

PSYCHOLOGICAL DISTANCE EFFECT ON STEREOTYPE THREAT

by

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Abstract

Stereotype Threat affects an individual in various ways. Stereotype threat can affect an individual's academic performance, cognitive performance, and views of others (Tomasetto & Appoloni, 2013). The way stereotype threat affects the individual is dependent on psychological distance. Psychological distance is the space perceived around us. The abstraction of distance is explained through construal-level theory, the degree of mental abstraction present (Trope., et. al, 2010). Psychological distance and construal level go hand in hand in facilitating the stereotype threat felt by an individual. Through mental abstraction, a person's perceived threat is altered (Lieberman & Trope, 2008). The present examination aims to establish the effects psychological distance has on stereotype threat. In bridging the gaps in the literature, the effects stereotype threat has on individuals is made present. Construal level theory forms a foundation in understanding the abstraction of distance and its importance in the stereotype threat experienced by individuals.

Keywords: Psychological distance, Construal-level theory, Stereotype Threat.

Finding the correlation had between psychological distance and stereotype threat is advantageous in understanding the adverse effects stereotype threat has on an individual's cognitive and academic performance. Stereotype threat is a psychological threat one experiences when a negative stereotype regarding one's group is seen to apply (Steele & Aronson, 1995). Construal Level Theory plays a role in understanding to what extent individuals may be affected by the person's perceived level of mental abstraction. Psychological distance and Construal Level Theory work together in determining nearness through proximal and distal aspects of an event. Stereotype threat affects everyone that is a member of a group. Being a member of a group comes with stereotypes that can negatively affect the individual's performance and self-control. When a person is in a situation where their group's negative stereotypes are present, they might view the group's association as more proximal, enhancing stereotype threat. It is hypothesized that individuals who are aware of negative stereotypes try not to align with the stereotypes of their group, causing a decline of their performance ability on tasks. Through research we are able to understand and answer the effect psychological distance has on stereotype threat.

Construal Level Theory

Research on construal level theory (CTL) has been well established in the psychology field. Construal level theory measures abstract, and concrete mental representation formed by an individual (Trope. et al., 2010). Abstraction is how individuals represent an object or event in time by either choosing to assimilate more or less information into the event or object's portrayal. Construal level consists of different level types, with high-level construal representing abstract thinking and low-level construal representing concrete thinking. High-level construal is the decontextualization of representations that focus on the details of the information to generalize the information into critical aspects. Abstract thinking captures global, superordinate, primary

features of an event; this refers to High-level construal. Low-level construal is the contextualization of information through increased focus on detail. Low-level concrete thinking captures local, subordinate, and secondary features of an event (Trope. et al., 2010). The level of abstraction used to represent an event differs. When describing an event, it can demonstrate high-level thinking through representing the event with terms such as "the dogs are having fun." The event described is in an abstract way that lends to questions of why. Low-level construal would lead to questions of how such as "the dogs played fetch," which focuses on specific details of an event rather than the general—the goals through varying levels of abstraction influence high and low construal mindsets.

Individuals can only directly experience the here and now, but they can transcend the present and place themselves mentally in other psychological distances through the abstract processing of information. CLT suggests that abstract representations influence distal objects or events as it allows the individual to transverse spatial distance, temporal distance, social distance, and hypotheticality (Liberian & Trope, 2008). The transverse of psychological distances facilitates the mindset into abstract or concrete thinking, impacting an individual's interpretation of an event. Psychological distance, such as spatial distance, influences language preference through abstract and concrete ideas (Fujita. et al. 2006). The increased distance from an individual results in abstract thinking, which answers questions of why and how. When thinking of future or past events (e.g., weight loss), high-level abstract thinking results in representing the event that answers why (e.g., be healthier). When concrete thinking is present, the event has subordinate aspects that answer how (e.g., drink more water). Construal level influences the language and thinking used when representing an event or object through the degree of

psychological distance near or far from the present. Mental abstraction is essential to understand as it can impact other aspects of a person's thinking, such as self-control.

Self-control is crucial in the success of an individual's health, wealth, and public safety. Low self-control capabilities negatively impact an individual's life in many factors and carry out well into adulthood (Moffitt. et al., 2011). When an individual exhibits poor self-control from early childhood, there is a positive correlation in decreased health, wealth, and public safety into adulthood. Having self-control proves to aid in the success of an individual's life. These factors correlate to construal level as low-level construal thinking impairs self-control by concentrating on details that lose sight of the bigger picture than a high-level construal mindset, which shifts focus to goals more attainable and unlikely to impair self-control (Agrawal. et al., 2009). Ego depletion also has a role in self-control as ego depletion and high-level construal mindset produce lower self-control levels than low-level construal mindset when it is present. Ego depletion affects decision-making and the value of objects. Ego depletion will make individuals choose an uncertain short-term goal over a specific long-term goal (Lyu. et al., 2017). The depletion effect is not solely responsible for an individual's self-control as factors such as self-affirmation, which is how an individual adapts to information, have been shown to increase self-control only when ego depletion is present. However, when depletion is not present, an individual's self-affirmation has little to no effect on self-control (Schmeichel et al., 2009). Ego depletion is an important determining factor to consider when looking at how construal level affects individuals and their decisions.

Psychological Distance -

Psychological distance has been well studied in psychology to establish a connection with mental abstraction, such as construal level theory. Psychological distance is egocentric in that it

has one focal point being the self, here, and now (Liberman & Trope, 2008). In various degrees of perception, psychological distance has four different perceptual distances: temporal, spatial, social, and hypothetical. These categorizations focus on the perception of when, where, to whom, and whether an event occurs (Trope. et al., 2010). Temporal distance refers to time being in the past or future of the present self. Explaining an event such as a party is viewed as temporal distance when referring to the when (e.g., the party is one month away; the party is tomorrow). When an event occurs in time, the inference gives perceived distance from the self by distancing the self when describing the party being one month away and nearing the self when describing the party being tomorrow. Psychological distance is subjective to the details given and to the self-being represented. Social distance, for instance, is seen when looking at outgroup vs. ingroup relations, where it plays a significant role in how one positions themselves to others. The ingroup is the position of the self as being a member of said group, and the outgroup is the position of the self as not being a member of the group. When looking at social distance, if a person does not identify as a group member, they perceive the group members as more distant than if they were to identify as members of the group, representing a near distance to the members. On the other hand, Hypothetical distance represents the probability of events occurring relative to the self (The sun will rise tomorrow; I will win the lottery).

Events take place in the near or distant future and, through abstraction, individuals can form abstract or concrete mental representations of the event. Past research had noted—spatial distance affects mental construal level. Spatial distance gives information on an event or item (the store is 12 miles away; the store is around the block). One study found that spatially distant events are at higher construal levels than spatially near events (Fujita. et al. 2006). The study looked into this by asking individuals to imagine helping a friend move into their new home. The

participants had to imagine themselves performing various behaviors related to moving. The independent variable being if the move was near vs. far. The participants watched a video of the moving process and had to describe what they saw through writing. Participants in the spatially distant condition had an increased preference for high-level action identifications than participants in the spatially near group. The experiment results found that participants used high-level construal to describe events occurring spatially distant from them.

In contrast, participants favored low-level construal to describe events spatially near to them.

Participants who construed the video as a spatially distant location had more abstract language in their description writings than the participants who thought the video was spatially near. Spatial distance affects the language used and perception of the events presented.

Stereotype threat

Stereotypes are a significant way in which individuals choose to simplify the social world. In this simplification, individuals choose to place a range of characteristics and abilities onto an individual based on the perceived generalization of the person's group. A stereotype threat is a psychological threat one experiences when a negative stereotype regarding one's group applies (Steele & Aronson, 1995). When a person is in a situation where their group's negative stereotypes are present, they will experience stereotype threat. The individual will try to distance themselves from the social implications set on the individual by the stereotype. For example, if a vegan person goes out with friends who eat meat, they will try to distance themselves from the negative stereotypes the vegan community might have. By not expressing their true beliefs on others who are not vegan or just avoiding the situation entirely by making up excuses for choosing the meatless option during lunch. These stereotypes given to a group have adverse effects on performance and cognitive ability. Individuals who experience stereotype threat try

not to conform to the stereotypes about their group, which depletes their cognitive performance ability. Stereotype threat and knowledge of negative stereotypes invoke more negative cognitive and emotional appraisal of individuals' outcomes (Tomasetto & Appoloni, 2013). For example, if a person is aware that their stereotype of not being good at math, they will have a more negative outlook on their performance and capabilities.

Past research on stereotype threat demonstrates that awareness level of gender stereotype affected ingroup favoritism bias. When individuals are aware of the stereotypes their gender has, it will affect their biases towards their ingroup and outgroup. If a stereotype is positive, they will have more bias towards their ingroup than individuals of the outgroup. In a study examining stereotype threat and gender, ingroup favoritism is more substantial when the stereotype was more blatant, which affected girls, especially by doubting other girls' performance. When stereotypes are more blatant, the girls express the stereotype threat by making fewer passes to other girls. (Laurin, 2016). Stereotype cues are present for the experiment before the match through a scale given to the participants assessing the performance of their ingroup gender and outgroup gender group. The scale was from 1 (very poor) to 7 (extremely) points to answer what most people think men's/women's performance in basketball is. Stereotype threat increases negative cognitive and emotional appraisal of the individuals' outcomes, which results in the targeted group (girls) passing the ball to their male counterparts in fear they will align with the negative stereotype that girls perform worse in basketball than boys do.

Stereotype threat is not limited to physical performance and affects how one views oneself. Meta Stereotypes are the held stereotypes that group members have about their own collective identity and place (Babbitt et al., 2018). In a study analyzing the effect that stereotype threat has on minority groups such as Afro-Caribbean immigrants, Deaux et al. found a

correlation between meta stereotypes and stereotype threat. In the study, researchers wanted to know if the stereotype threat faced by first-generation immigrants was comparable to that of second-generation immigrants. Researchers gathered 270 participants, 145 were first-generation immigrants, and 125 were second-generation immigrants. The participants started the experiment with a favorability of African American and West Indian stereotypes on a six-point scale. The scale ranged from 1 (strongly agree) to 6 (strongly disagree), in which the participant has answered stereotype-related adjectives in which people, in general, would believe to be true. Once completed, participants took an ethnic identification questionnaire, it contained various questions to assess if they felt greater or fewer ties with their ethnic background. Experimenters followed the ethnic identification questionnaire with an expectation of discrimination task. Participants had questions (e.g., You are in a store, and a clerk glances your way) in which they had to write about whether or not their race and stereotypes would play a role. These tasks better understand the first and second generations' potential impact of stereotype threat by assessing the participant's self-image and beliefs. Deaux et al. Found that first-generation immigrants were less susceptible to stereotype threat due to their close relation to their country of origin.

In contrast, second-generation immigrants displayed more stereotype threats due to their group's meta-stereotypes. Concrete thinking has a positive effect in combating stereotype threat by giving reassurance in their capabilities and deterring the individual from conforming to more abstract ideations of one's group. Meanwhile, more abstract thinking regarding one's group, specifically when they are a minority, leads to an increase in stereotype threat. The stereotypes perceived are from an abstract and distant view (Deaux et al., 2007).

Personal identification of negative stereotypes regarding one's group similarly affects academic performance. In past study researchers, Tomasetto et al. wanted to answer if ethnic

identification protects against the stereotype threat. The researchers first recruited two minority groups, Asian American and Latino undergraduate students, to test ethnic identifications' role in combating stereotype threat. Participants in the study are small mixed-gender groups.

Experimenters informed the participants fictitiously; the study looks for knowledge in research and calculus skills. The participants split into one of two condition groups (control, gender-relevant), a summary task before starting the math test was administered. The summary of the control condition described a study done by Steel and Aronson in which it goes on to say that stereotype threat affects African American's performance on verbal tests when compared to their Caucasian counterparts. The gender-relevant condition group had a summary that described the study of Spencer et al., in which it goes to show that stereotype has an impact on women. It negatively impacts their performance when compared to men. For the study, participants needed to answer the open-ended question at the end of the summary to assess their comprehension of stereotype threat. Following the question, participants continued to take the math test; the test consisted of 45 numeric problems ($9 \times 3 =$, $4 - 6/3 =$), during the 3-minute time frame given. Once completed, participants self-evaluated their performance on the math test on a scale ranging from 0-10 (improving when approaching 10). Similarly, participants rated their task-liking on a 5-point Likert scale which ranged from 0 (not at all) to 5 (very much).

Due to stereotype threat, individuals may try not to conform to the stereotypes held by their group, thus depleting their cognitive performance ability (Tomasetto et al. 2013). knowledge of stereotype threat also invokes more negative cognitive and emotional appraisal of the individuals own outcomes. The experiment results showed that knowledge of stereotype threat hindered women's performance on the math scores due to the societal stereotypes. Women who did not understand stereotype threat and were not knowledgeable performed significantly

better on the math test than women who did understand stereotype threat. Women's self-appraisals were also negatively affected when information on stereotype threat was given and understood. Similarly, past research has found that when individuals strongly identify with their ethnic group, it makes them more susceptible to stereotype boost and stereotype threat (Armenta, 2010). In a study conducted by Armenta, the research's goal was to answer whether ethnic identification protects against the stereotype threat effect. The researcher hypothesized that ethnic identification would increase vulnerability to stereotype boost and stereotype threat's effect.

In the study, the participants had an affirmation and belonging scale, which assesses the participant's feelings and attachment to their ethnic group. The participants took a math identification scale to measure the degree math is important for the individuals. After completing both measures, the students returned for a second part of the experiment to test the role ethnic identification has on stereotype threat. The participants were then given a math exam at the start of the experiment, with no prior knowledge of the math exam administered. There are one of two condition groups (ethnic identification, control). The ethnic identification condition group receives a sentence regarding the past evidence that performance on math tests has shown differences between ethnic groups. The control group did not have ethnic identification stimuli, but a reading that stated the test's purpose was to assess the role computer test-taking has on performance vs. paper and pencil test-taking. The participants then had 12 minutes to complete the 14-question fundamental algebra and geometry test, and they needed to try their best. After completing the exam, participants had to answer questions on their suspicion regarding the intentions of the experiment in which no participants showed knowledge of the study's goal. The experiment results aligned with the hypothesis that ethnic identification increases susceptibility

to stereotype boost and stereotype threat. Asian Americans performed better on the math test when the ethnic identification cue was present, while Latinos performed poorly on the math test when the cue was present. In contrast, both Asian American and Latino participants did not differ in test results when no cue was present. Stereotype boost is similar to stereotype threat in that it is activated when an individual feels a stereotype belongs to their ingroup. The difference between stereotype boost and stereotype threat is that stereotype boost positively impacts the individual's performance and is more likely to align to said stereotype if it is positive.

Psychological distance and stereotype threat

Psychological distance has a connection with stereotype threat due to the perceived distance between the person and the group that holds the negative stereotypes.

The psychological distance can influence stereotype threat through construal level. If an individual perceives their stereotype affiliation as being close and concrete to them, they will be at an increased risk to act in ways that confirm the said stereotypes. Whereas if an individual views the stereotypes associated with them as distant and abstract, it can lessen the stereotype threat they experience. Stereotype activation is related to distance only when an individual feels a threat to oneself (Atiba. et al. 2008). Stereotype activation goes in tandem with social distance, as it is an individual's identification with a said group. When individuals feel they are socially near to a group, they will be at an increased risk of stereotype threat. Whereas if an individual perceives themselves as socially distant from a group, stereotype threat decreases.

A study looking at racially tense conversations between white and black individuals found similar findings through their research. Researchers wanted to look at how stereotype threat had an impact on psychological distance. Researchers did this by framing the question: Do racially tense conversations with black individuals produce stereotype threats among white

individuals producing physical distancing? Researchers hypothesized that individuals who expected to talk to black partners about racial profiling would choose to move their chairs further from the participants. One of several white experimenters met with the study participants who administered a consent form and a demographics form. The participant's picture was then taken and placed amongst two other participants. There are two condition groups. One condition group set their picture next to two white males, and the other set their picture next to two black males. Participants picked a topic slip for discussion at random. The question had either one of two topics (love and relationship or racial profiling). Researchers informed the participants that they would have a conversation with other participants on the question. After completion, the participants took a word-stem completion task and finished each word with the first word that came to mind. After completing the task, the participant entered the room with three chairs for the discussion. The experimenter asked the participant to set the chairs how they would be most comfortable.

Stereotype activation was related to distance only when the participants felt a threat to the self. Participants who activated the stereotype of the white racist rearranged their chairs further from the other chairs in the condition group, showing them next to two other black participants—creating an increased stereotype threat and producing psychological distance between the chairs. This physical distancing occurred after white participants knew of their partners' racial backgrounds and conversation topics. The participants felt psychologically proximal to their group stereotype resulting in an increased spatial distance choice to cope with stereotype threat. In looking at stereotype threats, the decision of the white participants to move further away from the black participants was due to ingroup stereotypes and not personal beliefs or prejudice. Prejudice is unrelated to stereotype threat, and psychological proximity to ingroup stereotypes

contributed to the white participants distancing themselves from the black individuals (Goff et al., 2013). When participants received topics unrelated to race, they felt less stereotyped due to their opinions not being targeted. Topic choice resulted in a decrease in spatial distance between participants since the individual targeted felt psychological distance from their held stereotypes, thus reducing the need for coping measures.

Stereotype threat activation arises when an individual perceives themselves to align with negative stereotypes towards their group. Other-as-source stereotype threat is when the individual experiences stereotype threat not by their own held knowledge of their negative stereotypes but of concern of others' views (Shapiro & Williams, 2012). Stereotype threat prevents individuals from building knowledge and performing to their highest abilities due to stereotype threat leading to disidentification, interrupting effective learning (Appel & Kronberger, 2012). Unlike spatial distance, temporal distance is a mental representation of others that produces spatial distance in a study that looked at the overestimation in math performance between genders. The study evaluated males' and females' estimations of how well they think they perform on math tests. Researchers wanted to know if the increase of male gender roles in STEM programs was due to their perceived performance in math or their actual capabilities. The researchers recruited 122 undergraduate participants for the study. The researchers informed the participants that the study is only a math test, and the compensation is a lottery ticket admission for a deluxe room on campus. The participants were split into 20 and instructed to complete the standardized math test in 15 minutes. The math test is from past SATs that participants could answer without a calculator. The math test contained probability measures, measures of central tendency, linear equations, algebraic transformations, and calculation of perimeters. Once the participant has completed the math test, researchers followed up with a question air to assess

their performance estimation. The questionnaire consisted of several questions (e.g., what percentage of the questions on the math test do you believe you solved correctly?) and a 7-point Likert scale. The Likert scale assesses the participants perceived performance on previous math tests. The scale ranged from 1(very negative) to 7 (very positive). Researchers found that men were more likely to overestimate their performance than females were (Bench. et al., 2015). At the same time, females were more accurate in their performance. After giving men accurate feedback on their math performance, overestimation decreased. Females that had positive feedback, however, had a high overestimation of their performance. Past studies determine if stereotype threat activation affects inhibition ability, which is an essential factor in performance outcome.

One study looking at stereotype threat's effect on inhibition ability found that stereotype threat increased low-income families' inhibition and accuracy on Stroop tasks more than higher-income families. The study aimed to find if lower-income participants had a different allocation strategy for self-control than higher-income participants when poverty stimuli were present. The researchers hypothesized that individuals from lower-income families with poverty stereotype threat activation would have lower self-control than higher-income families. The researchers tested their hypothesis by designing a vocabulary list of wealth, poverty, and neutral related words. There is one of two condition groups: the non-threatened group and the threatened group. The non-threatened group received stimuli that pertained to wealth-related words, and the threatened group received poverty-related word choices. The coded word stimuli are in either red or blue, and the participants had to respond to the stimuli by selecting the color shown. Once completed, the participants answered a questionnaire to check if they believed the words on the vocabulary list pertained to them. Questions for the non-threatened group, "When you compare

yourself with high-tech scientists, what would you say are your strengths?" were dissimilar to the threatened condition group "If you compare yourself with a very wealthy man, what would you say are your strengths and weaknesses." The members of the high-income families showed better control over stopping unwanted motor control for poverty-related stimuli (Wang & Yang, 2020). Neither group had any significant differences, however, when poverty-related stimuli are present. Individuals from lower-income families perceived their association with their ingroup as psychologically near, thus causing the families to distance themselves from the stereotypes and not verify their ingroup's negative stereotypes (Steele & Aronson, 1995). Stereotype threat reversed due to change in the families' mental construal level. Stereotype reversal, in turn, created a stereotype lift that promoted better performance to avoid association to the negative stereotypes. Construal level and stereotype threat go hand in hand since mental abstraction influences psychological distance from the group stereotype. This connection is notable since it can affect how individuals perform academically, in sports, and the physical distance between others through stereotype threat such as past research has mentioned.

Discussion

In society, some groups belong to the outside mainstream ideologies that we accept as the norm. These individuals and communities are met with stereotypes and prejudice that leave them vulnerable to the harmful effects associated with stereotype threat. Being part of any minority group comes with added stressors contributing to high levels of poor mental health. Stereotypes plague these communities and, in turn, force individuals to adopt coping mechanisms that facilitate the disadvantages society places on them. It is seen through increased substance abuse, poor body image, and overall lower self-esteem. The discrimination faced by minority groups are a constant threat to lifelong struggles and mental health problems that arise through socially

constructed ideals. Specifically younger individuals who are growing up and coming to terms with where they belong. Learning and understanding the role psychological distance and stereotype threat have on individuals from minority groups, is necessary and crucial to better help this community. It is specifically troubling since younger individuals are still developing and coming to terms with who they are and where they belong in society. A better understanding of the impact stereotype threat has on an individual is needed to see the changes we can take to better our society. Breaking down stereotypes is challenging since it can go unnoticed in the present day. Various research has looked into the outcomes that such discrimination and labeling can do to a person.

Construal level is a crucial component in determining the effects stereotype threat has on an individual. Construal is a thought process that we apply to our everyday lives. However, much of it goes unnoticed. When we better understand what construal level theory is, we can see its application and impact all around us. It is crucial as it gives a foundation to the understanding of psychological distance. Psychological distance and construal level are essential factors due to their impact on a person's well-being, academic performance, and self-control. Self-control is a major research topic that is heavily studied in psychology. Its importance is noteworthy due to its various correlations with adverse outcomes in one's life. When an individual exhibits poor self-control from early childhood, there is a positive correlation in decreased health, wealth, and public safety into adulthood. The decisions one makes have an impact on one's life and life choices. These decisions are made through self-control and self-control strategies. Having self-control proves to aid in the success of an individual's life. Through proper decision-making capabilities about one's health, academic success, and safety choices.

Self-control correlates with construal and psychological distance because the abstraction and perceived psychological distance can positively or negatively affect the person's outlook. Thus, affecting the person's decision-making and thought process when stereotype threat is present. Similarly, stereotype threat affects the individual, and understanding its connection with psychological distance can be advantageous. An example is when stereotype threat is applied to academic performance. There have long been several studies and research comparing academic performance amongst varying ethnic groups. Most notably is the performance on STEM work such as math tests. As in the previous study by Armenta, Asian Americans performed better on a math exam than Latino participants when an ethnic identification cue was given. The study implies that when individuals strongly identify with their ethnic group, participants are more susceptible to stereotype boost and stereotype threat. Stereotype threat negatively and positively affects their performance depending on the stereotypes present for their group (Armenta, 2010). Stereotypes are seen to be beneficial if they are deemed as positive. When Asian Americans in the study were experiencing stereotype boost, which promotes positive and increased performance on academic tasks, the same cannot be said for Latino participants since they experienced stereotype threat which caused them to perform worse on the math test.

Stereotype threat is the psychological threat one experiences when a negative stereotype regarding one's group applies (Steele & Aronson, 1995). This feeling causes the individual to distance themselves from the perceived negative stereotypes psychologically. Stereotype threat causes the decline in performance, as seen with the Latino participants. The implications of this study are significant in that stereotype threat does have an impact on overall performance. The study explains that due to stereotype threat, individuals may try not to conform to the stereotypes held by their group, thus depleting their cognitive performance ability. Research has established

the role stereotype threat has on the depletion of cognitive performance through ego depletion. Ego depletion plays a role in self-control strategies, academic performance, inhibition control, and cognitive performance. In learning how these various pieces work together, we can understand how individuals can adopt changes in perception and strategies to combat stereotype threat. The understanding is essential for minority groups who are disproportionately affected by this due to societal labels.

Past research has also made new revelations on critical aspects that impact stereotype threat. The revelations are seen in the study by Deaux and colleagues (2007). The researchers found that First-generation immigrants were less susceptible to stereotype threat because of the psychological proximity to their country of origin. The implications of this study show that due to the individuals being more psychologically distant from the stereotypes had by their ingroup first generation immigrants were able to associate more positive attributes and feelings to their country of origin. The association of positive attributes is due to their concrete mindset of how their country perceives their group. Second-generation immigrants, however, displayed more psychological distance from their parent's country of origin and thus created an increased susceptibility to stereotype threat, psychologically near representations of the stereotypes their country holds to create the need to disassociate from their group. This key finding does an exceptional job at demonstrating how psychological distance fits into the stereotype threat understanding.

The study by Deaux and colleagues (2007) was interesting in that second-generation immigrants had more stereotype threat activation than their first-generation peers. It is assumed that because of most countries' views on immigration, the negative stereotypes of one's groups are brought to the forefront, instead of the positive ones the first-generation immigrants know to

be true. The study established a connection to the idea that psychological distance impacts stereotype threat through construal level. However, the findings leave questions on how the societal ideas and views of others can impact a person. The impact stereotype threat causes is why understanding and exploring the connection between psychological distance and stereotype threat is essential, especially in countries such as the U.S.A, where most but not all Native Americans who reside come from other countries of origin. The negative stereotypes society holds about a group contribute to detrimental effects on individuals. The psychological distance can be proven to make an impact through how a person can shift perception in order to lessen stereotype threat. In teaching others this realization, we can expect to improve the lives of many in various facets.

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