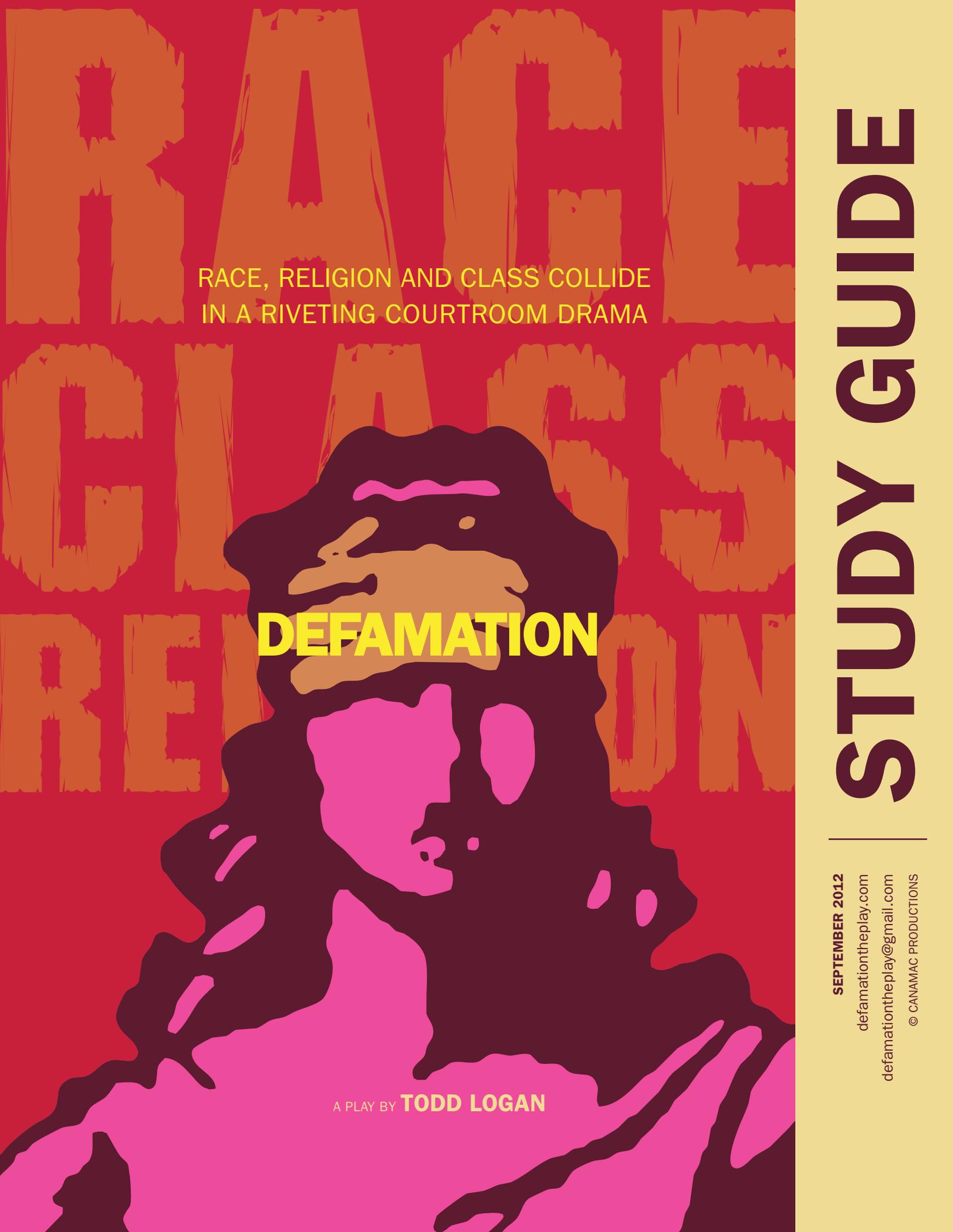


RACE, RELIGION AND CLASS COLLIDE  
IN A RIVETING COURTROOM DRAMA



**DEFAMATION**

A PLAY BY **TODD LOGAN**

**SEPTEMBER 2012**

[defamationtheplay.com](http://defamationtheplay.com)

[defamationtheplay@gmail.com](mailto:defamationtheplay@gmail.com)

© CANAMAC PRODUCTIONS

**STUDY GUIDE**

## CONTENTS

<b>1</b>	Study Guide Introduction
<b>2</b>	Synopsis
<b>2</b>	List Of Characters
<b>2</b>	Terms Defined
<b>3</b>	Companies Referenced in the Play
<b>3</b>	Pre-Viewing DEFAMATION Activity
<b>5</b>	Post-Show Discussion Questions
<b>9</b>	Post-Show Extension Activities
<b>9</b>	Activity #1 A History Of White Flight In Chicago
<b>12</b>	Activity #2 History Of Inter-Racial Marriage and Inter-Faith Dating
<b>14</b>	Activity #3 Take A Test Measuring Implicit Racial Attitudes
<b>15</b>	Activity #4 Examination Of Stereotyping And Racial Profiling

When I first saw DEFAMATION in October of 2011, I didn't know what to expect from the play, or how it would impact my students. They were completely engaged in the play and actively participated in the jury deliberation and post-show discussion. Many students even shared personal experiences to help prove their points. The next day, my students had questions and opinions about the play that I had not anticipated. It was clear that DEFAMATION touched on subjects that they often thought about and clearly wanted to talk about in class. Our discussion that day was equally meaningful and animated. I discovered that DEFAMATION presented an incredible teaching opportunity to explore issues of class, race, religion and power with students in a way that I had never been able to do before.

In creating this study guide, I have attempted to create three different types of activities: a pre-viewing activity; a post-show discussion activity; and several different extension activities. All of these activities were created in hopes of providing ideas to educators and group facilitators on how to best utilize DEFAMATION to access the conversations that so many of the young people we teach want to have, but rarely do. There is also a great deal of flexibility built into these lesson ideas, allowing for educators to pick and choose or edit the suggestions. I wish you luck as you and your students examine DEFAMATION, which I know will be a powerful teaching tool for you.

Best,

Pankaj Sharma  
 Social Studies Teacher  
 Niles North High School  
 Skokie, IL



**SYNOPSIS**

A professional African-American woman is invited to the home of a successful Jewish man for a potential business project. After the meeting, he realizes that his family heirloom watch is gone. Hereby hangs the story of DEFAMATION, wherein this very dilemma leads to a riveting courtroom encounter that illuminates our common perceptions about race, religion and class. In this case, the plaintiff is Ms. Wade, a professional black woman from the South Side. The defendant is Mr. Golden, a successful North Shore businessman who is Jewish. The play opens with Judge Adrian Barnes laying out the

case, as well as the stakes involved. Following testimony from each side, plus a key witness, the judge tells the audience he’s not going to adjudicate the case – the audience will be the jury. He polls them once. Then the judge leads the audience in a 15 minute deliberation. He polls the audience a second time. The result decides the trial. The case is not a simple “he said, she said”. There are twists and turns that keep the audience on their toes. A case without a smoking gun, DEFAMATION challenges our preconceived notions about race, class, religion and even the law.

**LIST OF CHARACTERS**

Judge Adrian Barnes .....	presides over the Wade v. Golden case
Ms. Regina Wade .....	plaintiff
Mr. Arthur Golden .....	defendant
Mr. Lawton .....	attorney for the plaintiff
Ms. Allen .....	attorney for the defendant
Ms. Lorraine Jordan .....	witness, attorney at Siegel & Karmin

**TERMS DEFINED**

**Defamation** – there are many definitions of defamation, both legal and non-legal. In this play, the standard being used is that the plaintiff must prove 1) that a false statement was made about her to a third party, and 2) the she was damaged financially as a direct result of the false statement.

**Plaintiff** – the party who sues in a civil action

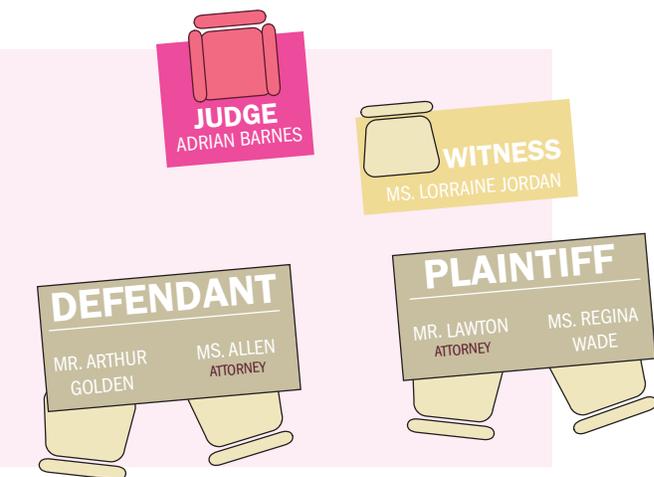
**Defendant** – the party against which an action is brought

**Civil suit** – a lawsuit alleging violations of civil (non-criminal) law by the defendant

**Preponderance of evidence** – a requirement that more than 50% of the evidence points to something. This is the burden of proof in a civil trial.

**Inter-faith marriage** – a marriage between partners of different religions

**Intra-faith marriage** – a marital union in which the partners belong to the same religion



A TRIAL IN CIVIL COURT

COMPANIES IN THE PLAY

Eagle Graphics

legal graphics design firm owned by Ms. Wade

NATIONAL GRAPHIX

Ms. Jordan switched Siegal & Karmin's business to this large legal graphics design firm

SIEGEL & KARMIN

the law firm that employs Ms. Jordan

GOLDEN REALTIES



Mr. Golden's real estate firm and one of Siegal & Karmin's largest clients

Edgeworks Theatre Company

Ms. Jordan and Mr. Golden serve on the board of directors of this theatre company

PRE-VIEWING DEFAMATION ACTIVITY

Below are several definitions that will be important for you to know and be familiar with prior to watching the show. For each term, first read the definition, then put it into your own words, and then give at least one personal or historical example.

- 1. SEGREGATION: the physical separation of categories of individuals, usually on the basis of gender, race, religion, or class. It can be de jure or de facto—sanctioned by law or custom. Although the word normally connotes an involuntary situation, segregation can also reflect voluntary behavior or some mixture of voluntary and involuntary circumstances. Various types of segregation have been common in American history, but the term usually refers to a systemic pattern that has historically affected blacks more than other Americans.

The Reader's Companion to American History. Boston: Houghton Mifflin, 1991. Credo Reference. Web. 09 August 2012.

YOUR DEFINITION: \_\_\_\_\_

PERSONAL OR HISTORICAL EXAMPLE: \_\_\_\_\_

After viewing the play -- how is this concept relevant to the play/the characters' attitudes and motivations? Be specific. \_\_\_\_\_

- 2. RACIAL PROFILING: the practice by some police of stopping and questioning members of specific ethnic groups more often than others without reasonable cause.

Dictionary of Politics and Government. London: A&C Black, 2004. Credo Reference. Web. 09 August 2012.

YOUR DEFINITION: \_\_\_\_\_

PERSONAL OR HISTORICAL EXAMPLE: \_\_\_\_\_

After viewing the play -- how is this concept relevant to the play/the characters' attitudes and motivations? Be specific. \_\_\_\_\_

## PRE-VIEWING DEFAMATION ACTIVITY

**3. ANTI-SEMITISM:** form of prejudice against Jews, ranging from antipathy to violent hatred

*The Columbia Encyclopedia.* New York: Columbia University Press, 2008. *Credo Reference.* Web. 09 August 2012.

**YOUR DEFINITION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PERSONAL OR HISTORICAL EXAMPLE:** \_\_\_\_\_

\_\_\_\_\_

**After viewing the play -- how is this concept relevant to the play/the characters' attitudes and motivations? Be specific.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. GENTRIFICATION:** the process that occurs when a professional and managerial population moves into a neighborhood, frequently run-down, that has primarily been inhabited by people of a lower socioeconomic class. The newcomers then rehabilitate and improve their new properties, driving up housing costs and displacing the earlier residents.

*Encyclopedia of Urban America: The Cities and Suburbs.* Santa Barbara: ABC-CLIO, 1998. *Credo Reference.* Web. 09 August 2012.

**YOUR DEFINITION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PERSONAL OR HISTORICAL EXAMPLE:** \_\_\_\_\_

\_\_\_\_\_

**After viewing the play -- how is this concept relevant to the play/the characters' attitudes and motivations? Be specific.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## POST-SHOW DISCUSSION QUESTIONS

### Mrs. Wade suggested discussion questions:

1. Does the fact that Ms. Wade gets so emotional during her testimony make you feel that she is more or less believable?
2. How easy is it to move from one neighborhood to another? What about from one socioeconomic status to another, like Ms. Wade is attempting to do?
3. Are you able to empathize or relate to Ms. Wade and her feelings in this play? Why or why not?

### Key Character Quotes

answer the following questions for each quote:

- a. What is the context and larger significance of each of these quotes?
- b. Do you think the point of view or opinion reflected in each quote is justified?
- c. Can you or anyone you know relate to any of the situations/feelings expressed in these quotes? Give examples.

**“You know what I mean. I’m black. When something’s missing, we’re always a suspect.”**

**“Everyone is born into a situation. Being born black is quite a situation. My mother told me it was a liability. A liability that I would spend the rest of my life trying to overcome. Wherever I went, I’d be seen a black woman first, and Regina Wade the human being, second.”**

**“Growing up, my mother hammered away that staying in Lawndale was not an option for me.”**

**“When Arthur Golden asked me to look into my bag, I realized, in spite of shaking my hand, in spite of being ready to hire me, in spite of all that I’ve accomplished, at the end of the day, when something’s been misplaced, to Mr. Arthur Golden, I’m still a nigger --a 38 year-old, well-dressed, well-spoken nigger. Was he going to tell Ms. Jordan? Who else was he going to tell? How could I defend myself? There wasn’t a damn thing I could do.”**

CHARACTERS: MR. GOLDEN

**POST-SHOW DISCUSSION QUESTIONS**

**Mr. Golden suggested discussion questions:**

1. Is Mr. Golden prejudiced because he lives in a community whose population is almost all white? Why or why not?
2. Is it a significant detail that Mr. Golden's is described as one of "Chicago's Cloutmasters" by Crain's Chicago Business and ranked 9th on the list of toughest deal makers by the Chicago Tribune?
3. Do you think that Mr. Golden is prejudiced/racist for wanting his daughter to only marry someone of the same religion? Do your parents feel the same as he does?
4. Are you able to empathize or relate to Mr. Golden and his feelings in this play? Why or why not?

**Key Character Quotes and Exchanges**

answer the following questions for each quote:

- a. What is the context and larger significance of each of these quotes?
- b. Do you think the point of view or opinion reflected in each quote is justified?
- c. Can you or anyone you know relate to any of the situations/feelings expressed in these quotes? Give examples.

**"But no one has the right to say you know who someone is just because you know where they go to bed at night."**

**"Look, I'm not going to sit here and be disingenuous and pretend to say the North Shore is an integrated community. But, I will not allow anyone to paint me as a racist. Yes, I grew up in Winnetka. Yes, I've lived there most of my adult life."**

MR. LAWTON: "According to the census figures, in 1950 Kenwood's population was 95% white. In 1960, it was 40% black. Did your parents move to Winnetka because of Kenwood's fast growing black population?"

**"She ingrained in me that the greatest respect you can show for another human being is just that -- treat them not as a black, a Jew, an Arab, a Muslim. Treat them like a person. That's what I do."**

MR. GOLDEN: **"One of the reasons my parents moved was there wasn't racial harmony. It was becoming increasingly unsafe for my sisters and me to walk to school."**

CHARACTERS: MS. JORDAN

## POST-SHOW DISCUSSION QUESTIONS

### Ms. Jordan suggested discussion questions:

1. Do you believe that it is a significant detail that Ms. Jordan is African-American? Why or why not?
2. In what ways might Ms. Jordan and Ms. Wade be similar? In what ways might they be different?
3. Why do you think that Ms. Jordan never becomes a partner?

### Key Character Exchanges

answer the following questions for each quote:

- a. What is the context and larger significance of each of these quotes?
- b. Do you think the point of view or opinion reflected in each quote is justified?
- c. Can you or anyone you know relate to any of the situations/feelings expressed in these quotes? Give examples.

**“Just because Barack Obama is President, we’re a long way from a level playing field.”**

MR. LAWTON (TO MS. JORDAN): **“My point, Ms. Jordan is you had to choose. It was either you or Ms. Wade.”**

MS. ALLEN (TO MS. JORDAN): **“A few minutes ago, Mr. Lawton deftly worked in that the partners at Siegel & Karmin are almost all Caucasian. That a majority are Jewish. It begs the question, did you think the color of your skin or your religion had anything to do with you not being made a partner?”**

OTHER QUESTIONS FOR POST SHOW DISCUSSION

**POST-SHOW DISCUSSION QUESTIONS**

? Why do you think that this play creates so much interest and emotion among young people?

? When have, or how do you, stereotype others? Be specific.

? When have, or how have you, been stereotyped by others? Be specific.

? What were some plot twists that made this case so difficult to judge? Why?

The play references the historical nature of white flight. Have you ever heard anyone in your community mention anything about wanting to move away because of changing demographics or having more people of color move in? Do you think that your family moved to the neighborhood you live in now because of its demographic makeup? What do you think of that?

Would the jury conversation or verdict have been different if there were more people of color in the room? What if there were fewer?

If someone genuinely believes that they were mistreated because of their race, are they playing the race card? Why or why not?

What was your verdict in the trial? Give an explanation for your decision. What information and evidence influenced your verdict? What were the prevailing factors in your decision as a jury member? How did you feel about the characters?

What experiences in your life allow you to relate to Ms. Wade? To Mr. Golden? In what ways?

What would you have done if you were Mr. Golden and you noticed your watch was missing after the meeting with Ms. Wade? Would your actions be different based on who the person was and how well you knew them? Why or why not?

Does your vote based on the law differ from your vote based on your gut or intuition?

How often does the law reflect true justice? How do we know if justice has been served in any particular situation?

Examine the factors of age, socio-economic status, geography, race, religion, and gender in the play.

How did unexamined assumptions about other people impact the characters in the play? What are the costs of leaving assumptions unexamined?

Was there a better solution that Mr. Golden or Ms. Wade could have attempted? What limits were in place for each of the characters?

\*Special thanks to Jenifer Resnick, Glenbrook North High School, for her contribution to the above post-show discussion questions.

These lesson plans are designed to help teachers and students continue to examine the important issues of race, class, and religion brought up in the play.

**DEFAMATION POST-SHOW EXTENSION ACTIVITIES**

**ACTIVITY #1**  
A HISTORY OF WHITE  
FLIGHT IN CHICAGO

Go to the [link for Encyclopedia of Chicago](#). Look at the history of the population breakdown for North Lawndale (where Ms. Wade lives):

North Lawndale (CA 29)				
Year	Total (and by category)	Foreign Born	Native with foreign parentage	Males per 100 females
1930	<b>112,261</b> 111,821 White (99.6%) 374 Negro (0.3%) 66 Other (0.1%)	45.0%	45.7%	104
1960	<b>124,937</b> 10,792 White (8.6%) 113,827 Negro (91.1%) 318 Other races (0.3%)	1.8%	2.6%	93
1990	<b>47,296</b> 796 White (1.7%) 45,527 Black (96.3%) 56 American Indian (0.1%) 31 Asian/Pacific Islander (0.1%) 886 Other race (1.9%) 1,471 Hispanic Origin* (3.1%)	1.2%	—	85
2000	<b>41,768</b> 1,060 White alone (2.5%) 39,363 Black or African American alone (94.2%) 64 American Indian and Alaska Native alone (0.2%) 68 Asian alone (0.2%) 6 Native Hawaiian and Other Pacific Islander alone (0.0%) 900 Some other race alone (2.2%) 307 Two or more races (0.7%) 1,896 Hispanic or Latino* (4.5%)	2.3%	—	80

What do you find interesting about these numbers?

What happens between 1930 and 1960?

Why do you think that the demographics of this neighborhood change so dramatically?

Amanda Seligman



## DEFAMATION POST-SHOW EXTENSION ACTIVITIES

## ACTIVITY #1

A HISTORY OF WHITE  
FLIGHT IN CHICAGO

Sample excerpt on white flight, taken from the Encyclopedia of Chicago North Lawndale entry:

In the late nineteenth century, many industrial workers settled in North Lawndale. The McCormick Reaper Works opened a plant in the neighboring Lower West Side in 1873. The openings of a Western Electric Plant in nearby Cicero in 1903 and the headquarters of Sears, Roebuck & Co. in 1906 brought North Lawndale's population to 46,225 by 1910. During the second decade of the twentieth century, Russian Jews became North Lawndale's largest residential group. Eastern European Jews still living in the old Near West Side ghetto mocked those who left for having pretensions of upward mobility; accordingly, they called North Lawndale "Deutschland." Although not reaching the economic heights of the city's German Jews, North Lawndale's burgeoning population established their own small city of community institutions, including Mt. Sinai Hospital, Herzl Junior College (now Malcolm X College), several bathhouses, and a commercial strip on Roosevelt Road. One study found that in 1946, North Lawndale housed about 65,000 Jews, approximately one quarter of the city's Jewish population.

Fourteen years later, 91 percent of the neighborhood's 124,937 residents were black. African Americans began moving into North Lawndale in the early 1950's, some directly from southern states, others displaced from their South Side homes by urban renewal projects. In response, white residents moved out to northern neighborhoods such as Rogers Park. Despite severe residential overcrowding, no new private housing was built in North Lawndale. Its physical decline was so severe that late in 1957 the city's Community Conservation Board recognized it as a conservation area.

In contrast to previous residents of North Lawndale, most new black residents could not find work in the neighborhood. North Lawndale's industries now employed people who commuted to the neighborhood only for work. Consequently, the local consumer base became much poorer, and tensions grew between the whites who worked in North Lawndale during the day and the blacks who lived there. In 1966, the neighborhood's poverty prompted Martin Luther King, Jr., to pick North Lawndale as the base for the northern civil rights movement. Residents found King's visit highly symbolic: his stay attracted much attention, but little tangible change.

After King's assassination in 1968, however, the neighborhood did change. West Side residents rioted, and although commercial centers run by whites were the targets of physical attack, residential areas burned as well. Most of the large plants and small businesses left because they lost their insurance and feared repeated riots. International Harvester closed its factory in 1969, and Sears struck another blow when it moved its international headquarters to the new downtown tower in 1974. The community-based organizations King inspired—the Lawndale People's Planning and Action Council and the Pyramidwest Development Corporation—tried but failed to attract new industries to employ North Lawndale's residents and new housing to revitalize the neighborhood. During the last quarter of the twentieth century, North Lawndale's population dropped precipitously, from its peak in 1960 to 41,768 in 2000. Residents fled its increasing poverty, unemployment, crime, and physical deterioration, but hints of revitalization in the late 1990s suggested to some observers that the area was beginning to prosper.

These lesson plans are designed to help teachers and students continue to examine the important issues of race, class, and religion brought up in the play.

## DEFAMATION POST-SHOW EXTENSION ACTIVITIES

Begin by presenting students with the brief history of inter-racial marriage and the Loving v. Virginia Supreme Court case, which prohibited states from preventing blacks and whites from marrying each other. Ask students to conduct 3-5 interviews with people in their schools, communities, or families asking their attitudes about inter-racial, inter-ethnic, and inter-faith, dating.

### ACTIVITY #2

#### HISTORY OF INTER-RACIAL MARRIAGE AND EXAMINATION OF CONTEMPORARY VIEWS ON INTER-RACIAL, INTER-FAITH DATING

#### Loving v. Virginia

"Loving v. Virginia." *Encyclopedia of American Studies*. : Johns Hopkins University Press, 2010. *Credo Reference*. Web. 09 August 2012.

On June 12, 1967, Mildred and Richard Loving, a mixed-race couple, were finally able to live together as a legally married couple in their home state of Virginia. Nine years earlier the Lovings had left Virginia to get married. After their marriage the Lovings returned to Virginia. At that time, however, Virginia had a miscegenation statute that criminalized interracial marriages. It was also a felony for a mixed-race couple to leave the state with the purpose of marrying and returning.

On their return the Lovings were promptly arrested. Each was sentenced to a year in jail, with the sentence suspended on the condition that they leave Virginia. The Lovings brought suit, challenging the miscegenation statute as unconstitutional. The case reached the Supreme Court in 1967, just two years after the passage of the most sweeping civil rights act in nearly a century.

The Supreme Court had not directly addressed the miscegenation issue since 1883. In *Pace v. Alabama* (1883), the Court upheld an Alabama statute that punished interracial adultery and sex more severely than when similar offenses were committed by couples of the same race. The Court ruled that this did not violate the equal protection clause of the Fourteenth Amendment because it punished both offenders within the interracial couple equally. With this ruling as precedent, several states enacted modern miscegenation statutes so that by the time the Loving case reached the Supreme Court as many as sixteen states still had such laws.

The Warren Court, whose *Brown v. Board of Education* (1954) decision catalyzed the dismantling of de jure segregation, carefully steered away from the sensitive issue of interracial marriage until well into the civil rights era. On three occasions after the *Brown* decision, the Court either rejected these cases or decided them narrowly. By 1967, however, the demise of legally sanctioned segregation was a fait accompli. The Supreme Court's evasion had bought enough time, and what would have been deemed a radical attempt by the Supreme Court to reach into one of America's most taboo social customs turned out merely to be the logical consequence of the civil rights movement. Consequently, the Loving decision met with little resistance.

The Lovings challenged the Virginia law as violating the equal protection clause of the Fourteenth Amendment. Chief Justice Earl Warren, writing for the Court, traced the history of miscegenation laws in America to their colonial roots, finding them to be an obvious endorsement of white supremacy. The Court held that the right to marry was a fundamental civil right, which cannot be infringed on by the states. This aspect of the Loving decision continued to figure prominently in the debate over the prohibition of same-sex marriages.

The Loving decision stands as a symbol for the extensive social change ushered in by the civil rights movement. While the subject of interracial relationships continued to be a topic of popular discourse within all races, the legality of these relationships was firmly established.

**ACTIVITY #2**

HISTORY OF INTER-RACIAL  
MARRIAGE AND EXAMINATION  
OF CONTEMPORARY VIEWS  
ON INTER-RACIAL, INTER-FAITH  
DATING

**DEFAMATION POST-SHOW EXTENSION ACTIVITIES**

Inter-faith, inter-racial dating interview activity:

For this assignment, you will briefly interview three different people in your life including at least one person from your family. Your interview can be as long as you like. Be sure to ask follow-up questions and try to really understand your interviewee's perspective. Within each interview, try to ask the following questions:

1. Do you think that it is preferable for people to date and/or marry people who are the same race, ethnicity, and/or religion?  
Why or why not?
2. Do you think that people should only date and/or marry people who are the same race, ethnicity, and/or religion?  
Why or why not?
3. Is it racist or discriminatory to only date and/or marry people who are the same race, ethnicity, and/or religion?  
Why or why not?

Each interview should be at least a paragraph long, be written in your interviewee's words, and have a one sentence introduction that identifies the person being interviewed and his or her relationship to you. We will discuss your findings in class and compare them to those of your classmates and the attitudes of Mr. Golden in DEFAMATION.

These lesson plans are designed to help teachers and students continue to examine the important issues of race, class, and religion brought up in the play.

## DEFAMATION POST-SHOW EXTENSION ACTIVITIES

Provide the link below which leads to worthwhile on-line activities that judge or rate people's subconscious racial attitudes or racist tendencies.

Go to: <https://implicit.harvard.edu/implicit/demo/selectatest.html> and take the Race IAT. Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Here is the welcome from the Harvard study's website:

### Welcome to Project Implicit

"Here you will have the opportunity to assess your conscious and unconscious preferences for over 90 different topics ranging from pets to political issues, ethnic groups to sports teams, and entertainers to styles of music. At the same time, you will be assisting psychological research on thoughts and feelings.

Sessions require 10-15 minutes to complete. Each time you begin a session you will be randomly assigned to a topic. Try one or do them all! At the end of the session, you will get some information about the study and a summary of your results. We hope that you will find the experience interesting and informative."

After having completed the on-line test, answer the questions below:

1. What score did you receive from the test? Do you agree with the test's conclusions?
2. Why do you think that most people who take this test seem to have a preference for European Americans over African Americans?
3. Are there any connections that you can make between the findings of this research and DEFAMATION? Be specific.

### ACTIVITY #3

TAKE A TEST MEASURING  
IMPLICIT RACIAL ATTITUDES

These lesson plans are designed to help teachers and students continue to examine the important issues of race, class, and religion brought up in the play.

## **DEFAMATION POST-SHOW EXTENSION ACTIVITIES**

Have students write and share their stories or experiences with stereotyping and/or racial profiling. This could lead to a class discussion on ways that different people have different experiences in the same community.

For this assignment, you will either share a personal incident involving stereotyping or racial profiling, or you will find someone you know in your community who is able to share a personal example of stereotyping or racial profiling with you. The personal reflection or interview should be at least a page long. Be sure to ask follow-up questions and try to really understand your interviewee's perspective. Within the reflection or interview, try to address the following questions:

1. Were you the victim of stereotyping/racial profiling, or were you the person who stereotyped or racially profiled somebody else? What emotions do you feel when you remember this event from your past?
2. Why do you think that stereotypes are so common in our society? Why do you think that so many people are racially profiled by others?
3. Have you had any successful strategies to counter stereotypes that you have been taught? How do you try to avoid racially profiling others? What do you think that it will take for society to reduce the amount of stereotyping and racial profiling that takes place?

We will discuss your examinations in class and compare them to those of your classmates and the attitudes of the characters in DEFAMATION.

### **ACTIVITY #4**

#### **EXAMINATION OF STEREOTYPING AND RACIAL PROFILING**