

Week 8: Stereotypes, prejudice and discrimination

- Stereotypes are: *stable within and shifting between cultures*
- A group viewed as high status but not competitive may elicit which emotion: *admiration*
- According to Devine (1989), what might exert control over a stereotype? *Personal beliefs*
- How does stereotype content differ from a category label? *Stereotype content may include more explicitly emotional information*
- According to Payne (2001), motivation to control prejudice has the following disadvantage: *implicit prejudice remains unaffected*

Stereotypes = characteristics ascribed to a group, beliefs about a group, a type of schema

Prejudice = positive or negative evaluation of a group, includes an affective component

Discrimination = unjustified negative or harmful treatment and behaviour toward a group

Three parts of attitudes -> affective, cognitive, behavioural = attitude objective

Three parts of Prejudice -> prejudice, stereotypes, discrimination = target of prejudice

Origins of stereotypes

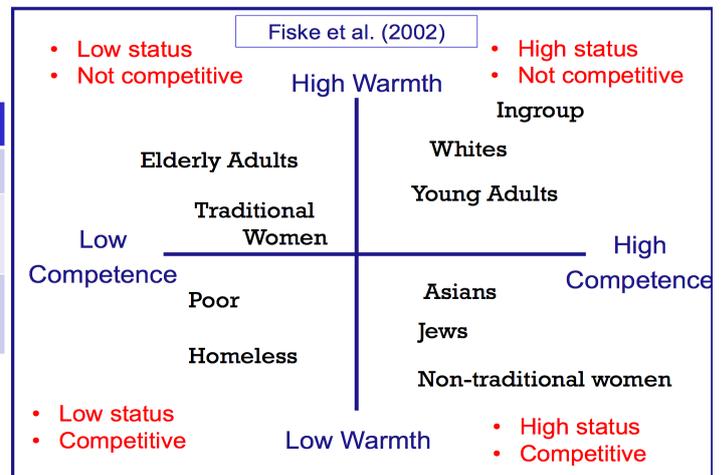
Social categorisation (big 3= age, gender, race)

Social identity theory (Tajfel & Turner, 1979) categorise people into “us” and “them” groups

Sociocultural learning stereotypes are transmitted through culture and society. Knowledge of stereotypes is acquired at a young age.

Stereotype content tends to be stable but shifts over time (e.g., Japanese during WWII and now). It is also predictable, two independent dimensions: warmth & competency (Fiske et al (2002)). Predicts emotional responses to social group.

		competency	
		low	high
warmth	low	contempt resentment	envy jealousy
	high	pity sympathy	admiration pride



Explicit vs. Implicit Distinction

Explicit measures assess expressed stereotypes and evaluations e.g., questionnaire measures

Implicit measures assess automatically activated stereotypes and evaluations. Not necessarily aware of these, not necessarily controllable e.g., implicit association test (IAT), word-stem completions, reaction-time tasks.

Devine (1989): stereotypes are transmitted via culture. Knowledge of stereotypes is acquired at a young age. Stereotypes are very-well learned. Personal beliefs about stereotypes develop later on, decide whether or not one endorses stereotype, try to act in accordance with one’s controlled (explicit) beliefs.

Dissociation model activation = automatic, personal beliefs = controlled

Encounter out-group member -> automatic activation of stereotypes -> personal beliefs -> agree and express or disagree and don't express

Devine (1989); study 2:

Phase 1: ps complete questionnaires, including Modern Racism Scale. High vs. low explicit prejudice identified