

# STEREOTYPES IN NEWFOUNDLAND

What's He At?: A Study of Stereotypes in Newfoundland

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A thesis submitted to the Psychology Program in partial fulfillment of the requirements  
of Bachelor of Arts (Honours), School of Arts and Social Science

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**STEREOTYPES IN NEWFOUNDLAND****Approval**

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## STEREOTYPES IN NEWFOUNDLAND

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**Abstract**

This study was designed to see if individuals in Newfoundland would have stereotypes of others based on where they live in the province. Through the use of an online survey, 184 participants (164 females and 20 males) indicated their perceptions of an individual from Newfoundland, who was presented as being from different parts of the province. Participants were recruited from the Grenfell Campus Participant Pool, Facebook and through emails. Participants received randomly assigned information that the individual was from a specific Newfoundland location (St. John's, the Bay, or a housing complex), and were randomly assigned to see videos of the individual wearing clothing representative of the different areas engaged in ambiguous behaviour: unlocking and entering a car through a window. Although there were no significant effects from the location variable, participants had different levels of certainty that the individual was breaking into a car based on the video condition,  $F(2, 87) = 3.28, p = .042, \eta_p^2 = .07$ . Overall, participants thought that if the individual was wearing a brand-name jacket (representative of St. John's) he was more likely to break into a car. This study provides initial evidence that there are sub-stereotypes in Newfoundland which can affect perceptions of a potential crime.

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### What's He At?: A Study on Stereotypes in Newfoundland

Stereotypes and implicit biases are critical for understanding how society operates. They are formed through societal interactions, mainly through communication with others and social media. They affect how individuals act, both towards themselves and towards others, and can even influence performance on many kinds of activities. Due to the importance that stereotypes and biases have on how society operates and how individuals act, researching local stereotypes in Newfoundland is critical for understanding the people and society of the province.

#### **Stereotypes**

Stereotypes are evident everywhere and can change behaviour in powerful, yet subtle ways. Numerous studies show that stereotypes are universal. For example, stereotypes regarding school subjects can be found as early as grade one, with children believing that math is a boy subject and that girls will not be good at it (Cvencek, Meltzoff, & Greenwald; 2011). Stereotypes can be present in young adults, including undergraduate students (Parks & Yoo, 2016) through to older adulthood (Lambert et al., 2016). Both young and older adults have stereotypes regarding the types of language different age groups will use (Kuhlmann, Bayen, Meuser, & Kornadt, 2016). Furthermore, stereotypes can be present within sports. Individuals, including sports players and sports newscasters, watching a football game can be biased towards their favoured team (Hastorf & Cantril, 1954). If an individual has a preference for a certain team, he or she will see that team in a better light compared to the other team (Hastorf & Cantril, 1954). However, the majority of research on stereotypes has been done with large and popular groups, such as gender, age, and sports, despite the suggestion that

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stereotypes can be formed about any group, no matter how small. The research suggests that stereotypes form in any group where individuals can find differences between people and people can communicate these differences (Maass, Salvi, Arcuri, & Semi, 1989).

There is some evidence to suggest that Canadians have stereotypes about Newfoundland (Pollara, 2003). Other Canadians reported that Newfoundland is culturally different from the rest of Canada and that residents of Newfoundland are kind. Similarly, there are variations of this different culture within Newfoundland (Pollara, 2003). Different communities in Newfoundland vary in the way they speak and act with particularly notable differences between the people from St. John's, and people from the rest of the province. Another set of behavioural and linguistic variations exists between people from housing complexes and the rest of the population. A third set of behavioural and linguistic variations exists between people from around the bay and the rest of the population<sup>1</sup>. Given these differences, individuals can see variations within communities in Newfoundland, therefore, stereotypes should exist.

### **Impact of Stereotypes**

Because stereotypes are an important part of society and are shown to be present in multiple types of groups, the impact of stereotypes needs to be explored. Some stereotypes can affect an individual's performance (Ambady et al., 2001). For example, the stereotype that females have reduced mathematical ability negatively affects females' performance on a math test (Ambady et al., 2010). Female students who had their gender brought to their attention before writing a math test scored significantly lower than when another identity was mentioned or no identity at all (Ambady et al., 2001). Furthermore,

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<sup>1</sup> Around the bay include communities such as Stephenville Crossing.

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older adults who are aware of the stereotype that older adults typically are worse drivers than the general public, drive worse than older adults who are not aware of this stereotype (Lambert et al., 2016). This effect, called stereotype threat, has been shown across 34 different countries and with many different groups (Nosek et al., 2009).

Stereotypes can affect how individuals are perceived. Individuals can be judged based on their sexuality and their ethnicity in terms of typicality and intelligence (Ghavami & Peplau, 2017). Males and females are thought to have different levels of emotionality, with women being more emotional than men (Plant, Hyde, Keltner, & Devine, 2000). In lesbian partner violence court cases, if the victim and the defendant are perceived to be masculine, the jury believes the victim more and blames the defendant more than when the victim is perceived to be masculine and the defendant is perceived to be feminine (Wasarhaley, Lynch, Golding, & Renzeetti, 2017). This shows that masculinity is associated with aggression more so than femininity.

Stereotypes can also increase in-group favouritism. Individuals who view others to be in the same group will see them more positively and treat them better than individuals that are thought to be a part of the out-group (McNamara, Pitt-Catsouphes, Sarkisian, Besen, & Kidahashi, 2016). This is shown in both adults and children (Hitti, Mulvey, Rutland, Abrams, & Killen, 2015). This usually happens in social conflicts and it works best when the two groups are made salient to the individual (Dorrough, Glockner, Hellmann, & Ebert, 2015).

Because stereotypes can have various impacts on an individual it is important to study stereotypes in great detail. One area that has not had much exploration is the strength and function of stereotypes in small well-established groups, such as within a

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province in Canada, for example Newfoundland. This study will explore stereotypes in Newfoundland, and examine initial evidence for stereotypes and how these stereotypes affect residents in various communities. These stereotypes could affect how individuals are perceived throughout Newfoundland. Depending on the specific area, people may be thought of as friendly or cold, and treated differently accordingly. In addition to location-specific stereotypes, in-group favouritism could affect how people are treated across the province. An individual will treat a member of the same community better than a member of another community, which can create conflict between the two groups.

### **Stereotype Formation**

Stereotypes can be formed through communication with others. People typically believe what they hear from others who they think are similar to themselves (Bratanova & Kashima, 2014). When in a group of people, individuals are more likely to discuss out-group members in a more negative and stereotypic way than in-group members (Harasty, 1997). This could be due to the fact that people are more likely to talk about information that is assumed to be known by all members than information that is only known by a single member (Stasser & Stewart, 1992). If an individual is perceived to know nothing about a certain group, they are more likely to be told stereotypic information than if the individual is perceived to know about said group (Bratanova & Kashima, 2014; Lyons & Kashima, 2003). Individuals within a community in Newfoundland would start to see other residents as similar to themselves, thus increasing the amount of communication in that community and increasing the transmission of stereotypic information.

Communicating with multiple people is critical in the formation of stereotypes.

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As information is passed down a chain of people, the number of traits attributed to an individual is decreased (Martin et al., 2014). The information is more specific with each person it is passed through until only a few attributes are connected to an individual and the stereotype is created (Martin et al., 2014). This type of process could be due to individuals using one of the “sins of memory” (transience, absentmindedness, blocking, misattribution, suggestibility, bias or persistence) without realizing it (Schacter, 1999). Transience, absentmindedness and blocking occur when an individual is forgetting something; misattribution, suggestibility and bias occur when an individual is distorting the information in a certain way; and persistence is when an individual has a recollection that he or she cannot forget. These sins of memory result in more stereotypic information being attributed to an event instead of unbiased details, which can lead to stereotypes being developed. Individuals in Newfoundland could be using these sins of memory when they witness an event, leading them to create a stereotype.

Multiple aspects of communication are important when considering how a stereotype is formed. It depends on who the individual is talking to, and the information the individual already knows. This could have an impact on how stereotypes are formed in Newfoundland. Much of the information that residents in Newfoundland receive, in general, is either from a close family member or friend, or a news broadcast. The way that they describe the event could result in a stereotype. If an individual has very little qualities to describe an event or person, it is more likely to develop a stereotype than if the individual had many qualities to describe the event.

### **Implicit Biases**

Implicit biases are a particular type of stereotype; implicit biases are unconscious

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influences and regular stereotypes are conscious influences. Therefore, individuals can believe that they do not have any biases even when they do (Greenwald, McGhee, & Schwartz, 1998). This is found with biases that do not hold much significance, such as a preference for birds compared to insects, and also more powerful ones, such as race (Greenwald et al., 1998). The Implicit Associations Test (IAT) is often used to measure implicit biases, including those that individuals may try to mask (Greenwald et al., 1998). However, this is not the only test that is used to measure biases, as implicit biases can be measured in other ways. For example, the interpretation of ambiguous information seems to depend on implicit biases (Dovidio & Gaertner, 2000).

All ages can have implicit biases just as they can have explicit stereotypes. These biases exist in children as young as 3 years old (Qian et al., 2016). Biases continue to develop into adulthood as young adults can have biases against older adults (Thompson et al., 2014). These can also exist in small populations such as schools. In medical school, women were portrayed as more compassionate, enthusiastic and sensitive, whereas men were portrayed as quick learners (Axelson, Solow, Ferguson, & Cohen, 2010).

Implicit biases could be affecting how individuals in Newfoundland react to other residents without them noticing it. Because implicit biases are already evident in small areas such as schools (Axelson et al., 2010), and are evident in every age group (Thompson et al., 2014), it is possible for these biases to exist in bigger areas, such as within a province in Canada. These biases need to be addressed because they can impact an individual in various ways.

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### **Impact of Implicit Biases**

As with stereotypes, implicit biases can affect an individual in mostly negative ways. Males with a bias against female competence will see a female applicant as less hirable during an interview and in turn she will see herself as less competent (Latu, Mast, & Stewart, 2015). Negative implicit biases about women and competence in mathematical skills held by women can undermine their own performance on a math test (Greenwald et al., 2002). Thus, implicit biases can affect an individual's self-esteem and their perceived competence. Biases can also be found in the criminal system. For example, Indigenous peoples believed that a non-Indigenous person would commit a crime more so than an Indigenous person would, and they were more likely to misidentify this criminal than police officers (Lindholm, Christianson, & Karlsson, 1997). Furthermore, police officers may use more force on Black individuals than White individuals in certain circumstances (Fridell & Lim, 2016). Because implicit biases are already shown in crime-related behaviour, it is possible that individuals in Newfoundland could see a person wearing certain clothes as more likely to commit a crime more so than another person, wearing another type of outfit. It has been shown that individuals have a bias towards certain groups, such as non-Indigenous individuals, in terms of how likely that person will commit a crime (Lindholm et al., 1997). In this study, the individual in the video will be wearing clothes representative of various areas in Newfoundland. If biases exist between non-Indigenous and Indigenous individuals, then they may exist in individuals wearing different articles of clothing as well. At times, there are only subtle differences between Indigenous and non-Indigenous individuals, such as the clothes that they wear. It is possible that an aspect of the stereotype between these groups comes

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from the type of clothing that they wear. If this is true, then stereotypes could exist based on clothing.

These biases can occur when an individual begins to view differences between himself or herself and another group and focuses on the differences instead of the similarities. Many factors contribute to implicit biases such as sociohistorical contexts, the beliefs of the groups, and how cooperative the groups will be (Xiao, Coppin, & van Bavel, 2016). Biases occur more often when one group has a higher status than another group (Hewstone et al., 2002). In Newfoundland, there are areas that seem to be different in multiple ways, including education and socioeconomic status. Thus, implicit biases may contribute to the actions and perceptions that groups within Newfoundland have of each other.

These biases can occur in groups that are perceived to be cohesive to an individual that is on the outside and can include groups other than racial and ethnic identifications. There is a bias against individuals with skin conditions, and smokers can be biased against non-smokers even if they come from the same ethnicity (van Beugen et al., 2016; Mogg, Bradley, Field, & de Houwer, 2003). Even groups that are perceived to be cohesive to an outsider, such as university students or Indigenous peoples, can have implicit biases about other members in that group (Mogg et al., 2003; Lindholm et al., 1997). Research has shown that individuals who exercise have biases towards individuals who do not exercise even though these individuals are considered to be from the same in-group (Berry, Spence, & Clark, 2011). Young adults sometimes have a bias against older people regarding their sexuality and the sexual lives that older people may have (Thompson et al., 2014). However, most research done has been between large

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groups, such as Black and White individuals, or smokers and non-smokers (Baron & Banaji, 2006; Gonzalez et al., 2017; Lai et al., 2014; Mogg et al., 2003; Qian et al., 2016). With so many types of differences that can form implicit biases against other groups, it is very likely that some type of bias, whether implicit or explicit, will exist in various communities in Newfoundland. Newfoundland may seem like a cohesive group to someone that lives in another province, but as research has shown, implicit biases can exist in these types of conditions. Therefore, it is important to study biases in these situations as well.

### Stereotypes in Newfoundland

Even though there is research that shows implicit biases exist, these biases have not been explored in Newfoundland. Also, to the best of my knowledge, little research has been done using videos where the person's group membership of an important group was fully ambiguous. Other research has used videos where group membership could be manipulated, but these were based on superficial groups, by manipulating the job of the target, for example (Cohen, 1981; Dovidio & Gaertner, 2000). Relatively little research has been done to see whether there would be differences in perceptions regarding an individual engaging in a crime-related behaviour in an ambiguous setting.

As most research looks at differences between visually different groups, such as Blacks and Whites, it is difficult to make an ambiguous video with different versions where the target can be a member of different groups. To my knowledge, there have been few studies looking into the biases that specific populations could hold about other individuals in close proximity, such as the stereotypes between different cities within a province. Therefore, this study will take various places within Newfoundland to see if

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there is a bias between these places as no work has looked at this yet. In this study, there are different versions of a video in which participants will be told that an individual will be from different places in Newfoundland. This research tests whether or not individuals do in fact treat others negatively depending on the specific sub-group they are a part of.

In Newfoundland, there is a stereotype that all residents are nice and friendly. Newfoundland has been rated third out of the top 10 cultures in terms of how friendly the culture is (Robinson, 2010). However, there is reason to suggest that there are biases surrounding various parts of the province. As a resident of Newfoundland, I hear other members in my community talk about other people differently depending on where this person lives. There are three major biases: one for individuals who live in a major city, one for individuals who live in smaller communities around the bay, and one for individuals who most likely live in housing complexes or what is believed to be the crime-centered part of town. Individuals who live in a major city are typically called “townies” and are thought to be stuck up by individuals residing in other parts of Newfoundland. These individuals are often thought to wear brand name clothes, care more about looks and appearances, and do not partake in any typical Newfoundland activities. Individuals who live in smaller communities around the bay are typically called “bay-men”. These individuals are often portrayed as wearing traditional Newfoundland clothes (such as rubber boots and plaid jackets). These individuals are thought to drink copious amounts of alcohol, hunt, fish and typically have lower education levels than do other residents in Newfoundland. Individuals who live in housing complexes are typically thought of as to be lazy and poor, as they do not work, and are often believed to be addicted to drugs (Doyle, 2014). They are thought to be

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more prone to partake in illegal activities, and receive the Newfoundland-specific slang label of “skeet” (Doyle, 2014). These stereotypes make sense based on the minimal group paradigm (Tajfel et al., 1971). In this paradigm, it is suggested that individuals will start to act differently towards others as soon as they are separated into two groups (Tajfel et al., 1971). This is one way to explain the stereotypes in Newfoundland. By living in different communities across Newfoundland, residents are split into separate groups, which results in acting differently towards the other communities.

### **The Present Study**

The purpose of the present study is to see whether there are stereotypes or implicit biases present in a small culture, specifically communities in Newfoundland. While living in Newfoundland, inhabitants are told specific things about various areas of Newfoundland, resulting in stereotypes about these areas. Some areas in Newfoundland seem to be known for high levels of crime (housing complex areas such as the “Bean”), other areas are known to have more friendly residents and are more like the typical Newfoundlander (areas around the Bay, such as Stephenville Crossing), and other areas are known to be more self-centered than the other two such as a major city, for example St. John’s. Because Newfoundland is a small province where most individuals talk to each other and share experiences about other groups, it seems possible that stereotypes, or implicit biases, will exist in this province. This study will use ambiguous videos in which an individual will engage in a crime-related behaviour to see if perception of this individual will change depending on what the individual is wearing (representing different groups) and being explicitly told where the individual is from. By using the ambiguous videos, this questionnaire will test both stereotypes and implicit biases.

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Participants will be asked to describe what happened in the video. This will report both the explicit and implicit biases that participants may have. It is hypothesized that participants will see differences between the groups. Specifically, it is expected that the target in the video wearing the hoodie (representing the housing complex), and the explicit information that the target is living in the housing complex, will be perceived to be more involved in crime-related behaviours due to the stereotypes that are associated with this area. In addition to this, it is hypothesized that the target in the hoodie will be perceived more negatively overall compared to the other two groups (the plaid jacket representing around the bay and the brand-name jacket representing a major city). Past research has shown that individuals will act differently towards others depending on what the person is wearing; type of clothing affects how friendly others are towards a person (Kim & Lennon, 2005). Therefore, the type of clothing may have an impact on how participants view the individual in the video. Thirdly, it is hypothesized that there will be perceived linguistic differences between the three articles of clothing.

My research question is to examine whether there are linguistic and behavioural differences among three groups in Newfoundland, with three specific hypotheses about the nature of these differences.

H1: The target wearing the hoodie and the explicit information that the target is living in the housing complex, will be perceived to be more involved in crime related behaviours than the other two conditions.

H2: The target in the hoodie will be perceived more negatively than the target in the other two articles of clothing.

H3: There will be perceived linguistic differences between the three articles of clothing.

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### Method

#### Participants

A sample of 184 participants (20 men, 164 women), including undergraduate students and the general public, volunteered to complete an online questionnaire. Advertising was done through the Grenfell Campus Participant Pool, and Facebook and through emails. Participants that were recruited from the Grenfell Campus Participant Pool received a course credit if they completed the survey. The mean age for male participants was 27.55 years old (ranging from 18-70 years, standard deviation of 13.47). The mean age for female participants was 28 years old (ranging from 16-58 years, standard deviation of 12.42). On average, participants have resided in Newfoundland for 23.10 years. Seventy-nine participants were from Corner Brook and the surrounding area, 14 participants were from Deer Lake and surrounding area, and 11 participants were from Stephenville and the surrounding area. The remaining participants were from various areas around Newfoundland and Labrador.

#### Materials

Participants were exposed to a video in which a male was a part of an ambiguous scene, where it was hard to determine if he was trying to break into a car or he forgot his car keys and was trying to get into his car. A male, rather than a female, was used in the video due to the stereotype associated with femininity and being a victim instead of a criminal (Wasarhaley et al., 2017). Participants could view a female as more innocent and not think that she would break into a car. Therefore, participants may not focus on the clothing or the community and solely focus on the gender of the target. A questionnaire based on the individual in the video followed this video (see Appendix C).

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Questions included two slider questions (ranging from zero to 100), assessing the certainty of the individual breaking into the car and the certainty of the individual forgetting his keys, and open-ended questions that asked the individual to describe what they saw in the video. These questions were used to see if there is a stereotype regarding crime-related behaviour in Newfoundland (H1). There were Likert scale questions assessing intellectual and practical skills, and how much the participant liked the individual in the video. These were used to see if the individual in the hoodie (representative of a housing complex) would be viewed more negatively (H2). There were three closed answer questions assessing the type of saying the individual was more likely to say, and whether or not participants saw the target as a traditional Newfoundland. These were used to assess hypothesis three and to see if additional stereotypes are present in Newfoundland. Finally, demographic questions were asked. Halfway through the survey, participants watched another video of the individual walking to remind them of the target and aid them in answering questions. In the second video, the individual was wearing similar clothing that he wore in the first video: either a plaid jacket to resemble someone from around the bay, a hoodie with the hood up to resemble someone from a housing complex, or a hoodie with the hood down to resemble someone for a major city. Both videos that the participant watched resembled the same area.

### **Procedure**

The questionnaire was administered using surveymonkey.com. Participants were notified of the survey online through Facebook and emails and the Grenfell Campus Participant Pool. After clicking on the link, participants were brought to the first page of the questionnaire which consisted of the informed consent form (see Appendix A). By

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clicking continue, participants indicated their consent and continued with the study.

Participants were randomly assigned to be told that the individual was from one of three specific parts of Newfoundland: a major city such as St. John's, around the Bay such as Stephenville Crossing, or from a housing complex such as Dunfield Park also known as the “Bean”. Participants were then randomly assigned to be shown one of three ambiguous videos making this a 3x3 design (see Appendix B). In this video, the individual was wearing one of three articles of clothing: a brand-name jacket, to represent a major city, a plaid jacket, to represent around the bay, or a hoodie, to represent a housing complex. Minor deception was used to lead the participant to believe that the individual was from a certain area of Newfoundland. After watching the video, participants had to answer questions regarding the behaviour that the target was engaging in as well as some intelligence questions related to the target. After this, participants watched the target walk up a driveway in a similar article of clothing as the first video. Participants continued to answer questions regarding the target and some demographic questions. Once the questionnaire was completed, participants were debriefed to explain why deception was used in the questionnaire (see Appendix D). After participants were given the debriefing letter, they had the option to not include their answers in the analysis of the study. All participants agreed to the use of their responses, therefore no participants' responses were removed from the study.

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**Results**

Reliability analyses were performed to ensure that the intelligence items and practical skills items could be combined into separate scales. All questions were measured using a 1-5 Likert Scale with one being related to the lowest option and five being related to the highest option. The questions regarding intelligence, including succeeding in university, liking to read, knowing a second language and knowing how to play a musical instrument were merged to form an intelligence scale ( $M = 2.54$ ,  $SD = 0.65$ ), Cronbach's  $\alpha = .74$ . The questions regarding practical skills, including knowing how to change a flat tire, knowing how to hunt, and knowing how to fish were merged to form a practical skills scale ( $M = 3.55$ ,  $SD = 0.75$ ), Cronbach's  $\alpha = .78$ .

**Confirmative Analyses**

Hypothesis one stated that the individual wearing a hoodie or that lived in the Housing Complex would be more likely to commit a crime. To assess this, the certainty of breaking into the car was assessed. A two-way (place by video) ANOVA with the perceived likelihood the target was breaking to the car was conducted. There was a nonsignificant interaction between video and place in terms of breaking into the car,  $F(4, 89) = 2.01$ ,  $p = .099$ ,  $\eta_p^2 = .083$ . The main effect of video was nonsignificant,  $F(2, 89) = 1.89$ ,  $p = .157$ ,  $\eta_p^2 = .041$ , as was the main effect of place,  $F(2, 89) = 0.18$ ,  $p = .832$ ,  $\eta_p^2 = .004$ . The certainty that the individual forgot his keys was assessed next. A two-way (place by video) ANOVA with the perceived likelihood the target forgot his keys was conducted. There was a nonsignificant interaction between video and place in terms of forgetting keys,  $F(4, 89) = 0.70$ ,  $p = .591$ ,  $\eta_p^2 = .031$ . The main effect of video was nonsignificant,  $F(2, 89) = 1.58$ ,  $p = .212$ ,  $\eta_p^2 = .034$ , as was the main effect of place,  $F(2,$

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$89) = 0.86, p = .428, \eta_p^2 = .019$ . The gender of participants did not have a significant effect and was not included in the hypothesis; therefore, it was not included in the subsequent analyses.

To assure that there was no significant difference regarding crime behaviour, the proportion of participants' answers to the certainty of breaking into the car was assessed. A two-way (place by video) ANOVA with the perceived likelihood the target was breaking into the car was conducted. See table one for the means and standard deviations across conditions. There was a nonsignificant interaction between video and place based on the proportion of certainty of breaking into the car,  $F(4, 87) = 1.08, p = .372, \eta_p^2 = .047$ . The main effect of place was nonsignificant,  $F(2, 87) = 0.76, p = .471, \eta_p^2 = .017$ . The main effect of video was significant,  $F(2, 87) = 3.28, p = .042, \eta_p^2 = .070$ . Watching one of the three videos (the individual wearing a plaid jacket, a brand-name jacket or a hoodie) had a significant effect in the participant's proportion of certainty. Seven percent of the variability in proportion of certainty of breaking into the car can be accounted for by the video the participant watched. When the individual was wearing the hoodie, participants were more certain that he was breaking into the car compared to when the individual was wearing the plaid jacket, mean difference =  $.115, p = .048, 95\% \text{ CI } [0.1, 22.9]$ . In addition to this, when the individual was wearing the brand-name jacket, participants were more certain that he was breaking to the car compared to when the individual was wearing the plaid jacket, mean difference =  $15.2, p = .026, 95\% \text{ CI } [1.8, 28.6]$ . Therefore, hypothesis one was partially supported.

Hypothesis two stated the individual wearing a hoodie or that lived in the Housing Complex would be viewed more negatively than the individual wearing the other clothing

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options or that lived in another part of Newfoundland. To assess this, participants views on intelligence and practical skills was analysed. A two-way (place by video) ANOVA on intelligence was conducted. There was a nonsignificant interaction between video and place,  $F(4, 88) = .07, p = .990, \eta_p^2 = .003$ . The main effect of video was nonsignificant,  $F(2, 88) = .59, p = .557, \eta_p^2 = .013$ , as was the main effect of place,  $F(2, 88) = .06, p = .945, \eta_p^2 = .001$ . A two-way (place by video) ANOVA on practical skills was conducted. There was a nonsignificant interaction between video and place,  $F(4, 88) = .713, p = .585, \eta_p^2 = .031$ . The main effect of video was nonsignificant,  $F(2, 88) = 2.09, p = .130, \eta_p^2 = .045$ , as was the main effect of place,  $F(2, 88) = 1.55, p = .219, \eta_p^2 = .034$ .

The second part of hypothesis two required another reliability test to ensure that the liking questions could be combined into one scale. These questions included how friendly the individual is, how nice the individual is, how likely the participant is to be friends with this individual, how mean this person is, how loud this person is, and whether this person is involved in crime. These questions had an acceptable reliability with a Cronbach's  $\alpha = .60$  and were merged to form a liking scale ( $M = 3.07, SD = 0.46$ ). A two-way (place by video) ANOVA on liking was conducted. See table 2 for the means and standard deviations for the place and video condition. There was a significant interaction between the place condition and the video condition,  $F(4, 82) = 2.83, p = .03, \eta_p^2 = .121$ . Twelve percent of the variability of the perceived likeness of the individual can be accounted for by the interaction between the video and the place conditions.

The video condition was also significant,  $F(2, 82) = 5.66, p = .005, \eta_p^2 = .121$ . However, because the interaction was significant, this result must take the interaction into account. Twelve percent of the variability of the perceived likeness of the individual can

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be accounted for by the video condition. Participants disliked the individual wearing the hoodie more than the individual wearing the brand-name jacket, mean difference = -0.31,  $p = .020$ , 95% CI [-0.58, -0.04]. Participants also disliked the individual wearing the hoodie more than the individual wearing the plaid jacket, mean difference = -0.27,  $p = .28$ , 95% CI [-0.51, -0.02]. Therefore, one aspect of the hypothesis was supported. Participants saw the individual wearing the hoodie as more negative in terms of certain personality characteristics.

Hypothesis three stated that there would be linguistic differences between the three articles of clothing. To assess this, two questions were asked about the saying the target is more likely to say. A chi-square analysis was conducted to decide whether or not there was a significant association in terms of the saying the target was more likely to say. In regards to the video condition, there was a significant association between the type of clothing that the individual was wearing and what saying the individual was more likely to say,  $\chi^2 (6) = 15.38$ ,  $p = .018$ . See figure 2 for the mean percentages across conditions. When the individual was wearing the plaid jacket, he was more likely to say “How ya gettin’ on?”,  $p = .044$ , and was least likely to say “What’s up?”,  $p = .009$ . When the individual was wearing the hoodie, he was more likely to say “What’s up?”,  $p < .001$ , and was least likely to say “How ya gettin’ on?”,  $p = .03$ .

Another chi-square analysis was conducted for the other question regarding the preferred saying for the video condition. There was a significant association between the type of clothing the target was wearing and what the target was more likely to say  $\chi^2 (4) = 21.12$ ,  $p < .001$ . See figure 3 for the mean percentages across conditions. When the individual was wearing the plaid jacket, he was more likely to say “Give me a jingle and

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we'll have a yarn",  $p = .014$ , and the least likely to say "Drop me a line bro",  $p = .003$ .

When the individual was wearing the hoodie, he was more likely to say "Drop me a line bro",  $p < .001$ , and the least likely to say "Call me",  $p = .005$ . When the individual was wearing the brand-name jacket, he was more likely to say "Call me",  $p = .05$ .

### Exploratory Analyses

After watching the first video, participants were asked to describe what happened in the video. The results were coded to decide whether or not the participant spontaneously said that the individual in the video broke into the car, the individual forgot his keys or other (such as just getting into the car). A chi-square analysis was completed to assess any differences between the answers. See figure 3 for the means across all conditions. There was a significant association between the type of clothing the individual was wearing and whether or not the individual forgot his keys,  $\chi^2 (4) = 30.34$ ,  $p < .001$ . Based on the results, if the individual was wearing the plaid jacket he was more likely to forget his keys than if the individual was wearing the brand-name jacket. When the individual was wearing the hoodie, participants were more likely to say that he was breaking into the car,  $p < .01$  and was less likely to say that he forgot his keys,  $p < .01$ . When the individual was wearing the plaid jacket, participants were more likely to say that he was forgot his keys,  $p < .01$ , and was less likely to say that he was breaking into the car,  $p = .03$ , or something else,  $p < .01$ . When the individual was wearing the jacket, participants were more likely to say that he was doing something other than breaking into the car or forgetting his keys,  $p = .02$ .

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### Discussion

In the present study, stereotypes and implicit biases in Newfoundland were explored. Specifically, the study used an individual wearing different articles of clothing to represent different areas of the province in order to explore participants' perceptions of the individual, and the likelihood that he was engaged in criminal behaviour. It was hypothesized that the individual in the hoodie, representative of a housing-complex resident, would be more likely to engage in crime-related behaviour, which was partially supported by the data. In the analysis of the slider question, the results were nonsignificant. In the analysis of the description of what happened in the video, more participants said that the individual was breaking into the car compared to the other conditions. Also, when the proportion of certainty that participants had of the individual breaking into the car was measured, the video condition was significant. Participants were more certain that the individual wearing the hoodie was breaking into the car compared to the individual wearing the plaid jacket or the individual wearing the brand-name jacket.

Secondly, it was hypothesized that the individual wearing the hoodie, representative of an individual living in a housing complex, would be viewed more negatively than the individual wearing the plaid jacket, representative of an individual living around the bay, or the brand-name jacket, representative of an individual living in a major city, which was partially supported. Participants were less likely to like the individual wearing the hoodie compared to the two other articles of clothing (the plaid jacket or the brand-name jacket).

In addition to the biases about crime, stereotypes can be formed regarding an

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individual's dialect, supporting hypothesis three. In this study, participants thought the individual was more likely to say a certain saying depending on the type of clothes that he was wearing. This shows that stereotypes exist in other behaviours besides ones related to crime. In this study, the sayings went from formal to slang to see if there was a bias. "How are you?" and "Call me" would be the most formal options, whereas, "Give me a jingle and we'll have a yarn" and "How ya gettin' on?" would be the slang options. The results show that stereotypes can exist in terms of the dialect that a person has. Participants thought that the slang options were appropriate for the individual wearing the plaid jacket, representative of an individual around the bay, and the formal options were appropriate for the individual wearing the brand-name jacket, representative of an individual from a major city. This shows that there are various types of dialect within Newfoundland and they are stereotyped to a certain article of clothing and a certain area in the province.

The results from this study show that there are biases present within Newfoundland. This shows that depending on the type of clothing that an individual is wearing, people think differently of him. If an individual is wearing a hoodie, individuals will think negatively of him: they will dislike him and will think that he engages in crime-related behaviour. Conversely, if an individual is wearing a plaid jacket, individuals will think more highly of him: they will see him as a nice and friendly person, and will think that he does not engage in any crime-related behaviour. Because the clothing that the individual was wearing represented specific communities in Newfoundland, the biases about the clothing expand to include these communities as well. Therefore, even if an individual is not dressed in the type of clothing associated

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with that area but he or she is from that area, he or she could still be associated with that stereotype. In this study, the hoodie was representative of a housing-complex resident, and the plaid jacket was representative of an individual who lives around the bay. Thus, individuals that live in a housing complex are thought to engage in crime-related behaviours and are not liked as much, and individuals from around the bay are viewed in a much more positive light. Both of these stereotypes will affect perceptions of crime. If an individual is either wearing a hoodie, or is thought to live in a housing complex, he or she is thought to engage in more crime. Society in general may be warier of this individual and report more suspicious activity because this person is around. On the other hand, if an individual is wearing a plaid jacket, or is thought to live around the bay, his or her actions will be questioned much more, which may be increasing the crime rate. Participants were less likely to say that the individual wearing the plaid jacket was breaking into the car. If an individual was breaking into the car, instead of trying to get into his own car, it affects how much crime is reported in Newfoundland.

One reason as to why the plaid jacket was viewed in a positive light and the hoodie was viewed in a negative of light is in-group favouritism. In-group favouritism is when a specific group wants to see themselves in a better light than other any group, thus associating more positive qualities to their group and more negative qualities to the out-group. The majority of the participants were from Corner Brook and the surrounding area, with very few participants from St. John's and the surrounding area, and no participants reporting that they lived in a housing complex. Therefore, the majority of participants could be putting the individual that they believe is the most like them (the individual in the plaid jacket) in a more positive light than the other two articles of

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clothing, rather than their responses being due to specific stereotypes. There were no significant differences with the brand-name jacket, so some participants could have associated themselves with the individual in the brand-name jacket, but there was not enough to create any significant differences. This is a limitation of this study and future research should try to get a wider sample of individuals from the entire province to ensure that in-group favouritism does not affect the results.

This study provides initial evidence for sub-stereotypes in Newfoundland. As the results show, when looking inside the province, not all Newfoundlanders are stereotyped to be the typical Newfoundland, who is kind and fishes for a living, (Pollara, 2003). However, this study does have a few limitations. One limitation is the type of clothing that was used. The types of clothing that was used to represent the various areas in Newfoundland may not represent those areas for everyone. For example, the hoodie may not be representative of an individual from a housing complex for all participants. Therefore, the significant results for the hoodie could be due to other stereotypes or perceptions participants have surrounding men in hoodies. Research has shown that individuals wearing black, similar to the individual wearing the hoodie, are treated differently than individuals not wearing black. In one study, football jerseys for one team were switched from non-black to black (Frank & Gilovich, 1988). By switching the color of a sports jersey from nonblack to black, there was an increase in the amount of penalties that the team received (Frank & Giolovich, 1988). In addition to this, individuals could think that hoodies are informal clothing. Research has shown that individuals wearing informal clothing were more likely to be treated negatively than an individual wearing formal clothing (Kim & Lennon, 2005). Therefore, it could be hoodie itself that

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is contributing to the negative attitudes towards this individual and not what the hoodie represented.

Related to this, news broadcasts in Newfoundland sometimes describe an individual who has participated in a break and enter by saying that he or she is wearing a hoodie or has a picture of the individual wearing a hoodie (“Armed Robberies”, 2017). This could affect individuals’ perceptions. Because there are some break and enters where the individual was wearing a hoodie, it could change people’s opinions and this is why they thought that the individual in the video was more likely to be breaking into the car. News broadcasters use a hoodie for a description more so than a plaid jacket, therefore enforcing, or creating, the stereotype about individuals wearing hoodies.

Another limitation of this study is that the test did not distinguish whether this type of bias was a stereotype or an implicit bias. The questionnaire used ambiguous videos which have been used to report both stereotypes and implicit biases (Cohen, 1981; Dovidio & Gaertner, 2000). Both implicit biases and stereotypes can have negative impacts on an individual, including the treatment of another person (Fridell & Lim, 2016; McNamara et al., 2016). Therefore, it is hard to distinguish whether participants have explicit or implicit biases towards the target in the video, based on the questions used. Future research should measure this bias in a way that only measures stereotypes or implicit biases, such as the IAT (Greenwald et al., 1998) to see what kind of bias it is.

One reason as to why the video condition for the certainty for breaking into the car had a significant impact, whereas the place condition did not, could be that the video condition was more impactful and participants remembered it more easily than the location that was specified immediately prior to the video. Because participants were

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first told the location and then watched the video, they may have forgotten the location information and solely focused on the video when forming their impressions. In addition to this, if the participant did not think that the place he or she was told was congruent with what the individual was wearing in the video, the text may not carry as much significance as the video, leading the participant to rely solely on the video. Also, if participants did not know the area, he or she would not be able to use that information, and would rely solely on the video. Future research should try to find a way to keep the area that participants are told about stays in their minds.

Future research should continue to study stereotypes within Newfoundland. A pilot study should be conducted to ensure that the articles of clothing are representative of various areas in Newfoundland. In addition to this, additional stereotypes unrelated to crime should be explored. This study found evidence for stereotypes regarding crime and dialect, therefore, other types of stereotypes could exist as well. Furthermore, research should be done to try to decrease these stereotypes. These stereotypes could have an effect on how others are treated, and could impact the amount of crime that goes unnoticed in Newfoundland. By reducing the stereotypes, the amount of crime committed may go down.

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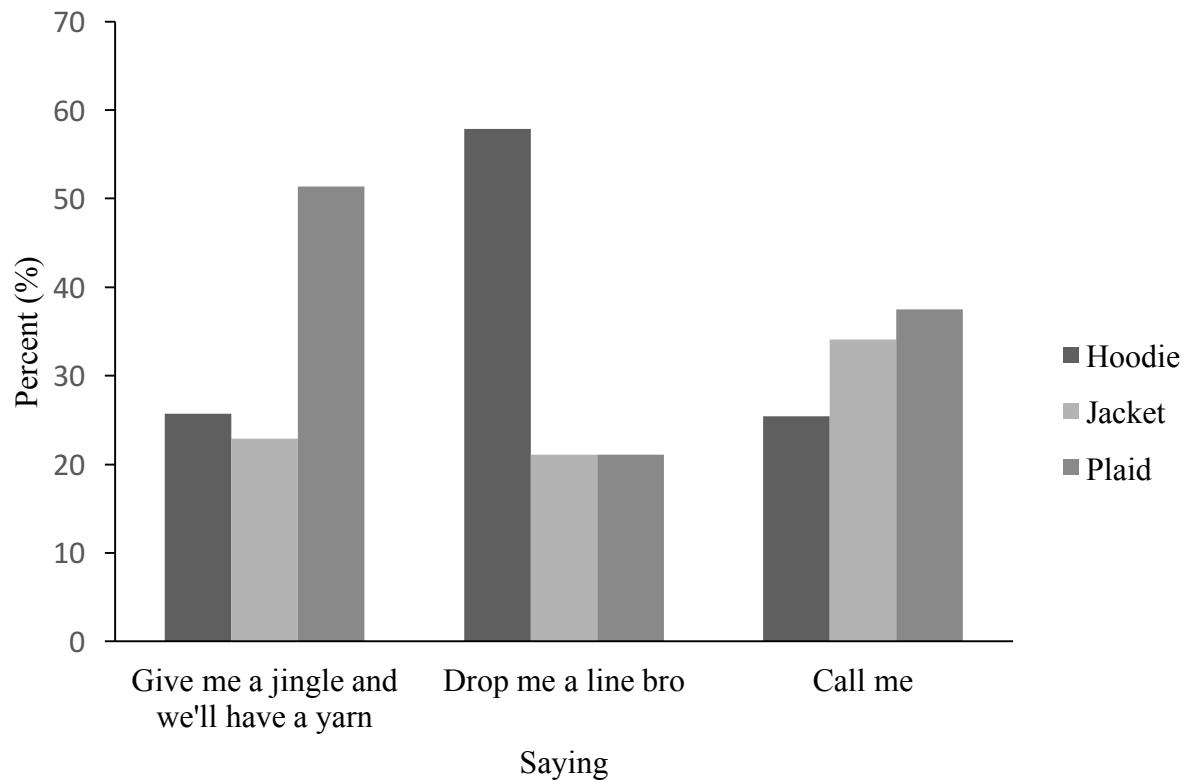
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## Figures



*Figure 1.* Mean percentage of preferred saying across conditions.

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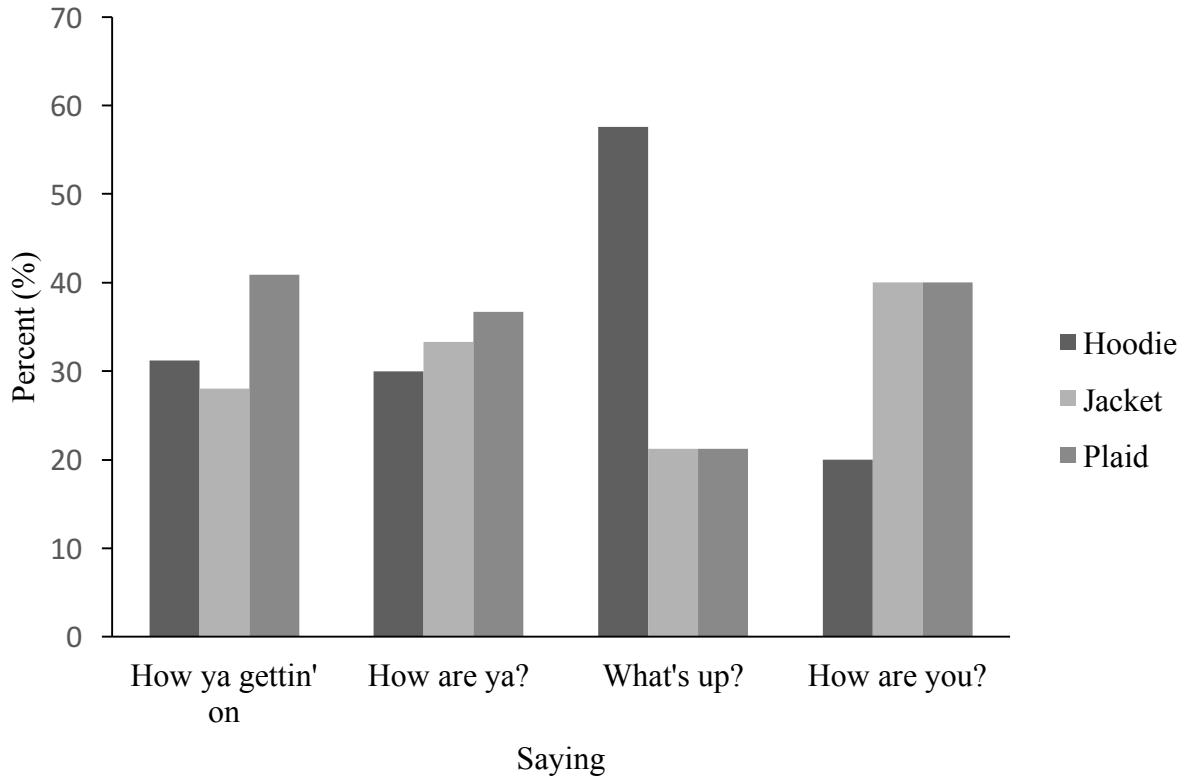
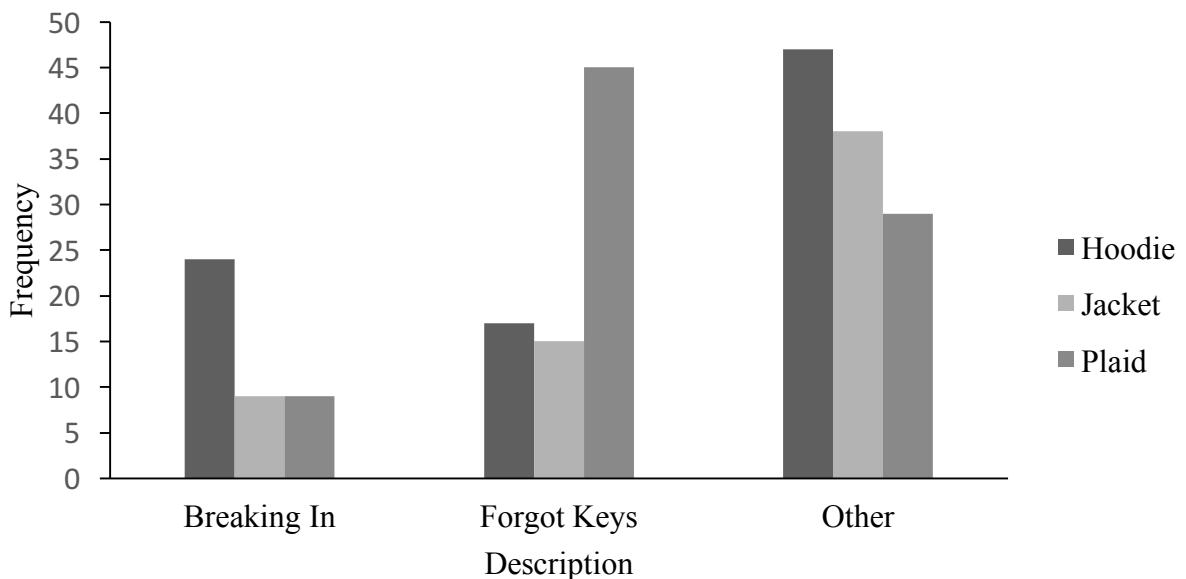


Figure 2. Mean percentage for preferred saying across conditions.

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*Figure 3.* Coded responses of the open-ended question regarding behaviour of the individual.

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Table 1

*Proportion of Certainty of Breaking into the Car across Conditions*

Place	Video			
	Hoodie	Plaid	Brand-name	Overall
<b>Housing Complex</b>				
<i>M</i>	33.54	28.83	53.10	35.76
<i>SD</i>	27.28	29.66	29.46	29.47
95% CI	[19.15, 47.92]	[16.08, 41.58]	[35.07, 71.12]	[29.70, 47.27]
<i>n</i>	11	14	7	32
<b>Around the Bay</b>				
<i>M</i>	51.70	30.90	49.03	40.89
<i>SD</i>	19.58	20.34	22.12	22.01
95% CI	[35.80, 67.60]	[17.67, 44.13]	[25.18, 72.88]	[33.35, 54.40]
<i>n</i>	9	13	4	26
<b>Major City</b>				
<i>M</i>	50.51	41.56	44.83	45.98
<i>SD</i>	25.33	23.14	15.34	21.46
95% CI	[37.76, 63.25]	[27.18, 55.95]	[31.60, 58.06]	[37.86, 53.41]
<i>n</i>	14	11	13	38
<b>Overall</b>				
<i>M</i>	45.33	33.22	47.94	
<i>SD</i>	25.30	24.86	20.66	
95% CI	[36.93, 53.56]	[25.99, 41.54]	[38.09, 59.88]	
<i>n</i>	34	38	24	

*Note.* CI = confidence interval.

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Table 2

*Overall Liking Score based on Condition (1-5 Scale)*

Place	Video			Overall
	Hoodie	Plaid	Brand-name	
<b>Housing Complex</b>				
<i>M</i>	2.93	3.09	3.48	3.15
<i>SD</i>	0.18	0.40	0.38	0.39
95% CI	[2.66, 3.20]	[2.85, 3.34]	[2.81, 3.31]	[3.01, 3.32]
<i>n</i>	9	11	8	28
<b>Around the Bay</b>				
<i>M</i>	2.72	3.32	2.23	3.09
<i>SD</i>	0.47	0.44	0.42	0.51
95% CI	[2.45, 2.98]	[3.09, 3.55]	[2.87, 3.60]	[2.92, 3.26]
<i>n</i>	10	13	5	28
<b>Major City</b>				
<i>M</i>	3.09	3.15	3.06	3.10
<i>SD</i>	0.47	0.41	0.42	0.42
95% CI	[2.86, 3.32]	[2.91, 3.40]	[2.81, 3.31]	[2.93, 3.26]
<i>n</i>	13	11	11	35
<b>Overall</b>				
<i>M</i>	2.93	3.20	3.23	
<i>SD</i>	0.43	0.42	0.43	
95% CI	[2.77, 3.06]	[3.05, 3.33]	[3.08, 3.43]	
<i>n</i>	32	35	24	

*Note.* CI = confidence interval.

## STEREOTYPES IN NEWFOUNDLAND

## Appendix A

What's he at?

## Informed Consent Form

**The purpose of this Informed Consent Form is to ensure you understand the nature of this study and your involvement in it. This consent form will provide information about the study, giving you the opportunity to decide if you want to participate.**

**Researchers:** This study is being conducted by Chelsea Pink as part of the course requirements for Psychology 4959- Honours Project in Psychology. I am under the supervision of Dr. Nadolny.

**Purpose:** The study is designed to investigate perceptions of behaviour. The results will be used to write a honours thesis as part of the course requirements. The study may also be used in a larger research project and may be published in the future.

**Task Requirements:** You will be asked to watch a couple of video clips and complete an online survey asking about your perceptions of the person in the video. There are no right or wrong answers; we are only interested in your opinions. You may omit any questions you do not wish to answer.

**Duration:** The questionnaire will take approximately 10-15 minutes to complete.

**Risks and Benefits:** If you are a first year student at Grenfell, you earn a portion of a mark for completing this survey. All participants will have the benefit of participating in research on group biases. There are no anticipated risks to participants.

**Anonymity and Confidentiality:** Your responses are anonymous and confidential. This survey is presented using the American website SurveyMonkey and data storage is subject to American laws. The risks associated with data storage in the U.S. are similar to those associated with many e-mail and social media websites such as Hotmail and Facebook. For example, IP address will not be collected. For more information, you can see SurveyMonkey's privacy policy here:  
<https://www.surveymonkey.com/mp/policy/privacy-policy/>. All information will be analyzed and reported on a group basis. Thus, individual responses cannot be identified.

**Right to Withdraw:** Your participation in this research is totally voluntary and you are free to stop participating at any time. However, once you complete this survey and click submit, your data cannot be removed as we are not collecting any identifying information and therefore we cannot link individuals to their responses.

**Contact Information:** If you have any questions or concerns about the study, please feel free to contact me at [crpink@grenfell.mun.ca](mailto:crpink@grenfell.mun.ca) or my supervisor, Dr. Nadolny at 639-4874 ext. 4874 or [dnadolny@grenfell.mun.ca](mailto:dnadolny@grenfell.mun.ca). As well, if you are interested in knowing the

**STEREOTYPES IN NEWFOUNDLAND**

results of the study, please contact me or Dr. Nadolny after May 1 2017

This study has been approved by an ethics review process in the psychology program at Grenfell Campus, Memorial University of Newfoundland and has been found to be in compliance with Memorial University's ethics policy.

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By proceeding to the next page, I agree that I am over 19 years of age, or am studying university or college level courses, and I consent to participate in this study.

## STEREOTYPES IN NEWFOUNDLAND

## Appendix B

**Stimulus Conditions**

First video: <https://www.youtube.com/watch?v=BWkIYAhAxt8&feature=youtu.b>

Second video: <https://www.youtube.com/watch?v=Jc8-T9a621U&feature=youtu.be>

A plaid jacket to represent an individual that lives around the bay.

## STEREOTYPES IN NEWFOUNDLAND



First video: <https://www.youtube.com/watch?v=DKEkhCxLDc0&feature=youtu.be>

Second video: <https://www.youtube.com/watch?v=HFgBH3EQwZU&feature=youtu.be>

A hoodie, with hood up, to represent an individual that lives in a housing complex.

## STEREOTYPES IN NEWFOUNDLAND



First video: [https://www.youtube.com/watch?v=AO4\\_QiB4vs0&feature=youtu.be](https://www.youtube.com/watch?v=AO4_QiB4vs0&feature=youtu.be)

Second video: <https://www.youtube.com/watch?v=xPvLaXYZpDw&feature=youtu.be>

A brand-name jacket to represent an individual living in a major city.

## STEREOTYPES IN NEWFOUNDLAND

### Place Condition

Participants were told one of three sayings:

Housing Complex Condition: “This individual is from a housing complex. For example, Dunfield Park, aka “The Bean”.

Around the Bay Condition: “This individual is from around the back. For example, Stephenville Crossing”

Major City Condition: “This individual is from a major city. For example, St. John’s

## STEREOTYPES IN NEWFOUNDLAND

## Appendix C

**Questionnaire**

Based on the video previously shown, please answer the following questions:

- 1) Describe what you saw in the video.
- 2) How sure are you that this person is breaking into the car? (0-100%)
- 3) How sure are you that this person forgot his keys and is trying to get into his car? (0-100%)

## Intelligence Questions

- 4) How well do you think this person will succeed in university?  
1-5.1 (1-will not perform well, 3 average performance, 5 will excel)
- 5) How much does this person like to read?  
1-5 (1 not at all, 3 somewhat, 5 loves to read)
- 6) How well does this person know a second language?  
1-5 (1 not at all, 3 somewhat, 5 fluent)
- 7) How well can this person play a musical instrument?  
1-5 (1 Not at all, 3 somewhat, 5 skilled)
- 8) Can this person change a flat tire?  
(Yes or no)
- 9) How well do you think this person knows how to hunt?  
1-5 (1 not at all, 3 average knowledge, 5 excels)
- 10) How well do you think this person knows how to fish?  
1-5 (1 not at all, 3 average knowledge, 5 excels)
- 11) Do you think this person excels at sports?

## STEREOTYPES IN NEWFOUNDLAND

1-5 (1 not at all, 3 average, 5 excels)

Qualities/Characteristics of person in video

12) In your opinion, what kind of music does this person like?

(open-ended)

13) What sentence do you think this person is more likely to say?

- How ya gettin' on?
- How are ya?
- How's it going?
- How are you?

14) What sentence do you think this person is more likely to say?

- Give me a jingle and we'll have a yarn
- Drop me a line bro
- Call me

15) How often do you think that this person goes out to nightclubs?

1-5 (1 not at all, 3 sometimes, 5 regularly goes)

16) How friendly do you think this person is?

1-5 (1 not friendly at all, 3 somewhat friendly, 5 very friendly)

17) How nice do you think this person is?

1-5 (1 not nice at all, 3 somewhat nice, 5 very nice)

18) How mean do you think this person is?

1-5 (1 mean, 3 somewhat mean, 5 not mean at all)

19) How loud do you think this person is?

1-5 (1 not loud at all, 3 somewhat loud, 5 very loud)

## STEREOTYPES IN NEWFOUNDLAND

20) Do you think this person is involved in crime?

1-5 (1-not at all, 3 maybe, 5 yes of course)

21) Based on this video, how likely are you to be friends with this person?

1-5 (1-not very likely, 3 somewhat likely, 5 very likely)

22) Do you see this person as a traditional Newfoundland

Yes, or no

23) What do you think this person's interests are?

Leave open-ended

24) What kind of hobbies do you think this person has?

Leave open-ended

## Demographics

1) What is your gender?

Open-ended

2) How old are you?

3) How long have you lived in Newfoundland?

4) If you are from Newfoundland, what city or town are you from?

- Open-ended

5) What is your occupation? (leave open-ended)

6) What are your interests? (leave open-ended)

7) What kind of music do you like? (leave open-ended)

## Similarity questions

8) Do you think you are similar to the person in the video?

- 1-5 (1 not at all, 3 somewhat, 5 very similar)

## STEREOTYPES IN NEWFOUNDLAND

- 9) Do you identify as a person from the area portrayed in the video?  
- Yes or no (if no, who do you identify as?)

### Stereotype Questions

- 10) Do you think that there are any stereotypes associated with this area?  
- Yes: Describe them or No
- 11) Do you think this person is an ideal representative of a typical person in  
\_\_\_\_\_?  
- Yes or no

## STEREOTYPES IN NEWFOUNDLAND

## Appendix D

**Debriefing Letter**

Debriefing:

Title: What's he at?

Researcher: Chelsea Pink

Thank you for your participation! In the beginning of the study you were under the impression that you would be answering questions on an individual and his behaviours. This is the case, but it is a little bit more complicated than that. You were told that the individual in the video was from a certain area in Newfoundland. However, this individual may not have been from that area. You were told this to see if stereotypes exist in Newfoundland. The purpose of this study was to see if you would view an individual differently depending on the area you believed he was from. If you knew the full purpose before you completed the questionnaire, then it may have affected your answers. I apologize for not being able to tell you the full purpose of the study before, but I hope that you understand that it was necessary.

Your information is confidential and there is no way to know that you have completed this study. All data will be analyzed collectively so there is no way to know what answers were yours. However, if you do not want your answers collected to be in this study, then click the box down below. Thank you for your participation, it was greatly appreciated.

Please do not mention the real purpose of this study to anyone else. You can still talk about the study but please try and refrain from mentioning this part of it as it might bias their results if they participate.