ASA TRAILS Resources

*Our Social World 6e*

# Chapter 8: Race and Ethnic Group Stratification: Beyond “Us” and “Them”

1. [Linguistic Ideologies, Fallacies of Racism, and the Construction of the Racial “Gaffe”](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12906)

The purpose of this activity is to introduce students to sociological and linguistic concepts useful for analyzing media narratives often encountered during the “moral panics” that follow infamous racist utterances. To do this, the activity utilizes video of an infamous racist chant that went viral in early 2015, along with several articles and statements that were published online in the ensuing discussion. This activity will assess students’ understanding of linguistic ideologies that underlie common English usage in the United States, as well as the five fallacies underlying the folk-ideology of racism. In this activity students address the implications of new concepts for personal experiences with racial “light talk,” and the circulation of racist language through media discourse surrounding gaffes.

**Resource Type(s):** Assignment

**Authors(s):** David Lee Rigby

**Date Published:** 4/21/2015

**Subject Area:** Racial and Ethnic Relations

**Class Level:** College 100

**Class Size:** Medium

**Language:** English

2. [Critiquing Color-Blind Racism and Racial Fallacies in “The Daily Show”](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12863)

This classroom activity provides an opportunity for students to practice identifying colorblind racism (Bonilla-Silva, 2003) and racial fallacies (Desmond & Emirbayer, 2009) in media and in everyday conversations. While students often understand the idea of covert racism, their ability to make use of the concepts in their lives is often limited because they are less able to identify covert racism as it arises in everyday life. Students read one or both articles as homework, then raise hands in class to identify and critique these forms of covert racism as they appear in a conversation between Bill O'Reilly and John Stewart on the Daily Show. I conduct this activity early in the term, and refer back to it as a reminder of how to critically appraise discourse about race.

**Resource Type(s):** Class Activity

**Authors(s):** Tal H. Peretz

**Date Published:** 12/29/2014

**Subject Area:** Racial and Ethnic Relations

**Class Level:** Any

**Class Size:** Any

**Language:** English

3. [Understanding Colorism and Gender Inequality Through Media](http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12934)

The objective of this assignment is to have students exercise critical thinking skills in the ways they think about racial and ethnic inequalities. Racism is well documented, but we rarely examine and talk about skin color discrimination within minority groups. This assignment introduces students to the concept of colorism, its effects on racial stereotypes and images in the media, as well as standards of beauty, specifically for women of color. Colorism research fosters a deeper understanding of systemic racism around the world. This assignment asks student to analyze colorism and the social inequalities associated with the media’s portrayal of women of color.

**Resource Type(s):** Assignment

**Authors(s):** Virginia Little

**Date Published:** 7/30/2015

**Subject Area:** Race, Class, and Gender

**Class Level:** Any

**Class Size:** Any

**Language:** English