What is the state of intergroup bias in the U.S.?

"Not everybody’s life is what they make it. Some people’s life is what other people make it.”
- Alice Walker

Racism: Healthcare

- Black and Latino cardiac patients _____ likely to receive appropriate heart medicine
- _____ likely to undergo coronary bypass surgery
- _____ likely to receive dialysis or kidney transplant
- Receive lower quality basic clinical services
- EVEN WHEN CONTROLLING FOR INSURANCE STATUS, AGE, INCOME, COMORBITY OF OTHER CONDITIONS, AND EXPRESSION OF SYMPTOMS, THESE EFFECTS PERSIST.
Racism: Hiring
(Bertrand & Mullainathan, 2003)
– Sent 5000 phantom applications to job ads in Boston & Chicago
– Resumes were identical, EXCEPT:
  • _____ WAS VARIED by use of NAMES (Tamika vs Kristin; Tyrone vs Brad)
– Results: Applicants with white-sounding names ____ more likely to get call-backs

Racism: Mortgage Discrimination
• White people are far more likely than Black people to be granted mortgage loans
• This effect cannot be “explained away” statistically by differences in __________

Sexism: Pay Inequity
• In 2003, women who worked full-time made __ cents for every dollar a man made.
  – Asian women: 75 cents
  – White women: 70 cents
  – Black women: 63 cents
  – Native women: 57 cents
  – Latina women: 52 cents
• * These differences cannot be explained away by __________ or __________.
What Is a Social Group?

• Two or more people perceived as having at least one of the following characteristics:
  – Direct interactions with each other over a period of time.
  – Joint membership in a social category based on sex, race, or other attributes.
  – A shared, common fate, identity, or set of goals.
• We see people in fundamentally different ways if we see them as a group rather than individuals.

Defining Important Terms

• Stereotypes: _______ about the traits of a social group, which are then applied to individual members of that group.
• Prejudice: _______ about others based on their perceived membership in a social group.
• Discrimination: _______ directed against persons because of their membership in a particular group.

Perceiving Groups: Three Reactions
How Stereotypes Form: In-groups vs. Out-groups

- We have a strong tendency to divide people into ingroups and outgroups.

- **Benefits**
  - Form impressions quickly
  - Use past experiences to guide new interactions

- **Consequences**
  - Exaggerate differences between ingroups and other outgroups.
  - Minimize the differences within groups

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Social Categorization
Tajfel’s Minimal Group Paradigm

- Minimal Groups = categorizing persons on the basis of _____ info

  - Ps watch a coin toss that randomly assigned them to X or W

  - “Overestimators” vs. “Underestimators”

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Social Categorization
Tajfel’s Minimal Group Paradigm

- **General Findings**
  - Ps like members of their own group more
  - Ps rate in-group members more positively
  - Ps ________ to in-group
Social Identity Theory

• Basic Predictions:
  • 1) Threats to SE = need for ingroup favoritism
  • 2) Ingroup favoritism = repairs SE

What’s the theme?

• All forms of bias involve a category-based response, reacting to an individual as an interchangeable member of some social category.
Why Are Out-groups Seen As Homogeneous?

• _______________: Often do not notice subtle differences among out-groups

• _______________: Often do not encounter a representative sample of out-group members.

Definitions

• What is a **stereotype**?

  e.g., professor
  absent-minded    reads books
  drinks coffee   wears glasses

  – beliefs about characteristics of group members

Stereotype Content

• Gender: Agency-Communion
Gendered Scripts = Example Sexual Agency

Stereotype Content

• Warm-Competence

Women
Homeless People
The Elderly
Rich

The Stereotype Content Model
(Fiske et al., 2002)

• Two fundamental dimensions: warmth & competence
• Entirely positive stereotypes (high warmth/high competence) => in-groups
• Entirely negative stereotypes (low warmth/low competence
  – welfare recipients, homeless people
• Warmth and competence often negatively correlated,
  – => Stereotypes with a mixed content:
  – Paternalistic stereotypes (high warmth/low competence)
    • e.g., elderly, disabled people, some gender stereotypes
  – Envious stereotypes (low warmth/high competence)
    • Asians, Jews
• The 4 different combinations of warmth and competence are associated with different intergroup emotions
Stereotype Content Model
(Fiske, Cuddy, Glick, & Xu, 1999; 2002)

- Low competence, Low warmth -> ________
  (e.g., poor people, welfare recipients)
- Low competence, High warmth -> ________
  (e.g., older people, disabled people)
- High competence, Low warmth -> ________
  (e.g., Jews, Asians, female professionals)
- High competence, High warmth -> ________
  (e.g., ingroup, close allies, reference groups)

How Stereotypes Survive:
Illusory Correlations

- The tendency for people to overestimate the link between variables that are only slightly or not at all correlated.
  - e.g. minorities and deviant acts
- Tend to overestimate the association between variables when:
  - The variables are distinctive.
  - The variables are already expected to go together.

How Stereotypes Survive:
Attributions

- Attributional biases can perpetuate stereotypes.
  - Fundamental attribution error revisited.
- If expectations are violated, more likely to consider situational factors.
How Stereotypes Survive: Subtyping and Contrast Effects

- Stereotypes stubbornly survive disconfirmation through "subtyping."
  - "My friend is different from other ___ people"

- If behavior varies considerably from expectations, the perceived difference may be magnified.
  - Contrast effect
  - "Hilary Clinton" effect

How Stereotypes Survive: Confirmation Biases

- Stereotypes are often maintained and strengthened through confirmation biases.
- Stereotypes can cause a perceiver to act in such a way that the stereotyped group member really does behave in a stereotype-confirming way.
  - The stereotype creates a "self-fulfilling prophecy."

Racial Profiling as a Self-fulfilling Prophecy
Stereotype: Black men are dangerous
- Is it a weapon (Correll et al., 2002)?
- Subjects played video game (see p. 149 of text for picture)
- IVs:
  - Race of target
  - Target is holding weapon or harmless object
- DVs: Pushed "shoot" or "don't shoot" button

Stereotype: Black men are dangerous
- Results:
  - Subjects mistook _________ for guns when held by _____ targets
  - In other words, subjects biases caused them to "confirm" their expectations

“White men can’t jump”
Stone et al., 1997
- Subjects listened to same basketball game
- IV: Subjects were led to believe player was black or white
- DV: How athletic was the player? How “court smart” was the player?
“White Men Can’t Jump”?

Stereotypes as (Sometimes) Automatic

• Devine (1989): We become highly aware of the contents of many stereotypes through sociocultural mechanisms.
  – Awareness can lead to its automatic activation when exposed to a member of stereotyped group.
• Can influence behavior even when do not consciously endorse the stereotype.

What Factors Can Influence Stereotype Activation?

• Amount of exposure to the stereotype.
  – Very important for in terms of child development
• The kind and amount of information the perceiver encounters.
  – Growing up in all-White town; only exposure to other people is via TV and movies
• The perceiver’s motivational goals.
  – e.g., Protecting one’s self-esteem or self-image.
Self-esteem Threats and Stereotyping
Sinclair & Kunda, 1999

- White subjects received feedback on performance from a doctor:
  - Doctor was Black or White
  - Feedback was positive or negative
- Completed “unrelated” measure of automatic stereotyping

Motivated Stereotype Inhibition and Activation

Are Stereotypes Ever Accurate?

- What is meant by “accurate”?
  - “kernel of truth”
  - But what does “kernel of truth” reflect? Traits or social structure?
- Even when based on reality, tend to exaggerate differences and understate similarities between groups.
- Stereotyping is a dynamic process – stereotypes change over time.
Overcoming Stereotypes

• How much personal information do we have about someone?
• What is our cognitive ability to focus on an individual member of a stereotyped group?
• What is our motivation level to form an accurate impression of someone?
• How motivated are we to avoid applying negative stereotypes?

Prejudice: The emotional component

• Competition-based prejudice

• Explicit vs. Implicit prejudice

Realistic Conflict Theory

• The theory that hostility between groups is caused by direct competition for __________.
  – The competition for resources may be more imagined than real.
  – People may become resentful of other groups because of a sense of relative deprivation
  – Even if one doesn’t feel personally threatened, perceptions of threat to one’s own group can trigger prejudice.
Competition for Limited Resources

• Realistic Conflict Theory
  – ________ -------> members of in-group feel threatened
  – People feel a sense of “relative deprivation”
  – feeling threatened -------> prejudice and discrimination

Realistic Conflict Theory

• Example 1 (Hovland & Sears)
  – cotton & lynchings in South (1882-1930)

• Example 2
  – Jewish Holocaust

Realistic Conflict Theory

• Example 2 (Sherif & Colleagues)
  – Boy Scout Camp (Eagles vs Rattlers)
  – Strengthened cohesiveness w/in group in first week
  – Enhanced competition btw groups in second week
  – Resources were source of conflict
  – How was conflict restored????
  – __________
**Target’s Perspective**

- Stereotype threat
- Misunderstandings in Interracial Interactions
- How can prejudice be reduced?

**Stereotype and Social Identity Threat**

- Stereotype threat
  - the apprehension experienced by members of group that their behavior might confirm a cultural stereotype in a particular domain
  - individual ___________ believe the stereotype for it to shape performance

**Steele & Aronson (1995, Study 1)**

- Black and White Ps
- Make racial stereotype of intelligence salient
  - _______________
  - (control)
- Examine test performance on a challenging verbal test.
Steele & Aronson (1995, Study 1)

• Black and White Ps
• Make racial stereotype of intelligence salient
  - _____________
  - _____________(control)
• Examine test performance on a challenging verbal test.

Steele & Aronson (1995, Study 2)
Stereotype Threat

• General Features
  – Threat is situational
  – Domain connected
    • Strength varies with ____________ with domain
  – About social identity → applies to many groups
    • Women in science, athletes, elderly individuals, SES, ……even Whites!

Stereotypes and Multiple Identities

Multiple Identities
(Shih, Pittinsky, & Ambady, 1999)

• Remind Asian-American women of their
  – Asian identity (questions about languages spoken, race, etc.)
  – Female identity (questions about co-ed housing)
  – Neither identity (questions about telephone service)
• Take a math test
Interpersonal Concerns with Prejudice

• Whites
  – Concern with \( (\text{Vorauer, Hunter, Main, \\& Roy, 2000; Vorauer, Main, \\& O'Connell, 1998; Vorauer \\& Kumhyr, 2001}) \)
  – Concerns influence social judgments about and during interracial contact

• Blacks
  – Concern with \( (\text{Mendoza-Denton et al., 2002; Shelton, 2003}) \)
  – Concerns influence social judgments about and during interracial contact

Interpersonal Concerns with Prejudice

• Whites and Blacks
  – Harbor fear of rejection because of their group memberships
  – Fear that out-group members will perceive them in a way that threatens their identity (Steele, Spencer, \\& Aronson, 2003)
People observe others behaving similarly to themselves but believe that the same behaviors reflect different feelings and beliefs (Miller & McFarland, 1987, 1991).

- Own behavior
  - Reflect fears of social exclusion

- Other person’s behavior
  - Taken at face value
  - Reflects the person’s true feelings

**Divergent Attributions**

- Predictions
  - Attribute own failure to make the first move to fear of being rejected
  - Attribute potential partner’s failure to make the first move to lack of interest
You enter the dining hall for dinner. You are alone because your close friends are in a review session. As you look around the dining hall for a place to sit, you notice several White (Black) students who live near you sitting together. These students also notice you. However, neither of you explicitly makes a move to sit together.

**Divergent Attributions**

- **Fear of Rejection**
  - How likely is that fear of being rejected because of your race would inhibit you from sitting with these students?

- **Lack of Interest**
  - How likely is that your lack of interest in getting to know these students would inhibit you from sitting with them?

- **Answered for self and other**
  - (counterbalanced)

7-point scale where 1 = not at all and 7 = very much

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**Black Participants with White Partner**

<table>
<thead>
<tr>
<th></th>
<th>Fear of Rejection</th>
<th>Lack of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self</strong></td>
<td><img src="chart1.png" alt="Bar Chart" /></td>
<td><img src="chart2.png" alt="Bar Chart" /></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><img src="chart1.png" alt="Bar Chart" /></td>
<td><img src="chart2.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>
Divergent Attributions

- Blacks and Whites
  - Make divergent attributions for own and out-group members' avoidance of interracial contact

- Interpersonal Concerns with Prejudice
  - ____ afraid of being rejected!
  - ____ lack interest in interacting!

- Misunderstanding occurs even before the __________________

What Can We Do?

- Repeated Intergroup Contact that involves
  - __________
  - Equal status
  - Supportive norms
  - _________________

- Individuation

- Common In-Group Identity

Jigsaw Classroom
(Aronson, 1978)

- Students separated into diverse six-person learning groups
- Lesson divided into six parts
- Like pieces of puzzle, each of the six parts is required to see the whole picture
- Each student learns her/his piece, then teaches the rest of the group
- They need each other to do well on the test
- Prejudice diminishes
Jigsaw Classroom: Why does it Work?

- Cooperation leads to recategorization: no longer “us” and “them”
- When people help others, they feel more positive toward those others
  - Helping → Liking
- Cooperation increases empathy

Self-Esteem in U.S. Minority Groups

Coping with Stigma

- Stigma = having an attribute that is viewed as inferior, deficient, etc.

  1. __________________________
  2. __________________________
  3. __________________________