

***IIV Simpósio Nacional de Investigação em Psicologia
4, 5 e 6 de Fevereiro, Braga, Portugal***

Title Symposium Harmonia:

Socio-cognitive factors in development of ethnic prejudice among Portuguese children and adolescents

General Abstract

In this symposium five studies will be presented dealing with key factors influencing development of interethnic prejudice in childhood and adolescence. These studies are part of the Harmonia project; an ongoing investigation of intergroup relations among children in cooperation with 22 schools in Lisbon. In the first presentation, data will be presented regarding the role of age and social status on White-Portuguese, Black-Portuguese, and Gypsy-Portuguese children's intergroup attitudes. Second, the impact of parent's intergroup attitudes on children's implicit attitudes is discussed. The third presentation focuses on the role of anti-discrimination norms regarding inhibition of prejudice display among White-Portuguese children. Fourth, evidence will be presented that the type of inclusive category can influence processes that are related to intergroup bias among White-Portuguese children. Finally, results are presented regarding the importance of acculturation expectations regarding minority children's performance in schools.

Where do I Stand? Intergroup Comparisons among Ethnic Minority and Majority Children in Portugal

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Abstract

Previous research has shown that ethnic majority and minority children use different strategies to positively distinguish themselves from other groups (Alexandre, Monteiro, & Walczus, 2007). The present study replicates this study adding a new measure of relative social status perceptions and using a developmental approach. A quasi-experimental was used with White (high-status) children, and Black and Gypsy-Portuguese (low-status) children (total $N=132$). Participants were asked about their preferences, attitudes, and social status regarding their in-group and the two out-groups. Younger White-Portuguese children showed in-group bias over both Black- and Gypsy-Portuguese independent of age. Older White-Portuguese children only showed in-group bias over Gypsy-, but not over Black-Portuguese children. Both Black- and Gypsy-Portuguese children showed an in-group bias over the other low-status group but not regarding White-Portuguese. These results confirm the importance to take into account age and social status when studying intergroup relations within children.

Key words: Positive distinction, Intergroup comparisons, Children, Social status, Intergroup attitudes

Inter-ethnic prejudice reduction among asymmetrical status-groups in childhood: the power of inclusion of two types of superordinate categories

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Keywords: prejudice reduction, status, childhood, intergroup relations.

Abstract

The Common Ingroup Identity Model proposes that making salient a superordinate category improves intergroup relations, whereas the Ingroup Projection Model proposes that the salience of a superordinate category may maintain or increase intergroup bias. The present study tested the effect of the type of superordinate category – status-related (e.g., Portugal) or status-unrelated (e.g., School) – for intergroup prejudice reduction. We expected that the status-related superordinate category would maintain intergroup bias, namely for the higher-status group, compared with the status-unrelated superordinate category. Participants were 150 White-Portuguese and 90 Black-Portuguese children. The results showed that when the status-related superordinate category – Portugal – was salient the higher-status group (White-Portuguese) perceived the ingroup as more representative of the superordinate category than the outgroup, which was associated with higher intergroup bias. This association was not found when the status-unrelated superordinate category (School) was salient.

Effect of Meta-perceptions of acculturation orientations preferred by the White majority on School Performance of Adolescents of African Origins

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Although the importance of the image that we perceive that others have about ourselves to build our self-image is widely documented, only recently this approach has been adopted in a number of studies and publications among researchers of intergroup relations. A correlational study was conducted involving 140 black teenagers studying in schools in Lisbon area. We measured the attitudes that participants have about the culture of Origin of their parents and Portuguese culture as well as meta-perceptions they have about of how the White majority wants immigrants and their descendants to act in relation to both Portuguese and Heritage cultures. The results suggest that meta-perceptions related to Portuguese culture are so or more relevant than individual attitudes to the explanation of these students school achievement.