

**Chapter 3 – Social Categorization and Stereotypes**

1. Describe two important aspects of social categorization
2. Explain the stereotype content model.
3. Summarize the “waitress or librarian” research on memory and social categorization.
4. Describe the relationship between learning about personal bias and motivation to control prejudice.
5. Describe the process for placing people in basic social categories.
6. Discuss the role of subtyping in social categorization.
7. Identify specific subtype social categories based on age, gender, and sexual orientation.
8. Explain how prototypicality, likability, situational influences, context, and level of prejudice affect the process of categorization.
9. Explain hypodescent.
10. Explain the ingroup-outgroup bias, including ingroup overexclusion.
11. Define the minimal group paradigm.
12. Explain the outgroup homogeneity, including the cross-racial identification bias.
13. Explain the ultimate attribution error, including its assumptions and the factors that increase its effect.
14. Explain social role theory, correspondence bias, and illusory correlations as they contribute to stereotype thinking.
15. Identify disparities across media portrayals of race, gender, sexual orientation religion, and social class over time.
16. Draw conclusions about media influence on stereotyped thinking.
17. Explain how mechanisms of language, such as qualifiers, the man-first principle, accent, and common expressions perpetuate stereotypes.
18. Summarize the conclusion of Lyons and Kashima’s (2001) research on stereotype communication.
19. Differentiate percentage estimates, perceived dispersion, and ranking as measures of stereotype accuracy.
20. Draw conclusions about the goal of assessing the accuracy of stereotypes.

**Chapter 4 – Stereotype Activation and Application**

21. Differentiate between stereotype awareness and stereotype endorsement.
22. Identify 4 factors that influence stereotyped thinking.
23. Summarize the neuroscience research on stereotype activation in the brain, specifically the role of the amygdala and frontal lobe.
24. Summarize the research on creativity as it affects stereotyped thinking.
25. Explain 4 automatic processes that *inhibit* stereotype *activation*.
26. Explain 4 motivated processes that *inhibit* stereotype *activation*.
27. Explain 5 motivations to *inhibit* stereotype *application*.
28. Explain why individuating information does not always inhibit stereotyped thinking.
29. Conclude the impact of cognitive busyness on stereotype activation and application.
30. Summarize 3 conclusions from “shooter bias” studies.
31. Explain 2 strategies to reduce the “shooter bias.”
32. Differentiate the assumptions made by “entity” and “incremental” theorists.
33. Explain the “self fulfilling prophecy” as it relates to stereotyped thinking.
34. Explain how to reduce stereotyped thinking using the bookkeeping, conversion, and subtyping models.
35. Discuss the impact of dispersed versus concentrated disconfirmation.
36. Explain the 5 “Ds of Difference” as it relates to stereotype maintenance and reduction.

**Chapter 5 – Old Fashioned and Contemporary Prejudice**

37. Explain the significance of “bogus pipeline research” as it relates to understanding prejudice.
38. Identify the components of Jim Crow racism.
39. Differentiate symbolic and old-fashioned racism.
40. Identify the key themes that drive modern-symbolic racism.
41. Explain how emotions, values, egalitarianism, group self-interest, and personal knowledge affect development of modern-symbolic racism.
42. Describe the behavioral manifestations of modern-symbolic racism.
43. Contrast modern-symbolic racism and aversive racism.
44. Describe the behavioral manifestations of aversive prejudice.
45. Summarize the racial attitudes and values that result in ambivalent prejudice.
46. Discuss cognitive dissonance and response amplification as they relate to ambivalent prejudice.
47. Contrast hostile and benevolent racism

**Chapter 6 – Individual Differences in Prejudice**

48. Identify the emotions that increase stereotyped thinking.
49. Explain the “hot” hypothesis of emotions and stereotyped thinking.
50. Explain the behavioral implications of the Stereotype Content Model.
51. Identify the origins of intergroup anxiety and its effects on behavior.
52. Explain how empathy reduces prejudice.

**Chapter 9 – From Prejudice to Discrimination**

53. Differentiate blatant and subtle discrimination.
54. Describe the language of prejudice, including the use of hostile humor, controlling talk, vanishing, and abnormalization.
55. Discuss the many forms and impact of microaggressions.
56. Summarize the relationship between prejudice, intent to discriminate, and discrimination.
57. Discuss the relationship between explicit/implicit prejudice and controllable/uncontrollable behavior.
58. Explain how internal and external motivations to control prejudice affect behavior.
59. Explain why people with high *internal motivation* to control prejudice are more likely to inhibit discriminatory behavior.
60. Explain why people with high *external motivation* to control prejudice are more likely to score higher on implicit and explicit measures of prejudice.
61. Differentiate the childhood experiences of people high and low in restraint to avoid dispute.
62. Explain regressive prejudice and the factors that facilitate it.
63. Explain the “cohort effect.”
64. Identify social factors that inhibit and disinhibit prejudicial responses.
65. Explain the factors that contribute to discrimination in cyberspace.
66. Differentiate the reactions of people high and low in prejudice to having acted in a prejudiced way.

**\*\*STOP! This is the end of your Assessing Attitudes Module Objectives.\*\***

*The “Discrimination in Organizations” Section of Chapter 9 will not appear on the Midterm Exam, however it will appear on the Final Exam in the Isms Module Objectives on Racism.*