

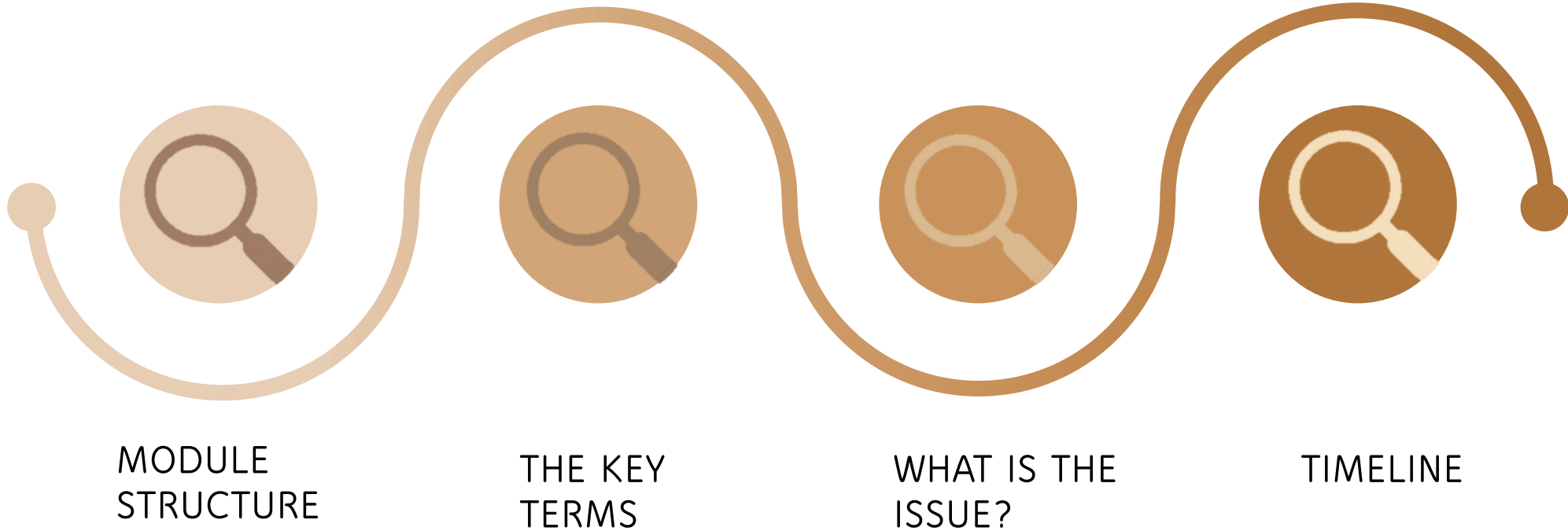


The Psychology of Prejudice and Discrimination

Lecture One

Dr Katie Sullivan

THIS WEEK...



Module Structure

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

Lectures

Your lectures will be highly theoretical and empirical and will involve discussion and relationship with real-world issues expected

Built-in tasks

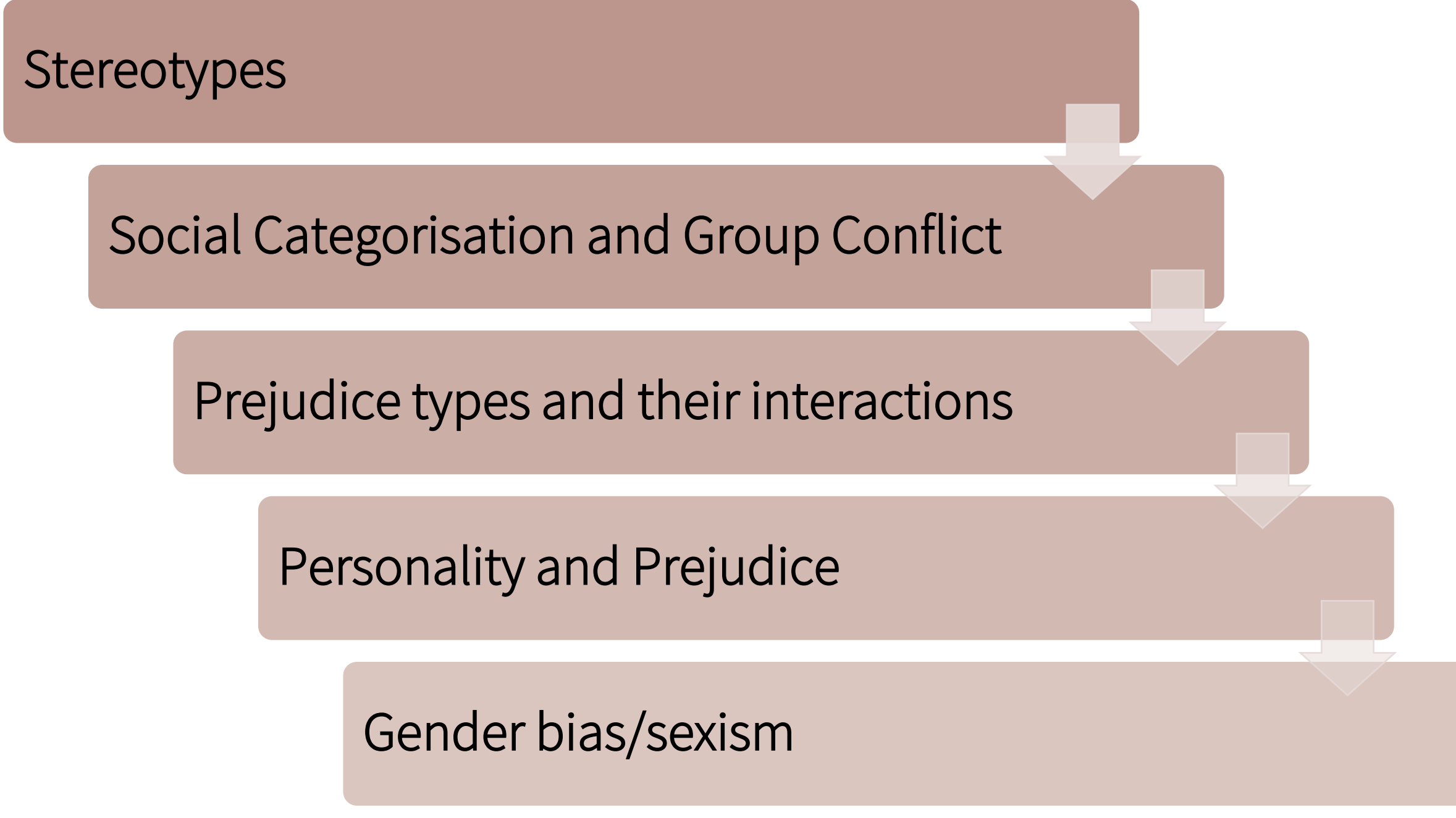
Task will focus on questions, discussion, and real-world examples. Tasks are designed to promote topic knowledge, not just for the exam!

Readings

Kite, M. E., & Whitley, B. E. (2016). Psychology of prejudice and discrimination. Abingdon: Routledge. - The 2023 version is on available as a physical copy in the library

Primary articles also important for this module

Stereotypes



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graph TD; A[Stereotypes] --> B[Social Categorisation and Group Conflict]; B --> C[Prejudice types and their interactions]; C --> D[Personality and Prejudice]; D --> E[Gender bias/sexism];
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Social Categorisation and Group Conflict

Prejudice types and their interactions

Personality and Prejudice

Gender bias/sexism

Assessments

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

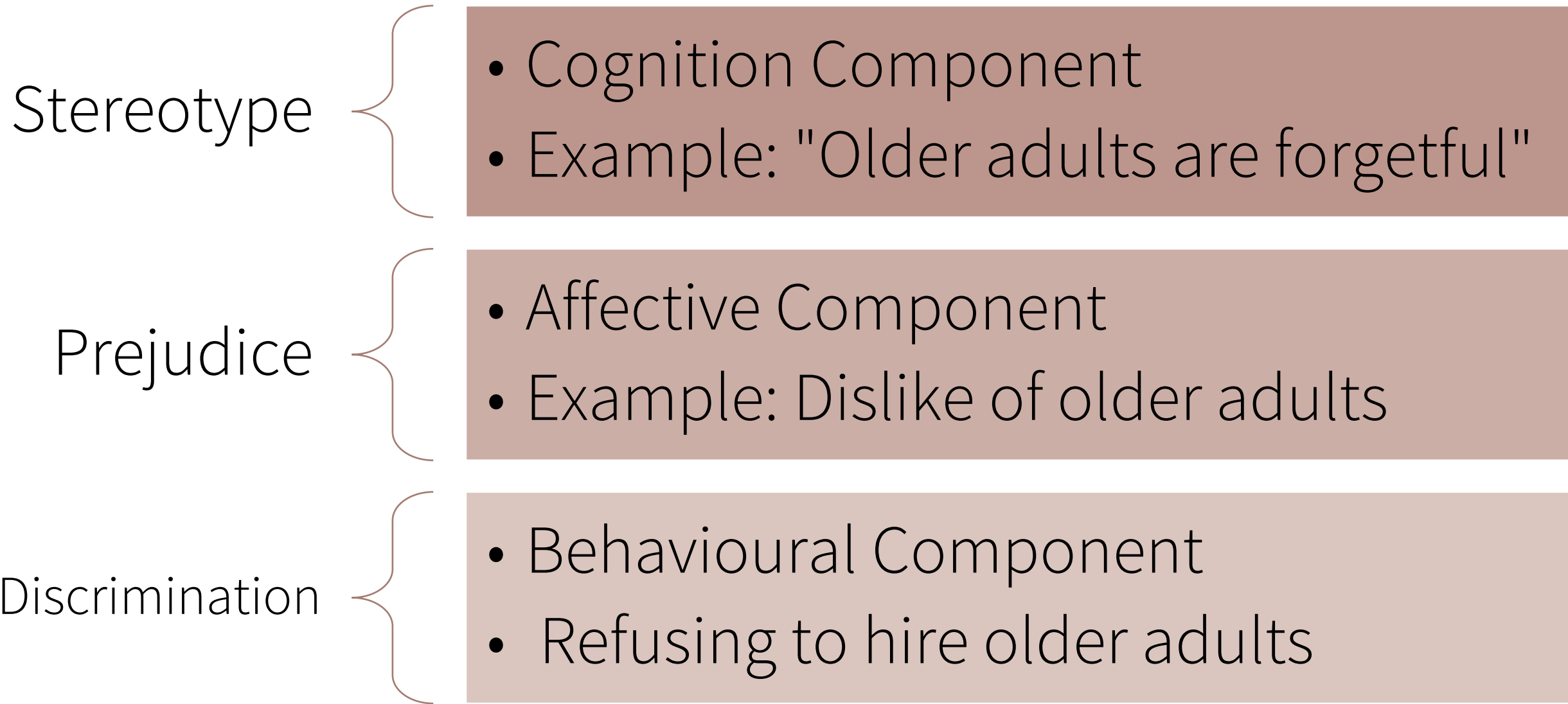
2500-word essay (50%)

Exam (50%)

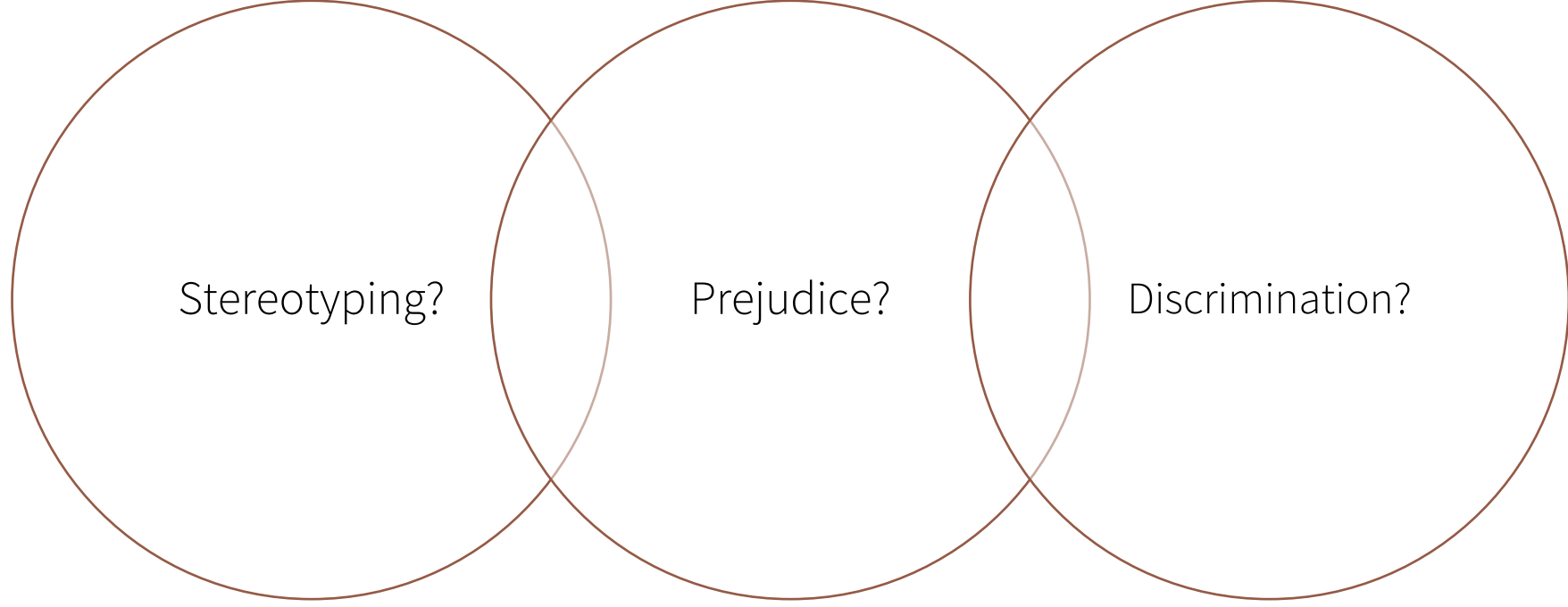
Split into two Sections:

- **Section A:** Answer the 1 essay style compulsory question (40 marks)
- **Section B:** Answer 3 questions out of six (20 marks each)

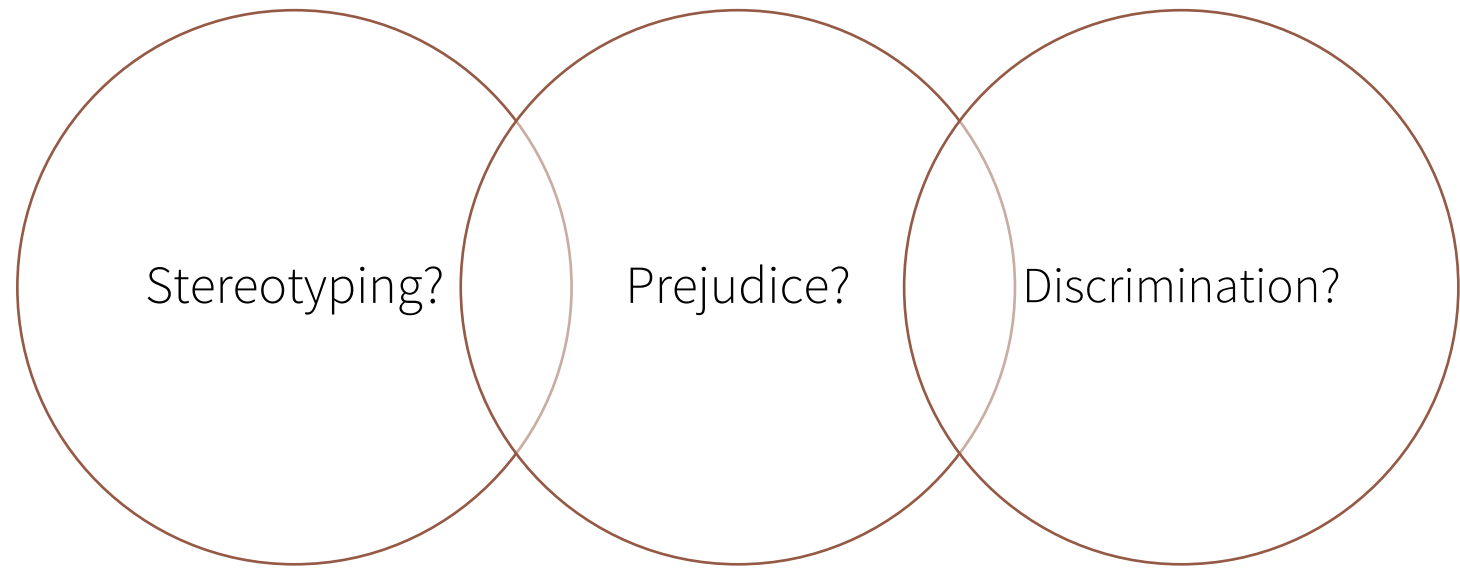
It is important to thoroughly read the assessment proformas that are available on the Moodle page.



Mini-task: *What is it?*

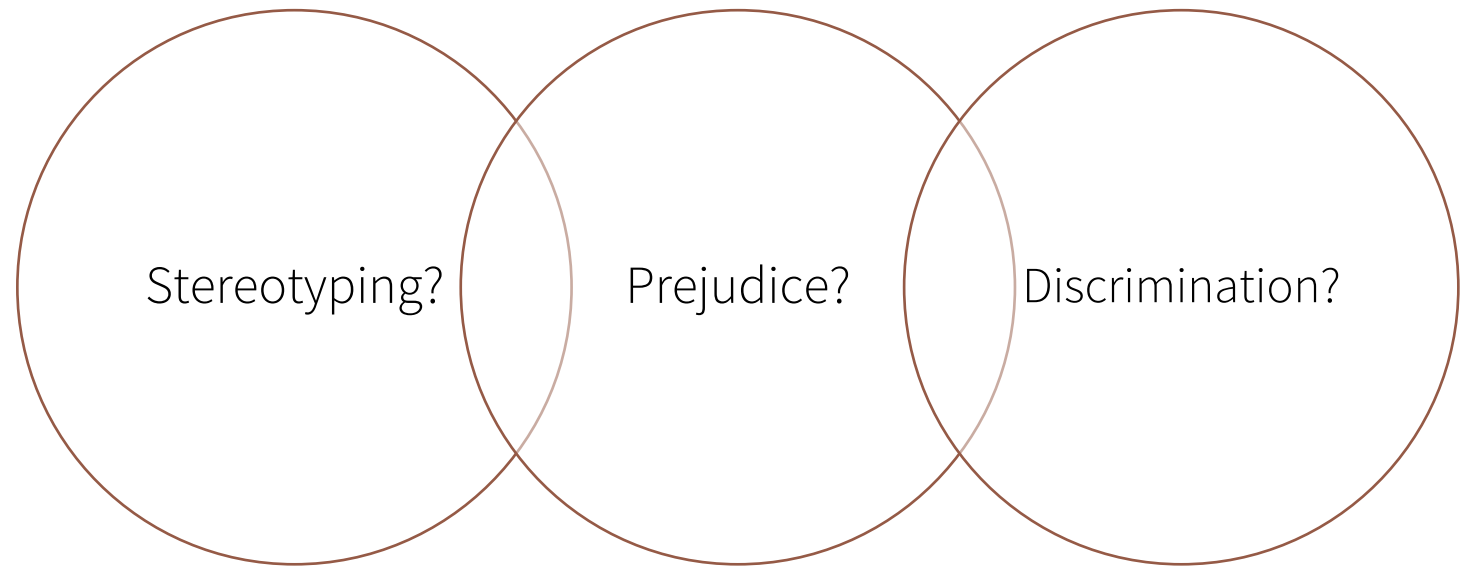


Mini-task: What is it?



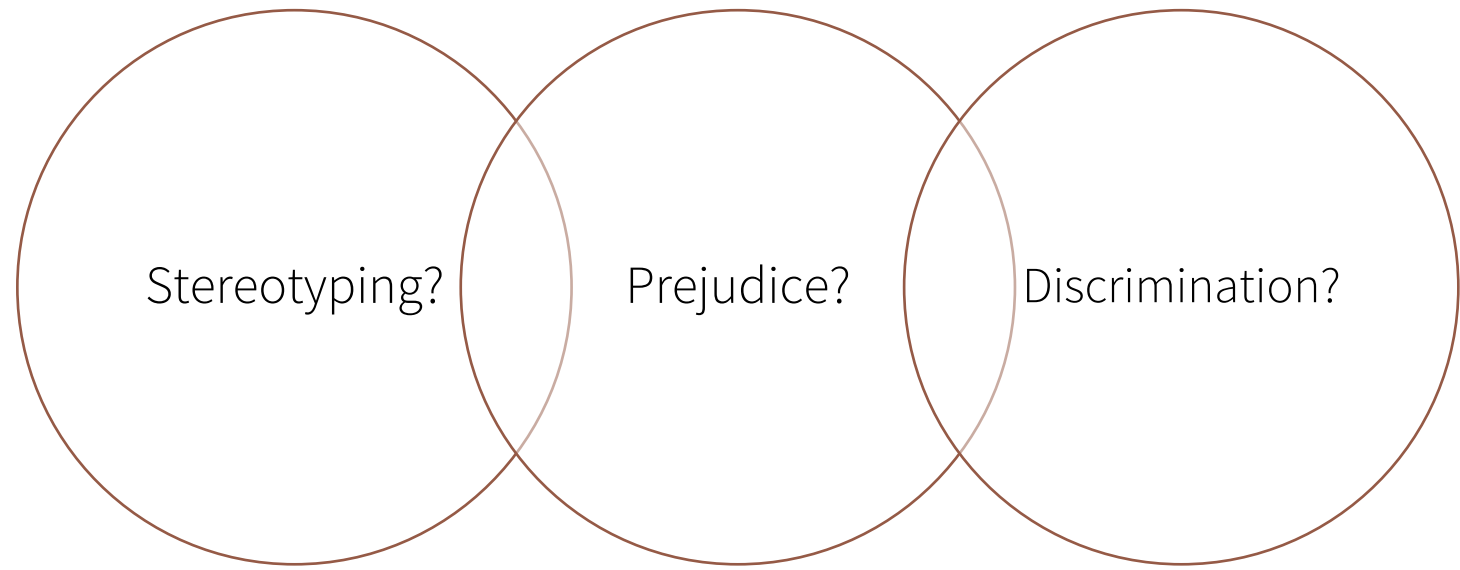
"A manager believes that older workers struggle to adapt to new technology."

Mini-task: What is it?



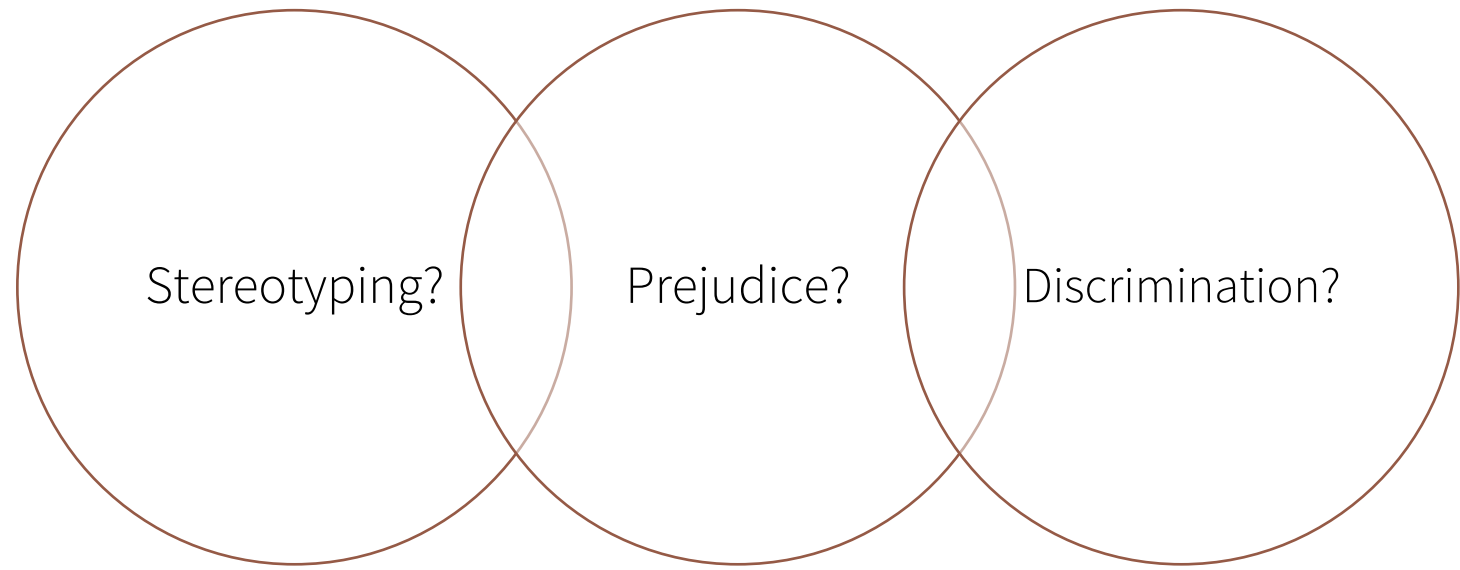
"A manager refuses to interview older applicants despite them meeting the job requirements."

Mini-task: What is it?



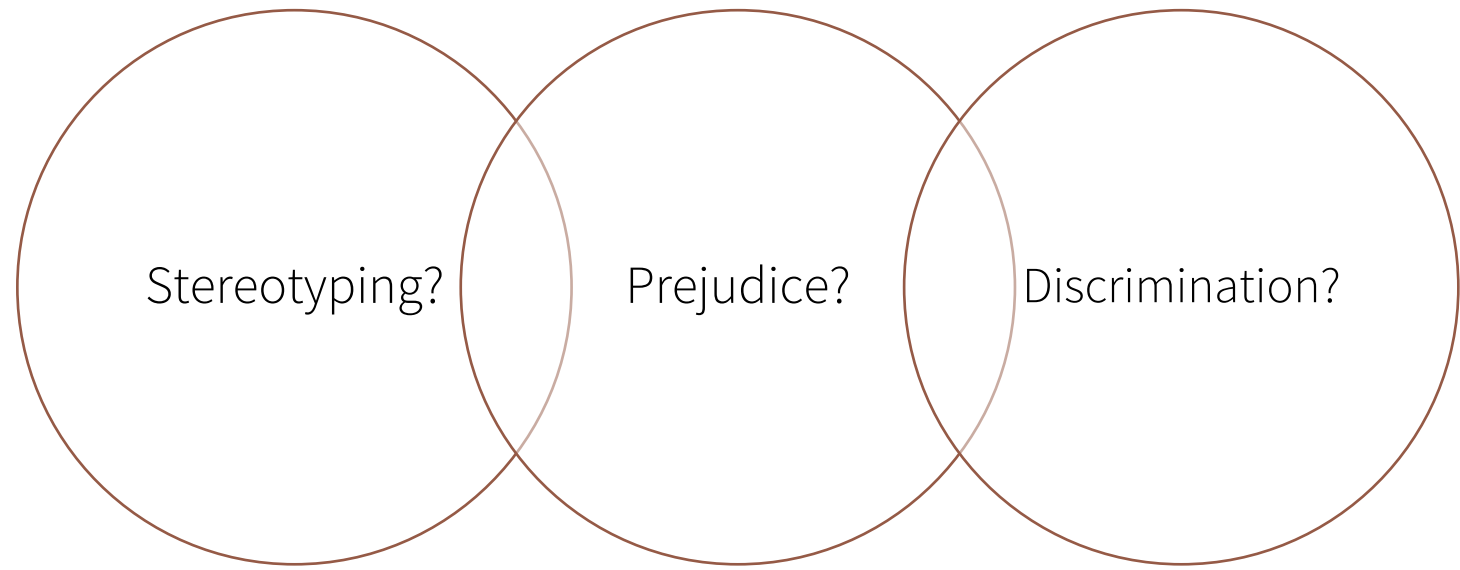
"A manager feels frustrated when older workers join the team because they think they slow everyone down."

Mini-task: What is it?



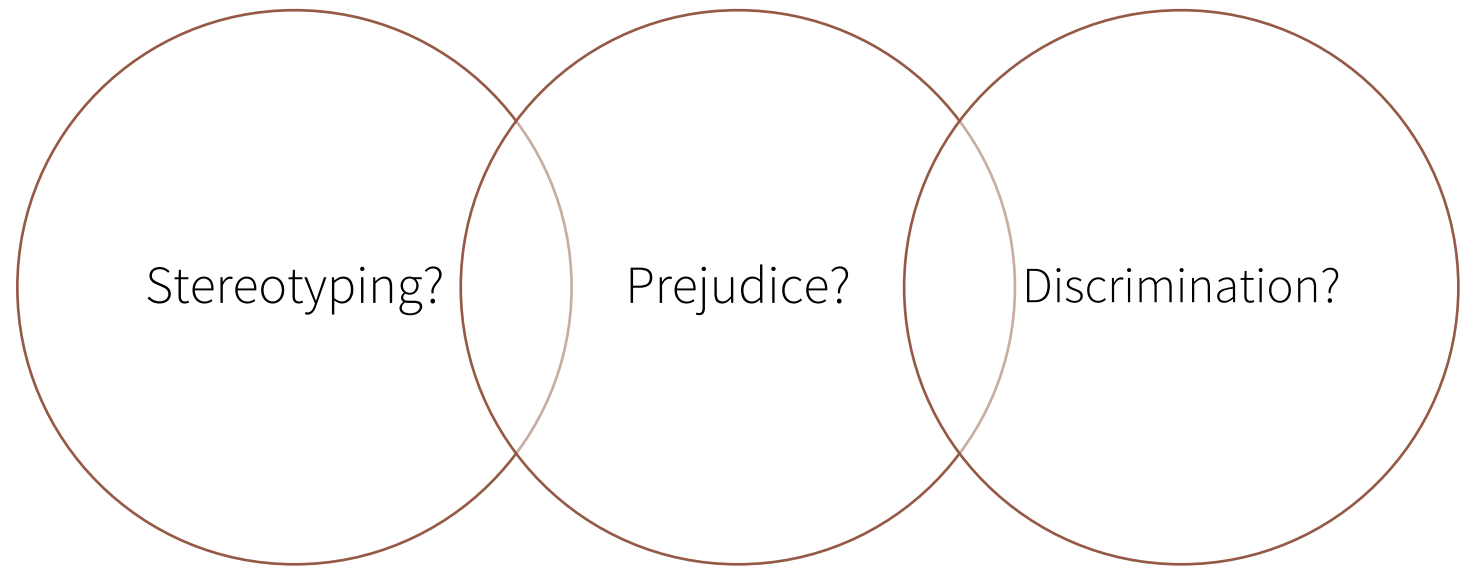
"A landlord rejects applications from people with foreign-sounding names."

Mini-task: What is it?



"Someone believes that women are naturally more nurturing than men."

Mini-task: What is it?



"A student avoids sitting next to an international student because they feel uncomfortable around people from other countries."

Literally means 'Pre-judgement'.

Prejudice is an attitude or evaluation directed towards people because they are a member of a specific social group.

- Often rooted in emotions
- Can be implicit (unconscious) or explicit (conscious)
- Influenced by a number of cognitive mechanism

Real-World Example:
Islamophobia in the UK
Homophobia

What is Prejudice?

Traditional Psychology Position

- Prejudice can be held by anyone towards any group.
- All groups are capable of stereotyping and prejudice.
- Focuses primarily on attitudes and beliefs.

Sociological and Critical Perspectives

- Discrimination often involves differences in power and social status.
- Groups with greater power can create and maintain unequal opportunities.
- Power influences who can access resources, influence policy, and shape social norms.

Power & Prejudice?

High Power

- Governments
- Education systems
- Employers
- Media organisations

Low Individual Power

- Individual attitudes
- Personal beliefs
- Everyday interactions

Types of Discrimination

Interpersonal

Organisational

Institutional

Cultural

Interpersonal

One person treating another unfairly based on group membership.

Often driven by explicit prejudice, implicit bias, or ingroup/outgroup dynamics.

Can be influenced by social learning (Bandura, 1977) and confirmation bias.

Real-World Examples:

- A student being bullied for their gender identity or religion.
- Microaggressions in everyday conversation

Organisational

Discriminatory practices embedded within the policies or culture of an organisation.

- Often perpetuated by norms, lack of diversity, and institutional inertia.
- May be unintentional but still harmful.

Real-World Examples:

- A company's promotion criteria
- Gendered dress codes or expectations in the workplace.
- Lack of accessible facilities for disabled employees.

Institutional

Systemic practices within societal institutions that produce unequal outcomes for different groups.

- Often invisible to those not affected.
- Maintained through structural power, historical inequality, and policy bias.

Real-World Examples:

- Stop and search
- School funding disparities based on postcode
- Healthcare bias

Cultural

Dominance of one group's norms, values, and practices over others, often seen as the “default” or “normal.”

- Linked to ethnocentrism and cultural hegemony.
- Shapes identity, belonging, and access to resources.

Real-World Examples:

- Eurocentric curricula in schools
- Religious holidays
- Beauty standards

Social Cognition

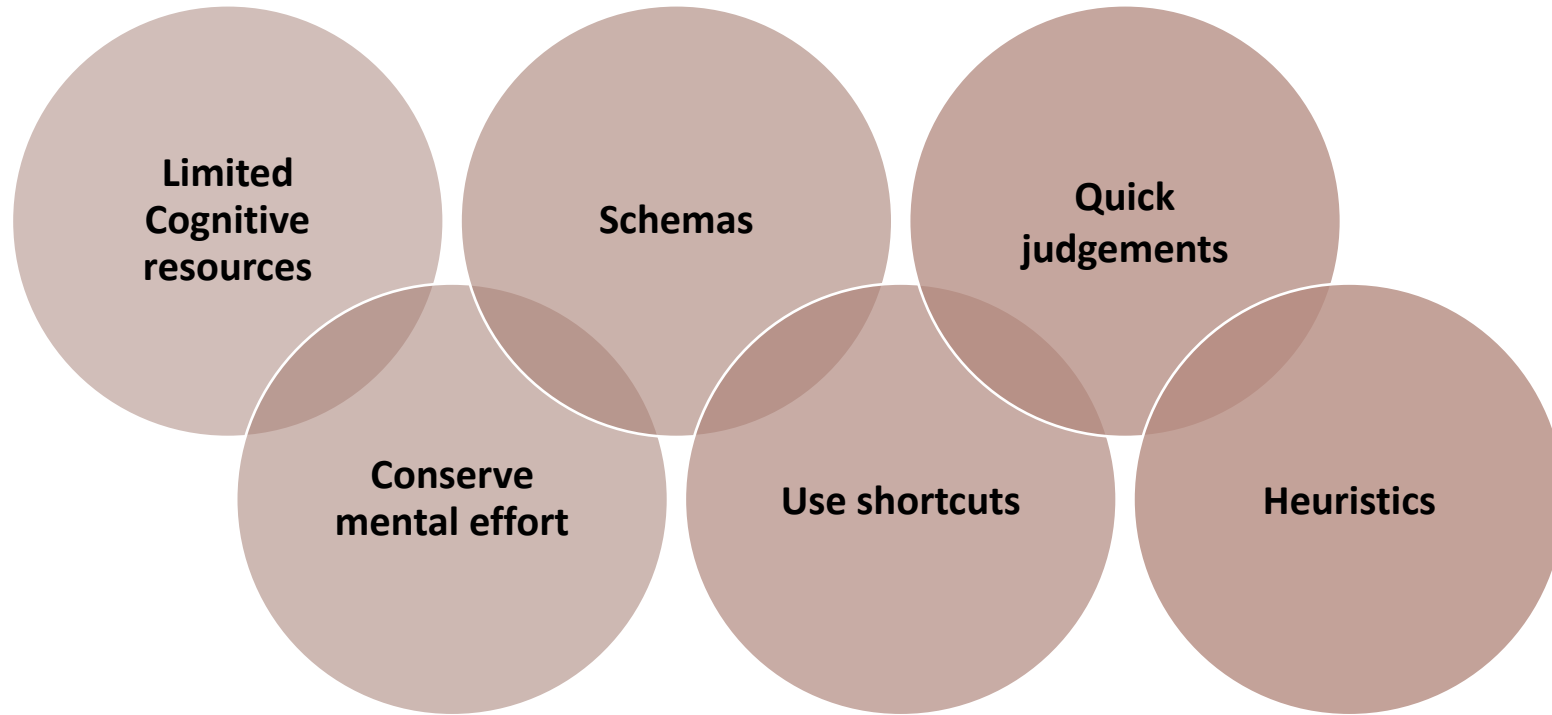


Social cognition refers to the way individuals perceive, interpret, remember and use information about themselves and other people.

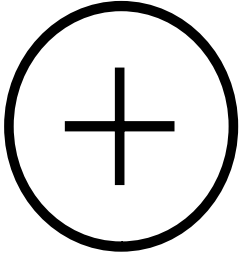
How we think about:
Others
Social situations

It includes:
Attention
Memory
Judgement
Interpretation
Decision-making

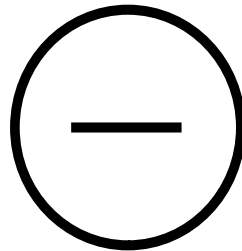
Its usefully.... But not always accurate



The cognitive Miser



- Make quick decisions
- Navigate social interactions efficiently
- Function in complex environments



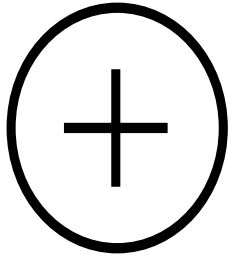
- Overgeneralised
- Influenced by stereotypes
- Based on incomplete information

The cognitive Miser

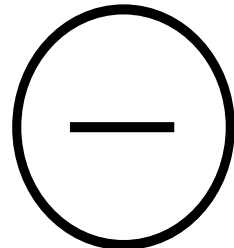
Schemas

- Mental frameworks for organising information
- Types:
 - Person schemas
 - Role schemas
 - Event schemas
- Social neuroscience research suggests stereotypes and schemas can become automatically activated during person perception.

Amodio (2019)



- Process information quickly
- Make predictions about behaviour
- Navigate social situations efficiently



- Ignore information that doesn't fit
- Misinterpret behaviour
- Reinforce stereotypes

Schemas

Stereotypes are cognitive structures that contain knowledge, beliefs and expectations about social groups (Hamilton & Trolie, 1986).

Key Concepts:

- Simplify complex social information.
- Automatic
- Learnt information

Real-World Example:

- “Model Minority” Myth
- Disability Stereotypes

What is
Stereotyping?

Real-world examples....

Stereotyping

- "Model Minority" stereotypes in UK education
- Assumption that all Asian students are naturally high-achieving and academically successful.

Prejudice

- Online racist abuse directed at footballers
- Several Premier League players have recently reported receiving racist abuse on social media platforms

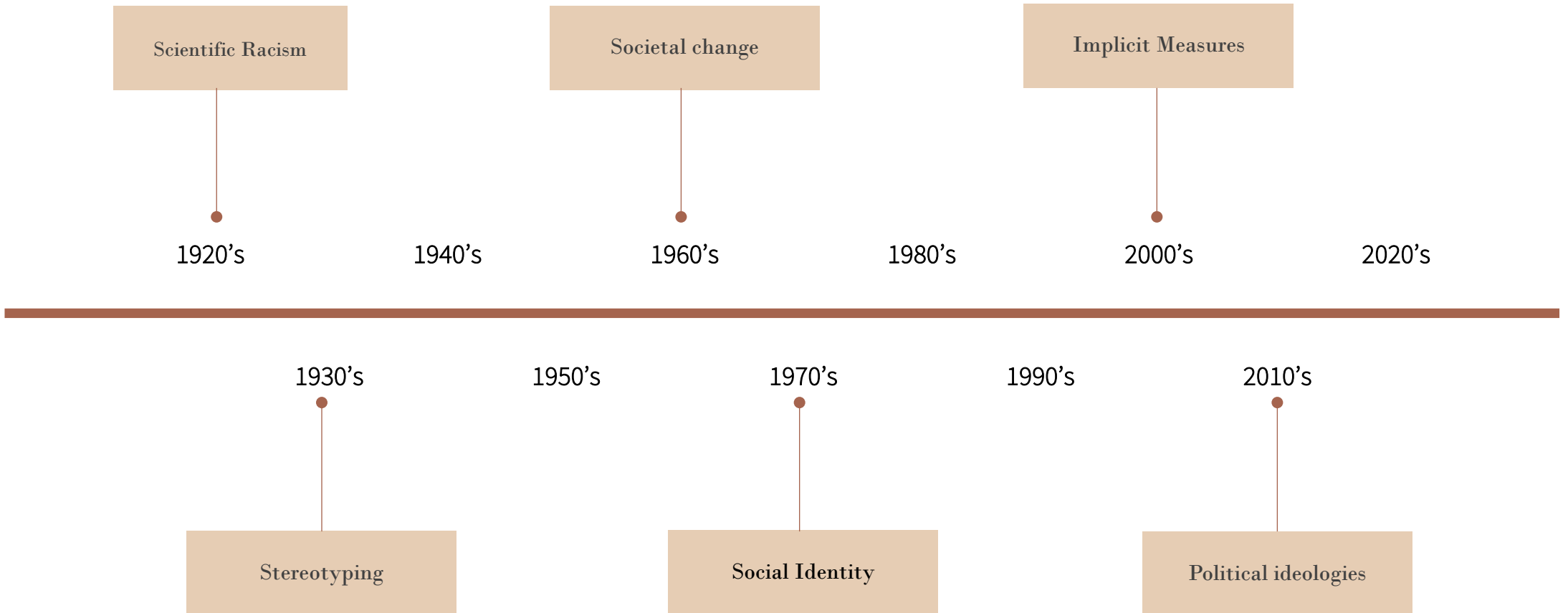
Discrimination

- Right to Rent concerns
- Highlighted concerns that some landlords are less willing to rent to individuals without British passports

Structural Inequality

- Stop and Search
- Government statistics continue to show substantial ethnic disparities in stop and search rates.

Timeline: Changes of the study of prejudice over time



Pre-1920's

Scientific Racism and Group Inferiority

Prejudice was not seen as a psychological or societal issue. Instead, pseudoscientific beliefs justified social hierarchies.

Scientific thinking supported the idea of 'Inferior Groups'

No formal psychological studies, but influential texts include:

- Francis Galton's work on eugenics
- Craniometry and phrenology used to justify racial hierarchies

What the world was like:

Colonialism, slavery, and exclusion of women and minorities from education and voting.

1920s–1930s

The Birth of Stereotyping

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

Key Figures:

- Walter Lippmann (1922)
- Katz & Braly (1933)

What the world was like:

Rise of fascism and anti-Semitic propaganda.

1930s–1950s

Early Psychological Approaches

Psychodynamic theories came to dominate thinking and prejudice was viewed more as a defence mechanism

Key Figures:

- Theodor Adorno et al. (1950)
- Allport (1954)
- Clark & Clark (1947)

What the world was like:

Rise of authoritarian regimes and scapegoating of minorities.

1960s

Societal Change and Structural Awareness

Societal level changes were happening that made social scientists consider the wider socio-cultural perspective in their theories of prejudice. Psychology begins to consider macro-level influences like culture and law.

Key Figures:
Sherif (1966)

What the world was like:

- Civil Rights Movement (USA)
- Race Relations Act (UK, 1968): Legal recognition of racial discrimination.

1970s

Group Dynamics and Social Identity

Prejudice research turned to group dominance and hierarchical structures. The area of intergroup conflict was a defining area being explored in the late 1970s

Key Figures:

- Henri Tajfel & John Turner (1979)

Key Studies:

- Tajfel et al. (1971)
- Turner et al. (1987)

What the world was like:

Ethnic conflict, rise of identity politics.

1960s-1990s

Subtle Prejudice and Implicit Bias

Prejudice was seemingly reduced - it was recognised that more subtle measures were required to examine what were often more subtle behaviours.

Development of new theoretical models and measurement tools.
Growing interest in **dual-process models**: automatic vs. controlled components of prejudice.

Key Studies:

- McConahay (1986)
- Pettigrew & Meertens (1995)
- Devine (1989)
- Gaertner & Dovidio (1986)
- Greenwald, McGhee & Schwartz (1998)

What the world was like:

Workplace diversity efforts, “colour-blind” policies.

2000s

Subtle Prejudice and the Rise of Implicit Measurement

Change to subtle, covert, and socially acceptable.

Key Studies:

- Devine (2002)
- Fiske, Cuddy, Glick & Xu (2002)

What the world was like:

- Rise of diversity training and unconscious bias workshops.
- Increased focus on emotional reactions to outgroups
- Media coverage of subtle racism and sexism

2010s–2020s

Intersectionality and Systemic Prejudice

Emphasis on intersectionality

Influence of political ideology, social media, and algorithmic bias.

Recognition of structural and systemic forms of prejudice.

Key Studies:

- Crenshaw (1989, re-emphasised in 2010s)
- Payne et al. (2017)
- Nosek et al. (2015)

What the world was like:

- Black Lives Matter, MeToo, and trans rights movements highlight intersectional discrimination.
- Online radicalisation and hate speech on platforms
- Algorithmic bias in facial recognition and hiring software disproportionately affecting minorities.

2020s—Present

Digital Prejudice and Emerging Challenges

Focus on online hate, misinformation and radicalisation. Growing concern regarding algorithmic bias and artificial intelligence. Increased political polarisation and intergroup hostility. Continued interest in structural discrimination and social inequalities.

Key Studies:

- Buolamwini & Gebru (2018)
- Jhaver et al. (2021)
- Peralta et al. (2021)

What the world was like:

- Increased concerns about online extremism.
- Rapid growth of artificial intelligence and automated decision making.
- Greater public discussion about diversity, inclusion and social justice.
- Ongoing debates surrounding immigration, identity and political division.