Research Question: How do structural (vs. essentialist) explanations for status differences influence kids' feelings toward low- and high-status others?

Age-Range: 5-8

Method: Administered to children at CMOM and NYC public schools via a Surface Go. Children were introduced to a high-status novel group (Flurps) and a low-status novel group (Toogits) and then heard an explanation for why these groups varied in status. In one condition, children heard an essentialist explanation ("because of something deep inside them"), and in the other, children heard a structural explanation ("because of rules that were made a long time ago"). We then assessed children's attitudes toward a child from each group, as well as children's perceptions of the extent to which a low-status child could change their societal position.

Experimenters: Rachel, Adrianna, Dani, Maisy, Anjali

Testing Locations/Shifts: No longer testing.

Notes:

Materials

Study Stimuli: Available on the CDSC Lab Server under Data > Studies > BC_Explain.

Study Scripts: Available on the CDSC Lab Server under Data > Studies > BC_Explain.

RA Resources

Coding Guides: Available on the CDSC Lab Server under Data > Studies > BC_Explain.

Recruitment Scripts: Available on the CDSC Lab Server under Data > Studies > BC_Explain.

Related Readings: All materials are located in the server under BC_Explain!