

CEPDISC explores the nature of discrimination from the perspective of experimental philosophy. The primary Research questions are: 1) What is discrimination? 2) What are the main grounds for objecting to discrimination and how do these relate? 3) What can and should be done to counteract discrimination? CEPDISC integrates highly diverse fields and methods, ranging from social and political psychology to philosophy and political theory.

## Closer to understanding the folk concept of discrimination

In 2023 Lippert-Rasmussen, Laustsen, Degn, Serritzlew and Albertsen published a study in *Philosophical Psychology* examining the structure of the folk concept of discrimination. The results are surprising and call for further studies. Respondents are more disposed to classify a situation as discriminatory when there is no comparator, i.e., someone who is treated better than the putative discriminatee, than when there is one. Also, respondents are more likely to classify situations as involving discrimination when the discriminator is from another socially salient group than the discriminatee when it comes to ethnicity but not when it comes to gender.

Figure 1: Results of Experiment 1 (ethnicity)

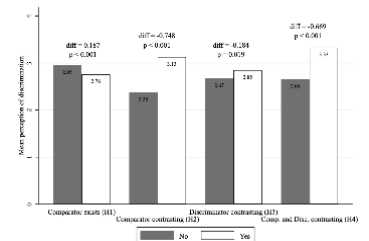


Figure 1: Bar chart of mean perception of discrimination for different scenarios.

## Why do folks find discrimination wrong?

In the first study of its kind (also published in *Philosophical Psychology*), Hallsson, Pedersen, Albertsen and Lippert-Rasmussen explore what folks find morally wrong about discrimination. Two competing accounts of the wrongness of discrimination are salient in the philosophical debate: One points to how discrimination disrespects the discriminatee, the other focuses on harms the discriminatee. Interestingly, the study finds that, according to folks, both disrespect and harm make discrimination wrong. Hence, the findings offer some support for a pluralistic account of the wrongness of discrimination.

## Inclusive Historical Narratives Can Mitigate Discrimination

Experimental findings indicate that the way in which we teach history has important discrimination-related consequences. In a study published in *American Political Science Review*, Haas and Lindstam show that textbook excerpts highlighting the positive historical contributions of Muslims to the Indian nation increase the perceived belonging of Muslims to the nation and their perceived entitlement to speak on its behalf. These findings indicate that history education can act as a tool to mitigate discrimination (*American Political Science Review*).

## Comprehensive Meta-Reanalysis of Hiring Discrimination Audit Experiments

In a meta-analysis published in *Science Advances*, Galos and collaborator collected all fields experiments on discrimination based on gender in hiring. Based on International Labour Organization (ILO) data, they added information on the gender composition, which allowed them to meta-reanalyze the existing studies. Specifically, they analyzed if gender-based discrimination is contingent on the existing gender composition across occupations. They find a strongly positive gender gradient. In (relatively better paying) occupations dominated by men, women are being discriminated against, while in the (relatively lower paying) occupations dominated by women, men are discriminated against.

## Intensive year with international workshops and CEPDISC'23 Conference

In 2023, CEPDISC hosted multiple international workshops exploring diverse facets of topics related to the experimental approaches to discrimination. The Centre held its third international conference on discrimination CEPDISC'23 which gathered more than 60 researchers from a wide range of different fields. CEPDISC also co-organized a workshop hosted at Kings College London, where Lippert-Rasmussen presented a paper on the novel concept of structural, doxastic discrimination.



Picture: Opening Key Note by Susan Fiske at CEPDISC'23. Photo by CEPDISC.