STEREOTYPE-THREAT

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Some general information:

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- Institut de Psychologie
- Laboratoire de Psychologie sociale & Service de Psychologie sociale et environnementale → Regulation (Jan 1, 2019).
- Ecole doctorale « Cognition, Comportements, Conduites humaines » (Licence : 4 years, Master : 2 years : Doctoral study : 3 years) (theses & defenses can be in English)
Research: Stereotypes and their effects on target individuals i.e. Stereotype-threat
Stereotype research

• Stereotypes: shared, simplified, generalized beliefs about typical characteristics and behaviors of a group of people.
• Girls are not good in math; Blacks are less intelligent than Whites; Asians are introverted (bad drivers)

• Effects on perceivers → biased interpretation and recall
• Consequences on target individuals → Stereotype threat (Steele & Aronson)
Examples:

• Performance of Black-American students on standardized tests is worse than that of White-Americans…

• Low SE class children have lower academic performance compared to high SE class children…
Why?

- Social psychological explanation:
  - Context!
  - Contexts ‘activate’ the stereotype of one’s own group → decreases performance on stereotyped tasks/abilities

→ Stereotype-threat
Stereotype-threat

- **Definition:**
  - The fear of confirming the negative stereotypes of one’s group, via one’s own behavior or performance.
  - Pressure/fear/worry/a psychological state that a person may experience in situations where she/he risks confirming the negative stereotypes of his or her group.
Study: Steele & Aronson (1995)

- Participants: Black- & white-Americans
- Ps completed (the same) task presented as:
  - Diagnostic of Intelligence (Threat)
  - Not diagnostic of intelligence (Non-threat)
- Comparison of performance of Black vs White-Americans on the task by condition:
  - Blacks performed worse than Whites when task presented as diagnostic of intelligence (vs. Non-diagnostic)
  - Label “intelligence” activates the Black stereotype → threatening for Black students
Study: Huguet & Régner (2007)

- Participants girls and boys in schools.
- Ps completed the same task, presented as:
  - « geometric task »
  - « drawing task »
- Performance of girls < of boys in « geometric task, » but = or better in « drawing task »
90 secondes pour mémoriser

Puis 5 min pour la reproduire de mémoire
Research & applied questions in this domaine:

• How can we combat stereotype-threat (e.g., reduce its deleterious effects on performance)?

Identify modulating factors:

→ Stereotype threat among the elderly (with Arum Febriani, UGM, Yogyakarta)

→ Self-construal and stereotype threat (with Racky Ka, U Paris Déscartes/EDHEC Business School, Paris)

Consequences other than on performance?

→ Aggressive behaviors (with Baptiste Subra & Lisa Fourgassi, U Bordeaux)
Study: Stereotype threat across cultures among the elderly (A. Febriani)

• Stereotypes of the elderly: Frail, forgetful, frail, dependent, golden-ager (happy, free/leisure), retired, grandparents (wise, loving)...

• Performance of the elderly suffers « under threat »:
  • When task is presented as a memory task (vs when not e.g. attention task)
  • When performance is to be compared to that of young people.

• A modulating factor (moderator):
  • Contact with young people
Study:

- Objectives:
  - Test for differences and similarities of ST across cultures (Indonesia)
  - (In particular) If Contacts also reduce effects of ST among the elderly from non-western culture (and How)…

- Predictions:
  - (Given similarity in stereotypes of the elderly, except for “respect”): ST on “memory” tasks among French and Indonesian elderly
  - Increased contact with the young → Increases performance ...anxiety is still mediator (but the same type of anxiety?)
PARTICIPANTS

- 40 Elderly French (M age = 69.85)
- 40 Elderly Indonesian (M age = 69.30)

PROCEDURE

- High-threat vs low-threat
- Digit span task
- Performance on the task, Anxiety measures: Performance & Intergroup, Intergroup contacts (within and outside the family) + Collective self-esteem
Results: Memory performance

Moderation by contacts with young people outside the family

FRANCE

INDONESIA
Results

Mediated moderation

INDONESIA

Contact

Intergroup anxiety

Stereotype threat

Memory performance
Factors that could account for the observed differences?

- Culture → Self-construal
- Self-construal:
  - Independent self-construal – Self is unique, different from others
  - Interdependent self-construal – Self is part of a group, similar to others
- IND self → image of the self; self is the target of the threat; fear of confirming the stereotype for the self…
- INT self → group is salient, image of the group, group is the target of the threat; fear of contributing to the group stereotype
Collective self-esteem among French vs Indonesian elderly

**INDONESIA**

- Moderated by collective self-esteem

**FRANCE**

- NOT moderated by collective self-esteem
So,

• ST is multi-dimensional: includes different types of threat (Multi-threats model of ST – Shapiro & Neuberg)
• Dimension of Target: Self vs. Group
• Dimension of Source: Self, outgroup, ingroup.

• Looking at Target (Wout et al.) → Study with Racky Ka
• Participants: Women (students)
• Induction of INT vs IND self-construal
• Manipulation of ST: Group vs Self
  • Group: Answer sheets grouped by gender (M or F)
  • Self: Given answer key at the end.
• Predictions?
• Results:
Scores on task

Self Stereotype-Threat

Group stereotype-Threat

HIGH

LOW

IND  INT
Summary

- Cross-cultural extension of research on ST
- Similarities and differences in modulating factors → interventions in real life …

Another theoretical question: Consequences other than on performance?
→ Aggression/ aggressive behavior
Studies (on-going - with Baptiste Subra & Lisa Fourgassie, U. Bordeaux)

- Theoretical:
  - ST → emotions: Fear (Self as target) or Anger (Group as target) → Agression as a general response
  - ST → confirmatory behavior (of stereotype) → Only groupes stereotyped as aggressive will show this behavior

- Compare Men vs Women; French vs Arab-French men.
- Aggressive thoughts, feelings and behaviors
Regulation of situations (threatening, opportunities, transformation)

SELF:
Self-perception, e.g. selective recall of autobiographical memories
Self-categorization
Possible selves: Transformation of threat → opportunity

In the lab: Other cognitive strategies (beliefs in a juste world); behavioral (aggression), emotions regulation (e.g. intergroup contexts) → at the levels of personal/individual self AND collective self
MERCI
THANK YOU
TERIMA KASIH