



Social Inclusion & Equality

Prejudice & Discrimination



Aims

- Introduce the concepts of prejudice, stereotyping and discrimination;
- Explore the differences between them;
- Consider specific terminology;



Discuss with partner....

- What is prejudice?
- What is stereotyping?
- What is discrimination?
- So what are the differences between them

Prejudice is....

- usually a hostile or negative attitude toward a distinguishable group of people based solely on their membership in that group.
- Prejudiced people direct their prejudice towards members of the group as a whole, ignoring distinguishing characteristics.
- Prejudice is directed towards individuals on the basis of their membership of the group.
- Prejudice is an attitude and thus has affective, cognitive, and behavioural components.

<https://www.youtube.com/watch?v=d8dvbWijuto>

Ubiquitous

- Prejudice is ubiquitous; it affects all of us, both majority group members as well as minority group members.
- People are prejudiced against many aspects of identity: try and jot down 10 quickly. We can be prejudiced towards someone on any basis.

Some Examples

- nationality,
- ethnicity,
- gender,
- sexual preference,
- religion,
- physical appearance,
- even professions and hobbies.

Prejudice and Self Esteem

- Being a member of an oppressed group can lower a person's self-esteem.
- Prejudice is dangerous, fostering negative consequences from lowered self-esteem to genocide.
- Can you think of examples of extreme prejudice leading to extreme discrimination?

Discrimination

- These negative consequences are discrimination.
- **Discrimination** is an unjustified negative or harmful action towards a member of a group, simply because of his or her membership in that group.
- Note: Important to remember that some prejudices can lead to positive discrimination, that is, it can also result in someone being treated more positively than he or she otherwise would be based on group membership.

<https://www.youtube.com/watch?v=TbwuqRMUO4>

Stereotypes

- Journalist Walter Lippman introduced the term 'stereotype' in 1922.
- A **stereotype** is a generalisation about a group of people in which identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the members.
- Stereotyping is an aspect of prejudice.
- All stereotypes are lies if they begin with 'all'.



'Law of least effort'

- Stereotypes are not necessarily emotionally laden and do not necessarily lead to discrimination. Frequently stereotyping is merely a way to simplify a complex world—Gordon Allport's (1954) "law of least effort."
- Allport defined a stereotype as 'an exaggerated belief associated with a category' (1954, p191).
- Studies have shown that over 30 years, stereotypes regarding established groups have remained fairly stable, becoming somewhat less negative over time.

Origins

- What causes prejudice?
- Is it 'nature or nurture'?
- Whether or not there is a biological root to prejudice, as evolutionary psychologists would expect, is unknown; it is clear that prejudice occurs between biologically similar people who hold different beliefs

Contributory Factors: Learnt Behaviours

- People learn prejudices and stereotypes from parents or primary care-givers, peers, the media and from their own observations of the world.
- Social learning theory: rewards and punishments
- Prejudices are easy to learn, although childhood prejudices are not necessarily maintained.
- Children whose parents hold prejudices may be exposed to competing views and not hold their parents' prejudices.
- Peers generally have a significant influence on attitudes and behaviours, a process that continues into adulthood.

[Whiteley and Kite, 2010]

Groupings: Us and them

- The first step in prejudice is the creation of groups, i.e. **social categorisation**.
- To simplify our lives, we naturally categorise on the basis of characteristics, e.g. hair colour, height, etc.
- Once we have mental categories, we group them by similarities, downplaying differences between members of a group and exaggerating differences between members of different groups. This is called 'in-group bias'.
- Once these social groups are created (in-groups and out-groups), people develop beliefs about the members and act on them as guides.

<https://www.youtube.com/watch?v=8PRuXMP5DQ>

Mental Processes

- The way we think: **Social Cognition**. So, one explanation for prejudice is that it is the inevitable by-product of social categorisation; information processing.
- Other examples of mental processes as well as categorisation are the use of **schemas** and **heuristics**, and **faulty memory processes**. These faulty processes occur as a consequence of our schemas.

Some more....

- The **out-group homogeneity effect**: 'they all look alike'.
- **Attribution Theory**
- The **ultimate attribution error**: we excuse or condemn negative behaviour by situational factors – depending on the group.
- **Social Role Theory**: tendency to misjudge the demands of the situation because of so-called observations of social roles.

In-groups and out-groups us and them

- **In-group bias** is the especially positive feelings and special treatment we reserve for people we have defined as part of our in-group. Just think of the soccer or rugby team you support.
- People thrive on dividing themselves into groups and rival groups are the norm to us.
- **Minimal groups**: you can feel part of a group without knowing anyone else in your group. How could this be true?

https://www.youtube.com/watch?v=fcN7kYT_eRo

RESPECT DIFFERENCES

September 2009



AGAINST DISCRIMINATION

Disabilities, Nationality, Gender, Language, Religion, Belief, Marital Status, Age, Sexual Orientation, Ethnic Origin, Social Origin or any other status;

WWW.LPKOSOVA.COM



The Equality Act 2010

- What is the Equality Act?
- What pieces of legislation has it replaced?
- Give an example of how the Equality act prevents discrimination in schools

Legislation

■ **Equality Act 2010:**

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

= a curriculum for all?



Reflection

■ Consider your experiences of growing up and the influence that social factors had upon you such as class, ethnicity, gender etc.

■ Think about your experiences as a child, at school, in work, future ambitions
