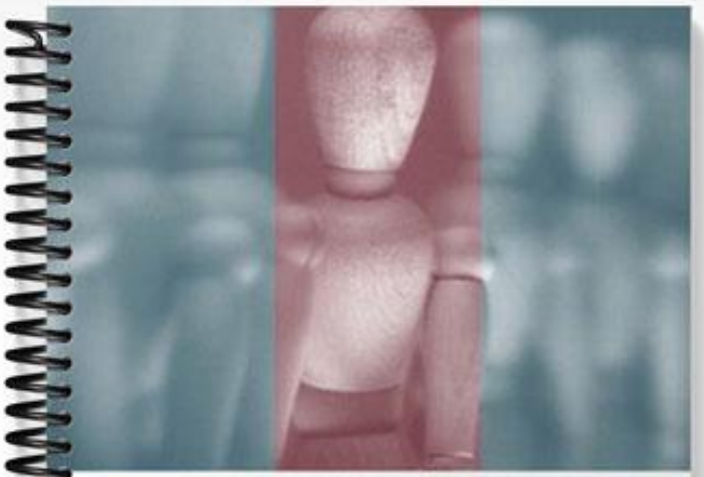
TEST BANK



THE PSYCHOLOGY OF

PREJUDICE

SECOND EDITION

TODD D. NELSON

Instructor's Manual and Test Bank

for

The Psychology of Prejudice

Second Edition

Todd Nelson
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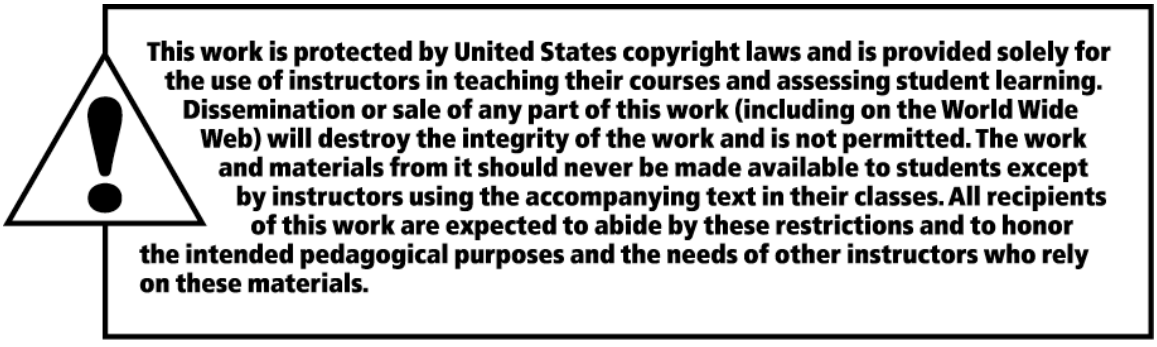

Contents

Chapter 1..... 1
Chapter 2..... 15
Chapter 3..... 30
Chapter 4..... 44
Chapter 5..... 57
Chapter 6..... 67
Chapter 7..... 79
Chapter 8..... 94
Chapter 9..... 108
Chapter 10..... 122

Chapter 1: Introduction to the Study of Stereotyping and Prejudice

Chapter Outline

A. Defining Stereotype

1. Lippman's "Stereotype"
2. Stereotyping: From bad to neutral
3. The social-cognitive definition
4. Cultural and individual stereotypes
5. Is a stereotype an attitude?
6. Positive vs. negative stereotypes

B. Defining prejudice

1. Prejudice as negative affect
2. Prejudice as an attitude
3. Prejudice as a "social emotion"

C. The Link Between Stereotyping and Prejudice

D. Early Perspectives in Stereotyping Research

1. Measurement
2. Individual differences in stereotyping
3. Group-level explanations

E. The Social Cognition Revolution

1. Cognitive consistency theories
2. Attribution theory

F. The Social Cognition View of Stereotyping and Prejudice

1. Categorization
2. The cognitive miser
3. The motivated tactician

G. Why the Emphasis on African-American / WhiteIntergroup Relations?

H. Summary

Chapter Summary

The study of stereotyping and prejudice has come a long way, from its early beginnings in the 1930's, to the very sophisticated theoretical models of present day researchers. Since the "cognitive revolution" in social psychology, the number of theoretical and empirical articles published in journals on stereotyping and prejudice has grown tremendously. A search of the literature indicates that from 1977 to 2004, approximately 1,913 articles have been published on prejudice. This interest in prejudice keeps growing among researchers for both theoretical and applied reasons. Because it is the nature of humans to belong to various groups, the way we think about and behave toward members of our own and other groups has important implications for our lives and the lives of others in our community (and, more generally, the world). Kurt Lewin, who many regard as the "father of modern social psychology," believed passionately that good science and theory should have clear applications to addressing society's problems (Lewin, 1948). Because stereotyping and prejudice often have a strong, negative impact on social life, researchers are continually attempting to address these problems through research and theory.

Over the last 60 years, research in stereotyping and prejudice has illuminated the content of stereotypes, improved the ways we measure stereotyping and prejudice, and investigated the individual and group-level factors that contribute to the formation and maintenance of prejudice. We have also learned much about how to conceptualize the roles of personality, emotion, cognition, and, more recently, motivation in understanding the nature of stereotyping and prejudice. In the remainder of this book, you will read about the important issues, theories, and problems that have been addressed by research, and you will also learn about enduring problems that continue to challenge investigators today. This book will present the major (and some interesting minor) theories that have been proposed over the decades, and we will attempt to put

them into historical and empirical context, in order to discern the utility of these theories to present-day research and "real-world" problems.

Key Terms

Attitude

Basic Category

Cultural Stereotype

Discrimination

Individual Stereotype

Ingroup

Minimal Group

Motivation

Outgroup

Prejudice

Realistic Conflict Theory

Schema

Stereotype

Subtyping

Additional Readings

Allport, G. W. (1954). The nature of prejudice. Reading, Mass: Addison-Wesley.

Dovidio, J. F., & Gaertner, S. L. (1986). Prejudice, discrimination, and racism: Historical trends and contemporary approaches. In J. Dovidio & S. Gaertner (Eds.), Prejudice, discrimination, and racism (pp. 1-34). New York: Academic Press.

Jones, E. E. (1985). Major developments in social psychology during the past five decades. In G. Lindzey & E. Aronson (Eds.), Handbook of social psychology (3rd Ed., Vol. 1, pp. 47-107). New York: Random House.

Jones, J. M. (1997). Prejudice and racism. New York: McGraw-Hill.

Plous, S. (Ed.) (2003). Understanding prejudice and discrimination. New York: McGraw-Hill.

Discussion Questions

1. Why do humans form groups? What are the ways that human vs. animal groups are different in function or origin?

2. Is it possible for humans to form groups and not categorize other groups of humans? If so, how can societies eliminate the tendency to categorize and generalize other groups?

3. How are cultural stereotypes maintained and transmitted to members of the culture?

4. Do you believe that prejudice is primarily an affect or cognition-based concept (or both)? Why?

5. How are stereotyping and prejudice linked? Is it possible to be prejudiced toward another group and not have stereotypes about that group (or vice-versa)?

6. What is it about the early childhood environment of the "authoritarian personality" adult, that would lead that individual to develop prejudice toward others?

7. Why do you suppose that a strong motive like the motivation for consistency (e.g., as the basis for cognitive dissonance theory) is routinely violated by those who are prejudiced toward other groups? Are prejudiced people behaving inconsistently? If not, how are they avoiding dissonance?

M/C Items

1. A group that we belong to is referred to as a(n):

a. social network

b. outgroup

c. ingroup

d. minimal group

ans. C

P. 1

2. When we are talking about an "outgroup", we are referring to:

a. any group to which we do not belong

b. any group which has only a loose association among its members

c. a stigmatized group

d. any group to which we aspire to belong in the future

ans. A

P. 1

3. Lippmann (1922) referred to these as "pictures in our heads."

a. our views of ourselves

b. our conceptions of how others perceive us

c. stereotypes

d. none of the above

ans. C

p. 4

4. According to Lippmann (1922), a stereotype can be conceptualized as a(n):

a. organized mental construct that biases social perception

b. hierarchical schema

c. prejudice released by 'nervous energy' in the presence of outgroups

d. picture in our heads

ans. D

p. 4

5. Your textbook defines a "stereotype" as:

a. a generalization about a group concerning a trait attribution, which is considered to be unjustified by an observer

b. a set of beliefs about the personal attributes of a group of people

c. a cognitive structure that represents knowledge about a concept or stimulus

d. none of the above

ans. B

p. 5

6. "A set of beliefs about the personal attributes of a group of people" is the way the text defines:

a. prejudice

b. schemas

c. stereotypes

d. social construals

ans. C

p. 5

7. Prejudice is defined as:

a. negative behavior toward someone based on their group membership

b. stereotyped attitudes toward someone based on their group membership

c. a biased evaluation of a group, based on real or imagined characteristics of the group members

d. none of the above

ans. C

p. 11

8. "A biased evaluation of a group, based on real or imagined characteristics of the group members" is the way the book defines:

a. self-serving attribution

b. biased social construal

c. prejudice

d. stereotype

ans. C

p. 11

9. An "appraisal" is:

a. an estimate on the value of your home or other valuable possession

b. a set of emotions that are attached to a particular cognition

c. an organized mental structure that contains all the information about a situation, and the way that events in that situation typically unfold

d. a set of cognitions attached to a particular emotion

ans. D

p. 9

10. According to Stangor and his colleagues (1991), the best predictor of negative outgroup prejudice is not negative feelings, but instead:

a. the presence of negative cognitions about the outgroup

b. the presence of stereotypes about the outgroup

c. the lack of positive emotions about the outgroup

d. negative past behavior toward the outgroup

ans. C

p. 9

11. When someone subtypes a member of a stereotyped group, what is he/she doing?

a. creating a special category for that target individual, isolating the target from the stereotyped outgroup, thereby allowing the perceiver to maintain stereotypes about the outgroup and positive feelings toward the target.

b. individuating the target, and thinking about the person according to the target's unique characteristics

c. generalizing from the target individual's positive characteristics to the stereotyped outgroup (of which the target is a member), thereby decreasing the perceiver's negative view of the target.

d. none of the above

ans. A

p. 10

12. "A biased evaluation of a group, based on real or imagined characteristics of the group members" is the book's definition of:

a. a stereotype

b. appraisal

c. schemas

d. prejudice

ans. D

p. 11

13. Which below was one of the problems with Dollard et al.'s "frustration – aggression hypothesis"?

a. it couldn't explain aggression within one's own ingroup

b. subsequent research showed that not all aggression is caused by frustration

c. Dollard and his colleagues didn't account for the influence of physiological arousal in enhancing feelings of frustration

d. the hypothesis couldn't explain aggression in cultures beyond the United States.

ans. B

p. 14

14. According to Realistic Conflict Theory, prejudice between two groups emerges when:

a. two groups are in competition for scarce resources

b. one group perceives that they are disadvantaged compared to another group

c. one group creates stereotypes about the other group

d. none of the above

ans. A

p. 15

15. Prejudice is created when two groups are in competition for a scarce resource. This is a definition of:

a. outgroup homogeneity effect

b. social comparison theory

c. realistic conflict theory

d. scapegoat theory

ans. C

p. 15

16. According to _____, people are motivated to maintain consistency between their thoughts (or thoughts and behavior).

a. realistic conflict theory

b. relative deprivation theory

c. social comparison theory

d. cognitive dissonance theory

ans. D

p. 16

17. Discrimination can be defined as:

a. prejudice and stereotyping directed toward a specific outgroup

b. not treating members of outgroups like one's ingroup

c. negative behavior directed at someone based on their group membership

d. excluding members of an outgroup from one's life

ans. C

p. 6

18. An "attitude" can be defined as:

a. negative behavior toward someone, based on one's dislike for that person

b. one's construal of a particular stimulus

c. one's evaluation of a stimulus, on a good-bad continuum, for example.

d. consensually or widely shared views of a stimulus

ans. C

p. 6

19. One's evaluation of a stimulus, on a positive-negative dimension, for example, is a good definition of:

a. attitude

b. schema

c. subtype

d. basic category

ans. A

p. 6

20. We automatically perceive people along 3 dimensions when we first encounter them. What is the name for these dimensions?

a. primitive categories

b. innate social markers

c. primitive social markers

d. innate categories

ans. A

p. 19

21. "The impetus to initiate a behavior, and keep doing it, to meet one's goals" is how the book defines:

a. social perception

b. social engagement

c. motivation

d. active interaction

ans. C

p. 22

22. Consensually or widely shared beliefs about a group are referred to as:

a. cultural stereotypes

b. schemas

c. subtypes

d. basic categories

ans. A

p. 6

23. When researchers are talking about "motivation," they are referring to:

a. social engagement between an individual and his/her social environment

b. emotional processes involved in social behavior that influence goal-setting in the perceiver

c. emotional processes in social interactions between two individuals, that influence their behavior toward each other.

d. the impetus to initiate and maintain a behavior to achieve a goal

ans. D

p. 22

24. A schema is:

a. a widely or consensually shared belief about an outgroup

b. a negative feeling directed toward an outgroup

c. negative behavior directed toward members of a stereotyped outgroup

d. an organized cognitive structure that contains knowledge about a concept and its attributes

ans. D

p. 5

25. Adorno and his colleagues found that some people tend to think in categorical terms, are close-minded, and are preoccupied with power relationships. These people have what he referred to as a(n)

a. self-defeating schema

b. prejudiced world view

c. authoritarian personality

d. pessimistic self-schema

ans. C

p. 14

Essay Questions

1. Discuss the benefits and detriments to our tendency to live among others and form groups.

2. Are people innately prone to form stereotypes and feel prejudice toward outgroups? Why or why not?

3. Based on your reading of the chapter, take a stand on the (still unsettled) debate on how we ought to define stereotyping and prejudice. Choose a particular definition, and explain why your definition is the best one. Provide specific examples and references to studies to support your position.

4. Do you believe stereotyping is more likely to occur during times of economic hardship for a country? Explain why you agree or disagree with that idea.

Activities

1. Pose the following question to your students: "Suppose it is your job to design a prejudice and stereotype reduction program for the government. What would be some of the specific methods you would use to combat prejudice and stereotyping?"

2. On the first day of class, distribute a sheet with a photo of a research assistant (or TA) of yours, with a short questionnaire to the students. For half of the students, have the person in the photo wear glasses. In the other photo given to the other half of the class, the person in the photo should be pictured exactly the same, but without glasses. Below the photo, ask the students to rate their impressions of the TA on a host of personality traits (intelligence, friendliness,

extraversion, etc.). Calculate the responses before the following class and discuss the results in class. The results should support significant differences in impressions between the two groups of students in how they viewed the person in the photo. Discuss how stereotypes may have contributed to those first impressions and social judgments about the person in the photo.

Web Sites

www.understandingprejudice.org/baseline/ - take an online survey designed to assess your current level of tolerance and bias toward outgroups.

www.apa.org/pubinfo/hate - The American Psychological Association's report on hate crimes

www.igc.org/igc/gateway/arnindex.html - Anti-Racism Net

www.naacp.org - National Association for the Advancement of Colored People

www.adl.org - Anti-Defamation League

www.prejudiceinstitute.org - The Prejudice Institute

www.civilrightsmuseum.org - the National Civil Rights Museum.

www.spssi.org - Division 9 of APA, the Society for the Psychological Study of Social Issues.

www.apa.org/divisions/div45/ - Division 45 of APA, the Society for the Psychological Study of Ethnic Minority Issues.

www.partnersagainsthate.org - a collaboration between the Anti-Defamation League, the Leadership Conference on Civil Rights Fund, and the Center for the Prevention of Hate Violence

Chapter 2: Origin and Maintenance of Stereotypes and Prejudice

Chapter Outline

A. The formation of stereotypes

1. Categorization
2. Why we categorize
3. Types of categorization
4. In-groups and out-groups
5. Social learning
    a. Childhood intergroup contact
    b. Value transmission in families
    c. Influence of stereotypes on cognition in children
    d. Stereotypes and prejudice in the media
6. Implicit theories
7. The efficiency of stereotypes

B. How and why stereotypes are maintained

1. Selective attention to stereotype-relevant information
2. Subcategorization
3. Illusory correlations
4. Motivation

C. Origins of prejudice

1. Social identity theory
2. Optimal distinctiveness theory
3. Scapegoat theory
4. Relative deprivation
5. Realistic conflict theory

D. Summary

Chapter Summary

In this section, we have examined research and theory on the factors that contribute to the formation of prejudice and stereotypes, and the reasons why stereotypes and prejudice persist, even in the face of stereotype-inconsistent information. Research in social cognition has led to great advances in our understanding of the nature of stereotyping, showing, for example, that stereotyping is the result of the mind's normal tendency to categorize stimuli in the environment, and is not the product of a deviant mind, or maladjusted personality. Of course, such a conclusion does not in any way suggest that we ought to condone the endorsement of stereotyped beliefs. Rather, it clarifies that stereotyping is an outgrowth of the innate tendency of the human brain to categorize the world, in order to greatly simplify the amount of information it must deal with at any given moment.

With this perspective, researchers have been able to identify the cognitive tendencies and processes (such as illusory correlations, subcategorization) whereby we maintain the simplified view of the world, and we maintain the cognitive efficiency (and frequent inaccuracy) that stereotypes afford us in our daily lives. These tendencies tend to be somewhat automatic, and as such are difficult to control. However, because one knows of stereotypes does not imply that one endorses them, and this is an important distinction in our understanding of the difference between high and low prejudiced persons (and we'll discuss this in detail in the next chapter).

We then explored the reasons why some people dislike other groups, and our discussion focused on the motivational factors that lead to the development and maintenance of such prejudices. Motivational theories for prejudice have tended to implicate the self, self-esteem, and group-identity as factors that lead one to actively dislike other groups, in order to feel better about oneself or one's ingroups. Current researchers are focusing on motivational explanations of prejudice, as they have the most explanatory power and theoretical promise as a tool for

understanding the nature of prejudice, and we will explore this further in the final chapter, in our discussion of future trends and unanswered questions in prejudice research.

Key Terms

Contact Hypothesis

Illusory Correlation

Implicit Theories

Ingroup

Ingroup Bias

Optimal Distinctiveness Theory

Outgroup Homogeneity

Minimal Groups

Realistic Conflict Theory

Relative Deprivation Theory

Scapegoat Theory

Social Identity Theory

Subcategorization

Superordinate Goal

Additional Readings

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. Journal of Personality and Social Psychology, 56, 5-18.

Fiske, S. T., & Neuberg, S. L. (1990). A continuum of impression formation, from category-based to individuating processes: Influences of motivation and motivation on attention

and interpretation. In M. P. Zanna (Ed.), Advances in experimental social psychology (Vol. 23, pp. 1-74). New York: Academic Press.

Jones, J. M. (1997). Prejudice and racism (2nd Ed.). New York: McGraw-Hill.

Kunda, Z., & Sinclair, L. (1999). Motivated reasoning with stereotypes: Activation, application, and inhibition. Psychological Inquiry, 10, 12-22.

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), Psychology of intergroup relations (pp. 7-24). Chicago: Nelson.

Discussion Questions

1. After reviewing the research on the automatic nature of stereotyping, what do you think about Macrae et al's (1997) suggestion that seeing a category word will evoke the associated stereotypes, but seeing a member from that category may not necessarily evoke stereotypes (because the perceiver may categorize the individual on another salient dimension)?

2. How do your salient in-groups change as you go from one social situation to another, and as you go from one social interaction to the next? How do you think this influences (or does not influence) your tendency to perceive others according to their category membership (and to evoke various stereotypes about other persons)?

3. In your own experiences, what sources of stereotypes (e.g., parents, television, magazines, friends, etc.) have been most prevalent and influential?

4. Can you identify some major stereotypes that are communicated in today's media (movies, magazines, television)? What are some specific examples of prejudiced or stereotypical messages or portrayals of a group?

5. How much does feelings and thoughts of relative deprivation contribute to prejudice in the United States today?

6. How would realistic conflict theory explain anti-immigrant attitudes?

M/C Items

1. When we perceive a person, we automatically categorize them along 3 dimensions. Which below are the correct 3?

a. race, status, gender

b. status, gender, age

c. height, gender, race

d. age, race, gender

ans. D

p. 27

2. Our automatic categorization of people upon initially perceiving them occurs along 3 dimensions. These 3 dimensions are referred to as: _____

a. social schemas

b. primitive categories

c. perceptual schemas

d. basic schemas

ans. B

p. 28

3. The idea that all members of a group to which we do not belong tend to be more similar than they are different is referred to as a(n):

a. prejudice

b. negative belief system

c. outgroup homogeneity effect

d. subtyping effect

ans. C

p. 29

4. Research shows that the basis for ingroup favoritism is:

a. a perceived dispositional similarity between group members

b. the common fate of one's group members

c. cohesive group structure

d. conflicts with other groups

ans. B

p. 31

5. Research supports Allport's statement that "prejudice is not taught by parents, but it is instead _____ by the children."

a. learned

b. modeled

c. intensified

d. caught

ans. D

p. 32

6. Children as young as _____ years old show an awareness of racial cues and even show a preference for one race over others.

a. 1-2

b. 5-6

c. 3-4

d. none of the above

ans. C

p. 33

7. Corenblum et al (1996) and by Aboud (2003) asked majority and minority group children to explain successful performances by minority group members. Results indicated that minority group members attributed the success to _____, and majority group members attributed the success to _____.

a. effort, effort

b. effort, luck

c. luck, luck

d. luck, effort

ans. C

p. 35

8. An "implicit theory" is:

a. an unconscious attitude toward a stimulus

b. a shared group belief about an outgroup

c. predictions about outgroup behavior

d. beliefs about the nature of personality

ans. D

p. 36

9. The idea that prejudice will be eliminated when two groups are together in the same location is known as the:

a. contact hypothesis

b. superordinate goal

c. optimal-distinctiveness theory

d. none of the above

ans. A

p. 52

10. According to the realistic conflict theory:

a. we all have a need for positive self-esteem, and that motivates us to favor our ingroups and derogate outgroups

b. when groups perceive they are at a disadvantage compared to an outgroup, they feel prejudice toward the outgroup

c. when groups are competing for scarce resources, prejudice and hostility between the groups will result

d. when a person becomes is thwarted from a particular goal, they feel anger. That anger will eventually transfer to a blame of the outgroup for the perceiver's plight.

ans. C

p. 51

11. According to _____ theory, we all have a need for self esteem, which fuels motivational and cognitive biases in social perception aimed at feeling good about ourselves.

a. optimal-distinctiveness

b. social identity

c. social dominance

d. self-efficacy

ans. B

p. 47

12. Social Identity theory states that:

a. some people prefer hierarchies in society, and believe that there should be those who are privileged, and those who are less-fortunate. Those people who endorse this view are more likely to be prejudiced against outgroups.

b. when two groups are in competition for scarce resources, prejudice will result

c. when a member of a stereotyped group is among a majority group, he/she will be more noticed, and more likely to be the object of prejudice

d. we all have a need for self-esteem, and that fuels motivational and cognitive biases in social perception aimed at feeling good about ourselves.

ans. D

p. 47

13. In 1922, _____ coined the term "stereotype."

a. Walter Lippmann

b. Muzafer Sherif

c. Floyd Allport

d. Theodore Newcomb

ans. A

p. 37

14. Researchers in social cognition have established that people are more concerned with making a(n) _____ judgment, and less concerned with making _____ judgments.

a. accurate; quick

b. quick; accurate

c. considered; quick

d. non-prejudiced; fast

ans. B

p. 37-38

15. When we encounter a stereotype-inconsistent member of a stereotyped group, we:

a. scratch our heads in puzzlement

b. pay more attention to that individual, and are more likely to remember his/her characteristics

c. form a subcategory

d. none of the above

ans. C

p. 41

16. We engage in subcategorization when

a. we are confronted with a stereotype-inconsistent member of a stereotyped group

b. we are motivated to think carefully about a target's characteristics

c. it is important for us to be accurate in our social judgments

d. we feel like our ingroup is being threatened by an outgroup

ans. A

p. 41

17. Often, we tend to see relationships between variables that may only be weakly or not at all related. This is referred to as a(n):

a. stereotype

b. prejudice

c. social heuristic

d. illusory correlation

ans. D

p. 42

18. An illusory correlation is:

a. an overestimated discrepancy between the real and perceived self

b. a prejudiced view of the link between an outgroup member's attributes

c. a perceived relationship between variables that are only weakly or not at all correlated.

d. none of the above

ans. C

p. 42

19. According to Optimal Distinctiveness Theory, we have a strong need for both _____ and __ _____.

a. efficient cognition, accurate social judgments

b. accurate social judgments, fast evaluations

c. belongingness, uniqueness

d. belongingness, efficient cognition

ans. D

p. 48

20. According to _____, our frustration at being thwarted from a goal is paired with negative emotions that we feel about an outgroup. Thus, people come to blame the outgroup as the people who caused the perceiver's failure to attain a goal.

a. optimal distinctiveness theory

b. realistic conflict theory

c. scapegoat theory

d. relative deprivation theory

ans. C

p. 49

21. According to Scapegoat theory, prejudice arises when:

a. one pairs their feelings of frustration from being thwarted from a goal with the stereotyped outgroup, thereby leading the perceiver to blame the outgroup as the source of the perceiver's failure to attain the goal

b. two groups are in competition for a scarce resource

c. one group believes it is at an unfair disadvantage relative to an outgroup for the acquisition of resources and jobs

d. a person believes that the outgroup is blaming him for his own failure to achieve a goal

ans. A

p. 49

22. According to Realistic Conflict Theory,

a. people have a high need for self-esteem, and this can be satisfied by either one's own achievements, or belonging to prestigious groups

b. when two groups are in competition for scarce resources, feelings of hostility and prejudice toward the other group will emerge

c. when one perceives that his/her group is not doing as well as an outgroup, he/she will feel prejudice

d. stereotyped groups also form prejudices and stereotypes about the majority groups.

ans. B

p. 51

23. In Sherif's Robber's Cave experiment, Which theory of prejudice formation (and reduction) did he test?

a. scapegoat theory

b. relative deprivation

c. social dominance

d. realistic conflict

ans. D

p. 51-54

24. What was the one factor in the Robber's Cave Study that led to a dramatic reduction in prejudice among the boys?

a. physical proximity between the groups

b. subordinate goal

c. a lack of perceived relative deprivation

d. superordinate goal

ans. D

p. 53

25. Initially, to try to reduce prejudice among the boys at the Robber's Cave state park, Sherif had each group sit every-other-boy in the cafeteria. This tested a basic premise of _____

a. feedback theory

b. reciprocity theory

c. the contact hypothesis

d. subcategorization theory

ans. C

p. 51-54.

Essay Items

1. Explain in some detail the psychological processes that lead one to favor one's ingroups over outgroups, in a minimal group situation.

2. How do we pay attention to stereotype-consistent and inconsistent information differently when we are thinking about our own ingroup as compared to when we are thinking about a stereotyped outgroup? Why is the process different in each case?

3. Explain the conditions under which a stereotype-inconsistent member of a stereotyped outgroup can decrease the perceiver's stereotypes about that outgroup.

4. Describe the differences between "accuracy-oriented" and "expectancy-confirming" people with regard to how they approach forming impressions about others.

Activities

1. This is based on a method that early minimal group researchers used in their experiments. Bring a photo, a PowerPoint slide, or even a real glass bowl of marbles (or gumballs) to class. Tell the class to take out a piece of paper (or you can distribute 3x5 cards yourself) and write their name and their best estimate as to how many marbles/gumballs are in the jar. Collect the responses. "Score" them in front of the class. In reality, there is no scoring, and what you will do is just assign students a number conforming to your class size and the goal of having about 3 groups. Hand back their sheets with your "score" (e.g., a 1, 2, or 3 written on it). Tell the class that the 1=underestimators, 2=very close to accurate, and 3=overestimators. Tell the class to break into their groups in different parts of the classroom. Then show a brief overhead presentation or PowerPoint slide show of about 12 faces. Near each face on the slide will be a #1, 2, or 3. Tell the class that these numbers correspond to photos of people who answered in the same manner as students in the current class (same scoring categorization system). Have each student rate each photo on attractiveness, intelligence, and friendliness. Score and analyze the data before the next class session. Results should indicate an in-group favoritism, and out-group derogation effect.

2. Have students write for 10 minutes about all the childhood sources of stereotypes they were exposed to, and whether any in particular had a lasting effect on the way they view outgroups.

3. Have students bring in short (less than 5 minutes) clips they've taped (or put on DVD or PowerPoint) from television that illustrate the perpetuation of any type of stereotype in television shows or commercials. Students find these entertaining, interesting, and informative.

4. Ask students to write out some illusory correlations (e.g., blonde's have more fun), and explain why they are illusory.

Web Sites

www.yorku.ca/dept/psych/classics/Sherif - Complete report of Sherif's famous "Robber's Cave" experiment

www.psych.ucla.edu/faculty/taylor - home page of Dr. Shelley Taylor, prominent social psychologist and pioneer in social cognition research and theory

www.psych.ucsb.edu/fac/hamilton.htm - home page of Dr. David Hamilton, pioneer in social cognition theory and research

www.princeton.edu/~psych/PsychSite/ns_fiske.html - home page of Dr. Susan Fiske, eminent social psychologist and expert on stereotyping. Her work recently has focused on the influence of power on gender stereotyping.