- If we were not able to generalize from these categories to new objects, our lives would be very difficult.
- Background information is very important when exploring the world.
- If you have false information about something, you could be more worried about something even though it is not true, but you don't know that.
- Society incentivizes people to adopt radically false beliefs such as "it's not true black people are aggressive."
- We adopt these prejudices because they reinforce inequities and social hierarchies in society.

- Once you have that product cognitive category for a group, your brain will automatically deploy the categories you have and the information you have on them.
- Sometimes if you have a wrong category, they lead our cognition to go astray.
- We are incentives to socialize these into us maintain class hierarchies.
an
- Once these beliefs exist, it becomes difficult due to them being adopted early when at a young age.
- It is hard to dispel certain stereotypes

DISCRIMINATION (INDIVIDUAL):

- May involve actively negative behavior toward a member of a group.
- They can be subtle and have less positive responses than those toward an ingroup member in comparable circumstances.
- It includes not only actions that directly harm or disadvantage another group, but those that unfairly favor one's own group.
- Discrimination is not about hating and being negative towards out-group members.
- It is really acting positively to in-group members.
- Discrimination can be acting negatively towards our-group members such as avoiding them or being violent with them.
- Discrimination is very often grounded in your own group than others.

DISCRIMINATION (INSTITUTIONAL):

- **Institutional policies such as:**
 - Poll taxes
 - Immigration policies
- It unfairly restricts the opportunities of particular groups of people.
- Can be independent of individual prejudice.
- People are not often able to recognize the existence of institutional discrimination.
- They are often enforced as laws.

- People think laws are right and are moral because we have laws to protect people.

DISCRIMINATION (CULTURAL):

- Privileging the cultural heritage, and values of the dominant group and imposing this culture on other less dominant groups.
- This includes the idea that the dominant group has a superior culture and has superiority over other groups.

HISTORY OF BIAS:

- **Wave 1:**
 - **The Authoritarian Personality:**
 - This was a response to the Holocaust in WW2.
 - They were trying to make sense of the in-relationship in the way people conceptualized human nature.
 - Authoritarianism was a personality trait and is like a cancer disease.
 - People want to figure out what causes authoritarianism and stop these authoritarianism genetic lines to “prevent another Hitler.”
- **Wave 2:**
 - **Prejudice as rooted in normal (institutional) practices:**
 - So long as you had institutional practices that upheld prejudices, prejudices would exist.
 - A lot of this was in response to Civil Rights.
 - Undoing institutional practices was a good thing, but it was not that people’s biases went away overnight.
- **Wave 3:**
 - **Bias Driven Underground:**
 - People were still very biased but the bias was underground.
 - People knew not to show being biased in the 80s and 90s due to Civil Rights, unlike in the 50s.
- **Wave 4:**
 - **Implicit bias & social neuroscience:**
 - This began in the mid-90s and this focus on implicit attitude.

- Implicit attitudes are more predictive of people's behaviors than explicit attitudes.
- There is a lot of neuroscience research on how biases affect people's brains and the way they process information.

REAL WORLD CONSEQUENCES:

- **Background:**
 - **Race-of-victim effect:**
 - Murderers of white people are most likely to get the death penalty rather than the death of black people.
 - The idea that the race of the victim is impacting the perception people have of someone being worthy of the death penalty.
 - Some scientists think it is easier because of the excisional racial bias in our culture to empathize with white people more.
 - Some people think people are more deserving of the death penalty because white people's lives matter more.
- With regards to implicit bias, how much do these biases drive our interactions and decisions we make about other people?
- Does have stereotypically black features affect sentencing outcomes in murder cases?
- This is saying if you're a victim is white, then you're more likely to get the death penalty than the victim being black.
- If you look more black, are you more worthy of death?
- They wondered if people's race biases could impact split-sentence judgments and can impact important weighty reason judgments like who deserves the death penalty.
- **Data from research to answer this question:**
 - If the victims were white, if the defendant was more stereotypical black, they were more likely to get the death penalty.
 - If they were more stereotypical white, they were less likely to get the death penalty.
 - However, if the victim was black there does not seem to be a difference at all.
 - Steroypircally white or black defendants were equally to get the death penalty.

SUMMARY:

- Biases can be implicit or explicit.
- **Social bias can be broken down into prejudice:**
 - Prejudice (affect).
 - Stereotypes (cognitive).
 - Discrimination (behavior).
- Stand prejudice is automatically activated when members of stereotyped groups are encountered.
- Social biases are self-perpetuating and maintain hierarchies between social groups.
- Biases can impact people's real-world judgments (e.g., defendants who deserve the death penalty).