

# STEREOTYPES



Tarefa 4:

“Reading Activity”

Material: textos sobre estereótipos. Sugestões:

[http://the\\_english\\_dept.tripod.com/stereo2.htm](http://the_english_dept.tripod.com/stereo2.htm)

<http://news.bbc.co.uk/1/hi/uk/4317528.stm>

<http://www.nativechild.com/stereotype.html>

Procedimento: o professor deverá preparar esta atividade em função do nível de cada grupo/série.

Atividades extras sugeridas para desenvolver a compreensão oral:

## **1- Episódio do Simpson – “Blame on Lisa”**

(nível intermediário de inglês – sem legenda)

Material: DVD com o episódio (temos um exemplar na sede da associação, entre em contato através do Fale Conosco).

Procedimento: O professor deverá conduzir uma discussão sobre os estereótipos comuns sobre os brasileiros. Após esta discussão, assistir ao episódio, ou parte dele. Ao final do episódio, o professor pode trazer a tona questionamentos sobre como surgem estes estereótipos a respeito dos brasileiros.

## **2- Links do site [www.youtube.com](http://www.youtube.com):**

Material:

<http://www.youtube.com/watch?v=nbZ9zJ22WfQ> (Japanese Stereotypes)

<http://www.youtube.com/watch?v=MProK2JZaQs>  
(British Stereotypes)

## **3- Site para pesquisa:**

<http://www.ac-nancy-metz.fr/enseign/anglais/Henry/civistereotype.htm>



## **4- Textos na íntegra:**

Extraído de: [http://the\\_english\\_dept.tripod.com/stereo2.htm](http://the_english_dept.tripod.com/stereo2.htm)



## **Stereotypes Definition and Vocabulary Glossary**



Stereotypes are defined in a number of ways. Consider these definitions of a stereotype:

1. A simplified and fixed image of all members of a culture or group (based on race, religion, ethnicity, age, gender, national origins)
2. Generalizations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information)
3. Initial predictions about strangers based on incomplete information about their culture, race, religion, or ethnicity
4. A single statement or attitude about a group of people that does not recognize the complex, multidimensional nature of human beings
5. Broad categories about people that fail to differentiate among individuals, peoples, and societies
6. Identification of easily observable characteristics of groups of people

Stereotypes can be either positive or negative, but they are all unfair and misleading. In general, stereotypes reduce individuals to a rigid, inflexible image; they do not account for the fact that human beings are complex and multidimensional, with unique attributes. Stereotypes suggest that people or groups of people are the same, when, in fact, they are quite different. Stereotypes about human beings tend to dehumanize people, placing all members of a group into one, simple category.

Although generalizations, the basis for stereotyping, represent a natural part of the learning process, when they are directed at human beings, they can be dangerous and harmful. When we stereotype people, we prejudge them; we assume that all people in a group have the same traits. This form of blind categorization leads to false assumptions about people and causes misunderstandings, hostility, abusive behaviors, conflicts, discrimination, and prejudice. 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 or fear.

Civil societies can only thrive when damaging stereotypes are broken down. The difficulty is that stereotypes are sometimes hard to recognize because they are fixed beliefs. Learning to identify stereotypes is one of the first steps we must take to build a civil society. All of us face peer pressure when confronted with a joke which puts down a certain minority. It takes courage to raise objections to these jokes and pejorative names and to actively fight the prejudice and bigotry which they foster. It is important to stand up against injustice, and fight the discrimination, stereotypes, and scapegoating which have served as the precursors to persecution, violence, and genocide. After identifying stereotypes, we can work toward eliminating them from society. When stereotypes are eliminated, it will be easier to acknowledge and appreciate individual differences. When we live in a society that is open to cultural diversity and that values the contributions of all society members--regardless of cultural and ethnic backgrounds, race, life styles, and belief--we will be one step closer to living in a civil society.

## **Glossary of important terms**

### **alienation (n)**

**to be alienated (v)** a feeling of being separate, a feeling of not belonging

### **attitude of superiority (n)**

**To feel superior (v)** belief that one is better than others are

### **discrimination (n)**

**to discriminate against (v)** special treatment (good or bad) based on race, religion, physical appearance, age, social class

### **ethnocentrism (n)**

**ethnocentric (adj)** belief that one's own group (culture, race, country) is better than others are

### **generalization (n)**

**To generalize (v)** a statement that does not include details or important differences

### **harm (n)**

### **harmful (adj)**

**To harm (v)** physical or emotional pain

causing physical or emotional pain

### **hostility (n)**

**hostile (adj)** anger, hatred, strong opposition

**intolerance (n)**

**To be intolerant (v)** lack of kindness or understanding toward people who are different

**prejudice (n)**

**to be prejudiced against (v)**

**to feel prejudice against (v)** a negative, unfair opinion about a person or group of people, usually based on limited information or limited experience

**racism (n)** belief that an ethnic group is superior or inferior to other groups

**scapegoat (n)** A person or group who is given the blame for the mistakes or failures of others, promoted through the use of propaganda.

**stereotype (n)** a very simple, often mistaken, generalization about a group of people

**traits (n)** characteristics, features

**xenophobia (n)**

**xenophobic (adj)** fear or dislike of foreigners and strangers





## **Nationality stereotypes 'a myth'**

**The stiff upper-lipped stereotype image of the English is not borne out by a new study of personality traits in 49 different cultures.**

Nearly 4,000 people were asked to describe "typical" members of their own country and these were compared with assessments of real-life individuals.

Misconceptions can be perpetuated through education, hearsay, the media and jokes, US researchers said.

The National Institute on Aging study is published in journal Science.

"People should understand that we are all prone to these kinds of preconceptions and likely to believe that they are justified by our experience, when in fact they are often unfounded stereotypes," said Dr Robert McCrae.

"National stereotypes can provide some information about a culture, but they do not describe people.

"In fact, unfavourable stereotypes of national or ethnic groups are potentially very dangerous, forming the bases for prejudice, discrimination, persecution, or even genocide."

### **Conventional**

The study found there was a widely held belief that most Germans were industrious, Italians passionate and English phlegmatic - but found there was little truth in those views.

Americans and Canadians had almost identical scores on measures of assertiveness.

But researchers found Americans rated themselves assertive while Canadians believed themselves to be submissive.

Indians turned out to be more conventional than anyone else surveyed but saw themselves as unconventional.

The NIA researchers now plan to look at age stereotypes around the world.

Previous studies by the institute found stereotypes depicting old people contribute to age discrimination.

Extraído de: <http://www.nativechild.com/stereotype.html>

## **Are all Stereotypes Negative?**

Excerpt from Basic Concepts of Intercultural Communication, edited by Milton J. Bennet ---

Stereotypes arise when we act as if all members of a culture or group share the same characteristics. Stereotypes can be attached to any assumed indicator of group membership, such as race, religion, ethnicity, age or gender, as well as national culture. The characteristics that are assumedly shared by members of the group may be respected by the observer, in which case it is a POSITIVE STEREOTYPE. In the more likely case that the characteristics are disrespected, it is a NEGATIVE STEREOTYPE. Stereotypes of both kinds are problematic in intercultural communication for several obvious reasons. One is that they may give us a false sense of understanding our communication partners. Additionally, stereotypes may become self-fulfilling prophecies, where we observe others in selective ways that confirm our prejudice.