



# Curricular Modules for the Beyond the Stereotype Campaign



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# Module 1: Stereotypes

# Stereotypes-Definitions

A stereotype is a an exaggerated or distorted generalization about an entire category of people that does not acknowledge individual variation. Stereotypes form the basis for prejudice and discrimination. They generally involve members of one group that deny access to opportunities and rewards that are available to that group.

<http://www.thesociologicalcinema.com/blog/stereotypes-a-fundamental-concept-for-teaching-sociology#.VM5bbZU5DIU>

# Stereotypes – Thomas Theorem

- Thomas theorem: "if [people] define situations as real, they are real in their consequences." In other words, when people accept stereotypes as true, then they are likely to act on these beliefs, and these subjective beliefs can lead to objective results.
- What are examples of this?

# STEREOTYPES - Research

Research shows exposure to American Indian mascots increased stereotyping of other minority groups. (See Prieto, Okazaki, Goldstien and Kirschener, 2010).



# Stereotype Exercise

- In groups of 4-5 write down at least 4 stereotypes you have heard of or seen recently in the movies or TV (you don't have to agree with the stereotype and it could be a positive or negative stereotype).
- Discuss where or how you think the stereotype may have originated-is the stereotype fair/accurate?
- What harm, if any, does the stereotype cause.
- How do you think folks who are targets of the stereotype feel when they see/hear it.
- How should we all respond when we hear/see stereotypes.

# Module 2: Cultural Appropriation

Before presenting this module the presenter should read:  
R. Rogers, *From Cultural Exchange to Transculturation: A Review and Reconceptualization of Cultural Appropriation*, Communication Theory 16 (2006).

# Cultural Appropriation - Definition

**In its broadest sense cultural appropriation is:**

The adoption or taking of specific elements, (such as ideas, symbols, artifacts, images, art, rituals, icons, behavior, music, styles) of one culture by another culture.



# Cultural Appropriation – Types

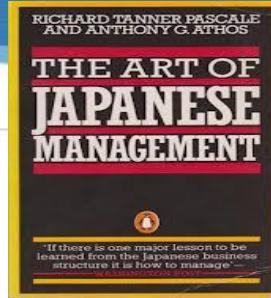
There are four types of cultural appropriation according to Richard A. Rogers\*, they include:

1. Cultural Exchange – *Reciprocal Exchange*
2. Cultural Dominance – *Imposing the dominant culture on a subordinate culture*
3. Cultural Exploitation – *Taking of subordinate culture for benefit of dominant culture*
4. Transculturation – *Development of cultural hybrids*

\* See R. Rogers, *From Cultural Exchange to Transculturation: A Review and Reconceptualization of Cultural Appropriation*, *Communication Theory* 16 (2006).

# Examples of Types of Cultural Appropriation

1. Cultural Exchange .....



Indian Boarding Schools  
and forced assimilation.

2. Cultural Dominance .....



Victoria Secret  
Indian Princes

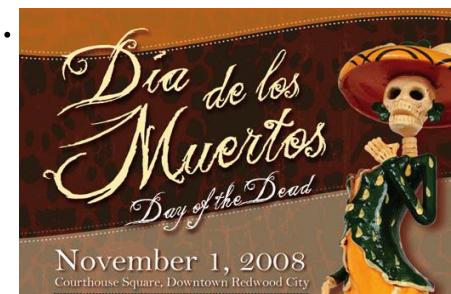


Blackface

3. Cultural Exploitation.....



“juzgado” to “hoosegow”



November 1, 2008  
Courthouse Square, Downtown Redwood City

4. Transculturation .....

# Cultural Exploitation

## Cultural exploitation is:

The appropriation of elements of a subordinated culture by a dominant culture without substantive reciprocity, permission, compensation, understanding, or appreciation\*.

There is often a prior history of discrimination or some form of marginalization. Often the appropriation serves, intentionally or unintentionally, to perpetuate the subordinate position of the appropriated culture.



\* See R. Rogers, *From Cultural Exchange to Transculturation: A Review and Reconceptualization of Cultural Appropriation*, *Communication Theory* 16 (2006).

# Cultural Dominance

Cultural Dominance is:

The use of elements of a dominant culture by members of a subordinated culture in a context in which the dominant culture has been imposed onto the subordinated culture, including appropriations that enact resistance.

# When is Cultural Appropriation Offensive or Harmful (Cultural Misappropriation)

## Ask the following questions:

Is there a history of discrimination or oppression, of the subordinate group?

Is there a power differential between cultural groups involved?

Does it perpetuate negative stereotypes?

Is the culture being erroneously depicted (cultural degradation).\* Are important cultural symbols being used inappropriately?

Is the subordinate culture being “mined” and “shipped home” for consumption?

Is commodification occurring? (See Wallace & Malm, 1984).

Is a cultural/racial group offended or likely to be offended?

\* Appropriation “can have corrosive effects on the integrity of an exploited culture because the appropriative conduct can erroneously depict the heritage from which it is drawn.” When a culture is distorted “tears can appear in the fabric of a group’s cultural identity.” Ziff & Rao, 1997, p.9)

# Exercise

- ❖ What are some examples of cultural appropriation that would be offensive or harmful? What are some that would not be?
- ❖ Research questions. What does a Native American Headdress represent. What does a Bindi represent?
- ❖ What are current day examples of appropriating a culture or its artifacts without permission, reciprocity or compensation.

# Module 3: Micoraggressions

# Microaggressions - Definition

**Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.** In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment

See: <https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race> (Sue,DW); Sue, D.W., Capodilupo, C., Torino, G, Bucceri, J., Holder, A., Nadal, K., & Equin, M. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *The American Psychologist* , 62 (4) 271-286; and <http://www.youtube.com/watch?v=xAIFGB1EsbQ>

# Microaggressions - Research

Research shows that chronic microaggressions results in “painful psychological stress responses” and “feelings of anger, disgust, distress, and a diminished sense of belonging on their respective campuses.” Microaggressions negatively impact learning.

(See W.A. Smith et al. 2007 p. 573; and D.W. Sue, *Racial Microaggressions in Everyday Life*, 2010, Wiley & Sons)

# Microaggressions - Research

Data going back to the 80s suggests that there are thousands of instances of ethno-violence (ranging from assaults, to graffiti, to racial slurs) directed towards students of color each year. A study at the University of California-San Diego in the 90s found that over 80% of white students admitted to having seen or heard racial slurs or acts of race-based discrimination aimed at students of color. And a 2004 survey at the University of Virginia found that 40% of all black students at the school had been the target of a direct racial slur, while 91% had either experienced or witnessed an act of racial discrimination or intolerance since coming to the college.

# Exercise

Break up into small groups:

- ❖ And share incidents of micro aggressions you experienced or witnessed.
- ❖ Share a micro-aggression you committed. How did others respond?
- ❖ How were these incidents handled, how would you handle it differently today?

# Module 4: Bystander Intervention

# Bystander Intervention

- ◆ The willingness to take action and help someone in time of need.
- ◆ People who engage in bystander intervention are “Active Bystanders”
- ◆ An Active Bystander assesses a situation to determine what kind of help, if any might be appropriate, by evaluating options and choosing a strategy for response.

# Bystander Situations May Include:

- Discriminatory or offensive humor
- Rude, inconsiderate, or unprofessional behavior
- Meanness, bullying
- Engaging in cultural misappropriation or displaying a stereotype
- Harassment or microaggressions
- Threats or potential violence

# Bystander Strategies May Include:

- Name or acknowledge an offense
- Interrupt the behavior
- Encourage dialogue
- Publicly support an aggrieved person
- Privately support an upset person
- Talk privately to the person engaging in inappropriate action
- Call for help and/or seek assistance

Source: <http://web.mit.edu/bystanders/definition/index.html>

# Module 5: Race Themed Parties: Cultural Misappropriation, Stereotypes and Micro-aggressions

# RACIALLY THEMED PARTIES AS MICRO-AGGRESSIONS

October 2012: The photograph below depicts the members of a sorority at Penn State hosting a Mexican themed party . The signs read “will mow lawn for weed & beer” and “I don’t cut grass I smoke it”.



# Compton Cookout UCSD

Invitees were urged to wear chains, don cheap clothes and speak loudly with a limited vocabulary. Female participants were encouraged to be “ghetto chicks” and “chicken, coolade and of course watermelon,” would be served.



# Duke University-Asia Prime Party

Duke Univ. party named "Asia Prime." The invite read: "Herro Nice Duke Peopre" in a misspelling intended to convey an East Asian accent. Photos from the party show students dressed in traditional Asian garments such as conical sedge hats and sumo wrestler attire.



# Santa Clara University – South of the Border Party

California's Santa Clara University, students decided to throw a "South of the Border Party." Students dressed up as janitors, female gangsters and pregnant women.



# RACIALLY THEMED PARTIES AS MICRO-AGGRESSIONS

## WHY THEY ARE HARMFUL

- ◆ Reinforces and Perpetuates negative stereotypes.
- ◆ Dehumanizes and Invalidates the appropriated culture by reducing entire groups of people to a caricature.
- ◆ Allows for commodification and cultural degradation of the culture.
- ◆ Creates a hostile and unwelcoming educational environment (legal liability).
- ◆ Can also negatively impact the appropriators (future employers or grad programs may discover their participation in these events via the internet)
- ◆ Adds to micro-aggressions experienced by members of subordinate groups – Which impacts learning