

# **Social Psychology of Race and Ethnic Group Relations**

**PSY 387**

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ISBN 978-021-394-5

*General Editor:* Prof. Bayo Okunade

**University of Ibadan Distance Learning Centre**  
University of Ibadan,  
Nigeria

Telex: 31128NG

Tel: +234 (80775935727)

E-mail: [ssu@dlc.ui.edu.ng](mailto:ssu@dlc.ui.edu.ng)

Website: [www.dlc.ui.edu.ng](http://www.dlc.ui.edu.ng)

### **Vice-Chancellor's Message**

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka  
Vice-Chancellor

## **Foreword**

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

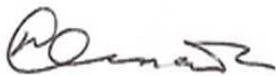
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.



Professor Bayo Okunade

Director

### Course Development Team

Content Authoring	Eigbadon Edeki Gregory Ph.D
Content Editor	Prof. Remi Raji-Oyelade
Production Editor	Dr. Gloria O. Adedoja
Learning Design/Assessment Authoring	Abiahu Keyna Chimenka
Managing Editor	Ogunmefun Oladele Abiodun
General Editor	Prof. Bayo Okunade

## **General Introduction and Course Objectives**

As “Homosapients”, human beings do not function as a private entity. They function under social institutions either as members of an ethnic group where their culture, language, diet, religion and customs are shaped, or as members of a group or affiliates, where their self-worth, self esteem and values are shaped.

Peculiar to these affiliations in the social settings are behavioural consequences that result in group biases, stereotypes, prejudices and discriminatory tendencies. Therefore, this course focuses on assisting students to understand human behaviour in terms of how basic knowledge of these group dynamics will foster better interpersonal relations and understanding among individuals. It will also foster basic understanding of the modalities in reducing acts of ethnic and group rivalry.

Course objectives are therefore designed to flow from general to specific tasks. The course materials also follow this pattern in order to achieve the overall goal. Additionally, pre-tests, summaries, post-tests are administered to assist students in ensuring a better understanding of the course content.

## STUDY SESSION ONE: Ethnicity and Race

### Introduction

This lecture explains the general meaning of the concepts of ethnicity and race. The basic distinctions and terminologies existing between them are clearly defined.

### Learning outcome in study session 1

LO1.1: define and use correctly some of the key word printed in bold.

LO2.1: define ethnicity and race

LO3.1: explain ethnic consciousness

LO4.1: mention 4 basic dissimilarities between ethnicity and race.

### CONTENT

The concept of ethnicity is related to the Greek concept of “**ethnos**” which refers to the people of a nation or tribe, and “**ethnikos**”, which stands for national. Hence, ethnicity refers to the ethnic quality or affiliation of a group which is normally characterized in terms of culture. **Ethnicity** represents a social group with a shared history, a sense of identity, geography and cultural roots which may occur despite racial differences. Ethnicity shapes a group’s culture, the foods, language, religion, music and customs. These cultural mores often play a vital role in shaping how the group of people view, interpret and interact with the world.

**Ethnic consciousness** is a process by which an individual or community came to understand itself as separate or different from others. It has also been commonly referred to as the actual group conscientiousness that excluded or subordinated groups expressed. It involves special rituals and other patterns of behaviour that are defined as the content of a group’s ethnic culture.

**Ethnic culture** relates to that set of material objects that are uniquely utilized by a particular ethnic group. So that ethnic goods become synonymous with the people who are members of that group or who practice that culture. Ethnicity was shaped as an intellectual concept and a mode of social analysis in the late 19<sup>th</sup> and 20<sup>th</sup> centuries. It is both a lived and an intellectual concept. When members of an ethnic group interact with

each other, ethnicity becomes a means by which culture is transmitted. Ethnic related variations include ethnic identity, discrimination and bilingualism.

### ACTIVITY 1.1

Allow 5minutes

Study paragraph 1, 2 and 3 in the content, then explain the concept of ethnic consciousness and ethnic culture. What are the basic things that constitute ethnicity and Race?

### ITQ1.1

The process which involves special rituals and other patterns of behaviour that are defined as the content of a group's ethnic culture is -----.

- (a) Ethnic culture
- (b) Ethnicity
- (c) Ethnic consciousness
- (d) Race

### ITA1.1

The correct answer was (c)

Reason: The answer justified the major patterns of behaviour that are defined as the content of a group's ethnic culture.

Options (a) and (b) were not correct because, Group conscientiousness does not relate to that set of material objects that are uniquely utilized by a particular ethnic group nor refers to the ethnic quality or affiliation of a group which is normally characterized in terms of culture.

The answer was not (d) because, Group conscientiousness is not a person's physical characteristics such as skin color, facial features, hair style which is commonly inbred, geographic, isolated population.

**Race** is generally defined in terms of physical characteristics such as skin color, facial features, hair style which is commonly inbred, geographic, isolated population. The meaning of "race" has changed over many centuries, but it is now generally accepted as

something created by society. The American Anthropological Association's statement on race states, "Physical variations in the human species have no meaning except the social ones that humans put in them".

While we may not be different biologically, the colour of our skin is the most visible difference among us, and it affects the way we interact with each other. Racial encounters carry a long history of abuse from colonization, which saw the establishment of a major group and a minor group.

Despite evidence that there is only one human race, with many variations of that one race, the term 'race' generally assumes biological differences that are most evidenced in physical appearance, a kind of pseudosubspeciation. Race is often associated socially or accompanied by **stereotyping**. Racism and prejudice deal with the forming of unfounded and often inaccurate opinions about a group, leading to biased behaviour against members of that group. From the mistaken notion that humans may be divided into clearly defined racial groups and that these groups vary in capabilities and aptitudes, racism gives permission to individuals to treat racial groups differently.

Race means a set of physical traits and culture with a form of consciousness. This also relates to a person's ancestral stock and including all traits, that is, physical and behavioural associated with membership in that race. To be of the "Ibo" race in the 19<sup>th</sup> century meant that one's ancestors hailed from Ibo land, even if a person himself had never been to Ibo land.

## ACTIVITY 2.1

Allow 5 minutes

From the paragraph beginning with Race; briefly explain the meaning of pseudosubspeciation and racism. What effect does Racism and prejudice has on members of an out-group?

### ITQ2.1

-----, deals with the forming of unfounded and often inaccurate opinions about a group, leading to biased behaviour against members of that group.

- (a) Stereotyping.
- (b) Racism and prejudice.
- (c) Ethnic culture
- (d) A kind of pseudosubspeciation

## ITA2.1

The correct answer was (b)

Reason: The answer was because, only racism and prejudice deals with the forming of unfounded and often inaccurate opinions about a group, leading to biased behaviour against members of that group.

Options (a) (b) and (d) were not correct because, racism and prejudice most often were associated socially or accompanied by stereotyping, and does not relate to that set of material objects that are uniquely utilized by a particular ethnic group.

The answer was not (d) because, racism and prejudice were not pseudosubspeciation in kind.

### **Ethnicity Vs Race**

**Race** often suggests one's status within the social system and introduces power differences as people of different races interact with one another. **Ethnicity**, on the other hand, connotes common culture and shared meaning. It includes thoughts, perceptions, expectations and actions of a group resulting from shared historical experiences.

Thinking that a group of people was racially different and thus should be treated badly is a prejudicial thought and attitude and anti-racism came to be defined as the elimination of such attitudes. Again, ethnic theory both describes the creation of social conflicts and prescribed ways of overcoming such differences. Such prescriptions were then applied to the problems of racial discrimination and exclusion between white and non-whites for instance, although it also formulated and reinforced a distinction between whites and blacks in countries like United States further exuberating a false distinction between races as a physical trait and ethnicity as a cultural phenomenon.

### ACTIVITY 3.1

Allow 5 minutes

Read the content Ethnicity and Race thoroughly, identify the major terms used and note their differences.

### ITQ3.1

Select the correct match to options below using Culture, Race, Ethnic consciousness and Ethnicity.

- (1) ----- represents a social group with a shared history, a sense of identify, geographical or cultural roots.
- (2) ----- is a process by which an individual or community came to understand itself as separate or different from others.
- (3) When members of an ethic group interact with each other, ethnicity becomes a means by which ----- is transmitted.
- (4) -----is often defined in terms of physical characteristics, such as skin colour, facial features, hair style which is common or peculiarities of isolated population.

### ITA3.1

- (1) Ethnicity (2) Ethnic consciousness (3) Culture (4) Race

## SUMMARY

In this session you have learnt about the concept of ethnicity and race. The concepts “ethnicity” sprang up from two Greek words “ethnos” which refers to the people of a nation or tribe, and “ethnikos”, which stands for national. For ethnicity to exist, there must be a social group with ethnic quality or affiliation characterized in terms of culture which must play vital roles in shaping how the group view, interpret and interact with the world. On the other hand, race as a concept is synonymous with people who are members of that group or who practice that culture. Therefore, the term ‘race’ generally assumes biological differences that are most evidenced in physical appearance, a kind of pseudosubspeciation, such as skin color, facial features, hair styles etc. More so, in any social group with a defined culture, an individual or the community understands himself or itself as separate or different from others through the concept ethnic consciousness. Besides, ethnic culture equally exists and refers to that set of material objects that are uniquely utilized by a particular ethnic group.

### SAQs

#### SAQ1.1 (tests learning outcome 1.1)

Define and use correctly some of the key word printed in bold.

**Ethnos**” refers to the people of a nation or tribe, and “**ethnikos**”, stands for national. . **Ethnicity** represents a social group with a shared history, a sense of identity, geography and cultural roots which may occur despite racial differences. **Ethnic consciousness** is the actual group conscientiousness that excluded or subordinated groups expressed.

**Ethnic culture** relates to that set of material objects that are uniquely utilized by a particular ethnic group. **Race** means a set of physical traits and culture with a form of consciousness.

#### SAQ2.1 (tests learning outcome 3.1)

Define ethnicity and race.

Ethnicity represents a social group with a shared qualities or characteristics, despite racial differences. Ethnicity shapes a group's culture, which often play a vital role in shaping how the group of people view, interpret and interact with the world.

Race on the other hand is defined in terms of physical characteristics, such as skin colour, facial features, hair style which is common or peculiarities of isolated population.

### **SAQ3. 1(tests learning outcome 2.1)**

Explain group consciousness

Group consciousness is a process by which an individual or community came to understand itself as separate or different from others. It involves special rituals and other patterns of behaviour that are defined as the content of a group's ethnic culture.

### **SAQ4.1 (tests learning outcome 4.1)**

Mention basic dissimilarities between ethnicity and race.

Ethnicity refers to the ethnic quality or affiliation of a group, represents a social group, shapes a group's culture, while, race is generally defined in terms of physical characteristics of a group, assumes biological differences that are most evidenced in physical appearance, often associated socially or accompanied by stereotyping.

### **References**

Encyclopedia of American Cultural and Intellectual History. Mary Kupiec Cayton and Peter W. Williams editors (2001) (New York and Scribner's sons)

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Zuckerman M. (1990). Some dubious premises in research and theory on racial differences. Scientific, social and ethical issues. American psychologist A5, 1297-1303.

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## STUDY SESSION TWO: Further Concepts in Ethnicity

### Introduction

To further our understanding of the concept of ethnicity, some associated concepts must be noted and these inform the relevance of the concept of ethnicity in the field of psychology and researches. This involves the idea of ethnic consciousness, ethnicity and intelligence, ethnicity as a social theory formation of group consciousness.

### Learning outcome in study session2

LO1.2: define and use correctly some of the key word printed in bold.

LO2.2: define ethnic consciousness

LO3.2: Explain how group consciousnesses are formed.

LO4.2: State the relevance of studying ethnicity in social psychological researches.

### CONTENT

#### Ethnic Consciousness

From the biological perspective, it is sometimes said that humans start becoming aware of their ethnicity from the age of 3 or 4 years. **Ethnic consciousness** is a process by which an individual or community of people come to understand themselves as separate or different from others. **Ethnicity** is also commonly referred to as the actual group consciousness that excludes or subordinates groups expressed. Ethnicity could describe the language, the religion, the social rituals and other patterns of behaviour. **Ethnic culture** is inclusive of the set of material objects that are uniquely utilized by a particular ethnic group. So that ethnic groups became **synonymous** with the people who are members of that group or who practice that culture.

#### Ethnicity as Social Theory

As a social theory, ethnicity repudiates attempts to use the physical body to explain differences between people. It is also a counter argument to claim that social conflicts are fixed because they result from imitable physical differences. **Ethnic theory** describes both the creation of physical conflicts and prescribed ways of overcoming such differences. Such prescriptions were then applied to the problems of racial discrimination and exclusion between whites and non-whites. However, it also reformulated and reinforced a distinction between whites and blacks in countries like United States.

## ACTIVITY 1.2

Allow 5minutes

Read the first two stanzas in this content; explain the concept of ethnic culture, ethnic consciousness and ethnic theory. What are the basic requirements for the formation of a group?

### ITQ1.2

----- describes both the creation of physical conflicts and prescribed ways of overcoming such differences.

- (a) Ethnic theory
- (b) Ethnicity
- (c) Ethnic consciousness
- (d) Race

### ITA2.2

The correct answer was (a)

Reason: The option (a) justified the creation of physical conflicts and prescribed ways of overcoming such imitable physical differences.

Options (b) and (c) were not correct because, ethnic theory does not refer to ethnic quality or affiliation of a group. Besides, ethnic theory does not represent a social group, or shapes a group's culture, nor involves special rituals and other patterns of behaviour that are defined as the content of a group's ethnic culture.

The answer was not (d) because, ethnic theory does not refer to a person's physical characteristics or set of physical traits and culture with a form of consciousness such as skin color, facial features, hair style which is commonly inbred, geographic in isolated population.

## Formation of Group Consciousness

Central to the definitions of both race and ethnicity seemingly, de-emphasizing the analytical importance of physical ancestry. This formation of group consciousness becomes obvious in their exclusion from their host society. As a sense of solidarity between disparate groups who might not have felt much fellowship in their homeland. People who have local ties to village or region in their place or origin, they began to feel stronger affinities to others in a foreign land. These are individuals purportedly from the same national origin.

This sense of commonality in a foreign land is not merely a response to nativism, it also leads to the formation of networks of trade and sociality. It results in formation of geographic and linguistic enclaves. An instance is “the sabo settlements” among Hausas. It could even be a nostalgic sense of longing for the home country. All these factors draw people together and create institutions and social practices. These individuals also see each other as compatriots, both because they are lumped-in together by others and because a new found sense of being from the same place elsewhere.

## ACTIVITY 2.2

Allow 5 minutes

Form the content titled formation of a group; briefly explain how a group is formed.

### ITQ2.2

All these factors draw people together and create institutions and social practices, except  
-----

- (a) Sense of solidarity between disparate groups who might not have felt much fellowship in their homeland.
- (b) Local ties to village or region in their place or origin,
- (c) Controlling other extraneous differences in the Society
- (d) Sense of commonality in a foreign land

### ITA2.2

The correct answer was (c)

Reason: The answer was (c) because; controlling other extraneous differences in the Society does not draw people together or create institutions and social practices.

Options (a) (b) and (d) are not correct because, sense of solidarity between disparate groups, having local ties to village or region in ones place or origin, and the development of sense of commonality in a foreign land are the major factors that draw people together and create institutions and social practices

### **Ethnicity and Intelligence**

The Bell Curve by Richard J. Herrnstein and Charles Murray strongly suggests that the ethnic and racial group differences among intelligence scores are essentially genetically based. They further suggested that low I'Q scores are responsible for conditions such as low incomes and unemployment as well as inappropriate parental behaviour. Prior to this time, mental measurement movement disregarded racial differences and uniformly used intelligence test results of people of various ethnic groups over others. Today, specific criteria have been developed for testing fairness when using the same test for different ethnic groups, thus, controlling other extraneous differences. There is also the need for the idea of variability in I'Q scores across racial groups indicating that while some people do poorly, many do quite well.

### **ACTIVITY 3.2**

Allow 5 minutes

Read the content Further Concepts in Ethnicity again, note and briefly define the different terms used in the content.

### **ITQ3.2**

Select the best options to the statements below, using Ethnic theories, Exclusion, Fairness, Ethnic consciousness and Ethnic theory

- 1 ----- is a process by which individuals or member of a community came to understand themselves as separate or different from others.
- 2 ----- describes both the creation of social conflicts and also prescribes ways of overcoming such conflicts or differences.
- 3 The ----- reformulate and reinforce a distinction between whites and blacks.
- 4 An influential factor in the formation of group consciousness is its ----- from the host society.

- 5 Measuring intelligence among different ethnic groups requires that specific criteria be put into consideration to test -----.

### ITA3.2

- (1) Ethnic consciousness (2) Ethnic theory (3) Ethnic theories (4) exclusion (5) Fairness.

## SUMMARY

In this session you have learnt more on Further Concepts in Ethnicity. One could therefore conclude that humans as living organisms with physical abilities and intellectual magnetisms develop ethnic consciousness over time. Ethnic consciousness refers to a process by which an individual or community of people come to understand themselves as separate or different from others. Meanwhile, due to sense of solidarity between disparate groups who might not have felt much fellowship in their homeland or excluded from their host society, the formation of group consciousness therefore becomes obvious.

In this regards, people who have local ties to village or region in their place of origin, began to feel stronger affinities to others in a foreign land. This sense of commonality in a foreign land is not merely a response to nativism, but rather leads to the formation of networks of trade and sociality, geographic and linguistic enclaves etc. This could also be referred as a nostalgic sense of longing for the home country.

### SAQs

#### **SAQ1.2 (tests learning outcome 1.2)**

Define ethnic theory.

Ethnic theory is that theory which describes both the creation of physical conflicts and equally prescribed ways of overcoming such differences. For instance, in certain situations such physical conflicts prescriptions were applied to the problems of racial discrimination and exclusion, e.g distinction between whites and blacks in countries like United States.

#### **SAQ2.2 (tests learning outcome 2.2)**

Define ethnic consciousness

Ethnic consciousness is defined as a process by which individuals or member of a community came to understand themselves as separate or different from others.

**SAQ3.2 (tests learning outcome 3.2)**

Explain how a group consciousness is formed.

Group consciousness is formed when there is sense of solidarity between disparate groups, also formed when one have local ties to village or region in ones place or origin. More so, group consciousness is equally formed, when there is sense of commonality and stronger feelings of affinities to others in a foreign land are the major factors that draw people together and create institutions and social practices

**SAQ4.2 (tests learning outcome 4.2)**

State the relevance of studying ethnicity in social psychological researches.

Ethnicity shapes a group's culture, the foods, language, religion, music and customs, which often play vital role in shaping how the group views, interpret and interact with the world. Ethnicity also plays vital roles on how culture is transmitted. According to the Bell Curve by Richard J. Herrnstein and Charles Murray, ethnic and racial group differences among intelligence scores are essentially genetically based. In other words, strongly suggests that intelligence test results of people of various ethnic groups could be used over others for testing fairness when using the same test for different ethnic groups, thus, controlling other extraneous differences.

**References**

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## STUDY SESSION THREE: Racism and Sexism

### Introduction

Racism is a belief or perception that a particular race is superior to another. This belief about how different groups of people are to be viewed has changed to more subtle forms of discrimination in the modern world such as sexism, the perception that women are inferior to men in fundamental respect.

### Learning outcome in study session3

LO1.3: explain the concept of modern racism

LO2.3: how is sexism expressed in the Nigerian context?

LO3.3: discuss the concept sexism

### CONTENT

It is now quite uncommon neither is it legally acceptable to engage in many forms of discrimination that were once common in many countries about half a century ago. This change has created conflict in many people between what they think and feel inside, what they believe is prudent or acceptable to say or do publicly. To some people, it has created conflict between competing beliefs and values, for example, the belief in equal treatment and the desire to make up for past injustices through some form of affirmative actions. You may have the belief that one ought to feel the same towards members of all groups, but at the same time, feel a resistance within to actualize that belief. This sort of conflict has inspired social psychologist to develop new theoretical explanations for this modern form of prejudice.

Kinder and Sears (1981); Swim, Aiken, Hall and Hunter (1995) and others noted that the old-fashioned racism has largely disappeared in countries like the United States but it has been replaced by a subtler one, modern racism or symbolic racism.

Modern racism explicitly rejects racist beliefs on the one hand, while inwardly nurturing animosity or suspicion towards blacks for instance, by undermining cherished principles of justice and inequality. It is the way in which an individual harbor unacknowledged and negative feelings and attitudes towards minority groups that stems from in group favoritism and a desire to defend the status quo (Sidamus and Prato, 1999,). Thus, whether or not such a person will act in a prejudiced or discriminatory manner will very much depend on the details of the situation. If the situation offers no justification or 'disguise' for discriminatory action, people's response will conform to their egalitarian values. On other hand, if a suitable rationalization is readily available, the modern racist's prejudices will emerge.

### ACTIVITY 1.3

Allow 5minutes answer the question below

Study the content above on racism and sexism and answer the question below.

#### ITQ1.3

The way in which an individual harbor unacknowledged and negative feelings and attitudes towards minority groups that stems from in group favoritism and a desire to defend the status quo is referred as -----

(a) Hostile sexism

- (b) Modern Sexism
- (c) Symbolic Racism
- (d) Symbolic Sexism

### ITA1.3

The correct answer was (c)

- (a) Reason: The correct answer was (c) because Symbolic Racism refers to the way in which an individual harbor unacknowledged and negative feelings and attitudes towards minority groups that stems from in group favoritism and a desire to defend the status quo hence, provided the most suitable option for the question.

Options (a), (b) and (d) were not the answer because, Hostile sexism, Modern Sexism and Symbolic Sexism does not explain the concept of Symbolic Racism

In most cases, the prejudice or dissemination is ‘marked’ and the individual remains comfortably unaware of being a racist.

### **Sexism**

There is a belief that women are less competent and intelligent than men and at the same time believe that they are warmer and more interpersonally skilled. Steve Glick and Susan Fiske (2001) noted two types of sexism in their study which covered nineteen nations, Benevolent and Hostile sexism.

Benevolent sexism is a subjectively favorable ideology that offers protection and affection to women who embrace conventional roles. This often coexists with hostile sexism. Hostile sexism is an antipathy towards women who are viewed as usurping men’s power. Such partly positive stereotypes may be particularly resistant to change. In many instance, this has culminated into the establishment of such moment as “women liberation”. In Nigeria, the feminist groups are involved in a series of awareness and advocacy programmes for more recognition of position of women in political offices and institutions.

### **ACTIVITY 2.3**

Allow 5minutes

Based on Steve Glick and Susan Fiske (2001) classifications of sexism, explain briefly Benevolent and Hostile sexism from your own perspectives.

### ITQ2.3

The two major types of sexism identified by Steve and Fiske (2001) was

- (a) Benevolent and Hostile sexism.
- (b) Modern Sexism and Symbolic Sexism.
- (c) Racism and Sexisms

### ITA2.3

The answer was (a) by

Reason: The answer was (a) because, benevolent and hostile sexism was the only two major types of sexism identified by Steve and Fiske (2001). Therefore, provides the most suitable option for the question.

Option (b) and (c) were not the answer modern sexism explicitly rejects racist beliefs but inwardly nurtures animosity against another group while racism is an old fashioned and has given way to a more subtle form called modern or symbolic racism.

### **Assessment of True Attitudes**

Surveys of people's attitudes towards certain groups cannot be fully trusted because respondents may not think it is acceptable to express what they really feel or people may not fully know how they feel. In other words, there exist some conflict between what is covertly felt and what is overtly stated. Since so many forms of prejudice and ambivalence are uncertain or hidden, they are not likely to be revealed through self-reports in researches. Thus, indirect measures are often used. An example is Implicit Association Test (IAT) and Priming.

### ACTIVITY 3.3

Allow 5 minutes

Read the content carefully again, and select the correct match to the statements below.

### Sexism, Modern racism and Racism

1. An old fashioned and has given way to a more subtle form called modern or symbolic racism is -----
2. -----, explicitly rejects racist beliefs but inwardly nurtures animosity against another group.
3. ----- is the belief that women are less competent and intelligent than men.

(a) Racism (b) Modern racism (c) Sexism

### SUMMARY

In this session you have learnt about the concept of racism and sexism. Kinder and Sears (1981); Swim, Aiken, Hall and Hunter (1995) and others noted that racism has become old fashioned and has given way to a more subtle form called modern or symbolic racism. Modern racism explicitly rejects racist beliefs but inwardly nurtures animosity against another group. It is the way in which an individual harbor unacknowledged and negative feelings and attitudes towards minority groups that stems from in group favoritism and a desire to defend the status quo (Sidamus and Prato, 1999). In other words, as far as racism and sexism are concerned, prejudice or discrimination is “masked”, while the individual is quite unaware of them.

This chapter too introduced to us the concept of sexism; a belief that women are less competent and intelligent than men. Sexism also mentally restricts women only to certain conventional roles; any deviation is seen as usurping men’s exclusive roles. Measuring this hidden attitude requires indirect measures like Implicit Association Test (IAT) Priming.

### SAQs

SAQ1.3 (tests learning outcome 1.3)

Explain the concept of modern racism

The concept racism is the way in which an individual harbor unacknowledged and negative feelings and attitudes towards minority groups that stems from in group favoritism and a desire to defend the status quo (Sidamus and Prato, 1999,). Modern racism explicitly rejects racist beliefs but inwardly nurtures animosity against another group.

In other words, despite the fact that race is often associated socially or accompanied by stereotyping, racism and prejudice deal with the forming of unfounded and often inaccurate opinions about a group, leading to biased behaviour against members of that group. Racism also gives permission to individuals to treat racial groups differently.

### **SAQ2.3 (tests learning outcome 2.3)**

How is racism and sexism expressed in the Nigerian context?

In Nigeria and world at large, sexism is perceived as a belief that women are less competent and intelligent than men and mentally restricts women only to certain conventional roles. Any deviation therefore, is seen as usurping men's exclusive roles. As a result, feminist groups in Nigeria precisely are involved in a series of awareness and advocacy programmes for more recognition of position of women in political offices and institutions.

### **SAQ3.3 (tests learning outcome 3.3)**

Discuss the concept sexism

Sexism refers to belief that women are less competent and intelligent than men and at the same time believe that they are warmer and more interpersonally skilled. There are two major types of sexism, the Benevolent and Hostile sexism.

Benevolent sexism is a subjectively favorable ideology that offers protection and affection to women who embrace conventional roles. This often coexists with hostile sexism. Hostile sexism on the other hand is an antipathy towards women who are viewed as usurping men's power. This portrays a positive stereotype which may be particularly resistant to change.

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## STUDY SESSION FOUR: Realistic Group Conflict Theory

### Introduction

This lecture introduces you to the theory that relates to the issue of conflict among groups in the economic sense, ethnocentrism. It also examines competition and inter-group conflicts as well as reducing inter-group conflicts through super ordinate goals.

### Learning outcome in study session4

LO1.4: define realistic group conflict theory

LO2.4: explain inter-group conflicts and how they are resolved.

LO3.4: explain the meaning of ethnocentrism

### CONTENT

The realistic group conflict theory acknowledges that groups sometimes confront real conflicts over what are essentially economic issues. According to this theory, prejudice and discrimination often arise from competition over limited desired resources. The theory correctly predicts that prejudice and discrimination should increase under conditions of economic difficulty. Group conflicts arise over competition between groups for limited desired resources. When there is less to go round or when people are afraid of losing what they have, competition intensifies.

The theory also states that prejudice and discrimination should be strongest among groups that stand to lose the most from another group's economic advance. The theory

also specifies some of the ways that conflict between groups are likely to be played out. One of such is ethnocentrism.

#### ACTIVITY 1.4

Allow 5minutes

Study the paragraph above. In your own understanding, briefly explain realistic group conflict theory.

#### ITQ1.4

A situation whereby groups sometimes confront real conflicts over what are essentially economic issues is referred to -----.

- (a) Group conflicts
- (b) Group cohesion
- (c) Group Prejudice and discrimination
- (d) Realistic group conflict theory

#### ITA1.4

The correct answer was (d)

Reason: The correct answer was (d) because it acknowledges that groups sometimes confront real conflicts over what are essentially economic issues and correctly predicts that prejudice and discrimination should increase under conditions of economic difficulty.

Options (a), (b) and (c) were not the answer because, Group conflicts, Group cohesion and Group Prejudice and discrimination does not explain the concept of Symbolic Racism

#### **Ethnocentrism**

This happens when one vilifies the out-group while one glorifies or praises one's own group. People in the out-group are often thought of in stereotyped ways and are treated in a manner morally forbidden by one's moral code. At the same time, loyalty to the in-group intensifies.

**Competition and inter-group Conflicts:** In a competitive situation, group cohesion increases. When group unity increases, for instance during a football match, fans or members of each group give a lot of support to their team, they give them praise names and encouraging comments to spur them on to greater achievements while the opponent side is jeered at or the players are called unpleasant names or discouraging words like “woo”. The expression of inter-group hostility is sometimes not limited to words. Numerous provocations are sometimes directed at the opposing group. In some extreme cases, such behaviour leads to physical fights and destruction of goods and items of properties. In some instances those that advocate a more aggressive stance towards the out-group tend to gain popularity.

#### ITQ2.4

Group conflicts arises as a result of -----

- (a) Inter-group hostility
- (b) Competition between groups for limited desired resources.
- (c) Group unity

#### ITA2.4

The correct answer was (b)

Reason: The answer was (b) because; it justified the major cause of group conflicts.

Options (a) and (c) were not correct because, Inter-group hostility does not always lead to group conflicts. Besides, in competitive situations the tendency for Group unity to exist is always limited, in other words, group cohesion reigns supreme.

**Super ordinate Goals:** This is a process of reducing inter-group conflicts. Simply bringing the two groups together in non competitive settings to ensure some contacts between groups may not reduce conflicts. However, activities that could be resolved through cooperation between the two competing groups have been noted in various studies to be more effective. This relationship between the two groups to achieve a goal that could not be achieved by either group alone but together is referred to as super ordinate goal. When this takes place, friendship or a cordial relationship easily develops among the two groups. In other words, when common goals are pursued and achieved, conflict and hostility with out-groups disappear.

#### ACTIVITY 2.4

Allow 5 minutes

Read the subtitles: “Competition and inter-group Conflicts; and Super ordinate Goals” explain the meaning of group cohesion and inter-group conflicts.

#### ITQ3.4

This relationship between the two groups to achieve a goal that could not be achieved by either group alone but together is referred to as -----

- (a) super ordinate goal.
- (b) Group Cohesion
- (c) Competition
- (d) Ethnocentrism

#### ITA3.4

The correct answer was (a)

Reason: The answer was (a) because, super ordinate goal is the relationship existing between two groups to achieve a goal which could not be achieved alone by either group but together, therefore provides the most suitable option for the question.

Options (b) (c) and (d) are not correct because, Group cohesion arises when there is competition between groups for limited desired resource and does not involve goal achievement while ethnocentrism deals with vilifying the out-group while glorifying or praising one’s in-group.

### ACTIVITY 3.4

Allow 5 minutes

Read through the content and define the following terms.

- (a) Group Conflicts
- (b) Super ordinate goal.
- (c) Group Cohesion
- (d) Realistic group conflict theory
- (e) Ethnocentrism

#### ITQ4.4

Select the correct match to the statements below

1. ----- arise over competition between two groups for limited desired resources.
2. ----- occurs when one vilifies the out-group and praises or glorifies the in-group.
3. For inter-group hostility to evolve, differences in background, in appearance, or prior histories of conflicts are not necessary. The most important requirement is for the two groups to enter into ----- for goals that one can achieve.
4. Competition against “outsider” often -----
5. To reduce hostility that exists between certain groups, we should think of ways to get the two groups to work together to fulfill common goals. It is this -----  
----- that keep people together.

#### ITA4.4

- (1) Conflict (2) Ethnocentrism (3) competition (4) increases group cohesion. (5) Super-ordinate goals

### SUMMARY

In this session you have learnt about realistic group conflict theory as a situation whereby groups sometimes confront real conflicts over what are essentially economic issues. According to this theory, prejudice and discrimination often arise from competition over limited desired resources. The theory also states that prejudice and discrimination should be strongest among groups that stand to lose the most from another group's economic advance and equally specifies some of the ways that conflict between groups are likely to be played out, such is ethnocentrism (vilifying the out-group and glorifies one's own group. This session also exposes us on the concept inter-group conflicts and super ordinate goals. Inter-group Conflicts results from increase in group cohesion while super ordinate goals refers to bringing two or more groups together in non competitive settings to ensure some contacts that reduces conflicts.

#### SAQs

#### SAQ1.4 (tests learning outcome 1.4)

Define realistic group conflict theory.

Realistic group conflict theory refers to that situation whereby groups sometimes confront real conflicts over what are essentially economic issues. The theory correctly predicts that prejudice and discrimination should increase under conditions of economic difficulty.

**SAQ2.4 (tests learning outcome 2.4)**

Explain inter-group conflicts and how they are resolved.

Inter-group conflicts refer to the conflicts which arise over competition between groups for limited desired resources. For instance, when there is less to go round or when people are afraid of losing what they have, competition intensifies.

To resolve inter-group conflicts, we should think of ways to get the two groups to work together to fulfill common goals. This relationship between the two groups to achieve a goal that could not be achieved by either group alone but together is referred to as super ordinate goal. In other words, when common goals are pursued and achieved, conflict and hostility with out-groups disappear.

**SAQ3.4 (tests learning outcome 3.4)**

Explain group consciousness

Group conscientiousness does not relate to that set of material objects that are uniquely utilized by a particular ethnic group nor refers to the ethnic quality or affiliation of a group which is normally characterized in terms of culture, but refers to the process which involves special rituals and other patterns of behaviour that are defined as the content of a group's ethnic culture

**SAQ4.4: (tests learning outcome 4.4)**

Explain the meaning of ethnocentrism

Ethnocentrism occurs when one vilifies the out-group while one glorifies or praises one's own group. In other words, people in the out-group are stereotyped and treated in ways and manners that are morally forbidden by one's moral code. At the same time, loyalty to the in-group intensifies.

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## STUDY SESSION FIVE: Social Identity Theory

### Introduction

In this lecture, you will be exposed to the effects, the status and accomplishment of a group on a person's self-concept and self-esteem. Your race or ethnic affiliation has great

impact on self-esteem. Also is the individual commitment to improve or boost the group's that status and fortune. As you feel better about the group, you feel better about yourself.

### Learning outcome in study session 5

LO1.5: explain what you understand by the social Identity theory

LO2.5: give an explanation of how social identity theory affects the individual self-esteem, identity or happiness

LO3.5: In what ways can one boost the status of one's in-group?

### CONTENT

Henri Tajfel and John Turner (1979) posit that in the social identity theory, a person's self-concept and self-esteem derive not only from personal identity and accomplishments, but also from the status and accomplishments of the various groups to which the person belongs. In other words, being a gang member, a professor, a lawyer, a Nigerian etc. means that one's identity and self esteem are intimately tied up with the triumphs and tribulations of fellow gang members, colleagues or fellow citizens.

**Boosting the status of one's in-group-** Sometimes members of a group are tempted to do what they can to boost the status and fortunes of the in-group. This is because our self-esteem is based in part on the status of the various groups to which we belong. This explains the reason for in-group favoritism. By giving advantage to fellow members of a group, we boost the group's standing and thereby potentially elevate our own self-esteem. Thus, feeling better about the group leads us to feel better about ourselves.

### ITQ1.5

In-group favoritism is referred as -----.

- (a) One's identity and self esteem
- (b) Boosting the status of one's in-group
- (c) Status and accomplishments of the various groups to which the person belongs.
- (d) social identity

### ITA1.5

The correct answer was (b)

Reason: The answer (b) justified the major patterns of behaviour in which self-esteem is based on the status of the various groups to which we belong

Options (a) (c) and (d) were not correct because, one's identity or self-esteem, Status accomplishments and social identity does not portray in-group favoritism or refers to boosting the status of one's in-group.

Some studies have been conducted to assess participants' self esteem after they have had an opportunity to exhibit in-group favoritism in a minimal group situation. Those who had been allowed to engage in inter-group discrimination had higher self-esteem than those who had not been given the opportunity to discriminate (Lemyre & Smith, 1985). Other researches have shown that people who take particular strong pride in their group affiliations are prone to in-group favoritism. When placed in a minimal group situation (Crocker & Luhtanen, 1990). People who are highly identified with a particular group react to criticism of the group as if it were criticism of the self (McCoy & Major, 2003).

The Social Identity theory also receives support from common observation that people go to great length to announce their affiliation with a certain group when that group is doing well. This is referred to as "Basking in Reflected Glory" coined by Cialdini (1976). Sport fans, for example, chant "we are number 1" after a team's victory. Everyone wants to be involved in the outcome of a victory. This is however not so after a loss. Cialdini (1976) also observes the use of the first person "we" won" and the third person pronoun "they lost" following victory and defeat.

### ACTIVITY1.5

Allow 5 minutes

Read the content again what do you understand by

- (a) Self esteem,
- (b) Social identity
- (c) In-group favoritism
- (d) group affiliations
- (e) inter-group discrimination

### ITQ2.5

Provide the correct answer in the table below, using Basking, in-group and Social Identity theory.

<p>1. The ----- posits that a person's self-concept and self – esteem not only derive from personal identify and accomplishment but also from the status accomplishment of the various groups to which person belongs.</p>	
<p>2. ----- in reflected glory is identification with a team or group. This shows in having a feeling of happiness when the team wins and being dejected when it loses. Sport fans even wear their favourite teams' shirts to their games, classes or places of work.</p>	
<p>3. Steps are sometimes taken by the individual to boost the ----- status because the individual self-esteem depends on it.</p>	

### ITA2.5

1. Social Identity theory (2). Basking (3) In-group

### SUMMARY

In this session you have learnt that a person's self-concept and self-esteem according to Henri Tajfel and John Turner (1979), does not emanate only from personal identity and accomplishments, but also from the status of the various groups to which the person belongs. In other words, social identity theory refers to a situation whereby one's identity and self-esteem are intimately tied up with the triumphs and tribulations of fellow gang members, colleagues or fellow citizens.

Sometimes people are tempted to do what they can do to boost the status and fortunes of the in-group because, their self-esteem is based on the status of the various groups to which we belong. This therefore explains the reason for in-group favoritism, or what we regard as *boosting the status of one's in-group*.

### SAQs

#### SAQ1.5 (tests learning outcome 1.5)

Explain what you understand by the social Identity theory

Social Identity theory is that theory which posits that a person's self-concept and self-esteem not only derive from personal identity and accomplishment but also from the status accomplishment of the various groups to which person belongs. (Henri Tajfel and John Turner, 1979)

#### SAQ2.5 (tests learning outcome 2.5)

Give an explanation of how social identity theory affects the individual self-esteem, identity or happiness.

Without doubt, social identity theory affects the individual self-esteem, identity or happiness. For instance, when people had an opportunity to exhibit in-group favoritism, they tend to enjoy higher self-esteem with stronger pride in their group affiliations. In other words, when placed in a minimal group situation, those who are highly identified with a particular group react to criticism of the group as if it were criticism of the self, but go to great length to announce their affiliation with a certain group when that group is doing well.

#### SAQ3.5 (tests learning outcome 3.5)

In what ways can one boost the status of one's in-group?

One boosts the status of one's in-group by reacting or taking the criticism of the group as if it were personal criticism, but go to great length to announce their affiliation with a certain group when that group is doing well.

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## Study session SIX: Characterizing Inter-group Bias (Stereotyping, Prejudice and Discrimination)

### Introduction

In this lecture, the reader will be introduced to different types of group biases which emanates from preconceived notions of racism or perceived sense of previous injustice. These biases are exhibited in form of stereotypes, prejudice and discrimination.

### Learning outcome in study session 6

LO1.6: define some of the key words printed in bold.

LO2.6: define stereotypes, prejudices and discrimination

LO3.6: differentiate between the following concepts: stereotype prejudice and discrimination.

LO4.6: What is personal discrimination and institutional discrimination?

### CONTENT

*The killing of American, their civilian and military allies is a religious duty for each and every Muslim..... We..... With God's help..... Call on every Muslim who believes in God and wishes to be rewarded to comply with God's order to kill Americans and plunder their money whenever and wherever they find it.*

*[The September 11<sup>th</sup> attack] gave a harsh lesson to these arrogant peoples, for whom freedom is but for the white race.... God willing, Americans' end is near.*

- *Osama Bin Laden, in a February, 1998, appeal to Muslims and videotaped statement in the fall of 2001.*

The above statement of Osama Bin Laden is a classical example of **prejudice**. Although social scientists differ in their perception and way they define prejudice. However, it is mostly agreed that prejudice involves a prejudgment, usually negative about a group or its members (Fiske, 1993; Jones, 1979). In psychology, prejudice is not merely a statement of opinion or belief but **an attitude** that includes feelings, such as contempt, dislike or loathing. For Osama Bin Laden, non Muslim Americans are the target of prejudice and his hatred is so great that he will like to see them die to achieve their aim.

#### ITQ1.6

(A) ----- is not merely a statement of opinions or beliefs but attitudes that include feelings, such as contempt, dislikes or loathing and involves a prejudgment, usually negative about a group or its members.

- (a) Discrimination,
- (b) Personal discrimination
- (c) prejudice,
- (d) Stereotype

#### ITA1.6

The correct answer was (c)

Reason: The answer was (c) because; prejudice is the only option that involves a prejudgment, usually negative about a group or its members.

Options (a) (b) and (d) are not correct because, prejudice does not refer to treating group membership unfairly as a result of their group membership, does not mean generalizations or over generalizations about the members of a group nor involves only the acts of discrimination committed by individuals.

The existence of prejudice is closely linked with **stereotypes**. The term “stereotypes” was coined by a French printer, Didot, in 1798. It was originally used for a printing process used to create reproductions. Stereotypes were later likened to “pictures in the head”, that is mental reproduction of reality. The term gradually came to mean generalizations or quite often over generalizations about the members of a group. Just as with prejudice these generalizations can be positive. For the most part, it could be negative and resistant to change.

### ACTIVITY 1.6

Allow 5 minutes

Study the above stanzas particularly the one written in italics, what is your conception of prejudice and Stereotypes. What is the different between two.

Stereotypes are not harmful but they do damage by fostering prejudice and **discrimination**. For instance, harboring beliefs that Black people have intellectual limitations, makes one believes that time and money should not be spent on educating Black children. In this example, discrimination involves putting group members at a disadvantage or treating them unfairly as a result of their group membership. **Personal discrimination** involves the acts of discrimination committed by individuals. For example, a manager who refuses to hire an Hausa man, while “institutional discrimination” refers to discriminatory policies or practices carried out by organizations and other institutions, for example, favouring one ethnic group over another in university admissions.

### ITQ 2.6

Identify the concept that best describes the statements in the table below, using stereotypes, prejudices, discrimination and personal discrimination.

<p>(A) ----- is not merely a statement of opinions or beliefs but attitudes that include feelings, such as contempt, dislikes or loathing.</p>	
--	--

(B) A situation which involves generalization or overgeneralization about members of a group.	
(C) ----- which involves putting the members of a group at a disadvantage or treating them unfairly.	
(D) ----- involves the acts of discrimination committed by individuals.	

## ITA2.6

- (a) prejudice,
- (b) Stereotype
- (c) Discrimination,
- (d) Personal discrimination

Though, stereotype, prejudice and discrimination often go together, it is also possible to have one without the other, for example, a generalized prejudiced against ‘foreigners’ or ‘amputees’ may not include specific stereotypes or acts of discrimination. There are sometimes when discrimination takes place without prejudices or stereotyping, either intentional or unintentionally.

## SUMMARY

In this session you have learnt that, prejudice is not merely a statement of opinion but involves a prejudgment, usually negative about a group or its members (Fiske, 1993;

Jones, 1979). The existence of prejudice is closely linked with stereotypes. The term “stereotypes” refers to the generalizations or quite often over generalizations about the members of a group, which could be positive or negative and resistant to change. Stereotypes are not harmful but they do damage by fostering prejudice and discrimination. Discrimination involves putting group members at a disadvantage or treating them unfairly as a result of their group membership, and could be personal or institutional in type. Stereotype, prejudice and discrimination often go together, it is equally possible to have situations where discrimination takes place without prejudices or stereotyping, either intentional or unintentionally.

## SAQs

### SAQ1.6 (tests learning outcome 1.6)

Define and use correctly some of the key word printed in bold.

**Prejudice** refers a prejudgment, usually negative about a group or its members. **Attitude** is that feeling of like or dislike, contempt, or loathing formed against an individual, group, object or thing. **Stereotypes** is the generalizations or quite often over generalizations about the members of a group. **Discrimination** involves putting group members at a disadvantage or treating them unfairly as a result of their group membership. **Personal discrimination** involves the acts of discrimination committed by individuals.

### SAQ2.6 (tests learning outcome 2.6)

Define stereotypes, prejudices and discrimination

Prejudice is not merely a statement of opinions or beliefs but a prejudgment, usually negative about a group or its members. Stereotype is the generalization or quite often overgeneralization about members of a group while discrimination involves putting the members of a group at a disadvantage or treating them unfairly.

### SAQ3.6 (tests learning outcome 3.6)

Differentiate between the following concepts: stereotype prejudice and discrimination.

Stereotype is overgeneralization about members of a group, prejudice is prejudgment about members of a group while discrimination unfairly treatment to members of a group.

### SAQ4.6 (tests learning outcome 4.6)

What is personal discrimination and institutional discrimination?

Personal discrimination is the discrimination committed by individual while “institutional discrimination” refers to discriminatory policies or practices carried out by organizations and other institutions,

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## STUDY SESSION SEVEN: Prejudice

### **Introduction**

This lecture will introduce you to the categories of people that hold prejudice. We shall also examine the concept of social dominance orientation, out-group homogeneity, and how prejudices are corrected.

### **Learning outcome in study session 7**

LO1.7: give a broader explanation of prejudice

LO2.7: explain the meaning of the term, “out-group homogeneity”

LO3.7: discuss how prejudices are corrected

## CONTENT

People who view social world in a hierarchical form will most likely than others hold prejudice towards low-status group. This is typical of people who want their own group to dominate and be superior to other groups. This characteristic is termed “social dominance orientation”. Social dominance correlates with prejudice more than authoritarianism. Studies have linked it to anti-black, anti-Arab, Sexism and others.

In the book, *Nature of Prejudice*, It is stated that the human mind must think with the aid of categories”... once formed, categories are the basis for normal prejudgment. We cannot possibly avoid this process. Orderly living depends upon it”.

Prejudice involves a prejudgment of the individuals or group that is different from our group.

## ACTIVITY 1.7

Allow 5minutes

Read the content above and explain the concept of social dominance orientation. How does it relate to prejudice?

## Out-group homogeneity

In social psychology, an “in-group” is a group to which someone belongs and an “out-group” is a group to which the person does not belong. Hence, person’s in-group may be another person’s out-group and vice versa.

In out-group homogeneity effect, researchers have found that when it relates to attitudes, values, personality traits and other characteristics, people tend to see the out-group members as more alike than in-group members. As a result, out-group members are at risk of being seen as interchangeable or expendable and they are more likely to be stereotyped. This perception of sameness holds true regardless of whether the out-group is another race, religion, nationality or other naturally occurring group.

## ITQ1.7

One of the major effects of out-group homogeneity is -----.

- (a) out-group members are more likely to be prejudiced
- (b) out-group members are more likely to be discriminated
- (c) out-group members are more likely to be affiliated
- (d) out-group members are more likely to be stereotyped

### ITQ1.7

The correct answer was (d)

Reason: The answer justified the major effects of out-group homogeneity among out-group members.

Options (a) (b) and (c) were not because, the options out-group members are more likely to be prejudiced, discriminated or affiliated does not correct relate to out-group homogeneity effects, hence does not characterized them as the correct answer to the question.

In one of the earliest researches to document the out-group homogeneity effect, Princeton university researchers asked students in four different ‘eating clubs’ to rate members of their own group and members of three other groups on personality dimensions such as introverted – extroverted and arrogant-humble (Jones, Wood & Quattrone, 1981). The result showed that students tended to rate members of their own group as more varied in personality than members of the out-group regardless of which group students were in.

Later researches on out-group homogeneity found the effect to be strongest when the in-group and out-group are enduring, real life group Mullen & Hu, (1989). If the out-group is small and the attributes in question are important to its identity, the out-group homogeneity effect may disappear or even reverse Simon (1992), Simon & Pettigrew (1990).

The reason why out- groups may be generally more homogeneous than in-group may be because people usually have less contact with out-group members. Also, perceptions of out-group homogeneity are sometimes formed among groups that have extensive contacts with each other. For example, when men complain that, “women are all alike”, and women also complain that, “men are all alike”.

When people are divided into groups, they tend to see their own group as superior to other groups; they will frequently want to maintain an advantage over other groups. This way, they maintain their self-esteem in part.

When people experience a drop in self-esteem, they become more likely to express prejudice. The implication of this is that to some people, prejudices represent a way of maintaining their self esteem. It is therefore possible to reduce prejudice with a simple boost in self-esteem. This is indicative that a decrease in prejudice can be experienced when the source of insecurity that underlies such predisposition is addressed.

### ITQ2.7

Give reasons why out -groups may be generally more homogeneous than in-group.

### ITA2.7

- (a) People tend to see the out-group members as more alike than in-group members when it relates to attitudes, values, personality traits and other characteristics. As a result, in-group members tends to rate members of their own group as more varied in personality than members of the out-group regardless of which group students were in.
- (b) Another reason is based on the fact that people usually have less contact with out-group members.

### SUMMARY

In this session you have learnt about the concept prejudice and how people view social world in a hierarchical form which is characterized by the termed “social dominance orientation”. We equally learnt about Out-group homogeneity and its effects when it relates to attitudes, values, personality traits and other characteristics. People tend to see the out-group members as more alike than in-group members. As a result, out-group members are at risk of being seen as interchangeable or expendable and they are more likely to be stereotyped and when people experience a drop in self-esteem, they become more likely to express prejudice which may possibly be reduced by a simple boost in self-esteem. In terms of rating tended to rate members of their own group as more varied in personality than members of the out-group regardless of which group students were in. In some situations out groups may be generally more homogeneous than in-group may be because people usually have less contact with out-group members. We also learnt that, perceptions of out-group homogeneity are sometimes formed among groups that have extensive contacts with each other.

## **SAQs**

### **SAQ1.7 (tests learning outcome 1.7)**

Give a broader explanation of prejudice

Prejudice is mostly defined as a prejudgment, usually negative about a group or its members (Fiske, 1993; Jones, 1979). In psychology, prejudice is not merely a statement of opinion or belief but an attitude that includes feelings, such as contempt, dislike or loathing which may possibly be reduced by a simple boost in self-esteem. Also, when people experience a drop in self-esteem, they become more likely to express prejudice.

### **SAQ2.7 (tests learning outcome 2.7)**

Explain the meaning of the term, “out-group homogeneity”

This refers to that homogeneity existing among out-group members as it relates to attitudes, values, personality traits and other characteristics more alike than in-group members.

### **SAQ3.7 (tests learning outcome 3.7)**

Discuss how prejudices are corrected

Based on the fact prejudice represents a way of maintaining peoples self esteem, it is therefore possible to reduce prejudice with a simple boost in self-esteem. This is therefore an indication that a decrease in prejudice can be experienced when the source of insecurity that underlies such predisposition is addressed.

### **SAQ4.7 (tests learning outcome 4.7)**

Explain how to detect subtle forms of prejudice

The subtle forms of prejudice could be detected through “social dominance orientation”. People who view social world in a hierarchical form will most likely than others hold prejudice towards low-status group. Particularly, when people want their own group to dominate and be superior to other groups. In other words, Social dominance correlates with prejudice which may be either positive or negative.

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## STUDY SESSION EIGHT: Causal Attributions in Prejudice Formation

### Introduction

This session introduces us to Causal Attributions in Prejudice Formation. In relation to prejudice, causal attributions are the way in-group and out-group members explain each other's behavior which in itself accounts for the source of prejudice and its formation.

### Learning outcome in study session 8

LO1.8: define causal attributions as a concept

LO2.8: explain the Just world attribution in an unjust world.

LO3.8: give reasons why people hold negative attributions for the behaviour of out-group members

LO4.8: mention the major attribution errors and discuss briefly on one of them

### CONTENT

The way in-group and out-group members explain each other's behaviour is known as "Causal attribution". These are both a symptom and source of prejudice. For example, if a single mother's homelessness is attributed to dispositional factors such as personal laziness, poor character, or lack of ability, prejudice towards single mothers may persist. If, on the other hand, her homelessness is attributed to situational factors such as job lay-offs or domestic partner violence, prejudice towards single mother may not come into play or may be reduced.

### ACTIVITY 1.8

Allow 5minutes

Study the content above; in your understanding or perception explain the concept of casual attribution.

In terms of prejudice, negative attributions for the behaviour of out-group members are made in three ways:

1. **Just world attribution in an unjust world:** In many instances, causal attributions follow a just world” ideology that assumes people get what they deserve and deserve what they get. (Lerner, 1980; Montuda & Levner, 1998). For example, people who hold the just world beliefs are more likely to blame women for being battered or raped. The problem with this notion is that the world is not always just; people often find themselves in unfair circumstances, whether by birth, happenstance or other factors beyond their control. This ideology down plays the role of situational factors. In essence, it states that the problem of social injustice lies not in society but in the victims of prejudice.
2. **Fundamental attribution error:** In addition to the just-world beliefs, people have a tendency to attribute behavior to dispositional causes. Even when behaviours are undeniably caused by situational factors, people will sometimes favour dispositional explanations. This misjudgment is known as the “fundamental attribution error”. (Ross, 1977). In one of the earliest studies published on this topic, participants were presented with an –essay written by someone who was either explicitly forced to take a particular position of someone who had a free choice in selecting a position (Jones & Harris, 1967). Even when participants were expressly told that the author was forced to take that position, they tended to believe that the author truly held that position.
3. **The Ultimate Attribution Error:** This occurs when in-group members,
  - (1) Attribute negative out-group behavior to dispositional causes more than they would for identical in-group behaviour; and
  - (2) Attribute positive out-group behaviour to one or more of the following causes:
    - (a) A chance occurrence or exceptional case;
    - (b) Luck or special advantage;
    - (c) High motivation and effort; and
    - (d) Motivational factors.

This attribution double standard makes it virtually impossible for out-group members to break free of prejudice against them. This is because their positive actions are explained away while their failures and shortcomings are used against them.

### ITQ1.8

Supply and fill in the gaps below

- (1) The way in-group and out-group members explain each other's behaviour is known as ----- .
- (2) Causal attributions in negative out-group behaviour are made in three ways, name them.

### ITA1.8

- (1) "Causal attributions"
- (2) The three ways by which the just world attribution are made include:-
  - (a) The just world attribution in an unjust world,
  - (b) Fundamental attribution error, and
  - (c) the ultimate attribution error.

### SUMMARY

In this session you have learnt about the ways in-group and out-group members explain each other's behaviour, known as "Causal attribution". In terms of prejudice, negative attributions for the behaviour of out-group members are made in three ways: (a) the just world attribution in an unjust world, ideology which assumes that people get what they deserve and deserve what they get. (b) Fundamental attribution error, misjudgment which occur when in-group members attribute behaviour to dispositional causes and giving dispositional explanations even when behaviours are undeniably caused by situational factors. (c) the ultimate attribution error which occurs when in-group members attribute positive out-group behaviour to one or more of the following; chance occurrence or exceptional case; Luck or special advantage; High motivation and effort; and Motivational factors.

### SAQs

#### SAQ1.8 (tests learning outcome 1.8)

Define causal attributions as a concept

Causal attribution refers to the way in-group and out-group members explain each other's behaviour. This casual attribution most times is seen as both symptom and source of prejudice

### **SAQ2.8 (tests learning outcome 2.8)**

Explain the Just world attribution in an unjust world.

The just world attribution in an unjust world, is an ideology which assumes that people get what they deserve and deserve what they get. This concept sprang up from the belief that people reap what they sown. (Lerner, 1980; Montuda & Levner, 1998).

### **SAQ3.8 (tests learning outcome 3.8)**

Give reasons why people hold negative attributions for the behaviour of out-group members.

- (a) Their ideology which assumes that people get what they deserve and deserve what they get.
- (b) The attribution of behaviour to dispositional causes and giving dispositional explanations even when behaviours are undeniably caused by situational factors.
- (c) In-group members attribute positive out-group behaviour to one or more of the following; chance occurrence or exceptional case; Luck or special advantage; High motivation and effort; and Motivational factors.

### **SAQ4.8 (tests learning outcome 4.8)**

Mention the major attribution errors and discuss briefly on one of them

- (1) Fundamental attribution error, and
- (2) The ultimate attribution error

Fundamental attribution error: Is the error which occurs when people have a tendency to attribute behaviour to dispositional causes. This misjudgment is known as the "fundamental attribution error". For instance, even when behaviours are undeniably caused by situational factors, people will sometimes favour dispositional explanations.

The ultimate attribution error is that error which occurs when in-group members attribute positive out-group behaviour to one or more of the following; chance occurrence or exceptional case; Luck or special advantage; High motivation and effort; and Motivational factors.

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## STUDY SESSION NINE: Stereotyping

### Introduction

This lecture will further your knowledge on stereotyping, the basis for their formation, stereotype threat, self fulfilling prophecies consequences of stereotyping, self perpetuating stereotypes and reducing stereotypes. You will also be exposed to how events are interpreted in relation to race which is consistent with a group's stereotype.

### Learning outcome in study session 9

LO1.9: explain the term “stereotype”.

LO2.9: able to explain “self-fulfilling prophecy” and how it relates to stereotyping.

LO3.9: State the consequences of stereotype,

LO4.9: explain major ways of reducing stereotype.

## **CONTENT**

In many cultures around the world, stereotype is a natural and common process. Like other generalizations, stereotypes frequently serve as a mental shortcut and are especially likely to be applied when people are busy or distracted. Stereotypes can be activated outside conscious awareness to the stereotyped group. Once activated stereotyping can influence attitude and behaviour.

From the cognitive perspective, stereotyping is inevitable. It stems from the ubiquity and necessity of categorization. We categorize almost everything from natural (water, grasses, and animals) to artificial (cars, houses etc). The purpose of this categorizing is to simplify the task of taking in and efficient processing of information. People most often fall back on mindless stereotypes when they lack mental energy. Stereotyping can distort our perceptions of others.

Involving the stereotype may save time and effort, but it can lead to mistaken impressions and unfair judgments about individuals. Biased information processing can help explain why even stereotypes completely lacking in validity nevertheless develop and endure. For example, if one suspects another person based on what one was told, or the implication of a joke, which one heard, or a hard to interpret performance difference, that a particular group of people might differ from the mainstream in some way. It is very easy to construe pertinent information in such a way that suspicion is confirmed, solidified and elaborated.

Stereotypes also influence how events are interpreted. In doing this for instance, the race of the person sometimes made a difference in how the action is seen. People do not evaluate information evenly instead, information that is consistent with a group of stereotypes typically has more impact than information that is inconsistent with it.

## **ACTIVITY1.9**

Allow 5minutes

Study paragraph 1, 2, 3 and 4 in our content, what influences does stereotype has on impression formation?

## ITQ1.9

Stereotype as a natural and common process frequently serves as a mental shortcut which influences ----- and ----- particularly when activated outside conscious awareness to the stereotyped group

- (a) Group conscientiousness and behaviour
- (b) Behaviour and cognition
- (c) Behaviour and attitude

## ITA1.9

The correct answer was (c)

Reason: The answer justified the major patterns or attributes which stereotyping can influence and defined within the content of a group's ethnic culture.

Options (a) and (b) were not correct because, Group conscientiousness and cognition do not refer to a natural and common process, which can frequently serve as a mental shortcut that can influence attitude and behaviour.

### **Self-Fulfilling Prophecy**

This is when we act towards members of certain groups in ways that encourage the very behaviour we expect. For example, a teacher who thinks that members of a particular group lack intellectual ability may fail to offer them adequate instructions, thus increasing the chances that they will indeed fall behind their classmates. Robert Merton who coined the term “self-fulfilling prophecy” once said, “The specious validity of the self fulfilling prophecy perpetuates a reign of error.” For the prophet will cite the actual course of events as proof that he was right from the very beginning” (Merton, 1957).

In self-fulfilling prophecy, you are acting on a belief in a way that tends to support the original belief as when we act toward members of certain groups in ways that encourage the very behaviour we expect from them.

### **Stereotype Threat**

Performance of members of a stigmatized group can be impaired by stereotype threat. This is the fear that one will confirm the stereotypes that others have regarding some salient group of which one is a member. For instance, a study by Steven Spencer, Steve and Diane Quinn (1999) looked at the effect a mathematics test scores of making salient the stereotype that women do not perform well in mathematics. Under one condition,

participants were told that there was no gender difference on a particular test they were about to take. Other participants were told that there was gender difference in favour of men.

Men and women performed equivalently when they were told there was no gender difference on the test, but women performed worse than men when they were told that there was a gender difference

### ACTIVITY 2.9

Allow 5 minutes

From your understanding of the content above, briefly differentiate between Self-Fulfilling Prophecy and Stereotype Threat

### ITQ2.9

Select the best option to the spaces below using self-fulfilling prophecy, stereotype threats, social perceptions and behaviour, then empathy and a change in orientation

- (1) Effective ways of reducing stereotype is by -----
- (2) ----- is the fear that one will confirm the stereotypes that others have regarding some salient group of which one is a member.
- (3) One of the grave consequences of stereotyping is that it can seriously affect ----- and -----
- (4) ----- is when we act towards group members in ways that encourage the very behaviour we expect.

### ITA1.9

(1). Empathy and a change in orientation. (2). Stereotype threats. (4). Social perceptions and behaviour. (4). Self-fulfilling prophecy

### Consequences of Stereotyping

Once activated, stereotypes can seriously affect social perceptions and behaviour. For instance, studies on “priming” found that when university students are exposed to stereotypic words and images relating to old age, they later walked more slowly and performed more slowly on a word recognition task. It appears that when stereotypic

representations of behaviours are activated, relevant behaviour also becomes activated (Wheeler & Petty, 2001).

The second burden confronting people who are stereotyped is the threat that their behaviour will confirm a negative stereotype. This can create anxiety and hamper performance on a variety of task (Steele, 1997).

There is also the problem of self-perpetuating stereotypes. Once stereotypes are learned, whether from the media, family members, direct experience or elsewhere, they sometimes take on a life of their own and become “self-perpetuating stereotypes”. This can happen when people experience a stereotype threat that lowers their performance. Stereotypes can also become self-perpetuating when stereotyped individual are made to feel self-conscious or inadequate.

### **Reducing Stereotypes**

Stereotypes are learned at an early age and can be stubbornly resistant to change. When people encounter a stereotyped group member who violates the group stereotypes, they often continue to maintain the stereotype by splitting it into subtypes (Richards & Hawstone, 2001).

Studies indicate that stereotypes can be successfully reduced and social perceptions made more accurate when people are motivated to do so (Fiske, 2000; Neuberg, 1989; Sinclair & Kunda, 1999). One of the most effective ways to do this is with empathy. By taking the perspective of the out-group members and looking at the world through their eyes”. In other words, “put yourself in their position”. This way, In-group bias and stereotypes accessibility can be significantly reduced (Ganlinsky & Moskowitz, 2000).

Stereotypes threats can also be lessened with a change in orientation

### **ACTIVITY 3.9**

Allow 5 minutes

Form the content [Consequences of Stereotyping and Reducing Stereotypes](#), read through and note the different terminologies used. List the probable consequences of Stereotyping and the ways Reducing Stereotypes

### **SUMMARY**

Stereotyping is a natural and common process which is usually applied when people are either mentally lazy, too busy or distracted. Invoking stereotypes may save time and efforts but can lead to mistaken impression and unfair judgment about individuals. Self-fulfilling prophecy is when we act towards group members in ways that encourage the very behaviour we expect. Stereotype threats relate to the fear that one will confirm the stereotypes that others have concerning some salient groups which one is a member. One of the grave consequences of stereotyping is that it can seriously affect social perceptions and behaviour. Another consequence is that the stereotyped individual may harbor the fear that their behaviour may confirm a negative stereotype, thus creating anxiety and also hamper performance on a variety of tasks. One of the most effective ways of reducing stereotype is by empathy and a change in orientation.

## SAQs

### SAQ1.9 (tests learning outcome 1.9)

Explain the term “stereotype

Stereotype is a natural and common process, which can influence attitude, behavior and frequently serve as a mental shortcut that can influence attitude and behaviour.

### SAQ2.9 (tests learning outcome 2.9)

Define “self-fulfilling prophecy” and how it relates to stereotyping.

Self-fulfilling prophecy refers to that state in which the act towards members of certain groups encouraged the very expected behaviour.

### SAQ3.9 (tests learning outcome 3.9)

State the consequences of stereotype.

Stereotypes can seriously affect social perceptions and behaviour. It creates anxiety and hampers performance on a variety of task. More so, there is also the problem of self-perpetuating stereotypes when learned irrespective of the source. Besides, stereotypes can also become self-perpetuating when stereotyped individual are made to feel self-conscious or inadequate.

### SAQ4.9 (tests learning outcome 4.9)

Explain major ways of reducing stereotype.

Stereotypes can be successfully reduced with empathy. By taking the perspective of the out-group members and looking at the world through their eyes". In other words, "put yourself in their position". This way, In-group bias and stereotypes accessibility can be significantly reduced (Galinsky & Moskowitz, 2000). Stereotypes threats can also be lessened with a change in orientation

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## STUDY SESSION TEN: Discrimination

### Introduction

Though it has been earlier stated that prejudice, stereotype and discrimination go hand-in-hand, there are also obvious distinguishing peculiarities. This has warranted a detailed explanation of each of these concepts. Therefore, this lecture will reveal the obvious difficulty inherent in individual discovery of discrimination, how the target perceives it, its consequences and how it can be reduced.

### Learning outcome in study session 10

LO1.10: define and use correctly some of the key word printed in bold.

LO2.10: define the concept discrimination

LO3.10: mention and explain four ways of reducing discrimination.

### CONTENT

Despite the prevalence of **discrimination**, one of the greatest barriers to its removal is, strangely enough, the difficulty people have in detecting it at the individual level. The question is why is this so? Firstly, individuals cannot serve as their own control group and test whether they would have received better treatment as a member of more privileged groups (Fiske, 1998). Secondly, discrimination is easier to detect with aggregated evidence than single cases. This is because single cases can be easily explained away. (Cosby, 1984). Lastly, individuals may deny discrimination to avoid feelings that they are being maltreated by others or that they do not have control over their situation. (Ruggerio & Taylor, 1997). Due to this reasons, women and minority groups are more likely to perceive discrimination against their group than against themselves personally (Crosby, 1984; Taylor, Wright & Porter, 1994).

## Targets' Perspectives of Discrimination

Considering the targets (women, minority members or other targets of discrimination) has yielded much information on the psychological and health consequences of exposure to **prejudice** and discrimination (Clarke, Anderson, Clark and Williams (1999)

For example the discrimination Black people experience in America is associated with self-reported ill-health, lower psychological wellbeing and the number of bed-days away from work during the previous month. (Williams, Yu, Jackson & Anderson, 1997). Some studies also found that the blood pressure of Black people rises when they are under stereotype threat or are exposed to racist incidents or attitudes according to Blascovich, Spencer, Quinn & Steele, (2001), McNeilly, (1995).

### ACTIVITY 1.10

Allow 5 minutes

Read through the content above explain the likely barriers influencing discrimination.

## Reducing Discrimination

In reducing discrimination just as in some other situations, **empathy** has a practical advantage of being relatively easy to apply. To become more empathic towards target of discrimination means having consideration for them by asking certain questions like, how would I feel in that situation? How are they feeling right now? Or why are they behaving that way?

Role-playing methods has also been used to practice responding effectively to prejudiced comments (Plous, 2000).

Another way of reducing discrimination and **prejudice** is to establish laws, regulations, and social norms mandating fair treatment (Oskamp, 2001).

A longer-lasting reduction in discrimination is possible when people are made aware of inconsistencies in their values, attitudes, and behaviours. When people consider that their values, attitudes and behaviours were inconsistent with the ideal social equality, they show significantly greater support for civil rights more than a year later.

In conclusion, it is noteworthy that as “**Homo stereotypes**” – an animal predisposed to prejudice, stereotyping and discrimination, one must also possess the capacity to overcome these biases if motivated to do so. It often takes deliberate effort and awareness to reduce prejudice and discrimination and with sufficient motivation, it can be done (Blair, 2003; Fiske, 2000, Monteith & Voils, 2001).

## ACTIVITY 2.10

Allow 5 minutes

Read through the subtitle “reducing discrimination” highlight the major ways of reducing discrimination.

### ITQ1.10

All are ways of reducing discrimination except-----

- (a) Establishment of laws, regulations, and social norms mandating fair treatment.
- (b) To become more empathic towards target of discrimination.
- (c) Awareness of inconsistencies in ones values, attitudes, and behaviours. When people.
- (d) Greater support for civil rights.

### ITA1.10

The correct answer was (d)

- (a) Reason: The answer was (d) because, greater support for civil rights does not reduce discrimination.
- (e) Options (a) (b) and (c) were not correct because, in other to reduce discriminations there is need to become more empathic towards target of discrimination, create awareness of inconsistencies in ones values, attitudes, and behaviours and establishment of laws, regulations, and social norms mandating fair treatment.

## SUMMARY

The basic difficulty in removing discrimination is because of the difficulty in detecting it at the individual level. This was based on the fact that discrimination often has both psychological and health consequences on the targets. Women and other minority groups often consider themselves as targets of discrimination

In other words to reduce discrimination, empathy plays a major role. “How would I feel in that situation? Laws, regulations and social norms mandating fair treatment can also reduce discrimination Reducing discrimination is possible when people are made aware that their values, attitudes and behaviour are inconsistent with ideal social equality.

In all, deliberate efforts must be made to motivate individuals towards reducing discrimination.

## SAQs

SAQ1.10 (tests learning outcome 1.10)

Define and use correctly some of the key word printed in bold.

**Prejudice** involves a prejudgment of the individuals or group that is different from our group. **Empathy** refers to perspective taking “put yourself in their position”. Discrimination involves putting the members of a group at a disadvantage or treating them unfairly. **Homo stereotypes** – an animal predisposed to stereotyping

SAQ2.10 (tests learning outcome 2.10)

Explain the difficulty involved in reducing discrimination

Detecting discrimination at the individual level is the basic difficulty in removing discrimination. Women and other minority groups often consider themselves as targets of discrimination.

SAQ3.10 (tests learning outcome 3.10)

Mention four ways of reducing discrimination.

In other words to reduce discrimination, empathy plays a major role. “How would I feel in that situation? Laws, regulations and social norms mandating fair treatment can also reduce discrimination Reducing discrimination is possible when people are made aware that their values, attitudes and behaviour are inconsistent with ideal social equality.

In all, deliberate efforts must be made to motivate individuals towards reducing discrimination.

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## STUDY SESSION ELEVEN: Frustration-Aggression Theory

### **Introduction**

The essence of examining the various theme of discrimination is to proffer explanations to what makes people to naturally perpetuate prejudice and discrimination against certain race or groups.

## Learning outcome in study session 11

LO1.11: briefly explain frustration aggression theory.

LO2.11: explain the concept displaced aggression.

### CONTENT

This theory is centered on a motivational account of prejudice and discrimination that people are likely to vilify out-groups under conditions of hardship. The theory predicts that at frustrating times aggression increases. Frustration usually leads to generalized aggression. We sometimes lash out at the ones we love. Often we cannot lash out at the true source of our frustration without getting into further problems, so we displace our aggression to a safer target.

For instance, a denial of increase in could result in harsh treatment of children at home. Thus, **frustration-aggression theory** predicts that hardship will generate malevolence directed on minority groups who by virtue of being outnumbered and in a weaker position constitute a safe and vulnerable target. Carl Horland and Robert Sears in 1940 observed a strong negative correlation between the price of cotton in a given year and the number of lynching that took place that year. Lean times saw numerous lynching, good times relatively few. This fits into the frustration-aggression account because frustration increases generalized aggression. In a frustrating situation, aggression is displaced towards relatively powerless groups. The element of displacement is what makes the theory relevant to discrimination.

The theory specifies the direction of the hostility towards out-groups during difficult times. It is a small step from these theories to the prediction that people will tend to stereotype others and give in to their prejudices when they are feeling insecure or their self-esteem is threatened.

### ACTIVITY1.11

Allow 5minutes

Study the content above then explain the concept of frustration-aggression theory.

### ITQ1.11

----- predicts that hardship will generate malevolence directed on minority groups who by virtue of being outnumbered and in a weaker position constitute a safe and vulnerable target.

- (a) Ethnic culture
- (b) frustration aggression theory
- (c) Group conscientiousness
- (d) discrimination.

### ITA1.11

The correct answer is (b)

Reason: The answer justified the major theory that specifies the direction of the hostility towards out-groups during difficult times. Frustration aggression theory equally depicts the fact that frustration increases generalized aggression.

Options (a), (c) and (d) were not correct because, the options were not centered on a motivational account of prejudice and discrimination that people are likely to vilify out-groups under conditions of hardship

### SUMMARY

We have seen that people express aggression under frustrating settings. Frustration is more likely to result in aggression towards the relative powerless (displaced aggression). Aggression increases during periods of economic difficulty, and it is the weaker groups that suffer the effect more.

### SAQs

#### SAQ1.11 (tests learning outcome 1.11)

What do you understand by frustration aggression theory?

Frustration-aggression theory predicts that hardship will generate malevolence directed on minority groups who by virtue of being outnumbered and in a weaker position constitute a safe and vulnerable target. This theory also specifies the direction of the hostility towards out-groups during difficult times. Frustration aggression theory equally depicts the fact that frustration increases generalized aggression.

**SAQ2.11 (tests learning outcome 2.11)**

Explain the concept displaced aggression.

This refers to frustrating situation where aggression is displaced towards relatively powerless groups. In other words, the element of displacement is what makes this theory relevant to discrimination.

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## Introduction

*Conflict is part of our human experience and to keep our sanity, we must know how to relate to it's creatively”*  
- Oyeshola (2005)

## Introduction

Although conflict is universal, it is yet distinct in every human culture. It is common to all persons yet experienced uniquely by every individual. It is visible sign of human energy, and it is often the result of competitive striving for the same goals, rights, and resources. In this lecture, you are exposed to a better understanding of conflict, perception of conflict and how it can be easily resolved. Also discussed are the different stages of conflict.

## Learning outcome in study session12

LO1.1: define and use correctly some of the key word printed in bold.

LO1.2: define ethnic conflict

LO1.3: What are the different stages of conflict?

## CONTENT

Most of the time, we take for granted that we have or we share a single reality with others, but this is not always the case. Conflict may be viewed as occurring along a cognitive (perception), emotional (feeling /affect) and behavioural (action) dimensions. These three dimensions, perspectives can help us understand the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions.

Chaplin defines conflict as “the simultaneous occurrence of two or more mutually antagonistic impulses or motives”. Deutsch (1977) views conflict as an action, which prevents, obstructs, interferes with, injures or renders ineffective another action with which it is incompatible. Forsyth (1990) indicates that conflict occurs when “the actions or be of one or more members of a group are not unacceptable to and, hence, are required by one or more groups or members. Basically, Oyeshola (2005) noted that conflict connotes disagreement, dispute or controversy in ideas or viewpoints held by two or more individuals or groups. Generally, disputes involve negotiable interests, while conflicts are concerned with issues that are not “negotiable”, issues that relate to ontological human needs that cannot be compromised.

## ACTIVITY1.12

Allow 5minutes

Read the content above and explain the concept “ethnic conflict”

### ITQ1.12

Conflict may be viewed as occurring along all but -----

- (a) Cognitive (perception),
- (b) Emotional (feeling /affect)
- (c) Psychological (mind)
- (d) Behavioural (action) dimensions.

### ITA1.12

The correct answer was (c)

Reason: The answer was (c) because it justified the best option for the question. Options (a) (b) and (d) were not correct because, conflict may only be viewed as occurring along a cognitive (perception), emotional (feeling /affect) and behavioural (action) dimensions. Besides, these are the three dimensions to understand the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions.

Kruitenbrouwer (1999) described **ethnic conflict** as being collective action, non-violent or violent, of an ethnic group against a dominant group that often controls the state powers. It is also where the state, acting on behalf of the dominant ethnic group, takes violent or non-violent action to suppress manifestations of ethnic collective action by a non-dominant ethnic group. An example was the former South Africa during the years of apartheid rule.

Conflicts have far-reaching consequences that can be both internal and external. The internal consequences are manifested in day-to-day life within the local area of the conflict. It is characterized by loss of homes, family members, social disintegration and deprivation of basic human rights. The external consequences relate to the internationalization of the ethnic conflicts where other states become involved in the

conflict and this, in turn, can lead to international power struggles that threaten world stability. An example is Arab-Israeli conflict.

## ACTIVITY 2.12

Allow 5 minutes

Study the paragraphs above in our content, which of the definitions of conflict appeals to you most and why?

## ITQ 2.12

----- refers to where the state, acting on behalf of the dominant ethnic group, takes violent or non-violent action to suppress manifestations of ethnic collective action by a non-dominant ethnic group.

- (a) Ethnic conflict
- (b) Conflict resolution
- (c) Ethnic conflict theory

## ITA 2.12

The correct answer was (a)

Reason: The answer was correct because, ethnic conflict justified the major actions of an ethnic group against a dominant group that often controls the state powers.

Options (b) and (c) were not correct because, ethnic conflict and ethnic conflict theory do not refer to where the state, acting on behalf of the dominant ethnic group, takes violent or non-violent action to suppress manifestations of ethnic collective action by a non-dominant ethnic group.

### Perception of Conflict

Conflict is often rooted in people's beliefs and perceptions about goals as opposed to objective facts. Such beliefs and perceptions could be right or wrong, reasonable or stupid, reality founded or fantasy. Ladin probably explains why people sometimes fight over "nothing" and they do this religiously with the resources at their disposal. People perceive conflicts differently and the way they perceive it will influence the approach they employ in solving the conflict. A good approach may become part of the solution.

## Tips in Conflict Resolution

- Perception of conflict as an outgrowth of diversity, which may hold possibilities for improving a relationship.
- It is part of a relationship, which may involve needs, interests, values perceptions, power, feelings etc. but not just desires.
- Occurrences which punctuate a relationship and which can help clarify the relationship.
- Confrontations between differences in certain aspects of a relationship but other aspects are still there to build on.

## Stages of Conflict

Conflicts, whether personal, group, national or international, unfold in stages rather than sudden eruption. 5 stages can be identified;

- 1. Emerging.** At this stage, signs and signals of all kinds are been given. Closeness between friends is gradually giving way to aloofness and disinterestedness. Reduction in frequent visitations, coldness and elements of disinterestedness replace warmth and familiarity  
Intervention at this stage, that is non –violent, non-governmental intervention is more possible now than later. Governmental intervention is more complex and time – consuming.
- 2. Escalating:** At this stage, the time frame can be very short. At this stage all the parties to the conflict are quite aware that something is fundamentally wrong in the relationship. If nothing is done quickly to check the situation, the third stage will surface, which is a most severe stage.
- 1. Severe Stage:** Here nothing is sacred again. Schools, hospitals, churches, mosques, community properties may be destroyed. Anybody may be attacked and killed including those that are not members of the conflicting parties. When both parties are now tired or there is an external intervention, the fourth stage starts. Unfortunately, the effect of the conflict remains.
- 2. De-escalating:** At this stage, the appropriate mediatory person or individuals or parties are established to investigate the initial causes of the conflict and ways to bring the conflicting parties into agreement.
- 3. Rebuilding and Reconciliation:** This stage is concerned with “repairing” relationships, institutions and social facilities and putting in place schemes that can

help the disputing communities to be united once again so as to prevent any relapse into a state of open hostility in society.

It should be noted that conflicts are also sometimes caused by stereotypes, misperceptions and misrepresentations.

### ACTIVITY3.12

Allow 5minutes

Mention the major stages of conflict. Briefly examine two of the highlighted stages.

### ITQ3.12

Identify the concept that best describes the statements in the table below, using Severe Stage. Escalating: Rebuilding and Reconciliation: Emerging: De-escalating:

(a) Reduction in frequent visitations, coldness and elements of disinterestedness replace warmth and familiarity	
(b) An appropriate mediatory person or individuals or parties established to investigate the initial causes of the conflict and ways to bring the conflicting parties into agreement.	
(c) Anybody may be attacked and killed including those that are not members of the conflicting parties.	
(d) This stage is concerned with “repairing” relationships, institutions and social facilities and putting in place schemes that can help the disputing communities to be united once again so as to prevent any relapse into a state of open hostility in society.	

(e) At this stage, there is high level of awareness that something is fundamentally wrong in the relationship	
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- (a) Emerging:
- (b) De-escalating
- (c) Severe Stage
- (d) Rebuilding and Reconciliation
- (e) Escalating

## SUMMARY

Conflict may be viewed as occurring along cognitive, emotional and behavioural dimensions. Conflict connotes disagreement, dispute or controversy in ideas or viewpoints held by two or more individuals or groups. Disputes involve “negotiable” interests, while conflicts are concerned with issues that are not “negotiable” issues that relate to ontological human needs that cannot be compromised. Conflict is often rooted in people’s beliefs and perceptions about goals as opposed to objective facts. Conflicts are in five (5) different stages whether individual, group, national or international. These stages are the following: emerging, escalating, severe, de-escalating and rebuilding and reconciliation.

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