Prejudice and Discrimination

Definitions → stereotype/prejudice/discrimination

Results of Discrimination → attributions/processing of info/tokenism/reverse discrimination

Causes of Discrimination
  Displaced Aggression
  Perceived Threat
  Realistic Conflict Theory
  Social Categorization
  Social learning
  Cognitive Sources of Prejudice → stereotype/illusory correlation

Genetic Similarity Theory

Ways to Stop Prejudice
  Learning
  Intergroup Contact
  Recategorization
  Cognitive Intervention

Gender Stereotypes

Stereotype --- oversimplified mental images of some category of persons or event that are shared by large numbers of people.

Prejudice – refers to an unjustified negative attitude toward an individual based solely on that individual’s membership in a group.

Discrimination—refers to negative, often aggressive behaviors aimed at a person and based on that person’s membership in a group.
Results of Discrimination
--Common discrimination includes avoidance, exclusion from jobs, educational and housing……violent acts in extreme cases

1. Attributions – affects what we attribute victims’ behaviors to----when victim’s behavior are consistent with observers’s prejudice, they are attributed to stable characteristics of the victim. When the behavior is not consistent with the observer’s prejudice he/she will attribute to unstable attributes such as luck or chance

2. Processing of information – information that is consistent with prejudice gets more attentions, is rehearsed more, and tends to be remembered more accurately than information that is not consistent…..

3. Tokenism – trivial positive actions toward the targets of prejudice that are then used as an excuse or justification for later discrimination……

4. Reverse Discrimination – a person holding some degree of prejudice toward a group lean over backward to treat those group members favorably….

Causes of Discrimination
1. Displaced aggression – popular in the 40’ and 50’s….based on frustration/aggression theory - ....prejudices and discriminations are the result of displaced aggression ....members of majority group are frustrated in day to day lives and forced to inhibit this frustrations…..minority groups are a good scapegoat b/c weak and acceptable targets….example negative correlation between cotton prices and number of lynchings of blacks between 1822-1930….low cotton prices frustrating and resulting in displaced aggression on minority groups.
   Blacks had some resemblance to frustrating agent also…..a. safeness---weak group that couldn’t retaliate, b. visibility ---stand out from other groups c. strangesness---dislike what is stranges
d. prior dislike for the groups

2. Perceived Threat—more direct link between frustration and aggression......The correlation between lynchings and cotton prices could be the result of whites seeing blacks as competing for scarce goods and resources.....could also explain prejudice against women

........limited theory....how does it apply to prejudice against children.

3. Realistic conflict theory – says prejudice stems from competition......causes members of the groups to see each other in negative ways and label each other as enemies

4. Social Categorization – prejudice stems from simply creating different groups......see our own groups as more positive whether it’s based on race, religion, sex, age, or occupation..

5. Social learning – says we learn prejudice the same way we acquire other negative attitudes......parents, teachers, friends all rewarded for adopting them (with praise or approval).

---norms---seeing minorities on tv in the past was very negative...now blatant racism has been replaced by symbolic racism—Resistance to change racial status, based on the moral feelings that minorities violate traditional American values like individualism, the work ethic and discipline........don’t learn traditional racial stereotypes but that minorities are a threat to the symbols and values that Americans hold.

Ways to Stop Prejudice

1. Learning – parents to pass on their prejudicial ideas by 1. calling attention to their own racial attitudes. 2. Influence them through teachers and schools

2. Intergroup contact -- Intergroup contact reduces biases toward other groups.....Known as the “contact hypothesis”.....good theory, but hard to make it work in the real world.

3. Recategorization --- redrawing the between “us” and “them”
4. Cognitive Intervention – get people to quit using easy category labels and pay attention to specific attributes of the a person…..

Gender Stereotypes – still exist…..when asked what traits men and women possess, more negative traits listed for women by men and women (decisiveness, aggressiveness, ambition vs. passivity, submissiveness, high emotionality).

Why?
1. Expectations – people who expect to succeed do so, women don’t.
2. Self Confidence – women have lower self confidence in achievement related situations.
3. Attributions – success in women attributed to luck and success in men attributed to skill
4. Nonverbal cues—with female leaders people have facial expressions of displeasure or rejection…negative non-verbal behavior when women in charge.