

1: Understanding Stereotypes | Free Lesson Plans | Teachers

This text not only analyzes the origins, development and topical relevance of various national images, myths and stereotypes, both in as well as of East Central Europe, but also elaborates on the.

Explicit stereotypes[edit] Explicit stereotypes are those people are willing to verbalize and admit to other individuals. It also refers to stereotypes that one is aware that one holds, and is aware that one is using to judge people. People can attempt to consciously control the use of explicit stereotypes, even though their attempt to control may not be fully effective. In fact, almost half of all gamers are female. The duplicate printing plate, or the stereotype, is used for printing instead of the original. Outside of printing, the first reference to "stereotype" was in , as a noun that meant image perpetuated without change. Four types of stereotypes resulting from combinations of perceived warmth and competence. Stereotype content refers to the attributes that people think characterize a group. Studies of stereotype content examine what people think of others, rather than the reasons and mechanisms involved in stereotyping. Warmth and competence are respectively predicted by lack of competition and status. Groups that do not compete with the in-group for the same resources e. The groups within each of the four combinations of high and low levels of warmth and competence elicit distinct emotions. This model was empirically tested on a variety of national and international samples and was found to reliably predict stereotype content. This idea has been refuted by contemporary studies that suggest the ubiquity of stereotypes and it was suggested to regard stereotypes as collective group beliefs, meaning that people who belong to the same social group share the same set of stereotypes. Yzerbyt argued that the cognitive functions of stereotyping are best understood in relation to its social functions, and vice versa. They are a form of categorization that helps to simplify and systematize information. Thus, information is more easily identified, recalled, predicted, and reacted to. Between stereotypes, objects or people are as different from each other as possible. Second, categorized information is more specific than non-categorized information, as categorization accentuates properties that are shared by all members of a group. Third, people can readily describe objects in a category because objects in the same category have distinct characteristics. Finally, people can take for granted the characteristics of a particular category because the category itself may be an arbitrary grouping. A complementary perspective theorizes how stereotypes function as time- and energy-savers that allow people to act more efficiently. As mentioned previously, stereotypes can be used to explain social events. Justification purposes[edit] People create stereotypes of an outgroup to justify the actions that their in-group has committed or plans to commit towards that outgroup. This stereotype was used to justify European colonialism in Turkey, India, and China. Intergroup differentiation[edit] An assumption is that people want their ingroup to have a positive image relative to outgroups, and so people want to differentiate their ingroup from relevant outgroups in a desirable way. A person can embrace a stereotype to avoid humiliation such as failing a task and blaming it on a stereotype. Turner proposed in [29] that if ingroup members disagree on an outgroup stereotype, then one of three possible collective actions follow: First, ingroup members may negotiate with each other and conclude that they have different outgroup stereotypes because they are stereotyping different subgroups of an outgroup e. Second, ingroup members may negotiate with each other, but conclude that they are disagreeing because of categorical differences amongst themselves. Accordingly, in this context, it is better to categorise ingroup members under different categories e. Finally, ingroup members may influence each other to arrive at a common outgroup stereotype. Formation[edit] Different disciplines give different accounts of how stereotypes develop: As for sociologists, they may focus on the relations among different groups in a social structure. They suggest that stereotypes are the result of conflict, poor parenting, and inadequate mental and emotional development. Once stereotypes have formed, there are two main factors that explain their persistence. First, the cognitive effects of schematic processing see schema make it so that when a member of a group behaves as we expect, the behavior confirms and even strengthens existing stereotypes. Second, the affective or emotional aspects of prejudice render logical arguments against stereotypes ineffective in countering the power of emotional responses. Correspondence bias can play an important role in stereotype

formation. The students that argued in favor of euthanasia came from the same law department or from different departments. Participants reported that group membership, i. Law students were perceived to be more in favor of euthanasia than students from different departments despite the fact that a pretest had revealed that subjects had no preexisting expectations about attitudes toward euthanasia and the department that students belong to. The attribution error created the new stereotype that law students are more likely to support euthanasia. Participants listened to descriptions of two fictitious groups of Pacific Islanders, one of which was described as being higher in status than the other. Subjects who scored high on the measure of correspondence bias stereotyped the poor, women, and the fictitious lower-status Pacific Islanders as incompetent whereas they stereotyped the wealthy, men, and the high-status Pacific Islanders as competent. The correspondence bias was a significant predictor of stereotyping even after controlling for other measures that have been linked to beliefs about low status groups, the just-world hypothesis and social dominance orientation. The underlying reason is that rare, infrequent events are distinctive and salient and, when paired, become even more so. The heightened salience results in more attention and more effective encoding, which strengthens the belief that the events are correlated. Black people, for instance, are a minority group in the United States and interaction with blacks is a relatively infrequent event for an average white American. Similarly, undesirable behavior e. Since both events "blackness" and "undesirable behavior" are distinctive in the sense that they are infrequent, the combination of the two leads observers to overestimate the rate of co-occurrence. Subjects were instructed to read descriptions of behaviors performed by members of groups A and B. Negative behaviors outnumbered positive actions and group B was smaller than group A, making negative behaviors and membership in group B relatively infrequent and distinctive. Participants were then asked who had performed a set of actions: Results showed that subjects overestimated the frequency with which both distinctive events, membership in group B and negative behavior, co-occurred, and evaluated group B more negatively. This despite the fact the proportion of positive to negative behaviors was equivalent for both groups and that there was no actual correlation between group membership and behaviors. If stereotypes are defined by social values, then stereotypes only change as per changes in social values. This explanation posits that stereotypes are shared because group members are motivated to behave in certain ways, and stereotypes reflect those behaviours. This explanation assumes that when it is important for people to acknowledge both their ingroup and outgroup, they will emphasise their difference from outgroup members, and their similarity to ingroup members. Patricia Devine, for example, suggested that stereotypes are automatically activated in the presence of a member or some symbolic equivalent of a stereotyped group and that the unintentional activation of the stereotype is equally strong for high- and low-prejudice persons. Words related to the cultural stereotype of blacks were presented subliminally. Results showed that participants who received a high proportion of racial words rated the target person in the story as significantly more hostile than participants who were presented with a lower proportion of words related to the stereotype. This effect held true for both high- and low-prejudice subjects as measured by the Modern Racism Scale. Thus, the racial stereotype was activated even for low-prejudice individuals who did not personally endorse it. They argued that if only the neutral category labels were presented, people high and low in prejudice would respond differently. They found that high-prejudice participants increased their ratings of the target person on the negative stereotypic dimensions and decreased them on the positive dimension whereas low-prejudice subjects tended in the opposite direction. In a study by Kawakami et al. After this training period, subjects showed reduced stereotype activation. Subjects primed with the stereotype walked significantly more slowly than the control group although the test did not include any words specifically referring to slowness, thus acting in a way that the stereotype suggests that elderly people will act. In another experiment, Bargh, Chen, and Burrows also found that because the stereotype about blacks includes the notion of aggression, subliminal exposure to black faces increased the likelihood that randomly selected white college students reacted with more aggression and hostility than participants who subconsciously viewed a white face. In a series of experiments, black and white participants played a video game, in which a black or white person was shown holding a gun or a harmless object e. Participants had to decide as quickly as possible whether to shoot the target. When the target person was armed, both black and white participants were faster in deciding to shoot the target when he was black than

when he was white. When the target was unarmed, the participants avoided shooting him more quickly when he was white. Time pressure made the shooter bias even more pronounced. It features Bettie Page as the model. Stereotypes can be efficient shortcuts and sense-making tools. They can, however, keep people from processing new or unexpected information about each individual, thus biasing the impression formation process. This means that at least some stereotypes are inaccurate. Based on that, the authors argued that some aspects of ethnic and gender stereotypes are accurate while stereotypes concerning political affiliation and nationality are much less accurate.

2: 55 National Stereotypes that will Ruin or Make your Day | National Stereotypes

National Stereotype is a blog with only purpose to talk about variety of common national stereotypes about the inhabitants of various nations, held by inhabitants of other nations. Contact us: .

Stereotypes and Prejudices Synopsis Genocide is the ultimate expression of hatred and violence against a group of people. This chapter traces the steps by which a group becomes the target of prejudice, discrimination, persecution and violence. The general concepts of stereotypes, scapegoats, prejudices, and discrimination are explored in a manner which will enable students to understand behavior and to condemn such behavior which is inappropriate in a modern, pluralistic society. Stereotyping often results from, and leads to, prejudice and bigotry. Unchecked prejudice and bigotry leads to discrimination, violence, and, in extreme cases, genocide. Prejudice can be spread by the use of propaganda and inflamed by demagogues. Language, particularly slang, is often used to dehumanize members of certain groups of people, and this dehumanization is a precursor of discrimination, isolation, and violence. As many as six million Jews died, almost two-thirds of the Jews of Europe. The war played a role in covering up the genocide of the Jewish people. How could this have happened? The answers can be found by understanding how violence of this magnitude can evolve out of prejudice based on ignorance, fear, and misunderstanding about minority groups and other groups who are different from ourselves. The purpose of this chapter is to teach that the genocide we know as the Holocaust had roots in attitudes and behavior which we see around us every day. It is only when these attitudes and behaviors are manifested in the extreme that genocide can occur. Genocide is the last step in a continuum of actions taken by those who are prejudiced. The first step of this continuum is discrimination and treating certain groups of people differently. The second step is isolation, such as the physical segregation of minorities in ghettos or setting up separate schools. The third step is persecution, followed by dehumanization and violence. We develop stereotypes when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations. For example, if we are walking through a park late at night and encounter three senior citizens wearing fur coats and walking with canes, we may not feel as threatened as if we were met by three high school-aged boys wearing leather jackets. Why is this so? We have made a generalization in each case. These generalizations have their roots in experiences we have had ourselves, read about in books and magazines, seen in movies or television, or have had related to us by friends and family. In many cases, these stereotypical generalizations are reasonably accurate. Yet, in virtually every case, we are resorting to prejudice by ascribing characteristics about a person based on a stereotype, without knowledge of the total facts. By stereotyping, we assume that a person or group has certain characteristics. Quite often, we have stereotypes about persons who are members of groups with which we have not had firsthand contact. Television, books, comic strips, and movies are all abundant sources of stereotyped characters. For much of its history, the movie industry portrayed African-Americans as being unintelligent, lazy, or violence-prone. As a result of viewing these stereotyped pictures of African-Americans, for example, prejudice against African-Americans has been encouraged. In the same way, physically attractive women have been and continue to be portrayed as unintelligent or unintellectual and sexually promiscuous. Stereotypes also evolve out of fear of persons from minority groups. For example, many people have the view of a person with mental illness as someone who is violence-prone. This conflicts with statistical data, which indicate that persons with mental illness tend to be no more prone to violence than the general population. Perhaps the few, but well-publicized, isolated cases of mentally ill persons going on rampages have planted the seed of this myth about these persons. This may be how some stereotypes developed in the first place; a series of isolated behaviors by a member of a group which was unfairly generalized to be viewed as a character of all members of that group. Discrimination When we judge people and groups based on our prejudices and stereotypes and treat them differently, we are engaging in discrimination. This discrimination can take many forms. We may create subtle or overt pressures which will discourage persons of certain minority groups from living in a neighborhood. Women and minorities have been victimized by discrimination in employment, education, and social services. We may shy away from people with a history of

mental illness because we are afraid they may harm us. Women and minorities are often excluded from high echelon positions in the business world. Many clubs have restrictive membership policies which do not permit Jews, African-Americans, women, and others to join. In some cases, the civil and criminal justice system has not been applied equally to all as a result of discrimination. Some studies indicate that African-Americans convicted of first degree murder have a significantly higher probability of receiving a death penalty than whites convicted of first degree murder, for example. Racism Anthropologists, scientists who study humans and their origins, generally accept that the human species can be categorized into races based on physical and genetic makeup. For example, many, but certainly not all African-Americans have physical differences from Caucasians beyond their dark skin, such as wiry hair. Virtually all scientists accept the fact that there is no credible scientific evidence that one race is culturally or psychologically different from any other, or that one race is superior to another. Past studies which reached conclusions other than that have been found to be seriously flawed in their methodology or inherently biased. Yet despite overwhelming scientific evidence to the contrary, there are people who maintain that their own race is superior to all others. Some thinkers believed these traits would disappear if Jews received political and social emancipation and could assimilate into the broader society. Others felt that these traits were genetically passed on and could not be changed. Racial theory, distorted into a pseudo-science, sanctioned negative stereotypes existing from classical and Christian anti-Semitism see Chapter 4. This long-standing history provided a seed-bed for the Nazi ideology and program of genocide. In North America, African-Americans were brought from Africa as slaves, and their descendants have endured centuries of oppression. During the Civil War, slaves were freed and granted citizenship. Poll taxes and literacy tests were required solely for the purpose of disenfranchising minorities. Before the landmark U. Supreme Court decision of *Brown vs. Board of Education Topeka, Kansas*, segregation of school systems was legal. Decades later, many school systems remain segregated. Racism against African-Americans is still prevalent in the United States. Despite laws and other protections against discrimination, African-Americans still face discrimination in housing, employment, and education. African-Americans are still victimized by insurance red-lining, and the racism of whites and others is exploited by block-busting, a practice which is illegal in Pennsylvania and many other states. Although racist organizations such as the Ku Klux Klan have small memberships, they have been actively recruiting and holding rallies in Pennsylvania and other states and spreading their messages of hate against African-Americans, Jews, Catholics, and other minorities. Civil rights laws have been passed at the local, state, and federal levels to combat racism and the persecution and discrimination which racism promotes. While the First Amendment to the Constitution protects the rights of everyone to assemble peaceably and speak freely, racist messages universally bring a response of condemnation from responsible members of the communities that racists visit. The international community universally has condemned the apartheid policies of the government of South Africa, and the debate on sanctions against this government is a continuing public policy issue before the U. Immigration Quotas Based on Racism Before, the overwhelming majority of immigrants to the United States was from northern and western Europe. They were predominantly Protestant and included many industrious farmers and skilled workers with a high rate of literacy who were easily assimilated. In the 1840s and 1850s, hundreds of thousands of Irish citizens fled their homeland for the U. At the turn of the century, immigration shifted to a southern and eastern European population which was mainly Catholic, Greek Orthodox or Jewish. Many were impoverished, and there was a high proportion of illiteracy. Unlike the first wave of immigration which had dispersed throughout the United States, these groups settled in pockets in major cities, retaining their language and customs. They also provided a large pool of unskilled factory labor which competed with the American labor force. In the early 1900s, groups were formed to place barriers to the immigration of such people. One such study, sponsored by a nine-member Immigration Commission appointed by the U. Immigration policies were influenced by these reports and studies, and also contributed to the growing isolationist viewpoint of U. The Quota Act of 1924 put the first numerical restrictions on European immigration, followed by the Immigration Acts of 1926 and 1928. As a result, 83, places out of a total 100, were assigned to Great Britain and Ireland which provided relatively few applicants. On the other hand, countries with more potential immigrants had smaller quotas: Germany, about 26%; Poland, 6%; Italy, 5%; France, 3%; Rumania,

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Sexism The concept of equal rights for women is as old as the ancient Greeks; the Greek philosopher Plato advocated for equality between the sexes in his Republic. Few civilizations have even approached this equality, however, and it has only been in modern times that women have been granted legal rights which were routinely applied only to men. Actual equality in society has lagged far behind legal emancipation, many believe. Legal rights for women have evolved in the United States since the early s. Pennsylvania was the first state which had a medical school for women Other professions also began to permit women to practice most states did not admit women to practice law until the middle of the 19th century, and virtually none did before In most states, married women were not permitted to own property or enter into contracts until the mids. In , the 19th Amendment to the Constitution was enacted giving women the right to vote. The Civil Rights Act of prohibited sexual discrimination with regard to most employment issues. Laws which exist in every state provide that women must receive equal pay for equal work, a concept which only a few decades ago was unthinkable. Although sexual discrimination remains a problem at all levels of society, women have risen to leadership positions in government, business, and the professions, but not to the same degree as their male counterparts. Women have run for President Rep. Shirley Chisholm in and have been nominated on the ticket of a national party Democratic Vice Presidential nominee Geraldine Ferraro in Minority Persecution and Genocide Just as a school bully can assert his power over a weaker student by pure physical intimidation, a minority group may be victimized by a more powerful majority which is insensitive to the needs and aspirations of that minority. Minority groups may be subjected to dehumanization experiences made to feel powerless by being subjected to degrading and humiliating experiences based on prejudice. Examples in history have been: Minorities have also been the victims of violence based on their minority status. Minority institutions, such as places of worship, schools, and cemeteries, have been the target of vandalism, arson, and desecration.

3: Stereotype - Wikipedia

President Donald Trump, speaking to reporters on Friday morning, said that the Thousand Oaks gunman who shot and killed 12 people and injured at least 20 others at a bar Wednesday night was a.

Portrayal in film and television[edit] Lack of representation[edit] When discussing how Hispanic and Latino individuals are represented in television and film media, it is also important to acknowledge their vast under representation in popular programming. Not only are these individuals often stereotyped on TV, but they are rarely even seen. In the unlikely case where they are depicted, they are more likely to be limited to stereotypic characters, usually negatively. Even in non-fiction media, such as news outlets, Hispanics are usually reported on in crime, immigration, or drug related stories than accomplishments. Hispanic or Latino men are more likely to be stereotyped as unintelligent, comedic, aggressive, sexual, and unprofessional, earning them titles as "Latin lovers," buffoons, or criminals. Resulting perspectives[edit] According to Qingwen, "the impact of television portrayals of minorities is significant because of the ability of television images to activate racial stereotypes and the power exerted by visual images". If nearly all of the few representations of these individuals are negatively stereotyped, non-Hispanic white individuals are likely to carry this perception into real life, embedding that stereotypical image of Hispanic and Latino individuals into their conscience. Those who lack real life contact with the stereotyped individuals are unable to counter the television portrayals of this ethnic group with a more realistic, less negative image. As the Hispanic population increased throughout the U. This began after voters approved California Proposition in This proposition began a spur of negative images and claims associated with Hispanics and Latinos in the U. Negative news media portrayals in addition to Prop affected the Hispanic community greatlyâ€” limiting employment opportunities, increasing maltreatment within the criminal justice system, and perpetuating victimization through violent hate crimes against Latinos. As a result, news media programs helped build a "semantic meaning of the Hispanic-and-Latino identity as a metonym for illegal immigration. As a result of popular shows labeling Hispanics as "illegal immigrants" and often portraying Hispanics in a negative light, these programs gave anti-immigration activists a platform for discrimination. In addition, the study found that the incarceration rate of foreign-born denizens is five times less the rate of native born citizens. In the early s, many news media programs portrayed unfair and inaccurate stereotypes of Hispanics due mainly to their high immigration rate during the time. Hispanics and Crime in the U. Often characterized as being dangerous, drug traffickers, drug users, violent, and gang bangers, Hispanics are subjected to much stereotyping within the U. Cholo and chola are terms often used in the United States to denote members of the Chicano gang subculture. In the United States, the term cholo often implies a negative connotation and consequently tends to be imposed upon a group of people rather than being used as a means of self-identification. This leads to considerable ambiguity in the particulars of its definition. In its most basic usage, it always refers to a degree of indigeneity. This otherness becomes a lens in which to view them as foreign or not being American. This mentality creates the illegal stereotype and the concept of job stealing. Generally, the term "immigrant" has positive connotations in relation to the development and operation of democracy and U. Immigrants have been represented as depriving citizens of jobs, as welfare-seekers, or as criminals. People in the United States tend to explain all of Latin America in terms of the nationalities or countries that they know. This idea of homogeneity is so extensive in US society that even important politicians tend to treat Latin America as a culturally unified region. Latin Americans are also often pictured as not strongly inclined to work hard despite the conflicting stereotype of working manual labor jobs. It also emphasized an acceptance of male dominance over women including the valorization of Don Juanism and, in its extreme form, a defense of the traditional division of labor women in the kitchen and taking care of the children, and men as providers. In the United States, Hollywood movies, along with some scholars and others in general, tend to regard machismo as unique to Latin America. Stereotypes of Hispanic and Latina women[edit] The entertainment and marketing industries[edit] According to scholars, in the entertainment industry, Latinas have been historically depicted as possessing one of two completely contrasting identities. They have been depicted as either "virginal",

"passive", and "dependent on men" or as "hot-tempered", "tempestuous", "promiscuous" and "sexy". The study found that "Latinas were the laziest characters in primetime—they were the least intelligent, most verbally aggressive, embodied the lowest work ethic, and alongside whites were the most ridiculed". Specifically, the bodies of Latina women have been used and sexualized to sell product targeted to men. According to Mary Gilly, a professor of business at the University of California Irvine, Latina women in particular are eroticized in the marketing industry due to their frequent portrayal as "tempestuous", "promiscuous," or "sexy". Both stem from the fact that Hispanic and Latina women are continually sexualized and eroticized on popular programming and in the entertainment industry as a whole. Vergara portrays Gloria Delgado-Pritchett on *Modern Family*, a "trophy wife" often seen in provocative clothing and high heeled shoes. She often has trouble pronouncing English words and speaks with a heavy accent. Jane is a religious devout catholic who learns that she is pregnant after accidentally being artificially inseminated during a routine check up. The show follows Jane as she struggles with the discovery and faces challenges as a new mother.

The Fertility Threat [edit] It has been established that Latinas in the United States have been hyper-sexualized by the media and societal stereotypes. This has created the political and social threat of Latina fertility in which there is a concern that the hypothetical fertility and birthing rates of Latinas is much more than their non-hispanic white people, adding to the threat of the Latino presence in the United States. A significant study compared the sexual activity of non-Hispanic white women and Latinas in Orange County, California, where there is a high population of Mexican-American families. Non-Hispanic white women began sexual relations about a year younger than all of the Latinas in the survey reported. The non-Hispanic white women were more likely to report having had five or more sexual partners, while Latinas were more likely to report no more than two. Both non-Hispanic white women and Latinas showed a trend towards fewer children per household. In fact, second-generation Latinas were shown to have fewer children than non-Hispanic white women.

News and media [edit] According to several sources, while the entertainment industry can be credited with the creation and frequent reinforcement of these stereotypes, the news is particularly important in the maintenance of these stereotypes. Thus, according to Macrea et al. Ethnic-minority students, who are in the lower-income bracket, are more likely to attend schools that are overcrowded, dangerous, and limited in the opportunities they offer for advanced course work with experienced teachers. Contrary to the belief that Hispanics are "lazy," a study by Andrew J. Fuligni has shown that "students from ethnic minority backgrounds often have higher levels of motivation than their equally achieving peers from European backgrounds—Latin American and Asian families have significantly higher values of academic success and a stronger belief in the utility of education.

McCready, "a preliminary study of labor market competition among the Black, Hispanic, and non-Hispanic White population Borjas, found no evidence that Hispanics had a negative impact on the earnings of the other two groups. The blue-collar jobs Hispanics obtain are low paying and have few fringe benefits, leading to little or no health insurance coverage. Gang-suppression approaches of numerous police departments have become "over-inclusive and embedded with practices that create opportunities for abuse of authority. For young Latinas in particular the societal and emotional issues they must come to terms with can be complicated. These issues can be complicated because they are not only learning who they are and what they want their role to be in society, but because they also must fight against the stereotypes that have been imposed upon them by our culture. Positive identity formation for young Latinas may be more difficult to achieve than it is for young Anglo girls. Some have postulated that providing young Latinas with the concepts of feminism may enhance their abilities to believe in themselves and improve their chances of realizing that they have the abilities to be successful because of who they are, not because of who they are married to. However, a recent study published in the *Journal of Adolescent Research* found that young Latinas may have a "different perspective" on feminism than their Anglo counterparts. The study found that Latinas experienced feminism differently because of cultural values; young Latinas "face an intricate balance between future family and career goals in their identity development. The study ultimately determined that the majority of the young Latinas interviewed considered themselves to be feminists but a relatively large minority of the young women rejected the idea of feminism and equality because they were fearful of possible female superiority and endorsed traditional family values and female occupations. Another experimental study of Latino

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undergraduate students found that Latino students in the stereotype threat condition performed worse on an exam than all other students with which they were compared Latino students in non-stereotype threat condition and White students in both stereotype threat and non-stereotype threat conditions.

4: Japan's year struggle against Hollywood film stereotypes - Japan Today

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Art supplies construction paper, scissors, tape, glue, magazines to cut up, etc. Begin by discussing with students how people often use labels or categories to describe others and how these labels can be based on such characteristics as clothing, looks, the way a person talks, or the groups to which he or she belongs. Ask the class to brainstorm categories that are used at school to group people. Categories could include labels such as "jocks" or "brains. Write these major categories onto five separate pieces of flip chart paper and post these around the room. Give the class minutes to travel to each posted sheet and write down adjectives related to the category headings. Remind students that they should only add new descriptions to the list. When they are finished, ask students to take a moment and look at the adjectives that the class has generated under each group heading. Use the following questions to lead a discussion about what they recorded: Do assumptions apply to everyone in a group? Do most people hold the same assumptions about a group? Why or why not? Do assumptions tell us anything definite about a categorized individual? How do assumptions affect your behavior toward others? Now ask students to help define the word "stereotype. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence on judgement is called a "bias. Take another look at the adjectives recorded and hold a class discussion around the following questions: Do these adjectives describe stereotypes? How can they be unfair or hurtful? Racial Stereotypes Begin with a discussion on the concepts of race and ethnicity. Write each word on the board or on a flip chart and ask students to list the attributes that define the terms "race" and "ethnicity. Next, ask students for the names of five different racial or ethnic groups. Prepare five large sheets of paper flip chart paper. At the top of each sheet, write the name of one of the groups that the students named. Divide the class into five groups and supply each student in the class with a marker. Give each group one of the five sheets of paper. Ask them to list as many stereotypes that are commonly used to describe the category of people written at the top of paper. Give students three minutes to complete the exercise. Emphasize that students should list stereotypes that they have heard, not ones that they necessarily believe to be true. When they are finished, rotate the sheets of paper between groups so that each group works on a new sheet. Have them add any unlisted stereotype adjectives. Rotate every three minutes until every group has worked on every sheet. Post the sheets in class where everyone can see them and give students five minutes to read the sheets. Conclude the lesson with a discussion on the exercise, asking students the following: How do the stereotypes recorded by the class make you feel? What do you notice about the stereotypes listed? Be aware that the students may have listed good and bad adjectives, many stereotypes for different groups, or the same stereotypes for different groups. Where have you seen these stereotypes portrayed? How do you think a stereotype might cause someone to act unfairly toward another person? Experiencing Bias Before class begins, post around the classroom the 10 pieces of paper generated about assumptions and stereotypes in school and society. Ask students to spend minutes writing about a personal experience with biased behavior. Emphasize to students that they should not put their names on their papers. They can share an experience in which they were a victim of biased behavior or in which they witnessed bias. Prompt the class with the following: Ask students to consider the following questions before they begin to write: How did you know that you were being unfairly judged? What words or actions were directed at you because of assumptions or stereotypes? Why do you think those assumptions were made about you? How did the experience make you feel? How do you think you should have been treated in that situation? When students are finished, have them pass their papers to the front of the room. Shuffle the papers and pass them back out to the class, making sure no one person has their own paper. Have each student read the personal experience of a classmate. Have the entire class create a collage by combining the posters from days one and two, the written personal experiences, and pictures and artwork that present how assumptions and stereotypes make them feel. To create these images, provide magazines, construction paper, paint, markers, glue, and scissors. For homework, review the Take Home Activity Sheet: Identifying Stereotypes in the Media with the class. Over the course of several days,

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they will use this sheet to keep a log of stereotypes they notice in television shows, commercials, or movies. Students should record the name of the show, movie, or product advertised; the group stereotyped; the stereotype portrayed; and any thoughts or feelings the student experienced while watching the program. Encourage students to look for patterns in the images they watch. Adaptations Younger children may not have an understanding or awareness of the concepts of race and ethnicity as they operate in society. However, they can be introduced to the concepts of categorizing, making assumptions, and stereotyping by exploring gender bias in a one-day activity. Limit categories in the exercise to "boys" and "girls" and brainstorm with students a list of adjectives that come to mind when they think of either group. Work with students to define the word "assumption" and point to examples of assumptions from the student-generated lists for boys and girls. Students should take part in a free writing exercise on a personal experience when an assumption was made about them because of gender. Students can then create a collage that combines the student-generated assumptions relating to gender, their own personal experiences, and related newspaper and magazine clippings.

5: Africa | National Stereotypes

The study asks how covers of German news magazines are shaped by the use of national stereotypes and images when reporting about this crisis. The paper seeks to build a bridge between the seemingly distanced disciplines arts and political science by offering a lean framework for analysis.

Stereotype is nothing but those assumptions that have become common knowledge. Whenever you make judgments about people without knowing them, you are stereotyping them. Stereotyping makes people generalize things. More often, they are all false assumptions. Though there are both positive and negative stereotypes, a majority of them are offensive. People generally stereotype out of bias against a particular group of people or religion. Stereotyping becomes a way of conveying their dislike. Of course, stereotyping stems from a commonly held view of a particular group or race. This view may arise from an incident or false assumption, and then maybe used to color the entire community with the same brush. There are various types of stereotypes. However, the most common ones are racial stereotypes and gender stereotypes. Race, nationality, gender and sexual orientation are the main factors of stereotyping. Stereotyping must be avoided at all costs, as it leads to treating groups as a single entity. Given below are examples of stereotypes that people commonly use. Examples Of Stereotypes All blonde women are dumb. All red heads are sluts. They are blinded by God and will recruit you if you go near them. All politicians are philanders and think only of personal gain and benefit. Girls are only concerned about physical appearance. Guys are messy and unclean. Men who spend too much time on the computer or read are geeks. Men who are not into sports are termed as gay. All librarians are women who are old, wear glasses, tie a high bun, and have a perpetual frown on their face. Girls are not good at sports. All teenagers are rebels. Only anorexic women can become models. Women who smoke and drink do not have morals. Men who like pink are effeminate. Positive Stereotypes All Blacks are great basketball players. All Asians are geniuses. All Indians are deeply spiritual. All Latinos dance well. All Whites are successful. Asians have high IQs. They are smarter than most in Math and Science. These people are more likely to succeed in school. African Americans can dance. All Canadians are exceptionally polite. All Asians know kung fu. All African American men are well endowed. Italians are good lovers.

6: National stereotypes - Wikipedia

The 11 Articles Reporting 16 Studies Assessing Gender Stereotype Accuracy Not Included in the ARP Chapter Claiming Gender Stereotypes Have "Only A Tiny Kernel Of Truth" Allen, B. P. ().

7: Stereotypes Stock Photos. Royalty Free Stereotypes Images

Stereotyping becomes a way of conveying their dislike. Of course, stereotyping stems from a commonly held view of a particular group or race. This view may arise from an incident or false assumption, and then maybe used to color the entire community with the same brush.

8: Stereotypes of Hispanic and Latino Americans in the United States - Wikipedia

55 National Stereotypes that will Ruin or Make your Day Inspired by an idea of Mon earlier on this post, I searched the net far and wide to find the most common stereotypes about Nationalities. Generalizations about cultures or nationalities can be a source of pride, anger or simply bad jokes.

9: Stereotypes and Prejudices | The Holocaust History - A People's and Survivor History - www.engancheo

Stereotypes versus Reality Although there are many negative stereotypes about African Americans, most people are surprised to learn that the stereotypes are wrong.

V. 3. NATIONAL IMAGES AND STEREOTYPES. pdf

Historical Dictionary of the Ottoman Empire (Historical Dictionaries of Ancient Civilizations and Historical Eras) I Am Somebody (I Am Somebody: College Knowledge for At Risk Students) The blue evening gone Edit a ument The Flickering Way Teaching science as inquiry Beyond the Black Pigs Dyke Military industrialization and economic development Dionysos in Archaic Greece Glory o briens history of the future Logan Likes Mary Anne! (Baby-Sitters Club) Italy Rosella Selmini and Gian Guido Nobili English Legal System LawCard 4ED (Lawcards) Backyard Detective Viennese Interlude Dsp with fpgas vhdI solution manual Govind Ballabh Pant Restrictive regional policy measures. Form designer software Knowledge base for teaching. Faculty/department meetings would be Tessa dare do you want to start a scandal Add Flash and other multimedia Essentials of leadership and management Python machine learning 1st edition The deserted cottage Witnesses for Christ and memorials of Church life Chaucer Yearbook: A Journal of Late Medieval Studies Images of smell : an / Preoperative Events Art history portable book 4 Victorian ices ice cream Setting up stage II Checking the Ships Compass Manx slave traders Outlines of evolutionary biology The development of feminist theology in Latin America Clash of generations The Pleistocene boundary and the beginning of the Quaternary Fsk barar pharmacology Book 3. Implementation and resources.