

Lecture 15: Social Dominance Theory cont.

Part I: Institutional Discrimination

Part II: Not genes

Part III: Oppression as a Cooperative Game

Part IV: Institutional Change



Part I: Institutional Discrimination



Institutionalized Discrimination

- **Discrimination is built into many legal, political, social, and economic institutions. It can be:**
- Direct/Overt (e.g., military rules requiring the expulsion of gay soldiers)
OR
- Indirect/Subtle (e.g., hiring people with better education, which systematically excludes certain minority groups).

Oppression in the Labor Market

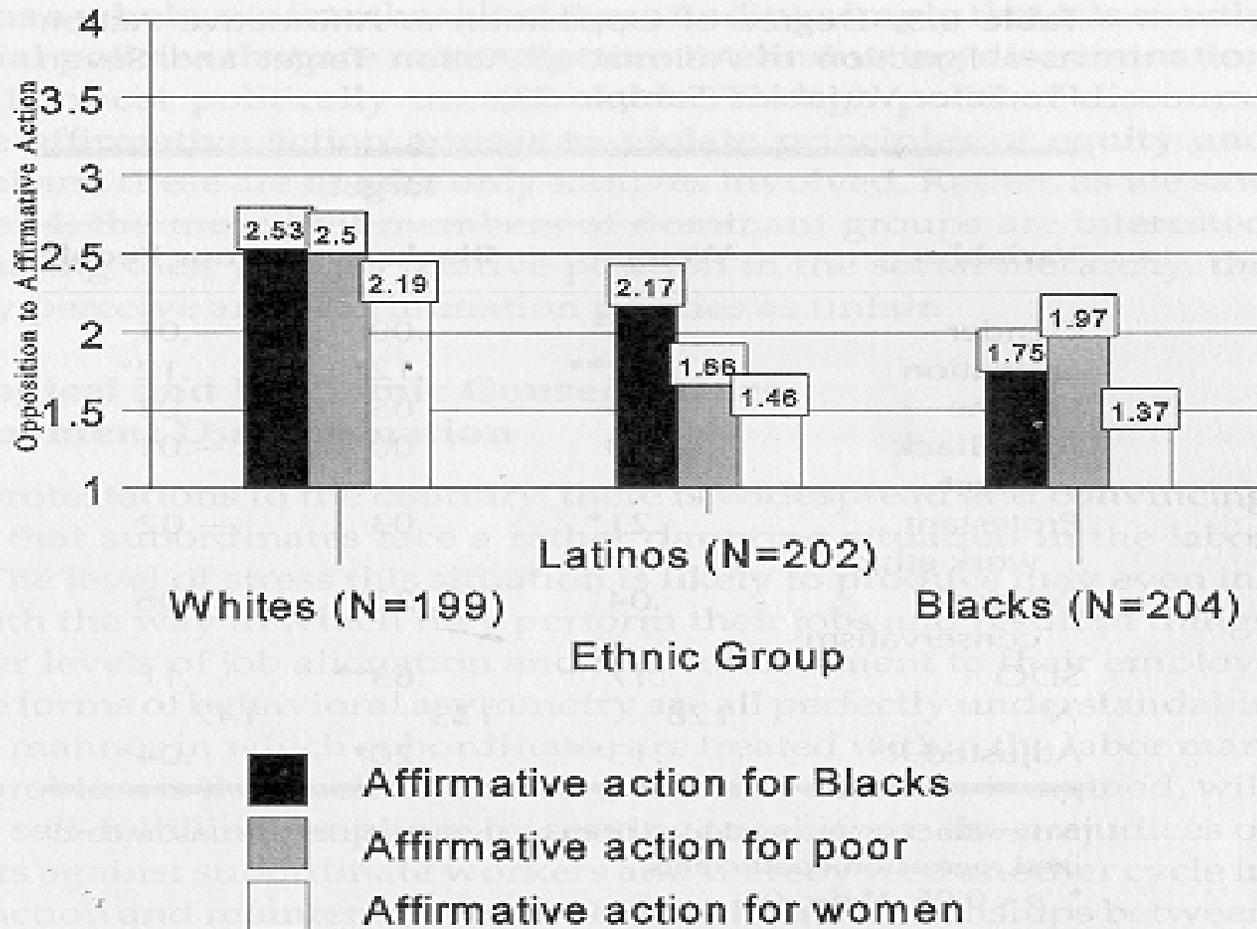


Figure 6.9. Opposition to affirmative action in hiring and promotion as a function of target and ethnicity of respondent among random sample of Los Angeles County residents (1 = strongly support; 4 = strongly oppose; Sample 39).

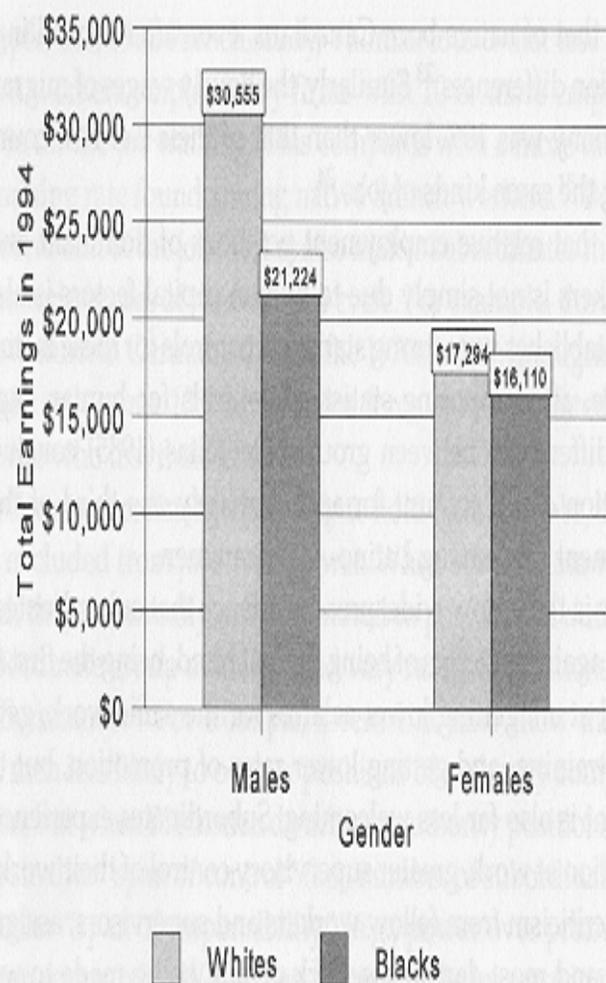


Figure 6.3. Total earnings in 1994 in the United States as a function of gender and ethnic status (Source: U.S. Bureau of the census, 1998a).

3% higher than subordinate women for full-time employment, dominant men earned a weekly wage 10% higher than subordinate men.²⁷ Similarly,

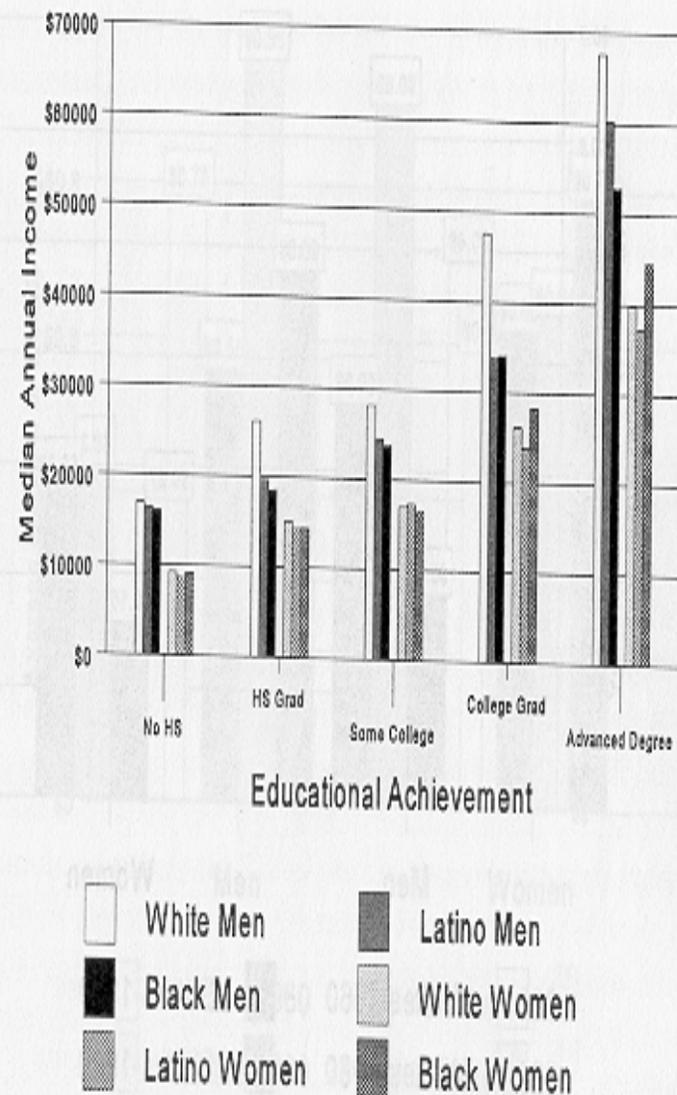


Figure 6.4. Mean earnings in 1994 for Americans 18 years and older as a function of educational achievement and race (Source: U.S. Bureau of the Census, 1998b).

Job Status: Weekly earnings of black men compared to white men

Census year	black men's average earnings as a percent of white men's earnings
1940	43%
1950	55
1960	58
1970	64
1980	73
1990	73

Housing and Discrimination

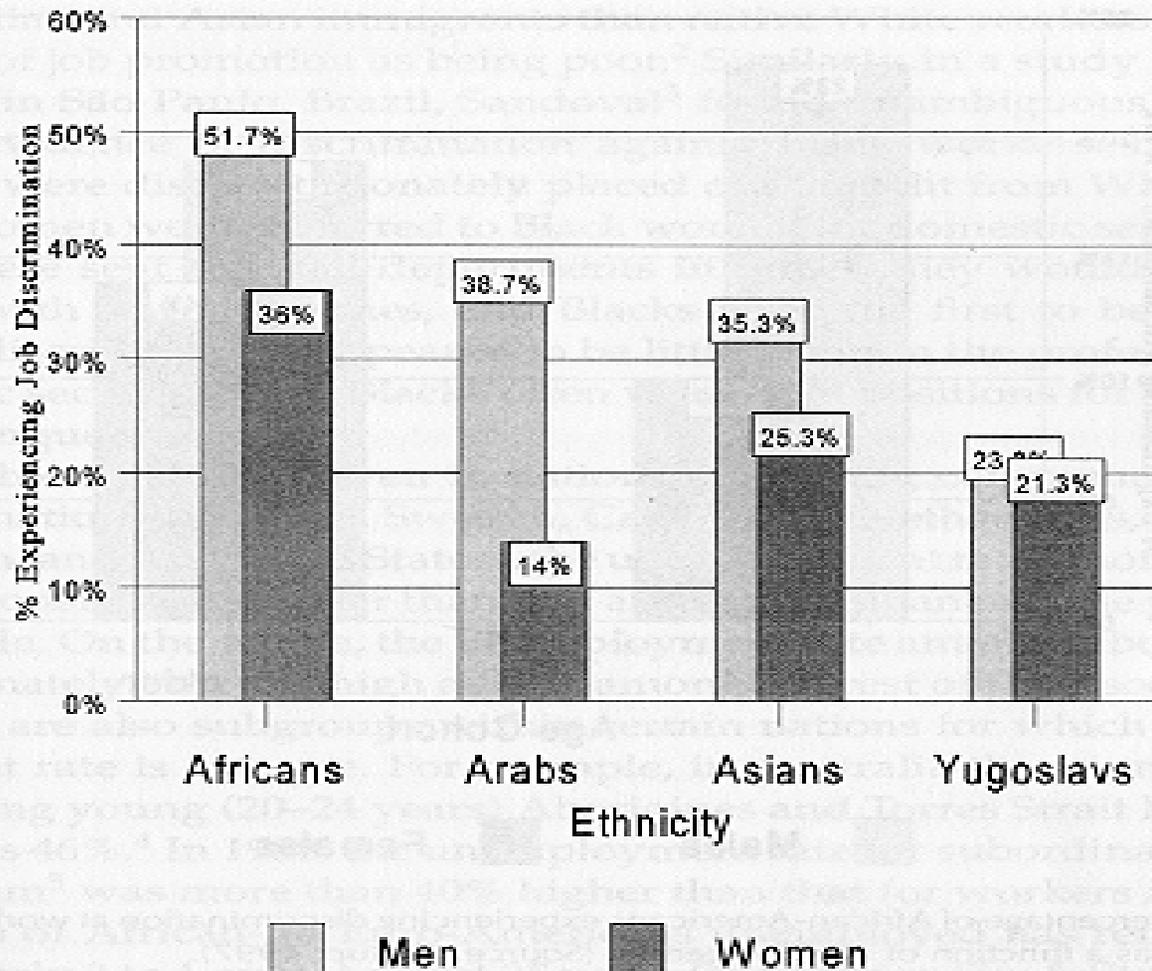


Figure 6.1. Mean percentage of immigrants experiencing discrimination in Sweden within the past two or three years as a function of ethnic group and gender (Source: Lange, 1996).

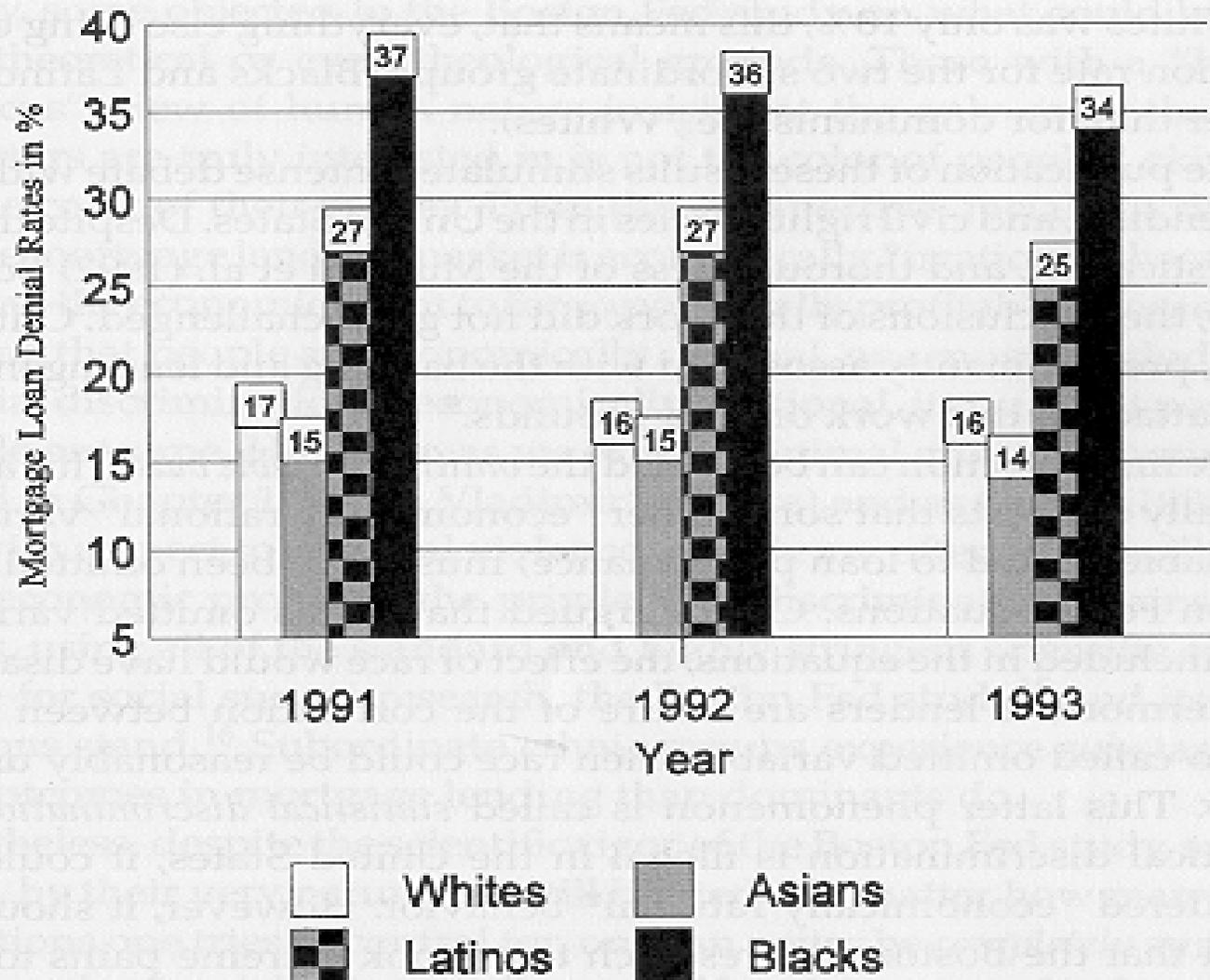


Figure 5.3. Mortgage denial rates as a function of ethnicity and year (Source: Duncan & Wachter, 1995).

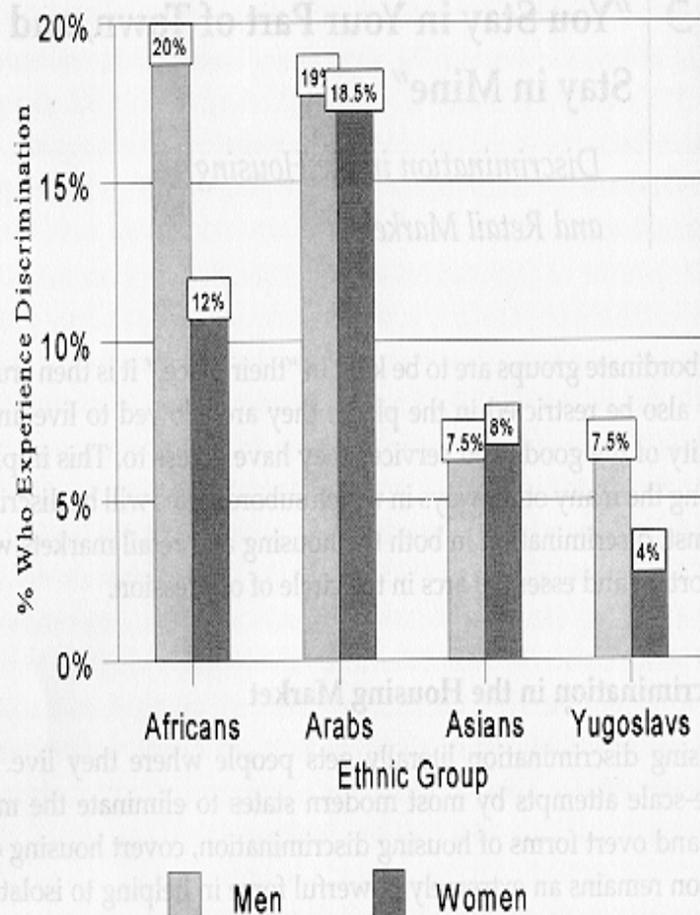


Figure 5.1. Percentage of immigrants to Sweden who experienced housing discrimination (Source: Lange, 1996).

minority groups. For example, while only some 15% of Yugoslavs and 23% of Asians were university educated, 28% of Arabs and approximately 30% of Africans were university educated. While 6.9% of Arabs, 2.8% of Yugoslavs, and 2.6% of Asian immigrants lacked primary school educa-

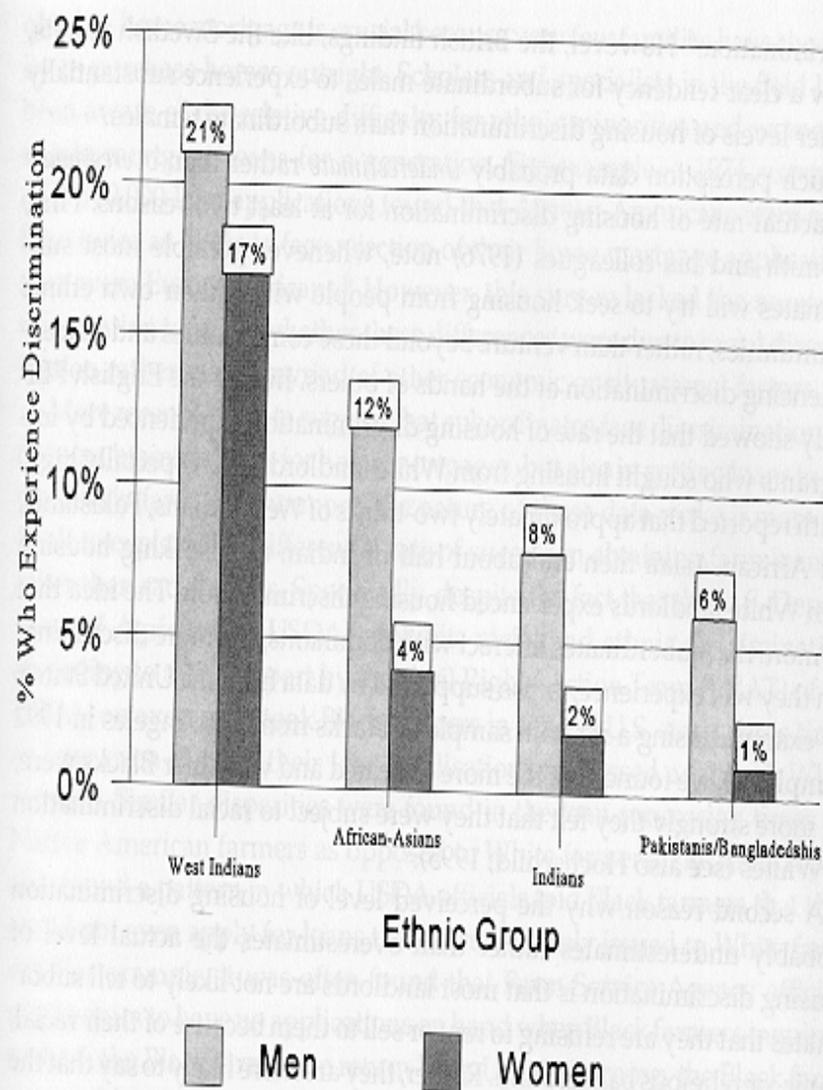


Figure 5.2. Percentage of immigrants who experienced discrimination at the hands of private landlords as a function of ethnicity and gender in Great Britain (Source: D. J. Smith, 1976).

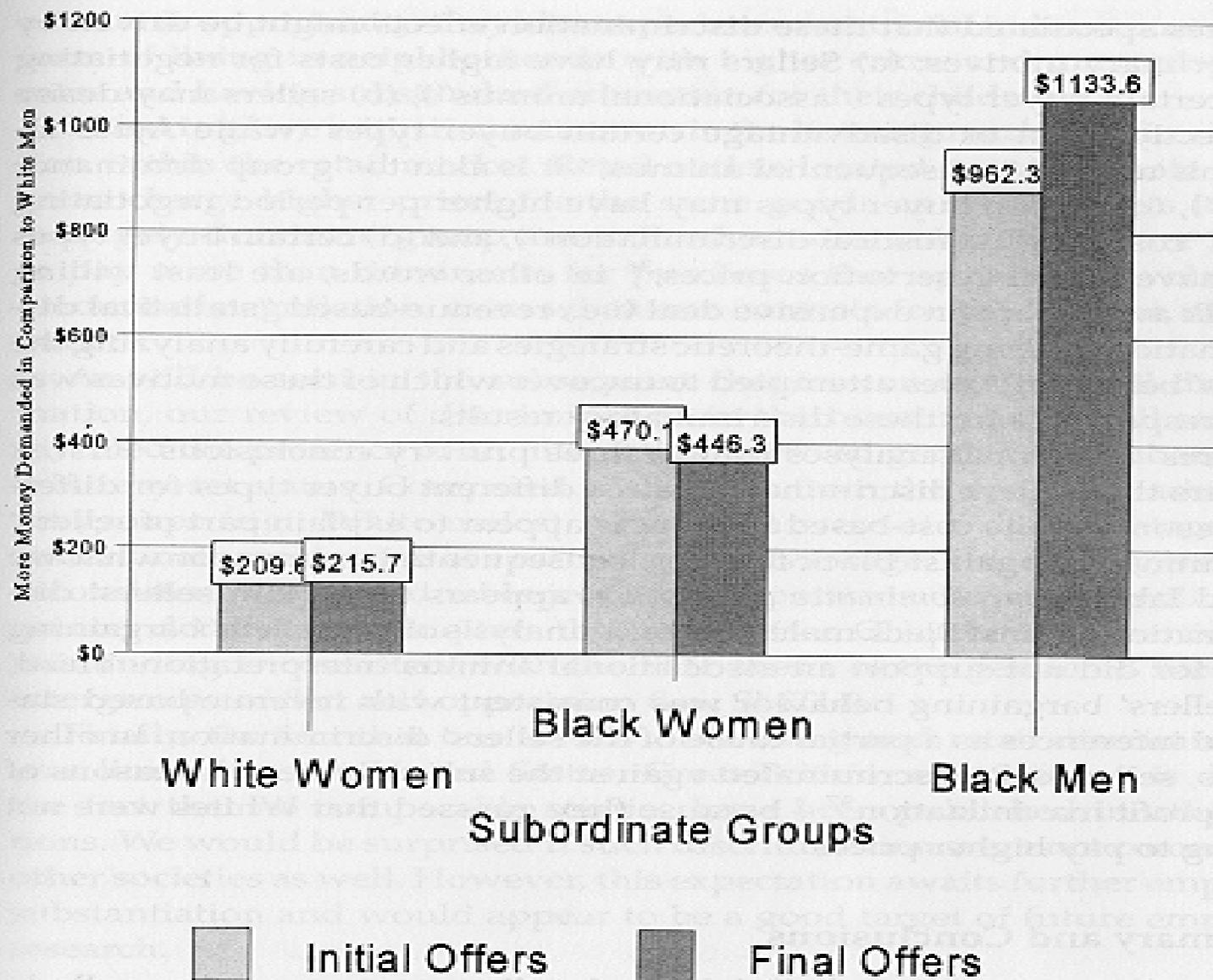


Figure 5.4. Net amount of additional money in car sales demanded of subordinates in comparison with dominant males (Source: Ayres, 1995).

Health and Discrimination

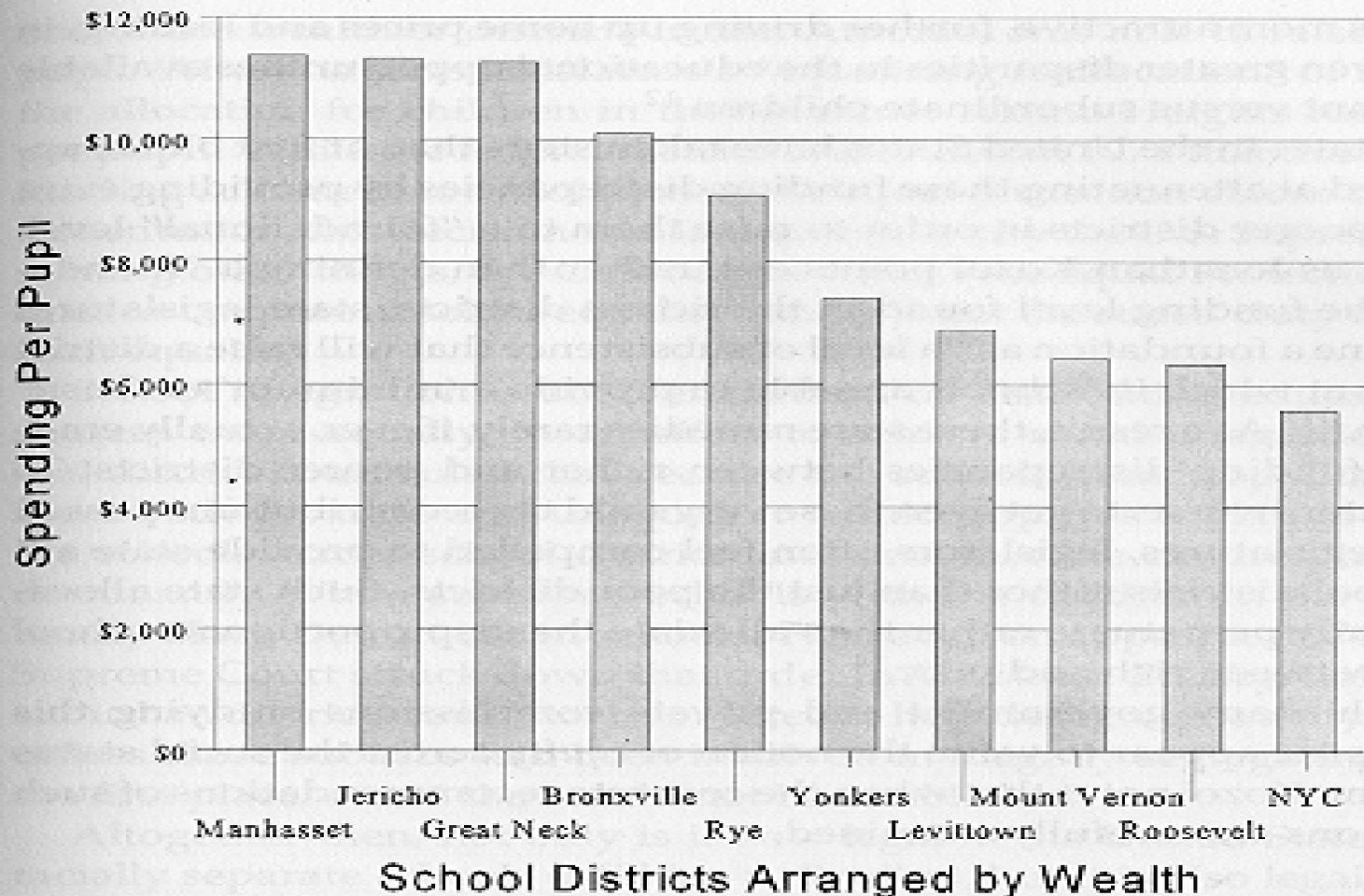


Figure 7.2. Per pupil public school funding in the New York City area for the years 1986–1987 (Source: Kozol, 1991, Table III, p. 237).

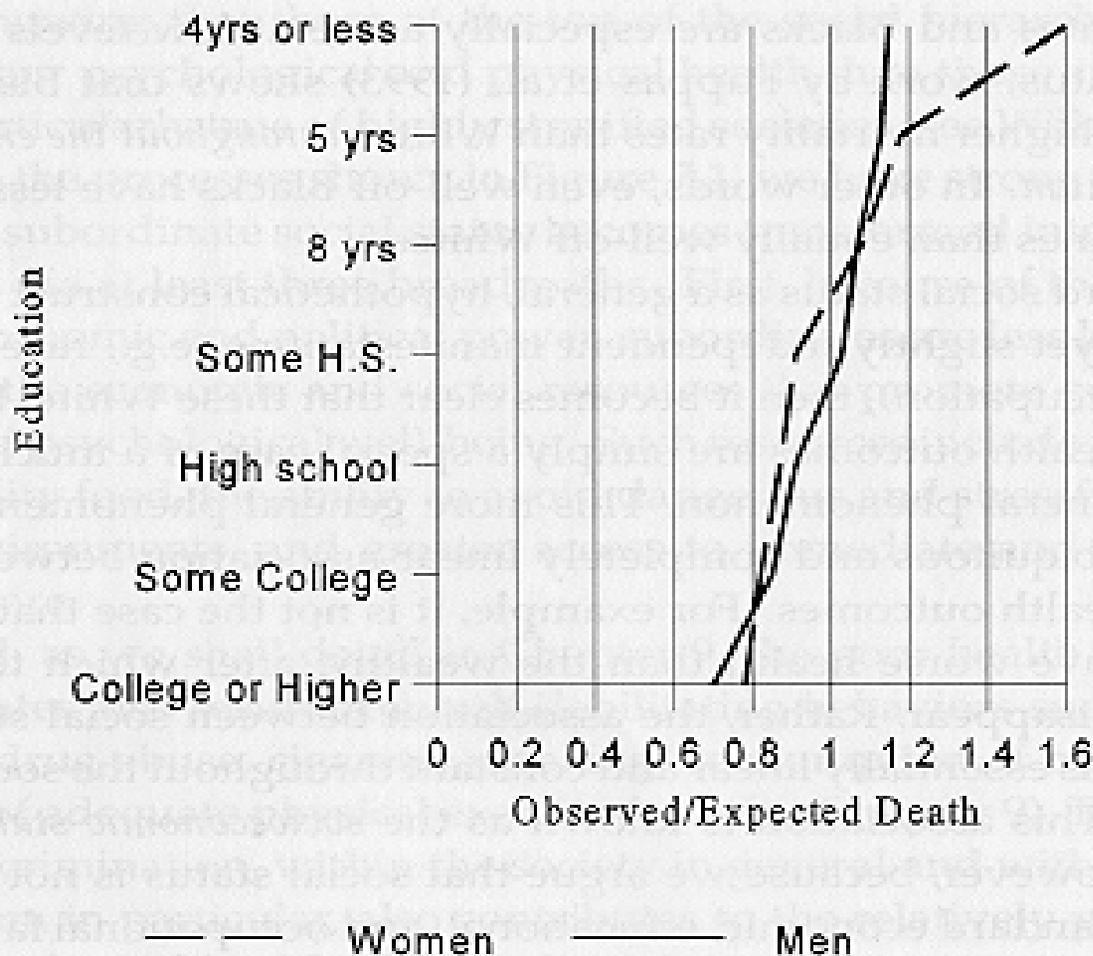


Figure 7.5. Ratio of observed to expected deaths as a function of educational status and gender (Source: Kitagawa & Hauser, 1973).

Mortality: White/nonwhite differences in life expectancy at birth

Population group	Life expectancy		
	<i>1940</i>	<i>1970</i>	<i>1995</i>
White men	62	68	73
Nonwhite men (black men after 1968)	52	60	64
White women	68	74	79
Nonwhite women (black women after 1968)	55	67	73

- Source US Census 1980 1990 2000

Criminal Justice and Discrimination

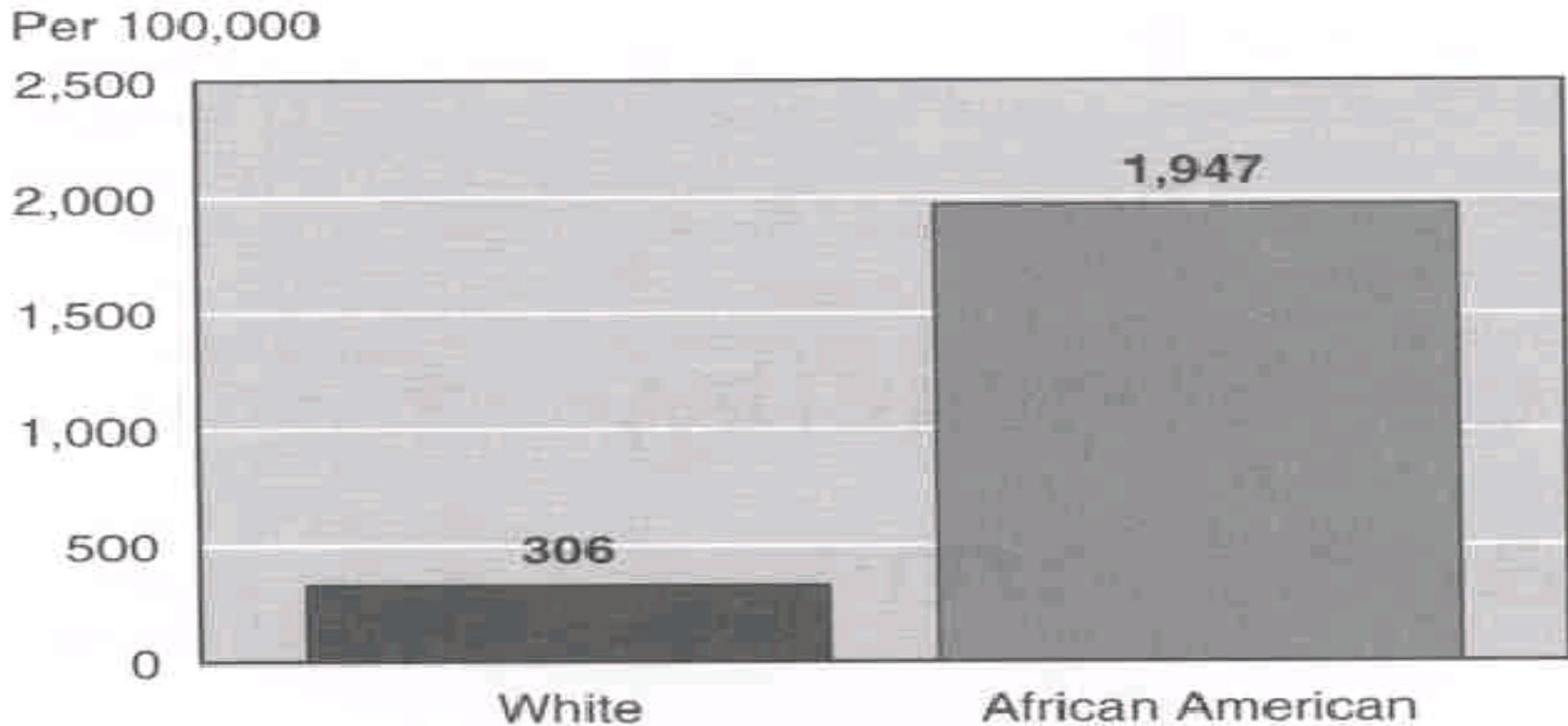


FIGURE 1.1 Incarceration Rates, 1993

Percentage
Africa
Americans
arrested divided
by percentage of
African
Americans in
population
(12%)

All Crime	2.5
Violent Crime	3.7
Property Crime	2.9
Robbery	5.1
Murder	4.6
Drug Abuse	3.3
Drunkenness	1.4
DUI	.8

$$12/12 = 1$$

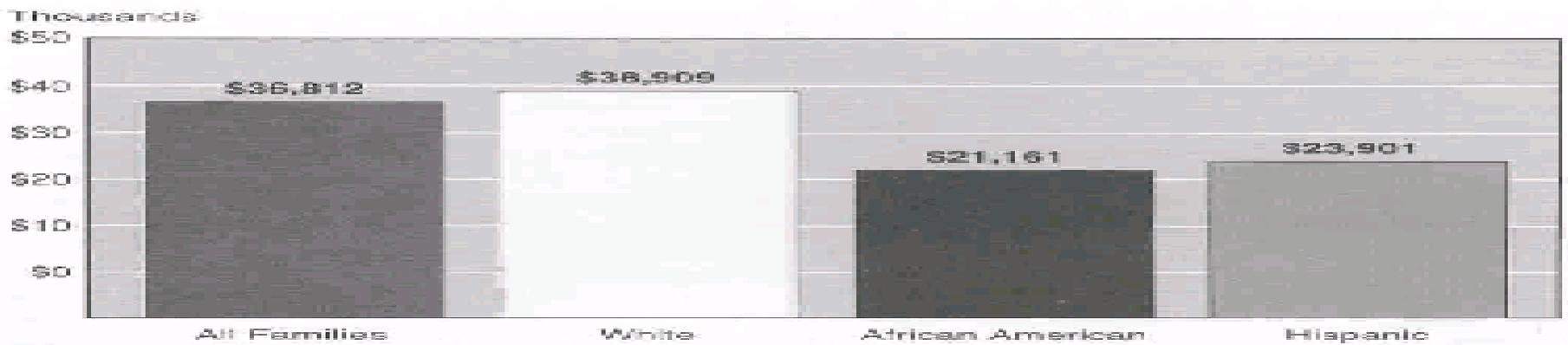
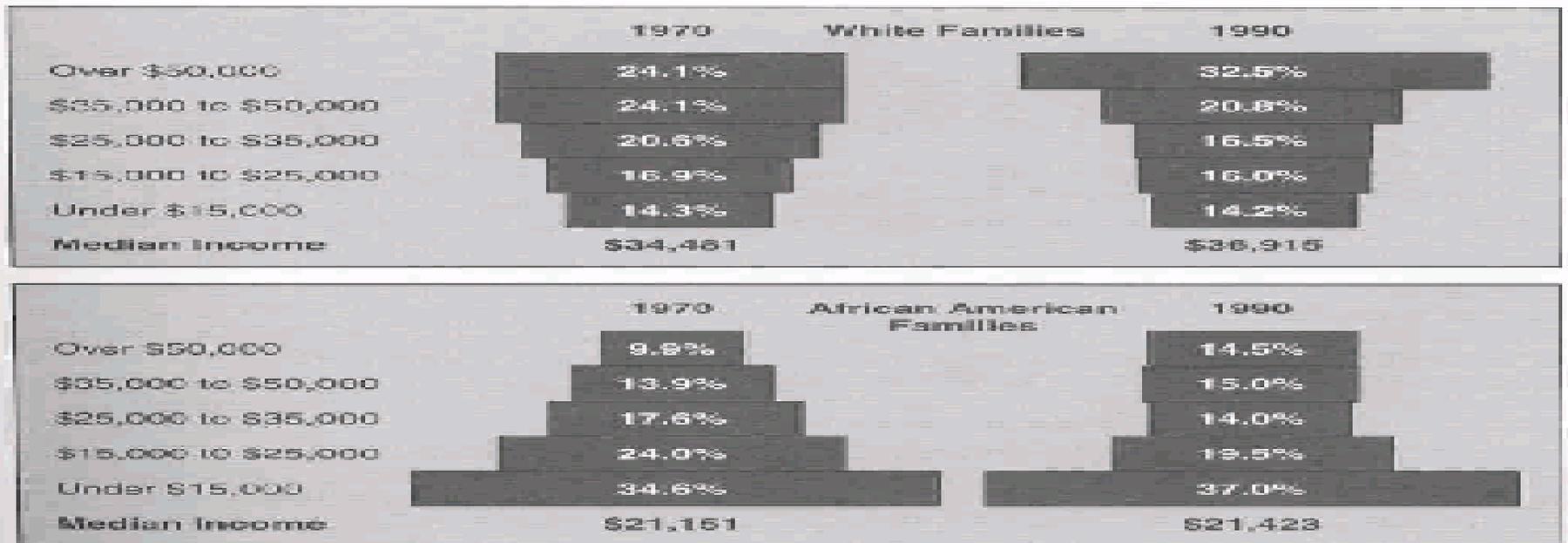


FIGURE 3.1 Median Family Income, 1992

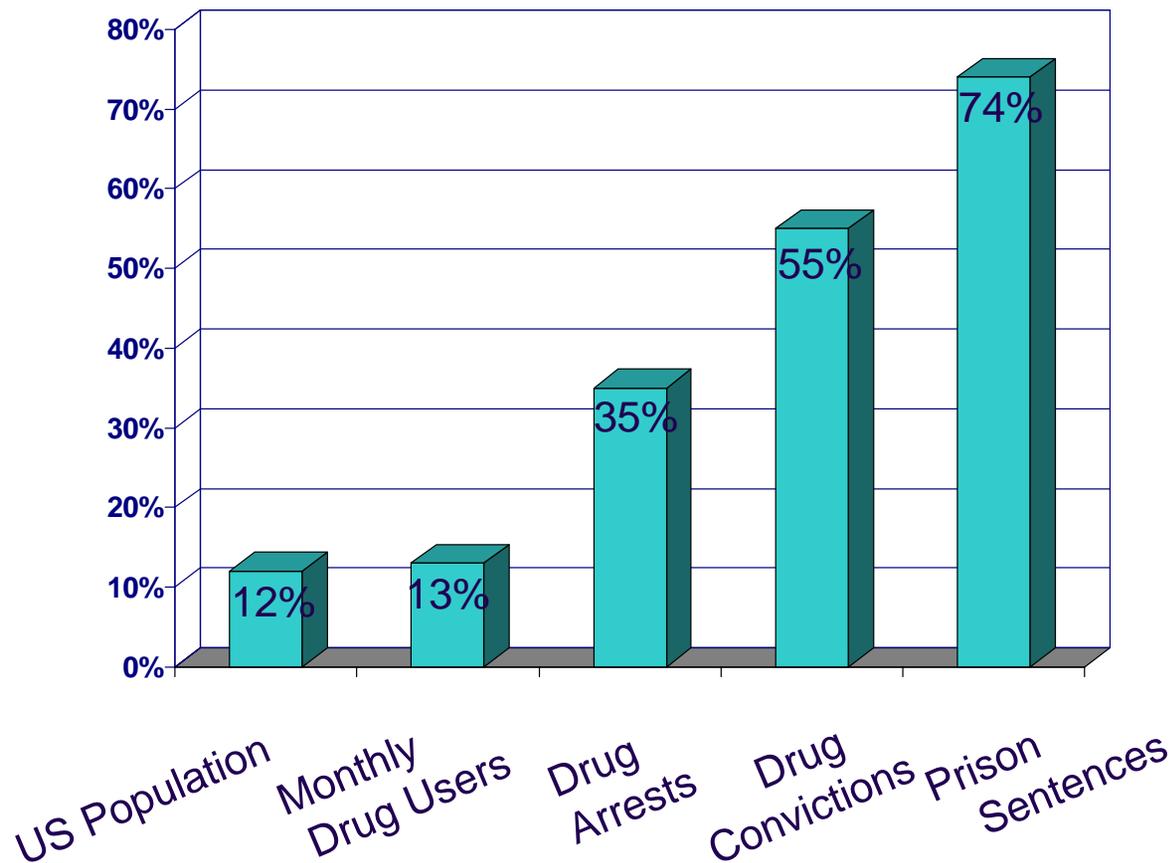
Income Distributions (1990 Dollars)



MORE strain and frustration among African Americans than other groups?

Examples of Discrimination – the (US) Justice System

1. When laws are violated negative sanctions against **subordinates** are greater than that against dominants



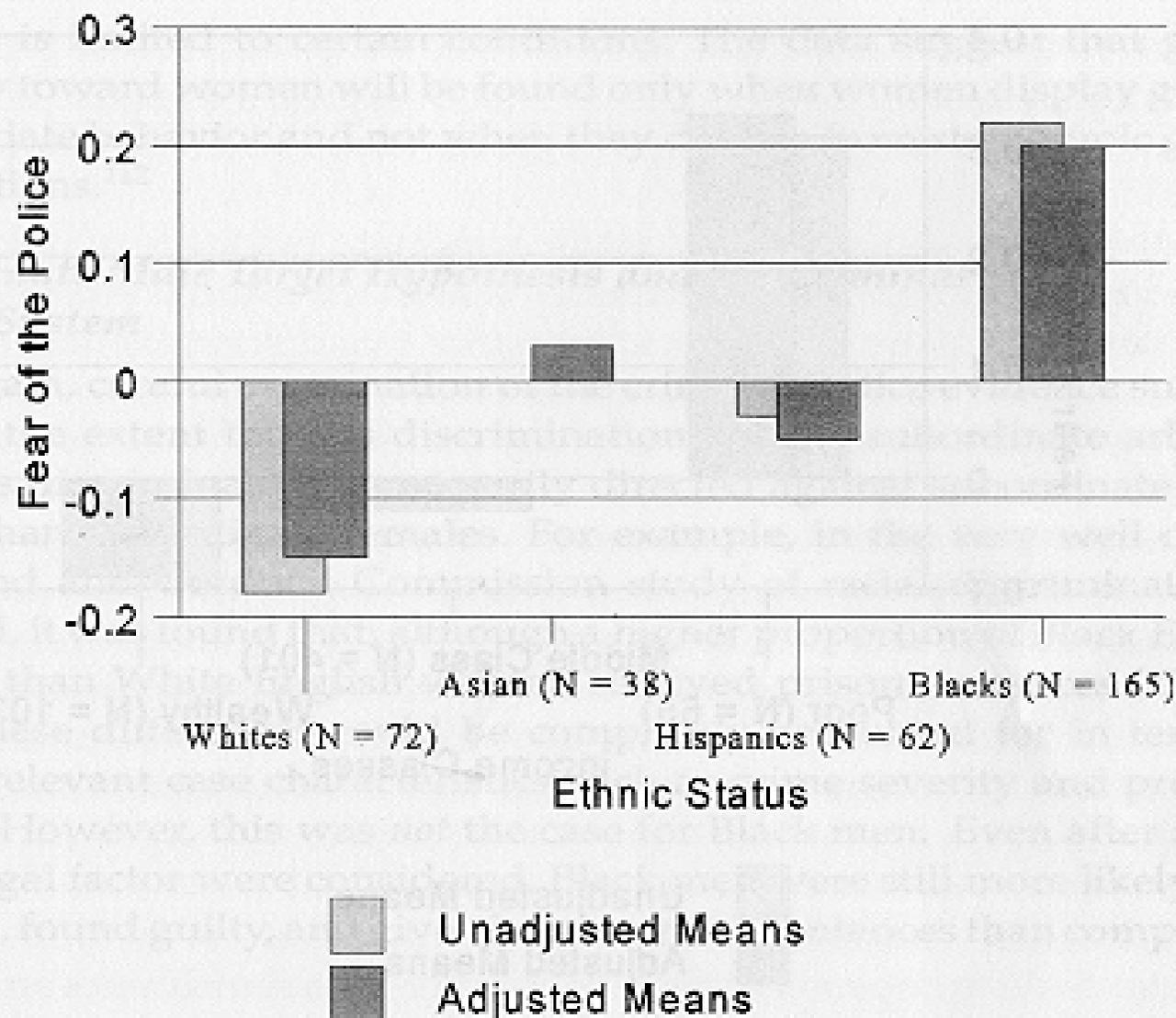


Figure 8.5. Fear of the police as a function of ethnic status, with and without adjustments for other demographic factors (Los Angeles County Sample 39).

African Americans and Discrimination

- Walker (1996) argues that today the criminal justice system falls in the middle of a continuum between pure discrimination and pure justice (at least since the post 1960s). Contextual discrimination.
- Evidence: Offense rates, police, courts, sentencing, and death penalty.

BOX 1.2 Discrimination-Disparity Continuum

**Systematic
Discrimination**

**Institutionalized
Discrimination**

**Contextual
Discrimination**

**Individual Acts
of Discrimination**

**Pure
Justice**

Definitions

Systematic discrimination—Discrimination at all stages of the criminal justice system, at all times, and all places.

Institutionalized discrimination—Racial and ethnic disparities in outcomes that are the result of the application of racially neutral factors such as prior criminal record, employment status, demeanor, etc.

Contextual discrimination—Discrimination found in particular contexts or circumstances (e.g., certain regions, particular crimes, special victim-offender relationships).

Individual acts of discrimination—Discrimination that results from the acts of particular individuals but is not characteristic of entire agencies or the criminal justice system as a whole.

Pure Justice—No racial or ethnic discrimination at all.

Disparity vs. Discrimination

- Statistical analyses of criminal justice cases indicate that race is an important factor, controlling for other situational or legal variables.
- In the U.S., one researcher estimates for crime overall, 24% of racial disparity in prisons involves discrimination (20% in UK). However, for drug crimes, this may be closer to 50%!

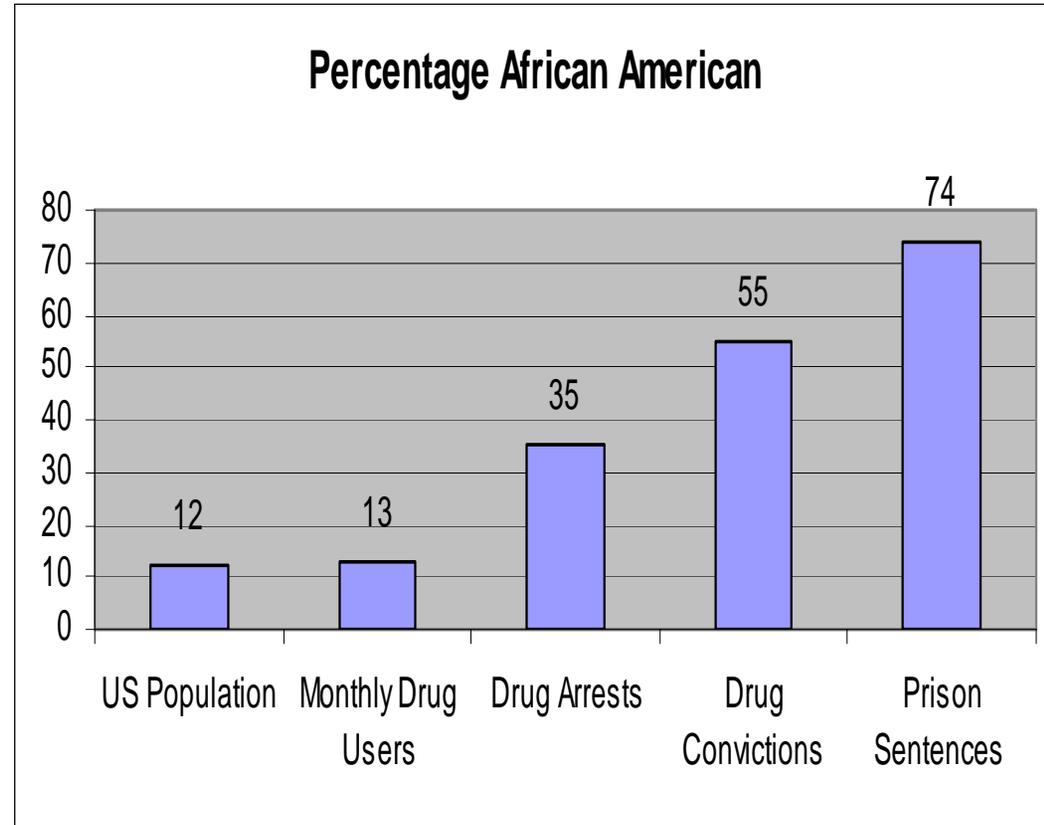
Racial Impact of Drug War

Discrimination in system.

Federal sentencing
guidelines:

Crack: (5 grams=mandatory
5 years

Powdered Cocaine (5 grams
= mandatory 1 year.



Biased Policing and DISCRIMINATION

Table 4.2 Citizens Shot And Killed, Memphis

	1969–1974		1985–1989	
	White	African American	White	African American
Armed & assaultive	5	7	6	7
Unarmed & assaultive	2	6	1	5
Unarmed & not assaultive	1	13	0	0
	8	26	7	12
Total	34		19	

SOURCE: Adapted from Jerry R. Sparger and David J. Giacopassi, "Memphis Revisited: A Reexamination of Police Shootings after the Garner Decision," *Justice Quarterly* 9 (June 1992): 211–225.

Part II: Differences are NOT due to inherent differences in Qualities or Capacities

- The differences in behavior between dominants and subordinates is NOT due to greater intellectual or other capabilities between groups.

Problems with Concept of Race

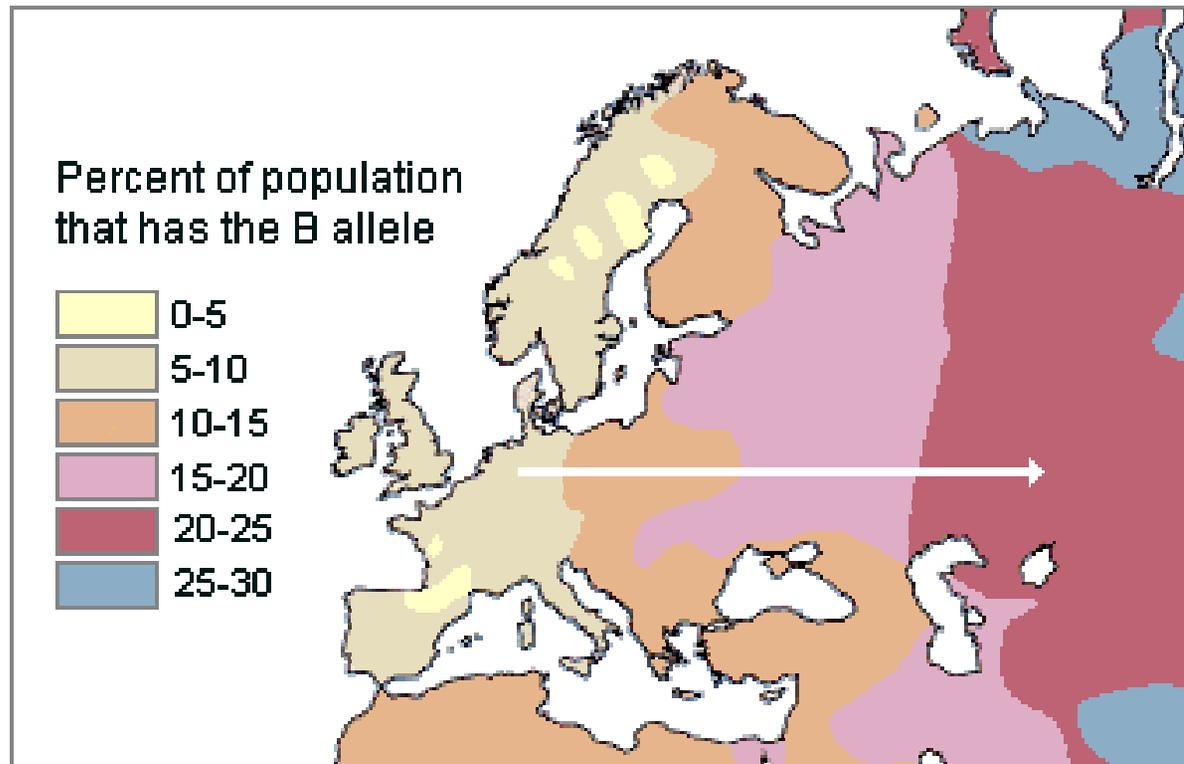
- Which physical or genetic traits do you look at? Not all traits vary the same.
- Physical traits used in racial classifications are **continuous**
 - i.e. vary on a curve with no clear delineations
 - Hair color, eye color, skin color, body shape

So if not race, what?

- Cline: a biological term for variation in people.
 - **Cline**-regular variation in a trait over geographic space and is maintained by natural selection.
- Skin color is not so much a racial trait as a clinal trait, varies according to amount of solar radiation.
 - Solar radiation-dark skin to avoid too much radiation (equatorial populations), light skin to get as much solar radiation as possible (northern populations).
 - This has no relationship to how smart people are, or how fast or slow or anything.

Clinal Distribution of Blood Type

Type



Clinal distribution of the B blood allele in Europe

Ethnicity

- Ethnic groups are formed around virtually the same features as cultures: common beliefs, values, customs, history, and the like.
- Ethnicity entails identification with a given ethnic group, but it also involves the maintenance of a distinction from other groups (symbolic in-group identities, or “we” vs. “them”).

“The Bell Curve”

- The 1994 book, *The Bell Curve*, by Herrnstein and Murray, stirred up a whirlpool of controversy
 - *The Bell Curve* argues:
 - IQ is largely genetically-determined
 - Minority groups (especially African Americans) are trapped in an IQ-lowering environment from which they are unlikely to emerge

“The Bell Curve”

- It also argues that the United States is ruled by a cognitive elite
 - Selected by IQ and SAT tests, and admission to prestigious colleges
 - The non-elite are assigned to an inferior, subordinate status
- *The Bell Curve* argues that minority groups are trapped in an IQ-lowering environment from which they are unlikely to emerge
- It says any attempt to reverse this situation will fail

“The Bell Curve”

- The non-elite are assigned to an inferior, subordinate status
- Further, it would be futile to try to raise this group above the limits of their own genetics
- Others hold the opposite view
- Myerson (et al., 1998) argues that blacks gain more from college education than whites

“The Bell Curve”

- Flynn (1999) shows that the average IQ of groups can change over time
- Hout (2002) presents evidence that social factors are the main determinants of social inequality
- Myerson (et al., 1998) argues blacks gain more from college education than whites
- If students took IQ tests after college, the gap would be smaller

“The Bell Curve”

- They make several weak assumptions
 - That IQ represents a general quality
 - That IQ is fixed
 - That there is a cause-effect relationship between IQ and problematic social behaviors
- Psychologists recognize that IQ is multidimensional, modifiable, and is not always a good predictor of performance in life

Part III: Oppression as a Cooperative Game

- Behavioral differences between dominant and subordinate groups result from the fact that people within these groups live in profoundly different circumstances.
- Group-hierarchies are set up to make life relatively easy for dominants and more difficult for subordinates.

Subtle forms of Oppression

- The institutional mechanisms of oppression discussed in Part I are fairly clear.
- However, numerous (yet less obvious) cultural and psychological processes make life more difficult for subordinates.

Asymmetrical Group Behavior

- In short SDT predicts that dominants behave in ways more beneficial to themselves than subordinates do.
- At least three forms behavioral asymmetry can express itself: 1) asymmetrical ingroup bias, 2) ideological asymmetry, 3) group debilitating behavior.

1.) Asymmetrical Ingroup Bias

- Long known that people favor their cultural ingroups or ethnic ingroups (ethnocentrism)
- In extreme forms, asymmetrical ingroup bias can lead subordinates to *outgroup favoritism*, or preference for the outgroup over the ingroup.

The Doll Technique (Clark & Clark)

Interview children (3-7) using 2 white & 2 black dolls

- ☺ Give me the doll that you want to play with
- ☺ Give me the doll that is a nice doll
- ☺ Give me the doll that looks bad
- ☺ Give me the doll that is a nice colour
- ☺ Give me the doll that looks like a white child
- ☺ Give me the doll that looks like a coloured child
- ☺ Give me the doll that like a negro child
- ☺ Give me the doll that looks like you

Key: Qs 1-4 = racial preference, 5-7 = awareness & 8 = identity



Self-esteem of the Oppressed

- Kenneth and Mamie Clark (1947).
 - Demonstrated that black children, as young as 3, rejected black dolls. Felt that white dolls were prettier and generally superior
 - Key point in 1954 Brown vs. Board of Education desegregation decision
- Goldberg found similar results for gender
 - Women rated articles as superior if “written” by a man (John vs. Joan McKay)
- Swim and others have shown that these tendencies have diminished over the years



Asymmetrical Opposition to Intergroup Marriage

	White	Asian	Latino	Black
Whites and Asians	2.97	2.69		
Whites and Latinos	2.8		2.44	
Whites and Blacks	3.17			2.26
Asians and Latinos		2.91	2.79	
Asians and Blacks		3.18		2.48
Latinos and Blacks			2.94	2.39

Mean opposition to interracial marriage. Larger number = more opposition

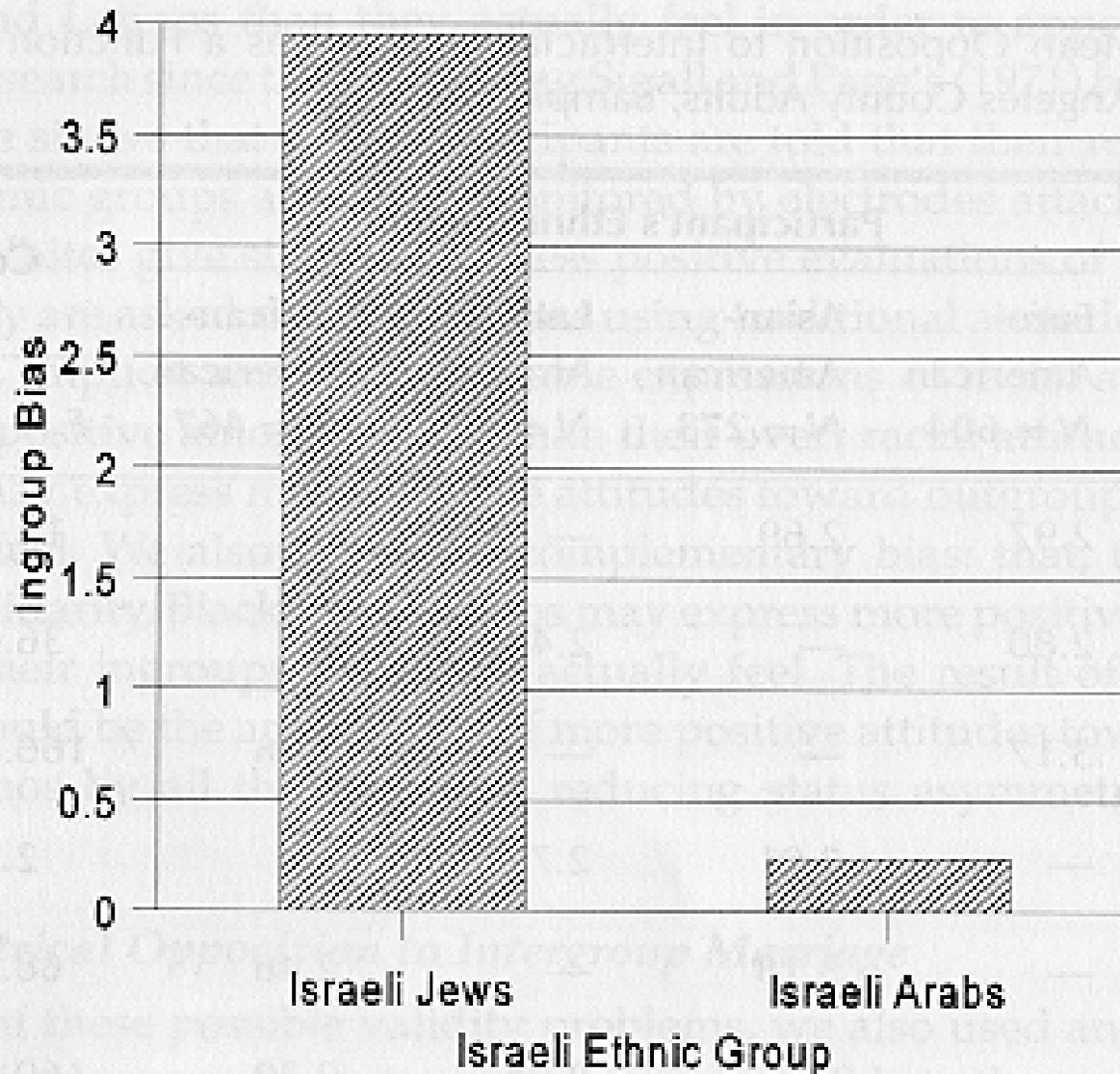


Figure 9.1. Degree of ingroup bias among Israeli Jews and Israeli Arabs.

2.) Ideological Asymmetry

- Prediction: the more legitimate individuals consider the group-based hierarchy to be, the *more* dominants will display ingroup favoritism, and the *less* subordinates will display ingroup favoritism.
- Using variation from different times and places, it is possible to test this hypothesis.

Legitimizing Myths have changed through U.S. history

- In the next few slides, lets remind ourselves of some large scale changes in the political and cultural institutions in the U.S.

Slavery, Abolition and Winning the Right to Vote (1800-1890)

- A National Crisis over Slavery
 - 1808 Congress banned slave trade
 - The South was heavily dependent on the cheap slave labor
 - The North was becoming industrial
 - 1820 Missouri applied for admission as a slave state.
 - Admission of Missouri as a slave state would have given the slave states a majority in the Senate and was strongly oppose in the North.

The Abolitionist Movement

- Founded by William Lloyd Garrison, the American Anti-Slavery Society (1833) reinvigorated the abolitionist movement.
- Northern interest in emancipation, pushed by abolitionists, eroded relations between the north and south.
- William Lloyd Garrison's *Liberator* was the voice of abolitionism, calling for immediate emancipation of the slaves.

The Civil War Amendments

- 13th Amendment – banned all forms of slavery and involuntary servitude
- 14th Amendment -- guarantees equal protection of the laws and due process to all citizens
- 15th Amendment -- specifically gives blacks the right to vote

Shortly after ratification the Southern states devised ways around these amendments by passing laws that restricted opportunities for Black Americans.

Jim Crow Laws

- During the years of Jim Crow, state laws mandated racial separation in
 - schools
 - parks
 - playgrounds
 - restaurants
 - hotels
 - public transportation
 - theatres
 - restrooms and so on.
- These laws remained in effect throughout the 1960's Civil Rights Movement.

Intent of the 15th Amendment

- To avoid the intent of the 15th Amendment Southerners moved to exclude the African American voter with
 - Poll taxes
 - Literacy Test
 - Whites only primaries
 - Grandfather clause

Sample Questions from a Literacy Test

State of Louisiana

One wrong answer denotes failure of the test. (10 min)

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside the other.
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet. ZVSEDGMKYTPHC
9. Draw a line through the letter below that comes last in the alphabet. ZVSEDGMKYTPHC
10. In the space below write the word noise backwards and place a dot over what would be its second letter should it have been written forward.
11. Give your age in days.

The Push for Equality

1890-1954

- The Progressive Era (1889-1920) saw many reforms in
 - Child labor laws
 - Monopolies
 - And prejudice.
- However, in what many call the Supreme Court's darkest hour, the Court legitimized the principle of "separate but equal" in its ruling *Plessy v. Ferguson*.

Plessy v. Ferguson (1896)

- Homer Adolph Plessy (7/8^{ths} white 1/8th black) boarded a train in New Orleans and sat in the “whites only” car.
- Plessy was arrested when he refused to sit in the “colored car.”
- Plessy sued arguing that the 14th Amendment made racial segregation illegal.

Separate But Equal Doctrine

- The Supreme Court ruled in Plessy that the Louisiana law was constitutional and that separate but equal facilities for blacks did not violate the Equal Protection Clause.
- The high court Plessy ruling led to a profusion of Jim Crow laws.
- By 1914 every Southern state had passed laws that created two separate societies--one black, the other white.

The Lone Dissenter in Plessy

- Justice John Harlan, showed foresight when he wrote:
- *“Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott case.”*

Litigating for Equality

- In 1950, the Court ruled in favor of Mr. Sweatt and forced the University of Texas Law School to admit him.
- In *Sweatt vs. Painter* the Supreme Court struck down the system of "separate but equal" in graduate school education and paved the way for the landmark decision of *Brown v. Board of Education* in 1954.

Brown vs. Board of Education

- Linda Carol Brown, was not allowed to attend a school four blocks from her house because it was for white students. Instead, she had to walk twenty-one blocks to the nearest all-black school.

Brown vs. Board of Education

- The NAACP argued that the intellectual, psychological, and financial damage that befell Black Americans precluded any finding of equality under the separate but equal policy.

Brown vs. Board of Education

64 years after the *Plessy* decision the Court struck down the "separate but equal" doctrine in the landmark *Brown vs. Board of Education of Topeka, Kansas* (1954) decision.

“With All Deliberate Speed”

- The Court struggled over a remedy.
- A year later, in *Brown II* the Court ruled that segregated systems must be dismantled “with all deliberate speed.”
- Central High and Governor Orval Faubus illustrate the long and costly battle to end segregation.

The Civil Rights Movement

- The *Brown vs. Board* decision sparked the development of the modern civil rights movement.

The Triumph of Non-Violent Protest

- In 1955, Rosa Parks challenges segregation in public transportation
- A new young preacher in Montgomery was selected to lead the challenge against the segregated bus system.
- After a year the boycott succeeded.

Non-Violent Protests

- Dr. Martin Luther King Jr. advocated a nonviolent approach to forcing social change. King modeled his philosophy on that of Gandhi, who successfully employed the nonviolent approach in a revolt against the British in India shortly after World War II.

Southern Christian Leadership Council (SCLC)

- Dr. King founded the SCLC in 1957. This group used non-violent means such as
- Freedom-rides, sit-ins and boycotts were used to open segregated lunch counters, waiting rooms, public swimming pools, and other public places.
- Often local police attacked the peaceful protestors or chose not to defend them from attacking segregationists.

The March on Washington

- In August 1963, more than 250,000 people marched peacefully on Washington to show support for President Kennedy's request that Congress ban discrimination in public accommodation.
- King delivered his "I Have a Dream" speech. 

The Civil Rights Act of 1964

- Outlawed arbitrary discrimination in voter registration
- Barred discrimination in public accommodation
- Authorized the US Justice Department to initiate lawsuits to desegregate schools and public facilities
- Allowed the federal government to withhold funds from discriminatory state and local programs
- Prohibited discrimination on the basis of race, color, religion, national origin or sex
- Created the Equal Employment Opportunity Commission (EEOC) to monitor and enforce bans on employment discrimination

The Impact of the Civil Rights Act of 1964

- Southerners argued that the Act violated the Constitution and was an unwarranted use of federal power.
- The Court ruled that state imposed (de jure) segregation must be eliminated at once.
- However, a full decade after *Brown*, less than 1% of African American children in the South attended integrated schools.
- Over time, these rulings and laws opened up numerous occupations to minorities but especially to women.

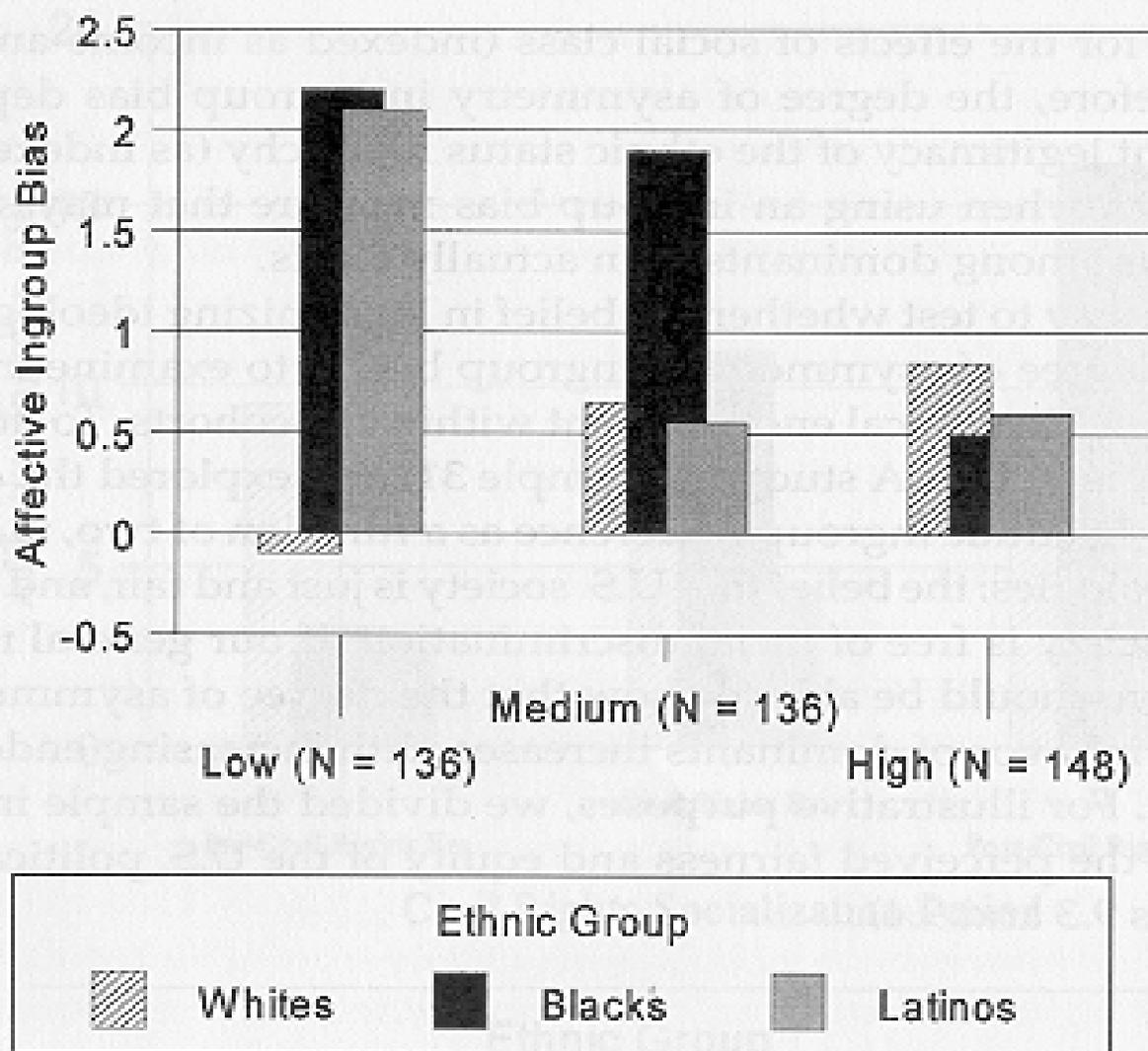


Figure 9.4. Affective ingroup bias as a function of ethnicity and belief that U.S. society is free of racial discrimination (Sample 31).

3.) Group Debilitating Behaviors

- SDT predicts that subordinates will engage in behaviors that are both directly and indirectly harmful to them.

Parenting Styles and Spouse Abuse

- Subordinate children less likely to receive mental stimulation by parents, watch more TV, are more likely to be abused and neglected.
- Subordinates have higher rates of spouse abuse.

Asymmetry in Educational Behavior

- Children from dominant groups enjoy higher academic performance.
- Two important causes are differences in intergenerational transfer of academic skills and better access to good schools and resources.
- Also self-debilitating behavior; subordinates have higher rates of truancy, drop-outs, more TV, and spend less time on homework.



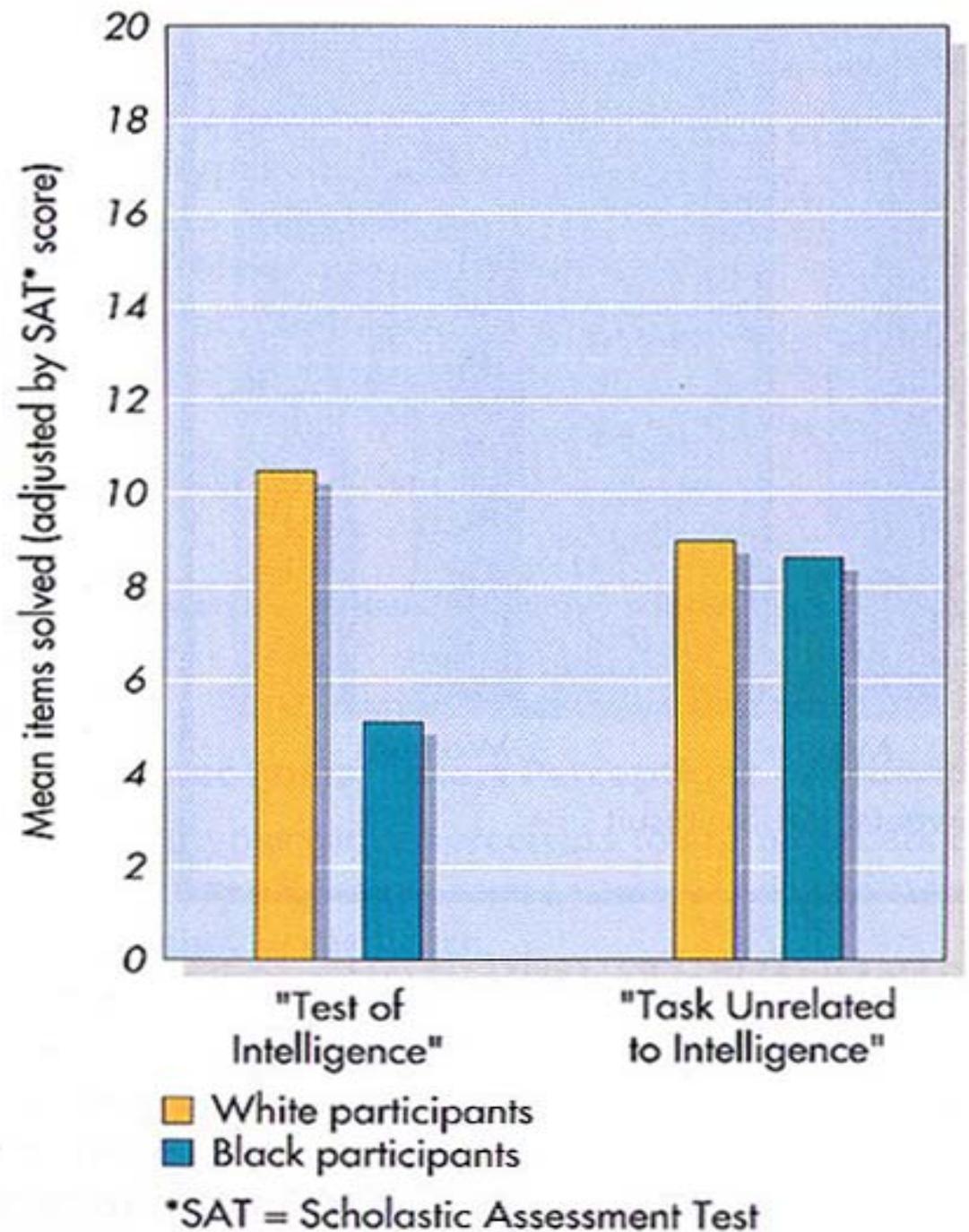
Stereotype Threat

- **Steele & Aronson (1995): black and white students took a difficult verbal section of the GRE (Graduate Record Exam).**
- **For some students, their race was made salient by asking them to report it at the *start* of the test.**

Stereotype Threat: More Findings

- 1. White men do worse in math when they believe they are being compared to Asian students.**
- 2. White men do worse on athletic tasks they believe assess their natural ability.**
- 3. Black men do worse if they believe tasks assess their athletic intelligence.**

Steele and Aronson (1992) showed that stereotypic beliefs about poor performance can create anxiety that produces poor performance . . .



Asymmetry in Criminal Activity

- Recall that about 25% of the racial disparity in crime rates can be attributed to discrimination. This leaves about 75% to be caused by other social forces among subordinate groups.
- Prison as “right of passage”; cultures of honor and respect; “not acting White”

Advantages and Disadvantages of SDT

Advantages

- Works on different levels of analysis
- Integrates different theories

Disadvantages

- Pessimistic view
- Inconsistencies
- Redundant

Review of SDT

- Concerning patterns of conflict, we have looked at data strongly suggesting that discrimination against subordinate groups (e.g., Blacks) leads to severe differences in ability to obtain “social value.”
- Although complex, SDT illustrates how group dominance *emerges* and is *maintained*.