

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

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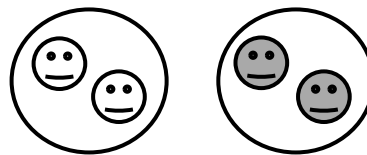
Overview

- ▶ Improving intergroup relations: are superordinate categories tricky?
- ▶ Study
 - White-Portuguese (higher-status) and Black-Portuguese (lower-status) children
- ▶ Conclusion/discussion

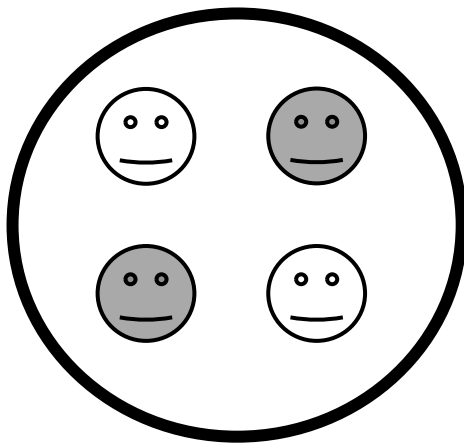


Superordinate categorization

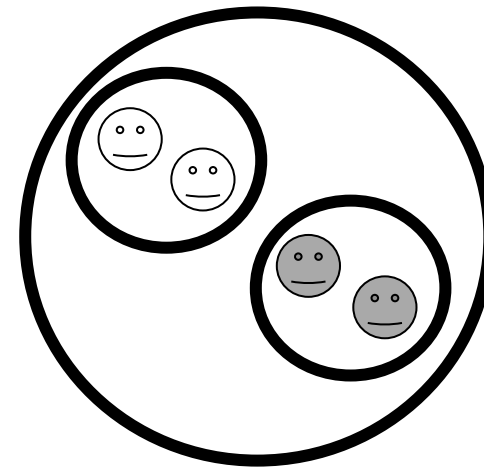
- ▶ **Common Ingroup Identity Model** (Gaertner et al., 1989; 1993; Gaertner & Dovidio, 2000)



us vs. them



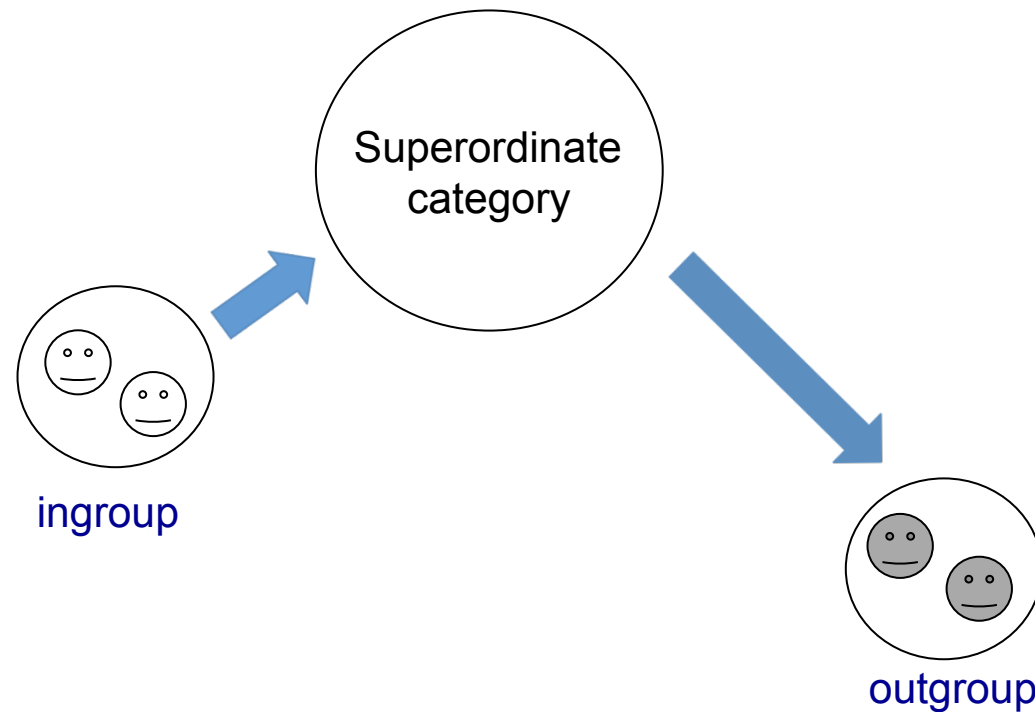
Recategorization
(*"We"*)



Dual Identity
(*"Two groups in the same team"*)

Superordinate categorization

- ▶ **Common Ingroup Identity Model** (Gaertner et al., 1989; 1993; Gaertner & Dovidio, 2000)
- ▶ **Ingroup Projection Model** (Mummendey & Wenzel, 1999)



Relevance of the categorization dimensions

- ▶ Category relevance
 - **Importance-type relevance**: importance of a category dimension to the perceiver
 - **Fit-type relevance**: logical or empirical correlation between different dimensions of categorization
(Miller et al., 2006; Ensari et al., 2009)

- ▶ Relevant social categories -> higher bias
- ▶ Irrelevant social categories -> lower bias

(e.g., Eurich-Fulcer & Schofield, 1995; Hall & Crisp, 2006)

Hypotheses

- ▶ **Status-related superordinate category (relevant)**

Higher-status group more prototypical than the lower-status group

- ▶ **Status-unrelated superordinate category (irrelevant)**

Ingroup and outgroup prototypicality more similar

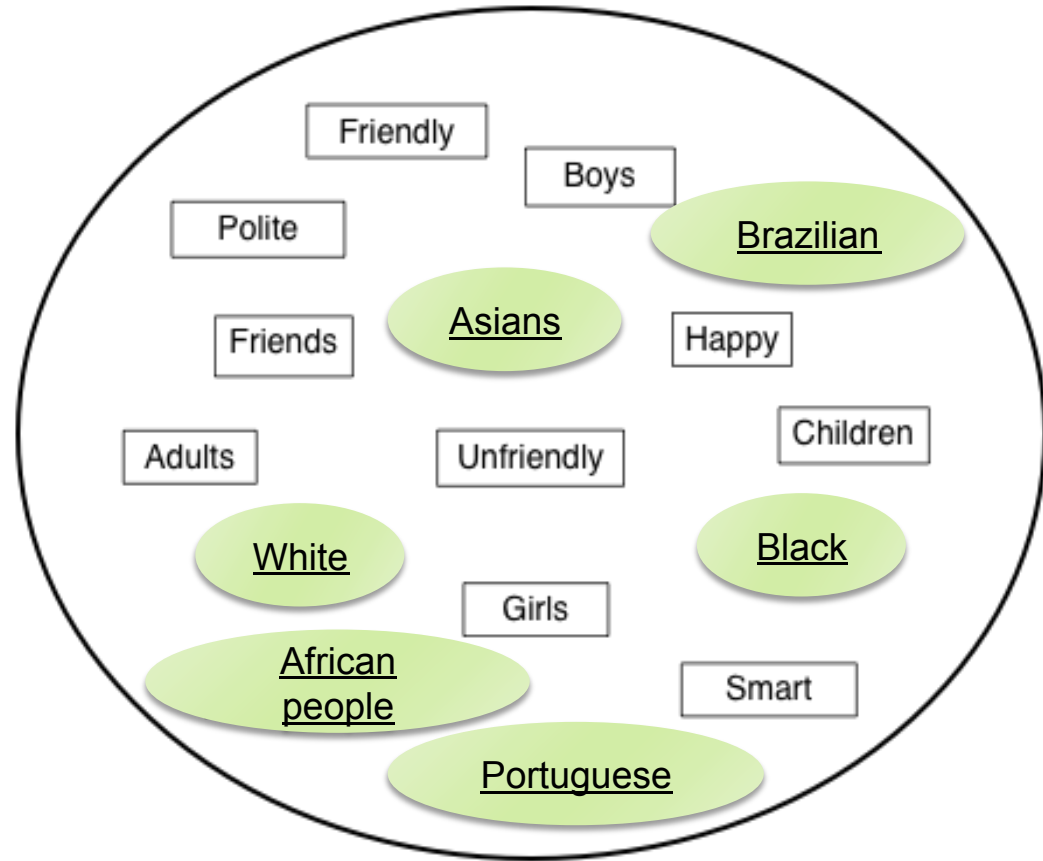
- ▶ **Prototypicality and bias:**

- Positive relationship when SC is status-related

Preliminary study

- ▶ Portugal vs. School: are they different superordinate categories?
- ▶ **2 type of superordinate category** (status-related; status-unrelated) x **2 participants' ethnic status** (higher; lower)
- ▶ 60 White-Portuguese and 40 Black-Portuguese children ($M_{\text{age}}=10.06$; $dp= 1.05$);

Preliminary study: Portugal ≠ School ?

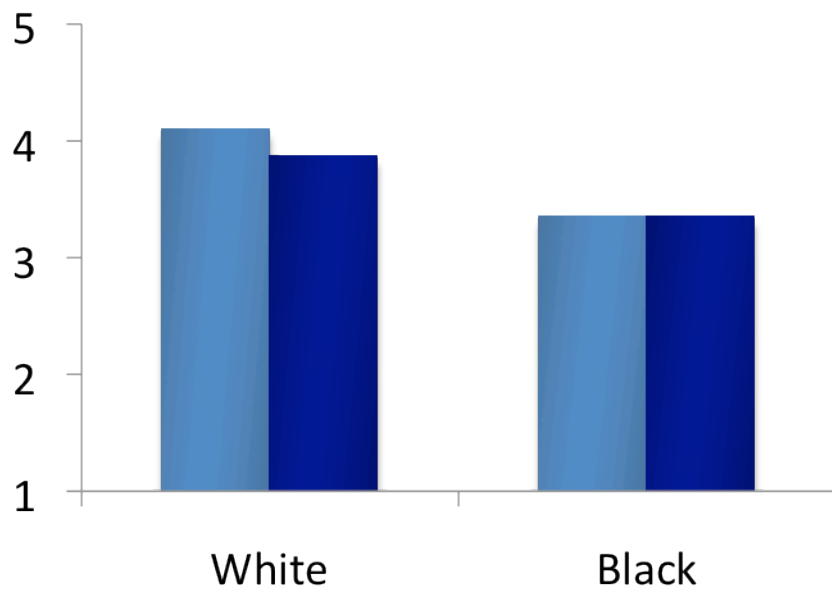


Both White and Black children perceived **the category Portugal** as more **related** to **ethnic/cultural characteristics** (e.g., black, white) than the category school

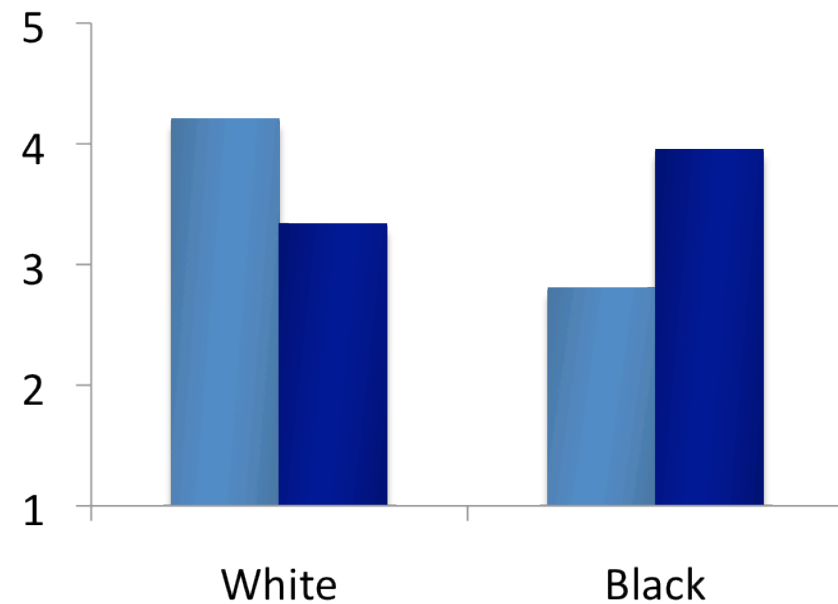


Preliminary study: Prototypicality

School

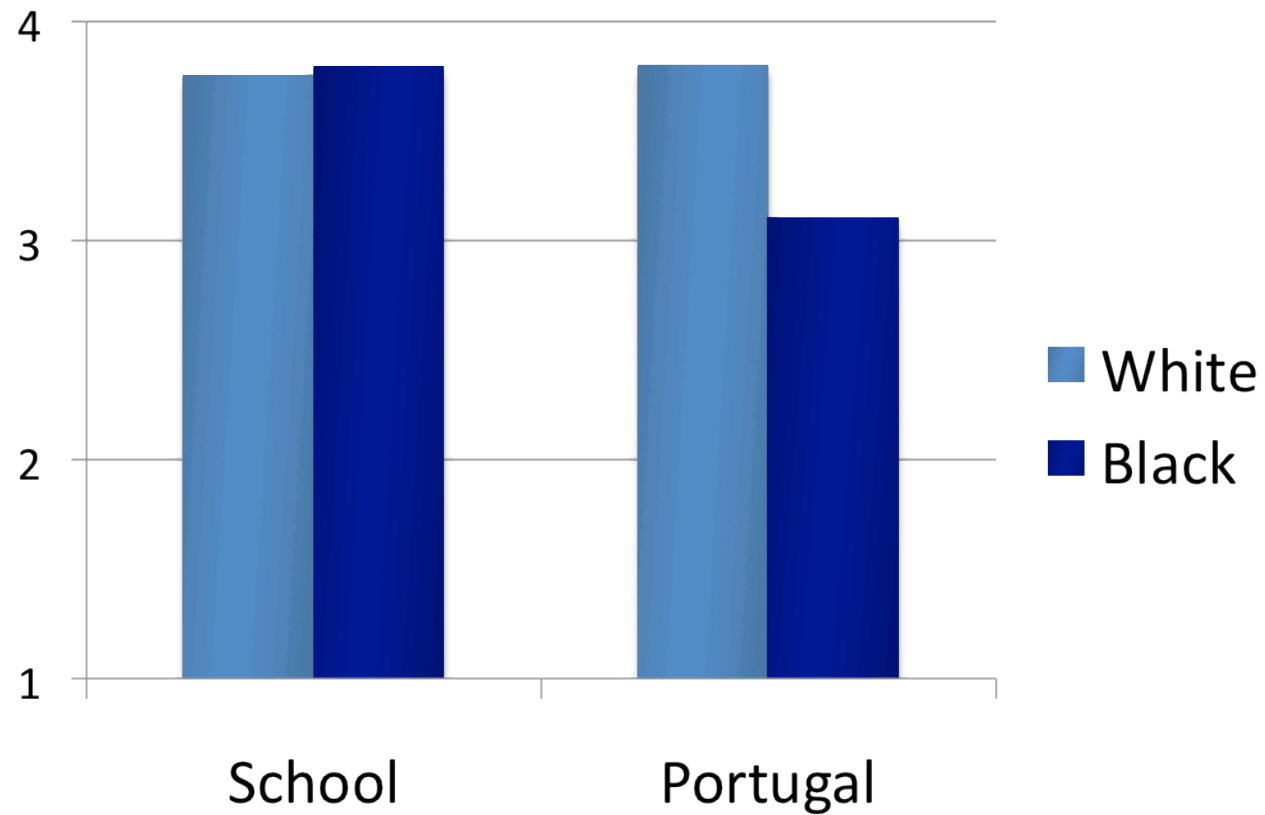


Portugal



■ Ingroup prototypicality

Preliminary study: Identification



The present study

► Design

3 cognitive representation (cat; rec; di) x **2 type of superordinate category** (status-related; status-unrelated) x **2 participants' ethnic status** (higher; lower)

► Participants

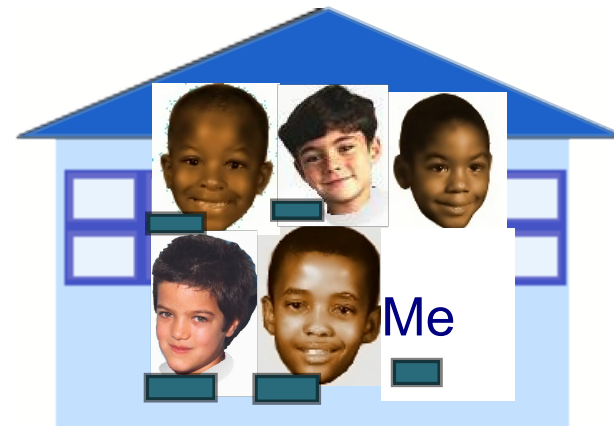
- 150 White-Portuguese and 90 Black-Portuguese children ($M_{age}=10.84$; $dp= 1.98$);
- 5 public schools in the suburban area of Lisbon (30% minorities)

Procedure and measures

- ▶ Indirect contact

Recategorization

School



- ▶ Measures

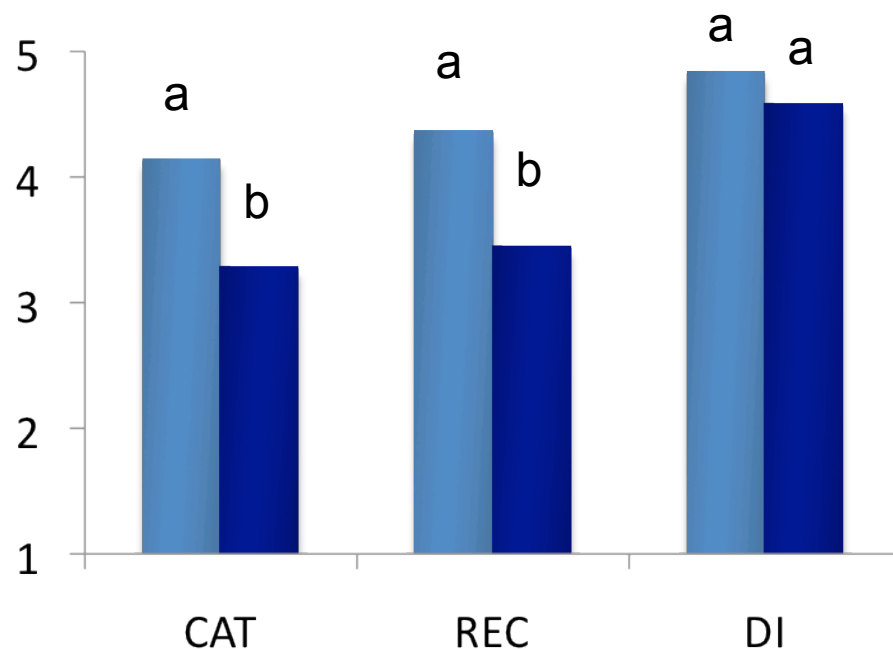
- DV (bias)
- Ingroup and outgroup prototypicality (Waldzus et al., 2004)

Results (I)

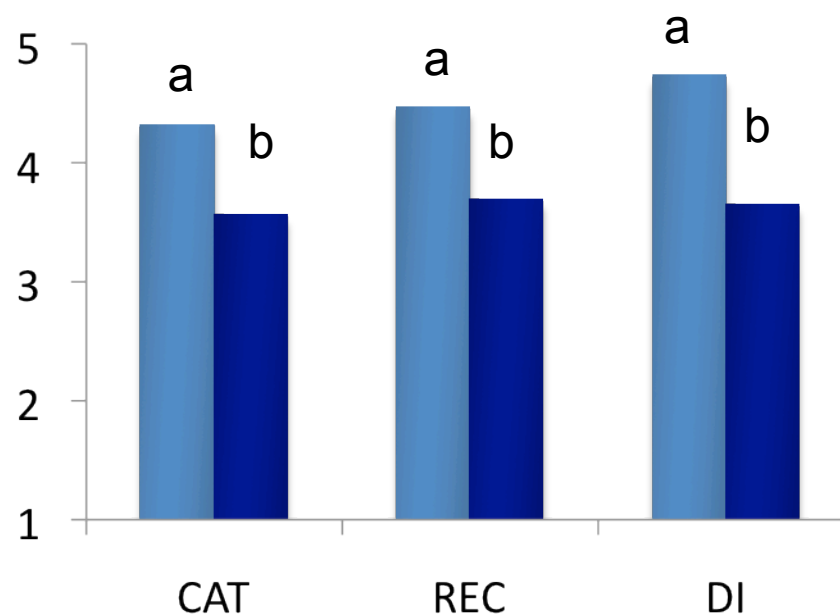
Prototypicality

- Higher-status group (White-Portuguese)

School



Portugal



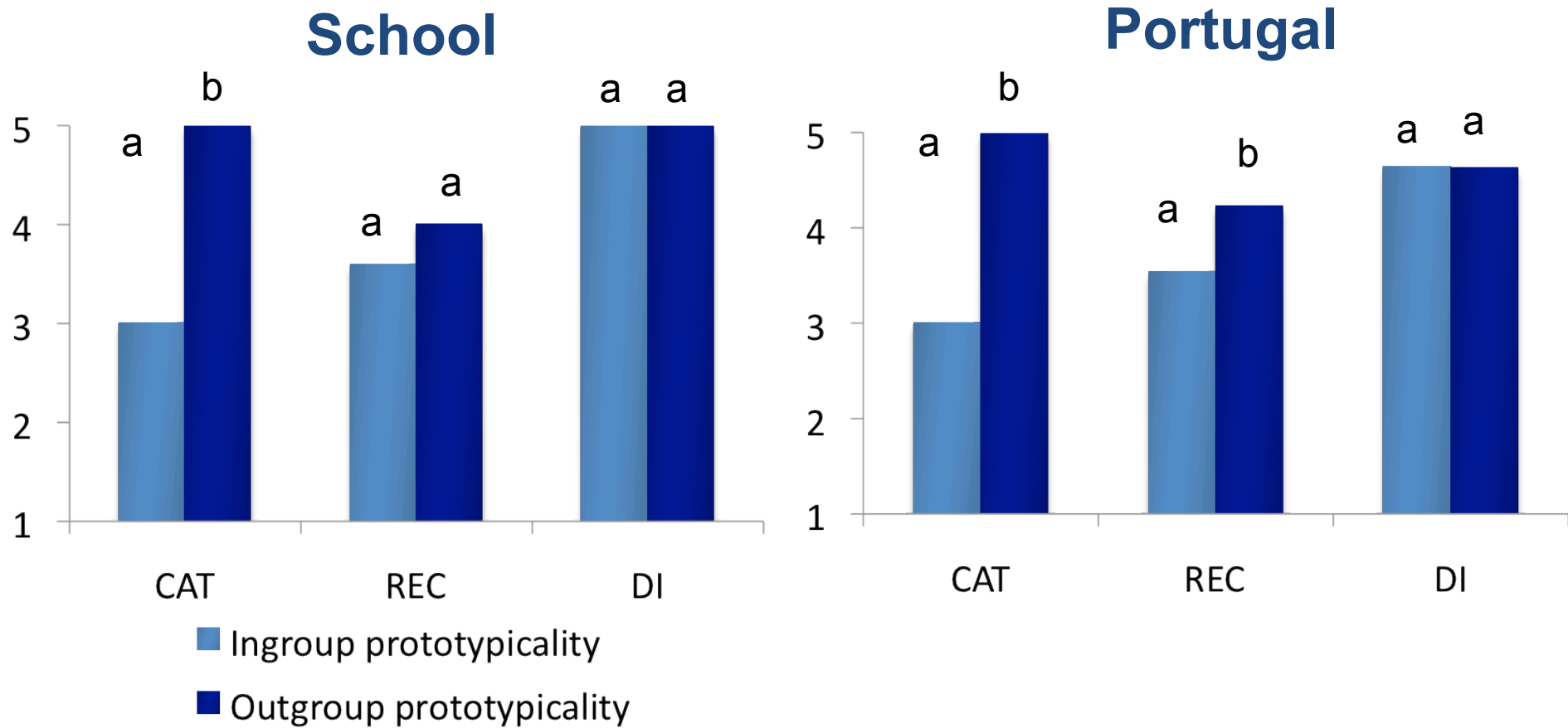
■ Ingroup prototypicality
■ Outgroup prototypicality

($F(2,141)= 2.748; p<.07$)

Results (II)

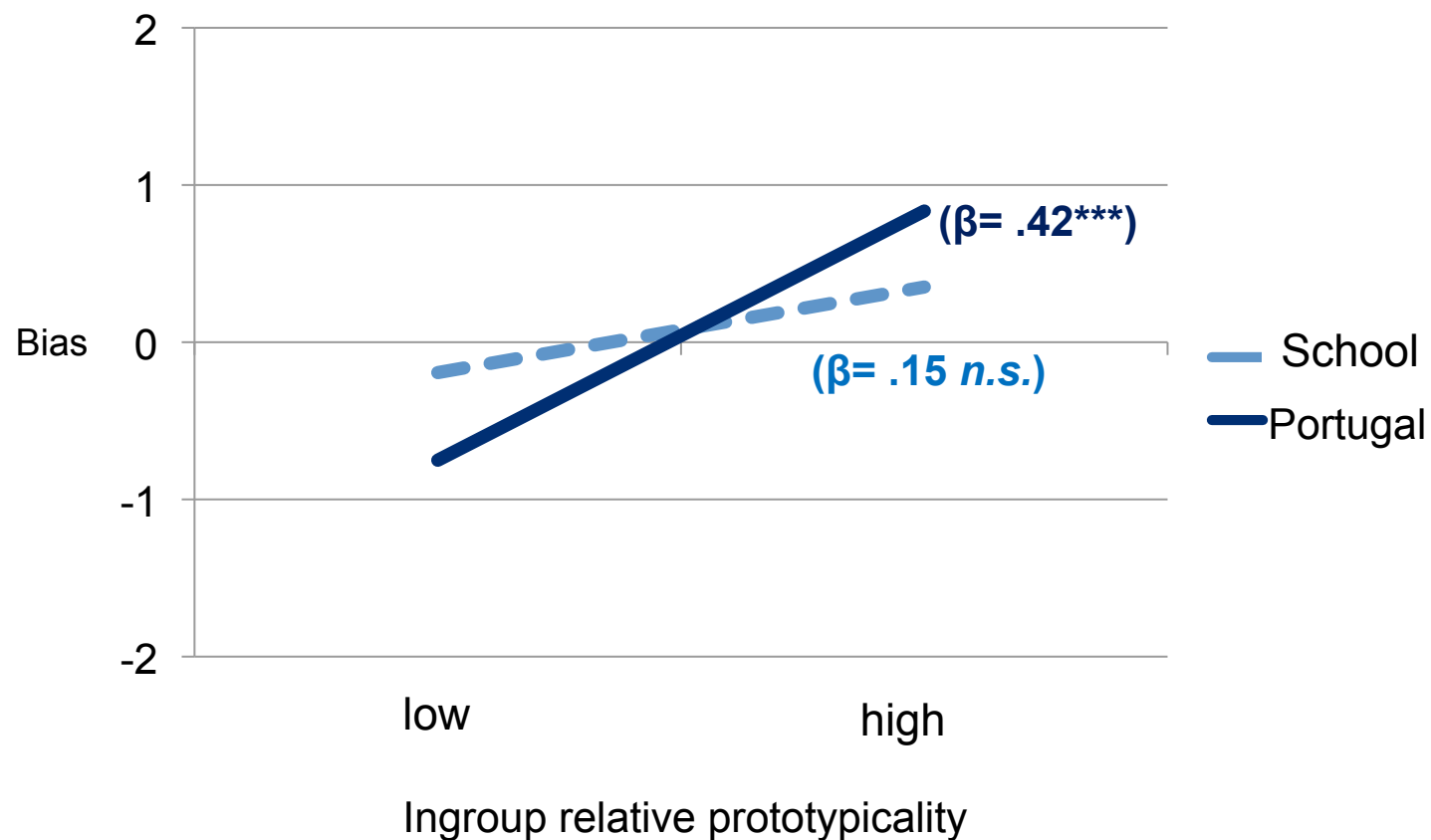
Prototypicality

- ▶ Lower-status group (Black-Portuguese)



Results (III)

Prototypicality and bias



$(F(3,234) = 8.771; p < .001; R_a^2 = .091)$

Conclusions and discussion

- ▶ **Higher-status group (White)**

- Dual identity School

ingroup prototypicality = outgroup prototypicality

- Recategorization & Dual identity Portugal

Ingroup prototypicality **>** Outgroup prototypicality

- **Dual identity** improved intergroup relations for the **higher-status group** (Guerra, 2007; Rebelo, 2006; Cameron et al., 2006)

Conclusions and discussion

- ▶ **Lower-status group (Black)**

- Recategorization & Dual Identity School
ingroup prototypicality = outgroup prototypicality
- Dual identity Portugal
ingroup prototypicality increases

- ▶ **School (status-unrelated)** – neutral and egalitarian context

- ▶ **Portugal (status-related)** – emphasize differences between the subgroups

Conclusions and discussion

- ▶ Are “irrelevant” superordinate categories a more effective tool to improve intergroup attitudes, namely in contexts with unequal status groups?
- ▶ What about generalization?

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