

MODULE #3: Prejudice

Objectives

- Participants will forge an awareness of prejudice and stereotyping in society.
- Participants will be able to define and recognize prejudice and stereotyping.
- Participants will define the difference between "racism" and "prejudice."
- Participants will examine issues of gender and homophobia.
- Participants will analyze how certain groups get marginalized/made invisible when we discuss Latino/Hispanic as a race.

Context



As future leaders it is important to do a self-examination in order to be able to promote the wellbeing of all people without regards to race/ethnicity, age, gender, or sexual orientation.

Handouts & Resources Needed:

Handout 3.1: Stereotype Chart

Handout 3.4: Marriage Questionnaire

Handout 3.5: Supplement Definitions

Sheets of paper

Pen/pencils

Journals

Activity #1: Group Stereotyping (55 min)

Procedure:

- Icebreaker
- Begin this activity by asking participants if they know what “stereotypes” are. Provide a definition from the dictionary. Tell them that they will do a role-play demonstrating an example of stereotypes (oversimplified characterizations or generalizations).
- Have 7 students role-play getting ready for a talent show. Have some members suggest that the “rapping” and “hip hop” be done by the non-Hispanics/Latinos as they have rhythm and are “naturally suited”, and the acting be done by Hispanics as they are “loud mouthed” and “very expressive with their hands”. Have the members representing the Hispanics and non-Hispanics/Latinos. Players should be given time to organize.
- Discuss the implications and ways of objectively selecting suitable candidates with the entire group.
- For homework as a follow-up: Have students interview 5 or more people of various backgrounds on their attitudes towards Asians, Latino, Blacks and

Native Americans. Have participants complete the stereotype chart (Handout 3.1) and ask them to share what they learned from this activity.

- Debriefing

Activity #2: Stereotyping and religions (30 min)

Procedure:

- Icebreaker
- Initiate this discussion by reminding participants of the meaning of stereotypes; tell them that stereotypes have and continue to affect people of all cultures. Review the homework activity. During this session they will engage in a discussion on how stereotypes affect religious groups.
- Initiate brainstorming session by asking participants about different religious groups known to be affected by stereotypes and how they are affected (ex. Muslims, Jews, or Christians in the United States). Ask about their observations from the news about different religious groups.
- Debriefing

Activity #3: Latina/Latino images (1 hr 30 min)

Procedure:

- Icebreaker
- For this activity, DVD is needed.
- Ask participants to draw the image of their version of a “typical” Hispanic/Latino and Hispanic/Latina.
- Have students watch 1 of the suggested films and discuss them in terms of Latina and Latino images: 1) Raising Victor Vargas (2002) by Peter Sollett 2) Girl Fight (2000) by Karyn Kusama 3) West Side Story (1961) by Jerome Robbins and Robert Wise 4) Carlito’s Way (1993) by Brian De Palma 5) Chasing Papi (2003) by Linda Mendoza 6) Maid in Manhattan (2002) by Wayne Wang.
- Encourage discussion based on the following questions:
 - How do media affect the images of Latinos and Latinas?
 - Were there stereotypes in the films? Which?
 - What was learned from the film?
- Debriefing

Activity #4: Who Wouldn’t You Marry? (30 min)

Procedure:

- Icebreaker
- Tell participants that many times, we do not want to admit that we are prejudiced against certain ethnic or cultural groups. In many occasions, we base our thinking on stereotypes or on a single negative experience with a person from that certain group. This is why it is important to take a look at the question, “who would I marry?” and do a self-examination.

- Handout the Marriage Questionnaire (Handout 3.4) to each participant.
- After completing the questionnaire, the students write reasons as to why they would be hesitant to marry the indicated people. The instructor explains that this part of the exercise is crucial because it helps to identify the stereotypes they hold. The explanations should be complete and specific. Statements such as “it wouldn’t work out,” for example, or “my parents would object” without elaboration are not acceptable.
- The students hand in their responses anonymously, and the instructor reads many of them. If a member of a group represented on the list is present, the instructor must use discretion in deciding which responses are read aloud. A discussion of how to maintain objectivity in the face of personal prejudice should then be initiated.
- Debriefing

Activity #5: Racism (55 min)

Procedure:

- Icebreaker
- Facilitator reviews and discusses definitions of terms: racism, prejudice, reversed racism, discrimination, etc (Handout 3.5). Tell participants that you want them to have a clearer understanding of the meaning of these terms. Focus on “Racism”. If possible make a connection with the meaning of “race.”
- Then, present the concept, “Internalized Racism.” Read and discuss what this refers to:
 - “When a group of People of Color begin to adopt the value system of their oppressor as its own and tends to put down their own culture. This happens a good deal with beauty ideals and manners of speaking. Many forms of media then popularized these images. Since white people have been the colonizers in history, the beauty ideal leans towards lighter, straighter hair and slim bodies. In speaking, African influences in speech like Ebonics are looked down upon in educational and business institutions.”
- Engage in a group discussion based on the following questions:
 - Do you feel like you can articulate the difference between racism and prejudice? What are they?
 - How has racism affected your own life, those around you, and Latin@s in general?
 - How do media and policies influence racist tendencies in individuals?
 - How do these systems perpetuate racism?
 - When we refer to Latino/Hispanic as a race how are groups marginalized? Keep in mind that within the Latino culture there are indigenous people, Mestizo, Creole, etc.
- Debriefing

Activity #6: Homophobia (55 min)

Procedure:

- Icebreaker
- Tell participants that during this activity, they will discuss the term homophobia and the history of homosexuality.
- Explain the definition of homophobia as, “irrational fear, or aversion, or discrimination against homosexual people”.
- Explain that embracing diversity includes showing tolerance and respect for people of different sexual orientation. Discuss family/societal interactions with homosexual people.
- Show a video such as *Fresas y Chocolate* (1993), directed by Tomas Gutierrez Alea (set in Cuba, this film has homosexual characters) or *Before Night Falls* (biography of writer Reinaldo Arenas).
- Ask participants to compose a poem or other type of piece based on the style or life of Reinaldo Arenas. This could be creative or research based and it can be finished at home if time runs out. They may look at his autobiography, "Before Night Falls," the film by the same name, or Arenas' poetry. Questions to ask are: what was going on in Cuba at that time? Has it changed now? Why was Arenas so pursued by the Cuban Authorities? What did Arenas think of Castro's reign in Cuba and Reagan's presidency?
- Debriefing

Activity #7: Evaluation (20 min)

Students should be asked to complete the evaluation for this unit.

Handouts:

3.7A: Evaluation Form-Student

3.7B: Evaluation Form-Facilitator

Stereotype Chart

Group Stereotype	Group Doing the Stereotyping	Comments

Handout 3.4

Marriage Questionnaire

Assume that you are single. Place an X on those boxes to indicate who you would be hesitant to marry. To maintain anonymity, do not write your name on this sheet.

- | | |
|---|---|
| <input type="checkbox"/> Person who is atheist | <input type="checkbox"/> Salvadoran |
| <input type="checkbox"/> Person who is bisexual | <input type="checkbox"/> Haitian |
| <input type="checkbox"/> Person who is blind | <input type="checkbox"/> Colombian |
| <input type="checkbox"/> Person who is deaf | <input type="checkbox"/> Jamaican |
| <input type="checkbox"/> Person who has cerebral palsy | <input type="checkbox"/> Roman Catholic |
| <input type="checkbox"/> Person who has children | <input type="checkbox"/> Jew |
| <input type="checkbox"/> Person who is crippled | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Person who has a drug problem | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Person who is elderly | <input type="checkbox"/> Israeli |
| <input type="checkbox"/> Person with emotional problems | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Person who is a gang member | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Person who has genital herpes | <input type="checkbox"/> Pakistani |
| <input type="checkbox"/> Person who is mildly retarded | |
| <input type="checkbox"/> Person who is serving time in prison | |
| <input type="checkbox"/> Person who is unemployed | |
| <input type="checkbox"/> Black American | |
| <input type="checkbox"/> American Indian | |
| <input type="checkbox"/> Italian | |
| <input type="checkbox"/> Russian | |
| <input type="checkbox"/> Anglo | |
| <input type="checkbox"/> Cuban | |
| <input type="checkbox"/> Mexican | |
| <input type="checkbox"/> Puerto Rican | |
| <input type="checkbox"/> Nicaraguan | |
| <input type="checkbox"/> Dominican | |
| <input type="checkbox"/> Honduran | |
| <input type="checkbox"/> Guatemalan | |

Supplement Definitions

Racism- *A systematic form of discrimination.* This is very important to understand as a system, because in a system, individuals do not get blamed for their actions, acting as players in a larger structure. That is to say that individuals have the responsibility to unlearn their privilege, but it is not their "fault." Historically, in the U.S. and many parts of the world, white people have possessed power. This means that white people act out the system of racism while oppressed people experience racism and internalize racism. This is not to say that People of Color are not prejudiced, but in terms of systematic power, we as a group are just starting to make gains. Since racism is a system, it affects everyone, and we must all unlearn its influence

Prejudice- *Affinity for one's own group over another.* It is often deemed wrong, but this does not take into account the complexity of the term. Everyone in this society has certain prejudices/ alliances; rather than eliminating biases, it should be the goal to eliminate discrimination and to promote understanding of others' positions.

Reverse Racism- This backlash-term was popularized with the beginning of affirmative action campaigns in the past decade. It was created to chastise and to hold back People of Color from gaining systematic power. In actuality, given the power structure of the United States and the majority of the world, reverse racism does not exist. If we define racism as an institutionalized system, then People of Color can be prejudicial, but not "reverse racist."

Discrimination- *The unequal treatment of an individual or group, based on personal differences.*

Systematic Oppression- *Widespread attempt (in government, housing, job opportunities) to keep one group inferior to another.*

Imperialism- *The extending of control of one country over many others.* The need to establish colonies stems from the desire for power/control, wealth, and an inherent belief in the superiority of one's own country/race. The effects of racism can often be seen in imperialism, because most often the group that is being colonized is a group of color while the imperialist power is mainly white and western.

Colonization- *The result of imperialism.* A militarily strong country conquers other countries and sets up settlements. Immigrants from the colonizing country then inhabit these settlements. People within these colonized countries thus become subjects (treated as workers or subhuman). This phenomenon is still occurring today.

Black- This is a term that has become popularized since the power movements of the 1960's. Like the term "Latin@" vs. "Hispanic," "Black" was a more progressive term whereas "African-American" has mostly been used as a government category. For Black people and other People of Color self-naming is very important, because we live in a

culture that categorizes and denies us power a great deal of the time. For Black people this is especially important, because it comes after a history of all power being taken away during slavery

Exoticize- *The viewing of another ethnic group that is not one's own as "exotic" or a "fetish."* This does not allow people to view other ethnic groups respectfully, because one only sees them as a strange thing. For instance, many say "I only date Asian women" (and the person is not Asian), or "Latina women are all so hot and fiery." These statements are based on stereotypes, not the individuals themselves. Although this is something that is perpetuated between different groups of people, not just white people and People of Color, white media has created a great deal of the imagery.

Tolerance- *Masking of a strong dislike for someone else.* This is a term that is often used in conjunction with different races, but it has bad connotations. Instead of trying to understand/acknowledge differences, similarities, and how history created certain conditions, "tolerance" seeks to hide expressions of our dislikes. This creates more racism below the radar and is ultimately the problem with politically correct conversations simply for the sake of not offending anyone—instead of confronting one's prejudice and racism, one can simply ignore it.

Handout 3.7A: EVALUATION

Evaluation Form for Student

Indicate three new things you learned.

How will you use this new knowledge in the future?

Were the handouts useful?

How could this workshop have been improved?

Handout 3.7B: Evaluation Form for Facilitator

1. Did the workshops run smoothly? Why?
2. What aspects of the workshops did not work? What would you change?
3. Was it easy to understand?
4. How would you make it more culturally relevant?
5. What visuals would you add?
6. How would you make it more hands-on for youth?