Stereotypes, Prejudice, and Discrimination

CHAPTER 1
WHITLEY AND KITE
Overview

- Race and Culture
- Privilege and Culture
- Stereotypes, Prejudice, and Discrimination
- Theories of Prejudice and Discrimination
Race and Culture

- Race, Sex, and Age are the categories we use for classifying others
- Race is a social category not biological
  - Overtime became synonymous with skin color
- Culture and time influence perceptions of race and beliefs about groups
Culture and Privilege

- **White/Group/Male Privilege** – a system of unearned advantages based on one’s social *category*
- Dominant groups’ norms, beliefs, and actions are seen as the normal or “right” way to do things
- Whites men and heterosexuals rarely think about how their categories influence themselves or others
  - What does it mean to be White?
Denial of Privilege

- In 1850, Dr. Samuel Cartwright said he believed that slaves who ran away from bondage were mentally ill – a disease he termed drapetomania.
- In 1963, 80% of white people believed that black people were treated equally;
- In 1962, 90% of white people believed that black children received equal education;
- At the time of the March on Washington in the summer of 1963, 2/3 of white people believed that the civil rights movement was asking for too much too soon;
- A recent 2007 poll revealed a majority of white people believe racism is NOT a national problem.

In every generation, white people have said that racial discrimination is not a significant national problem.
Institutionalized Privilege

- Fair Housing Act was passed in 1968, the highest number of discrimination complaints based on race was 38 years later, in 2006.

- Black and Latino males are three times more likely than white males to have their cars stopped and searched for drugs – even though white males are four-and-a-half times more likely to actually have drugs on them when they are stopped.

- The average white family in America has 12 times the accumulated net worth of the average African American family, and eight times the accumulated net worth of the average Latino family.

- In the middle of the 20th century, loans were all but off limits to people of color, even though white working class families near the poverty line were routinely given loans.
Effects of Privilege

- Seemingly minor advantages accumulate and have a substantial benefit
- Those without privilege see it clearly and become frustrated
- Being unaware of privilege makes it seem as if discrimination is a problem for disadvantage groups
- Peggy McIntosh’s Knapsack
I tried to identify my own family’s experience of White privilege in schools and without much effort it became clear that we have, indeed, benefited from privileges to which we have given little thought. Using McIntosh’s format I could elaborate on her work and add observations from my own experience.

- Whatever topics my children choose to study, they are confident that they will find materials that link people of their race to the accomplishments in those areas.
- My children know that they will always see faces like their own liberally represented in the textbooks, posters, films and other materials in the hallways, classrooms and media centers of their schools.
- My children take for granted that the color of any crayons, bandages, or other supplies in their classrooms labeled “flesh” will be similar to their own.
- I take for granted that the tests used to judge my children’s achievement and to determine placement in special classes have been developed with groups that included significant numbers of students who share our racial history and culture.
- My children are confident that they will never be embarrassed by hearing others suggest that the problems of the school (low levels of achievement, the need for special support services, etc.) are caused by the high numbers of children of their race.
- I am confident that policy decisions that affect my children’s school experience will be made by state and local bodies dominated by people who understand our racial history and culture.
- My children know that the vast majority of adults in their schools will be of their same racial background, even in classrooms where many or most of their fellow students are of races different from theirs.
- My children are confident that they will never be embarrassed by being called on to tell the class about their race, culture or special ways of celebrating events.
- When I visit their schools, my children know that school staff members will reserve judgment about my economic class, my level of education and my reason for being in the school until I make them known.

When my children talk about celebrations, holidays or family observances in show-and-tell or in other informal exchanges at school, they know that their teachers will have experienced similar events and will be able to reinforce their stories.

My children are confident that the musical instruments, rhythms, harmonies, visual design forms and dramatic traditions of their culture will be generously recognized in the formal and informal uses of music, theater and visual arts in their schools.

The color of my children’s skin causes most adults in school offices, classrooms and hallways to have neutral or positive assumptions about them.
Stereotypes – beliefs about the traits and behaviors of members of social groups

- E.g. Terrorists, Thugs, Illegal Immigrants
- Can be positive or negative beliefs
Prejudice

- Prejudice – attitudes (typically neg.) about members of a social group
  - Emotional reactions lead to snap judgments and behaviors
  - Non-prejudiced people can have negative attitudes and behaviors towards outgroup members
Discrimination

- Discrimination – differential treatment of others based on their social group
  - Interpersonal – one on one discrimination
  - Organizational – practices, rules, of organizations or governments lead to discrimination
  - Institutional – practices in social institutions that result in unfair treatment
    - Neutral decisions lead to unfair outcome
  - Cultural – devaluing cultural norms and perspectives of other groups
    - Institutional and Cultural are difficult to detect
Relationship Among Stereotypes, Prejudice and Discrimination

- Knowledge of stereotypes doesn’t equate to prejudice
- Stereotypes can be activated with or without conscious awareness (implicit vs. explicit)
  - Stereotypes can influence behaviors regardless of how they are activated
Forms of Discrimination

- **Racism** – stronger and more pervasive than other forms of discrimination in U.S.
- Religious discrimination
- Classism
- Sexism
- **Heterosexism**
- Ageism
- People with Disabilities
- Weight Bias
Theories of Prejudice

- **Scientific Prejudice** – science was used to “prove” white/male superiority
- **Psychodynamic Theory** – prejudice stems from transference, personality traits and defense mechanisms
- **Sociocultural** – we conform to societal norms and values
- **Intergroup Relations** – prejudice stems from competition between groups
- **Cognitive** – prejudice stems from mind simplifying the world
- **Evolutionary Theory** – evolutionary preferences that help our genes survive
Measuring Prejudice

CHAPTER 2
WHITLEY AND KITE
Measuring Prejudice (Chap. 2)

- **Self-Report Measures** – asking people to report their attitudes
- **Unobtrusive Measures** – subtle measures that disguise their intent
- **Physiological Measures** – measure body’s change in response to a stimulus
  - Vanman Facial Expression study
Measuring Prejudice (Chap. 2)

- **Implicit Cognition Measures** – use reaction time to assess degree to which concepts are related in memory
  - **Priming** – activating related thoughts and concepts in one’s *memory*
    - White, White, White
    - What do Cows drink?
    - Pots, Pots, Pots,
    - What do you do at a green light?
Implicit Cognitive Measures Cont.

Implicit Association Test (IAT) – assessing whether positive or negative concepts are more strongly associated with one category compared to another

- Predicts hiring decisions, medical decisions, interpersonal interactions, biased judgments
- [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)
- Homework! - Take 3 IAT (GUEST) tests (race, sex, and one of your choice) and write a journal entry about your thoughts and experiences
Measuring Prejudice (Chap. 2)

- **Reliability** – is the measure consistent
  - Test-retest reliability – correlation between assessments at two different times
  - Internal Consistency – reliability/consistency of the items in a measure

- **Validity** – the accuracy of the measure
  - Convergent Validity – how well one measure correlates with other similar instruments
  - Discriminant Validity – how well a measure does NOT assess other characteristics
Self-reports are not strongly correlated with physiological, implicit, or behavioral measures

- Self-reports measure explicit attitudes rather than implicit (unconscious) attitudes

Using multiple measures give a more complete picture of prejudice
Denial of Privilege

How Bob’s great-grandparents got into the USA.

Our immigration laws should make it easier for the right kind of people to immigrate.

How Bob’s grandparents became homeowners.

We’re happy to approve your mortgage loan!

Sorry, we can’t help you.

How Bob’s dad began his career.

We like you... you seem like one of us. We’re offering you a foot in the door.

Sorry, the position’s been filled.

How Bob’s parents became homeowners.

We only show homes in this neighborhood to the right sort of people.

Lucky your parents can help us with the down payment.

How Bob got through his teens.

I’m letting you off with a warning... but if I catch you with drugs again...!

Kid, you’re under arrest!

Bob.

I’ve never benefited from racism!