

- TEACHERS
- INTERCULTURAL
- COMPETENCES as
- KEYSTONES to
- LEARNING in
- EUROPE

European Coordination:  
Staatliches Seminar für  
Didaktik und  
Lehrerbildung – GHS-  
Offenburg  
[http://www.tickle-  
project.eu](http://www.tickle-project.eu) [Leu](mailto:Leu@tickle-project.eu)  
Tel.0049 781 92389-34



Education and Culture DG

Lifelong Learning Programme

134317-2007-DE-Comenius-CMP

# Prejudice, stereotype, discrimination and xenophobia

Mészáros György

Eszterházy Károly College  
Eger, Hungary

Mogyorósi Zsolt

# I. Prejudice

## 1. Term

- commonly used to mean „racial prejudice“, a judgment based on race
- but it is widely used to refer to any hostile attitude based on race
- the meaning has recently been extended to include race, gender, ethnic, sexual identity, age and religion

## 2. Forms of prejudice

- Frank J. Farley classified prejudice into three categories:
  - *Cognitive* prejudice refers to what people **believe** is true.
  - *Affective* prejudice refers to what people **like** and **dislike**.
  - *Conative* prejudice refers to how people are **inclined** to behave.

## 3. Reasons for prejudice

- After researches psychologists generally came to a few approaches:
- arousal
- personality
- intergroup interaction
- learning

# Arousal approach

- traditional viewpoint: prejudice is a result of **frustration**
  - a group of people is frustrated by a **stronger group** which is too powerful or remote to be aggressed against
  - they displace the aggressive behaviour onto **weaker groups**, which serve as a **scapegoat**
- empirical data generally *confirmed* a correlation between **frustration** and **aggression**
- researches showed *no direct relationship* between frustration and aggression

# Personality approach

- another classical explanation: prejudice is about the **personalities** which create tendency to prejudice against minorities
- various personalities which contribute to discrimination:
  - authoritarianism
  - dogmatism
  - closed-mindedness
  - dominant orientation, etc.
- the origin of these personalities:
  - excessive harsh and disciplinarian practices in childhood

# Intergroup approach

- social psychologists say: prejudice is the effect of **group interaction**
- when identifying with a group, people show some general characteristics:
  - ethnocentrism
  - ingroup favoritism
  - intergroup differentiationwhich contribute to prejudice

# Learning approach

- dominant learning theories concerning prejudice include:
  - modelling
  - association learning
  - respond conditioning
- social learning theory refers to learning a behaviour through observing another individual



## II. Stereotype

### 1. Term

- a stereotype can be a
  - conventional
  - oversimplified conception, opinion, or image, based on common attributes of a group
- can be formed by a previous illusory correlation
- can be positive or negative in tone

## 2. Causes

- One reason is
  - the lack of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups
- Different disciplines give different accounts of how stereotypes develop:
  - **psychologists** focus on groups, patterns of communication about groups, and intergroup conflict
  - **sociologists** focus on the relations among groups and positions of different groups in a social structure

## 3. Effects

■ Possible prejudicial effects of stereotypes are:

- justification of ill-founded prejudices or ignorance
- unwillingness to rethink one's attitudes and behaviour towards stereotyped groups
- self-fulfilling prophecy for both stereotyping and stereotyped group
- preventing some people of stereotyped groups from succeeding in activities or fields

## III. Discrimination

### 1. Term

- Discrimination is the prejudicial treatment of different groups of people based on certain characteristics.
  - discrimination on grounds such as race or religion, is generally **illegal** in most Western democracies
  - discriminating between people on the grounds of merit is usually **lawful**

## 2. Forms of discrimination

- **Race** discrimination
  - race discrimination differentiates between individuals on the basis of real and perceived racial differences
- **Age** discrimination
  - age discrimination is discrimination against a person or group on the grounds of age, mainly
    - against youth
    - against those who are 40 years old or older
    - against elderly people
- **Sex** discrimination
  - sex discrimination is discrimination against a person or group on the basis of their sex or gender

# 3. Another classification

- Farley also classified discrimination into three categories:

- **Personal individual discrimination** is
  - directed towards a **specific individual** because of the individual's real or perceived group membership
- **Legal discrimination** is
  - unequal treatment, on the grounds of group membership, that is **upheld by law**
- **Institutional discrimination** is
  - present in basic **social situations** resulting in advantaging one group over another.

- These three types of discrimination are

- correlated
- may be found to varying degrees in individuals and society at large
- outwardly acceptable in most societies

# IV. Xenophobia

## 1. Term

- Xenophobia is a fear or contempt of that which is **foreign** or **unknown**, especially of strangers or foreign people.
  - typically used to describe a fear or dislike of foreigners or of people significantly different from oneself
  - a xenophobic person is aware of the fear, and therefore has to believe at some level that the target is in fact a foreigner

## 2. Forms of xenophobia

- there are two main objects of the xenophobia:
  - **a population group** present within a society that is not considered part of that society e.g. recent immigrants, but can be a group which has been present for centuries
    - this form facilitates hostile and violent reactions, such as
      - mass expulsion of immigrants
      - genocide
  - **cultural elements** which are considered alien



## V. Bogardus Social Distance Scale

- a psychological testing scale created by Emory S. Bogardus to empirically measure people's willingness to participate in social contacts of varying degrees of closeness with members of diverse social groups, such as

- other racial and ethnic groups
- sex offender
- homosexuals

The scale asks people the extent to which they would be accepting of each group (a score of 1.00 indicates no social distance)

## V. Bogardus Social Distance Scale

- - As close relatives by marriage (score 1.00)
- - As my close personal friends (2.00)
- - As neighbours on the same street (3.00)
- - As co-workers in the same occupation (4.00)
- - As citizens in my country (5.00)
- - As only visitors in my country (6.00)
- - Would exclude from my country (7.00)

## VI. How is prejudice present in Hungary?

- experiment in 1995
- researchers asked people if they let their children make friends with children belonging to certain social groups and if they let them into their house as guests
  - drug addicts
  - homosexuals
  - skinheads
  - previously convicted
  - Roma
  - black, etc.
- most of them **wouldn't let** their children **mix** with deviant youths and would avoid friendship with any people of a darker skin type and even Romani.

## VI. How is prejudice present in Hungary?

- the most strongly disapproved sub cultural groups are
  - homosexuals
  - skinheads
  - among ethnic groups the Roma people
- the youth don't have such unfavourable opinion about some of the deviant groups as older people, like skinheads, the Chinese or black people
- on the whole there are similarities in the assessment of different social and ethnic groups by various groups of people

## VI. How is prejudice present in Hungary?

- experiments carried out by Hungarian sociologist, Endre Sík
- there has been a rapid and steady increase concerning **xenophobia** in Hungary between 1990 and 1995
- the most noticeable change is among those who wouldn't let in any **foreigners** in our country
- from the mid 90's onwards this tendency has turned, that is xenophobia is having a decline currently

# The attitudes of future teachers of history

- **anti-Semitic** and **racist** attitudes among 500 Hungarian history majors were examined in 2004.
- the attitudes towards the Jews show a significant difference among students
  - quite a few of them are latent anti-Semites
- disapproval against the Roma is however more characteristic of the students
- **36 %** of these history majors are considered as **racists**
- only **39 %** of them are **clearly democrats** in their attitudes

# European tendencies

- It is evident that **extremism** is getting more and more widespread in the whole of Europe. The European Monitoring Centre of Racism and Xenophobia divides the countries of the European Union into 3 groups:
  - In the first group anti-Semitism has increased significantly, such incidents have become common. (*Belgium, Germany, France, The Netherlands, Great Britain*)
  - In the countries of the second groups there are hardly any incidents but anti-Semitism is widespread in people's conversations. (*Greece, Italy, Austria, Spain*)
  - In the third group of countries there's little trace of anti-Semitism. (*Ireland, Luxemburg, Portugal, Finland*)



Let's have a break!

You must work  
now...