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# **Instructor's Manual and Test Bank**

*for*

## **The Psychology of Prejudice**

Second Edition

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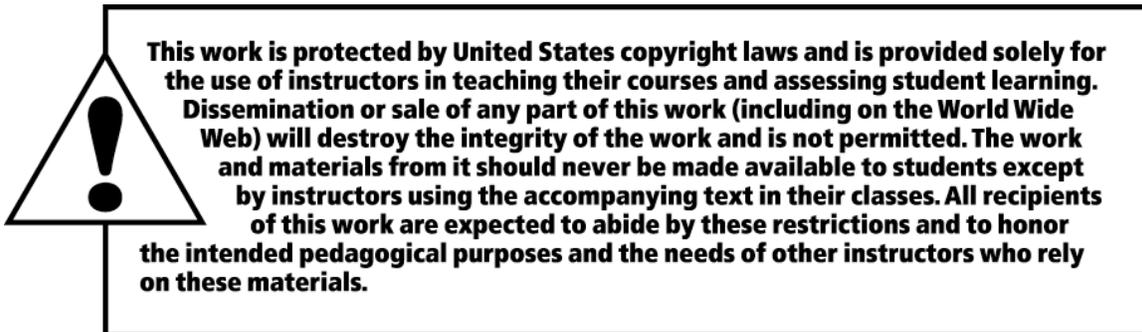
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## **Chapter 1: Introduction to the Study of Stereotyping and Prejudice**

### 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 / White Intergroup 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/](http://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](http://www.apa.org/pubinfo/hate) - The American Psychological Association's report on hate crimes

[www.igc.org/igc/gateway/arnindex.html](http://www.igc.org/igc/gateway/arnindex.html) - Anti-Racism Net

[www.naacp.org](http://www.naacp.org) - National Association for the Advancement of Colored People

[www.adl.org](http://www.adl.org) - Anti-Defamation League

[www.prejudiceinstitute.org](http://www.prejudiceinstitute.org) - The Prejudice Institute

[www.civilrightsmuseum.org](http://www.civilrightsmuseum.org) - the National Civil Rights Museum.

[www.spsai.org](http://www.spsai.org) - Division 9 of APA, the Society for the Psychological Study of Social Issues.

[www.apa.org/divisions/div45/](http://www.apa.org/divisions/div45/) - Division 45 of APA, the Society for the Psychological Study of Ethnic Minority Issues.

[www.partnersagainsthate.org](http://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