Assignment: Write a full five-paragraph (introduction, introductory paragraph, three body paragraphs, conclusion) essay in which you analyze the evidence of prejudice in these works according to Gordon Allport’s Levels of Prejudice.

Definition of prejudice: an attitude of closed-mindedness that allows a person to prejudge another person without any knowledge of that person.

Definitions of Gordon Allport’s Levels of Prejudice:
- **Name Calling** (antilocation): A majority group freely make jokes about a minority group. Speech is in terms of negative stereotypes and negative images. This is also called hate speech. It is commonly seen as harmless by the majority. Antilocation itself may not be harmful, but it sets the stage for more severe outlets for prejudice (e.g., ethnic jokes, racial slurs).
- **Isolation**: Members of the majority group actively avoid people in a minority group. No direct harm may be intended, but harm is done through isolation (e.g., social exclusion).
- **Discrimination**: Minority group is discriminated against by denying them opportunities and services and so putting prejudice into action. Behaviors have the specific goal of harming the minority group by preventing them from achieving goals, getting education or jobs, etc. The majority group is actively trying to harm the minority (e.g., Jim Crow laws, Apartheid, Koreans in Japan).
- **Physical Attack**: The majority group vandalize, burn or destroy minority group property and carry out violent attacks on individuals or groups (e.g., lynchings of blacks, mob attacks against Jews in Europe and British Loyalists in the 1700s).
- **Extermination**: The majority *group* seeks extermination or removal of the minority *group* (e.g., Indian Wars to remove Native Americans, the Rwandan Genocide, and ethnic cleansing in Bosnia).

Reminder: You were instructed to choose three works we’ve studied from three separate genres:
- one poem or song
- one video or film
- one work of prose

You were then instructed to identify and explain two examples of one or two levels of Allport’s levels of prejudice.

Problem: Many of you have totally incorrectly identified details from the works you have chosen as some level of Allport’s levels of prejudice.

Example #1: The poem “The Cave” finds the narrating soldier killing Japanese soldiers through the use of fire. THIS DETAIL IS NOT AN EXAMPLE OF PHYSICAL ATTACK OR EXTERMINATION! Why? The motive for killing the Japanese soldiers is NOT prejudice; the motive is simply the fulfillment of the duty of a soldier to kill an enemy soldier during war.

Example #2: The poem “Mountain People” says that people who live in the mountains “don’t have teeth/don’t use soap/and don’t talk plain.” THESE DETAILS ARE NOT AN EXAMPLE OF PHYSICAL ATTACK! Why? See previously-stated definition of physical attack.

Directions: Re-evaluate and revise (as necessary) your details in light of these reminders.
- Step 1: In your essay, highlight your central idea and thesis statement in pink.
- Step 2: In your essay, highlight each concrete detail in yellow. (You should have two concrete details per body paragraph.)
- Step 3: In your essay, underline ALL commentary in the body paragraphs with a blue colored pencil.
- Step 4: Test your details (highlighted in yellow) against the definitions of Allport’s levels of prejudice. If you have even one concrete detail that needs revision, obtain a new essay outline. Put your name and today’s date at the top with the word “Revision.” You need not complete the entire outline again. Simply complete the parts of the outline that need revision with new works or new concrete details (or both). If your outline needs no revision, please write “Details Need No Revision” in blue colored pencil at the top.
- Step 5: Staple the revised outline to the front of your packet.