

Prejudice, Discrimination and Disadvantage



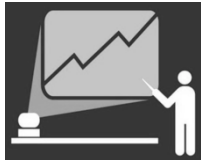
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Read & Précis: Chapter 2, Issue 1, pages 57-81

Welcome

- Ensure mobile phones are off
- No eating in the classroom
- You should take notes/annotate your Pdf print files



Topic Aims

- What is prejudice and discrimination?
- How are life chances presented amongst different social groups?
- To what extent does poverty still exist in Britain?



Prejudice and discrimination

- **Prejudice** is a set of views or opinions about people or groups which consider them to be inferior than others.
- Can you think of an **example**?
- When does prejudice *become* discrimination?

E.g. If I treat students wearing glasses more favourably because I believe they are 'smarter', I am discriminating against other students. Is such an approach illegal?

Discrimination

- There are **four** types of discrimination...

(1) Direct

Abuse is obvious and deliberate. Give/work out an example.

(2) Indirect

Not directly intended but actions restrict a person or group. Give/work out an example.

Discrimination

(3) Positive

Actions are intended to improve a person's or group's situation and counter prejudice.

(4) Negative

Actions are intended to treat the person or group unfairly and restrict them.

Activity: Write down **one** example for each type of discrimination.

Positive discrimination

- All women shortlists are seen as 'positive discrimination' because they tackle the inequalities of the past.
 - Is there anything positive about discrimination?
 - What are the problems of positive discrimination?
 - Is it acceptable?

Prejudice

- **Racism** is belief that someone's skin colour or religious/ethnic identity is better/weaker than someone else.
- **Homophobia** is the irrational fear of homosexuality.

How might both of these be experienced in the workplace or in schools?
- **Islamophobia** is the irrational fear or prejudice towards Islam and Muslims.

Discrimination

Discrimination may take many forms:

- Antilocution (Hate speech)
- Bullying
- Physical abuse
- Genocide

- Read the article on **page 65** and undertake the **activity**.



Life Chances

- **Life chances** is the opportunity a person has to achieve a goal, ambition or desire.
- There are **four** key factors which influence life chances:
 - (1) Education
 - (2) Income
 - (3) Employment
 - (4) Health

Life Chances

- Many social scientists and policy makers believe our society is a **meritocracy**.
- It is the idea that everyone in society has a **fair** chance to achieve their goals.
- Equal chance and access to the four key factors is essential. However, some argue equality is an illusion.

Life Chances

- However, life chances can differ from person to person for a variety of reasons.

Activity:

Create a mind-map which illustrates reasons why life chances may be restricted.

Be prepared to feedback to class.

Poverty

- How would you *define* poverty?
- There are **two** models which provide a definition:



(1) **Absolute** = lack of basic human needs

Poverty



(2) **Relative** = possession of the basics but still unable to fully participate in society.

- How might someone be in **relative poverty**?

Poverty

Causes/consequences of poverty:

Pages 77-80 - create a table which shows the differences between **both** models.

Structural	Individual Behaviour
Lack of effort by society (i.e. The rich)	Individuals are the problem (poor attitude)
Too costly	Culture of poverty created (underclass - poverty cycle)
Regional unemployment	

Just to remind you...

➤ For the Unit 1 exam, you should be able to **know, understand and discuss**:

- Prejudice and discrimination.
- Life chances.
- Poverty.
