

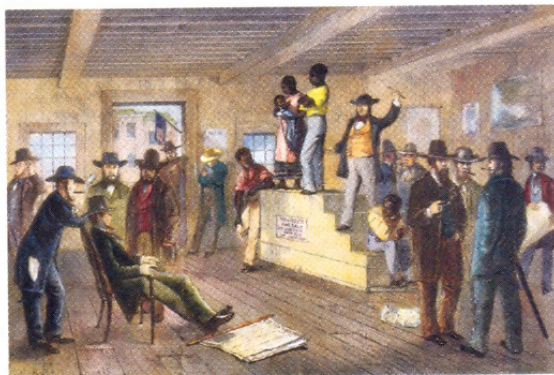
## Why should we learn about Prejudicial Attitudes?

**Figure 52.2** *The price of prejudice.* Here are several examples of atrocities associated with prejudice: (a) the Holocaust, when millions of Jews, and other minorities, were exterminated by the Nazis, (b) slavery in the United States, where Africans were bought and sold as slaves and (c) recent acts of genocide in Sudan, where thousands have been slaughtered.



©AP/Wide World Photos

(b)



Granger Collection

(c)



Anthony Njuguna/Reuters/Corbis

## Stereotypes

The average IQ is lower for members of a discriminated-against minority group—even when the group is not racially different from the dominant group.

The Buraku, the poorest people in Japan have lower IQs than other Japanese. There are prejudicial attitudes and discriminatory behavior toward them.



However, when they are treated like "Japanese" in America, they score just as well as any other Japanese-Americans.

Beliefs affect how you treat people, how people respond back, and how you think about yourself.

## Stereotype Threat

Standardized tests attempt to make the conditions in which people take the test as uniform as possible. However, it is impossible to standardize all conditions including expectations that we might have with regards to groups of people and their performances.

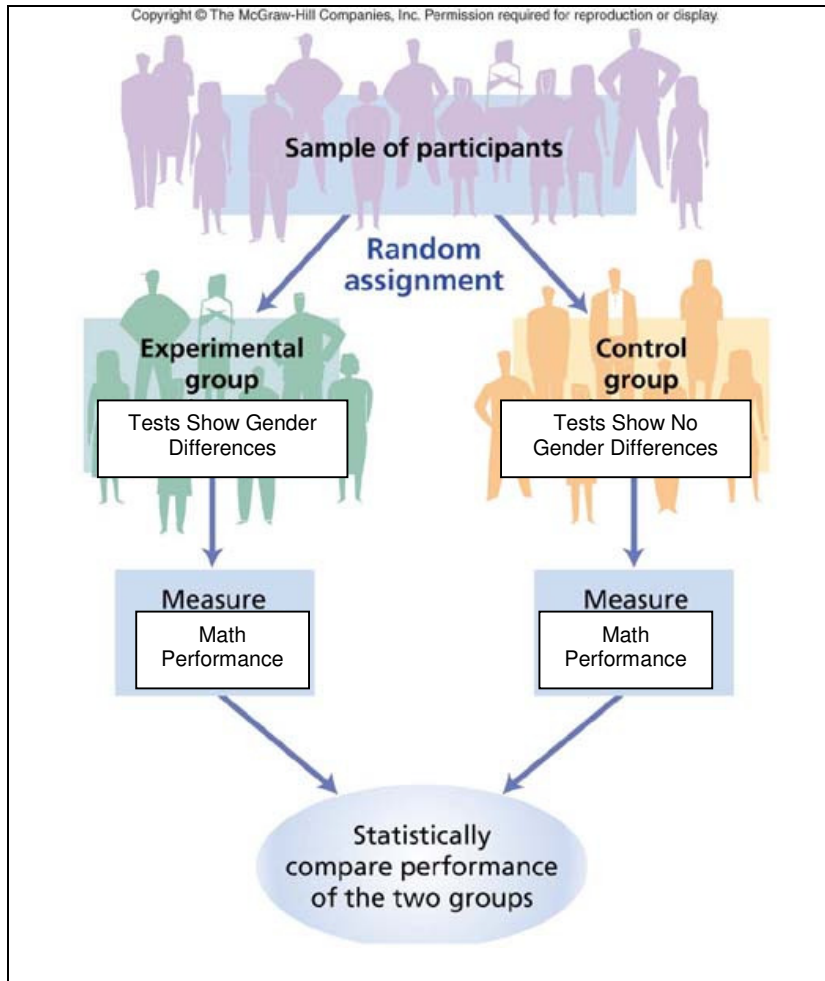
Stereotype Threat: A psychological predicament in which the fear that you will be evaluated in terms of a negative stereotype about a group to which you belong creates anxiety and self-doubt. This anxiety and self-doubt lowers performance in a particular domain that is important to you.

For example:

- Women and math
- Minorities and academic performance
- Blonds and intelligence

These negative stereotypes that exist within a society can evoke anxiety and undermines performance on assessments of academic performance.

# Stereotype Threat

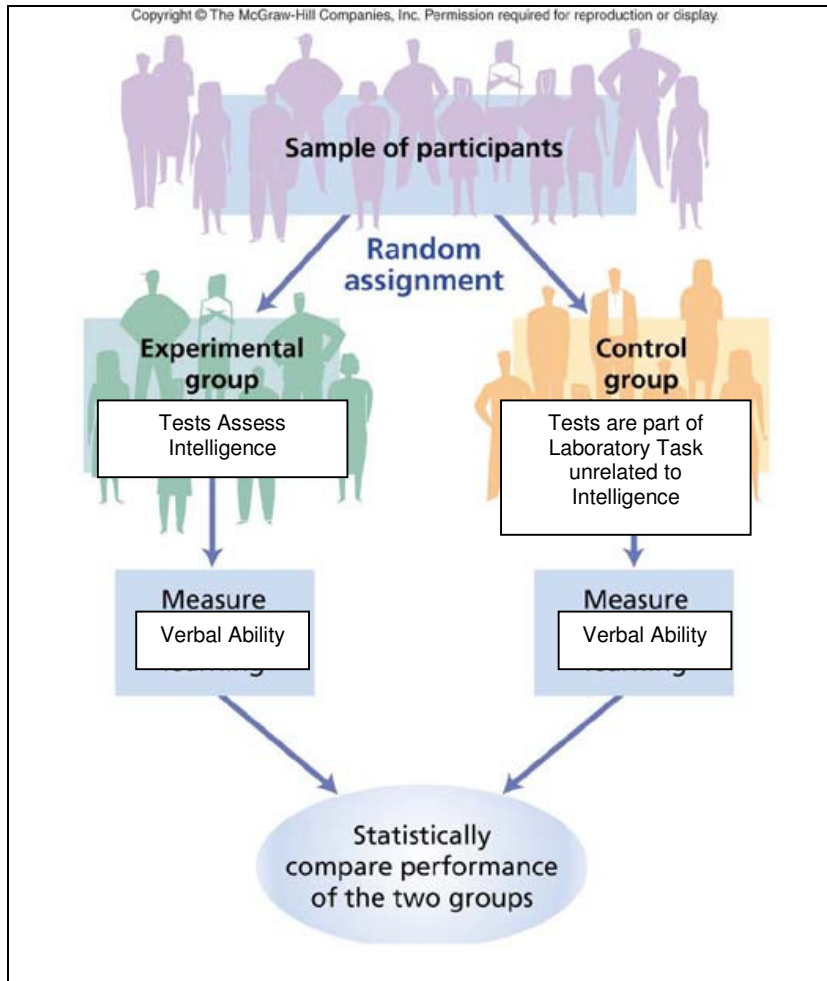


Men and women who were equally skilled at math were selected to participate

They were randomly assigned to the expectations about the exam (IV)

Their math performance was assessed (DV)

# Stereotype Threat

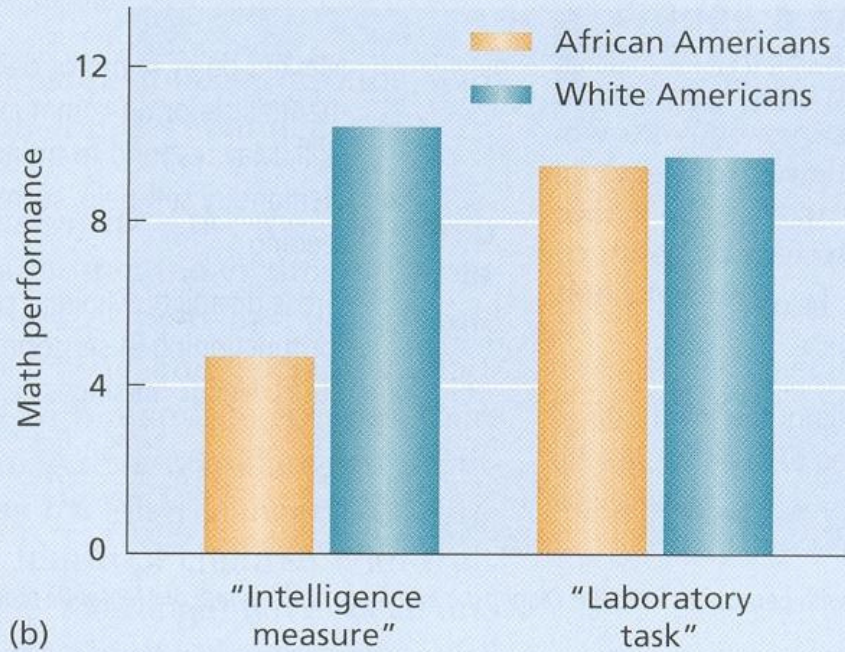


African Americans and White Americans who were equally skilled were selected

They were randomly assigned to the expectations about the exam (IV)

Their verbal ability was assessed (DV)

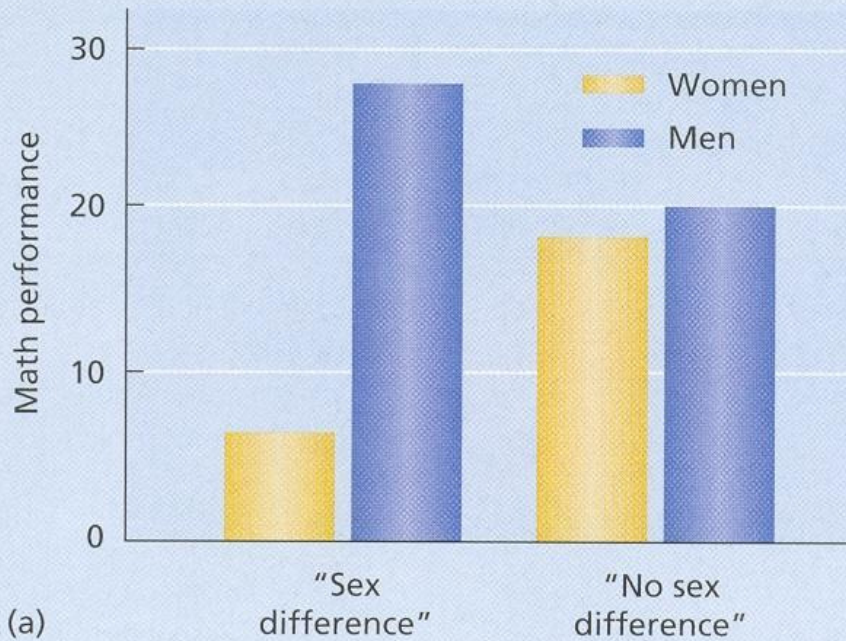
## Results of the Stereotype Threat Experiments



**FIGURE 8.36**

*Effects of stereotype threat on cognitive performance. (a) The activation of the stereotype that women do less well than males in math was associated with poorer performance by women and enhanced performance by men, compared with the control condition, where men and women performed at the same level. (b) Reference to racial differences on the task resulted in reduced performance by African American students. SOURCE: Steele, 1997.*

## Results of the Stereotype Threat Experiments



**FIGURE 8.36**

*Effects of stereotype threat on cognitive performance. (a) The activation of the stereotype that women do less well than males in math was associated with poorer performance by women and enhanced performance by men, compared with the control condition, where men and women performed at the same level. (b) Reference to racial differences on the task resulted in reduced performance by African American students. SOURCE: Steele, 1997.*

## **Why should you care?**



## **Dealing with Prejudice and Stereotypes**

The problem is that the activation of stereotypes, discrimination, and prejudice is unconscious, automatic and we are not aware of our own thinking processes and our behavior.

For example,

- the ingroup-bias,
- fundamental attributional error (FAE),
- actor-observer bias,
- self-serving bias,
- reduction of cognitive dissonance,
- belief bias, and
- confirmation bias

are all thinking processes that occur without our awareness and distort our perception of reality.

If your self-concept consists of being fair and unprejudiced, this information can be perceived as being threatening your self-concept and you will experience dissonance

So what? Does treating groups of people differently affect behavior?

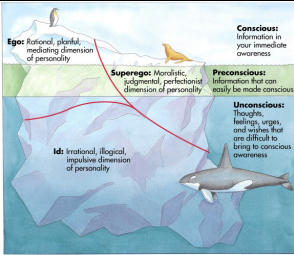
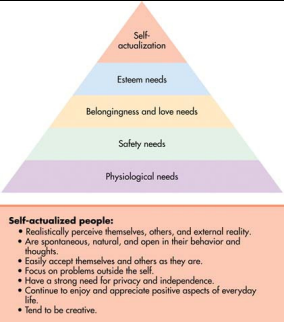
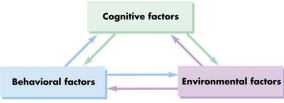
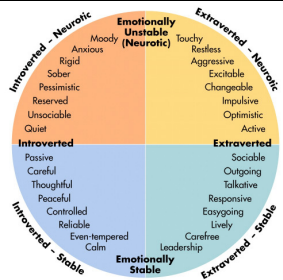
- The Baraku people in Japan achieve lower scores on intelligence tests than other Japanese. When they come to America and are treated like Japanese, the difference disappears.
- It increases the perception of helplessness and decreases self-efficacy
- Can it make some individuals or groups experience more stress?

## **Strategies for Dealing with Prejudice**

















- Jigsaw method
- Mutual Cooperation
- Mere contact (the contact hypothesis)

## The Jigsaw Method

Groups are established by a common theme or topic (e.g. perspective of personality) where each group member studies their topic or theme.

<u>Psychoanalytic</u>	<u>Humanist</u>	<u>Social-cognitive</u>	<u>Trait</u>
	 <p><b>Self-actualized people:</b></p> <ul style="list-style-type: none"> <li>• Realistically perceive themselves, others, and external reality.</li> <li>• Are spontaneous, natural, and open in their behavior and thoughts.</li> <li>• Easily accept themselves and others as they are.</li> <li>• Focus on problems outside the self.</li> <li>• Have a strong need for privacy and independence.</li> <li>• Continue to enjoy and appreciate positive aspects of everyday life.</li> <li>• Tend to be creative.</li> </ul>		
<p>Ann Ashley Alfred Aaron</p>	<p>Carole Christy Caleb Cecil</p>	<p>Eric Edward Elaine Erin</p>	<p>Fred Frank Felicia Fiona</p>

After each group has learned their theme or topic, they form new groups where each member of the original group (perspective of psychology) will teach each other member their perspective.

<u>Group W</u>	<u>Group X</u>	<u>Group Y</u>	<u>Group Z</u>
 Ann  Carole  Eric  Fred	 Ashley  Christy  Edward  Frank	 Alfred  Caleb  Elaine  Felicia	 Aaron  Cecil  Erin  Fiona

## Mutual Cooperation:



## Dealing with Prejudice at the Individual Level

People who are not consciously prejudiced against others may react in prejudicial ways. Stereotypes are automatically activated, and can affect our behavior without our awareness.

Patricia Devine argue that prejudice reduction at the individual level is a three-step process (I have slightly modified it).

- The individual must decide that prejudiced responses are wrong and consciously reject prejudiced and stereotyped thinking.
- They must internalize their non-prejudiced attitudes so that those beliefs become part of your personal self-concept.
  - *The person must recognize that they act in a discriminatory manner, have stereotypes of groups, and have some prejudicial attitudes.*
- Individuals must learn to inhibit automatic prejudicial reactions and deliberately replace them with non-prejudiced responses that are based on their personal standards.
  - *Individuals need to recognize the thinking process that lead to and reinforce prejudicial attitudes (eg. the confirmation bias, the belief bias, ingroup-bias, illusory correlations, actor-observer bias, just-world belief, FAE, self-serving bias).*

If you are unaware of how prejudicial attitudes and discrimination occur, it makes it difficult to address the problem.

## Reducing Prejudicial Attitudes: The Contact Hypothesis

Another strategy that has been hypothesized to reduce prejudice is that the mere contact with out groups/minorities will decrease group conflict. This is called the contact hypothesis or contact theory.

### Does the contact hypothesis/theory work? Why?

- It was argued that John Rucker (Atlanta Braves pitcher who publicly expressed prejudicial attitudes), will become less prejudiced against minorities over time because he has to work with them.
- At UC Berkley, there is a lot of group diversity. Is there less inter-group conflict at UC Berkley?
- Many people may believe that African-Americans are not intelligent and are lazy. People who work with Colin Powell will find that he does not match this stereotype (I am not accusing or suggesting anyone in the Bush Administration of having these beliefs—Colin Powell is an easy example to illustrate the thinking process). How do they resolve this apparent conflict while maintaining their belief?

Prejudice is most likely reduced when the groups

- (1) engage in sustained close contact,
- (2) have equal status
- (3) work to achieve a common goal that requires cooperation
- (4) are supported by the broader social norms



Who should learn about these the psychology of stereotypes, discrimination and prejudice? Why should they learn about them?