

ESCON 2005

**Stereotypes: Always the same old game... Or not?**

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**ESCON 2005**  
Stereotypes: Always the same old game... Or not?

**Tok structure**

**The old game... and the new challenge!**

**1.**

**2.**

**3.**

**4.**

**Concluding thoughts**

**Study 1:**  
Stereotypes as context-dependent

**Study 2:**  
Process responsible for stereotypes context-sensitivity

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Partial retrieval (Smith & Zacks, 1992)

Compound cues (Ratcliff & McKoon, 1988)

Contextually tuned assembling (Smith & Jensen, 2004)

Parallel retrieval cued by context

Context-dependent knowledge structures

Stereotypes

Highly complex social world

Radical simplification of the input

Stable long-lasting knowledge structures

Cognitive psychology literature:

**Instability** (e.g., Bellezza, 1984; Barsalou, 1987) & **Context dependency** (e.g., Roth & Shoben, 1983; Medin & Shoben, 1988)

**Social cognition literature:**

**Instability** (e.g., Santos, 2001; Garcia-Marques, Mackie & Santos, in review) & **Context dependency** (e.g., Gersh & Smith, 1999; Wittenstein, Judd & Park, 2003)

**Abstractions and cognitive economy** (Taylor, 1981; Fiske & Taylor, 1984)

**The Princeton trilogy** (Katz & Braly, 1933; Gilbert, 1951; Karlin, Coffman & Walters, 1969)

**Stereotypes maintainance processes** (Kunda & Sherman-Williams, 1993; Kunda & Thagard, 1996; Kunda, Sindelar & Griffin, 1997)

The old game...

...and the new challenge!

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TOK main objectives

- 1) **Stereotypes as context-dependent knowledge structures**
- 2) **Process responsible for stereotypes context-sensitivity**

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**Study 1**  
Stereotype as context-dependent knowledge structures

**Q**  
unlabeled

May contextually salient attributes be incorporated in the assembled stereotype?

**S**  
subjects

104 students from the University of Lisbon

**D**  
judge

2 Prime (Intelligence vs Friendliness)  
2 Stereotypes (Computer programmer vs Childcare professional)  
2 Traits (Stereotyped vs Non-stereotyped) *within-subjects*

**P**  
researcher

"Unrelated" linguistic task → Stereotype assembling task

Katz & Braly task  
Relevant trait rating

**H**  
hypothetical

Non-stereotypical trait would be more frequently choose as a relevant attribute of the group when the prime is non-stereotypic than when the prime is stereotypic

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**Study 1**  
Stereotype as context-dependent knowledge structures

**Stereotype assembling results**

	Stereotyped trait		Non-stereotyped trait	
Prime	Programmer Intelligent	Childcare Friendly	Programmer Friendly	Childcare Intelligent
Intelligent	92%	85%	11%	35%
Friendly	96%	96%	50%	11%

Fisher exact p test                       $P = .84$                        $P = .0061$

**Trait rating scales results**  
(9 points bipolar rating scales)

	Stereotyped trait		Non-stereotyped trait	
Prime	Programmer Intelligent	Childcare Friendly	Programmer Friendly	Childcare Intelligent
Intelligent	7.92	7.61	5.54	6.31
Friendly	7.77	7.96	6.54	5.65

ANOVA (mixed measures)                      3-way interaction  $F(1,100)=13.01; p=0.0005$

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1

Study 1

Stereotypes as context-dependent knowledge structures

Q

question

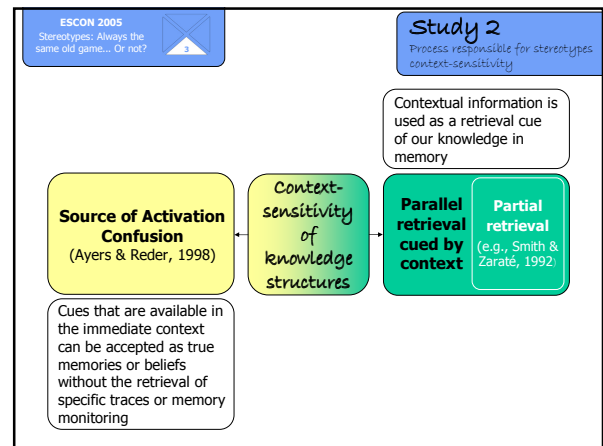
May contextually salient attributes be incorporated in the assembled stereotype?

C

conclusion

Our results shows that during stereotype assembling the non-stereotyped primed traits were incorporated in the assemble stereotype

So, the outcome of stereotype assembling is, at least in part, constituted by context-dependent information.



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Study 2

Process responsible for stereotypes context-sensitivity

Q

question

May contextually salient attributes be accepted as true memories? [Adaptation of Jacoby & Withehouse (1989) study]

S

subjects

115 students from the University of Lisbon

D

design

2 Response deadline (1s vs 3s)

4 Target (Francisco vs Alexandre vs Bernardo vs Guilherme)

3 Type of item (new vs old target match vs old target mismatch)

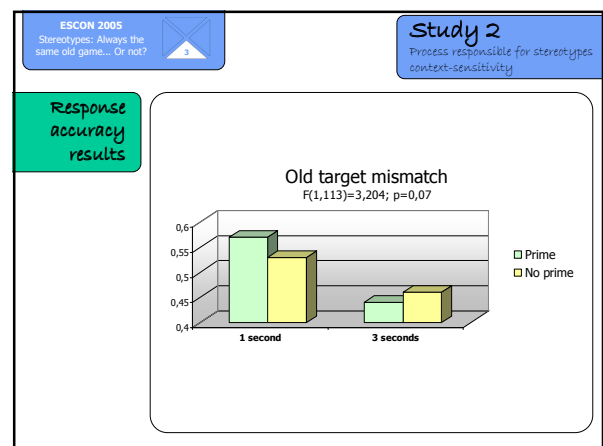
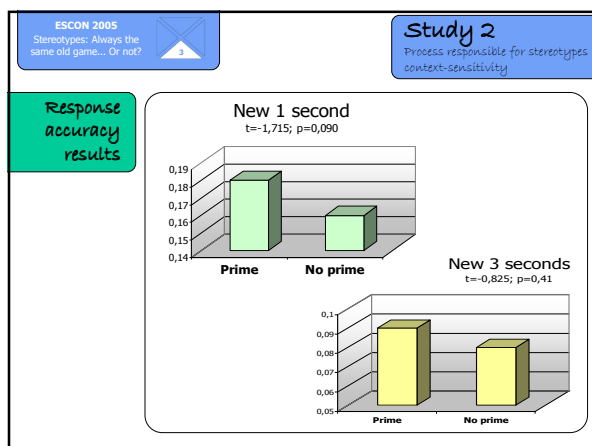
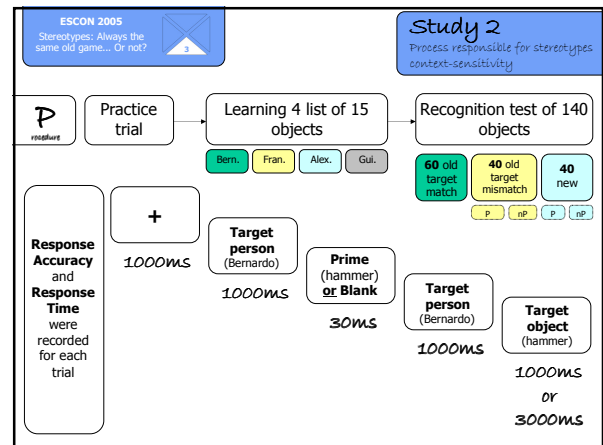
2 Priming (prime vs no prime)

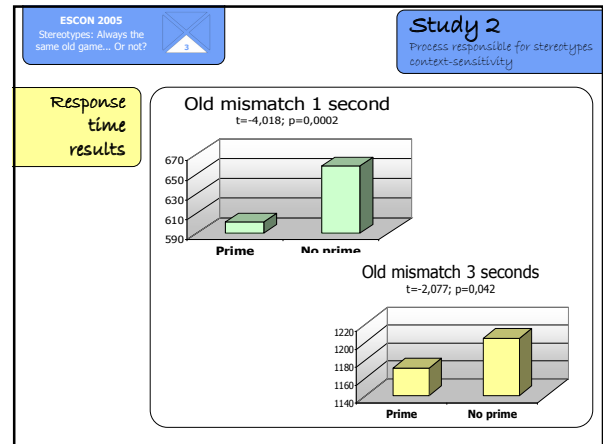
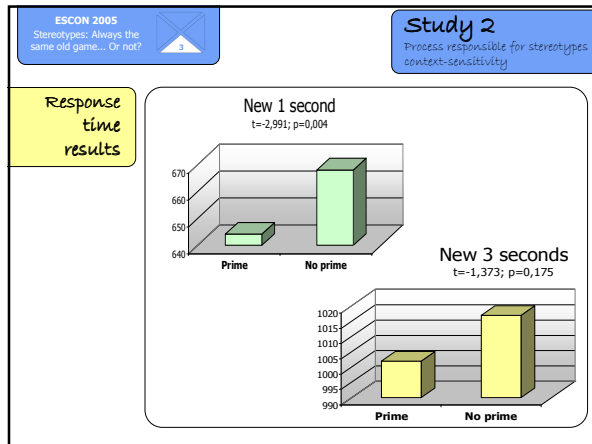
Notes: The priming is nested with the last two levels of type of item; All factors except the first are within-subjects

H

hypothesis

More false recognitions and shorter response times for new and old target mismatch items in the prime compared to the no prime condition for the 1 second response deadline condition





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Study 2  
Process responsible for stereotypes context-sensitivity

Q  
May contextually salient attributes be accepted as true memories?

C  
Conclusion

**When contextually available cues are too accessible or fluent, memory monitoring may fail to occur**

**As a consequence, contextually available cues are incorporated in the assembled stereotype independently of their association with the stereotype in memory**

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Conclusions

The old game...

... and the new challenge!

New challenge agenda

Skeptical look to the excessive role attributed to enduring abstractions in knowledge assembling

The outcome of stereotype assembling is, at least in part, constituted by context-dependent information

Context-sensitivity may be due to the incorporation of salient contextual cues without occurring memory monitoring

Replicate study 2 with stereotypical material

Determine conditions that trigger memory or belief monitoring