

**Advanced Topics in Social Psychology
Stereotypes and Prejudice (PSYC 4606, section 2)
Midterm Review Sheet
Spring 2003**

Know current scientific definitions of stereotypes, prejudice, & discrimination, and how these constructs may relate to one another.

Classic Approaches

Allport's (1954/ 1988) views on:

- Definition of prejudice (know how that compares to current scientific usage of the term).
- Degrees of discrimination (acting out prejudice) and why even low-levels are worrisome.
- Social categories and why we use them.
- The primacy of the ingroup and the role of "ingroup love" in prejudice.

Realistic Group Conflict Theory as discussed in class.

Tajfel and Turner's (1986/ 2000) Social Identity Theory

- Minimal group paradigm research: Procedures & general results (with regard to max joint profit, max ingroup profit, or max difference).
- The essential criteria for group membership
- Definition of intergroup behavior
- Definition of social identity
- Central tenets of Social Identity Theory
- Conditions under which intergroup comparisons typically take place (i.e., relevance)

Contemporary Approaches

Gaertner & Dovidio (1986) Aversive Racism Theory

- Central tenets of Aversive Racism Theory
- General predictions about the conditions under which aversive racists will and will not display prejudice.
- Empirical evidence for Aversive Racism Theory (you should be familiar enough with the studies to describe their general design and results and know why those results are seen as supportive of Aversive Racism Theory)

McConahay, Hardee, & Batts (1981) arguments about old-fashioned vs. modern racism. You should be able to describe the general design and results of the studies, and explain why those results are viewed as supportive of modern racism. You should also be able to recognize questionnaire items designed to measure old-fashioned vs. modern racism.

Devine & Elliott (1995)

- Methodological criticisms of research claiming that racial stereotypes are fading.
- Design of current study.
- Evidence for a distinction between (knowledge of) cultural stereotypes and personal beliefs.

*Compare and contrast classic (older) and contemporary (modern) approaches to prejudice. To what extent are these approaches useful for understanding prejudice in the world today?

Stereotype Development

Eagly & Steffen (1984)

- Central tenets of Social Role Theory, and how gender stereotypes are explained by the theory.
- How did the researchers examine their theory and how did they explain the finding that employed women were viewed as more agentic than employed men?

Diekmann & Eagly (2000)

- What were the results for perceptions of gender roles over time
- What were the results for perceptions of male and female over time.
- Why do these researchers argue that perceptions of male's traits ought to be less dynamic than perceptions of female's traits? Why should the biggest changes in perception be observed for females on masculine traits (instead of on feminine traits)?
- Why was Study 5 important?

Hamilton & Gifford (1976)

- What is illusory correlation and how can that process account for the acquisition of stereotypes on a purely cognitive basis.
- Know the general design and results of Studies 1 & 2. Why was Study 2 important?
- How might illusory correlation and other socio-developmental processes reinforce each other in the creation and maintenance of stereotypes? (illusory correlation based on distinctiveness and/or expectancy)

*How well can Eagly & Steffen's theory, and Hamilton & Gifford's illusory correlation process explain stereotypes of different social groups? What group stereotypes is each theory best equipped to explain?

*Considering the research of Eagly and colleagues, and Hamilton & Gifford, What are the arguments for and against the "kernel of truth" hypothesis regarding stereotype development?

Conditions that Influence Stereotyping

Process (or stages) of stereotyping as discussed in class, and the stages at which a person's motivation and cognitive abilities might have an influence.

Fein & Spencer (1997)

- What is the theoretical connection between prejudice and self-affirmation?
- Know of the general design and results of Studies 1 – 3; be able to explain why self-affirmation ought to decrease and a self-threat ought to increase the use of negative stereotypes, and why using negative stereotypes ought to increase self-esteem.

Darley & Gross (1983)

- Distinction between behavioral and cognitive confirmation of stereotypes.
- 2-stage expectancy (cognitive) confirmation process; why according to this process is it important for people to believe they have objective information about a person?
- What are some of the cognitive mechanisms that may contribute to expectancy confirmation?
- Know the study design and results with regard to Hannah's ability for:
 - Participants who received expectancy manipulation but did not see performance info.
 - Participants who received both expectancy manipulation and performance info.
- Know the study results for participants who received both expectancy manipulation and performance info. with regard to perceptions of performance (test difficulty, problems correct, relevance of info). Why were these perceptions measured?
- Why did some participants make ability ratings without receiving any performance info?

Bodenhausen (1990)

- Argument for why circadian variations ought to affect stereotyping.
- General design (including how stereotyping was measured) and results for Studies 1 & 2.

*In light of the research findings, what are the optimal conditions for stereotypes and prejudice to exert an influence? What are the optimal conditions for people to avoid the influence of stereotypes and prejudice.

*What does the research suggest about the ease or difficulty of avoiding stereotypes and prejudice?

Implicit Processes in Stereotyping and Prejudice

Blair (2001)

- Definition of implicit intergroup bias both conceptually and procedurally (i.e., types of tests).
- Explanations for discrepancies between implicit and explicit intergroup bias.
- Evidence for the controllability of implicit intergroup bias (e.g., suppression, attentional focus, promotion of counterstereotypes)

Nosek, Banaji, & Greenwald (2002)

- What is the IAT
- What are some benefits to using the web for research, what are some drawbacks
- How do White and Black respondents, on average, perform on the race attitude IAT; how do those results compare to their explicit attitudes?
- How do young and older respondents, on average, perform on the age attitude IAT; how do those results compare to their explicit attitudes?
- What is the average association between gender and science/liberal arts; how does this compare to explicit attitudes?
- What is the average association between gender and career/family; how does this compare to explicit attitudes? Why might men and women differ here?
- What do the authors mean when they say, "The learning context is culture, but the repository is the individual?"

Dovidio, Kawakami, & Gaertner (2002)

- What is the MODE model?
- Study design, measures, and results, with a focus on the relations among explicit prejudice, implicit prejudice, verbal behavior, nonverbal behavior, self-perceptions, and confederate perceptions.
- Do these results support the MODE model?
- How might the present results explain discrepancies between Whites' and Blacks' perceptions of society and in particular, interracial situations?