

Prejudice and Discrimination

Lecture Ten

Experiencing Prejudice

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- We have looked at prejudice and discrimination from the point of view of the majority/powerful group
 - Personality type
 - Cognitive ability
 - Influence of mood
- But Prejudice and Discrimination are not passive
 - Dynamic interaction between majority and minority group

Viewing Prejudice And Discrimination From The Other Side

- What is it like to be prejudiced/discriminated against?
 - Taking prejudice as a negative evaluation
 - Some of you may have experienced this
 - As a result of your race/ gender/ age
 - Or more indirect reasons e.g., wearing glasses, braces on your teeth, etc.
- Stigma
- Stereotype threat
- Self-fulfilling prophecies

Stigma

- Goffman (1963)
- Stigma = “the unusual characteristics that engender negative evaluations” (Nelson, 2006, p135)
- Stigma marks the individual as “deviant, flawed, limited, spoiled or generally undesirable (Jones et al., 1984, p8)

Group Identification

- Stronger ingroup identification when faced with threat (Janis, 1968)
 - Supported by many studies
 - Jewish populations (Dion & Earn, 1975; Radke et al., 1949)
 - African Americans (Cross & Strauss, 1998)
 - Women (Swim & Hyers, 1999)
- Will show stronger commitment to the group
- Greater loyalty, even under threat

Group Identification

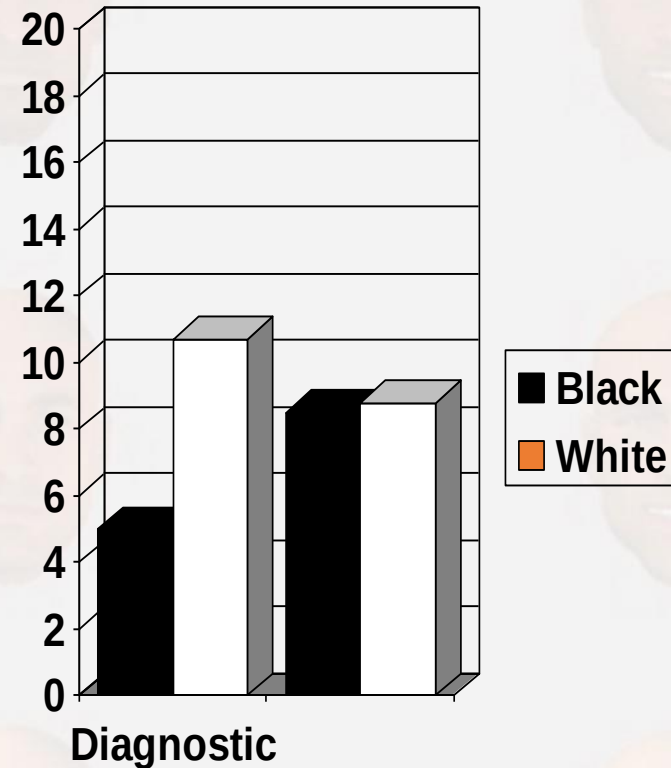
- But...
- Doosje and Ellemers (1997)
 - Found that commitment to the group depended upon the degree to which they identified with the stigmatized group
 - High identifiers did as reported previously
 - Low identifiers much more likely to dissociate with the group
- Think about Black/African American groups
 - A Black activist may strongly identify with the group – try to make things better but also highlight their identity through clothing, music etc.
 - A successful Black businessman may downplay his place in the group
 - But this isn't always the case – that would be stereotyping!
- Doosje and Ellemers (1997) argue that Low identifiers will only identify with the group when it would positively affect their social identity (SIT; Tajfel, 1982)

Stereotype Threat

- Stereotype threat (Steele & Aronson, 1995)
 - Targeted group members are aware of the stereotypes that exist about them
- Their concern about confirming these stereotypes can lead to an impairment of performance
 - Sometimes to such an extent that they actually confirm the stereotype
- May be due to anxiety
 - (Schmader & Johns, 2003)
- More likely to happen when people strongly identify with their ingroup (Nosek et al., 2002)
- More likely to happen to people who are self-conscious of their stigmatized status (Brown & Pinel, 2003)

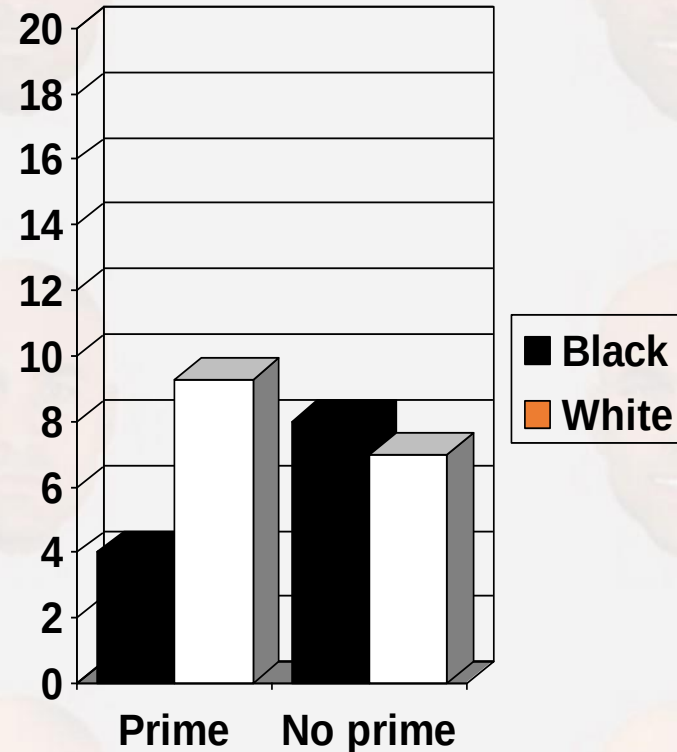
Race

- Steele & Aronson (1995)
- Participants told test either
 - diagnostic (measure of intellectual ability)
 - Non-diagnostic
- Black participants told it was diagnostic performed significantly worse than White participants in same group or Black participants told test was non-diagnostic



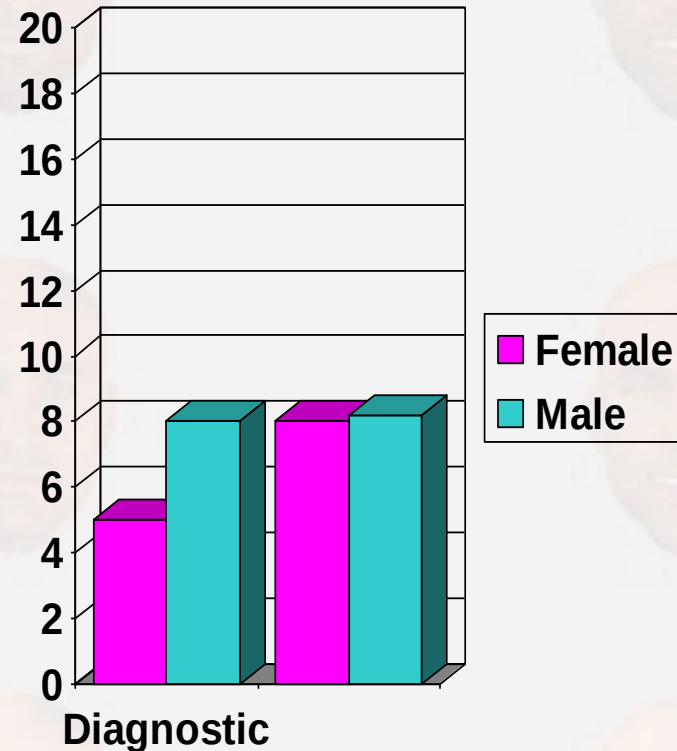
Race

- Steele & Aronson (1995)
- Participants not told about diagnostic ability of the test
 - But primed some participants to think about racial stereotypes
- Black participants primed with racial stereotypes performed significantly worse than primed White participants and control group Black participants (no prime)



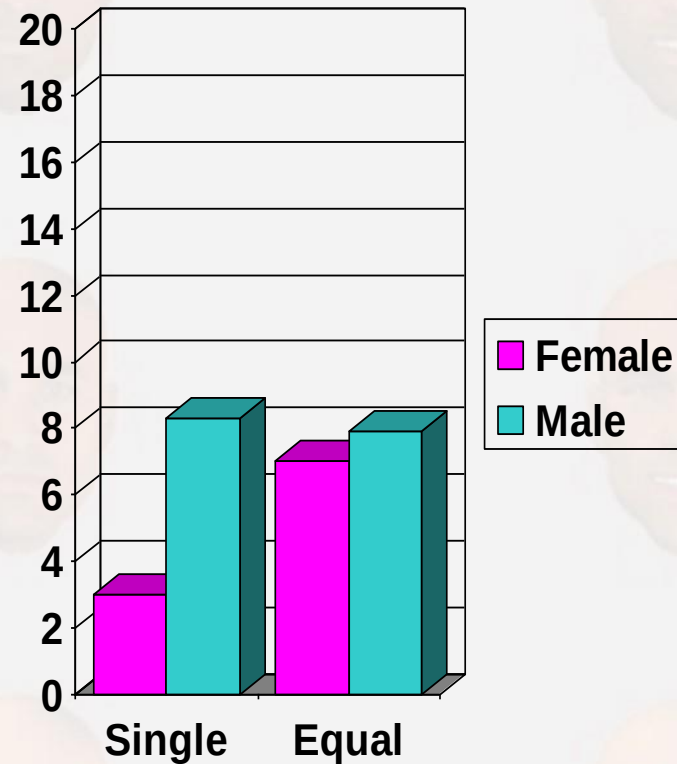
Gender

- Aronson et al. (1998)
- Women told that a test would be diagnostic of their math ability
- Significantly poorer than males and women in the non-diagnostic condition



Gender

- Sekaquaptewa & Thompson (2003)
- Women tested on their own in a group of males, or in equal groups of males and females (making salient gender stereotypes)
- Significantly poorer than males in the single-woman group and poorer than women in the equal-group condition



- Seen across many different facets
 - Race
 - Gender
 - Elderly
 - Socio-economic status
- Ways to combat stereotype threat
 - Ambady et al. (2004)
 - Individuate people; make salient their attributes
 - Often leads to these people outperforming nonindividuated participants, regardless of their group membership

- Stereotypes can differ by group
 - So there isn't one easy way to deal with it
 - May not be right to individuate everybody
 - E.g., Ambady et al. (2001). Asian-American women who had their ethnic identity made salient) performed better on a maths test than when no identity was made salient (or their gender was made salient)

Self-esteem

- Gray-Little and Hafdahl (2000) meta-analysis
 - African-Americans show higher levels of self-esteem than Caucasians
 - Why? Many argue that prejudice and self-esteem issues are governed by whether the reason for the stigma is controllable or non-controllable
 - E.g., obese people show low self-esteem because their reason for stigma is seen as controllable

- People high in self-esteem appear to show denial of direct discrimination
 - Not of the group, but of themselves as individuals
- Appears to be due to attribution, not necessarily having not suffered discrimination

Self-fulfilling Prophecy

- Group members take on some of the negative stereotypes about themselves
 - Confirm the expectations and thus strengthen the stereotype
- Little empirical evidence to support it but has an intuitive feeling to it in some cases
 - Gang members expectations of their own abilities
 - Female entrance into science and maths fields

Affirmative Action

- Programmes and regulations designed to help people who may be discriminated against
 - Age
 - Race
 - Gender
- All have been beneficiaries of affirmative action legislation
- But is it 'reverse discrimination'?
- Does it actually help?

- If a programme is perceived as unjustified, it is viewed negatively by critics *and* beneficiaries (Taylor & Dube, 1986)
- Psychological costs of the programme
 - Suggests those who have benefited are only in the job because of the programme, not because they are capable enough of holding the job on their own merit (Steele, 1990)

- Heilman et al. (1992)
 - Women reported to be a-a hires viewed as less competent and less qualified than males and non-a-a females
- Schneider et al. (1996)
 - Black students who received help from a White student reported lower self-esteem than those in a no-help condition
- Crosby et al. (2003)
 - Framing the a-a as helping overcome previous discrimination, not helping that individual to get the job, reduces many of these effects

Summary

- Being stigmatized can lead to many issues with regards to prejudice
 - Stereotype threat
 - Threat to self-esteem
 - These can lead to detrimental performance, and even promote the stereotype
- Programmes such as affirmative action can be beneficial, but can also be harmful if delivered in the wrong way