Lecture Outline
Schemas Part 2

Schemas: Types & Models

Feedback on Exam 1
Schema Types
Person Schemas: Who are you?

Beliefs about personality types:

- Traits that co-occur in others
  - Extroverts are outgoing and friendly
  - Introverts are quite and shy

- Behaviors that characterize personality types
  - Extroverts go to big parties
  - Introverts go to small gatherings

**Function**: Help people draw inferences about others
Schema Types

Self Schemas: Who am I?

Everything one knows and can imagine about oneself

- Traits characteristic of oneself
- Memory of one’s past
- Expectations for one’s future self

Function: Help organize, guide, and interpret incoming information
Self-Schemas

**Schematic**: clear self-view on a dimension
- important and central to one’s self-concept

**Aschematic**: unclear self-view on a dimension
- not important and not central to one’s self-concept
Self-Schema Study
Markus, 1977

**Purpose:** Test whether self-schemas help people process information

**Prediction:** People will process information more quickly when they are schematic than aschematic on a dimension
Self-Schema Study
Markus, 1977

1. Assessed if participants were schematic or aschematic on (in)dependence
   ▲ Schematics: extreme (in)dependence
   ▲ Aschematics: moderate (in)dependence

2. Participants indicated as quickly as possible whether a series of traits described them

3. Expectations about typical behavior
Self-Schema Study
Markus, 1977

1. Schematic-Independents responded faster to independent than dependent traits

2. Schematic-Dependents responded faster to dependent than independent traits

3. Aschematics responded similarly to independent and dependent traits

Conclusion: self-schemas enable one to process self-relevant information more quickly
Schema Types
Role Schemas: What are they like?

Norms and expectations about particular roles in society
- Waitresses take food orders
- Doctors cure the ill

Function:
- Help people draw inferences
- Simplify social information
Role Schemas

**Achieved roles:** acquired through effort and training
- pro-basketball player
- college student

**Ascribed roles:** acquired through birth
- gender
- ethnicity
Schema Types
Event Schemas: What happens here?

Expected sequence of events
- going to class
- going to the gym

Function:
- Help people anticipate what happens next
- Help people achieve next step in sequence via planning and goal setting
Models of Person & Role Schemas

1. Associative Network Models

Schemas organized as web of features:

- **Nodes** = features
- **Links** = association between features
Associative Network Models

Protests unfair treatment

Won’t pay rent until house painted

Wants nice house

Hits

Punches

Aggressive

Lawyer

Well dressed

Competitive

Professor

Intelligent
Activation of Nodes

Context affects a node’s level of activation
Activation of Nodes

Adjacent nodes activate each other

(Called Spreading Activation)
Activation of Nodes

Nodes can be simultaneously activated by multiple other nodes
Activation of Nodes

More activation = node has more effect on processing

(e.g., memory, inferences)
Activation of Nodes

Activation decays gradually
Associative Network Models

Limitation:

Activation continues indefinitely

Here’s how........
Associative Network Models

Protests unfair treatment

Wants nice house

Won’t pay rent until house painted

Aggressive

Hits

Curses

Punches

Lawyer

Well dressed

Competitive

Professor

Intelligent
Associative Network Models

BUT......

Aggressive is not associated with Professors

Thus, model breaks down
Models of Person & Role Schemas

2. Parallel Constraint Satisfaction Models

Schemas organized as a web of features:

- Nodes = features
- Links = association between features
Parallel Constraint Satisfaction Models

Same as Associative Network Models except:

- Excitatory (Positive) AND Inhibitory (Negative) links
Parallel Constraint Satisfaction Models

Excitatory (Positive) Links:
Nodes activate each other

▲ Aggressive activates Lawyer

Inhibitory (Negative) Links:
Nodes deactivate each other

▲ Professor deactivates aggressive
Parallel Constraint Satisfaction Models

**Excitatory (Positive) Links:**

Nodes both activated or deactivated

- When **Aggressive** activated, **Lawyer** activated
- When **Aggressive** deactivated, **Lawyer** deactivated
Parallel Constraint Satisfaction Models

Inhibitory (Negative) Links:

One node activated, one deactivated

- When Professor activated, Aggressive deactivated
- When Professor deactivated, Aggressive activated
3. Continuum Model of Impression Formation

Explains how people form impressions of others
Continuum Model: Main Ideas

- Schemas conserve mental resources (attention)

- Impression formation is a continuum of processes

- Each process requires more mental effort (attention) than the one before it

- Each process reflects less influence of schema than one before it
Point 1: Initial Categorization

- Categorize target

- Warrant further processing?

- Stop processing and base impression on schema OR move to next point
Point 2: Confirmatory Categorization

- **Match target to category**

- **If match good:**
  - Stop processing
  - Use schema to form impression

- **If match poor:**
  - Allocate more attention to person
  - Move to next point
Point 3: Recategorization (subtyping)

- Match target to subtype

- If match good:
  - stop processing
  - use subtype to form impression

- If match poor:
  - allocate more attention to person
  - move to next point
Point 4: Piecemeal Integration (individuation)

- Attend very closely to person
- Base impression on person’s personal characteristics
- Schema has no effect on impression
Assumptions of Continuum Model

People are cognitive misers:

- First try to base impression on a schema (this conserves resources)

- Only base impressions on another’s personal attributes (this expends resources) when schemas do not work
Continuum Model: Moderators

**Moderator:** a factor that changes the strength of a relationship

- Schemas influence impressions
- Attention moderates this relationship
  - Schemas influence impressions more strongly when attention is low than high
Schema has:

- stronger effect on impression when attention low
- weaker effect on impression when attention high
Attention as Moderator

Ways to vary attention:
- outcome dependence
- accountability
- accuracy motivation
- Circadian cycles of arousal

Terms:
Perceiver: person forming an impression
Target: person about whom impression is formed
Circadian Cycles of Arousal

Morning Types:
- Reach functional peak early in day

Evening Types:
- Reach function peak late in day
Circadian Cycles Study
(Bodenhausen, 1990)

Predictions

Morning Types
- high attention early in day
  Stereotyping low
- low attention late in day
  Stereotyping high

Evening Types:
- low attention early in day
  Stereotyping high
- high attention late in day
  Stereotyping low
Circadian Cycles Study
(Bodenhausen, 1990)

Read about misconduct on campus
Read mixed evidence
Rated suspect’s guilt

Manipulations:
- Suspect: Hispanic or White
- Time of ratings: early or late in day
Who should stereotype more late in the day?
Who should stereotype more *early* in the day?