Bias, Stereotyping, and Stigma Versus Identity, Categorizing, and Evaluating

- Stereotype Threat, Stigma, and Identity Boost
  - Self-Promotion Bias

- Organization of Basic Emotions:
  - Bias toward Negative Emotions
    - Species Characteristics?

- How Unconscious Bias Comes with Categorization and Experience
  - Implicit Association Test (Banaji & Greenwald)

Bias, Segregation, Ethnocentrism, and Ethnic Identity

- Why Are They So Pervasive?
- What Do They Have to Do with Emotions?
- Are They Biologically Given Properties of Our Species?
- Can Human Beings Exist without Ethnic or Racial Identity?
  - Note: Races Exist in All Species That Live Over a Wide Range of Environments.
Stereotype Threat

Day after Martin Luther King Was Shot in 1968. Such a Horrid Year: Bobby Kennedy and MLK Assassinated and George Wallace Crippled.

- Origin of Stereotype Threat Research: Blue Eyes/Brown Eyes
- Teacher Jane Elliot in Iowa Responding to the Assassination
- Results of Quizzes in Two Groups

Stereotype Threat Research

- Started a Whole Research Program, Eventually Named Stereotype Threat.
  - Effects of Stigma
- Note Identity Boost Too.
  - Self-Promotion Bias.
- Claude Steele of Stanford Has Led The Effort.
Role-Based Biases, Conscious & Unconscious

- Social Roles Are Categories!
- Stereotype Threat Effect Is Powerful and Pervasive.
  - Accounts for Much If Not All of Many Performance Differences, Such As Achievement Gap
- Every Human Society Has Insiders and Outsiders!
  - Outsiders Are Typically Stigmatized.

Mental Structures Have Hidden Properties.

- Especially Evident in Social World
- As in Stereotyping: Racism, Sexism
- Egocentrism & Ethnocentrism
- “Healthy” Bias toward Positive Self
Organization of Emotion Words. Studies in U.S. & China

Implications?

- Both Similar & Varying across cultures
- Starting with the native dictionary
- Based on spontaneous grouping of words into categories by about 100 native speakers

Hierarchy of Emotions for United States

Reference: Shaver, Schwartz, et al., 1987
Bias Toward Negative Emotions

Hierarchies of Emotions for China & the United States

Reference: Shaver, Wu, & Schwartz, 1992; Fischer & Tangney, 1994
What Is the Opposite of Shame?

- Shame & Pride, or Shame & Honor/Respect?
  - American versus Chinese Conceptions of Self-Conscious Emotions

- Do Americans Have Impoverished Understanding of An Essential Dimension of Emotions: Shame/Honor?

- How Does This Dimension Influence Cultural Relations and Politics?

Organization of Shame Words in Chinese

Li, Wang, & Fischer, 2004

- Large cultural difference!
- 83 shame words chosen from 144 nominated words.
- Then sorted by 82 Chinese adults.
- Produced: Hierarchy of shame families
Negative Bias in Emotion Categories
But Positive Bias in Self Representation

- Across Cultures
  - Not Just American Self-centered Focus
- Why Are These Biases So Different?

Example: Chinese Girl of 17

**Self-Conscious Emotions**

- Modest TchT +
- Cautious TchC +-
- Composed TchT +
- Relaxed Cis +
- Honored Moth +
- Relaxed Sib +
- Composed Fath +
- Contented BFr +
- Respected OFr +
- Self-Respected OFr +
- Lost Face TchT –
- Shy Sib –
- Proud BFr +
- Lovable BFr +
- Tense OFr –
- Tense TchC –
- Awkward Cis –

Fath: Father
Moth: Mother
Sib: Sibling
BFr: Best Friend
OFr: Opposite-Sex Friend
Cis: Classmate
TchC: Teacher in Charge
TchT: Teacher Teaching

+: Positive
–: Negative
+ –: Positive & Negative

Lines: Relations
Numbers: Similar Relations
Letters: Opposite Relations
Arrows: Conflict
Emotional Organization: *Normal* Positive Bias

Example 1:
American Girl of 15

17
Example:
American Girl of 15

Example 2:
American Girl of 17

Bfr- Best Friend
Fath- Father
Moth- Mother
Ofr- Other Friend
Real- Real Me
Rom- Romantic Friend
Sch- School
Sib- Sibling
Example 2: American Girl of 17

American Girl of 15

BFr - Best Friend
Fath - Father
Moth - Mother
Real - Real Me
Rom - Boyfriend
A Violent Role Relationship

IAT: Implicit Association Test

https://implicit.harvard.edu/implicit/demo/

- Unconscious Stereotypes
- Examples: “Implicit Racism,” “Implicit Sexism”
IAT: Implicit Association Test

Mahzarin Banaji and Anthony Greenwald

- Implicit Biases Show Up in Simple Reaction Time Measures
  - Implicit.harvard.edu

- Example: Male/Female  Science/Liberal Arts

- Example: Black/White

Time Brings Big Effects of Small Biases

- Sand Dunes and Canyons

- People Developing and Learning

- Emotions Bias Behavior.
  - Recurring Emotions Can Lead to Large Biases in the Long Term.
  - Some Biases Will Be a Focus of the Class on Maltreatment.

- Growth Modeling Captures Many Bias Effects.
Beyond Infancy: Multiple Attachment Models

- People Differentiate Models for Different Close Relationships.
- There Is Usually a Dominant Model, Which Takes Precedence.
- Working Models Can Change with Experience.

Van Parys & Fischer Studies of Sex, Age, & Race Roles

- 2½ to 6 yr olds in Preschools in Denver:
  - girls & boys
  - black & white
  - middle class with mother & father
Relating Understanding of Roles with Preferences

- Development of Understanding Age, Sex, & Race Roles
  - similar developmental sequences & ages
- Development of Preferences/Motivations
  - differences by sex and race
Development of Roles

<table>
<thead>
<tr>
<th>Step</th>
<th>Sex Roles</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Active Agent</td>
</tr>
<tr>
<td>2</td>
<td>Role for Own Sex</td>
</tr>
<tr>
<td>3</td>
<td>Shift between Sex Roles</td>
</tr>
<tr>
<td>4</td>
<td>Sex Constancy (in sleep)</td>
</tr>
<tr>
<td>5</td>
<td>Sex Constancy (with several single changes)</td>
</tr>
<tr>
<td>6</td>
<td>Sex Constancy (with multiple changes)</td>
</tr>
<tr>
<td>7</td>
<td>Integration of Sex &amp; Age Roles</td>
</tr>
</tbody>
</table>

in "Analyzing Diversity in Developmental Pathways"

Developmental Step for Understanding

boys & girls: no difference
Large Differences in Preferences & Similarities

- example: Which One is the Same as You?
  - forced choice, where nothing matches on age, sex, or race

White Girl, gender vs. age:

Pick the one that is the same as you.
White Boy, gender vs. age:

Pick the one that is the same as you.

White Boys:
How does Knowledge relate to Use?

Age-Role Knowledge
Sex-Role Knowledge

Note: Age- & Sex-Role Knowledge Are Highly Correlated, $r = .88$, $p < .001$
Boys Used *Gender* More as they came to understand it (& age) better.

White Girls:
How does Knowledge relate to Use?
Girls Used Age More as they came to understand it (& gender) better.

Race: Gender Correlations Switch

- Black Girls Used Gender More as They Grew Older & Understood Better.
- Black Boys Used Age More as They Grew Older & Understood Better.
Race Preference

- Many Black Boys Classified Themselves as White at Age 3 and Some at Age 4.
- (Note that Many Boys Did Not.)
- Few Black Girls Did So.