From Stereotypes to Prejudice Tutorial

Module D Lesson 3 Tutorial

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Module D Objectives

By the end of this tutorial you will be able to…

#30 – Differentiate implicit and explicit cognition.
#31 – Explain how social conditioning affects implicit personality theory.
#32 – Explain the “halo-effect” as it relates to attractiveness.
#33 - Discuss the strengths and weaknesses of social categorization.
#36 - Differentiate the three components of attitudes.
#39 – Assess the function and accuracy of stereotypes when forming impressions of others.
#40 - Discuss the assumptions and pitfalls of the in-group out-group bias.
#41 - Discuss the impact of the Robbers Cave Experiment and the Jigsaw Classroom on prejudice.

An Introduction

- **Question:** What is social psychology?

  “Social psychology investigates how your thoughts, feelings, and behavior are influenced by the presence of other people and by the social and physical environment” (Hockenbury and Hockenbury, 2013, p. 486)

- **IMPORTANT!** For me the most important aspect of this chapter is understanding the relationship between stereotyped thinking and prejudice.
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Cognitive Processes

- **Read:** Read about implicit and explicit cognition in Chapter 12, page 488.

- **Social categorization is an implicit (unconscious) and explicit (unconscious) cognitive process.**

  - There are 3 social categories that are automatically (implicitly) activated when meeting somebody new…do you know what they are? The answer to this is later in this tutorial!

- **Tip:** Social categorization is based on schemas and schemas are stereotypes. Hence the process of social categorization sets the foundation for stereotyped thinking.

Implicit Personality Theory

- **Read:** Read about implicit personality theory on page 488.

- **Question:** Where do we learn about the traits and behaviors that certain people share?
  - Personal experiences
  - Culturally shared (e.g. media, parents, peers)

- **Hint:** These are based on social categories. Click [here](#) for a Social Identities Wheel, which shows some social categories that are commonly studied.

- **Question:** Can you think of other social categories that you belong to and the traits that people typically assign to those groups?
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The Halo Effect

• **Read:** The halo effect is a good example of implicit personality theory.

• **Think:** What are the traits and characteristics that you think attractive people possess?

• **Read:** The halo effect has been studied rigorously and is presented on page 489.

• **Activity:** List the characteristics that attractive people are assumed to possess (your book identifies at least 8 characteristics or traits).

  • Are these just assumptions or are they accurate?

Evaluating Social Categories

• **The Good:** Social categorization might be a natural, adaptive process that allows individuals to efficiently assess a situation.

• **The Bad:** Social categorization ignores the uniqueness of individuals.

• **The Bad:** Social categorization can mistakenly be used to predict future behavior, inaccurately.

About Attitudes

• **Read:** There are three components of attitudes. Read about them on page 494.

  - Cognitive Component: Beliefs, thoughts, ideas about the attitude object.
  - Attitude: Jill has a negative attitude toward fast-food restaurants.
  - Behavioral Component: Predisposition to act in a particular way.
  - Emotional Component: Feelings and emotions about the attitude object.

• Let’s first explore the cognitive component – stereotypes!
About Stereotypes

• **Read:** Read page 498 to learn more about stereotypes, including a brief discussion of their accuracy and effects on targeted groups.
  - Remember that there are many social categories that are often stereotyped, the most common being race, gender, and age!

• **Caution:** Descriptive stereotypes can become prescriptive and hold people accountable to our expectations of them. Also they can result in misinterpretation of events!
  “A parent who assumes that a girl’s poor computer skills are due to her gender rather than a lack of instruction might never encourage her to overcome her problem (Hockenbury and Hockenbury, 2013, p. 498)

Common Stereotypes

<table>
<thead>
<tr>
<th>Negative Stereotypes</th>
<th>Positive Stereotypes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All blond women are dumb.</td>
<td>All Asians are geniuses.</td>
</tr>
<tr>
<td>All red heads are sluts.</td>
<td>All Indians are deeply spiritual.</td>
</tr>
<tr>
<td>Christians are homophobic.</td>
<td>All Latinos dance well.</td>
</tr>
<tr>
<td>Guys are messy and unclean.</td>
<td>All Whites are successful.</td>
</tr>
<tr>
<td>Girls are not good at sports.</td>
<td>Asians have high IQs.</td>
</tr>
<tr>
<td>All teenagers are rebels.</td>
<td>African Americans can dance.</td>
</tr>
<tr>
<td>Men who like pink are effeminate.</td>
<td>Italians are good lovers</td>
</tr>
</tbody>
</table>

*Positive stereotypes can result in the preferential hiring or recruiting of certain racial groups, while limiting opportunities for others.*
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The Danger of Stereotypes

• **Note:** Stereotypes are reinforced through experience and much like lifting weights, the more you use them the more more “truthful” and reliable they seem to be.

  Hence to undue stereotyped thinking it takes a lot of undoing!

• **Activity:** Go back to page 288 in your book and review the following concepts:
  • The belief-bias effect
  • Confirmation bias
  • The fallacy of Positive Instances
  • The Overestimation Effect

Stereotypes have a kernel of truth, but they are more likely misperceptions of reality, than reality itself.

The In-Group Out-Group Bias

• **Read:** Read about the in-group bias and out-group homogeneity effect on pages 499-500.

  Stereotyped thinking leads to these in-group out-group biases.

  To understand these processes is to understand the cognitive component of prejudice!
Defining Prejudice

• “Prejudice is a negative attitude toward people who belong to a specific social group” (Hockenbury and Hockenbury, 2013, p. 497)

• Note: Prejudice can also be a positive attitude toward people who belong to a specific social group. For example today people are more likely to express a pro-white and pro-male bias, than an Black or anti-women attitude.

About Prejudice

• “Racial groups are far more alike than they are different.” (p. 497)

• “…any differences that may exist between members of different racial and ethnic groups are far smaller than differences among various members of the same group.” (p. 497)

• Flashback: Review the discussion of heritability on pages 306-308.

Understanding Prejudice

• Tip: There are many theories as to the origin of prejudice. A couple of factors that correlate with prejudice are:
  
  • Intergroup conflict – competition for scarce resources, such as jobs, services, or water.
  
  • In-group threats – threat to in-group norms and values

Caveat: However there is also a growing body of evidence that emotions play a strong role in predicting not only prejudice but its behavioral manifestations – discrimination!
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Emotions and Prejudice

• **Read:** Here is an interesting article that looks at the relationship between emotions and prejudice - [http://www.apa.org/monitor/oct04/prejudice.aspx](http://www.apa.org/monitor/oct04/prejudice.aspx)

• **Activity:** Complete the table below and identify the emotions commonly felt toward different target groups and how this can help to predict behavior.

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Warmth</th>
<th>Competence</th>
<th>Emotion</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless, poor, drug addicts</td>
<td>High or Low</td>
<td>High or Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elderly, disabled</td>
<td>High or Low</td>
<td>High or Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle class, Whites, Americans</td>
<td>High or Low</td>
<td>High or Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rich, Jewish, Asians</td>
<td>High or Low</td>
<td>High or Low</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implicit Attitudes Revisited

• **Read:** Read about implicit attitudes and the Implicit Association Test, pages 500-501.

• **Question:** What are your implicit attitudes?

> Remember that implicit attitudes are unconscious biases that we have learned through social conditioning! These unconscious biases will slip into consciousness and affect our attitudes and behaviors toward others!

• **Activity:** Click the links below to learn more about the online Implicit Association Tests and complete a few to measure your implicit biases:

  • About the IAT - [https://implicit.harvard.edu/implicit/education.html](https://implicit.harvard.edu/implicit/education.html)
  • Take a Test - [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)
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Overcoming Prejudice

• **Question:** How easy is it to create prejudice?

• **Answer:** Too easy!

• **Website:** Did you know that blue eyed people are better students than brown eyed people? Click [here](#) to visit the PBS website and watch “A Class Divided.”

• **Tip:** Jane Elliott demonstrated how easy it is to create in-groups and out-groups, and its effects. Just talking about prejudice isn’t enough, so how can we reduce prejudice?

Prejudice Research

• **Read:** Read about the Robber’s Cave Experiment on pages 501 – 502.

• **Activity:** Answer the questions below after reading about Muzafar Sherif’s classic study.
  • How did Shirif create prejudice?
  • Did contact alone reduce prejudice?
  • Why is cooperation important?
  • What are the criticisms of his study?

• **Read:** Read about the Jigsaw Classroom on page 502.

• **Activity:** What two factors contributed to these positive effects of the jigsaw classroom?
  • Increased self esteem
  • Greater liking of other ethnic groups
  • Lessoning of negative stereotypes & prejudice
  • Reduction in intergroup hostility
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Reducing Prejudice Strategies

• Here are some links with strategies that you can take away from this tutorial to reduce your own prejudices:
  • Change your perspective -
  • Take action -
    http://www.beyondprejudice.com/reduce_your.html
  • Reducing Prejudice Resources -
    http://www.understandingprejudice.org/links/reducing.htm

In Conclusion

• Social categorization sets the foundation for stereotyped thinking.
  • This is likely an automatic process.
  • Race, age, and gender are the most common social categories!

• Stereotypes are the cognitive component of prejudice.
  • Stereotypes are likely a product of social conditioning.
  • The accuracy of stereotypes is questionable.

• There are many origins of prejudice.
  • Prejudice can be implicit, or exist without conscious awareness.
  • Emotions are more predictive of discrimination that prejudice itself.

• Prejudice is not inevitable!
  • Contact alone is not enough to dismantle prejudice.
  • Cooperation and interdependence are the keys!
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By the end of this tutorial you should now be able to…

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