

“A Class Divided”

Due: _____

Name: _____

Prejudice on display in the classroom – 50 points

(A word of advice – do not wait until a day before this is due to begin.)

Needed:

AP* textbook pages 664-670 (and 689 for brief info about self-fulfilling prophecy. See website as well.)

Internet – Weebly website, under today’s date.

Topic:

One day in 1968, Jane Elliott, a teacher in a small, all-white Iowa town, divided her third-grade class into blue-eyed and brown-eyed groups and gave them a daring lesson in discrimination. This is the story of that lesson, its lasting impact on the children, and its enduring power thirty years later.

Procedure:

1. Read pages in your textbook to understand the roots of prejudice and discrimination.
2. Complete the chart detailing the key ideas for each topic, demonstrating your understanding of the concept. (2 pts each)
3. Watch the first 3 parts of “A Class Divided” online and relate the video to the concepts from the book, demonstrating an understanding of the concepts in real-world situations. Imagine that you are conducting a **naturalistic observation** in the classroom.
4. Complete the questions after the chart.
5. Come to class on the due date ready to discuss the concepts, the video, and to watch parts 4 and 5.

Stereotypes:

(2 pts)

Discuss 3 specific, different examples in which Mrs. Elliott established stereotypes among the children. Clearly demonstrate how they are stereotypes, according to the text. (3 pts)

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Discuss 2 specific, different examples in which the students reinforced or acted upon stereotypes established by Mrs. Elliott. Clearly demonstrate how they are stereotypes, according to the text. (2 pts)

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Discrimination:

(2 pts)

Discuss 2 specific examples of discrimination from the video, clearly demonstrating how they were examples of discrimination. (2 pts)

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Self-fulfilling prophecy:

See the wiki for links to a video/short article about self-fulfilling prophecy

(2 pts)

Discuss how the “card pack” activity demonstrated the self-fulfilling prophecy. (Discuss does not mean tell me in one sentence. Explain what happened over the course of two days, and relate it to the concept of self-fulfilling prophecy.) (3 pts)

In-group bias:

(2 pts)

Discuss 2 specific instances in which Mrs. Elliott promoted in-group bias, clearly tying it to the concept as described in the book. (2 pts)

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Discuss 2 specific instances in which the students demonstrated in-group bias, clearly tying it to the concept as described in the book. (2 pts)

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Out-group:

(2 pts)

Discuss 2 specific examples from the video that demonstrates the psychological impact on the students from being in the out-group, clearly tying it to the concept as described in the book. (2 pts)

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Vivid cases:

(2 pts)

Provide 3 specific examples from the video when a person used a vivid case to support a stereotype or in-group bias, or an action that Mrs. Elliott used to create a vivid case.

(3 pts)

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Discuss the exercise in terms of ethical guidelines as established by the APA. Did the exercise satisfy all ethical guidelines? Explain your answer with details from the video and connections to the ethical guidelines. (5 pts)

Racism is 'hardwired' into the human brain - and people can be prejudiced without knowing it

By [Rob Waugh](#) - Published: 05:33 EST, 26 June 2012

Racism is hardwired into the brain, say scientists - and it operates unconsciously. The same circuits in the brain that allow us to see which ethnic group a person belongs to overlap with others that drive emotional decisions. The result is that even right-thinking individuals make unconscious decisions based on a person's race.

Brain scans have proved that interactions with people of other ethnic backgrounds set off reactions that may be completely unknown to our conscious selves. The finding may force researchers to think about racism in entirely new ways. It's possible, the researchers say, that even right-thinking, 'egalitarian' people could harbor racist attitudes without knowing. The chemicals involved in perceiving ethnic backgrounds overlap with those for processing emotion and making decisions, according to new research.

And the findings published in Nature Neuroscience could lead to fresh ways of thinking about unintended race-based attitudes and decisions. Dr Elizabeth Phelps, of New York University, and colleagues reviewed previous brain scanning studies showing how social categories of race are processed, evaluated and incorporated in decision-making. They showed a network of brain regions called the amygdala, prefrontal cortex and the anterior cingulate cortex are important in the unintentional, implicit expression of racial attitudes. The researchers said the brain areas themselves - as well as the functional connectivity among them - are critical for this processing.

Dr Phelps said: 'A few decades ago, it was unthinkable that looking at the brain to understand representations of social groups such as black versus white was even possible, let alone that such explorations could yield useful knowledge. 'Evidence from neuroscience has been vital in clarifying the nature of how intergroup cognition unfolds. 'Moreover, the neuroscience of race has been useful in pointing the way toward the type of new behavioral evidence needed to answer questions of not only what happens when intergroup cognition is at stake, but whether and how change is possible in real human interactions. 'How to use this knowledge from brain and behavior to further extend basic knowledge and to drive applications is the obvious next generation of questions that we must pose. 'If good people who intend well act in a manner inconsistent with their own standards of egalitarianism because of the racial groups to which 'the other' belongs, then the question of change takes on new and urgent meaning. 'This urgency requires that we attend to the evidence about how our minds work when we confront racial and other group differences. 'Thus far, we have obtained modest evidence about these processes as they operate in our brains, unbeknownst to our conscious selves. The question of what we will do with these insights awaits an answer.'

<http://www.dailymail.co.uk/sciencetech/article-2164844/Racism-hardwired-human-brain--people-racists-knowing-it.html>