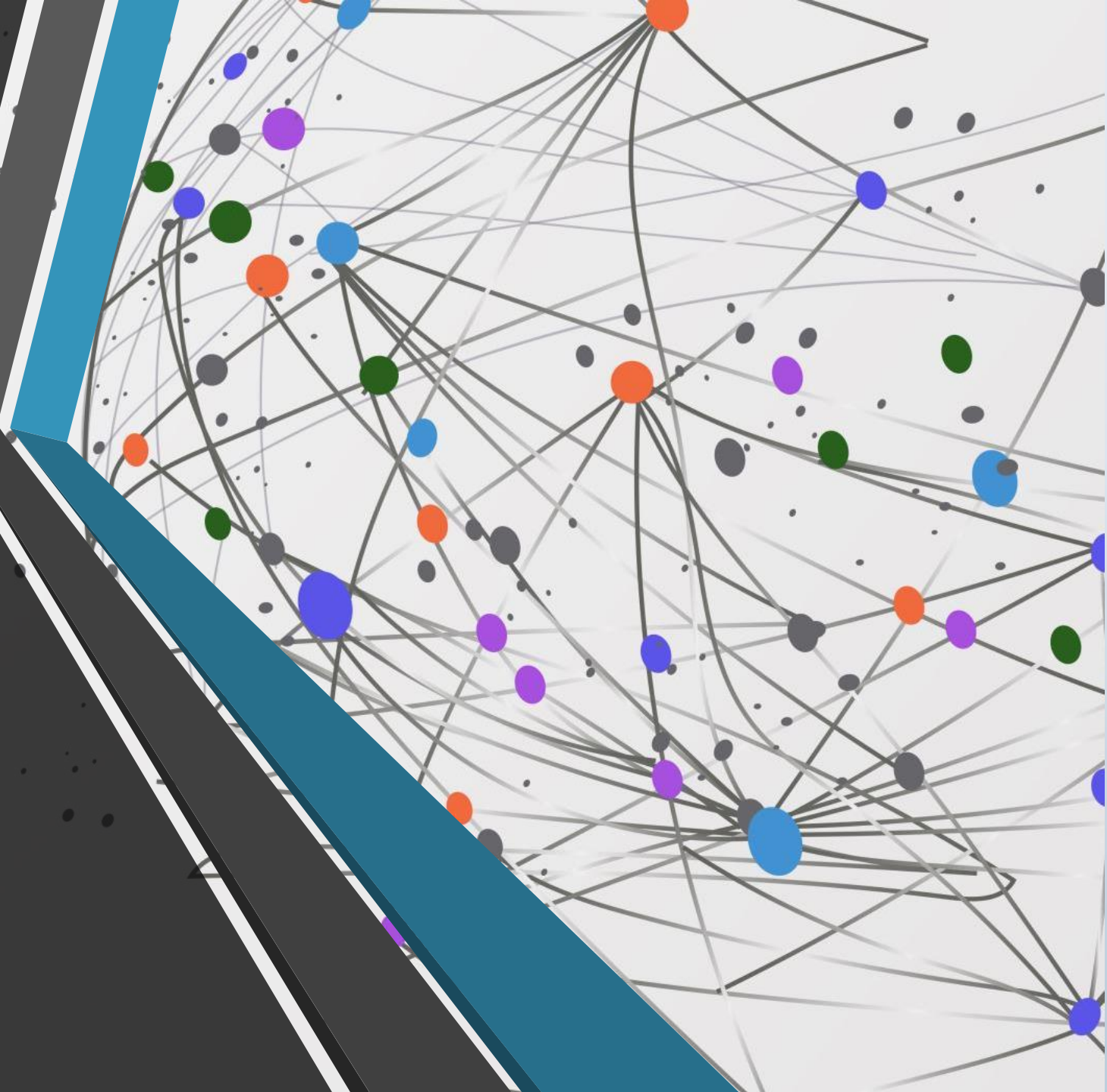


Prejudice and Discrimination

Lecture One

Dr Katie Sullivan



OVERVIEW & INTRODUCTION



Module Structure:
Lectures,
seminars and
assessments



Overview: What
is the issue?



Defining terms:
Race and culture
Stereotyping,
prejudice, and
discrimination



Social Cognition



Groups and
Conflict

MODULE STRUCTURE

This module is designed to integrate psychological theory with real-world applications through:

- **Lectures** - will be highly theoretical and empirical and will involve discussion and relationship with real-world issues expected
- **Seminars** - will focus on questions, discussion, and real-world examples. Seminars are designed to promote topic knowledge, not just for the exam!
- **Readings** – it is highly important to engage in the readings as part of your independent learning

Core text for this module:

Kite, M. E., & Whitley, B. E. (2016). Psychology of prejudice and discrimination. Abingdon: Routledge.

Primary articles also important for this module

ASSESSMENTS

In this module, you will complete two assessments based on the information learned during the lectures and seminars

- 2500 word essay (50%)
- Exam (50%)
 - You will be expected to answer 2 out of 6 possible exam questions

It is important to thoroughly read the assessment proformas that are available on the Moodle page.

WARNING

*WHAT DO WE
MEAN BY
PREJUDICE AND
DISCRIMINATION?*

Case 1

“An immigrant who twice tried to kill himself after alleged racial abuse... claims he was bullied by a BNP (British National Party) supporter who wanted him to ‘go home’. He told a tribunal that Mr X said he was ‘lucky he’s working with us – his grandfather used to work as a servant’.

Mr. X also called a woman client a ‘black whore’ and branded a colleague a ‘black cunt’, he alleged.... In one incident, Mr. X wrote the word ‘go’ in company documents next to Mr. Y’s name because he wanted him to leave the country, the tribunal heard.

‘Mr. X clearly did not like foreigners. He wanted them to leave and go home’ Mr Y told the employment tribunal.”

Case 2

“Most had been driven by coach to the execution sites. Blindfolded, their hands tied together, they were mown down in lines by Serb death squads. The coach drivers – civilians – were ordered to administer a coup de grâce with a pistol... It was probably not a task they found distasteful. For Dr. Karadzic’s greatest success in Bosnia... was his genesis of Serb loathing.

I remember one wounded Bosnian soldier who did manage to escape from Srebrenica telling me that an elderly Serb man had discovered him lying in a hedgerow, exhausted, unarmed, and with gunshot wounds to his arm. The pensioner beat him with a crowbar, then went away to fetch a knife to finish him off. The soldier crawled away and saw the man return, crowbar in one hand and knife in the other, beating the hedgeline as if searching for a wounded animal.

... Before and since I have seen greater numbers of victims of execution. But the level of effort and involvement and hatred required to shepherd 12 men into a room, then smash their heads with a (sledge)hammer, left more of an impression than the horror of the mutilation itself and transcended the mere scale of murder.”

Case 3

“... plenty of jobs on newspapers could be done by somebody unable to hear well, depressed... or physically hampered. I checked with colleagues on The Times, The Independent, The Daily Telegraph, the papers most positive about the Purnell proposals: any disabled colleagues out there? Nope. None that anyone could recall. We all cheer the principle, but who is going to put it into practice?

When people demand that the disabled... should work, they generally mean that they should do rubbish jobs for rubbish money. Fill the call centres with cripples. Dogsbody jobs for the deaf; boring ones for the blind, they can't see anyway. But where are the decent job offers?”

Case 4

“White boys from deprived backgrounds need action-packed stories about danger or sport to inspire them in lessons, Ofsted, the education regulator, said yesterday. They do worse at school than any other group, which has increased concerns that white, working-class boys are becoming an educational underclass”

TYPES OF DISCRIMINATION

Interpersonal

- One person treating another unfairly
 - Level of exploration of 'pure' psychological research

Organisational

- Practices of an organisation which may be discriminatory
 - Hiring policies; Pay; Working hours

Institutional

- Social institutions producing differential outcomes for different group members
 - School segregation; Stop and search; Racial profiling

Cultural

- Defining cultural values based upon one group's norms
 - Judaeo-Christian values

TIMELINE:

*Changes of the study
of prejudice over time*

Prior to the 1920s

The notion of racial prejudice was not seen as a societal issue

Scientific thinking supported the idea of 'Inferior Groups'

The white man was seen as superior to 'Others' (other races, and genders seen as being inferior; Duckitt, 2013; Haller, 1995).



1920s and 1930s

Seen as the turning point for the study of prejudice – the previous scientific 'legitimacy' of white dominance came under increased scrutiny.

Lippmann (1922)

- The term 'stereotype' is attributed to Lippmann in his book Public Opinion.
- He argued that we take information from our own culture and use it to make sense of the situation around us
- A guide to information to attend to and information to disregard in our environment



Katz & Braly (1933)

- Conducted the first study of what would become known as The Princeton Trilogy
- Found that stereotypes of outgroups tend to be consistent and negative

1930s
and
1940s

psychodynamic theories came to dominate thinking on prejudice through the 1930s and 40s

Prejudice was viewed more as a defence mechanism



1950s

Whilst still rooted in psychodynamic explanations, there was a move towards an explanation of prejudice through personality structures.



Arguably, the most important text in the prejudice literature was produced; Allport's (1954) *The nature of prejudice*.



Many of the theories within this book formed the basis for much of the research carried out over the next 50 years

Stereotypes were viewed as a natural occurrence, particularly along the lines of race, gender and age (Allport, 1954).





1970s

Prejudice research turned to group dominance and hierarchical structures.

The area of intergroup conflict was a defining area being explored in the late 1970s

Tajfel and Turner (1979) on Social Identity Theory (SIT) provided yet more theoretical support for intergroup behaviour.



1980s and 1990s

- Research focused on the persistence of stereotyping, prejudice and discrimination through the changing nature of prejudice
 - Prejudice was seemingly reduced, at least at a surface level
 - A movement from Overt to Covert prejudice (e.g., McConahay, 1986) or from blatant to subtle (Pettigrew and Meertens, 1995)



Therefore, it was recognised that more subtle measures were required to examine what were often more subtle behaviours

>2000

A consideration of the complexity of explanations for prejudice

A greater emphasis was placed upon how affective, emotion-driven attitudes may influence prejudice, alongside the potential for political ideology to shape attitudes and prejudices.



***THANK YOU FOR
LISTENING!***

Questions for session 1

1. What groups experience prejudice in UK society? Give examples
2. What groups experience discrimination in society? Give examples
3. Are the answers to 1 and 2 the same? If so, why? If not, why not?
4. Are there individual members of the groups you listed in 1 and 2 who do not experience this prejudice or discrimination? If so, what is it about them that makes them different?