

CONFIDENTIAL

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ion (stereotypes) and res of AMD from suc-

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am decided not to al- ainstorming sessions. no real change would ntial would not have format was designed, ffective process. Also, an idea in either lan- ard during meetings. rational deliberation, nd improvisation. As orces to reach a new

rtial of AMD. The is harmonious work on fine-tuning com- ise their interactions ness and a feat of in- y task resulted in the l the most successful rocessors turned out

SIDE TRIPS

1. Soon after an American high school sophomore started an e-mail exchange with an Egyptian counterpart (see "Valley, Egyptian teens bond," 2003), the Iraqi Freedom military action began, and the American student received a short message written in all capital letters. The Egyptian student described watching bombs striking Baghdad on television, called the war unjust, and said that he was angry with everything American. After that, the American student did not hear from him again. How would you analyze this intercultural exchange in terms of conceptualization and appraisal?
2. Many Anglo-Americans believe that the use of Indian names and images for sports teams is insignificant and inoffensive. However, most Native Americans find such stereotypes misleading and offensive. Dolph Hatfield argues that this is very easy to demonstrate:

The easiest way to demonstrate this is to ask whether symbolizing any other minority in the same way or in a similar manner would be acceptable. Certainly blacks, African Americans, Asians, Hispanics, Jews, and Martin Luther King Jr. are comparable names, but Brownman Chewing Tobacco or Martin Luther King Jr. Malt Liquor would never be tolerated. Likewise, although Jeep Cherokee and the Apache helicopter are freely used in society, there would never be a Jeep African, Jeep Mexican, Oriental Helicopter, or Jew Helicopter. (2000: 43-44)

What do you think of his argument?

3. Dr. Beatrice Fennimore (1994), in the paper "Addressing Prejudiced Statement," suggests that a productive response to a prejudiced statement can be formulated by taking the following steps: (1) pulling the prejudice out of the statement and restating it in a calm and objective way, (2) stating your personal beliefs in a clear and assertive way, (3) making a positive statement about the specific targets of the prejudice, and (4) gently turning the subject to a new direction. Try using this approach in addressing a prejudiced statement and think about what other steps could be added to make your response more effective.

CHECK YOURSELF

Conceptualization
Evaluation
Stereotype
Normative stereotype
Nonnormative stereotype
Generalization
Prejudice

Fundamental attribution error
Discrimination
Prisoner's dilemma
Synergy
Flow states
Nonsummativity
Pareto optimality

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