CHAPTER 5

Stereotypes, Prejudice, and Discrimination

OUTLINE

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LEARNING OBJECTIVES: GUIDELINES FOR STUDY

You should be able to do each of the following by the conclusion of Chapter 5.

1. Define and distinguish the concepts of stereotyping, prejudice, and discrimination. (pp. 133)
2. Explain the different ways in which stereotypes form. Describe the human tendencies towards social categorization and the formation of ingroup/outgroup distinctions, and discuss the repercussions of these tendencies. (pp. 133-137)
3. Describe the ways in which stereotypes are perpetuated, including illusory correlation, attributional processes, subtyping, and confirmation bias. (pp. 137-140)
4. Identify factors that can impact whether or not stereotypes influence social judgment. Discuss the question of whether stereotyping is automatic or intentional, and consider the implications of this issue for real-world events, such as the police shooting of Amadou Diallo. (pp. 140-147)

5. Explain how prejudice differs from stereotyping. Describe the significance of realistic conflict theory—as well as the Robbers Cave study—for understanding prejudice. (pp. 147-149)

6. Explain social identity theory and how it accounts for ingroup favoritism. Discuss cultural differences in social identity processes, as well as the role of ideology when it comes to understanding prejudice. (pp. 149-153)

7. Discuss the pervasiveness of gender stereotypes in society and the cultural forces that reinforce such beliefs. Explain what is meant by the concept of ambivalent sexism. (pp. 154-158)

8. Explain what psychologists mean when they refer to modern sexism and modern racism. (pp. 158-162)

9. Define implicit racism and discuss the types of methods that can be used to assess it. (pp. 162-164)

10. Describe the factors that complicate interracial interaction and the psychological impact of such interactions on the individuals involved. (pp. 164-165)

11. Describe the effects of discrimination from the target’s perspective. Explain the concept of stereotype threat, including the reasons it happens and its range of consequences. Consider the different situations likely to elicit stereotype threat, and the different populations susceptible to stereotype threat effects. (pp. 165-171)

12. Explain the contact hypothesis and the conditions that enable intergroup contact to reduce prejudice. Describe the jigsaw classroom and how it can reduce prejudice. (pp. 172-175)

MAJOR CONCEPTS: THE BIG PICTURE

Below are five basic issues or principles that organize Chapter 5. You should know these issues and principles well.

1. Stereotypes are beliefs about others based on their group membership. People share the tendency to put individuals into social categories. This social categorization leads people to see outgroup members as all the same and to generalize from characterizations of individual members to characterizations of the group and vice versa. Stereotypes lead to the distortion of people’s perception of others and can be self-perpetuating. Further they are often activated without people’s awareness and can affect people’s perceptions without their awareness. With effort, people can sometimes overcome the use of stereotypes, but suppression of their use is difficult on a long-term basis.

2. Prejudice consists of negative feelings about others based on their group membership. Such feelings of prejudice can arise from conflicts with others, as demonstrated in the Robbers Cave experiment. They can also arise from an effort to maintain a positive sense of self-esteem and a positive group identity.

3. Sexism is discrimination based on a person’s gender. Gender stereotypes are prevalent the world over and are often activated in our personal interactions. Although differences do exist between men and women on some traits, gender stereotypes typically exaggerate these differences. The media and social roles help perpetuate gender stereotypes. The impact of sexism is clearly seen in the context of occupational access: Both men and women are judged more favorably when they apply for jobs that are consistent with gender stereotypes.
4. Racism is discrimination based on a person’s skin color or ethnic origin. Although most research has focused on Blacks and Whites, the growing number of multiracial people in North America is bound to change this. While overt endorsement of racist statements on surveys has declined over the years, subtle forms of prejudice are still pervasive and can take the form of ambivalence or even unconscious discrimination. Recently a number of researchers have made important advances in detecting such forms of modern racism by using computer tasks.

5. The targets of discrimination often cope with negative feedback by attributing it to prejudice. While this strategy appears to have positive consequences for self-esteem, targets may feel a lack of control over their lives. The targets of stereotyping are affected by the threat that the stereotype implies about their ability. Research on stereotype threat shows that when people believe others may view them stereotypically this can undermine their academic performance; however, when this stereotype threat is removed, the stereotyped perform just as well as the unstereotyped.

6. Intergroup contact can lead to better intergroup relations, but only when the groups have equal status and are characterized by personal interactions, the need to achieve common goals, and supportive social norms. The jigsaw classroom is one technique that has consistently improved race relations. Changes in the kinds of information perpetuated in one’s culture can alter how an individual perceives social groups.

**KEY TERM EXERCISE: THE CONCEPTS YOU SHOULD KNOW**

Below are all of the key terms that appear in **boldface** in Chapter 5. To help you better understand these concepts, rather than just memorize them, write a definition for each term in your own words. After doing so, look at the next section where you'll find a list of definitions from the textbook for each of the key terms presented in random order. For each of your definitions, find the corresponding textbook definition. Note how your definitions compare with those from the textbook.

**Key Terms**

1. contact hypothesis
2. relative deprivation
3. modern racism
4. superordinate goals
5. contrast effect
6. illusory correlation
7. social identity theory
8. outgroup homogeneity effect
9. realistic conflict theory
10. stereotype
11. ingroup favoritism
12. prejudice
13. sexism
14. social role theory
15. social categorization
16. discrimination
17. jigsaw classroom
18. racism
19. group
20. subliminal presentation
21. ambivalent sexism
22. ingroups
23. outgroups
24. entity theorists
25. incremental theorists
26. social dominance orientation

**Textbook Definitions**

a. The tendency to discriminate in favor of ingroups over outgroups.
b. A method of presenting stimuli so faintly or rapidly that people do not have any conscious awareness of having been exposed to them.
c. Feelings of discontent aroused by the belief that one fares poorly compared to others.
d. The classification of persons into groups on the basis of common attributes.
e. Any behavior directed against persons because of their identification with a particular group.
f. Prejudice and discrimination based on a person’s racial background.
g. The theory that hostility between groups is caused by direct competition for limited resources.
h. Shared goals that can be achieved only through cooperation among individuals or groups.
i. A form of prejudice that surfaces in subtle ways when it is safe, socially acceptable, and easy to rationalize.
j. Two or more persons perceived as related because of their interaction with each other over time, membership in the same social category, or common fate.
k. A belief that associates a group of people with certain traits.
l. Negative feelings toward persons based solely on their membership in certain groups.
m. A cooperative learning method used to reduce racial prejudice through interaction in group efforts.
n. Discrimination based on a person’s gender.
o. The theory that small gender differences are magnified in perception by the contrasting social roles occupied by men and women.
p. The theory that people favor ingroups over outgroups in order to enhance their self-esteem.
q. The tendency to perceive stimuli that differ from expectations as being even more different than they really are.
r. The tendency to assume that there is a greater similarity among members of outgroups than of ingroups.

s. The theory that direct contact between hostile groups will reduce prejudice under certain conditions.

t. An overestimate of the association between variables that are only slightly correlated or not correlated at all.

u. Comprised of two elements: *hostile* sexism, which concerns negative, resentful feelings about women’s abilities, value, and challenging of men’s power, and *benevolent* sexism, which concerns affectionate, chivalrous, but potentially patronizing feelings of women needing and deserving protection.

v. Groups to which we belong.

w. Different from groups to which we do not belong.

x. A desire to see one’s ingroups as dominant over other groups, and a willingness to adopt cultural values that facilitate oppression over other groups.

y. People who tend to see social groups as relatively fixed, static entities and the borders between groups as relatively clear and rigid.

z. People who expect less consistency within a social group, are less likely to see a group in trait terms or as having a core essence, and see the boundaries between groups as fuzzy and changeable.
ANSWERS FOR KEY TERM EXERCISE

Answers for the key terms exercise are listed below.

1. s
2. c
3. i
4. h
5. q
6. t
7. p
8. r
9. g
10. k
11. a
12. l
13. n
14. o
15. d
16. e
17. m
18. f
19. j
20. b
21. u
22. v
23. w
24. y
25. z
26. x
PRACTICE QUIZ: TEST YOUR KNOWLEDGE OF THE CHAPTER

Multiple-Choice Questions

1. Social categorization and ingroup favoritism are two processes that lead to
   a. stereotypes.
   b. authoritarian personalities.
   c. contrast effects.
   d. contact hypotheses.

2. The blue gang and the red gang are having a dispute about who controls the turf around the vacant lot next to the high school. During this dispute, fighting between the two groups escalates. This result could be most easily predicted from
   a. social categorization theory.
   b. modern racism.
   c. confirmation biases.
   d. realistic conflict theory.

3. Lisa thinks that women are more critical than men. At parties, she is more likely to notice a sarcastic remark from a woman than from a man. Lisa’s perceptions illustrate
   a. ingroup favoritism.
   b. the confirmation bias.
   c. contrast effects.
   d. androgyny.

4. Frank thinks that all his instructors are windbags, but he also thinks there are two kinds of instructors: those who are arrogant and those who are incompetent. Frank’s classification of instructors is an example of
   a. a contrast effect.
   b. subtyping.
   c. ingroup bias.
   d. the confirmation bias.

5. Illusory correlations, attributions about men’s and women’s behavior, subtyping men and women who are not representative, and seeking information that supports one’s views are four ways in which
   a. gender roles develop.
   b. gender stereotypes endure.
   c. all stereotypes are overcome.
   d. prejudice is minimized.

6. In the Robbers Cave experiment, young boys came to dislike each other intensely after a period of
   a. striving to attain superordinate goals.
   b. forming friendships with one another.
   c. competing with one another.
   d. fighting a common enemy.

7. Steve expects poor work from his Italian-American executives. One of these employees turns in a report of above-average quality. However, Steve thinks the report is fantastic. Steve’s reaction may have resulted from
   a. realistic conflict.
   b. social roles.
   c. contrast effects.
   d. old-fashioned racism.
8. For Joel, being a part of the basketball team is very important. When asked to compare the basketball team to the football team, he states, “We’re a lot better than they are.” According to social identity theory, this ingroup favoritism should make Joel
   a. feel better about himself and the basketball team.
   b. pay less attention to football.
   c. guilty that he judged the football team so arbitrarily.
   d. concerned about the status of the football team.

9. Karen divides her class into small, racially mixed groups. Each student learns part of the assigned work and then teaches it to others in the group. This procedure is an example of
   a. a jigsaw classroom.
   b. a minimal group.
   c. ingroup favoritism.
   d. realistic conflict.

10. According to cross-cultural research, men are widely seen as more ______ than women.
    a. intelligent
    b. sensitive
    c. aggressive
    d. people-oriented

11. In the media, images of men are more likely than images of women to emphasize
    a. activity.
    b. strength.
    c. the face.
    d. the body.

12. The cognitive capacity to process information carefully and the motivation to be accurate are two factors that enable people to
    a. engage in modern racism.
    b. avoid using stereotypes.
    c. feel relative deprivation.
    d. form illusory correlations.

13. Stereotypes about men and women present
    a. a totally biased picture of men and women.
    b. a kernel of the truth that is oversimplified and exaggerated.
    c. an accurate description of the differences between men and women.
    d. unrealistic expectations for men and women.

14. According to ________ theory, gender stereotypes result from expectations created by a sex-based division of the labor market.
    a. realistic conflict
    b. social identity
    c. social role
    d. outgroup homogeneity

15. Recent research on the measurement of modern racism shows that it
    a. is easily measured with a questionnaire.
    b. is impossible to measure.
    c. can be measured with computer tasks without the respondent’s awareness.
    d. is difficult to measure with a questionnaire, but possible if anonymity is assured.
16. According to theories of modern racism, discrimination against Blacks is most likely to occur when it is
   a. explicit and obvious.
   b. socially unacceptable.
   c. easy to rationalize.
   d. confrontational in form.

17. Tom is prejudiced against Blacks but doesn’t admit it. He sees a Black store owner being robbed. Although he would ordinarily try to help in such emergencies, he does nothing. Tom’s lack of action is an example of
   a. old-fashioned racism.
   b. reaction time.
   c. outgroup homogeneity.
   d. modern racism.

18. Gender schematics are more likely to see the world
   a. as divided into masculine and feminine categories.
   b. as biased against their gender.
   c. in distorted ways that favor their gender.
   d. as a place where their own gender dominates.

19. In one high school, students from the country have always fought with students from the city. In order to reduce this intergroup hostility, the principal decides that the people in the two groups need to have personal contact on an equal-status basis. What else might he do to try to achieve more harmonious relations between the groups?
   a. Have them work together on a school wide project.
   b. Have them identify the strengths of their own group.
   c. Have them take classes designed to familiarize the groups with aspects of each other’s lives.
   d. Have teachers identify students based on their group affiliation.

20. Research on stereotype threat shows that stereotypes can
   a. motivate people to try harder in order to improve their performance.
   b. undermine the academic performance of women and minorities.
   c. only affect members of groups who do not have power in society.
   d. lower the self-esteem of members of stereotyped groups.

**Essay Questions**

21. Describe how social categorization can lead people to see all members of an outgroup in the same way. Discuss the implications of this process for intergroup perceptions and interactions.

22. Explain how social identity theory accounts for favoritism of the ingroup over the outgroup.

23. Characterize modern racism. Describe when it is most, and least, likely to be evident.
ANSWERS TO THE PRACTICE QUIZ

Multiple-Choice Questions: Correct Answers and Explanations

1. a. **stereotypes.** Social categorization and ingroup favoritism are two mechanisms that produce stereotyping. Social categorization is the dividing of people into groups based on salient differences between the individuals. Research has demonstrated that once people are categorized into groups, their differences are exaggerated. Ingroup favoritism takes social categorization one step further. When people make social categorizations, they not only exaggerate group differences but they do so in a way that favors their own group. Social categorization and ingroup bias are less likely to produce contrast effects. These emerge when people face disconfirming information. They also are unrelated to authoritarian personalities, which are thought to arise from early childhood experience. Contact hypotheses suggest that intergroup contact can diminish stereotypes and prejudice.

2. d. **realistic conflict theory.** The two gangs appear to be fighting over a scarce resource – the vacant lot. Realistic conflict theory tries to account for such situations, predicting that when such a conflict occurs animosity between the groups will increase. Social categorization could also predict animosity between the groups, but not the escalation of conflict during the dispute. Confirmation biases and modern racism would not make clear predictions about this situation because there is insufficient information about the gangs’ racial compositions or their expectations about one another.

3. a. **the confirmation bias.** The confirmation bias, or the tendency to pay particular attention to information that confirms one’s beliefs, is evident in the fact that Lisa finds it easy to notice sarcastic remarks made by women at parties. This phenomenon is unlikely to result from ingroup favoritism, because Lisa is a woman herself, and there is no evidence that it is related to contrast effects or androgyny.

4. b. **subtyping.** Frank seems to have a negative stereotype about instructors, but he has also differentiated them into two subcategories. Frank’s classification of the instructors does not show evidence of contrast effects, ingroup bias, or confirmation bias. If his views depicted contrast effect, one would expect him to have an overly positive view of instructors if they gave a good lecture. If his views depicted ingroup bias, one would expect him to state how people in his group (i.e., students) are so much better than instructors. Finally, if his views depicted the confirmation bias, one would expect to find evidence that he quickly judges instructors to be windbags.

5. b. **gender stereotypes endure.** Illusory correlations work to exaggerate any gender differences that do exist. Research suggests that people make different attributions for men’s and women’s behaviors and these attributions bolster stereotypes. By subtyping people as “exceptions to the rule,” people can maintain their stereotypes even when they are faced with people who do not fit the stereotypes. Finally, people tend to seek out information that supports their stereotypes about men and women. This confirmation bias causes stereotypes to endure. Gender roles may be reinforced by attributions and people’s seeking of information, but it is unclear how illusory correlations or subtyping would lead to gender role development. These processes help stereotypes to endure, rather than allowing stereotypes to be overcome or allowing prejudice to be minimized.

6. c. **competing with one another.** In this famous experiment, the researchers devised a situation whereby two groups of boys competed with one another. After this period of competition, the two groups began to show intense animosity and dislike for one another. In this
early part of the experiment, there was no evidence of striving to attain superordinate goals, forming friendships with one another, or fighting a common enemy.

7. c. **contrast effects.** Steve’s reaction is a good example of a contrast effect. He expected a poor outcome but was surprised by a decent outcome, and then he exaggerated the quality of this outcome. It is unclear how social roles or realistic conflict could have accounted for Steve’s reaction, and old-fashioned racism might have led Steve to deny rather than enhance the quality of the report.

8. a. **feel better about himself and the basketball team.** Social identity theory suggests that ingroup favoritism makes people feel better about their group, which in turn makes them feel better about themselves. Social identity theory has little to say about where people focus their attention. It would suggest, however, that Joel would not feel guilty about his evaluation of the football team and that he would be unconcerned about their status.

9. a. **a jigsaw classroom.** In a jigsaw classroom the instructor arranges for students of different racial groups to interact together on joint tasks in an equal-status environment. Karen’s class is an excellent example. None of her actions are related to minimal groups, ingroup favoritism, or realistic conflict. Instead, she seems to have developed an environment with real groups that undermines ingroup favoritism and realistic conflict.

10. c. **aggressive.** Cross-cultural research suggests that, in almost all countries that have been studied, men are seen as more aggressive than women. In most of these countries, women are seen as more sensitive and people-oriented. There are no consistent differences in perceptions of the intelligence of men and women.

11. c. **the face.** Studies of the contents of advertisements show that men’s faces and heads – but women’s bodies – are more likely to be pictured in ads. There is no evidence that men are more often seen as active and strong.

12. b. **avoid using stereotypes.** Some research suggests that when people have the cognitive capacity to process information (they are not distracted) and try hard to be accurate they can also avoid using stereotypes. By making this effort, they are also less likely to display modern racism, to feel relative deprivation, and form illusory correlations.

13. b. **a kernel of the truth that is oversimplified and exaggerated.** There are some differences between men and women (e.g., men tend to be more aggressive than women), but gender stereotypes exaggerate these differences and fail to take into account that there are more similarities between men and women than there are differences. Thus gender stereotypes are not totally biased, and they do not portray an accurate description of the differences between men and women. Gender roles sometimes present demanding and unrealistic expectations of men and women, but this feature is less characteristic of gender stereotypes.

14. c. **social role** Social role theory suggests that the sex-based division of labor provides a justification for gender stereotypes. From this perspective, gender roles, which contain a stereotypical component, create a sex-based division of labor. This division of labor is then used as a justification for the original stereotype. Realistic conflict theory, social identity theory, and outgroup homogeneity all have little to say about sex-based division of labor.

15. c. **can be measured with computer tasks without the respondent’s awareness.** Recent research has shown that bias in the measurement of modern racism occurs when it is measured with a questionnaire, even if anonymity is assured. Several researchers, however, have developed computer tasks that measure modern racism without the respondent being aware that the measurement is occurring. These tasks appear to have avoided the problems of questionnaire measures.
16. c. easy to rationalize. Theories of modern racism suggest that many people are torn between egalitarian values and lingering beliefs in the inferiority of Blacks. For these people, overt endorsement of stereotypes is difficult because it conflicts with their egalitarian values, but when stereotyping and prejudice can be easily rationalized the lingering belief in the inferiority of Blacks is expressed. Modern racists are unlikely to discriminate against Blacks when the discrimination is explicit and obvious, socially unacceptable, or confrontational in form, because these kinds of discrimination may challenge their egalitarian values.

17. d. modern racism. Tom’s actions illustrate modern racism because he failed to help the store owner in a situation that offered a good rationalization not to help. In this sort of situation, Tom would be unlikely to feel that he was not being egalitarian. Tom’s behavior is less an example of old-fashioned racism because, if he were an old-fashioned racist, he would be more likely to admit his prejudice. Reaction time and outgroup homogeneity have no clear relationship to Tom’s behavior.

18. a. as divided into masculine and feminine categories. Gender schematics categorize people and things as being masculine or feminine, and they use these categories more often than do people who are gender aschematic. There is no evidence that gender schematics see the world as biased against their gender, in distorted ways that favor their gender, or as a place where their own gender dominates.

19. a. have them work together on a school wide project. The principal has met most of the necessary conditions for establishing intergroup contacts that promote racial harmony, personal contacts, equal status, and norms that support positive relations. One condition he has not met is the establishment of superordinate goals. By having the students work together on a school wide project, he could meet this condition as well. Having students identify their group’s strengths, having students become familiar with each other’s lives, and having teachers identify students based on their group affiliation have not been shown to promote racial harmony. Currently, it is uncertain whether these proposals will help promote racial harmony or not.

20. b. undermine the academic performance of women and minorities. Research on stereotype threat shows that when members of a stereotype group are in a situation where others may stereotype them they perform below their potential; but, when this stereotype threat is lifted, their performance improves. Although most of the research on stereotype threat has been on groups that have less power in society (women and minorities), there is some evidence that stereotype threat can affect dominant groups as well. There is no evidence that stereotype threat lowers self-esteem; in fact, the theory behind stereotype threat predicts that when people face stereotype threat they will protect their self-esteem rather than have their self-esteem lowered. Finally, although it is an interesting idea, there is no evidence that stereotype threat motivates people to try harder in order to improve their performance.

Answers to Essay Questions: Sample Essays

21. Social categorization can lead people to see all members of an outgroup in the same way through the outgroup homogeneity effect. When people categorize others as belonging to social groups, they exaggerate the differences between these groups. They also tend to see their own group as being comprised of many different types of people, whereas they see the outgroup as being composed of people who are all basically the same. One reason for this outgroup homogeneity effect is that people usually have a lot more contact with people in their own group than they have with people in another group. Therefore, they get to know more types of people in their own group. A second reason for this effect is that even if people have contact with members of the outgroup, this contact might reflect a biased sample. They might only have contact with a certain type of member of the outgroup. The outgroup homogeneity effect has important implications. If
people perceive all outgroup members as being the same, then they will evaluate the whole group based on the actions of one individual, and they will evaluate the individual based on their perceptions of the group.

22. Social identity theory suggests that people favor their own group over other groups because they want to maintain a positive social identity; they want to see their group as being a good group and as having status. This positive social identity, in turn, makes people feel better about themselves and raises their self-esteem. Thus people favor their own group over other groups in order to feel better not only about the group they belong to but also about themselves.

23. Modern racism is a recent form of racism characterized by a tension between two values: an egalitarian value which maintains that all people are created equal and deserve equal treatment, and traditional racial prejudice which maintains that certain racial groups are inferior to other groups. The latter value, often expressed in old-fashioned racism, is not as often expressed in modern racism. Modern racists rarely endorse overt prejudice and discrimination because it contradicts their egalitarian values. Yet the influence of racist values can be seen in situations where prejudice and discrimination can be justified. Here modern racists will engage in discriminatory actions, but when the discrimination could challenge their egalitarian values, they will be less likely to discriminate.