Stereotyping and Prejudice

What percentage of all women and what percentage of all men possess these characteristics?

Kind
Willing to take a stand
Competitive
Eager to soothe hurt feelings
Dominant
Makes decisions easily
Independent
Understanding
Aggressive
Warm
Self-confident
Loyal
Able to devote self to others

What percentage of all MHC students and what percentage of all UMass students possess these characteristics?

Inconsiderate
Dumb
Well-liked
Phony
Attractive
Unintelligent
Insensitive
Loyal
Athletic
Sincere
Talented
Kind
Rude
Hard working

Attitudes toward Social Groups

Different components of an attitude

Cognitive: Stereotype. A generalization about a group of people in which identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the members.

Affective: Prejudice. A hostile or negative attitude toward a distinguishable group of people, based solely on their membership in that group.

Behavioral: Discrimination. An unjustifiable negative or harmful action toward a member of a group, simply because of his or her membership in that group.
Categorization

Principle of least effort
The tendency to rely on over-simplified generalizations and to resist information that complicates our categorical distinctions.

Illusory Correlation
The tendency to see relationships, or correlations, between events that are actually unrelated.

Hamilton and Gifford (1976)
Jane, a member of Group A, visited a sick friend in the hospital.
Kate, a member of Group B, cheated on a test.
Sue, a member of group A, helped a friend with her homework.
Mary, a member of Group B, was the lead in her school play.
Debby, a member of Group A, was arrested for drunk driving.

<table>
<thead>
<tr>
<th>Group</th>
<th>Behaviors</th>
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<tbody>
<tr>
<td>A</td>
<td>18</td>
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<tr>
<td>B</td>
<td>8</td>
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Desirable

2x more statements for Group A and for desirable behaviors.

Results: Students overestimated the frequency with which the “minority” group acted undesirably. Demonstrated illusory correlation.

Write down three characteristics or descriptions that you associate with each of the following groups of people.

- Physicians
- Athletes
- Artists
- Vegetarians
- College Students
- Lawyers
1. With which of these groups do you most closely identify? With which do you least identify?

The group with which you most closely identify can be considered one of your ingroups; the one that you feel most unlike is one of your outgroups.

2. Was it easier to come up with descriptions for your ingroup or for your outgroup?

3. Are your descriptions of your ingroup and outgroup equally favorable? If not, why do you think this is so?

4. Do you think your ingroup or your outgroup descriptions are more likely to match those of the other college students? How would you explain this phenomenon?

When 50 college students were asked to describe each of these groups, their top five descriptions were as follows:

- **Physicians:** (1) intelligent/smart; (2) caring/understanding/compassionate; (3) wealthy/rich; (4) busy/hardworking; (5) well-educated

- **Athletes:** (1) athletic/fit/strong; (2) driven/highly motivated/dedicated; (3) competitive; (4) agile/quick; (5) glorified/famous/popular and egotistical/proud

- **Artists:** (1) creative; (2) bizarre/strange; (3) free-spirited/nonconforming/individualistic; (4) liberal/tolerant/open-minded; (5) talented/gifted

- **Vegetarians:** (1) healthy/health-conscious; (2) environmentally or ecologically conscious; (3) limited in diet/picky about food; (4) caring/sensitive; (5) liberal

- **College Students:** (1) fun/wild/exciting; (2) stressed/pressured/fatigued; (3) intelligent/bright; (4) diligent/dedicated/studious; (5) poor/broke and open-minded/tolerant/liberal

- **Lawyers:** (1) articulate/convincing/persuasive; (2) deceptive/dishonest; (3) wealthy/rich; (4) intelligent/smart; (5) strong-willed/powerful and ambitious/success-oriented

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**Ingroup bias**
Positive feelings toward those in our group, negative feelings, unfair treatment for those not in our group (i.e., in the outgroup)

**Outgroup homogeneity**
The perception that individuals in the outgroup are more similar to each other (homogeneous) than they really are, as well as more similar than members of the ingroup are
Social identity theory (Henri Tajfel): People favor ingroups over outgroups in order to enhance their self-esteem.

2 hypotheses:
(1) Threats to one’s self-esteem lead to more ingroup favoritism.
(2) Expressing ingroup favoritism enhances one’s self-esteem.

Fein and Spencer (1997)
IV 1: People received positive or negative feedback on a test of their intellectual skills.
IV 2: The job applicant to be evaluated was either Jewish or not Jewish.
DV: How people evaluated the job applicant
Results:
1. People who received negative feedback evaluated the Jewish applicant more negatively.
2. People who received negative feedback and evaluated the Jewish applicant (negatively) showed the largest increase in self-esteem.

Realistic conflict theory: Intergroup conflict develops from competition for limited resources.
Robbers Cave Study (Sherif et al., 1954)
11 yr. old boys, white, well-adjusted, middle-class
Two groups: Rattlers versus Eagles

3 phases
Phase 1: Creating in-groups
Phase 2: Intergroup competition
Phase 3: Intergroup cooperation
Creating common (superordinate) goals & mutual interdependence

Contact hypothesis: Direct contact between hostile groups will reduce prejudice under certain conditions.

What are the conditions necessary for reducing prejudice?
1. Equal status
2. Personal, informal contact
3. Contact w/ multiple group members to break down stereotypes.
4. Mutual interdependence
5. Common goals
6. Existing norms must favor group equality
Would you move if Black people came to live in great numbers in your neighborhood?

% Yes

1960  1996
78%  25%

Do Whites have a right to keep Blacks out of their neighborhoods?

1960  1996
55%  12%

Television Confrontation Study (Duncan, 1976)

IV: Video of argument in which (a) a White man shoved a Black man OR (b) a Black man shoved a White man.

DV: Ratings of both men’s behaviors (e.g., violent behavior, playing around, overly dramatic)

Results: Percentage defining behavior as violent (13% when White aggressor, 72% when Black aggressor)

More likely to define White aggressor’s behavior as “playing around” or “being overly dramatic.”

Rainville

Examined transcripts of televised commentaries of 16 NFL games

Quasi-IV: Descriptions of Black vs. White players

DV: Coded descriptions for positivity, negativity, active vs. passive

Results:
White players: sympathetic, positive terms; play-related praise; active agents; positive cognitive & physical attributes
Black players: recipient of aggressive play (more passive); negative nonprofessional record (e.g., problems in college or w/police)

Word, Zanna, & Cooper, 1974

Study 1: White men were interviewers
Quasi-IV: Black or White job applicants
DV: Interviewer’s behavior
Results: Interviewers sat further away, ended sooner, more speech errors when applicant black than white.

Study 2: Word et al., 1974
IV: White interviewers paralleled behavior in Study 1
DV: Coded behavior of White applicants
Results: Applicants treated in manner of Study 1 Black applicants were rated as more nervous, less friendly, less competent.

Self-fulfilling prophecy
Word, Zanna, & Cooper, 1974

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