| Level : 3rd year  Lesson 5: Breaking Prejudice | logo-esprit |
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| Module : CCCA3  Instructor(s) : Up Anglais  **Learning Outcomes:**   * + Develop social intelligence by recognising prejudicial attitudes.   + Discuss the negative consequences of prejudice and the importance of empathy.   + Use text evidence to build understanding of what is read.   + Use modals to speculate and make deductions in the present. | |

**Complete the following definitions with words from the box:**

| 01. ANTISEMITISM 02. CIVIL RIGHTS 03. DISCRIMINATION 04. GENOCIDE 05. HATE CRIME 06. THE HOLOCAUST 07. PREJUDICE 08. PROPAGANDA 09. RACISM 10. RESPONSIBILITY 11. STEREOTYPE 12. SCAPEGOAT 13. TOLERANCE |
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A. \_\_\_\_\_\_\_\_\_\_\_A fair and objective attitude toward those whose opinions and practices differ from one's own; the commitment to respect human dignity.

B. \_\_\_\_\_\_\_\_\_\_\_Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic and political discrimination.

C. \_\_\_\_\_\_\_\_\_\_\_Action based on prejudice or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing and education.

D. \_\_\_\_\_\_\_\_\_\_\_Personal and property rights guaranteed by the Constitution and by law.

E. \_\_\_\_\_\_\_\_\_\_\_An historical event that took place in Europe between 1933 and 1945, where six million Jews were systematically and brutally murdered by the Nazis and their collaborators.

F. \_\_\_\_\_\_\_\_\_\_\_The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one’s cause or to discourage support for another.

G. \_\_\_\_\_\_\_\_\_\_\_Personal and social accountability reflected in choices and actions that promote social justice.

H. \_\_\_\_\_\_\_\_\_\_\_A preconceived attitude, opinion or feeling, usually negative, formed without adequate knowledge, thought or reason.

I. \_\_\_\_\_\_\_\_\_\_\_Violence, property damage or threat that is motivated in whole or in part by an offender’s bias against the target’s real or perceived ‘race,’ religion, ethnicity, nationality, gender, disability or sexual orientation.

J. \_\_\_\_\_\_\_\_\_\_\_The deliberate and systematic attempted annihilation of a national, racial, ethnic or religious group of people.

K. \_\_\_\_\_\_\_\_\_\_\_A set of beliefs based on perceived ‘racial’ superiority and inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources and power.

L. \_\_\_\_\_\_\_\_\_\_\_An individual or group unfairly blamed for problems not of their making.

M.\_\_\_\_\_\_\_\_\_\_\_A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.

* **Choose one or more vocabulary words that describe what is going on in the scenario. You may use a word more than once.**

**VOCABULARY WORDS - PREJUDICE - RACISM - GENOCIDE - STEREOTYPE - DISCRIMINATION**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_People blame innocent Arab Americans for terrorist attacks. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A school puts all Latino students into agriculture classes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nazis try to kill all Jews.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A job is given to white people only. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A male boss never gives women important work. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_An auto insurance company charges Asians higher premiums.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Thousands of Native Americans are forced off their land.

* **Read the following text and answer the questions below:**

**1.** Women have increasingly moved toward greater gender equality at home and in the workplace. Changes in gender roles and lifestyles have occurred with men now sharing more in household chores and childrearing. In addition, social rules of etiquette and gender roles are now more flexible and equity within the marital relationship more common. Many women now work outside the home; in the U.S., they comprise forty-six percent of the workforce. Although so much has changed, there is much more that has not.

**2.** One of those areas that have not witnessed change is women’s representation in leadership roles. The truth is that women are still underrepresented in leadership roles in corporations, institutions of higher education and the political sector. In the U.S., women now make up twenty three percent of American Chief Executive Officers (CEOs). Few women reach the top in higher education although women increasingly enter the ranks of academia. A total of 453 women, representing only sixteen percent of all presidents, now head U.S. colleges and universities.

**3.** In studying the difference between men and women and how they lead, scholars face many difficulties. Theories of leadership are typically neutral or absent in their attention to gender as if ―a leader is a leader. On the other hand, studies on leadership typically ignore gender differences or mostly study white men. Popular knowledge and women’s self-reports often identify distinct leadership styles and characteristics associated with gender while practical studies on gender and leadership often show that the behavior of men and women leaders seems more alike than different when occupying the same leadership positions. Why is it then that the strength of these perceptions persists?

**4.** We often perceive traits associated with leaders that may not have much to do with effective leadership; these characteristics are often embraced by leaders themselves. Terms like: he looks like a leader; he is presidential; he is charismatic and visionary, are all terms used to define leaders. **These** often capture what followers want in their leader—which, in turn, is shaped by stereotypical ideas of leadership which reflect socially assigned and conventional gender roles. All of these factors impact the popular understanding of leadership.

**5.** However, these characteristics of leaders actually have little to do with effectiveness. Given that white males have typically occupied leadership positions, common descriptions of leader 2 effectiveness often favor male characteristics of height, white, and masculinity. Women are also evaluated more negatively compared to men even when performing the same leadership behaviors.

**6.** Today’s higher education is directly influenced by the rapidly changing and diverse global society and faces challenges in how to prepare and educate students today to be the leaders of tomorrow. Higher education can be efficient in shaping perceptions about men and women leadership. It is well positioned to link the local and the global, and **this** gives it considerable influence over the change process in any society and enhances **its** potential to contribute to social development and women’s leadership.

**7.** In the end, there are many team players who can effectively redirect the perceptions of leadership towards more gender equality. Hopefully higher education together with the shifting attitudes that the global society is experiencing today can bring about positive change. It is also an achievable goal that women themselves need to persistently pursue. Alice Eagly, author of Sex Differences in Social Behavior, describes the pathway to leadership today for women as no longer a glass ceiling where there is no access; rather it is a maze where it is possible for women to navigate through and find their way. This suggests the emergence of multiple models of leadership, and recognition that a woman leader might do it differently. Navigating the maze will be easier when women examine their strengths and the advantages they bring.

**Questions:**

**A- Answer the following questions using your own words.**

1. What is the prejudiced attitude highlighted in the text?

…………………………………………………………………………………………………………………………………………………………………………………………………….

2- Based on paragraph 1, how have gender roles changed?

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3- According to paragraph 3, what obstacles do scholars face in studying gender differences in leadership roles?

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4- According to the writer in paragraph 4, what is the problem with the popular understanding of leadership characteristics?

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5- Based on paragraph 6, what conclusion can be drawn about higher education and leadership?

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6- Based on the indicated paragraphs, what does each of the following underlined words refer to?

a- These (Paragraph 4) ………………………….

b- this (Paragraph 6) ……………………………

c- its (Paragraph 6)……………………………..

**Grammar:**

**1. Complete the sentences with the appropriate modal verb.**

1. Sarah never stops talking about Steve. She ……………be in love with him!
2. You ……………….hate English food - it's delicious!
3. Tom …………………be working today - I just saw him at the gym.
4. Tom ……………….be working today, but I can't remember.
5. Yuki's quite good at grammar. She ……………..know the answer to this question.
6. You studied this for 3 years at university! You ………………..know the answer!
7. You just slept for 12 hours! You ……………..be tired again already!
8. The kids are calm today. They …………. be tired.
9. He's working full-time and studying for his Ph.D. That ………… be easy.
10. Wow - look at that diamond necklace. It ……………….cost a fortune.