Chapter 14
Part 1

Objective #1
Identify three factors that make it difficult to reduce prejudice.

Reducing Prejudice

1. Attitudes are (easy / difficult) to change.
2. Prejudice is (superficial / rooted) in beliefs and values.
3. Prejudice can (arouse / reduce) emotions and feelings.
Objectives #2-3

Stereotype Rebound

Why does stereotype rebound happen?

- *Stereotype suppression takes cognitive energy*

1.  
2.  
3.  
4.  
5.  
6.  
7.  

Objective #4

Explain how prejudice and social norms can inhibit stereotype rebound.
Who is more/less likely to experience rebound?

- People low in prejudice
  1) 
  2) 
  3) 

- Social norms
  - Activation vs. Application
  - Low vs. High Prejudice
  - Motivation to control

NPR Podcast
How to fight racial bias when it's silent and subtle

Objective #5
Describe Allport’s four optimal conditions that lead to improved intergroup attitudes
Contact Hypothesis

Why do these optimal conditions reduce prejudice?

• Equal Status
• Cooperation
• Acquaintance potential
• Institutional support

Objective #7

Describe the cognitive, emotional, and behavioral effects of contact hypothesis

Why does it reduce prejudice?

• Cognitive
  1.
  2.
  3.
  4.
  5.

• Emotions

havior
Objective #8

Explain how pre-existing attitudes, anxiety, and norms can inhibit attitude change

Pre-existing Attitudes

• Persons low in prejudice...
• Persons high in prejudice...
• Persons high in prejudice require

Anxiety and norms

• How does anxiety affect intergroup contact?
• High anxiety
• Positive emotions
• Prior experiences
• How do norms affect attitude change?
Objective #9
Contrast the personalization model, salient categorization model, and the common in-group identity models of intergroup contact

Personalization Model
• See outgroups as individuals, which increases liking
• More information leads to less stereotyping of groups
• See that outgroup members have complex identities
• Group boundaries become fuzzy, not clean distinct
• Categories become less helpful in understanding the world

Salient Categorization Model
• Must be seen in non-stereotypical ways, but typical of their group to improve attitudes
  • Generalization occurs only if members are seen as “typical” of group
• Essential to differentiate outgroup members to see them in non-stereotypical ways
  • Intergroup interaction promotes this process
• Group membership must remain salient during contact to see individuals as “typical” of group
Common In Group Identity

One-Group Representation

• Groups develop one common, shared identity
  • MORE positive attitudes + generalization
  • Increases in-group favoritism
  • Shared values, beliefs lead to increased liking, friendships; decreases bias
  • Increases positive behavior and attitudes toward ethnic groups
  • Decreases intergroup anxiety
  • Decreases prejudice in general

Dual Identity Representation

• Retain original identities, but gain unified identity
  • MORE positive attitudes + generalization
  • Increases in-group favoritism
  • Shared values, beliefs lead to increased liking, friendships; decreases bias
  • Increases positive behavior and attitudes toward ethnic groups
  • Decreases intergroup anxiety
  • Decreases prejudice in general
Separate Groups Representation

• two separate groups, no common identity
  - No change in attitudes
  - Greater potential for intergroup conflict

Individuals Representation

• personalize members and see as individuals, not groups
  - More positive attitudes toward individuals
  - Compared to separate groups representation...
    - Some increase in positive behaviors, such as self-disclosure and helping
    - May improve attitudes toward ethnic groups (not others)
  - Little to no generalization toward groups

Caveats

• Context matters
  - Research vs. “real world”
  - E.g. schools

• One-group representation
  - Assimilation / Ethnocentrism
  - Displaced bias (shared outgroups)
Questions

• Why does stereotype rebound happen?
• Who is more likely to experience rebound? Less likely?
• Why does acquaintance potential decrease prejudice?
• Why didn’t desegregation of schools reduce prejudice?
• Why does contact hypothesis reduce prejudice?
• Which common in group identity representation results in generalization?
• Which common in group identity representation produces the least amount of attitude change?