

Figure 1.1 Research Activity on Dimensions of Diversity From 1887 to the Present

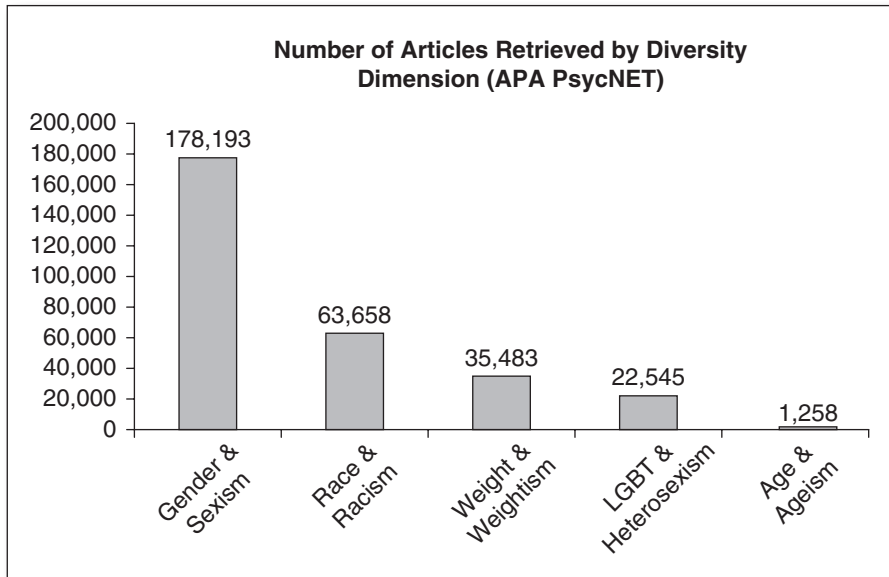
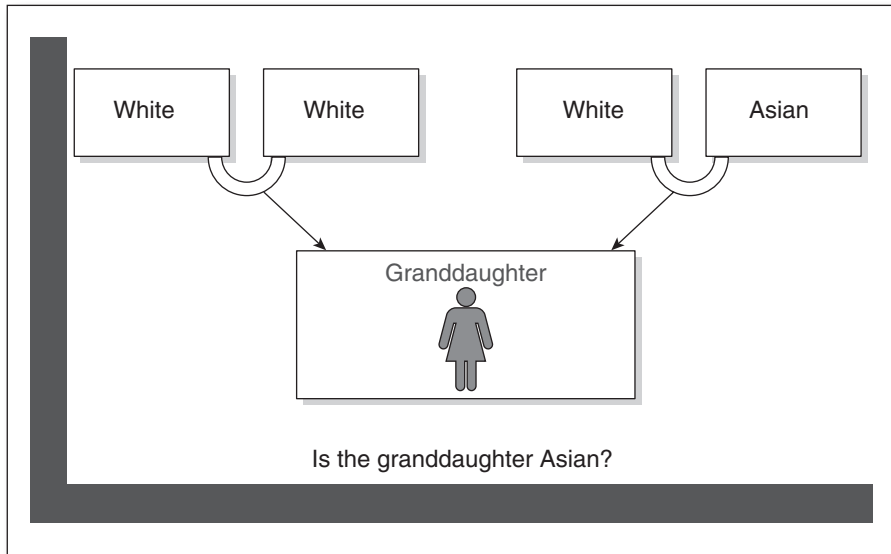


Figure 1.2 The Goals of a Psychological Study of Diversity

A psychological study of diversity must

- examine how diversity shapes our own identities and behavior.
- examine how we shape the diversity of our social worlds.
- confront a wide range of diversity dimensions, not just those that are associated with historical disadvantage.
- recognize the social injustice that attends many dimensions of diversity, and use our scientific knowledge to respond to injustice.
- recognize not just social differences, but also the diversity within, and similarities between, groups of people.

Figure 2.1 Family Tree Diagram



SOURCE: Ho, A., Sidanius, J., Levin, D., & Banaji, M. (2011). Evidence for hypodescent and racial hierarchy in the categorization and perception of biracial individuals. *Journal of Personality and Social Psychology*, 100, 492–506. Copyright 2011 by the American Psychological Association. Used with permission.

Figure 3.1 How Are Teachers' Expectations for Students Related to Students' Classroom Achievement?

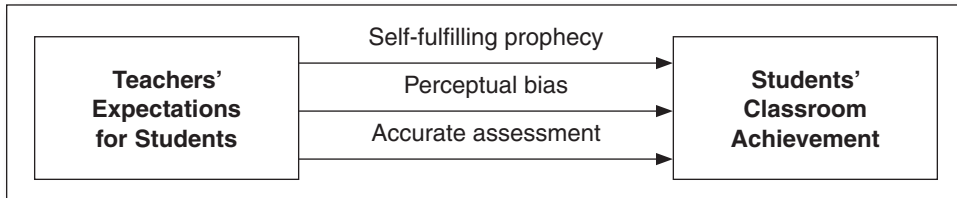
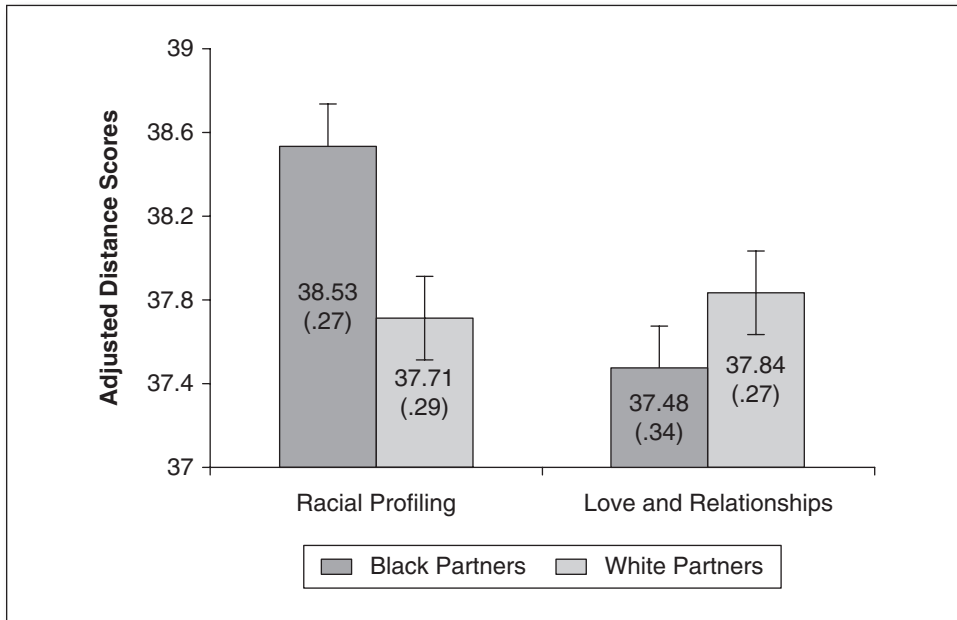
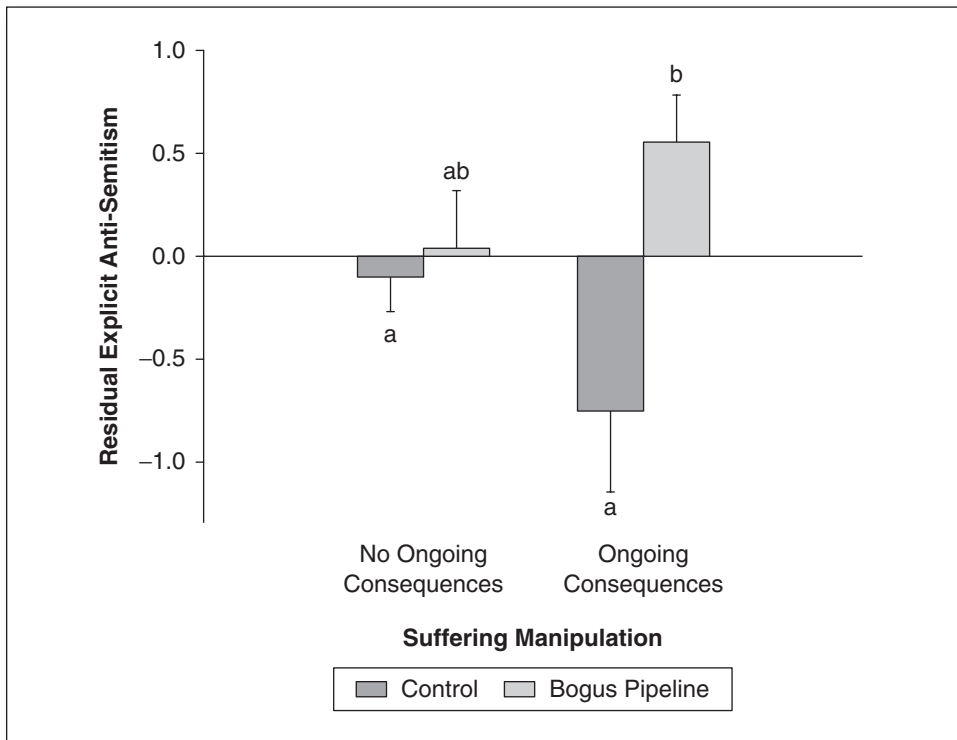


Figure 4.1 Average Distance (Inches) Placed Between Conversation Partners' Chairs for Two Different Conversation Topics (values are means and standard errors)



SOURCE: Goff, P. A., Steele, C. M., & Davies, P. G. (2008). The space between us: Stereotype threat and distance in interracial context. *Journal of Personality and Social Psychology*, 94, 91–107. Copyright 2008 by APA. Reprinted with permission.

Figure 4.2 Results From Imhoff and Banse (2009) Study on Secondary Prejudice



SOURCE: Imhoff, R., & Banse, R. (2009). Ongoing victim suffering increases prejudice: The case of secondary anti-Semitism. *Psychological Science*, 20, 1443–1447. Copyright 2009 by SAGE Publications. Reprinted with permission.

Table 4.1 Most-Mentioned Traits in the Cultural Stereotype of Poor and Middle-Class People

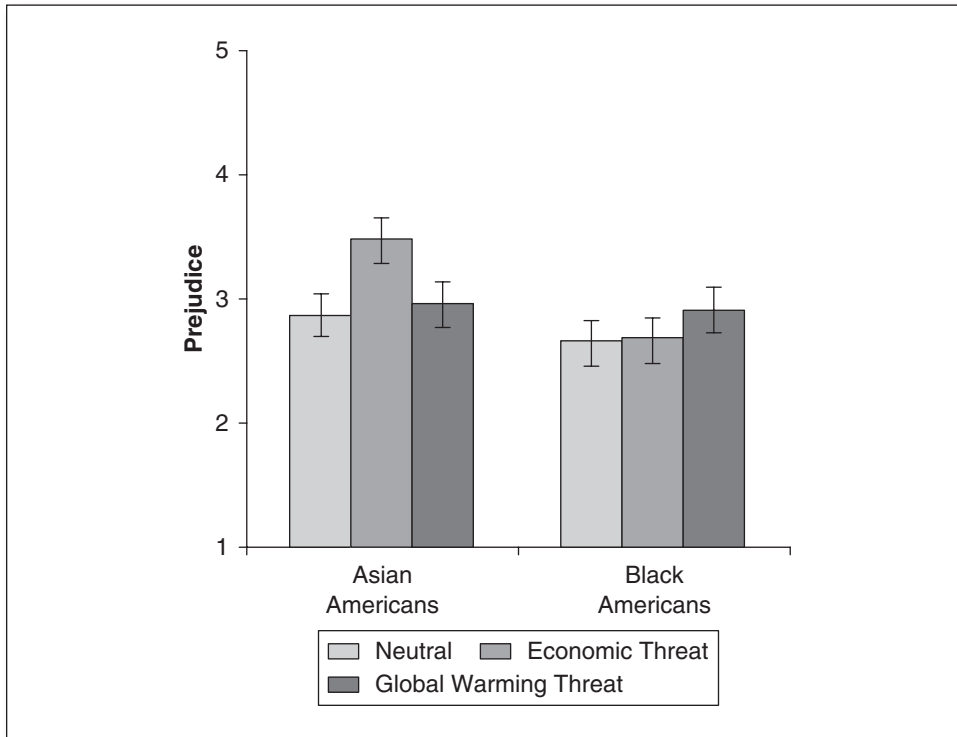
Poor	Middle Class
Uneducated	Hardworking
Unmotivated	Capable
Depressed	Family oriented
Capable	Healthy
Embarrassed	Intelligent
Alcoholic	Responsible
Have too many children	Loving

SOURCE: Cozzarelli, C., Wilkinson, A., & Tagler, M. (2001). Attitudes towards the poor and attributions for poverty. *Journal of Social Issues*, 57, 207–227.

**Table 5.1 The Most Common Traits in the Cultural Stereotype of Blacks
From Six Prominent Studies Spanning Nearly 70 Years**

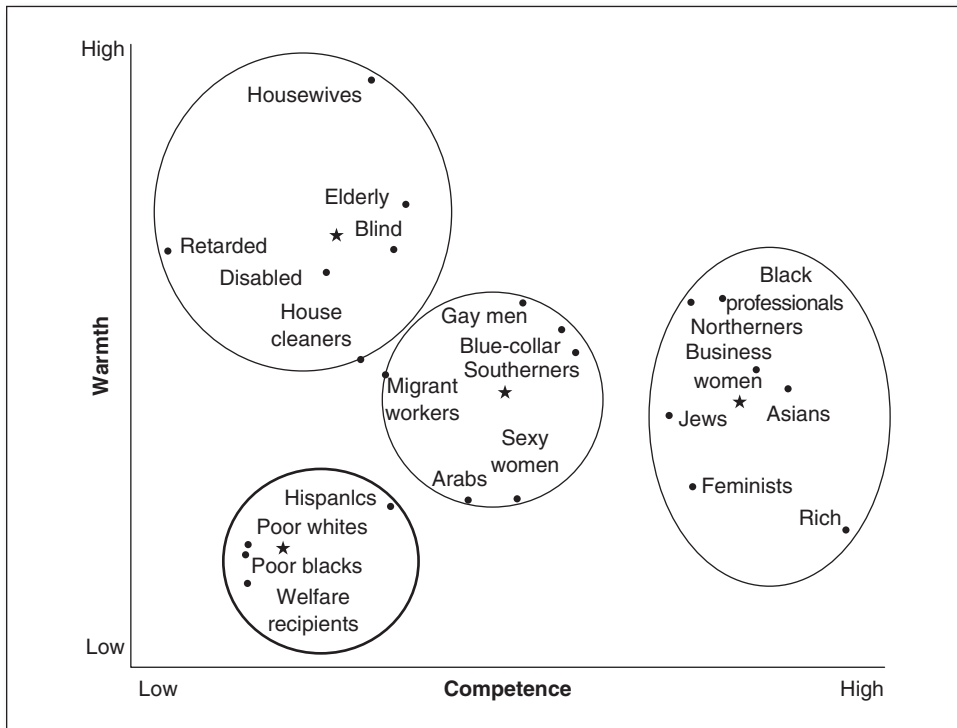
Katz & Braly (1933)	Gilbert (1951)	Karlins, Coffman, & Walters (1969)	Dovidio & Gaertner (1986)	Devine & Elliot (1995)	Madon et al. (2001) Study 1	Madon et al. (2001) Study 2
Superstitious	Superstitious	Musical	Arrogant	Athletic	Musical	Listen to a lot of music
Lazy	Musical	Happy-go- lucky	Musical	Rhythmic	Loyal to family ties	Noisy
Happy-go- lucky	Lazy	Lazy	Very religious	Low intelligence	Loud	Athletic
Ignorant	Happy-go- lucky	Pleasure- loving	Pleasure- loving	Lazy	Tradition- loving	Have an attitude
Musical	Ignorant	Ostentatious	Aggressive	Poor	Very religious	Prejudiced
Ostentatious	Very religious		Materialistic	Loud	Aggressive	Sing and dance well

Figure 5.1 Prejudice Toward Asian American and Black Targets Under Economic, Noneconomic, or No Threat Conditions



SOURCE: Butz, D. A., & Yogeeswaran, K. (2011). A new threat in the air: Macroeconomic threat increases prejudice against Asian American. *Journal of Experimental Social Psychology*, 47, 22–27. Copyright 2011 by Elsevier. Used with permission.

Figure 5.2 A Cluster Analysis of Cultural Stereotypes of 23 Social Groups Along Dimensions of Competence (e.g., They're smart) and Warmth (e.g., They're nice to be around)



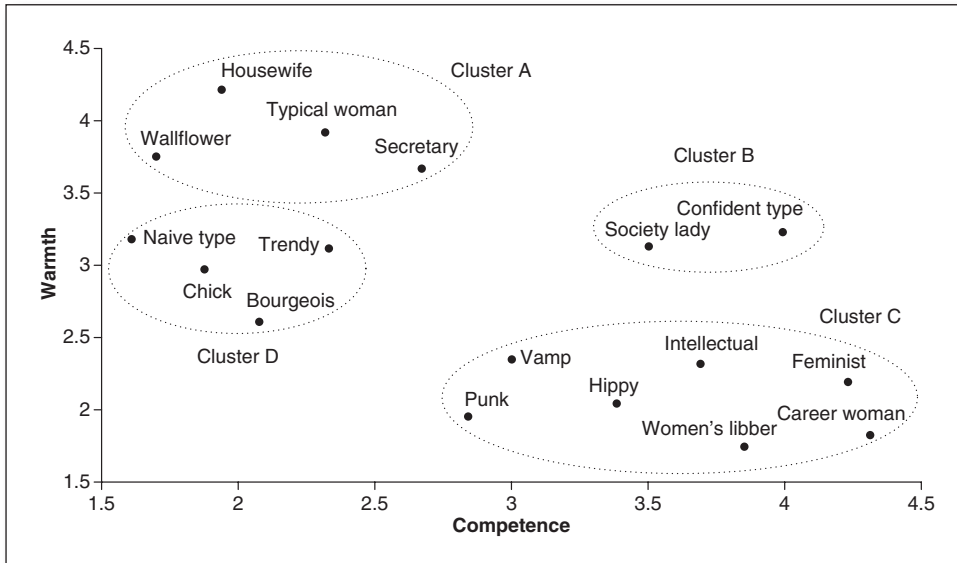
SOURCE: Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, 82, 878–902. Copyright 2002 by American Psychological Association.

Table 6.1 Traits in the Cultural Stereotype of Men and Women

Men		Women	
Positive Traits	Negative Traits	Positive Traits	Negative Traits
Independent	Egotistical	Helpful	Spineless
Self-confident	Hostile	Aware of others' feelings	Gullible
Competitive	Cynical	Warm to others	Servile
Stands up under pressure	Arrogant	Gentle	Subordinates self to others
Active	Boastful	Emotional	Whining
Makes decisions easily	Greedy	Devoted to others	Complaining
Never gives up easily	Dictatorial	Kind	Nagging
Feels superior	Unprincipled	Understanding	Fussy

SOURCE: Spence, J., Helmreich, R., & Holohan, C. (1979). Negative and positive components of psychological masculinity and femininity and their relationships to self-reports of neurotic and acting-out behaviors. *Journal of Personality and Social Psychology*, 37, 1673–1682. Copyright 1979 by American Psychological Association.

Figure 6.1 Female Subgroups as They Are Placed Along the Warmth and Competence Dimensions of the Stereotype Content Model



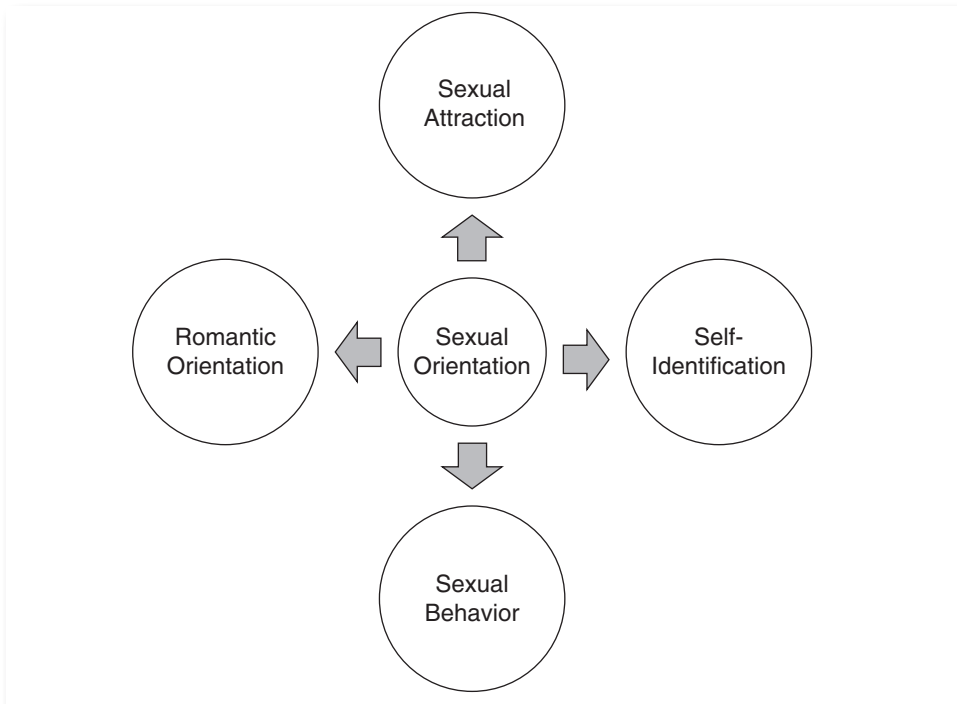
SOURCE: Eckes, T. (2002). Paternalistic and envious gender stereotypes: Testing predictions from the stereotype content model. *Sex Roles*, 47, 99–114. Copyright 2002 by Springer. With kind permission from Springer Science+Business Media.

Table 6.2 The Five Most Female-Dominated Occupations, the Percentage of Female Workers, and the Percentage of Males' Pay Earned by Women in Each Occupation

Occupation	Percentage of Women in Occupation	Percentage of Men's Earnings Earned by Women
Bookkeepers/accounting clerks	92	94
Registered nurses	91	88
Financial records processing	91	92
Nursing aides/orderlies	89	90
Information clerks	88	81

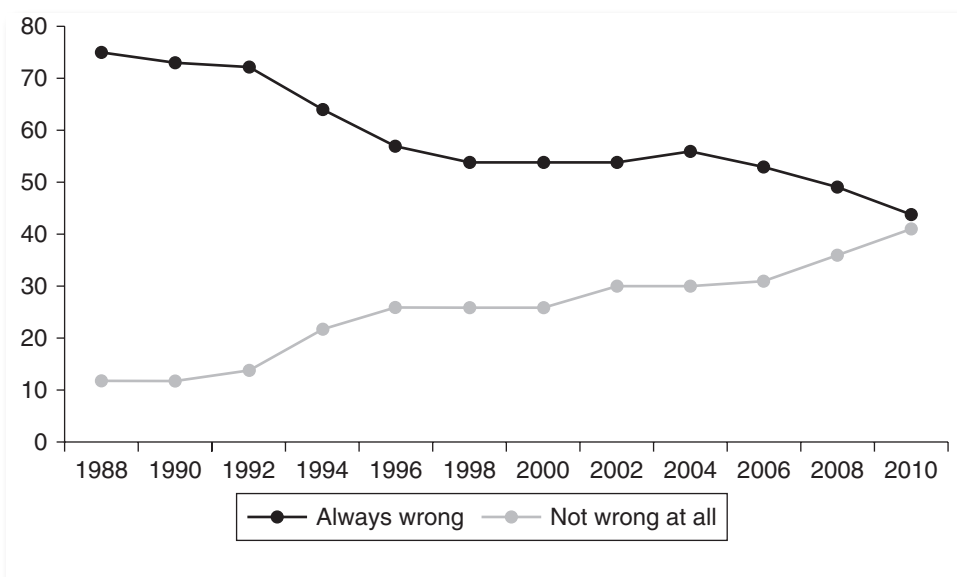
SOURCE: Lips, H. (2003). The gender pay gap: Concrete indicator of women's progress toward equality. *Analyses of Social Issues and Public Policy*, 3, 87–109. Copyright 2003 by Blackwell.

Figure 7.1 The Components of Sexual Orientation



SOURCE: Mustanski, B., Kuper, L., & Greene, G. J. (2014). Development of sexual orientation and identity. In D. L. Tolman, L. M. Diamond, J. A. Bauermeister, W. H. George, J. G. Pfaus, & L. M. Ward (Eds.), *APA handbooks in psychology. APA handbook of sexuality and psychology, Vol. 1. Person-based approaches* (pp. 597–628). <http://dx.doi.org/10.1037/14193-019>.

Figure 7.2 Trends in Attitudes Toward Homosexuality: 1988–2010



SOURCE: Smith, T. (2011, September). *Public attitudes toward homosexuality*. National Opinion Research Center. http://www.norc.org/PDFs/2011%20GSS%20Reports/GSS_Public%20Attitudes%20Toward%20Homosexuality_Sept2011.pdf

Table 8.1 Perceived and Actual Differences Between Attractive and Typical-Looking People

Attractive People Are Perceived as . . .	Attractive People Are Actually . . .
Sexually warmer or more responsive	More sexually experienced but not more responsive
More socially skilled	More socially confident and have better social skills, but also more self-conscious in public
More sociable, more dominant	More popular and have more friends
Mentally healthier, more intelligent, less modest	Less lonely but not mentally healthier overall
. . . than typical-looking people.	. . . than typical-looking people.

SOURCE: Feingold, A. (1992). Good-looking people are not what we think. *Psychological Bulletin*, 111, 304–341. Copyright 2001 by Wiley.

Table 9.1 Representative Traits in the Stereotypes of Subgroups of Older People

Subgroup	Traits
Despondent	neglected, sad, afraid, lonely
Severely impaired	feeble, slow thinking, senile
Shrew/curmudgeon	ill-tempered, complaining, prejudiced, stubborn, nosy
Recluse	quiet, timid, live in past, set in ways
John Wayne conservative	proud, patriotic, wealthy, conservative, religious
Perfect grandparent	kind, generous, family oriented, wise
Golden Ager	intelligent, productive, healthy, independent

SOURCES: Schmidt, D. F., & Boland, S. M. (1986). Structure of perceptions of older adults: Evidence for multiple stereotypes. *Psychology and Aging*, 1(3), 255–260; Hummert, M., Garstka, T., Shaner, J., & Strahm, S. (1994). Stereotypes of the elderly held by young, middle-aged, and elderly adults. *Journal of Gerontology: Psychological Sciences*, 49, 240–249.

Table 11.1 The Social Consequences of Being a Member of a Stigmatized Group

General	Specific
Stigma heightens anxiety . . .	. . . in others, leading to fewer and poorer social interactions. . . . in oneself, leading to more vigilance about, and less control over, one's behavior.
Stigma heightens stereotyping . . .	. . . from others, leading to more negative assumptions about, and discrimination of, stigmatized individuals. . . . of oneself, leading to avoidance of stereotype-confirming situations and defensiveness toward majority group persons.