

Stereotypes, Prejudice, and Discrimination



Discussion Questions

1. What is a stereotype? What is prejudice? What is discrimination?
2. What is racism? What is sexism?
3. What is stereotype threat?
4. How do we measure stereotypes?
5. How do stereotypes form? How do intergroup conflict and social identity play a role?
6. How do stereotypes distort our perceptions?
7. How can we minimize the impact of stereotypes?

**What is a stereotype? What is
prejudice? What is
discrimination?**

What is a stereotype?

- **Stereotype:** A belief or association that links a social group with a specific characteristic



Cognition
Stereotype

What is a stereotype?

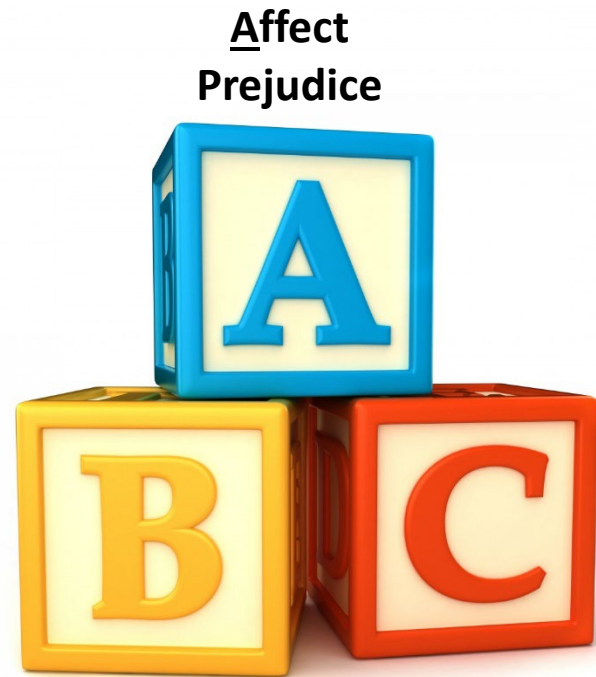
- Examples:
 - Vegetarians are _____.
 - People who have tattoos are _____.
 - Used car salespeople are _____.



Cognition
Stereotype

What is prejudice?

- **Prejudice:** A negative feeling about others because of their connection to a social group



What is prejudice?



What is discrimination?

- **Discrimination:** A negative behavior directed against others because of their connection to a social group



Behavior
Discrimination

What is discrimination?

- **Stigmatization:** The experience of being targeted by negative stereotypes
 - Perceived as deviant
 - Susceptible to stereotype threat
 - At an increased risk for high blood pressure, depression, breast cancer, diabetes, stroke, respiratory problems, chronic pain, and substance abuse



**What is racism? What is
sexism?**


What is racism?

- The term “race” is:
 - Modern.
 - Pre-1600 – Religion, status, and class
 - Cultural (not biological).
 - One race; no subspecies
 - No characteristic traits
 - Complex.
 - Not always discernible
 - Multi-racial
 - Interdependent.
 - Intersects with other variables


What is racism?

Which categories describe Person 1?
Select all boxes that apply. Note, you may select more than one group. [\(Help\)](#)

☐ **White**
For example, German, Irish, English, Italian, Polish, French, etc.

 ☒ **Hispanic, Latino, or Spanish origin**
For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.

☐ **Black or African Am.**
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.

 ☒ **Asian**
For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.

☐ **American Indian or Alaska Native**
For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

☐ **Middle Eastern or North African**
For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.

☐ **Native Hawaiian or Other Pacific Islander**
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.

☐ **Some other race, ethnicity, or origin**

What is racism?

- At the individual level
 - **Racism:** Prejudice and discrimination directed against others based on their assumed racial background
- At the institutional and cultural levels
 - **Racism:** The institutional and cultural practices that promote one racial group over another

What is racism?

- **Implicit racism:** Racism that operates unconsciously and unintentionally
- **Racial microaggressions:** Subtle but hurtful messages sent to people of color by White people who are unaware of the hidden messages being communicated

What is sexism?

- At the individual level
 - **Sexism:** Prejudice and discrimination directed against others based on their assumed gender
- At the institutional and cultural levels
 - **Sexism:** The institutional and cultural practices that promote one gender over another

What is sexism?

Ambivalent Sexism

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graph TD; A[Ambivalent Sexism] --- B[ ]; B --- C[Hostile sexism: Negative, resentful beliefs about a gender's characteristics]; B --- D[Benevolent sexism: Affectionate but potentially patronizing beliefs about a gender's characteristics];
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Hostile sexism:

Negative, resentful beliefs about a gender's characteristics

Benevolent sexism:

Affectionate but potentially patronizing beliefs about a gender's characteristics

What is sexism?

- Stereotypes about women tend to be more positive, but the qualities associated with women are less valued.
- Women who exhibit “masculine traits” at work are seen as more competent, but this perception can then negatively impact future job opportunities.
- Sex discrimination could be an explanation for sex differences in occupational choice and pay.

**How do stereotypes distort
our perceptions? What is
stereotype threat?**

How do stereotypes distort our perceptions?

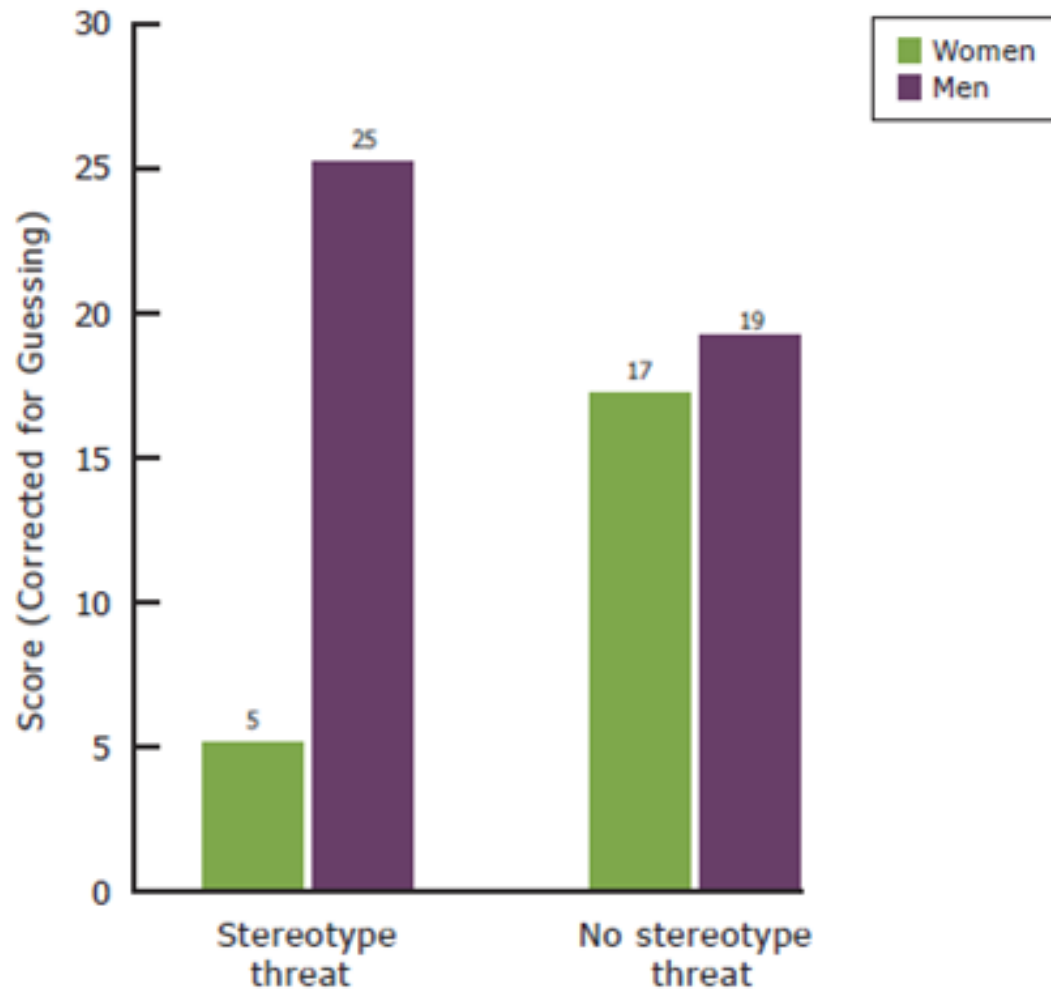
- Inconsistent behavior attributed to the situation or seen as an exception
- Self-fulfilling prophecy – Perceiver reflects stereotypes, leading target to confirm them
- **Illusory correlation:** An overestimation of a relationship between variables that are only slightly or not at all correlated

What is stereotype threat?

- **Stereotype threat:** Occurs when a negative stereotype about our social group threatens our performance on some activity
- Can impact any group for which strong negative stereotypes are relevant in a particular area



What is stereotype threat?





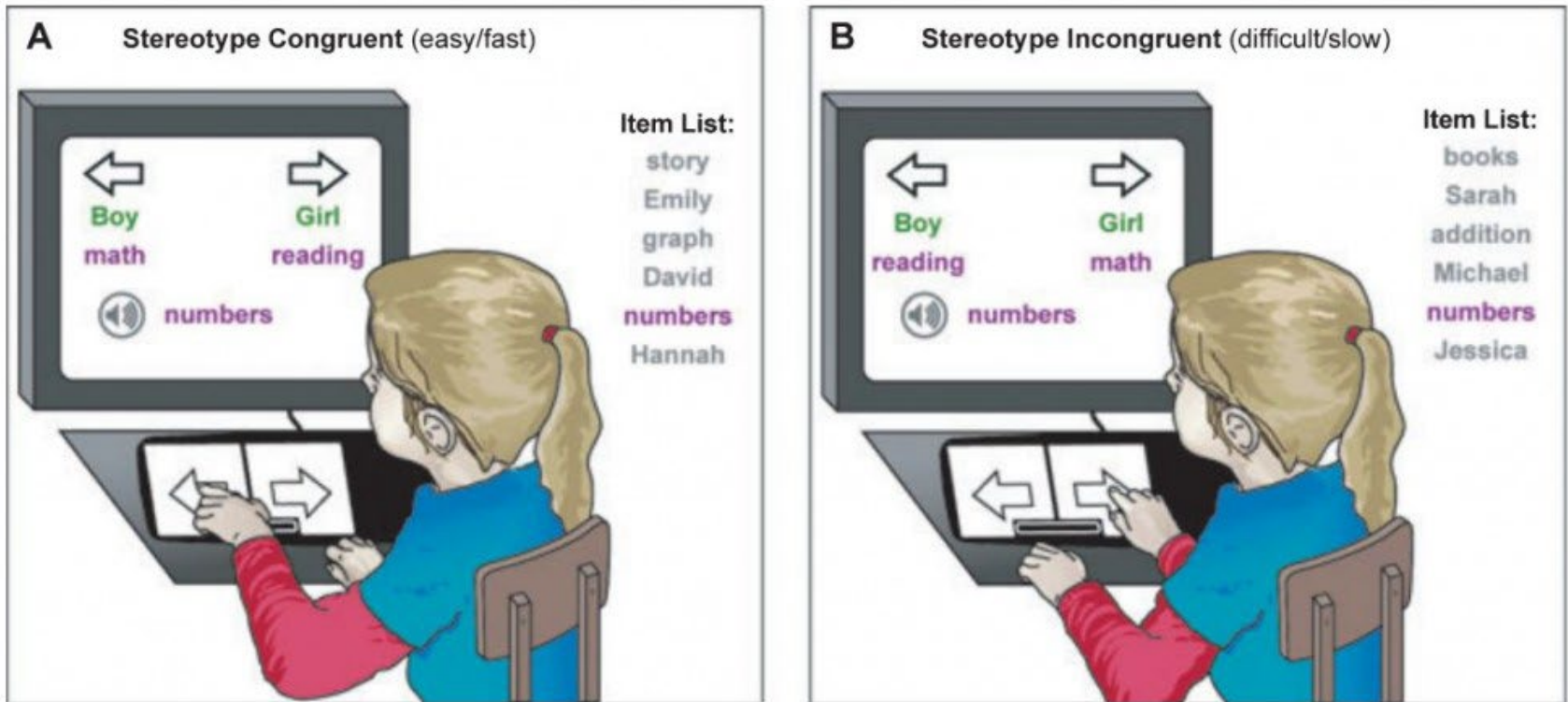
**How do we measure
stereotypes?**

How do we measure stereotypes?

BELIEF ITEMS

- (B): If one parent is to care for a child, the child develops better if it is the mother rather than the father.
- (B): Boys are naturally better at math and science than girls.
- (B): Girls are naturally better at English, social studies, and languages than boys.
- (B): Boys are naturally better at most sports.
- (B): Boys need sports activities for their psychological development more than girls do.
- (B): Boys are naturally better at learning to use computers.
- (B): Human beings evolved for women to do the work at home and men to do the work outside of the home.
- (B): Men are more capable than women of killing the enemy in war.
- (B): Women have more medical problems than men.
- (B): Men are better at making decisions about money.
- (B): Women are better at making decisions about child care.
- (B): Human beings evolved so that men have authority in the family.
- (B): It is more difficult for a woman than for a man to stand up on a train or bus.
- (B): Men and women are naturally interested in different topics for conversation.
- (B): Men are naturally more concerned than women with matters of the spirit.
- (B): Men are naturally better religious leaders than women.
- (B): Men are more rational than women.
- (B): Human beings evolved so that the man pursues the woman in courtship, not the other way around.
- (B): Human beings evolved so that men need more sex partners than women.
- (B): Women are better suited than men to child care.
- (B): Men are better suited than women to work outside of the house.
- (B): Men are better suited for higher education than women.

How do we measure stereotypes?



implicit association tests (IAT)

**How do stereotypes form?
How do intergroup conflict
and social identity play a
role?**

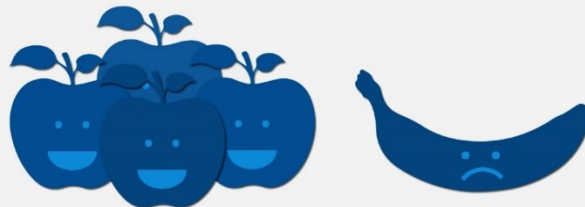
How do stereotypes form?

- **Social categorization:** The process of dividing the social world into groups
 - **Ingroup:** A group with which we identify
 - **Outgroup:** A group with which we do not identify



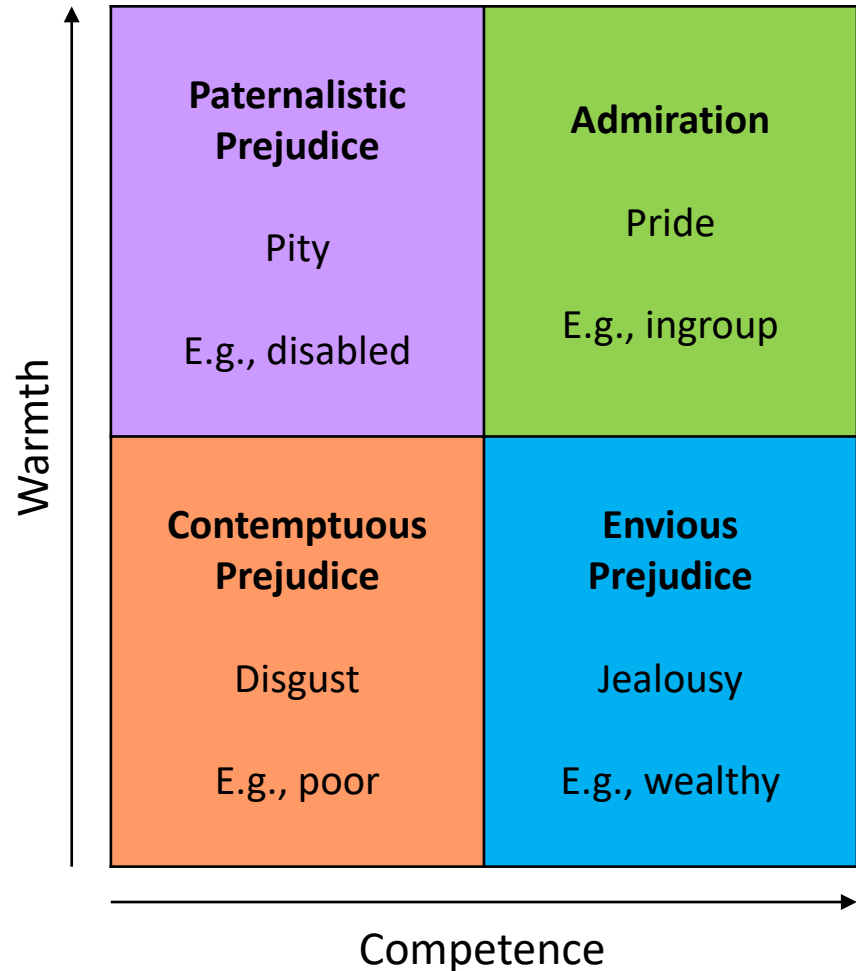
How do stereotypes form?

- Differences between ingroups and outgroups tend to be exaggerated
- **Ingroup favoritism:** The tendency to discriminate in favor of ingroups over outgroups
- **Outgroup homogeneity effect:** The assumption that ingroup members are different but outgroup members are “all the same”



How do stereotypes form?

- **Stereotype content model:**
Suggests stereotypes vary in the degree to which a social group is assumed to be warm and competent



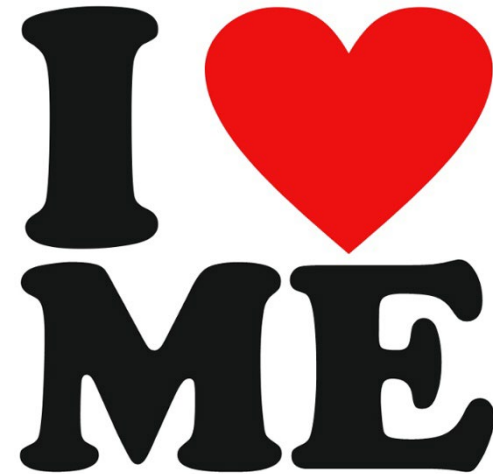
How does intergroup conflict play a role?

- **Realistic conflict theory:** Suggests intergroup competition breeds hostility
 - Sherif's Robbers Cave field experiment suggests intergroup hostility can be lessened through superordinate goals and cooperation

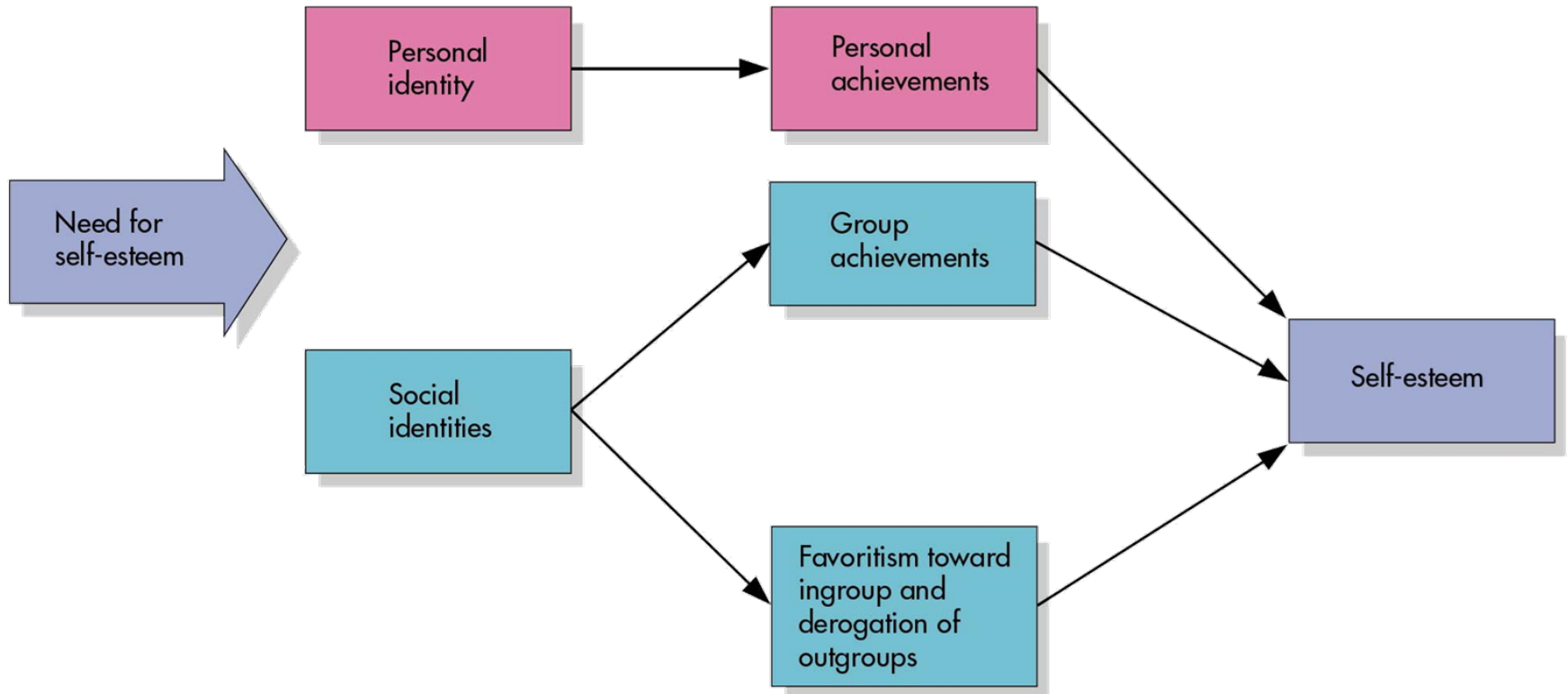


How does social identity play a role?

- **Social identity theory:** Suggests threats to our self-esteem create a need to enhance it through achievement and affiliation with successful groups
 - Heightens the need for ingroup favoritism
 - Assumes expressions of ingroup favoritism then enhance self-esteem



How does social identity play a role?



How does social identity play a role?

- Factors that influence social identity motives
 - One's degree of ingroup identification
 - The relative size and distinctiveness of one's ingroup
 - The person's status relative to others in the ingroup
 - One's culture

How do stereotypes form?

- **Socialization:** The process by which we learn the norms, rules, and information of a social group
 - Learned through observation of others



How do stereotypes form?

TABLE 5.3

What Mothers Would Say

Mothers of young boys or girls watched a videotape of another child engaging in somewhat risky behavior on a playground. The mothers were instructed to stop the videotape whenever they would say something to the child if the child were theirs, and to indicate what they would say. Mothers of daughters stopped the tape much more often than mothers of sons to express caution (“Be careful!”), worry about injury (“You could fall!”), and directives to stop (“Stop that this instant!”). In contrast, mothers of sons were more likely to indicate encouragement (“Good job! Let me see you go higher!”).

(Adapted from Morrongiello & Dawber, 2000.)

Context of Statement	Frequency of Statement by:	
	Mothers of Girls	Mothers of Boys
Caution	3.9	0.7
Worry about injury	9.2	0.2
Directive to stop	9.3	0.6
Encouragement	0.5	3.0

How do stereotypes form?

- Intergroup interactions
 - Lack of contact
 - Lack of accurate information
 - Lack of awareness of implicit bias
 - Negative emotions
 - Negative experiences
 - Stigma associated with being or appearing prejudicial or discriminatory



**How do stereotypes distort
our perceptions?**

How do stereotypes distort our perceptions?

- Inconsistent behavior attributed to the situation or seen as an exception
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- **Illusory correlation:** An overestimation of a relationship between variables that are only slightly or not at all correlated



**How can we minimize the
impact of stereotypes?**

How can we minimize the impact of stereotypes?

**Increase
intergroup
contact**

**Encourage
intergroup
friendships**

**Use jigsaw
classrooms**

**Highlight
shared
identities**

**Increase
intergroup
trust**

**Reduce
stereotype
threat**

**Exert self-
control**

**Change
cognitions**

**Change
motivation**

How can we minimize the impact of stereotypes?

- Increase intergroup contact
 - **Contact hypothesis:** Suggests direct contact between groups reduces prejudice when...
 - Both groups have *equal status*
 - Individuals have one-on-one *personal interactions*
 - Both groups partake in *cooperative activities*
 - *Social norms* encourage intergroup contact

How can we minimize the impact of stereotypes?

- Encourage intergroup friendships
- Reduce stereotype threat
 - Enhance sense of trust, safety, and belongingness

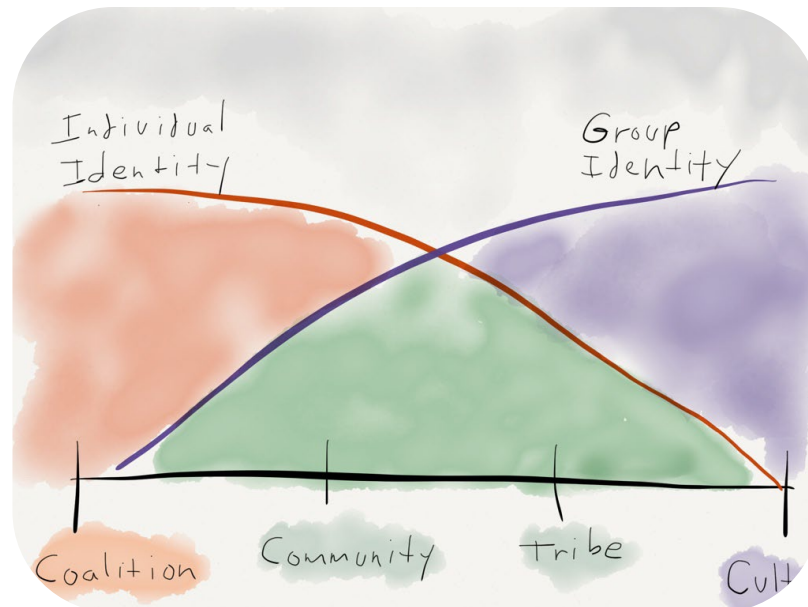


- Use jigsaw classrooms
 - **Jigsaw classroom:** A cooperative learning method used to reduce prejudice through interaction in group efforts

How can we
minimize the impact
of stereotypes?

How can we minimize the impact of stereotypes?

- Highlight shared identities
 - **Common intergroup identity model:** Suggests members recategorize themselves as members of a more inclusive superordinate group with a shared identity



How can we minimize the impact of stereotypes?

- Exert self-control
 - Suppressing stereotype activation requires cognitive effort
 - Impaired by individual factors, such as being older, intoxicated, tired, or emotional
- Change cognitions and motivation

