III. Maintaining Stereotypes
- Stereotypes are Resistant to Change and Self Reinforcing
  1. The Perseverance Effect: “Believing is Believing”
     We keep our stereotypes even when they are contradicted
     a. Summative Nature
     b. Subtyping: extremely stereotype incongruent information is categorized in its own schema, rather than changing the existing schema

Stereotype:
Nacirema: Eat Pork Intestines, Germ Phobic, Put Animal Fat in their hair, Career OCD.

<table>
<thead>
<tr>
<th>Pork</th>
<th>Germ</th>
<th>Hair</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>N1 Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>N2 Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>N3 Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Result = No Attitude Change / Subtyping

2. Self Fulfilling Prophesy: “Believing is Seeing”
   - We change our behavior in ways that get others to conform to our expectations
   - Further influenced by Perceptual Bias. We look for information that we expect & interpret new info in ways that we expect
   - Rosenthal & Jacobson (1968)
     SFP in the Classroom
     - Teachers changed behavior toward “bloomers”: warmer, more feedback, more challenging, called on bloomers more
     - Women and Minorities more likely experience SFP in the classroom

IV. The Results of Stereotyping
1. Outgroup Homogeneity – “Those people are all alike”
   - Maximizing Between Group Difs. and Minimizing Within Group Difs.
2. Ingroup Bias / Outgroup Derogation- “We are better than they are”
   - The Minimal Groups Paradigm
3. The Ultimate Attribution Error- “They are always like that, we are just victims of the situation”
   - FAE at the group level

6) Stereotype Threat: “I know what you are thinking; and you are setting me up to fail!”
   - The effort to avoid confirming stereotypes can interfere with performance, set people up to fail, and ultimately cause the stereotyped individual to avoid threatening activities.
   - Examples:
     - African American and Low SES students tend to disidentify with school to avoid confirming stereotypes regarding “academic deficiencies”
     - Females may avoid math and science to avoid confirming the stereotypes regarding women as “illogical and unscientific.”
7) Stereotyped Communication:
- We tend to use and reinforce stereotypes in our communication.
- **Linguistic Intergroup Bias**: (linguistic FAE), stereotype consistent behavior is described as constant and dispositional. Stereotype inconsistent behavior is described as transient and situational.
- Our communication reinforces outgroup homogeneity.
- Speech can covertly communicate our prejudices.
  - loud and slow =?
  - heavy use of imperatives =