

### Exercise 11: Stereotypes, Ethnocentrism, and Prejudice

**Student's Instructions.** One classification of attitudes differentiates the negative manifestations of stereotypes, ethnocentrism, and prejudice. Most of the statements in this exercise reflect observations made by visitors to the United States and students from other countries.

**Objective.** To understand the differences between stereotypical, ethnocentric, and prejudicial attitudes.

**Reference.** Chapter 7.

**Instructions for Part I.** For the statements below, identify the type of attitude by denoting "S" for stereotype, "E" for ethnocentrism, and "P" for prejudice.

- \_\_\_\_\_ 1. Americans treat their elders with disdain, shipping their elderly parents off to "homes" to live out their years presumed to be their best.
- \_\_\_\_\_ 2. Americans show hospitality to strangers but do not seem to care as much for family members.
- \_\_\_\_\_ 3. Pollack, lesbo, queer, Hun, fag, Hebes, kooks.
- \_\_\_\_\_ 4. Americans spend billions of dollars annually in tribute to foreign countries they want as their friends or that threaten them, yet their city streets are filled with bums, homeless people, and panhandlers.
- \_\_\_\_\_ 5. The schools teach only the history of the United States because it's the only one that counts.
- \_\_\_\_\_ 6. The Japanese have greater freedom of speech than Americans.
- \_\_\_\_\_ 7. To educate certain racial groups is a mistake because they may turn against the rest of us.
- \_\_\_\_\_ 8. Americans acquiesce to the demands of small minorities – Blacks for instance – because they are afraid of them.
- \_\_\_\_\_ 9. Koreans are hot-tempered, aggressive, and stubborn.
- \_\_\_\_\_ 10. American college students are interested only in the opposite sex, having fun, drinking, and sports. They don't care that their parents sacrifice to send them to school.
- \_\_\_\_\_ 11. Americans call someone they just met a few days ago a "friend" when they hardly know the person. They seem to use their friends for their own gain.
- \_\_\_\_\_ 12. Chinks are the "Jews of the Orient."
- \_\_\_\_\_ 13. The United States may not be perfect, but it's as close to perfection as a country can get.
- \_\_\_\_\_ 14. America isn't a democracy; it's run by special-interest groups and politicians who cater to those groups.
- \_\_\_\_\_ 15. Blacks can't make a go of their stores because Korean grocers have taken over.
- \_\_\_\_\_ 16. Buddhists, Hindus, and Confucianists are infidels; Christianity is God's religion.
- \_\_\_\_\_ 17. American education is run by unions, not the teachers or parents. That's why the students can't read and write.
- \_\_\_\_\_ 18. Jews take care of only their own group.

\_\_\_\_\_ 19. American Indians, Blacks, and Hawaiians are looking for a free ride paid for by the rest of us. Most haven't earned the right to get on the bus.

\_\_\_\_\_ 20. He's so dumb he thinks a mini skirt is what Mickey Mouse gave Minnie.

**Instructions for Part II.** For each of the groups below, write down the adjective that best represent to you the people making up the groups. For the North American group, some already are given as examples. Add to it as you wish.

**American:** outgoing, friendly, informal, loud, boastful, immature, hard-working, extravagant, wasteful, racially prejudiced, generous, \_\_\_\_\_

**English:** \_\_\_\_\_  
\_\_\_\_\_

**Irish:** \_\_\_\_\_  
\_\_\_\_\_

**German:** \_\_\_\_\_  
\_\_\_\_\_

**Japanese:** \_\_\_\_\_  
\_\_\_\_\_

**Black:** \_\_\_\_\_  
\_\_\_\_\_

**Chinese:** \_\_\_\_\_  
\_\_\_\_\_

**Mexican:** \_\_\_\_\_  
\_\_\_\_\_

**Russian:** \_\_\_\_\_  
\_\_\_\_\_

**Korean:** \_\_\_\_\_  
\_\_\_\_\_

**Israeli:** \_\_\_\_\_  
\_\_\_\_\_

The culture being studied for Exercise 1 (if not listed above): \_\_\_\_\_  
\_\_\_\_\_

**Instructor's Instructions.** After the students have finished reading Chapter 7 and heard a lecture on its contents, devote a class period to a discussion of Exercise 12. Break the class into groups of about 5 students each. Assign each group to discuss 5 of the statements: Group 1 (1-5); 2 (6-10); 3 (11-15); 4 (16-20); 5 (1-5); etc. Each group tries to decide what each assigned statement is: stereotype, ethnocentrism, or prejudicial, and why the group thinks so. The groups meet for roughly 2/3 of the class period after which the class as a whole reconvenes with a reporter from each group relating the group's decisions. There are no specific answers for this exercise.

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**Exercise 12: What Does It Mean?**

**Student's Instructions.** The terms in this exercise come from Part Two in the text. Mark the following as either "T" for true or "F" for false.

- T     1. "Be all you can be" is *self-actualization*.
- F     2. *Disconfirmed expectations* means that we anticipate something to happen in a certain way.
- T     3. *Motivators* are influences that account for the initiation, direction, intensity, and persistence of behavior.
- T     4. *Attribution* means to seek causes for behavior.
- T     5. *Stereotyping* or indiscrimination means failure to discriminate.
- T     6. Seeing and hearing are the major *distance* sense.
- T     7. *Instincts* are innate, automatic dispositions to respond in a particular way to a specific stimuli.
- F     8. *Perception* is the process by which persons select, organize, and interpret sensory stimuli into a meaningless and incoherent picture of the world.
- F     9. *Acquisition* means to surrender, comply, accept.
- T     10. *Incentive* means there is something in it for us.

Match each statement with its proper meaning.

- h     1. Latest impressions.
- e     2. We believe that because something happened, something else will occur.
- d     3. Derived from personal experience.
- i     4. Well-being of mankind.
- f     5. Independent, responsible individuals seeking their own destinies.
- a     6. The standards that guide our behavior.
- b     7. Third order of importance.
- c     8. Judgments about what is true or probable.
- j     9. Caused by something beyond our control.
- g     10. Physical and psychological feelings that give rise to tensions and hence motivate us in such a way as to overcome the tensions.

- |                              |              |                    |
|------------------------------|--------------|--------------------|
| a. Values                    | b. Tertiary  | c. Beliefs         |
| d. Experiential              | e. Reasoning | f. Individuality   |
| g. Needs                     | h. Recency   | i. Humanitarianism |
| j. External locus of control |              |                    |

The answers are noted for the instructor.

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**Exercise 13: Social Institutions**

**Student's Instructions.** Each of the ten proverbs below refers to a social institution noted in the chapter, either directly or indirectly.

**Objective.** To relate how each proverb relates to a social institution.

**Instructions.** For each proverb, explain its meaning, indicate the social institution you think it represents, and state a value you think it describes. Be ready to discuss in class.

SAMPLE: Two is company, but three is a crowd.

Meaning: an engagement or date reserved for the exclusive company of two people.

Institution: Family/pre-marriage

Value: Freedom, privacy

Notes: The Social Institute is listed here for the instructor's use.

- 1. You can't win them all. Politics  
\_\_\_\_\_
- 2. The voice of the people is the voice of God. Religion or Politics  
\_\_\_\_\_
- 3. As the twig is bent, so is the tree inclined. Family  
\_\_\_\_\_
- 4. Politics makes strange bedfellows. Politics  
\_\_\_\_\_
- 5. There goes more to marriage than four bare legs in a bed. Family  
\_\_\_\_\_
- 6. The bigger they are, the harder they fall. Politics  
\_\_\_\_\_
- 7. The devil can quote scripture for his own ends. Religion  
\_\_\_\_\_
- 8. Different strokes for different folks. Education  
\_\_\_\_\_
- 9. Like father, like son. Family  
\_\_\_\_\_
- 10. Live and learn. Education  
\_\_\_\_\_

**Exercise 14: Social Institutions of the Student's Cultural Resumé**

**Objective.** To analyze the social institutions of your cultural resumé.

**Reference.** Chapter 8.

**Instructions.** For the culture you are studying, provide the following information regarding its institutions:

Name of culture/country: \_\_\_\_\_

Type of family unit: \_\_\_\_\_

Basic family structure: \_\_\_\_\_